



**KW/Vina Elementary
Board Report for October 9, 2018**

ATTENDANCE MATTERS (Parent)

CELEBRATIONS....

At the end of the month we draw names for Town Pump gas cards and honor “SHOUT OUTS” from the staff. We continue to build strong relationships and consider one another family so we find good in one another and share the great things we are all doing together as a team.

The month of September's “SHOUT OUTS” go to:

Ms. Carlissa No Runner ~ *“Thank you so much for making chili for the whole staff. It was very kind and generous of you!”* from Ruth Shea

Ms. Ashley Burd ~ *“Thank you for your positive attitude.”* from Megan Adams

Mrs. Callie Ziegler ~ *“You have made my student teaching experience the absolute BEST, THANK YOU!”* from Britney Burns

Ms. Nicole Whitney ~ *“ Thank you for the advice and support you give when I’m having a bad day.”* from Callie Ziegler

Staff attendance for the month of September:

KW Bergan

Classified 84.0%

Certified 80.0%:

Vina Chattin

Classified 85.0%

Certified 78.0%

Average

Classified 84.5%

Certified 79.0%

Staff perfect attendance:

Francis Vielle, Lauren Monroe, Nathan Ziegler, Amy Molenda, Betty Brock, Sadie Harwood, Louise Gibbel, Jocelyn Big Throat, Jenny Jo Tail Feathers, Malana

Grant

(Submitted by: Rebecca Rappold)

The KW/Vina campus has worked to implement and sustain ongoing practices to monitor student attendance. The TAs have continued to make daily phone calls home to parents/guardian of students who are not in school, as of 8:45 each day. Mrs. Tatsey and Mrs. Rappold are focusing their efforts on students who have been identified Tier III students for attendance. These students are identified if they have greater than 4 absences.

Phones calls have been made to parents/guardians to reinforce school policy, and have communicated that we would like to create a partnership with home and school, in an effort to avoid making future court referrals when their child has met the ten day absence threshold. The following are the attendance rates for students at KW

Bergan and Vina Chattin Elementary school for the month of September:

Pre K- 100% Attendance (Yeah, Pre K!)

Kindergarten- 84.43%

1st Grade-85.27%

Total KW/Vina Attendance for September: 85.08%

We hope to see these rates improve as the year progresses, many students did not enroll until after the Labor Day holiday. Many absences have been accumulated for Tardy Absences and Early Check-Out. Consistent phone calls home to families from the Principal and Vice Principal have reminded parents of the District Attendance Policy. Mrs. Rappold, Mrs. Tatsey, and Ms. Bullshoe have had 4 solutions meetings with families and 5 home visits. Classroom teachers are communicating with families who have moderate attendance concerns.

26 total home visit for the month of September at the KW/Vina Elementary

GRADUATION MATTERS (Student)

Early Kindergarten/Preschool

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

September was a very busy month for our Pre-Kindergartners. Not only were they busy learning all the school routines and procedures but we were able to finish some very important preschool assessments. This was our first year administering the EROWVPT (Expressive Receptive One-Word Picture Vocabulary Test). This assessment was administered individually and provided us with some valuable information on each student. Our students will be reassessed in May to determine their growth for the year. All classrooms have completed the Owl program screening assessment. We have focus folders in place now that identify each students strengths and weaknesses. We will provide interventions based on this information during small group instruction. Then at the end of each quarter, we will reassess each student and adjust our interventions as needed. Each Pre-K classroom was assessed by OPI using the CLASS (Classroom Assessment Scoring System) evaluation tool. These results will be sent to us at a later date. Our first Family Fun Friday on Sept 21st was a big success. We invited our parents to come in and participate in centers with their child. The parents/children could choose from art, Math, Literacy and building activities. We all agreed that we would like to do this again next September. All 3 Pre-K teachers are looking at ways to implement more authentic literacy activities in our classrooms. We have planned our field trips for the year---Oct 11th: Two Medicine/Running Eagle Falls, Oct 25th: Big Sky Colony, and May 16th: train trip from East Glacier to Cut Bank. We are also brainstorming fundraising ideas for the trips .





Kindergarten

(Submitted by: Kelley Sharp)

Kindergarten is still working on reinforcing the Bear rules. We are working on listening and following directions.

In the Wonders reading program we are working on Unit one. We are teaching what can we learn when we try new things. Teachers have sent homework packets out with Keep Books for students to practice 20 minutes of reading at home. In math we are focusing on our number 0-5 per our consultants recommendations. We are using the concrete, pictorial and abstract models. In Science we are working on movement of baby animals and Social Studies we are working on rules. This week we have enjoyed many NAS activities in our classrooms.

Students in Carol Grant's made parfleches.

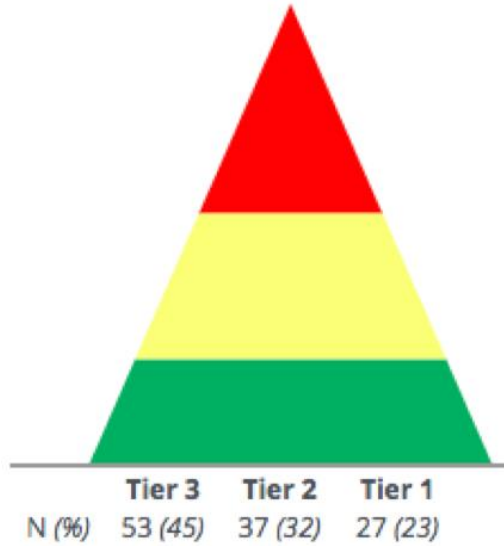


Kindergarten Data
(Submitted by: Brandy Bremner)
Aimsweb Math-K September 2018

The Aimsweb assessment, like many assessments in Kindergarten, is given one on one with students. This assessment gives us good baseline data that teachers use to set goals for instruction and define instructional groupings.

The Aimsweb assessment also works well for benchmark period reporting.

The drawback is the time factor, it can take about 15-25 minutes per student. Which, if classroom teachers were giving the assessment, would take too much time away from instruction. For this reason, we assign two TA's from the 1st grade to come down and assess as often as they can, (which pulls them from their duties as well). We began assessing on September 17. As of September 27th, we're still not done. Of 147 kindergarteners, we have 30 kids left to assess. Ideally, an outside testing team would be the most efficient way of completing our benchmark period math testing. Rather than taking over 2 weeks and disrupting support in classrooms, a team of 4 could complete testing within a week.

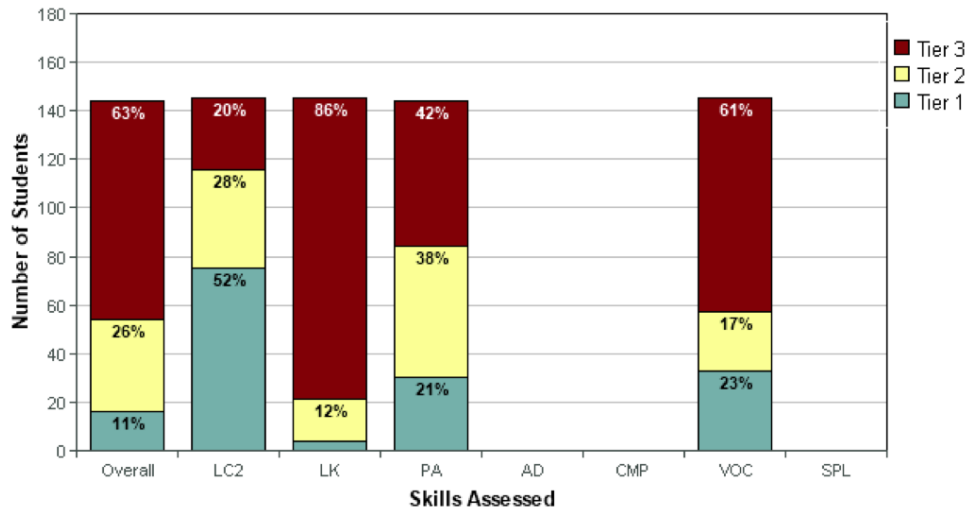


The number of incoming Tier 1 students is more than double of what it was last year!
 (We have thirty students left to assess..)

ISIP Fall Literacy Data-K September 2018

The graph below shows incoming data in 4 subtest areas; Listening Comprehension, Letter Knowledge, Phonemic Awareness, and Vocabulary, as well as the Overall Reading scores by Tier for the entire K population.

Kindergarten - September 2018



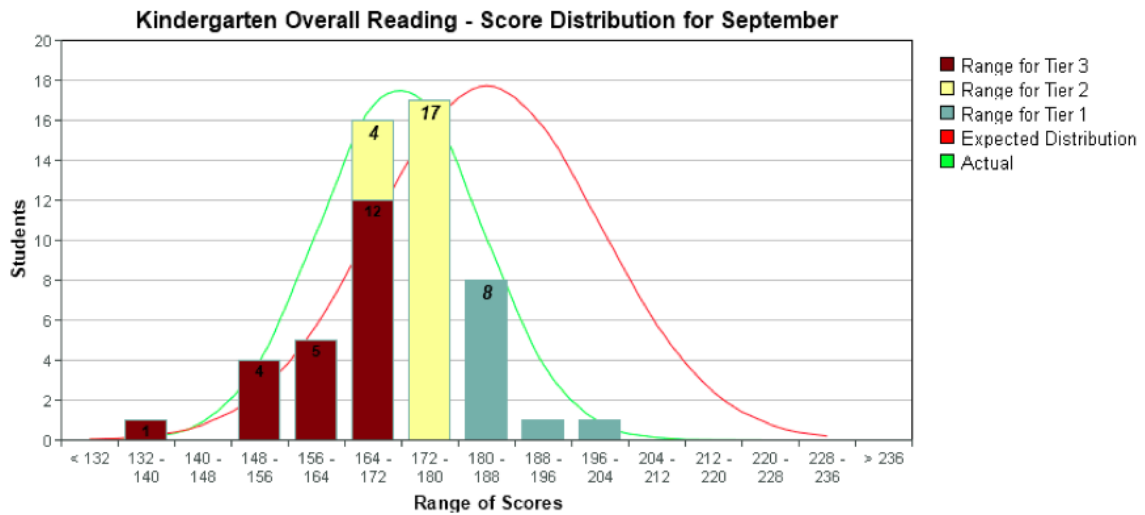
Tier 1= 16 students
 Tier 2= 38 students
 Tier 3= 90 students

Our goal is to have 50% or more at Tier 1 by May.
 That equates to about 73 or more students.

The graphs below show the Overall Reading distribution of two subgroups within the incoming kindergarten; those who were enrolled in BPS Preschool and those who were not.

ISIP™ Early Reading results for 2017-18 PreK grads

at KW-Vina Elementary - 2018/2019 School Year



Pre-K graduates from our Program

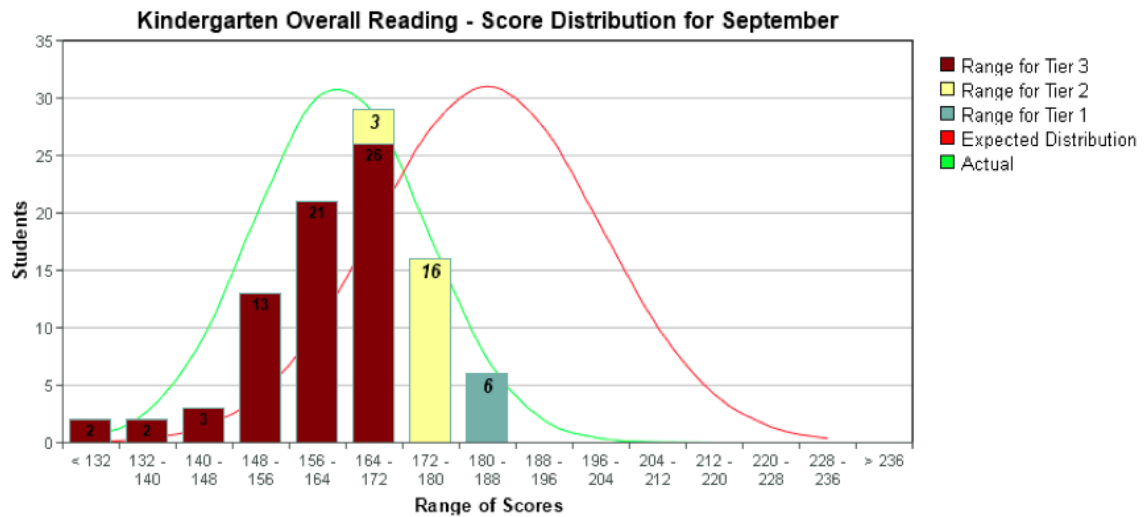
Tier 1 = 19%

Tier 2 = 39%

Tier 3 = 42%

ISIP™ Early Reading results for 2017-18 Non PreK

at KW-Vina Elementary - 2018/2019 School Year



Non Pre-K not from our Program

Tier 1 = 7%

Tier 2 = 21%

Tier 3 = 73%

First Grade

(Submitted by: Nicole Whitney)

What a beautiful month! As fall settled in, so did the first grade team. Our students are used to the routines we have set in place and our authentic literacy plan is up and running. Students read and thought about what it is like where they live, and even went on a field trip to Two Medicine to learn about beavers, native games, and knapweed, and listen to some Napi stories by the lake. Both groups had beautiful weather, and the students had a great time. Our first family fun friday was successful- it was fun to get families in the classroom for some math about their family communities. Speaking of math, our math workshop format is running smoothly in all

classrooms at this point. We are looking forward to what the students refer to as "Happy Halloween", and us adults refer to as October... :)



First Grade Math/ELA

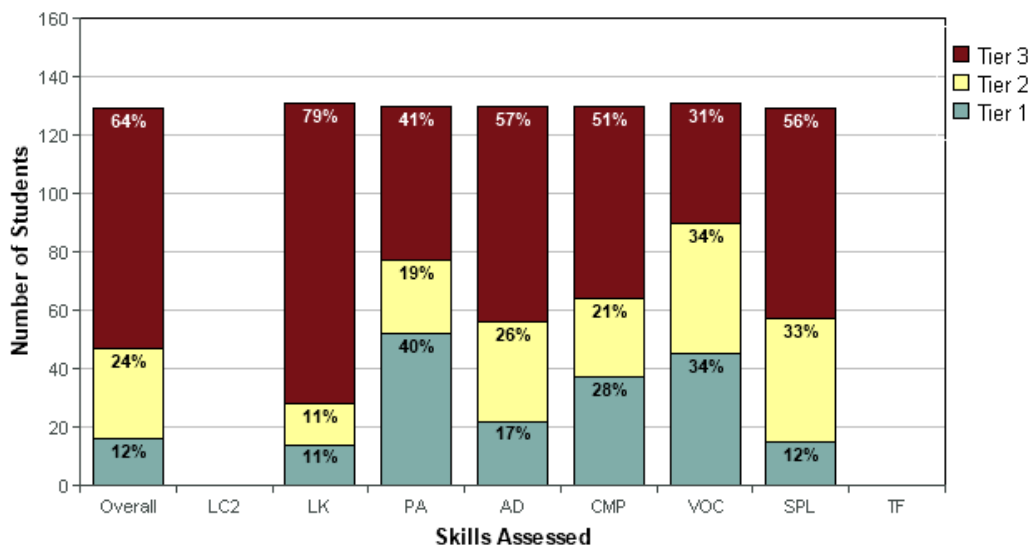
(Submitted by: Sandi Campbell)

September was the baseline for our Vina Chattin building.

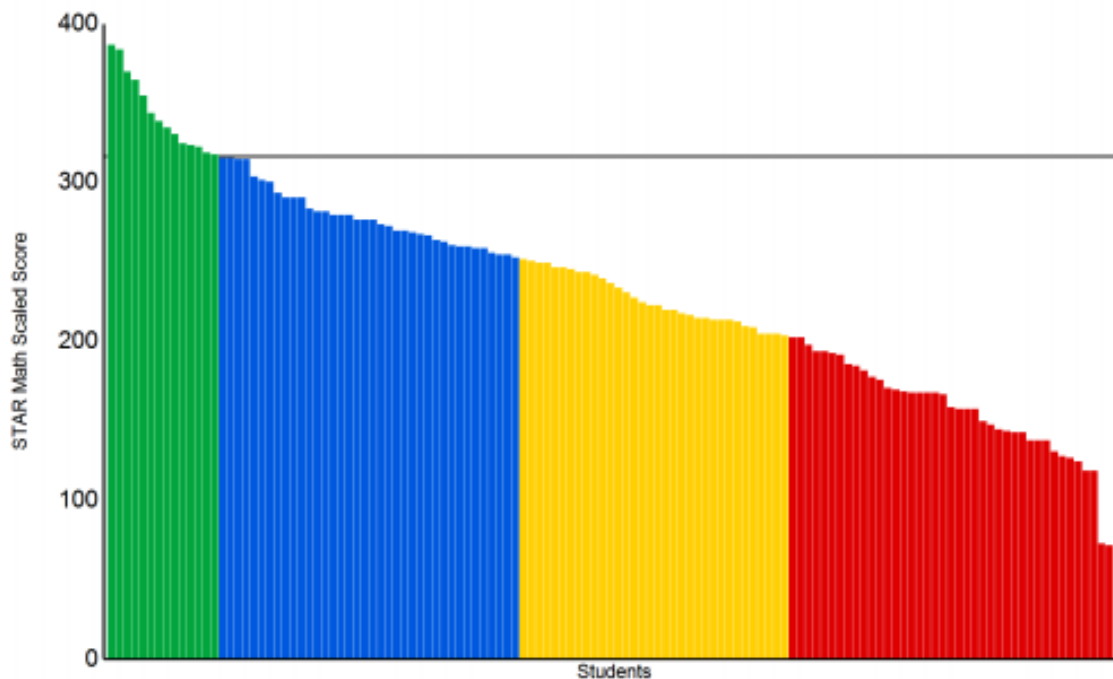
September 18th we started tutoring with an outside certified tutor. She focuses on the severe Tier 3 students who are at the beginning of learning their letter names and sounds.

October 1st we will start tutoring for our retained students and for the students who are high tier 2 on the phonic survey and ISIP. We also included students who have attendance/tardy problems in this group to ensure these students are getting some focused instruction and

1st Grade - September 2018



Starmath baseline data is below and the guided math format is implemented in all classrooms.



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 317 SS	At/Above 70 PR	14	11%
Category Total			14	11%
Below Benchmark				
■ On Watch	Below 317 SS	Below 70 PR	38	30%
■ Intervention	Below 253 SS	Below 45 PR	34	27%
■ Urgent Intervention	Below 204 SS	Below 25 PR	41	32%
Category Total			113	89%
Students Tested			127	

SAFETY MATTERS (School)

MBI/Conscious Discipline

(Submitted by: Rebecca Rappold)

At KW/Vina we have also had 8 individuals receive behavior referrals for the month of September. To resolve these concerns students had a conference with the principal, received lunch detention, or recess detention. Our Solutions Team has also held 7 Solutions Meetings with a parent/guardian to create solutions to support students in making better choices at school. The parents of these students with referrals have worked cooperatively with the school to maintain good attendance even when the child may be struggling with making appropriate behavior choices.

(Submitted by: Amy Molenda)

The MBI Team and KW Bergan/Vina Chattin Elementary Staff, have been proactively working with students to get all safety routines and procedures set in place for the 2018-2019 school year. We will continue using “BEAR”

rules (**Be Safe, Earn Respect, Active Learner, and Responsible**) and hand out “Caught Ya” Cards as incentives. Each week 2 students are drawn from each classroom to wear t-shirts and have pictures taken and submitted to the Glacier Reporter Newspaper. Our campus has already had safety stations this year to practice routines and procedures on the school bus, in the hallways, and on the playground. KW Bergan/Vina Chattin Elementary are encouraging students to do their best at school and in the community as we instill the importance of safety by using “BEAR” behaviors.

Meet and Greet



CULTURE MATTERS (Community)

(Submitted by: Everett Armstrong)

For the month of September, my students and I have worked on expectations and routines, Math, and ELA. As for Blackfeet Culture, we started out with a prayer, 2 songs- Blackfeet Flag Song and the Green Wood Burner Society song, then Napi Stories before our regular day starts. Recently, we cut out the Napi Stories because we didn't have enough time before Math so when I get more comfortable, I will implement the stories at a more convenient time. Every Friday, I've asked my students to where their Ribbon Skirts and Shirts, and Mocassins if they have them.



(Submitted by: Jocelyn Big Throat)

This Month in BNAS at KW we are learning to count to 10 in blackfeet, Colors, animals, and some classroom commands. Both the Pre-K, and the Kindergarten are very eager to learn new words in Blackfeet. We also have been reading Napi stories. They all enjoy the crazy antics of Napi. My main focus this past month was introducing them to the colors, numbers, and classroom commands.

(Submitted by: Ashley Burd)

My students in the immersion kindergarten class have adjusted to incorporating the language into our everyday curriculum. They know that when we start our day we smudge. Along with our morning smudge my students have learned a prayer in the language that we say daily. I taught the children commands by using the game “Ms. Piksii says.” This game is the same as Simon says except for ours is all in the Blackfeet language and it is mostly commands. The game helps my students remember classroom commands in a fun way. My students are so comfortable with counting in Blackfeet during math that they answer most number questions in the language.

When they use dice they see the number they rolled and say it in Blackfeet language, that reassures me that they are internalizing our language rather than memorizing it. Since the first week of school I have a table dedicated to objects (people, animals, places) that we have learned in the language. We go over them daily, I play a game where I describe the object and they tell me it in the Blackfeet language before they can line up. My class has also learned a song where we use our objects, I attached a video. This group of kids has learned so much so quickly, they are amazing. I am excited for the rest of the days to come!

(Submitted by: Treyace Yellow Owl)

For the month of September my classroom worked on many different assignments and words. I base my lessons on the months we are in and the cultural lessons that go along with them. They learn the name of the months and the literal translations to them. I also teach them the colors of the months, for September we focused on reds, oranges, and yellows. I also tie our creation and Napi stories with the lessons. I let them express themselves artistically and incorporate the words with it. I've been basing my classroom expectations on the Blackfoot paradigm and Maslow's hierarchy. Making sure they know the morals and values our people once taught. They recently took a field trip where my mother told them stories and asked them what colors they learned in my class. She said they did awesome and showed tremendous respect. Right now I am in the stage of breaking their sense of shame or just the stigma that comes along with learning a new language. A lot of them are scared or don't have the confidence to speak by themselves but by November I'm hoping to have those stigma's broken and our students speaking. A lot of them speak in class and I also have to praise those teachers that come to me and are using the language in their homeroom classes.

So far this school year has started out great!
Next month we will start focusing on the stars and origin stories that go with them.

Family Engagement

(Submitted by: Sydney St.Goddard)

This month the school counselor and myself had completed 20 home visits due to lice and 1 for referral to boarding school.

We held our 1st collaboration meeting with Blackfeet Early Childhood Center for this year. We will be meeting monthly to plan transitions and building a positive, working relation between the two schools. The meeting went really well and we are planning to include the SPED department (disabilities) in the meeting as well so that we can all provide support to our students. Within our Pre-K team, I volunteered to do monthly perfect attendance incentives for the students and sending home "thank you" cards home to the parents. I think this will give other students the motivation to want to come to school everyday. For the Month of September we had 8 Pre-K students with perfect attendance. Their picture will be included in the next board report. I have also assisted our counselor in preparing activities for Red Ribbon Week.

School Counselor

(Submitted by: Lynnel Bullshoe)

September flew by in a whirlwind with trying to get our Sacred Beings settled. For many of these babies, it's their first time away from home in a structured setting so getting them settled takes a lot of great teamwork.

We have had one 504 Meeting, 13 Solutions Meetings, 4 Home Visits and 1 Referral to the Montana School for the Deaf and Blind. I have met with Blackfeet Boarding Dorm and Tamarack Grief Resource Center as we have a lot of students who would benefit from these services. I also met with Sydney and Sandy who have volunteered to help me with the upcoming Red Ribbon activities.

I love doing the SPAM Fridays as it allows me to see more of the students on a regular basis. Most of my time is spent with high needs students so being able to meet with other students is great. I am in the process of planning a grief group with Sienna Spiecher of Tamarack as we have so many students who have recently experienced a significant loss.

We have had lots of loss in our community so I was thankful Ms. Marci Burd invited me to go into her class do some grief compassion work with the students. I like when teacher's request and invite me to go into their classes to do presentations with the students.

Along with attending to 350 Pre-Kindergarten, Kindergarten and 1st graders, I am assisting the Good Medicine Program at the high school. They are presenting their suicide prevention program and the school counselors are there to support the students if needed. I was thankful to be able to be there for the students as many have been directly affected by suicide. As a matter of fact, one had just lost her cousin over the weekend to suicide and another lost her brother to suicide last spring.

Many parents, grandparents and guardians are always expressing their thanks and gratefulness of the care and concern for their babies. The morning meet and greet is still on and the best way to start the day.

Looking forward to a great October.