



K. W. Bergan & Vina Chattin Schools Board Report for March, 2017



ATTENDANCE MATTERS (Parent)

- **Early- Kindergarten 50 children enrolled = 94.70% attendance for February**
 - Early- Kindergarten 53 children enrolled = 83.34% attendance for January
 - Early- Kindergarten 53 children enrolled = 94.06% attendance for December
 - Early- Kindergarten 53 children enrolled = 80.54% attendance for November
 - Early- Kindergarten 54 children enrolled = 84.35% attendance for October
 - Early- Kindergarten 54 children enrolled = 86.54% attendance for September
- **Kindergarten 150 children enrolled = 83.63% attendance for February**
 - Kindergarten 155 children enrolled = 76.31% attendance for January
 - Kindergarten 152 children enrolled = 75.09% attendance for December
 - Kindergarten 157 children enrolled = 80.90% attendance for November
 - Kindergarten 158 children enrolled = 83.49% attendance for October
 - Kindergarten 159 children enrolled = 87.06% attendance for September
- **First Grade 165 children enrolled = 87.51% attendance for February**
- **First Grade 167 children enrolled = 82.54% attendance for January**
 - First Grade 165 children enrolled = 84.44% attendance for December
 - First Grade 167 children enrolled = 89.32% attendance for November
 - First Grade 171 children enrolled = 88.89% attendance for October
 - First Grade 175 children enrolled = 90.01% attendance for September

GRADUATION MATTERS (Student)

Four-Year Old Program

(Submitted by: Ruth Shea)

In February we started a unit called From Jungle to Desert. Each classroom decorated their room or a part of the room as a jungle. There were lots of snakes, monkeys, poisonous frogs, sloths, tigers and parakeets! We are starting to learn about the Desert. All students are continuing to master the names of the letters of the alphabet and are beginning to learn the letter sounds too. Our Math skill for this month was patterning--recognizing what comes next in a pattern and creating a pattern. We are working toward our goal of being able to count by rote to 31 by the end of the year.

Five High School students have been coming to Ms. Shea's class to paint with her children. This has been a really fun activity for all the students. They paint with tempera, watercolors, colored chalk and finger paints. They also helped the children make Valentine hearts for the Nursing Home. The 4-year-olds look forward to their visit every Wednesday morning.



Kindergarten



(Submitted by: Jessi Edward)

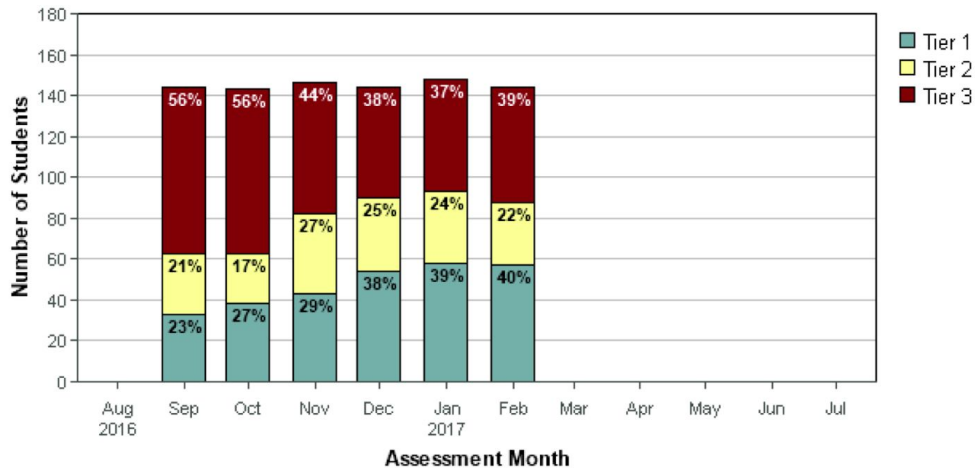
For reading, we have successfully continued to implement reading block/walk-to-read. Now that students are settled into their groups we have made sure they're grouped properly and the transitions are going very smoothly. In math, we are all working on composing and decomposing numbers up to 20. Continually practicing fluency and counting strategies has made a big difference with our math skills. In February we completed the writing assessment with a topic of "Write and draw about a person." We celebrated the 100th day of school with a whole school station activity. Each classroom teacher was

responsible for setting up and teaching a 100th day activity in their classrooms. Each class rotated throughout the classrooms doing the activities, so each class group was able to experience 9 different stations.

Kindergarten ISIP Reading Data

(submitted by: Brandy Bremner)

All Grades - Overall Reading



February scores in Overall Reading took a slight dip from our goal surpassing January scores. The subtest most responsible for this dip is Phonemic Awareness (**is the ability to notice, think about, and work with the individual sounds in words**). We went from 70 Tier 1 students to 60 Tier 1 students in Phonemic Awareness. Reading Block began January 30th, so most students are encountering the adjustment period with a new teacher as well as inconsistent attendance due to the February weather issues. The Instructional Coach has identified students who have dropped Tiers and is closely monitoring their performance to determine whether the issue is merely adjusting to "Walk to Read" and attendance or more related to instruction and placement in reading groups. Another observation, resulting from analyzing the data, is that Vocabulary scores improved. Although not enough to offset the PA dip, 9 students improved their Tier!

First Grade

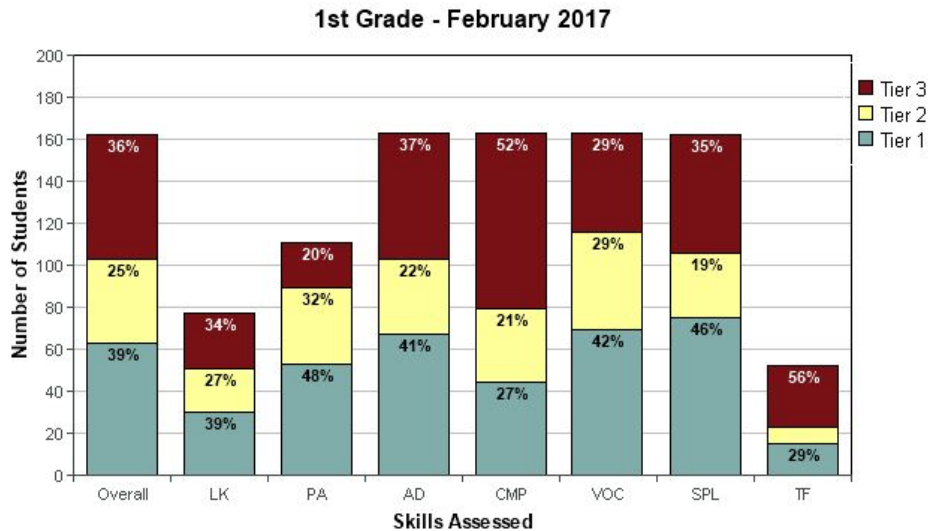
(Submitted by: Nicole Whittney)

Wow- for the shortest month of the year, it sure seemed a lot shorter this year! We only had 15 school days this month, but we did many things in that short amount of time. At the beginning of the month, we got to borrow the Star Lab (an inflatable planetarium), from BCC and every class got an opportunity to sit inside and listen to the Blackfeet tale of Star Boy while looking at the different constellations spinning around them. It was a very exciting, culturally-relevant experience for all of the first graders. After almost a week off, the students returned and we ready to complete their writing assessment in the throes of Valentine's Day and the 100th day celebrations! What a week!

First grade teachers have been incorporating many of the number sense activities and games they have learned from our IC, Leah, and the students are really engaged and enjoying the activities. It is pretty exciting to see first graders write a number like 21 as "10+10+1=21" or "2 tens + 1 one=21", or even spell out the word "twenty-one", or draw a picture of two tens and one one. The students are getting very creative in their representations of numbers, and are demonstrating daily that they are gaining a greater understanding of number sense. Spring next month! Happy Learning!

First Grade ISIP Reading Data

(Submitted by: Sandi Campbell)



At the beginning of 3rd quarter groups were adjusted based on their current mastery level using the Roots Formal Assessment from SFA. This assessment showed that we have 3 proficient groups, 1 strategic group, and 7 novice groups. Using this data alongside with ISIP I strategically placed certain teachers with certain groups because I knew they could move them in the right direction.

Using the SFA data we identified students that will be tutored 4 times a week for 15 more minutes. The last 2 quarters we utilized I-station reading but tutors and teachers aren't seeing the growth that we should, so we went back to how we tutored last year with a focus on letter knowledge. Using February ISIP test we still have only 77 students testing in letter knowledge. 30 of those students are Tier 1 and should test out in March. 21 of those students are Tier 2 and making huge growth in the automaticity of letter knowledge, with 26 students still Tier 3.

Math

We are working on implementing math stations into daily practice to increase skill practice. We have been working with our math consultant on purposefully planning centers to get increased skill practice and build up from there. We have also increased counting routines so students have lots of counting practice and will begin to pick up the number patterns and tie it to how numbers work.

Tier 1= 39% 62 students

Tier 2= 21% 34 students

Tier 3= 40% 64 students

SAFETY MATTERS (School)

(Submitted by: Dana Hellinger)

BEAR = Be safe Earn respect Active learner Responsible

February has been a wonderful eventful month for MBI. Some of the team went to a MBI conference and got more great ideas. Dana and Mary created new bulletin boards to WOW the students with being CAUGHT by the BEAR, and at KW the group photos are put in the BEAR cave on the board. We have seen kids stopping and looking at the cave and photos. The team is working hard at reinforcing the BEAR rules in staff meetings and with students in all settings. In the lunchroom, the students play a quiet game and the winning class each day moves toward the finish line on a bulletin board. The winning class receives popcorn! Each Friday, the students picked wear a MBI T- shirt for the morning and have a group photo taken. We are proud to tell you that the Caught Ya Cards Buckets in both schools are FULL and overflowing! So this Friday we are going to celebrate school wide by handing out special treats in the classrooms to congratulate the students on their awesome BEAR behaviors! We are looking at one or two other interventions to implement next fall for Tier 2 students, which would be another way to support them and give them another caring, encouraging adult to help them through the school day, striving for more positive behaviors.

CULTURE MATTERS (Community)

(Submitted by: Darcy Skunkcap)

Ok! Tsaniitapi? The Ksisskstaki Pookaaks celebrated Kiippoo Day with all the 100 things brought in on Friday, February 17th. Altogether our class had 1,800 items! In math, we are counting by 10's and 5's to 100 in Blackfeet and English. In reading, we are being responsible by returning homework every Friday and earning prizes from the treasure box! Saomitsiki'soom is coming to an end and we are looking forward to Sai'aiksi Otsitaotohpi!

(Submitted by: Misty Tatsey)

Although the month of February is a little shorter than the others, the Aapaapitsitapi Pokaiks (White Weasel Children) have been very busy throughout the month focusing solely on our Blackfeet traditional way of life. We have been learning about respecting ourselves as well as our elders. Due to the recent stroke of our NaaSaa (grandpa) Art, it really brought light to our classroom about how precious our elders are. We did take a trip to visit him, give him get well soon cards, as well as sing him happy birthday. The students gave him some of the kiihii (drymeat) that they made. Our NaaSaa played a very important role in our SFA reading time as we broke our reading block into three groups and he would only do Blackfoot words with the students that was in the shared story, so we are having a difficult time adjusting as he did lose his speech. The elderly women from the kanatipi center here in Browning also visited our classroom and gifted the Aapaapitsitapi Pokaiks with pillows and bags that are for ceremonial use. We plan to keep the pillows and bags in our classroom right now and sit on them throughout the day. We hope to take part in a ceremony in the spring and the students will be able to bring their pillows and bags with them. This was another wonderful lesson within itself that is teaching our students proper ceremonial etiquette and how to conduct themselves as well as take proper care of their belongings. Responsibility is part of our BEAR matrix and we are working hard daily to be active learners, safe, responsible and most importantly being respectful. We have also introduced the Blackfeet terms for money (penny, nickel, dime, quarter, and dollar) during the month of February and plan to practice these terms throughout the month of March as well as we prepare for our classroom store in the 4th quarter.

Family Engagement

(Submitted by: Sydney St. Goddard)

We started a February reading calendar for "I love to read" month, with the early kindergarteners. Students who bring back the calendar with a parent's signature and the title of the book they read everyday in February will receive a prize (book). I have attended home visits with the school counselor regarding students behavior. We made referrals to the school based clinic, which is proving to be a positive asset to our school. I attended the Superintendent's Community Advisory Committee meeting and shared how our school incorporates parent involvement. Our school clothing closet is growing, I have had 2 families donate a few bags of clothing which we are very grateful for. I have also been meeting with the family engagement coordinator at head start about starting a best beginnings coalition for early education. We plan to start meeting with agencies in the community to see if they would like to participate and I will have more information on the coalition soon.

Our visitors for the month of February:

- Terri Barclay (OPI Instructional Coordinator)
- Leah Esmont (Title 1 Math Consultant/Coach)
- Lynda Collins (Literacy/Pre-School Consultant/Coach)
- and all how wonderful parents/guardians!!