



**KW/Vina Elementary
Board Report for March 13, 2018**



May the month of March bring better weather and lots of smiles to our children's faces.



ATTENDANCE MATTERS (Parent)

Attendance for the month of February:

STUDENTS:

Pre-K 54 students 77.43% Kindergarten 137 students 75.70% First Grade 164 students 77.01%

STAFF PERFECT ATTENDANCE CONGRATS!! Gail Hoyt, Louise Gibbel, and Memorie Tatsey

KW Bergan

Classified 90%

Certified 93%

Vina Chattin

Classified 91%

Certified 94%

Average:

Classified 91.5%

Certified 93.5%

GRADUATION MATTERS (Student)

Pre-Kindergarten/Preschool

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

During the month of February, our preschoolers learned about jungles and deserts. We learned about the different animals and habitats that live in jungles and desert. These themes were reflected in each classroom through artwork, planned centers and activities. In Math we learned about different visual and auditory patterns. Not only did students identify the patterns but they were able to extend different patterns and to make up their own patterns. We celebrated the 100th day of school on Family Fun Friday. We made 100's necklaces out of Fruit Loops, 100th day crowns, and ate 100 nibbles for snack. During this 2nd semester, preschool teachers are using the OWL data to target tier 2 and tier 3 students on each different concept being assessed. During center time, different groups of students are called back for small group instruction to enhance progress in these areas.

Spider monkeys



Gingerbread Cowboy



Sloths and snakes



Cardboard box giraffe



Kindergarten

(Submitted by: Megan Adams)

For the month of February, the Kindergarten Team celebrated the 100th Day of School on Friday, February 2nd. The afternoon of the second included our Family Fun Friday as well, where families could participate in 100th Day activities in their child's classroom. As a grade level it was decided that each classroom would provide a unique set of activities for students to experience not only that afternoon, but throughout the whole school day! Our team shared out 100th Day ideas that could be paired with our ELA instructional time, calendar routines, math workshop, and snack time!

As Valentine's Day approached on the 14th, many teachers were concerned with when they would host their classroom parties, due to the cancellation of school early that week. Most teachers held their parties on Thursday, the 15th, while some postponed their valentine exchanges and celebrations to the following

Monday, the 19th. Teachers did an exceptional job notifying parents of any changes to classroom Valentine's Day parties. Toward the end of the month it was decided that since the team had not organized an activity for "I Love to Read Month," that this would be celebrated in early March, along with Dr. Seuss's Birthday.

Kindergarten Reading Data

(Submitted by: Brandy Bremner)

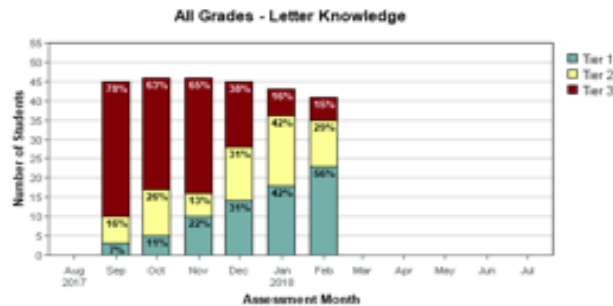
Kindergarten Intervention Groups Isip Letter Knowledge

February 2018

Tier Movement

ISIP™ Reading results for Intervention 3rd quarter (specialists)

at K W Bergen Primary School - 2017/2018 School Year



This graph shows us the Letter Knowledge growth of our students who are considered "Tier 1 and Tier 2".

During the 30 minute intervention block, these students are pulled by the specialists in small groups of 6-8 kids.

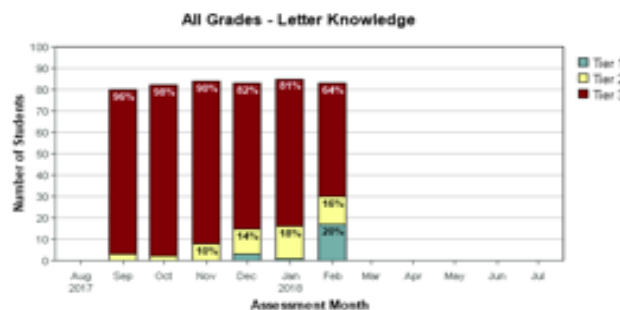
The specialist delivers the WonderWorks Intervention program.

This program is designed as a Tier 2 intervention, it is giving both Tier 1 and Tier 2 students additional review on

Tier Movement

ISIP™ Reading results for Intervention 3rd quarter (teachers)

at K W Bergen Primary School - 2017/2018 School Year

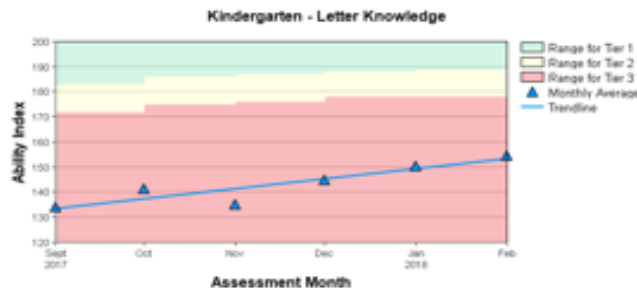


This graph is showing the Letter Knowledge growth of our students who are "Tier 3" students. These students stay in the homeroom with their teacher and receive targeted letter/sound instruction using routines from the Core Sourcebook.

Skill Growth

ISIP™ Early Reading results for Intervention 3rd quarter (Colleen)

at K W Bergen Primary School - 2017/2018 School Year



This graph is showing the progress of 8 severely Tier 3 students who receive the Sound Partners intervention 3 times per week.

This intervention is delivered either 1 on 1 or in a group of 2 students by Colleen Wilson. These students receive the core ELA instruction, 30 minute homeroom intervention, and the Sound Partners with Mrs. Wilson. Consistency is key, and the weather related missed school

We will continue to monitor all Intervention Group's data and determine, at year's end, how it will impact our Intervention Instructional Framework, schedules, and use of staff going forward.

First Grade

(Submitted by: Nicole Whitney)

February blew in and blew right on out! With only 14 school days in February, we tried our best to stay on track and get it in as much meaningful instructions as we could with small numbers of students and many days off to "get out of the groove". All of our essential questions this month have related to animals, and their survival. With the weather we've had, it has been a great way to talk about our own survival and investigate ways animals are coping with this incredible display of mother nature. Because of all the snow days, we were not able to have our Family Fun Friday this month, and our Valentine's celebrations were at odd times, but overall the morale was very positive whenever we all made it to school. Somewhere in there, we finished our writing assessment and it will be fun to show the student their improvements from September.

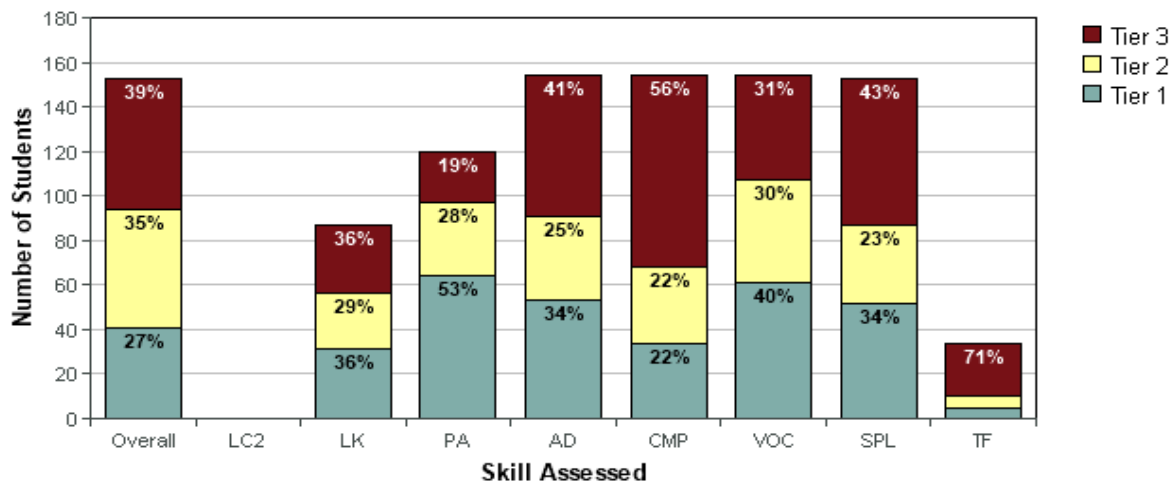
Let's hope for a merciful March! Bring on the spring!

First Grade Reading Data

(Submitted by: Sandi Campbell)

All Students

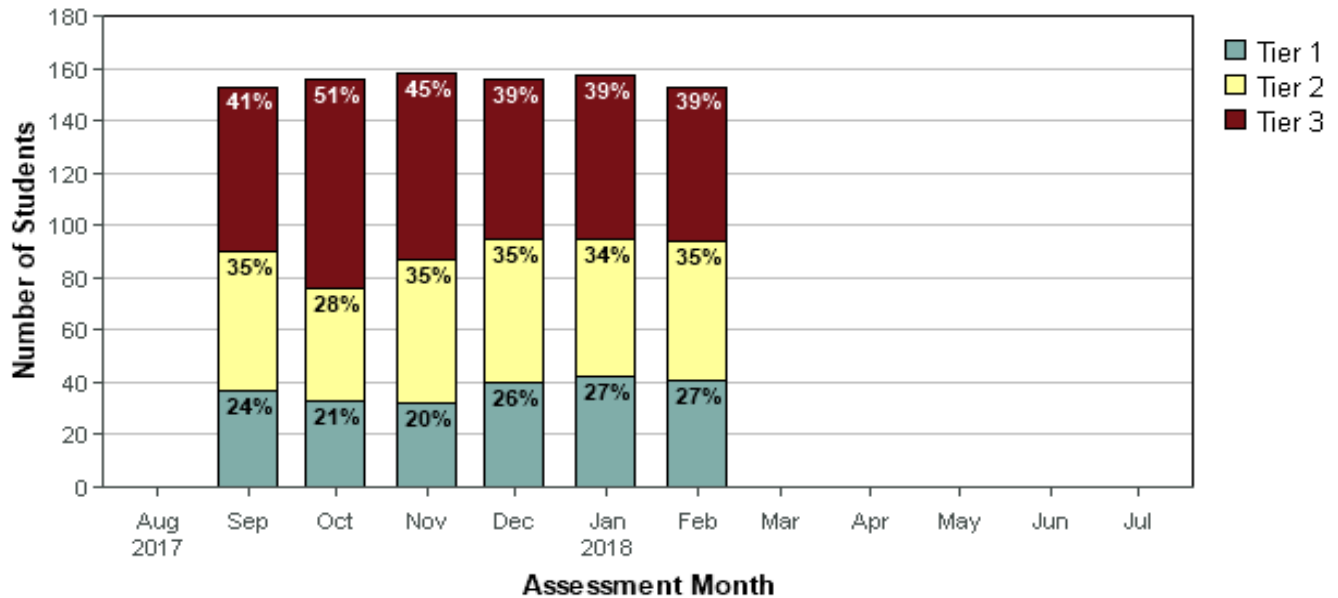
ISIP Reading Assessment Data 1st Grade - February 2018



Tier Movement

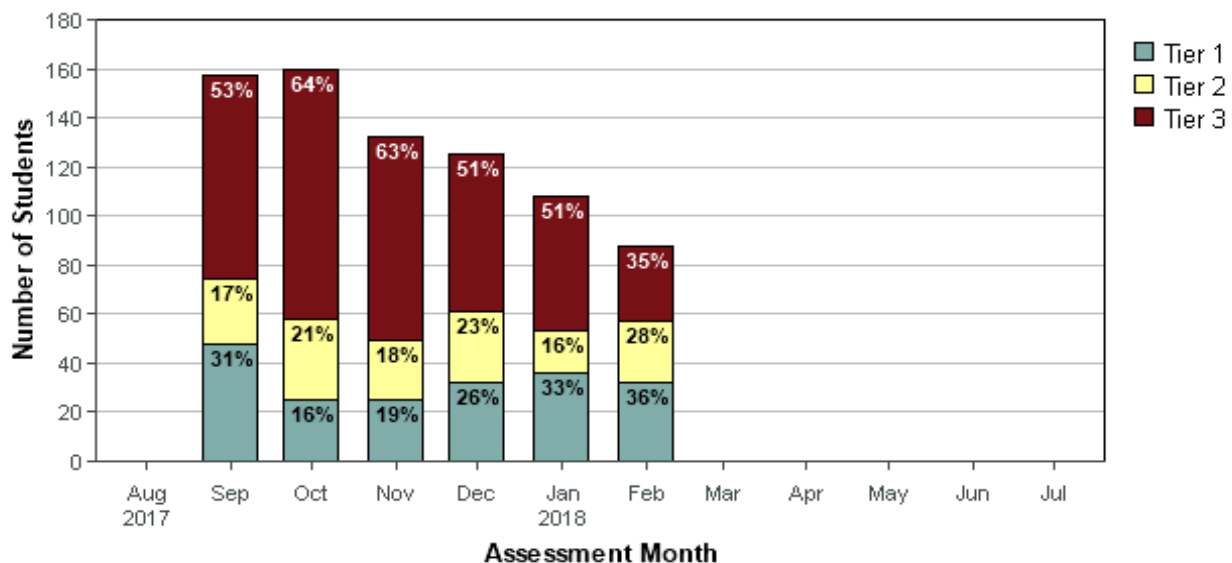
This month we didn't get all students assessed due to the weather situations. We are sustaining where we are, not seeing much regression, but after we can get back into a routine we can start to target more students to see tier movement.

1st Grade - Overall Reading



Staff knew our students came in low in letter knowledge and have tried to supplement ways to target specific students or groups of students who needed more support. In the small group instruction time teachers were supplementing Letter practice with the Tier 3 students and also in the whole group Word Work time. Using the tier movement graph we are seeing movement but our goal was to have all students tested out of letter knowledge by January, so we aren't where we want to be. We still have 87 students in Letter Knowledge.

1st Grade - Letter Knowledge

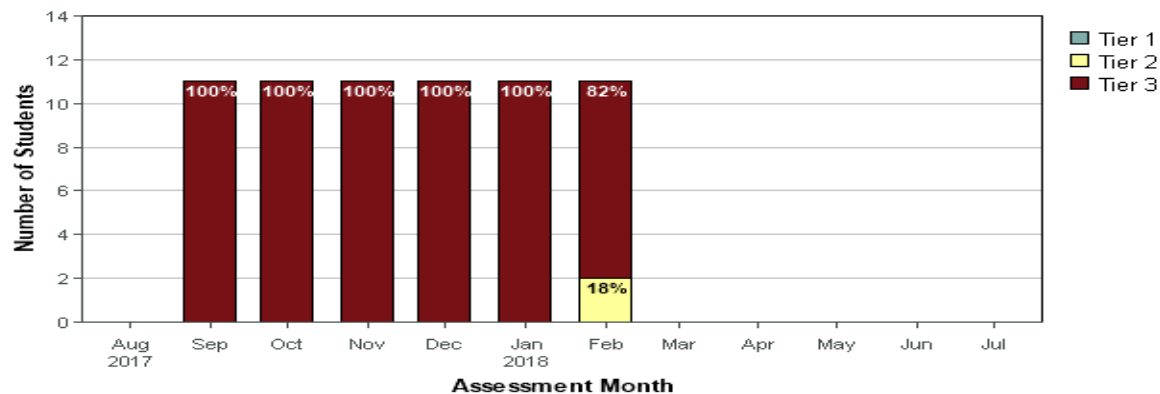


Tier 3= 31 students Tier 2= 25 students Tier 1= 31 students

Then as a leadership team we discussed hiring someone to try to target the lowest Tier 3 students in letter knowledge and have a small intensive tutoring group using "Sound Partners" program. This group is taught by Colleen Wilson and she has 8 targeted students with 3 alternate students to pull if any of the 8 are absent. The 11 students were all the lowest Tier 3 students in Letter knowledge and knew the least amount

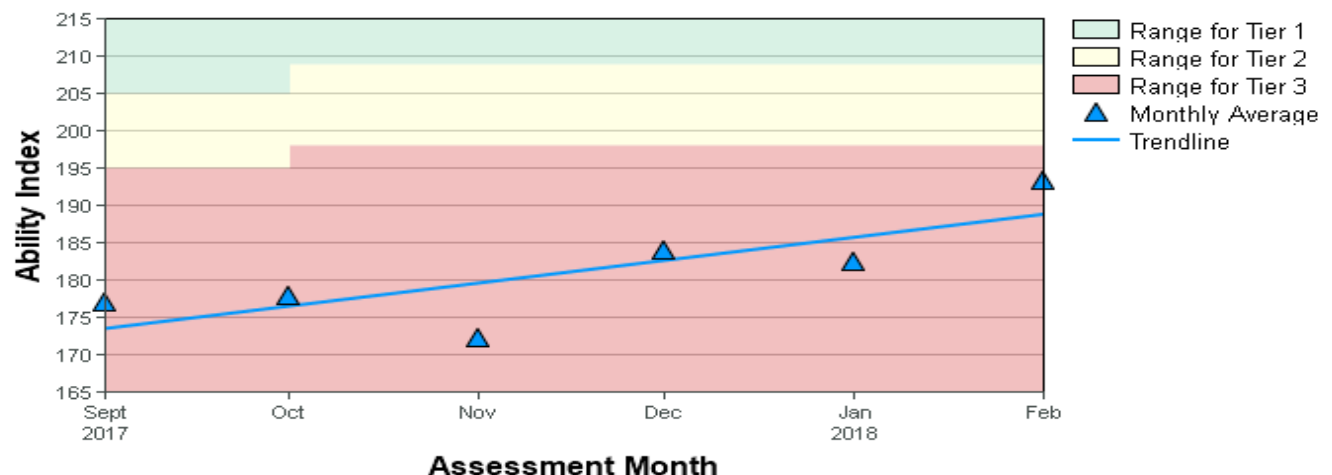
of letter names and sounds on the Phonics Survey given in January. Colleen Wilson started January 18th and comes 3 times a week and works with the students for 30 minutes with 2 students at a time. Out of these 11 students 2 have moved up to Tier 2 on letter knowledge in just the month of working with them.

1st Grade - Letter Knowledge

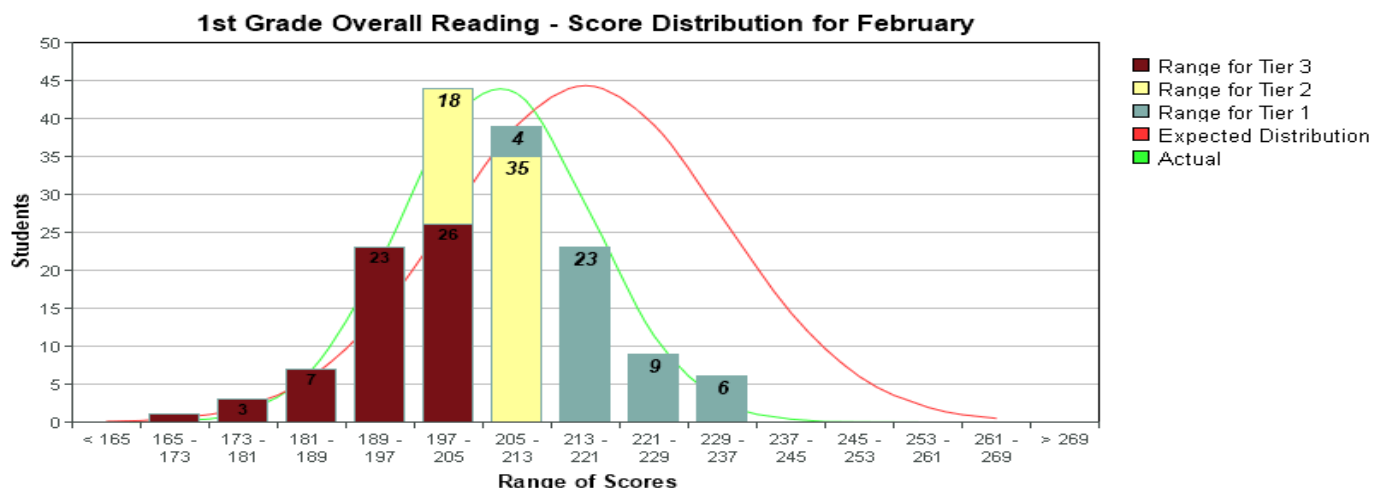


This report shows the same 11 students skill growth with letter knowledge, look at the **AMAZING** growth within Tier 3 since January!

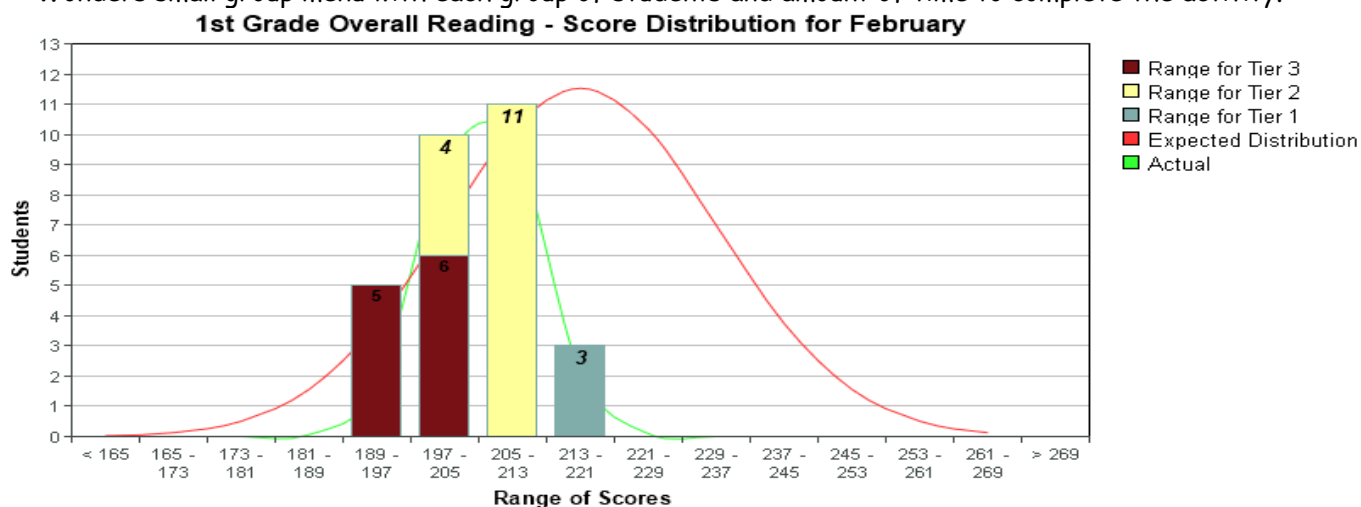
1st Grade - Letter Knowledge



When we talked about "More Targeted Instruction" we look at a couple different reports and identify students for small group instruction. We also use the phonics survey data to group students. This is the distribution report which groups students based on their scores. We use the next month goals to target specific students who can move to the next tier. It also tells us where we are actually testing and the expected distribution based on the bell curve.

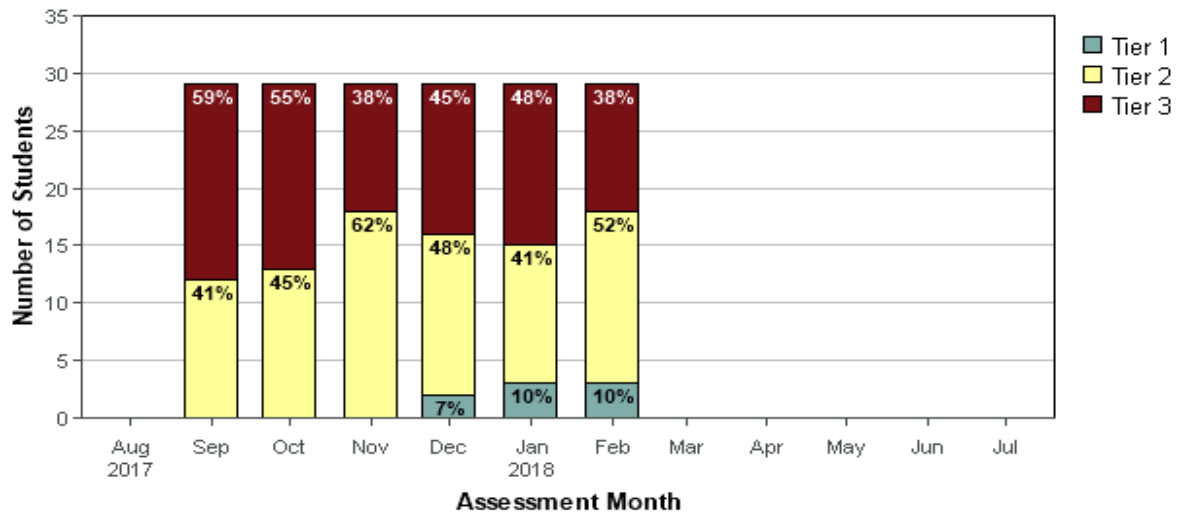


We use this report to identify students for the Wonderworks intervention for Tier 2 students. The homeroom teachers give this 30 minute small group instruction to 5 to 6 targeted students in each group. We have used quarterly data to identify the groups, some teachers have kept their groups almost the same and some have changed. Teachers are implementing a more targeted instruction using a newly created "Small group instructional framework." This document guides teachers on what pieces from the Wonders small group menu with each group of students and amount of time to complete the activity.



This report shows the Tier movement of the Wonderworks group identified by the homeroom teachers using ISIP data and Phonics Survey data. We are looking through the Wonderworks program materials and are creating a more intensive framework for instruction during this 30 minute block of time.

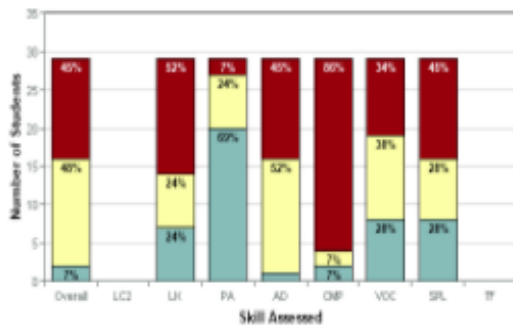
All Grades - Overall Reading



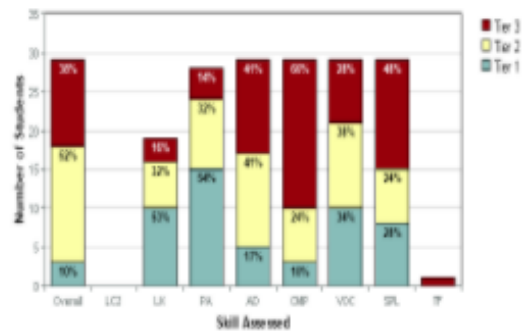
The next 2 reports show the identified students before Wonderworks intervention in December. Groups were created at the end of 2nd quarter and implemented in January. The last report is their data in February.

We are seeing growth in some subtests like Letter knowledge and Alphabetic Decoding but we are seeing regression in Phonemic awareness, which is a targeted foundational skill at our level. Once again as soon as we can have a break in the weather and get back to consistency we can begin to target more students and identify their individual needs.

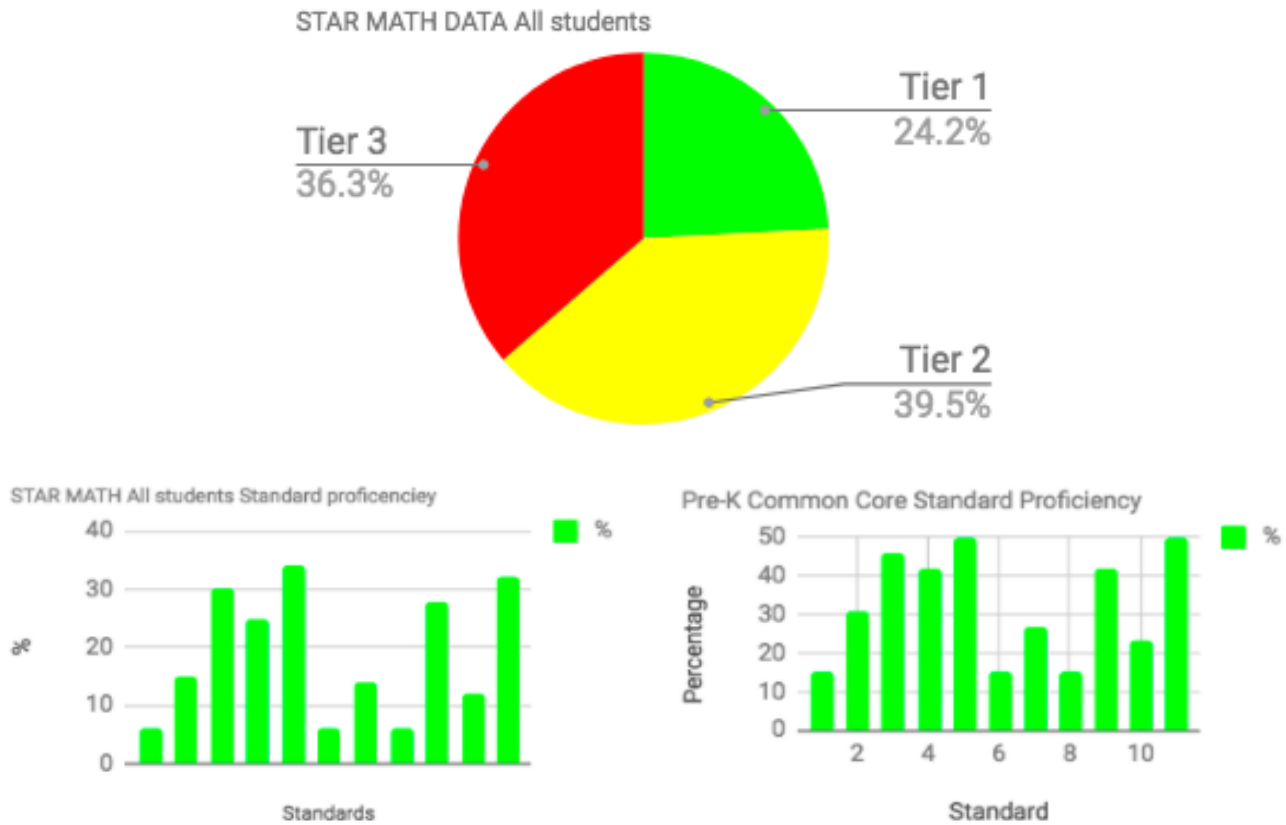
1st Grade - December 2017



1st Grade - February 2018



STAR MATH Data



Tier 3 tutoring group is still showing 0% in all standards. They are showing growth, but not the growth we wish to see. The coach plans on meeting with the tutoring specialists to discuss changes in the tutoring plans.

As a grade level we are still at the implementing stage of the guided math instruction. We are refining our framework and using our consultant to help guide us to where to focus our instruction and firming up the foundational math skills.

SAFETY MATTERS (School)

MBI/Conscious Discipline

(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. 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 at

KW/Vina Elementary also 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 well-being in our students is our focus.

Emergency Management Institute



FEMA

This Certificate of Achievement is to acknowledge that

KW/VINA ELEMENTARY

has reaffirmed a dedication to serve in times of crisis through continued professional development and completion of the independent study course:

IS-00100.sca

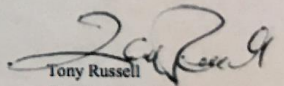
Introduction to Incident Command System

ICS-100 for School

Issued this 21st Day of February, 2018



0.3 IACET CEU


Tony Russell
Superintendent
Emergency Management Institute

CULTURE MATTERS (Community)

Kindergarten Immersion

(Submitted by: Darcy Skunkcap)

Ok! Saomitsiki' some-Unreliable moon has been a very awatsapsii month with all the closures! This month in math, we are learning to count, read, and write numbers 1 to 20 in both Blackfeet and English. In Reading, we have almost covered the entire alphabet letters and their sounds, as well as learning 16 sight words. In Science, we attempted to grow bean plants and pea plants, but have 2 out of 17 growing. Hopefully, March will be a better month for us. Iitamiitsitsikoo Kittakitamatsin!

First Grade Immersion

(Submitted by: Carolyn Zuback)

Sai aiksi Otsi taotohpi (When the geese return)

Oki,

For the month of February (Saomitsiki somm) Unreliable moon. Students learned names of a few Iksowaapomaa'hkaa (Animals) the Makoyi kii Awakaasi kiis Siipistoo (Wolf, Deer and Owl) Students do hands on work in BNAS classroom, there is extra time taken to teach Body parts and writing the numbers in the Blackfoot language. Using hilarious sentences in Blackfoot is fun to do with students. Like Makoyi kii Awakaasii Awawohka pokon, translated it is: " Wolf and Deer are playing ball". Introduced students to the different races of the world like Apataamstaminamm (Chinese) or Spiyikowan (Mexican) this concludes the month of February.

Family Engagement

(Submitted by: Sydney St.Goddard)

For February I have went on 4 home visits due to attendance/behavior/ health. I received confirmation that we were approved for the Early Childhood Coalition grant for 2018. I am excited to start teaming up

with agencies in our community and raising awareness about the importance of early childhood education and health. Monthly meetings with the coalition will be starting soon, so we can create goals for this year. Due to weather and other issues, our meeting with Blackfeet Head Start have been cancelled and we are hoping to meet in March to continue building a positive transition plan for our students. As always, KW clothing closet is accepting donations and open for anyone who is in need. Also, the literacy program for Pre- K families is still being utilized and families seem to enjoy it.

School Counselor

(Submitted by: Lynnel Bullshoe)

February is already over and is a blur of what all happened. I do know for sure that we have provided many students with winter wear. Thankful to all of the people who have donated new and used items so we can give them to the students in need. Most recently, we received coats from Patagonia. While I was in Dillon last fall I visited with a store clerk and told her about our clothing closet at KW/Vina so she took my information. This is the second shipment of items from them. The usual meeting with students individually and in groups. We have also had several Solutions meetings to discuss academics and/or behavior. Parents seem to appreciate the Solution meetings because we come together as a team to discuss issue and come up with solutions to best help the child succeed. The parents always thank us and tell us how much they appreciate how the meeting was handled. Despite the weather, snow and calling off of school we still made home visits. Good thing Maggie Higgins and Desirae Flamand are good drivers and got us where we needed to go in the snow. These two ladies are very helpful and will get out despite the dogs barking. We had been trying to do a Solutions meeting with a parent for quite some time and they would always cancel or not show. On our home visit I suggested having the team come to them at their home west of Starr School and they obliged. A few days later 5 of our team of staff sat at their kitchen table having our Solutions meeting. I attended an Assessment and Data Conference in Billings hosted by the Office of Public Instruction. Great conference to about administering tests, meeting student needs in administering the statewide assessments as well as understanding data to plan instruction. This is helpful when attending the KW/Vina School Leadership Team meetings.

