

Browning Elementary School

Board Report

January

Enrollment for **SEPT:** 2nd grade: **162** 3rd grade:**177** **TOTAL: 347**

Perfect Attendance for **YEAR:**2nd grade: **7** 3rd grade:**18** **TOTAL: 25**

Perfect Attendance for **AUG:**2nd grade: **95** 3rd grade: **80** **TOTAL: 175**

Perfect Attendance for **SEPT**2nd grade: **39** 3rd grade: **37** **TOTAL: 76**

Perfect Attendance for **OCT** 2nd grade: **30** 3rd grade: **35** **TOTAL: 65**

Perfect Attendance for **NOV** 2nd grade: **29** 3rd grade: **38** **TOTAL: 67**

Perfect Attendance for **DEC** 2nd grade: **28** 3rd grade: **41** **TOTAL: 69**

Referrals for **NOV & DEC:** 2nd grade: **19, 6 (25)** 3rd grade:**48, 14 (62)** **TOTAL: 87**

Parent/Home Visits: NOV: 27 DEC: 5

Math

STAR MATH

In December each grade progress monitored their students on the STAR Math test. The purpose of progress monitoring is to determine whether students are making progress by moving from the subcategory they scored at in September up to the next subcategory. For example, if a student scored in subcategory C - Urgent their goal is to move up to the next subcategory B called OnWatch. We also want to make sure that students are not slipping back into the lower subcategories. The numbers listed each month are for number of students.

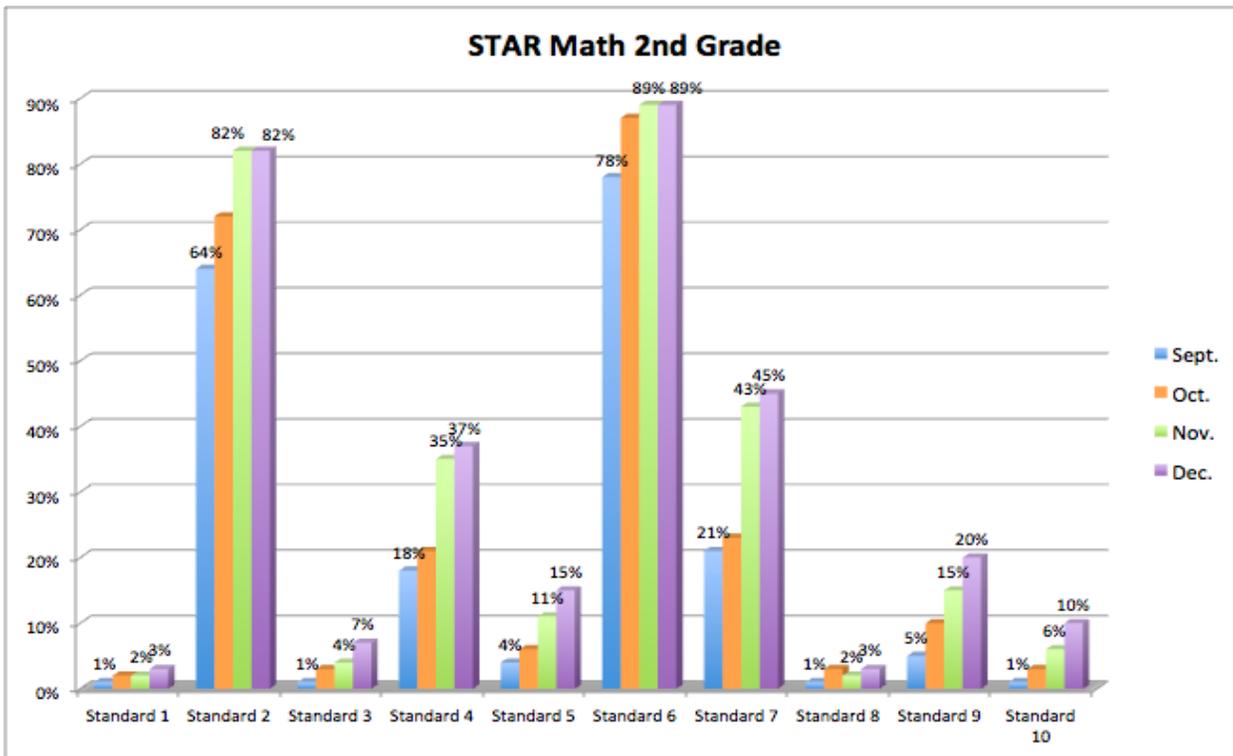
2nd Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Jan. Goal
Subcategory A - Benchmark	19	24	27	28		20% 30 students
Subcategory B -OnWatch	69	64	74	76		45% 67 students
Subcategory C -Urgent	36	41	32	26		35% 45 students
Subcategory D -Intensive Urgent	30	24	22	26		

3rd Grade	Sept.	Oct.	Nov	Dec.	Jan.	Jan. Goal
Subcategory A -Benchmark	22	30	33	30		23%
Subcategory B -OnWatch	69	66	66	68		36%

Subcategory C -Urgent	38	33	34	33		41%
Subcategory D -Intensive Urgent	42	43	33	35		

Progress Monitoring on CCSS math standards graph

In November each grade looked at the STAR Math data to analyze how students were performing on each math standard. At that time the third grade team decided to target math standards 2, 3, 4, and 9 since it correlated with what they were teaching in enVision math. Then in December, the team continued focusing on those standards for teaching. As we look at the progress monitoring data we ask ourselves for reflection, “Are students making progress on the targeted math standards?” and if not, “What will need to do differently?”



Standard 1: Represent and solve problems involving addition and subtraction

Standard 2: Add and subtract within 20

Standard 3: Work with equal groups of objects to gain foundations for multiplication

Standard 4: Understand place value

Standard 5: Use place value understanding and properties of operations to add and subtract

Standard 6: Measure and estimate lengths in standard units

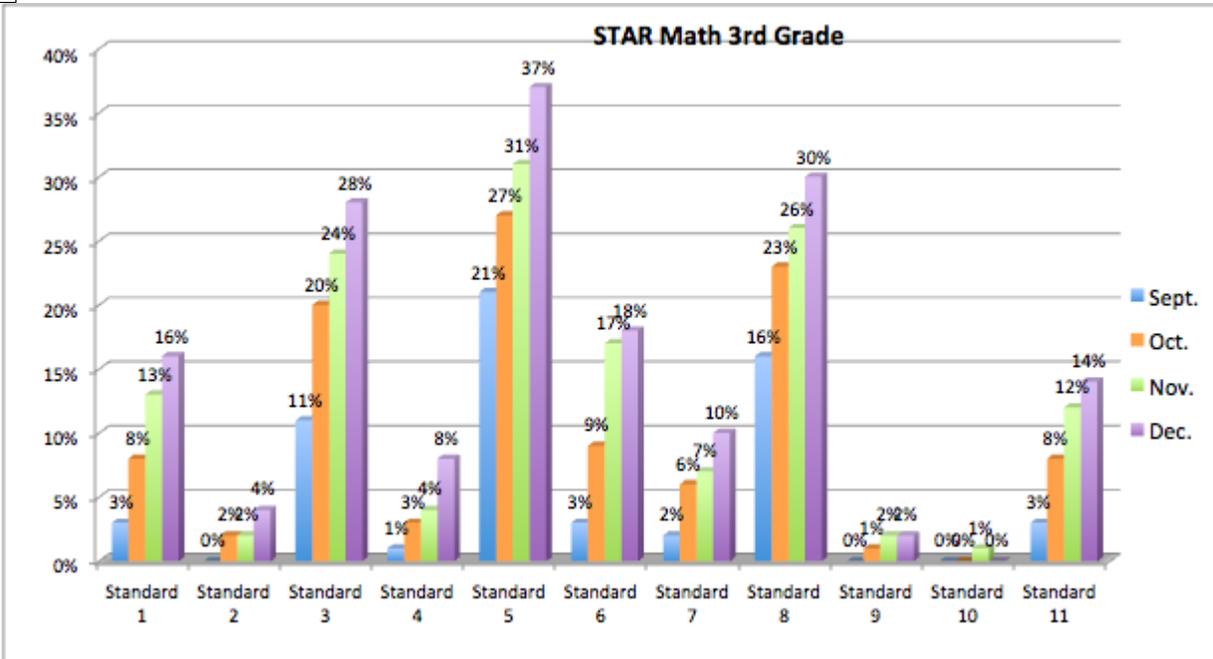
Standard 7: Relate addition and subtraction to length

Standard 8: Work with time and money

Standard 9: Represent and Interpret Data

Standard 10: Reason with shapes and their attributes

- Items highlighted in green are the standards the grade level identified on 11/3/16 to target when teaching enVision for December and January.
- Items highlighted in pink are the standards the grade level identified on 11/30/16 to target when teaching calendar for December and January.



Standard 1: Represent & solve problems involving multiplication & division

Standard 2: Understand properties of multiplication & the relationship between multiplication & division

Standard 3: Multiply & divide within 100

Standard 4: Solve problems involving the four operations, & identify & explain patterns in arithmetic

Standard 5: Use place value understanding & properties of operations to perform multi-digit arithmetic *

Standard 6: Develop understanding of fractions as numbers

Standard 7: Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects

Standard 8: Represent & interpret data

Standard 9: Geometric measurement: understand concepts of area & relate area to multiplication & to addition

Standard 10: Geometric measurement: recognize perimeter as an attribute of plane figures & distinguish between linear and area measures

Standard 11: Reason with shapes & their attributes

- *Items highlighted in green are the standards the grade level identified on 11/3/16 to target when teaching enVision for December and January.*
- *Items highlighted in pink or with an asterisk are the standards the grade level identified on 11/30/16 to target when teaching calendar for December and January.*

Math PROFESSIONAL DEVELOPMENT:

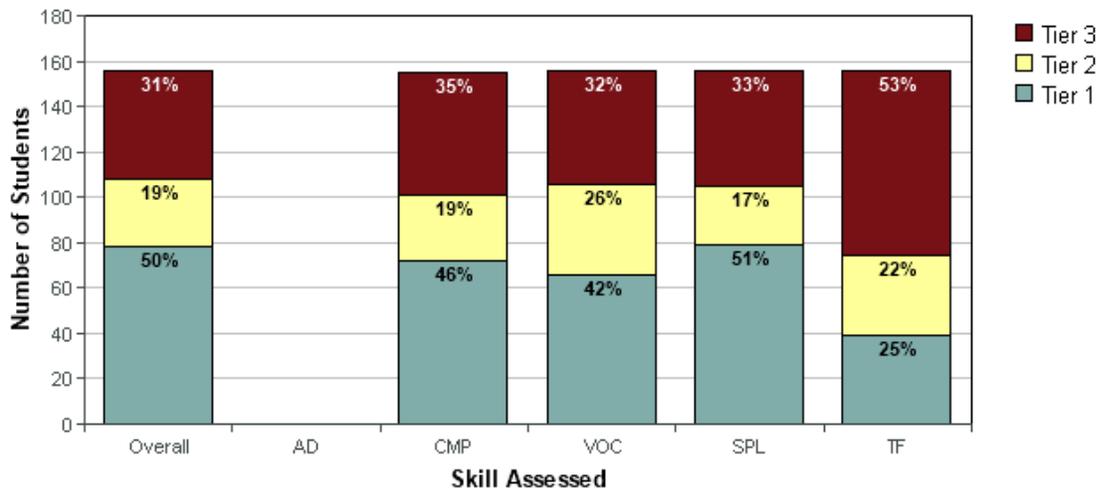
Each teacher received a new math calendar and was given professional development by our math consultant Leah Esmont on 11/30/16 at extended day. At that time the staff looked at the progress monitoring graph for the math standards. Based on the standards, they decided to target: Time, money, daily depositor for place value and patterning of regular calendar.



Reading

Increase **Proficient** by 10% in Reading on ISIP by May 2017
 Decrease **Intensive** by 10% in Reading on ISIP by May 2017

2nd Grade - December 2016



2nd Grade- 156 students assessed in December, two students did not test

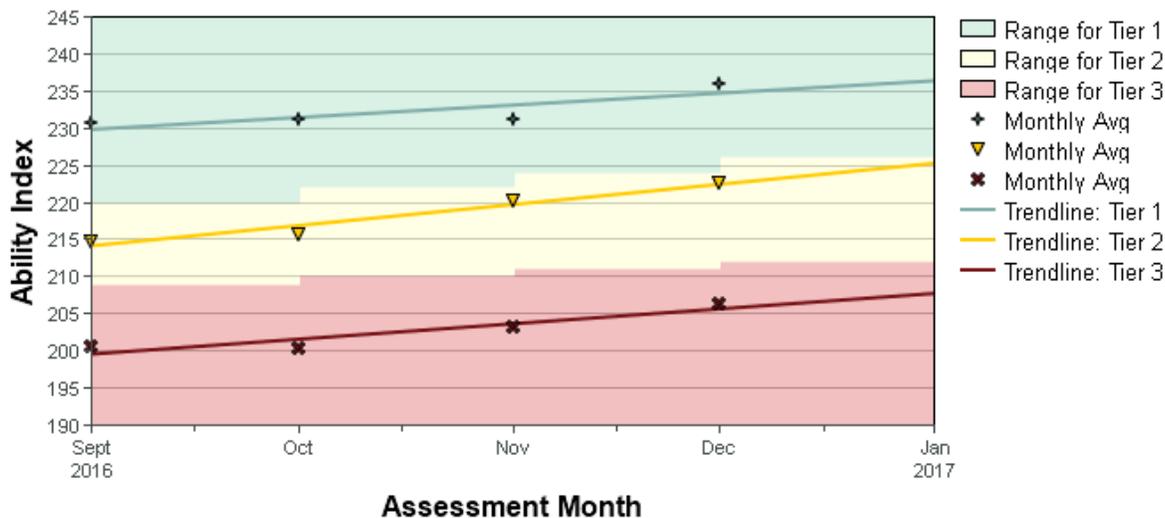
- 50% or 78 students tier 1
- 19% or 30 students tier 2
- 31% or 48 students tier 3

The highest sub skill is spelling.

Tier Goals	September	October	November	December	January Goals
Intensive	36%	37%	32%	31%	23%
Strategic	21%	20%	23%	19%	22%
Benchmark	43%	42%	45%	50%	55%

- The intensive group needs to decrease by 8% to meet the January goal
- The strategic group needs to increase by 3%
- The benchmark group needs to increase 5% to meet the goal

2nd Grade - Overall Reading



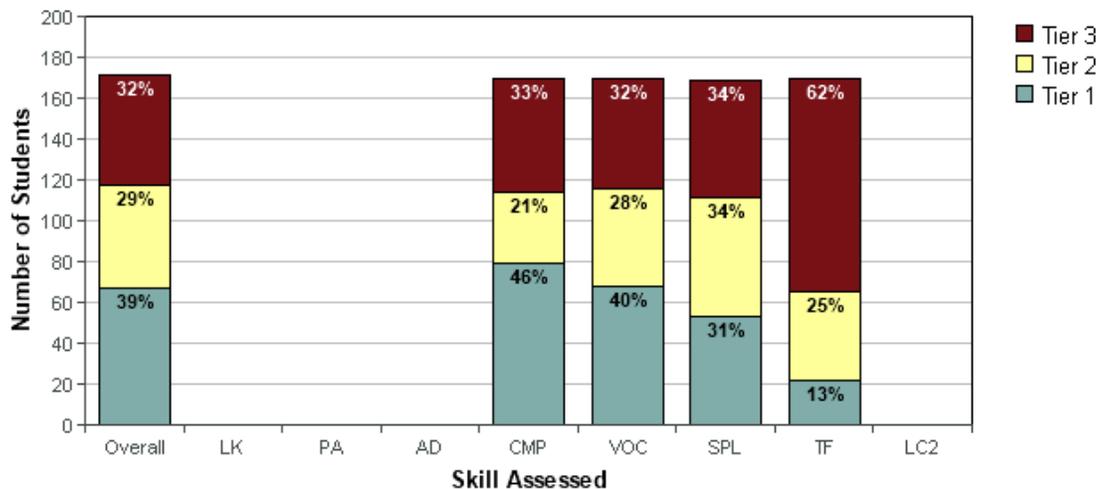
The Skill Growth Report by tier shows the trend line for all 3 tiers is moving upwards.

Benchmark group increased +6 points from November to 236 for December

Strategic group increased +2 points from November to 222 for December.

Intensive group increased +3 points from November to 206 for December.

3rd Grade - December 2016



3rd Grade -171 students have assessed for the month of December. One student did not test.

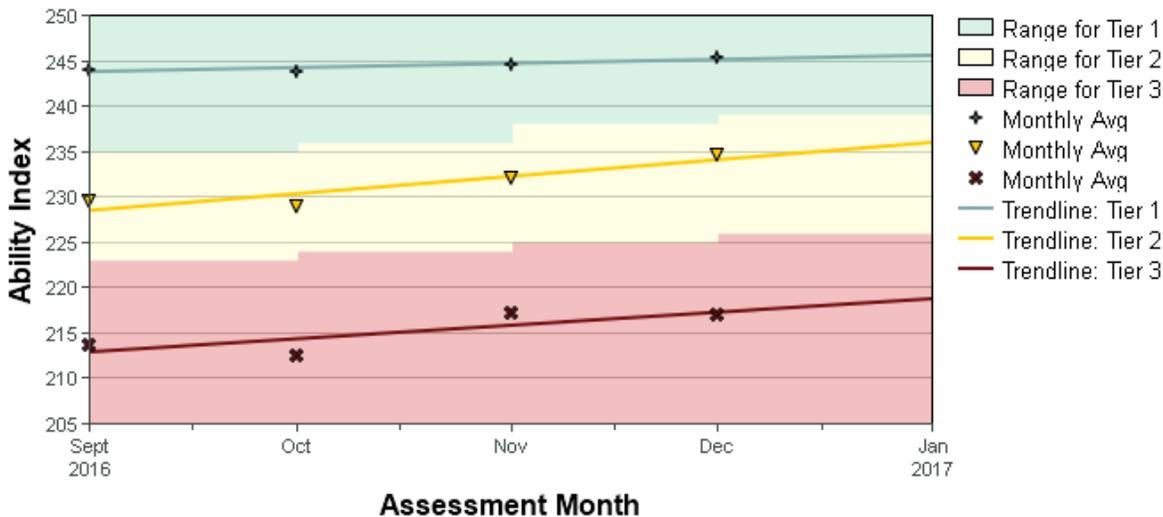
- Benchmark - 39% or 67 students
- Strategic – 29% or 50 students
- Intensive – 32% or 54 students

The highest sub skill is comprehension

Tier Goals	September	October	November	December	January Goals
Intensive	40%	41%	32%	32%	35%
Strategic	24%	22%	34%	29%	19%
Benchmark	36%	37%	34%	39%	46%

- The intensive group has met their goal decreasing 3% more than the January goal
- The strategic group needs to decrease by 10%
- The benchmark group needs to increase by 7%

3rd Grade - Overall Reading



Skill Growth Report by tier shows the following:

- Zero growth from November to December for Benchmark group
- +3 growth from November to December for Strategic group
- Zero growth from November to December for Intensive group

A third grade Roots group has moved into 2.1 Savvy Reader – 15 students

Two more second grade Roots groups have moved into Wings 2.1– 28 students

SFA Consultant Visit

The SFA Consultant modeled Day 5 for a 2.1 group. She offered support in *how to scaffold students through test day*

The SFA Consultant modeled a *Think Aloud* connecting the Targeted Skill for Wings instruction for teachers during the Tuesday component meeting.

The consultant showed how to look at the Roll Up report and Teacher Cycle Record report.

Christmas Program

Our Annual Christmas Program was a success again! Students were dressed to the nines and owl danced into the beautifully decorated BES gym, where there were at least 300 anxious family members on hand! Students and staff had practiced hard for the weeks leading up to December 14 & 15th! Thank you to the Specials teachers, and Blackfeet Learning Academy staff and students!



As always, Board Members are welcome to visit our wonderful school!