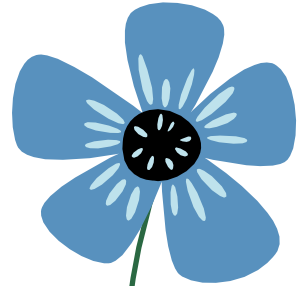


CSC 5.01



Agenda

- MIS Updates
- Dress code 25-26
- Grading Policy Changes
- School Name Change!



MIS

Updates for ya YETIS!





MIS 1 - Attendance



- Overall attendance: 87.05% (86.81% at this time)
 - Goal: 90% for BVIS (92% District)
- Chronic attendance: 53.16% (42.8% this time last year)
 - Goal: 43%
- Win: We're ahead of overall attendance from this time last year
- Concern: Chronic is high! Determining the root cause and working with families is key.



So what do we do about attendance?

- Starting the year with home visits with kids in **RED 24-25 school year**
- Calendar out interventions starting ASAP based on attendance Tiers
 - **Red**
 - **Yellow**
 - **Green**
- 2 week into school
 - Attendance team call home on **red** and **yellow**
- 1 month into school
 - Parent meetings on **red**
 - Call home on **yellow**
 - Postcards on **yellow**
- 2 months
 - Home visits on **red**
- Better attendance team systems
 - We're great at collecting the data.
 - Need to work on our protocol in response to data to include making calls DURING attendance meetings.
- Look deeper into home visits
- Better system with how to use Lifeline as a partner in helping with attendance.

Chronic attendance is nationwide epidemic especially since COVID.

I'd love to find more research based systems, strategies that are working with other schools!

You can help by doing that research with me!

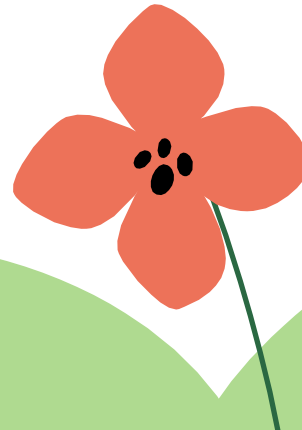
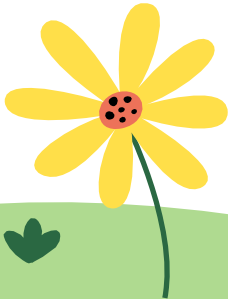
MIS 2 - Student Culture

- Overall ISS: 27

- Overall OSS: 24

- We are meeting our goal of cutting ISS and OSS by 30%. This time last year we had over 44 OSS at this time.

Our current work in SLT is revamping Yeti Watch for next year and resetting PASS vibes / expectations. You'll learn more about Yeti Watch changes in your team meetings today!



You are about to see the % Correct for all tested grades (this is NOT the % proficient)

- You'll see all other Middle School's data (schools in orange are most similar to BVIS)
- My hopes for next year:
- DPS creates proficiency bands
 - Literacy tests are shorter
 - We are given better guidance on how to respond to data / we are given time to collaborate with other schools to hear their prep for the assessments and response to data
 - Unit assessment data for all schools (even if there are thousands of assessments) is shared out so ILT can see how we compare to other schools.
- What should we do with these data snapshots?
- Look at how BVIS scores compared to other schools
 - You may be thinking...."Is this out of 100? Aren't these numbers for all schools REALLLLLLY low?"

MIS 3 - Standards Based Instruction *Interim 2 LA*

School	6th - % correct	7th - % correct	8th- % correct
BVIS	38	42	43
Hamilton	30	32	42
Hill	43	45	46
Lake	30	33	36
Manual	43	41	46
Montbello	25	27	25
Morey	70	69	76
Skinner	53	57	61
West	27	29	40



MIS 3 - Standards Based Instruction *Interim 2 Math*

School	6th - % correct	7th - % correct	8th- % correct
BVIS	26	24	23
Hamilton	28	26	30
Hill	31	28	31
Lake	24	15	24
Manual	27	24	28
Montbello	21	20	25
Morey	49	58	49
Skinner	40	32	36
West	21	19	28



MIS 3 - Standards Based Instruction *Interim 2 Science*

School	8th- % correct
BVIS	26
Hamilton	25
Hill	29
Lake	19
Manual	25
Montbello	17
Morey	48
Skinner	34
West	21





Interims are new, a bit cumbersome, and a challenge for kids and adults :)

WIN: Our kids take these tests very seriously

WIN: We have set students up for being able to focus in a testing environment for a long period of time.

WIN: We are on par / ahead of (in many areas) schools similar to BVIS.

Dress Code 25-26

- Inch rule - 3 inches. Straps, singular logo size. (3 inches square)
- SOLID and Plain (no stripes. No color blocking) **
- No bellies, no butts, no bodysuit**
- Shorts, skirts - fingertip length (with straight arm)**
- No sleepwear - no pajama pants, no slippers, no blankets - **
- Color wheel - Any shades green or blue, any shades of gray, white, black- **
- No hoods on heads -***
- No non-dress code colored shirt under zip-up hoodie (not allowed just to “zip it up” - we collect the non color shirt underneath)

Feedback?

Bear Valley Dress Code



ALLOWED!

- Hats & beanies!
- Pants, shorts, & skirts can be worn in any color/style but must:
 - Cover legs with no rips or shreds above the mid-thigh
 - Shorts & skirts must be at or below fingertips with arms at sides

Shirts & Outerwear

- All tops must be one of the 5 approved colors of **black, any shade of blue, any shade of grey, white or any shade of green.**
- Tops must be **plain (no stripes or color blocking) and free of logos** unless the ONE logo on the shirt can be covered by a 3in*3in square (i.e. Nike Swoosh, Addidas logo)
- Shirts all must have **straps that are at least 3 fingers wide** (no thin straps or tube tops)
- **BVIS logo'd t-shirts and hoodies** from previous years are welcomed!

TO DEVELOP COMMUNITY AND YETI PRIDE, WE EXPECT OUR STUDENTS TO UPHOLD THESE EXPECTATIONS EVERYDAY!

NOT ALLOWED!

- Sunglasses inside school building
- Any article of clothing promoting drugs, alcohol, violence, discrimination, sexual innuendo, derogatory language, gangs, or any illegal activity

HOODIES

Jackets, pull-over or zip-up hoodies in the 5 color wheel are allowed, **but hood must be off heads at all times** inside the building

Shirts under outerwear must be in the FIVE color wheel

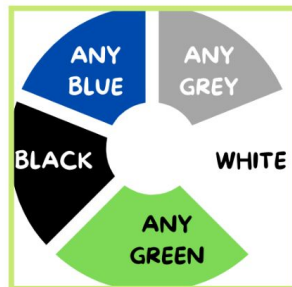
No Sleepwear

- No house slippers
- No blankets
- No fleece PJ pants

The 3 NO B's


- No bellies!
 - No crop tops
- No butts!
- No bodysuits!

Five Color Wheel




Current Grading Policy

Product: 70%	Process: 30%	Participation: 0%
Anything throughout the unit or module that reflects students learning process towards mastery of standards and grade level content	Anything throughout the unit or module that reflects students learning process towards mastery of standards and grade level content	Anything that reflects participation but is NOT directly linked to measuring mastery of the standard. This category will NOT impact the students' grade in any way but may have a direct correlation to student's progress towards content mastery.
Examples: Final unit projects, assessments or quizzes	Examples: Exit tickets, assignments, quiz, formative assessments,	Examples: Do Nows, class participation



One or two assignments per unit.



Daily classwork

Current Grading Policy

Product: 70%

Process: 30%

Participation: 0%

Positives	Negatives
<ul style="list-style-type: none">• The high weight of product grades meant that teachers were able to see student's mastery at the end of the unit• Grading for participation often meant that students' grades were tied to behavior - this does not work or show mastery of content	<ul style="list-style-type: none">• There has been very little weight placed on grades like "do nows" or "exit tickets" which takes away the importance of the learning happening in one class period•

Current Grading Policy - Other Features

50% Grading "Floor" - the minimum grade given for any assignment, regardless of participation, was a 50%

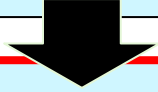
Positives	Negatives
<ul style="list-style-type: none">● Student mindset around grades - improving from a 50% was more doable than improving from a 0%	<ul style="list-style-type: none">● Lack of urgency - students were not able to see a "missing" icon and understand that they had to make up an assignment that was already graded● Kids who show effort but struggle academically vs. kids who did not engage with learning were earning the same grades

Proposed Grading Policy Changes for 25/26

PRODUCT: 70%

PROCESS: 30%

ENGAGEMENT: 0%

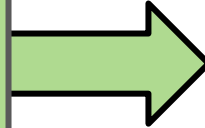


PRODUCT: 50%

PROCESS: 40%

ENGAGEMENT: 10%

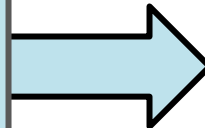
Changing the weight of grade categories
Engagement: 10%
Process: 40%
Product 50%



Why?

Equalizes the weight of the daily work students do and the assessments that students do.

During a regular 5-day week, students will receive a minimum of three pieces of feedback (graded assignments). On shortened weeks, at least two pieces of feedback will be provided.

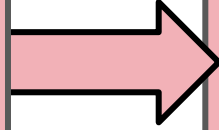


Why?

Students and families deserve consistent updates on progress from all classes.

Proposed Grading Policy Changes for 25/26

Assignments may be submitted late, but no later than the end of the unit. These dates will be communicated to students and families at the beginning of each unit.



Why?

This policy encourages responsibility while allowing students to stay focused on current material.

Feedback

Overall thoughts, concerns or feedback on these changes?

Assignments may be submitted late, but no later than the end of the unit. These dates will be communicated to students and families at the beginning of each unit.

During a regular 5-day week, students will receive a minimum of three pieces of feedback (graded assignments). On shortened weeks, at least two pieces of feedback will be provided.

Changing the weight of grade categories:
Engagement: 10%
Process: 40%
Product 50%

Outline

- What grades could look like under current policy
- Issues that teachers have seen
 - No emphasis on engagement meant that kids disengaged
 - Kids not finding highest impact assignments
 - Infinite time to make up assignments led to kids and families feeling overwhelmed
 - 50% minimum - kids who did nothing still earned 50%
 - No urgency in making up missing assignments
 - Kids who need genuine mastery help + kids who were disengaging were lumped into 1 bucket
- Revised proposals + feedback
 -

CSC Equity Audit as Exit Ticket

Email auto sent from me at 5:00 PM

Background and Context:

The district aims to audit three systems this school year to ensure equity. This Collaborative School Committee (CSC) Equity Audit is one of those audits and will be conducted through this self-assessment to identify strengths and areas for improvement within DPS systems. The results will help determine where additional resources and support are needed to strengthen CSCs across DPS.

Directions:

- Please make sure that all of your school's CSC members have the opportunity to complete this survey - we encourage you to add it to your next agenda!
- The goal is for all school leaders/principals and CSC members to complete this self-assessment answering honestly for **each CSC** with which you are affiliated.

Principal Audit

- Things I've tried to work on this year.....
 - Better updates on our school wide MIS
 - Better updates on behavior procedures - primarily Yeti Watch