❤️Attendance Matters❤️

(Mr. H: School Leader)

January 2024

Grade	*Enrolled*	*Attendance %*
Early K	54	81.98%
Kindergarten	160	81.11%
1st Grade	123	81.74%
Total	342	81.70%

January Home Visits
6

January Perfect Attendance

1st Grade	Kindergarten	Early K
Bullshoe-Rides At The Door, Sahkooyii M	Bullshoe-Rides At The Door, Sahkooyii M	Seymour, Paisley J
Calf Boss Ribs, Teigan R	Calf Boss Ribs, Teigan R	
Croff, Easton C	Croff, Easton C	
Dewolfe, David	Dewolfe, David	
Ehlers, Arianna N	Ehlers, Arianna N	
Ermineskin , Autumn J	Ermineskin , Autumn J	
Johnson, Patricia J	Johnson, Patricia J	
Littledog, Arlin T	Littledog, Arlin T	
Miller, Paxton S	Miller, Paxton S	
Raining Bird, Lauryn	Raining Bird, Lauryn	
Rivas, Vladimir N	Rivas, Vladimir N	
Shooter, Adelaide J	Shooter, Adelaide J	
St. Goddard, Tylee J	St. Goddard, Tylee J	
Walter, Kayden J	Walter, Kayden J	
Whiteman, Issiah	Whiteman, Issiah	

January Staff Attendance
Certified: 91%   Classified: 85%

Staff Perfect Attendance
Louise Giebel   Sheila Grady   Kelsey Hall   Angela Tatsey-Mckay

Prime Time Parking: Bergen = Angela Tatsey-Mckay; Chattin = Kelsey Hall

Coffee Card: Louise Giebel & Sheila Grady

❤️Culture Matters❤️

(Mrs. Shooter: Immersion Leader)

Kindergarten and 1st grade immersion classrooms have been working on saying sentences. Kindergarten class is working hard on using sentences with the ASLA. Our 1st grade classroom is working on sentences with locations. If you ask a 1st grader where they are going, they will respond in Blackfeet. Both Immersion classrooms didn't get a chance to meet with the Washington Post, so they did their own thing. The first grade classroom

made a TikTok video and did a writing project focused on goals and dreams, all students were ultimately inspired by Lily Gladstone. The kindergarten class did a writing project also focused on Lily and her achievements. When it comes to the Blackfeet language, the foundation begins with our students.

Our BNAS specialist Jocelyn is working on implementing ASLA through all the Kindergarten and 1st grade classrooms. So far that has been successful. We are also working on classroom rules and expectations with all classrooms.

❤Graduation Matters❤
(Brandy Bremner: EK/K Instructional Coach)

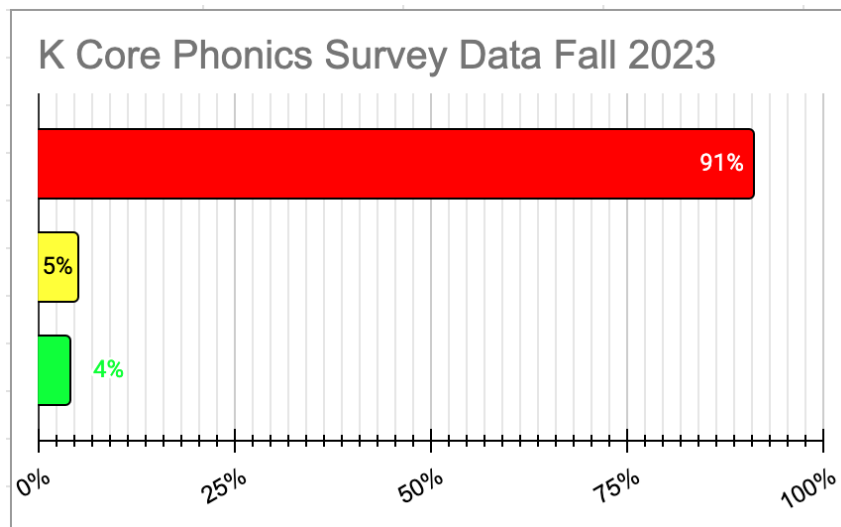**Kindergarten Winter Benchmarking Data February 2024**
<u>Literacy</u>

Our primary literacy goal in kindergarten is to ensure students have strong foundational reading skills. One component of foundational skills is alphabet knowledge. This is the skill we are monitored on and required to report on during benchmark periods. This component can be broken down into three parts:
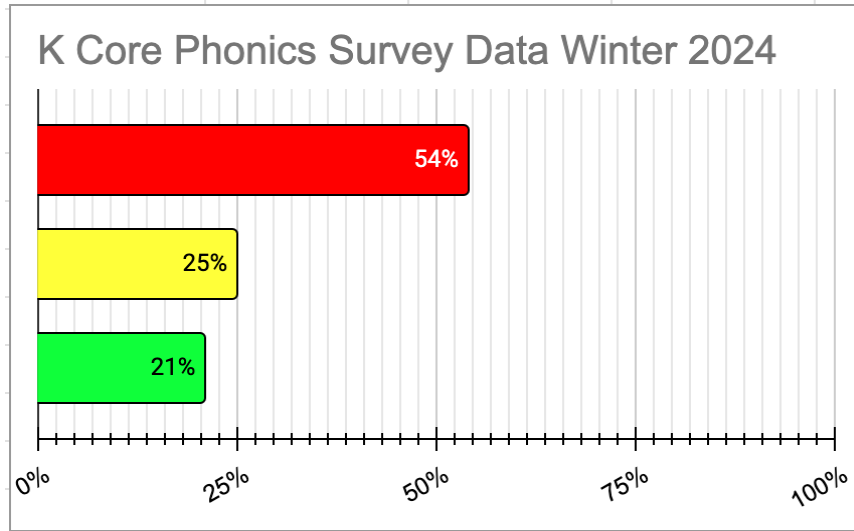
1) Identifying all letters by name, both uppercase and lowercase
2) Making the sound for each letter upon sight
3) Knowing the letter names and sounds so well that it doesn't require conscious effort to respond

We progress monitor letter naming and sounds every 10 days to ensure students are gaining letter names and sounds. Below you will find graphs that represent our Fall progress monitoring data and our January progress monitoring data.

Core Phonics Survey Comparison Fall to Winter

🟥 knows 0-79% of letter names and sounds (0-65 letter names & sounds)

🟨 knows 80-94% of letter names and sounds (66-78 letter names & sounds)

🟩 knows 95% or more of letter names and sounds (79-83 letter names & sounds)

K Core Phonics Survey Data Fall 2023

Category	Percentage
Red	91%
Yellow	5%
Green	4%

K Core Phonics Survey Data Winter 2024

(Bar chart)
- Red: 54%
- Yellow: 25%
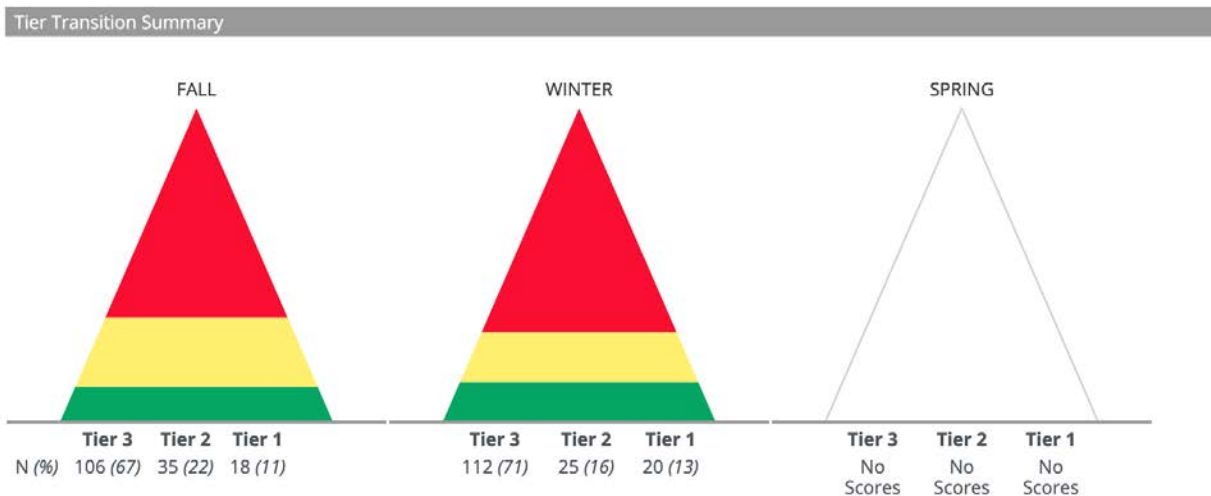- Green: 21%

(x-axis: 0% 25% 50% 75% 100%)

This data is based on end of year benchmarks. Which means that in January, 33 kids had already met the end of year alphabet knowledge goal. Thirty-nine kids are almost there. About 85 kids are at risk of not meeting the goal. Of those 85, around 30 are significantly below where they need to be. Through frequent progress monitoring we are able to identify needs, adjust instruction, and address student needs.

Kindergarten Aimsweb Early Literacy Benchmarking Data Fall to Winter
(Literacy continued)

Three times a year, Fall, Winter, Spring, we benchmark test all kindergarteners using Aimsweb. This test measures their letter name and letter sound fluency. Fluency is knowing a skill so well that it doesn't require conscious effort to respond. Below, you will find our Tier Transition graph that shows how many students moved from Fall to Winter.

Tier: **1** Low Risk   **2** Moderate Risk   **3** High Risk

Tier Transition Summary

FALL

	Tier 3	Tier 2	Tier 1
N (%)	106 (67)	35 (22)	18 (11)

WINTER

Tier 3	Tier 2	Tier 1
112 (71)	25 (16)	20 (13)

SPRING

Tier 3	Tier 2	Tier 1
No Scores	No Scores	No Scores

As the graph shows, fluency in alphabet knowledge is not improving at the rate needed to show tier movement. When our grade level team saw this data I asked one question, "what's different this year?" Typically, we see a nice little jump from Fall to Winter. But not this year.

Several things are different this year. Class sizes have been averaging about 12 students for the last several years, this year each class has 17-18 kids. We have new staff, 3 of our 9 homeroom teachers are first year teachers. We also made a significant adjustment to how we structure intervention.

Our intervention structure for the last several years was a "walk to intervention" model. After benchmarking and progress monitoring, we would hold an MTSS meeting and create groups, and instruction would focus on targeted skills that needed to be addressed. Students would spend 25 minutes developing the skills in a targeted intervention.

In October, a recommendation was made by an outside consultant. "Don't have kindergarteners leave the homeroom for intervention. Small group instruction in the classroom will be enough." In following that recommendation several things happened, 1) students only spent 10 minutes receiving targeted intervention, 2) teachers were managing large classrooms while trying to deliver a targeted intervention, 3) teachers were now planning interventions for 5 skill levels rather than one, 4) teachers were also planning independent centers for students who were not working at the teacher table. This resulted in overwhelmed teachers and both instructional time and intensity were compromised.

After seeing our Fall to Winter data, analyzing multiple data points, and discussing what we're doing differently this year, we have decided to return to our "walk to intervention" model. We're also starting our Tier 3 intervention support and adding a Fluency Hotlist. The Fluency Hotlist is targeted towards students who know most letters and sounds but need to increase their instant response (fluency).

Based on the Core Phonics Survey we know our students are gaining alphabet knowledge. Now we need to return to what works by implementing targeted interventions with consistency, and embed distributed practice opportunities throughout the day to build fluency.

<u>Kindergarten Math</u>

Fluency is a concept that applies to math as well. Kindergarten students need to have instant recognition of numerals to 20, quantities (subitizing), and shapes. Counting, addition/subtraction within 5, and number sense are also vital foundational math skills as well.

We are currently using Eureka math during our 75 minute math block. We've also embedded recognition activities into our calendar time in the mornings. We are continuing to progress monitor numeral recognition every two weeks. At the end of February we will begin progress monitoring Fact Fluency.

As the Tier Transition graph below shows, we've increased Tier 1 by 15% and decreased our Tier 3 by 15%. The School growth graph shows our average gain was 11 points compared to an average gain of 9 in the national sample.

Kindergarten Aimsweb Early Numeracy Benchmarking Data Fall to Winter

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

Tier Transition Summary

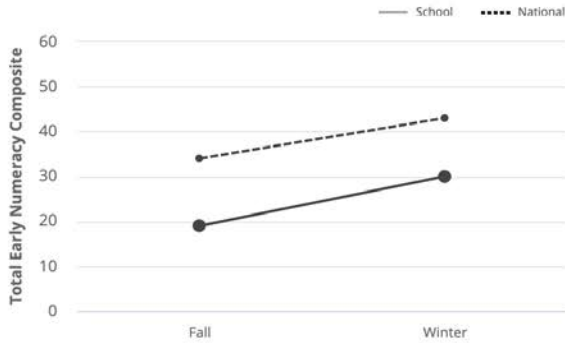|	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	99 (62)	34 (22)	26 (16)	74 (47)	34 (22)	48 (31)	No Scores	No Scores	No Scores
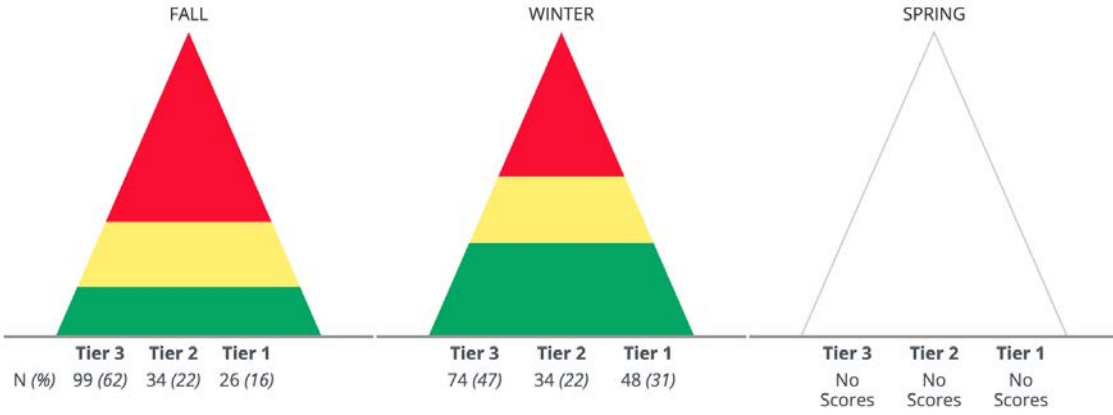
School Growth

— School   ••••• National

Are early numeracy skills improving? This graph shows the average Early Numeracy Composite scores for this group (solid line) and for the national norm group (dashed line). The average gain for this group was 11 points, compared to an average gain of 9 points observed in the national sample.

The early numeracy-skill growth rates for 40% of this group exceed the national average growth rate, while the growth rates for the remaining 60% are below the national average.

Early Kindergarten Winter Benchmarking Data February 2024

Early K Letter Recognition Data

Early Kindergarten students are assessed using the OWL assessment. Although this assessment has several foundational literacy skill subtests, I report on the letter naming subtest as it aligns most closely with the Kindergarten assessments. In doing that, we have an idea of what we can expect for kindergarten students entering in the Fall.

Letter Naming data indicates T1 has increased by 8%, but the Tier 3 group has grown by 3 students. During the next EK collaboration meeting we will be analyzing this data and determining next steps to address the Tier 3 needs.

Fall Letter Naming

T3 37.3% — 19
T1 35.3% — 18
T2 27.5% — 14

Winter Letter Naming

T3 43.1% — 22
T1 43.1% — 22
T2 13.7% — 7
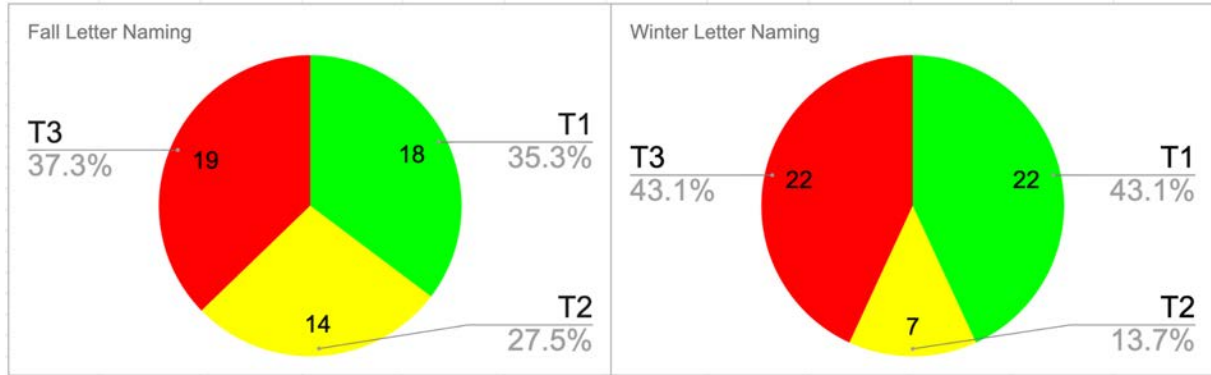
Early K Numeral Recognition Data

The next chart shows the growth in number recognition, only 17 of our 50 students tested are not in the Proficient range (Tier 1). EK students need to recognize numerals to 10 by the end of the year. Based on this data, we can predict that at least 33 students will enter Kindergarten able to recognize numerals to 10. Strategies for increasing numeral recognition with the remaining students will be discussed at the next EK collaboration meeting.

Number Naming Fall

T3 25.5% — 13
T1 27.5% — 14
T2 47.1% — 24

Number Naming Winter

T3 12.0% — 6
T2 22.0% — 11
T1 66.0% — 33
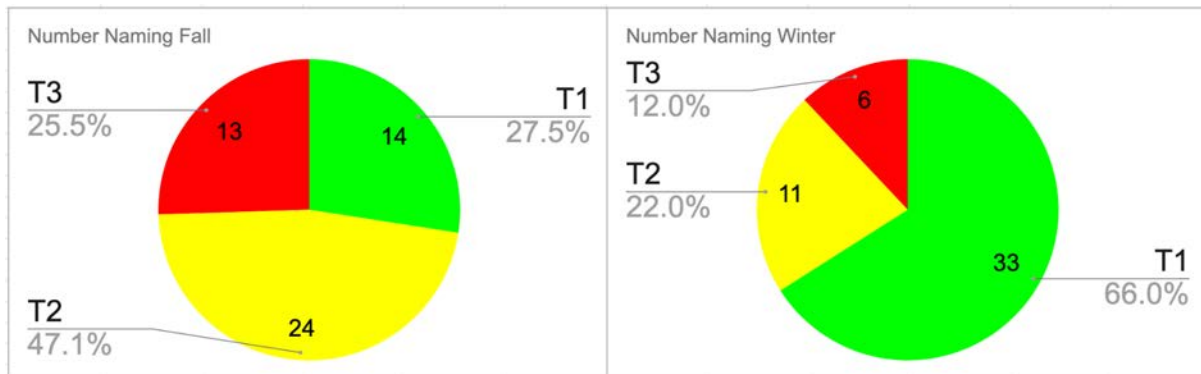
(Andrea Evans: FirstG Instructional Coach)

Early Literacy

Happy New Year! In January, teachers were busy winter benchmarking first-grade students. Our state assessment in literacy in the first grade is the Oral Reading Fluency (ORF) passage in aimsweb Plus. Students are timed for one minute and are measured on how many words they can read accurately.

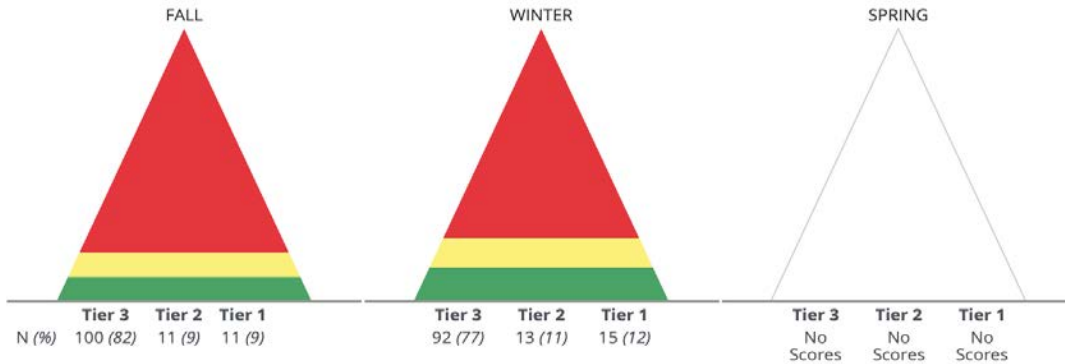Nationally, the Winter Benchmark scores are as follows:
Words Read per Minute
0-25 - Tier 3
26-35 - Tier 2
36 and above - Tier 1

Currently, we have 77% of our students reading 0-25 words per minute (Tier 3), 11% reading 26-35 words per minute (Tier 2), and 12% reading 36+ words per minute (Tier 1).

Tier Transition Summary

	FALL	WINTER	SPRING
	Tier 3 Tier 2 Tier 1	Tier 3 Tier 2 Tier 1	Tier 3 Tier 2 Tier 1
N (%)	100 (82) 11 (9) 11 (9)	92 (77) 13 (11) 15 (12)	No Scores No Scores No Scores

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 (%)	🟥	🟨	🟩	
🟥 100 (82)	83	7	2		🟥 92 (77)					🟥 0 (0)				
🟨 11 (9)	3	5	3		🟨 13 (11)					🟨 0 (0)				
🟩 11 (9)		1	9		🟩 15 (12)					🟩 0 (0)				
122	86	13	14		120					0				

Action Plan: First Grade Literacy Spring Goal
- 10% of 1st grade students will increase to proficient from fall to spring; 15% of students will move out of tier 3.
Fall to Winter growth: YAY!
Tier 3 - decreased by 5%
Tier 2- increased by 2%
Tier 1 - increased by 3%

In order to meet our Spring goal we need to:
1.) Move 11 students into Tier 1 and maintain the 12 that are already there (23 students total). I'm confident that we can attain this goal!
2.) Move 14 students out of Tier 3. We can do it!

How are we going to meet our goal?
We are amping up our time in text not only in the intervention block but in our "time in text" time. Teachers know the sense of urgency and are teaching bell to bell. Depending on the tailored intervention group, students will focus on phonological awareness, letter sound knowledge and phonemic awareness, successive blending, decoding and encoding words, development of high frequency words, recognition of chunks within words, and ample amounts of practice reading connected/decodable text. We will progress monitor every 10 days using core phonics survey (CPS), aimsweb Letter Word Sound Fluency (LWSF), **or** Oral Reading Fluency (ORF) depending on student groups. This will ensure that what we are doing is working and if not we are able to adjust to see growth.

Here are the national benchmark scores for Spring, words read per minute:
0-30 - Tier 3
31-50 - Tier 2

51 and above - Tier 1

Early Numeracy

In math, teachers are working tirelessly to increase student achievement. Currently, we have 55% of our students in Tier 1, 17% in Tier 2, and 28% in Tier 1. Our students are showing fantastic growth from fall to winter!

Tier: **1** Low Risk   **2** Moderate Risk   **3** High Risk

Tier Transition Summary

	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	73 (60)	20 (17)	28 (23)	64 (55)	20 (17)	32 (28)	No Scores	No Scores	No Scores

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)	🟥	🟨	🟩
🟥 73 (60)	50	8	6
🟨 20 (17)	5	9	5
🟩 28 (23)	4	3	20
121	59	20	31

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)	🟥	🟨	🟩
🟥 64 (55)			
🟨 20 (17)			
🟩 32 (28)			
116			

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)	🟥	🟨	🟩
🟥 0 (0)			
🟨 0 (0)			
🟩 0 (0)			
0			

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
🟥	0.67	33				
🟨	0.61	37				
🟩	0.26	32				
	0.51	34				

Action Plan: First Grade Early Numeracy Spring Goal
15% of 1st-grade students will increase to proficient from fall to Spring on aimsweb Early Numeracy; 15% will move out of Tier 3.

Fall to Winter growth: YAY!
Tier 3 - decreased by 5%
Tier 2- maintained 17%
Tier 1 - increased by 5%

To meet our Early Numeracy Spring goal, we need to:
1. Move 13 students into Tier 1 and maintain the 32 already there (45 total students). I'm confident that we can attain this goal!
2. Move 10 students out of Tier 3. We can do it!

How are we going to meet our goal?
Continue using eureka math strategies and progress monitor students on 1st grade early numeracy skills. We are so close to meeting our goal!

(Marci Burd: First Grade Leader)

January was a crazy busy month for 1st grade. It was a lot of reviewing and implementing expectations over again since the long break. With the help of our whole team they made this successful even down to the specialists helping out.

This month we had a great turn out for our Family Fun Friday Marshmallow math. The students always look forward to these family engagement activities.

Our students kicked off I Love to Read month with a special guest author who also gifted them with their own books to take home. Which was special and meant a lot to them.

Again the students look forward to the attendance incentive which is the jumpy houses. This is a big deal for the kids and they all look forward to it.

We have been getting our assessments done and ready for our MTSS meeting to reset our new groups. We are all looking forward to reviewing the data and moving the groups.

We are looking forward to another busy month.

(Angie Pepion: Kindergarten Leader)

In January our kindergarten families came in to enjoy Family Fun Friday by helping their child do some Marshmallow Math. The teachers focused on helping their students get back into routines after Christmas break and having unexpected days off due to water issues and weather. We are glad to be back at it.


(Susie Small/Cherie Show: Early-K Leader)

Students and staff in our Early K wing were excited to be back after a long and restful winter break. In January, our OWL theme was seasons changing and weather watch. Students learned what changes in the different seasons.

In math students are working hard to recognize numbers up to 10. Assessments were completed on all Early K students.

Family members were invited to join our classes for Family Fun Friday where we worked on marshmallow math activities. We are off to a great start of the New Year in Early-K.

(Juliana Salois: SEL Leader)
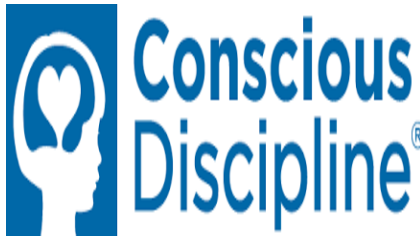
Social Emotional Learning (SEL) Report

January Updates:

After our extended Christmas Break we wanted to revisit our school-wide BEAR (Be safe, Earn Respect, Active Learner, Responsible) expectations for the month of January. After a few weeks away from school it can be hard for students to transition back to the classroom and remembering the school BEAR expected behavior. To make this transition easier for the students and staff we created lessons that focused on School-wide classroom expectations. This month we also started our Lunch bunch teaching SEL using a conscious discipline curriculum.

(Angela Archuleta: Social Media/Library Specialist)

Sneed Collard visited Stamiksiitsiikin Elementary presenting to all twenty classes - A Rainbow of Birds .

The talk was based on his new book -Birds of Every Color, this STEAM talk shares with younger students the wonder, diversity, causes, and roles of colors in birds. He also presented a professional development session with our teachers called Creating Committed Writers. Moreover, Sneed donated a hardback Birds of Every Color book to all of our students PK-1st Grade and also provided books to our staff and classroom teachers. His donation exceeds over $5000 if we had purchased the books retail. We are so grateful to have this opportunity.