



Safety Matters

(Rebecca Rappold: Assistant Principal)

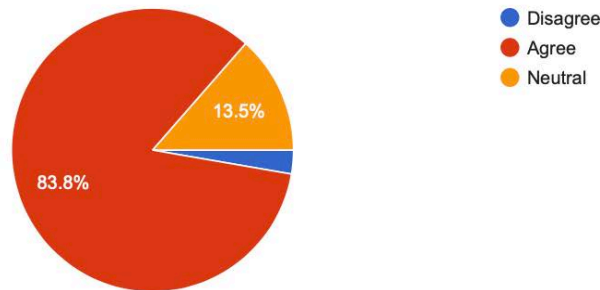
During the month of February, the KWV campus held on-site Access for ELLs-WIDA assessment for students identified as English Language Learners (ELL) at Vina Chattin. We tested 41/82 ELL students in the areas of Speaking, Listening, Reading, and Writing. Students/parents entering the building were asked to use hand-sanitizer, wear a mask, monitor temperature, and were given a COVID Symptom check at the door before fully entering the school building. All PPE was provided for students and parents if needed.

Students were assigned their own assessment space, given their own materials, and provided a snack during their time at school. Each testing session was scheduled for a 3-hour time block. Most students completed the assessment in approximately 2.5 hours. After students completed the WIDA, parents completed a simple questionnaire about their child's experience while testing at school. The following are the parent/guardian responses regarding the WIDA on-campus assessing:

I felt safe bringing my child to Vina Chattin for the BPS WIDA-Access for ELLs state-wide assessment?



37 responses

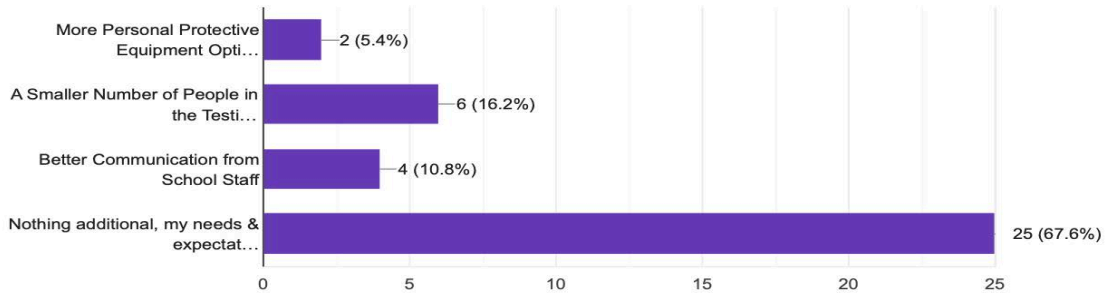




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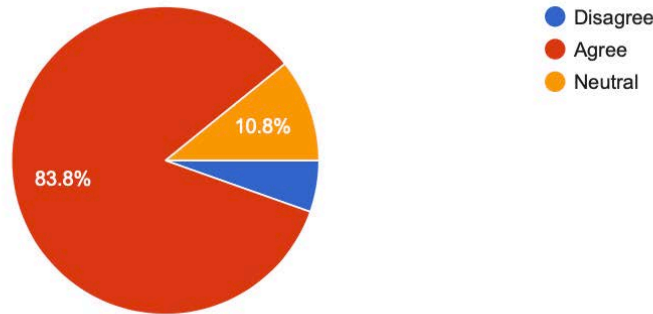
Next time, I would prefer: (choose all that apply)

37 responses



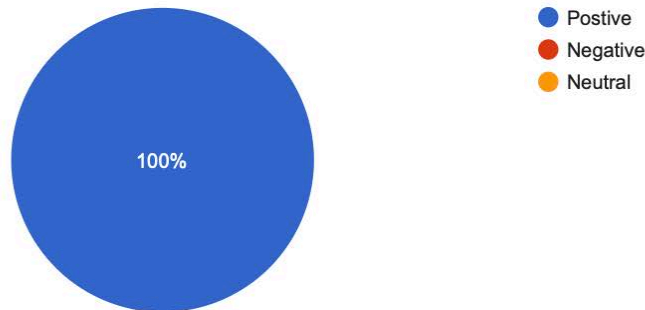
My child felt safe during the Vina Chattin WIDA-Access for ELLs state-wide assessment?

37 responses



Overall, my experience at Vina Chattin for WIDA-Access for ELLs was:

37 responses



Aimsweb assessment was also conducted for Kindergarten and 1st-grade students during February. Parents/guardians were offered the option of on-campus assessment or remote



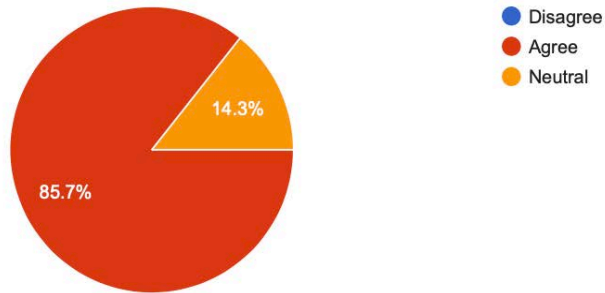
assessment. Classroom teachers conducted remote assessments for ELA and mathematics via a *Google meet* and a *Keynote Slide Presentation*. On campus *Aimsweb* assessments were conducted by the specialists and paraprofessionals for both K and 1 in the KW gym. A total of 110 students were given the on-campus *Aimsweb* assessments. Most students completed the ELA and mathematics components in 30-minutes. Again, after the assessment was complete parents/guardians were given a survey about their child's on-campus testing experience. The following are the *Aimsweb* Parent Survey results:



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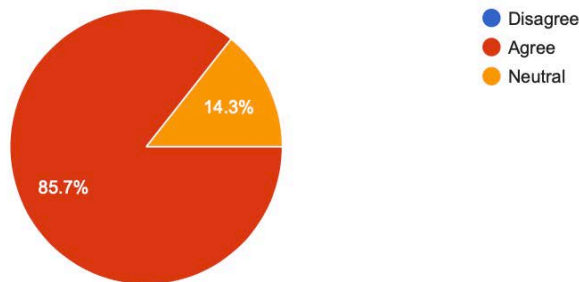
My child felt safe during the Aimsweb winter benchmarking assessment?

63 responses



I felt comfortable bringing my child into KW for the Aimsweb winter benchmarking assessment.

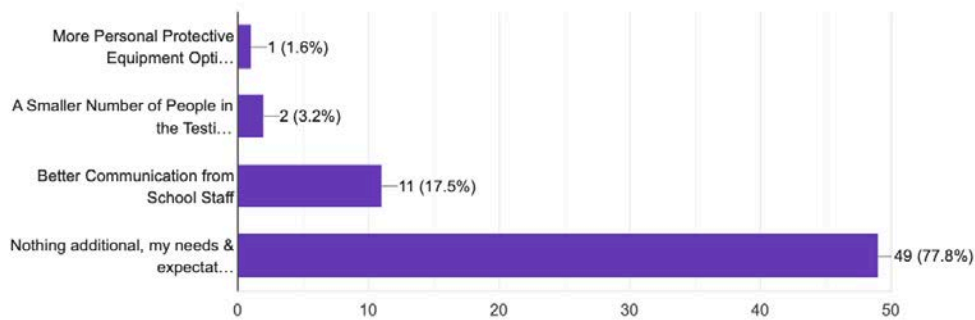
63 responses



Next time, I would prefer: (choose all that apply)



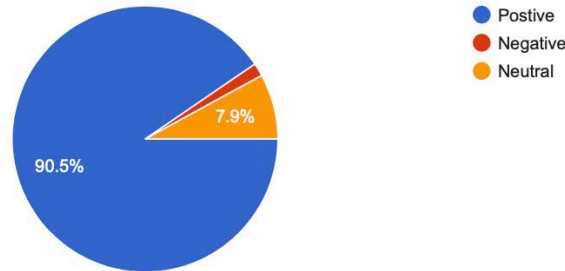
63 responses





Overall, my experience at KW for the Aimsweb winter benchmarking was:

63 responses



Positives:

KW-Vina's staff pulled together to continue instruction, conduct assessment work both on and off campus, as well as prepare our buildings for staff and student return in March. We are excited to hold our MTSS meeting the first week of March to regroup students for Remote and Blended Learning, as well as targeted intervention in ELA and social-emotional learning.

Challenges:

Student engagement/attendance for some students during remote learning has been a challenge for many reasons. We are looking forward to having the ability to support those students who have had poor internet accessibility, challenges accessing Google meets due to parent work schedules, and for those students who need in-person instruction from their teacher.

Attendance Matters

(Rebecca Rappold: Assistant Principal)

Tracking attendance and measuring connection & engagement for KWV students this year has been interesting and ever-evolving. During the first quarter, attendance was based on phone calls to families (connection) and packet distribution (engagement). With technology distribution during the 2nd quarter, attendance tracking expanded to Google meet participation, SeeSaw submissions, and continued with phone contact to families. In the third quarter, we began taking daily attendance in Infinite Campus during Google meets for all students participating in virtual instruction. Those students with difficulty accessing virtual instruction received paper packets. Paper packet student attendance was tracked with phone contacts (connection) and packet distribution & return attendance (engagement). We will once again make a change for tracking attendance who will be participating in blended and remote learning during the 4th quarter.



Perfect Attendance Students at KW/Vina as of February 28, 2021:

PreK- 1 Student

Kindergarten- 2 Students

1st- 8 Students

Graduation Matters

(Brandy Bremner :PreK - Kindergarten Instructional Coach)

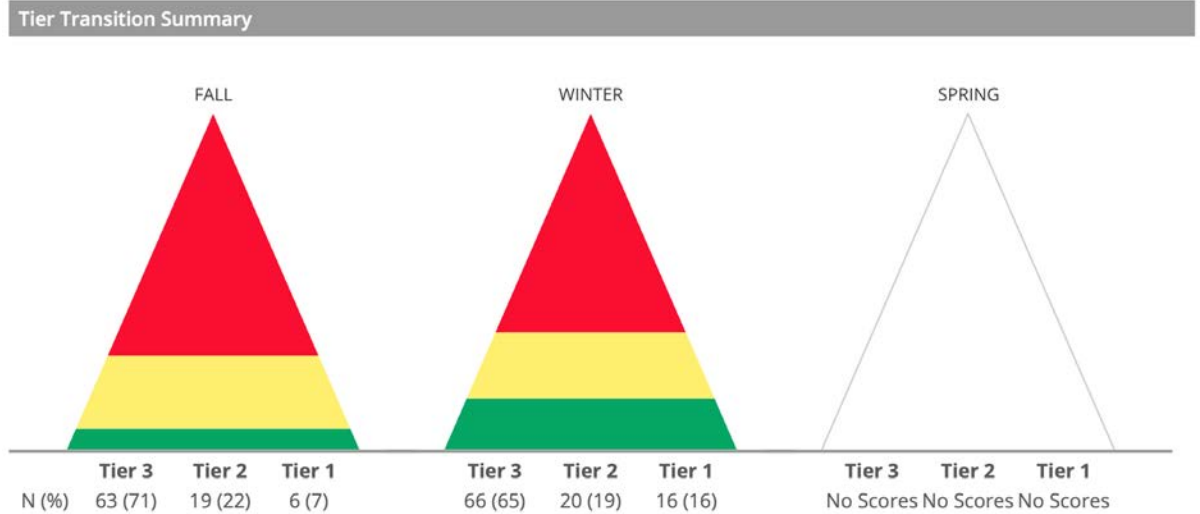
Kindergarten Winter Benchmarking Data
February 2021

K MATH-Winter 20-21

Group Tier Transition 2020-2021 KW-VINA

District: Browning Public Schools | Battery: Early Numeracy | Grade: K | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: ■ Low Risk ■ Moderate Risk ■ High Risk



The Tier Transition graph above gives us a picture of how the whole Kindergarten grade level is progressing from Fall to Winter in regards to the math benchmarks measured by the Aimsweb Numeracy Assessment. Although the transition appears to show some improvement, it is not the improvement we see in a typical school year. I've attached the graph below for comparison to a typical year. It is from 18-19.



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Group Tier Transition

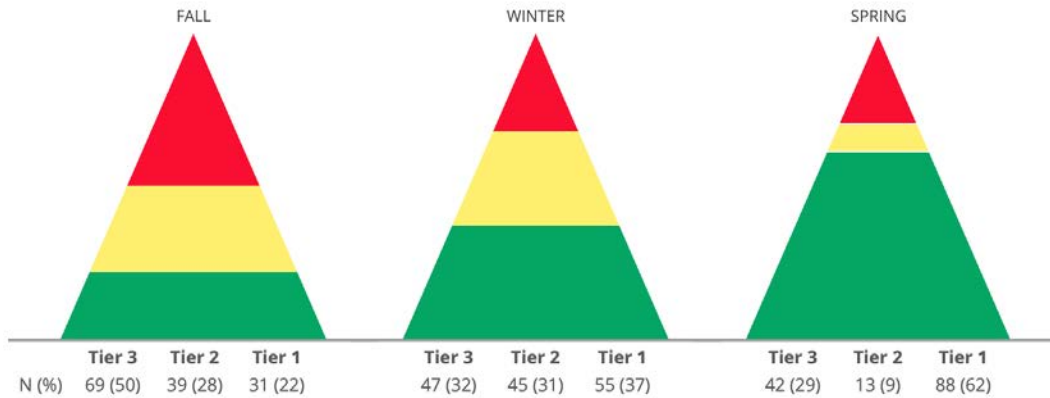
2018-2019

KW-VINA

District: Browning Public Schools | Battery: Early Numeracy | Grade: K | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: ■ Low Risk ■ Moderate Risk ■ High Risk

Tier Transition Summary



Scores and Skills Plan

2020-2021

Winter 2021

KW-VINA

District: Browning Public Schools | Battery: Early Numeracy | Grade: K | Target: Account (30 %ile)

Early Numeracy Summary

Spring Performance Goal: 30th national percentile



The Scores and Skills Plan Report (above), breaks down the Aimsweb Numeracy Assessment into each of the 4 Numeracy Subtests. As a Kindergarten team, we reflect on this data to help us make informed decisions about instruction.

On February 26th, our Kindergarten team reflected on this data during a Collaborative Planning Meeting. Noting the large number of students "Below Average" or "Well Below Average" in Number Naming Fluency, we determined that this needs to be a focus in both



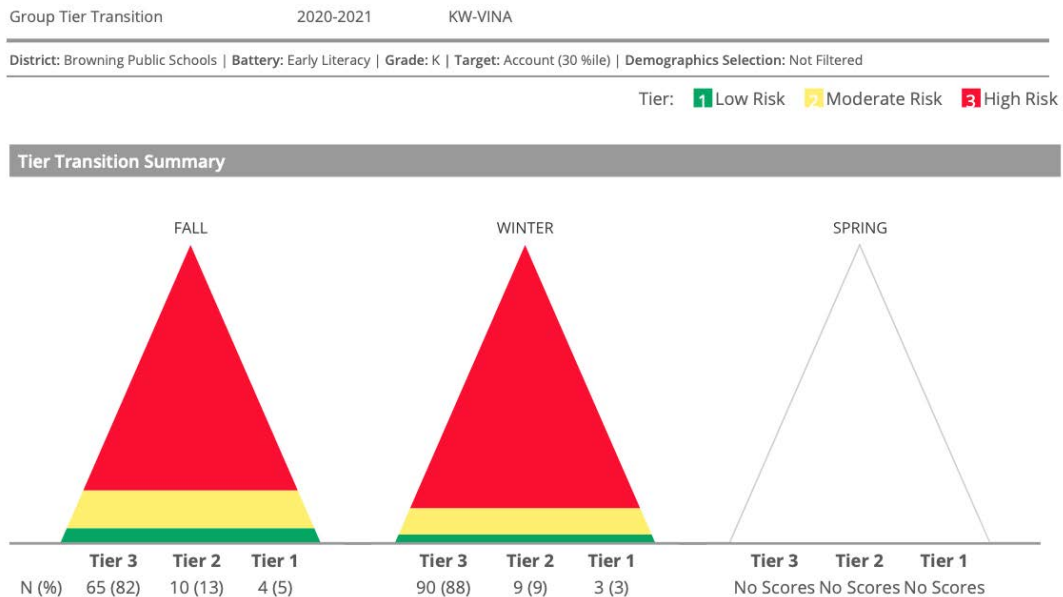
remote and blended settings for the remainder of the year. Through discussion, we determined that although some students struggled with most numbers, the majority struggled in identifying the “teen” numbers.

We also determined, based on this data, that Quantity Total Fluency is also a concern. In this subtest, students are asked to instantly recognize and state the quantity represented on dice. This skill is called subitizing. Subitizing is a fundamental skill in number sense and the development of mental math strategies. In our discussion, we realized that students did not struggle with single dice quantity (perceptual subitizing) as much as they did on the tasks where two dice were involved (conceptual subitizing). I've attached the following link if you'd like to learn more about this skill.

<https://www.youtube.com/watch?v=OdeZDggNQds>

Now that we've analyzed the data and determined where our focus needs to be, our next step is to plan our instructional changes that will address that focus. This planning will occur collaboratively over the next week or two with our Instructional Coach, Instructional Consultant (Mary Buck), kindergarten team of teachers, and our Principals. The instructional changes will be outlined in the next report.

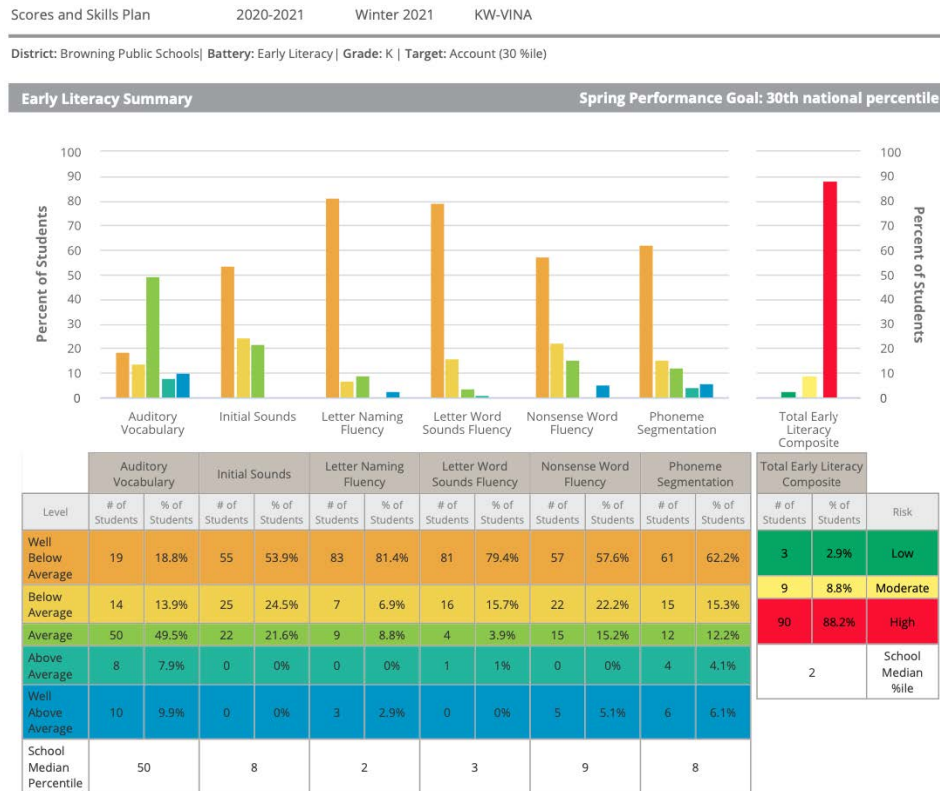
K LITERACY- Winter 20-21



Although we've used Aimsweb for Math benchmarking for about 20 years, this is our first year using Aimsweb for Literacy benchmarking . Prior to this year, we were using Isip.



The above Tier Transition Summary shows how students have progressed from Fall Benchmarking to Winter Benchmarking. It shows no gains.



As with Math, we analyzed our Literacy data by subtests. Scores in the Auditory Vocabulary subtest look good, with the majority of the students scoring in the “Average” or above range. The other 5 subtests are extremely low, 88.2% of our students are at risk of not achieving year end benchmarks.

Based on the data, we will be adjusting our instruction in both Word Work and Small Groups as well as looking for ways to distribute practice and literacy opportunities throughout the day in both remote and blended learning environments. Those adjustments will be outlined in the next report.

(Nicole Whitney :First Grade Instructional Coach)

February was a month that in many ways brought us a lot of hope, and in other ways opened our eyes to the true impact distance learning has had on our youngest students. Hope came in the form of actual, in-person interactions with our students as they came into the building for the first time in a year. Our first graders were so excited to be back in school, even for a half hour. One of them even told me she had trouble sleeping the night before because she was so excited to come back. Another was star-struck when she



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saw our librarian, Sadie Harwood, whom she recognized from video lessons on Seesaw. These moments felt normal and joyful, and above all, safe. We have missed our students so much, and we are more than ready to welcome them back into a safe learning environment for the last part of their first grade year. We were ecstatic to be able to gather current academic data on 105 out of 135 students in both math and reading, (our social emotional data was collected in December) but the results, though not unexpected, left us feeling less than ecstatic.

Of the 105 students that were assessed, 95 of them are at high risk or well below average in reading, and 85 of them are at high risk or well below average in math. The following tables show the skills they were assessed on, and how the students are distributed based on proficiency in each area.

Early Literacy

Level	Auditory Vocabulary		Nonsense Word Fluency		Oral Reading Fluency		Word Reading Fluency	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	29	27.9%	83	79.8%	91	86.7%	91	86.7%
Below Average	11	10.6%	13	12.5%	8	7.6%	6	5.7%
Average	54	51.9%	7	6.7%	6	5.7%	8	7.6%
Above Average	0	0%	0	0%	0	0%	0	0%
Well Above Average	10	9.6%	1	1%	0	0%	0	0%
School Median Percentile	27		3		1		1	

As this table shows, our ***School Median Percentile*** is 1 for both Oral Reading Fluency and Word Reading Fluency.

Early Math

Level	Concepts & Applications		Math Facts Fluency-1 Digit		Math Facts Fluency-Tens		Number Comparison Fluency-Pairs	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	48	45.7%	68	64.2%	0	%	87	82.1%
Below Average	29	27.6%	29	27.4%	0	%	12	11.3%
Average	20	19%	9	8.5%	0	%	7	6.6%
Above Average	6	5.7%	0	0%	0	%	0	0%
Well Above Average	2	1.9%	0	0%	0	%	0	0%
School Median Percentile	12		5		0		3	

As this table shows, our ***School Median Percentile*** of Number Comparison Fluency (being able to identify which number in a pair of numbers is greater, and say its name) is 3.



So what now? In the short term, we are making plans to prioritize our time with students for the next quarter to address these deficits by utilizing a mixture of kindergarten resources, and early 1st grade resources for reading and math instruction. We have to go slow to go fast because these students have missed out on a year of in-person, daily instruction, and we can't expect to just follow a traditional scope and sequence for this time of the year. In the long term, we will be working with our instructional consultants, SBE, and SLT teams to make a plan for next year's students- a group of first graders, 50% of whom spent their entire kindergarten year out of the classroom, and 50% who spent half a quarter in the classroom.

I have faith in our ability as teachers to make the necessary adjustments to our instruction in the quarter and year to come, and I have faith that our students will be ready to absorb all that their teachers have to teach them.

Culture Matters (School Climate)

(Jocelyn Big Throat: PreK and K BNAS)

February 2021 was a fast month. This Month we learned our Colors, the thumbkin song in Blackfeet, and we learned how to say our body parts in Blackfeet. Videos are all uploaded to seesaw. I have gotten very positive feedback from parents and guardians about learning the Blackfeet language along with their child. I feel the students and parents truly enjoy my videos. It makes me proud to be teaching the Blackfeet language.

Next Month we will learn some more words in Blackfeet, and speak in sentences.

(Bonnie Roberts: ParaProfessionals Team Leader)

February has been a busy and exciting month for the paraprofessional at the KW/Vina. We have had a very full schedule administering the Aimsweb test and assisting with the WIDA assessment in both buildings. The children were brought to the school in small groups, where everyone wore masks and practiced social distancing. Parents had the option to remain with their child, but all chose to leave them in our capable hands. Each child left with a smile having enjoyed their experience at "school".

As a group the Para's and PCA's have been reaping the benefit of virtual meetings with our consultant Marci Parks. She has given us many new ideas of how to incorporate academics and manage behavior. We have chosen two areas to collaborate on and implement into our daily routines.

(Ruth Shea: PreK Team Leader)



PreK teachers are working hard to bring the fun of learning to students online. This month we mailed Valentine's to all of our students with fun messages. We created a page in Seesaw where students could post pics of sharing love and kindness with their family and stuffed animals. We also had a Valentine Scavenger Hunt for 5 items (for ex: post a pic of a toy you love) and then the students recorded a message for someone they love. PreK teachers also created flat bitmoji teachers and a flat teacher Bingo game card and mailed these to the students. Students that completed the activities on the Bingo Card received a prize. The attached pics show how much fun the kids had with this activity. We received positive comments from parents. We started Unit 5 in our OWL curriculum. We are learning about jungles--what a jungle is and what kind of animals live there. All of our PreK students were assessed using the DECA (Devereux Early Childhood Assessment). The DECA is a behavioral rating scale filled out by parents to help screen for behavior concerns and to assess social/emotional health. We will be reviewing the results and providing any needed support for our students. We have completed a full cycle of small group instruction. We will be meeting next week to look at our data and make data driven decisions. We are looking forward to transitioning to the blended learning model next.







(Kelley Sharp: Kindergarten Team Leader)

This month went by super fast. In Kindergarten we did a lot of testing this month. We first did some Kindergarten supplements to check to see where our students were for our small grouping. Then we waited a few weeks and started Aimsweb assessing. Our students have made gains and we got a lot more assessed this time. Parents were very receptive and really helped us when it came to assessing this time. In Wonders we are starting unit 5 next week. We talked to Mary Buck and our students are really concentrating on that first Module in Eureka. Teachers have incorporated some math and phonics in their morning meet to supplement. We are getting excited for Dr. Suess's B-day which is next week. We have some fun activities we have planned to incorporate on SeeSaw and our morning meet.

(Betty Brock: First Grade Team Leader)

Vina Chattin 1st Grade Team has been really focused on getting WIDA testing and Aimsweb Winter Benchmark test scheduled and completed this month. This was done remotely or in person at the school with all safety precautions in place to protect staff and students. Many teachers did different things to celebrate Valentine's Day with their class. We are working on figuring out how we can celebrate parents as well as students once a month. We want to let parents know we appreciate them too for all their hard work during this school year. As always we are continuing recording our video lessons and finding that our collaborative planning is a key to our success.

We have great support all the way around to help us understand this new and different way of teaching and learning.

(Tammy Hall-Reagan: SEL Leader)

In February, the SEL team continued to deliver student services and education remotely. In the counseling center, we provide the following counseling services to students: SEL



google meet groups, SEL Seesaw remote learning videos, 504 plans (as needed), Student Grief Counseling, and responding to student crisis.

To date, we have completed four Conscious Discipline Feeling Buddies curriculum video lessons. Juliana, Sydney and I continue to facilitate SEL google meets. Juliana and I share a group on Mondays. Sydney assists teachers with their Google meets and facilitates her own group as well. Sydney also responds when the basic needs of students are needing to be met, with clothing and food. We continue to be cognizant about incorporating Blackfeet Language words into our counseling curriculum.