

EUMS Site Based Management Team Agenda 4/13/16

Attendees

6 th grade	Danyah Hill
	Charlotte Kennedy
7 th grade	Evelyn Funderburk
	Bo Jennings
8 th grade	Amanda Brigden
	Devan Schafer
	Sandy Lyerly

Support	Cindy Price
Clerical	Doris Buttrell

Related Arts	Misty Tarlton
	Melody Florentino

Admin	Dr. Anne Radke
	Yubely Zolke

Parents	-----

What	Who	How Long
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Approve Minutes from April - Read previous minutes and Minutes approved	Hill	5 minutes
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Benchmark Data from each grade level		
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6th Math:

6th Math PLC provided detailed info on scores and strategies to use data for improvement. Dr. Radke proposed to have a chart in the agenda in which students document their data. Mrs. Hill stated that she does not think the agenda would be a good place because often the agenda is left unattended or gets lost. This type of data is sensitive information we don't want other students to have access to.

As a team, we analyze common assessment and benchmark data.

Benchmark 1: EUMS - 52%, UCPS - 53%

Teacher Name	Block 1	Block 2	Block 3
Cassada	50.9	48.4	43.8
Kriessler	56.9	64.8	84.9
Hill	61.2	53.3	49.3
Honeycutt	52	54	60
Smith			25.3

Benchmark 4: EUMS - 64%, UCPS - 66%

Teacher Name	Block 1	Block 2	Block 3
Cassada	68.5	61.6	51.3
Kriessler	67.8	71.3	88.5
Hill	74	64.6	60.9
Honeycutt	55	70	70
Smith			32.6

Benchmark 2: EUMS - 64%, UCPS - 61%

Teacher Name	Block 1	Block 2	Block 3
Cassada	70.1	59.4	47
Kriessler	60.2	71.2	85.5
Hill	69	71.7	68.8
Honeycutt	50	52	62
Smith			24.3

Benchmark 5: EUMS - 51%, UCPS - 51%

Teacher Name	Block 1	Block 2	Block 3
Cassada			
Kriessler	58.5	69.3	86.2
Hill	60.9	55.2	52.5
Honeycutt	34	53	57
Smith			31.5

Benchmark 3: EUMS - 63%, UCPS - 60%

Teacher Name	Block 1	Block 2	Block 3
Cassada	67.1	56.8	46.3
Kriessler	65.4	79.6	88.2
Hill	77.8	71.7	71.9
Honeycutt	49	59	71
Smith			25.5

Spiraling curriculum:

- Re-loop based on teacher strength and student weakness within a specific standard
- Pre-assessing then re-looping before the county benchmarks
- Small group strategy groups. Weekly math
- Homework spirals with decimal and fraction operations
- Students self-assess specific homework items on a scale of understanding 0-2. 0 being I do not understand and 2 being I can teach it to someone else.
- Gradual release model is used with the same scale as homework for students to assess their own understanding of classwork. 2's work with 1's or independently. 0 work with the teacher in a small group.
- Re-writing the "I can" statement as "I will" in students own words

John Hattie Techniques...

- Provide **written student feedback** weekly
- I can check list ... **Self-reported grades**

All

10 minutes

6th Social Studies:

BENCHMARK 1-Prehistory and Emerging Civilizations of the Middle East				
Teacher Name	Block 1	Block 2	Block 3	
Johnson	73.30%	72%	70.00%	
Poulos	76.70%	70.4%	70%%	
				<i>(score reflects percentage on correct answers)</i>
Benchmark 2-Classical Civilizations of Medieval Europe				
Teacher Name	Block 1	Block 2	Block 3	
Johnson	64%	63%	52%	
Poulos	47.70%	62%	59%	
				<i>(score reflects percentage on correct answers)</i>
BENCHMARK 3-Ancient Civilizations of Asia				
Teacher Name	Block 1	Block 2	Block 3	
Johnson	66%	68%	52%	
Poulos	50.00%	61.5%%	56%	
				<i>(score reflects percentage on correct answers)</i>
BENCHMARK 4-Ancient Civilizations of Africa				
Teacher Name	Block 1	Block 2	Block 3	
Johnson	67.9	63.8	62.5	
Poulos	74.70%	75.9	75%	
				<i>(score reflects percentage on correct answers)</i>

Mrs. Johnson's intervention strategies: In order to increase my Benchmark scores, I have started working more with maps and nonfiction text analysis. I noticed on almost all benchmarks that my students couldn't read a map of any kind, nor could they dig deep into a text to infer or to make conclusions. We have been using an atlas and open ended questions from the atlas to understand how to read and interpret maps. We have been using short text articles each week to teach them how to break down the vocabulary and really think about what the question is asking them before they answer it. My hope is that this will also help them on the EOGs as it is mainly nonfiction text. One other thing I noticed from the benchmarks is that they do not have good study skills. We have worked on how to chunk text to help them remember it better, only look at necessary information, and to reread notes for understanding.

Poulos' Intervention Strategies: In order to increase benchmark scores this semester, my focus has been on information text (maps) and non-fiction text analysis. The scores have reflected on item analysis that reading a map has been the highest struggle for a majority of my students. Informational texts have been the target and we are focusing on key words, how to determine word meaning and how to read a map. Emphasis has been placed on map skills. Atlas activities on the various civilizations of the 6th grade content area has been utilized and we are trying to reinforce ELA skills in SS to assist in the increase of SS benchmark scores as well as school wide scores. Reading strategies have been put in place as well as study skills within the daily classroom routine. Stamina for reading is going to be a target the last few weeks of school prior to EOGs in Reading and Math. My focus will continue to be ways to bring up their scores in SS as well as a well-rounded student in all content areas.

6th Science

Randall:

I use a warm up activity (often questions from old benchmarks, state test form NC, NY, and TX) as a daily review. The questions of activities are part of past content that students have learned. I also go through the test questions (on each test) and answer any misconceptions students may have. I am available to students during Walk to the Beat everyday, both to answer questions and to support students individually on content being taught. If the block of students just do not understand the concept being taught, I do back up and reteach it, in a different manner, to give students additional exposures to the content.

Ross:

Remediation consists of constant repetition/ discussion of previous learned material.

Here is the data

BENCHMARK 1	Block 1	Block 2	Block 3
Randall	66%	72%	64%
Ross	69%	86%	59%

Benchmark 2	Block 1	Block 2	Block 3
Randall	70%	63%	60%
Ross	72%	86%	64%

7th ELA

7th ELA is not ready to report.

7th Math

7th Math is not ready to report.

7th Science

7th Science is not ready to report.

7th Social Studies

7th Social Studies is not ready to report.

<p>8th ELA</p> <p>Mrs. Schafer explained to the committee that her PLC is doing a great job with tracking data and using data to drive their instruction. They have seen student growth from benchmark to benchmark.</p> <p>Mrs. Schafer stated that her PLC was able to identify common areas of growth. For example students were struggling with finding evidence in the text. ELA PLC implemented informational text unit in which students got to practiced lots of that. 8th ELA is still practicing informational texts to their students.</p> <p>Mrs. Schafer also said that there is a need for our students to practice word stems. Dr. Radke agreed and suggested that from 6th through 8th, students should be practicing word roots, prefixes and suffixes.</p> <p>8th Math</p> <p>Mrs. Schafer shared math scores. She stated that even though the look low overall, there is growth.</p> <p>8th Science</p> <p>Ms. Brigden explained that the science PLC is having students practice science vocabulary.</p> <p>8th Social Studies</p> <p>No information was shared.</p>		
<p>MTSS</p> <p>The MTSS structure that we will have at East Union will follow the model below:</p> <p>Start thinking of names of people who want to be part of this and take on some of the roles mentioned above. Training will be in the summer time.</p>	Radke	10 minutes
<p>Proctors</p> <p>-If you belong to a church in the area, or some sort of organization, please spread the word and get volunteers to proctor for EOGs. June 1st and 2nd from 8:00am to 12:00noon.</p>	Radke	5 minutes
<p>Open Forum</p> <p>Mrs. Plue sent an email in which has expressed her concern in regards to teachers' need to be more careful about casual adult conversations when students are around. Students are reporting that teachers are leaving and other situations that they don't need to be aware of. Mrs. Plue expressed that she would like to offer to show EUMS parents how to lead the parent portal portion of Power School on their Smartphones. This is to boost involvement in their child's day-to day academic progress. She also requested an explanation on the school website on how parents can voice their concerns through Site Based. She sees that many parents are not aware they can be involved and perhaps something published on the website, a connect-ed or a letter home could help.</p> <p>Dr. Rake. Stated that the parent portal tutorial is a great idea. We will definitely add it to our Eagle Camp/open house.</p> <p>Mrs. Lyerly addressed the committee to thank all of our staff for their support and love for our kids. It has been a rough year and all the support from staff made it a good one.</p> <p>Mrs. Schafer would like for the school to come up with a system to monitor students when they transition to take a test for different accommodations.</p>		5 minutes

The next meeting will be next school year