

# BMS Board Report

BMS, where students come to learn



## BMS Update: Month of April

SBAC Testing, Project Based Learning, Parent/Teacher Conferences, Ellevations, Newsela, & Engagement

The month of April at BMS was a culmination of 7 months of intensive preparation for SBAC Testing and a celebration of student achievement at our student led Parent/Teacher Conferences. We also began our preparation for the 2019-2020 school year by focusing our PD efforts during the month.

**1**

### BEHAVIOR

22 referrals-3 dis. conduct, 1 drugs, 8 fighting, 1 harassment, 8 insub., 1 threat.

**2**

### ATTENDANCE

7th-83.28%  
8th-80.61%  
14 court referrals  
14 home visits

**3**

### STAFF ATTENDANCE

Certified-82%  
Classified-95%



### Food Baskets & Easter Dinners

18 food baskets & 5 Easter Dinners delivered



### Ellevations Training

Teachers completed 10 hours of PD to support all students



### Newsela Program

Fully implemented to support Lexile improvement

## Preparation for the 2019-2020 school year

Once SBAC Testing is completed, there becomes a question of how to best spend the rest of the school year?

There will be 2 months of school left in the school year after SBAC Testing. How can we make the most of the time we have left to achieve our goal of successfully implementing of 21st century skills? We challenge ourselves to try something different when it comes to teaching & learning for all students. That something different is Project Based Learning (PBL) which prepares students for academic, personal, and career success, and readies young people to rise to the challenges of their lives and the world they will inherit. Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. PBL is becoming widely used in



schools and other educational settings, with different varieties being practiced.

**“The time in the school year at the end of testing is a challenge to remain focused on effective teaching & learning”**

However, there are key characteristics that differentiate "doing a project" from engaging in rigorous Project Based Learning. It will be helpful to make the distinction between a "dessert project" - which is a project that is a short, intellectually-light project served up after

## **Challenging. Fun. Interesting. Awesome. Learned a lot.**

You always want this to be how students feel about your classroom and school so we decided to try something different that can be all of those things for the student as well as the teacher. PBL is Interdisciplinary, Rigorous, and Student Centered. Students use skills from multiple academic domains, it requires the application of knowledge and skill, and it fosters independence & ownership in the development of 21st Century skills. PBL provides for skill based outcomes as it allows students to demonstrate their learning.



***"The strength of the team is each individual member. The strength of each member is the team."***

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the teacher covers the content of a unit in the usual way - from a "main course" project, in which the project is the unit. In Project Based Learning, the project is the vehicle for teaching the important knowledge and skills students need to learn. The project contains and frames curriculum and instruction. The project applies the WICOR skills and implements the high yield instructional strategies. PBL requires critical thinking, problem solving, collaboration, and various forms of communication. To answer a Driving Question and create high-quality work, students need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. Project Based Learning unleashes a contagious, creative energy among students and teachers.

The biggest challenge at BMS is what do we do with students who have been out of school for 2-10 days? What do we do with students who just showed up today from another school with no paperwork? What do we do with students that need to be tested? What do we do with students that need training on MBI, the Behavior Management Plan, iPads, Binders, and the location of everything in the building and who we all are? These are questions our students face and our staff struggle with on a daily basis. In our school with an 80% average

daily attendance rate these questions and concerns are affecting everyone, everyday. This means that 20% of our students need some type of support, however, this support comes at the expense of the students who are here everyday and from staff members who are taking away from their daily tasks and assigned duties to do one more thing. Administrators, teachers, counselors, TA's, support staff, and security all have assigned duties that do not take into account this 20% of students who need not only a hug, smile, and welcome back/to BMS, they need daily support for more than one day or one hour. Our solution is the Academic Success Room or ASR. The ASR will be a room where students are required to attend for a minimum of 3 days up to 10 days to get all of the questions answered that need to be answered. The students will become (re)acquainted with BMS, they will (re)learn the rules and expectations of BMS, they will become familiar with their iPad & binder, they will be tested for placement, they will meet their teachers-counselors-administrators, and they will slowly work their way back into their full daily schedule. On a typical day this will include anywhere from 5-10 students. These students will receive one on one support but, most importantly, they will receive time to become a student again. They will have time to get caught up on work, they will have time to become a student at BMS. During their time in the ASR they will learn for themselves if they are truly ready to become a student at BMS, and if so, they will then make the choice for themselves to become a hardworking, self motivated, responsible positive role model. The whole key to this room, just like any other place in education, is the ASR Teacher who must be skilled in multiple areas, who is compassionate, who loves to communicate with all stakeholders, and who is committed to helping these students who need it the most.