

<b>18-19</b> <b>Browning High School</b> PO Box 809, Browning MT 59417-0809 Generated on 10/04/2018 08:25:47 AM Page 1 of 1	<b>Attendance/Membership Summary Report</b> Start/End Date: 09/03/2018 - 10/31/2018 School(s): 1 Calendar(s): 1 Grade: 09, 10, 11, 12
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**School: Browning High School Calendar: 18-19 Browning High School**

	Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Absences Avg. Daily	Percent In Attendance
	09	169	6584	853.83	5730.17	164.62	143.28	779.11	19.47	87.03%
	10	156	6096	918.59	5177.41	152.44	129.44	851.43	21.28	84.93%
	11	150	5904	588.57	5315.43	147.62	132.89	558.67	13.99	90.03%
	12	159	6164	446.32	5717.68	154.13	142.96	407.21	10.22	92.76%
<b>Total</b>	<b>4</b>	<b>634</b>	<b>24748</b>	<b>2807.31</b>	<b>21940.69</b>	<b>618.81</b>	<b>548.57</b>	<b>2596.42</b>	<b>64.96</b>	<b>88.66%</b>

<b>18-19</b> <b>Browning High School</b> PO Box 809, Browning MT 59417-0809 Generated on 10/04/2018 08:26:52 AM Page 1 of 1	<b>Behavior Summary Report</b> All Grades Event Count (ascending)
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Context	Incident Count	Event Count	Participant Count
Before Class	1	1	1
No Context Reported	1	1	1
School-sponsored activity	2	3	3
During passing	5	5	7
During lunch/recess	10	12	17
During class	42	43	77

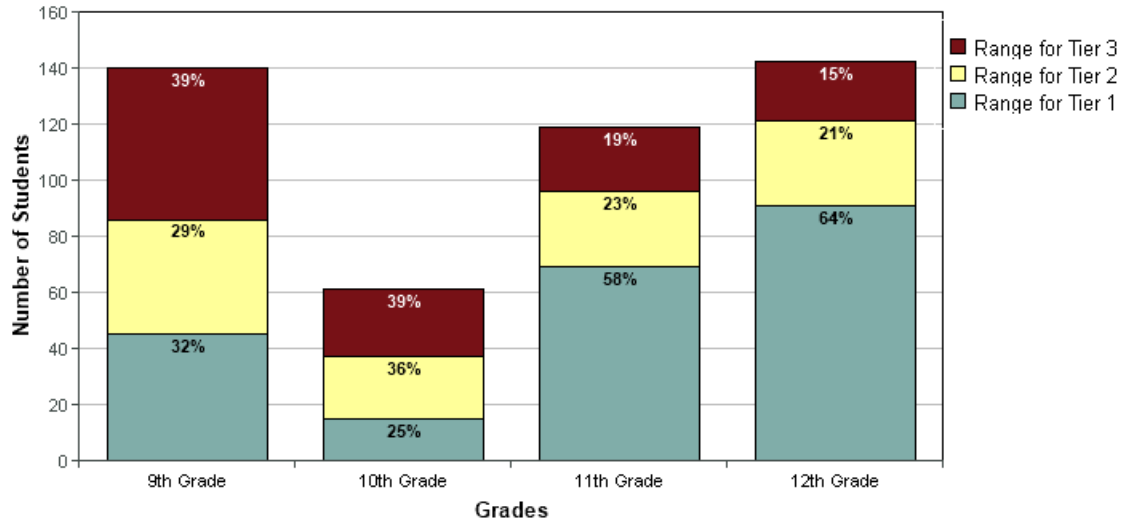
  

Location	Incident Count	Event Count	Participant Count
Off campus: Other school district facility	1	1	1
On Campus: Other inside area	1	1	4
On Campus: Other outside area	1	1	2
Unspecified	1	1	1
On Campus: Restroom	2	2	5
Off campus: Other off-campus location	2	3	8
No Location Reported	4	4	4
On Campus: Parking lot	3	4	3
On Campus: Cafeteria	6	6	8
On Campus: Locker room or gym	5	6	15
On Campus: Classroom	18	18	29
On Campus: Hallway or stairs	17	18	26

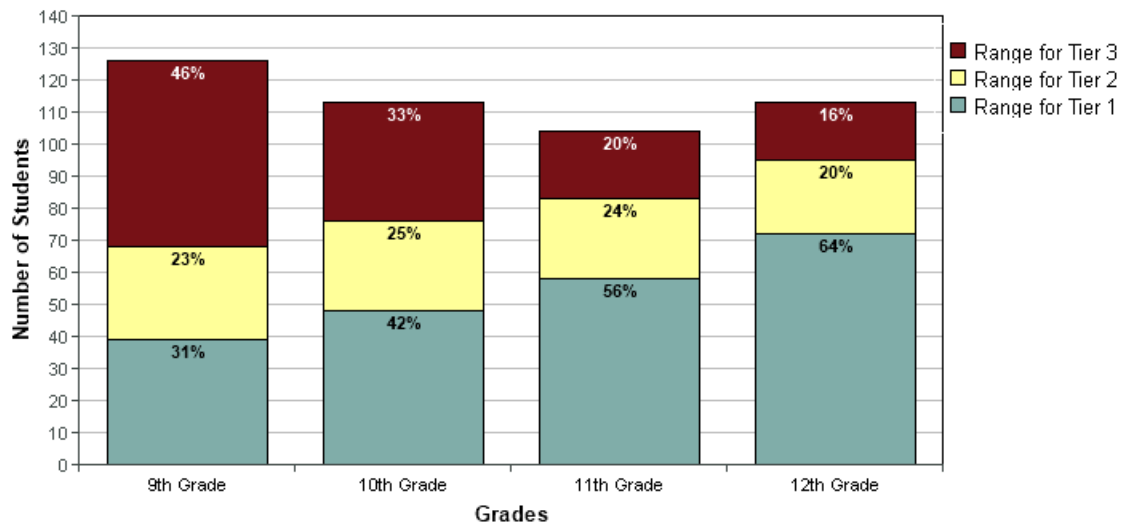
# ISIP

Below is our Fall benchmark assessment results. I provided information for the school as a whole and for each grade level. This information is used by classroom teachers for individual students, and overall results are used to help plan and provided professional development. What the initial data shows is that all grades are about the same level as the beginning of last year except for the freshman class. That class does have a higher level of students in the Tier 3 level based mainly on comprehension.

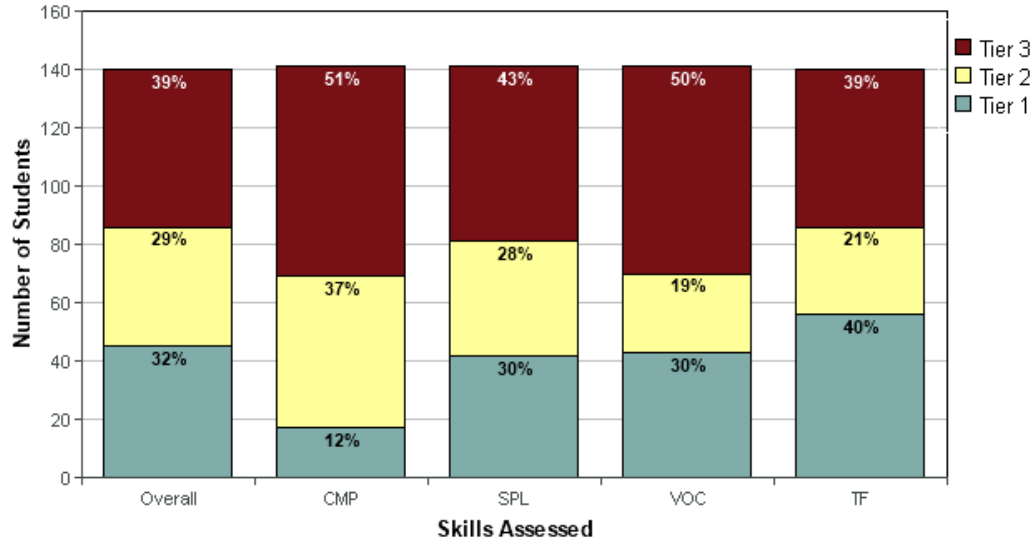
### All Grades - September 2017



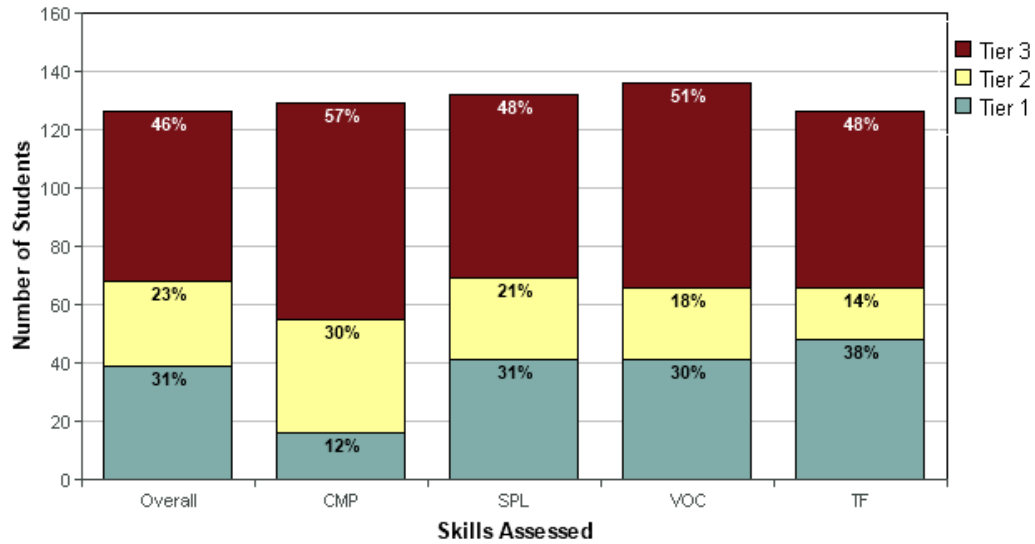
### All Grades - September 2018



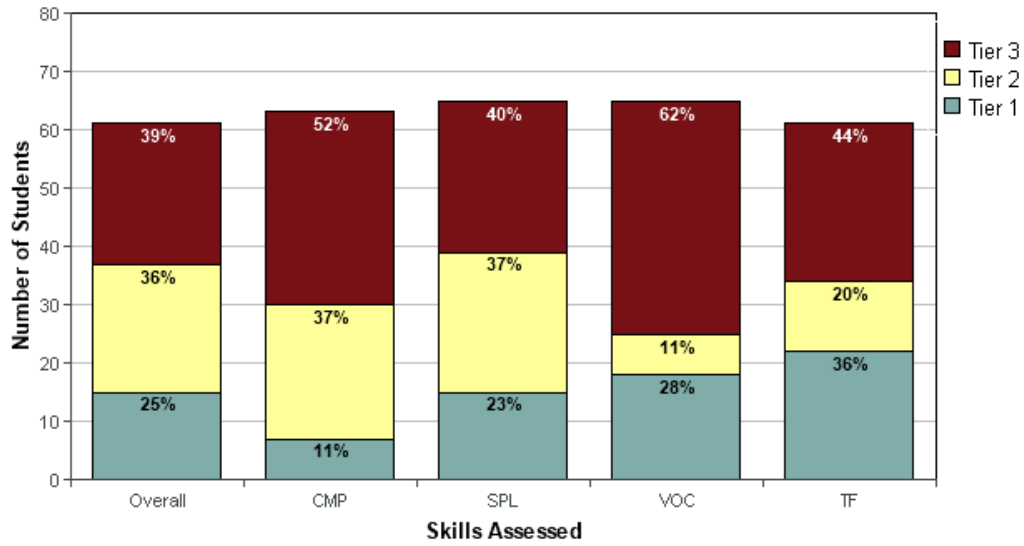
**9th Grade - September 2017**



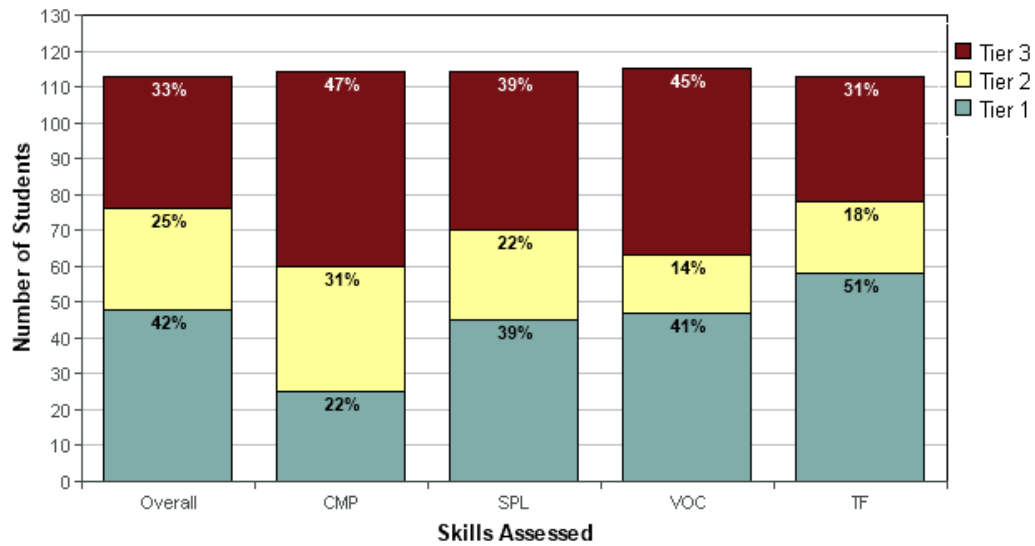
**9th Grade - September 2018**



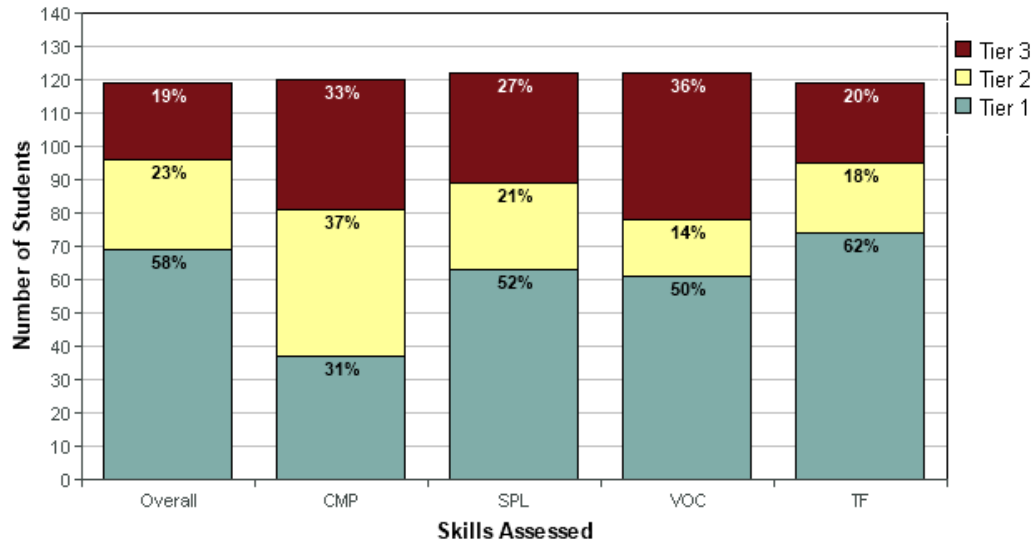
**10th Grade - September 2017**



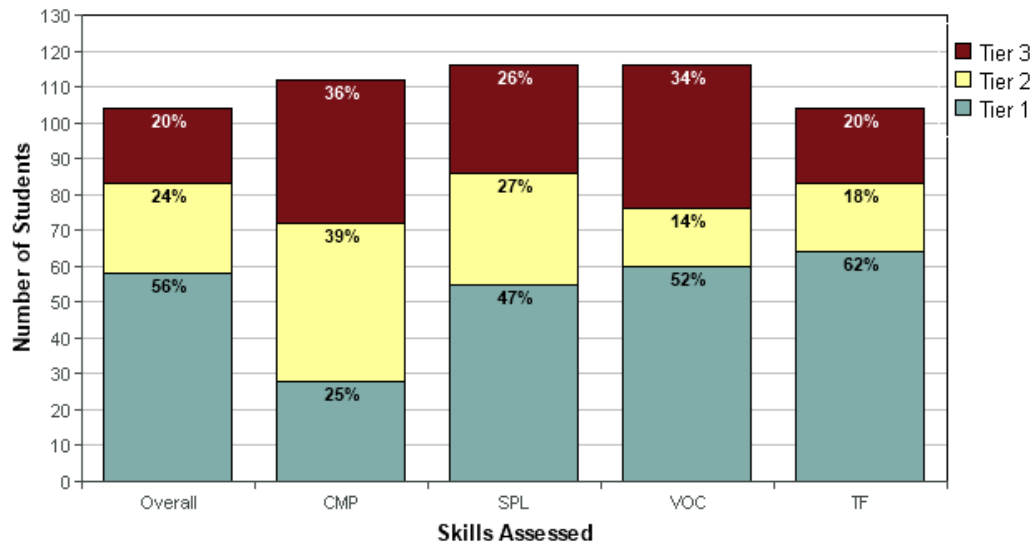
**10th Grade - September 2018**



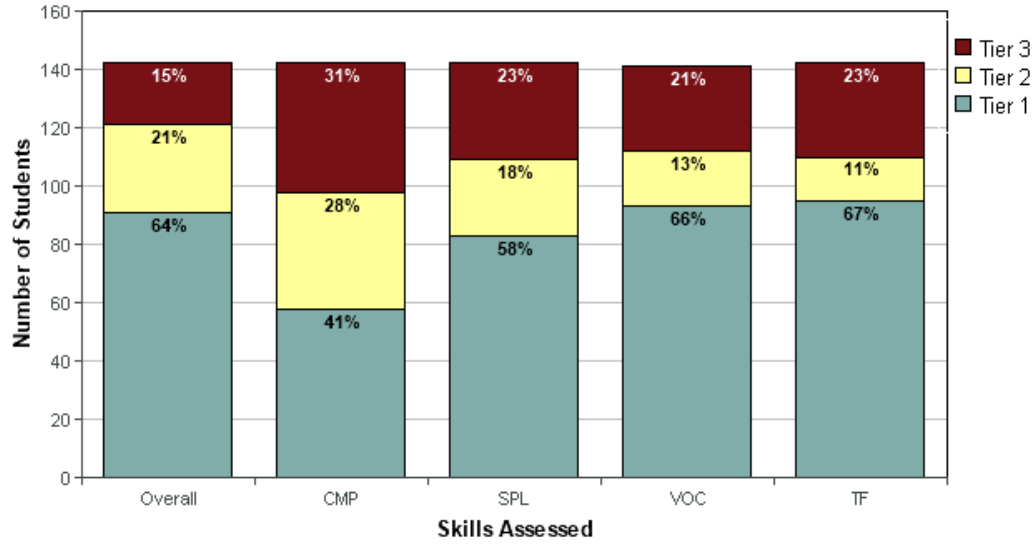
**11th Grade - September 2017**



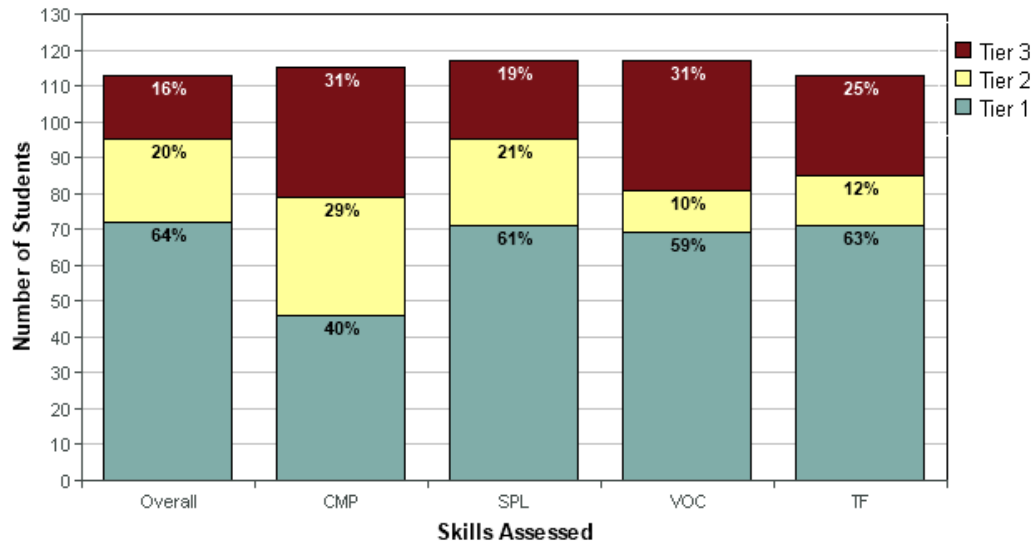
**11th Grade - September 2018**



**12th Grade - September 2017**



**12th Grade - September 2018**



## NCAA Eligibility

There were some questions raised last month about our high school students and eligibility for NCAA based on completion of courses while at BHS. We do update all of our courses with the NCAA clearing house each year. They have a list of courses that students need to take to meet eligibility requirements, and which of our courses fulfill these requirements.

Our students are informed during sports meetings that they must meet NCAA eligibility requirements if they intend to apply for athletic scholarships or play sports in college. Our counselors also meet with students, especially seniors to inform them of the courses needed for eligibility when going over their graduation plan.

Students who take the required courses must also pass the course with a grade of "C" or better.

There was a question about communication classes and upper division electives that we do not offer. Several years ago, the speech class was taken out of the curriculum, but we incorporate public speaking into all of our classes beginning from 9<sup>th</sup> grade. In addition, we are working on and have implemented some Dual Enrollment courses to provide communication courses for seniors through BCC, Great Falls College, Flathead Valley Community College and SKC. These courses will also transfer across all Montana University System schools. We do offer upper division electives in science, and offer students the opportunity to take other courses online through the Montana Digital Academy. While providing courses that meet the Montana State and BPS graduation requirements are our priority, we do work to provide opportunities for our students to take a wider variety of courses through these partnerships.

## Activities

We recently had our Native American Heritage Week activities at the high school. Throughout the week we ran a shortened class schedule and then provided opportunities for students to take part in activities for the last hour of the school day. Some of the activities were, beading, foods, setting up tipis, Native American Games, making ribbon skirts, and bringing in members of the community to discuss Blackfeet culture and Native American Issues. In one Session Tyson RunningWolf also provided all the male students who attended with iiniskim, and the female students with elk teeth.

BNAS sponsored a door decorating contest and I also provided a prize for the high school. Mrs. Laura Monroe's class won the competition and will receive a pizza party.

## Instructional Consultants

We had multiple consultants working with us this past month. They conducted classroom walkthroughs, professional development, and sat in on instructional team meetings. One of our consultants had written a letter which Mrs. Guardipee-Hall had shared with the Board. What she was discussing in the letter was what I had shared with the Board previously regarding our goals for the year. This is a focus on lesson planning that aligns with our instructional framework. Beginning the year, we focused strongly on focusing activities or bellringers. A

majority of the teaching staff have implemented this portion of the framework since last year and this is occurring consistently throughout the school. We have now moved on to exit strategies which are formative assessments at the end of each class. These assessments are to give the teacher information on whether or not the students have an good understanding of concepts presented in that days' lesson and then using that information to adjust lessons for the next day, as needed. We are working with staff in our small group instructional teams, in an online classroom, and during our extended Wednesday professional development.