

CFIP PROTOCOL
CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP):
A DATA DIALOGUE PROTOCOL FOR TEACHER TEAMS

DATA SOURCES INCLUDED IN THE ANALYSIS:

EXTERNAL ASSESSMENT DATA: _____

BENCHMARK OR COMMON ASSESSMENT DATA: _____

CLASSROOM ASSESSMENT DATA: _____

MAJOR VSC INDICATORS OR OBJECTIVES COVERED IN THE MOST RECENT ASSESSMENT: _____

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 most-recent assessments should we understand prior to analyzing the data?*

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

- C. *What questions about student achievement are we trying to answer through this data analysis?*

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 knowledge and skills are the most important overall class strengths (from more than one data source, if possible)?</i>	<i>E. What knowledge and skills are the most important overall class needs (from more than one data source, if possible)?</i>

Step 4: Use the [Reflection Guide](#) to help identify the instructional factors that might have contributed to the patterns of student weaknesses. Identify the steps that team members will take to address the patterns of class-level weaknesses 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 steps will we take (such as scaffolding or re-teaching using a different strategy) to address the patterns of class needs? How and when will we re-assess to determine progress?

CONTINUE WITH STEPS 5 AND 6 AFTER RE-TEACHING HAS OCCURRED (IF NEEDED).

Step 5: After whole-class re-teaching (if necessary), name the students who excelled and the students who still need additional assistance. Identify and implement in-class enrichments and interventions for these students.

STUDENTS WHO EXCELLED	IN-CLASS ENRICHMENTS TO IMPLEMENT	STUDENTS WHO NEED ADDITIONAL ASSISTANCE	IN-CLASS INTERVENTIONS TO IMPLEMENT
<p>H. Which students are ready for enrichment and more independent work?</p>	<p>I. What in-class enrichments will we implement for these students?</p> <p>J. What assistance and resources will we need to implement the enrichments?</p> <p>K. Who will be responsible for implementing the enrichments?</p> <p>L. What data will we use to determine the success of the enrichments?</p>	<p>M. Which students will need some additional assistance to attain the targeted knowledge and skills?</p> <p>N. Which students will need the most additional assistance to attain the targeted knowledge and skills?</p>	<p>O. What in-class interventions will we implement so that these students will attain the targeted knowledge and skills?</p> <p>P. What assistance and resources will we need to implement the interventions?</p> <p>Q. Who will be responsible for implementing the interventions?</p> <p>R. What data will we use to determine the success of the interventions?</p>

Step 6: Use the [Reflection Guide](#) to help identify and then implement one or two improvements in future instruction. Plan for the next data analysis session.

S. Based on reflection on our past instruction and the current levels of student performance, as shown by the data, how will we improve future instruction to increase the learning of all students?

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?

CFIP DIRECTIONS

Grade Level or Course **CLASSROOM-FOCUSED IMPROVEMENT PROCESS UPDATE:** Date

DATA SOURCES: Identify the data sources to be used to complete the data analysis.

MAJOR VSC INDICATORS OR OBJECTIVES COVERED IN THE MOST RECENT ASSESSMENT: Identify the most important parts of the VSC that were assessed recently.

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

Review the assessment reports you are using. Go over the meaning of all the terms on the data report forms. Write down all new terms (if any) and what they mean.

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

Ask a question about student achievement that will structure the data analysis, such as, "What do we know now, that we did not know before, about student understanding of _____?"

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
<ul style="list-style-type: none"><i>List the most important indicators, objectives, or assessment limits from the Voluntary State Curriculum or course curriculum in which the students, as a class, are the strongest, as indicated by the data.</i>	<ul style="list-style-type: none"><i>List the most important indicators, objectives, or assessment limits from the Voluntary State Curriculum or course curriculum in which the students, as a class, are the weakest, as indicated by the data.</i>

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

STEPS THE TEAM WILL TAKE TO ADDRESS PATTERNS OF CLASS NEEDS

Identify a few instructional factors that might have contributed to the patterns of student performance. Identify the alternate strategies the team will use to re-teach or scaffold instruction to address the weak areas. Identify when and how re-assessment will occur.

CONTINUE WITH STEPS 5 AND 6 AFTER RE-TEACHING HAS OCCURRED (IF NEEDED).

Step 5: After whole-class re-teaching (if necessary), name the students who excelled and the students who still need additional assistance. Identify and implement in-class enrichments and interventions for these students.

STUDENTS WHO EXCELLED	IN-CLASS ENRICHMENTS TO IMPLEMENT	STUDENTS WHO NEED ADDITIONAL ASSISTANCE	IN-CLASS INTERVENTIONS TO IMPLEMENT
<p><i>List the names of the students who are achieving at an advanced level on the targeted knowledge and skills.</i></p>	<p><i>Identify the specific steps the team will take and the human and other resources that will be required to provide the identified students with the enrichments and/or differentiated instruction they will need to continue to achieve at a high level. Identify the data that will be used to track their progress.</i></p>	<p><i>List the names of the students who will need some additional assistance in achieving proficiency on the targeted knowledge and skills.</i></p> <p><i>List the names of the students who will need the most additional assistance in achieving proficiency on the targeted knowledge and skills.</i></p>	<p><i>Identify the specific steps the team will take and the human and other resources that will be required to provide the identified students with the interventions and/or differentiated instruction they will need to become proficient in previously-taught knowledge and skills. Identify the data that will be used to track their progress.</i></p>

**Step 6: Use the Reflection Guide to help identify and then implement one or two improvements in future instruction.
Plan for the next data analysis session.**

Identify the one or two specific ways that members of the team will improve future instruction as new knowledge and skills are taught in the next unit.

Identify when the next data analysis session will be and the other follow-up that may be necessary by team members to address the student achievement questions not answered through the data.

CFIP WORKSHEET

_____ **CLASSROOM-FOCUSED IMPROVEMENT PROCESS UPDATE:** _____

DATA SOURCES: _____

MAJOR VSC INDICATORS OR OBJECTIVES COVERED IN THE MOST RECENT ASSESSMENT:

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

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

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

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

STEPS THE TEAM WILL TAKE TO ADDRESS PATTERNS OF CLASS NEEDS

CONTINUE WITH STEPS 5 AND 6 AFTER RE-TEACHING HAS OCCURRED (IF NEEDED).

Step 5: After whole-class re-teaching (if necessary), name the students who excelled and the students who still need additional assistance. Identify and implement in-class enrichments and interventions for these students.

STUDENTS WHO EXCELLED	IN-CLASS ENRICHMENTS TO IMPLEMENT	STUDENTS WHO NEED ADDITIONAL ASSISTANCE	IN-CLASS INTERVENTIONS TO IMPLEMENT

**Step 6: Use the Reflection Guide to help identify and then implement one or two improvements in future instruction.
Plan for the next data analysis session.**

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