

McIntosh Middle School

2017-2018 Improvement Strategies to Impact Student Performance



*Every Student. Every Day.
Whatever it Takes!*



Science RHS Field Trip 9-29-16
by M Middle S



MCINTOSH MIDDLE SCHOOL



KNOW THY IMPACT!

COMMITTED TO EXCELLENCE *** DESTINED FOR GREATNESS!

McIntosh Middle School

STEM A² Magnet Program

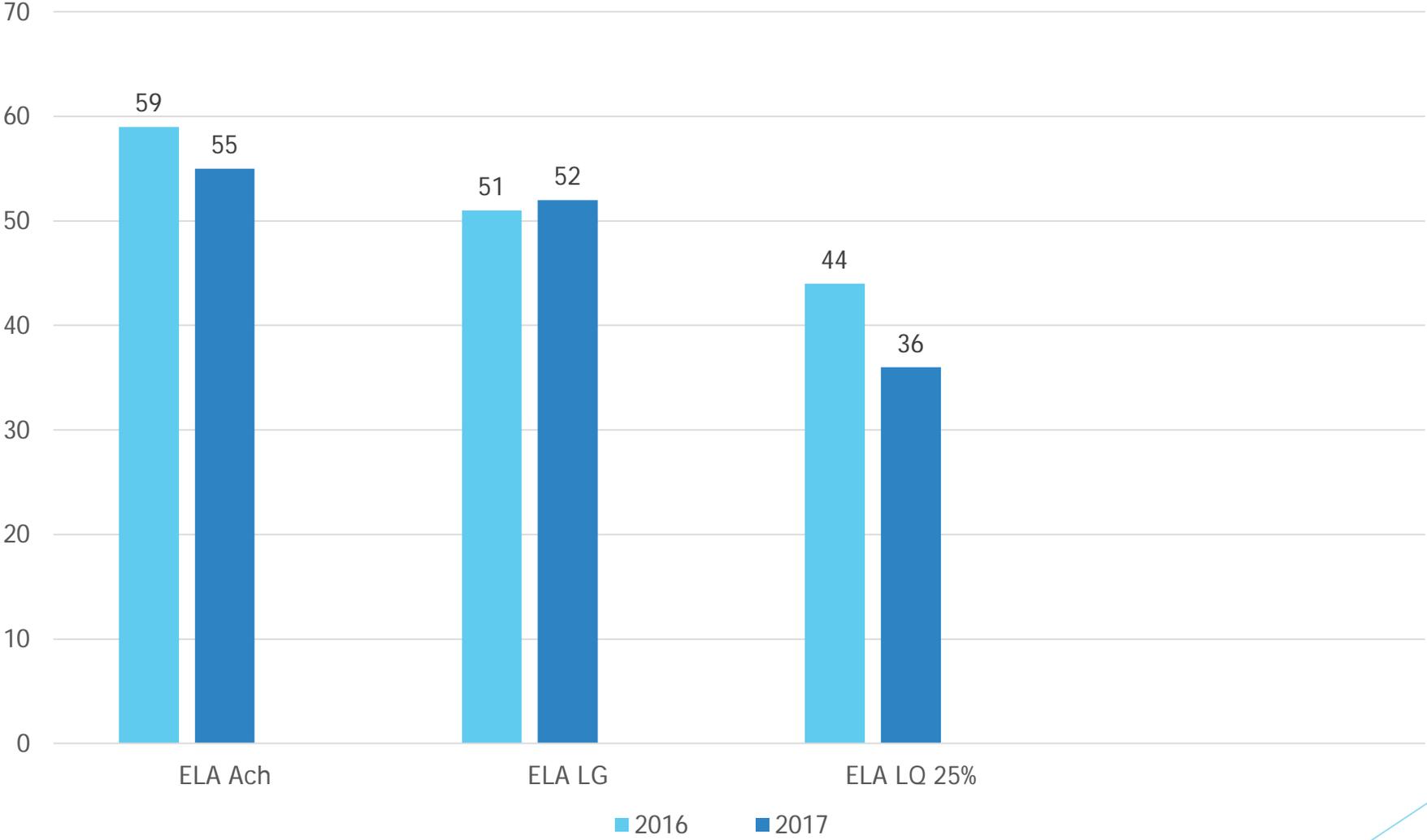
Suncoast Academy for Science Technology and the Arts



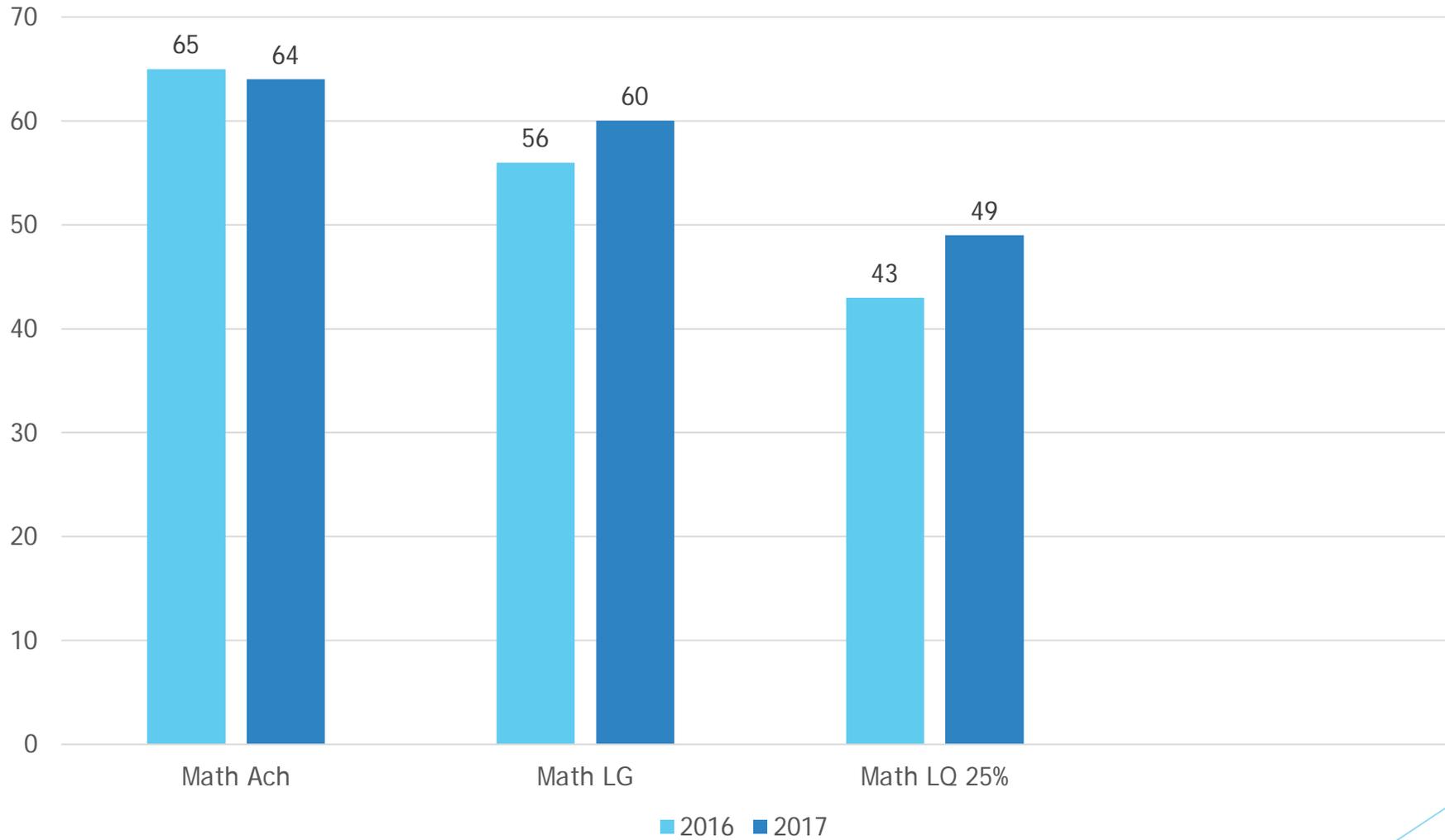
Data: Comparative Proficiency Analysis



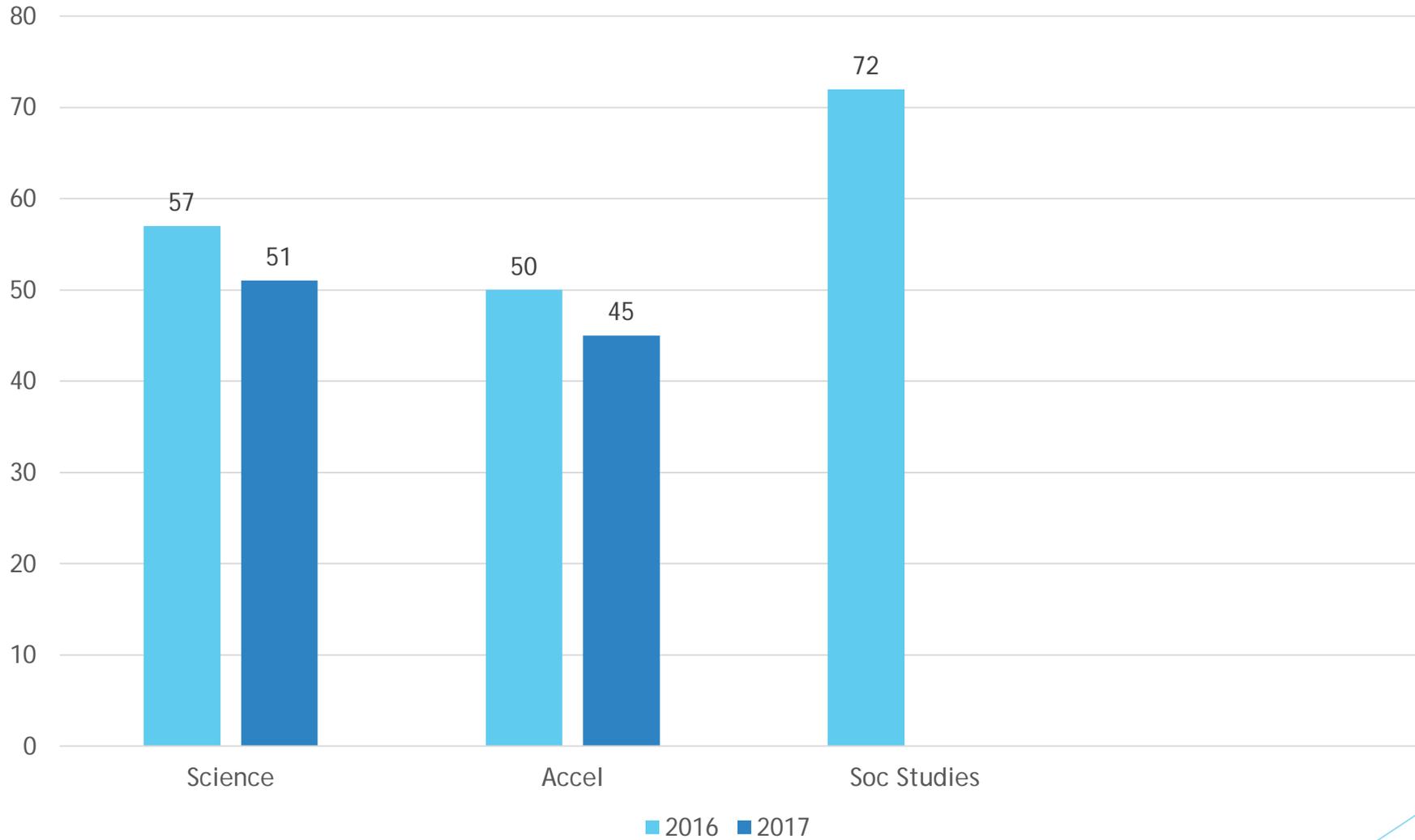
ELA 2016 - 2017 Proficiency Analysis



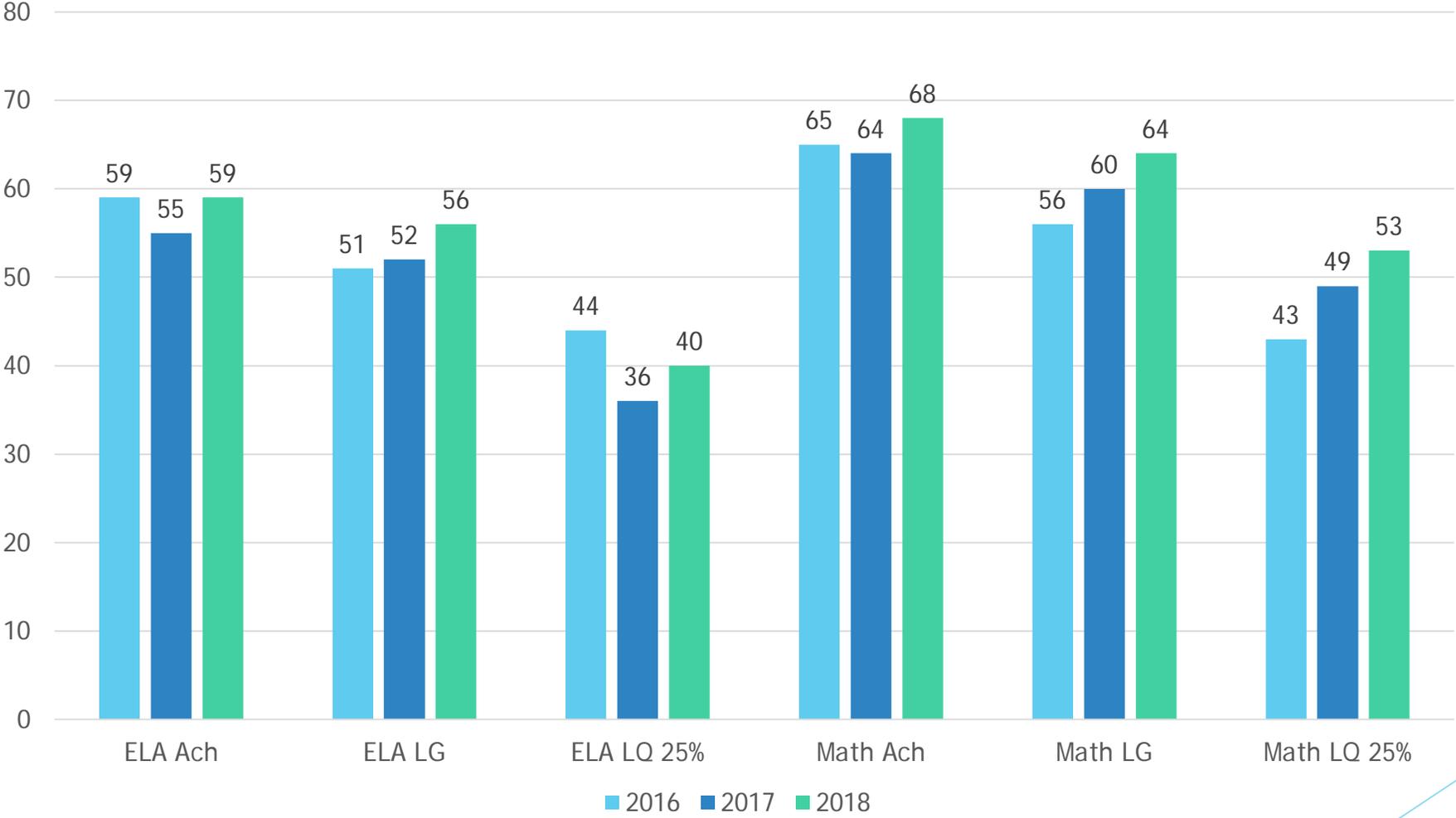
Math Proficiency Analysis 2016 - 2017



Science, Acceleration, and Social Studies Proficiency Analysis 2016 - 2017

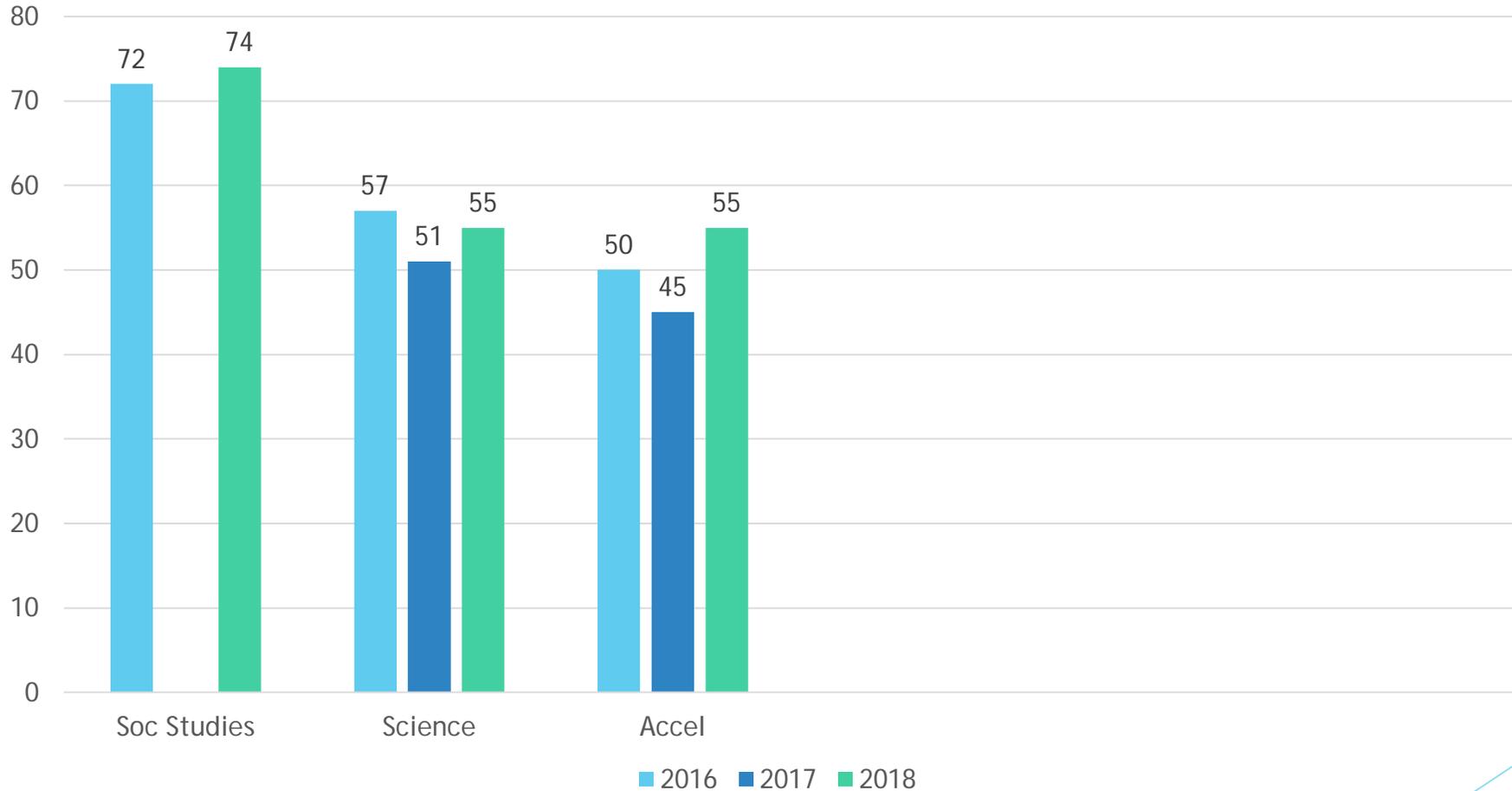


ELA & Math 2018 Proficiency Goals



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Social Studies/Science/Acceleration 2018 Proficiency Goals



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IN IT TO WIN IT!!

2016-2017 Total	2017-2018 Projections
2017 Total Points: 412	2018 Total Points: 524
2017 Percentage: 52%	2018 Percentage: 58%
2017 "B" Percentage: 54%	"B" Grade Percentage: 54%
2017 "A" Percentage: 62%	"A" Grade Percentage: 62%
*SS was not assessed	



McIntosh Middle School

STEM A² Magnet Program

Suncoast Academy for Science Technology and the Arts

OUR FOCUS

- ▶ ELA & Math Lower Quartile
- ▶ Learning Gains in Lower Quartile
- ▶ Acceleration in Algebra 1 & Geometry
- ▶ School-Wide Progress & Achievement



McIntosh Middle School

STEM A² Magnet Program

Suncoast Academy for Science Technology and the Arts

Creating a Culture for Success:

**STRATEGIES FOR SUCCESS TO
ACHIEVE OUR GOALS**



McIntosh Middle School

STEM A² Magnet Program

Suncoast Academy for Science Technology and the Arts

Creating a Culture for Success:

- *Master Schedule
- *Theme/Shirts/Visuals throughout school
- *Transition Team
- *Students in class by 9:25am
- *PDAP Team (PD/iReady/CCR)
- *MTSS Team (SWST/CARE/Soc. Emotional/ESE/School-wide Behavior)
- *ILT & SWILT Team
- *ILT into Classrooms/PLC's
- *Grade Level Team Leaders
- *"A Team" District Program Specialists
- *Adult/Student Volunteers & Student Interns



Strategies for Success

- ▶ #1 - Know Thy Impact
- ▶ #2 - Using Data to Inform instruction & Monitor Student Progress
- ▶ #3 - Structured Academic Support Services
- ▶ #4 - Systemic Behavior Support
- ▶ #5 - College & Career Readiness



KNOW THY IMPACT!

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Strategy for Success #1: Know Thy Impact:

THE APPLIED USE OF KNOWLEDGE...IS POWER"

Delatorro McNeal, II

- ▶ Teacher/Student Collective Efficacy
- ▶ Building Teacher Student Relationships
- ▶ Student/Staff incentives
- ▶ Teacher Learning Walks
- ▶ Staff Professional Development:
 - ▶ *Focus Friday's & District Program Specialists*
 - ▶ *Visible Learning Strategies*
 - ▶ *Teacher Clarity - Learning Intentions/Success Criteria/Feedback*



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Learning Intentions:

- ⇒ Understand the key Visible Learning messages
- ⇒ Be able to make links between these messages and what happens in your classroom



Success Criteria:

- ⇒ Articulate the key findings from the Visible Learning research
- ⇒ Describe the characteristics of inspired and passionate teachers
- ⇒ Describe the role of feedback and its potential impact on learning
- ⇒ Describe the mind frames which can have a major impact on student achievement
- ⇒ Think about the implications of what you have learned for McIntosh Middle School



Visible Learning Research

based on
1,000 Research Reviews
comprising
50,000 Studies
involving
250 Million Students

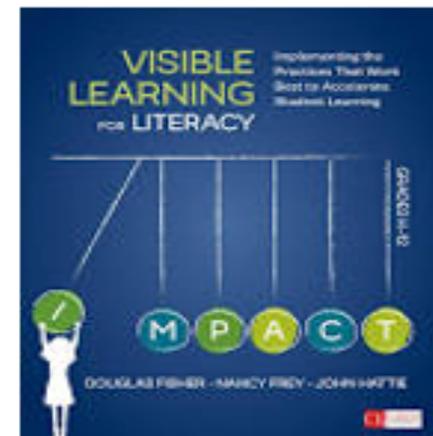


McIntosh Middle School



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Visible Learning for Teachers—What Works Best for Students.



Know Thy Impact!

August 18th

Speakers: Csogi, Driza

Day 1: Learning Intentions and Success Criteria: Ensuring student learning is visible by refining i-Engage

What we want students to learn and what we want them to do with their learning.



August 25th

Speakers: Brown, Driza, Lester

Day 2: Cornell Notes/Summarizing: Organizing for Success with Interactive Notebooks

Study strategies and reading comprehension for learners through note-taking.

September 1st

Speakers: Driza, Proch-Moore, Martin

Day 3: Feedback: Where am I going? How am I going there? Where to next? Understanding the difference between task, process, self-regulation, and self-feedback.

Teachers will examine the focus levels of feedback: task, process and self-regulation.

September 29th

Speakers: Reichman, Harris

Day 4: Classroom Management

A training on how to manage a classroom for successful student learning and engagement.

October 6th

Speakers: Davis, Hoffman, Martin

Day 5: Goal Setting and Self-Assessment of Learning (Post and Pre-Assessments).

ASSESSMENT CAPABLE VISIBLE LEARNERS

Ensuring students take responsibility for their learning.

October 13th

Speakers: Panighetti, Steere, Driza

Day 7: Close Reading Strategies: Annotating, repeated reading, graphic organizers and anticipation guides

How to use Close Reading to build fluency and deepen understanding.

October 20th

Speakers: Driza, Lester, Martin

Day 6: Direct Instruction: What does successful direct instruction look like?

Refining the I-Engage lesson plan and incorporating Visible Learning into GRR.

November 3rd

Speakers: Salzman, Grady, Driza

Day 8: Discussion and Questioning: How to add discussion and questioning into i-Engage (ATT)

How to ensure students talk to one another without the teacher always being the intermediary.

November 17th

Speakers: Davis, Wilson, Driza

Day 9: Reciprocal Teaching: Analogies and Connections

How to incorporate structured reading routines into lessons.

December 8th

Speakers: Steere, Rollason, Eagen

Day 10: Concept Mapping: Using word maps for vocabulary comprehension

Giving students opportunities to take ownership of texts and concepts.





MMS Learning Walks Schedule

Wednesday, 10/18/17

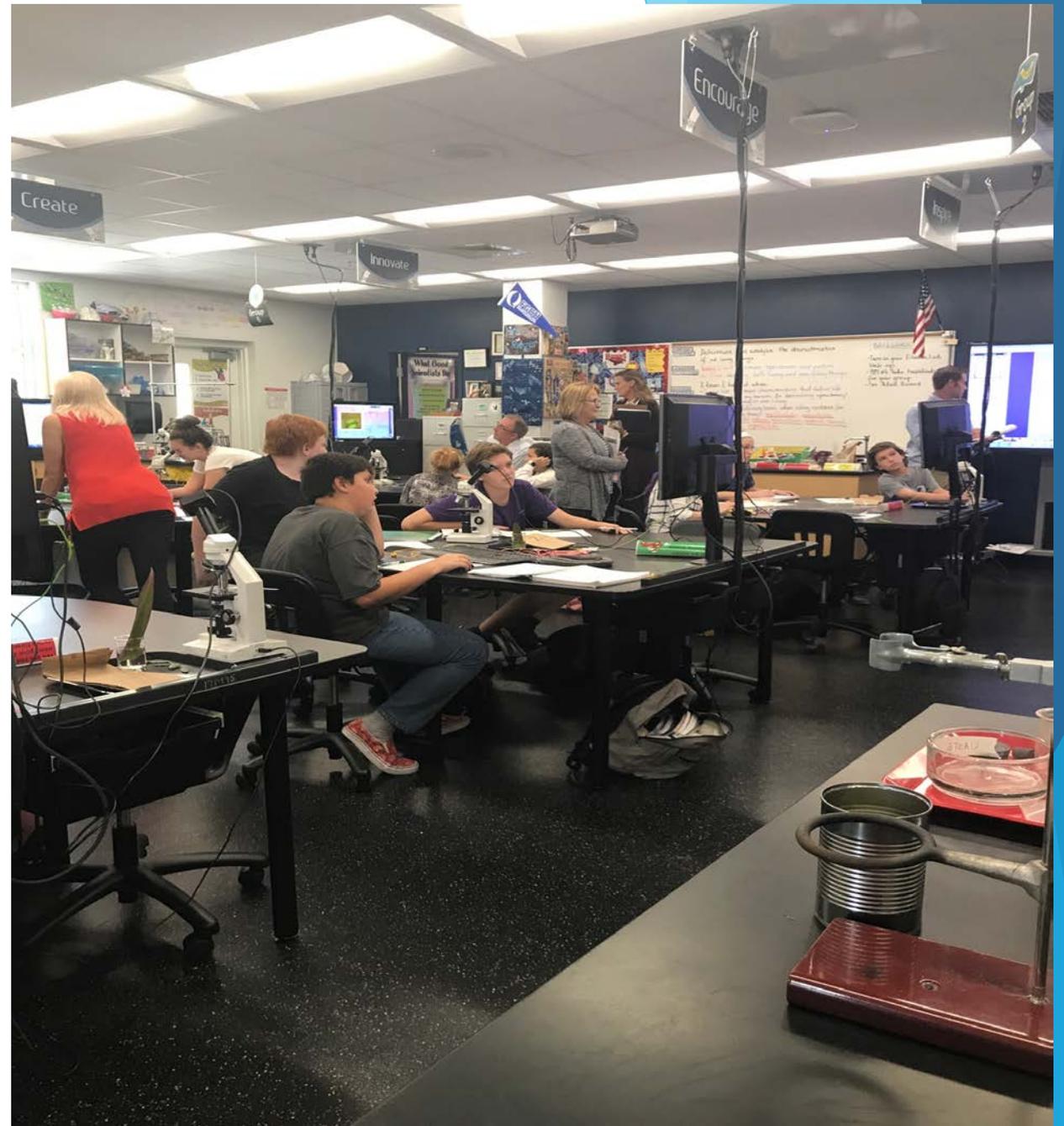
Morning: Participants meet in conference room at 9:30



<u>Teacher</u>	<u>Room</u>	<u>Time</u>
Vega	1101	9:45-9:55
Gwatney	925	10:05-10:15
Smith	1121	10:30-10:40
Zaremba	602	10:50-11:00
Martin	702	11:10-11:20
Driza	310	11:30-11:40
Lester	318	11:50-12:00
Rieger	305	12:10-12:20
Rollason	806	12:30-12:40

Afternoon: Participants meet in conference room at 12:45

<u>Teacher</u>	<u>Room</u>	<u>Time</u>
Rieger	305	1:00-1:10
Driza	310	1:20-1:30
Vega	1101	1:37-1:47
Zaremba	602	2:00-2:10
Gwatney	925	2:25-2:33
Smith	1121	2:40-2:50
Lester	318	3:00-3:10
Martin	702	3:20-3:30
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MMS Learning Walks Schedule

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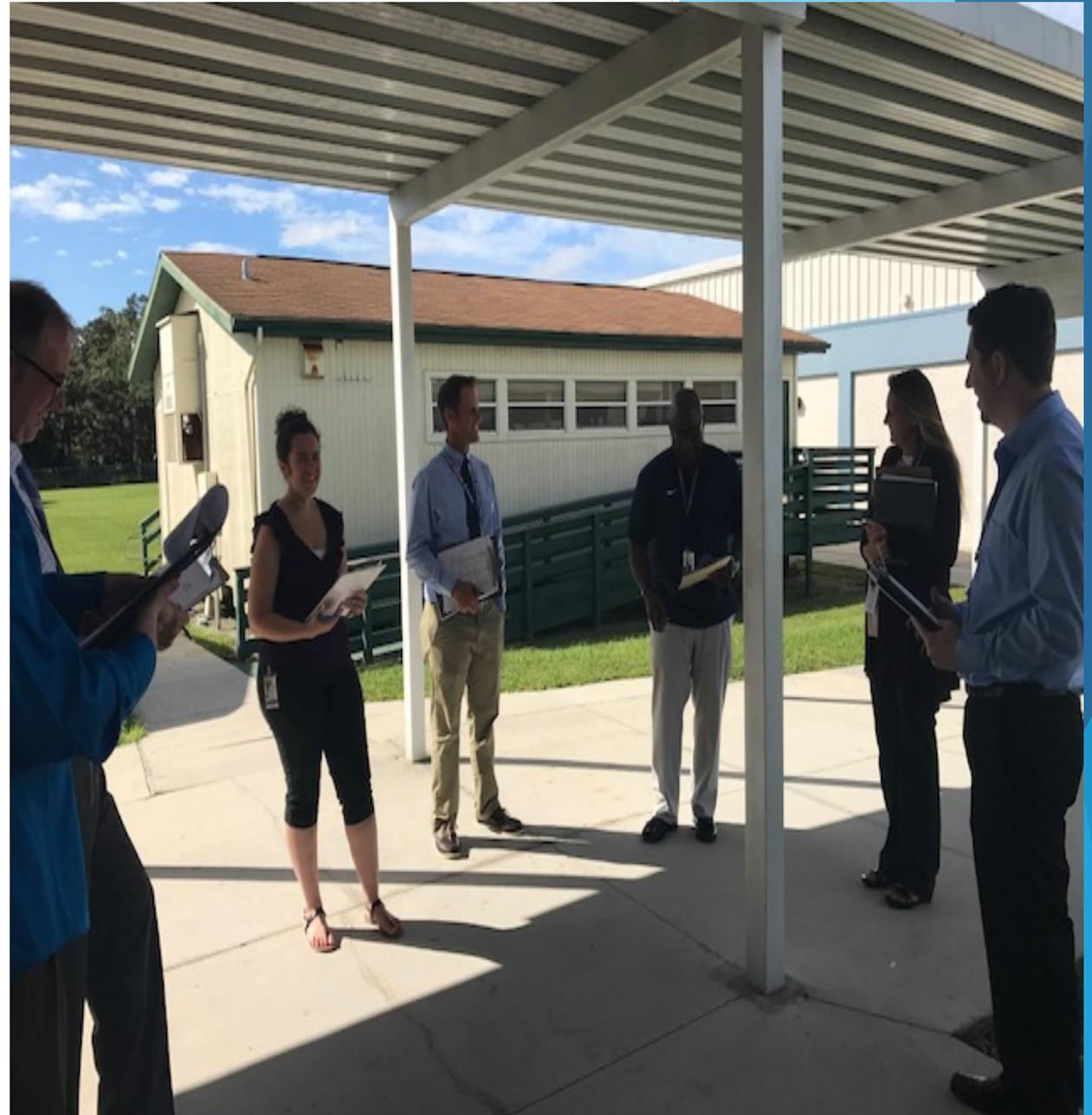
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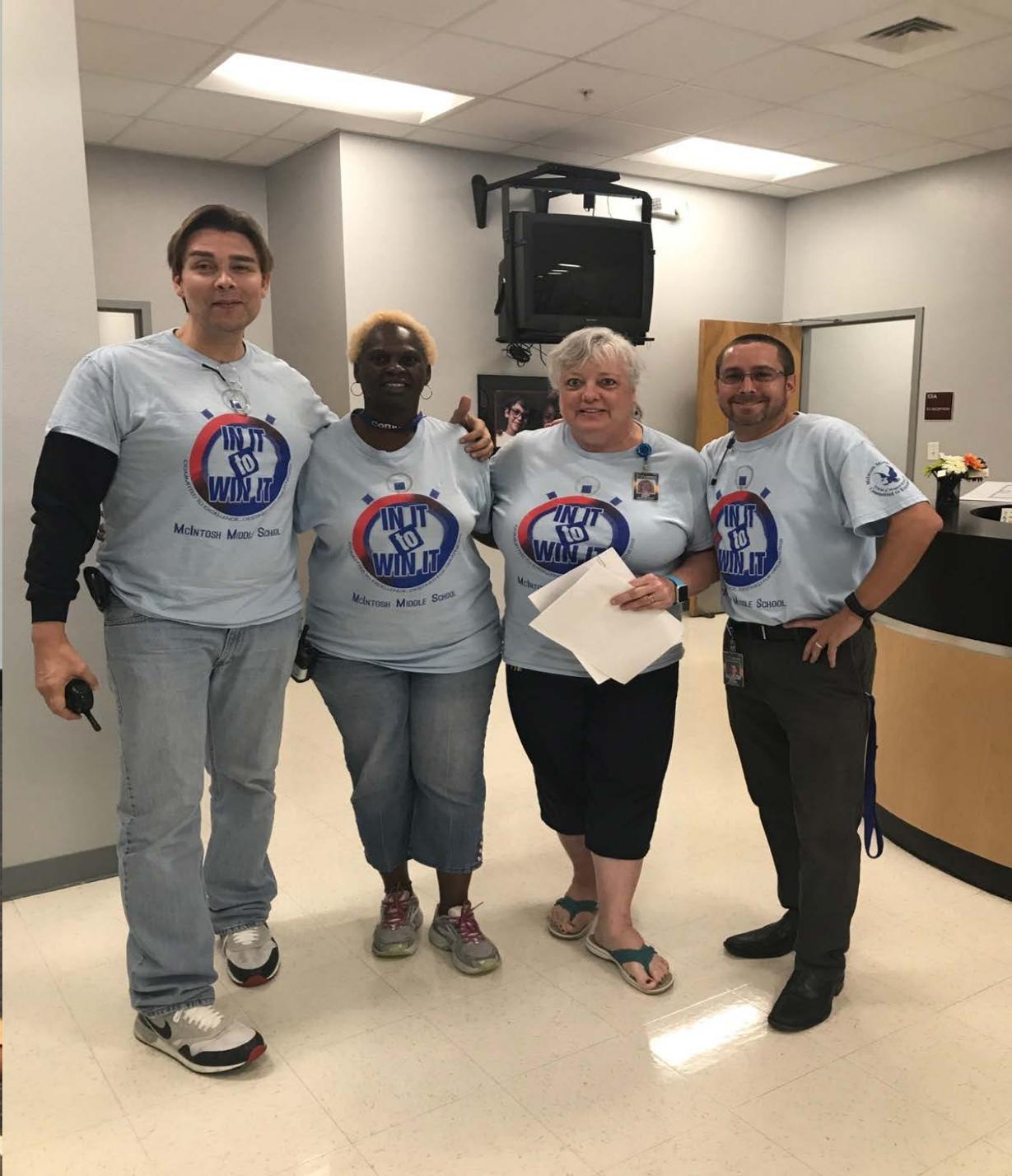


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Strategy for Success #2: Using Data to Inform instruction & Monitor Student Progress

- ▶ Master schedule for co-planning, team meetings, department meetings and meaningful, data-based PLC meetings
- ▶ Ongoing Progress monitoring of iReady Diagnostics and Standards Mastery Data
- ▶ Ongoing Student Data Chats to guide student progress and strategic lesson planning
- ▶ Student self progress monitoring in Reading and Math using iReady portfolios
- ▶ Using iReady Toolbox to guide instruction to impact gaps in learning
- ▶ iReady Walls of Fame, incentives, Career Planning period competitions
- ▶ Teacher Pretests & Posttests, Formative assessment
- ▶ Feedback



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iReady/College/Career Readiness Planning (CP) Schedule



	Monday	Tuesday	Wednesday	Thursday	Friday
CP	iReady Reading	iReady Reading	iReady Math	iReady Math	CCR

1-Ready Hall of Fame

DON'T GIVE UP UNTIL YOU ARE PROUD

Individual Monthly Pass Rate Stars

Mary C	Melissa W	Timothy D	September
Shawn D	Justin L	Jayla H	Hirovoni
Shirley Z	Jaylene W	Colleen S	Alexis
Leann B	Lisa G	Tyler D	Emaline
Kristy G	Quinn C	Karen D	Jillian
Shawn D	Dan W	Wendy K	Renae
		Taylor	

Every mistake you make is PROGRESS

I CAN DO DIFFICULT THINGS

Weekly Class % Of Lessons Passed

Period 2 30% Pass Rate	Period 4 30% Pass Rate	Period 5 72% Pass Rate	Period 7 50% Pass Rate	Period 9 28% Pass Rate
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It's not that I'm so SMART
It's just that I STAY WITH PROBLEMS LONGER

Summative Masters

Theme	Main Idea	Lela
Jairo	Mary	Leilan
Marcel	Joan R	Jana

Most Improved

Novice
I'm just starting to learn this, and I don't really understand it yet.

Apprentice
I'm starting to get it, but I still need someone to coach me through it.

Practitioner
I can mostly do it by myself, but I sometimes mess up or get stuck.

Expert
I understand it well, and I could thoroughly teach it to someone else.

Self-Assessment of Learning

I can do this on my own! I understand, but I sometimes get stuck.

Proficient
3

I understand it very well, and I could teach it to someone else.

Distinguished
4

I'm just starting to learn this, and don't really understand it yet. HELP!

Novice
1

I'm starting to get it, but I still need help.

Apprentice
2

NAME

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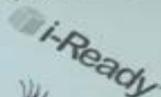
MMS

NAME: Hailey Dech

TEACHER:

DATE: 10/17

McIntosh Mastery Success PORTFOLIO



MMS Supporting Assessment Capable Learners

LAFS

This week I have been working on

Determining central idea,
Making inferences, CP

_____ in LAFS.

MAFS

This week I have been working on

box plots, understanding
statistics

_____ in MAFS.

Write an affirmation about your work:

I have been monitoring my effort and engagement in the process of

doing i-Ready and I am going to bring headphones so

I can hear what it's saying and I can

pay more attention.

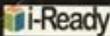
Check →
this box



I am clear that I can achieve FSA success by focusing on my individual growth/learning goals.

McIntosh Master Success
PORTFOLIO





KNOW THEY IMPACT!

Name: Hailey Dech
CP Teacher: Mrs. Rann

Strategy for Success #3: Structured Academic Support Services

- ▶ T.A.G.G. (Targeted Academic Growth Group)-(shortest list ever)
- ▶ Transition Team (Exceptional Students w/ greater needs)
- ▶ Instructional Lab: before and after school to provide all content area tutoring and support
- ▶ Scheduled advanced math support and High FCAT Level 2's (pull-out and push-in)
- ▶ Scheduled math support for grade 6 advanced, regular, and pre-algebra
- ▶ Monitoring Lowest quartile to provide additional support
- ▶ Science support for NGSSS assessed students



Strategy for Success #4: Systemic Behavior Support

- ▶ SWST/CARE meetings to focus on specific students needs and determine interventions for success
- ▶ Home visits by social worker and Behavior Specialist
- ▶ Administration & Staff mentors for students - frequent check-ins
- ▶ Sharepoint data collection-common location for teachers to communicate behaviors and strategies they are using in their classrooms
- ▶ Behavior intervention team collects and utilizes data to determine trends and patterns related to behavior, attendance, grades etc.
- ▶ Restorative meeting with student and teacher or students and students.
- ▶ Proactive parent meetings and calls in order to reinforce home/school communication and to reduce referrals
- ▶ Peer mediation through counselors and collaborating with JFCS and Challenge to Change program
- ▶ Social Skills Classes & One-on-one meetings



Strategy for Success #5: College and Career Readiness and Career and Technical Education (CTE) & SSTRIDE

College and Career Ready (CCR): Goal created by Superintendent
Goal: Every student should graduate College and Career Ready!

College and Career School Based Team (CCP Team): PDAP (Csogi),
Guidance Counselor (Schatz), Career Advisor (Craig)

A new 25-minute Career Planning (CP) period (period 3) scheduled
into our day.

One day/week students work in CCR tile (Naviance).

College and Career Success Program class

SSTRIDE Science Career Program in collaboration with FSU College of
Medicine



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COLLEGE AND CAREER BOUND



SSTRIDE Students Learning to Take Blood Pressure



Go, McIntosh Eagles!



QUESTIONS?

THE MMS PEP SQUAD PERFORMS!!