



KW/Vina Elementary



Board Report for October 10, 2017

ATTENDANCE MATTERS (Parent)

For the month of September the Pre-K students had 92.38% attendance, Kindergarten 91.47%, 1st Grade had 93.46%, and overall 92.53%. There are currently 56 students in the Pre-K, 138 in Kindergarten, and 161 students in the 1st Grade.

In the 2016-2017 school year there were 58 kindergarten students who had missed 40 or more days of school. 53 of these students are attending Vina Chattin as 1st graders this school year. Ms. Siliezar has made 19 home visits, several phone calls, and we have referred 2 students to the Blackfeet Tribal Family Court. The students referred to court have made an improvement with their attendance and now we will reward them with an attendance certificate.

Of the 53 students there are 24 students (45% of the 53) who are considered to be in Tier 3; This means they have had 4 or more unexcused absences. In the Tier 2 group there are 4 students (8%); these students had a few absences and have several tardies. In Tier 1 there are 25 students (47% of the 53); which means that the students had less than 3 days of unexcused absences. We pride ourselves on communication and not only do we do home visits, phone calls, but we as a campus also send out 3, 5, 7, and/or 10 day attendance letters as needed for these students.

When reviewing the attendance data from September I found an additional 10 students who had more than 4 unexcused absences and begin the same process as I did with the incoming first grade students on watch from Kindergarten.

It's great to see that there are students who are improving their attendance when compared to last year; some missed the first week and have been coming to school on most days since. I will continue to do home visits and help to improve the attendance of the students who are missing school.

CELEBRATION....

In September we had 9 Pre-K students with perfect attendance, 19 Kindergarten, and 27 First Graders! We are going to recognize these students for this dedication to being in school every day.

Staff attendance for the month of September:

KW Bergan

Classified 92.40%

Certified 72.24%

Staff perfect attendance for Sept: Megan Adams, Marci Burd, Sheila Grady, Gail Hoyt, Memoree Tatsey

Vina Chattin

Classified 98.00%

Certified 90.00%

Staff perfect attendance for Sept:

Amy Molenda, Betty Brock, Beverly Gerbase, Kori Walter. Bonnie Roberts and Stella Walters

Average

Classified 86.81%

Certified 64.49%

GRADUATION MATTERS (Student)

Early Kindergarten/Preschool

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

The 2017-2018 school year has started with 54 delightful 4 year olds that are so eager to learn. This month we have been busy teaching routines and procedures. It is amazing how much they have learned already. They are learning to count to ten, recognize uppercase letters, to segment words and how to self-regulate throughout the day. Our first Family Fun Friday was well attended on September 22nd. The children drew their families on teepees. Pre-Kindergarteners have begun to fundraise for our field trips. We will be selling Smarkers (scented markers) and scented backpack buddies. We have our first field trip planned for Oct 4th. We will be going to Two Medicine/ Running Eagle Falls. The ECERS and CLASS state observations were completed during the week of September 25—29. We are excited to hear the results of these two assessments.

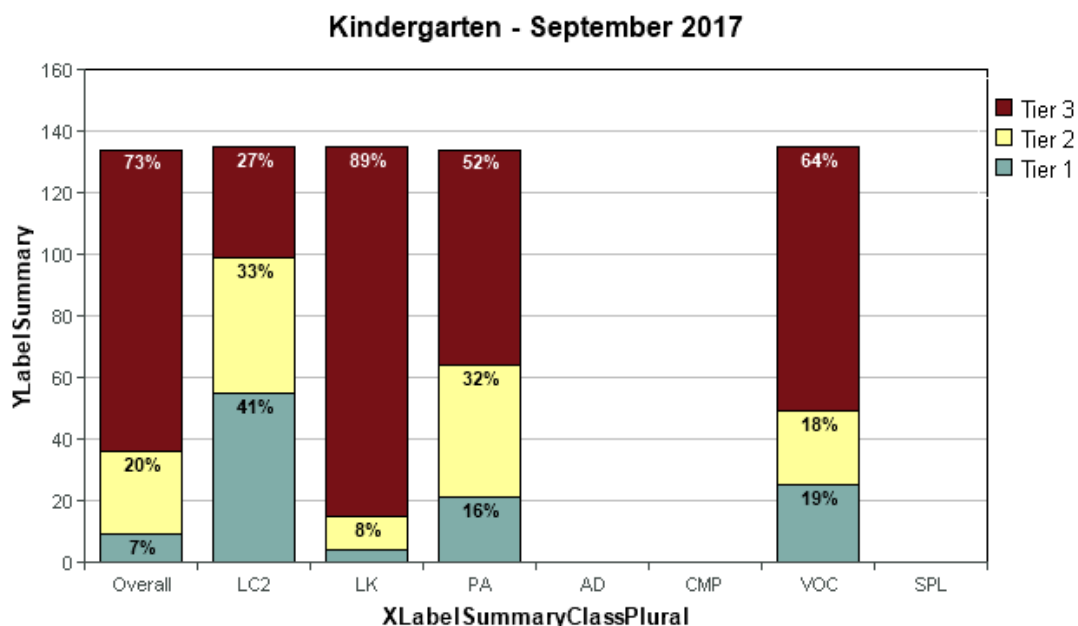
Kindergarten ISIP Reading Data

(Submitted by: Brandy Bremner)

We currently have 9 students Proficient in reading, as measured by the ISIP. Our goal is to have 84 or more students Proficient by May 2018.

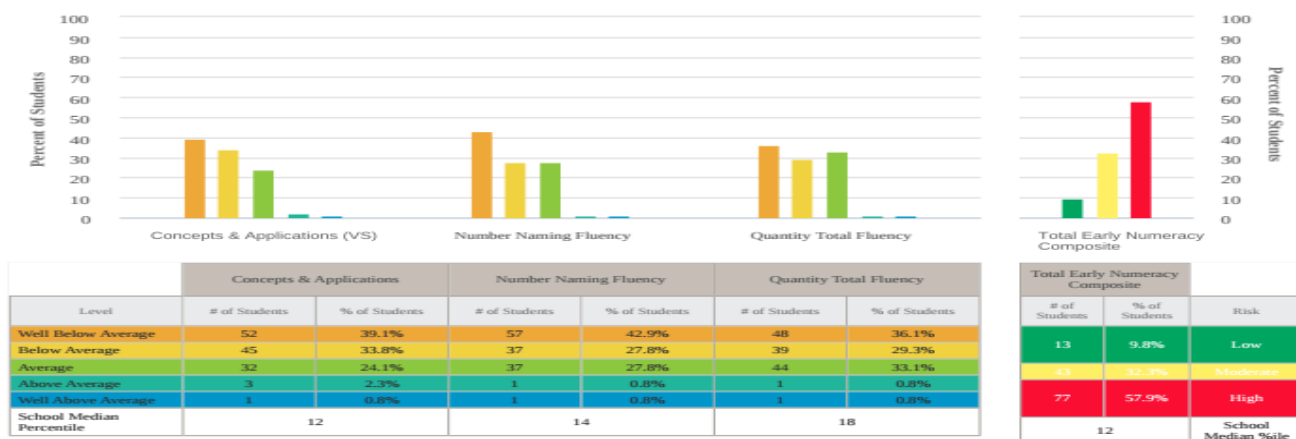
Kindergarten Fall AimswebPlus Data:

We currently have 13 students “at low risk” in math,, as measured by the Aimsweb. Our goal is to have 84 or more students “at low risk” by May 2018.



Early Numeracy Summary

Spring Performance Goal: 30th national percentile



What do these early numeracy scores mean?

The data above show the overall early numeracy performance of this group based on Fall benchmark testing.

The left portion of the bar graph shows the percentage of students in the five performance levels (see key below) for each measure. The national percentages for each performance level are also provided for comparison.

10% Well Below Average
15% Below Average
49% Average
15% Above Average
10% Well Above Average

The right portion of the bar graph shows the percentage of students in each risk category based on their Early Numeracy Composite scores. The risk categories describe the likelihood that students will achieve year-end performance goals based on their current scores.

The tables show both the student percentages and the actual number of students in each of the five performance levels and in each of the three risk categories (see key below). The group's median percentiles for each measure and for the Early Numeracy Composite are also shown. Each percentile can be compared to the national median percentile of 50.

High Risk (< 50% chance)
Moderate Risk (50% to 80% chance)
Low Risk (> 80% chance)

First Grade

(Submitted by: Nicole Whitney)

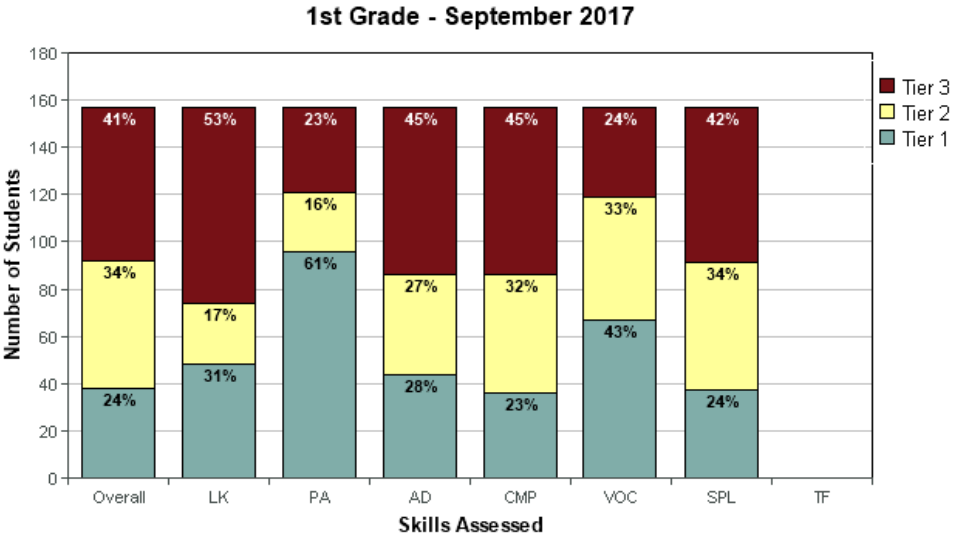
What a great start to a great year! First graders have been very busy this month. With the adoption of the new reading program teachers now keep all of their students all day and are differentiating reading instruction in the classroom. Students are surrounded by a very literacy and math-rich environment, and teachers are able to make cross-curricular connections throughout the day. For example, after learning about key details in a text during reading, students are able to name key details in story problems in math as well. It is very exciting! Our students also had some exciting events in September. On September 22nd we invited parents in for a "Family Community" themed Family Fun Friday during which students and their families drew their family community and used the drawing for data analysis and simple addition. It was a great turn-out and everyone had a nice time. On September 21st, 25th, and 29th our students went on a field trip to Glacier National Park and spent the day with rangers learning about Food Webs, stewardship of this beautiful place, and we had wonderful weather!

First Grade ISIP Reading Data

(Submitted by: Sandi Campbell)

On Monday, September 18 all first grade homeroom teachers started Unit 1 from the new reading program, Wonders. This is the main component of the program and is completed full group. The three weeks before Unit 1 they taught the Start Smart Lessons from the program which reviewed the alphabet, taught and reviewed 30 basic high frequency words, book concepts, phonemic awareness routines, and numerous other skills, concepts and literacy strategies. Small group instruction is the 2nd component to the Wonders program. Teachers have implemented the small groups since the first week of school. The students have a chance to practice and apply skills and strategies that were taught during the whole group instruction, then allowed to fully practice and apply what they learned within a collaborative setting. Teachers have the time to pull small groups for mini-lessons or reteaching that is needed to help each child's skills increase.

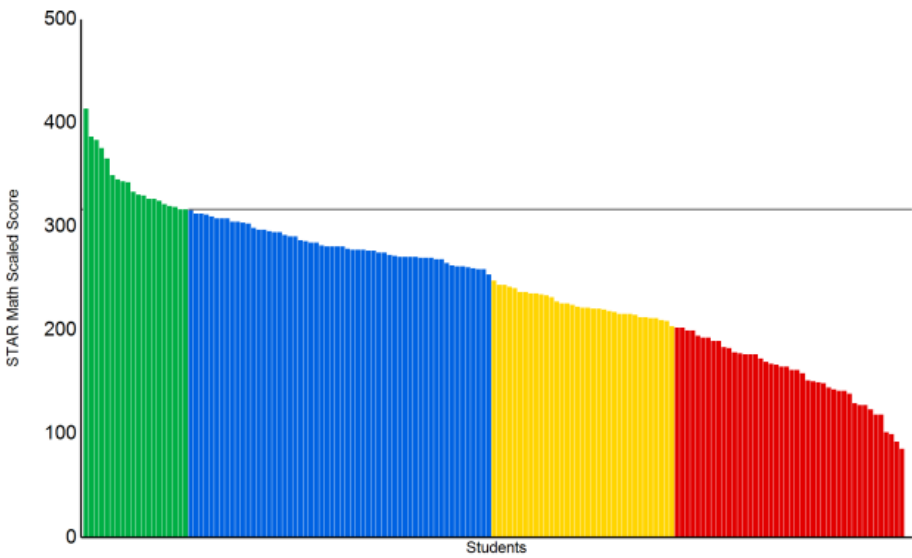
On Monday, September 18th the teachers also began the Wonderworks component to the program, which is a Tier 2 high Tier 3 intervention for 30 minutes. The homeroom teachers have 5 students who receive 30 additional minutes of review and practice time. The other homeroom students go with a specialist teacher and complete literacy activities along with reading practice time and writing extensions.



First Grade ISIP STAR Math Data

This is the first time the students have EVER taken this test. It was a new format and students will become more familiar with the testing format throughout the year.

Grade: 1



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 317 SS	At/Above 70 PR	20	13%
Category Total			20	13%
Below Benchmark				
■ On Watch	Below 317 SS	Below 70 PR	58	37%
■ Intervention	Below 253 SS	Below 45 PR	35	22%
■ Urgent Intervention	Below 204 SS	Below 25 PR	44	28%
Category Total			137	87%
Students Tested			157	

The next set of data is our 1st group of pilot Pre-K students (3 years with BPS).

This is the first year we have some of our own BPS Pre-K students. We have 30 of the 34 original Pre-K students from 2 years ago. Here is their baseline data for ISIP.

Breakdown of number of students in each Tier:

Tier 3 (Red)= 3 students

Tier 2 (Yellow)= 11 students

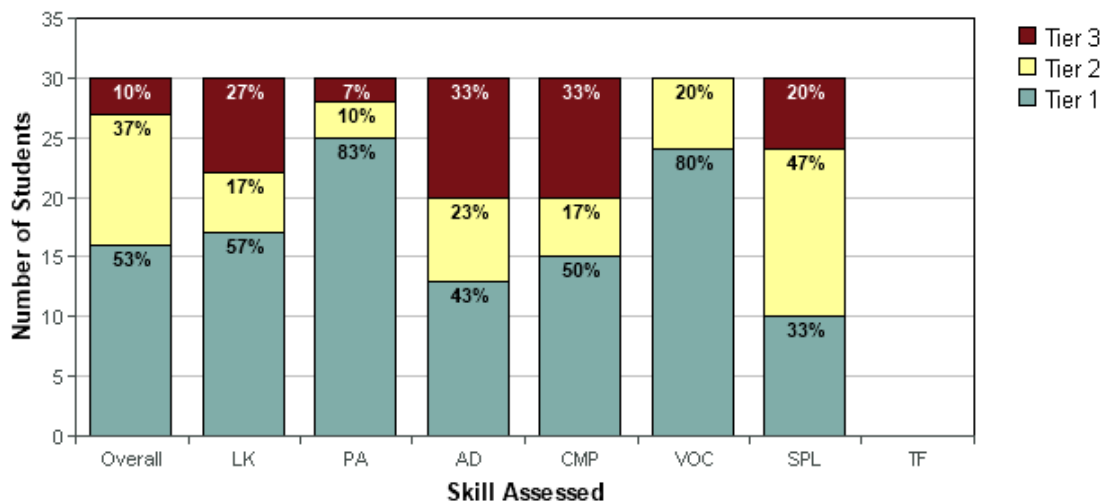
Tier 1 (Green)= 16 students

When looking at this data:

1. I have never saw this high of Vocabulary scores in a group of students, ever!
2. Phonemic Awareness is where we would like to see majority of classes coming in!

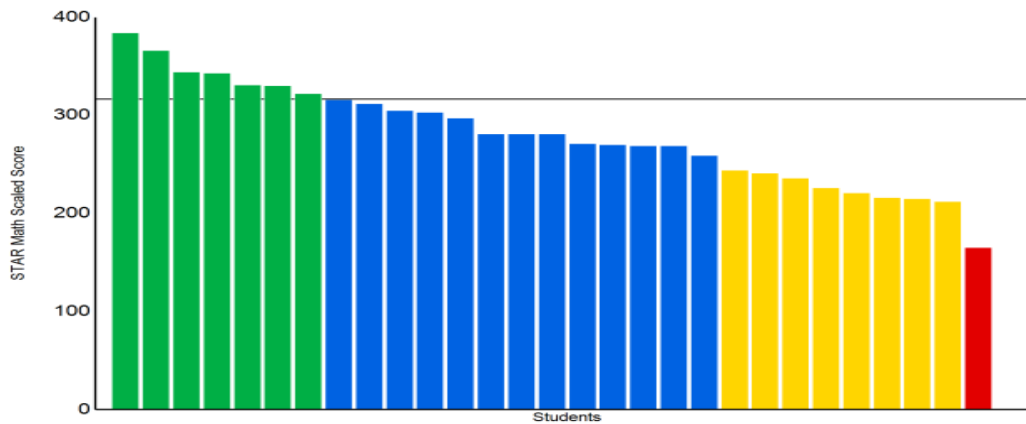
With the MSRP grant, our district has highly focused on mastery of reading foundational skills and vocabulary. With all that focus going all the way down to Pre-K, these student's data is showing us that the instruction they are receiving, beginning with Pre-K, is improving their reading scores significantly. There is work that needs to be done to help catch up the Tier 3 and Tier 2 students; but with our new Reading Program there is time to devote more small group or 1-on-1 with these students.

1st Grade - September 2017



Here is their (1st group of pilot Pre-K students) 1st grade baseline data for STAR MATH

Grade: 1



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 317 SS	At/Above 70 PR	7	24%
Category Total			7	24%
Below Benchmark				
■ On Watch	Below 317 SS	Below 70 PR	13	45%
■ Intervention	Below 253 SS	Below 45 PR	8	28%
■ Urgent Intervention	Below 204 SS	Below 25 PR	1	3%
Category Total			22	76%
Students Tested			29	

The next set of data is the Immersion Homeroom Data

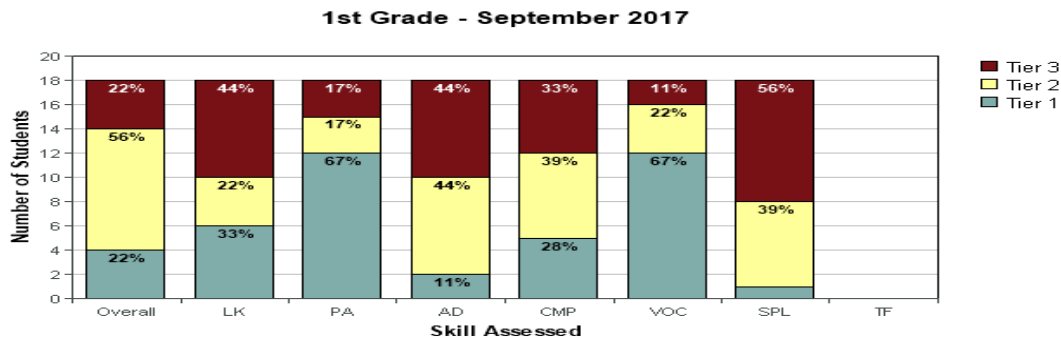
Breakdown of number of students in each Tier:

Tier 3 (Red)= 4 students

Tier 2 (Yellow)= 10 students

Tier 1 (Green)= 4 students.

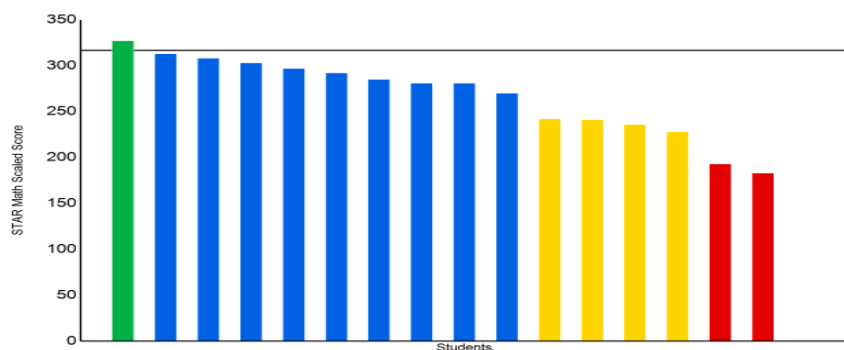
This group of students are learning content in English and Blackfeet. When working with the new Immersion teacher I am helping her better understand the reading foundational skills and reading strategies and where she needs to focus. We have two bodies in the classroom for ½ of the day and are hearing both English and Blackfeet from both adults. They will begin to have a focus for small group instruction and the BNAS teacher will use what she created this summer, during SBE, to enhance the reading program with the Blackfeet language.



2 immersion students didn't test yet, they were absent for make-up assessments also.

The teachers is implementing a Math Workshop format so that all students are receiving small group instruction along with more hands on practice on previously taught or learned skills and strategies.

Grade: 1



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 317 SS	At/Above 70 PR	1	6%
Category Total			1	6%
Below Benchmark				
■ On Watch	Below 317 SS	Below 70 PR	9	56%
■ Intervention	Below 253 SS	Below 45 PR	4	25%
■ Urgent Intervention	Below 204 SS	Below 25 PR	2	13%
Category Total			15	94%
Students Tested			16	

SAFETY MATTERS (School)

(Submitted by: Amy Molenda)

For the month of September, the MBI Team, KW Bergan and Vina Chattin Elementary Staff, have been diligently working with students to get all safety routines and procedures set in place for the 2017-2018 school year. We will continue using "BEAR" rules (**B**e Safe, **E**arn Respect, **A**ctive Learner, and **R**esponsible) and hand out "Caught Ya" Cards as incentives. On Friday, 2 students are drawn from each classroom to wear medals/t-shirts, receive a cheer from all students in the lunchroom as they eat first, and have pictures taken and submitted to the Glacier Reporter Newspaper. Our campus is in the process of planning safety stations to practice routines and procedures on the school bus, in the hallways, and the playgrounds to be proactive and positive with our students. KW Bergan/Vina Chattin Elementary are encouraging students to do their best at school and in the community as we instill the importance of safety by using "BEAR" behaviors.

We are also playing the quiet game during lunch and the classrooms with 3 days of quiet eating time per week earn a popcorn party on Fridays.

Mrs. DesRosier scheduled a practice fire alarm at both buildings and all the students and staff did a nice job of exiting the building, remaining calm, and working together as a team, making sure all were safe and accounted for.

CULTURE MATTERS (Community)

Kindergarten Immersion

(Submitted by: Darcy Skuncap)

Oki! The kindergarten immersion is getting underway with our new schedule! We are learning our colors, numbers 1-10, weather, animals, and foods we eat. The children were able to participate in Days of the Blackfeet at B.C.C. The children are eager to learn the Blackfoot language and keeping their Sskiniimatstokii (teacher) on her toes!

School Counselor

(submitted by: Lynnel Bullshoe)

It has been a very busy but rewarding first month of school at KW Bergan and Vina Chattin Schools. I have met with numerous students individually and small groups. I've worked with teachers to help with school transition, medical needs and behavior issues. Numerous calls and parent/guardian contacts were made.

The morning meet and greet is also a beneficial time to make parent contacts. The meet and greet is also a great way to start the day to meet the students with kind words to welcome them and a good way to let the parents/guardians know that we truly care about their children.

Although I did not tally the telephone calls and impromptu parent/guardian contacts, many were made.

The tally of the home visits, Solution meetings and 504 plans:

30 Home Visits

12 Solutions Meetings

3 504 Plans

I have also contacted the Blackfeet Community Health Representatives for assistance with the lice issue. Blackfeet Social Services, Blackfeet Tribal Court and the School Based Clinic were also met with in assisting our students.

Family Engagement

(Submitted by: Sydney St.Goddard)

This year we have a beautiful space for our parent center and a bigger space for our clothing closet. Our parent center proved to be a nice, quiet, private place for our families, as they are utilizing it quite frequently. For example, we had families eating breakfast in the parent center with their student, on her first day of school. I was happy to know families feel comfortable enough to do this.

I have been working with Nikki Hannon (FIT program) on getting some clothing in our ever- growing clothing closet. We will also be utilizing funds/donations from the Blackfeet Planning Department on getting NEW clothing for students who need it. Our clothing closet is stocked strictly by donations from parents, staff and community members. Staff and families have been using the clothing closet every day. We purchased a washer & dryer, so we can confirm that we are providing clean, decent clothing. I will now start gearing up the closet for winter clothing.

I held the 1st Early Childhood Coalition meeting on September 27,2017 in our parent center. We had a great group of community agencies attend (CHR's, School Based Clinic, Head Start, Tobacco Prevention, ManPower, and Honor your life). I am also going to try to team up with IHS dental again this year (they were unable to attend the meeting) to get our high priority students into dental. I was happy I was able to make this connection last year for our students and hope that the dental clinic is willing to work with us again. Manpower along with Jade Ackerman from Honor Your Life are willing to offer some classes for parents at our parent center, so I will partnering with them to get these classes planned. The coalition is planning an educational carnival get-

together for our 3 pre-kindergarten classes and Head Starts 5 pre-kindergarten classes to promote early childhood education. A few agencies will be setting up information booths at the event. Another event the coalition is interested in holding is a cultural fair. I will give more information on this as we plan more.

I will be helping enforce the attendance resolution for our kindergartners, so I will be focusing more on that the next few weeks. I have also attended many home visits with Lynnel Bullshoe, Kim DesRosier, Jill Mattingly, and Cheryl Lock; totaling 14. Lynnel and I are still taking referrals for the food backpack program so we are both very committed to the children's' needs.

Not only have we been on home visits to build relationships with families, but we also do the meet and greet every morning at KW Vina. From being involved with the meet and greet we get to meet a great majority of the families and a few voiced, that they really like that we are doing the meet and greet. For the next report I will provide the many phones calls and in-person contact I have with families, as I hadn't gotten to keep this record thus far.

This year has started off positive, welcoming, and we look forward to having a great year with our families.



THANK YOU Mrs. Corrina Guardipee-Hall for buying EVERY staff member a cup of coffee for being the first campus to display our college banners, logos, and/or pennants. We are WINNERS!