Dutchtown Elementary School
Focus Team Meeting Minutes

Date: _November 20, 2014_____

Time: __2:30 pm_____

Focus Team Name:

Point Focus Team

Team members:

S. Thurmon, Dr. S. Korvayan, Y. Hudson, J. Franzen, and M. Morris

Attendance Signatures

Dr. S. Korvayan	M. Morris
S. Thurmon	
Y. Hudson	
J. Franzen	

Focus Team Expectations:

1. The Point Focus Team expects to increase the use of Point by teachers for assessments to at least 2 times per month.

    11/20/14 Point Team members discussed the likelihood of teachers using Point at least twice a month if they are using the county created benchmark assessments, entering SLOs and mock writing scores. Teachers would have to create very few new assessments to meet this goal. Reports need to be run to check this expectation.

2. The Point team expects to begin the creation of benchmark assessments for each grade level to prepare for the writing element in the new Georgia Milestones Assessment. The Point Focus Team will begin with 5th grade and has a long term goal to include 4 benchmark assessments in all grade levels in the core areas of English Language Arts and Mathematics. This goal may take two years to obtain. *This goal is now under review to determine if the benchmark assessments developed by the HCS math and ELA departments will be able to take the place of creating DES specific assessments.

    11/20/14 Point Team members expressed some concern over the use of the county wide benchmark assessments. One concern is that the assessments are not aligned with the unit pacing guides causing students to be tested on material they have not yet learned. Another concern was expressed over the amount of paper needed to print tests or even the answer sheets. Teachers are running out of paper quickly. Lack of available technology is preventing students from taking the tests online. 5th grade stated that they are only getting the netbook cart once a week and that the netbook batteries are dying quickly.

Performance Smart Goal(s) discussed:

1. The Point Focus Team expects to see a 10% increase in students' language arts and math scores on assessments including written response /explanation questions.
2. The Point Focus Team expects to see an increase in the frequency of students taking assessments in Point to twice a month or more.

    11/20/14   Point Team members discussed the difficulty in assessing this goal. Point will not record whether students took the test electronically or if the score was entered manually.

Progress Monitoring (How will the team ensure that growth, or the lack of, is monitored? What will be the next steps if growth has or does not occur?):

The Point Team will use student's scores from Point given assessments to determine growth. If growth does not occur the Point Focus Team will distribute a needs assessment to teachers and students to determine areas of weakness in the use of Point and work to correct those weaknesses.

The Point Team will develop an assessment calendar to hang near the master calendar in the data room. The new assessment calendar will be available to teachers for recording assessments taken in Point or otherwise, as well as for recording if the students will take the test with paper (p) or technology (t). The Point team will use the assessment calendar as evidence of teachers and students use of Point for assessments.

Timelines and artifacts that will be collected and submitted for documentation of goal(s):

The Point Focus Team will pull benchmark assessment data for language arts and math from each grade level for the previous grading period during the first week of each subsequent grading period.

Custom Reports will be created in Point for each grade level on the following dates:
- October 13 – first 9 week data
- January 5- second 9 weeks data
- March 23 – third 9 weeks data
- June 1st – fourth 9 week data

The Point team has created reports for the SLO data for each grade level in Point. The team will create teacher reports for each SLO and then run the reports for the benchmark assessments. In addition the Professional Learning Focus Team has asked for the reports to include subgroups (EIP, SWD, etc.). The Point Focus Team will create those reports as well and post them in the data room.

Process Smart Goal(s) discussed:

1. The Point Focus Team expects to increase teacher use of Point for creation of assessments to twice a month. The Point Focus Team expects to see teachers/grade levels monitor their own use of Point for assessment by recording assessments on the assessment calendar in the data room.

Progress monitoring (How will the team ensure that teachers are doing what is asked, needed, and meaning?):

Team members will collaborate with the professional learning focus group to ensure that the

goals of the Point team are included in professional learning sessions with the staff members. Protocols from various vertical teaming sessions will be collected as evidence of teachers incorporating assessments with the use of Point, as well as how teachers are using the data collected from the assessments to plan instruction and assist students in goal planning. The Point Focus Team will place an assessment calendar in the data room and use it to monitor performance goal #2 and process goal #1.

How will team communicate goals, expectations, etc… to leadership team and staff members?:

Goals, expectations, and meeting notes will be shared with the leadership team, staff members and stake holders through online posting on the school's website under the information channel at http://schoolwires.henry.k12.ga.us/Page/60166. The Point Focus Team will share evidence of growth or lack thereof at faculty meetings once each 9 week grading period. The Point Focus Team will teach the grade levels at common planning meetings on how to record their assessments on the assessment calendar.

Additional Notes:

- Point Team collaborated with the Writing Focus Team to create all of the rubrics for the upcoming mock writing assessments in Point.
- September Mock Writing reports were run and posted in the data room.
- Suggestion was made to use the master calendar in the data room to post assessment dates.
- The team also discussed the necessity to make the Point team expectations more clear to grade chairs at one of the leadership meetings to include use of the master calendar to record test dates. Ideas for coding the master calendar were shared (CFA-Common Formative Assessment, CSA-Common Summative Assessment, BMA-Benchmark Assessment, MW-Mock Writing, as well as P-paper and pencil or T-technology)
- The team discussed having a Point Parent Workshop. Team members would like to get parents more involved in the students' learning. The idea of grades vs. assessment data was discussed. Parents can only see grades in IC, but Point will share data on achievement and growth. Parents are able to see more information in Point if teachers are using it. The team discussed the possibility of using one of the Special Ed parent nights to share with parents how to use both IC and Point.
- The team discussed how the Point training went. Survey results were shared with most teachers recording that the training was beneficial in all areas. One survey response was negative.
- The team also discussed the option of having a time allotted on a PL day to meet with teachers to help them create their own assessments and run reports. Even though the teachers had the training and received the handouts they may need more support as they begin to use Point more frequently.