

**Browning Elementary School
Board Report
May 2018**

To be safe, Expect respect, Act responsibly Mindful learner BES (TEAM BES).
MBI mission is Promoting a positive, safe, and respectful environment that will last a lifetime.

Certified Attendance for May: 96%

Classified Attendance for May: 97%

BES staff Perfect Attendance Total for May: 3

100% Attendance for May: Sasheen Campbell, Dawn Marxer, Frances Kittson

2nd grade % for May: 81%

3rd grade % for May: 78%

4th grade % for May: 82%

BES Student % for May: 81%

Home visits- 100

Enrollment for May: 2nd grade- 153 3rd grade- 161 4th grade-2 Total: 316

Referrals for May: 2nd 7 3rd 20 4th 0 Total: 27

Perfect Attendance: 2nd 5 3rd 6 4th 0 Total :11

95% or better: 2nd 15 3rd 16 4th 1 Total: 32

Absent or Drop students: 1 new students, 1 transferred out and 1 dropped.

Our goals for this year are as follows:

- Increase **Proficient** by 10% in Math on STARMath by May 2018 ✓
- Decrease **Intensive** by 10% in Math on STARMath by May 2018 ✓
- Increase writing scores in Benchmark by 10% on District Writing Assessment by February 2018 😞 **Our number of benchmark scores went up!** 😊
- Increase writing scores in students who raise scores 1 pt by 10 % on District Writing Assessment by February 2018 ✓
- Increase **Proficient** by 10% in Reading on ISIP by May 2018 ✓
- Decrease **Intensive** by 10% in Reading on ISIP by May 2018 ✓
- Decrease behavioral incidents by 10% by May 2018 ✓
- Increase attendance by 10% by May 2018 **(we are still calculating our attendance data and will have this information to you at the board meeting)**

WRITING ASSESSMENT-Mrs. Arlene Wippert, Instructional Coach

Our assessment is given twice a year and is scored based on the following writing traits:

- **Ideas**—the main message
- **Organization**—the internal structure of the piece
- **Voice**—the personal tone and flavor of the author's message
- **Word Choice**—the vocabulary a writer chooses to convey meaning
- **Sentence Fluency**—the rhythm and flow of the language
- **Conventions**—the mechanical correctness

- 18 second grade students raised their writing score by 1 from Fall to Spring
- 32 third grade students raised their writing score by 1 from Fall to Spring

- There were 3 students in second grade who reached benchmark by scoring 3.5 or better on the district writing assessment. Last year
- The increase may be attributed to our core reading program, SBAC constructive response practice and Honor Your Life writing.

Behavior- Ms. Kari McKay, Assistant Principal

As the person in charge of discipline this year it was my goal to work on building relationships with the students and to educate the staff on working through their classroom behavior steps prior to writing a referral. It was also my goal to teach the staff how to input referrals into Infinite Campus so we could save some trees by not using paper referrals ☺

When I receive a referral, I am not going to immediately act on it with a consequence. I believe in giving second chances and giving the opportunity to change the behavior in a positive way. A first referral was my introduction to the student and I used this as a gateway to building that relationship. I talk to the student on a personal level and then we discuss the behavior and what the student might do differently next time. Building a trusting relationship is crucial to changing behavior and I utilized the referrals as a way to do this. I always tell the students that “just because I need to visit with you doesn’t always mean that you are in trouble, it just means that something is going on and we need to work together to fix it.” It helps the students not be so fearful when being sent to the office and they also learn to trust me.

This year we had **264 referrals however 44 of those were first time “warnings”** and a consequence was not given. I like to think that I was able to help the students change their behavior and be able to work towards a more positive outcome. **We are down in referrals this year; 22 less than last year and 32 less than the year before.** The upcoming school year we will be implementing the Check and Connect Program and utilizing our support staff to make connections with the students on a more personal level. This program is designed to increase attendance, decrease problem behaviors, and decrease the dropout rate. I will also be making a flow chart that will assist the staff on determining classroom managed behaviors and office managed behaviors as well as in class strategies and problem-solving tips that will help them be able to reinforce expected behaviors. I am looking forward to a positive outcome with the program.

Year End Activities

For the month of May our students experienced: the last Cultural day of the year, eye glass screenings, dental screenings, The NED Show (a yoyo presentation about determination), Hoop Dancing, trip to Great Falls (Barnes & Noble, Children’s Museum), Cut Bank (hiking), St. Mary (hiking with rangers), swimming, The Maze Fun Zone, and Field Day in our gym and hallways. Students worked hard for their incentives and had a blast celebrating!

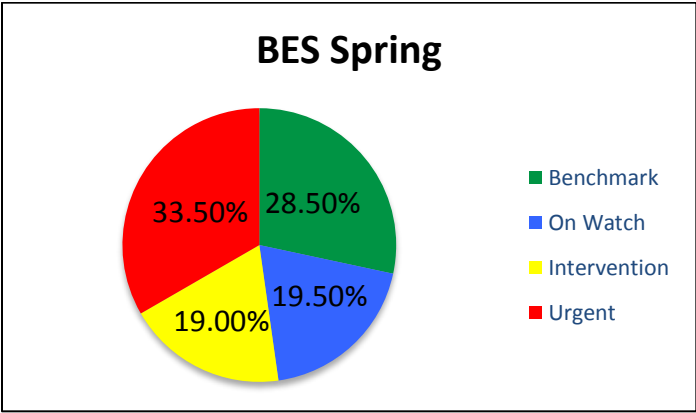
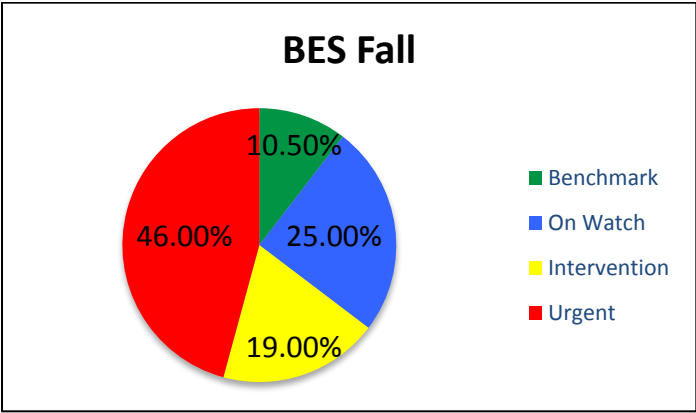
Awards Day

Awards day was run a little differently this year. Each class was called up and each child was given at least two awards, some earned more. The best part about the ceremony was that for 30 seconds it was all about that child and their accomplishments, they were all given a hand shake and their awards; the look on their faces while receiving their awards was very heartwarming. It ran quickly and efficiently. In our Blackfeet Culture praise is on the highest honors you can give and receive and it is important to give that praise in a crowd. Our ancestors would be proud of all the students. The pride and confidence each child left with that day was beyond what we expected.

Mrs. Sheila Hall created an area where classes and families could take a selfie and seeing those pictures posted on fb were priceless!

Math by Mrs. Sheila Hall, Instructional Coach

BES Overall



Goal: Our goal is to increase Tier 1 (Benchmark) from 11% to 21% and decrease Tier 3 (Intervention & Urgent) from 65% to 55% by May 2018

Tier 1: 10.5%
Tier 2: 25%
Tier 3: 65%

These are the new Tier numbers for May:

Tier 1: 28.5%
Tier 2: 19.5%
Tier 3: 52.5%

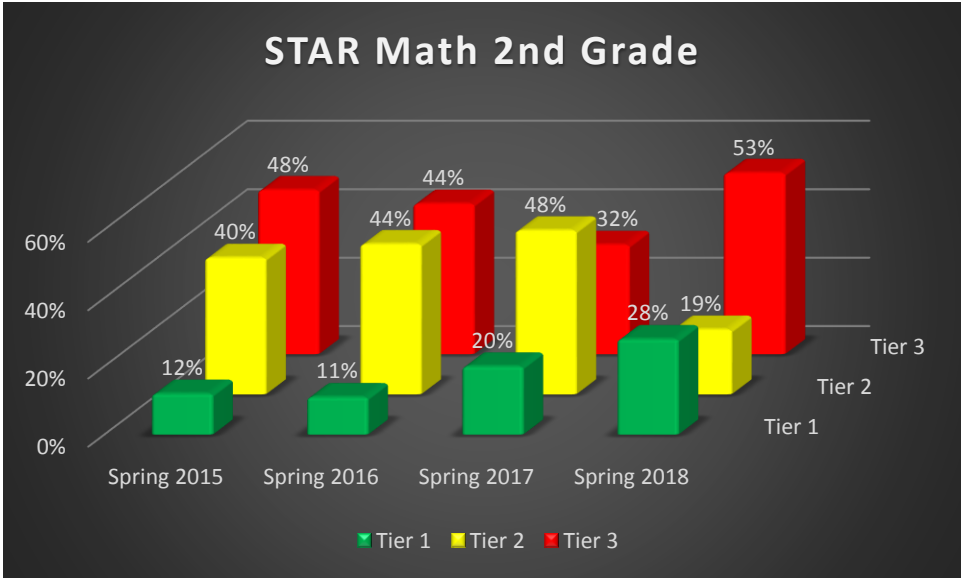
Our growth:

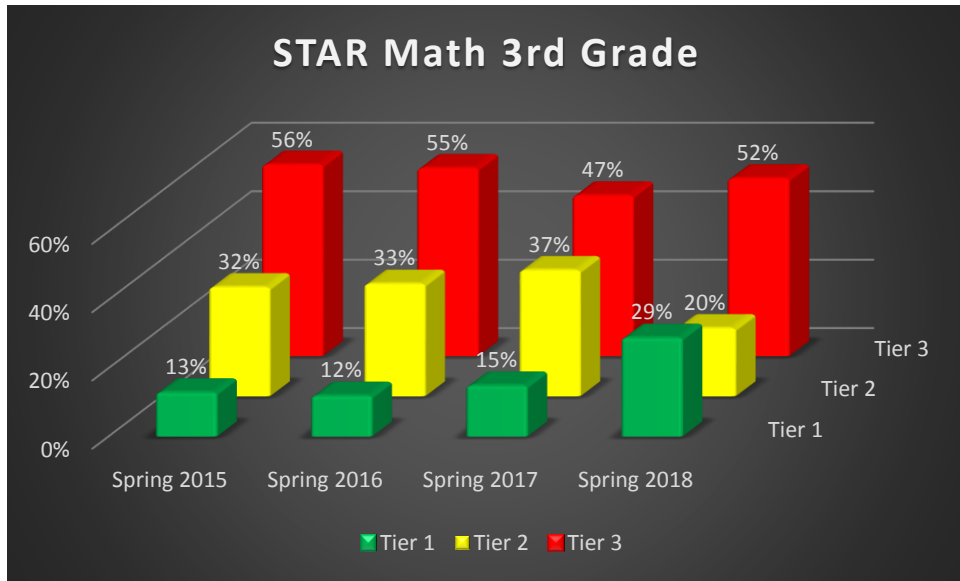
Tier 1: +18%
Tier 2: -5.5%
Tier 3: -12.5%

BES made their goal for Tier 1 and Tier 3 by decreasing each more than 10%.

STAR Math data for the last years

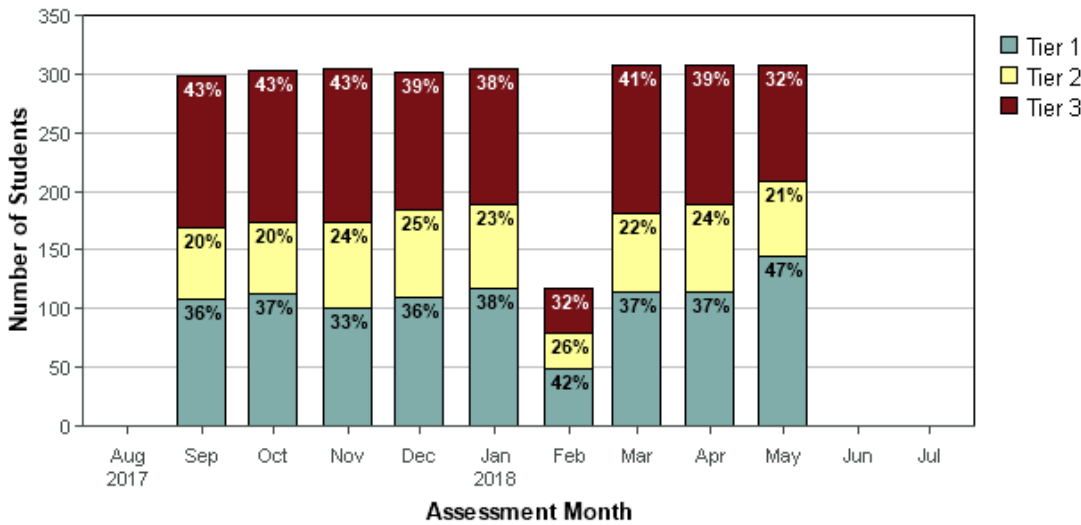
We have been using the guided math framework for two years now, which is school years 2016-17 and 2017-18. Looking back at our data for the last four years shows that when we made the change, it increased the percent of students in Tier 1 and significantly decreased the percent of students in Tier 3. As we plan for the next school 2018-19 we will continue with guided math as the data shows it's working. However, we need to focus on Tier 3 even further by screening all these students for number sense skills and foundational skills.





ELA-Mrs. Arlene Wippert, Instructional Coach

All Grades - Overall Reading



- Overall, BES decreased intensive from 43% to 32%, a decrease of 11% to meet the goal!!
- Overall, BES increased benchmark from 36% in September to 47% in May. An increase of 11% to meet the goal!!
- The increase can be attributed to implementing Blow the Lid Off, in which students receive explicit instruction in phonics to help them read and write
- The core reading program incorporates writing as an avenue to support reading comprehension along with collaborative conversations to support the use of vocabulary in speaking that can be attributed to the increase on ISIP for vocabulary.
- With the implementation of a core reading program and supplementing with explicit phonics instruction using Blow the Lid Off Reading, our school overall decreased intensive by 10% and increased benchmark by 10%

Data Sub Groups

One major change we have implemented this year, was to look at subgroup data. These subgroups are: gender, homeless, sped, Tier 2 and Tier 3 interventions (Good Medicine Program and Altacare), and English Language Learners. These snippets help us to intervene and target different students' needs. Next year we will be looking at attendance subgroups of students who will be identified for our Check and Connect. This new data break down has been eye opening and a big part of intervention practices.

Pictures



Parent Gift Card Winners

As a part of our awards day we have always draw for gift cards for the parents in attendance. This year the following parents received gift cards: Laura Castro, Duane After Buffalo, Traci Bremner, Lockely Bremner, Alvena DeRoche, Megan Yellow Owl, Myrna Reeves, Angel Marceau, Tracie Rutherford, Dwayne White Quills, Niki Goss, Emmett Shauf, Taleah Rattler, Teresa Reeves, Liz ?, ? Aimsback and 5 other parents whose name are unreadable. We thank all parents who support their children in many ways!!

Have a wonderful summer!

