



KW/Vina Elementary
Board Report for May 8, 2018



ATTENDANCE MATTERS (Parent)

Attendance for the month of April:

STUDENTS:

Pre-K 54 students 79.96% Kindergarten 140 students 79.21% First Grade 163 students 76.64%
Congrats Louise Gibbel and Cheri Dauphanais on your 100% Attendance

KW Bergan

Classified 92.00%

Certified 88.00%

Vina Chattin

Classified 90.00%

Certified 89.00%

Average:

Classified 91.0%

Certified 88.5%

GRADUATION MATTERS (Student)

Pre-Kindergarten/Preschool

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

The month of April went quickly with Spring Break and Parent-Teacher Conferences early in the month. Conferences were well attended. We have been reviewing common shapes and are currently learning more about lengths in math. We are continuing to practice counting to 31. In our units we have just finished learning about shadows and reflections and will be moving on to Things That Move. The children have made good gains since the beginning of the year in literacy skills. We have started spending more time outside since the weather has warmed up. Ms. Show's class walked over to BCC to attend the Earth Day activities.

We also participated in Art in the Park at Vina Chattin, which was fun as always.



Kindergarten

(Submitted by: Megan Adams)

Kindergarten team spent this month preparing and finalizing our spring field trips. Mrs. Bullshoe our school counselor has been doing her best to make it around to kindergarten classrooms to talk with students about being good relatives. She also has been visiting individual students for one one one counseling. Art in the Park was a success! We look forward to all of the fun events next month.



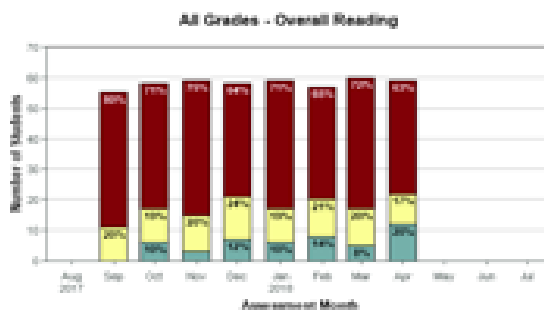
Kindergarten Data

(Submitted by: Brandy Bremner)

Kindergarten Tier Movement September-April 2018 Attendance Comparison

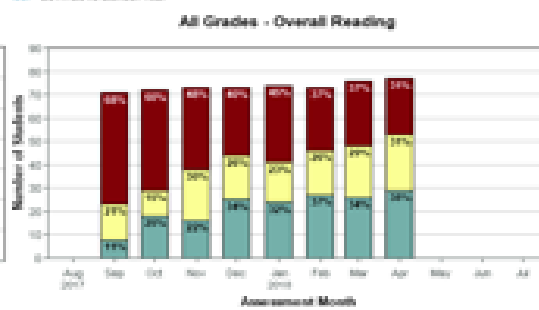
The following data is a comparison of Reading progress, as measured by ISIP, between students who have missed more than 30 days of school and those who have missed less than 30 days.

results for Attendance less than 80%
col - 2017/2018 School Year



30-40 days... 12 kids
41-50 days... 10 kids
51-60 days... 7 kids
61-70 days... 8 kids
71+ days... 7 kids

results for Attendance greater than 80%
col - 2017/2018 School Year



0-10 days... 17 kids
11-20 days... 34 kids
21-29 days... 25 kids

The comparison of these graphs shows the impact poor attendance has on individual academic achievement. It also makes it evident that the students who come to school more than 80% of the time are learning. **Attendance matters.**

What this graph doesn't show, is how having just a few students with poor attendance in your classroom can impact instruction for everyone. Pacing is adjusted, reviews need to be built in, disruptions due to behavior are more frequent because those kids haven't established school routines or relationships with their classmates, just to name a few impacts.

It also doesn't show *why* those kids are absent so often. What are the daily obstacles they encounter that are keeping them from attending? How can we help improve the attendance, achievement, and address the social-emotional needs of those 62 kids? Those are our Next Steps at KW.

This data was compiled as a result of Teri Barclay from OPI asking, "How can we support you in achieving 80% proficiency?" Our response, "help us address our attendance issues and the social-emotional needs of our kids."

We've started developing plans for things we can do at the child level, parent level, classroom level, and community level to improve attendance. Ideally, we would also need an attendance person whose sole role would be monitoring attendance, calling families, and doing home visits.

First Grade

(Submitted by: Nicole Whitney)

Spring is finally here! The snow has officially melted on our beautiful new playground, and the students could not be happier to be running around on the grass- much better than the broken pavement that was there until this fall. On behalf of the students, we say THANK YOU, THANK YOU, THANK YOU for our amazing playground. It is safe and so much fun. April has been a busy month, but we are steaming along and nearing the end of our new reading curriculum. It is exciting to see how many students are truly readers heading into second grade. It has been an adjustment, but this strong group of teachers has worked hard to figure out the best way to utilize this new reading tool. We are looking forward to using it for a second year with students who have been exposed to it for a year already!

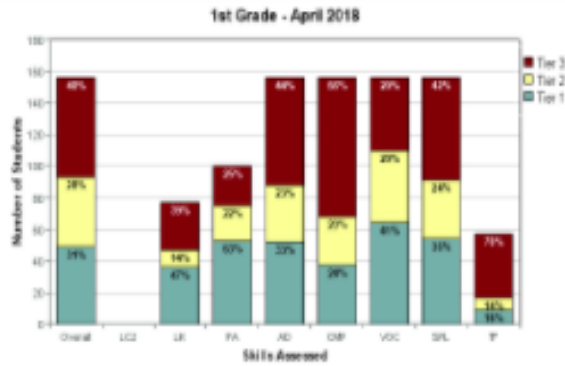
On April 19th we welcomed representatives from First Interstate Bank in Cut Bank to our campus a presentation about saving money. The students learned about keeping your money in a safe place like a bank- not your sock drawer, and each student left the presentation with a brand new piggy bank. The representatives were very impressed with the attentiveness of our students and the respect they showed the presenters. On April 26th, we held the annual Art in the Park event in the Vina Chattin gym. And as always, it was well attended and a great time for teachers, families, and students to visit with each other and get crafty!





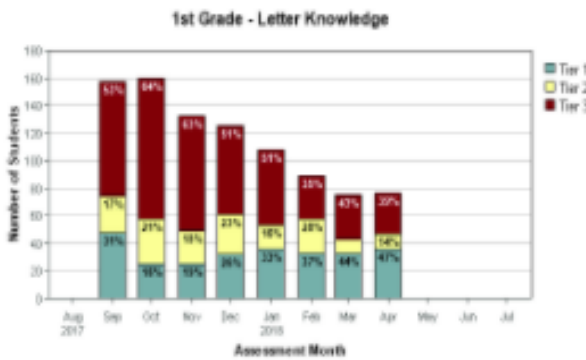
First Grade Data

(Submitted by: Sandi Campbell)

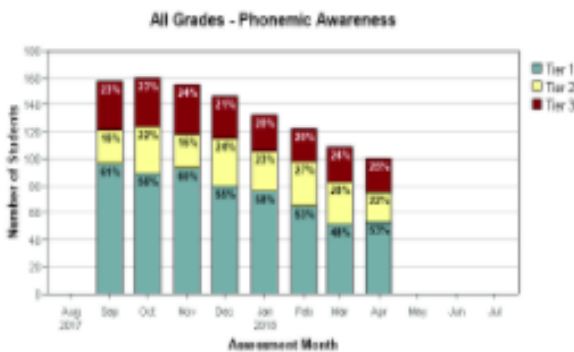


Here is a quick snapshot of our 1st grade students April ISIP assessment.

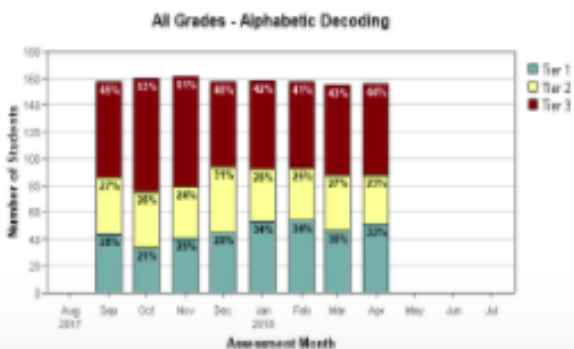
To see the real picture and student movement I will attach the Tier Movement Reports for all subtest to look at the growth within each specific area and how we are addressing it.



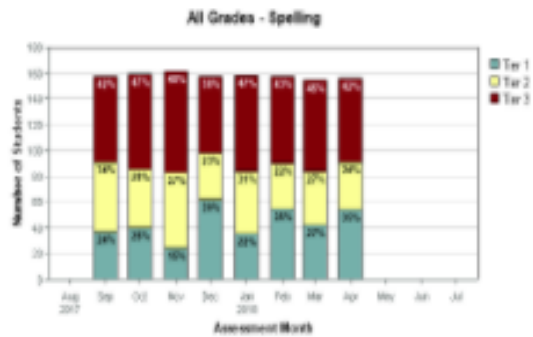
Looking at our April graph for letter knowledge we have 11 Tier 2 students and 30 Tier 3 students. Teachers target this specific students during ELA small group time and ensure there is alphabet practice happening daily for these students.



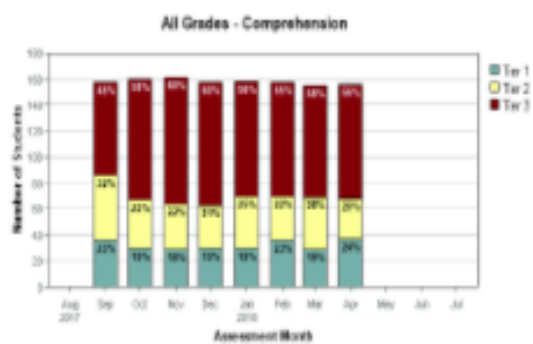
Phonemic Awareness (PS) is a foundational skill when it comes to being a successful reader and writer. As a grade level we have targeted our students who need more than other and what time of day it will be given and how many times a day PA is given for all groups of students. We have 22 Tier 2 who get 2 doses and 25 Tier 3 students who get 3 or more doses of PA daily.



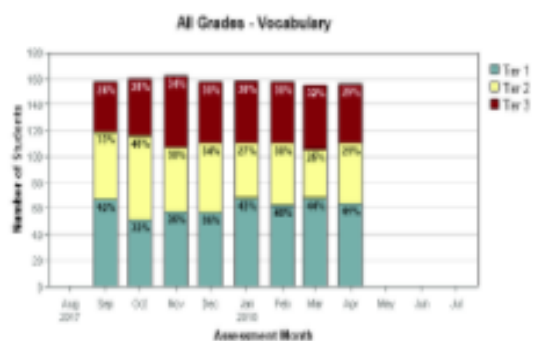
Alphabetic Decoding is testing on strong phonics skills and students automaticity being able to recognize words it asks. The teachers have analyzed the assessment and found ways to ensure students are practicing skills and strategies to make them successful with this subtest.



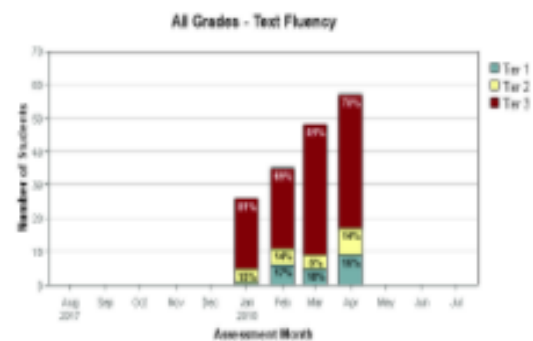
Spelling is where we are making growth but as a grade level have identified that our students aren't applying the correct sound spelling to certain words, example ai, ay or a_e. This is a skill that some student can do well with in 1st grade but is mastered in 2nd or 3rd grade with others. We are still working on modeling and giving corrective feedback to student daily with their writing.



Comprehension is a hard subtest, especially for our Tier 3 students who can't read yet. Comprehension is reading to understand and we have a large group of students who are still working on just learning to read. This data don't reflect the comprehension we see in daily instruction.



Vocabulary has always been one of our LOWEST subtest but now it is one of our strongest. We started the year strong but haven't really moved any of our Tier 2 or 3 groups to Tier 1. This will be a target focus next year with the implementation of Focus Folders and PDSA cycles.



Text fluency is only assessed when the students have exited Phonemic Awareness and Letter Knowledge. We have almost 60 students that have entered into Text Fluency.

Standards	When will they be taught?	September	October	November <small>10 students</small>	December <small>10 students</small>	January	February <small>10 students tested</small>	March <small>10 students tested</small>	April <small>10 students</small>
1 Represent and solve problems involving addition and subtraction	Envision Topic	0%	0%	1.2% 2 students	0.6% 1 student	8% 9 students	8% 10 students	9% 13 students	17% 25 students
2 Understand and apply properties of operations and the relationship between Addition & Subtraction	Envision Topic	0.6% 1 student	1.2% 2 students	3.1% 8 students	7% 11 students	19% 23 students	19% 24 students	20% 31 students	31% 48 students
3 Add and Subtract within 20	Envision Topic	1.9% 3 students	4.4% 7 students	8.9% 14 students	17% 25 students	28% 43 students	30% 48 students	36% 55 students	49% 73 students
4 Work with addition and subtraction equations	Envision Topic	0.6% 1 student	8.7% 5 students	6.3% 10 students	13% 20 students	22% 34 students	25% 40 students	29% 44 students	37% 55 students
5 Extend the counting sequence	Envision Topic/ Counting Routines	2.8% 4 students	5.8% 9 students	14.9% 23 students	28% 37 students	39% 54 students	34% 54 students	41% 63 students	54% 80 students
6 Understanding place value	Envision Topic/ Counting school days	0%	0%	1.2% 2 students	0%	9% 14 students	6% 10 students	9% 13 students	19% 22 students
7 Use place value understanding and properties of operations to add and subtract.	Envision Topic	0%	1.2% 2 students	2.5% 4 students	6% 9 students	17.5% 27 students	14% 23 students	20% 30 students	29% 43 students
8 Measure lengths indirectly and by iterating length units.	Calendar	0%	0%	0.6% 1 student	0%	10% 15 students	6% 10 students	8% 12 students	14% 21 students
9 Tell and write time.	Calendar	1.2% 2 students	4.4% 7 students	9.5% 14 students	15% 23 students	28% 43 students	28% 45 students	34% 52 students	45% 66 students
10 Represent and interpret data.	Calendar	0%	0%	2.8% 4 students	8% 7 students	19% 23 students	12% 19 students	16% 25 students	28% 38 students
11 Reason with shapes and their attributes	Calendar	1.9% 3 students	9% 8 students	10% 16 students	18% 27 students	34% 53 students	32% 51 students	36% 55 students	49% 73 students



SAFETY MATTERS (School)

MBI/Conscious Discipline

(Submitted by: Amy Molenda)

The MBI team and staff at KW Bergan/Vina Chattin Elementary Campus have been collaboratively working to finish the year strong and ensure safety for all students. As the year winds down and our students are participating in end of year field trips, field days, and exciting warm weather activities we will continue to work with B.E.A.R. (Be safe, Earn respect, Active learner, Responsible) as a friendly reminder that safety comes first.

The 2 MBI Sisters and the MBI Team are working to finalize the application and all necessary components to apply for the MBI Silver Award. MBI Team members are also registering to attend the MBI Summer Institute in June to further professional development opportunities. These actions are ongoing efforts to continue safety and security for our students.

CULTURE MATTERS (Community)

Kindergarten Immersion

(Darcy Skunkcap)

Okil Matsiyikaapi sa toosi (April) frog month, went by so fast! We have been watching our plants grow and we are growing peas that can be harvested! We have a special flower starting to sprout as a gift for our Mothers on their special day! And to our surprise, we attended the Earth Day activities at Blackfeet Community College, and planted some more seeds to watch grow! On April 30th, our class will receive Blackfeet names and we can't wait!

First Grade Immersion

(Carolyn Zuback)

Oki,

For the month of April (Maatsikapiisatosi) Frog Month. Students learned the plural sounds of Blackfeet words example: Miisinski- Miisinskiist which would be Badger and Badgers or Aakiikoawan kii Aakiikoawaaks would be girl and girls or Pokon kii Pokonsts meaning Ball or balls.

Students do hands on work in BNAS classroom, there is extra time taken to teach Body part, songs and prayer. Students have a picture wall, which includes pictures that are translated in the Blackfoot language.

They are learning Plural and singular with pictures as well as Immoypaastaaminaam, Ootakistoyi or Ootakistoyaki, Piisatskiitani- cake, Immitsiskiitan- frybread, Omahkina- oldman, Kipitaki- old lady

Pistah'kapoko- Pepper, Ksistsikah'kimiop- butter etc, etc..

This concludes the month of April, and thank you.

Family Engagement

(Submitted by: Sydney St.Goddard)

This month I went on 10 home visits due to academics and head lice issues. I referred one family to CHR's to help them with head lice preventatives due to their students chronic head lice. On April 8 and 9 our MPDG team attended the grant meetings in Helena. It was a great learning experience to see what other preschools are doing in their programs for the students and families. An issue everyone was facing was grandparents raising grandchildren. A few of the programs started a group for the grandparents, which seems to be very beneficial to the families. I plan to incorporate a group for the grandparents raising grandchildren on our campus. This month our MPDG team also had our 2nd collaboration meeting with Blackfeet Head Start. The meeting was very productive and positive, we are looking forward to continue building our collaboration throughout the school year. Our Pre-K at KW Bergan are gearing up for their Stepping Up Ceremony, which will be on May 22. We purchased supplies for ribbon skirts/vest, which the students will wear for the ceremony. I invited parents in to make the ribbon skirts/ vests and we are slowly, but surely getting them finished and excited to see the children wear them to the ceremony.



School Counselor

(Submitted by: Lynnel Bullshoe)

April has been a whirlwind of a month. I have been doing groups with the Kindergarten classes.

Kindergarten chose to do groups differently and had the teachers schedule their own group time. Some teachers have chose whole group and some have chose individual students to be targeted and I meet with them individually. Sadly, not all teachers signed up for a group time. I kept my lessons focused on culture.

"How to be a good relative" along with respect are my themes and one can do so much with that. I am changing it up each time because each class is different. Along with the groups, individual counseling, home visits, Solutions meetings, possible retention meetings, MBI, SLT and teacher meetings April has gone by in a whirlwind. We are already planning for next year so contacting parents to set up meetings to talk about retention, testing and/or other support for child. Vina Curriculum Coordinator; Sandi Campbell gave me a list of students for possible retention so I contacted parents, set up and hosted the meetings. The meetings went well and all but one parent agreed to retain their child. I told the parent "I feel like we are throwing your child to the wolves because he's young, small, and could be more academically sound." the parent responded, "My child has already been thrown to the wolves with you guys. You are always contacting me for meetings or about my child. If you can't find me, you look everywhere for me." Good or bad, we did our best with this child. Another meeting, it was the first time both parents who are separated sat at the same table, let alone agree what was best for their child. We may have to play detective to find some of these parents but we don't use that as an excuse to not contact parent. One instance we had to track down the grandpa in his semi at Boarding School but we eventually made contact with the mom. KW Instructional Coach; Brandi Bremner had teachers contact parents themselves about possible retention. I did get a list of a few names that need extra assistance so I will contact those parents to set up a meeting. I am hoping contacting these parents will be easier. I am not afraid to disturb a parent/guardian at the casino if needed. We did get the grandpa in for a meeting. During our meeting we found out he was raising 6 school age grandchildren. We are working with him to support him and he was very appreciative. I have assisted our Family Engagement Coordinator; Sydney St. Goddard in preparation for the Step-Up ceremony for Pre-K. The plan is to make ribbon skirts for the girls and ribbon vests for the boys. We both attended a ribbon skirt making class last month. We are hoping for parent or any involvement with sewing skills because we need more than one class to help us with our sewing skills. I am a member of the MBI team and we are applying for a Silver Award at the annual conference. I administered a survey to all of the TA's in assisting with this process. We also met with the "Two Sisters" who coordinate our district MBI. It was nice to hear the positive feedback about what the KW/Vina are doing for their behavior program and improving student

learning. I am also a member of the School Leadership Team. I like being a part of the SLT not only from a school counselor's perspective but can also contribute with experience of teaching elementary grades. Again, we are planning for next year so I asked how we can figure a way for me to be able to see more students. As the schedule is now, I can only see students in a very short time frame and when I do have a schedule a crisis arises and that schedule is interfered with. We don't like the students to miss their specials class so I don't meet with students during that time. It was suggested that I start doing the SPAM (Specialists-Para's- Achieve-More) Fridays with students. I think this is a great idea. I would be able to see all of the students throughout the year. As school counselor's are always dealing with a student crisis, it was also suggested that a time set aside that I would not be disturbed so I could meet with individuals and have group time. That would be considered a time that is non-negotiable and teacher's would handle things unless it's an extreme crisis or emergency. I also brought up about spending all of our time and effort with our Tier 2 and Tier 3 students. I know we want to support these students but they take up so much of our time that we have no time to support students who are here and willing to learn. The students who are here to learn and have a good support system are the ones who are forgotten about and they need support too. They need to know we appreciate their great work, positive behavior, and attendance. These same students have personal issues as well but we are too busy with the other students we don't get to support them during their time of need.

