2/2 – 2/3/17 6th, 7th & 8th Grade Team Leaders Meeting

ELA/Reading data: SRI/State Assessments/Letter Grades – Responses

* The general feeling was that we were improving somewhat but we are not moving many students into level 4 on assessments.
* Grades are not matching in comparison to the SRI & state assessment scores. There was concern that the data has huge gaps between class grades & the state assessments & SRI scores which may be telling us that we need to look at our grading practices.
* Several questions were raised about whether or not the grades are really showing what the student has mastered.
* 6th grade A’s and B’s are significantly higher with the belief that academic soft skills are more of the focus.
* There was interest in comparing the difference between 1st & 2nd semester grades.  6th grade team leader shared that her 6th grade daughter is earning an A and that she's not an A student & they, as parents, know where her skill level is.
* Everyone was in agreement that we need to look at the data & have honest discussions about grading practices while at the same time, realizing that missing work is also a big piece of the puzzle.

MATH data: SMI/State Assessments/Letter Grades – Responses

* The general consensus was that the data is showing an incredible amount of movement which is very exciting.
* One thought was that the material gets much harder as students move up and the shift change to Algebra.
* 7th grade team leader commented that they usually need to explain parents of 7th graders why their child received A's last year & they are not this year. 7th grade is building new curriculum with the beginning of pre-algebra concepts and the level of difficulty increases.
* 7th grade team leader commented in a previous meeting that when she looks at her scoring in the gradebook & sees such a drastic difference, her practice is to go back & reflects, then ask herself why this is.
* When grades are not based on mastery of learning, students won’t acquire skillsets needed for proficiency to pass to the next level.

INTERVENTIONS - Responses

* Teachers aren't always aware of the interventions in place and we haven’t done an adequate job of identifying the tiered support systems.
* Are we supporting students at the level 3 & getting them to level 4?  (State assessments)
* What we’ve identified is that once they're in a tier 2 intervention class, they never get out.
* Would like to see us design classes for higher level learners.
* As a school, every time we meet we should be looking at these indicators & how we're going to improve as a school.

PROFESSIONAL DEVELOPMENT - Responses

* With our current professional development, we have received all that we need for the e-portfolio and are now in the implementation stage. What do we look at for the rest of the year?  How do you feel about MindsetMaker?
* The general thinking was that MindsetMaker benefits both teachers & students, but teams will need more resources, curriculum, activities , more APPLICATION.
* The suggestion was made that teams would really like to have available a resource bank of videos, Ted talks, activities, team building games, etc. to pull from for each of the 3 different grade levels. This could be something the instructional coaches could create for them?
* Continue the current technology professional development every other week with Kara based on each team’s needs.