

From the principal's desk: Board Report



May 11, 2021 Issue 9 "Buffalo Flower Grow" otsiikiists

BES Dates to Remember!

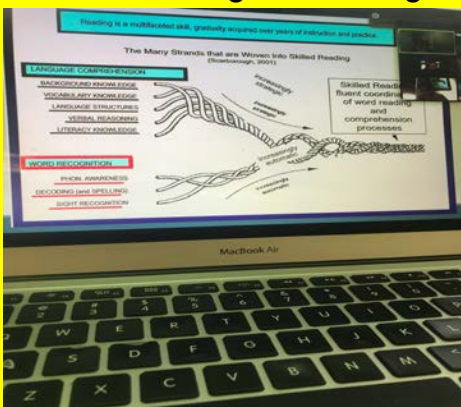
May 3-7: Teacher Appreciation week
May 10-21: Spring benchmark testing
May 25-26: BES field day

April Focus

Last month our focus at Browning Elementary was focused on 1) professional development on the science of reading, 2) diagnostically assessing students and 3) SBAC testing for third grade.

Staff PD learning about the Science of Reading

Staff continue to learn about the science of reading for professional development. Staff participated in PD the difference between a sound walls vs. word walls. They learned the importance of using a sound wall, reading brain research, how to set up a sound wall in their classroom and how the sound wall can be used to inform reading and writing.



Scenario 2

We have been in scenario 2 since March 18th, the staff continue to support students in both learning models for distance learning and the blended learning model. Students in the blended learning model have adjusted well in coming to school. Teachers are able to provide more direct instruction, targeted support, and meet the needs of the students being in person.

SBAC testing

In April, Mrs. Heavy Runner coordinated the SBAC test for third grade students. This consisted of getting staff certified to give the test, setting up the logistics of the assessment prior to the assessment and testing students onsite at the school.

Blended learning students were tested the week of April 26th-30th on the day of their scheduled day at school. Cohort 1 students were tested April 26th with make-up testing for cohort 1 conducted on April 27th. Cohort 2 students were tested April 28th with make up testing for cohort 2 conducted on April 29th.

All remote students and families were contacted in advance to inform them of the SBAC testing. Families that felt comfortable bringing their child in for remote testing brought their child to the school to test on May 3rd. When their child was done testing, the family picked up their child.

Eureka Math

This year staff have implemented Eureka Math for the first time . Throughout the year they have focused on enhancing Teaching and Learning in math by:

- Teach 2 – 3 Eureka Math lessons per week.
- Students complete 2 Zearn lessons per week.
- During We Do's, utilize a Teacher Question/Student Answer routine.
- Utilizing Exit Tickets to determine small group instruction.
- Do previous grade level fluency activities on a daily basis until students are fluent.
- Teachers establish focusing on virtual classroom routines and structure.

Families that chose to opt out of testing due to safety concerns for their child signed a refusal letter documenting that they have chosen not to have their child participant.

All building safety measures/precautions in place for students and staff were followed using social distance, wearing masks, and using hand sanitizer through the duration of the test.

Instructional Coaches Report by Arlene & Kylie

Wow, it is May! This year has been a challenge. As the coaches consider the things that have been done this year, all the learning, all the time and energy, they are amazed at all the hard work done by all. The students and parents, the teachers and building staff, the administrators. The month of May might be the last full month of school, but there is still a lot that needs to be accomplished. Having recently wrapped up SBAC testing is a huge weight off of everyone's shoulders and provides the opportunity for focus in other areas. The coaches are currently preparing themselves and the staff for Spring Benchmark testing using ISIP for Reading and aimswebPlus for Math. They are also preparing to give the last Oral Reading Fluency Assessment of the year.

With the Oral Reading Fluency (ORF), new training has taken place supporting teachers in how to analyze the ORF and what to do with that information. Teachers have taken their data and categorized students into groups based on their fluency needs. This has helped us learn whether students need more support with accuracy, expression, or automaticity. We have started to use a new assessment with this as well that aligns great with our phonics screener, which is the Spelling Inventory. The coaches are also working on learning and preparing to use the PAST assessment by David Kilpatrick.

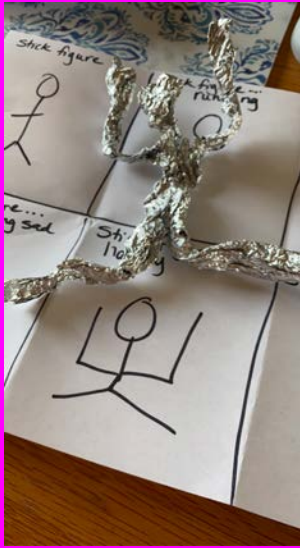
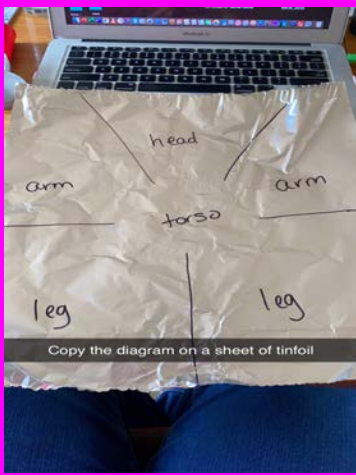
Teachers are still implementing Orthographic Mapping from the Science of Reading PD from Independent Reading Consultant Wendy Farone. Students application of hearing/feeling the sounds then mapping the letters has given students a plan for becoming independent learners to read and write. The teachers continue to be offered support in Foundational Skills which is the Word Recognition piece of the Simple View of Reading.

STEAM Club by Jimi Champ:

In April the club met online to work on art. The club talked about how art can be fun, with no need for perfection, and how the simple shapes can show emotion.

Each figure showed a different human emotion, thinking about how we position our bodies, and how they can show our emotions.

This lesson incorporated **Human Science** (body form), **technology** (using our devices to research the artist), **engineering** (creating a human form using a flat object), **art** (drawing, sculpting) and **mathematics** (scale).



Our math consultant Mary Buck planned with grade levels and stressed the importance of fluency. The teachers have started giving two fluency assessments per week from the Eureka Curriculum. They have started with kindergarten fluency assessments and move to the next assessment as students show mastery. This has helped teachers assess the students number sense and understanding of basic math facts which will help students to have a strong foundation in math. Focusing on fluency, the teachers are already seeing growth in their students' understanding of math and automaticity.

Counselors Report by Dawn Magee-Cobell

I am working with staff, students and families in the blended and remote settings. I have been assisting with attendance, re-entry and locating students that are not logging in to class or showing for blended learning.

I have been offering support and collaboration with the BES Staff in different areas as needed: academics, parent contacts, wellness, student concerns and other areas that might arise.

I worked on the rosters and setting up of the classes on Infinite Campus. Attended and participated in Professional Development Webinars that support staff/students with turning to school, SEL, Science of Reading Tamarack Grief Resource Symposium, Trauma and COVID and MTSS Training.

At present, 504 Plans and reviews are being updated for the upcoming school year. SPED Referrals are being discussed and I assist with screening of the students that are feeling ill.

I have had the opportunity to be a member of the SLT and MTSS Teams, participate in the District Counselors Meeting. This 2020-2021 school year has been a challenge personally and professionally. A time to redefine the School Counselor's Roles, Responsibilities and Purpose. Definitely, a time to think outside the box, challenge myself and provide support and collaboration to BES Staff, Students and Families!

