



**KW/Vina Elementary  
Board Report for April 10, 2018**

**We hope your EASTER was delightful!**



**ATTENDANCE MATTERS (Parent)**

**Attendance for the month of March:**

**STUDENTS:**

Pre-K 54 students 72.07% Kindergarten 138 students 74.54% First Grade 163 students 76.29%

**STAFF PERFECT ATTENDANCE CONGRATS!!** Amy Deroche, Sheila Grady, Ruth Shea

**KW Bergan**

Classified 93.00%

Certified 89.00%

**Vina Chattin**

Classified 90.00%

Certified 90.00%

**Average:**

Classified 91.5%

Certified 89.5%

**GRADUATION MATTERS (Student)**

**Pre-Kindergarten/Preschool**

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

The month of March was very productive and quite busy. We celebrated Dr. Seuss' birthday on Mar 2<sup>nd</sup>. We invited parents to come to school and read their favorite Dr. Seuss book and to enjoy a "Dr. Seuss snack". We practiced patterning by making the cat in the hat's hat with slices of bananas and strawberries on top



of an oreo. Each student made a special hat to wear for the occasion. Then on St. Patrick's Day, the leprechauns played all kinds of tricks in the classrooms. The leprechauns made a mess in each classroom and even left some green footprints and fake gold in one. We completed our 3<sup>rd</sup> progress monitoring assessment from the OWL program. The children have made good gains since the beginning of school. Most of our children are able to blend sounds into words, segment sounds and add/delete sounds from words.

Most of our children are able to count 10 or more objects and can rote count to 10 or more. Almost all of our children can subitize to 4. We are quite proud of their progress. Next month we are beginning a unit on "Shadows and Reflections".



## Kindergarten

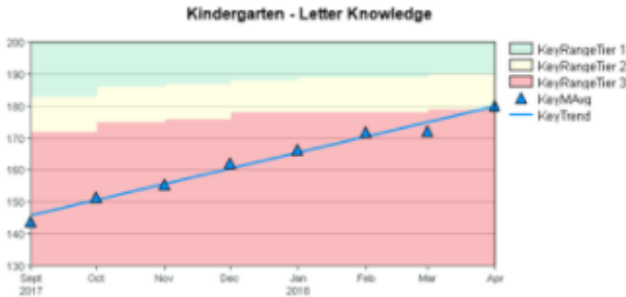
(Submitted by: Megan Adams)

Early this month the kindergarteners celebrated Dr. Seuss's Birthday on March 2nd. Parents were invited into classrooms to read Dr. Seuss books and wear pajamas with their children. Of course toward the middle of March, much excitement spread throughout the building to our community due to the Kindergarten Team hosting the annual Spaghetti Dinner and Silent Auction Fundraiser. On the whole, 160 meals were served to our families and the total amount raised from the dinner and silent auction combined was over \$2,600! Way to go Kindergarten Team! St. Patrick's Day parties and art activities were celebrated before the Irish weekend. As the month came to a close, the Caught-ya card bucket was filled by the office! As a reward, Mrs. Tatsey granted all classrooms an extra recess as well as popsicles for an afternoon snack!



## Kindergarten Data

(Submitted by: Brandy Bremner)



The graph to the left shows the average growth of our 78 students who are Tier 3 in letter knowledge. These students will be targeted for letter/sound intervention with the homeroom teacher during 4<sup>th</sup> quarter. As the graph indicates, letter knowledge, as measured by the Isip, is improving; yet these students are still testing within Tier 3. (April data is incomplete, please disregard that marker.)

Considering how deeply into Tier 3 that these kids began Kindergarten, many have made good point growth and progress.

Plan		Do																																																																																																				
<b>Plan (Goal)</b> The learner will improve skills by: As evidenced by the ISIP subject: <b>LA</b> As evidenced by: <b>Phonics Survey (N/A) assessment</b>		<b>Do (Instructional Goal)</b> - identify instruction and resources for focus group/intervention <ul style="list-style-type: none"> <li>5 min. Phonemic Awareness/Fluency</li> <li>10 min. Core Source Book, letter/sound review/direction routine</li> <li>10 min. Core Source Book, segment/direction routine</li> <li>5 min. ICA Wonders focus/sound-letter names, letter sounds, blending</li> </ul>																																																																																																				
Act		Study																																																																																																				
<b>ACT - Teacher steps</b> Who needs re-teaching or another focus group/intervention?  Who moves on to another strategy or focus group/intervention?  How do I know the skill was mastered?		Initial letter-sounding (LA, Letter sounds (LS)) <table border="1"> <thead> <tr> <th>Student</th> <th>LA</th> <th>LS</th> <th></th> <th></th> <th></th> <th></th> <th>LA</th> <th>LS</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>		Student	LA	LS					LA	LS																																																																																										
Student	LA	LS					LA	LS																																																																																														
<input type="checkbox"/> Task to late stage <input checked="" type="checkbox"/> Student on target		<input type="checkbox"/> Student was absent <input type="checkbox"/> Too difficult/Lack of student response																																																																																																				

The document to the left is an example of a PDSA form. Teachers will be using this form with their 4<sup>th</sup> quarter intervention groups to monitor student performance daily, in 10 day cycles.

Instructional objectives align with Wonders content and will be delivered through routines from the Core Source Book.

Teachers will assess both letter names and letter sounds using one on one assessment measures, at the beginning of the 10 days and again at the end.

Teachers will then use this documentation to identify individual student needs and adjust instruction accordingly.

## First Grade

(Submitted by: Nicole Whitney)

What a refreshing March. I think all staff and students appreciated getting back into a routine, and getting outside a little more for some sunshine and fresh air! We started the month out with a Dr. Seuss themed Family Fun Friday on March 2nd. Students, teachers, and parents participated in a variety of Dr. Seuss math, reading, and writing activities in the classrooms and a great time was had by all. Since then, students have been more interested in reading Dr. Seuss books and have been checking them out from the library. They are surprised when they realize they can actually read them! This is such a special time of year in first grade. Everything starts to click and the students are experiencing "Aha!" moments daily. Last week, we had the great privilege of borrowing BCC's Starlab (an inflatable planetarium), and setting it up in our gym! The students LOVED hearing the story of Poia and then going to find constellations of Poia, Morning Star, Feather Woman, the Great Turnip, and the Spider inside the Starlab. It is truly a magical

experience and we are so grateful to have access to such a resource in our own community. Tomorrow is the Easter egg hunt in our classrooms and that will do it for March!  
 Only 2 months left? How can that be??

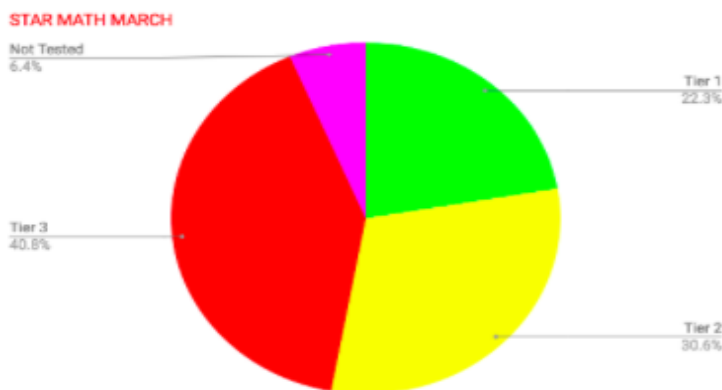
### First Grade Data

(Submitted by: Sandi Campbell)

#### March STAR math

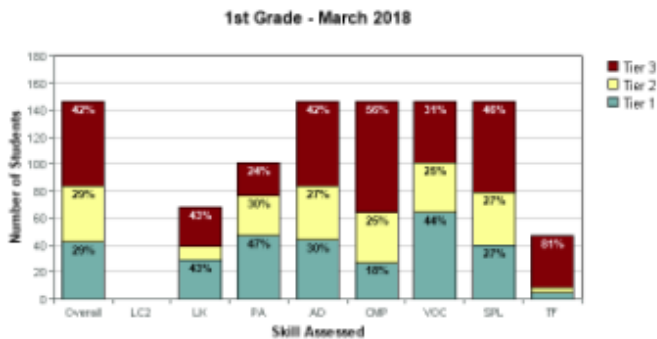
- Tier 1= 22%
- Tier 2= 31%
- Tier 3= 41%
- Not Tested= 6%

The severe Tier 3 math tutoring will continue this quarter with even more understanding of what needs to be worked on daily for tutoring. All teachers will implement counting routines daily and calendar time is being firmed up to focus on the non-negotiables.



#### MARCH ISIP

As a grade level we used our January Benchmark data and created Focus Folders to sort the students into groups based on their scores in the subtest and overall. This then guides teachers to a more targeted small group instruction for each group of students. This targeted instruction will begin April 3rd.



Colleen Wilson will continue to tutor our severe Tier 3 students three times a week. These students are making gains but still not seeing it on ISIP. One who had 3 students who go to Colleen Wilson were pulled one on one to complete the letter names and sounds with the phonics screener. These students have made leaps and bounds with their letter names and sounds data using this assessment. So the teacher had each student do on demand for ISIP letter knowledge assessment and conferences with the student before they assessed and showed them what they did on the phonics survey and asked them to try their best. These 3 students went up on Letter Knowledge subtest. Two students moved from Tier 3 to Tier 1 and one student moved from Tier 3 to Tier 2, which is huge growth for these students. We are looking at accommodations for certain groups of students when it comes to testing on the computer and ensuring they are given the best testing environment.

#### SAFETY MATTERS (School)

##### MBI/Conscious Discipline

(Submitted by: Amy Molenda)

The MBI team would like to report that the students at K.W. and Vina earned popsicles for the month of March. They earned the popsicles by filling the good behavior buckets with caught-ya cards that they receive from teachers and school staff. The team has reached 353 students with the BEAR cheer. **B~ BE SAFE, E~ EARN RESPECT, A~ Active Learner, R~ Respect, GO BEAR.**



**CULTURE MATTERS (Community)**

Our Canadian Relatives and our children had the opportunity to meet Dr. Vivian Ayoungman coordinator, research, and program developer of the Blackfoot App. Thank you Jim McNeely!!



**Kindergarten Immersion**

**(Darcy Skunkcap)**

Iitamiiatsistaksistsiko! Happy Easter from Kindergarten Immersion! The sakomopiiks hid the eggs for the akikawaks and vice versa for our Easter Egg Hunt 2K18; and it's was sukapii!  
Thank you Easter Bunny!



### **First Grade Immersion**

(Carolyn Zuback)

It looks like spring is finally upon us. 1st grade / immersion class learned different sentences along with flash cards with the picture of the item, and with the Blackfeet word on the other side. Students continue to learn different animals like Inooh ksisii (Elephant), iyyiiniikomiita (Police dog) or Miisinskii (Badger). Short sentences like: The police dog bit the woman ( Amoh. Iyyiiniikomiita aisiksiipokoo aakii. Students learned about the story " Napi the Trickster" this concludes my report Happy Easter Itaamiksistsiko...

### **Family Engagement**

(Submitted by: Sydney St.Goddard)

This month I have been preparing for our Pre- K Step Up Ceremony. We are inviting parents into the KW Parent Center to make their student ribbon skirts/shirts for the ceremony. I also received another delivery of incentives from the Partnership with Native Americans for our literacy program. I am sure the families will be happy for the new incentives. IHS updated me on the protocol for getting students appointments. Parents must call in on Monday mornings & request an appointment, I will follow up with the families and offer rides if needed. Myself and Kari McKay have conducted home visits due to attendance and will continue to make contact with families throughout the rest of the year.



### School Counselor

(Submitted by: Lynnel Bullshoe)

Another busy month at both the KW and Vina. I have started the groups for Kindergarten and the Kindergarten teachers are trying something different with groups. Teacher's are scheduling their group times and choosing the topic. I am still incorporating culture in each lesson but each lesson is tailored to individual classrooms. Along with meeting with students individually and in groups I have also been busy scheduling Solutions meetings, hosting Solutions meetings and making home visits. Staff have generated student names for possible retention, referral for testing and/or any plans of support for next year. It has been quite a challenge having parents/guardians showing up for meetings. We spend so much time going on home visits to set up these meetings and these parents/guardians do not show up. We will have to decide as a team how many scheduled meetings a parent can miss and we reschedule for them. We were blessed with another visit and donation from Blackfeet at Heart. Blackfeet at Heart is an organization that donates art supplies to the school counseling program. We received various art supplies but the most favorite is the kinetic sand tray. The kids loved the first sand tray I had but it was stolen from the counseling center. I did not know students could be so sad about a stolen sand tray and be so happy with being able to get another sand tray. Funny to hear the kids say upon returning to class, "Ms. Bullshoe got another sand tray you should go visit her, it was fun." We were also blessed with a donation of Easter baskets from Elaine Little Plume and family. It's nice to have community members remember our kids and come into our school with their donations. The highlight of my month was helping a grandma who reached out to me. I sought out Roy Crawford and he got a meal together which we delivered and she was very thankful. We also had Easter baskets for her grandkids that were donated by private donors.