🧑🏾‍🦱 Stamiksiitsiikin (Bullshoe) Elementary 🧑🏾‍🦱

Welcome to Stamiksiitsiikin *Elementary where we lead from the heart, we value life, family, and know the children "Sacred Beings" we serve are as valuable as the air we breathe, the water we drink, and the ground we walk on.*

Attendance Matters

(William Huebsch: V-Principal)

May 2025

Grade	Enrolled	Attendance %
Early K	54	84.11%
Kindergarten	113	73.66%
1st Grade	158	72.97%
Total	325	75.75%

May Perfect Attendance

1st Grade	Kindergarten	Early K
Aliaunna ArrowTopKnot	Vaughn Aimsback	Braxton Billy
Jackson BullChild	Hollis Bremner	Harleigh DayRider
Sahkooyii Bullshoe-RATD	TediLynn Gallineaux	Tacilee DeRoche
Brynlee CalfBossRibs	Harley Gobert	Kaylilah Wells
Kai Croff	John Grisnell	
Cody England	Theodor Harwood	
MaKayla Gallineaux	Grayson RunningWolf	
Aurora Hipp	Timber Tatsey	
Taos Hoops		
Rhiannon Juneau		
Amaris Kennedy		
JezMay Miller		
Lanessa Miller		
Agnes Powell		
Elias Racine		
Silviano Ray		
Vladimir Rivas		
Pitt-ksa-kii Rowan		
Lola Sinclair		
Tylee St. Goddard		
Arianna Tatsey		
Tori Tatsey		
Kaslynn Whitford		

May Staff Attendance

Certified: 79%   Classified: 84%

Staff Perfect Attendance

Sheila Grady, Melody Cobell and David Old Chief

Prime Time Parking:

(in August/September 2025)
Bergen Wing = Melody Cobell   Chattin Wing = Sheila Grady
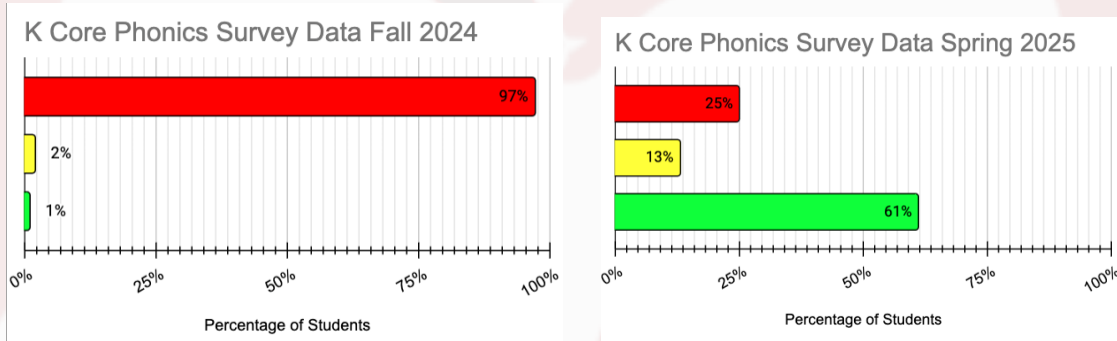
Graduation Matters

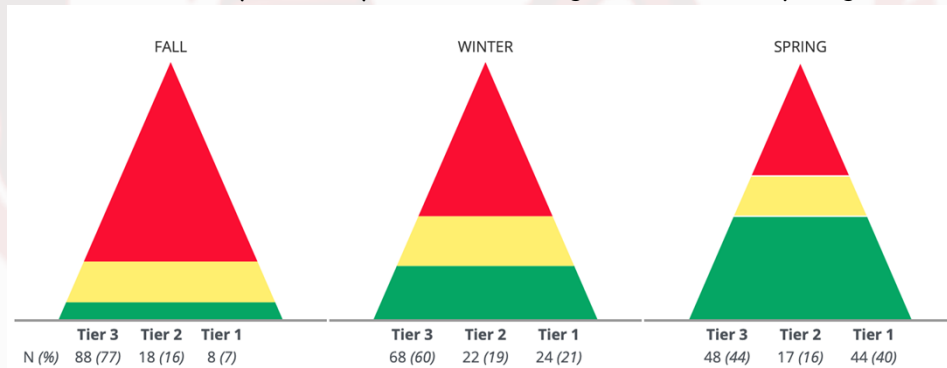**(Brandy Bremner: Instructional Coach)**

Kindergarten Literacy

At the Kindergarten level, we use two tools for progress monitoring and benchmarking student growth; Core Phonics Survey and Aimsweb Early Literacy. Both tools measure student acquisition of kindergarten level foundational phonics skills, primarily letter knowledge. The Core Phonics Survey, parts A-D, allows us to see the exact letters and sounds a student knows which is key in instructional decision making and targeting interventions. This is an untimed measure.

Core Phonics Survey Comparison Fall to Spring

🟥 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 2024

- Red: 97%
- Yellow: 2%
- Green: 1%

Percentage of Students

K Core Phonics Survey Data Spring 2025

- Red: 25%
- Yellow: 13%
- Green: 61%

Percentage of Students

Aimsweb Early Literacy Benchmarking Data Fall to Spring

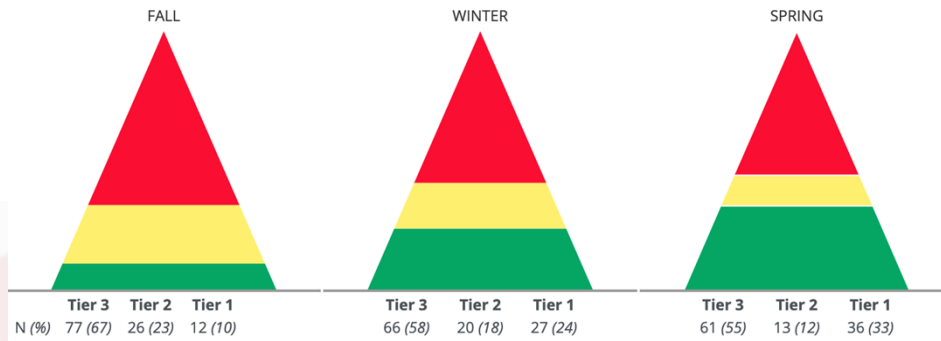|	Tier 3	Tier 2	Tier 1
FALL N (%)	88 (77)	18 (16)	8 (7)
WINTER	68 (60)	22 (19)	24 (21)
SPRING	48 (44)	17 (16)	44 (40)

Aimsweb Early Literacy measures how well students know letters and sounds through 2 tasks where students are required to rapidly name letters and sounds within 60 second timings. **Tier 1 increased by 33% and Tier 3 decreased by 33%.**

In comparing the two different tools, you'll notice students do a little better with the Phonics Survey, most likely due to it being untimed.

This year we've also recognized the need for monitoring our K students beyond letter knowledge. We are now monitoring and tracking how well students are blending words.   Currently, 42% of kindergarteners are proficiently blending CVC (consonant vowel consonant) words as measured by Part E of the Phonics Survey.
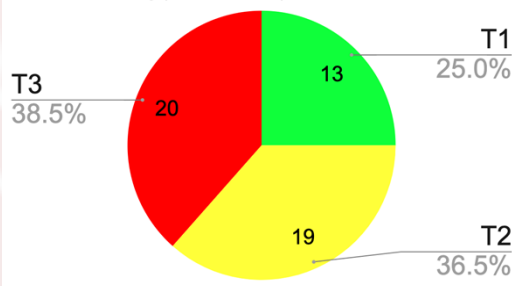
Kindergarten Math
Aimsweb Early Numeracy Benchmarking Data Fall to Spring

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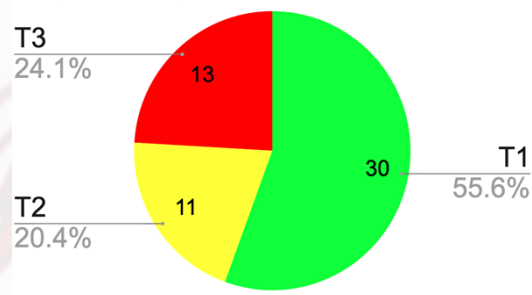|	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	77 (67)	26 (23)	12 (10)	66 (58)	20 (18)	27 (24)	61 (55)	13 (12)	36 (33)

Aimsweb math data indicates an **increase in T1 by 23% and a decrease in T3 by 12%**. In looking at the triangles, you'll notice minimal change in the Tier 3 (red) portion. This is typical to data we have seen over the past 5 years. Prior to 5 years ago we used a different math program and Aimsweb math data showed larger decreases in Tier 3. This observation leads to concern that our current math curriculum is not meeting the needs of Tier 3 learners.

Little Learner OWL data Fall to Spring
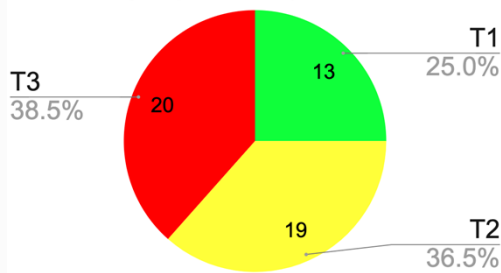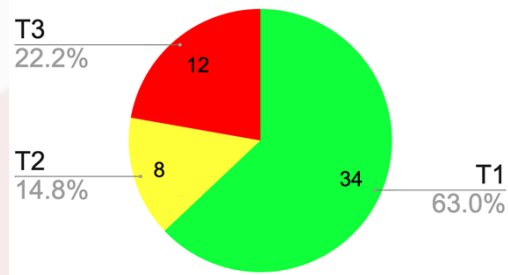
Fall Letter Naming (Little Learners)
- T3 38.5% — 20
- T1 25.0% — 13
- T2 36.5% — 19

Spring Letter Naming
- T3 24.1% — 13
- T1 55.6% — 30
- T2 20.4% — 11

LL increased T1 by 35.6% and decreased T3 by 14.4% in letter naming.

Number Naming Fall (Little Learners)
- T3 38.5% — 20
- T1 25.0% — 13
- T2 36.5% — 19
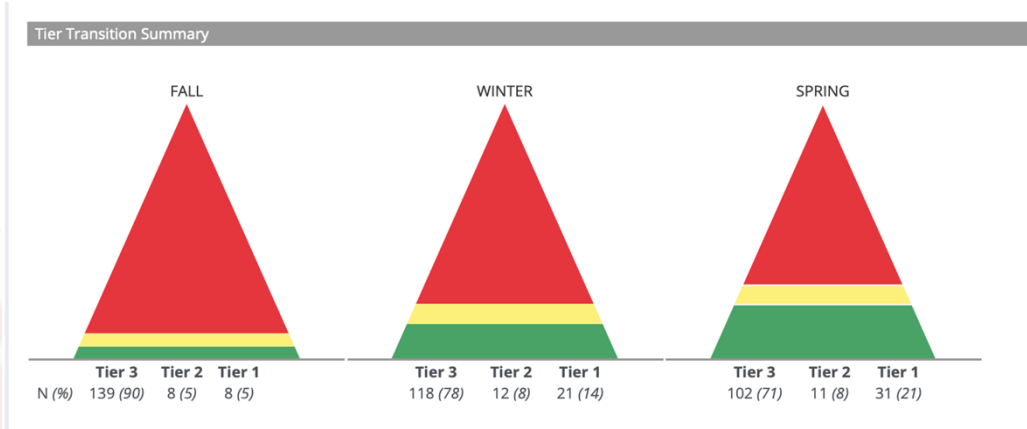
Number Naming Spring
- T3 22.2% — 12
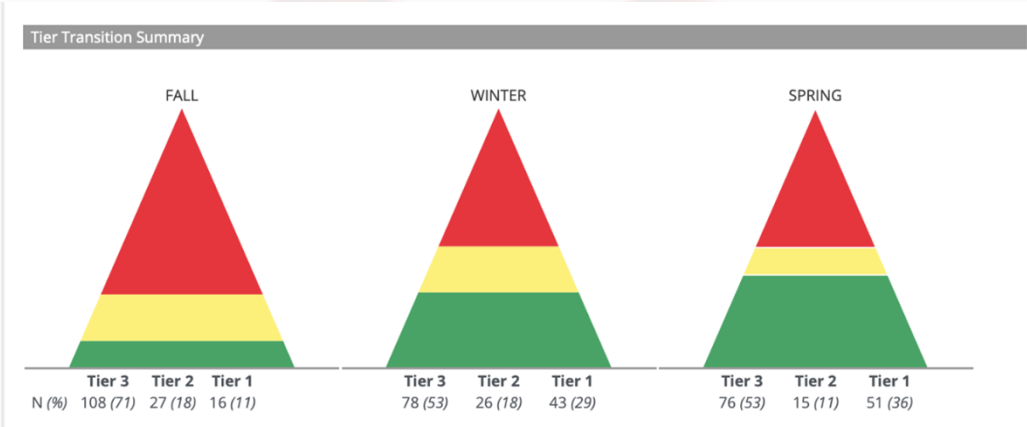- T2 14.8% — 8
- T1 63.0% — 34

LL increased T1 by 38% and decreased T3 by 16.3% in number naming

(Andrea Evans: Instructional Coach)
Spring Aimsweb Oral Reading Fluency (ORF) Assessment

Tier Transition Summary

	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	139 (90)	8 (5)	8 (5)	118 (78)	12 (8)	21 (14)	102 (71)	11 (8)	31 (21)

Happy Spring! The above graph shows our Aimsweb Oral Reading Fluency scores from Fall to Spring. I'm excited to report that we met our goal in Early Literacy for the 24/25 school year. Our first grade goal was to move 10% of students to Tier 1 and move 15% of students out of Tier 3 from Fall to Spring. Our amazing first grade team moved 16% of students to Tier 1 and 19% of students out of Tier 3! Our team progress monitored using the Core Phonics Survey and Aimsweb Oral Reading Fluency as a formative assessment to ensure next steps of student growth.

Spring Aimsweb Early Numeracy Assessment

Tier Transition Summary

	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	108 (71)	27 (18)	16 (11)	78 (53)	26 (18)	43 (29)	76 (53)	15 (11)	51 (36)

The above graph shows our Aimsweb Early Numeracy scores from Fall to Spring. Again, I am excited to report that we met our goal for the 24/25 school year. Our first grade goal was, 15% of students will increase to Tier 1 and 15% will move out of Tier 3 from fall to spring. Our first grade team moved 25% of students into Tier 1 and 18% of students out of Tier 3! We are excited to see these amazing results. Implementing collaborative math warm up slides that consist of everyday first grade math standards/skills helped ensure repetitive practice and multiple opportunities to respond on various math concepts taught throughout the year.