

Napi Elementary Board Report
October 2017

September went by way too quickly! We have already had two visits from our Literacy and Math consultants, the first STAR and ISIP testing rounds have been completed, students have completed three weekly assessments from our new reading curriculum, and three Napi Elementary sports are over already!

Lynda Collins, District Literacy Consultant, and Jerci Matt spent the morning with Napi's Instructional Coaches and Principals discussing the progress of the implementation plan for the new reading curriculum and intervention services for students. It was a very productive discussion and provided instructional solutions to meet the needs of our students. The first implementation goal is focused on whole group instruction. To date each teacher has had a walkthrough completed for every day of the reading framework. Data is showing from the walkthroughs that the implementation of whole group instruction is progressing successfully.

To help board members familiarize themselves with the reading framework and implementation process, I've attached the document that we are using to help guide us through this process. We are excited to have Brenda Nardo visit our campus on October 23rd and to provide feedback on our 'next steps,' which involve implementation of small group/reading workshops.

Mary Buck, District Math Consultant, spent the day with us on September 21st. This visit was extremely productive and validated that the district and Napi Elementary is moving in the right direction to meet the mathematical needs of our students. You might recall that last year we included in our board report that our Grade Level Teams had begun the process of creating Unit/Course Organizers that focus on the MCCS for Mathematics. The organizers provide the instructional focus for math concepts. Mrs. Buck validated that this is the path that our school needs to be on. She is going to focus her visits on working with teachers on the following: 1) building their own mathematical knowledge for the standards they are teaching; and 2) identify students' mathematical misconceptions and developing plans to provide corrective feedback. Mrs. Buck also provided us with a vision on how to best utilize our daily Math Intervention block, which was identical to the feedback we received from last year's math consultant, and that is to focus on Math Fluency skills. Before Mrs. Buck's next visit we are working on completing the following steps: 1) Providing professional development to staff on how to use Anchor charts; 2) Create a schedule to practice multi step math word problems; 3) Create a schedule to ensure students practice SBAC interim problems monthly; 4) Teachers will begin using annotated notes to capture students misconceptions of how to solve math problems; and 5) Create math data folders using STAR assessment, Critical Areas Pre and Posttests, and Math Boot Camp data.

The instructional focuses for the month of October will be on implementing small group instruction daily into reading, using the instructional framework consistently in math, implementation of IEFA Essential Understanding, ELL Monthly monitoring, and completing evaluations for 18 non-tenured teachers.

STAR Math Data Fall Benchmark

4th Grade	5th Grade	6th Grade
Tier 1: 8%	Tier 1: 5%	Tier 1: 7%
Tier 2: 17%	Tier 2: 10%	Tier 2: 16%
Tier 3: 75%	Tier 3: 84%	Tier 3: 76%

Napi Math Boot Camp Data

Data shows that the majority of 4th grade students need additional intervention in basic foundational skills that include number sense including subitizing, base ten, place value and strategies for addition and subtraction. This is all in an effort to increase math fluency for all students that will enable them to successfully navigate grade level Common Core math concepts such as fractions and geometry. For 5th and 6th grade students, the data showed that number sense is also needed including base ten, subitizing, and place value and strategies for addition & subtraction, multiplication & division which will develop their math fluency in order to be able to tackle grade level Common Core concepts such as fractions, equations, and expressions, and operations with integers.

Intervention groups are developed based on both STAR math data and Boot Camp data as well as teacher anecdotal notes in order to develop a personalized intervention plan for each student, delivered in small groups through explicit teacher instruction.

ISIP Literacy Data Fall Benchmark

4th Grade	5th Grade	6th Grade
Tier 1: 23%	Tier 1: 30%	Tier 1: 39%
Tier 2: 32%	Tier 2: 26%	Tier 2: 31%
Tier 3: 45%	Tier 3: 44%	Tier 3: 30%

The Core Phonics Screener was given to all classrooms and groups were determined to provide phonics intervention to Tier 3 and Tier 2 students in each grade level. This program is research based to provide systematic and strong phonics instruction for struggling readers. We will use Rewards Intermediate phonics program and the Phonics for Reading program as our intervention tool.

School Leadership Team has met three times already in order to get organized and complete the Napi Math & Literacy Action Plan. Each member has taken on the challenge to oversee specific areas of the action plan to ensure that all action steps are completed the 2017/18 school year. Using walkthrough data, the team created goals for engagement and bell-to-bell instruction in all subjects. The team then developed a walkthrough tool that will monitor the goal of engagement. The team discusses what engagement “looks like” and what it “doesn’t look like”. Principals and coaches collect the data and SLT monitors the progress of the goal through that data. SLT will then create a plan on how to increase engagement in all subjects through this data. This includes professional development, grade level team meetings, and teacher support through coaches and principals.

2017-2018 Napi SLT members are: Mrs. Bragg, Ms. Sangray, Mr. Kelly, Ms. Bremner, Ms. Momberg, Mr. Henderson, Mrs. Guardipee, Mrs. Wagner, Mrs. RunningWolf, Mrs. S. Bird, Ms. Racine, Mrs. Weatherwax, Ms. Devine, and Mrs. BearChild (parent).

Attendance Data

Student Discipline Data

Perfect Attendance---77	Month of September
Monthly Attendance for Grade Levels---4 th —89%; 5 th —85%; 6 th —88%	Monthly Referral Count-- 4th-14-- 5th-18--6th-18 Total=46 referrals
Whole School Attendance---87%	
Home Visits--9 6/9 students are now in school and attending regularly.	32 students make up the 46 referrals
10 Day Drop Students—1 (home visit, offer to help with clothing, and referred to court)	3 students went out on OSS with Extreme Referrals

Court Referred Cases---3	
Certified Staff Attendance---91%	Classroom Referrals--12
Classified Staff Attendance---90%	Athletic Field/Playground--10 Restroom--5 Hallways--12 Other--4 Cafeteria--1 Gym--1 Other Facilities--3
Perfect Staff Attendance--4	Categories-- 2200 Insubordination (Disobedience)--10 1800 Harassment (non-sexual) Bullying--10 2500 Physical Altercation (minor)--5 1700 Fighting (mutual altercation)--4 1500 Disorderly Conduct--4 1200 Attendance Policy Violation—3 1300 Aggravated Assault (Battery)--1 2500 Vandalism--2 2400 Obscene Behavior--1
***N/A---Data is not available for this month.	