

Browning High School
August Board Report
2019

1, 2, 3, 4
Browning Indians are the BEST
Let's all fight for BHS!!

Mah piit

Blackfeet
Have PRIDE
Show RESPECT

Be pikuni

Staff:

Certified Attendance for August: %

Classified Attendance for August: %

BHS staff Perfect Attendance Total for August: *Amy Andreas, Robin Bear Child, Michele Blay, Whitney Bremner, Kathy Broere, Leo Bull Child, Lynnel Bullshoe, Glenn Castle, Ross De Roche, Andrea Evans, Meri Gobert, Francis Guardipee, Rick Hagberg, Brian Harrell, Bill Huebsch, Johanna Johnson, Lester Johnson, Brenda Johnston, Ervin Kicking Woman, Wilma Mad Plume, June Matt, Travis Miller, Lucy Muragin, John Parente, Jack Parrent, Jolene Vance, Randy Rivas, Darcy Skunkcap, Sienna Spiecher, Adrien Wagner, Jennifer Wagner, Carla Trombley, Charlene White Quills, Roger Zentzis, Ronnell Goss, Marge La Buff, Calvin McKay, Gail Oscar, Fran Racine, Ed Running Rabbit, Gala Upham, and Mary Jo Wall*

Students:

Perfect Attendance for Year: Total:

95% or better for Year: Total:

Perfect Attendance for August: Total:

95% or better for August: Total:

Enrollment:

9th grade-138 10th grade-165 11th grade-148 12th grade-136 Total-587

Percentages

9th grade-98% 10th grade-98% 11th grade-98% 12th grade-98%

BHS Student % for August: 98%

Home visits: August: 2

Referrals: for August: 3 Total: 3

OSS: 1

ISS: 0

Bullying Reports: August: 1

Court Referrals: August: 0

Absent, Transfer or Drop students: 24 transferred in and 56 transferred out

Transcripts Requests: 15

Ok!!! BHS is off to a great start this year!

Societies & Cultural Field Trips:

This year our advisory class will become the safest and friendliest place to be at BHS. We spent three days building relationships, creating jobs with responsibilities back to the school, and forming an identity for each class that is distinctly BHS however unique to each society. Each teacher will be making contacts with all parents of their society students. The teachers were modeled and practiced techniques to help foster positive relationships during their teacher orientation.

Each grade level society were able to explore the Blackfeet Reservation for a field trip. Our students were able to partake in harvesting chokecherries, savisberries, sage, willows, licorice, and sweetgrass. Students went to Starr School, Babb, Two Medicine, and Chewing Blackbones. Students researched through books and the internet about the Blackfeet way of life. At some sites, we had volunteers give information about the land, treaties, allotment act, family, and how Blackfeet lived off the land.

“Mrs. Johnston spoke of the importance of education and its relevance in perspective to the Blackfeet. We also had a senior who was familiar with traditional ways to speak to the freshmen class. The students were respectful and listened attentively.”

“My students have really noticed the positives changes in regards to school climate and atmosphere. They have noted that we all seem very welcoming and positive this year. My usually pretty space advisory has been really reflective this week and I am enjoying observing how they have matured since freshmen year.”

“...but for the first four days this week were learning about ourselves, building strong relationships, enjoying elders, ...and learning the importance of the land, water and each other.”

“We covered many topics but overall students came away...with the understanding that they are the permanent stewards of the land...that Glacier and the other traditional lands that surround us connect them to their ancestors...”

“I would want to go to advisory for a week again next year.”

“I think it was a good thing to have advisory...I got to know my teacher and classmates better.”

“I also think it’s a good thing because it helps the students get use of going to school again.”

“I can see more education and hands on experience with our roots, and plants along with Blackfeet History...”

“I enjoyed working with the group who visited us. They were so engaged and so respectful. When you have an opportunity to teach them from place, it connects them to the land.”

“Why is everyone so nice here?”





1st week of School Video

<https://www.youtube.com/watch?v=S6cTCw4niug&feature=youtu.be>

Principal Instructional Goals 2019-2020

Assessment Goals

- Increase **Proficient** by 15% in Math on STARMath and Reading on ISIP by May 2020
- Decrease **Intensive** by 15% in Math on STARMath and Reading on ISIP by May 2020
- Increase writing scores in Benchmark by 15% on District Writing Assessment by February 2020
- Increase writing scores in students who raise scores 1 pt by 10 % on District Writing Assessment by February 2020
- Increase ACT scores by 10%
- Decrease behavioral incidents by 15% by May 2020
- Decrease 40+ attendance by 10% by May 2020
- Increase Graduation Rate 10% by May 2020

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 quarterly Blackfeet/IEFA cultural activities
- create positive relationships with students
- communicate with colleagues about upcoming assessments and events

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 **BHS MBI Universals**

To increase and decrease the scores the teacher will:

- teach and implement the BHS MBI Universals in all areas
- teach and implement AVID strategies
- use the instructional framework
- demonstrate knowledge and understanding of MCCS and use it as a guide for instruction
- 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**)

Teachers will:

- have a minimum of 1 instructional round per semester
- have 3 video reflections on their teaching
- make relationships with all advisory students as a minimum
- meet in departments regularly
- check on students who are absent
- will gather and reflect on all student data (academic, behavior, attendance)

We encourage you to see and acknowledge the positives we have going on here at BHS!

