

BMS Board Report  
11/5/2024

BMS had a fun and adventurous month of October. The month of October is a time where the 1st quarter ends, data based decision making cycles begin cycling down, and students are hitting their academic groove- hopefully, to make huge gains during the 2nd quarter. By the end of October there is plenty of data collected via our multi tiered systems of support to make tweaks, or adjustments, or changes to help us reach our goals set in place in the BMS school wide action plan. Our goal of improving Tier 1 student percentage by 15% in ELA and math has been combined with our data based decision making to lead us to adjusting our student placement. This has also shifted our focus away from improving Tier 3 students in ELA and math to a Tier 1 level, and placing the extra intervention support with our Tier 2 students. This also allows for Tier 3 interventions to be implemented using intervention and differentiation strategies in the classroom, basically teachers can teach a class of students with similar needs and differentiate that support as opposed to teaching 2-3 different Tiers of students and then also expecting differentiation and intensive intervention support.

As we move into the 2nd quarter we do have roster changes and it all comes back to student learning, which is the most important/highest priority aspect of BMS. Secondly, do we continue attempting to do what has been done, or do we attempt to make system adjustments to reach attainable goals. Lastly, this system adjustment does require certain adjustments to aspects of the classroom as evidenced by the rearranging of the students. This system adjustment has not added anything more to the plates of the teachers, however, it does require a readjusting of their plates.

This is the basis of our 2nd quarter changes, we are doing things differently by implementing our RTI differently and focusing on our Tier 2 students moving to Tier 1 and moving our Tier 1 of Tier 3 into Tier 2. Are we then forgetting about the Tier 2 and 3 of Tier 3? No, we are providing them what they need which are the basic, foundational skills and they get to learn these skills without also needing to master the grade level content simultaneously. We are also attempting to set the teachers up for success by not having a scattershot collection of tiered students in classes and then expecting them to teach the skills from 4th (or 3rd) grade while also teaching grade level content and expecting this to get Tier 3 students to Tier 1. This is a new system we are attempting and an attainable way to meet our school wide goal of moving 15% or more of students into Tier 1 for math and ELA.

The combination of student learning and setting attainable goals is something that needs to become better aligned and in a nutshell that is the basis of the schedule changes. Student learning is going to be our top priority, and we are doing so in a manner that sets the teachers and the students up for success. I have no doubt that our Tier 2 and Tier 1 of Tier 3 students can make the gains that they need in order to be on grade level- if not grade levels ahead based upon the incredible teachers (staff) of the building. Going from good to great is a difficult process but this is an avenue that the teachers (and staff) have created by their hard work, expertise, and care for the students.

Our individual classroom intervention (the class where students focus on reading or math) is now focused on Tier 2 students. These students should be able to make enough gains in the span of the quarter to become a Tier 1 student and get on grade level. The Tier 2 students are working in this separate, supportive classroom to master basic skills and become grade level in math and ELA; previously this was reserved for Tier 3 students. The Tier 3 students receive their intensive intervention in the classroom working with their regular classroom teacher and by working with students of similar need. We have also tiered our tiers meaning that Tier 3 now has a Tier 1 of Tier 3, Tier 2 of 3, and Tier 3 of 3. Our tier 1 of tier 3 students have the expectation to master their basic skills that will support them to be on grade level. Our tier 2 and 3 of tier 3 students have the expectation to master the skills needed to be on grade level, this goal is much more attainable for the student and the teacher. Once students master basic skills they can move themselves through the tiers. We will continue collecting data to again make data based decisions throughout this quarter to see if we achieve the outcomes that we are hoping for.

We ended October with a Halloween Dance and basketball and volleyball intramurals on Halloween. Students had to earn their invitation, and for the day we had all of our students earn their invite and participate. It was a great day and we had only one behavior issue. The student council is now in charge of the incentives including the planning, preparation and PR for the events. We have a 9 member student council that represents each grade level. Our expectations will continue to evolve and the next board report will review that evolution. In a nutshell, students learned *what* our holistic expectations are so they can begin attaining the skills needed to successfully maneuver through the BMS MTSS. Now the challenge is teaching students *how* to apply those skills and continue to repeat the holistic expectations to master the writing, inquiry, collaboration, organization, reading, and math skills as well as learning self management, self awareness, social awareness, relationship skills, and responsible decision making.

#### Coaches Corner:

This month, our focus has been on optimizing support for students based on their individualized needs. We successfully completed Aimsweb testing with a 96% participation rate, allowing us to identify and address specific skill gaps. To better serve our students, we rearranged schedules to ensure targeted intervention support in both Math and ELA, with new instructional plans aimed at providing lower-level content for Tier 3 students. Progress monitoring tools such as Aimsweb, Dreambox, Read 180, MyAccess, and others are being actively utilized, alongside the creation and implementation of a Plan-Do-Study-Act (PDSA) framework for continuous progress monitoring.

We also began MAST testing, with students diligently working towards completing their testlets by November 22nd. Additionally, our instructional coaches have introduced “Grab and Go” professional development sessions, where teachers receive data-focused resources to support their instruction in the classroom. To further enhance our instructional strategies, we are revamping flowcharts for ELA, Math, and Behavior to ensure clarity and consistency in our approaches.

BMS by the numbers:

Referrals for month of October:

18 minor

4 severe

2 extreme

Student Attendance month of October:

6th- 127 total - 80.23%

7th- 111 total - 79.25

8th- 144 total - 76.94%

Staff Attendance for month of October:

Certified- 94%

Classified- 88%

Number of students on Honor Roll for 1st quarter:

6th- 77 total (61%)

7th- 74 total (67%)

8th- 57 total (40%)