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| **Collaborative Data Dialogue Process-Middle School**  **Quarter 1 and 2 Benchmark Assessments** |
| **School: Immokalee Middle School** |
| Some areas to address may include scheduling practices or changes in assignment, professional learning, or monitoring of instruction.  Feedback from previous Data Dialogues indicated sharing of best practices and areas of common concern was very beneficial.  Thank you for sharing your expertise and plans for enhancing instruction and student achievement in 2019-20. |
| **Data Driven Focus on Student Achievement –** [**Data Dialogue Page**](https://data.collierschools.com/SchImprovement/DataDialogueFY20.aspx?year=fy20) |
| **Section 1 through 4 – Content Components of School Grade - Compare your school’s level growth from State FY19 to FY20 QBA1 and QBA2.**  List outlying data points which have influenced your school’s most critical achievement, intervention, and extension needs for students in the following areas:   * Decrease the Percentage of Students Scoring Levels 1 and 2 * High Achieving Students * Supports for Students in the Low 25% / Persistently Low Performing |
| **Section 5 - Identified ESSA Subgroups (TS&I Schools Only)** |
| **Section 6 – Acceleration Success**  What key adjustments, improvement strategies and supports are needed in consideration of current acceleration efforts? |
| **Section 7 – Chronic Absenteeism** |
| **Section 8 – Social Emotional Learning (SEL)** |
| **Verbal Comments During Data Dialogue** *(6-8 minutes)* |
| As you analyze your data, consider components with a minimum increase or decrease of 3 percentage points. Do you see trends across subjects or grades?  What key adjustments, improvement strategies, and supports is your school implementing to improve the quality and consistency of rigorous standards-based instruction and differentiation?  NOTES: Some areas to address during verbal comments may include scheduling practices or changes in assignment, professional learning, or monitoring of instruction. Sharing of data during verbal comments should be minimal. Feedback from previous Data Dialogues indicated sharing of best practices and areas of common concern was very beneficial.  Thank you for sharing your expertise and plans for enhancing instruction and student achievement in 2019-20.  ***At the conclusion of your Data Dialogue, you may share a question/topic for your peers on an area you are grappling with and would appreciate feedback.*** |

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| **Section 1: QBA 1 and QBA2 English Language Arts (Grades 6-8)** | |
| **Decrease the Percentage of Students Scoring Levels 1 and 2** | |
| **Key Adjustments, Improvement Strategies, and Supports** | **Rationale** |
| * Restructure Collaborative Planning * Strategic use of Resource Team for push-in/pull-out (additional Tier 3 interventions for persistently low performing during 4th hour) * Weekly PD on deconstructing the standards * Resource Team will create common formative assessments | * 6th, 7th , and 8th grade saw a reduction in the number of students scoring at levels 1 and 2 when compared to SY19 FSA * Number of students scoring at Levels 1 and 2 increased from QB1 at all grades |
| **Supports for High Achieving Students** | |
| **Key Adjustments, Improvement Strategies, and Supports** | **Rationale** |
| * Monthly Cambridge Nights to highlight content resources * Common Planning by Level (Developmental/Advanced/Cambridge) * Weekly PD on deconstructing the standards * Resource Team will create common formative assessments * Strategic use of Resource Team for push-in/pull-out with interventions for students projected to fall below proficiency | * 6th, 7th , and 8th grade saw an increase in the number of students scoring at levels 4 and 5 when compared to SY19 FSA * Number of students scoring at Levels 4 and 5 remained constant * 6th and 7th grade advanced level students scored 6 points off the district average |
| **Supports for Students in the Low 25% / Persistently Low Performing** | |
| **Key Adjustments, Improvement Strategies, and Supports** | **Rationale** |
| * Restructure Collaborative Planning * Strategic use of Resource Team for push-in/pull-out (additional Tier 3 interventions for persistently low performing during 4th hour) * Weekly PD on deconstructing the standards * Resource Team will create common formative assessments * Vital Statistics/Academic Triage Program | * 6th, 7th, and 8th grade Bottom Quartile saw a reduction in the number of students scoring at levels 1 and 2 * While 6th and 7th grade increased proficiency rates in the Bottom Quartile, 8th grade remained constant when compared to SY19 FSA * Number of students scoring at levels 1 and 2 increased from QB1 |

| **Section 1a – Media Center Circulation Analysis** | |
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| **Data Analysis** | **Key Adjustments, Improvement Strategies, and Supports** |
| What is the circulation to date this year and the same time period last year?   * 8/19-10/19- 5089 * 8/18-10/18- 4427 * 8/19 – 1/20 – 9,348 * 8/18 – 1/19 – 8,394   What is the e-Book circulation to date this year and the same time period last year?   * N/A | What connection can be made between media center circulation and ELA performance?   * ELA performance will increase when students have access to the Media Center, and have choice it the circulation   What strategies can be used to encourage a love of reading and lifelong habits?   * Media Center environment * Lunch Plan * Media open during After School program * ELA classes rotate through the Media * Seek student voice in book choices |

| **Section 2: QBA1 and QBA2 Mathematics (Grades 6-8 Math | Algebra 1)** | |
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| **Decrease The Percentage Of Students Scoring Levels 1 and 2** | |
| **Key Adjustments, Improvement Strategies, and Supports** | **Rationale** |
| **Grades 6-8 Math**   * Achievement Level Descriptor Document- our math coach helped create (Math coach is working with all teams to include Achievement Level Descriptors in lesson plans) * Concentrated focus for resource staff: 6th grade, 7th-8th Intensive, 7th-8th Regular, Advanced and Cambridge * Focus on standards based-teaching and pacing during common planning- enhanced support will be provided to 8th grade Pre-Algebra teachers * Professional Development opportunities for teachers to un-pack the standards to ensure rigor * Bi-weekly Saturday School/Before School/After School sessions * 7th and 8th grade will be using common online formative assessments using Reveal | **Grades 6-8 Math**   * 6th and 7th grade saw a reduction in the number of students scoring at levels 1 and 2 when compared to SY19 FSA * 8th grade saw an increase in the number of students scoring at levels 1 and 2 when compared to the SY19 FSA, but a decline from SY19 QB1 * 6th and 7th grade students are outperforming from SY19 * 8th grade had a 14% reduction in students scoring at levels 1 and 2 |
| **Algebra 1**   * Monitor stretched students * Math coach has a focus on Algebra * Focus on standards based instruction and pacing during common planning * Re-teaching and intervention models embedded in all levels * Bi-monthly Saturday school opportunities * After-School support program | **Algebra 1**   * Algebra saw an increase in the number of students scoring at levels 1 and 2 when compared to the SY19 EOC (4% reduction from QB1 to QB2) |
| **Supports for High Achieving Students** | |
| **Key Adjustments, Improvement Strategies, and Supports** | **Rationale** |
| **Grades 6-8 Math**   * Achievement Level Descriptor Document- our math coach helped create (Math coach is working with all teams to include Achievement Level Descriptors in lesson plans) * Focus for Quarter 2 will be to unpack the standards to ensure in regular, advanced and Cambridge sections are taught with the level of rigor they need * Targeted district support with 6th grade Advanced teachers * The return of our 7th grade Advanced teacher * Teachers are assigning mini tasks in ALEKS to chunk parts of the standard * Strategic use of Resource Team for push-in/pull-out with interventions for students who are projected to fall below proficiency | **Grades 6-8 Math**   * 6th and 7th grade saw an increase in the number of students scoring at levels 4 and 5 when compared to SY19 FSA (6th and 7th grade saw a decrease in the number of students scoring at levels 4 and 5, when compared to QB1) * 8th grade saw a decrease in the number of students scoring at levels 4 and 5 when compared to the SY19 FSA (8th grade saw an increase in the number of students scoring at levels 4 and 5, when compared to QB1) * 6th and 7th grade advanced students scored closer to the district average when compared to SY19 (6th grade- 7, 7th grade-1) |
| **Algebra 1**   * Collaborative planning support * Bi-monthly Saturday school opportunities * After-school support program | **Algebra 1**   * Algebra saw a decrease in the number of students scoring at levels 4 and 5 when compared to the SY19 EOC (6% increase from QB1 to QB2) |
| **Supports for Students in the Low 25% / Persistently Low Performing** | |
| **Key Adjustments, Improvement Strategies, and Supports** | **Rationale** |
| **Grades 6-8 Math**   * Achievement Level Descriptor Document- our math coach helped create (Math coach is working with all teams to include Achievement Level Descriptors in lesson plans) * Re-teaching and intervention models embedded in all grade levels (additional Tier 3 interventions for persistently low performing during 4th hour) * Before-school tutoring * After-school tutoring * Resource teacher intervention support * Vital Statistics/Academic Triage Program * Teachers are assigning mini tasks in ALEKS to chunk parts of the standard | **Grades 6-8 Math**   * 6th and 7th grade Bottom Quartile saw a reduction in the number of students scoring at levels 1 and 2, while 8th grade increased * 6th and 7th grade Bottom Quartile saw an increase in the number of students scoring at levels 4 and 5, while 8th grade decreased * Number of students scoring at levels 1 and 2 increased from QB1 at 6th and 7th grade but are outperforming SY19 QB data |
| **Algebra 1** | **Algebra 1** |

| **Section 3: QBA1 and QBA2 Science | Grade 8 Physical Science** | | |
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| **Decrease The Percentage Of Students Scoring Levels 1 and 2** | | |
| **Key Adjustments, Improvement Strategies, and Supports** | | **Rationale** |
| * New Science Coach is working with grade-level teams on unpacking the standards and identifying the standards most assessed on the SSA * School-wide academic competition based on Nature of Science cluster * Collaborative Planning Structure in place for Common Planning (focus on 2 teachers to provide support in planning and implementation on standards-based instruction) * Individual data analysis reports for individual students from 3rd grade to the present grade level in order to provide support and remediation for academic needs * Media Specialist and Science Coach will be pushing in/pulling out students who are high level 2’s for the added push | | * 8th grade saw a reduction in the number of students scoring at levels 1 and 2 when compared to SY19 SSA (QB2 saw an increase of students scoring at levels 1 and 2) * 3 out of 5 teachers scored above the district average |
| **Increase the Percentage of Students Scoring Levels 4 and 5** | | |
| **Key Adjustments, Improvement Strategies, and Supports** | | **Rationale** |
| * Monthly Cambridge night to highlight content area resources * New Science Coach is working with grade-level teams on unpacking the standards and identifying the standards most assessed on the SSA * School-wide academic competition based on Nature of Science cluster * Collaborative Planning Structure in place for Common Planning * Media Specialist and Science Coach will be pushing in/pulling out students who are high level 2’s for the added push | | * 8th grade saw an increase in the number of students scoring at levels 4 and 5 when compared to SY19 SSA (QB2 saw a decrease of students scoring at levels 4 and 5) * Advanced students averaged 2 points off the district average |
| **Supports for Gifted/High Achieving Students** | | |
| **Key Adjustments, Improvement Strategies, and Supports** | **Rationale** | |
| * Monthly Cambridge night to highlight content area resources * New Science Coach is working with grade-level teams on unpacking the standards and identifying the standards most assessed on the SSA * School-wide academic competition based on Nature of Science cluster * Collaborative Planning Structure in place for Common Planning | * 45% of students identified as gifted scored at level 1 or 2 (24% scored at level 1 and 2. 58% scored at levels 4 and 5) | |

| **Section 4: QBA1 and QBA2 Social Studies | Civics** | | |
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| **Decrease The Percentage Of Students Scoring Levels 1 and 2** | | |
| **Key Adjustments, Improvement Strategies, and Supports** | | **Rationale** |
| * Continued use of Prepworks- weekly schedule monitored by coach and administrator * Coach will model CER mini-lessons for department * Use of Nearpod for interactive lessons and activities | | * 7th grade saw a reduction in the number of students scoring at levels 1 or 2 when compared to SY19 EOC (slight increase in levels 1 and 2 on QB2, but outperforming from SY19 QB data) |
| **Increase the Percentage of Students Scoring Levels 4 and 5** | | |
| **Key Adjustments, Improvement Strategies, and Supports** | | **Rationale** |
| * Monthly Cambridge night to highlight content area resources * Continued use of Prepworks- weekly schedule monitored by coach and administrator * Coach will model CER mini-lessons for department * Use of Nearpod for interactive lessons and activities | | * 7th grade saw an increase in the number of students scoring at levels 4 or 5 when compared to SY19 EOC (slight decrease in levels 4 and 5 on QB2, but outperforming from SY19 QB data) |
| **Supports for Gifted/High Achieving Students** | | | |
| **Key Adjustments, Improvement Strategies, and Supports** | **Rationale** | | |
| * Monthly Cambridge night to highlight content area resources * Continued use of Prepworks- weekly schedule monitored by coach and administrator * Coach will model CER mini-lessons for department * Use of Nearpod for interactive lessons and activities | * All students identified as gifted scored at level 3 or higher when compared to SY19 EOC (slight decrease in in the number of students scoring level 3 or higher) | | |

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| **Section 5: Identified ESSA Subgroups (TS&I Schools Only)** | |
| **Subgroup Monitoring** | |
| **Key Adjustments, Improvement Strategies, and Supports** | **Rationale** |
| * Continue SWD support in ELA/Math/Civics/Science * Common planning with inclusion teachers * Before/After School Programs * Vital Statistics/Academic Triage Program * ESE Progress Monitoring Tool | * SWD- saw a reduction of the number of students scoring at levels 1 and 2 in ELA (QB2 saw an increase in the number of students scoring at levels and 2) * SWD- 6th and 7th grade saw a reduction of the number of students scoring at levels 1 and 2 in Math, while 8th grade saw an increase (6th and 7th grade saw an increase at levels 1 and 2, and a decrease at 8th grade) |

| **Section 6 – Acceleration Success** |
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| **Monitoring – Any concerns with Algebra 1 performance or administration of or preparation for Industry Certification exams?** |
| * 7 students were moved to Pre-Algebra (monitoring other stretch students) * 12- LY students in 1A/1B * 2 new CTE teachers- working on certification exams (50 students) |

| **Section 7 – Chronic Teacher and Staff Absenteeism (please refrain from entering names)** | | | |
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| Number of Instructional Staff with **8 or More** Absences (Sick/Personal): | * 4/5 | Specific Supports for Identified Instructional Staff in 2019-20: | * Monthly PBIS plan * Coverage Chart in the Mailroom |
| Number of Non-Instructional Staff with **8 or More** Absences (Sick/Personal): | * 3/1 | Specific Supports for Identified Non-Instructional Staff in 2019-20: | * Monthly PBIS plan * Coverage Chart in the Mailroom |

| **Section 8 – Social Emotional Learning (SEL)**  [**Panorama Login**](https://secure.panoramaed.com/login) | |
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| **Data Analysis** | **Key Adjustments, Improvement Strategies, and Supports** |
| **Panorama Student Voice Survey**  Analyze your disaggregated student survey results from Fall 2019.  What are the trends in the below subgroups?   * Grade * Gender * Ethnicity\* * Free Reduced Lunch\* * ELL\* * ESE\* * Gifted   \**ESSA subgroup*   * Compared to other middle schools, IMS scored lower in each of the 4 areas. * Compared to IMS spring 2019 data, IMS increased in the area of Growth Mindset * Students in 6th grade showed the greatest increase in all 4 areas compared to students in 7th and 8th grade * Students with disabilities rated themselves significantly lower than their peers * Students identified as Gifted rated themselves higher than their peers * Discipline referral totals are half of what they were this time last year * Course failures for Q1 declined form this time last time | * Bi-weekly Advisement Period (Tribe Time) * Leader in Me for 6th grade students (7th and 8th grade trained in February) * Weekly Social Support Team meetings * Bi-weekly progress monitoring by ESE Case Managers * School Counselor focus of students identified as Gifted * Course failures declined 12% from SY19 QB2 |
| **SEL Priorities**   * How many students have been identified as Handle with Care? * How many students have been identified by 30/60? * How many students have **not** met with a Connection Coach? * How are you supporting students returning from an alternative school setting? * How are administrators ensuring SEL videos are being seen by students and what impact are they having? * SEL Story Summary | * 77/85 students have been identified as Handle with Care * 46/71 students have been identified by 30/60   **Student Returning from an alternative school setting**   * 16/19 students have returned to IMS from an alternative school setting * Parent/Guardian Meetings were scheduled before return * Students are strategically scheduled into structured environments * Students meet with administration and counselors and have periodic check-in/check-out meetings. * Counselors have weekly group counseling meetings * Connection Coach has met with all of the students from SY19, and now focusing on students with 10+ for SY20 * Student Attendance Tracker   **SEL video implementation**   * SEL videos are displayed on the morning announcements and led by an administrator and counselor. * SEL videos are incorporated into Tribe Time activities and discussions * Counselors conduct class presentations and have follow up visits/lessons related to the SEL videos that are shown. * We Dine Together SEL Story |