

Attendance Matters

(Mr. H: School Leader)

May 2024

<u>Grade</u>	<u>Enrolled</u>	<u>Attendance %</u>
Early K	52	77.15%
Kindergarten	156	73.87%
<u>1st Grade</u>	<u>123</u>	<u>77.85%</u>
Total	343	76.70%

May Home Visits

5

May Perfect Attendance

1st Grade
Comes At Night, Amayah M
Earrings-Potts, Casey J
Farmer, Nevaeh R
Flammond, Josiah C
Mad Plume, Kenisha
Marceau, Cashlyn K
Spotted Bear, Raiden
Spotted Eagle, Kolt
Wall, Landon W
Wells, Cody

Kindergarten
Bullshoe-Rides At The Door,
Sahkooyii M
ManyHides, Kayden P
Manyhides, Kiiari K
NoRunner, Joseph M
Red Fox, Will
St. Goddard, Tylee J
Tatsey, Arianna N

Early K
Bremner, Hollis C

May Staff Attendance

Certified: 87% Classified: 74%

Staff Perfect Attendance

Louise Geibel and Sheila Grady

Prime Time Parking:

(in August/September)

Bergen Wing = Louise Geibel Chattin Wing = Sheila Grady

Culture Matters

(Mrs. Shooter: Immersion Leader)

Both the 1st grade and Kindergarten classroom have been busy wrapping up at the end of the year. We have been doing lots of projects and keeping busy. The 1st grade classroom published a book called, "Places on the Blackfeet Reservation." They had an author's celebration with their families in Ms. Burd's classroom. Publishing a book in Blackfeet has always been Ms.

Burd's goal, and she and her class has published two Blackfeet books. In Kindergarten we have been working hard on learning our language and have been learning social skills that help everyone learn the importance of respect and responsibility.

These have been our Kindergarten goals to work on so that they're ready for 1st grade. Both classrooms had such an amazing year. We are so excited to share that our classrooms are ready for their next grade level. We have been so blessed to end the year with such amazing pokaks.



BNAS specialist:

As we wrapped up the year, we finished our traditional games unit and we finished off with a review. We reviewed our blackfeet words we have learned this year. We also talked about how this time of the year is ceremony time. We talked about how some families still practice ceremonies and how it is part of our identity as blackfeet people. The students enjoyed the year of learning blackfeet, and of the activities we accomplished this year.



Graduation Matters

(Brandy Bremner: EK/K Instructional Coach)

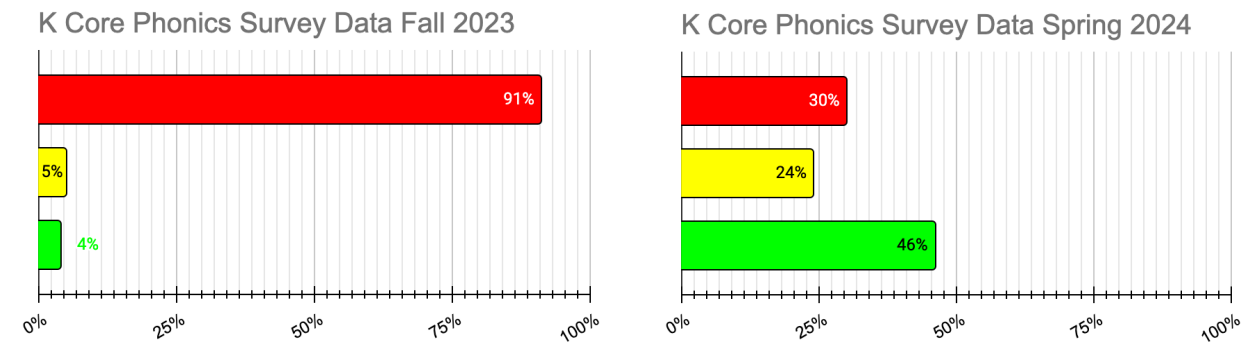
Literacy

At the Kindergarten level, we use two tools for both progress monitoring and benchmarking student growth; Core Phonics Survey and Aimsweb Early Literacy. Both tools consist of various subtests that we use in a variety of ways. For the purposes of this End of the Year report we are looking at the subtests that measure Letter Knowledge.

The Core Phonics Survey, parts A-D, is a mastery assessment of letters and sounds. This assessment tells us which letters students know and those they don't. We use this assessment to regularly monitor student progress and to make informed instructional decisions for individual students, groups, and the grade level. Since it is a mastery assessment and we expect all students to know names and sounds of every letter of the alphabet, the bar for proficiency is set relatively high at 95%.

Core Phonics Survey Comparison Fall to Spring

- knows 0-79% of letter names and sounds (0-65 letter names & sounds)
- knows 80-94% of letter names and sounds (66-78 letter names & sounds)
- knows 95% or more of letter names and sounds (79-83 letter names & sounds)



	Fall		Spring		F to S change
TIII	91%	141 students	30%	48 students	-93 students



TII	5%	8 students	24%	35 students	+27 students
TI	4%	6 students	46%	72 students	+66 students

The decrease in students at TIII and increase in students at TI are indicators of progress. Although we made good growth, our goal is that most students will be in TI by the end of the year on this specific assessment.

Kindergarten Aimsweb Early Literacy Benchmarking Data Fall to Spring (Literacy continued)

Aimsweb Early Literacy is another tool used for benchmarking purposes and measures Letter Knowledge. It gives us the following Tier Transition Report that shows student movement from tier to tier over benchmarking periods. Students did not progress from Fall to Winter but did make significant progress from Winter to Spring. What made the difference? Here is what happened this year...

In early October our campus was required to participate in a literacy audit. The consultant made a few recommendations. One recommendation was to not implement 'walk to' targeted interventions as we typically do. His suggestion was that students would benefit more from staying in their homeroom with the classroom teacher holding small groups as needed. We tried this for nearly 4 months, until we saw the Winter benchmarking data.

After seeing the Winter scores, I met with our principals and let them know what the data indicated; holding small group instruction within the classroom wasn't working. I then met with the teachers during a collaboration meeting to get their perspective. We determined that differentiating for 5-6 targeted instructional groups, creating purposeful independent centers, and supporting students who were working independently while you're teaching a small group just wasn't manageable or effective. The focused time with each group was also being decreased from 25 minutes to about 12 minutes under this model. We knew a change was needed to increase our effectiveness and use time more efficiently.




We held an MTSS meeting February 1st and re-implemented a 'walk to' intervention model. Under this model teachers were able to focus their planning on the needs of their assigned group, focus their attention only

on the students they were working with, and increase the lesson from 12 minutes to 25 minutes which provided many more practice opportunities.

I also implemented a Fluency Intervention. I identified 44 students who were in the TII & TIII range on Aimsweb, but these students demonstrated accuracy with letters and sounds. This told me that their automaticity (speed) needed improvement. I created a schedule where paras pulled groups of 2-3 students to play quick fluency games.

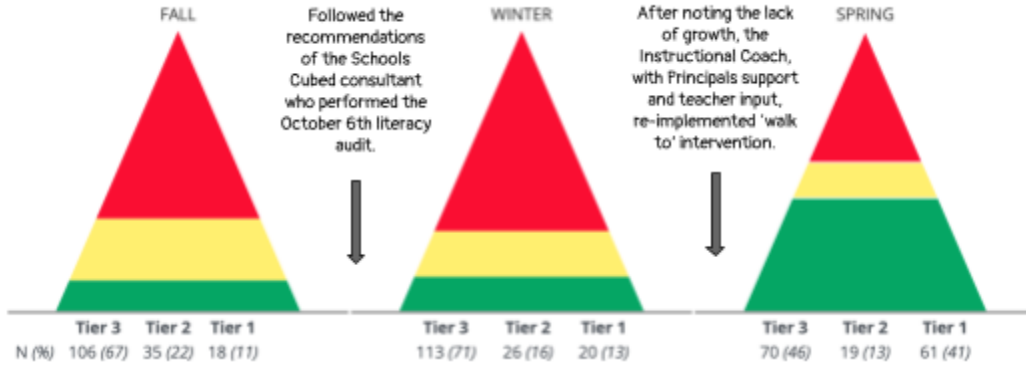
Progress monitoring data indicated that these 2 changes were effective. Student's letter knowledge began to grow and we expected our Spring benchmarking data to rebound...which it did. Our percentage of students at Tier I, 41%, is the highest it's been since we started using Aimsweb Early Literacy.

The chart below shows the Student Growth Percentiles (SGP). (An SGP 50 or above is 'closing the gap', less than 50 means that the discrepancy is widening over time). Note the increase in SGP from Winter to Spring within the TII (yellow) and TIII (red) groups, indicating the changes that were made had a positive impact on student growth.

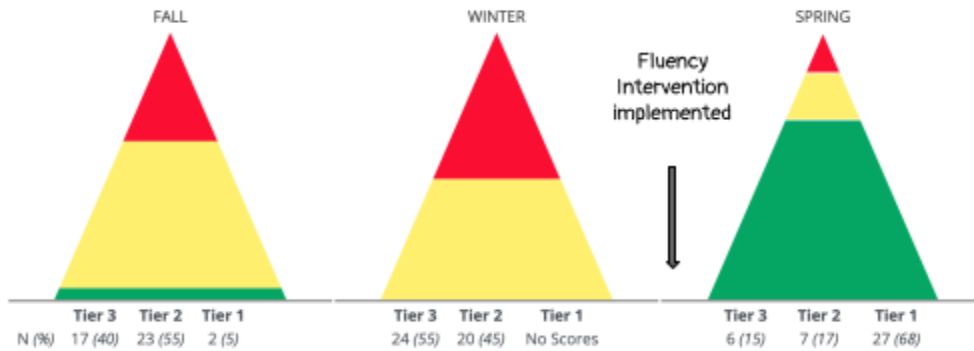
Tier	F to W		W to S	
	ROI	SGP	ROI	SGP
	0.96	22	1.63	46
	1.72	35	1.62	56
	2.11	51	0.75	44
	1.23	27	1.26	46

(On the next page you will see our Aimsweb Tier Transition for all students as well as the Tier Transition for the Fluency Intervention group that was implemented in March.)

Aimsweb Early Literacy Kindergarten (all students)



Aimsweb Early Literacy Fluency Intervention Group (44 students)



This year we trusted an outside consultant's opinion. Although their recommendation wasn't effective for us, we learned a lot from trying it. We learned that our typical gains come from how we structure our interventions, not solely the core literacy program. We learned the importance of basing decision making on data. We also learned to trust ourselves, our knowledge, our experience, and our team.

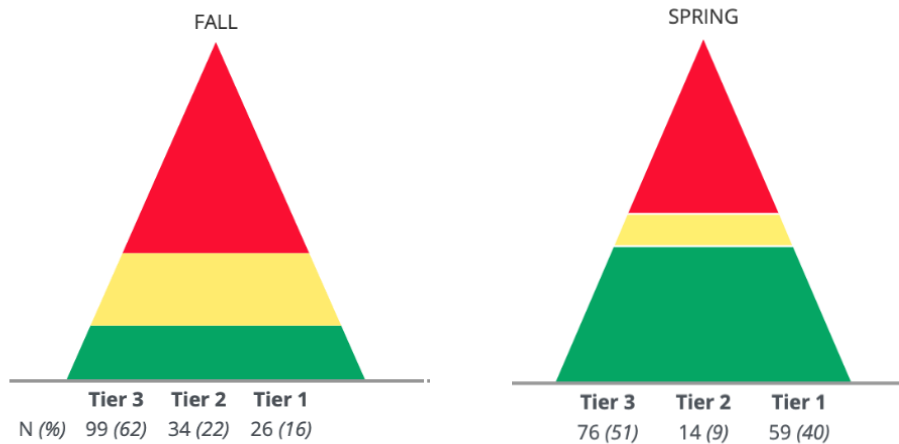
Next steps for the 24-25 school year include;

- Continue our commitment to implementing structured literacy
- Continue the MTSS process
- Continue the 'walk to' intervention model in Kindergarten
- Continue to implement Fluency Intervention groups
- Implement a new core program, UFLI, K-1
- Implement new schedule with literacy starting later in the morning

- Align intervention routines, strategies, and instruction to the new phonics curriculum
- Broaden Tier III supports through an on site Reading Interventionist
- Refine how we use Aimsweb subtests for progress monitoring

Kindergarten Math

Kindergarten Aimsweb Early Numeracy Benchmarking Data Fall to Spring

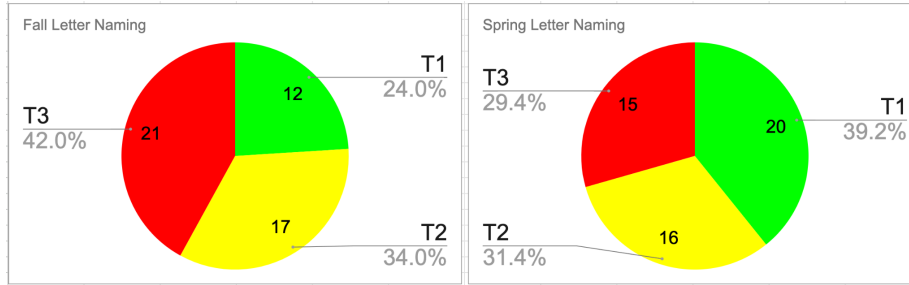


Aimsweb math data indicates an increase in T1 by 24% and a decrease in T3 by 11%. Our goal, set in the Fall, was “38% or more of Kindergarten students will be proficient in the Spring as measured by Aimweb Early Numeracy and Tier 3 will decrease to 42% or less.” We met our Tier 1 goal, but did not decrease our T3 to less than 42%.

During SLT & SBE planning this Summer we plan on further analyzing this data in order to identify strengths and areas of need. We will also be reflecting on the curriculum, instructional practices, and Kindergarten math standards, as well as how we progress monitor numeracy skills. We will develop actionable “Next Steps” for the 24-25 school year.

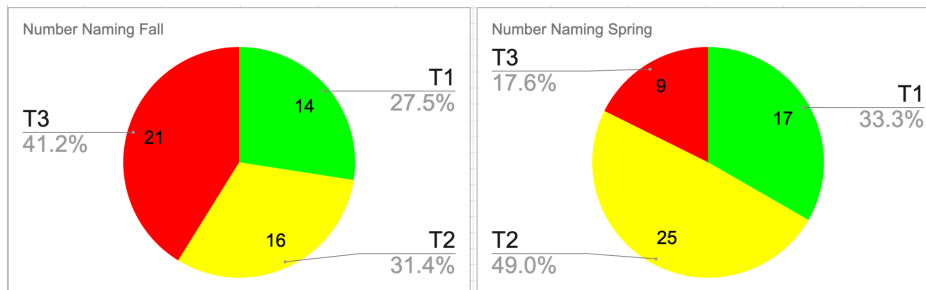
Early Kindergarten Spring Benchmarking Data June 2024

Early K Letter Recognition Data



Letter Naming data indicates T1 has increased by 15%. The data also shows that T3 decreased by 13%.

Early K Numeral Recognition Data



Numeral Recognition data indicates that T1 has increased by 6%. The data also shows that T3 has decreased by 24%.

(Andrea Evans: 1stgr Instructional Coach)

Early Literacy

In May, teachers were busy with End of Year (EOY) Spring Benchmarking first-grade students. Our state assessment in literacy in the first grade is the Oral Reading Fluency (ORF) passage in aimsweb Plus. Students are timed for one minute and are measured on how many words they can read accurately.

Nationally, the Spring Benchmark scores are as follows:

Words Read per Minute:

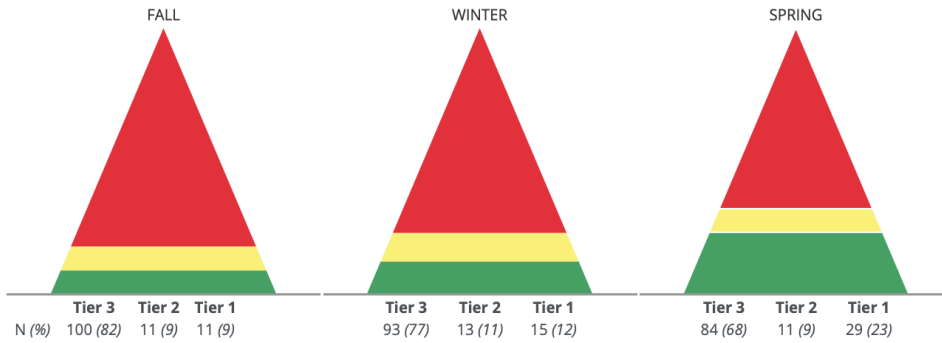
Tier 3 - 0-35

Tier 2 - 36-47

Tier 1 - 48+

Our EOY assessment concluded that we have 68% of our students reading 0-35 words per minute (Tier 3), 11% reading 36-47 words per minute (Tier 2), and 23% reading 48+ words per minute (Tier 1).

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 (%)	Red	Yellow	Green	Tier	N (%)	Red	Yellow	Green	Tier	N (%)	Red	Yellow	Green
Red	100 (82)	84	7	2	Red	93 (77)	78	9	5	Red	100 (82)	73	9	11
Yellow	11 (9)	3	5	3	Yellow	13 (11)	2	1	10	Yellow	11 (9)	2	1	8
Green	11 (9)		1	9	Green	15 (12)			14	Green	11 (9)			9
	114	87	13	14		119	80	10	29		113	75	10	28

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
Red	0.50	33	0.41	37	0.50	38
Yellow	0.90	43	1.35	67	1.15	56
Green	1.24	44	1.50	64	1.20	49
	0.64	35	0.75	46	0.73	42

Action Plan Goal: First Grade Literacy (Spring)

- 10% of 1st grade students will increase to proficient from fall to spring; 15% of students will move out of tier 3.

Fall to Spring Results:

Tier 3 - decreased by 14% - missed goal by 1% - so close!

Tier 1 - increased by 14% - We met this goal, plus 4%!

How did we meet our goal?

We amped up our time in text not only in intervention block but in our “time in text” time. Depending on the tailored intervention group, teachers focused on phonological awareness, letter sound knowledge, phonemic awareness, successive blending, decoding and encoding words, development of high frequency words, recognition of chunks within words, and ample amounts of practice reading connected/decodable text with

our students. We progress monitored every 10 days using Core Phonics Survey (CPS) A-D for Letter Name and Letter Sound accuracy, aimsweb Letter Word Sound Fluency (LWSF) for automaticity, or Oral Reading Fluency (ORF) for fluency depending on student groups. This ensured that what we were doing was working and if not we are able to adjust to see growth.

Early Numeracy

In math, teachers worked tirelessly to increase student achievement. Our Spring data concluded we have 55% of our students in Tier 3, 10% in Tier 2, and 35% in Tier 1.



Action Plan: First Grade Early Numeracy Spring Goal
 15% of 1st-grade students will increase to proficient from fall to Spring on aimsweb Early Numeracy; 15% will move out of Tier 3.

Fall to Spring Results:

- Tier 3** - decreased by 5% - missed our goal by 10%
- Tier 1** - increased by 12% - missed our goal by 3% - so close!

How are we going to meet our goal in the future?

Continue using eureka math strategies and progress monitoring students on 1st grade early numeracy skills. Specifically, number recognition and writing, increase use of hands on manipulatives, increased practice in basic addition and subtraction fluency, increase practice of different math skills at calendar time (time, shapes, measurement, greater than, less than, etc.) and create hotlist groups based on end of module assessments.

(Marci Burd: First Grade Leader)

As time was winding down with school being out we had a crazy busy month. We as a first grade team had a goal to get everyone tested for AIMSWEB and we were successful getting 100% of our 1st grade tests! What an awesome accomplishment. We couldn't have done this without the help of our lovely TA's.

We had our last field trip to Cut Bank. The students were able to play at the park, eat Pizza hut, and enjoy a movie with popcorn and drinks. It is always a great trip. People often forget our kids never get these experiences and there are a lot of first timers. It was a successful trip with a lot of happy little kids. Our students enjoyed going up to 2nd grade transition getting to see where they will be going to school and meeting some of the staff.

This always helps a little bit with the transition of moving and things changing in their lives. Our 1st grade also got to tie dye shirts to prepare for our color run. Which is always a huge hit and a lot of fun.

Our school enjoyed having families here for our awards day! Our students and family always enjoy being able to celebrate a successful year. As the year is winding down and we are preparing our see you later's to our students which is always hard to do.

Our team had a successful year. Our team is in a good place which always makes our jobs easier with a good teamwork ethic.

We are all looking forward to Summer time.





(Angie Pepion: Kindergarten Leader)

The month of May our kindergarten team was busy with our final benchmark testing of the year. We have had lots of fun things happen. 1st grade transition visits, field trip to St.Mary's, Emt visit, tie dying t-shirts for our color run, awards day and a short walking field trip to Da La Salle to enjoy some arts and crafts with their students. We have made some progress with our grade level team building. We are all excited and saddened as we close out another school year.





(Susie Small: EarlyK Leader)

May was a whirlwind of end of year events in Early K. We ended our dinosaur unit which is always a student favorite. In literacy all students started working on forming and writing letters the correct way, as well as focusing on concepts of print while writing. In math students started working on Module 5 of Eureka which consisted of various ways to solve for additional stories.

In the beginning of May we traveled to Bynum to visit the dinosaur museum and to Choteau to eat lunch and see the dinosaur statues there.

This trip complemented our dinosaur unit as well.

The students were eager to celebrate their graduation into kindergarten! They were able to end the year with a color me run, despite the breezy day they had a blast. They worked so hard all year long and we are so proud of them! We hope you all have a restful rejuvenating summer!

(Angela Archeleta: Specialist Leader)

In music, Ms. Hoyt is teaching campfire and fishing songs and the students are creating pictures to match, including Glacier National Park waterfalls.

In PE. Mr. Shooter continues to play traditional games with his students.



The library is wrapping up and preparing for the end of the year. This year, our students and staff checked out 2990 books, an increase of nine percent over last year. Ms. Marci Burd's class checked out 300 books - the most of any class. The top six student check outs were Kahlia White, Hartley Sinclair, Victoria Cree Medicine, Hazelee Crossguns, and Jaxon Wagner (not pictured). The teacher with the most checkouts is Amy DeRoche with 113. In addition, we checked out 339 books digitally using SORA, this number is combined with Browning Elementary School. We added 1033 books to our collection thus far this year.



(Melody Cobell: Paraprofessional Leader)

It's an exciting time for us all; especially with all the celebrating going on. We have learned to adapt to all the adventures we partake in at the end of the school year. We still as always stress "communication" as the number one priority to running smoothly. In our ever changing daily duties we strive to do our best.

(Juliana Salois: SEL Leader)



Our goal for the Month of May is to help ease student fears, worries, anxieties about the end of the school year and upcoming new school year. The end of the school year can produce a lot of mixed emotions and feelings for students that can be demonstrated through negative behaviors. To help students positively process their emotions about the end of the school year we encouraged conversations through expressive art and talking through it using the feeling buddies. The strategies we used were asking students to think back and remember their favorite time of this school year, then asking the students to think about what they look forward to during their next school year. During this time we worked on closing out our individual and group caseloads using these same strategies. As this year comes to an end we are hopeful to see the students continue to blossom in the next coming school year. "One classroom door closes, but a world of possibilities opens. ..."

