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?)

a) *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?)

a) *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.

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

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

a) *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.**

2) 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.

b) **What support (professional learning or coaching) do you need to implement these common agreements?** _____