

From the principal's desk: Board Report



March 8, 2022 Issue 7

"When the Geese Return" sāa*aiks öttötö"pi

Dates to Remember!

March 7: Mary Buck math consultant at BES
March 11: No school
March 15-16: Kim Penn reading consultant at BES
March 15: BES Family literacy partnership 4:00-5:00
March 21-22: 95% Group coaching
March 24: End of 3rd quarter
March 25: BES March Madness

Attendance

Month of Feb:

2nd grade: 68.76%
3rd grade: 73.14%
Schoolwide: 70.96%

Yearly

2nd grade: 69.76%
3rd grade: 72.43%
Schoolwide: 71.03%

Home visits were conducted for identified students that we are needing to follow up on for making contact for attendance. There were no home visits done for the month of February

2021-22 School Focus

We continue to collaborate around the focuses, implementing the daily focuses, monitoring with walkthroughs, providing feedback, providing professional development, coaching and completing action steps. These 4 focus areas at BES are:

1. Science of Reading
2. Science of Writing/Handwriting
3. Math plan following Mary Buck's guidance
4. Social Emotional Learning with Conscious Discipline & DESSA

Science of Reading

In February teachers were provided two days of additional professional development on 95% by the 95% group coach. The group coach did walkthroughs in classrooms observing teachers teach the 95% Phonics Core Program. The group coach stated that it was evident that classroom teachers were prepared for their instructional lesson, routines were set with no loss of instructional time and that each classroom provided a strong culture of learning.

The teams did a self-assessment reflection and set goals for themselves to implement between now and the next time she returns on March 21st and 22nd. Here is our current action plan steps from her visit:

1. Follow the instructional routines to teach students how to do the reading task independently.
2. Use the Gradual Release of Responsibility getting students into independent practice at the "You Do It".
3. Having students practice Time in Text fluently in the decodable text.

Writing Focus

In January, the staff attended Project Success writing then in February teachers applied the professional development in their class. The writing focuses on the following topics; Close reading for academic vocabulary,

Student and staff wellness

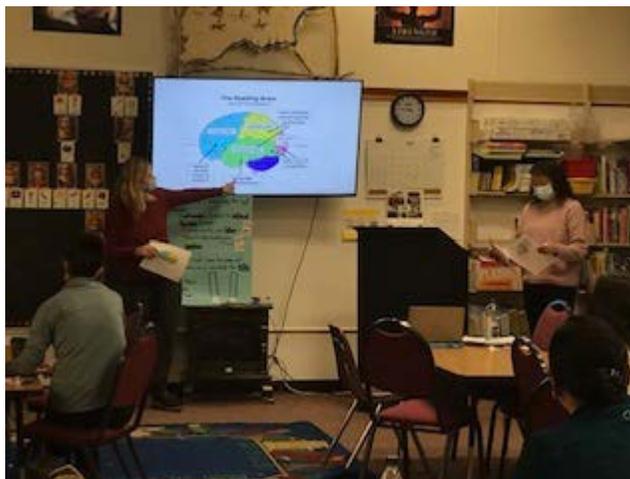
For the month of February staff participated in the "Stepping Into Spring Fit Challenge". Staff who wanted to participate tracked their walking steps each day to promote wellness.

1. Steps were calculated Monday through Friday from 8 am to 8 pm.
2. Teachers enter their own scores on the Google Doc sheet.
3. Incentives given to the top three steppers at the end of the month.

Calvin Lang who is the BES wellness coach worked with the district wellness committee to plan the event which is district wide.

Parts of speech using literacy, Sentence patterns to develop Word Choice, Sentence Fluency, and Conventions.

In February staff received professional development on writing using Ehri's phases of development based on how the brain learns to read and write.. Teachers came to the meeting with student writing samples and sorted the samples based on Ehri's phases. This helped teachers to understand where students are instructionally and what they need to do to differentiate skills based on their ability.



Student & staff wellness

BES staff had a little fun on 2-22-22, we celebrated "Two's day" with a dress up day to promote 2's.

Instructional Coaching by Arlene Wippert

February was a busy month of continuing to support the implementation of SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). The teachers report seeing a difference in student learning of reading and writing. The special teachers have begun instruction through tutoring with students that are in tier 3 and report that students are becoming more confident in their abilities to read/write.

Teachers were provided PD on the Ellevation site about Anchor charts to further scaffold and support student instruction of the 95% instructional reading routines.

Instructional Consultant Kim Penn, came to support and gave feedback to teachers about 95% routines and gradual release. She gave valuable input and presented alongside the coach for How the Brain Learns to Read, Sound Walls and Ehri's Phases of Development with a connection to writing at extended day. Teachers were able to analyze writing and identify the spelling phase and give reasons for justifying why a paper landed in each phase (pre alphabetic, early alphabetic, later alphabetic, and consolidated alphabetic. During both grade level meetings teachers continued to analyze and sort their own students' writing to identify the stage of each piece. Then,

Remote Learning

504 Remote Learning Students

- 2nd Grade - 6 students
 - 3rd Grade - 4 students
- Remote Students - Packets
- 2nd Grade - 6 students
 - 3rd Grade - 5 students

Students on the 504 remote learning join in daily for their core classes with their homeroom teacher. The student joins in using Google Meet and Seesaw, the online learning platform.

Two teachers who are taking the LETRS training expanded on how to give instruction for each stage. The Instructional Coach received PD on Coaching Emotions through a Zoom meet with Elena Aguilar and other attendees. The role play of scenarios was powerful to identify Core Emotions and how to navigate them. The coaches (Jennifer Darlington) both continue to support implementation of literacy and math.

Math Plan Focus

For the month of February, the 3rd grade cohort moved into their 2nd Module for third grade curriculum which is Multiplication & Division with Units of 0, 1, 6-9, and Multiples of 10. The 2nd grade cohort will be finishing up with the first grade Eureka Math modules.

Teachers continue to monitor grade level fluencies and input data on their grade sheet. During walkthroughs there is clear evidence of teachers implementing the gradual release of responsibility (I Do, We Do, You Do Alone). Mary Buck returned to do walkthroughs and met with the grade levels to give feedback and give further guidance for Module pacing, grade level fluencies, and the gradual release framework. She also met with teachers to answer questions concerning skills and strategies.

Social Emotional Learning by Ms. Little Plume

Decision making is the growth strategy focus for the month of March. The 2nd and 3rd grade teachers completed a second screening of DESSA Mini/Full on their students. We created a new walkthrough form for BES that will focus on MTSS, SEL and PBIS in the classroom. The MTSS committee completed the PBIS workshop series and are working together to complete a tiered flow chart for BES that will encompass what is in place for our students and staff as well as continuing to update the BES MTSS Handbook. We have weekly MTSS meetings every Friday. The students are continuing to follow BES TEAM expectations and they do not go unnoticed. Students receive Caught Ya Cards and numerous classroom feathers.

Counselor's Report by Dawn Magee-Cobell

Participated in the following:

- 1) Attended and Participated DESSA Platform Training (Final; Total 12 Hour Training)
- 2) Weekly BES Attendance Meetings
- 3) Weekly SEL/MTSS Meetings
- 4) Parent Contacts: In person: (6) Phone: (40) Text/Email (4) Notes/Letters (5)
- 5) Food Distribution- Weekend BackFood Bags (176) Total (2 bags on 2/24/2022) and monthly report submitted
- 6) 504 Review Meeting Preparation (4)

(Two Student Returned In-Person)

- 7) 504 Remote Learning Initial Meeting (0)
 - 8) 504 Preparation for 504 Plan (1)
 - 9) SPED Referral submitted (1)
 - 10) Daily Second Grade Pick Up Duty
 - 11) Individual Students met: (25) Students
 - 12) Collaboration w/ Student Support Specialist-Everett Armstrong (home visits, emails student contact, in-person, packet deliveries)
 - 13) Solutions Meeting (1)
 - 14) Referrals to FIT Program (3)
 - 15) 2.5 hours Lunch Duty
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