



## Culture Matters

*(Britney Shooter: BNAS/Immersion)*

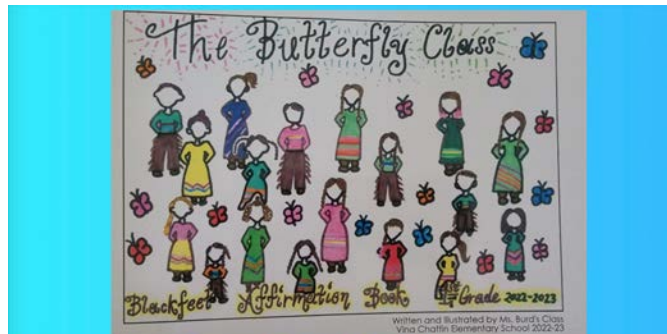
The Star Children Immersion Kindergarten class has been working on learning a prayer that they said for an opening at the basketball game. We are so proud of our students because they didn't get a microphone to say the prayer, but they were so loud and proud when praying.

The whole gym was able to hear our students.



Marci's Apunni Immersion class and student-teacher Kourtnei, have been working hard at helping their students publish their own book. A HUGE thanks to Mrs. Piisksii, as she helped translate all the Blackfeet words for their book. Each student had the opportunity to write and illustrate their own page.

The Apunni class published an Affirmation book.





BNAS Specialist Brent, is working hard at completing BNAS assessments for both the Kindergarten and 1st grade classes. Brent has a really good system down that is helping make this possible.

## Attendance Matters

*(Bill Huebsch - Assistant Principal)*

Early-K	55 enrolled (↑ 2)	73.22%
Kindergarten	114 enrolled (↑ 5)	68.10%
1st Grade	131 enrolled (↑ 1)	75.83%
<i>Total</i>	<i>300 students enrolled (↑ 8)</i>	

### Student Sukapii Perfect Attendance

<u>1st Grade</u>	<u>Kindergarten</u>	<u>Early-K</u>
Keira Bird Rattler	Casey Earrings-Potts	Sahkooyii BullShoe-
Alaysia Carlson	Addison Marceau	RidesAtTheDoor
Aliyana Gobert		Tori Tatsey
Jesslynn Marceau		
Savannah McDonnell		
Alissa Miller		
Shania Prociv		
Keegan Reevis		
Preslee St. Goddard		
Cecelia Trombley		
John Wippert		

### Staff Attendance

Certified: 90%      Classified: 87%

## Graduation Matters

*(Brandy Bremner: EK/K Instructional Coach)*

### **Kindergarten Winter Benchmarking Data February 2023**

#### Literacy

In kindergarten, one of our literacy goals is “Accuracy and Automaticity”. In order to achieve this goal, students must master naming every letter of the alphabet (both uppercase and lowercase) as well as learn the sounds of every letter. While they are working towards accuracy, they are also expected to grow in automaticity...meaning they have learned the letter names and sounds so well it doesn't require conscious effort to respond. To have automaticity students must have accuracy and speed.

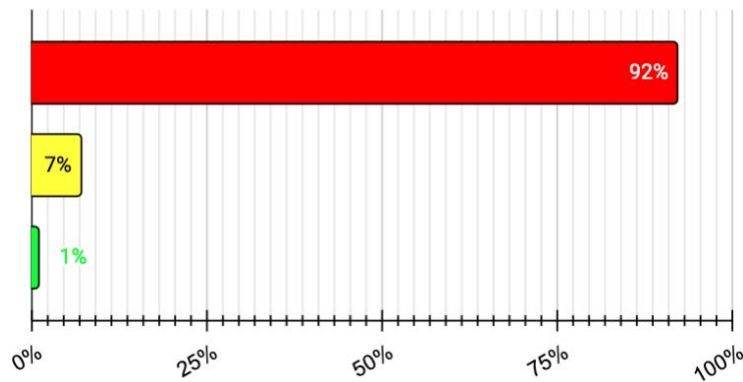
As a kindergarten team, we know our goal means students will score on 83 on the Core Phonics Survey and attain Tier 1 status on the Aimsweb Early Literacy measure. The graphs on this page and the next will show our student's progress towards those goals.



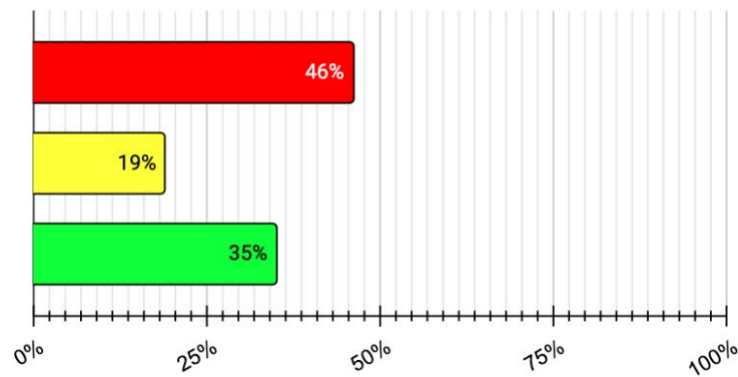
Core Phonics Survey Comparison Fall to Winter

- 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 2022



K Core Phonics Survey Data Winter 2023

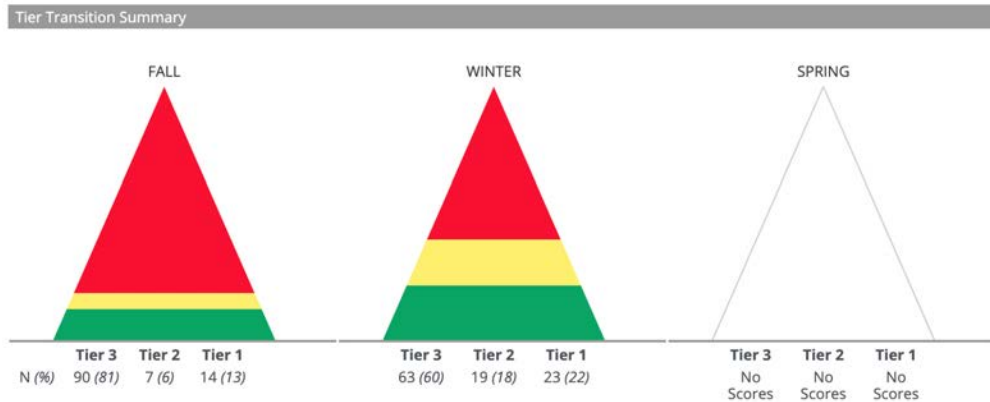


This comparison indicates that our students' letter naming accuracy is improving. An aspect that one can't see from looking at this graph is that half of the students in the red bar on the Winter graph know 50%-79% of letters and sounds, which is promising when planning their instruction and predicting their growth between now and Spring benchmarking.

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



Tier: ■ Low Risk ■ Moderate Risk ■ High Risk



To date, 104 of 107 kindergarten students have taken the Winter literacy benchmarking on Aimsweb. The kindergarten Aimsweb Literacy assessment tests students on fluency, or automaticity, with letter names and sounds. We're making progress, as the triangles show we've increased our Tier 1 by 9% and decreased Tier 3 by 21%.

Another positive note is that our Winter benchmarking data this year is a huge improvement over last year's Winter benchmarking data. In part, we attribute this to more "normalcy" in our routines and procedures as well as extensive curriculum and instructional planning. As a grade level we had the opportunity to meet last June, with the SBE team, to plan our literacy implementation for the year. We then meet weekly throughout the school year to monitor our implementation, participate in PD, and reflect on student progress monitoring data. We're looking forward to meeting again this June to refine some aspects of our literacy plan.

Our kindergarten team works hard to recognize where kids are at and identify next steps to get them where they need to be. Knowing letter names and sounds is important and provides the foundation for reading development, but it isn't a singular literacy goal. We also focus on;

- Listening comprehension, through dialogic read-alouds and discussion
- Language development, through vocabulary instruction, extension strategies, and partner talk
- Phonological awareness, through daily phonological lessons
- Word reading, through blending and sight word instruction
- Reading connected text, through the use of decodables
- Writing and penmanship, through daily instruction, modeling, and opportunities to write
- Background knowledge, through thematic Science and Social Studies instruction
- A love for school, through the relationships we build and the environment we create



### Kindergarten Math

Accuracy and Automaticity is a goal 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 skills needed.

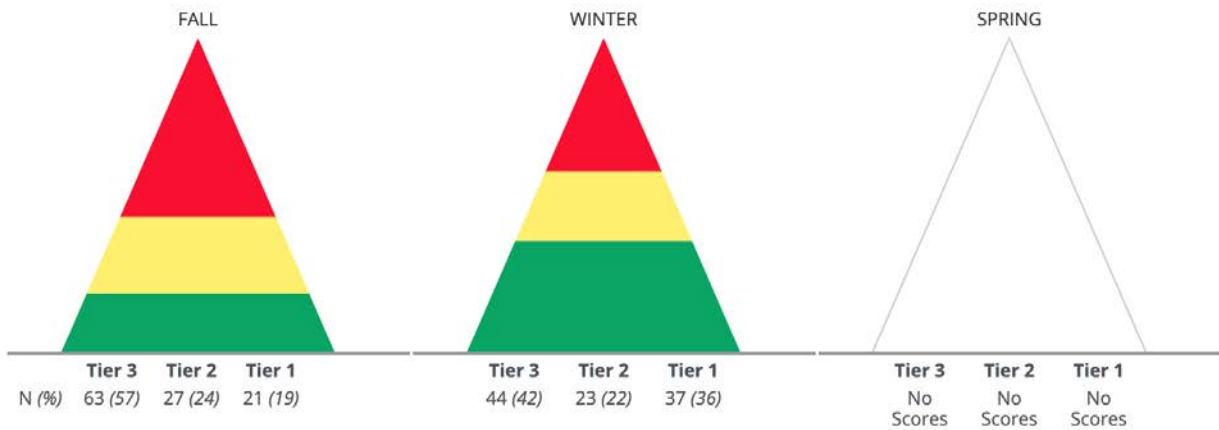
We are currently using Eureka math during our 75 minute math block. We've also embedded recognition activities into our calendar time in the mornings. This year we've added daily fluency activities to the math block as well as fluency progress monitoring every two weeks.

As the data below shows, we've increased Tier 1 by 17% and decreased our Tier 3 by 15% and our average gain is higher than the national sample.

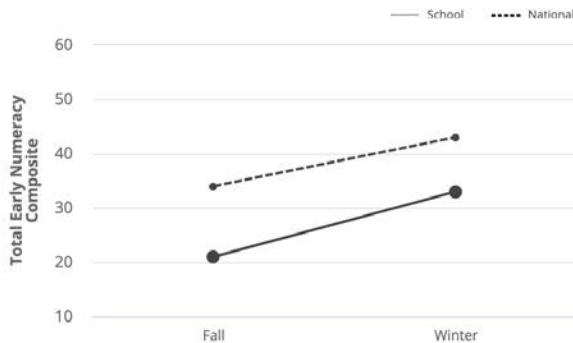
### Kindergarten Aimsweb Early Numeracy Benchmarking Data Fall to Winter

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

#### Tier Transition Summary



#### School Growth



**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 12 points, compared to an average gain of 9 points observed in the national sample.

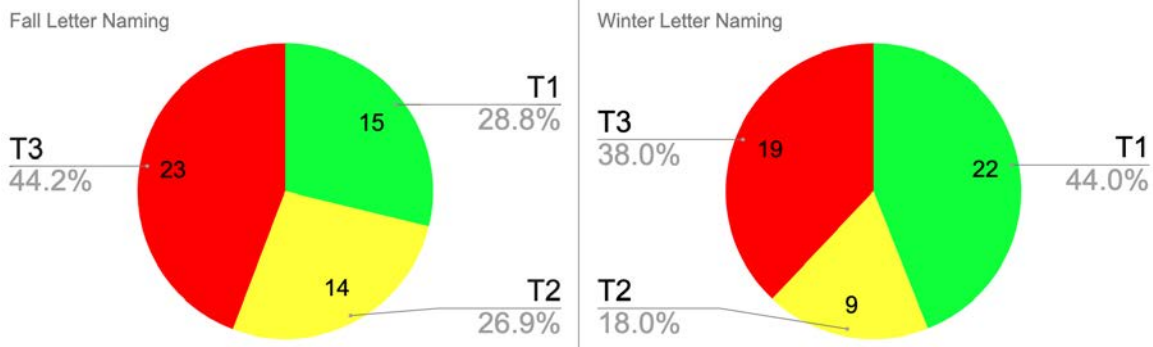
The early numeracy-skill growth rates for 45% of this group exceed the national average growth rate, while the growth rates for the remaining 55% are below the national average.





Early Kindergarten Winter Benchmarking Data February 2023-Brandy Bremner

Early K Letter Recognition Data

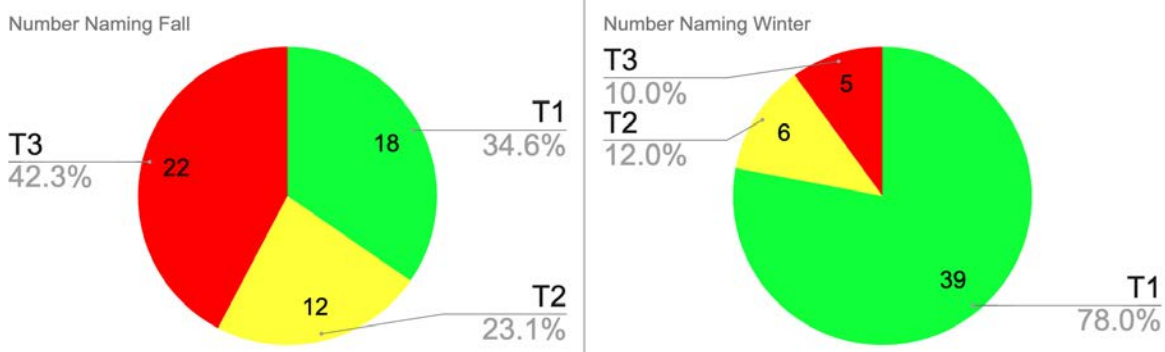


Letter Naming data indicates T1 has increased by 15%. An interesting data point not visible on this graph is that 17 students in EK can name all, or nearly all, uppercase and lowercase letters!

Through collaborative planning meetings we have decided to implement additional letter sound instruction during the core lessons as well as provide small group letter sound activities to meet the needs of these students. We also have one Early Kindergarten student who is reading, that child's needs are being met by participating in a Kindergarten intervention group.

The data also shows that T3 decreased by 6%. These 19 students will receive the core instruction as well as further instruction and practice of letter names during small group time.

Early K Numeral Recognition Data



This pie chart shows amazing growth in number recognition, only 11 of our 50 students are not in the Proficient range. EK students need to recognize numerals to 10 by the end of the year.

EK students also use Eureka math during their math block. Core instruction will continue and teachers will provide additional instruction to T3 students.



(Andrea Evans: Frist Grade Instructional Coach)

Our first-grade team’s ability to collaborate and work together is simply outstanding! We recently regrouped our students using the Multi-Tiered System of Support (MTSS). It was a great success as we discussed student data and strategically targeted activities to move our students in reading. Moving students from knowing their letters and sounds to blending sounds in words to whole-word reading to text reading and comprehension is no easy task; however, our amazing team is determined to make it happen no matter where our students are in their reading ability.

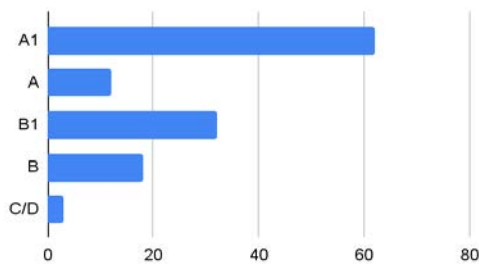
The following graphs show how students moved from fall to winter based on the Core Phonics Survey.

Students in A1 and A are continuing to work on their letter names and sounds. Students in the B1 group know all their letters and sounds and are beginning to blend words. Students in B are whole word blending and reading decodable text. And students in C/D are whole word reading, text/passage reading and working on comprehension.

Here is a graph that shows our exceptional student growth from A1/A to B1/ B from Fall to Winter! Our students are well on their way to becoming fantastic readers.

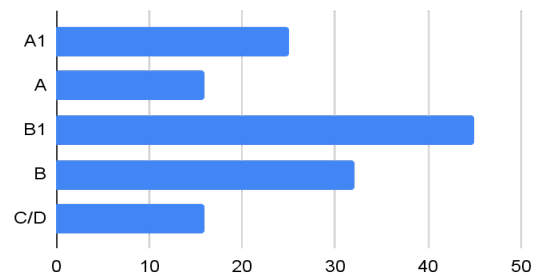
**Fall Intervention Groups**

Total Students: 132

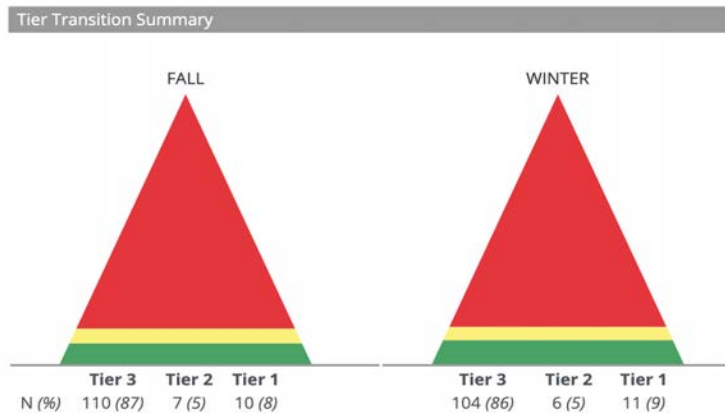


**Winter Intervention Groups**

Total Students: 134



Aimsweb Nonsense Word Fluency (NWF) and Oral Reading Fluency (ORF)





*(Marci Burd: First Grade Team Leader)*

First grade had a busy month with all our assessing and benchmark testing. We managed to get the majority of it done with the amazing help of our paras. With the data and our PDSA data we were able to move our students into new groups.

It was awesome to see the growth of our students through an assessment that they could measure up to and show growth.

We celebrated the growth of our littles and saw how many we have managed to move up into that "bubble group." We are excited to see some more growth.

We started out the new year with a huge number of 54 January Sukapii Attendance students. We have really been faithful with the students' sticker calendars to encourage our students to go to school.

We have been having very useful Grade Level meetings planning our upcoming events for our littles. We have a lot coming up and we are excited for 1st grade.



*(Kelley Sharp: Kindergarten Team Leader)*

Kindergarten did a lot of testing in January and the students made really nice gains in both reading and math.

In ELA Wonders we are finishing up Unit 6 and as a Kindergarten team we reviewed our data at a MTSS meeting. Our students made some good progress.

Kindergarten started our new small groups.

In Eureka math we are working on decomposing and composing numbers. Students are learning about number bonds and building number sentences. We started module 4 and are moving right along.

Next week will already be 100 days of school. Each classroom has some fun activities planned to celebrate 100's Day. We will also be having another Family Fun Friday event where we invited parents to join their students.

Below are our Sukapii Attendance students....





(Susie Small: Early-K Team Leader)

January has been a busy long month, it was great to have students back after Winter break. In Early-K we reviewed class and school expectations when the students came back from their two week break.. In the middle of January we rolled out a new curriculum for the second cycle of our alphabet. We had our 2nd progress monitoring during the month of January and it's very rewarding to see so much growth in all our students!

On January 27 we had our Family Fun Friday, we had parents come in and enjoy hot chocolate and some math activities with marshmallows. The kids had a lot of fun. We are gearing up for a lot of fun in February!





Below are our Sukapii Attendance students....



**(Anne Schuschke: Specialist Team Leader)**

This week at KW/VC our amazing librarian Angela Archuleta kicked off I Love to Read month with a theme of "Making Tracks to Your Library". The students are making bookmarks, playing literacy trivia, and engaging with guest readers. We are excited to host Aaron LaFromboise, Director of the Medicine Springs Library.

She will be reading her picture book to our students that she wrote in both English and Blackfeet and talking about being an author.

Brent Still Smoking, our new BNAS teacher, is diligently working to complete the BNAS Language screener for both KW and Vina. It's inspiring to hear our students incorporate Blackfeet into their daily lingo and conversations. I am often greeted with "Okii" and bid farewell with kittäakitömsinö"po'wäw.

**(Melody Cobell: Para Professional Team Leader)**

January was another of those "Start New " times; getting the children comfortably back from holiday break and refreshing their minds back into our school routines. We continue to be on a constant of trying to problem solve and improve routines to keep the children safe and engaged; such as working out the traffic issues at Vina drop off/pick ups area, getting through lunch lines more quickly and we are excited to get back to working with small groups.

Striving, thriving, and surviving, as always we have it in us. Thank you

**(Juliana Salois: SEL Team Leader)**

Greetings to all!

The month of January the SEL team focused on students identifying different feelings and building Self-Regulate skills. The students are practicing the Conscious Discipline S.T.A.R Breathing Technique. They had the opportunity to create their own individual S.T.A.R breathing posters.

The SEL team is continuing to do individual and small groups with students along with teaching the Conscious Discipline Curriculum in the classrooms.



This month Juliana Salois (Mental Health Counselor) and Jennifer Tatsey (School Counselor) attended the infinite campus training to learn how to operate the new Infinite Campus website.

We are looking forward to this new 22/23 calendar school year and seeing our little STARS continuing to shine.....

**Many Blessings from KW/Vina Elementary!**

**We wish you well ... **