



Culture Matters

(Britney Shooter: BNAS/Immersion)

The kindergarten class is working on mastering their colors and animals in Blackfeet. The Kindergarten class is also working on learning their directions. This week we had the opportunity to have Robert Hall come in and go over our directions. We're hoping that we can have him come in more often to help with the focus each week (for our social studies/ science).

The first grade class is having 4-5 words of the week that they're focusing on. This week they're learning how to say; cup, pencil, milk, and orange. This has been so helpful for the 1st grade immersion classroom. This isn't something that just the "Immersion" classroom is doing, the whole 1st grade classroom teachers are focusing on specific words of the week.

Mr. Stillsmoking has been working hard at completing the BNAS assessments in both Kindergarten and 1st Grade. He was able to successfully complete his and Ms. Big Throat's assessments. Now he is planning on working with his specialists classes in learning how to say, "head, shoulders, knees, & toes."

Ms. Pikksii shared a catchy song that he will use to help the students learn how to say, sing, and identify their body parts. After students have mastered these, he plans on covering more body parts (eyes, ears, nose, and mouth).

Attendance Matters

(Bill Huebsch - Assistant Principal)

<u>Grade</u>	<u>Enrolled</u>	<u>Attendance %</u>
Early K	52	79.48%
Kindergarten	109	74.19%
1st Grade	133	78.85%
Total	295	77.31%

Perfect Attendance

<u>1st Grade</u>	<u>Kindergarten</u>	<u>Early K</u>
Huxlee Bremner	Hazelee CrossGun	Sahkooyii BullShoe-
Artalia BullShoe	Camden Little Dog	RidesAtTheDoor
RidesAtTheDoor	Rikki Mad Plume	Arianna Ehlers
Laken Castillo	Blake Sinclair	Kaslynn Whitford
RonnellGoggles	Hartley Sinclair	
Ariyah Mad Plume		
Jesslyn Marceau		
Clarence McNabb		
Lael McNabb		
Shania Prociv		
Jaxon Running Rabbit		
Cecilia Trombley		
John Wippert		



February Staff Attendance

Certified: 90%

Classified: 81%

Graduation Matters

(Brandy Bremner: EK/K Instructional Coach)

The kindergarten and early kindergarten teachers meet every Friday to either analyze data, collaboratively plan, or participate in Professional Development delivered by the Instructional Coach. We have spent the last few years implementing best practices that are based in the Science of Reading. (The term Science of Reading refers to the vast interdisciplinary body of research about reading and issues related to reading and writing). It has been the coach's goal to provide teachers with the research and knowledge behind the instructional practices we implement. Since January was a benchmarking month it makes sense to center February professional development around concepts that relate to assessment.

In February, teachers increased their knowledge regarding accuracy and automaticity. (Accuracy being correctness and automaticity being fast and effortless recognition). We looked at how accuracy and automaticity relate to both letter knowledge and word recognition. We also identified research based instructional practices to continue or begin implementing. Teachers shared ideas for increasing opportunities to build accuracy and automaticity during core instruction, intervention block, and distributed practice throughout the day.

Once we reaffirmed our understanding of accuracy and automaticity, we focused on the implications of our assessment data. We use the Core Phonics Survey to assess letter name and sound accuracy, which letters and sounds do they know?

Aimsweb subtests are a measure of automaticity, is recognition fast and effortless? In comparing data, we recognized that student accuracy is making great gains but automaticity is not as strong. So, we developed a plan to begin progress monitoring automaticity with targeted groups and strengthening our routines within the core instruction.

Knowing that our Kindergarten students will be assessed on their Oral Reading Fluency when they transition into First Grade, we also centered PD around the use of decodable text. (Decodable texts are stories or passages that contain words that use only the specific letter sound correspondences and high frequency words that students have learned). We compared several types of texts to determine if they were decodable or not. We also developed a plan for how to use decodable texts over the course of the week and identified routines and appropriate resources. We want our students to be prepared for and comfortable with passage reading next Fall.

Job embedded professional development is important for the growth of educators. When we can relate that professional development to what teachers



are actually doing in the classroom, it becomes meaningful and has the potential to impact student learning in positive ways.

(Andrea Evans: First Grade Instructional Coach)

In February, our first-grade team has been working diligently on planning specific targeted activities to increase student achievement in reading during intervention small group time. Every ten days, our team progress monitors using the Core Phonics Survey (CPS) for groups A1 and A, Nonsense Word Fluency (NWF) for B1 and B, and Oral Reading Fluency (ORF) for groups C and D. We then collaborate and discuss if what we are doing is working or if we need to adjust our activities for that group. Teachers keep track of their data and always know who is progressing and who needs extra support or differentiated instruction. We celebrate and support each other as our students gain confidence in learning how to read and/or reading to learn.

Most of our SBE summer work will focus on literacy and writing implementation.

Currently, first-grade teachers are alternating Small Moment Writing which is where students think about a small moment in their life, make a picture in their mind, sketch a picture and label it, write words to go with their picture, and add detail (color, add to their picture, add to their words), Dialogic Read Aloud Writing where students listen to a story and write to a specific prompt that relates to the story, and Prompt Writing where students can connect and use sentence frames to help them think of what to write. Writing is celebrated by the student reading one of their pieces during Authors Chair and displayed in or outside the classroom.

In Math, our specialists have a hotlist group of students who need extra support in number sense, addition, and subtraction. They support students who need an extra push in these focus areas. Students work with manipulatives, number bonds, number lines, and writing a number sentence. We are excited to see the growth our students make in these focus areas.

(Marci Burd: First Grade Team Leader)

First grade students had a blast this month. Our school made a big deal about Love to Read Month. We celebrated in so many fun different ways thanks to our librarian Angela Archuleta and staff who went above and beyond. Our students all created their own bookmarks, participated in book trivia, and had 2 special guests. First grade students had the opportunity to have two special guests Tahj Kjelland and Aaron LaFrombois. It was amazing for our students to see one of our own and a successful author.

Our first grade student council representatives Alaysia Carlson and Kesslyn Juneau promoted our Kindness Campaign by giving every student in Early K, Kindergarten, and 1st grade a book and bookmark. All the children were happy and excited about their new books. The first grade girls were also able to attend



the district meeting and give their fellow peers and Superintendent a book as well.

First grade has also started implementing a new writing curriculum, Small Moments Writing. Which has been good and we are all really excited for the change and new implementation.

Also as a first grade team we have decided to implement 4 new words of the week in Blackfeet. We will focus on the same 4 words throughout the week to check for understanding before moving on to the new set. We are encouraging kids to use the Blackfeet for words in school and at home.





(Kelley Sharp: Kindergarten Team Leader)

February went by so fast. Kindergarten finished up Unit 7 in Wonders. We introduce our decodable reader routine. Students are using the shared readers and decodable readers. We are using our heart word routine for our 24 high frequency words that we have introduced. In Eureka math we are continuing on in Module 4 decomposing our numbers through 10. We had our Family Fun Friday math activity. This week is our Dr. Seuss Spirit Week.

(Susie Small: Early-K Team Leader)

February was a fun month in Early K with lots of activities. We started off our month with Ground Hog Day. This brought up the discussion of shadows, and predictions. The 8th was our 100th day of school, the students had fun learning to count by 10's to 100, as well as a rotating at variety of stations that included working with 100 things, such as stacking 100 cups, creating with 100 lego's and making necklaces with 100 bites of Fruit Loops.

On February 10th we had Family Fun Friday families came in to do some math activities with heart candy. Math BINGO and graphing and sorting were a big hit in all three classrooms. Valentine's Day was a blur of excitement and candy!

We have also started our Jungle unit, which is a favorite in all three classrooms. The student's, TA's and teachers were so creative and turned parts of their classrooms into jungles, the kids absolutely loved it.



(Melody Cobell: Para Professional Team Leader)

The Paras have been busy with whatever is needed in our schools. Such as: Cafeteria issues; long lines and late starts. Subbing, assisting teachers with small groups, updating monthly bulletin boards and finding recess areas due to weather and construction.

We are keeping up with the challenges that come forth.
I am happy and proud to say we back each other when needed and are an awesome team?

(Juliana Salois: SEL Team Leader)

K/W Vina Social Emotional Team Juliana Salois - Mental Health Counselor, S.E.L. Team Leader. Jennifer Tatsey- School School Counselor.

Main objective to deliver S.E.L. to Early-K, Kindergarten, and First Grade. We continue to provide one-on-one counseling, referrals, classroom and small groups.

S.E.L. is continuing for the month of February with the Conscious Discipline model, identifying feelings and self regulation skills. The S.E.L. Team has had a full caseload of new students since teachers completed the Appature screen tool for social skills.

Many Blessings from KW/Vina Elementary!
We wish you well ... ❤️