



Browning Elementary
Board Report for February 11, 2020

Attendance for January	
students % of whole school	80.46%
students % by grade level	2nd- 78.93 % 3rd- 82.00%
Class with best attendance	2nd Grade- Elisha Kennedy 3rd Grade- Becca Kennedy
Classified attendance %	84%
Certified attendance %	94%
Staff attendance as a whole	89%
Perfect attendance students	2nd Grade-3 3rd Grade-2
Perfect attendance classified staff	
Perfect attendance certified staff	 Amanda Whiteman, Marsha Switzer & Sheila Hall
Dropped students	1
Home visits	3
Referrals	22
OSS's	2
Bully incidents	9
Solutions/Parent Meetings	9

Student of the month Nomination (by Arlene Wippert)

Students of the month for January were:

2nd Grade - Makaya Foote-Hall

3rd Grade - Ariel Stevens

Andrew Blackman

⇐ Attendance Matters ⇒

(by Arlene Wippert)

For the month of January, the classes that had the best attendance were:

2nd Grade - Elisha Kennedy

3rd Grade - Rebecca Kennedy

⇐ Culture Matters ⇒

To kick off the January culture day, students started the event with an assembly in the gym to learn about the Bear River Massacre (150-year anniversary). Opening of culture day was led by Brad Butterfly with an invocation and a short history explanation of the Bear River Massacre. The story was read in English and then in Blackfoot along with a sign language version of the story. A jingle dress dance for healing was performed and an honor song. Students did a round dance at the end of the event before heading to their class to continue their culture day activities in their classrooms.



⇐ SAFETY MATTERS ⇒

Conscious Discipline

In January, staff continued their professional development on conscious discipline learning about the importance of the school family. In this professional development the staff focused on how conscious discipline is built on two ideas: 1) a healthy family and 2) intrinsic motivation. The key to transforming the school

culture is by establishing a school family that is built on relationships where students feel those relationships are safe, connected and trusting. This means shifting mindsets from the traditional model of “disciplining” children through control-based techniques to teaching students to self-govern and self-regulate through problem solving.

My Voice Student Survey

We wanted to give the children a voice in how they feel about their school to see how they view the school and to determine what we need to do to make it better for them. The SLT created a My Voice Student Survey that consisted of 11 questions. Each classroom gave the survey and turned the surveys into the SLT to compile the data. The results were shared with staff and the results were informative for staff to see the concerns that the children had about their school. The staff is currently in the process of discussing actionable next steps. We also want to survey parents to get their perspective on the same questions.

Whole School Results	No	Sometimes	Yes
A. My school is kept clean.	12	128	103
B. I like my school building	22	30	185
C. I feel safe around the outside of my school.	83	72	84
D. I feel safe in the hallways and bathrooms of the school.	60	61	112
E. I feel safe in my classroom.	24	34	185
F. Students at my school help each other when needed.	24	107	111
G. Students at my school are well behaved.	52	146	40
H. Most students in my school try to talk to other students if they are having a problem with them.	49	86	103
I. Most students come to class prepared.	34	110	95
J. Most students in my school do try their	11	72	154

best.			
K. Most students in my school treat each other well.	22	137	79

Counselors Report

(by Dawn Cobell-Magee & Kimberly Tatsey-McKay)

For the month of January BES held 9 solution team meetings, 3 new 504's was created, and there were 4 review meetings of 504's. Mrs. Magee-Cobell has provided parent contacts support, teacher support, and TA training. In the TA training, Mrs. Magee-Cobell provided education around bullying prevention and protocols for bullying reports, how to listen to student's needs, how to calm down students and deescalate a situation.

BES Tiers for Behaviors Supports:

- Tier 1 Universal Prevention: We have 31 students identified as needing support and Mrs. Magee-Cobell services all 31 students.
- Tier 2 Targeted Prevention: We have 41 students identified as needing support and Mrs. Tatsey-McKay services 15 of those students (capped # by Sokinaapi Project).
- Tier 3 Intensive and Individualized Prevention: We have 32 students identified and Alta-care provides services to 8 of those students.

We have an Empathy Group (Bully Referrals) with 5 students and Empowerment Group (Victims of Bullying) with 4 students. The group will run three weeks and will start new with new students that have referrals for bullying and have reported as being bullied.

2nd grade Honor Group will be started, as soon as Tamarack Grief sets dates. There will be a total of 6 weeks of groups weather permitting. In October - December we had 10, 3rd grade students participate in the group.

Every Friday the weekend food bags are given out to an average of 70-80 students. These students are identified through their teachers, staff, and parents. The number fluctuates due to students' home situations changing.

At BES, Kimberly Tatsey-McKay provides Social Skills Classes to all 2nd and 3rd grade students. She implements lessons from the Second Step Program that fit the school needs.

Second Step Lesson Plans:

Bully Prevention Goals (11/7/2019-1/27/2020): The Bullying Prevention Unit uses and builds on social-emotional skills taught in the core Second Step program that are known to help prevent bullying. The goals of the Bullying Prevention Unit are to:

1. Develop specific student skills for preventing and dealing directly with bullying situations.
2. Foster a climate of safety and respect for all.

Child Protection Unit Goal (1/28/2020-3/2/2020): The goal of the Child Protection Unit is to develop student knowledge and skills for protecting students from unsafe and abusive situations both in and out of the classroom.

2nd Grade Second Step Lessons:

11/07/2019-11/18/2019: Social Skills 2nd grade: Recognize Bullying & Identifying Feelings

11/19/2019-11/26/2019: Reporting Bullying & Learning More about Feelings

1/6/2020-1/15/2020: Social Skills 2nd grade: Refusing Bullying & Feeling Confident

1/16/2020-1/27/2020: Bystander Power & Respecting Different Preferences

1/28/2010-2/6/2020: Ways to Stay Safe & The Always Ask First Rule

2/7/2020-2/18/2020: Social Skills 2nd grade: Safe and Unsafe touches & The Touching Rule

2/19/2020-3/2/2020: Practicing Staying Safe & Reviewing Safety Skills

3rd Grade Second Step Lessons:

11/07/2019-11/18/2019: Social Skills 3rd grade: Recognize Bullying & Identifying Other Feelings

11/19/2019-11/26/2019: Reporting Bullying & Understanding Perspectives

1/6/2020-1/15/2020: Social Skills 3rd grade: Refusing Bullying & Conflicting feelings

1/16/2020-1/27/2020: Bystander Power & Accepting Differences

1/28/2010-2/6/2020: Ways to Stay Safe & The Always Ask First Rule

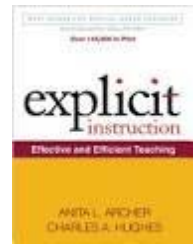
2/7/2020-2/18/2020: Social Skills 3rd grade: Safe and Unsafe touches & The Touching Rule

2/19/2020-3/2/2020: Practicing Staying Safe & Reviewing Safety Skills.

⇐ GRADUATION MATTERS ⇒

Professional Development

Staff reviewed the key components of prepping for a lesson using Madeline Hunter's lesson planning components and Anita Archer's book, *Explicit Teaching*. The staff then looked at how to plan out a lesson using their Wonders Reading manual.



Getting students set to learn:

- **Step 1: Review** - previous material relevant to the lesson
- **Step 2: Anticipatory Set** - Hook students into the lesson by your actions or statements
- **Step 3: Objective & Purpose stated to students** - tell students what they will be learning

Teach for Understanding

- **Step 4: Input and Modeling** - Explicit teaching
- Step 5: Checking for Understanding -

Practice and Assess

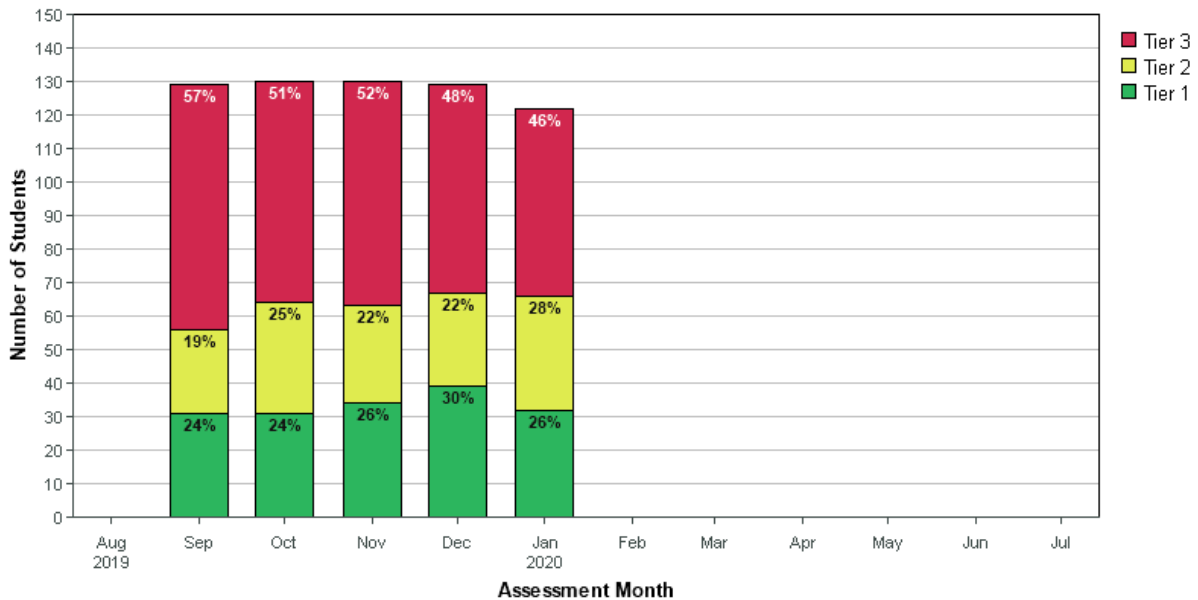
- **Step 6: Guided Practice** - students practice under the teacher's direct supervision & receive specific feedback
- **Step 7: Independent Practice** - essential for mastery
- **Step 8: Closure** - the act of reviewing & clarifying key points of a lesson



ISIP Reading Data Second Grade ISIP

2nd Grade

2nd Grade - Overall Reading

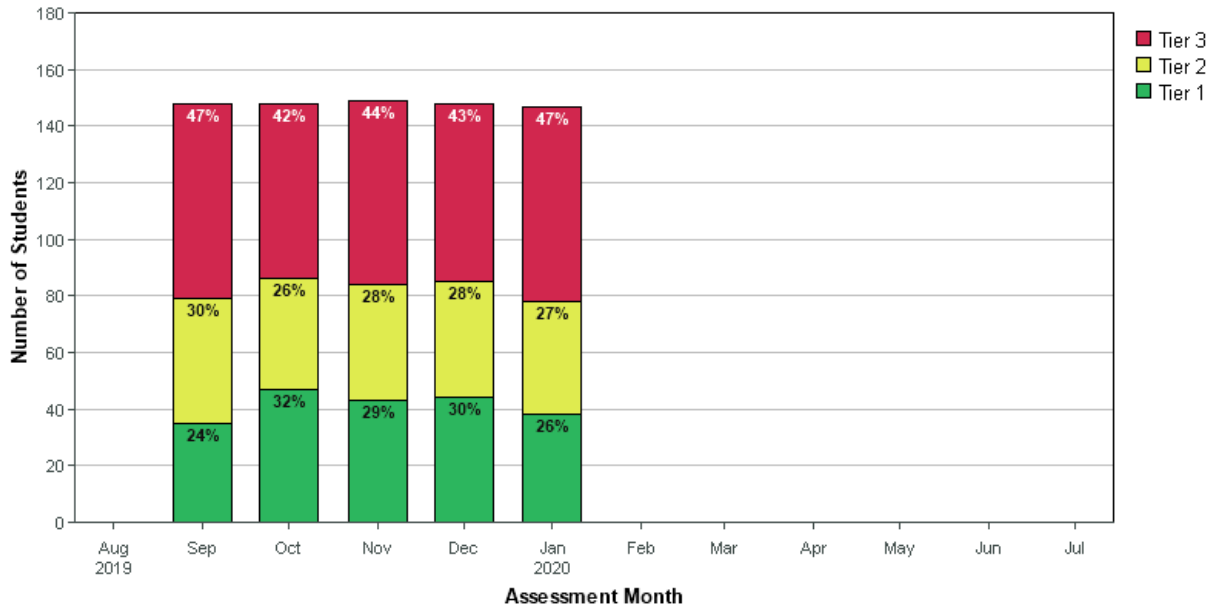


	September	October	November	December	January
Tier 1	31 (24%)	31 (24%)	34 (26%)	39 (30%)	32 (26%)
Tier 2	25 (19%)	33 (25%)	29 (22%)	28 (22%)	34 (28%)
Tier 3	73 (57%)	66 (51%)	67 (52%)	62 (48%)	57 (46%)
Total Tested	129	130	130	129	123

September and January are Benchmark months. Between these months, second grade has increased their Tier 1 (Benchmark which is at grade level) group by 2%. The Tier 2 group has increased by 9% and the Tier 3 group has decreased by 11%. The Principal Goal was to increase Tier 1 by 15% and decrease Tier 3 by 15%. Between the months of September and January, the second-grade team was able to decrease their Tier 3 group. One impact on our report is the number of students who missed testing. There was a lot happening in the building during this important testing month, and because of that, we missed some students due to student absences.

3rd Grade

3rd Grade - Overall Reading



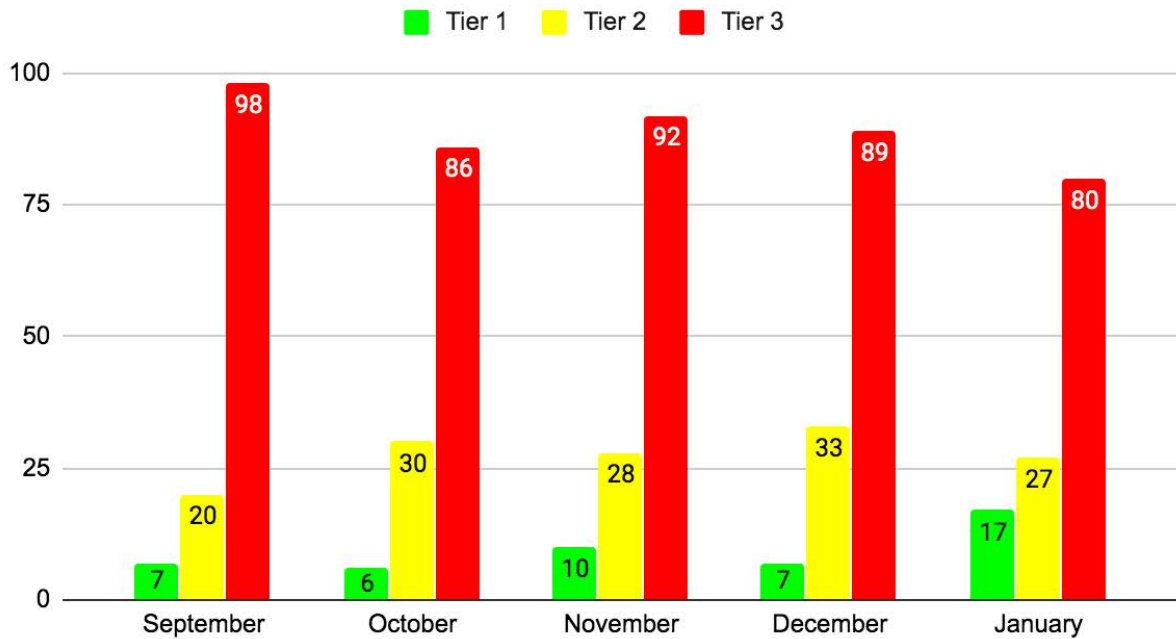
	September	October	November	December	January
Tier 1	35 (24%)	47 (32%)	43 (29%)	44 (30%)	38 (26%)
Tier 2	44 (30%)	39 (26%)	41 (28%)	41 (28%)	40 (27%)
Tier 3	69 (47%)	62 (42%)	65 (44%)	63 (43%)	69 (47%)
Total Tested	148	148	149	148	147

From benchmark in September to the next benchmark month in January, third grade was able to increase their Tier 1 group by 2%. Their Tier 2 group decreased by 3% and Tier 3 stayed the same at 47%. The celebration here is that Tier 2 decreased because several students tested out and moved up into Tier 1. The third-grade team has been working very hard to create a plan to help their students learn and retain information and hopes to start to see changes in the Tier 3 group over the next month.

STAR

Second Grade

2nd Grade - STAR

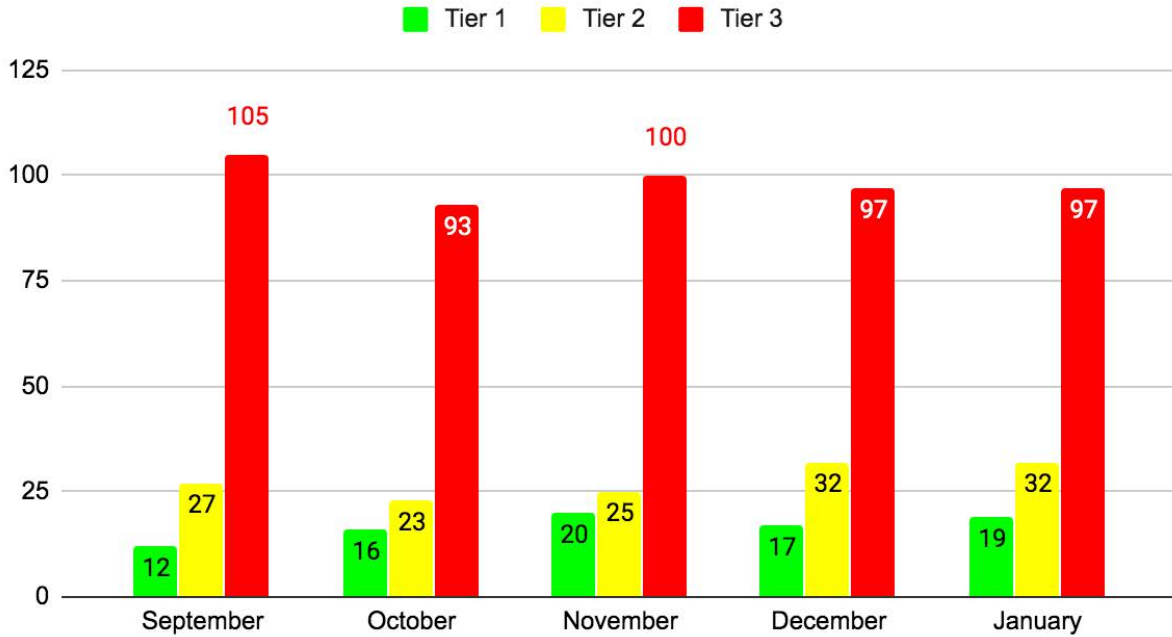


	September	October	November	December	January
Tier 1	7 (6%)	6 (5%)	10 (8%)	7 (5%)	17 (13%)
Tier 2	20 (16%)	30 (25%)	28 (21%)	33 (26%)	27 (22%)
Tier 3	98 (78%)	86 (70%)	92 (71%)	89 (69%)	80 (65%)
Total Tested	125	122	130	129	124

Between Benchmark months September and January, second grade has increased their Tier 1 group by 8%. Their Tier 2 group has increased by 7%, and their Tier 3 group has decreased by 13%! The Principal's Goal is to increase Tier 1 by 15% and decrease Tier 3 by 15%. The second-grade team is working to achieve the goal to increase Tier 1 by 15%, and decreasing Tier 3. The teachers have been working so hard at helping their students learn and retain what they're learning. They will continue to work hard from January until June and expect to continue seeing growth.

Third Grade

3rd Grade - STAR



	September	October	November	December	January
Tier 1	12 (8%)	16 (12%)	20 (14%)	17 (12%)	19 (12%)
Tier 2	27 (19%)	23 (17%)	25 (17%)	32 (22%)	32 (22%)
Tier 3	105 (73%)	93 (71%)	100 (69%)	97 (66%)	97 (66%)
	144	132	145	146	148

The third-grade class is a fairly large class. This month we were able to test more students than any other month. With September and January being Benchmark months, the data shows that Tier 1 increased by 4%. Tier 2 increased by 3% and Tier 3 decreased by 7%. The Principal Goal is to increase Tier 1 by 15% and decrease Tier 3 by 15%. There has been a slight increase in Tier 1 between these 5 months. The celebration is the number of actual students who have moved out of Tier 3! Our third graders are working so hard to learn as much as they can and do well on their tests. The third-grade teachers are always working together and collaborating to ensure their students have an opportunity to learn and be successful.