

## Napi Elementary Board Report October 2019

### **Principals:**

Incredibly, September is already behind us! There were a variety of academic, extra-curricular, and social events that took place this month at Napi Elementary School.

Academically, benchmark testing for ISIP and STAR were completed at almost a 100% in every grade level. Both ELA and Math pacing guides have been implemented. PDSAs' for ELA began on September 17th. This instructional tool is used to plan and monitor 'bubble students.' The first writing assessment is being administered beginning September 30th. Walkthroughs have been completed and this feedback provided to teachers. For September, principals are focused their walkthroughs on student engagement data and coaches focused on instructional frameworks.

September 19<sup>th</sup>, we hosted our first Family Night for students and parents. The hosting teams were the Instructional Coaches and Principals. The activity was a make and take your own book shelf. Students were also encouraged to take as many books as they wanted for their book shelves. We appreciate all the parents and students that did attend!

Grade level teams have organized opportunities for students to participate in learning experiences outside of the classroom, which extend their students' learning into real world application. Here is a share out from the different grade levels:

### **Immersion Classrooms: (Submitted by Mr. Armstrong)**

On Tuesday September 24, 2019, my wife and I took our Immersion classes West of town, and taught the students how to pick sweetgrass. We also taught the procedures of respectfully laying down offerings of tobacco as a way of thanks. We talked to our students about the important significance of why sweetgrass is important in our daily lives as Piikunii people. We taught the students how to identify, and distinguish the differences between regular grass, and sweetgrass.

On Wednesday September 25, 2019, with Mrs. Schauf's SPED students, we took our classes out to Buffalo lake to hunt/look for iniskim Buffalo Stones. I began by telling the students the origin story of the iniskim. We taught the students how and what to look for when hunting the iniskim. We also taught them how to maintain, and care for their iniskim if they found any. I showed the students my own personal iniskim in which I was transferred the rights to wear as a necklace, and also given a song I can sing anywhere, but most importantly at the all night smokes/kanootsis. This information was another teaching taught to the students about what to do if they wanted to make a necklace out of their iniskim. I sang my iniskim song for the students, and we laid down a tobacco offering of thanks. Scientifically speaking, we taught the students that the iniskim is the fossil of an ancient Squid, and are known as Ammonites. After a time, and as the students really started to identify what to look for, they began to find iniskim. The bits, and pieces found, helped the students to know what exactly to look for. The reason they are called Buffalo stones, is because they do in fact look like little buffalos. Most of the iniskim found were fragments. After spending the morning looking and finding these fragments,

I then instructed the students that the ones they want to keep, and also look for are in fact the ones that look like little buffalos. After lunch, we spent the afternoon looking for this specific type of iniksim. The students really enjoyed their time out at Buffalo lake. Some of the comments heard were that “they were going to go back out there to look for more, that they couldn’t wait to show their parents, that they are excited to get their iniksim transferred to them”. I strongly feel the students have learned a lot in their short time there and are very enthusiastic about learning more about our Cultural ways.

On Thursday September 26, 2019, my wife and I brought in leaders of the kanooksomitaks Bravedogs into my classroom to speak to the students about values and protocols of the Bravedogs. They also spoke about the role they have when it comes to our society ways. This same value is what I use in my classroom to help maintain order, and to have a sense of direction for the students to follow by either in my absence, or to keep the flow of things going in the right direction. I call upon these students to help me during instruction, and or when I need them to police certain areas. The gentleman that came in were very knowledgeable, and had the time and patience to answer any questions asked by the students. To have a better sense of what was expected of them, the kanooksomita leaders held a Mock Bravedog meeting. They were able to experience what it’s actually like to sit in on a meeting. Some of the students even got to participate in the roles of the leaders of this society and also learned the role of having a partner and the importance and significance of this aspect in our society, and bundle ways of life. I informed the students that my son and his mate/partner will be transferred into the Bravedogs later on this fall, and that the transfer would take place at the school. The students were very excited to find out that they were old enough to join the Bravedogs. This was in no way of trying to recruit any students. We only wanted to teach the students the role of the kanooksomitaks in our society ways. The students were and are very excited to have learned about this aspect of their Piikunii ways of life. Something that was very foreign to them. They are beginning to understand and connect to our ways in the sense that it’s ok to be Piikunii and have been able to find a sense of pride in who they are as Piikunii.

I just want to say thank you for allowing our classrooms these activities with our students. We all truly enjoyed ourselves. The students learned an immense amount of knowledge in this little bit of time. Things I personally never had the opportunity to learn in school.



**4th Grade: (Submitted by Mr. Berthelson)**

Our field trip took us to Two Medicine Lake. We hiked the south shore to Paradise Point where I discussed the history of the area: 1) How Two Medicine Lake received its name; 2) Who Rising Wolf was; 3) Who Sinopah was; 4) How the Blackfeet interacted with early fur traders; and 5) Who were the first Europeans to see the glaciers. We then hiked the short trail to Running Eagle Falls and took the nature trail back to the parking area. As we hiked those trails, we talked about forest ecology: fruiting plants (huckleberry, thimbleberry, etc.), the importance of forest fires to replenish wildlife, etc. We talked about the water and its importance to our local community as well as the rest of the country. Here are some photos!



**5th Grade: (Submitted by Ms. Jeckell)**

For an exciting and active start to the 2019-2020 school year, the Fifth graders went on hikes through Glacier National Park - Two Medicine.



On September 9th, 2019 the 5th graders from NAPI Elementary went on a field trip to learn about ecology and environmental science. Another interesting element to this field trip was the cultural learning. Students learned about plants, trees, mushrooms and a variety of animals. They learned how the Blackfeet were naturalists and were incredibly knowledgeable about their environment. They learned how the Blackfeet used the mountains to make them the best at navigation of their land. They learned how the Blackfeet used the plants and animals for everything from medicine, to tools, to homes, to food and clothing. The students were able to experience the land of their ancestors and dive into cultural, natural and scientific learning. This was a fun, educational and cultural learning experience for both students and staff!



**6th Grade: (Submitted by Ms. Dubray)**

Sixth grade were invited by Ms. Alicia Yellow Owl to attend the annual BCC Pikuni Youth Days events. This invitation was a great honor for our students and teachers! We were extremely thankful for the opportunity this provided to our students. The first field trip we went on focused on building relationships with students. Another educational highlight was the fact that we were able to take a hike to two waterfalls and view the savis and thimble berries along with several local roots and flowers were out. Piikuni Youth Days was very educational and informative for our students. The students participated in and learned several new things such as traditional community dancing, stick game, men's and women's traditional dancing, men's fancy and chicken dancing, along with learning sign language that all tribes used to communicate long ago. The students and teachers were able to foster long lasting relationships as well as learn new things along the way. Pictures submitted by Ms. LazyBoy.



On September 12th Napi's School Leadership Team met for the first time for the school year. SLT members are: Mrs. S. Bird, Mrs. Bragg, Ms. Racine, Mrs. Wagner, Mr. and Mrs. Armstrong, Ms. Jeckell, Mrs. Weatherwax, Ms. Flammand, Ms. Sangray, and Ms. Dubray. The agenda focused on organization items for the year and reviewing survey data from Teacher Orientation and Open House. SLT met on September 26th to compile SBAC, ISIP, and STAR data to share with teachers. Snapshots of this data will be shared in both September's and October's board reports.

September's Professional Development topics were the following: 1) ELA and Math Pacing Guides; 2) Math small group lesson planning with manipulatives; 3) IEFA-Utilizing Blackfeet Skies text; 4) Pacing with accountability; 4) PDSAs'; 5) Lesson planning and student engagement strategies, 6) Creating ISIP rosters for segregated groups; 7) Teacher Evaluation Systems (EPAS & Charlotte Danielson); 8) Using Infinite Campus Gradebook; 9) Stickgame; and 10) Writing Assessment Committee share-out. Each Wednesday PD is started with staff sharing their 'Why' posters. We will continue this activity until all staff have had an opportunity to share.

Emergency drills have been reviewed with all staff. Each classroom is equipped with an Emergency bag that includes the district's emergency procedures, rosters, radio, batteries, and a small first aid kit. A fire drill was practiced. The lockdown and reverse evacuation procedures were activated. Both emergency procedures went very well. We did receive feedback from

DeeAnn Kipp, which we have already shared with staff and will continue to work on. In October, Mrs. Kipp is also scheduled to spend an afternoon and Wednesday PD supporting Napi in refining our emergency site specific plans.

### **Instructional Coaches:**

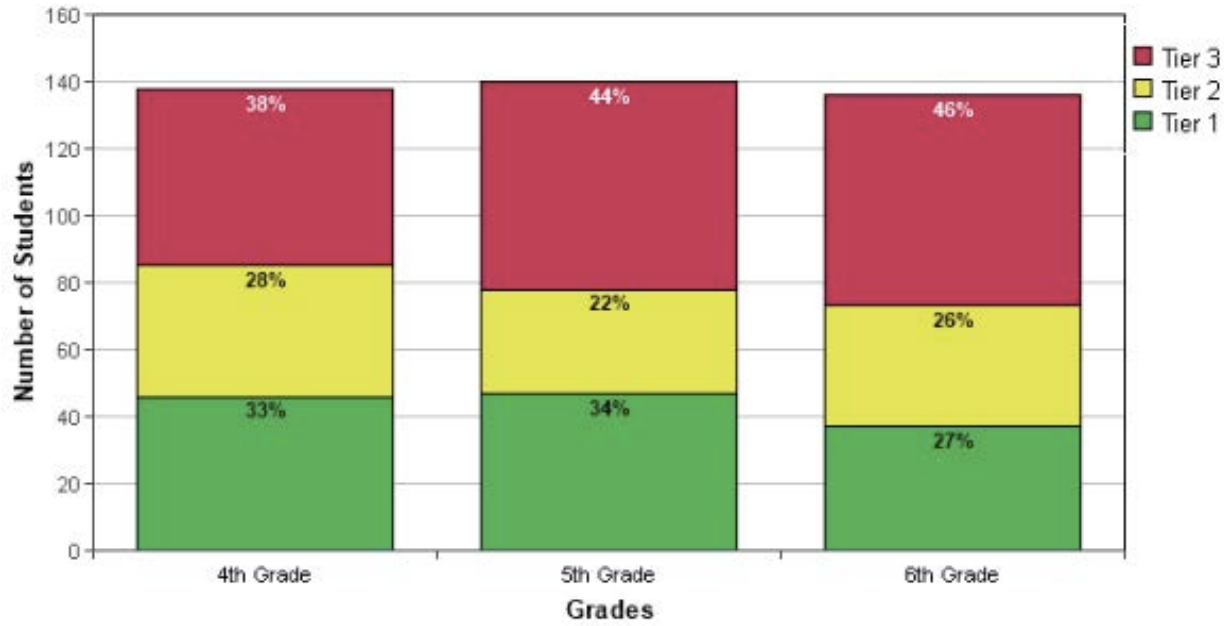
Mrs. Wagner and Mrs. Bragg have had a busy month! We've tested nearly 100% of students on both our ISIP reading and STAR math. Coaching cycles have begun for 3 staff members as well as providing specific modeling and support for two student teachers this year. Walkthroughs are well underway and data collected helps us refocus our support in specific areas. We've disaggregated our data in math for SBAC math and reading and will target specific groups of students. A plan has been put in place to move students in the high levels of each tier to the next tier level. Another plan in place is to keep students scoring in Tier 1 in that tier while increasing within the tier. Intervention students have been screened who scored in tiers 2 and 3, and were placed accordingly into phonics intervention classes. We are pleased to announce that we have 6 solid classes of 22-27 students who read at or above grade level, and are reading novels in book studies using strategies such as literature circles. The fourth grade will also begin October with a third "enrichment" class as there are 52 students who read at or above grade level! In addition to assisting staff, both coaches along with Ms. Madman are labeling book sets for classroom libraries with lexile levels.

Both coaches have provided professional development refreshers to new and returning staff on Wonders reading, ISIP reading, and STAR math. Although we had experienced a glitch in technology, all students are able to assess weekly using the core reading program online. We are still awaiting the repurchase of our EnVision Math before we can begin assessing online in math.

Please feel free to visit or shadow the coaches at any time!

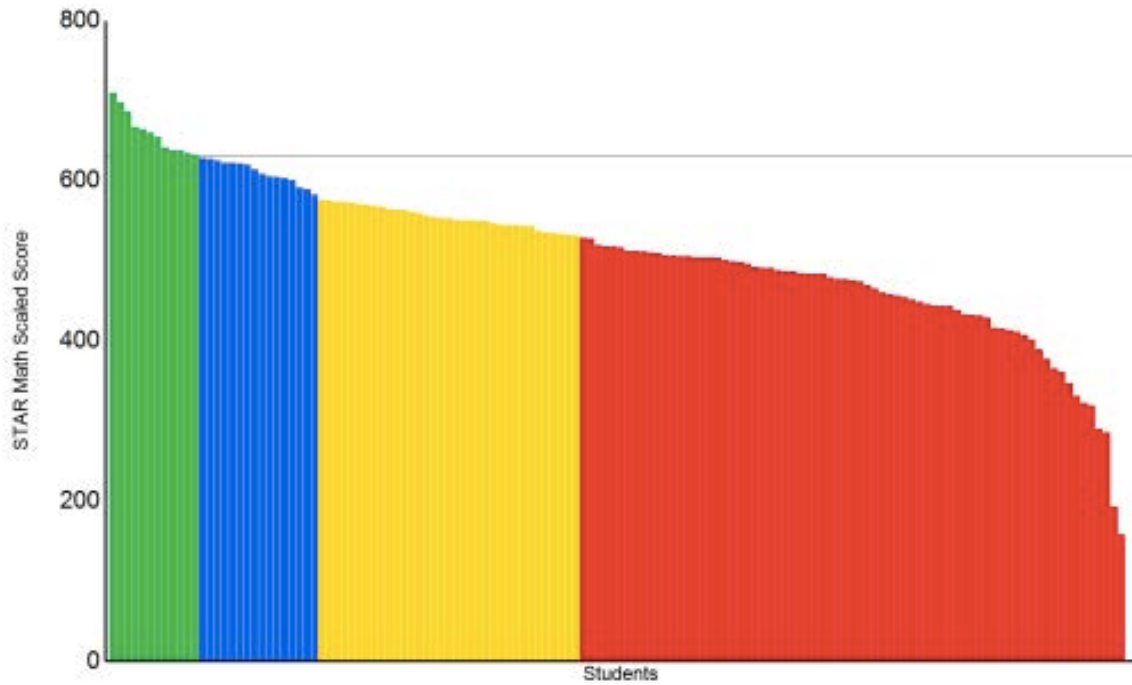
### **Fall Benchmark ISIP**

### All Grades - September 2019

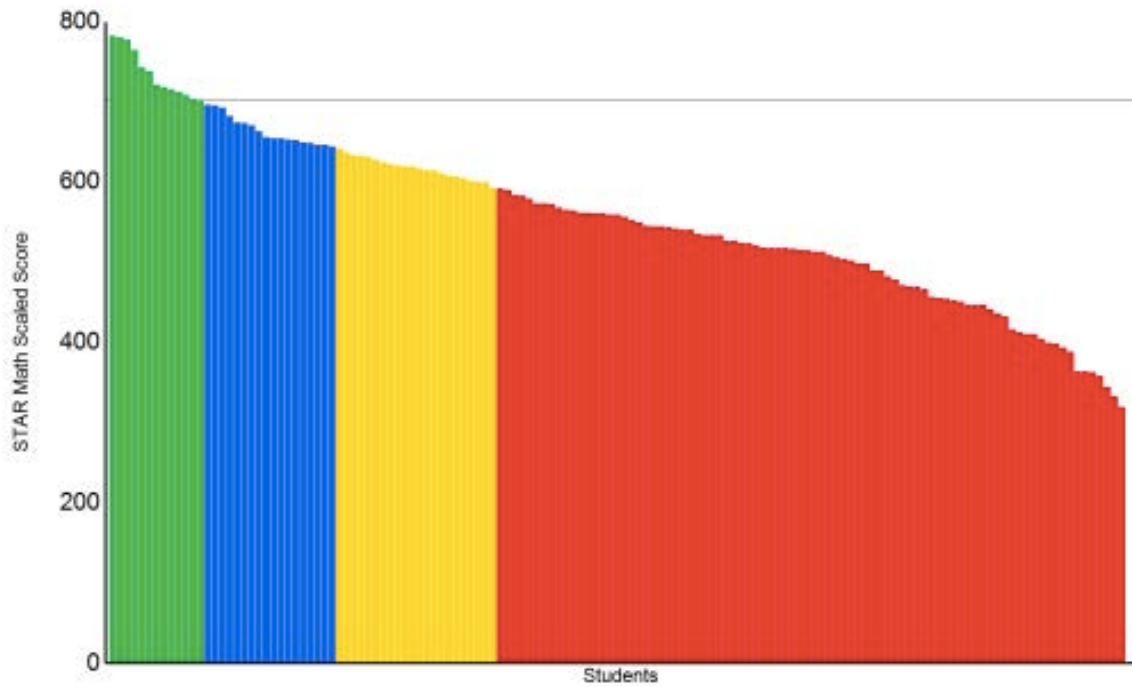


### Fall Benchmark STAR

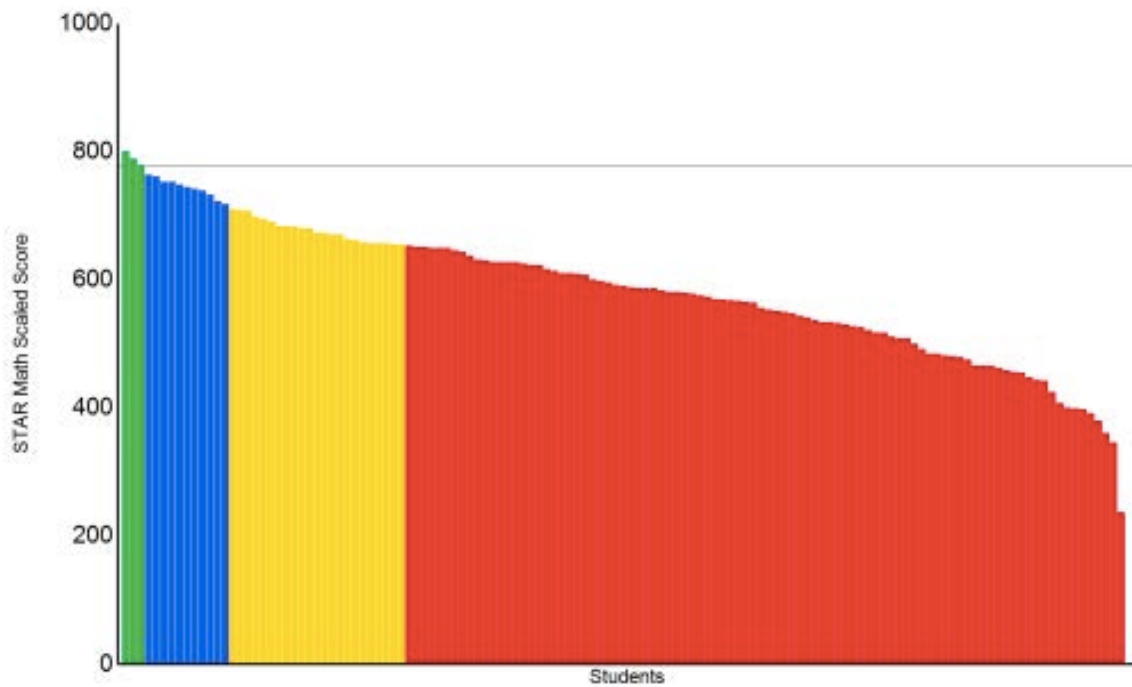
#### Grade: 4



**Grade: 5**



**Grade: 6**



**Counselors:**

All 4th and 5th grade students are receiving lessons out of the Second Step Curriculum on Empathy, Active Listening and Assertiveness during the month of September. Tier I-III are in place for our students and counselors met with Good Medicine and Alta Care to align services at



Napi. 1st quarter 504 meetings are happening for all students on 504 medical plans at Napi. McKinnie Vento services and food for homeless youth are also in place.

**MBI Committee: Staff vs Student, Student Survey for incentives, pictures of t-shirts**

MBI has been busy getting student incentives going such as our ticket store, classroom link incentives, and our MBI t-shirts. Our MBI had their 2nd meeting to update our action plan. A new focus for our action plan is Kindness. Kindness and positive relationships is a focus for our MBI team this year.

We had our first staff vs. students stick game during Native America Week. Students and staff both enjoyed a friendly, competitive round of stick game.

Our Napi t-shirts were also handed out on September 26th, so we were able to have our first School Spirit Friday! Students and staff wear their shirts on Friday to show school spirit.

Napi's MBI committee will also be entering a float into the Homecoming parade!







**Extra-curricular---(Submitted by Mr. Tail)**

My first day I took over as Athletic Director for Napi Elementary was on September 9th. They started practice on September 3rd, for both cross country and football. The first football game was in Fairfield on September 14th. Then another one on September 21st. The jamboree in Chinook was scheduled for September 28<sup>th</sup> and had to be canceled due to weather. The first cross country meet was on September 19th. The scheduled cross country meet for September 26th was postponed to October 1st. Babb is scheduled to come to Napi on October 2<sup>nd</sup> to play one of the Napi teams.

**September Attendance Report (Ms. Flammand & Mrs. BirdRattler)**

Perfect Attendance---125
Monthly Attendance for Grade Levels---4th --90% ; 5 <sup>th</sup> -88% ; 6 <sup>th</sup> - 87% Whole School Attendance----88%
Home Visits--57
10 Day Drop Students-- 9 Court Referred Cases---6
Certified Staff Attendance---85%
Classified Staff Attendance---88%
Staff Perfect Attendance--N/A (Will provide in the next report)

Monthly Referral Count	4th--2 5th--5 6th--2 Total--9
Referral Incidents	2200 Insubordination--2 3200 Threat/Intimidation--3 1800 Harassment(nonsexual)--2 Sexual Harassment—2
Referral Location	Classroom--8 Locker room/gym--1

OSS Students	3 Students OSS for extreme behavior