



**Napi's Vision Statement:**

*Napi Elementary School, a community of families, students, and staff will work to ensure the very best education for all our children through teaching, guidance, support, and structure.*

**Napi's Mission Statement:**

*Napi Elementary School is committed to providing high-quality instruction and support to promote the highest achievement of all students, both academically and behaviorally.*

**June Board Report**

May had to be the busiest month of the year! So many activities were hosted, which were great to keep everyone motivated to finish the year strong! Both grade levels are participating in transition activities this month. Fifth graders are practicing transitioning to different classes and going to the BMS for a site visit. Fourth graders will be assisting with the site visit scheduled for incoming 3rd graders.

**May's Family Night**

The Napi Elementary Specialists hosted a wonderful May Family Night! Parents and students gathered to build and paint birdhouses and suncatchers to prepare for the summer weather! The team ordered yummy appetizers and beverages for everyone. This activity was well attended by students and parents, which we are grateful for!



**Buffalo Harvest**

Students had learned the way and life of the buffalo to the Blackfeet people. How the women's main job was to cut the buffalo up, and the men's job was to hunt the buffalo. Young girls of the tribe or bands would learn from their mothers, aunts, and grandmothers. ---**Mrs. Butterfly**  
 The students learned the old way, they learned the meaning behind what each part ment and what it was used for. Powerful learning. --**Ms. Sangray**



Sun Point Picnic after the Buffalo Harvest

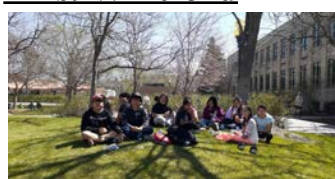
**4th Grade Field Trip**

**Ms. Augare**



My students enjoyed having a fun filled day learning about mammoth bones and different kinds of other animal bones from different parts of the world. Students also got to learn the different roles of being a dentist, firefighter and many other fun jobs.

**Mrs. Whitford**



What a beautiful day to travel. Thank you for this opportunity to travel with such wonderful company.--Mrs. Whitford

**Ms. Linke**



My students enjoyed the beautiful spring day and the opportunity to socialize at the Children's Museum.

**Ms. Marceau**





**Ms. Marceau's Class**



**Ms. Marceau's Class**

**Mr. Nevez**

The 4th grade had their annual spring field trip to the Children's Museum in Great Falls. The staff and the students got to experience the museum's fun activities together. It was a day filled with laughter and joy.

**Mr. Wells**



The youth were able to practice positive prosocial behaviors - while incorporating self-regulation skills amongst the general public in Great Falls. Way to go above and beyond 4th graders!

**Mrs. CalfBossRibs**



My students were extremely excited to socialize amongst their peers in the other classrooms. They enjoyed their opportunity to create life-skills during their playtime. They all had a blast!

**Ms. CalfBossRibs**



My students enjoyed the opportunity to get out and socialize along with experiencing creativity and real-life skills. They got to experience the different roles of work, such as a dentist, fire fighter, shopping at the grocery store, being a banker, playing dress up, and many other types of jobs.

**Spring Aimsweb Benchmark**

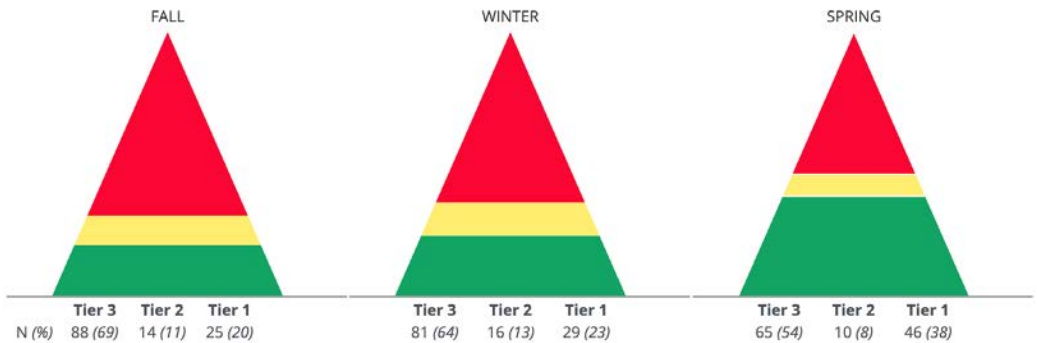
We are extremely proud of our teaching team and students for the wonderful growth from August to May! Our teachers and students have worked diligently to teach and learn grade level standards this year, while still focusing on below grade level concepts to support students in closing the 'Covid' gap. Congratulations to Napi's Team and Students for a job well done this 2022-2023 school year!

### 4th Grade Reading

School, Grade 4, Reading, '22-23

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

#### Tier Transition Summary



#### Transition Details

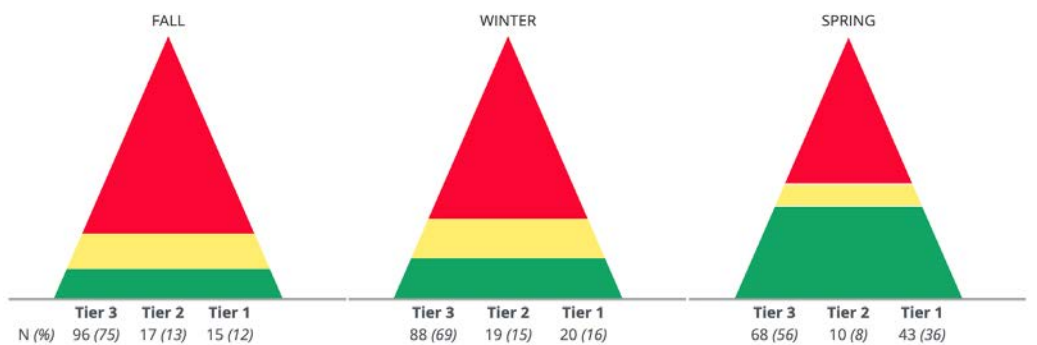
Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition						
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students					
Tier N (%)	1	2	3	Tier N (%)	1	2	3	Tier N (%)	1	2	3			
1 88 (69)	72	6	7	1 81 (64)	57	6	14	1 88 (69)	60	9	14			
2 14 (11)	5	2	6	2 16 (13)	2	2	9	2 14 (11)	2		9			
3 25 (20)	2	7	16	3 29 (23)	4	2	22	3 25 (20)	1		22			
	127	79	15	29		126	63	10	45		127	63	9	45

### 4th Grade Math

School, Grade 4, Math, '22-23

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

#### Tier Transition Summary



#### Transition Details

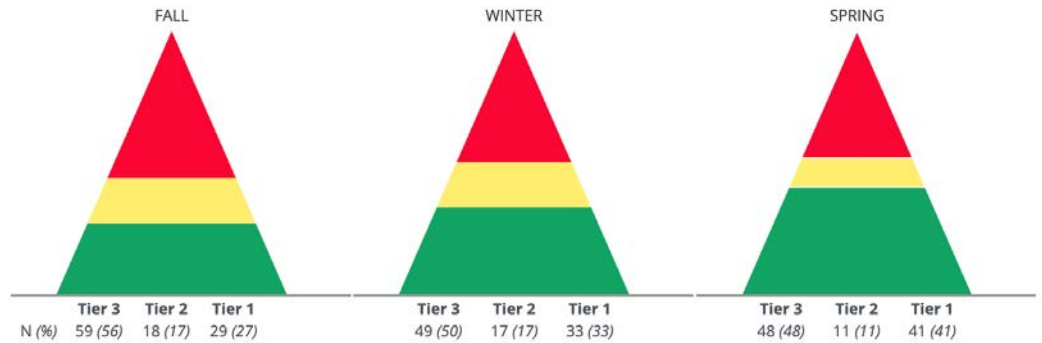
Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition						
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students					
Tier N (%)	1	2	3	Tier N (%)	1	2	3	Tier N (%)	1	2	3			
1 96 (75)	74	13	5	1 88 (69)	61	6	14	1 96 (75)	61	9	17			
2 17 (13)	9	4	4	2 19 (15)	5	4	10	2 17 (13)	4	1	12			
3 15 (12)	3	2	9	3 20 (16)			19	3 15 (12)	1		12			
	128	86	19	18		127	66	10	43		128	66	10	41

# 5th Grade Reading

## ool, Grade 5, Reading, '22-23

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

### Tier Transition Summary



### Transition Details

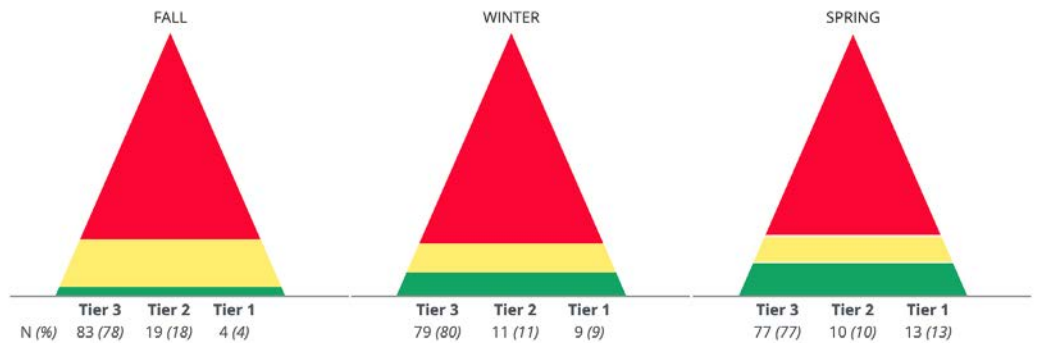
Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)	Low Risk	Moderate Risk	High Risk	Tier N (%)	Low Risk	Moderate Risk	High Risk	Tier N (%)	Low Risk	Moderate Risk	High Risk
Low Risk 59 (56)	38	11	6	Low Risk 49 (50)	36	4	6	Low Risk 59 (56)	41	1	10
Moderate Risk 18 (17)	5	3	7	Moderate Risk 17 (17)	6	2	9	Moderate Risk 18 (17)	1	5	9
High Risk 29 (27)	6	3	18	High Risk 33 (33)	3	5	24	High Risk 29 (27)	4	5	19
106	49	17	31	99	45	11	39	106	46	11	38

# 5th Grade Math

## ool, Grade 5, Math, '22-23

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

### Tier Transition Summary

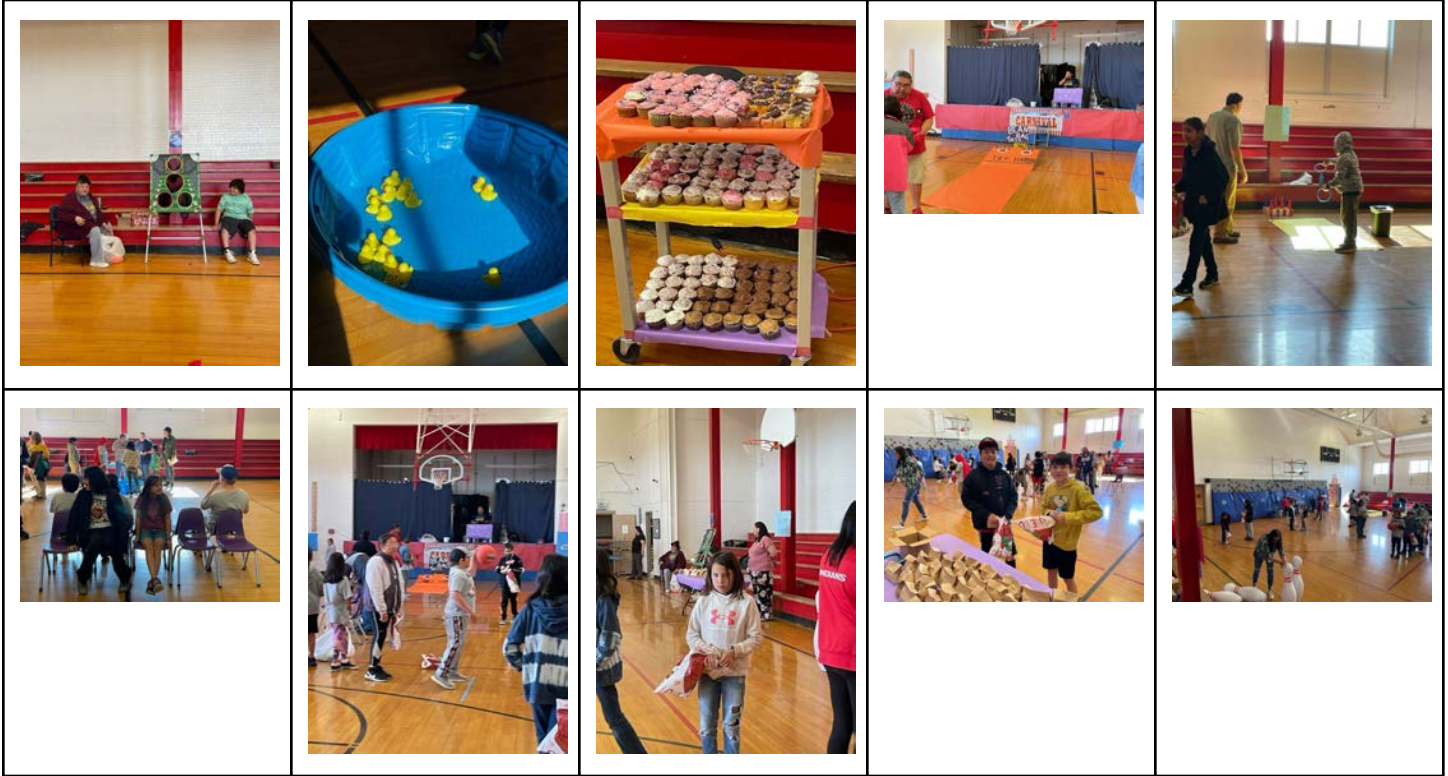


### Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)	Low Risk	Moderate Risk	High Risk	Tier N (%)	Low Risk	Moderate Risk	High Risk	Tier N (%)	Low Risk	Moderate Risk	High Risk
Low Risk 83 (78)	67	8	1	Low Risk 79 (80)	66	8	2	Low Risk 83 (78)	66	6	4
Moderate Risk 19 (18)	9	3	4	Moderate Risk 11 (11)	6	1	4	Moderate Risk 19 (18)	7	4	4
High Risk 4 (4)	4	4	4	High Risk 9 (9)	2	1	6	High Risk 4 (4)	4	4	4
106	76	11	9	99	74	10	12	106	73	10	12

### **SBAC Carnival**

Students were treated to a SBAC Carnival for their dedication to completing the SBAC assessments. Students earned 10 tickets for completing the assessments and an extra 5 tickets for wearing their Napi Strong t-shirt. A huge thank you to all of the staff that worked together to put this event together!



### **Beading Club Field Trip**

Our field trip was to Whitefish, Mt. We went to an art studio called Stumptown. This studio is a walk in where you can paint pottery, fuse glass & more. The Napi students chose to paint cups, we also gifted our host-Jessica Inez(studio manager) with a beautiful lanyard made by one of our students. Everyone had an amazing experience.

### **5th Grade Immersion Beaver Bundle**

A community member approached Marvin and Missy Weather Wax to have their Beaver Bundle opening at the Tribal Office. This would make it accessible for the people to attend and it gives those the opportunity to learn more about our culture. This gave our Immersion class the opportunity to attend. We made it for the start of the ceremony and had to leave right when they were getting ready to start painting. It really taught them patience to be quiet, respectful and to sit still. This was a great lesson for this class. I was very proud of my boys who were sitting

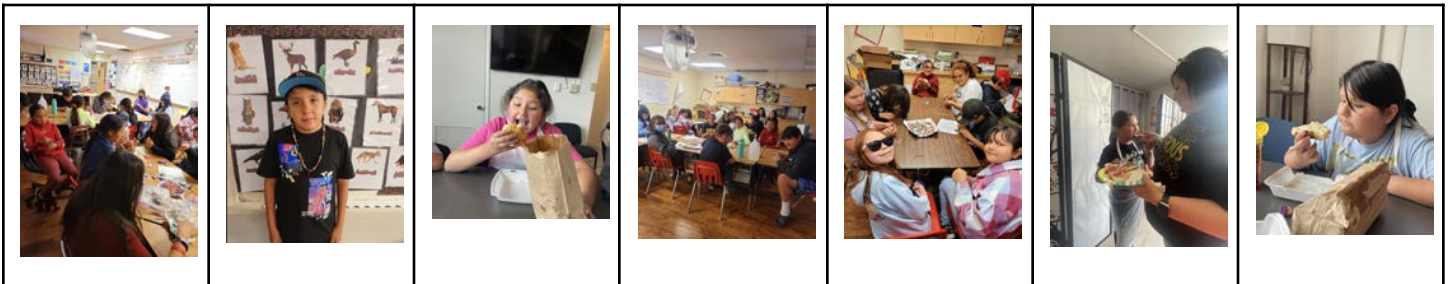
separately from us. They did awesome. In all, it was a great time to introduce them to one of our Bundle openings.

### **Parent Teacher Conferences**

Spring Parent Conferences were well attended! As a school, our average attendance was 70%. We appreciate the parents for making it a priority to meet with their student's teacher to review their progress from the fall. A shout out to the teachers for hosting positive and insightful conferences!

### **Cultural Day Activities**

Napi Staff hosted cultural based activities for students on June 1st. Students were able to select the activities that they wanted to participate in during each session. We are very proud of the self-control and good decision making that students demonstrated while transitioning from activity to activity and while participating in the activities throughout the day! A huge thank you to the entire Napi Team, Mr. Robert Hall, and Ms. Alicia YellowOwl for hosting sessions throughout the day. Overall, there were 20 activities hosted for students to attend!





### 4th Quarter Awards Assembly

Fourth Quarter awards were presented on June 6th. All students received recognition for their accomplishments during this quarter. We are so proud of the work that our students put into their schooling everyday. It has been a pleasure being part of their learning and education this year! We have a terrific group of students!





### **End of the Year Awards Assembly**

The End of the Year Awards assembly will be hosted on Thursday, June 8th. Students being recognized are: Perfect, Perfect Attendance for the Year, Student Council Representatives, Most Improved ELA and math Aimsweb, and 4.0 GPA for all quarters.

### **Beach Day**

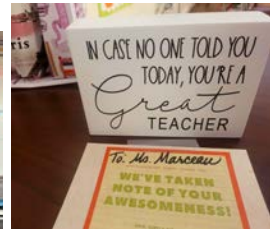
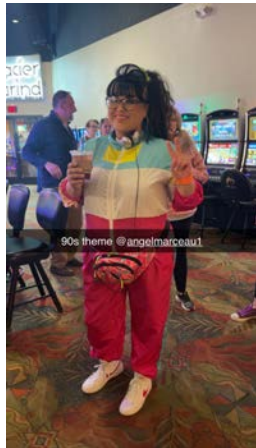
We will include pictures of this event in our August board report. Unfortunately, we hosted this activity on Wednesday, June 7th, which was after the deadline to submit the board report. Overall, we are super excited that the weather was cooperative and allowed us to host our annual end of the school year celebration with our students!

### **Perfect Attendance Field Trip**

Napi Elementary Perfect, Perfect Attendance Students of the Year are: Greysen Krammer, Tahkya MadPlume, Curtis OldChief, Mariah Owens, and Samantha Rivas. Congratulations to this wonderfully dedicated group of students for this amazing accomplishment! Attending 180 days of school is a goal that each set out to accomplish at the beginning of the year and it is a pleasure to see them accomplish this goal! On Monday, June 5th these students were rewarded with a trip to Great Falls. On the agenda was Barnes and Nobles, Starbucks, going to Family Fun, eating some lunch at AppleBees, seeing a movie, shopping at Walmart with a \$200 gift card, and getting some dinner and returning later in the evening. These students will also attend a bowling and Pizza Hut trip on Thursday for having perfect attendance for 3rd and 4th quarter.

### **Teacher Appreciation Week/Staff Wellness**

Napi's Team was appreciated throughout the week during May 8th-13th. Every team member is valued and deserves to be recognized. Principals enjoyed surprising their team with small tokens of appreciation throughout the week. We are very lucky to have the team that we do! We also thank the board and Wellness Committee for organizing and promoting a wonderful day of activities on Monday, May 15th! It was just what everyone needed to finish the year strong!



# Project Based Learning

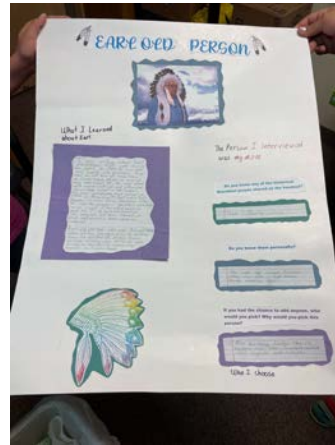
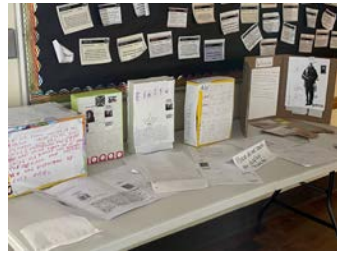
Napi's PBL project focused on one component of the BNAS Unit Course Organizer Culture/History. Students created posters based on the following questions:

1. Do you know any of the historical Blackfeet people shared on the handout?
2. Ask anyone in your family if they know of them personally, or know any of the people on the list. Have them share what they know.
3. If you had the chance to add anyone, who would you add to the list and explain why? This might include a family member or a community member. Share information about this person.

	<p><b>Poster of Important Blackfeet People</b></p> <p>Your child was provided a handout with a list of important Blackfeet people. Using this handout, they will be interviewing a parent, grandparent, grandchild, or relative, and responding to the following questions:</p> <ol style="list-style-type: none"> <li>1. Do you know any of the historical Blackfeet people shared on the handout?</li> <li>2. Ask anyone in your family if they know of them personally, or know any of the people on the list. Share from them what they know.</li> <li>3. If you had the chance to add anyone, who would you add to the list and explain why? This might include a family member or a community member. Share information about this person.</li> </ol> <p><b>MATERIALS NEEDED:</b> printer paper, notebook paper, handouts, pencil. Plain printer paper will be provided but is not limited to using it. If students want to be creative and design any presentation format, they are welcome to do so.</p> <p><b>DIRECTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Choose one or two people from the list and/or from your own suggestions.</li> <li>2. Interview or ask about that person using the questions from above. Identify information about the person that you would like to learn about.</li> <li>3. Create a poster to share any information that you have learned about this person. Make sure to include their name. Use the checklist to help complete your poster.</li> <li>4. Be creative in creating your poster. Use color, design, and other elements if you want to.</li> <li>5. Be prepared to share with your class and your teacher upon returning to school.</li> </ol> <p><b>Examples:</b></p>	<p><b>Making A Poster: Poster Checklist</b></p> <p>Student Name: _____</p> <p>Class: _____</p> <p><b>Directions:</b> Make sure you follow this checklist as you create and complete your poster. By checking all boxes are checked, you are ensuring your poster receives full credit for this activity.</p> <p><b>Category: Required Elements</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I included my name and teacher's name on the back of my poster.</li> <li><input type="checkbox"/> I chose one to two people to learn about.</li> <li><input type="checkbox"/> I wrote a full paragraph about my person that included at least 5 sentences.</li> <li><input type="checkbox"/> My paragraph includes things I have learned about them, or things I want to learn about them.</li> </ul> <p><b>Labels:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I interviewed or visited someone in my family or community using the questions listed in the handout.</li> <li><input type="checkbox"/> I clearly related the items on my poster so that others can read without difficulty.</li> <li><input type="checkbox"/> I asked at least five, detailed, "I have learned about my person, or things I want to learn about" on my poster.</li> </ul> <p><b>Poster:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> My poster includes complete sentences.</li> <li><input type="checkbox"/> My poster is organized and makes sense to me because I will be sharing it in class.</li> <li><input type="checkbox"/> My poster includes illustrations/drawings.</li> </ul> <p><b>Appearance/creativity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> My poster is attractive and I did my best to make it presentable.</li> <li><input type="checkbox"/> I used my best writing and used neatness.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All sentences begin with a capital letter.</li> <li><input type="checkbox"/> All sentences end with some form of punctuation.</li> <li><input type="checkbox"/> I used complete sentences.</li> <li><input type="checkbox"/> I wrote a complete paragraph with at least 5 sentences.</li> <li><input type="checkbox"/> I used a graphic organizer if I needed to.</li> <li><input type="checkbox"/> I did my best using correct spelling.</li> <li><input type="checkbox"/> I had at least one adult check my poster for spelling and neatness.</li> </ul>	<table border="1"> <thead> <tr> <th>Blackfeet Women</th> <th>Sammy Eagle</th> <th>Madeline Smoke Woman</th> <th>Miss Clark</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>One of the first Blackfeet women to visit in the women army</td> <td>Female Pilot aviator - took the lead in a war - and spent 6 months</td> <td>Participated in early treaties (1855 and 1856)</td> <td>Daughter of Madeline Clark, Peigan woman. First Blackfeet to be elected Superintendent of Montana</td> </tr> <tr> <td>Elaine O'Neil</td> <td>Deane Jones</td> <td>Lea Whitford</td> <td>Miss Audrey Williams</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lead plaintiff in a class action suit against the U.S.</td> <td>Elected as Superintendent of Montana. First Blackfeet to run for U.S. congress</td> <td>First Blackfeet woman to serve as Montana Senator</td> <td>First woman to be elected in an SBC</td> </tr> </tbody> </table>	Blackfeet Women	Sammy Eagle	Madeline Smoke Woman	Miss Clark					One of the first Blackfeet women to visit in the women army	Female Pilot aviator - took the lead in a war - and spent 6 months	Participated in early treaties (1855 and 1856)	Daughter of Madeline Clark, Peigan woman. First Blackfeet to be elected Superintendent of Montana	Elaine O'Neil	Deane Jones	Lea Whitford	Miss Audrey Williams					Lead plaintiff in a class action suit against the U.S.	Elected as Superintendent of Montana. First Blackfeet to run for U.S. congress	First Blackfeet woman to serve as Montana Senator	First woman to be elected in an SBC				
Blackfeet Women	Sammy Eagle	Madeline Smoke Woman	Miss Clark																												
One of the first Blackfeet women to visit in the women army	Female Pilot aviator - took the lead in a war - and spent 6 months	Participated in early treaties (1855 and 1856)	Daughter of Madeline Clark, Peigan woman. First Blackfeet to be elected Superintendent of Montana																												
Elaine O'Neil	Deane Jones	Lea Whitford	Miss Audrey Williams																												
Lead plaintiff in a class action suit against the U.S.	Elected as Superintendent of Montana. First Blackfeet to run for U.S. congress	First Blackfeet woman to serve as Montana Senator	First woman to be elected in an SBC																												
<table border="1"> <thead> <tr> <th colspan="4">Blackfeet Men</th> </tr> </thead> <tbody> <tr> <td>Lame Bull</td> <td>White Chief</td> <td>Percy Doolittle</td> <td>Earl Old Person</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>First Blackfeet leader to sign 1855 Treaty</td> <td>Head Chief to sign 1855 and 1876</td> <td>First Blackfeet to serve in state legislature</td> <td>Longest serving chief throughout the U.S.</td> </tr> <tr> <td>First Grand</td> <td>Bullish Shook</td> <td>Green Grass Bull</td> <td>Henry Bower</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>First Blackfeet to serve under the Commander of Indian Affairs</td> <td>Driving force behind 1871-1882 contracting on the reservation</td> <td>Signed Treaty with Lame Bull - physician</td> <td>First Blackfeet to receive 1870</td> </tr> </tbody> </table>	Blackfeet Men				Lame Bull	White Chief	Percy Doolittle	Earl Old Person					First Blackfeet leader to sign 1855 Treaty	Head Chief to sign 1855 and 1876	First Blackfeet to serve in state legislature	Longest serving chief throughout the U.S.	First Grand	Bullish Shook	Green Grass Bull	Henry Bower					First Blackfeet to serve under the Commander of Indian Affairs	Driving force behind 1871-1882 contracting on the reservation	Signed Treaty with Lame Bull - physician	First Blackfeet to receive 1870		<p>Submitted by Jordan Rock Above</p>	<p>5th Grade Students that returned their projects.</p>
Blackfeet Men																															
Lame Bull	White Chief	Percy Doolittle	Earl Old Person																												
First Blackfeet leader to sign 1855 Treaty	Head Chief to sign 1855 and 1876	First Blackfeet to serve in state legislature	Longest serving chief throughout the U.S.																												
First Grand	Bullish Shook	Green Grass Bull	Henry Bower																												
First Blackfeet to serve under the Commander of Indian Affairs	Driving force behind 1871-1882 contracting on the reservation	Signed Treaty with Lame Bull - physician	First Blackfeet to receive 1870																												



Students were eager to display their projects for others to view.



Submitted by Skylee Stevens



### May Staff of the Week Certificates

**CERTIFICATE**  
OF APPRECIATION  
NAPI ELEMENTARY SCHOOL STAFF OF THE WEEK

**MRS. SHANTELL BIRD RATTLE**

Mrs. BirdRattler consistently goes above and beyond to support the needs of the school, staff, and students on a daily basis. She often takes on tasks outside her scope of work to support stakeholders. Additionally, she monitors attendance for all students and spends an enormous amount of time working in Infinite Campus to ensure attendance records are accurate.

MRS. BIRD                      MS. RACINE

**CERTIFICATE**  
OF APPRECIATION  
NAPI ELEMENTARY SCHOOL STAFF OF THE WEEK

**MRS. CALFBOSSRIBS**

Mrs. CalfBossRibs for all she does for her students and Napi staff. She takes pride in her teaching as it shows in her data. She is kind and a joy to work with. She is on SLT and SBE leadership teams and we appreciate her dedication to academic growth.

MRS. BIRD                      MS. RACINE

**CERTIFICATE**  
OF APPRECIATION  
NAPI ELEMENTARY SCHOOL STAFF OF THE WEEK

**MS. SANGRAY**

Ms. Sangray is to be commended for hosting Napi's best Book Fair yet. She went above and beyond to make sure every Napi student received a book or item from the book fair, using rewards and donations from other staff. She raised over \$4000.00 for literacy projects at Napi Elementary. Great job Ms. Sangray!

MRS. BIRD                      MS. RACINE

### May Student Shout Outs

<p><b>SHOUT OUT</b></p> <p>From: Mrs. Whitford 5/26/23 Shout out to Mr. Nevarez for always being a gentleman. He always offers to pack the heavy items for me to my room.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Whitford 5/26/23 Shout out to Jade NightGun for being very helpful within the classroom and for her positively exciting AHA moments in Math.</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Racine 5/19/23 Shout out to Jaylyn Running Rabbit for putting effort into his academics and trying hard.</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Sangray 5/19/23 Shout out to Lyla, Helen, Briar, and Rayella for helping with family literacy night.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mr. Tall 5/19/23 Matylda and Zoey on staying on task with work.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Peterson 5/12/23 Machayla MadPlume- For helping to clean up the girls bathroom even though our class did not make the mess.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Peterson 5/12/23 Talon AfterBuffalo- for helping clean up the football field.</p>
<p><b>SHOUT OUT</b></p> <p>From: Ms. Linke 5/24/23 Dellah Hall for doing her best in class, showing empathy and cheerfully holding the door open for her classmates.</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Calloway 5/24/23 My whole class for being on their best behavior for Mr. Heavy Runner during their BNAS Specials.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Wells 5/19/23 Shout out to Eli Costel for holding the door in the mornings as staff and students enter the building. You set an example for many students to follow suit.</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Wells 5/19/23 Shout out to Mrs. Call Boss Ribbs class for helping set up the tables for family literacy night yesterday.</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Bertelson 5/12/23 Shout out to Ryleigh After Buffalo for being an amazing line leader during our emergency fire drill this week, even when we were upgraded and not expecting it, he still went above and beyond and was calm and cool and a perfect example of a leader during an emergency, way to go Ryleigh!</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Berlin 5/12/23 I would like to give a shout out to Sophie Bloor for always being respectful in the classroom and willing to help others when needed. Mikaela Whitegrove who is always willing to share with her classmates.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Berlin 5/12/23 I would like to give a shout out to Sophie Bloor for always being respectful in the classroom and willing to help others when needed. Mikaela Whitegrove who is always willing to share with her classmates.</p>
<p><b>SHOUT OUT</b></p> <p>From: Ms. Marceau 5/5/23 Andrew Hogan - For having a positive attitude, being an amazing bathroom monitor and having great attendance!!!!</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Bragg 5/5/23 Shout out to Alan Larance for helping us out when their teacher was out for a while. Good job!</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Bragg 5/5/23 Shout out to Alan Larance for helping us out when their teacher was out for a while. Good job!</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Angere 5/5/23 Shout out to Brooks Boyce for helping load and unload the lunches on the field trip.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mr. Andrews 5/5/23 Shout out to Winery Henderson for drawing the big step on the playground in character ed class.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Schuff 5/5/23 Shout out to James Johnson for always being excited to learn new things and share his knowledge. He is participating in class daily.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Schuff 5/5/23 Shout out to James Johnson for always being excited to learn new things and share his knowledge. He is participating in class daily.</p>
<p><b>SHOUT OUT</b></p> <p>From: Ms. Bragg 5/5/23 Shout out to LaMya SpottedEagle for helping us out when their teacher was out for a while. Good job!</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Linke 5/5/23 Ariyona Earrings-Potts for including others and for her persistence in math.</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Linke 5/5/23 Ariyona Earrings-Potts for including others and for her persistence in math.</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Wells 5/5/23 Shout to Sierra Kirkaldie for always displaying classroom charisma. She is always positive and helps others.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Wells 5/5/23 Shout to Aubrey Racine for helping pick trash at specials and making the school a better place.</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Angere 5/5/23 Shout out to Jeffrey Horn for helping load and unload the lunches on the field trip.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mr. Bertelson 5/5/23 Shout out to Jimmy Marceau for willing to help another student on crutches at lunch and recess.</p>
<p><b>SHOUT OUT</b></p> <p>From: Ms. Sangray 5/26/23 I would like to give Mr. Bryant's class a huge shout out for helping me bring all the book blast books down to the library. Thank you so much.</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Angere 5/26/23 Tro'rae Ground she comes to school every day with a great attitude and always helps her classmates</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Calloway 5/26/23 Wayne Thomas for always being a positive student, and gets along well with others. He is extremely shy but helpful when asked upon. He tries his hardest in the classroom and it shows.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Wells 5/5/23 Shout to Angela Guardipee for helping pick trash at specials and making the school a better place.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mr. Tall 5/5/23 Shout out Eli Costel for being a gentleman and holding the door for staff and students without being asked.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Peterson 5/5/23 Shout out to Jorel Fitzgerald for working hard this week on his class work.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mr. Bertelson 5/5/23 Shout out to Chomni ATKnot for willing to help another student on crutches at lunch and recess.</p>
<p><b>SHOUT OUT</b></p> <p>From: Mr. Reeves 5/26/23 Sequoyah Fisher for being a wonderful student and always having a great attitude</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Calloway 5/26/23 Wayne Thomas for always being a positive student, and gets along well with others. He is extremely shy but helpful when asked upon. He tries his hardest in the classroom and it shows.</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Marceau 5/26/23 Kole Morgan - Kola comes to school with a positive attitude. He is always willing to help his peers with their academic work. He volunteers to be the door holder for his class everyday.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Wells 5/5/23 Shout out to Devon Taylor for being respectful in class and wanting to learn new things.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Schuff 5/19/23 Shout out to Kyla Small for demonstrating smooth transitions between classrooms and being where she needs to be throughout the day.</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Guardipee 5/12/23 I would like to give Mia Sharp a shout out for always coming to school ready to learn and helping her classmates during math. She is very kind and helpful.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Armstrong 5/12/23 Matylda and Zoey on staying on task with work.</p>
<p><b>SHOUT OUT</b></p> <p>From: Mr. Reeves 5/26/23 Sequoyah Fisher for being a wonderful student and always having a great attitude</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Calloway 5/26/23 Wayne Thomas for always being a positive student, and gets along well with others. He is extremely shy but helpful when asked upon. He tries his hardest in the classroom and it shows.</p>	<p><b>SHOUT OUT</b></p> <p>From: Ms. Marceau 5/26/23 Kole Morgan - Kola comes to school with a positive attitude. He is always willing to help his peers with their academic work. He volunteers to be the door holder for his class everyday.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Wells 5/5/23 Shout out to Devon Taylor for being respectful in class and wanting to learn new things.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Schuff 5/19/23 Shout out to Kyla Small for demonstrating smooth transitions between classrooms and being where she needs to be throughout the day.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mr. Byant 5/12/23 Kylie Bell, she works hard every day, and always does her best to help the class stay focused.</p>	<p><b>SHOUT OUT</b></p> <p>From: Mrs. Peterson 5/12/23 Talon AfterBuffalo- for helping clean up the football field.</p>

### May's Attendance

Students	4th Grade---79%	5th Grade--78%	School--79%
----------	-----------------	----------------	-------------

### Instructional Coaches: Submitted by Mrs. Wagner

What an extremely busy month! We have been so busy with end of the year activities! We are proud to inform you that Spring Benchmark testing has been completed for Aimsweb! It is exciting to see such growth, especially in the 4th grade. We had our 4th quarter visit with our math consultant as well as our final year end visit with our literacy consultant. We have made some preliminary plans to hold math intervention classes that will target math fluency in basic facts beginning next year. We hope to have 12 groups in 2 twenty minute sessions four days a week. The coaches will create fluency assessments, help plan focused PDSA lessons that progress through addition, subtraction, and multiplication, and identify up to 72 high tier 3

students to target. More detailed information will be shared with the staff upon the return to school next year. The math consultant began assisting the coaches with the pacing guide using the targeted modules in each grade level. The coaches will complete the new pacing guide during the summer work session. The literacy data was also analyzed with the help of the literacy consultant.

Many activities were completed in May, including celebrating the completion of our SBAC testing with a school carnival. The students truly enjoyed this day-long activity. An ice cream social was also enjoyed by those students who were targeted for phonics intervention. Many other activities are also in the works and will be assisted by the instructional coaches.

Walkthroughs continue to be a focus and will continue to be done until the end of the month. Mrs. Wagner and Mrs Bragg have only had one active coaching session each this month, but continue to provide needed support to staff as needed.

### **Spokanapi--Submitted by Mrs. Wells**

The Spokinaapi specials have been focusing on kindness building activities that allow students to focus on their own positive characteristics as well as complimenting other students. During specials we have referenced the Movie Bambi famous quote “if you don’t have anything nice to say then don’t say anything at all”. Students were then asked to pick positive quotes that resonated with them and share with the class why they chose that quote. This activity exposed them to many different quotes and ways of thinking in a positive manner. If they were to have bad days they could use this example to refocus their thinking to help them have a better day.

This time of the year the students are doing a lot of activities and interacting with other classrooms. There are times where students have been teasing each other and someone’s feelings get hurt. I wanted to speak on this during specials as a reminder to always be kind in a given situation. Those words can be powerful and long-lasting. That native culture is full of humor and that is a great thing but also to be careful of the words that are being used as it can be hurtful to the other person. In the event of hurt feelings students were provided with skills on how to diffuse an escalated situation. Acknowledging that differences of opinions and perceptions can happen but they can sort the issue out without getting angry with each other.

Spokinaapi continues to support students' social and emotional needs by providing a safe space for them to talk, take 5, and or learn some self-regulation skills.

**Counselor Center--Mr. Andreas**

During the month of May, all students in grades 4 and 5 received social emotional instruction using the Second Step Curriculum on the topic of decision making. All students at Napi received 4 lessons on Peer Pressure, Dealing with Gossip, Seeking Help and Solving Complex problems. In addition to the Second Step Instruction, identified Tier 3 students receive both daily Check and Connect services and Dessa Small Group Instruction to build social emotional skills if they are struggling.

During the month of May, all 5th grade students participated in a site visit and orientation to BMS in preparation for next year. The purpose of the visit was to reduce student anxiety during the transition to middle schools and to connect them to faces and people before they arrive next year. We additionally host all of the incoming 3rd classes and did a tour of Napi and introduction in key staff to help reduce the anxiety these students also feel during times of transition.

The Napi Counseling Center has also been busy providing supportive services to students who need them to be academically successful. These services include; coats, hats and gloves as needed, access to showers and hygiene products, weekend food program, referrals to IHS Behavioral Health, special services screening/assessment services, home visits and family support, 504 medical plans and accommodations, emergency transportation, conflict mediation and crisis counseling as needed. It is my vision to assist guardians and students in eliminating the barriers to academic success so that students can become successful.