🧍 Stamiksiitsiikin (Bullshoe) Elementary 🧍

Report for October 8, 2024

Welcome to Bullshoe Elementary where we lead from the heart, we value life, family, and know the children "Sacred Beings" we serve are as valuable as the air we breathe, the water we drink, and the ground we walk on. In this up and coming school year please join us in our children's education journey.

Attendance Matters
(William Huebsch: V-Principal)

Grade	Enrolled	Attendance %
Little Learner	60	79.24%
Kindergarten	116	72.15%
1st Grade	156	78.62%
Total	332	77.60%

September Home Visits
Home visits will begin October now that we have hired a FE/Truancy Coordinator.

September Student Perfect Attendance

1st Grade	Kindergarten	Little Learners
BigBack, Grayson L	Crawford, Owen B	Arrowtopknot, Abraun L
Crawford, Ronald J	Hipp, Amelia S	Conway, Jaxon
Gutierrez, Katalaya	Landry, Naddie	Ingraham, Jasper
Hipp, Aurora S	Silva-Lopez, Harmony J	McLean, Grayson L
Hoops, Taos		Pinkerton, Gene T
Pethel, Tacoma		Powell, Bentley B
St. Goddard, Tylee J		Redfox, Dustin
Tatsey, Arianna N		Tatsey, Kohl E
Tatsey, Tori L		Thomas, Curtis

September Staff Attendance
Certified: 90%   Classified: 85%

September Perfect Attendance

Mr. H   Francis Vielle   Angela Archeleta   Taylor Crawford   Louise Giebel

Sheila Grady   BobbieJo Powell   Kelley Sharp

October Prime Time Parking: *Bergen* = BobbieJo Powell *Chattin* = Taylor Crawford
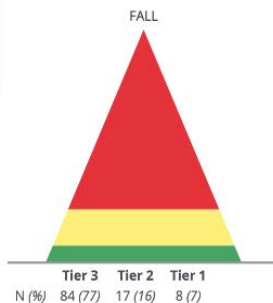
Graduation Matters
### (Brandy Bremner: LL/K Instructional Coach)

Kindergarten Fall Benchmarking Data Report

One on one testing has been completed with 109 of the 113 enrolled kindergarten students. The 4 untested students are demonstrating chronic absenteeism. Fall Benchmarking data is as follows:

Aimsweb Early Literacy Tiers

	Tier 3	Tier 2	Tier 1
N (%)	84 (77)	17 (16)	8 (7)

Aimsweb Early Numeracy Tiers

	Tier 3	Tier 2	Tier 1
N (%)	74 (67)	24 (22)	12 (11)
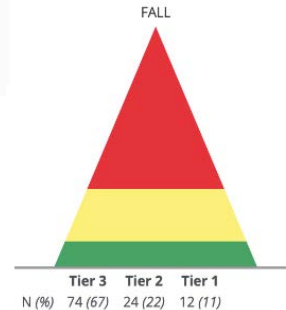
In comparison to prior years in our District, this data looks typical for entering kindergarten students, with the majority of students scoring in the Tier 3 range and Numeracy being slightly higher than Literacy.

Our end of the year goal for both Literacy and Numeracy is that 40% or more of students will achieve at the Tier 1 level and Tier 3 will be 42% or less.

A few of the things we're doing in Literacy include;
- Implementing a new core phonics curriculum. UFLI is a structured literacy program that is grounded in practices based on the Science of Reading.
- Holding our 1st MTSS meeting October 1st/2nd, which is earlier than last year.
- Beginning "walk to" intervention block October 10th, also earlier than last year.
- Implementing targeted fluency interventions. We tried this out in the 3rd and 4th quarter last year with amazing results, so we've decided to implement it earlier in the year as well. We call it the Fluency Hotlist.
- Utilizing a full time Reading Interventionist to provide Tier III support to an even greater number of students than we've been able to in the past.
- Increasing repetitions throughout the day, meaning that teachers are finding ways to integrate letter knowledge into transitions, as exit tickets, letters posted around the hallways, and in Specials.
- Providing time for literacy centers, kids can apply their learning independently

In Numeracy, a few things we're doing include;
- Continuing to utilize Eureka Math as our core curriculum
- Focusing on fluency, (Number Naming in the Fall and Addition/Subtraction in the Spring) and progress monitoring every two weeks.
- Integrating opportunities to subitize throughout the day.
- Providing time for math centers, kids can use manipulatives & play games.

(Andrea Evans: 1st Instructional Coach)

First Grade Fall Benchmarking Data Report

Early Literacy

Core Phonics Survey and Aimsweb Oral Reading Fluency (ORF) Assessments
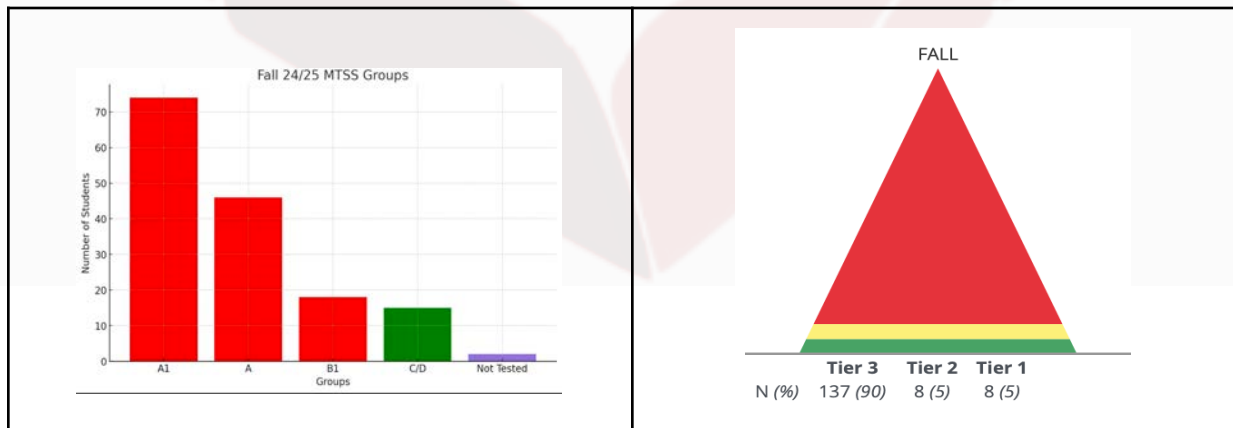
The above graphs show the sorting of students into intervention groups A1, A, B1, and C/D based on their performance on the fall benchmark Core Phonics Survey (CPS) and aimsweb Oral Reading Fluency (ORF) assessment. The categorization helps in understanding the specific needs of each group and tailoring interventions within the Multi-Tiered System of Supports (MTSS). By targeting instruction to the specific needs of each group, we can ensure more effective literacy development and improvement.

Group A1	Group A
Struggles with Foundational Skills • Number of students: 74 • Core Phonics Survey Score: Below 80% • ORF Score: 0-10 **Intervention Focus:** Phonological Awareness, alphabet knowledge, grapheme-phoneme correspondences, direct attention to letter and sound relationships, begin practice decoding and encoding VC/CVC words	Phonics Proficient but Fluency Deficient • Number of students: 46 • Core Phonics Survey Score: Above 80% • ORF Score: 0-10 **Intervention Focus:** Reinforce letter-sound knowledge and phonemic awareness, with an emphasis on using all the letters in the word, promote the use of invented spelling to focus on individual letter sounds, ample practice reading
Group B1/B	**Group C/D**
Moderate Fluency, Strong Phonics Skills • Number of students: 18 • Core Phonics Survey Score: Above 80% • ORF Score: 10-13 **Intervention Focus:** Focus on segmenting and blending phonemes and ib getting students to attend to every grapheme, focus on recognition of the various chunks within words, and ample practice reading words and connected text	High Fluency and Phonics Mastery • Number of students: 15 • Core Phonics Survey Score: Above 80% • ORF Score: 20+ **Intervention Focus:** Continued focus on attending to chunks within words, focus on breaking apart multisyllabic words, ample practice reading

Early Numeracy

In Math, teachers ensure first-grade standards are being met in all areas as they work through Eureka math modules. Currently students are working on Module 1 lessons: Sums and Differences to 10.

The following graph shows our Fall Benchmark Math Data. Currently, 74% of students are Tier 3, 17% of students are Tier 2, and 9% of students are Tier 1. The District deadline was extended to October 4. We still have about 19 students to assess.

	Tier 3	Tier 2	Tier 1
N (%)	101 (74)	23 (17)	12 (9)