🧍 Stamiksiitsiikin (Bullshoe) Elementary 🧍

Report for February 11, 2025

Welcome to Bullshoe Elementary where we lead from the heart, we value life, family, and know the children "Sacred Beings" we serve are as valuable as the air we breathe, the water we drink, and the ground we walk on. In this up and coming school year please join us in our children's education journey.

Attendance Matters

(William Huebsch: V-Principal)

January 2025

Grade	Enrolled	Attendance %
Little Learners	54	79.52%
Kindergarten	117	71.83%
Frist Grade	156	73.73%
Total	327	74.25%

Student Perfect Attendance

First Grade	Kindergarten	Little Learners
Sahkooyii Bullshoe RATD	Brian ComesAtNight	Kamiah Gutierrez
Nova DeRoche	Annslee Wells	Kaylilah Wells
Katalaya Gutierrez	Lincoln Williams	
Vladimir Rivas	Analise Wilson	
Tylee St. Goddard		
James Wells		
Issiah Whiteman		
Makenzlie Wilson		

Staff Attendance

Certified: 83%   Classified: 83%

Staff Perfect Attendance

Melody Cobell, Darren Magee, BobbieJo Powell

Prime Time Parking for February: Bergan = Mel Cobell; Chattin = Angela Archeleta

Graduation Matters
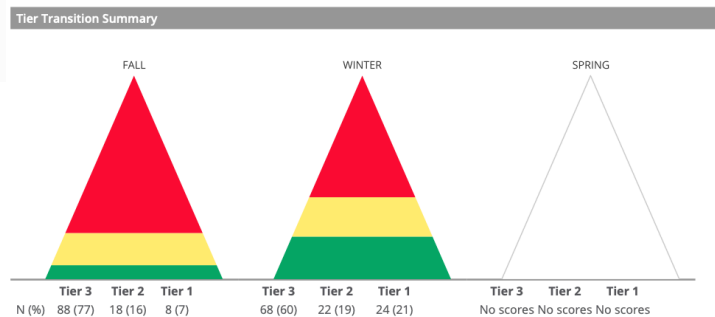
(Brandy Bremner: Instructional Coach)

Kindergarten Mid-year Benchmarking Data Report

February 2025

In January, 114 kindergarten students were assessed using the Aimsweb Early Literacy measures. Only 1 student was not assessed due to chronic absenteeism.

Below you will find the Tier Transition Summary. This image displays the movement of students from Fall to Winter. As you can see, Tier 3 decreased by 17% and Tier 1 increased by 14%.

Aimsweb Early Literacy Tier Transition

Tier Transition Summary

	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	88 (77)	18 (16)	8 (7)	68 (60)	22 (19)	24 (21)	No scores	No scores	No scores

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This Tier 1 increase is the greatest we've seen since implementing the Aimsweb Literacy Assessment and one of largest decreases we've had in T3 (as the chart below shows). In order to ensure we're doing what's most beneficial, it's important to reflect on data to determine factors that have contributed to improvement.
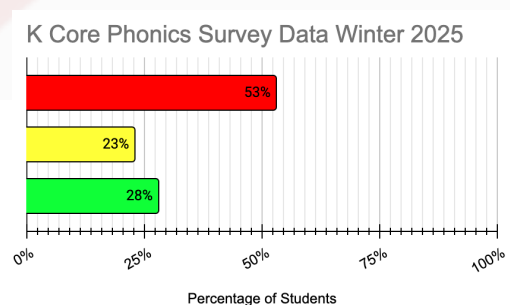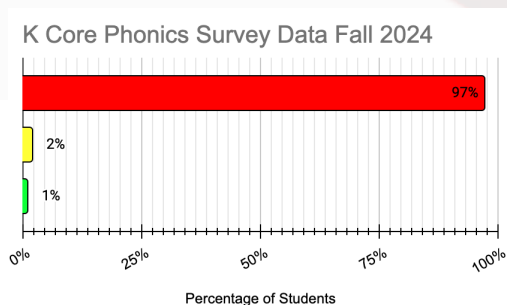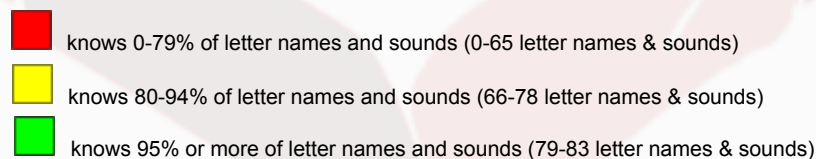
<u>Fall to Winter</u> changes over the past 5 years...

School Year	Tier 3	Tier 2	Tier 1	Possible Factors
20-21	+6%	-4%	-2%	Post Covid, Remote Learning, no Walk to Intervention (Safety Protocols), Wonders Phonics
21-22	+1%	-5%	+4%	Post Covid, no Walk to Intervention (Safety Protocols), 95% Phonics
22-23	-21%	+12%	+9%	Walk to Intervention, Wonders Phonics
23-24	+4%	-6%	+2%	No Walk to Intervention (Based on Schools Cubed recommendation), Wonders Phonics
24-25	-17%	+3%	+14%	Walk to Intervention, UFLI Phonics (yr.1)

Walking to intervention has shown to be effective, most likely due to the small group targeted support students receive. Our new phonics curriculum, UFLI, is also demonstrating effectiveness. Teachers have embraced UFLI and are demonstrating a high level of fidelity to the curriculum and strategies. The students love UFLI as well, teachers have commented on how students are excited about phonics time. I have noticed a high level of student engagement, increased opportunities to respond, and more practice occurring. This has been a positive implementation and we feel optimistic moving forward as our first year is already showing great results.

In January, kindergarten students were also assessed using the Core Phonics Survey. This assessment is untimed and gives us diagnostic data on the specific letters and sounds students have learned or may struggle with. We administer this assessment every 10 days to monitor progress and adjust instruction.

<u>Kindergarten Core Phonics Survey</u>
Percent at Letter Knowledge Benchmark (based on EOY Expectations)

🟥 knows 0-79% of letter names and sounds (0-65 letter names & sounds)

🟨 knows 80-94% of letter names and sounds (66-78 letter names & sounds)

🟩 knows 95% or more of letter names and sounds (79-83 letter names & sounds)

K Core Phonics Survey Data Fall 2024
- 97%
- 2%
- 1%

Percentage of Students

K Core Phonics Survey Data Winter 2025
- 53%
- 23%
- 28%

Percentage of Students

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In addition to using the Core Phonics Survey to assess letter names and sounds, this year we've started testing any student who scores 70 or above on the next section of the Core Phonics Survey, reading CVC words.

The chart below shows the breakdown of where students scored. This information is used to place students in intervention groups that target their specific skill needs.

< 20 letters & sounds	21-40 letters & sounds	41-69 letters & sounds	70-83 letters & sounds	70-83 letters & sounds + Blending CVC words	Beginning to Read Connected Text
19	19	26	5	27	21

Although the Aimsweb data shows 21 students are Tier 1, the Core Phonics Survey data indicates 48 students with Tier 1 <u>skills</u>. The difference between these two assessments is the fluency component.

Knowing this, I've created a fluency intervention where Para's pull specific students to play games that focus on accuracy and automaticity in letter names & sounds. This is done in a 10 minute session outside of the regular intervention block. The intent is to improve student confidence and performance when they take the Aimsweb assessment in the Spring. This type of group was implemented last Spring as well with amazing results.

In addition to the fluency intervention, which targets a specific set of students, all homeroom teachers will implement fluency activities periodically throughout the day to ensure distributed practice and opportunity for all students.

In January, 113 kindergarten students were also assessed using the Aimsweb Early Numeracy measures. Two students were not assessed due to absenteeism.

Below you will find the Tier Transition Summary. This image displays the movement of students from Fall to Winter. As you can see, Tier 3 decreased by 9% and Tier 1 increased by 14%.

K Aimsweb Early Numeracy Tiers
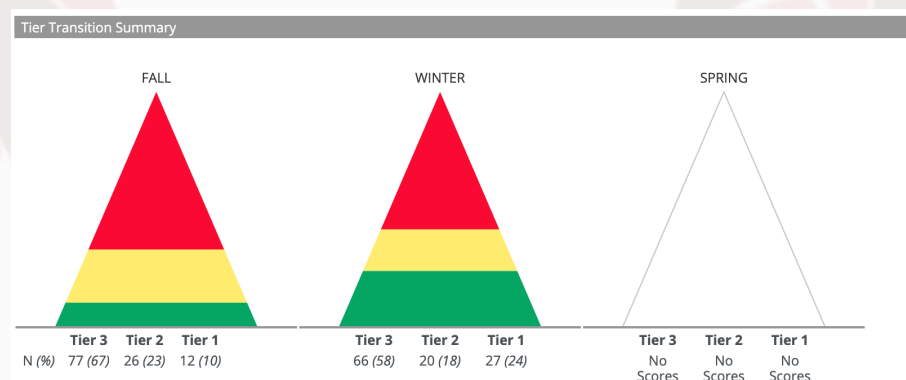
In Numeracy, a few things we're doing include;
- Continuing to utilize Eureka Math as our core curriculum
- Focusing on fluency, (Number Naming in the Fall and Addition/Subtraction in the Spring) and progress monitoring every two weeks.
- Integrating opportunities to subitize throughout the day.
- Providing time for math centers, where kids can apply their learning independently through hands-on activities, games, and tasks. Teachers monitor the centers to provide timely corrective feedback and guidance.

Little Learners Mid-year Benchmarking Data Report
February 2025

      In January, 54 Little Learners were assessed using the OWL curriculum-based progress monitoring tool. The pie charts below show student progress in Letter Naming and Number Naming from Fall to Winter.

<u>Letter Naming</u>: Letter Naming includes all 26 uppercase letters and 26 lowercase letters. In order to score in the Tier 1 range at this point in the school year, students must know 50% or more of the letter names.
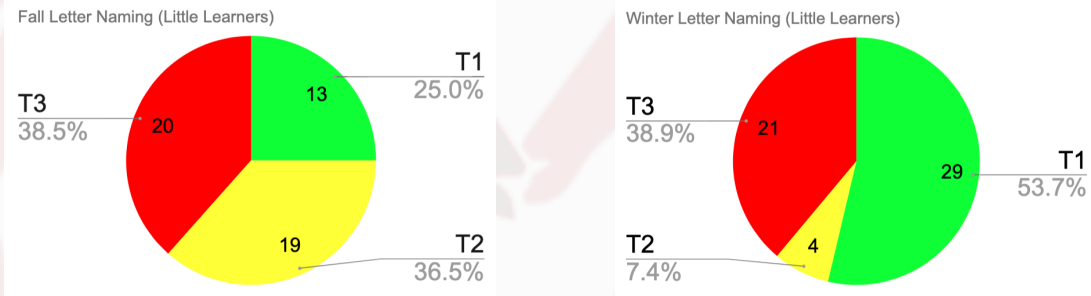
<u>Number Naming</u>: Number Naming includes numerals 1-10. In order to score in the Tier 1 range at this point in the school year, students must know 50% or more of the numerals.
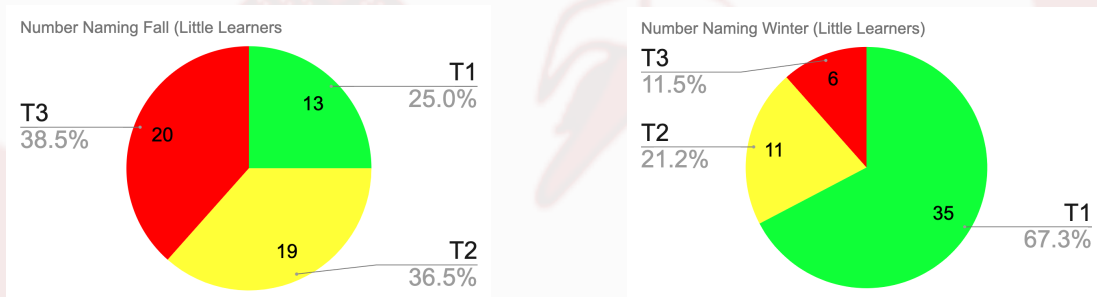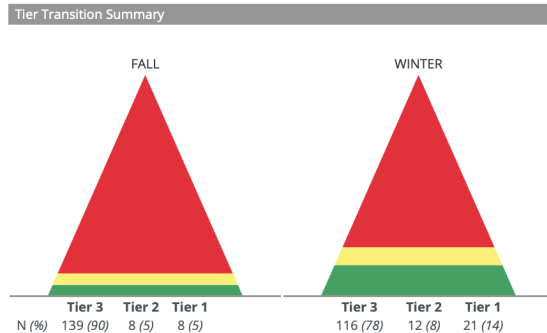

      The Little Learners are doing amazing! As you can see, Tier 1 in letter naming has increased by 28% and Tier 1 in number naming has increased by 42%.

      What the pie charts don't show is that 13 of our Little Learners know all or nearly all 52 letter names! These students are now focusing on mastering the sounds of the letters. One of these students is also participating in the kindergarten intervention block in order to learn how to blend sounds into words.

      Our Little Learners are now being assessed in the Fall, Winter, and Spring, using Aimsweb Early Literacy. They are tested on three measures, Auditory Vocabulary, Concepts of Print, and Initial Sound Fluency. At their level, a composite score is not given and therefore Tier Transition reports are not available. I am able to monitor individual students as well as the distribution of scores within each measure. I will potentially be able to report on this in May.

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(Andrea Evans: Instructional Coach)
Early Literacy:

Tier Transition Summary

FALL   WINTER

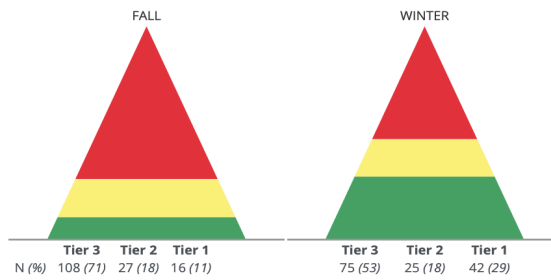| N (%)	Tier 3	Tier 2	Tier 1		Tier 3	Tier 2	Tier 1
	139 (90)	8 (5)	8 (5)		116 (78)	12 (8)	21 (14)

Aimsweb Oral Reading Fluency (ORF) Assessments and MTSS grouping. The following graphs show our Winter aimsweb ORF scores (above) and our Winter MTSS grouping (below) from Fall to Winter. Our first grade ORF goal is to move 10% of students to Tier 1 from Fall to Spring (we have moved 9% already) and move 15% of students out of Tier 3 from Fall to Spring (and we have already moved 12%)! Many of our students are blending and reading which is great news! The concern is that students are not getting enough practice during the day to build confidence and fluency. To help with this, we recently implemented familiar re-read bags in each classroom for each student (passages and decodable text taught during 'time in text' time). Students will practice familiar re-reads during 'time in text' (at the teacher table), 'time in text' stations, after completing any lesson during the day, and during any downtime the teacher foresees. We are excited to see the results of this implementation:).

Fall 24/25 MTSS Groups

Winter 24/25 MTSS Groups

MTSS Group A1
Struggles with Foundational Skills
• Number of students: from 74 (Fall) to 33 (Winter)
• Core Phonics Survey Score: Below 80%
• ORF Score: 0-10
Intervention Focus:
Phonological Awareness, alphabet knowledge, grapheme-phoneme correspondences, direct attention to letter and sound relationships, begin practice decoding and encoding VC/CVC words

MTSS Group A
Phonics Proficient but Fluency Deficient
• Number of students: from 46 (Fall) to 44 (Winter)
• Core Phonics Survey Score: Above 80%
• ORF Score: 0-10
Intervention Focus:
Reinforce letter-sound knowledge and phonemic awareness, with an emphasis on using all the letters in the word, promote the use of invented spelling to focus on individual letter sounds, ample practice reading

Group MTSS B1/B
Moderate Fluency, Strong Phonics Skills
• Number of students: from 18 (Fall) to 57 (Winter)
• Core Phonics Survey Score: Above 80%
• ORF Score: B1/10-25 and B/26-35
Intervention Focus:
Focus on segmenting and blending phonemes and getting students to attend ot every grapheme, focus on recognition of the various chunks within words, and ample practice reading words and connected text

MTSS Group C/D
High Fluency and Phonics Mastery
• Number of students: 15 (Fall) to 18 (Winter)
• Core Phonics Survey Score: Above 80%
• ORF Score: 36+
Intervention Focus:
Continued focus on attending to chunks within words, focus on breaking apart multisyllabic words, ample practice reading.

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Early Numeracy:

Tier Transition Summary

	FALL				WINTER		
	Tier 3	**Tier 2**	**Tier 1**		**Tier 3**	**Tier 2**	**Tier 1**
N (%)	108 (71)	27 (18)	16 (11)		75 (53)	25 (18)	42 (29)

In Aimsweb Early Numeracy our first grade goal is 15% of students will increase to Tier 1 from Fall to Spring (we have already moved 19%) and from Fall to Spring 15% will move out of Tier 3 (we have already moved 18% out)! We are so excited to see these amazing results from our hard work in math. Teachers will be implementing a collaborative math warm up via Google Slides that consist of everyday first grade math standards/skills. Each month they will add a new slide that goes along with what they are learning in their current Math Module. This will ensure repetitive practice and multiple opportunities to respond to various math concepts.

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