

SCRIPT

CFIP STEP 5

| VIDEO | AUDIO |
|--|--|
| <p>HEIDI, CHRIS, ELIZABETH, and SANDY gathered around the same desktop computer</p> <p>KEY BELOW: CFIP Protocol Question H: Which students are ready for enrichment and more independent work?</p> <p>CHRIS starts typing on laptop and continues off and on throughout the scene.</p> <p>KEY BELOW: CFIP Protocol Question I: What in-class enrichments will we use for these students?</p> | <p>HEIDI: How did your re-teaching go?</p> <p>SANDY: OK.</p> <p>CHRIS: Fine.</p> <p>ELIZABETH: Well, the scores got better, but there are a few students who still need more work.</p> <p>SANDY: Can we talk about the good kids first?</p> <p>HEIDI: Absolutely! (<i>Punches a few keys and a new report appears on the desktop computer screen.</i>) Here is the report we need.</p> <p>SANDY: Look at Anne, Devon, Tyasha, and Dana. Tops again. I was thinking that they might want to be part of the Enrichment Extended Day program. These kids have been flying high all year, and it would be a shame not to capture their interest.</p> <p>ELIZABETH: Is that the after-school group working with Ms. Miller in the writing center (<i>describe an enrichment-type project</i>)? I have heard a few kids say they really love it.</p> <p>CHRIS: I was wondering about C.J., Wanda, and Violet, perhaps getting them involved in some in-class enrichment work. While we go back and work with kids who need more help, they can work towards their twenty-five book challenge. As they finish we can recognize them on the morning announcements.</p> |

| | |
|--|--|
| <p>KEY BELOW: CFIP Protocol Question J: What assistance and resources will we need to implement the enrichments?</p> | <p>ELIZABETH: I would want to add Keon and Jacob to the in-class group as well.</p> <p>CHRIS: That's a great suggestion. The other possibility for in-class extensions would be to write the American Legion Essay for the upcoming contest.</p> <p>HEIDI: sandy, would you check to see if it is not too late to get the kids we mentioned into the extended day program? I hope not. They would really thrive in that environment.</p> <p>SANDY: Sure. But, to do the in-class projects we will need the applications for the essay and the book logs. And, let me see if I can talk Peggy into letting us use the space next to her room to display them.</p> <p>ELIZABETH: I saw an article just last week in <i>In the Middle</i> about a good way to be sure the kids work independently. I will bring it in, if I can still find it. We are moving next month, and the house is a mess!</p> <p>HEIDI: To recap, Sandy, you are going to check into the extended day program and look into the space we need, right? Elizabeth will bring in the article about project development. Who is going to write the directions sheet for the enrichment project? And a scoring tool?</p> |
| <p>KEY BELOW: CFIP Protocol Question K: Who will be responsible for implementing the enrichments?</p> | <p>Silence</p> <p>HEIDI: Alright. I can do that! Not a problem.</p> <p>CHRIS: All right. You shamed me into it. I'll help.</p> <p>HEIDI: Great. Thanks. And, data? How will we get data on the enrichments?</p> <p>SANDY: Well, can't we track the kids' progress with the</p> |

| | |
|--|---|
| <p>KEY BELOW: CFIP Protocol Question L: What data will we use to determine the success of the enrichments?</p> | <p>scoring tool we'll create for their projects? The proficiency scale like we used on the Summer Reading project should work.</p> <p>CHRIS: And I thought I heard that Mrs. Hanlin is using some type of test for her enrichment program. It is grant funded, and they need to show that the kids are growing more than one grade level if they go. I'll double check, but that should give us more than enough data then we need.</p> <p>HEIDI: Yes, that will be great.</p> <p>ELIZABETH: OK, now we need to talk about the kids who did not do as well on the benchmark.</p> <p>HEIDI: Let's look at this report. <i>(Points to computer screen)</i> First, let's look for the kids that we think will need only a little help.</p> |
| <p>KEY BELOW: CFIP Protocol Question M: Which students will need some additional assistance to attain the targeted knowledge and skills?</p> | <p>ELIZABETH: We are looking for yellow, right?</p> <p>SANDY: Yep. Like Caleb, Brenna, and Maddie.</p> <p>CHRIS: And Zach and Kenny. But there's not too many. That's a good thing.</p> <p>ELIZABETH: And then we are going to have the ones that are in the red zone, below 60% Here's Kyle, Melody, Erin, Yi Linn, and Tyrus.</p> <p>HEIDI: And Louis and Bella from my group.</p> |
| <p>KEY BELOW: CFIP Protocol Question N: Which students will need the most additional assistance to attain the targeted knowledge and</p> | <p>ELIZABETH: Why do we always have a longer list on the right side of the CFIP template than on the left?</p> <p>HEIDI: Now comes the hard part. What do we think is the best thing to do to help these kids get the objectives that they missed on the benchmark?</p> |

| | |
|---|--|
| <p>skills?</p> <p>KEY BELOW: CFIP Protocol Question O: What in-class interventions will we implement so that these students will attain the targeted knowledge and skills?</p> <p>KEY BELOW: CFIP Protocol Question P: What assistance and resources will we need to implement the interventions?</p> <p>KEY BELOW: CFIP Protocol Question Q: Who will be responsible for implementing the interventions?</p> | <p>CHRIS: One thing we might use is Flex Friday, the day that we can get off the Pacing Guide to make up what kids missed. How about if we set up temporary skill-based groups? (To SANDY) We have grade level the same time in the morning. How about if we divide up the classes? I'll take the kids who need the most help and review the big ideas with them again. I'll re-teach author and text reliability and credibility, using as many different types of media as possible. Hopefully, since I can give them individualized attention in the small group, more of them will get it.</p> <p>SANDY: Now, for the next group – the one with Caleb and Brenna in it – what if we used the <i>Media Smart Disk</i>? We can follow that up with guided analysis.</p> <p>HEIDI: That's a good idea.</p> <p>SANDY: I will get the disk from the resource room.</p> <p>CHRIS: Since, the reading specialist is free at that time, she can work with the rest of the students on reading responses that require making connection between elements of fiction.</p> <p>HEIDI: Since Elizabeth and I have our kids for grade level/ ELA in the afternoon, could you pass on the materials to us and we can do the same thing.</p> <p>SANDY AND CHRIS: Sure. Sure.</p> <p>HEIDI: When do you think we will be ready to re-assess?</p> <p>ELIZABETH: Let's collect an exit ticket for the two intervention groups on the Monday after we re-teach and review it again in the drill. That should show if they got the big idea or not.</p> |
|---|--|

| | |
|--|--|
| <p>KEY BELOW: CFIP Protocol Question R: What data will we use to determine the success of the interventions?</p> | <p>SANDY: Wow! We accomplished a lot in a pretty short time. Now, let's do it!</p> |
|--|--|