

BMS Board Report
2/6/24

Attendance: January 8th to February 5th

BMS attendance coordinator Keven Sinclair worked tirelessly on getting every possible student enrolled and on an attendance plan by Friday February 2nd for count day on Monday February 5th. Keven works with BMS assistant secretary Sarah Kuka on ensuring that students are accounted for and treated with unconditional positive regard everyday. This tandem has done an excellent job this school year ensuring that the BMS attendance committee is meeting the expectations set forth and that all families are supported with whatever they need to be in attendance at school.

We have 360 total students that could possibly be enrolled and we had 360 accounted for and in attendance or on an attendance plan for count day Feb. 5. meaning that we had all possible BMS students enrolled and working towards competing academic and attendance goals. Great job to Keven and to Sarah for the daily attendance support.

Drop=2 but re-enrolled

Re-enroll=17

Home Visits=7

Food Baskets=6

6th=95 w/74.42% in attendance

7th=139 w/79.34% in attendance

8th=126 w/77.79% in attendance

Academics: Month of January, 2nd quarter to 3rd quarter

1. Systems implementation in all components of BMS is continuously improving, however, the components of focus going forward for the 3rd quarter will be systematic instruction and whole child competency implementation. Reminder, systems are describable, replicable, and repeatable in every classroom. (There are 9 components of education at BMS: leadership, standards, curriculum, **instruction**, assessment, **whole child/SEL**, physical & learning environment, parent/family engagement, & school culture & climate). The following are systems that we have been working on to support instruction and wcc/sel), 1st and 2nd quarter review:
 - A. Refusing to work system- call the front office, use “refusing to work” language
 - B. Classroom Removal- call the front office, use “classroom removal” language, supply the classroom removal/behavior log form unless the situation requires a delay in providing the form, use the 3 step management system
 - C. Immediate support is also available for severe to extreme behaviors including marijuana, vaping concerns, or for threatening or abusive language
 - D. Hats and hoods in the classroom- must be consistently enforced from classroom to classroom, if provided as a privilege it must be made aware to students that

they remove prior to exiting your classroom, hats/hoods are not allowed in the hallways or cafeteria so a system of removal must be implemented in your classroom for students prior to exiting the classroom

- E. Cell phones in the classroom- there should be no student use of cell phones in the classroom or at any time in the building, only use is at the front office area, cell phone enforcement must be systematically implemented for success
- F. Tardies- consistent enforcement of tardy policy from the handbook must be implemented systematically from classroom to classroom, BMS admin will do occasional (random) tardy checks which are students must be in the pod areas by the time the last tardy bell chime ends or be placed upon lunch detention
- G. Bags in the classroom- students should be using their lockers for their bags, this will be supported by an out of classroom support system if bags are left unattended in the pod areas, this will be an area that will most likely be an issue but we need to try and systematically implement
- H. Binders- should be used by every student in every classroom every day, if you need support you can identify the lack of a binder and/or supplies as refusing to work, support will be provided by BMS admin to locate the binder, if a new one is needed then BMS admin will provide support
- I. Attendance- the new district attendance support is the following: students are categorized as not enrolled, 10 consecutive day drop, 2 out of 10 days unexcused absences, over 10 excused absences; Keven and I are completing the BMS specific language for the community, going forward we will complete an extended PD for staff/teacher implementation, Keven will be providing the lists of students over 10 absences beginning after next week and advisory teachers will make a contact attempt & document in PLP, all other contact attempts will be made by the counselors and admin, this contact attempt plan is being finalized, you can always make a contact attempt at ny time for any student
- J. Testing (Assessment)- please abide by all testing calendars and expectations, provide us any feedback on anything we can do to support you in testing, always expect students to try their best and set them up for success as much as you can for all testing including your classroom quizzes and tests
- K. Physical & Learning environment- it is going to be an ongoing high priority concern to get the building on a daily basis and throughout the day, please provide BMS admin feedback for any classroom or restroom concerns, always be reviewing your learning environment in your classroom for improvements, enforce the expectation that everyone is respectful to everyone in the building at all times and that the teacher will be making students comfortably uncomfortable when balancing challenging and support
- L. Family/parent engagement- an area that can always be improved starting with BMS leadership, participate in FLN's, and always make a conscious effort to keep interactions positive at all times, BMS admin is responsible for supporting all staff and students including being the people who address any negative interactions so that you all can remain positive

- M. Lesson plans and grades- due every Friday by 3pm unless other arrangements have been made, also LP's have been updated to better align with our current framework, continue taking advantage of all meeting times to discuss planning including your daily prep time, being responsible for planning, locating resources, reading emails, paying attention at meetings, asking questions, requesting support and doing what is needed to be fully prepared for class time is part of teacher autonomy in addition to teaching how you feel is the best way to teach your students, reminder that for your teaching the MCCS & curriculum is the "what" and AVID & coaching support & teacher autonomy is the "how"

3rd quarter focus: Please add anything that you feel needs to be added, or add any verbage to any of the following goals.

- a. Instruction (such as focus folders, walkthrough feedback)
- b. whole child (primarily the 5 WCC components and having teachers reviewing their completed lesson plans to identify where these components are already being implemented and which component(s) we need to begin adding to the learning)
- c. behavior management primarily the classroom removal and refusing to work systems.
- d. Schoolwide systems such tardies, lunch detention, mandatory lunch tutoring, and incentives for attendance, behavior, and academic excellence or improvement will be led by BMS admin and coaches
- e. SLT/DLT- please take advantage of the feedback loop, this team will be making final decisions on the type of support needed and how far into the planning that we get without being overwhelming (keep your plate flow but never overflowing)
- f. Anything else we need to discuss let me know or add to the agenda. My goal is really going all in on instruction this quarter, beginning with my support for you all and our collective support for the staff. We can spend today getting ourselves on the same page then get it together to communicate to the staff and students. Thank you all

2. We don't want to undermine your authority or autonomy in the classroom but it's important that the systems are implemented consistently from classroom to classroom to be a good teammate and not create confusion for students. Walkthroughs will be emphasized to provide you all feedback and also to gather evidence needed for evaluations. Walkthroughs are for coaching purposes only. any observations regarding evaluations will be decided during pre conference evaluation meetings. Also, use the systems they are there to support student learning and to support teachers in providing that student learning. We want you to request support, we want you to call, we want you to ask questions, we want you to actively participate and not isolate yourself. Follow the systems and let us support you

4. The 1st quarter and 2nd quarters have been a success and we have plenty of reasons to celebrate. We do have some systems to further implement but overall the students are learning and having fun and that is all due to everyone's collective commitment to each other and to the students. We will continue to have these tough conversations regarding improvement but it is all geared to us becoming a systems based school.

Coaches Corner Update By Heidi DuBray-Burns & Brittany Burns

January served to be a very busy month. We attended 3 Friday's of the PBL Works Training that will help support our PBL activities that will be embedded in BMS classrooms on our Friday Advisory days. The BMS coaches developed and implemented a universal framework that follows the Gradual Release of Responsibility Framework and aligns with a new lesson plan that was created and implemented with instructional staff. Focus folders are also being created for all staff across content areas and will be implemented in February with further professional development during our collaboration meetings.

IEFA professional development was presented to the whole staff and the teachers were able to make Smart Goals to help support the implementation of IEFA in their classrooms and throughout the year. A student engagement professional development was also presented to the whole staff that provided multiple opportunities for engagement with the staff that they can bring to their classrooms and implement with their students. Our Winter Benchmark assessments went well and we are continuing to strive for 100%.

BMS by the numbers:

This is the following information regarding behavior in the month of December/January:

Attendance violations-7

Fight/Fight related-3

Harassment (Any)-8

Insubordination-4

Vaping-9

Total Severe/Extreme Behavior Referrals: 31

Suspensions: 27 for the 31 separate infractions

Mediations (restorative practices) resulting in no behavior referrals: 38

Staff attendance:

Classified: 93%

Certified: 93%