

**Purpose:** To foster a culture of collaboration for supporting students success.

**Outcome:** To model the collaborative inquiry process for analyzing multiples sources of data and making informed SIP goal recommendations.

# Activating and Engaging

What is your VISION for Wright Middle?



# Exploring and Discovering

Data Sets from MNPS Data Warehouse

* Assessment
  + Assessment Summary (MAP Reading and Math)
  + Assessment Summary by Subgroups (MAP Reading and Math)
* Attendance—Attendance Dashboard (2015-2018)
* Behavior—Behavior Dashboards (2015-2018)

## **Data Observations (highlights mean multiple responses)**

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| Assessment | Attendance | Behavior |
| * Lot of red—Q1 in both reading and math (3) * Scores decreased from August to Nov. in other Quintiles (2) * Little more decrease in reading than in math * Q4 & Q5 % decreased from Aug to Nov for both reading and math (4) * Increased scores in reading for W and B subgroups * Increased scores in math for W subgroup * Q1 % is >50% in math and close to 50% in reading (3) * SWD Q1 over 70% * Q1 increased from Aug to Nov in both reading and math (2) * Q5—reading 1%; math 3% * SWD students have higher % of Q1 on both (87% math; 77% reading) * 5th and 6th grade have 50% of students in Q1 in Nov. | * Chronic absence % increased each year by 2-3% (5) * Increase in perfect attendance each year * Chronic absences consistent for males and females * Most attendance data for Wright is less than the district avg. * Similar % each year (2) * Chronic abs % higher than district avg * 5th grade had best attendance rate * Chronic abs more at beginning and end of year * 6th grade chronic abs is 6% * Only 50% of students have satisfactory attendance so far this year (2) * Most absences are unexcused * Half of students missing 10+ days for the past 3 years * SWD higher % of 10+ days abs (70%) * LEP lower % of 10+ days abs (40%) * Satisfactory attendance decrease each year * 50 8th grade students are chronically abs. | * No. of OSS decreased from previous years * No. of ISS decreased from previous years * 15/16—disparity between enrollment ethnicity and incidents for B * 17/18   + 23% B enroll vs. 37% incidents (2)   + 55% H enroll vs. 44% incidents * Higher % of H with incidents the last 2 years * % female incidents decreased * Incidents increasing for 17/18 if we continue this trend * No zero tolerance incidents * 15/16 to 16/17—increase in incidents * 17/18—150 incidents for 5th grade * % of disparity had decreased since 15/16 * 5th/6th grade similar behavior incidents * Increase in incidents from 15/16 to 16/17 * Seems to be similar again this year * Zero tolerance decrease this year * Increase in restorative conferences * Almost at full year # of incidents in 17/18 at half year   + 6th—186 (17/18)---192 (16/17)   + 5th ---458 (16/17) * In past, 100 level incidents were recorded, but not this year. * More students with 1-2 OSS than 3+ OSS * Increase in % of male incidents than females * Violation of school rules is highest violation, which is a lower level violation * 8th grade—   + 241 incidents (15/16)   + 508 incidents (16/17)   + 141 incidents (half 17/18) * Overall OSS days % for Wright below tire % and above district % |

# Organizing and Integrating

## 2018-2019 SIP Recommendations

### Goal 1—Graduation Rate

* Develop and implement process for transitioning students to 5th and 9th grades.
* Resources in multiple languages
* Teacher training—culturally relevant & competent pedagogy
* Intentional motivation in regards to college/career goals—communicate vocational relevance
* Make school a priority, lower absences
* Parental involvement
* Career/college fair planning 2-3 times per year to prepare
* Incorporate attendance incentives into PBIS
* Increase motivation for students to stay involved in academics by providing college & career ready courses/opportunities; by involving counselors & community partners to provide counseling sessions & similar opportunities for students

Goal 2—Numeracy

* Smaller classes
* Start MTSS earlier in the year
* Communication with teachers
* Achieve growth rate by MNPS
* Incorporate real life experiences
* Increase math fluency—rTII & pull out classes
* Fluency in basic facts by end of 5th grade
* Technology
* Involve community resources to provide relevant real world math situations

Goal 3—Literacy

* Smaller classes
* Start MTSS earlier in the year
* Communication with teachers
* LIT time to daily instead of Fridays
* Separate reading and ELA classes that are grouped properly to focus on lacking reading skills without losing writing, grammar, etc
* Summer reading outreach
* Improve technology—programs & hardware
* Promote books written in other languages
* Increase independent reading, in class and at home
* Technology (kindles, e-books, etc.)
* Continue with PD based on data from our literacy action plan

Goal 4—Achievement Gap

* Increase attendance rate by 10% by putting a plan in place to reach out to those students who are chronically absent
* Start MTSS earlier in the year
* Communication with teachers
* Technology for intervention and classroom use
* Summer programming to continue learning
* Improve RTII
* Improve technology
* Increase achievement for students with disabilities to align with the achievement of the “all” subgroup
* Students will have before and after school tutoring available
* Provide time and focused groups to catch up that does not make them miss other instruction
* Overtesting students

Goal 5—Culture and Climate

* 100% of students will participate in some type of activity, club, or extracurricular activity
* Clubs and sports
* High expectations—concrete rules, expectations, rewards, and consequences. School structure and management
* Clearly defined action steps for student behavior and consistent consequences
* Respectful and safe environment for students and teachers
* Re-implement student clubs
* Implement a master schedule that meets the needs of both intervention and honor students
* Appreciation of faculty
* Involve community members
* Parent investment
* Decrease our chronic absenteeism by setting up counseling groups to monitor and support
* Decrease class size in order to improve teacher/student relationships and differentiation practices
* All represented cultures in our school will be showcased in an International Day Festival
* Parent involvement/mentors
* Students will participate in structured collaborative conferencing to discuss concerns: personal or academic that they have
* Provide after school activities and clubs
* Increase community involvement
* Increase personalized, goal setting and accountability practices
* Protected SEL time
* Clubs & teams
* More translators—more languages
* Invest in teachers—collaborative time, paid time
* Care team—staff dedicated only to restorative practices, home visits, care calls, safe space
* Provide opportunities for staff learning of strategies to implement SEL in classroom

# Exit Ticket Reflection

What actions might I take as a result of today’s meeting?

* We need (as a faculty) to have a day/meeting on coming up with broad strokes/out of the box strategies to improve this school NOT put it off until next year. This means discussions and debates.
* Work on school structure and climate
* Need to get students involved
* Need to get our attendance % better
* Increase math and literacy assessments
* Have follow up conversations with students that are chronically absent
* SIP goals—can’t stand alone
* Clearly defined culture and goals
* Continue to provide a safe supportive environment where students can learn
* We need to have better communication
* We need to work on a consistent behavior plan schoolwide
* The school data was pretty insightful considering I will be entering my first year as a teacher in the fall
* Offer resources when possible
* Spend time setting goals with students to help them take ownership of learning
* Spend time filling in gaps no just passing a student on
* Data dive with team with purpose
* Make more use of data provided
* Have open discussions based on data about needs of our school for next year
* Thinking of summer professional development
* 5 year career planning
* The visions seem to be the same all around
* Parents need to be held more accountable for their children’s grades and behavior
* Student ownership
* United teamwork
* Disappointing data (not growing)
* Don’t spend money on programs or cancel subscriptions without teacher input
* iReady should be all access in building
* seeking grants for improved technology
* increased attention to how I treat/think about my black and African American students
* help as many students as possible to improve behavior
* better differentiated instruction
* iReady to target students’ deficits and increased skills
* Use ANET to increase rigor
* Use independent reading to increase engagement and achievement
* Work on master schedule that supports learning
* Try to understand how really this data is realistic
* Look into data warehouse
* Focus on student engagement in my classroom
* Find short articles or paragraphs on math for students to work with and read
* Consistent expectations
* Support scientific identities for all
* 7th grade “care team” to engage with students we are concerned about
* To support cognitive growth and confidence
* More SEL time in my personal classroom
* To support positive developing identities and relationships
* I will be more thoughtful and intentional for how I provide support for my students with disabilities
* Implement art/expression into activities
* Improve communication in regards to educational relevance to their lives
* When students are absent frequently, asking them why do they feel missed?
* Consider my role in improving student attendance
* Consider how to better engage students
* Create resources for students
* Take time for each class for SEL
* Translate
* Many doable actions were discussed that we can do:
  + Transitions to 5th & 9th
  + Monitoring of absences
  + Master schedule created
* Add SEL resources to online teacher toolbox
* Consider my role in the school and how I might be help achieve our vision
* Increase my use of grade level literacy/vocabulary and technology in classes

# How was the Meeting? FeedForward

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| --- | --- |
| **+** | **Δ** |
| * Looking at relevant data (5) * Collaborating with teachers (7) * Informative (2) * Good insight; eye-opening (4) * Too the point * Working in groups to analyze data * Review of school data * Used time with purpose * Group work * Fast paced—well paced (3) * Purposeful * Having a chance to voice our concerns and ideas * Great meeting * Positive attitudes * Like just making observations not trot to assume about data (2) * Good team cooperation * Covered many topics in a relatively short time * Opportunity to discuss data and recommend action steps * The talks gave us a lot to think about for next year. * Listening to one another * Good discussion on what needs to be done * Good helping summarize a lot of diverse thinking * Great job getting contributions from the team * Collaborative inquiry process (4) * Well-facilitated (2) * Open discussion without whining (2) * Good observations from team * Good ideas—we know what we need * Time * Effort * Reflection time * Space for us to share without judgement * Acknowledgment of all ideas * Good to be heard * Concise * Engaged group of people * Good use of time * Loved the side by side lists on the board | * More time (11) * Not announced * Need meeting agenda * Follow-up * Set up in groups throughout school * Continue to work on behavior expectations * Post-it style was a bit repetitive * You should come back soon * Without (support) parent input, it will be hard to change discipline. * Change culture of need for education * We are failing but trying so hard * Obscure data labels (just put the word) * Show all data with equal amount of time or months * Increase technology * More/varied assessment data * Add “I wonder” * Still didn’t answer how we are going to do them all * Just talk and let me work * We are smart. Just let us send ideas. * Too much at once—only focus on a few things * Whole discussion * Where do our suggestions go? * Where does error/practices come into account with the data? * Whole group discussion on suggestions * Allow us to use computer to find data in data warehouse—could use the practice * Jargon—I forget what it means * Time to respond in writing * After listing goals, then observations, compare the perceptions. |