

Browning Elementary  
Board Report for January 14, 2020

| Browning Elementary School          |  |
|-------------------------------------|--|
| Attendance for December             |  |
| students % of whole school          | 81.74%   |
| students % by grade level           | 2nd- 81.95%<br>3rd- 81.54%                                       |
| Class with best attendance          | 2nd Grade- Henderson<br>3rd Grade-Becca Kennedy                  |
| Classified attendance %             | 85%  |
| Certified attendance %              | 90%  |
| Staff attendance as a whole         | 87.5%  |
| Perfect attendance students         | 2nd Grade-5<br>3rd Grade-3                                       |
| Perfect attendance classified staff | Janet Lamere 🍌   |
| Perfect attendance certified staff  | Dana Bremner, Arthur WestWolf, Marsha Switzer &<br>Sheila Hall 🍌 |
| Dropped students                    | 0  |
| Home visits                         | 6  |
| Referrals                           | 14   |
| OSS's                               | 3  |
| Bully incidents                     | 3 reported, 1 investigated All Received on last week of school   |
| Solutions/Parent Meetings           | 7 solutions meetings<br>3 parent meetings                        |

## Student of the month Nomination (by Arlene Wippert)

Students of the month for December were:

2nd Grade - LaMya Spotted Eagle & Jared CalfRobe



3rd Grade - Kayla Lahr & Caysen Bird



## Attendance Matters: (by Arlene Wippert)

For the month of December the classes that had the best attendance were:

2nd Grade - Mrs. Henderson

3rd Grade - Mrs. R Kennedy

## CULTURE MATTERS: BES Christmas Program

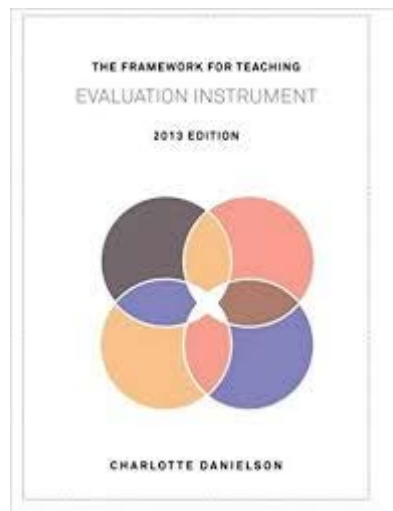
This year our theme for the Christmas program was Whoville from Dr. Seuss,



"The Grinch Who Stole Christmas." The specials teachers did an amazing job planning the event months in advance. The gym was decorated by specials teachers, teacher assistants and the students from the William Buffalo Hide Academy. Each classroom also decorated a Christmas banner with the Dr. Seuss Whoville theme. The students did a fantastic job entering the gym dancing and singing their song.

## Professional Development:

Staff received professional development on The Framework for Teaching - Danielson Framework by Charlotte Danielson. The Danielson Framework identifies teachers' responsibilities in four domains which are (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. Through the professional development teachers immersed themselves in the domains, what they mean and the rating so they know how they are evaluated yearly using the Danielson Framework. Each staff received a The Framework for Teaching evaluation booklet to know the components within each domain.



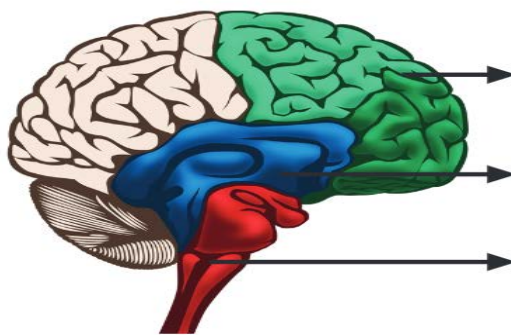
Staff also received professional development from the reading consultant Misti Woltz on reading intervention materials. She modeled with students how to be explicit in teaching the reading lesson to grade level teachers and specials teachers. After the lesson she debriefed with teachers on how to be prepped for the reading lesson, focusing on a sense of urgency to close students' achievement gaps, effective pacing of a lesson and ensuring that students get multiple opportunities for "miles on the tongue" to practice sounds and words.



## SAFETY MATTERS: Conscious Discipline

The staff continues to receive professional development through an e-learning course along with the Conscious Discipline book during extended day meetings. The staff recently learned about the brain state model which is hierarchical model to understand children's internal states. By learning about the brain state model staff are conscious of brain body states to help understand a student's behavior.

### Conscious Discipline® Brain State Model



#### Executive State

**Need:** Problem solving opportunities

**Looks like:** Wisdom, unlimited skills

**Message:** What can I learn?

#### Emotional State

**Need:** Connection

**Looks like:** Back talk, sass, yelling, verbal reactions

**Message:** Am I loved/connected?

#### Survival State

**Need:** Safety

**Looks like:** Hiding, fighting, surrender, physical reactions

**Message:** Am I safe?

The Conscious Discipline Brain State Model helps us understand how the brain works in relation to discipline. An upset adult is always a threat to children's sense of safety. We must actively calm ourselves if we are to help children calm themselves. Taking three deep breaths helps us calm down by shutting off the stress response in the body.



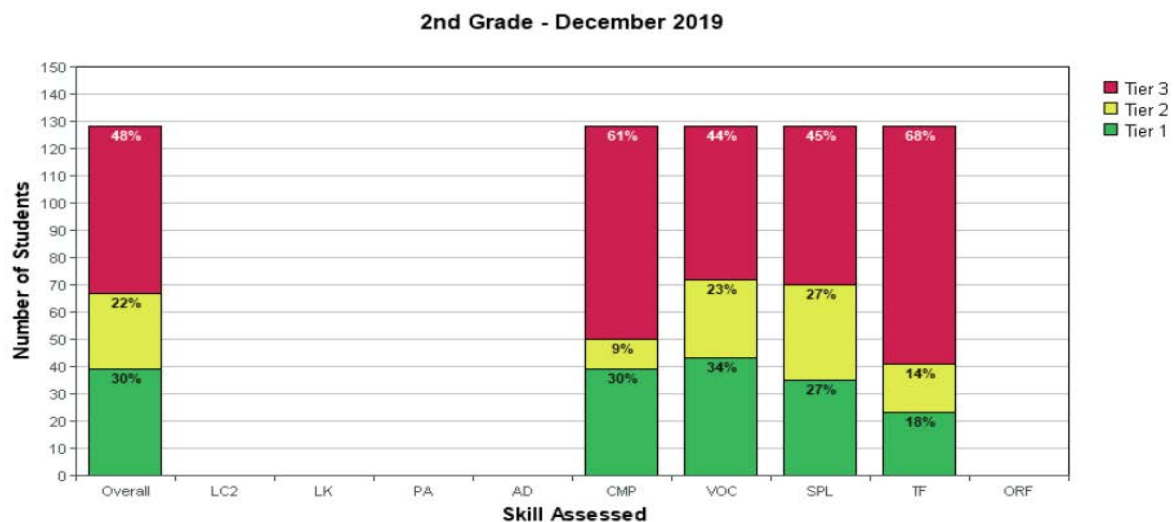
# GRADUATION MATTERS: ISIP Reading Data

## Second Grade ISIP

### 2nd grade ISIP by actual student numbers

| September | October | November | December |
|-----------|---------|----------|----------|
| 31        | 31      | 34       | 39       |
| 25        | 33      | 30       | 28       |
| 73        | 65      | 66       | 62       |

From September to December, 2nd grade moved 8 students to tier 1 benchmark. In September there were 31 students performing at tier 1 benchmark and In December there are now 39 students performing at tier 1 benchmark. Tier 1 Benchmark increased by 6% from September. From September to December, 2nd grade moved 11 students out of tier 3 intensive. In September, there were 73 students performing at tier 3 Intensive and in December there are 62 students performing at tier 3 intensive. Tier 3 intensive decreased by 9% from September.



The Overall Reading ISIP score for the month of **December** in 2nd grade is 30% (39 out of 131) students performing at benchmark or categorized as tier 1. There are 22% (28 students) performing at strategic or categorized as tier 2. There are 48% (61) students performing at tier 3.

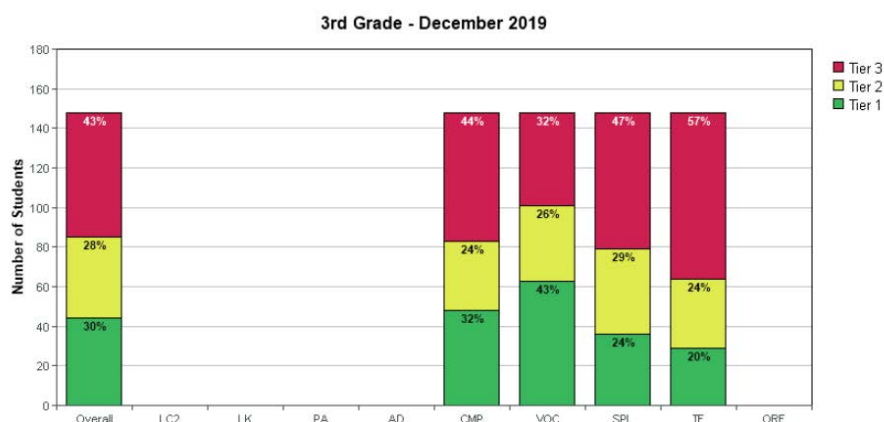
The greatest subskill is vocabulary with 34%(43) students performing at benchmark or categorized as tier 1. There are 44% (56) students performing or categorized as tier 3. The skill that needs growth or improvement is spelling. In Spelling there are 27%(35) students performing at benchmark or categorized as tier 1. There are 45% (58) students performing or categorized as tier 3. In Comprehension, there are 30% (39) students performing at benchmark or categorized as tier 1. There are 61%( 78) students performing or categorized as tier 3.

## Third Grade ISIP

### 3rd grade ISIP by actual student numbers

| September | October | November | December |
|-----------|---------|----------|----------|
| 35        | 47      | 43       | 44       |
| 44        | 39      | 41       | 41       |
| 69        | 62      | 65       | 63       |

From September to December, 3rd grade moved 13 students to tier 1 benchmark. In September there were 35 students performing at tier 1 benchmark. In December there are now 44 students performing at tier 1 benchmark. From September to December 3rd grade moved 6 students out of tier 3 intensive. Tier 1 Benchmark increased by 6% from September. In September there were 69 students performing at tier 3 Intensive. In December there are now 63 students performing at tier 3 intensive. Tier 3 intensive decreased by 4% from September.



The Overall Reading ISIP score for the month of **December** in 3rd grade is 30% (44 out of 148) students performing at benchmark or categorized as tier 1. There are 28% (41 students) performing at strategic or categorized as tier 2. There are 43% (63) students performing at tier 3.

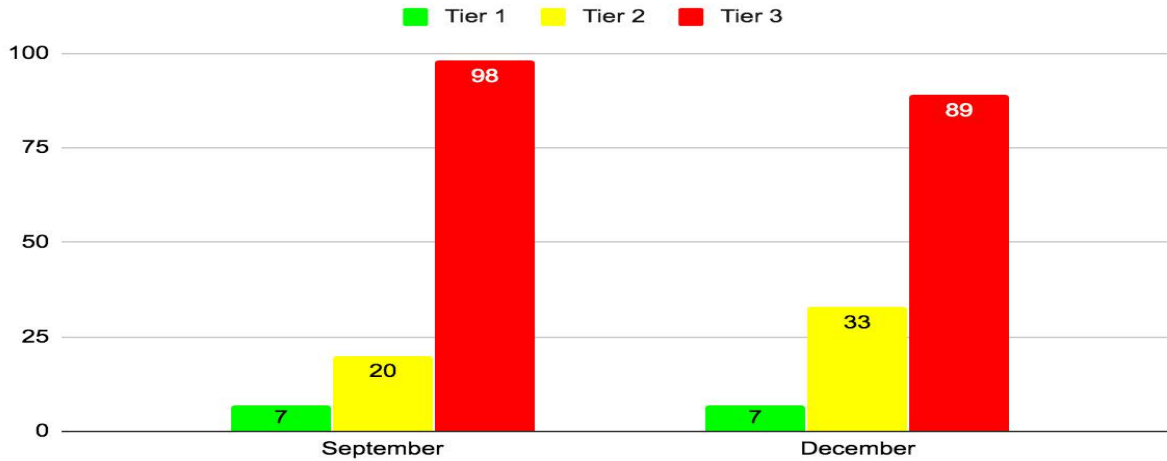
The greatest subskill is vocabulary with 43% (63) students performing at benchmark or categorized as tier 1. There are 32% (47) students performing or categorized as tier 3.

The skill that needs growth or improvement is spelling. In Spelling there are 24% (36) students performing at benchmark or categorized as tier 1. There are 47% (59) students performing or categorized as tier 3. In comprehension there are 32% (48) students performing at benchmark or categorized as tier 1. There are 47% (69) students performing or categorized as tier 3.

In reading our reading goal is to increase tier 1 benchmark by 15% and decrease tier 3 intensive by 15%. Teachers continue to teach enhancement groups and do the Plan Do Study Act sheets. Specials teachers have pull out and teach the foundation skills kits.

# STAR Math

## Second Grade - September and December

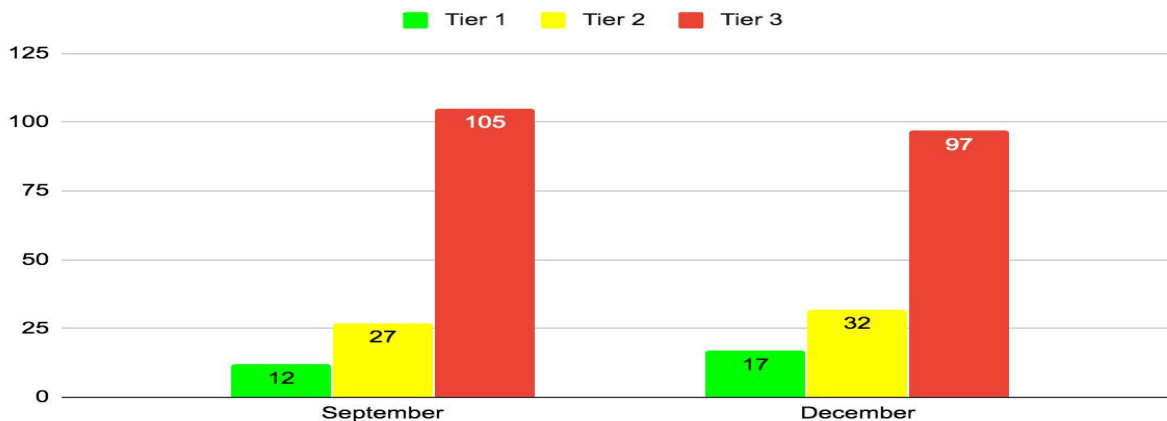


*\*The numbers on the chart represent the number of students in each tier, not the percentage.*

|                           | September | October  | November | December |
|---------------------------|-----------|----------|----------|----------|
| Tier 1                    | 7 (6%)    | 6 (5%)   | 10 (8%)  | 7        |
| Tier 2                    | 20 (16%)  | 30 (25%) | 28 (22%) | 33       |
| Tier 3                    | 98 (78%)  | 86 (70%) | 89 (70%) | 89       |
| Number of Students Tested | 125       | 122      | 127      | 125      |

In September, a total of 125 second grade students completed the STAR Math Assessment as opposed to 129 in December. 98 of those 125 students tested into Tier 3. That is 78% of the second grade class. In December, the second grade decreased their Tier 3 from 98 students to 89 students. It looks as though those students moved into Tier 2 as there was a 16% increase from September to December in Tier 2. Tier 1 did not move from September to December, remaining at 7 students.

### Third Grade - September and December



*\*The numbers on the chart represent the number of students in each tier, not the percentage.*

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

The third grade team tested 144 students in September, and 146 in December. From September to December, Tier 3 decreased from 73% to 66% which is a 7% decrease. We saw some increases in both Tier 2 and Tier 1 which is great. Tier 2 increased by 3% and Tier 1 increased by 4%.

#### **STAR Math Summary**

We are happy to report a steady decrease in Tier 3 for both grade levels. Third grade seems to be bumping kids from Tier 3, into Tier 2 and 1 which is great. The Principal's Goal for STAR Math is to increase Tier 1 by 15% and to decrease Tier 3 by 15% from September to May. As of now, both grade levels are moving students and we look forward to seeing continued growth as our teachers continue to set and achieve instructional goals throughout the year.