



KW/Vina Elementary
Board Report for February 13, 2018

WE have an amazing TEAM at the KW/VINA, WAY TO GO!!





ATTENDANCE MATTERS (Parent)

Attendance for the month of January:

STUDENTS:

Pre-K 54 students 85.03% Kindergarten 137 students 81.33% First Grade 162 students 84.34%

STAFF PERFECT ATTENDANCE CONGRATS!! Amy Running Fisher and Lauren Monroe

KW Bergan

Classified 93.00%

Certified 86.00 %

Vina Chattin

Classified 94.00%

Certified 91.00%

Average:

Classified 93.50%

Certified 88.50%

GRADUATION MATTERS (Student)

Pre-Kindergarten/Preschool

(Submitted by: Ruth Shea, Sheila Grady, Cherie Show)

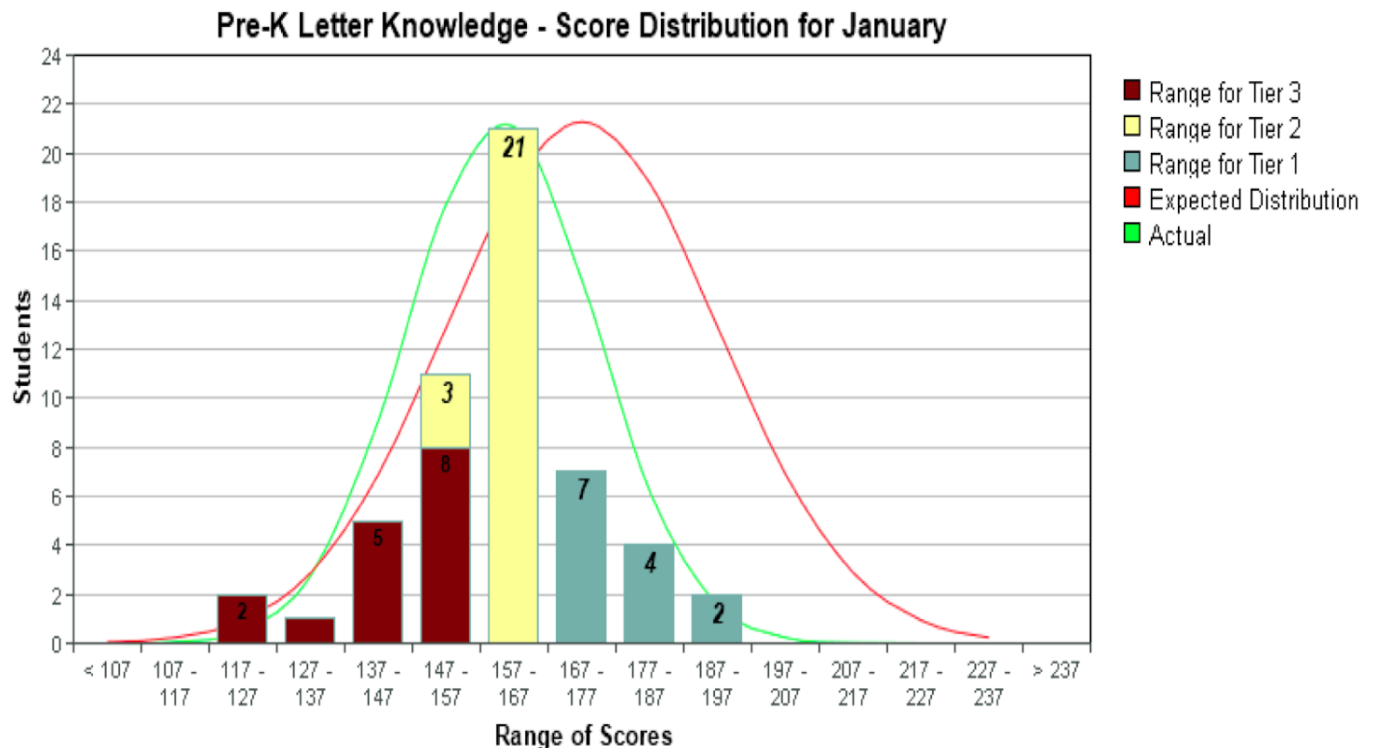
Despite the wind, snow and ice, we had a great January in Preschool. We finished our ISIP assessments for mid-year, semester report cards and progress monitoring assessments. Overall all preschoolers are making good gains on their assessments. The Math skills of rote counting, counting objects and subitizing were strong. This next semester we are planning to focus on letter naming, letter sounds, blending and rhyming. We learned about farms during this month. We did all kinds of fun activities such as animal art projects, pretend farms set up in the classroom, and the farm theme was integrated into our centers. We have started our next unit called "From Jungle to Desert" Parents were invited to participate in a Family Fun Friday Math activity. Our students enjoy having their parents visit the classroom.

Pre-Kindergarten Reading Data

(Submitted by: Brandy Bremner)

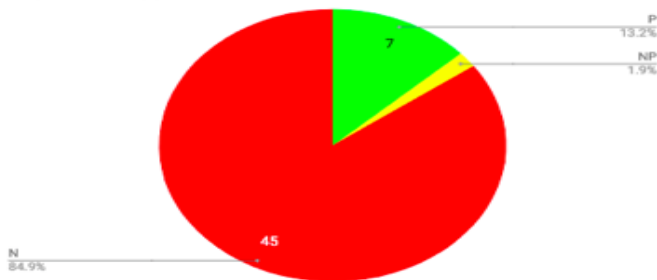
ISIP™ Early Reading results for **K W Bergan Primary School**

at Browning Public Schools - 2017/2018 School Year

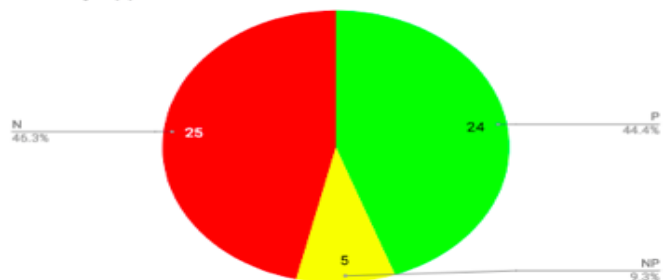


In-Program Owl Assessment on Letter Naming

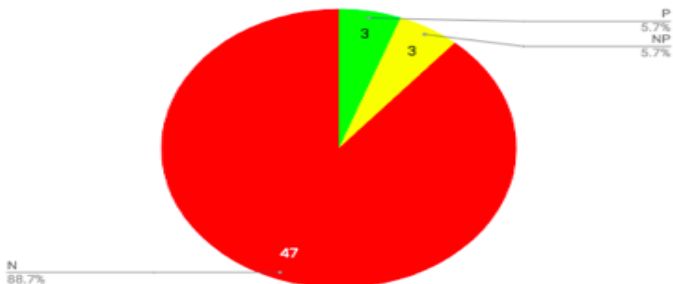
September Uppercase



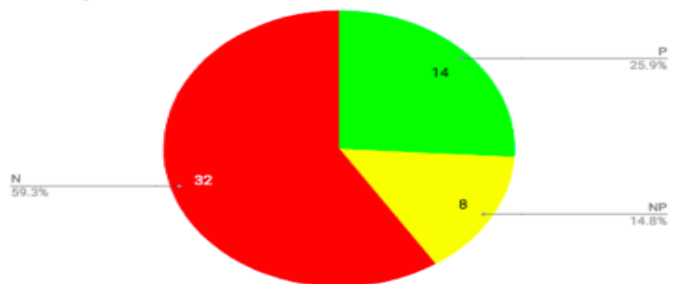
January Uppercase



September Lowercase



January Lowercase



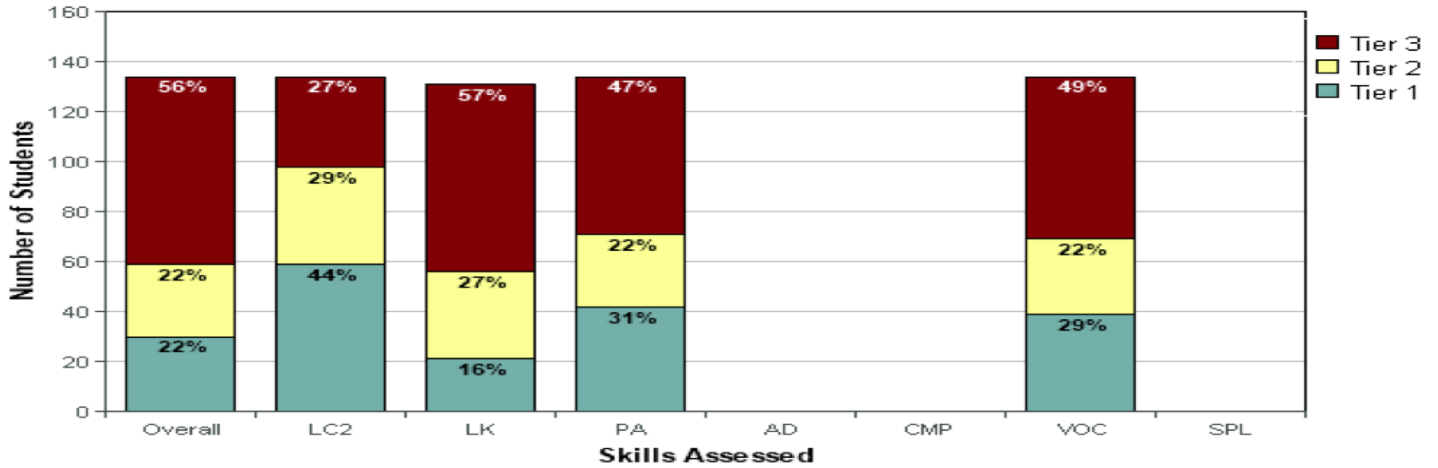
Kindergarten

(Submitted by: Megan Adams)

Kindergarten team started the year off on a roll! January 19th was our Family Fun Friday event where children and families participated in marshmallow math activities. Some of the activities focused on addition and subtraction, which are two recent topics that have been covered through the Envision math program. Each student took home a packet of hot chocolate and left-over marshmallows to practice these math concepts. Teachers continue to encourage students to master letter names and sounds through the new Wonders ELA Program. As of the end of January, this year's batch of kindergarteners have learned twelve letters in the alphabet, fourteen high-frequency words, and have started composing simple sentences with each in their writing. After reviewing our monthly data from Istation, the Phonics Survey, and individual progress monitoring assessments, it is clear that every classroom is making small gains toward our principal's end of the year goal.

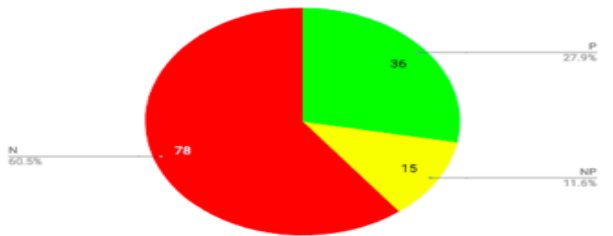
Kindergarten Reading (Submitted by: Brandy Bremner) ISIP

Kindergarten - January 2018

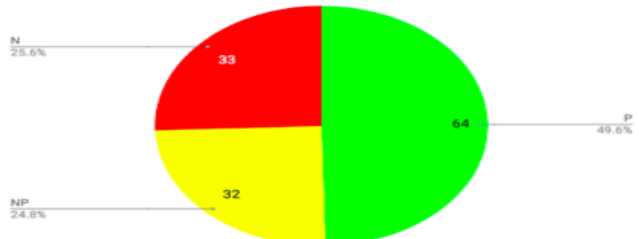


Phonics Survey Benchmark Testing

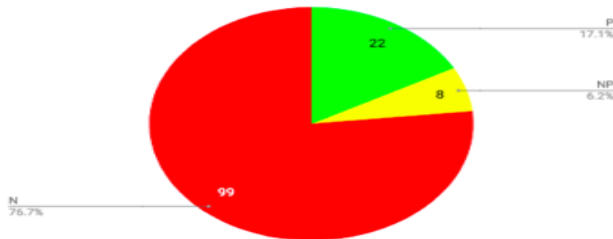
September letter names



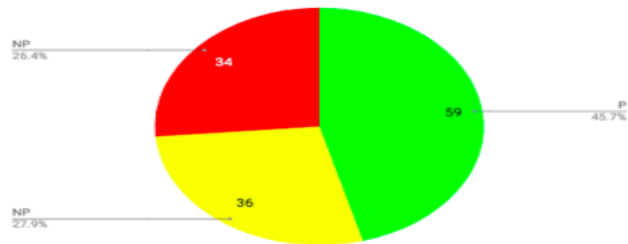
January Letter names



September letter sounds



January Letter sounds

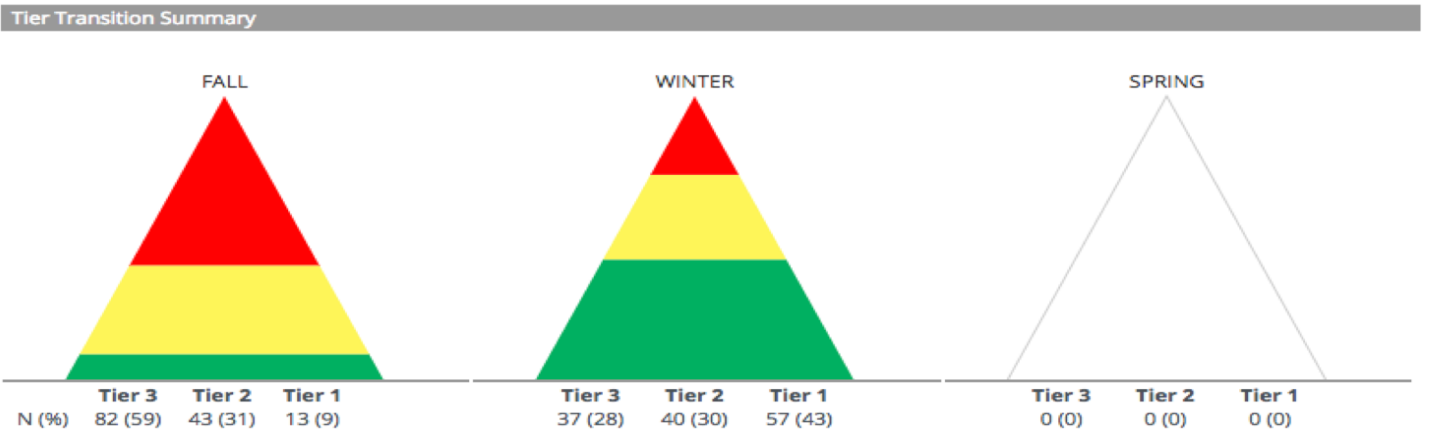


Data analysis of the two different assessments shows us a discrepancy in Letter Knowledge scores. The Isip LK scores are significantly lower than than the Phonics Survey results. We believe the discrepancy comes from how the students are assessed. The Isip is on the computer, and the Phonics Survey is 1 on 1 with an assessor. The Isip Letter Knowledge scores are significantly lower than we have seen in years past as well.

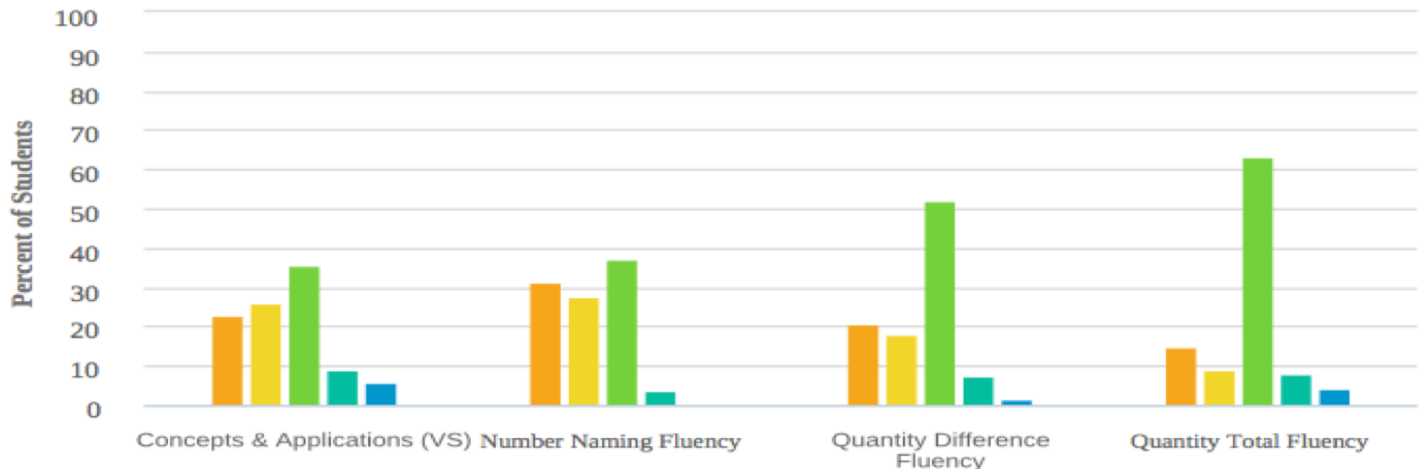
This year for Isip testing, we stopped using a mouse and only use the touch pad on the Chrome books. With the level of fine motor skills that 5 and 6 year olds have, it appears this is not working out for us. When looking at individual responses, it has been noted that the majority of students are "timing out" on each response. In comparison, when testing the Phonics Survey, students only have to respond orally. Fine motor skills are not a factor at all. Taking this into consideration, we are switching back to the use of the mouse. We hope to monitor the impact it has on the number of "time outs" and to see if the the Isip results and Phonics Survey results align better.

Kindergarten Math Data Aimsweb Math Benchmark Testing

Tier 1 ■ Tier 2 ■ Tier 3 ■



As the above Aimsweb Tier Transition Summary shows, we have moved 45 kids out of Tier 3 and 44 into Tier 1! That's quite a CELEBRATION!!!



The above graph shows the breakdown of the Aimsweb math assessment subtests. The fluency subtests are timed, the Concepts & Applications is not. This Fall we focused on subitizing (instant recognition of sets of dots). This focus paid off for us in Quantity Difference Fluency and Quantity Total Fluency, as indicated by the high numbers in green, teal, and blue. This Spring, along with continuing to reinforce subitizing, we will focus on Number Naming Fluency as we begin to teach the numerals 11-20. We did anticipate the poor scores in Number Naming Fluency, knowing the numerals 11-20 would not be taught until second semester (and the first semester focus is on 1-10).

First Grade

(Submitted by: Nicole Whitney)

January was a hustle-bustle kind of month in first grade. With Family Fun Friday, end of quarter, mid-year schedule changes, etc. we sometimes felt like we were just along for the ride! Our Family Fun Friday centered around Fact Families and hot cocoa. Students used marshmallows as a manipulative, and were able to show their families how to make four related facts when given two parts and a whole.

Some family members did not know what a fact family was, so it was a proud moment for many students to teach their own families something new. Students also enjoyed learning about folktales, what life was like long ago, where food comes from, and how animals' bodies help them- all essential questions from our new reading program. Spending a week reading texts, writing, and talking about a certain question has been really fun and educationally beneficial for our students.

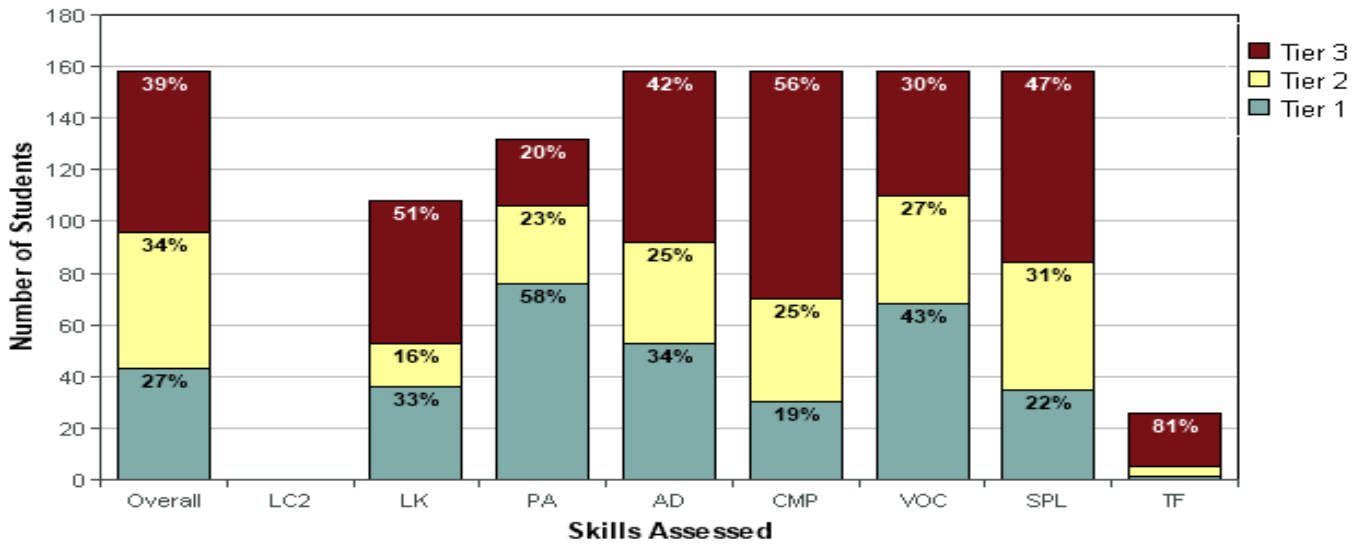
We'll see what February brings!

First Grade Reading Data
 (Submitted by: Sandi Campbell)

1st grade January Benchmark Data

158 total students tested = Tier 3= 62 students Tier 2= 53 students Tier 1= 43 students

1st Grade - January 2018



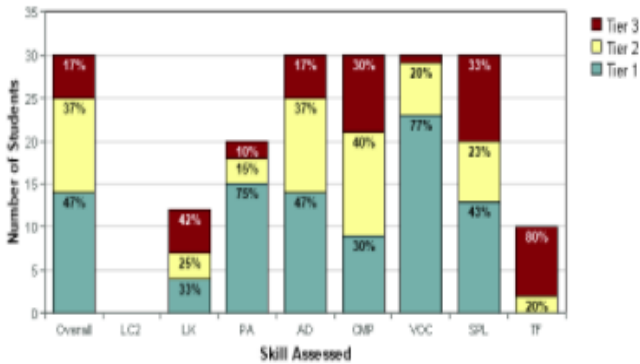
ELL students - 13 students (WHAT supports and scaffolds are put in place for these students?)
 Tier 1= 2 students Tier 2= 2 students Tier 3= 9 students

Pre-K students

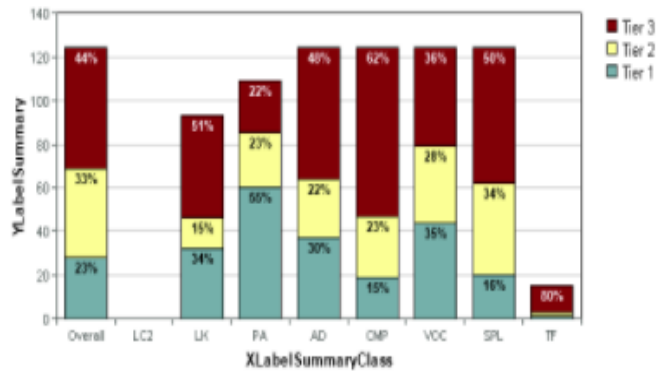
Tier 1 = 14 students
 Tier 2 = 11 students
 Tier 3 = 5 students

NON Pre-K (general population)

1st Grade - January 2018



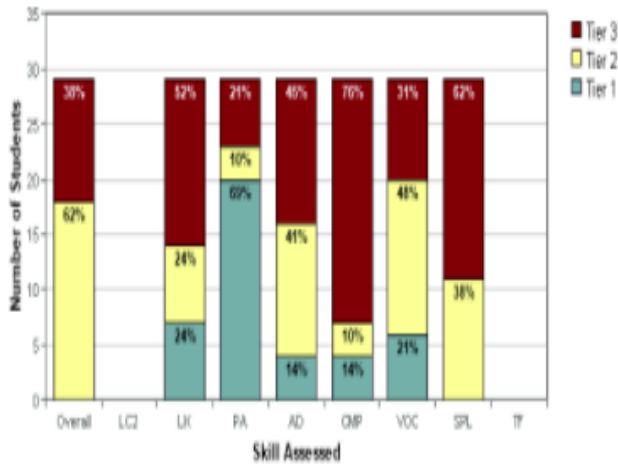
1st Grade - January 2018



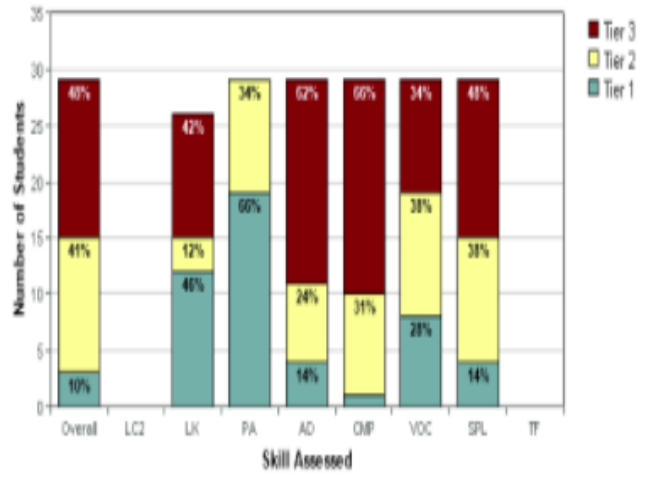
Wonderworks students - Subtest movement.

Phonemic Awareness - now there are no students in Tier 3 in this subtest, compared to 21% in Nov.

1st Grade - November 2017

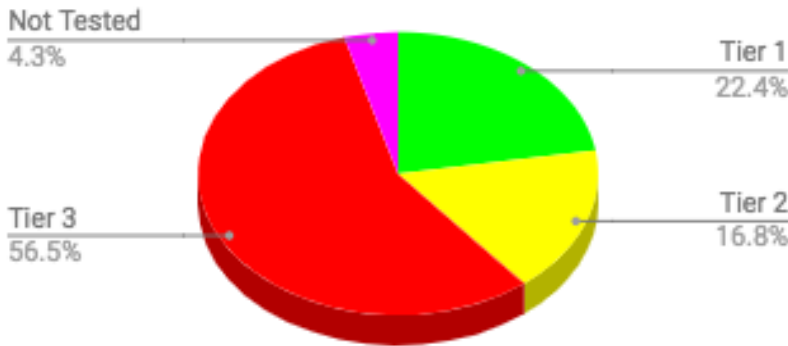


1st Grade - January 2018

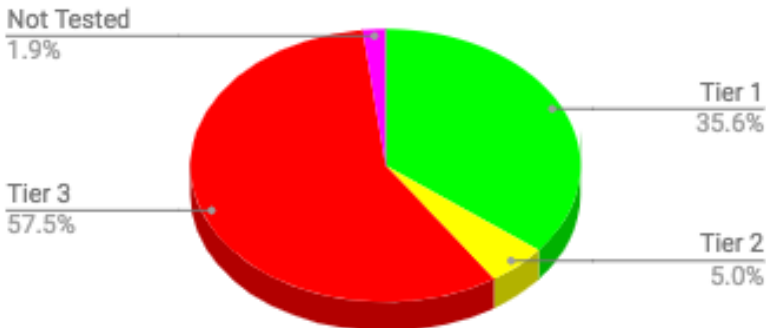


Wonders Reading Program - Sight Word Fluency Assessment

Fall 2017

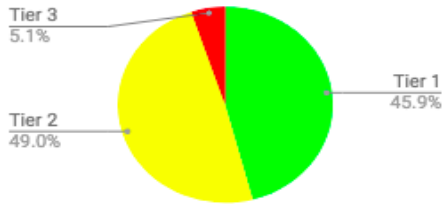


Winter



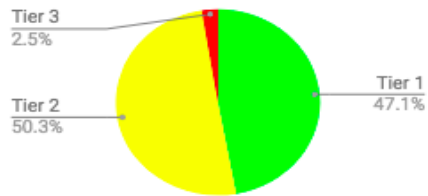
Goal for Spring= 50% Tier 1
Phonics Survey Data

Letter Names



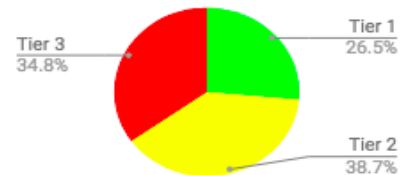
Goal for Spring = 95% Tier 1

Letter Sounds



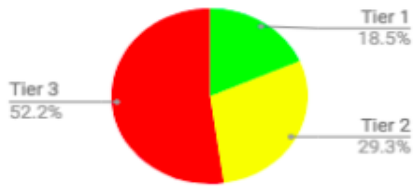
Goal for Spring= 95% Tier 1

VC/CVC list



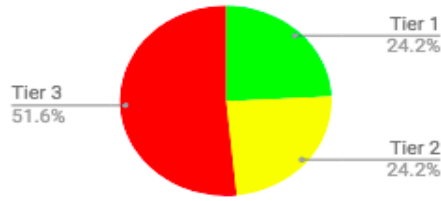
Goal for Spring=60% Tier 1

VC/CVC Sentences



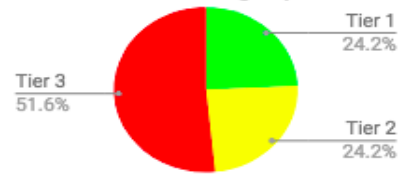
Goal for Spring= 60% Tier 1

Consonant Diagraph List



No Goal yet

Consonant Diagraph Text

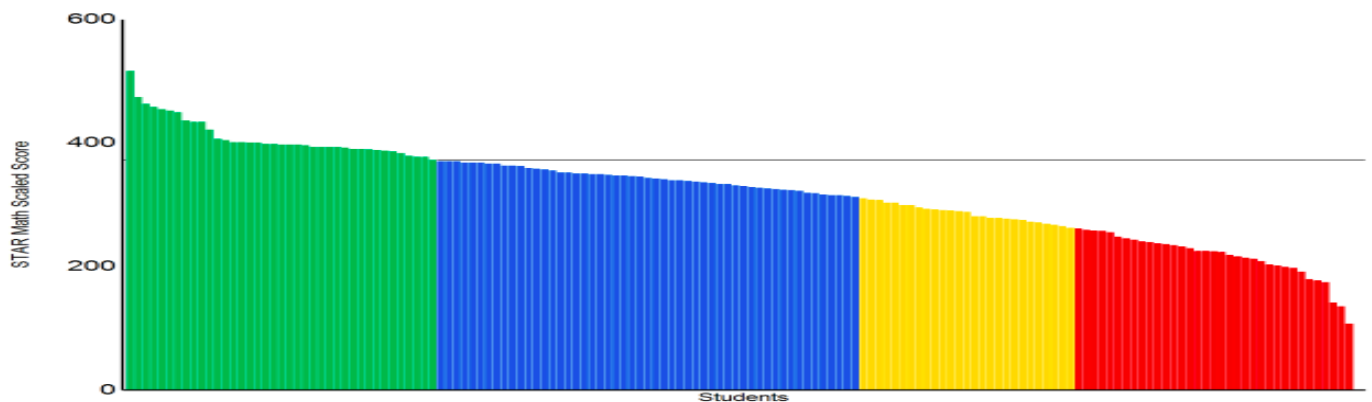


No Goal Yet

First Grade Math Data

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 373 SS	At/Above 70 PR	39	25%
Category Total			39	25%
Below Benchmark				
■ On Watch	Below 373 SS	Below 70 PR	53	34%
■ Intervention	Below 312 SS	Below 45 PR	27	18%
■ Urgent Intervention	Below 263 SS	Below 25 PR	35	23%
Category Total			115	75%
Students Tested			154	

Grade: 1



1	Represent and solve problems involving addition and subtraction	Envision Topic	0%	0%	1.2% 2 students	0.6% 1 student	6% 9 students
2	Understand and apply properties of operations and the relationship between Addition & Subtraction	Envision Topic	0.6% 1 student	1.2% 2 students	3.1% 5 students	7% 11 students	15% 23 students
3	Add and Subtract within 20	Envision Topic	1.9% 3 students	4.4% 7 students	8.9% 14 students	17% 25 students	28% 43 students
4	Work with addition and subtraction equations	Envision Topic	0.6% 1 student	8.7% 5 students	6.3% 10 students	13% 20 students	22% 34 students
5	Extend the counting sequence	Envision Topic	2.5% 4 students	5.6% 9 students	14.5% 23 students	25% 37 students	35% 54 students
6	Understanding place value	Envision Topic	0%	0%	1.2% 2 students	0%	9% 14 students
7	Use place value understanding and properties of operations to add and subtract.	Envision Topic	0%	1.2% 2 students	2.5% 4 students	6% 9 students	17.5% 27 students
8	Measure lengths indirectly and by iterating length units.	Calendar	0%	0%	0.6% 1 student	0%	10% 15 students
9	Tell and write time.	Calendar	1.2% 2 students	4.4% 7 students	9.5% 14 students	15% 23 students	28% 43 students
10	Represent and interpret data.	Calendar	0%	0%	2.5% 4 students	5% 7 students	15% 23 students
11	Reason with shapes and their attributes	Calendar	1.9% 3 students	5% 8 students	10% 16 students	18% 27 students	34% 53 students

SAFETY MATTERS (School)

MBI/Conscious Discipline

(Submitted by: Amy Molenda)

As we enter the third quarter, students' awareness about the BEAR Matrix has reached a new level.

Students are able to express examples of how they are meeting BEAR Expectations. They understand why we use BEAR and the reason behind receiving "Caught-ya Cards." This growth and understanding over the course of the year is exciting to see!

The MBI Team presented to staff during Wednesday Professional Development for January. We had a Staff Poster Walk and asked them to write down ideas about how we could improve as a campus. It was nice to see great collaboration and wonderful ideas being generated. The MBI Team will be using the information collected to target areas of improvement throughout the year.

CULTURE MATTERS (Community)

First Grade Immersion

(Submitted by: Carolyn Zuback)

Students have been introduced to a few more words. We learned some words sound the same, the only difference is the vowel is sustained longer. Like Saaam means Medicine and Saaami means Warbonnet.. The student's here at Vina Chattin are using hands on the make a SAAAMI.. Students have also, been introduced to the different names of different races such as: Chinese person Apatammstsaminaaam/ Apatammstsaminaiowan. Other words such as Pokon- Ball, Doll-Attapiim, Students learned about the Blackfoot Confederacy and sister tribes.

Family Engagement

(Submitted by: Sydney St.Goddard)

For January I have went on 6 home visits due to attendance/behavior. Our Pre-K Literacy program has been quite busy as the parents and students come in after school to check out books and receive their incentives. I have submitted an application for the Best Beginnings Coalition Grant to raise awareness on the importance of early childhood education. I hope to hear from the grant holder soon. Our team is also starting transition collaboration meetings with Blackfeet Early Childhood Center and the children came and visited the KW Bergan for their first transition, preparing them for Kindergarten so it's not so overwhelming when they begin at the "Big School." We will meet monthly and work on building a partnership to help ease the transition of our students.

School Counselor

(Submitted by: Lynnel Bullshoe)

January has been a very busy month but great month. The parents/guardians sure do appreciate us greeting their babies at the Meet and Greet every morning. We are out there every morning despite the bitter cold, snow and wind. I look forward to the meet and greet, wonderful way to start your day. Students coming back after vacation seem to forget what they have learned so we have to do lots of reteaching and reminding. Safety Stations were held again to help the students remember the basic rules. We had 3 safety stations: playground & hallways, lunchroom and bus safety. Thanks to Lisa for always willing to help with the bus safety. We are continuing to work with students and parents/guardians so the students can be successful at school. I make several phone calls a day contacting parents/guardians, having Solutions meetings and 7 Home-visits. I also worked with the Good Medicine program, Blackfeet Child Protective Services and Youth Dynamics. Meeting with individual students and/or groups of students is part of my daily routine. We seem to have an increase in students with head lice this month so we have had to send lots of students home who had lots of live bugs. The TA's do a great job of treating and cleaning the students' heads so they can remain in school. Parents are always contacted and give us permission to treat their child. Those students who do have to go home, Kim DesRosier; school nurse will call in a prescription at IHS for lice treatment so the parents can just go and pick it up. We have students who have chronic head lice so with parent permission we are going to treat them daily with tea tree oil. We are hoping that will help so we can keep them in school.

WIDA Testing was completed. Great job on the students part and THANK YOU to the testing lady's; Roberta Kipp, LV Pilling and Carol Racine. I am a member of both the MBI and SLT teams. The MBI has done a few presentations at the extended Wednesdays which seem to be well received by the staff. The SLT has also appointed me to meet weekly with the TA's to share information as they do with the teachers. It seems to be a great way to communicate and collaborate with the

TA's. Most recently we hosted Blackfeet HeadStart classes to visit the Kindergarten classes. We will have lots of students next year so it's nice that we are in preparations for their arrival next year. Overall, it's been a whirlwind of a month being the school counselor for 303 Pre-Kindergarten, Kindergarteners, and 1st graders but I love my job. I am Thankful to be able to work with our Sacred Ones on a daily basis.

THANK YOU KIM DESROSIER FOR THE AWESOME PAINTING YOU, ROBERT, AND LAUREN MONROE DID AT THE VINA CHATTIN ... IT'S AWESOME!

