

# Browning Public Schools

Curriculum\*Federal Grants\*School Improvement

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December 2018

## **CURRICULUM & INSTRUCTION**

Instruction is underway after the holiday break. End of semester finals for BHS is a priority. As SLT's meet each month and the January benchmark assessment data is completed the instructional plan will can/will be modified to create the best learning opportunities for students. The quarter ends January 21<sup>st</sup>. SLT's along with OPI and our consultants will plan what is needed for the next quarter/semester based on student data.

Teacher:Student ratio

BMS-coming soon

BHS-coming soon

BHA coming soon



## **Professional Development.**

Besides the ongoing Extended Wednesday PD and the afterschool grade level/Department PD, we will have 2 major professional development trainings this month. As required from the state, we are to create folders for each EL students, which include documentation of EL instruction plans, data, etc. Our district currently has approximately 611 EL students and trying to have teachers (who share students) update the folders was a nightmare. A year ago, we researched and purchased an online database, much like infinite campus, that would allow are staff the ease to update information for their EL students. The process has been arduous when making sure we have everything (technology-wise) ready before a teacher even logs on. This fall, the EL committee began training on the database, Ellevation, and then set forth to design an implementation plan to roll out to the staff. The first PD for staff which was the basic logging on, finding your students, first steps to know in the database, history and law of Title III and why are so many of our English (as their only language) students qualifying for EL services was on January 14<sup>th</sup>. This step 1 of the implementation plan was delivered at each school by the committee members. This first step was crucial to ensure all staff are understand why they need to adhere to the State and Federal requirements and also login, and find their students. Step 2 of the roll out will begin with running reports, creating groups for intervention or additional EL instructional strategies. We will

be using extended Wednesday's for some of the PD, but I would really like another 3 hour block (early out) to ensure how staff know what is needed for step 2 and 3.

The other BIG professional development opportunity will be provided by Dr. Anita Archer on January 22<sup>nd</sup> (PIR). She will also be with Napi staff throughout the day on January 23<sup>rd</sup> since they use her curriculum she created. Here is a little bio of Dr. Anita Archer

Anita L. Archer, PhD, is an educational consultant to school districts on explicit instruction, the design and delivery of instruction, behavior management, and literacy instruction. She has taught elementary and middle school students and is the recipient of 10 awards honoring her excellence in teaching and contributions to the field of education. Dr. Archer has served on the faculties of San Diego State University, the University of Washington in Seattle, and the University of Oregon in Eugene. She is nationally known for her professional development activities, having presented in every state over the course of her 40-year career. Dr. Archer is coauthor, with Dr. Mary Gleason, of numerous curriculum materials addressing reading, writing, and study skills.

I sent you all an email invite so I hope you can make it. The cost for Dr. Archer's fee will be paid with grant funds.

Travel PD:

Bozeman- Montana Assessment Conference: Rebecca Rappold (1 day), Kari McKay, Jessica Racine and Violet Sinclair

Matthew Johnson - Travel to Helena, MT - Montana SOARS State Monthly Management Team Meeting January 10, 2018

January 15, 2018—Napi-Andrea Sangray-(Sub)-Ricky Hoyt, Genny Bragg-(Sub)-Meghan Tail Feathers attended the “ Teaching Gifted Kids In Today's Classroom” in Shelby Montana.

BES- Melissa Henderson, Jessi Edward, Victoria McClellan and Elisha Kennedy traveled to Great Falls on Jan 13-15th

### **Instructional Coaches**

The coaches will continue to have ongoing PD with OPI during their monthly visits. Once first semester is done, I will provide data on the coaching cycles and PD our coaches have completed with teachers.

### **GRANTS**

I will begin processing Part 1 of the 2019-20 Title VI grant. I will complete the carryover for Title I and MCLP this week (Jan 21-25)

### **District Committees**

The Math Committee began its first meeting on January 16<sup>th</sup>. To begin, the committee discussed the needs of our students and teachers in mathematics.

Our EL committee will be meeting again this month to discuss any needs for Step 1, asking ourselves if the staff are ready for step 2. If all are ready, we will begin planning for step 2. If not, we will discuss where the needs are for reteaching and plan accordingly, while still planning for step 2.

### **Assessment Reports**

The WIDA ACCESS 2.0 assessment has been being administered since the Window opened on Dec 5<sup>th</sup> and the window closes Jan 30<sup>th</sup>. Next up will be the District Writing Assessment (window Feb 4-8) and the Science CRT (Feb 19-Mar 26) and the Alternative Science CRT (Feb 28-Mar 26). Every two years the US Department of Education mandates that a sampling of student progress is administered, known as the NAEP test. Every two years our grade 4 and 8 are always chosen to participate, most likely because we have a high number of Native American students. Our grade four will take this assessment on Feb x and the grade 8 will take on Feb x. Here is a bit of information on NAEP:

The National Assessment of Educational Progress (NAEP) is the only assessment that measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969.

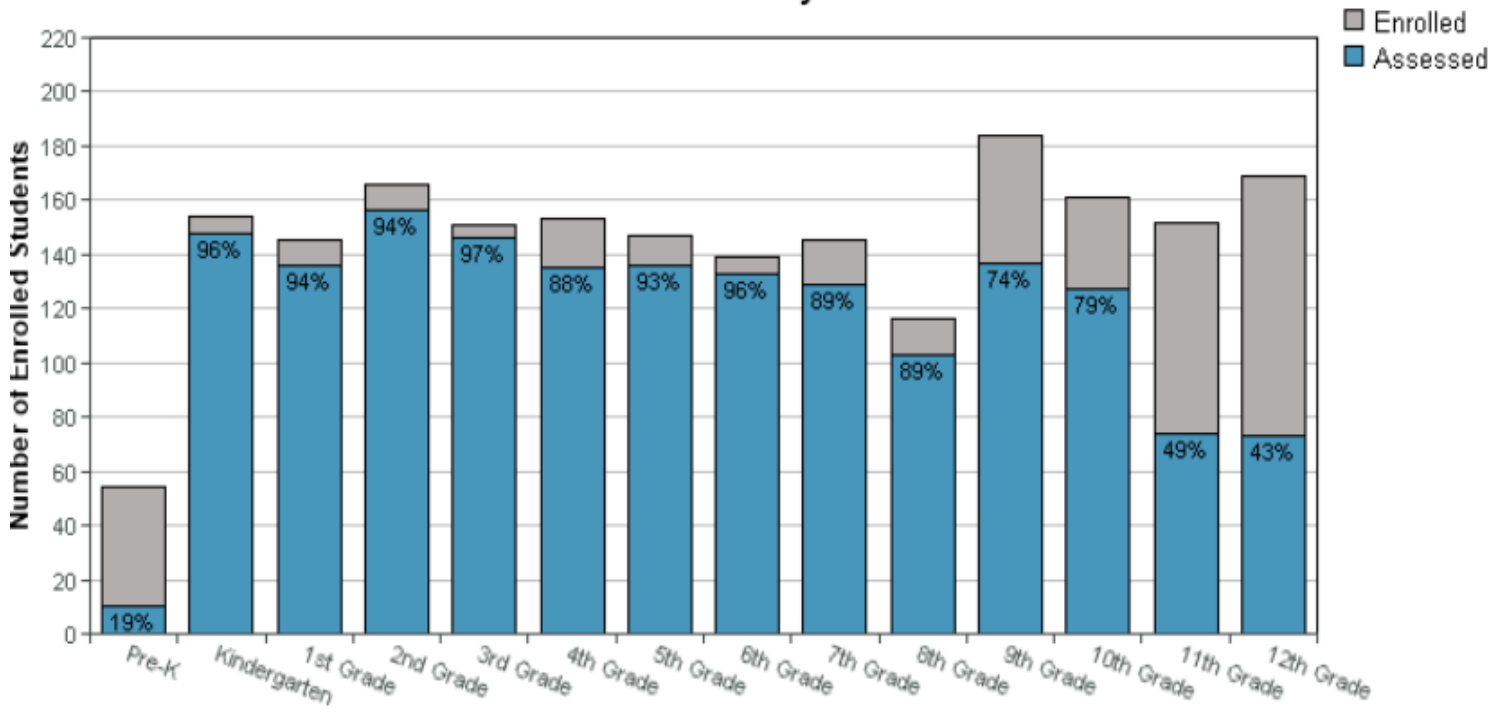
NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES) within the U.S. Department of Education and the Institute of Education Sciences (IES).

NAEP is given to a representative sample of students across the country. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students. National results are available for all subjects assessed by NAEP. State and selected urban district results are available for mathematics, reading, and (in some assessment years) science and writing.

Below is the ISIP literacy data from September and January, each a benchmark assessment period. First report will be the Assessment Completion Report, letting us know how many students have completed the January benchmark assessment.

Assessment Completion Report- Friendly Reminder- The only grade 11 and 12 students assessed on ISIP are those in intervention.

### All Grades - January 2019

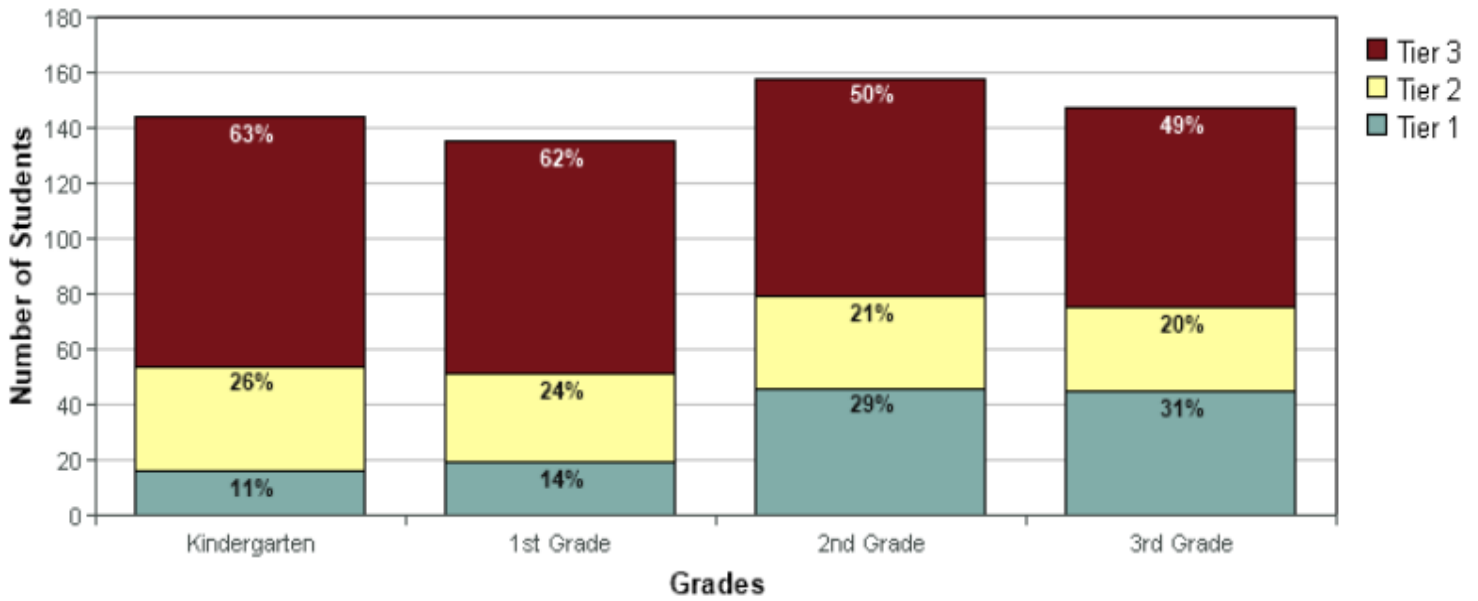


### ISIP Assessment Completion Report by School

Campus	Students Enrolled	Number of Students Assessed	Percent of Students Assessed
Babb Elementary School	22	21	95%
Browning Elementary School	308	296	96%
Browning High School	566	410	72%
Browning Middle School	261	232	89%
Buffalo Hide Academy	100	1	1%
K W Bergan Primary School			
KW-Vina Elementary	349	290	83%
Napi Elementary School	430	393	91%
Project Choices			
Vina Chattin Elementary School			
<b>All Campuses</b>	<b>2036</b>	<b>1643</b>	<b>81%</b>

September ISIP data for Prk-3

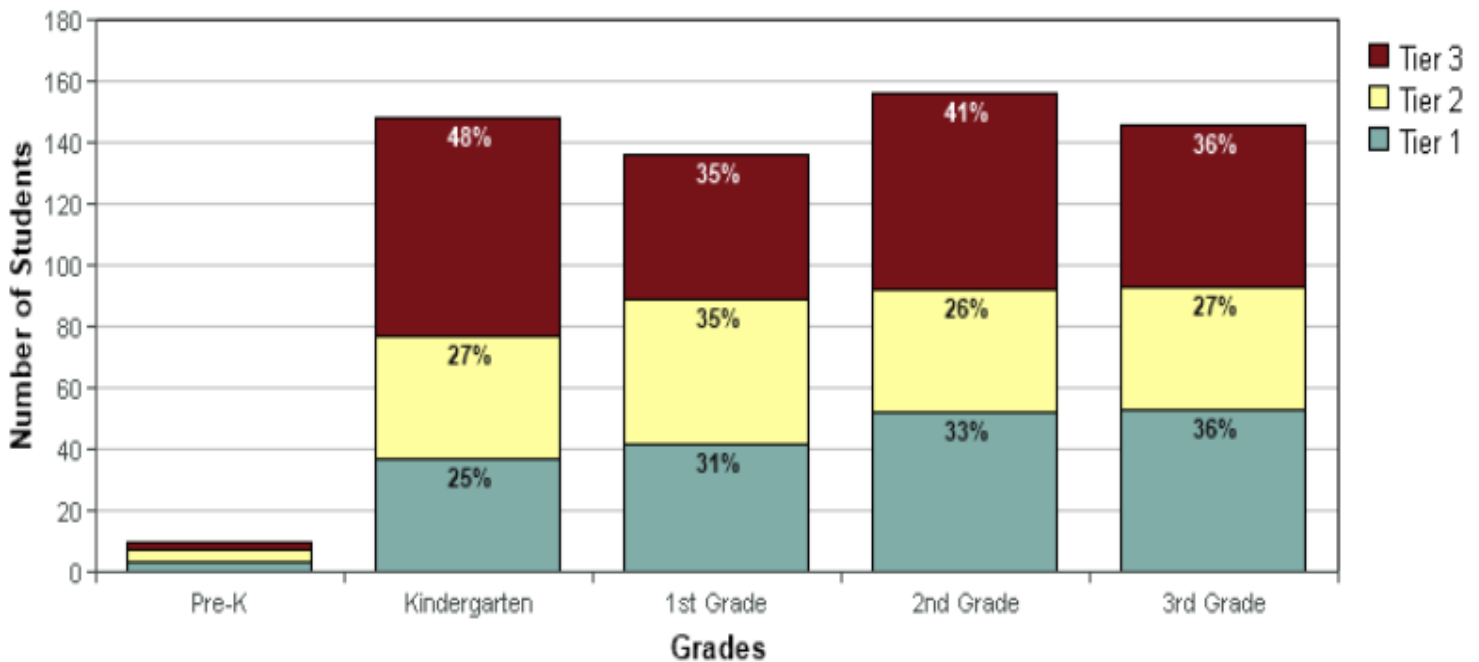
### ISIP Early Reading Summary (September 2018)



Total number of students who have been assessed using ISIP Early Reading in September: 584

January ISIP data for PrK-3

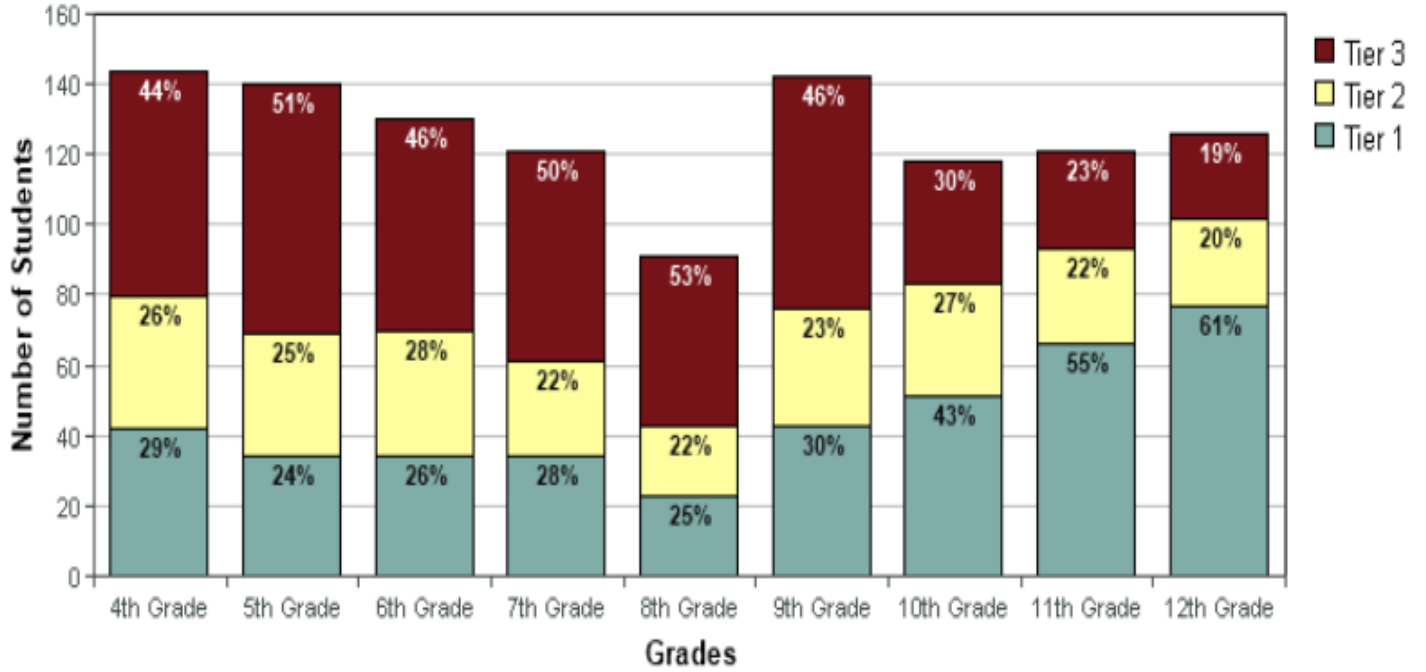
### ISIP Early Reading Summary (January 2019)



Total number of students who have been assessed using ISIP Early Reading in January: 596

September ISIP grades 4-12

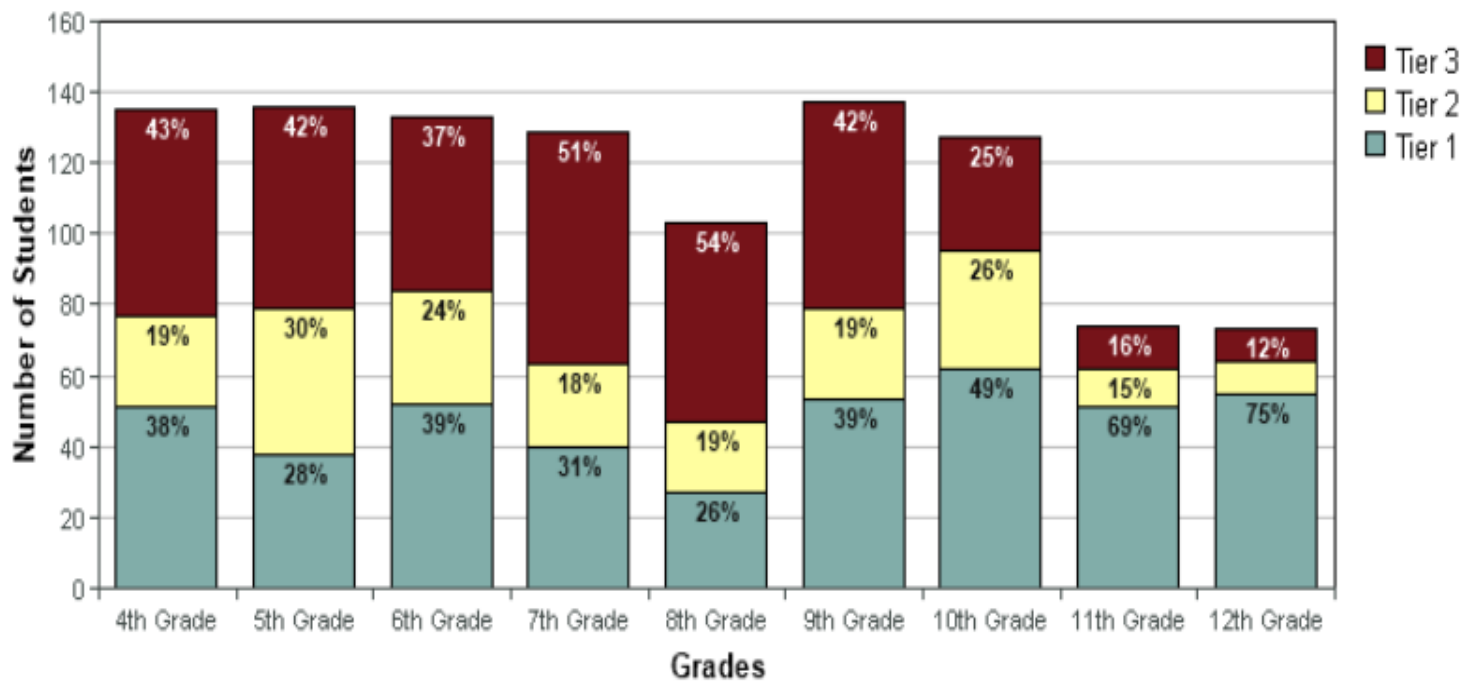
ISIP Advanced Reading Summary (September 2018)



Total number of students who have been assessed using ISIP Advanced Reading in September: 1133

January ISIP grade 4-12

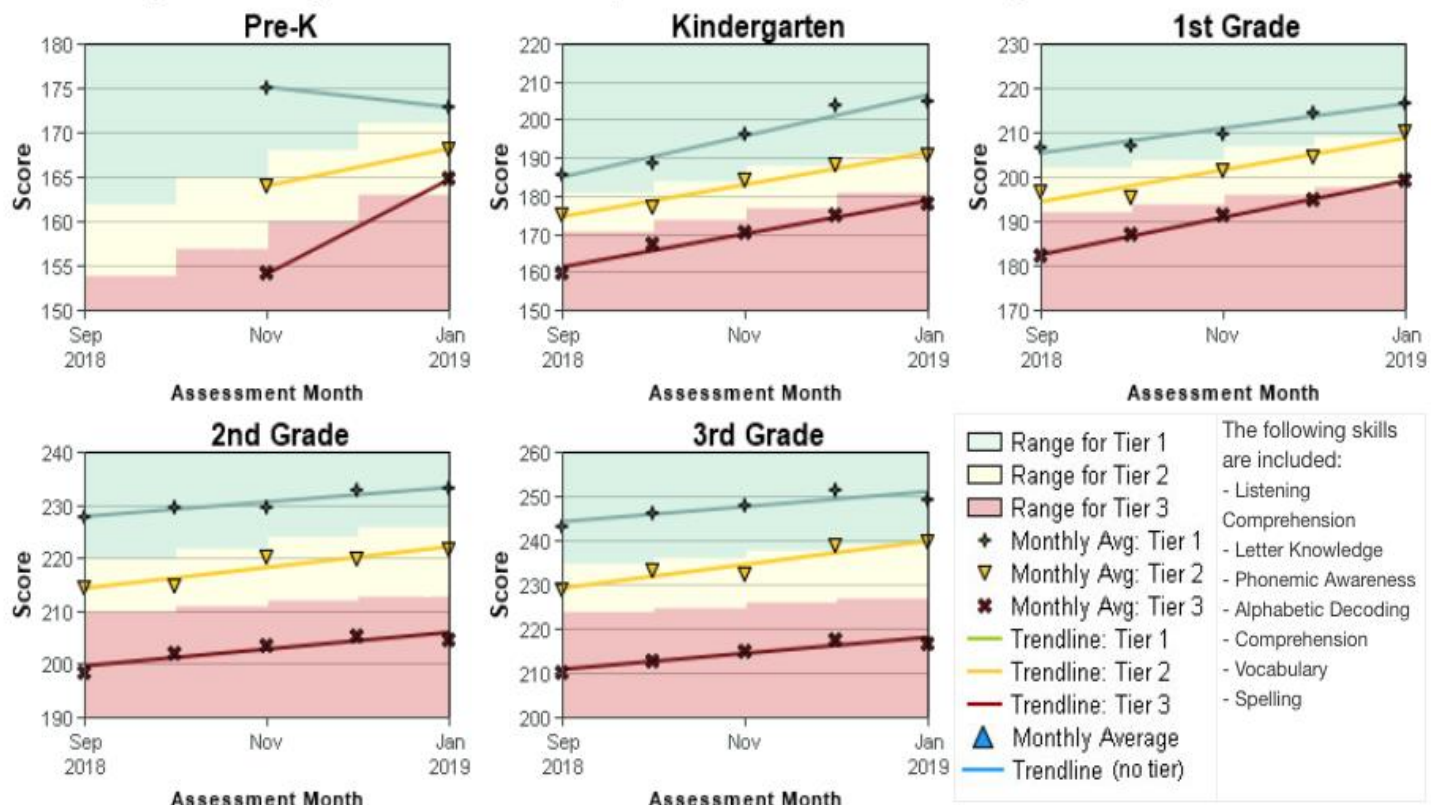
# ISIP Advanced Reading Summary (January 2019)



Total number of students who have been assessed using ISIP Advanced Reading in January: 1047

Skill growth by Tier Grades PK-3- this will show each grade average growth in a trajectory line.

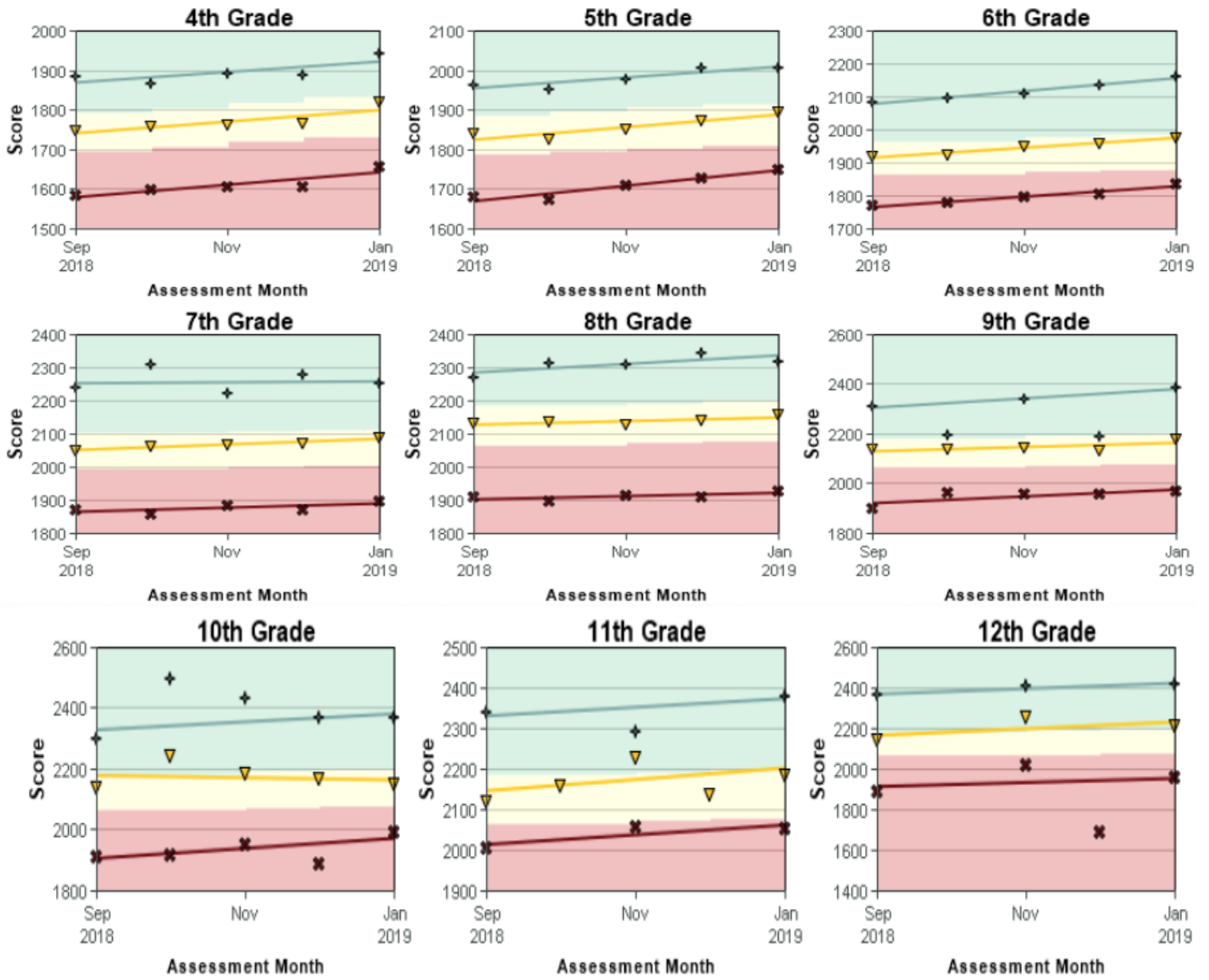
## ISIP Early Reading - Skill Growth by Tier - Overall Reading



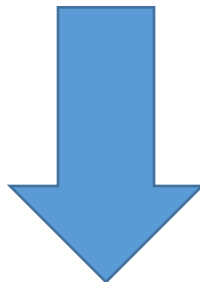
Skill growth by Tier Grades 4-12- this will show each grade average growth in a trajectory line.



# ISIP Advanced Reading - Skill Growth by Tier - Overall Reading



RATE Of Improvement (ROI) Report- This report gauges students' improvement across the year.

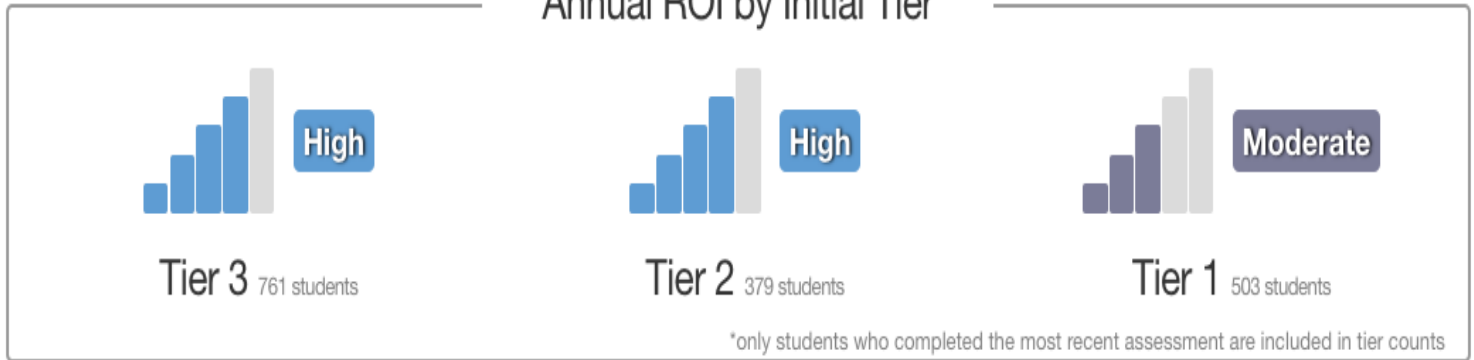




# ISIP™ Reading results for Browning Public Schools

2018/2019 School Year

## Annual ROI by Initial Tier



Rating	Average Annual %-tile Change*	Description
High	Increase by 8+	Students improving faster than expected will have a high rate of improvement, and are greatly exceeding that of their peers.
Moderate	Between an increase of 8 and a decrease of 2	This is the expected rate of improvement. A student with a moderate rate of improvement is keeping pace with their improving peers.
Low	Decrease by 2+	A student who is under performing is rated low. This student is not improving as quickly as their peers.
N/A	N/A	In order to measure ROI, at least three months with a completed assessment are required. Students without this data will have an n/a rating.

I will put the September to January STAR math data on February's report. This data has to be hand built and I need to wait to make sure all students have assessed this month.

Wishing you all a Great  
January- stay warm