



KW/Vina Elementary



Board Report for March, 2019



ATTENDANCE MATTERS (Parent)

Staff attendance for the month of February:

KW Bergan
 Classified 95.0%
 Certified 87.0%:
 Vina Chattin
 Classified 92.0%
 Certified 82.0%
 Average
 Classified 93.5%
 Certified 84.5%

Staff perfect attendance:

Jocelyn Big Throat, Ruth Shea, & Louise Giebel

(Submitted by: Rebecca Rappold)

The month of February has shown an overall decline in attendance for the KW Bergan/Vina Chattin Elementary School campus. However, we do have many things to celebrate! To begin with we had 5, First Grade, Tier III Attendance Students who were honored for significant attendance gains by having 90% or better attendance during the 1st semester or 2nd quarter. These students earned a field trip to Cut Bank to watch the Lego Movie and have lunch at Pizza Hut. Congratulations to Tigar Crawford, JJ DuCharme, Katie LaPlant, Soo Yellow-Kidney, and Benjamin Bearchild for consistently being at school! During the month of February school leaders Toni Tatsey and Rebecca Rappold met with Blackfeet Tribal Court authorities to discuss attendance concerns at the primary grades level and how we could work together to better support students & families with getting to school. This month we also honored 9 randomly selected students who were in

attendance at a particular time and date with Gas Cards. Three students were selected from first grade, 3 from kindergarten, and 3 from PreK. Finally, KW/Vina implemented a daily "Attendance Matters" routine within each PreK, K, and 1st grade classroom. Those classrooms with 90% attendance on three or more days during the school week were honored with a "Free Recess" on Friday of each week. This month KW/Vina honored 16 classes who earned this award!

The follow are KW/Vina's attendance percentages during the month of February:

Pre K Attendance-73.31%

Kindergarten-75.95%

First Grade-79.31%

Overall Campus Attendance-76.19%

GRADUATION MATTERS (Student)

Early Kindergarten/Preschool

(Submitted by: Ruth Shea)

February--could it be any colder? Our students have been cooped up inside the classroom for the whole month with no outside recess. Spring can't come soon enough for our little ones! We started the month of February with a Family Fun Friday on February 1. We invited parents to come in and read to their child in honor of National Read Aloud Day. It was a fun day with a good turnout of parents. We celebrated the 100th day of school the next week by combining groups of 10 to make 100 and comparing different groups of 100 items. We celebrated being "100 days smarter" by making crowns and counting out different items for our snack. Our classes loved passing out Valentines and treats to their classmates and teachers on Valentine's Day. Our consultant, Lynda Collins, was here the 20th to the 22nd. We discussed different ways to incorporate meaningful counting into our daily routines. We also discussed the Dial assessment and the areas that our student's scores were low and strategies to bring their scores up. The last week of the month was full of Dr. Seuss fun! Each day we enjoyed a new Dr. Seuss Book and a Dr. Seuss snack. We wore Dr. Seuss hats, silly socks, and crazy hair. On Friday we wore college apparel to promote graduation and to celebrate the book: "Oh, the Places You'll Go". This month we finished unit 5, "From Jungle to Desert" and began unit 6 "Day and Night". Our literary focus is on blending, letter identification and letter sounds. Our Math focus is on meaningful counting, subitizing and making sets to 7. YAY--March is here!



Kindergarten

(Submitted by: Kelley Sharp)

We are finishing up our Dr. Seuss activities for this month. We had a very fun week reading books and doing fun math activities. We also had our Family Fun Friday Dr. Seuss math that the students really enjoyed. We are working with a new PDSA intervention group. This coming month we will be having our Spaghetti Dinner Fundraiser. Kindergarten will also be working on our supplements and getting grades ready. In Wonders we are starting Unit 7 and in Guided math we are working on subtraction and going into shapes.

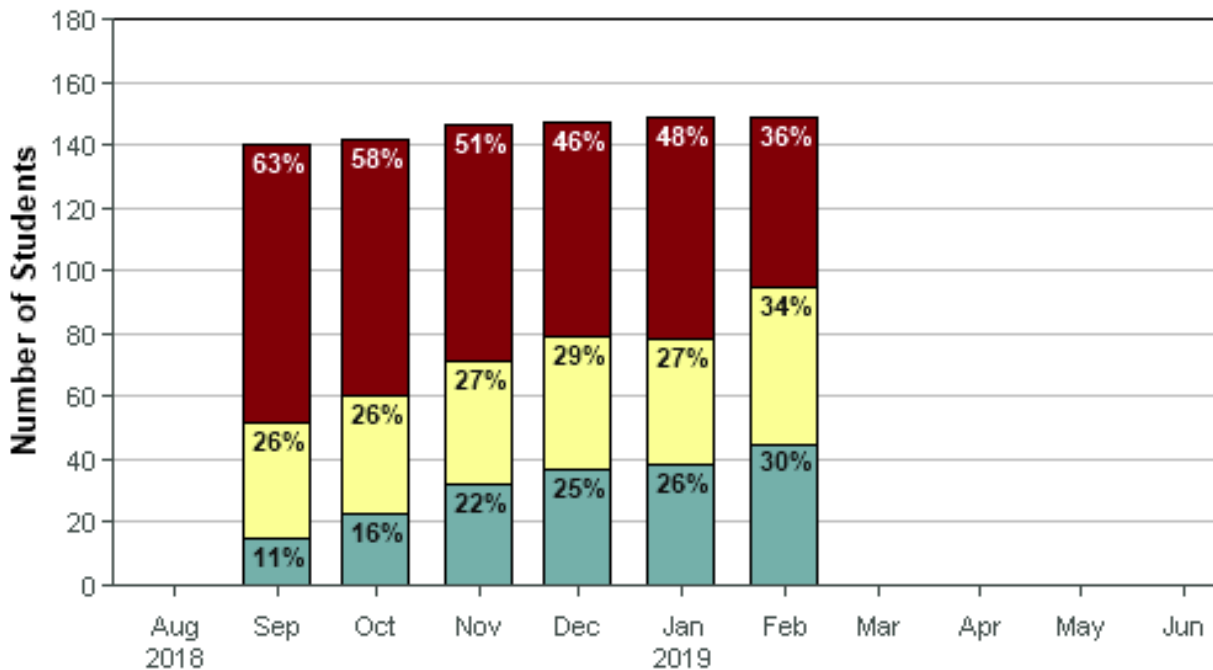


Kindergarten

(Submitted by: Brandi Bremner)

Kindergarten Isip Data February 2019

Kindergarten - Overall Reading



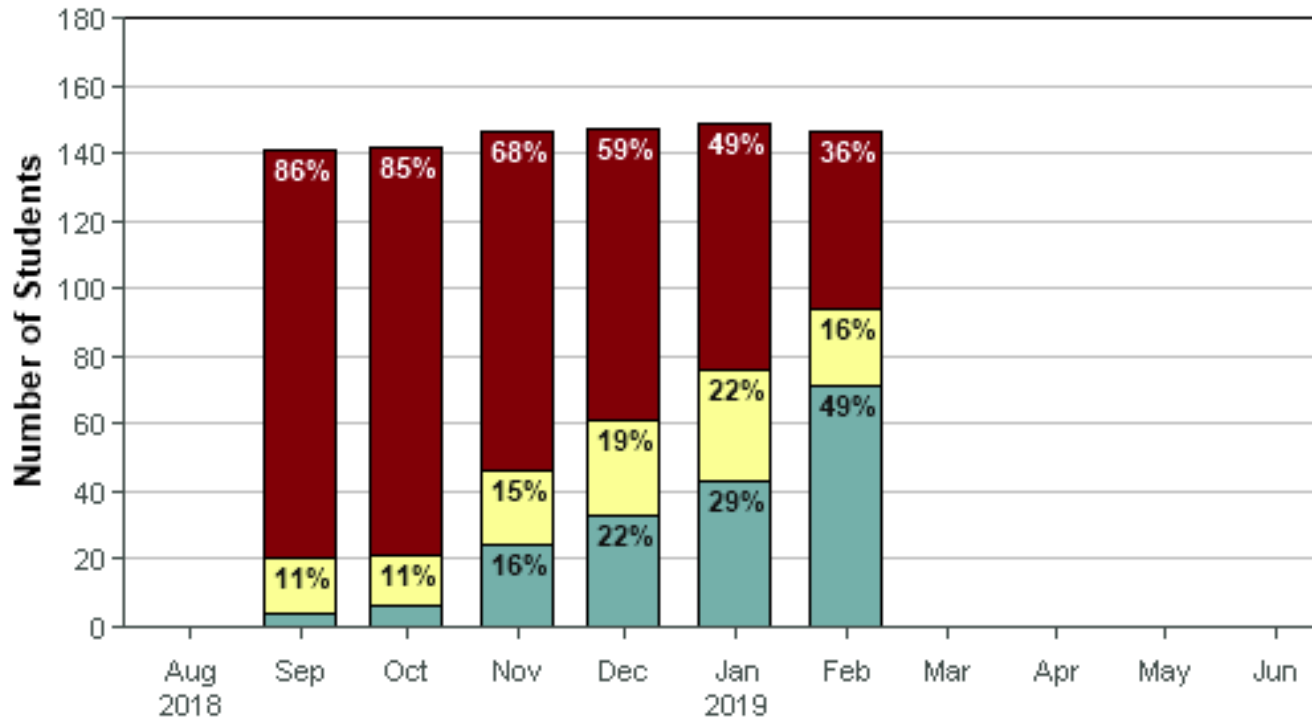
The above graph shows Overall Reading, which factors in scores from 4 Isip subtests. Once January data was complete, as a Kindergarten grade level team, we reviewed the data and set goals. We determined we need to move 10 or more students per month into T1 in order to reach our year end goal. Each teacher then identified 1-3 students who were close to moving up a Tier. They also began intentionally planning for their small group instruction, determining how they will differentiate and target instruction for each group.

The data reflects that we moved 8 students into T1.

The biggest **CELEBRATION** from the above graph is that teachers moved **17** students out of Tier 3 in the course of 1 month! Focusing on being intentional with our small group planning and differentiation is paying off.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
16	24	33	37	38	45			92+ T1 students or 61% (goal)

Kindergarten - Letter Knowledge



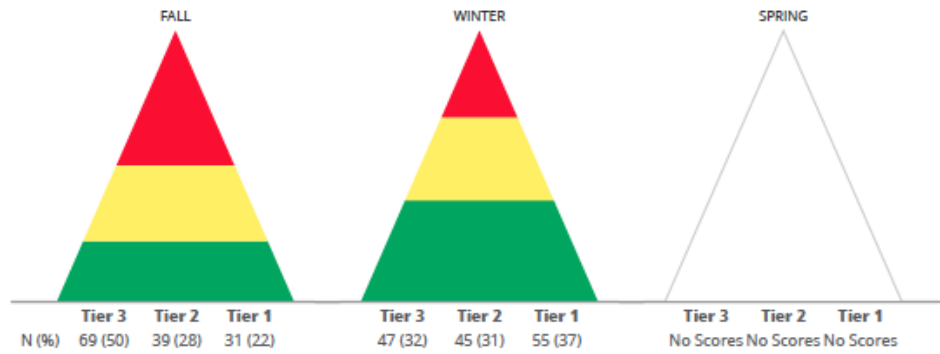
The above graph shows the Letter Knowledge subtest of the Isip. We have specifically targeted this subtest for monitoring the progress of our Interventions. This data is shared, and analyzed, with teachers monthly, both by grade level reports and by individual intervention group reports. We are also using PDSA forms and assessments specific to the intervention group's instructional content to monitor student progress. This growth on this graph speaks for itself, 28 students moved into T1 in Letter Knowledge and 21 students moved out of T3!

Aimsweb Math Data (January)

Report Group Tier Transition
 School KW Bergan School
 Grade K
 Battery Early Numeracy
 School Year 2018-2019

Tier: ■ Low Risk ■ Moderate Risk ■ High Risk

Tier Transition Summary



Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)	■	■	■	Tier N (%)	■	■	■	Tier N (%)	■	■	■
■ 69 (50)	37	23	3	■ 47 (32)				■ 0 (0)			
■ 39 (28)		16	23	■ 45 (31)				■ 0 (0)			
■ 31 (22)		2	28	■ 55 (37)				■ 0 (0)			
139	37	41	54	147				0			

This graph shows our Tier movement from benchmark period to benchmark period. The transition details section shows the number of students that moved to a new tier.

Early Numeracy Summary Spring Performance Goal: 30th national percentile



The graph above shows how students performed as a grade level within each of the four Aimsweb subtests. Quantity Total Fluency, Quantity Difference Fluency, and Concepts and Applications are relative strengths. The scores in Number Naming Fluency indicate we are weak in that area. Understanding what we teach, when we teach it, and what is assessed, explains why our scores in that area are a lot lower. Students are assessed on number identification fluency 1-19. Instructionally, our first semester focus is on numbers to 10. Knowing this, we are looking at ways to increase exposure to the teen numbers earlier in the kindergarten year.

First Grade

(Submitted by: Nicole Whitney)

Well, that sure was a cold month! Thankfully, we had a nice toasty building, hot meals, and warm smiles greeting our students every day. February was "I love to read!" month. To kick it off, we had a Family Fun Friday to emphasize the importance of reading, and how fun it can be. Each class chose a way to celebrate the month. Some classes posted heart outside their classrooms every time a child read a book, some classes set goals for how many books they could read, and some classes used pictographs to track the progress. No matter what class the children were in, they all enjoyed many books over the course of the month. February also brought the 100th day of school and Valentine's day which are always tons of fun for everyone. We spent the month learning about animal habitats and behavior and students accepted the challenge of designing a solution to a human problem by mimicking

an animal. Next month we will become engineers, inventors, and astronauts. Come on down to Vina Chattin to join in on the fun!

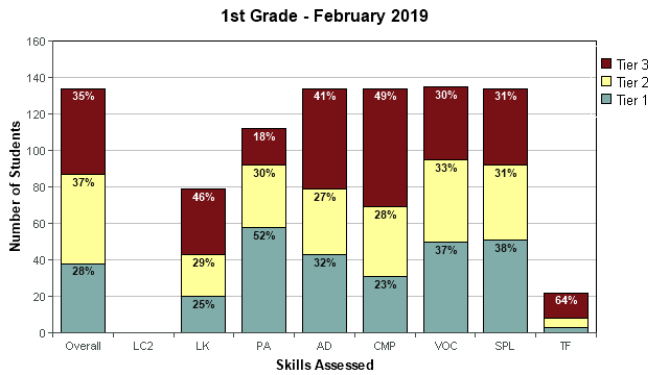


Animal	Body Part	Helps the animal...	Could help humans...
Turtle	Shell	Shelter keeps it safe	like armor
Wolverine	Feet	- keep them on snow	like a snow shoe
Gorilla	Hands	- grab trees and food - padded	tree glove

First Grade

(Submitted by: Sandi Campbell)

1st grade ELA



ChartDirector (unregistered) from www.advsofteng.com

CELEBRATION: 1st grade met our goal for January

...so our teachers reset the grade level goal to increase Tier 1 by 10% more=

13 students and decrease our Tier 3 by 10% more=13 more students

Predicted May Percentages

Tier 1=38%

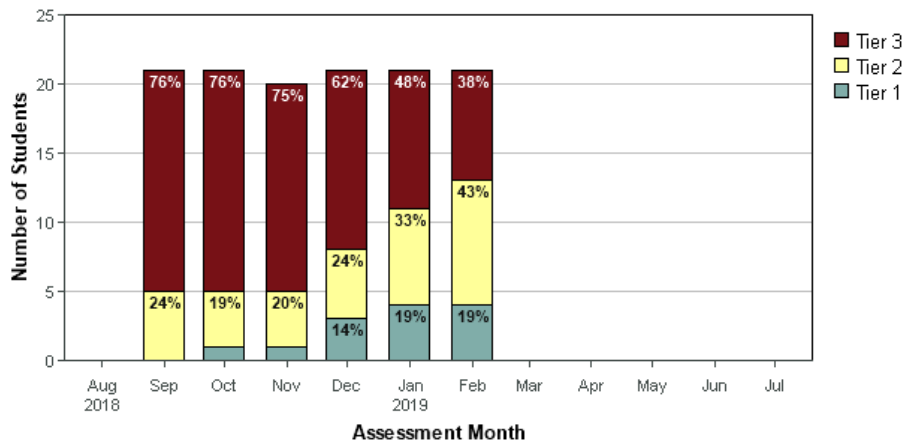
Tier 2=34%

Tier 3=28%

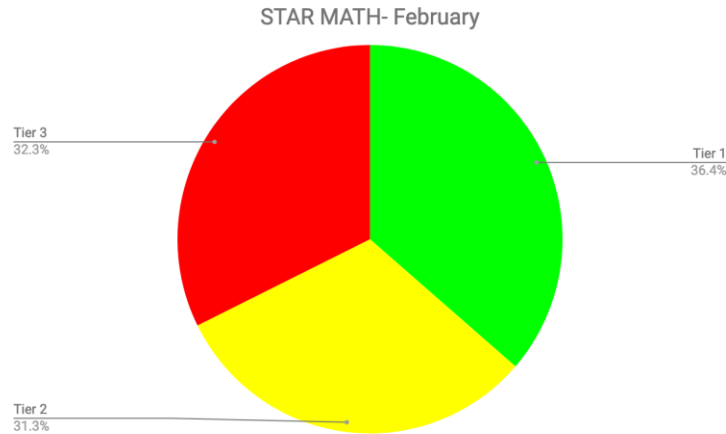
We are currently at the end of a intervention round. We are starting our 3rd round of interventions, which is small group, more targeted instruction.

Tier Movement for >80% attendance group- principals focus for home visits

All Grades - Overall Reading



1st Grade Math



CELEBRATION... We also met our goal for STAR MATH but haven't had time to dig in deeper to reset our goal for MAY!

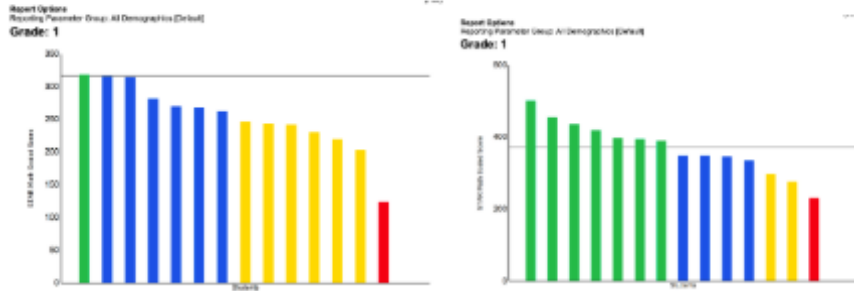
More CELEBRATIONS:

BELOW the following three teachers implemented the guided math resource and each started at different times in the year. We as a team wanted to pilot the first teacher using the resource so we gathered data on our students and guess what we saw growth. So we implemented a 2nd teacher's classroom and low and behold the data showed us growth right away so we implemented with a 3rd teacher. As a team we knew this was the direction we wanted to take Finally; her room made huge growth in only a month so we bought and implemented the resource into all 1st grade classrooms.

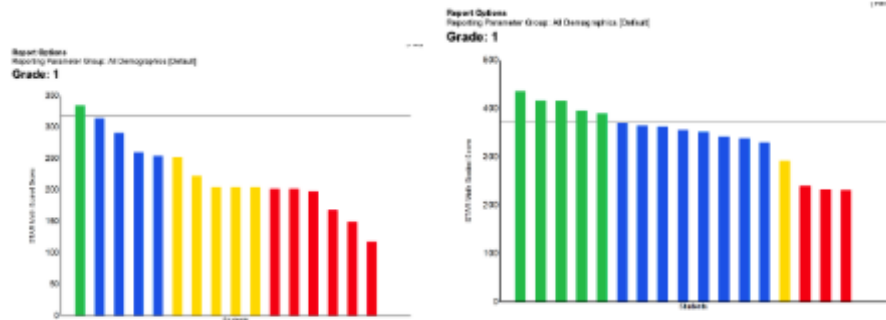
Reminder:

Tier 1(at/above) = green, Tier 2(strategic) = blue, Tier 3(intensive) = yellow+red

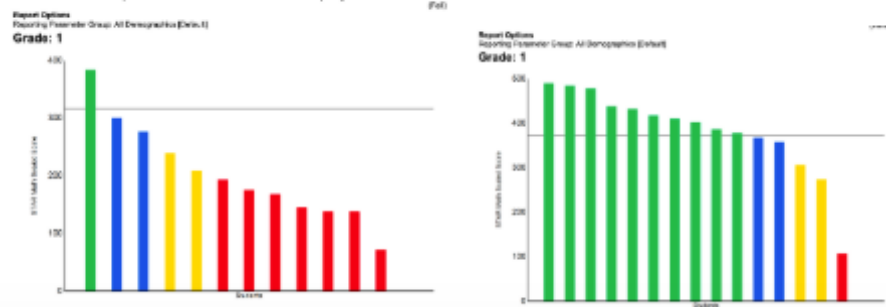
Teacher 1- started day 1 of school



Teacher 2- started October 1st



Teacher 3- started October 22nd



SAFETY MATTERS (School)

(Submitted by: Rebecca Rappold)

During the month of February we saw a significant decline in the number of behavior referrals on the KW/Vina Campus. February had a total of 18 behavior referrals, down from 28 in the month of January. 13 of the 18 were written by classroom teachers. The MBI team is working with the classroom teachers to

implement classroom schedules, consistent expectations, and routines & procedures to minimize inappropriate classroom behaviors. Our campus MBI Team and Staff will be meeting with Kelly Wilson, a PBIS Consultant provided to us through our MPDG (Preschool Development Grant) to provide training and support to classroom teachers in identifying Tier II behavior students within their classrooms, as well as implementing classroom procedures and expectations with fidelity.

(Submitted by: Amy Molenda)

KW/Vina Campus is focused on safety. All staff continue to catch students being safe and reward them with a "Caught-ya" card. The students were able to collect enough "Caught-ya" cards to fill the reward bucket. They enjoyed time in our school bouncy house as an incentive to keep up the good work. This brings so many smiles to our little ones faces and it is so nice to see all of the safe behavior in our schools. The staff that work so hard in the morning with our school Meet and Greet also continue to promote safety. The kind words, smiles, and support offered to our students ensures safety for our children. Building positive relationships and instilling a strong sense of safety and well-being in our students is our focus.

CULTURE MATTERS (Community)

(Submitted by: Everett Armstrong)

Okii ittomiiksinotonii, tsunidapi? For the month of February (săamitsiikiisoöm- Tricky Moon), the class worked moved up a unit from unit 3 to unit 4 in Guided Math. We are learning how to group tens and ones to help us figure math problems better mentally. We are in Unit 4 and will be finishing the unit by the end of February. Culturally we pray in the mornings, then we sing the Blackfeet Flag song and we learned the John Tatsey Society Song. We are also working on communicating our Blackfeet language in commands and conversational pieces.

(Submitted by: Jocelyn Big Throat)

This month at KW Bergan our BNAS specials class has been learning to count to 20 in Blackfeet, learning our thumbkin song in Blackfeet, colors, the names of the months, our animals and where our animals live, also our kinship names. We also have been attempting to draw our family and the animals we are learning to say. We also been practicing our speaking in sentences to one another. We also have been learning about what it means to be Blackfeet people. The students get very excited to come to class, and let me know that they have also become teachers of our language to their families.

(Submitted by: Treyace Yellow Owl)

For the month of February in my class we went over our colors, numbers and starting the animals. We are also learning about our cultural morals and values; why boys and girls sit on separate sides, the balance we need in the world. We are also learning about bullying and the effects it has on everyone. I use the story of the Lost Children and correlate it to bullying and what happens when we bully. Our students relate and reflect on this story more because it has cultural ties and it's quite the interesting story in itself. I'm focusing on cultural identity and ways I can get our students to see who they are. I hope by the end of the school year we will have proud Niitsitapi students.

(Submitted by: Sydney St. Goddard)

This month I went on 5 home visits due to lice issue. We are hoping with the new policy we have at KW/Vina that we can get more control of this situation.

I attended the district attendance field trip with 5 1st graders, who have drastically improved their attendance. The students had a great time and we very well-mannered.

(They're pictured below). The Pre-K perfect attendance students for January also celebrated by jumping in the jumpy house and climbing the rock wall.

This month I started doing social-emotional activities with the pre-k classrooms. We read a book about feelings and talked about how certain feelings look, sound, and what creates them. Next, each student will make their own feeling books. This will help them understand what things make them happy, sad, angry, shy, etc.



(Submitted by: Lynnel Bullshoe)

February has flown by but at times felt like at a snail's pace. Mrs. Tatsey and Mrs. Rappold put me on a schedule that allows me to spend a half of day at each building. I absolutely love my new schedule. I can spend the mornings at the KW and the afternoons at Vina. It's very nice being able to focus on one school at a time and not have to run back and forth between buildings throughout the day. They also implemented a school counselor referral for teachers to use. This has also been a great change so we can track and be accountable if students need to see the school counselor. Vina teachers are using the school counselor referrals so I am seeing students individually and doing classroom presentations. It took me a few weeks to get any referrals from the KW teachers but I received two last week so it's a start. I am still seeing students I already had on my schedule so either way I am keeping busy being the only school counselor for 370 Sacred Beings. We have had 20 Solutions Meetings. During those meetings we have put in place various supports to help our Sacred Beings be successful. We have collaborated with various community organizations. We have had great support from the Southern Piegan School Based Clinic. It is so nice to have AltaCare in our buildings. Some of our kids have needs that we can't meet but with a licensed therapist it helps us meet some of those needs. Prevention is the key and if we can help our Sacred Beings at this age we can help them learn to deal with things in a healthier manner. Also so many of our kids have experienced some form of trauma, many multiple traumas, it's nice to have a person who is a licensed mental health therapist to work with them. Our Grief Group started and seems to be going well despite being a grief group. I was worried about mixing kindergarteners with first graders but they are doing great. One kindergartener is actually a leader in the group. Sadly, we have a great need for this type of group and grief support. We had to prioritize those who lost a parent or a sibling for our first grief group. Besides working with students individually and in groups I continue to teach SPAM class on Fridays. The students filled the Catch Ya Bucket so they earned a reward day during SPAM. They seemed to have a great time. Lots of kids are sick during this lengthy cold spell so I have been reading "I am a Booger...Treat me with Respect!" I am so tired of reading about boogers, I can't wait until all the classes have had the lesson in boogers and germs.

May we all remember to wash our hands, cover our coughs, and be mindful if we are sick.