

Browning Public Schools
Board Agenda Request
Meeting To Be Held: 1/10/17



-
- Recognition:** Students Staff Parents
Information: Building Report Old Business Superintendent's Report
Action: Resignation Hiring Contract Service Agreements
 Travel Out-of-State Travel In State Approvals
 Termination Legal Matters Other:
 This action request pertains to Elementary (only) High School/District Wide

Date: 01/03/17

To: **Board of Trustees**
 Browning Public Schools

From: Jeri Matt
Title: Curriculum

Subject: **In-State Travel-Title I School Support Training.**

Description: Request travel for John Rouse and Jeri Matt to attend the Title I School Support training in Helena, MT February 6-7, 2017. As part of the new math grant from OPI, administrators are required to attend this two-day training.

Financial Impact: **\$386.02 Approximate** (Math Grant/District Wide)

Attachment(s): Conference Agenda/Travel Request

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comment: _____

Board Action: N/A (Info) Approved Denied Tabled to: _____

February 6 & 7, 2017
Title I School Support Training
Radisson Colonial Hotel, Helena

Monday, February 6, 2017

	Elementary Literacy	Secondary Literacy	Elementary Math	Secondary Math	IES Partnership				
	<p style="text-align: center;">Wyola Ashland Tanya Peshovich <i>Judicial Room</i></p>	<p style="text-align: center;">GFHS Ann Ganzert State Room</p> <hr/> <p style="text-align: center;">Browning HS Keith Lenz <i>Legislative Room</i></p>	<p style="text-align: center;">All Browning Elementary schools Michele Douglass <i>Capitol Room</i></p>	<p style="text-align: center;">Rocky Boy MS/HS East MS Hardin MS Browning MS Libby HS Claire Gates <i>Executive Room</i></p>	<p style="text-align: center;">Attend your School Support area</p>				
8:00-8:30	Sign-in and breakfast								
8:30-10:30	<ul style="list-style-type: none"> Syllable types Comprehension activities for 1st, 2nd, 3rd reads 	<table border="1"> <tr> <td style="text-align: center;">GFHS</td> <td> <ul style="list-style-type: none"> Continued work on school-wide framework and implementation </td> </tr> <tr> <td style="text-align: center;">BHS</td> <td> <ul style="list-style-type: none"> Course and Unit organizer refresher Updating and creating organizers </td> </tr> </table>	GFHS	<ul style="list-style-type: none"> Continued work on school-wide framework and implementation 	BHS	<ul style="list-style-type: none"> Course and Unit organizer refresher Updating and creating organizers 	<ul style="list-style-type: none"> Define Number Sense and the Need for Visualization/Representation Assess Our Understanding Number Meaning: It is more than just recognition of digits <ul style="list-style-type: none"> Visualizing quantity Importance of counting 	<ul style="list-style-type: none"> Revisiting the NCTM Principles to Action Share progress with the selected teaching practice from the October session Evidence and questions about student learning 	
GFHS	<ul style="list-style-type: none"> Continued work on school-wide framework and implementation 								
BHS	<ul style="list-style-type: none"> Course and Unit organizer refresher Updating and creating organizers 								
10:30-10:45	Break								
10:45-12:00	<ul style="list-style-type: none"> Comprehension activities for 1st, 2nd, 3rd reads (cont.) Core program analysis 	<table border="1"> <tr> <td style="text-align: center;">GFHS</td> <td> <ul style="list-style-type: none"> Continued work on school-wide framework and implementation </td> </tr> <tr> <td style="text-align: center;">BHS</td> <td> <ul style="list-style-type: none"> Course and Unit organizer refresher Updating and creating organizers </td> </tr> </table>	GFHS	<ul style="list-style-type: none"> Continued work on school-wide framework and implementation 	BHS	<ul style="list-style-type: none"> Course and Unit organizer refresher Updating and creating organizers 	<ul style="list-style-type: none"> Number Meaning Planning <ul style="list-style-type: none"> Important tasks for students Number Relationships: Comparing numbers and the need for visuals <ul style="list-style-type: none"> Use of representations (ten frame, drawings, etc) Progressive use of more or less 	<ul style="list-style-type: none"> System change Each person's role in the system effects teaching and learning 	
GFHS	<ul style="list-style-type: none"> Continued work on school-wide framework and implementation 								
BHS	<ul style="list-style-type: none"> Course and Unit organizer refresher Updating and creating organizers 								

12:00-1:00	Team Working Lunch (provided)				
1:00-2:30	<ul style="list-style-type: none"> Core program analysis (cont.) Connecting to MCCC 	GFHS	<ul style="list-style-type: none"> Continued work on school-wide framework and implementation 	<ul style="list-style-type: none"> Number Relationship Planning <ul style="list-style-type: none"> Important tasks for students Number Magnitude: Understanding powers of ten within our place value system MUST include rigorous tasks <ul style="list-style-type: none"> Steps for building place value Important instructional questions Use of visualization and representations 	<ul style="list-style-type: none"> Learning Progressions Understanding learning progressions is essential to planning and teaching
		BHS	<ul style="list-style-type: none"> Course and Unit organizer refresher Updating and creating organizers 	<ul style="list-style-type: none"> Number Operations: Understand algorithms and connections to building fluency (addition and subtraction) <ul style="list-style-type: none"> Building basic facts using strategies Building multiple strategies (place value chart, chips, ten frames, hundreds chart, arrow/number line) Reflections 	
2:30-2:45	Break				
2:45-4:30	<ul style="list-style-type: none"> Connecting to MCCC (cont.) 	GFHS	<ul style="list-style-type: none"> Continued work on school-wide framework and implementation 	<ul style="list-style-type: none"> Number Operations: Understand algorithms and connections to building fluency (addition and subtraction) <ul style="list-style-type: none"> Building basic facts using strategies Building multiple strategies (place value chart, chips, ten frames, hundreds chart, arrow/number line) Reflections 	<ul style="list-style-type: none"> Planning a lesson using Formative Assessment Clarify intended learning Elicit Evidence Interpret Evidence Act on Evidence
		BHS	<ul style="list-style-type: none"> Course and Unit organizer refresher Updating and creating organizers 		

Tuesday, February 7, 2017

	Elementary Literacy	Secondary Literacy	Elementary Math	Secondary Math	IES Partnership
	Wyola	GFHS	All Browning Elementary schools	Rocky Boy MS/HS	Browning MS
	Ashland	<i>State Room</i>	<i>Capitol Room</i>	East MS	Browning HS
	<i>Judicial Room</i>			Hardin MS	Anaconda HS (Tues. only)
				Libby HS	Hardin MS
				<i>Executive Room</i>	<i>Natatorium</i>
8:00-8:30	Sign-in and breakfast				

8:30-10:30	<ul style="list-style-type: none"> Engaging students in text reading Reading intervention strategies 	<ul style="list-style-type: none"> Continued work on school-wide framework and implementation 	<ul style="list-style-type: none"> A Fresh Look at Number Sense Number Operations: Understand algorithms and connections to building fluency (multiplication and division) <ul style="list-style-type: none"> Building facts and progression of learning Connecting Operations Assessing for fluency 	<ul style="list-style-type: none"> Embedded professional development at your school Strategies to move forward as a team to increase effectiveness of mathematics teaching and to increase student learning 	Content presentation
10:30-10:45	Break				
10:45-12:00	<ul style="list-style-type: none"> Reading intervention strategies Wrap up 	<ul style="list-style-type: none"> Continued work on school-wide framework and implementation 	<ul style="list-style-type: none"> Number Magnitude and Operations Planning <ul style="list-style-type: none"> Important tasks for students Integration of Learning with Curriculum 	<ul style="list-style-type: none"> Your data team and its responsibilities Next steps—plan for action <p><i>Effective teaching is the non-negotiable core that ensures that all students learn mathematics at high levels... Principles to Actions, NCTM</i></p>	Process presentation Data presentation
12:00-1:00	Team Working Lunch (provided)				
1:00-2:00	Keynote: Dr. Timothy Shanahan in the Grand Ballroom				
2:00-2:15	Break				
2:15-3:30	Keynote: Dr. Timothy Shanahan in the Grand Ballroom				
3:30-4:30					Next steps meeting

Turn in your “Here’s What, So What, Now What” sheet and collect your renewal unit form

**BROWNING PUBLIC SCHOOLS
Leave Report/Travel Request**

Employee Name Sample
Building Administration

Employee #11750
Substitute Name NA

LEAVE REPORT

<u>Date of Leave</u>	<u>Hours</u>	<u>Type of Leave</u>
<u>Feb. 6-7, 2017</u>	<u>16</u>	<u>SR</u>
_____	_____	_____

Employee Signature _____ Date _____

Approved; Condition upon the specific leave being available for the specific employee **Not Approved**

Principal/Supervisor _____ Date _____

TYPE OF LEAVE

AN Annual	PL Personal Leave	ALWO Approved Leave W/O Pay
SL Sick Leave	JD Jury Duty (attach verification)	ULWO Unapproved Leave w/o Pay
*EX/SR Extra-Curricular/School Related	NG National Guard	SWP Suspended w/Pay
	FN Funeral _____	SWOP Suspended w/o Pay

(Master Contract) Relationship

***If taking School Related/Extra-Curricular Leave only, In or Out of District, you MUST list Conference Name/Location**

TRAVEL REQUEST (If receiving payment for EX/SR leave please fill out entire form completely)

Conference/Workshop SRI/Title I Math Grant Meeting (Attach Brochure/Agenda)

Location Helena, MT

Departure Date 12/5/17

Return Date 2/7/17

Departure Time 2:00 PM

Return Time 7:00 PM

Transportation: Personal Vehicle
 District Vehicle
 Professional Development

Mileage 344 @ .535 ÷ 2 = \$92.02
 Per Diem 2 days + supper = \$85.00

Registration PO# _____ = \$0
 Hotel PO# _____ = \$209
 Other PO# _____ = _____
 Other PO# _____ = _____

Sub Total \$386.02

Budget 126.90.100.2213.582 (75%) \$132.77
226.90.100.2213.582 (25%) \$44.25

Check Total \$177.02

Employee Signature _____ Date _____

Principal/Supervisor _____ Date _____

Superintendent Signature _____ Date _____