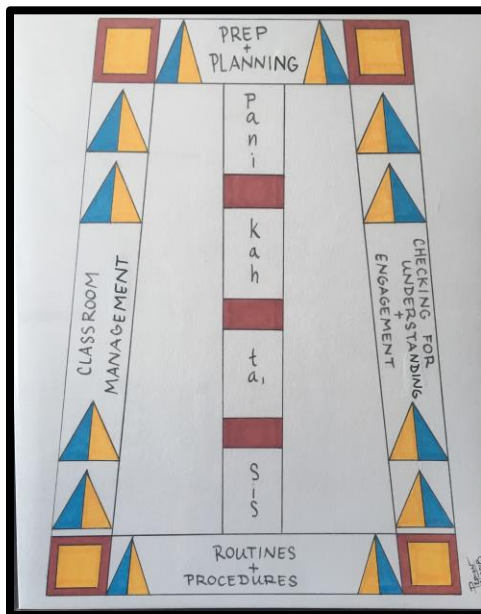


Browning Elementary School 2018-19



Mission and Vision



Instructional Framework

Browning Elementary School

Principal's Instructional Goals 2018-19

Assessment Goals

- Increase **Proficient** by 15% in Math on STARMath and Reading on ISIP by May 2019
- Decrease **Intensive** by 15% in Math on STARMath and Reading on ISIP by May 2019
- Increase Proficient by 10% in Math and ELA on SBAC by May 2019
- Decrease Intensive by 10% in Math and ELA on SBAC by May 2019
- Increase writing scores in Benchmark by 10% on District Writing Assessment by February 2019
- Increase writing scores in students who raise scores 1 pt by 10 % on District Writing Assessment by February 2019
- Decrease behavioral incidents by 15% by May 2019
- Decrease 40+ attendance by 10% by May 2019

To increase and decrease the scores all staff will:

- create a culturally rich environment where students, staff and families feel wanted, safe and successful
- build relationships with families
- provide monthly Pikunni/IEFA cultural activities
- be present in the moment

To increase and decrease the scores the student will:

- practice and demonstrate active listening
- interact with and question information presented
- work collaboratively with students and staff
- demonstrate their learning with students, staff and family through discussion and writing
- practice **To be safe, Expect respect, Act responsibly, and be a Mindful learner**

To increase and decrease the scores the teacher will:

- teach and implement the BES MBI Universals in all areas
- demonstrate knowledge and understanding of MCCS and use it as a guide for instruction
- be aware of Math claims for their grade level
- use the Madeline Hunter Lesson Format and gradual release model: **focus on the objective, chunk material, check for understanding, provide feedback, exit ticket, I do, you do, they do, we do**
- provide instruction that actively and cognitively engages students and ELL students in their learning (**Authentic Literacy: reading, writing, speaking, listening, discussion**)
- demonstrate knowledge and understanding of Conley's 4 Intellectual Standards: **1)read to infer/interpret/draw conclusions, 2)support arguments with evidence, 3)resolve conflicting views encountered in source documents, 4)solve complex problems with no obvious answer**
- use effective teaching strategies in content areas (**questioning techniques, close reading, routines & procedures, explicit instruction, Concrete-Pictorial-Abstract**)

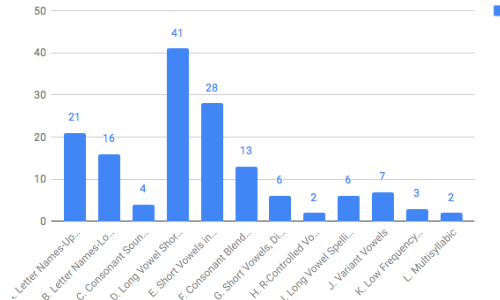
- have a minimum of 1 instructional round per semester
- have 3 video reflections on their teaching
- check on students who are absent
- will gather and reflect on all student data (academic, behavior, attendance)

GRADUATION MATTERS

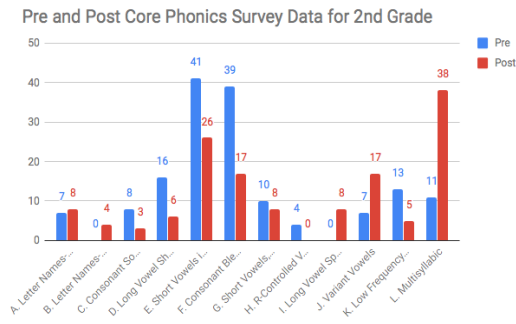
- **Where are we...**

- Data. **(data will be updated the month of September-this is May 2018 data)**

- Blow the Lid Off Reading -Intervention
 - 2nd grade data



- 3rd grade data



- ELA-2nd grade
 - Intensive: 53 students 40 are on watch
 - Strategic: 50 students 16 are on watch
 - Benchmark: 52 students 32 are on watch
- ELA-3rd grade
 - Intensive: 51 students
 - Strategic: 37 students
 - Benchmark: 63 students
- MATH-2nd grade
 - Intensive: 68 students
 - Strategic: 47 students
 - Benchmark: 68 students
- MATH-3rd grade
 - Intensive: 80 students
 - Strategic: 29 students
 - Benchmark: 43 students

- **What we will do...**

- Reassess all students on ISIP and STaRMath and regroup as needed
- Focus:
 - ELA

- Lesson planning using standards
 - Intervention- Blow The Lid Off Reading
 - Focus Folders
 - Subgroup monitoring (EL-65, on watch-43+, homeless-38, 40 + attendance-63, bubble groups-73)
 - Math
 - Number sense
 - Refine guided math workshop
 - Purposeful planning
 - Sbac interim test
 - CPA-Concrete Pictorial Abstract
 - Curriculum for science and social studies
 - BES will integrate science, social studies and Pikunni/IEFA concepts and topics through ELA and Math lessons. Standards Based Education committee will provide professional development and BES will continue to provide opportunities for teachers to collaborate and integrate lessons.
- ***How will we get there...***
 - Instructional coaching
 - Implementation Plans for Wonders, Envision, & Instructional Framework
 - New teachers will have different trainings
 - Principal/coaching weekly meeting
 - Monday 9:10-9:40am
 - Structured agenda
 - Assessment Plan (ie ISIP START, interims, common assessments)
 - Benchmark assessments for ISIP, STAR Math, Oral Reading Fluency (ORF)
 - Goals, Focus Folders and PDSAs are configured each time
 - Grade level Goals are monitored and made
 - Sept
 - January
 - May
 - Progress monitoring assessments for ISIP, STAR Math
 - Monthly
 - On demand for PDSA cycle
 - STAR Reader Assessment-placement for ARd given by Librarian
 - September- Benchmark to set reading range
 - January-change reading range
 - Instructional Rounds
 - All teachers participate and visit classrooms based on the topic listed; is evidence based, positive and reflective
 - November: Authentic Literacy
 - February: SBAC
 - Video Reflections:

- All teachers and TAs do video reflections to improve their skills. They will share one video with colleague, Principal and Instructional Coach, and one by themselves.
 - September: Reflection on Setup of Classroom
 - January: Essential Questions/Engagement
 - April: Prep & Planning
- IEFA
 - Lesson plans will list IEFA connections and will be monitored
- Walk through schedule
 - Principal, Assistant Principal, Instructionals have a rotating schedule for walkthroughs in teacher classrooms based on the Instructional Framework
 - Walkthrough data will be shared with staff and SLT and used to make changes if needed
- SLT Meetings
 - Thursday 4-5pm
 - Building/Parent Involvement, Math, ELA, Writing
 - Membership:Principal, Assistant Principal, Instructional Coach, 2nd grade teacher, 3rd grade teacher, special teacher, and parent
- Grade level and/or department meetings
 - Tuesday during prep time
 - 2nd grade, 3rd grade and special teachers
- Component meeting
 - Tuesday 3:30-4:00
 - ELA and Math focused every other week

ATTENDANCE MATTERS

- ***Where are we...***
 - **Student Attendance**
 - 2nd graders with 40+ attendance- 57
 - 3rd graders with 40+ attendance- 33
 - Will be focusing on 90 students at BES with 40+ attendance days missed last year.
 - Students receive a prize and a certificate for being present for the month, quarter, semester and yearly
 - Good Attendance, 95% and Perfect Attendance
 - **Staff Attendance**
 - Certified 86.33%
 - Classified 82.44%
 - Recognize on Board Report which is sent to building
 - Private recognition on time sheet
- ***What we will do...***
 - **Student Attendance**
 - Check & Connect

- Special Teachers will receive training and shadow groups of targeted students
 - Praise
 - 3, 5, 7, 10 day letters to the parents
 - After 10 day letters, taking parents to court
 - Home visits-add more home visits by staff at BES and will be working with Natasha
 - Do more PR for awards and recognition
 - Student of the Month in each classroom
 - **Staff Attendance**
 - More incentives and recognition
 - Follow discipline steps
 - Make sure all positions are filled as quickly as possible
- **How we will get there...**
 - Professional Development for Special Teachers, and Attendance Aide
 - Schedule time for phone calls, home visits and praise to happen

SAFETY MATTERS

- **Where we are...**
 - Meet twice monthly and have classroom teachers, and TAs on team
 - MBI level
 - Not on a level yet
 - Catchya Cards - students caught being safe, respectful, responsible, mindful learner are chosen weekly - they get to wear ribbon shirts for the day and get picture in the paper and posted in the bulletin cabinet, a certificate, and a treasure box prize
 - MBI Classroom Expectation posters in all classrooms
 - MBI Restroom Expectations posters in all restrooms
 - MBI Lunchroom Expectations posters in the lunchroom
 - MBI Lesson plans for all teachers
 - Feathers - classrooms can earn incentives
 - 25 feathers = animal on their teepee
 - At the end of the quarter the classroom with most animals earns a classroom incentive (popsicles, ice cream, movie/popcorn, etc).
 - Referrals
 - 2016-17 Referrals 376, OSS 53, ISS 0
 - 2017-18 Referrals 172, OSS 14, ISS 0
- **What will we do...**
 - Teachers will implement lesson plans in classroom and building with fidelity
 - Posters for all areas will be in appropriate areas and referred to when in those areas (hallway, restrooms, lunchroom, assembly, recess outside/inside)
 - Behavior expectations (classroom vs office referrals) will be uniform across all classrooms.
 - Continue with the Catchya Cards and Feathers

- ***How we will get there...***

- Recruit new members and parents
- Review lesson plans during teacher orientation, revisit monthly during staff
- MBI team will continue meeting twice monthly to assess current status
- TFI will drive next steps

CULTURE MATTERS

- ***Where we are...***

- Vision, and Mission tied to Pikunni Culture
- 1st grade level meeting is a community tour
- Honor Your Life Posters
- Every teacher has access to Blackfoot Papers, Heritage Book collection and Napi Stories (graphic novel), BNAS lesson plans for different literature books as resources
- Music class made 20 hand drums for instruments and uses them in class
- Art class integrates native arts and crafts into the curriculum
- 2nd grade Immersion Classroom that team teaches with BNAS staff member and the teachers will loop to 3rd grade with the class
- BNAS class in the specials rotation
- Cultural Field Trip every fall for both grade levels
- Cultural Days every month, with community members and cultural consultants assisting with lessons
 - Sept. 28
 - Oct. 26
 - Nov. 30
 - Dec. 19 & 20 Christmas Program
 - Jan. 25
 - Feb. 22
 - Mar. 22
 - Apr. 26
 - May 10

- ***What will we do***

- Continue to do or implement new
 - Instructional Framework align with our academics and our Pikunni Culture
 - Adding another 2nd grade immersion class with a BNAS teacher
 - 2nd grade teacher and BNAS teacher looped up to 3rd grade with their classroom
 - Added another BNAS special class to the rotation schedule for a total of two sections
 - Continue with monthly Cultural Days and tie the lessons back to standards and Authentic Literacy, using a consistent lesson plan format
 - Continue with 2nd grade and Honor your Life Poster and ADD 3rd grade with Family Trees and ADD entire school with storytelling and writing project.
 - Cultural designs and native animals are painted in the building

- Tying our cultural strengths to academics ie:storytelling to Authentic literacy, cultural paintings, beadwork and structures to Geometry and problem solving, connection to earth, animals and stars to Science.
- ***How we will get there...***
 - New steps
 - Professional Development and Consistent reference to our cultural goals
 - Connect to culture as much as possible eg.having trainings in a lodge, home visits, reservation tours, cultural field trips
 - Book study “Power and Place”