

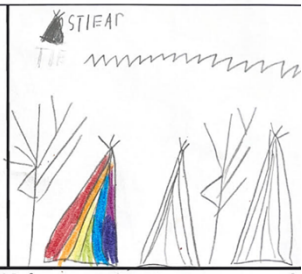
Culture Matters

(Britney Shooter: BNAS Leader)

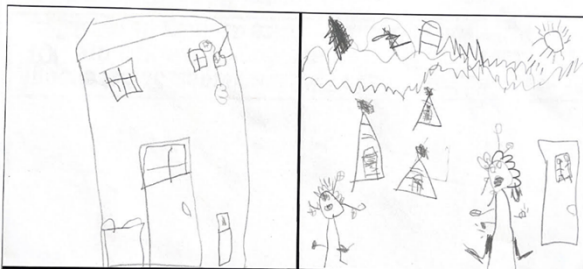
Below are a few pictures of the October IEFA lesson that my class did.



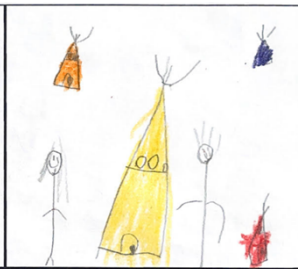
"You are lucky to speak TWO languages. Smart enough to understand TWO cultures. So you see, you are NOT HALF-- you're DOUBLE-- twice as lucky as most."



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Attendance Matters

(Mr. H: Leader)

<u>Grade</u>	<u>Enrolled</u>	<u>Attendance %</u>
Early K	53	80.40%
Kindergarten	154	78.48%
1st Grade	123	82.31%
Total	331	80.29%

October Home Visits

15

October Perfect Attendance

1st Grade

Arnold, Aiden P
BIGBACK, LAZARUS J
Comes At Night, Amayah M
Cree Medicine, Victoria A
Cross Guns, Hazelee A
DeRoche, Thalissa D
Eagle, Kevin M
Fish, Malik R
Flammond, Josiah C
Kittson, Clint J
Marceau, Addison M
Marceau, Isaac J
Monroe, Myna E
Reevis, Dela Hoya C
Rider, Joshlynn R
Smith, Sebastian W
Wells, James

Kindergarten

Arrow Top Knot, Kierstyn
Arrow Top Knot DuCharme,
Sebastian C
Augare, Walker J
Bigback, Jameson C
BigBeaver, Carson J
BigBeaver, Rilynn R
Calf Boss Ribs, Teigan R
England, Cody R
Gudino, Neveah L
Hipp, Aurora S
Mad Plume, Catherine M
Pethel, Tacoma
Rivas, Vladimir N
YoungRunningCrane, Brayden T

Early K

BigBeaver, Jazzie M
Carlson, Alani H
Castillo, Wayne T
Reevis, Sage I
TalksDifferent, Chloe C
Wagner, Alaina R

October Staff Attendance

Certified: 90% Classified: 86%

Staff Perfect Attendance

Kortni Guardipee, Sheila Grady, and Amy Molenda

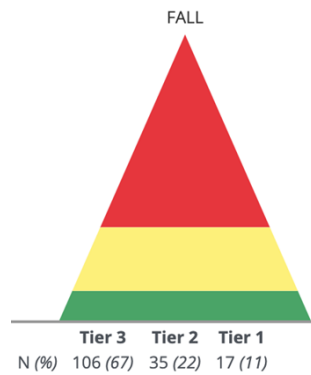
Kortni and Amy get to park in our BEST ATTENDANCE parking spots for the month of November! Sheila received a coffee card!! Woot woot ladies our first recipients of the staff attendance parking award.



Graduation Matter

(Brandy Bremner: EK/K Instructional Coach)

Kindergarten 23-24 Fall Aimsweb Literacy Data



Typically, Fall Benchmarking is completed by the end of September. This year we were still assessing into October. This delay was due to technical issues with Aimsweb, changes of responsibilities within the IT department, and a large increase in Kindergarten enrollment (about 50 more kids than last year). Getting students' names to appear in the Aimsweb system, so they can even be assessed, is a process that requires a lot of steps between several people. This includes the building secretary, the Instructional Coach, and IT personnel. This process affects Kindergarten, more so than any other grade, as our students are new to the system. Currently, we have assessed 158 out of 159 students.

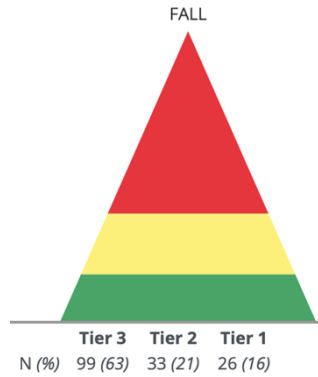
Year to year, Fall Literacy data has been relatively consistent. This year looks a bit different, we're seeing a larger Tier 2 group and a decrease in the percentage at Tier 3.

	Fall 23-24	Fall 22-23	Fall 21-22	Fall 20-21
Tier 1	11%	12%	9%	5%
Tier 2	22%	7%	14%	13%
Tier 3	67%	81%	77%	82%

End of the Year Literacy goals have already been set based on improving our last year's growth. Our current goal is to have 37% or more students attain Tier 1 and have 42% or less students in Tier 3 in the Spring. With this group of students we feel that goal is attainable. As a team, we'll re-evaluate that goal when students complete Winter Benchmarking in January.

Although we met our improvement goal last year, we continue to look for ways to make even greater gains in literacy. This includes continuing to analyze our practices and ensuring they are grounded in the Science of Reading as well as ensuring that LETRS training is available to instructional staff. Some changes this year include implementing a revised and more explicit writing plan, restructuring how Tier 2 interventions are implemented, and delaying the first MTSS meeting until the end of First Quarter.

Kindergarten 23-24 Fall Aimsweb Numeracy Data



Fall Benchmarking in Numeracy is composed of three subtests, Concepts & Applications, Number Naming Fluency, and Quantity Total Fluency. The graph below indicates how students performed in each subtest. The incoming data of this group is typical for Fall Benchmarking.



What do these early numeracy scores mean?

The data above show the overall early numeracy performance of this group based on Fall benchmark testing.

The left portion of the bar graph shows the percentage of students in the five performance levels (see key below) for each measure. The national percentages for each performance level are also provided for comparison.

- 10% Well Below Average
- 15% Below Average
- 49% Average
- 15% Above Average
- 10% Well Above Average

The right portion of the bar graph shows the percentage of students in each risk category based on their Early Numeracy Composite scores. The risk categories describe the likelihood that students will achieve year-end performance goals based on their current scores.

The tables show both the student percentages and the actual number of students in each of the five performance levels and in each of the three risk categories (see key below). The group's median percentiles for each measure and for the Early Numeracy Composite are also shown. Each percentile can be compared to the national median percentile of 50.

- High Risk (< 50% chance)
- Moderate Risk (50% to 80% chance)
- Low Risk (> 80% chance)

Between benchmarking periods, teachers provide instruction for 75 minutes per day using the Eureka math curriculum. Students are progress monitored every two weeks on both number naming and recognition of sets (subitizing).

This data is used to adjust whole group instruction and determine who needs additional support.

(Andrea Evans: First Grade Instructional Coach)
Early Literacy

Our first-grade team is working diligently on teaching specific targeted activities to increase student achievement in our core phonics instruction and intervention

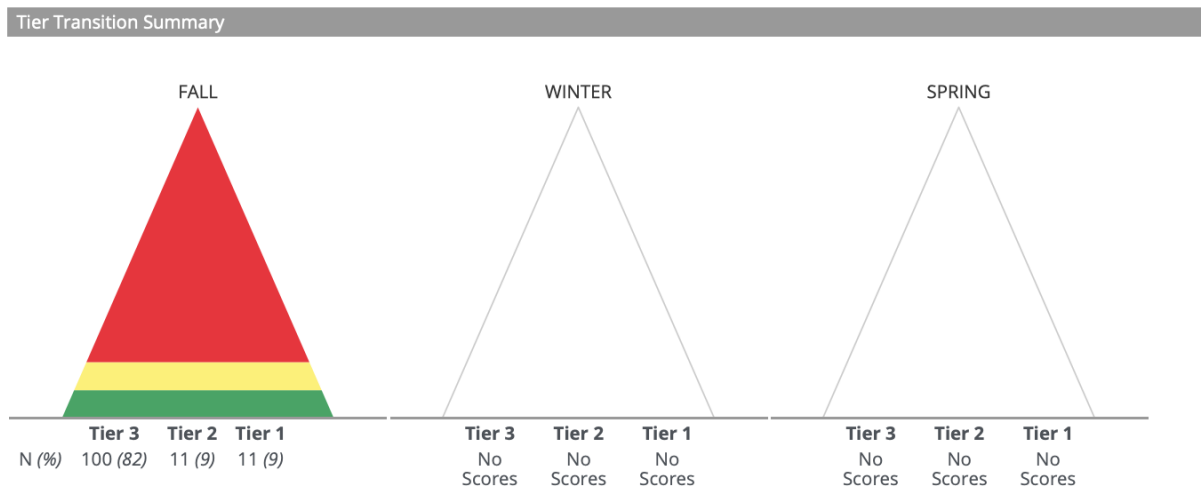
groups. During intervention time, teachers assess every cycle (ten days) during our MTSS Round; our team progress monitors using the Core Phonics Survey (CPS) for groups A1 and A and the Nonsense Word Fluency (NWF) for B1 and B. Every other cycle (20 days), students in C and D are progress monitored on the Oral Reading Fluency (ORF). Progress monitoring ensures the effectiveness of our intervention. When students are progressing, interventions are maintained until students meet their goals and move forward to the next phase (skill set). If the student isn't showing much growth, we delve deeper and adjust targeted activities/groups to meet the students where they are and fill the gaps holding them back. In some cases, if a student is making little to no progress, we delve even deeper and begin the referral process to look for things like dyslexia or another learning disability.

Aimsweb Oral Reading Fluency (ORF) Data

With this fall benchmark assessment, students must read __ words in 1 minute; this is the national average for the beginning of first grade. Our fall data is as follows:

82% of students are Tier 3, 9% of students are tier 2, and 9% of students are Tier 1.

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk



Here is a breakdown of the focus for each intervention group. By targeting these skills in each group students are able to progress through the phases listed below as they grow and become more proficient readers.

Group A1 and A Focus:

Pre-Alphabetic

- Phonological Awareness, Alphabet Knowledge, and grapheme (written)-phoneme(sound) correspondence
- Direct attention to letter-sound relationships
- Begin practice decoding and encoding VC/CVC words

Group B1 and B Focus:

Alphabetic

- Reinforce letter-sound knowledge and phonemic awareness, with an emphasis on using all the letters in each word
- Promote the use of invented spelling to focus attention on individual letters
- Ample practice blending and reading words (including nonsense words)
- High Frequency Word Development from phonics instruction

Group C Focus:

Full Alphabetic

- Focus on segmenting and blending phonemes (sounds) and on getting students to attend to every grapheme (written letter) individually
- Focus on the recognition of the various chunks within words
- Ample practice reading words and connected text
- Continued High Frequency Word Development

Group D:

Consolidated Alphabetic

- Continued focus on attending to chunks within words
- Focus on breaking apart multisyllabic words
- Focus on supporting decoding and understanding words
- Ample practice reading words and connected text

Early Numeracy

In Math, teachers ensure first-grade standards are being met in all areas. Specialists are pushed into classrooms during math to assist students who are having difficulty with number sense, addition facts, and subtraction facts. Students work on number recognition, subitizing, number bonds, number lines, and writing number sentences.

The following graph shows fall benchmark math data. Currently, 60% of students are Tier 3, 17% of students are Tier 2, and 23% of students are Tier 1.

Aimsweb Early Numeracy Data

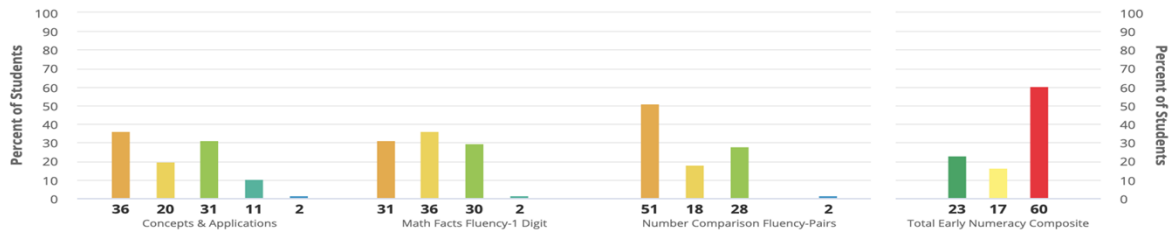
Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



Early Numeracy Summary

Account (30 %ile)



Level	Concepts & Applications		Math Facts Fluency-1 Digit		Number Comparison Fluency-Pairs		Total Early Numeracy Composite		
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	Risk
Well Below Average	44	36.4%	38	31.4%	62	51.2%	28	23.1%	Low
Below Average	24	19.8%	44	36.4%	22	18.2%	20	16.5%	Moderate
Average	38	31.4%	36	29.8%	34	28.1%	73	60.3%	High
Above Average	13	10.7%	2	1.7%	1	0.8%			
Well Above Average	2	1.7%	1	0.8%	2	1.7%			
School Median Percentile	16		15		10		13		School Median %ile

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(Marci Burd: First Grade Leader)

This month was a busy crazy month for 1st Grade. Our first graders dove more deep into our curriculum for math and phonics. Along with that we focused on Patterns in the Sky. Our building is really working hard on incorporating IEFA with this theme. We focused on Star Stories, Blackfeet words for moon, sun, stars, sky, and Rainbow to expose our kids to our stories and language.

This month was Red Ribbon week with a bunch of different fun dress up days/themes that the students/staff really enjoyed and participated in.

Our first grade students got a special visit/presentation from the Blue Cross Association highlighting fire safety. The students really enjoyed it and learned quite a bit of important useful information. They were all given 2 books which they were all excited about.

This month for our family engagement piece we had a Halloween Round Dance on Halloween. The students danced to a few Halloween songs and then their parents joined them for the round dance at the end. There were quite a bit of families who showed up which we were happy about because that is one of our goals as a team to increase our family engagement.

For our Sukapii Attendance this month we had a huge number of 1st graders who reached the 80% attendance goal. They have been working hard toward achieving this goal and their incentive reward which was the jumpy houses. They really look forward to this.



(Angie Pepion: Kindergarten Leader)

Kindergarten did not get to go to the pumpkin patch this year due to weather. We planned a different field trip to replace the pumpkin patch. Teachers helped their students understand and how to cope with hard feelings about not getting to go.

We are excited and happy to get to utilize the new hallway in our building connecting both Chattin and Bergan Wings. Students are especially amazed with it. Routines are established in each classroom at this time. We celebrate another month of 80% or better attendance.



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

All three Early K classrooms have had a very busy month full of learning. Combined with fall, Red Ribbon, and Halloween Fun. Each classroom expressed their creative sides with activities to expand on what they were learning in Haggerty, word play, and math lessons. Plus prepared some very cute fall, and Halloween crafts. All three Early K teachers have also now completed the 1st Progress Monitoring Assessment as well as PAST (Phonological Awareness Skills Test) with each student.

As a special classroom activity we each read the story Pumpkin Jack, We then carved classroom Pumpkins and placed it in a jar to observe the changes taking place over time. The students have loved being able to see the pumpkin every day, and we are hoping that our pumpkins will eventually sprout.

On October 12th all Early K students and staff went on our first field trip of the school year to Big Sky Colony. This was a great learning experience in regards to learning about another culture. We were also able to visit several different buildings at the colony. The students especially loved being able to see the calves, farm equipment, play on the playground, and pick a pumpkin to take

home.



(Melody Cobell: Specialist Leader)

It's another challenge again for us all; dealing with the weather change. Although through all this change and challenge the Paras and many others in our buildings have kept things flowing smoothly and safely.

We are loving the use of our new Breezeway.

We had an awesome time with many October/Halloween activities throughout the month. Everyone in our buildings have stepped up to accommodate any activity that's planned. Cooks, custodians, PCAs, paras, specialists, secretaries, and principals! Everyone here at Bullshoe Elementary I am proud to say is willing to help each other. Yahoooo!

(Brent Still Smoking: Specialist Leader)

Okii, for the specialist for both buildings I asked each of the specialists to write about what they focused on during the month of October.

Below you will find what the focus is;

SEL Team:

In our lessons we focused on bullying and tattling. We also focused on feeling identification, happy and sad. We also incorporate a tapping technique, as a way to regulate student behavior. Lastly, we incorporated literacy as the student's write a sentence using the feeling word.

BNAS Team:

We have also begun to learn about powwows and the dancing as we get ready for our upcoming powwow on November 21, 2023. We continue to work on classroom commands, numbers, colors, animals, month, season, and other vocabulary words we use daily

PE Team:

We played Halloween games that focused on gentle tagging and personal space (Annie). Played Boo games working on being nice to each other going over gym rules and expectations from the students (Josh).

Library:

Reaching for the Stars - Leading the Pack

As a school as of October 23, 2023 we have had 410 reading responses returned!!

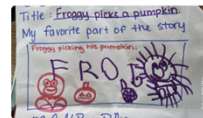
Pack Leaders

1st Grade - Marci Burd's Class- 109

Kindergarten -Ms. Shooter's Class- 64

PK- Ms. Show -77

Gail Hoyt still leading the pack for the staff!!



(Genevieve Goudy: Parent Leader)

As the parent on the SLT team, I have been working diligently to get my comments/concerns/solutions boxes rolling. I have sent a blurb to the team to include in the weekly newsletter so more parents are aware of the boxes being in the entrances.

I have also created a form that will be placed beside the boxes to be available for parents to fill out if they choose to do so. I am excited to get this in place so that all parents have the opportunity to voice their opinions. Then I can work with the team on them to find solutions for both parents and staff of Bullshoe Elementary.

(Juliana Solois: SEL Leader)



**Conscious
Discipline®**

KW/Vina
October Social Emotional Learning
(SEL) Report

Our objective for the month of October was to continue teaching the Conscious Discipline focusing on classroom expectations and following directions. We also focused on teaching the kids to be safe by keeping our hands to ourselves and staying in our own invisible bubble (space). We also did activities revolving around Halloween teaching the kids to share and being kind. One of the team members is focusing on EFT (Emotional Freedom Technique) Tapping that teaches the students how to practice self-care and managing their emotions. The team will be working together to teach the students tapping and ordering more EFT books to use in the SLT classrooms.