# *Fall* Middle School 100% Data Meeting Steps

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade level/group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **Prior to the meeting collect the following data:**
  + **Step 1 Data: Determine the percentage of students by number of risk factors**

|  |  |
| --- | --- |
| **Percent of student by Number of Risk Factors** | |
| *# of Factors* | Percentages of students |
| *1* |  |
| *2* |  |
| *3* |  |
| *4* |  |
| *5* |  |

## Step 2 Data: Calculate risk percentages for each category

|  |  |
| --- | --- |
| **Risk Categories** | **Percent at Risk** |
| *Attendance* |  |
| *Behavior* |  |
| *Spring failing 2 or more core classes* |  |
| *SBAC (not passing)* |  |
| *Fall Screening (not at benchmark)* |  |

## Step 2 additional Data (if Needed): Calculate percentage of students passing each core class

|  |  |
| --- | --- |
| **Core class** | **Percent Meeting Criteria** |
| *ELA* |  |
| *Math* |  |
| *Social Studies* |  |
| *Science* |  |
| *(Reading)* |  |

## Purpose: To determine the effectiveness of *Multi-Tiered System of Supports* and make necessary adjustments to literacy practices across content areas.

## Step 1: Problem Identification (What is the problem?)

1. ***Are our coordinated literacy efforts meeting the needs of most of our students? (record the percentage of students with 0 or 1 risk factors)?***

## *b) Calculate a goal for the next 100% Meeting*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Percentage of students |  | ***Goal*** for next Benchmarking: |
| ***% of students with 0 or 1 risk factors*** |  |  |  |

## Step 2: Problem Analysis (Why is it happening?)

1. ***Which area of instruction needs enhancement in order to increase the percentage of students with 0 or 1 risk factors (as a team, please check the instructional need in the table below)?***

Selection of area of instructional need can be based on the following: walkthroughs, teacher report, formative assessments, SBAC, student behavior, CBMs, and other as deemed appropriate.

|  |  |  |  |
| --- | --- | --- | --- |
| **Provide Explicit Vocabulary Instruction** | **Provide direct and explicit comprehension strategy instruction** | **Provide opportunities for extended discussion of text meaning and interpretation** | **Increase student motivation and engagement in literacy learning.** |
|  |  |  |  |

## *Consider whether you need to address Attendance or Behavior as well.*

**Step 3: Plan Identification (What is the plan?)**

1. ***How can you enhance instruction in the area of instructional need?***
   1. As a team, please select one or two instructional strategies from the checklist below?

|  |  |
| --- | --- |
| **Checklist for Carrying out IES Guide Recommendations** | |
| **Recommendation 1:**  **Provide explicit vocabulary instruction**  **Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.**  **Provide repeated exposure to new words in multiple contexts and allow sufficient practice sessions in vocabulary instruction.**  **Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading,**  **Provide students with strategies to make them independent vocabulary learners.** | **Recommendation 3:**  **Provide opportunities for extended discussion of text meaning and interpretation**  **Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.**  **Ask follow-up questions that help provide continuity and extend the discussion.**  **Provide a task or discussion format that students can follow when they discuss text in small groups.**  **Develop and practice the use of a specific “discussion protocol.”** |
| **Recommendation 2:**  **Provide direct and explicit comprehension strategy instruction**  **Select carefully the text to use when beginning to teach a given strategy.**  **Show students how to apply the strategies they are learning to different texts.**  **Make sure that the text is appropriate for the reading level of students.**  **Use a direct and explicit instruction lesion plan for teaching students how to use comprehension strategies.**  **Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.**  **Talk about comprehension strategies while teaching them.** | **Recommendation 4:**  **Increase student motivation and engagement in literacy learning**  **Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas.**  **Provide a positive learning environment that promotes student autonomy in learning.**  **Make literacy experiences more relevant to student interests, everyday life, or important current events.**  **Build classroom conditions to promote higher reading engagement and conceptual learning through such strategies as goal setting, self-directed learning, and collaborative learning.** |

* 1. As a team, please select one or two active participation strategies from the checklist below?

|  |  |  |
| --- | --- | --- |
| ***Oral Responses (Things Students Say)*** | | |
| ***Strategy*** | ***Useful when…*** | ***Description/Suggestions/Examples*** |
| Choral Responses | The answers are short and the same | Provide an auditory and/or visual signal |
| Partner Responses | The answers are long or short and different | Look-Lean-Whisper; Think and Write-Pair and Write-Share; Think-Write-Share; Assign partner numbers/labels |
| Team Responses | The answers are long and different | Can combine partnerships to form teams; Assign team member numbers |
| Individual Responses | The answer comes from a student’s own experience | Can have the students share with a partner first  *Whip around or pass* (students have the option to say an answer or pass) |
| ***Written Responses (Things Student Write)*** | | |
| ***Strategy*** | ***Useful when…*** | ***Description/Suggestions/Examples*** |
| Response Slates (white boards) | The answers are long or short, more divergent or dependent on personal experience | Set clear expectations (e.g. “After writing the answer, set your pen down) |
| Graphic organizer | Students organize thinking alone, in partners or teams | Use after reading for greatest impact. Good for retelling |
| Completing a sentence frame | Structure is needed to complete correct sentences | Useful with vocabulary instruction |
| ***Action Responses (Things Students Do)*** | | |
| ***Strategy*** | ***Useful when…*** | ***Description/Suggestions/Examples*** |
| Acting Out/Gestures | Teaching vocabulary | Can use gestures, facial expressions, actions, movements |
| Hand Signals | Reviewing factual information | Can have students form hand signal on desk, then hold up in unison |
| Response Cards | The number of potential answers is limited | True or False; Yes or No; A, B, C, or D; vocabulary words; spelling words; phonics; etc. |

1. ***What support (professional learning or coaching) do you need to implement these common agreements?*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_