

# From the principal's desk: Board Report



January 12, 2021 Issue 5 Issue 18 "Helps Eat" Month kǔttō 'yii

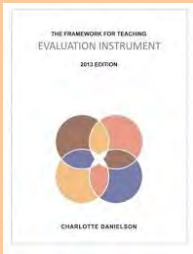
### Dates to Remember!

Jan. 7: SLT Meeting  
 Jan. 11-15: Aimsweb testing  
 Jan. 18: End of 2nd quarter  
 Jan. 19: PIR day - No school

## January Focus

This month the BES staff will be using the diagnostic assessment from December to determine instruction needs of the students. Staff will continue to focus on teaching the curriculum following the Gradual Release of Responsibility Framework and using explicit systematic instruction aligned to the lesson's purpose in the synchronous lesson.

### Hot Read



BES staff are evaluated using the Montana-EPAS state model using the Framework for Teaching.

With remote teaching & learning this year, we have had to adjust how we provide support and feedback to teachers in their virtual classroom.

Teachers have created virtual learning environments via Google Meets and Seesaw. This

Section	Instructional Routine	Time
Set Purpose	Today we are going to learn how to break words into individual sounds by talking like a robot. The reason we are learning this is recognizing sounds in words is important when learning to read. At the end of this lesson you will be able to segment words with 3 individual sounds.	2 min.
State Objective		1 min.
Connect to and Review Previous Learning	Yesterday, you reviewed a previous skill.	1 min.
Teach New Concept/ Skill (I Do)	Watch me and listen to me. "Words are made up of individual sounds. We can say each sound in a word by talking like a robot. Listen to me say the word sit like a robot, (in robot voice) /s/ /i/ /t/ Repeat with the following words: cat, pig, lip, map.	3 min.
Guide Practice (We Do)	Now, let's try this together. Ask students to try talking like a robot as a group. Let's Practice: Use the following words: fat, dig, jog, tap, back, top.	5 min.
Assess Student Application (You Do)	Now, let's see you try this on your own. Partner up and decide who is partner 1 and partner 2. I will give a word for partner 1 and they will say it to partner 2, then we will switch. Use the following words rotating partner 1 and partner 2: fat, jog, dog, tap, mop, sun, bad.	3 min.
Independent Practice	I want to give you a chance now to show that you can do this independently. Ask students to model independently with the following words. Other students may practice with a partner while waiting. Sit, cat, Lip, hot, top, book.	2 min.
Return to Purpose	We learned this because: When we hear all the sounds in words it will help us when we start reading words. Tell your partner what you learned and practiced today.	2 min.

## Assessments

Assessments play an important role in helping us determine which students are at risk, which students are on track, what should be taught next, who is making progress, how instruction should be changed and what are the needs of each student. Giving assessments this year has been a challenge in planning how to assess students from their homes.

## Seesaw For Schools



In Seesaw, teachers have taught students how to use the online journal, how to sign in, how to add a post for their teacher to view, uploading a photo of their work, using the drawing tool and how to find their daily assignments independently.

In Seesaw students have the capability to record themselves. They are being taught how to use the recording feature to respond to assignments to send to their teacher for review.

Use the  to record yourself reading the high frequency words below.

could	find	funny	green
how	little	one	see
or	sounds	best	us
tell	cut	got	hot

Unit 1 Week 2

Students are also getting very familiar with using the drawing tool to respond to assignments.

Use centimeter cubes to find the length of each object.

1. The picture of the fork and spoon is about 5 centimeters long.

2. The picture of the hammer is about 4 centimeters long.

3. The length of the picture of the comb is about 10 centimeters.

In December teachers gave an in-depth Phonics Survey which is a reading diagnostic assessment to diagnose students strengths and areas of need of instruction for strengthening foundations skills in phonics. Teachers assessed students one-on-one in a Google Meet. The data will be used to pinpoint specific skills to determine instruction.

Benchmark assessments are given three times a year: September (Fall), January (Winter) and May (Spring). In September, we were unable to give the universal benchmark assessment since students didn't have iPads. This month for January students will be assessed for the reading benchmark ISIP Reading test and the AimswebPlus Math. The challenge we face is giving the assessment to students from a distance, but will work around the challenge to complete it.

## Attendance

### Attendance for Students

#### Percentage of whole school:

-76.8%

#### Percentage by grade level:

-2nd Grade: 78%

-3rd Grade: 74.9%

#### Perfect Attendance of whole school:

-92 students

#### Perfect Attendance by grade level:

-2nd Grade: 43 students

-3rd Grade: 49 students

#### Dropped Students and Home Visits:

-No students were dropped in December and the BES Attendance Committee is attempting to re-engage the families with 10 or more absences prior to dropping the students.

## Instructional Coaches

The Instructional Coaches have worked to support teachers in lesson and unit planning, as well as to meet the school and principal goals. They have been working hard to plan and prepare for state testing in ISIP and AimsWeb. The coaches are working alongside teachers in teams as well as individually to help meet their needs. They have been collecting and sharing data as needed. Being virtual has not stopped them from joining classes, completing walkthroughs, or meeting with teachers, administrators, and consultants. As with all other school employees and stakeholders, they are adjusting to our new learning environment as needed.

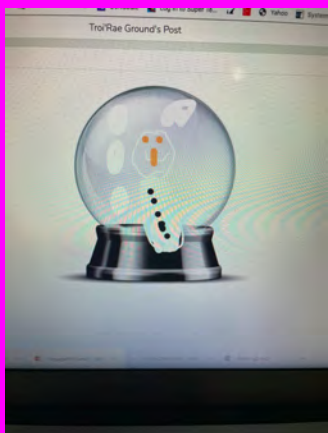
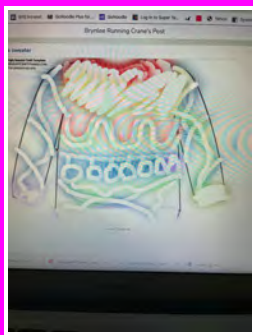
### **BES Clubs:**

In December we started clubs for students to join and participate via Google Meet.

### **STEAM Club:**



### **Art Club:**



### **STEAM Club & 100,000 Book Club (Jimi Champ)**

24 students have signed up with around 10 students who have attended each meeting. The club has had 3 meetings. We have made tie dye snowflakes using coffee filters and food coloring. We have made PopTart gingerbread houses using PopTarts, frosting and Christmas candy and we made Snowman Soup with hot chocolate, marshmallows, candy canes and Hershey's kisses. During each meeting we do a reading activity and a STEAM (science, technology, engineering, art, mathematics) project.

### **Amskapi Pikani Pokaiksi/Culture Club & Chess Club (Arthur Westwolf)**

The club meets on every other Monday at Noon. Presently, we have about 16 students signed up. Activities include but not limited to: Blackfeet Traditional Games, Miniature tipis, imitation bear/mountain lion necklace, field trips, Traditional and Contemporary Blackfeet song and dance, and creating hand drums.

Chess Club meets every other Tuesday at noon. Presently, we have about 8 students signed up. Students learn the terminology and strategies of the game of chess. Students compete with each other and practice good sportsmanship. Award medals are given at the completion of the school year.

### **Yoga Club (Victoria McClellan)**

The club has 5 students signed up. We do cosmic yoga every Tuesday during lunch time. Once a month we do meditation and practice breathing and calming techniques.

### **Beading Club (Amanda Whiteman)**

The club has 5 students signed up and meets every week.

### **Walking Club (Rebecca Kennedy)**

The club has 1 student signed up and meets every Thursday at 3:30. The activities that are planned is for students to walk outside every day weather permitting, or doing walks around their homes when in doors. The kids will log their steps on pedometers each week.

### **Art Club (Heidi Morales)**

The club has 9 students signed up and meets every Friday from 12:00 - 12:45 via Google Meet. In December the art club participated in virtual art where they created an ugly Christmas sweater art and snow globe.