



Safety Matters

(Rebecca Rappold: Assistant Principal)



During the month of December, our Kindergarten and 1st grade teachers conducted the DESSA-mini benchmarking screener for Social-emotional learning (SEL) remotely using a Google form emailed to the parent/guardian. In January, teachers will input that data into the DESSA system. This data will drive our small group SEL instruction for kindergarten and first-grade using the Conscious Discipline Feelings Buddies Curriculum that was purchased two years ago with MCLP funds. PreK teachers will be conducting the DECA (Devereux Early Childhood Assessment) in late January or February with the PreK parents/guardians.

Positives:

KW/Vina Elementary began small group instruction during the month of December and instructional walkthroughs were conducted by Toni and Rebecca. It was so nice to see students, teachers, and families interacting via Google Meet. At KW/Vina we finally feel that we have successfully implemented our synchronous and asynchronous model for remote learning.

Challenges:

During the month of January, we will be conducting Winter Benchmarking Assessment using Aimsweb for ELA and mathematics. It was a challenge in the fall to complete this assessment remotely, and with board approval we hope to have the opportunity to conduct this assessment work in late January and February on-campus using our Assessment Stations created for each K and 1 teacher in the KW and Vina gyms. This work would be conducted following CDC guidelines and the same established protocols as were in place for the PreK ChildFind Event held at KW in September.

Attendance Matters

(Rebecca Rappold: Assistant Principal)

Our Connection & Engagement (attendance plan) at KW/Vina has evolved over the course of the 1st semester through packet distribution, digital learning on SeeSaw, and now engagement in direct instruction on Google Meet. During the first semester we have used our Connection & Engagement spreadsheet to track attendance for our young students.



Beginning second semester, KW/Vina will be taking regular student attendance on Infinite Campus based on our classroom teachers continued tracking of Connection & Engagement.

Graduation Matters



(Nicole Whitney: First Grade Instructional Coach)

Though brief, December has been an exciting month for the first grade team. On December 2nd and 3rd we conducted our first MTSS meetings of the year. Using the benchmarking data we collected in October and November and the last Kindergarten data points gathered before March we sorted the students of each class into 3 or 4 groups. As a team, we planned for each group using PDSAs and developed Keynote slides to guide instruction virtually. Each group has a different focus depending on the data. Groups are focusing on phonemic awareness and letter knowledge, letter knowledge and word reading, word reading and high frequency word development, or whole word reading and fluency. All groups finish their sessions reading a text at their level and applying the skills they practiced during the group.

After a few weeks of morning meetings, students were familiar with the routines of virtual meetings and this made the transition into small group instruction easier. Each week we are meeting as a grade level team to make instructional decisions for each group and we will continue this collaborative model when we transition back into school. In January, small groups will begin meeting twice a week and we are excited to spend more time teaching our students

Culture Matters (School Climate)

(Jocelyn Big Throat: PreK and K BNAS)

For the Month of December 2020 in BNAS at KW Bergan. We worked on our Christmas songs which were Jingle Bells in Blackfeet. We had an activity where the children recorded themselves and uploaded their videos to our learning platform called Seesaw. The children did an activity to go with the video. The students enjoyed the video recording of themselves and teaching the song to their families. I have gotten feedback from several parents/guardians that they enjoy learning the Blackfeet language along with their students. I appreciate the feedback it makes me feel like I am making a difference in their learning of our language. The students are also encouraged to practice what they learn from our language videos.

(Bonnie Roberts: ParaProfessionals Team Leader)

Good-bye 2020, hello 2021. May it be a productive and blessed year for us all. This December we had the privilege of giving the Christmas gifts to the Pre-k, kindergarten, and 1st grade students. The joy and excitement on their faces was priceless. How rewarding it was to be a part of this program. Who doesn't love to make a child's day? The families, lined up down the street, were filled with Christmas cheer and well wishes.

As we advance into the new year the para's and PCA's will continue to support each other as we work for our school and community. Everyone has been so willing to share their God given talents with the group. Whether it be advanced computer knowledge, organizational



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skills or leadership abilities, these areas of expertise have come to light and we are making good use of them.

May we continue to grow in knowledge and wisdom as we slide into 2021.

(Ruth Shea: PreK Team Leader)

We began the month of December by continuing our unit about "Our Community". The first week we learned about "What is in our community?". The second week we learned about "What workers do in our community". Ollie our "word bird" took our students on a virtual tour of the fire station and Teeples IGA. Ollie also shared pictures of the library, school, hospital and other community places in Browning with the students. We will continue this unit for the first 2 weeks in January.

Oh how we missed the usual Christmas hubbub--learning Christmas songs for the Christmas program, making gifts for parents, making cookies and gingerbread houses etc but we improvised as teachers do and had a different kind of Christmas fun.

The last week before Christmas break we read Christmas stories and planned Christmas lessons. Santa even made a surprise visit on the Science video for the week. He talked about the North Pole, the mountains and showed different animal tracks. Our Google Meets had a Christmas theme all week with Christmas rhymes, stories, and songs. On the last Friday before vacation, we had a Christmas celebration during Google Meets with dancing and Christmas songs, a scavenger hunt and we played "Santa Says" virtually (Simon Says). Our students really enjoyed the celebration.

We scheduled individual Google Meets with each of our students and composed letters to Santa which were published in the Glacier Reporter.

Overall our PreK engagement/connection data is looking great. Seesaw participation had an average of 78% overall for Dec. for all 3 classes. Google Meets had an average of 86% participation for December for all 3 classes. Family contact was at 97% overall for December. We know that we need to work on getting a few students to respond to our lessons on Seesaw. There are 1-2 students in each class that are not coming to Google Meets regularly. We are focusing on reaching out to them and offering help to get them engaged regularly.

We also started recognizing our BEAR students weekly by choosing 2 students from each PreK class to be recognized in the newspaper for following the BEAR expectations: Be safe, Earn respect, Active learner, Responsible.

The Pre-K team also met to group our PreK students for small groups as per the MTSS model (Multi-tiered Systems of Support). We plan to start small groups in January based on the Dial-4 data that we obtained earlier in the year.

And out of the 5 winners for the Ugly Christmas Sweater Contest, 3 were from our PreK staff: Ruth Shea-1st place, Cheri Show -tied for 2nd place and Molly Gallagher-Horn-tied for 3rd place! PreK rocks!

(Kelley Sharp: Kindergarten Team Leader)



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December went by really fast. In December Kindergarten was working hard to get our small groups up and running. The students really responded well to our afternoon small groups. We plan on adding another day in January. We were also finishing up some Dessa assessments. Parents really help us out working on the Dessa survey that was sent out. We are excited to see how this next semester will go.

(Betty Brock: First Grade Team Leader)

The First Grade team at Vina Chattin has been working diligently on expanding their remote learning skills. We worked very hard planning together to create our small groups for ELA. This is another way of supporting our students' learning needs.

Our Morning Meetings are still continuing and are very encouraging. The teachers administered by email or over the phone with parents the DESSA Mini Survey. We started the BEAR student of the week to recognize students who demonstrated BEAR expectations which are being safe, respectful, being an active learner, and being responsible. In the closing of December the First Grade team is very thankful for our new teammate that joined us. We ended December with virtual classroom Christmas parties that the students enjoyed as did the teachers. We are looking forward to the New Year!

(Tammy Hall-Reagan: Guidance Counselor)

The Month of December, we continued delivering student services and education remotely.

In the counseling center, we provide counseling services to students and parents. We researched Social Emotional learning tools and shared them via social media. We discuss the well-being of our students and any additional help that we can assist with.

To date, I have completed three Conscious Discipline Feeling Buddies Curriculum Video Lessons. The first lesson is teaching the students about the feelings, happy and sad. The second lesson is teaching the students about the feelings angry and scared. The third lesson is teaching the students about feeling calm and disappointed.

Sydney, Juliana and I are planning the roll out of the Social Emotional Small Groups. The groups have begun and will resume, when we return after the break. The student caseload, will consist of students on our list from last spring. The parents are completing the min DESSA assessment tool, to identify students that would benefit from the social emotional learning service.

Stay Well