

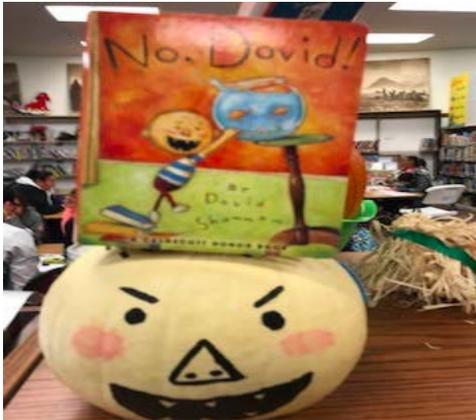
Browning Elementary
Board Report for November 12, 2019

Browning Elementary School	
Attendance for October	
students % of whole school	86.56%
students % by grade level	2nd- 85.74% 3rd- 87.38%
Classified attendance %	89%
Certified attendance %	91%
Staff attendance as a whole	90%
Perfect attendance students	2nd Grade-9 3rd Grade-6
Perfect attendance classified staff	Frances 🍌
Perfect attendance certified staff	Amanda, Carina, Heidi, Radium & Shawnee. 🍌
Dropped students	2
Home visits	10
Referrals	27
OSS's	5
Bully incidents	4
Solutions/Parent Meetings	8

Pumpkin Painting Contest for October

The ghouls and goblins at Browning Elementary had a pumpkin painting contest that focused on incorporating children's picture books. Here were the official rules for the pumpkin painting contest:

1. It had to be a book character from a book with the pumpkin being displayed with the book to promote literacy.
2. Staff had to paint or decorate their pumpkins which means it couldn't be carved.
3. Staff brought their finished pumpkin to the library on or before October 15th to display for literacy night at the Browning Elementary library for the students to see. For the month of October students got to see the painted pumpkin from some of their favorite picture books.
4. On Halloween Day, the librarian announced the winner which was voted on by a panel of BES students.
5. Second grade teacher Samantha Grant was the winner of the contest.



October Family Partnership

We held our October fall data meeting and October family partnership in October. We had 113 families sign in and participate in the events. The family partnership was organized by the following staff members: Samantha Grant, Arthur Westwolf, Mary Belcourt, Liz Tailfeathers, Melissa Henderson, Calvin Lang and Willie Tailfeathers. The monthly activities for the family partnership focused on math ideas.



CULTURE MATTERS: October culture day

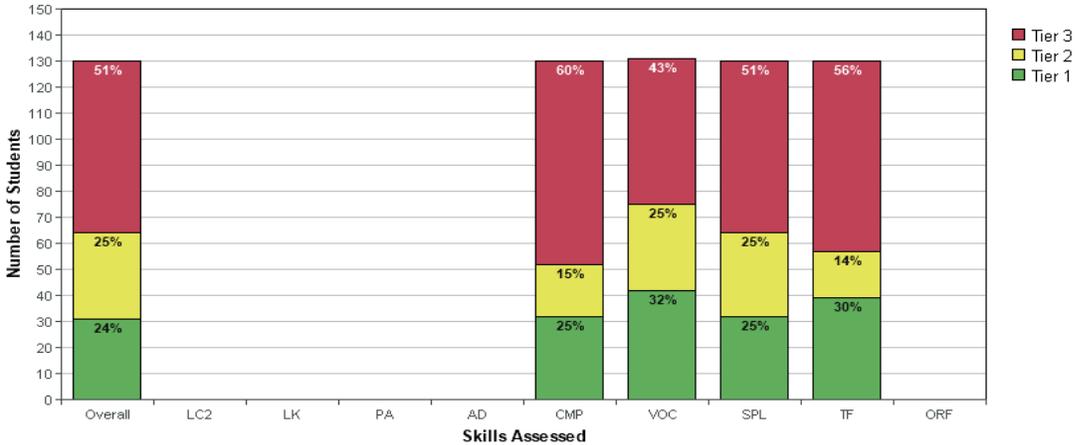
In October we did our second culture day activity where students were immersed in culture activities. Miss Blackfeet Alia HeavyRunner visited every classroom on culture day to speak to the students. She talked to students about the importance of culture, speaking the Blackfeet language, and the importance of education. She told the students that she represents the Blackfeet Nation and our people. Her main message to the students is to put education first, do your homework, focus on achieving the goal of graduating from high school with the main goal of going to college. Students were very excited to have her visit their classroom.



ISIP Data for October

Early Reading results for Browning Elementary School

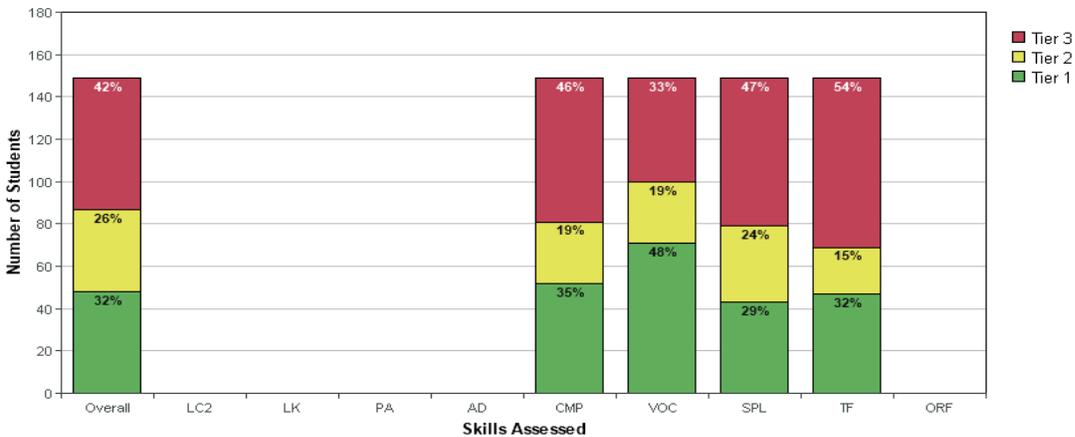
2nd Grade - October 2019



2nd grade 2019 October ISIP data: The Overall Reading ISIP score for the month of October in 2nd grade is 24% (31 out of 130) students performing at benchmark or categorized as tier 1. There are 25% (33 students) performing at strategic or categorized as tier 2. There are 51% (66) students performing at tier 3.

The greatest subskill is vocabulary with 32% (42) students performing at benchmark or categorized as tier 1. There are 43% (56) students performing or categorized as tier 3. The skill that needs growth or improvement is comprehension and spelling. In Comprehension, there are 25% (31) students performing at benchmark or categorized as tier 1. There are 60% (78) students performing or categorized as tier 3. In Spelling there are 25% (32) students performing at benchmark or categorized as tier 1. There are 51% (66) students performing or categorized as tier 3.

3rd Grade - October 2019



3rd grade October 2019 ISIP data:

The overall Reading Isip score for the month of October in 3rd grade is 32% (49 out of 149) students performing at benchmark or categorized as tier 1. There are 26% (38) students performing at strategic or categorized as tier 2. There are 42% (62) students performing or categorized as tier 3.

The greatest subskill is vocabulary with 48% (71) students performing at benchmark or categorized as a tier 1. There are 33% (49) students performing or categorized as tier 3. The skill that needs growth or improvement is spelling. There are 29% (43) students performing at benchmark tier 1. There is 47% (70) students performing or categorized as tier 3.

- From September to October 2nd grade tier 1 remained at 24% with no increase or decrease. 2nd grade increased tier 2 by 7% from 19% to 25% and decreased tier 3 by 6% from 57% to 51%.
- From September to October 3rd grade increased tier 1 by 8% from 24% to 32% . 3rd grade decreased tier 2 by 4% from 30% to 26% and decreased tier 3 by 4% from 46% to 42%.
- We started implementing PDSA's (Plan, Do, Study, Act)
- We began teaching enhancement block and foundational skills.

Math

For the first quarter the second and third grade teams have been focusing on teaching the math standards for place value. The teams are focusing on teaching the major math clusters that are essential to learning for grade 2 and grade 3 by the end of the year. They are using the "Major, Supporting and Additional Cluster" sheet as their roadmap for instruction to ensure that standards are being taught and mastered.

Grade 2 Major, Supporting, and Additional Clusters Math Standards

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 2

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

2.OA.A	■ Represent and solve problems involving addition and subtraction.
2.OA.B	■ Add and subtract within 20.
2.OA.C	□ Work with equal groups of objects to gain foundations for multiplication.
2.NBT.A	■ Understand place value.
2.NBT.B	■ Use place value understanding and properties of operations to add and subtract.
2.MD.A	■ Measure and estimate lengths in standard units.
2.MD.B	■ Relate addition and subtraction to length.
2.MD.C	□ Work with time and money.
2.MD.D	□ Represent and interpret data.
2.G.A	● Reason with shapes and their attributes.

HIGHLIGHTS OF MAJOR WORK IN GRADES K-8

K-2	Addition and subtraction – concepts, skills, and problem solving; place value
3-5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 2

2.OA.B.2	Single-digit sums and differences (sums from memory by end of Grade 2)
2.NBT.B.5	Add/subtract within 100

Grade 3 - Major, Supporting, and Additional Clusters Math Standards

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 3

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

3.OA.A	■	Represent and solve problems involving multiplication and division.
3.OA.B	■	Understand properties of multiplication and the relationship between multiplication and division.
3.OA.C	■	Multiply and divide within 100.
3.OA.D	■	Solve problems involving the four operations, and identify and explain patterns in arithmetic.
3.NBT.A	●	Use place value understanding and properties of operations to perform multi-digit arithmetic.
3.NF.A	■	Develop understanding of fractions as numbers.
3.MD.A	■	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
3.MD.B	□	Represent and interpret data.
3.MD.C	■	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Challenges

The drop off and pick up lane at the end of the day is a challenge each day. The lane gets congested at the end of day because parents park in the pick-up lane. There are also other vehicles that double park blocking in cars as they also pick up their child.

For the students' safety, we monitor the pick-up lane each day to ensure students' use the crosswalk instead of running between traffic. We make sure that students don't step off the sidewalk as their ride is still pulling up and we make sure all students are picked up at the end of the day.

Positives

We started out the year with one instructional coach this year. Elisha Kennedy has been learning her new role and balancing all the demands of her new position. We are happy to announce that BES has filled the second instructional coach position. Kylie Black is the new instructional coach and looks forward to her new role. Both coaches are very enthused and look forward to working with teachers and students to have a successful year.

