



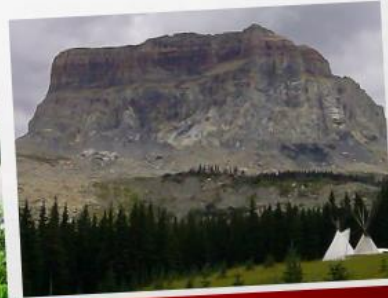
KW/Vina Elementary



Board Report for September 12, 2017

WELCOME (OKI) to KW/VINA ELEMENTARY

"Our children are just as sacred as Chief Mountain, the water we drink, and the air we breathe."



DISTRICT MISSION STATEMENT

Browning Public Schools works with all stakeholders - families, students, staff, trustees, and community - to provide a high quality, culturally diverse education for all our children using guidance, teaching, and support through collaboration and communication.

School Leader:
Toni Tatsey



Assistant:
Natasha Siliezar

DISTRICT VISION STATEMENT

- > In Browning Public Schools, we are free to teach and learn successfully. We instill and develop respect and pride for self, family, school, community, our environment, and all cultures through service to others.
- > Browning Public Schools is a safe environment that teaches personal and community wellness and provides support and strategies for overcoming adversity.
- > We model accountability, hard work and personal accountability through humility and dedication - demonstrating that these values are the responsibility of all.
- > We cultivate and nurture strong partnerships with the community to build citizens who have a sense of place, respect for Mother Earth, and an understanding of the rights and responsibilities of, and to, all people in all communities.

THANK YOU Mrs. Bremner and Ms. Campbell for going above and beyond! These two ladies work alongside the teachers and assist them to become their best for the students.

Data drives our instruction as Action Plans outline our actions needed to reach our goals.

Continuous Improvement Cycle

Gradual Release of Responsibility

For the first day of school our attendance was for **Kindergarten 96.25%** and at the **First Grade** it was **88.96%**. Mrs. Tatsey, Mrs. Siliezar, Ms. St.Goddard, and Ms. Bullshoe have hit the ground running on those Home Visits.

Attendance Matters: (Parent)

- SCHOOL LEADERS, COUNSELOR, FAMILY ENGAGEMENT PERSONNEL WILL MAKE HOME VISITS A PRIORITY.
- WE AS A CAMPUS WILL WORK ALONGSIDE OUR SCHOOL/COMMUNITY ENTITIES; GOOD MEDICINE, PIEGAN HEALTH, TRIBAL COURT, CHILD PROTECTIVE SERVICES, INDIAN HEALTH SERVICES, ETC..

ATTENDANCE MATTERS

ENROLLING PUBLIC SCHOOLS AND HEART BUTTE SCHOOLS
FAILURE TO SEND TO SCHOOL

1. FAILURE TO SEND
It shall be unlawful for any person or persons on the Blackfoot Indian Reservation, without good cause, to neglect or refuse to send any child under the age of eighteen (18) years of age, in their care to school.

2. PENALTIES
a. Any person or persons who are in violation of paragraphs 1 and 2 of this chapter may be summoned into Family Court and fined not less than ONE HUNDRED DOLLARS (\$100.00) nor more than FIVE HUNDRED DOLLARS (\$500.00) and sentenced to not less than five (5) days nor more than ten (10) days in custody.

ACCORDING TO THE INDIAN CIVIL RIGHTS ACT YOU HAVE A RIGHT TO AN ATTORNEY AT YOUR OWN EXPENSE
IN THE BLACKFEET TRIBAL COURT FOR THE BLACKFEET INDIAN RESERVATION

AFFIDAVIT OF SERVICE

Person to be served: _____
 Case No: _____
 Case Name: _____
 Type of Document: _____

I, _____ do certify that I served/mailed the assigned to _____
 By serving them personally/ mailing them with a copy of said documents on this _____ day of _____ 2016-17 at the hour of: _____
 Date: _____ Process Server: _____



GRADUATION MATTERS!

Where we are going and improvements we need to make... Leadership Goals

GRADUATION MATTERS: (STUDENT)

Leadership Goals

(Based on total number of children is how we will base our percentage.)

- ✓ Kindergarten increase Proficient by 60% in Math by May, 2018
- ✓ Kindergarten increase Proficient by 50% in Reading by May, 2018
- ✓ First Grade increase Proficient by 10% in Math by May, 2018
- ✓ First Grade increase Proficient by 10% in Reading by May, 2018



How will we as adults be prepared for the children in our classroom?

- WE WILL FOLLOW THE FRAMEWORK FOR INSTRUCTION: GRADUAL RELEASE OF RESPONSIBILITY (I DO, WE DO, YOU DO TOGETHER, YOU DO ON YOUR OWN)
- WE WILL BE READY A WEEK AHEAD OF TIME AND TURN IN OUR LESSON PLANS ON FRIDAY BEFORE THE WEEKEND AND OR MONDAY BEFORE 8:00 AM @ KW (TONI) @ VINA (NATASHA)
- ESSENTIAL QUESTIONS WILL BE INCLUDED WEEKLY ELA WONDERS LESSON
- PROGRESS MONITORING, ANALYZING, AND MAKING INSTRUCTIONAL DECISIONS WILL BE BASED OFF OF DATA.
- CORE INTERVENTION PROGRAMS WILL BE TAUGHT WITH FIDELITY
- CALENDAR INSTRUCTION WILL FOLLOW OUR MCCS COACHES WILL CHOOSE 4 TO BEGIN WITH

Data Drives our Instruction

We know what we need to do with our PreK, Kindergarten, and First Grade. During Leadership Week we sat down as a team and discussed what worked and what did not.

Pre-Kindergarten Literacy Data

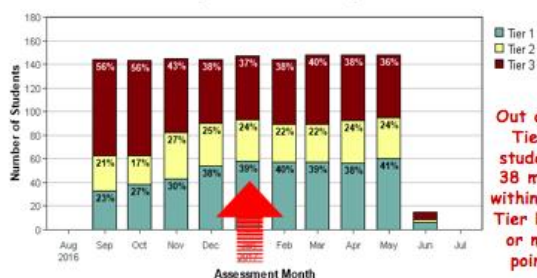
Pre-K Literacy 2016-17



- Continue core program , OWL (Opening the World of Learning)
- OWL progress monitoring, collaborate on fidelity of assessing
- 3 days per month with Instructional Consultant
- Begin Heggerty Phonemic Awareness in September
- Pre-K Alphabet Knowledge and Rhyming

Kindergarten Literacy Data

Kindergarten - Overall Reading



Out of 53 Tier 3 students, 38 moved within their Tier by 25 or more points.

What worked...

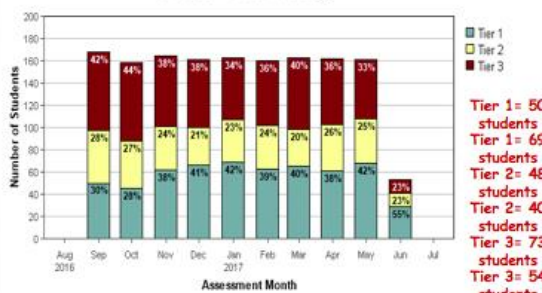
- 10-15 min additional Phonemic Awareness during homeroom reading instruction
- Gradual Release Instructional Framework followed and monitored during Reading Block, lesson plan format reflected the framework
- Coaching cycles and regular meetings between Principal and Coaches
- Istation Reading as an Independent center, selected Reading apps on iPads as Independent center
- Scheduled data meetings to reflect and collaborate on Isip data, LDL, and report card supplement
- Data analysis by coach on growth of Tier 3 students, initial data analysis was presented to teachers Tier 3 data analysis Teachers were then motivated

What did not...

- Small group pull-out intervention for high Tier 3/low Tier 2 students with good attendance (Jan-May)
- TA's were inconsistent due to being pulled as subs
- "Double Dose" of Istation Reading for high Tier 3 students with poor attendance (Jan-May)
- TA's were inconsistent due to being pulled as subs
- 10-15 min. Additional Phonemic Awareness during Walk to Read
- During Reading Block, some teachers cut PA back in order to spend more time on SFA material
- Tier 3 students placed in an "attendance" reading block, focus was on reteaching letters and sounds and HSIW
- Teacher attendance
- Walk to Read
- K students do not walk to read until mid January, the data shows that after Walk to Read began, all data essentially flat lined

First Grade Literacy Data

1st Grade - Overall Reading



Tier 1 = 50 students
Tier 1 = 69 students
Tier 2 = 48 students
Tier 2 = 40 students
Tier 3 = 73 students
Tier 3 = 54 students

What worked...

- TA's were tutoring the same groups that they were assisting during reading block 1st and 2nd quarter Incorporating kinesthetic into learning letter names and sounds. Teachers used SFA as a tool.
- They didn't allow the program to drive their instruction.
- Teachers adjust instruction based on student data and needs. Student data folders were implemented to track red word data, student ISIP monthly assessment scores and reading fluency.
- All reading blocks used I-station reading to enhance targeted skill instruction for all levels of students.
- Teacher collaboration to discuss strategies that were working in reading instruction. Sentence stems were consistently utilized during partner reading.
- Evidence based questioning was implemented to analyze text. Data meetings to reflect and collaborate on ISIP data, SFA member center Cumulative Reports, iStation reports, Student Data folders, Gradual Release Instructional Framework followed and monitored during Reading Block, the lesson plan format reflected the framework.
- Moved reading block to a later time in the morning to increase attendance for the chronically tardy students. Coaching cycles and regular meetings between Principal and Coaches

What did not...

- Homogenous groups- no exposure to more advanced students and skills and no exposure to more fluent readers. Skill growth trend lines never cross. Red makes growth in red, yellow makes growth in yellow, green makes growth in green, but students aren't making growth into the next Tier.
- No consistent tutoring due to staffing shortages and TA's were pulled for subbing.
- Interventions and reteaching were needed but there was no time for this to happen for tier 2 or 3 students who were making no growth.

Pre-Kindergarten Math Data

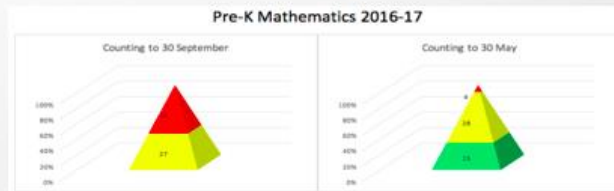
Number recognition



What Worked

- Regular in-program progress monitoring
- Pull-out during labs for one-on-one skill-focused practice for Tier 3 students
- Multiple opportunities throughout the day for mathematical practice, through both direct instruction and hands-on work with manipulatives

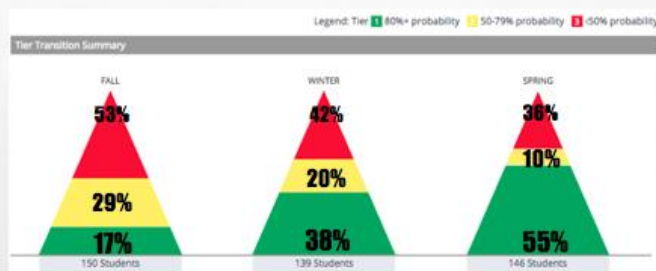
Counting to thirty



Plan of Change

- Teachers will receive support and PD on assessing with the OWL PM tool
- Number recognition and counting will be monitored monthly, data will be analyzed in order to drive instruction
- Teachers will develop a common calendar routine and instructional strategies to develop priority skill
- Develop a plan to increase proficiency in subitizing

Kindergarten Math Data

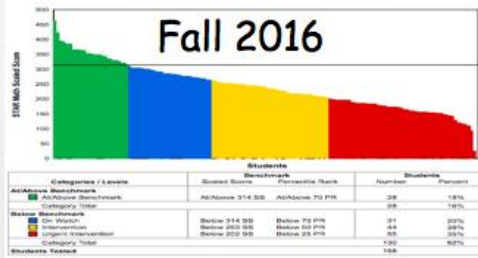


What worked

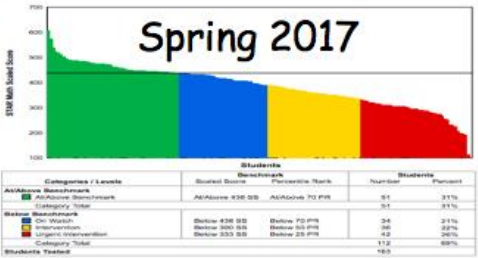
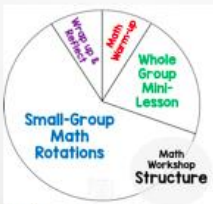
- Implementation of Number Talks and the expectation that students need to explain their thinking
- Implementation of Number Sense routines
- Implementation of Subitizing routines
- Instructional Rounds that focused on Routines and Procedures
- Video Reflections focused on Questioning
- Intentional/planned hands-on practice during math centers

Plan of Change

- Develop an Intervention Plan for Tier 3 students
- Develop an understanding of the new AimswEB measures
 - Number Naming-to 20 (fluency)
 - Quantity Total-subitizing
 - Quantity Difference-subitizing, how many more
 - Concepts & Applications- hands on exp., modeling/think alouds, explaining thinking
- All teachers will implement a consistent daily calendar routine focusing on rote skills, number of the day, and explaining their thinking.
- Focus wall- vocabulary & anchor charts



First Grade Math Data



What worked

- Mathematics Vocabulary Anchor Charts
- Guided Math was implemented during math instruction.
- 15 minute math centers were implemented in all classrooms for skill practice
- Homeroom math teachers analyzed their in-program data.
- Added 15 minutes for number fluency routines- implementation of number sense routines
- Made calendar and number of the day non-neotiables.
- Implementation of subitizing routines
- Instructional rounds for routines and procedures
- Video reflections for questioning
- Grouping the students based on their needs helped teachers be able to use data to adjust instruction to meet the needs of all their students during small group time.
- Teachers focused on thinking aloud to model problem solving strategies, and involve students in the critical thinking process.
- Implementation of Number Talks and the expectation that students need to explain their thinking

Plan of change

- Homeroom teachers will keep all homeroom students except SPED students.
- Consistent 25 minute Calendar and Number of the Day Routines.
- Interactive Math Vocabulary Focus Walls in every classroom.
- Guided Math will be implemented
- Progress Monitoring tool will be developed to assess common core standards.
- STAR math assessment will only be used during benchmark periods
- Math tutoring will begin in September for Tier 3 students from kindergarten AIMSWEB 16/17 data

PURPOSEFUL PLANNING for our CHILDREN.

SAFETY MATTERS: (CAMPUS)

- WE WILL ALWAYS PUT THE CHILDREN'S SAFETY FIRST, THEREFORE WE AS ADULTS WILL WALK AROUND THE CLASSROOMS, LUNCHROOMS, AND PLAYGROUNDS, WE ARE HERE FOR THE STUDENTS.
- WE WILL FOLLOW MBI/OLWEAUS APPROACH, "PROACTIVE VS REACTIVE" BY ESTABLISHING ROUTINES/PROCEDURES, AND BEING POSITIVE IN THE WAY WE TREAT OTHERS.



KW King Emergency Specifics

Any emergency if there is a substitute please inform them who your family name person is because that is where they go for substitute

Lockdown Emergency during morning/lunch recess (spring/summer recess is outside)

KW Playground goes into Wilson's or Regan's
Chelonia goes into the teachers' lounge
Wes Playground goes into computer lab/library
Chelonia goes into music room next to cafeteria

PROCEDURE: all teachers send email to **LOOKDOWN** and cc: **Rosa/Stella/Toni/Nakasha** information about classroom
Shelter in Place/Prison (Shut down ventilation)

KW Kim/Carol/Darlene/Dawn
Wes Kim/Carol/Laura/Francis

Fina/Twocutter (Classroom sweepers and hallway sweepers)

KW Brandy/Sandy/Henderson Step sign holder - 1st one out the door
Wes Sandi/Ron/Waters Step sign holder - 1st one out the door
Bus Evacuation

KW Back into (back) of building in bus line but not 4 year olds and Day Care will be picked up in the front of building (harm)

Wes Wear side in parking lot next to the old Day Care School

Emergency kit and staff/ visitor sign it sheets taken by

KW Ross
Wes Stella

Building access for 1st Responders (Master key holders)


KW Ross/Brandy/Toni/Hannah
Wes Stella/Sandi/Toni/Nakasha

Hand roller - Ross, Stella, Brandy, Sandi, Stella, Deedee, Terrence
DIRTY/DIR in building be specific about location **RUN-HIDE-FIGHT**



SAFETY cont...

CLASSROOM ROUTINES

BEAR	Arrival	Carpet	Desk	Dismissal
 KYI-YO				
Expectations				
Be safe	- Be aware of your surroundings. - Go directly into the cafeteria.	- Personal space	- Personal space	- Be aware of your surroundings. - Stay in line until adult gives permission to go with another adult.
Earn respect	- Tell those around you, "Good morning." - Hang belongings in locker area. - Get all supplies ready for the day.	- Eyes on the speaker - Body in listening position - 3 inch inside voice - Talk when called upon	- Be grounded with feet on floor - Get up and stretch if necessary - Be an active learner, listener, ask questions, and share knowledge.	- Wait for adults cue to go out in the hall. - Pack up your belongings. - Stack chair - Be patient while others get ready.
Active learner	- Chair placed on floor - Pencils sharpened - Sitting in own personal space.	- Listening body - Active Learner	- Keep desk area clean - Keep desks clear - Be an Active Learner	- Tell those around you about your great day. - Tell those around you to "Have a great evening and we will see you tomorrow."
Responsible	- Go to the cafeteria and eat breakfast - Walk to the right and go to the classroom to get ready for the day.	- Eyes on the speaker - Talk when called upon - Personal space	- Ask for permission before leaving personal space. - Listen to the instructions and adult's cue. - Learn by observing others - Wait patiently for others	- Stay in Line - Follow your leader - Hands down - Stop at Stop Signs - Follow the footprints

Model Routines = Teach School Wide Expectations Positive Reinforcement = Verbal and Non-Verbal Active Supervision = Model, Move, Interact Pre-Correct = Know ahead of time problems will and do occur so identify triggers Maximize Academic Success = Give Multiple Opportunities DID WE RETEACH?

We are proactive vs. reactive and we achieve our goals by practicing routines and procedures.



CULTURE MATTERS: (COMMUNITY)

- WE WILL CONTINUE TO HAVE A WELCOMING ENVIRONMENT AND THIS YEAR WE WILL IMPLEMENT A PARENT CENTER. WE WILL EDUCATE THE ADULTS ABOUT THEIR CHILDREN'S EDUCATIONAL SERVICES, ALL WHILE OFFERING OUR SMILES AND HANDSHAKES OVER A CUP OF COFFEE/TEA.
- OUR FAMILY ENGAGEMENT COORDINATOR WILL WORK ALONGSIDE HEADSTART TO ESTABLISH A COMMUNITY COALITION
- WE WILL IMPLEMENT CULTURAL ACTIVITIES/LANGUAGE AND BE OPEN-MINDED IN LEARNING ABOUT OUR CHILDREN'S PAST/PRESENT LIFE.
- BIWEEKLY NEWS ITEMS WILL BE SENT TO LIBRARY SPECIALIST FOR OUR NEWSLETTER.
- GUARDIANS WILL BE EDUCATED ON HOW TO RETRIEVE INFORMATION FROM BPS CAMPUS PORTAL TO CHECK CHILD'S ATTENDANCE/GRADES/BEHAVIOR IN INFINITE CAMPUS



CULTURE DOES MATTER...

Past Leaders
NEVER forgotten

JOAN BULLSHOE KENNELLY
Mrs. Kennelly has fifteen years of teaching experience in the Blackfeet and Northern Chippewa public school systems. She was the first woman to be the 2015 recipient Teacher of the Year. She received her B.S. in education at Northern Montana College and her M.S. in education at Arizona State University. She is graduate of the K. W. Bergan School of Leadership Studies.

JUNE BULLSHOE TATSBY
Mrs. Tatsby is a dedicated teacher with twenty years teaching experience in the public school system in the Blackfeet Nation. She received her B.S. in education from Northern Montana College and is working on her M.A. in education and leadership.

CARMEN BULLSHOE GUARDIPEE
Mrs. Guardipee is a dedicated teacher with twenty years teaching experience. She has had one year experience in private and secondary in the Blackfeet Nation. She received her B.S. in education from Northern Montana College and her M.A. in education and leadership from the University of South Dakota and the University of Montana.

DORIS BULLSHOE OLD PERSON
Mrs. Old Person has thirteen years experience teaching in the Blackfeet Public School System. She has spent her career in the Blackfeet Nation. She received her B.S. in education from Northern Montana College and her M.A. in education and leadership from the University of Lethbridge, Alberta, Canada. She received her M.A. in education from Arizona State University.

- ✓ ROLE MODELS
- ✓ PRODUCTS OF DISTRICT #9

Present Leaders



**THANK YOU
SCHOOL
BOARD
with your
efforts
we are
making
great gains!**

Francis and Lauren went above and beyond by painting KW/Vina's figures by our doorways.

THANK YOU gentlemen!



Riding the Team Bus going to Boarding Dorm for a site visit during our August PD.



Boarding Dorm site visit for KW/Vina staff. THANK YOU Wilma CL

Being a part of our Blackfeet Community.

MONTHLY MEETINGS

- ALL STAFF WILL FOLLOW THE NORMS FOR ALL MEETINGS
- ALL GRADE LEVEL MEETINGS WILL BE ATTENDED
- WED (3:45 - 5:00) THURS (K-1 3:35-4:00)
- SPAM FRIDAY KW (12:35 - 1:20) VINA (1:30 - 2:10)
- SCHOOL LEADERS AND COACHES WILL ATTEND GRADE LEVEL MEETINGS.
- THE MEETING AGENDAS WILL BE CREATED DURING SCHOOL LEADERSHIP TEAM MEETINGS.



EXTENDED WEDNESDAYS: ~ SIGN IN SHEETS WILL BE PROVIDED IF YOUR NAME DOES NOT APPEAR ON THE SHEET YOU WILL HAVE TO TAKE LEAVE OR IF AND WHEN YOU LEAVE THE MEETING EARLY LEAVE WILL ALSO BE TAKEN.

- **GRADE LEVEL** ~ KINDERGARTEN WILL MEET THURSDAYS 3:30-4:00 IN ROOM 9

1ST GRADE WILL MEET THURSDAYS FROM 3:30-4:00 ON A MONTHLY ROTATING BASIS (9/17 C ZIEGLER, 10/17 WHITNEY, 11/17 BROCK, 12/17 SHOW, 1/18 GRAY, 2/18 MOLEND, 3/18 N ZIEGLER, 4/18 IMMERSION, 5/18 LIGHT) ~ SPECIALISTS

- **SLT** ~ WILL MEET EVERY TUESDAY FROM 4:15 -5:15 IN ROOM 4 AT KW

- **MEMBERS:** BRANDY BREMNER, SANDI CAMPBELL, SYDNEY ST. GODDARD, NICOLE WHITNEY, DARCY SKUNKCAP, TONI TATSEY, NATASHA SILIEZAR, GINA DOSCH, (2 MORE PARENTS NEEDED 1 PRE-K AND 1 FIRST GRADE)



MARK YOUR CALENDARS



- AUGUST 23 OPEN HOUSE 4 - 5 AT KW
- AUGUST 28 NO SCHOOL FOR PREK ONLY
- AUGUST 29 NO SCHOOL FOR PREK ONLY
- SEPTEMBER 22 FAMILY FUN FRIDAY 1:30 - 2:15
- OCTOBER 9 - 13 KW/VINA FIRE PREVENTION WEEK
- OCTOBER 23 - 27 KW/VINA RED RIBBON WEEK
- OCTOBER 27 FAMILY FUN FRIDAY 1:30 - 2:15
- OCTOBER 31 PARADE PREK 1:00 K 1:30
- OCTOBER 31 ROUND DANCE 1ST 2:15
- NOVEMBER 8 KW PICTURE DAY 8:00
- NOVEMBER 9 VINA PICTURE DAY 8:00
- NOVEMBER 21 MINI POWWOW KW 12:15 - 1:00
- NOVEMBER 21 MINI POWWOW VINA 1:15 - 2:00
- DECEMBER 11 VINA RETAKES
- DECEMBER 12 KW RETAKES
- DECEMBER 14 MAKE IT TAKE IT @KW 4:00 - 5:00
- DECEMBER 20 PREK CHRISTMAS PROGRAM 10:15
- DECEMBER 21 KW CHRISTMAS PROGRAM 9:00 - 10:30
- DECEMBER 21 VINA CHRISTMAS PROGRAM 10:30 - 12:00
- DECEMBER 21 SANTA IN PM
- JANUARY 19 FAMILY FUN FRIDAY 1:30 - 2:15
- JANUARY 25 1ST HEADSTART TRANSITION 1:00 - 1:45
- FEBRUARY 2 FAMILY FUN FRIDAY 1:30 - 2:15 KW ONLY "100"
- FEBRUARY 9 VINA ONLY FAMILY FUN FRIDAY 1:30 - 2:15
- MARCH 2 FAMILY FUN FRIDAY 1:30 - 2:15 VINA ONLY "120"
- MARCH 6 KW PICTURE DAY 8:00
- MARCH 7 VINA PICTURE DAY 8:00
- MARCH 16 KW ONLY FAMILY FUN FRIDAY 1:30 - 2:15
- MARCH 22 2ND HEADSTART TRANSITION 12:30 - 1:30
- APRIL 26 ART IN THE PARK @ VINA 4:00 - 5:00
- MAY 4 NO SCHOOL FOR KINDERGARTEN ONLY
- HEADSTART TRANSITION 10:00 - 1:00
- MAY 11 CULTURAL DAY PREK 8:45 K 9:15 1ST 1:00
- MAY 11 PREK MUFFINS 8:00 - 8:30
- MAY 16 KW DATA SHARE OUT DOUGHNUTS/MUFFINS 8:00 - 8:30
- MAY 17 VINA DATA SHARE OUT
- DOUGHNUTS/MUFFINS 8:00 - 8:30
- MAY 22 PREK STEP-UP CEREMONY 9:00 9:30 10:00
- MAY 23 KINDERGARTEN AWARDS 9:00 9:30 10:00
- MAY 24 FIRST GRADE AWARDS 9:00 9:30 10:00
- MAY 25 PREK DOUGHNUTS 8:00 - 8:30
- MAY 29 FIELD DAY
- K 9:00 - 10:30 1ST 1:00 - 2:30 PREK 2:30 - 3:00



AN ENCAMPMENT WILL BE CREATED WHEN WE INVOLVE ALL STUDENTS, THEIR FAMILIES, AND OUR COMMUNITY.



THANK YOU for the opportunity and PLEASE take time to visit our EDUCATIONAL LODGE.

THANK YOU for all your support!

We look forward to a great 2017 - 2018 school year, as our doors are always open, we offer handshakes, smiles, coffee, and a safe learning environment.

It will be a GREAT school year at

