

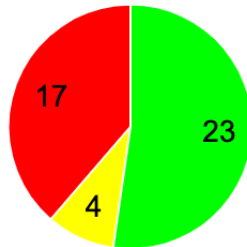
# Glendale & Big Sky Colony Schools

## February Board Report

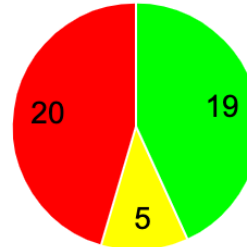
Submitted by: Rebecca Rappold, Principal

### Winter Benchmarking Data & Principal's Goals Update

Fall ELA Benchmarking

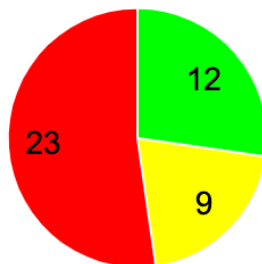


Winter ELA Benchmarking

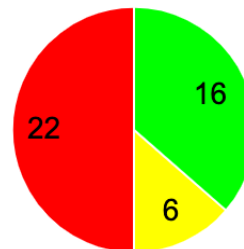


In ELA, the colony schools decreased Tier 1 by 4 students and increased Tier 3 by 3 students from fall to winter.

Fall Math Benchmarking



Winter Math Benchmarking



In Math, the colony schools had an increase in Tier 1 by 4 students and decreased Tier 3 by one student from fall to winter.

### Principal's Instructional Goals & Action Steps

#### ***Academic Goal for the 21-22 School Year:***

By June 2, 2022, Big Sky and Glendale Schools will decrease students in Tier III of the ELA and mathematics benchmark assessments by 50% as measured by the Aimsweb screening.

***Interpretation-*** We will move 8 students from Tier 3 to Tier 2 in ELA and 12 students from Tier 3 to Tier 2 in mathematics.

Although our student's scores have not increased at the rate in which we intended due to disruptions in student's education because of staff absences in one classroom, as well as a teacher transfer to the middle school in December. Upon returning from Christmas break, we implemented a plan to support the upper grades classroom at Big Sky School with Mrs. Christoferson in the mornings, Monday-Friday. She provides daily mathematics, social studies, and science instruction. Mrs. Rappold has been planning ELA instruction and teaching in the afternoons on Tuesday and Thursdays of each week with Mr. Wipf substitute teaching for her on Monday, Wednesday, and Friday. Ms. Light has taken on additional dues of preparing and making copies for the days Mr. Wipf substitutes. Teacher shortages have created a challenge for the Big Sky School. This year, as well as in prior years.

#### iTutor Small Groups

iTutor small groups began full implementation in January at both Glendale and Big Sky Schools. Students receive 30-minutes of ELA and 30-minutes of mathematics tutoring, Monday through Thursday of each week.



#### Counseling & Library Specialist Support

During January, Big Sky and Glendale Schools received Friday counseling sessions with the BHS counseling staff. They joined the students virtually to hold lessons focusing on social-emotional learning. Ms. Conway continues to provide library/media services to both schools and will resume her regular schedule in February.

During February, our identified EL students from the rural school students will take the Access for ELLs (WIDA) statewide assessment to measure annual growth regarding English language acquisition. This assessment measures reading, writing, speaking, and listening. Students scoring a 5 on the WIDA exit the English Language Learner program. Below is the rubric used to score the Speaking component of the WIDA:

**Figure 5K: Summary Chart of Speaking Performance Expectations**

<b>Speaking Rubric of the WIDA Consortium</b>			
<b>Task Level</b>	<b>Linguistic Complexity</b>	<b>Vocabulary Usage</b>	<b>Language Control</b>
<b>1 Entering</b>	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
<b>2 Emerging</b>	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
<b>3 Developing</b>	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
<b>4 Expanding</b>	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
<b>5 Bridging</b>	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Adapted from *ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)*

\*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.