



ATTENDANCE MATTERS

(submitted by Rebecca Rappold)

The following are KW/Vina's attendance percentages for the month of September:

PreK- 86.01%

Kindergarten- 82.12%

1st Grade- 86.53%

Overall Campus Attendance- 84.77%

Number of Students Dropped from Enrollment- 15 Students

Total Student Enrollment PreK-1st-363 students

Staff Attendance:

KW Certified - 92%

KW Classified - 92%

Vina Certified - 91%

Vina Classified - 92%

Perfect Attendance Students for September:

PreK Perfect Attendance for September- 7

Kindergarten Perfect Attendance for September- 22

1st Grade Perfect Attendance for September- 40

Total Number of Students with Perfect Attendance for September-69 Students

Classrooms with the Greatest Attendance at KW/Vina:

Ms. Burd's Kindergarten Class-88%

Ms. Brock's First Grade Class-91% and Ms. Burd's First Grade Class-91%

GRADUATION MATTERS

Early Kindergarten

(Submitted by: Ruth Shea, Cherie Show, Taylor Crawford)

September just flew by and now winter is on its way! We have completed our OWL screenings, the receptive and expressive vocabulary tests--whew! The assessments have given us great information on where our students are at academically and where our instruction should begin. We spent as much time as we could outside this month as we know that we will not be able to do that for long. The kids just love their playground and it is a great place to practice social skills. We finished unit 1 of our OWL curriculum. We will begin unit 2 next week which focuses on our families. We had our first Family Fun Friday which was very well attended.



Kindergarten

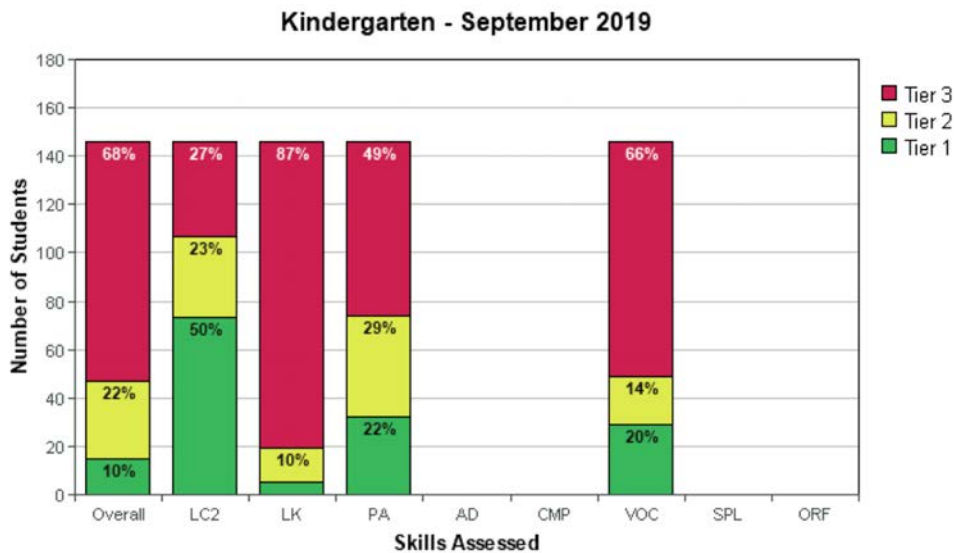
(Submitted by: Kelley Sharp)

In Kindergarten this month is really busy. We just had our first Family Fun Friday. We had a good turn out for the first one. Parents really enjoyed coming in the classrooms. In Wonders we are finishing up our first unit. Students started walk to intervention. The Guided math tool is rolling out great. Teachers are thankful we bought the kits. The Kindergarten team is preparing for Princess and Pirates fundraiser and our pumpkin patch field trip. We also have fun activities for October's Family Fun Friday.



Kindergarten ELA/Math
(Submitted by: Brandy Bremner)

Kindergarten Isip Reading Data



Our end of the year goal, for the Overall Reading subtest, is to have 50% or more at Tier 1.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Goal									74+ students
Actual	15								

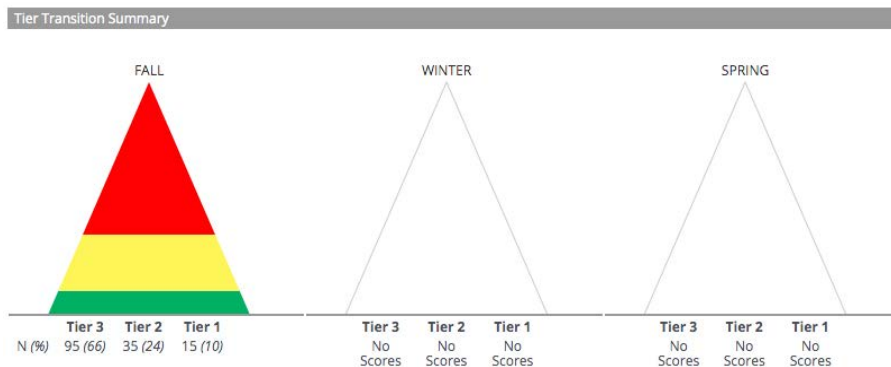
A separate year end goal, for Letter Knowledge, is to have 65% of students at Tier 1.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Goal									95 students
Actual	5								

This year, targeted intervention blocks have started earlier than usual, September 23rd. Students have been assessed on both Isip and with the Core Phonics Survey. Phonics Survey data was used to place students in groups according to their letter knowledge needs. PDSAs have been developed for each group in order to deliver targeted activities to meet individual group needs and monitor student performance and growth



throughout each PDSA cycle. Regular MTSS meetings have begun and are scheduled for the remainder of the school year.



Last year, our Spring Tier 1 percentage was 63%. This year, our goal is 65%. (We have significantly more Tier 3 students this Fall than in recent years).

Over the summer, the SBE analyzed math data PK-12 and each grade level developed a math plan. Our goal is that “students will attain conceptual understanding and procedural fluency by being immersed in a numeracy-rich environment, being active participants in a rich calendar routine, and by working in a guided math workshop framework”. Implementation has begun through professional development addressing components of the math plan and the purchase of curricular resources aligned to the guided math framework.

First Grade

(Submitted by: Egan Black)

At the beginning of this month, Ms. Burd's Immersion class went berry picking near East Glacier. On September 17, there was a schoolwide field trip where students went to Two Medicine. The first-grade students met with Park Rangers and were led on a hike where the Rangers showed students animal pelts, skulls, and antlers.

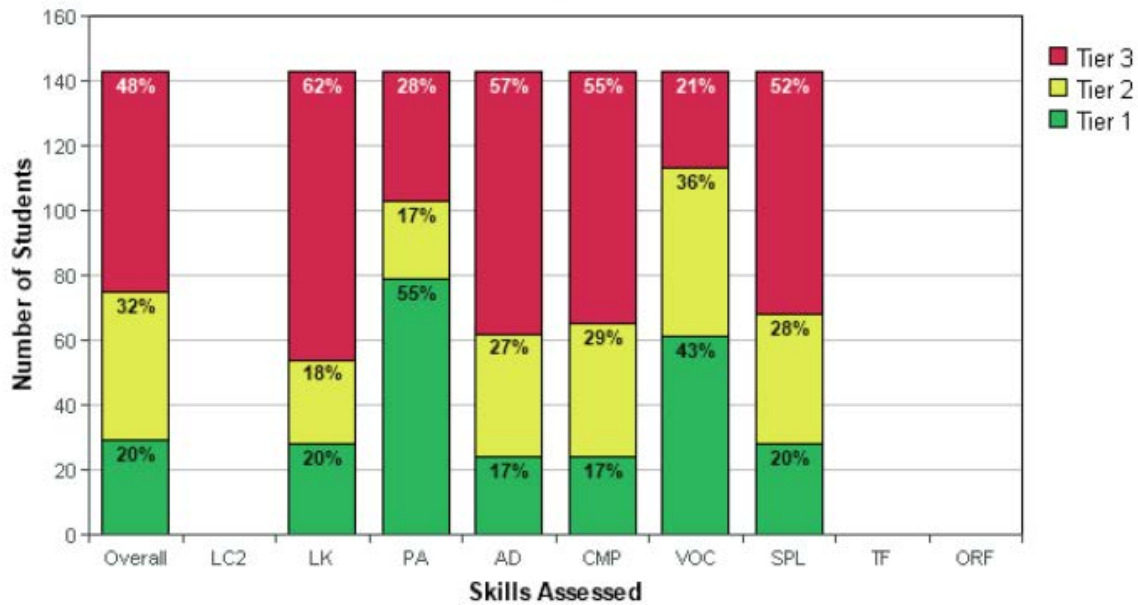
MTSS was successful; we got our students into tiered reading groups and started our first week of interventions on September 23rd. Vina had its very first fire drill; everything went very smoothly, and we had no cryers. We have noticed that the students coming up from kindergarten are maintaining the social skills and expectations they had while in kindergarten, which has made it an easier transition into first grade. Family Fun Friday is September 27th which will allow an opportunity for parents and guardians to go to school and help their child with an interactive math lesson.



First Grade ELA

(Submitted by: Nicole Whitney)

1st Grade - September 2019



This year, our overall goal for Reading is to increase Tier 1 by 20% and decrease Tier 3 by 20%. By the end of the year:

Tier 1- 40%

Tier 2- 32%

Tier 3- 28%

To reach this goal, we must move at least 28 students out of Tier 3 by May and at least 28 students into Tier 1. Specific students capable of moving have been identified, and will be monitored throughout the year using an ISIP report that has been created for just these students. We have also made a list of students to watch who are at risk of falling back

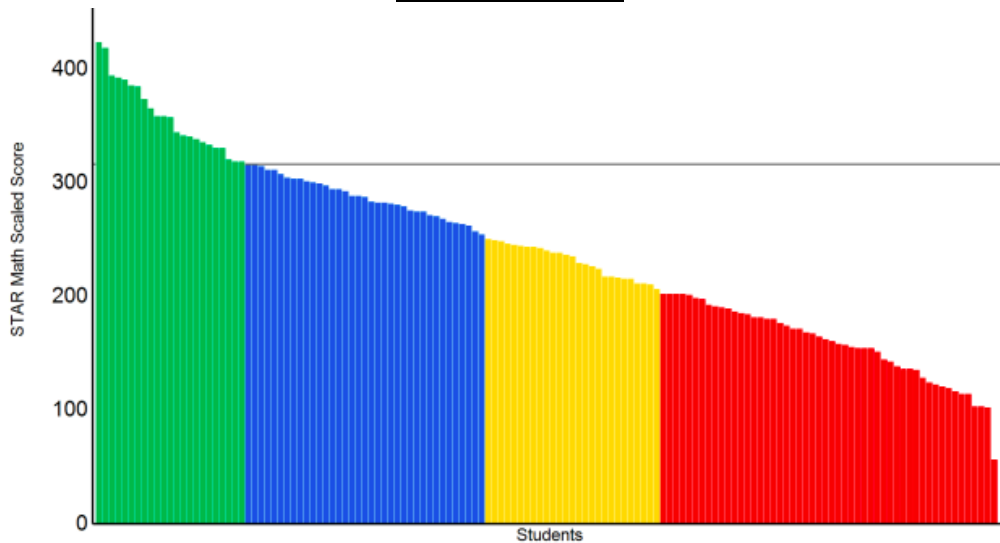


into a lower tier if not given targeted instruction. They will also be monitored using an ISIP report.

This year, we started our Intervention block on September 23rd. Students were placed in groups at our first MTSS meeting on September 18th using the Core Phonics Survey as our primary data point, ISIP as our secondary data point, and teacher observation as the tertiary data point. Teachers were strategically placed with each group of students, and are using PDSAs to monitor progress.

Our Tier 3 interventionist began Sound Partners tutoring on September 24th, working with students on Letter Knowledge. These students were also identified at the MTSS meeting.

First Grade Math



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 317 SS	At/Above 70 PR	23	17%
Category Total			23	17%
Below Benchmark				
■ On Watch	Below 317 SS	Below 70 PR	37	27%
■ Intervention	Below 253 SS	Below 45 PR	27	19%
■ Urgent Intervention	Below 204 SS	Below 25 PR	52	37%
Category Total			116	83%
Students Tested			139	



Our goal for Mathematics is to increase Tier 1 (Green) by 20% and decrease Tier 3 (Yellow and red) by 20%.

By the end of the year:

Tier 1- 37%

Tier 2-27%

Tier 3- 36%

All teachers are implementing a Guided Math Framework, and professional development has begun to focus on the different components of our math plan. The goal from Math Plan is that "students will attain conceptual understanding and procedural fluency by being immersed in a **numeracy-rich environment**, being active participants in a **rich calendar routine**, and by working in a **guided math workshop** framework". Professional development has been given on Numeracy Rich Environments, the Concrete, Representational, Abstract (CRA) strategy, and Number Talks.

On September 17th, our paraprofessionals began using a PDSA to document their "hot list" intervention focused on Number Recognition. These students were identified using Aimsweb data from May 2019. On October 2nd, our Math Interventionist will begin using Direct Instruction Math to help our most severe Tier 3 students with oral counting. These students were identified using a formative classroom assessment. They will also be monitored using PDSAs.

SAFETY MATTERS

Home visits conducted in September-8

Behavior Referrals in September-6

ISS-0

OSS-0

Reported Incidences of Bullying-1

Solutions/Parent Meetings-5 Solutions Meetings Held

Positives:

We had countless positive things happen at KW/Vina during the month of September such as first field trips, honoring our weekly BEAR students, holding our first MTSS grade level meetings, and enjoying recess on our beautiful playground just to name a few, however one significant achievement for our campus has been the decreased number of behavior referrals based upon those documented in September of 2018. In September of 2018, just one year ago, we had 23 behavior referrals written for the months of August and September. With the closing of September 2019, we have only 6 documented



behavior referrals, PreK-1st grade. This measurable, 74% percent decrease, is due to our MBI Team's commitment to filling in the gaps of our Tier I Core Program of Positive Behavior Intervention & Supports, increasing the number of Tier II support opportunities, and creating an efficient pathway for students to gain access to these Tier II supports. Our KW/Vina campus has increased the adult to student supervision ratio during lunch and lunch recess by assigning one classroom to each adult. As a result this changed the supervision ratio from approximately 1:34 last year to approximately 1:17 this year. Over the course of a year, we have increased professional development opportunities for all staff including; classroom teachers, specialists, special education teachers, paraprofessionals, PCAs, and other support staff to improve the quality of our Tier I program for Social, Emotional, and Behavior (SE/B) in the classroom and across settings. Good Medicine, specifically Juliana Salois has been a valuable member of our Tier II/III Leadership Team, and has quickly adapted to the understanding that identified students need the CORE + MORE to see overall improvement in SE/B. We have created a SE/B Intervention Block as part of our MTSS to support those students identified as needing additional support through our universal screener. Juliana Salois and school counselor, Tammy Hall-Reagan are providing instruction during these SE/B intervention blocks for PreK-1st grade students.

Challenges:

We have seen the number of behavior referrals decreased significantly based upon our Tier I and Tier II supports, however, it is discouraging that as one of the only campuses across the district to have a complete tiered system of support for SE/B, we no longer have access to a Tier III Program. Altacare was transferred from our campus in August, since then we have been waiting to rehire a therapist and BIS to support our Tier III students. Unfortunately, we received notice on Wednesday of last week that interviews would again need to be cancelled with no reschedule date in sight. The challenge for us at this point is that we have 6 students currently identified in need of these services based upon previous referrals, and one new student who is in need of immediate Tier III supports. Unfortunately, this student continues to receive an increased number of behavior referrals because we are unable to utilize our identified Tier III support process.

Pre-K BEAR Achievers



Kindergarten BEAR Achievers



First Grade BEAR Achievers



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CULTURE MATTERS



Identity is a topic we take very serious at KW/Vina Elementary and this year is no different. We've invited Mr. Armstrong in as a guest speaker to talk about our Cultural values and one in specific, boys/men with long hair. He shared that when he was in school there were no boys that had long hair and his heart was happy seeing boys growing braids in this generation. He visited with our "Sacred Beings" about his own personal experiences with long hair and shared the importance of identity. He also let every child know that each and every one of them should be proud of who they are, Pikunii/Blackfeet. He ended his talk with hugs and shared with the 3 boys how proud he is of them and to never be ashamed of being Indian. He and Ms. Burd had the children make a promise that they would always be proud of being Indian and always be proud of who they are. Thank you Mr. Pat Armstrong Jr. for coming into Ms. Marci Burd's Immersion classroom and sharing the importance of our CULTURAL IDENTITY.





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Before our first snowfall, Ms. Marci Burd and Ms. Ashley Burd's Immersion classrooms traveled to St. Mary's and went berry picking. Before they even picked they knew to offer tobacco to give thanks.



School Counselor

(submitted by: Tammy Hall-Reagan)

In the counseling center, we have been busy assisting students with grief issues. We have partnered with Tamarack Grief institute to administer bereavement groups for our



students. The groups are set to begin Tuesday October 1 2019. The grief groups will be every Tuesday and run through a six-week series, ending on November 5, 2019. We have been busy updating our student 504's. To date all 504's are completed and uploaded successfully in infinite campus. One of our endeavors was updated 504 forms.

We have forms documenting the:

1. Initial referral
2. Evaluation Checklist
3. Meeting notice to guardians
4. 504 form checklists
5. Initial Accommodation Plan
6. Release of Records
7. Section 504 grievance procedure form

We are helping our struggling students adjust to class, by spending some time in the classroom with them utilizing check and connect. We are intervening on issues by prompt meetings with guardians in our solutions meeting. Finally, individual student sessions are occurring to address social emotional issues.

Family Engagement

(Submitted by: Sydney St.Goddard)

This month we had our 1st collaboration meeting with Blackfeet Head Start, which is where we plan transitions for kindergarten. Unfortunately Blackfeet Head Start staff did not make the meeting, our next one will be at Head Start in October.

I also got the KW clothing closet unpacked and available to our staff and families. We are accepting donations of children's clothing, especially shoes/boots, pants, and underwear.

Nikki Hannon does her best on providing us with such things and we appreciate her program so much. We started giving out the friday food bags to our students this month, which the students were grateful to receive.



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