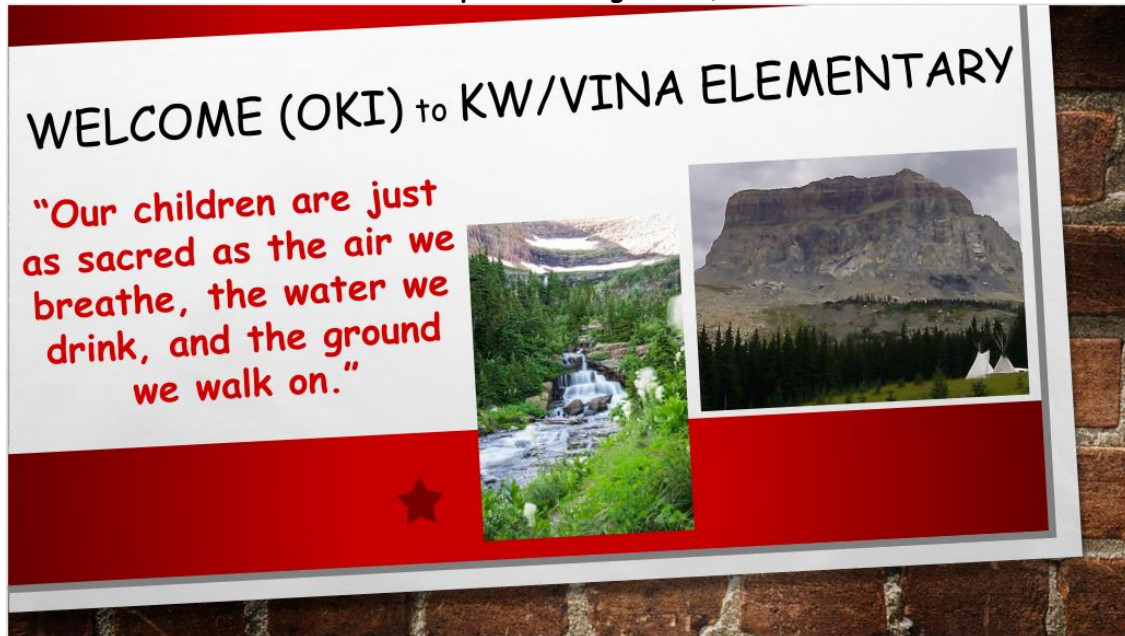


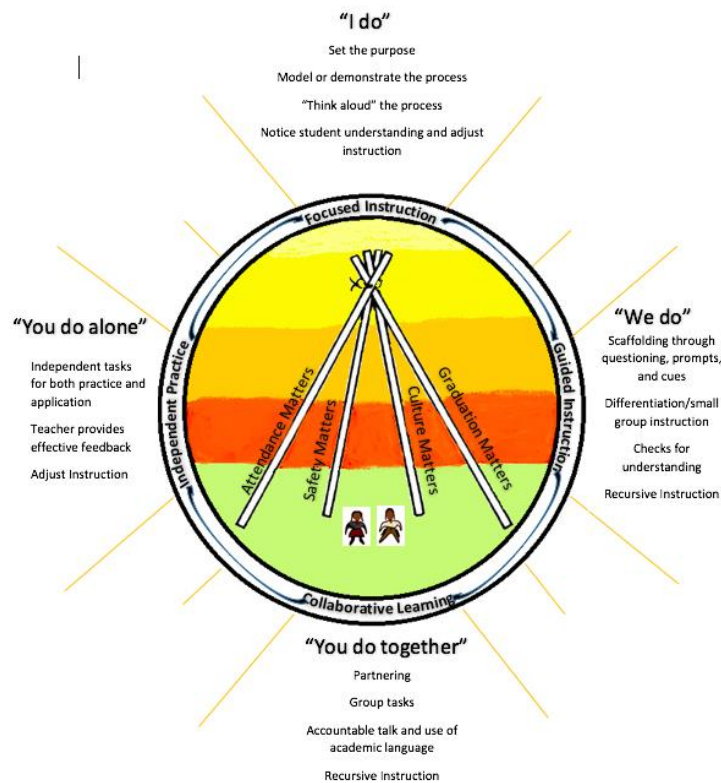


KW/Vina Elementary
Board Report for August 14, 2018



As a transformational leader at KW/Vina Elementary, it's GREAT seeing the district taking on the 4 areas that I've been focusing on:
Attendance Matters, Graduation Matters, Safety Matters, Culture Matters.

KW/Vina Instructional Framework



ATTENDANCE MATTERS (Parent)

THANK YOU LEADERSHIP TEAM FOR COMING TOGETHER AND PLANNING FOR THE 2018-2019 SCHOOL YEAR, OUR CHILDREN AND STAFF ARE THE LUCKY ONES!

Left to Right: Kelley Sharp, Ruth Shea, Brandy Bremner, Nicole Whitney, Sandi Campbell, Rebecca Rappold, and Toni Tatsey

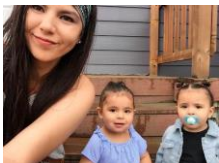


Thank you BPS School Board Rebecca will ge a great asset to our TEAM!



Hello, I'm Rebecca Rappold. Thank you for the opportunity to serve Browning Public Schools and KW/Vina Chattin Elementary School in the capacity of Vice Principal. Last year, I was the kindergarten special education teacher at KW and feel fortunate to have prior experience in the building where I belonged to the SLT and MBI Team creating a deep understanding of school and district initiatives. I truly feel fortunate to be a team member of Browning Schools, and look forward to serving students, families, and teachers at KW/Vina.

We would also like to WELCOME the following who've accepted a position and will be teaching on our KW/Vina Elementary Campus.



Ashley Burd (Kindergarten Immersion)



Shaylea Tatsey (KW BNAS)



Shontee Johnson (Kindergarten)



Everett Armstrong (1st Grade Immersion)

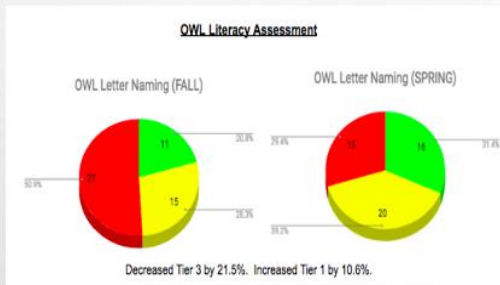


Nathan Stone (1st Grade)

GRADUATION MATTERS (Student)

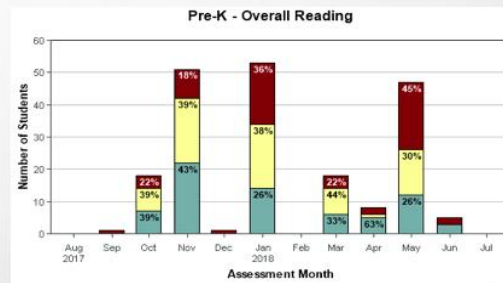
GRADUATION MATTERS continued

Pre-Kindergarten Literacy Data



What worked ...

- ✓ Small groups during centers
- ✓ Targeted instruction
- ✓ Multisensory approach
- ✓ Data sort/Focus folders (updated daily)
- ✓ Parent involvement (planned activities)
- ✓ Parent Resource Board (literacy)
- ✓ Environmental print



What didn't work ...

- Didn't match the results of the OWL
- ISIP includes letter sounds
- Reasons for discrepancy
- First assessment need some level of assistance
- Not specifically used as a measure
- Intro to computer assessment

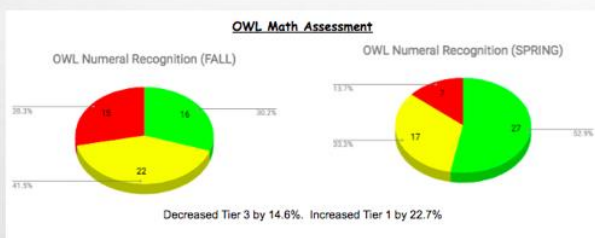
GRADUATION MATTERS continued

Literacy Plan for Pre-K this 2018 - 2019 school year ...

- ✓ Start with focus folders at beginning of year
- ✓ Small group instruction by teacher and TA starting after the OWL screening
- ✓ Weekly/monthly home activities
- ✓ Continue Family Fun Friday literacy/Math activities
- ✓ Take home books to make a personal library
- ✓ Literacy bags (check out weekly)
- ✓ Focus on improving attendance (daily phone calls, communication)
- ✓ Continue ISIP (benchmark periods-fall, winter, spring)
- ✓ Continue Optional ISIP practice
- ✓ New vocabulary assessment E/ROWPVT (Expressive/Receptive One Word Picture Vocabulary Test) benchmark periods-fall, winter, spring)
- ✓ Heggerty Phonemic Awareness
- ✓ Authentic Literacy using child based projects (ex Reggio-Emilia approach)
- ✓ Continue Regular Data/PD meetings (coach & pre-K teachers @ 9:35)
- ✓ PD as needed based on the needs/data of the children & teachers
- ✓ Continue teaching varied social/emotional strategies (tapping, songs, scripts, role play, Conscious Discipline, etc)
- ✓ Continue Video Reflections: 1st-coach, 2nd-colleague, 3rd-on your own (self-reflection)

GRADUATION MATTERS continued

Pre-Kindergarten Math Data



Tier 3--decrease by 15%
approximate 14 students
last year 8 students

Tier 1-increase by 25%
approximately 13 students
last year 11 students

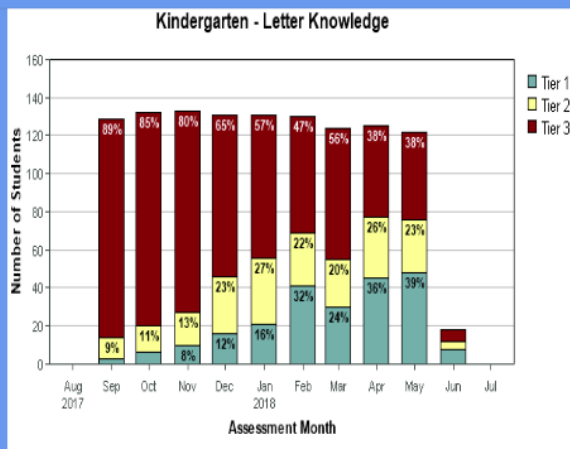
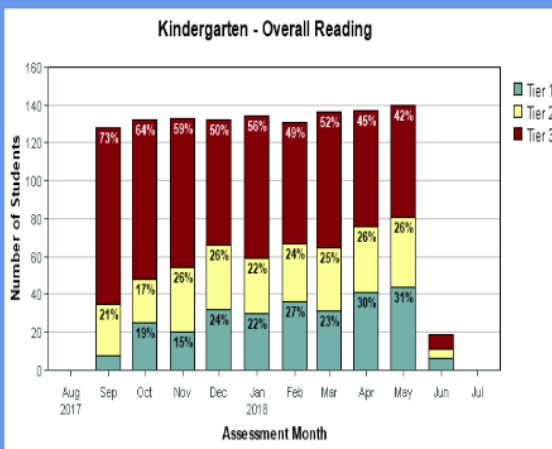
What Worked

Hands on
Real world applications Manipulatives
Subitizing practice 10 frame for recording days of the month
Small group instruction
Focus folders
Fun Family Fridays--pumpkins (measuring), marshmallow Math (counting)
OWL program schedules 15 min a day--we go way above and beyond

Plan of Change

When assessing subitizing, use traditional arrangement vs random arrangement or non-traditional
Change the scoring for subitizing---add nearing proficient and advanced
Number of the Day
Use 10 frames for number of the day of the month
Possibly start with 5 frames
Correlate instruction with the 16 (5 relate to cognition) key indicators for Kindergarten readiness from the MELs (Montana Early Learning Standards)
Continue with intentional counting routines throughout the day
Focus on numeral recognition
Continue to progress monitor rote counting, subitizing, counting objects and recognizing numerals with the OWL assessment
Start targeted small group instruction in Oct

Kindergarten Isip



Kindergarten

What worked...

- ELA schedule and staffing
 - Monthly Pacing Calendar and ELA Frameworks (whole group, small group, intervention) as guidance
 - TA assisting for 45 minutes during Small Group in all homerooms
- Homeroom teachers delivered intervention to Tier 3 and low Tier 2 using Core Sourcebook routines starting in January [Data](#)
- Wonderworks with Tier 1 and high Tier 2 starting in January [Data](#)
- Interventionist targeted low Tier 3 students using Sound Partners intervention [Data](#)
- Consistent use of Heggerty Phonemic Awareness [Data](#)
- Small Group structure implemented fully (second semester) as part of ELA instructional framework
- Focus boards for repeated practice
- Analyzing Intervention Data during Spam Friday meetings
- Progress Monitoring (letters/sounds, HFW, and sentence reading)

What did not...

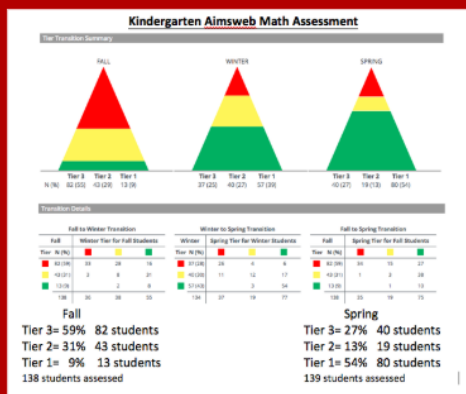
- Specialists pulling out Tier 3 students
- Small Group Centers due to consistency of TA's, structured framework not in place first semester, limited awareness of resources
- No take home practice (readers, etc)
- Teacher understanding of program pacing
 - Program reviews all letters first 3 weeks, then focuses on 2 letters per week after that
 - No routines in place for repeated daily practice of all letters and sounds
- Some confusion on Wonders resources (i.e. when to use which text, cards, digital elements)

Kindergarten continued...

2018-2019 Plan of Change

- Teachers will keep tier 3 students during intervention time
- Teachers will implement repeated practice routines of letters and sounds
- Focus on small group framework from day one
- We will have take home books for each student for homework practice
- Scheduled time for additional authentic literacy opportunities
- Scheduled time for progress monitoring and one on one intervention
- Focus folders and PDSA's will be used for small group planning and progress monitoring
- Teacher will implement quarterly authentic literacy plan
- Focus on improving attendance (daily phone calls, communication)
- Progress monitoring every Friday based on student tier

Kindergarten Math



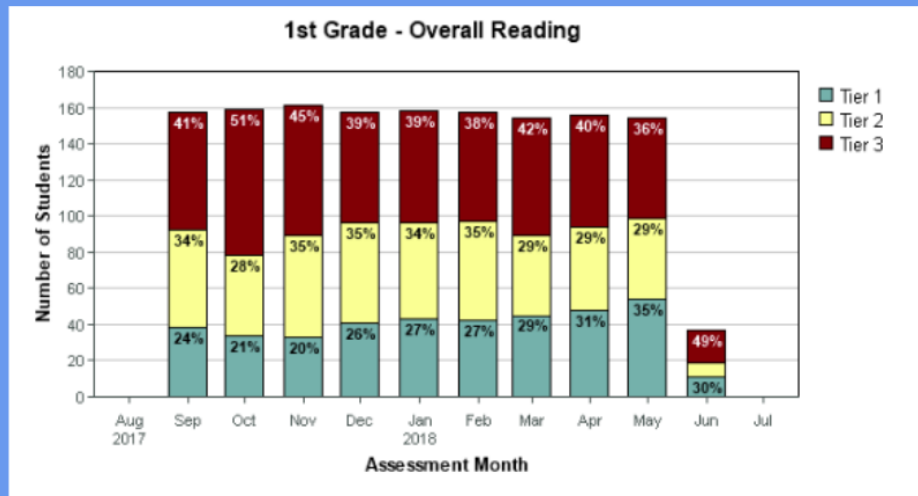
What worked ...

- Focus on Standards and Number Sense rather than the Envision "script"
- Use of Envision materials as a "tool"
- Envision Topic and small group centers planning collaboration, at grade level and on PD Saturdays
- Quarterly Supplement, basically our end of the quarter math assessment, we reviewed it at the beginning of each quarter
- PD on Concrete Pictorial Abstract and integrating that understanding into instruction
- Implementing subitizing routines/activities
- Implementing counting routines
- Number of the Day, established a common routine and focus/progression
- Math Workshop structure
- Family Fun Fridays were focused on math

Plan of Change...

- Start centers Day 1 utilizing "15 days to successful math centers document"
- Start Number of the Day...Early September
- Determine which Math Mats are most effective at supporting instruction, and for whom (consider CPA)
- Establish NNF progress monitoring on Fridays
- Review Calendar routines

1st Grade ISIP



1st Grade

What worked...

- ELA Framework
- Focus Walls
- Progress monitoring on Fridays during small group block using weekly Wrap ups- [Data](#)
- Instructional Rounds for Small Group instruction
- Brought TA in for Small Group instruction- January
- Interventionist targeted Low Tier 3, 8 students- Focused on Letter knowledge starting in January using Sound Partners- [Data](#)
- WonderWorks instruction with Tier 2 students- homeroom teachers taught- [Data](#)
- Video Reflections
- Poster-sized FOCUS BOARDS
- DEA routine for vocabulary
- Used alternate Leveled Readers from the program for below grade level students
- Science and Social Studies Alignment for the teachers that tried it
- Piloted PDSA during small group- [Data](#)

What did not...

- Take-home literacy- paper books got lost or thrown away
- Close reading- lack of teacher knowledge for implementation
- Long vowel spelling patterns were not taught in isolation (ee, ea, e-e, ie, -y) students had a hard time committing spelling patterns to memory and applying them to spelling
- Wonderworks for Tier 1 and Tier 3 students was not targeted for them
- SPED- no bridge from homeroom to pull out
- Weekly Assessments- Wonders Program

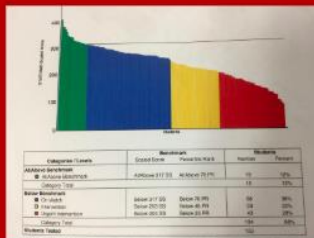
1st Grade continued...

2018-2019 Plan of Change

- Take-home literacy- paper books got lost or thrown away
- Close reading- lack of teacher knowledge for implementation
- Long vowel spelling patterns were not taught in isolation (ee, ea, e-e, ie, -y) students had a hard time committing spelling patterns to memory and applying them to spelling
- Wonderworks for Tier 1 and Tier 3 students was not targeted for them
- SPED- no bridge from homeroom to pull out
- Weekly Assessments- Wonders Program



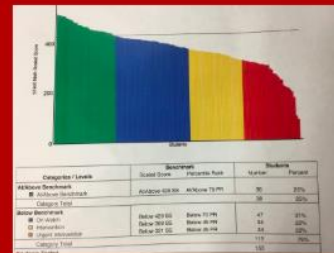
First Grade Math Data



September
Tier 1- 12%
Tier 3- 50%

+13%
-6%

May
Tier 1- 25%
Tier 3- 44%



What worked...

- Guided Math Framework
- Counting Routines
- Number of the Day
- Sprints (first grade)
- Explicit vocabulary instruction
- Anchor Charts and Math Focus Walls
- Number talk in some classes for days of school
- Going to observe guided math in a second grade classroom (took 2 teachers)
- Saturday PDs for centers building and collaboration
- Prep/Planning looking at lessons- appropriate for students, how can we tweak? What lessons may need to be taken out so we can focus more time on other lessons.
 - Counting Routines that tie to the concept/skill being taught
 - Center practice/ technology practice
- Family Fun Friday Activities were appropriate and fun for parents and students.

What needs work...

- Measurement Centers- need help from Mary or Leah to make more effective measurement activities
- Time frame for math instruction- too short
- Tier 3 math pullout- lack of data and scope and sequence, made growth, but didn't close the gap
- Needed more time at the beginning of the year to roll out Guided Math

KW/Vina Elementary Plan of Change:

- Phonemic Awareness and Letter Knowledge Tier 3 Intervention administered by homeroom teachers during Wonderworks starting in September. Tier 1 and Tier 2 students will be split between specialists during Wonderworks- [Fall Intervention Plan](#)- PDSA will be used to monitor progress
- Use Heggerty Phonemic Awareness alongside Wonderworks intervention materials
- Implementation of [Authentic Literacy Framework](#)
- Keep Books for at-home literacy library
- Video Reflection- 1st w/ coach, 2nd with other staff member, 3rd on their own.
- TA's will be in small group block starting in September
- Interventionist will target intensive tier 3 students starting in September
- Retained students will receive tutoring beginning 2nd week of school
- PDSAs for intervention, Focus folders for small group instruction
- Progress monitoring schedule- frequency of assessment by tier
- PD for Close Reading, Authentic Literacy, running records, scaffolds and supports for EL students using WIDA data (modeling correct language, sentence stems, responding in complete sentences)
- Adapt Focus Walls to include Authentic Literacy
- Pare down and redistribute long vowel spelling patterns based on frequency of use to focus on one or two spelling patterns a week (*first grade)
- Prep and planning checklists-[1st grade checklist](#)
- Attendance phone calls every morning (TAs assigned to classes)

We will achieve (Goal) 15% growth - 1st grade 50% growth - Kindergarten

- 21 students to move out of Tier 3, and 21 students to move out of Tier 2 (first grade)
- Students have been identified
- We know these students will change, even in September
- All students will be identified by their student number and using sticky notes, they will be added to the data wall and moved throughout the year as they progress- creates a visual to really see the "bubble kids"
- Need to pay close attention to the bubble kids that may fall back
- Will use subtests to identify gaps for students
- For Tier 2- [Small group Teacher table plan](#) use focus folders & ISIP subtests
- For Tier 3- [Wonderworks Intervention Plan](#) use PDSA & ISIP subtests

Meetings....

Grade Level meetings (housekeeping)- Wednesday 3:30-4:00

Wednesday Extended Day 4:00-5:00

SPAM Pre-K- Friday's 9:35-10:20

SPAM Kindergarten- Friday's 12:35-1:20

SPAM 1st Grade- Friday's 9:45-10:30

All specialists will meet with homeroom teachers during SPAM

TA's will meet with coaches to go over tutoring data- weekly

SAFETY MATTERS (School)

This summer in Bozeman we as a TEAM received our Silver along with the Indigenous Award.

SAFETY MATTERS

(SCHOOL)

MBI, CONSCIOUS DISCIPLINE, TAPPING
RUTH SHEA, SHEILA GRADY, CHERIE SHOW



All students should be prepared for success, in school and beyond, in a culturally responsive manner: Academic, Social, Emotional, and Behavioral.

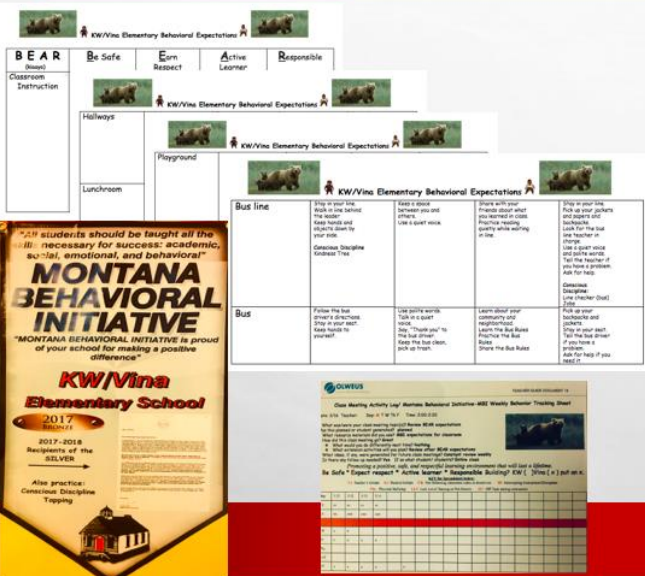
**MONTANA BEHAVIORAL
INITIATIVE INDIGENOUS
BROWNING PUBLIC SCHOOLS**

Montana Behavioral Initiative is proud of your school for making a positive difference.



Achieve our goals by practicing routines and procedures.



SAFETY MATTERS continued



 KW/Vina Elementary Behavioral Expectations 

What does your classroom management plan look like?

If the behavior continues to occur please contact the parent/guardian by phone before a referral is written (which also includes safety issues). Parents/guardians will be on our side if we COMMUNICATE. THANK YOU for being part of the KW/Vina TEAM!!

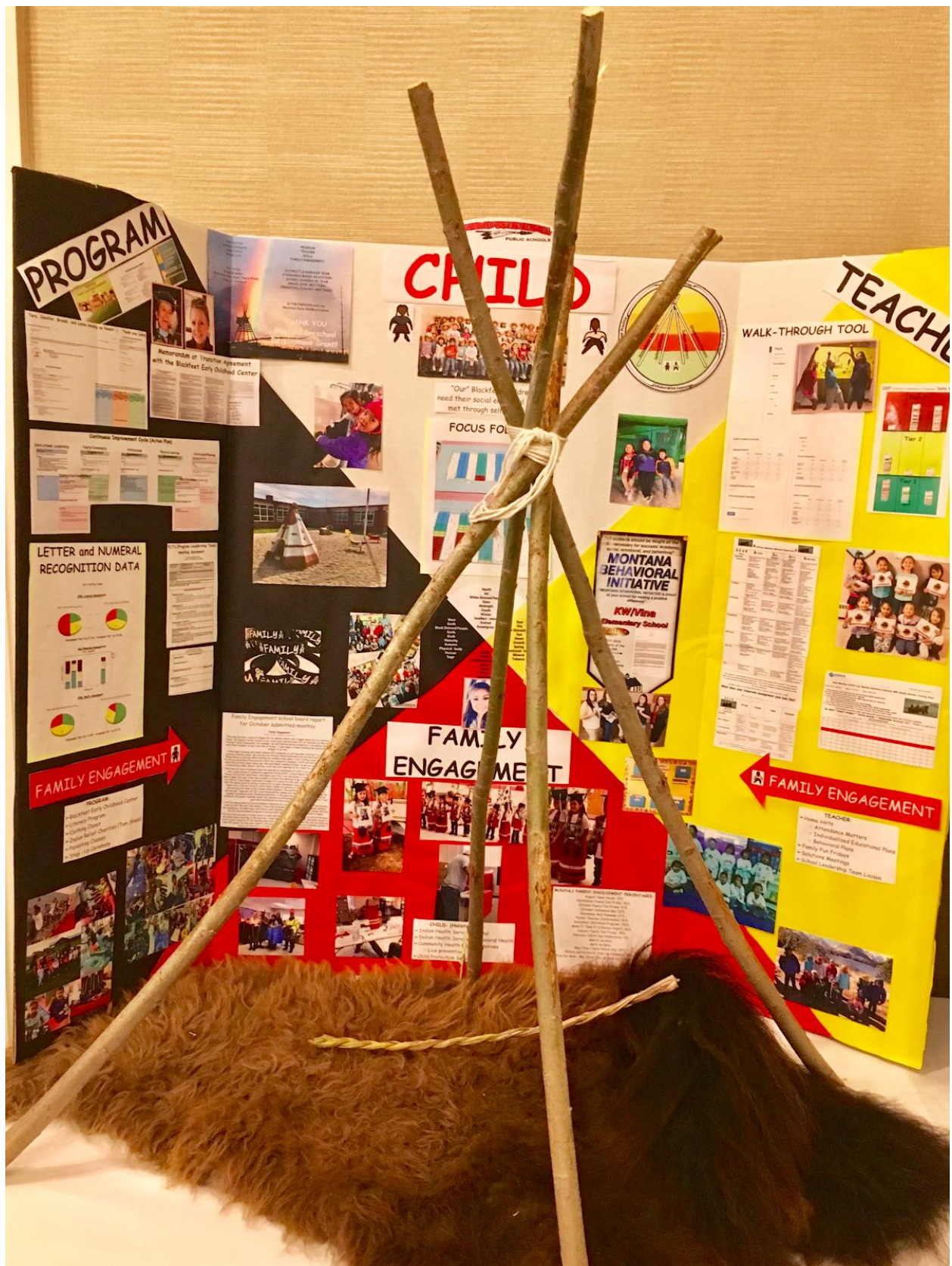
	CLASSROOM ROUTINES  			
	 Click here for Bear	 Click here for Cat	 Click here for Dog	 Click here for Elephant
 BEAR				
 KYI-YO	Arrival	Carpet	Desk	Dismissal
 Expectations	<ul style="list-style-type: none"> - Be aware of your position - Go directly into the activity - Turn from around you - "Keep hands" to your belongings in locker - Be on your toes - All go appear ready for the start - "Hands up" at floor - "Pencil sharpened" - "Pencil in your pencil case" 	<ul style="list-style-type: none"> - Remain quiet - Eyes on the teacher - Be calm, no running or shouting - 3 inch reach rule - Take care not to get upset 	<ul style="list-style-type: none"> - Remain quiet - Be grounded with feet on floor - Set and enforce 1 necessary - Be on extra hand, learner with assistance and share knowledge 	<ul style="list-style-type: none"> - Be aware of your surroundings - Be aware of your belongings - Be aware of your position - Be aware of your belongings - Be aware of your belongings - Be aware of your belongings
 Earn respect				
 Active learner	<ul style="list-style-type: none"> - Ask for the materials and use them - Ask the teacher to get the materials - Ask the teacher to get the materials - Ask the teacher to get the materials 	<ul style="list-style-type: none"> - Eyes on the teacher - Be calm, no running or shouting - 3 inch reach rule - Take care not to get upset 	<ul style="list-style-type: none"> - Ask for permission before leaving - Be grounded with feet on floor - Set and enforce 1 necessary - Be on extra hand, learner with assistance and share knowledge 	<ul style="list-style-type: none"> - Be aware of your surroundings - Be aware of your belongings - Be aware of your position - Be aware of your belongings - Be aware of your belongings

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

CULTURE MATTERS (Community)

We as a team at KW/Vina educate one another and others about our lodge.

Our students and staff must maintain our balance with Mother Earth.



As a school leader I was very honored to be a presenter at the MPDG "Honoring the Greatness in YOU" Summer Institute Conference in Helena. I brought awareness to others around the State of Montana and shared the great cultural opportunities KW/Vina Elementary has to offer.



PRESENTERS

WELCOME (OKI) TO OUR SCHOOL

Welcome (OKI) to KW/Vina Elementary. "Our Children are just as sacred as Chief Mountain, the water we drink, and the air we breathe." Lodge pole pines represent the tenets utilized at this school that have changed the way they do business. From a new parent center, an approach to attendance, and a focus on staff wellness--come hear what they are all about.

Room: *Judicial*

Presenter: *Toni Tatsey and Lynda Collins*

Audience: *Leadership, Teachers, Coaches, Paraprofessionals, Family Engagement Coordinators*

TONI TATSEY



To all you fine individuals at MPDG Summer Institute my name is Toni Bullshoe Tatsey, I reside on Birch Creek, the southern boundary of the beautiful Blackfeet Reservation. I am married to the handsome Superintendent of Heart Butte School, and he goes by Mike. We have 3 hardworking children and two adorable grandchildren. I am the School Leader (Principal) at the KW/Vina Elementary in Browning; 3 Pre-Kindergarten, 9 Kindergarten, and 9 First Grade Classrooms. As a school leader the children are our priority; they are as sacred as the air we breathe, the water we drink, and the ground we walk on. As the saying goes, "It takes a village to raise a child" and that it does. Thank you to our Pre-K TEAM!! They put in endless hours wanting the best for our children; Instructional Coach: Brandy Bremner, Family Engagement: Sydney St. Goddard, Teachers: Cherie Show, Ruth Shea, and Sheila Grady, Paraprofessionals: Carlissa No Runner, Susie Small, and Lela Guardipee. Also, THANK YOU to the MPDG personnel for believing in BPS it has been a great opportunity. Go Cats!

Our TEAM also had the opportunity to present on MBI, Conscious Discipline, and Tapping.
THANK YOU Ruth Shea and Lynda Collins!

MBI/CONSCIOUS DISCIPLINE....WORKING TOGETHER

While many of our schools/preschools/centers have had training in Conscious Discipline as well as the Montana Behavior Initiative (MBI), sometimes it is difficult to effectively meld the two processes together. This session will provide strategies, tools, and supporting data to make this a successful endeavor.

Room: *Capitol*

Presenter: *Lynda Collins*

Audience: *Teachers, Coaches, Paraprofessionals*

