

CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP):  
*A DATA DIALOGUE PROTOCOL FOR TEACHER TEAMS  
 FOR USE WITH THE MARYLAND STANDARDS FOR COLLEGE AND CAREER  
 READINESS AND OTHER CURRICULUM*

**DATA SOURCES INCLUDED IN THE ANALYSIS:**

**EXTERNAL ASSESSMENT DATA:** \_\_\_\_\_

**BENCHMARK OR COMMON ASSESSMENT DATA:** \_\_\_\_\_

**CLASSROOM ASSESSMENT DATA:** \_\_\_\_\_

**ESSENTIAL SKILLS AND KNOWLEDGE ASSESSED:** \_\_\_\_\_

**Orientation Step 1: Identify the relevant assessments and define the terms used in the assessment data reports (as needed).**

- A. *What assessment data will we be analyzing and what do the terms in the data report mean?*
- B. *What special characteristics about the assessments should we understand prior to analyzing the data?*

**Question Step 2: Identify the questions to answer in this data dialogue.**

- C. *What questions about student achievement are we trying to answer by analyzing the data?*

**Patterns Step 3: Identify the major patterns of students' strengths and needs at the class level (if possible, by using more than one data source).**

MAJOR PATTERNS OF CLASS STRENGTHS	MAJOR PATTERNS OF CLASS NEEDS
<i>D. What essential skills and knowledge are the most important overall class strengths (using more than one data source, if possible)?</i>	<i>E. What essential skills and knowledge are the most important overall class needs (using more than one data source, if possible)?</i>

**Action Step 4: Use the Reflection Guide to help identify the instructional factors that might have contributed to the patterns of student needs. Identify the steps that team members will take to address the patterns of class-level needs and determine when and how re-assessment will occur.**

- F. *What instructional factors might have contributed to the patterns of student performance on these assessments?*
- G. *What specific steps will we take to address the patterns of class needs, such as providing additional practice, providing more processing (think) time, or re-teaching using a different strategy? How and when will we re-assess to determine progress?*

**IF CLASS FOLLOW-UP IS NEEDED, SKIP TO STEP 6. COME BACK TO STEP 5 AFTER FOLLOW-UP AND RE-ASSESSMENT HAVE OCCURRED.**

**Differentiation Step 5: After follow-up and re-assessment (if necessary), identify the students who excelled and those who still need additional assistance. Identify and implement in-class enrichments and interventions for both groups of students.**

STUDENTS WHO PERFORMED PARTICULARLY WELL	SPECIFIC STEPS WE WILL TAKE IN CLASS TO ENRICH THE LEARNING OF THESE STUDENTS	STUDENTS WHO NEED FURTHER WORK AFTER CLASS FOLLOW-UP	SPECIFIC STEPS WE WILL TAKE IN CLASS TO HELP MORE STUDENTS BECOME PROFICIENT
<p><i>H. Who is ready for enrichment and more independent work?</i></p>	<p><i>I. What in-class enrichments will we implement for these students?</i></p> <p><i>J. What assistance and resources will we need to implement the enrichments?</i></p> <p><i>K. Who will be responsible for implementing the enrichments?</i></p> <p><i>L. What data will we use to determine the success of the enrichments?</i></p>	<p><i>M. Who will need some assistance to become proficient on the essential skills and knowledge?</i></p> <p><i>N. Who will need the most additional assistance to become proficient on the essential skills and knowledge?</i></p>	<p><i>O. What in-class interventions will we implement so that these students will attain proficiency on the essential knowledge and skills?</i></p> <p><i>P. What assistance and resources will we need to implement the interventions?</i></p> <p><i>Q. Who will be responsible for implementing the interventions?</i></p> <p><i>R. What data will we use to determine the success of the interventions?</i></p>

**Future Planning Step 6: Identify a skill or concept to be taught in the next few weeks that students will probably find difficult. Collaboratively plan instructional strategies to teach the difficult concept in a new and innovative way.**

**Reflect on the success of the CFIP session and plan for the next meeting. Implement the agreed-upon instructional improvements and be ready to report on their success at a future CFIP session.**

*S. Based on reflection on our past instruction and the current levels of student performance, as shown by the data, what new instructional strategies will we use to increase student learning on future difficult content?*

*T. When will we review the data again to determine the success of the enrichments, interventions, and instructional changes?*

*U. What do the data **not** tell us? What questions remain about student achievement that we need to answer? How will we attempt to answer these questions?*

# CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP) -- TEMPLATE FORMAT C

*This CFIP template makes clearer the link between the subgroups of students (proficient and non-proficient students) and the team's response to each group.*


**Orientation Step 1: SKILLS AND KNOWLEDGE ASSESSED/WHEN:** *What assessment data will we be analyzing and when was the assessment administered?*

**Question Step 2: QUESTIONS TO BE ANSWERED:** *What questions about student achievement are we trying to answer by analyzing the data?*

<b><i>Patterns Step 3: SKILLS AND KNOWLEDGE IN WHICH STUDENTS DID WELL</i></b>	<b>STUDENTS WHO PERFORMED PARTICULARLY WELL</b>	<b>SPECIFIC STEPS WE WILL TAKE IN CLASS TO ENRICH THE LEARNING OF THESE STUDENTS</b>
<i>What essential skills and knowledge are the most important overall class strengths (using more than one data source, if possible)?</i>	<i>Who is ready for enrichment and more independent work?</i>	<p><i>What in-class enrichments will we implement for these students?</i></p> <p style="text-align: right;"><i>These enrichments will be completed by _____.</i></p>

<b>SKILLS AND KNOWLEDGE IN WHICH MANY STUDENTS WERE NOT PROFICIENT</b>	<b><i>Action Step 4: SPECIFIC STEPS WE WILL TAKE TO ADDRESS THE PATTERNS OF CLASS NEEDS</i></b>	<b>STUDENT ASSESSMENT EVIDENCE AFTER FOLLOW-UP HAS OCCURRED</b>
<i>What essential skills or knowledge are the most important overall class needs (using more than one data source, if possible)?</i>	<p><i>What instructional factors might have contributed to the patterns of student performance?</i></p> <p><i>What steps will we take to address the patterns of need?</i></p> <p>Among the choices are:</p> <ul style="list-style-type: none"> <li>- Stop and reteach the weak content to the entire class using a different instructional strategy</li> <li>- Seamlessly embed additional instruction on the weak content into the next unit</li> <li>- Provide no more instruction, but provide additional practice or processing (think) time in the weak content using drills, warm-ups, homework, etc.</li> <li>- Differentiate by providing additional instruction and practice on the weak content for the non-proficient students, while the proficient students complete enrichment activities</li> </ul> <p><i>These steps will be completed by _____.</i></p>	<p><i>How will we reassess to determine if students have acquired the essential skills and knowledge?</i></p> <p><i>What are the results of the reassessment?</i></p>

**IF CLASS FOLLOW-UP IS NEEDED, SKIP TO STEP 6. COME BACK TO STEP 5 AFTER FOLLOW-UP AND RE-ASSESSMENT HAVE OCCURRED.**

<b><i>Differentiation Step 5:</i></b> <b>STUDENTS WHO STILL NEED WORK ON THESE SKILLS AND KNOWLEDGE AFTER CLASS FOLLOW-UP</b>	<b>SPECIFIC STEPS WE WILL TAKE IN CLASS TO HELP MORE STUDENTS BECOME PROFICIENT</b>	<b>STUDENT ASSESSMENT EVIDENCE AFTER ADDITIONAL INTERVENTIONS HAVE OCCURRED</b>
<p><i>Who still needs additional assistance to become proficient on the essential skills and knowledge?</i></p> 	<p><i>What additional interventions will we implement so these students will attain proficiency on the essential skills and knowledge?</i></p> <p><i>These will be completed by _____.</i></p>	<p><i>How will we reassess to determine if students have acquired the essential skills and knowledge?</i></p> <p><i>What are the results of the reassessment?</i></p>

<b><i>Future Planning Step 6: SPECIFIC INSTRUCTIONAL ENHANCEMENTS TO A LATER TOPIC</i></b> <i>See the Reflection Guide for possible ideas.</i>
<p><i>What new instructional strategies will we use to increase student learning on upcoming difficult content?</i></p>


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
**Orientation Step 1: SKILLS AND KNOWLEDGE ASSESSED:**

**Question Step 2: QUESTIONS TO BE ANSWERED:**

<i>Patterns Step 3:</i> SKILLS AND KNOWLEDGE IN WHICH STUDENTS DID WELL	STUDENTS WHO PERFORMED PARTICULARLY WELL	SPECIFIC STEPS WE WILL TAKE TO ENRICH THE LEARNING OF THESE STUDENTS
		<p><i>These enrichments will be completed by _____.</i></p>

SKILLS AND KNOWLEDGE IN WHICH MANY STUDENTS WERE NOT PROFICIENT	<i>Action Step 4:</i> SPECIFIC STEPS WE WILL TAKE TO ADDRESS THE PATTERNS OF CLASS NEEDS	STUDENT ASSESSMENT EVIDENCE AFTER FOLLOW-UP HAS OCCURRED
	<p><i>These steps will be completed by _____.</i></p>	

**IF CLASS FOLLOW-UP IS NEEDED, SKIP TO STEP 6. COME BACK TO STEP 5 AFTER FOLLOW-UP AND RE-ASSESSMENT HAVE OCCURRED.**

<b><i>Differentiation Step 5:</i></b> <b>STUDENTS WHO STILL NEED WORK AFTER CLASS FOLLOW-UP</b>	<b>SPECIFIC STEPS WE WILL TAKE IN CLASS TO HELP MORE STUDENTS BECOME PROFICIENT</b>	<b>STUDENT ASSESSMENT EVIDENCE AFTER ADDITIONAL INTERVENTIONS HAVE OCCURRED</b>
	<div style="text-align: center;">  </div> <p><i>These steps will be completed by _____.</i></p>	

<b><i>Future Planning Step 6: SPECIFIC INSTRUCTIONAL ENHANCEMENTS TO A LATER TOPIC</i></b> <i>See the Reflection Guide for possible ideas.</i>