

**PRE-CONDITIONS FOR THE SUCCESSFUL IMPLEMENTATION OF  
THE CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP)**

	YES	NO	EMERGING
A cohesive and collaborative grade-level, departmental, or vertical team which shares common subject matter and common assessments, either developed by the state or school system (such as MSA, HSA, PARCC, or benchmark assessments) or by the teachers of an individual school themselves			
Common planning time for team members consisting, at a minimum, of one hour twice weekly, of which one hour every two weeks is devoted exclusively to the CFIP			
A principal who is a strong instructional leader and who is comfortable with the concept of shared leadership			
Norms to guide the team's process of collaborative data analysis			
Autonomy for the team to adjust teaching practices and interventions based on data from assessments of their students' learning			

Use of short-cycle, common, formative assessments by the team			
On-going professional development to enhance the team's capacity to continually adjust their teaching practice in response to student performance data			