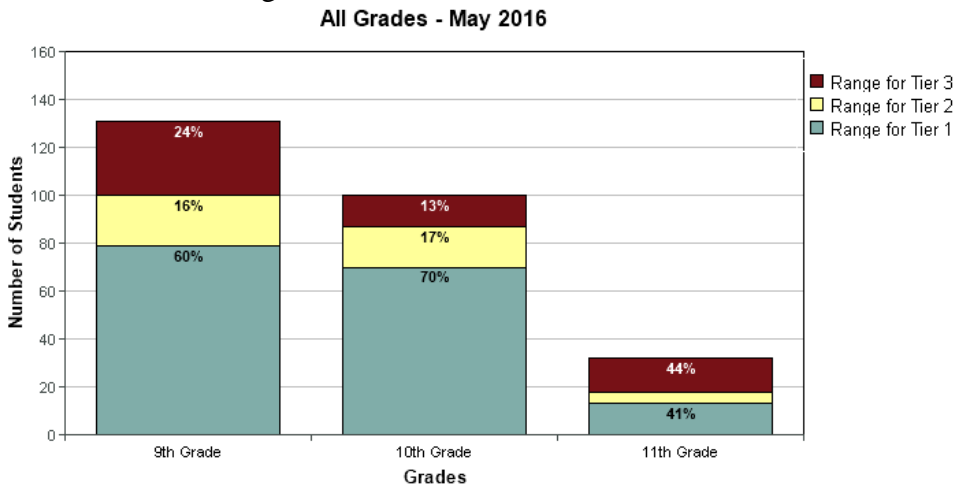


We have had an extremely busy start to the school year. We started off right away with baseline testing in math using the STAR assessment and in English Language Arts using the ISIP.

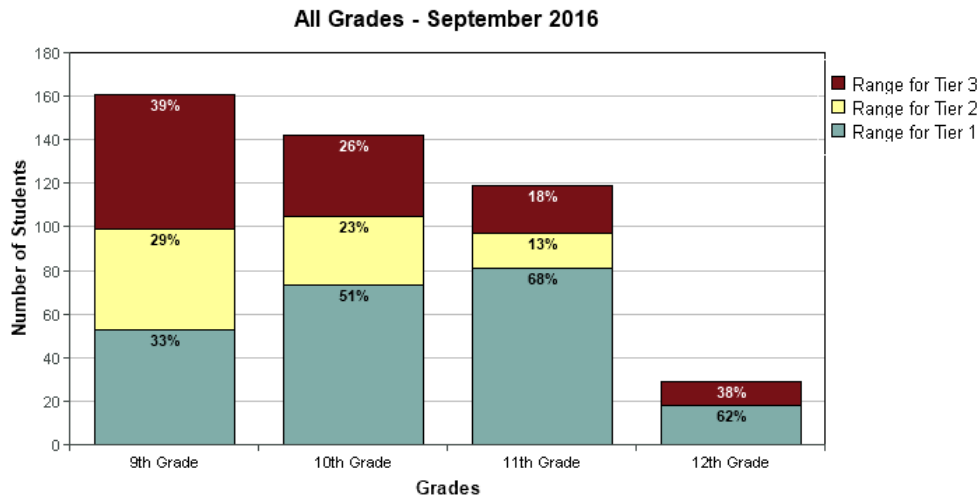
ISIP

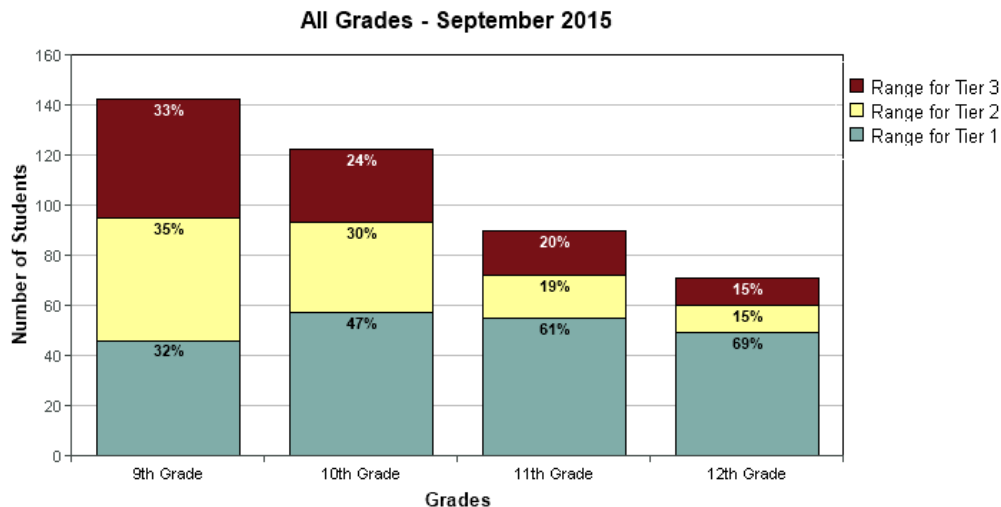
Below is the ISIP assessment results for May of 2016. This would be students who are currently in 10th, 11th, and 12th grade.



When we compare the results from last year to those from this fall there is a slight decrease in overall achievement, but as we do have more students testing in September than we had in May it is hard to make any inferences from the overall report.

Individual students are monitored in their ELA classes and in their advisory.





If we look at last year's September assessment, we do see several things. The first is that the students this year scored better than they did at the same time last year in all grade levels. The second is that comparing Sept 2015 to May 2016 we see significant growth. Since we are starting off this year ahead of last year we are excited to see the improvement we expect throughout this upcoming year. We will continue with Literacy strategies that have been implemented for several years already. We will also continue to use the ISIP data to adjust those strategies as needed. These include using bell ringer and exit strategies in all classes. The use of Word Walls in classrooms to improve vocabulary, and the continued implementation of AVID strategies school wide.

STAR Math

What the graph below compare students result from spring of 2016 with their scores from September from this year. As you can see there are more students tested in the fall of this year, which may account for the higher number of students in need of intervention (red). All students who scored into the red in grades 9 and 10 are taking a regular math class pre-algebra or algebra, but are also enrolled in our intervention class Math 180.

Browning High School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	70+ PR	25-69 PR	10-24 PR	1-9 PR
Grade 9	2016 - 2017 Grade 9		153	8% 12	39% 60	32% 49	21% 32
	2015 - 2016 Grade 8		136	7% 9	47% 64	29% 39	18% 24
Grade 10	2016 - 2017 Grade 10		128	11% 14	46% 59	29% 37	14% 18
	2015 - 2016 Grade 9		-	-	-	-	-
Grade 11	2016 - 2017 Grade 11		106	11% 12	45% 48	16% 17	27% 29
	2015 - 2016 Grade 10		24	17% 4	46% 11	29% 7	8% 2
Grade 12	2016 - 2017 Grade 12		104	6% 6	44% 46	28% 29	22% 23
	2015 - 2016 Grade 11		15	0% 0	60% 9	20% 3	20% 3

Behavior

I am attaching a summary report of the number of incidents that have been input as of today's date. These are behavior incidents for which a referral was processed.

Before Class	Incident Count	Event Count	Participant Count
On Campus: Classroom	1	1	1
On Campus: Hallway or stairs	2	2	4
During class	Incident Count	Event Count	Participant Count
Location Not Reported	1	1	1
On Campus: Administrative	1	1	5
On Campus: Cafeteria	1	1	1
On Campus: Locker room or gym	1	1	1
On Campus: Restroom	1	1	6
Unspecified	3	2	2
On Campus: Hallway or stairs	5	5	9
On Campus: Other inside area	8	8	11
On Campus: Classroom	22	21	31
During passing	Incident Count	Event Count	Participant Count
On Campus: Hallway or stairs	2	1	1
During lunch/recess	Incident Count	Event Count	Participant Count
On Campus: Classroom	1	1	1
On Campus: Other inside area	1	1	2
On Campus: Athletic field or playground	1	1	1
Off campus: Other off-campus location	1	1	3
On Campus: Cafeteria	2	3	3
Other time during school hours	Incident Count	Event Count	Participant Count
On Campus: Cafeteria	1	1	1
Context Not Reported	Incident Count	Event Count	Participant Count
On Campus: Classroom	1	1	1

The total number of incidents for which referrals have been recorded to date are 56 and 85 students have received referrals. Of that 85 there are some students that received multiple referrals, 2 or 3 different incidents, but the referral detail report is not included in this report as the data may identify students. Our MBI team is in Missoula today, 10/4/16, and they are working on our building wide plan. Once that is shared with staff and fully implemented the number of referrals should drop. Also, a large portion of the referrals are from the freshman class. We are working in the freshman academy classes to provide the students with social and conflict resolution skills. We have had the Tamarack Grief Institute meet with the freshman and all three school counselors are also scheduled to be in the classes on October 11, 2016.

Events

In September we had two parent meetings, one to introduce the Youth Awareness of Mental Health (YAM) study, and our initial parent night where we presented out Math and ELA data and plans. Neither night had large participation from parents, but those that did attend engaged us in good conversation.

We had mini cultural workshops during the afternoon for Native American Heritage Week. Teachers grouped together to over workshops on: Alcatraz and Native Activism, Traditional Foods, Star Stories, The Blackfeet calendar Stick, local employment opportunities/Siyeh, elders, traditional games, and Native American issues in film. While most of the workshops went well the activities were planned over a short time and in hindsight did not include student voice in what activities were offered. We hope to offer a cultural day in the spring with more student input where we can offer education workshops on local/cultural issues.