



**KW/Vina Elementary
Board Report for April, 2017**

ATTENDANCE MATTERS (Parent)

- **Early- Kindergarten 50 children enrolled = 81.95% attendance for March**
 - Early- Kindergarten 50 children enrolled = 94.70% attendance for February
 - Early- Kindergarten 53 children enrolled = 83.34% attendance for January
 - Early- Kindergarten 53 children enrolled = 94.06% attendance for December
 - Early- Kindergarten 53 children enrolled = 80.54% attendance for November
 - Early- Kindergarten 54 children enrolled = 84.35% attendance for October
 - Early- Kindergarten 54 children enrolled = 86.54% attendance for September
- **Kindergarten 153 children enrolled = 75.74% attendance for March**
 - Kindergarten 150 children enrolled = 83.63% attendance for February
 - Kindergarten 155 children enrolled = 76.31% attendance for January
 - Kindergarten 152 children enrolled = 75.09% attendance for December
 - Kindergarten 157 children enrolled = 80.90% attendance for November
 - Kindergarten 158 children enrolled = 83.49% attendance for October
 - Kindergarten 159 children enrolled = 87.06% attendance for September
- **First Grade 167 children enrolled = 81.39% attendance for March**
 - First Grade 165 children enrolled = 87.51% attendance for February
 - First Grade 167 children enrolled = 82.54% attendance for January
 - First Grade 165 children enrolled = 84.44% attendance for December
 - First Grade 167 children enrolled = 89.32% attendance for November
 - First Grade 171 children enrolled = 88.89% attendance for October
 - First Grade 175 children enrolled = 90.01% attendance for September

(Submitted by: **Corrina Guardipee-Hall**)

This month we have done numerous home visits for KW/Vina and to date 98 total for the year which does not include Toni's. We turned over two students and their parents to the courts from KW and 6 from the Vina. We hate doing this, but we really have tried to pursue all other options with these individuals. To my knowledge none of the students we turned in had anything to do with bullying. To those that work with us and let us help we have seen an increase in their child's attendance. One young man knows we have helped him and as a matter of fact last week, he gave me a hug. I said, "I am so proud of you for coming to school every day!" He smiled a big smile and then said, "Can you get me some more clothes!" My heart just melted, I knew he asked because he can trust that he will be helped; this is what our jobs are all about!

Family Engagement

(Submitted by: **Sydney St.Goddard**)

March 6 & 7 a group of us attended the Montana Preschool Development Grant State Leadership Team Meeting. We learned the ins & outs of our preschool program and learned a lot from what other preschools in the state are doing as well. As the Family Engagement Coordinator I have received more information on the Best Beginning Coalitions, which I plan to start here on our reservation. I am currently revising the application for the grant and will be attending the coalition meeting in Great Falls in May. On March 23, I attended Mr. Rouses Superintendent's Community Advisory Committee Meeting. We came up with three main changes/ improvements we would like to address for our community. They include 1) Promoting Pride in the Community- including ways to engage and involve parents and the community, 2) Community Wellness- including drugs/alcohol in the community, mental health resources, bullying both students and adults in the schools and the community (Facebook), suicide, and homeless children, & 3) Blackfeet Language and Culture. We will be inviting leaders in our community to join our community summit on April 25 from 12:00 - 1:30 PM. During this summit meeting we plan to put some action steps together on how to address these issues, to ensure our goals will be achieved. If you would like to be a part of this change in our community, please contact myself or Mr. John Rouse and we can add you to the summit community group. Lunch will be provided during the meeting so it is important we know how many individuals to expect. I am excited to see the changes and happy I get to be a part of

them. I am currently trying my best to help a family get repairs done to their home, they are currently homeless. We are limited on resources for this family, but we are remaining positive and keeping faith that this family will be in their home soon. I have assisted in getting families connected to resources like the school based clinic and IHS. I would like to acknowledge IHS Dental for getting our students appointments and getting their teeth fixed quickly, as this impedes their health, education, and well-being. These students struggled with toothaches for much of the school year, we have continued to do home visits with the families about the issue, made the issue aware to CPS, and sent the children home due to being in so much pain. The students could not focus on learning because their teeth hurt so bad. Nothing was addressed, so we took it upon our selves to help our students. We were able to bring the students and their parents to each & every appointment. Thanks to Jessica Blackman- Sure Chief for setting up our student's appointments and Dr. Cannava for fixing their teeth. Our students are now able to focus on learning and enjoy their time at school. We now plan to have our preschool students brush their teeth after breakfast & lunch. We hope this routine carries into their homes as a habit and they learn to take care of their teeth and hygiene. Thanks to Nurse Kim DesRosier for providing the tooth brushes.

GRADUATION MATTERS (Student)

Four-Year Old Program

(Submitted by: Ruth Shea)

During the month of March, we finished our unit on the "Jungle" and started the "Earth and Sky" unit. We learned about that changes that seasons bring and about what makes day and night. In Math, we combined sets for addition and practiced taking subtracting sets of objects. We celebrated Dr. Seuss' birthday by inviting the parents to come in and read a Dr. Seuss book to their child. We also had yummy Dr. Seuss treats to share with the parents. For our Fun Family Math activity on March 17th, we sorted Lucky Charms and then graphed the results with our parents. There was also a leprechaun that visited our classrooms and made glittery messes in our rooms. We had fun trying to catch the leprechauns. The Art students from the alternative school came to Ms. Shea's class and made colorful foil Easter eggs with the children to take to the Nursing Home. They also made a color wheel with frosting and frosted cookies with the children.

Kindergarten

(Submitted by: Jessi Edward)

Academically in Kindergarten, we are still implementing our walk-to-read groups. We used our March data to determine whether students were in the correct group to fit their needs, and adjusted as needed. In math, we continued to work with our math IC, Leah, to implement counting routines throughout our day, math stations, and keep working with our Envision Math program to meet student needs. As teachers, we successfully hosted another spaghetti dinner fundraiser! The money we raised will greatly offset the costs of our end of the year field trip. On St. Patrick's day, we hosted our monthly Family Fun Friday, doing holiday themed activities using Lucky Charms that focused on sorting, graphing, addition/subtraction, which supports our current math units. On Saturday the 18th, teachers were able to meet for a PD day of building math stations and preparing for the rest of the year.

Kindergarten ISIP Reading Data

(submitted by: Brandy Bremner)

In March, the Isip Overall Reading as a grade level remained the same as February. (Tier 1= 39%, Tier 2= 22%, and Tier 3= 40%) Although, there was no growth from a campus perspective, it is worthy to note that the cut scores, to remain in a tier, increased by two points for the month of March. For example; in February a Tier 1 student had to score 195...in March the cut score raised to 197 to be Tier 1. So, each child had to increase their score by 2 points, regardless of their Tier, in order to maintain that Tier standing.

When teachers start seeing campus or classroom level plateaus, it can be disheartening and we question, "What more can I do?" That's when we need to start questioning, "Where is the growth? Who's moving? And why? Who's struggling? And why?" We need to analyze our data, look for patterns, and look at the data as more than just scores, but as individuals.

The accompanying spreadsheet, Kindergarten Individual Growth Analysis, is a tool for digging deeper into that data for individual students and we can begin to answer those questions that will help inform instruction. This spreadsheet has been organized at both the campus and classroom level for leadership and teachers to analyze individual student growth. (Names have been removed from this report for confidentiality purposes.)

Kindergarten Individual Growth Analysis
September to March 16-17

Tier 1							
S	O	N	D	J	F	M	
150	188	200	199	200	205	201	51
153	180	182	190	198	198	201	48
179	188	205	201	203	214	213	34
169	168	179	185	188	192	203	34
168	180	188	196	202	197	202	34
167	181	185	190	202	206	201	34
179	185	195	205	202	211	212	33
170	175	185	191	203	199	203	33
166	171	165	185	186	189	188	32
173	193	197	198	200	193	204	31
180	185	184	195	205	200	200	29
172	179	179	189	197	203	201	29
170	173	179	183	190	197	199	29
182	185	184	200	201	214	210	28
182	179	191	196	199	199	209	27
175	181	184	205	202	193	202	27
171	172	185	193	181	200	198	27
194	204	202	217	208	213	220	26
188	194	199	210	214	220	214	26
180	176	186	198	198	199	206	26
179	188	184	194	198	202	205	26
192	200	204	207	211	210	217	25
182	174	190	189	204	207	207	25
182	187	190	193	205	203	207	25
180	178	171	187	197	199	205	25
180	186	194	194	202	200	205	25
176	183	183	196	198	194	201	25
176	182	190	192	198	198	201	25
175	186	188	190	200	205	200	25
186	195	194	203	201	209	209	23
185	197	203	207	209	203	208	23
181	184	186	194	199	188	204	23
178	166	179	191	192	198	201	23
177	180	186	197	195	198	200	23
178	170	182	185	205	199	200	22
178	187	189	190	193	201	200	22
185	187	193	203	191	203	206	21
185	197	203	216	218	208	206	21
194	202	198	207	196	209	214	20
191	190	201	200	210	207	211	20
182	195	192	205	195	203	202	20
183	182	184	196	191	204	202	19
185	193	201	208	213	218	203	18
194	200	202	205	210	212	211	17
	182	175	185	180		199	17
187	188	189	197	195	200	203	16
191	201	209	200	214	215	206	15
197	196	209	208	203	219	211	14
195	202	204	208	214	215	209	14
			197	204	210		13
191	184	196	192	200	202	204	13
187	187	193	196	204	197	200	13
187	188		187	189	193	200	13
205	206	204	202	214	212	213	8
195	189	198	203	199	210	201	6
						203	0

Tier 2							
S	O	N	D	J	F	M	
157	172	174	194	196	194	195	38
159	165	169	163	180	175	194	35
157	170	177	176	192	190	192	35
163	171	178	186	186	195	195	33
158	171	181	182	183	180	189	33
165	180	184	193	191	196	196	31
165	182	185	180	184	187	195	30
168	175	182	189	193	200	197	29
165		175	167	188	188	194	29
159	182	171	174	176	170	188	29
166	172	178	184	182	190	194	28
	166	178	184	193	185	194	28
168	171	185	185	194	197	193	27
170	171	172	171	190	192	196	26
165	168	182	177	191	191	190	25
171	173	179	182	196	195	195	24
172	183	184	184	195	190	195	23
171	171	183	183	190	186	194	23
165	165	181	174	176	170	188	23
179	168	174	182	189	189	192	22
166	172	178	180	184	188	188	22
174	178	192	191	197	198	195	21
174	187	188	186	196	188	195	21
171	185	183	198	196	191	192	21
174	172	189	189	200	186	194	20
168	171	179	195	185	189	188	20
174	170	177	180	191	191	192	18
171	171	174	188	186	186	189	18
176	189	184	185	193	195	192	16
173		184	186	186	189	189	16
177	183	179	184	187	191	192	15
184	183	196	193	196	200	196	12
176	184	195	193	188	198	188	12
181	174	191	186	192	196	192	11
178	179	178	192	193	192	188	10
				185	188	191	6
192	199	179	205	193	200	195	3

Tier 3							
S	O	N	D	J	F	M	
124	121	140	149	169	167	170	46
128	129	131	157	172	170	171	43
152	169	166	199	187	179	187	35
144	161	166	172	178	181	178	34
155	164	177	186	179	183	185	30
158	172	168	169	175	179	186	28
151	163	162	177	175		179	28
157	161	161	179	179	184	184	27
162	166	168	181	180	186	187	25
160		169	178	184	192	185	25
160	175	168	173	184	182	184	24
163	163	163	179	176	176	186	23
158	170	196	200	195	197	181	23
159	157	161	171	168	173	180	21
157	153	154	160	152	158	178	21
168	177	184	186	179	185	187	19
162	167	171	173	178		181	19
168	168	177	177	172	178	186	18
158	165	172	182	178	176	176	18
161	172	170	167	175	186	178	17
156	155	157	168	164	166	173	17
169	158	163	181	183	180	185	16
166	179	172	186	183	190	182	16
152	144	169	178	175	188		16
170	173	173	178	182	173	185	15
170	167	178	181	176	179	185	15
162	159	159	184	189	185	177	15
162	150	171		185	179	176	14
172	167	157	179	180	185		13
172	166	175	164	180	175	184	12
171	166	175	177	193	189	183	12
168	170	176	178	183	194	180	12
163		174	157	168	175	175	12
170	173	180	188	177	184	181	11
				162	168	173	11
149	150	155		159	163	160	11
168	173	186	176	176	178	178	10
164	160	162	165		178	174	10
		160	173	174	186	170	10
163	170	179	175	185	171	172	9
149	136	155	145	161		158	9
148	153	162	158	158	154	156	8
176	176	183	169	189	182	183	7
171	164	154	172	172	181	177	6
					169	175	6
167	169	171	168	179	186	173	6
167	169	168	159	175	155	173	6
167	163	163	162	176	172	172	5
167	166	176	182	186	184	172	5
161	162	163	182	184	173	166	5
159	160	161	172	171	172	163	4
175	178	170		188	177	177	2
166	147	162	173	171	185	167	1
156	157		157				1
167	165	162	168	161	188	167	0
	156						0
168	162	162	165	170	164	163	-2
152	150	154	148	151	152	143	-9

First Grade

(Submitted by: Nicole Whitney)

Welcome SPRING (except for today, April 3rd, of course)! I believe I can speak on behalf of everyone in saying that the warmer weather has been a welcome change, and boy are those first graders loving it too! Our playground has finally dried out, and the students are enjoying their time in the sunshine without getting soaked. March zoomed right by us, but not without a few exciting events along the way. At the beginning of the month we FINALLY got to go on our field trips to St. Mary (they were originally scheduled for October, so the kiddos have had to wait a very long time). The students took part in activities to understand how animals survive through the winter by either migrating, hibernating, or resisting. The activities were very age-appropriate and engaging, and the children had a blast. On St. Patrick's Day, we welcomed parents in to partake in a sorting, graphing, and data-analyzing activity using Lucky Charms Cereal. It was great to have parents come in and actively engage with their child in a math activity. Some parents seemed genuinely surprised by the skill level of our students, so we were very proud of them. We are looking forward to more warm weather as we enter our fourth quarter! Where has the time gone?!

First Grade ISIP Reading Data

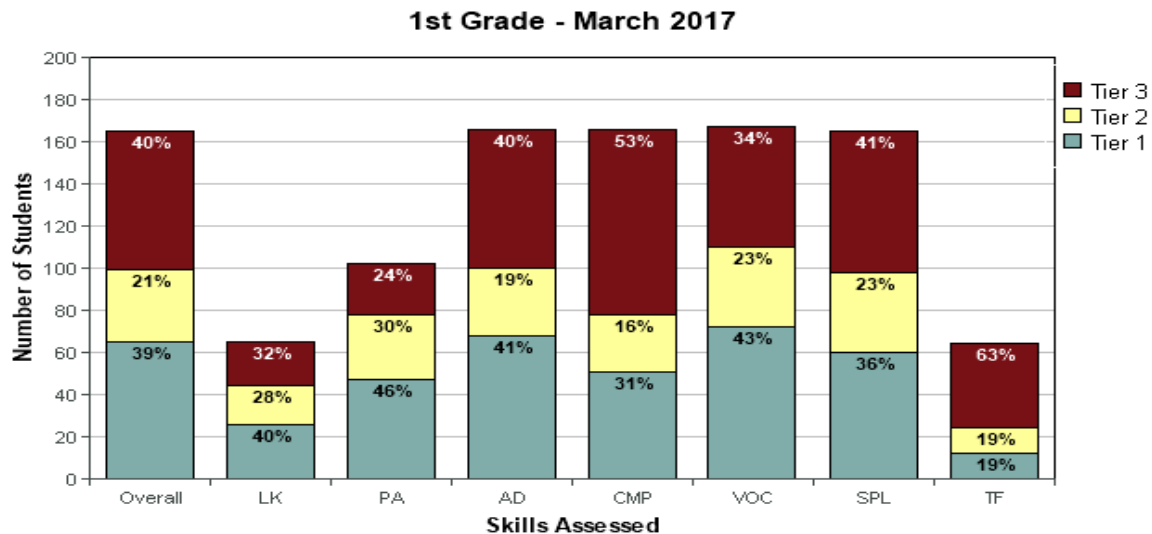
(Submitted by: Sandi Campbell)

3rd quarter is finished and the students are grouped for their 4th quarter reading block. We used Roots Formal Assessment along with the ISIP data to regroup and place students in reading groups with like skills. In examining our data, we revisited the placement of our tutoring groups in the afternoon and targeted certain students who need more support to secure their reading foundational skills.

Tier 1- Benchmark Students = 65 students

Tier 2- Strategic Students = 34 students

Tier 3- Intensive Students = 66 students



We are working hard to improve their ISIP scores but also ensuring every child has a secure reading foundation before they go onto BES.

*Two areas we test on are **Letter knowledge** and **Phonemic Awareness**. A definition of each is provided to justify the importance of these 2 foundational skills when teaching students to read!*

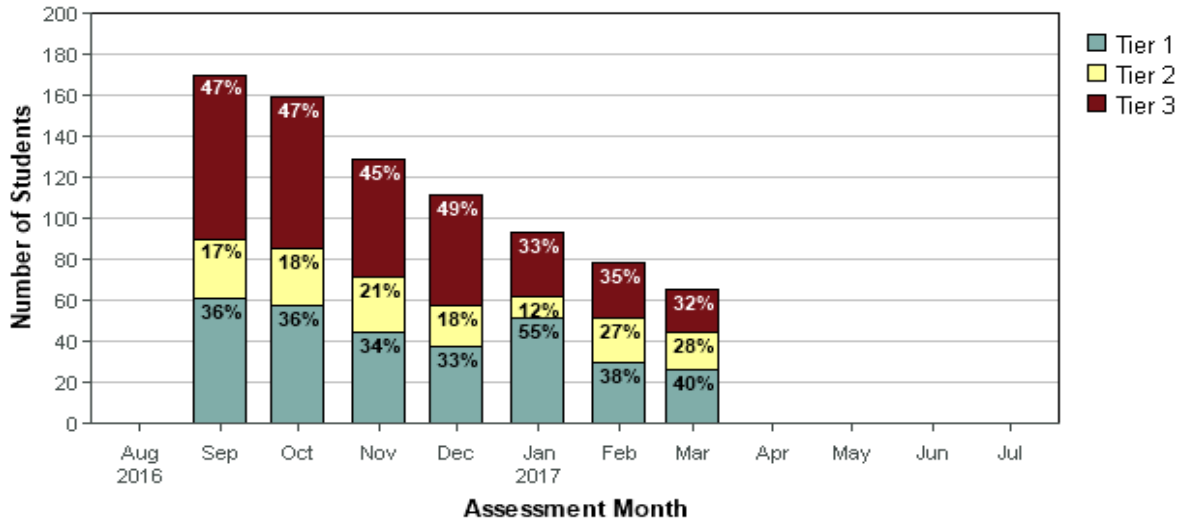
Letter Knowledge-

Letter knowledge enables a child to recognize all the letters of the alphabet, in both capital letter and lowercase form, and to know the names and sounds of each. With letter knowledge, children learn that the purpose of letters and their sounds is to create words, and that words convey information and allow us

to communicate. Familiarity with letters is also important for children when they learn to read because it helps them develop strong decoding skills. Research shows that children with good letter knowledge have the greatest chance of future reading success.

When looking at the Letter Knowledge graph we have 65 students still testing that haven't quite tested out yet. These students have tutoring 4 times a week in the afternoon.

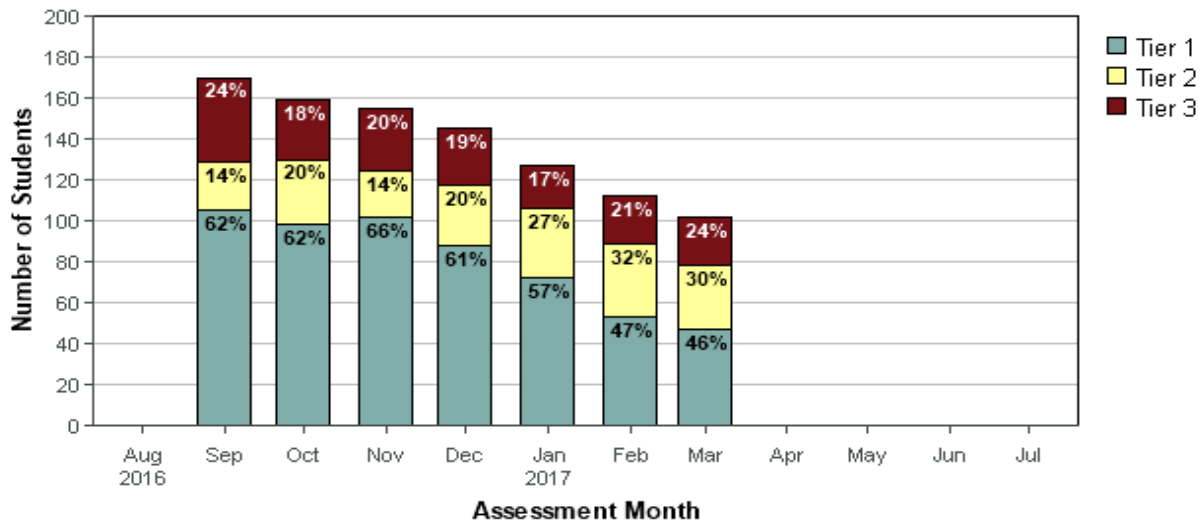
All Grades - Letter Knowledge



Phonemic Awareness-

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds-phonemes--in spoken words. Before children learn to read print, they need to become more aware of how the sounds in words work. They must understand that words are made up of speech sounds, or *phonemes* (the smallest parts of sound in a spoken word that make a difference in a word's meaning). Phonemic Awareness is a huge foundational skill and really has to be enhanced, especially in our community. Our teachers attended a Professional Development held by Lynda Collins (Consultant) to just go over the importance of this skill and how to purposefully plan practice into our daily reading time.

All Grades - Phonemic Awareness



Math

1st grade teachers are taking a through all look at the math program and looking at what MCCS math skills that need to be practice more ritually during small group instruction. They understand students need to be more secure with meeting these standards by the time they move on to BES. We have also looked at our math program and identified skills that can be introduced at calendar time but also practiced at math center time to ensure efficient practice is taking place with these skills, so they become automatic. In March, KW Bergan/ Vina Chattin also held a Saturday Professional Development where the classroom teachers had the opportunity to create math centers. When planning our centers, we made sure we had a game for every remaining topic, to practice the topic skills that are currently being taught. Teachers also planned a review station that has games and activities that practice and enhance previously taught skills since the beginning of the year. Teachers also looked at their teacher's station and have looked at effective teaching and identified how to make it more effective and purposeful.

SAFETY MATTERS (School)

BEAR = Be safe Earn respect Active learner Responsible

(Submitted by: Dana Hellinger)

In March we continued to use the caught ya cards and reward students on Fridays with the parade, T-shirts to wear, and the group photo. During March, one of the team members came up with a new Caught ya card design that will work better for the schools. We also talked about next year and what that will look like. We implemented the BEAR cheer at the schools in the morning at reading block time. The students really cheer! MBI gave a PD this last Wednesday. Discussed the different tools within MBI, like PAX, Olweus, Conscious Discipline. A few of the team members from KW/Vina will go to the MBI summer conference to get all the latest information and ideas. Dana Hellinger and Sydney St. Goddard are going to a Check and Connect training in May to hopefully get some more strategies to implement next year. Dana is also planning to organize a Check In/Check Out system next year for Tier 2 children who might need the extra support of an adult who will be there for them to begin and end each day at school.

(Submitted by: Kim Desrosier)

As of March 24th the KW/Vina Elementary have had numerous emergency preparedness drills and they are as follows: 9/7/16 all staff were trained in fire extinguisher safety, 9/29/16 fire drill, 10/10/16 sheltering in place, 10/19/16 earthquake drill, 10/19/16 evacuation drill, 11/11/16 bus evacuation, 2/16/17 lockdown, and latest being 3/24/17 fire drill. During these drills we would like to thank Mr. Richard Sanchez and Mr. Glen Hall for always being present and assisting us with our incidents, our opportunities for improvements, and making sure our children are safe.

CULTURE MATTERS (Community)

(Submitted by: Misty Tatsey)

The month of March seemed like it just flew right on by. The Aapaapitsitapi Pokaiks (White Weasel Children) have been very busy throughout the month focusing solely on our Blackfeet traditional way of life and the use of our language. We have been learning about respecting ourselves as well as our elders each and every day. During the month, the students were writing sentences in Blackfoot with Mrs. Zubach using the money terms we are currently learning. We are working hard to implement more writing time when we can as math and reading have been our primary focus. We spend the majority of our time speaking and practicing the Blackfoot Language using flash cards, circle time or partner conversations. This month was an exciting month for us as we completed our goal of spelling the word "spectacular" and we earned a class bowling trip. The White Weasel Children worked very hard as a team to earn this and there is no better way to reward them with a fulfilled trip to the bowling alley. We now have the new word "magnificent" they decided to spell to earn a swimming trip. As the third quarter has come to a close, we are very thrilled to open up our 4th quarter in April. April is Frog Month and we will be introducing frogs, as well as utilizing the language that goes along with spring time and new life. Please feel free to visit our classroom as we love to have visitors and share our educational experience with everyone.