



Welcome to KW/Vina 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. In this up and coming school year please join us in our children's education journey.

Culture Matters

Before we wrapped up our end of the year celebration, Mr. Armstrong presented some of our staff members with a Blackfeet/Blackfoot Names. We also honored our substitutes who helped out at KW/Vina Elementary tremendously!

Thank you Cce'Preela, Shaun, and Tiffany!



Kindergarten Immersion Classroom (Mrs. Shooter):

Kindergarten/ First Grade Immersion:

The KW/Vina Immersion classes had a fun filled year! Each class was able to participate in a Buffalo Harvest. Our students really enjoyed being able to see the Buffalo harvest. Each class also was able to attend a field trip to the Montana Historical Society tour in Helena MT. During this time, our students were able to look at all the different Native American pieces in the museum. The Immersion class was also able to participate on a train tour ride around Helena. This was such a great experience for our students to be included in, and each enjoyed themselves.



Attendance Matters

Our student/staff attendance for the month of May was:

* First grade 72%

* Kindergarten 77%

* PreKindergarten 77%

*Certified staff attendance 87%
82%

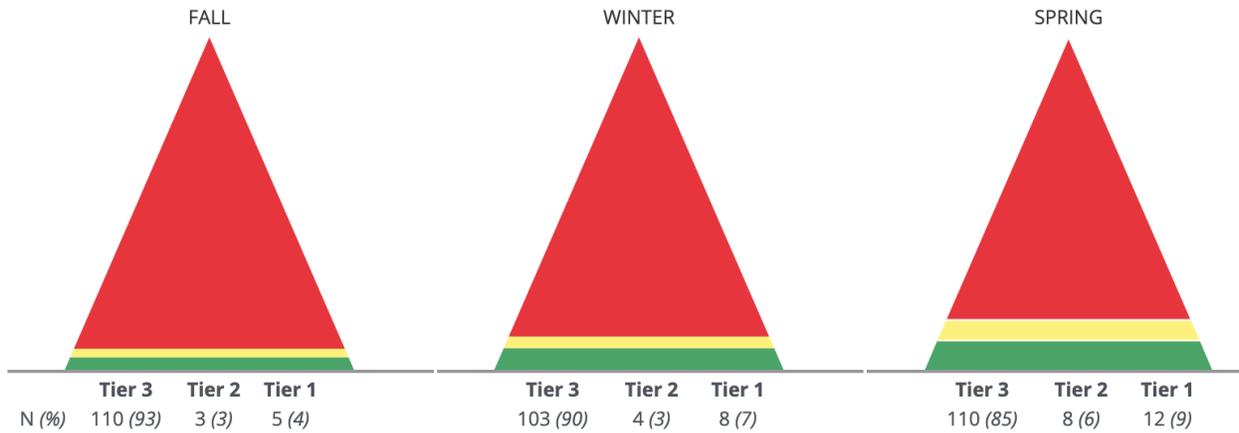
*Classified staff attendance

Graduation Matters

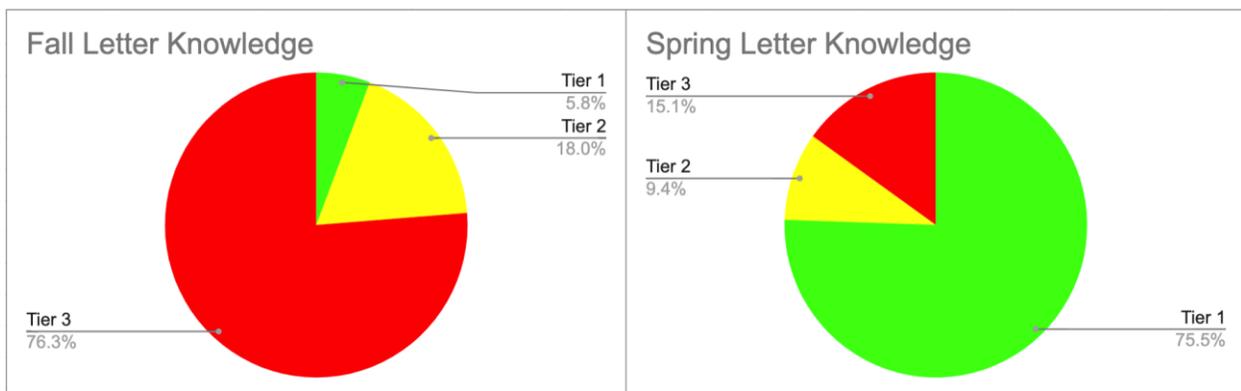
(Nicole Whitney: First Grade Instructional Coach)

1st Grade Spring Data

May was a whirlwind (as always), with end-of-the-year assessments, field trips, awards ceremonies, transition activities and consultant visits. Somewhere in there, we managed to have our final MTSS meeting and were able to analyze our benchmarking and progress monitoring data as a team and identify what led to our growth. We did not meet our goal of a 10% increase in proficiency in oral reading fluency from fall to spring, but we were able to identify the reason using our progress monitoring data.



When students learn to read, they first must build fluency and automaticity in letter names and sounds, then word reading, then text reading. Oral reading fluency is a measure of fluency in text reading. When this group of Covid-impacted first graders came to us we had only 6% of students fluent and automatic with letter name and sound fluency and 76% of students well below proficient. Our work for the first half of the year was to recoup/develop kindergarten skills in letter knowledge. This was our actual goal and the hard work that teachers had to do this year, and though it's not reported to the state, this is the growth our students made in letter knowledge from fall to spring.

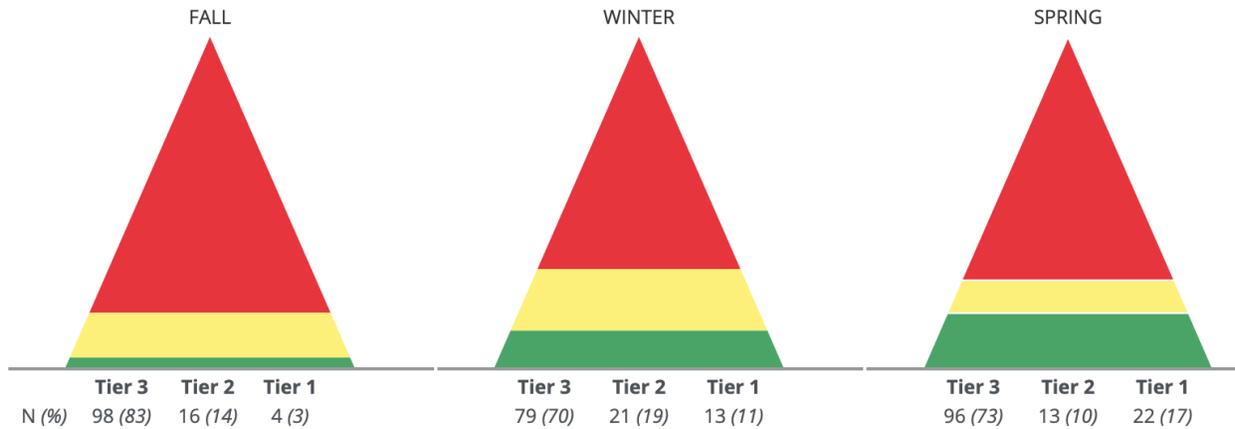


In Kindergarten, this is the goal. This is the work that kindergarten teachers are doing every year, and this year our first grade teachers were like kindergarten teachers for most of the year. So, no, we did not meet our goal in oral reading fluency, but our team is very proud of the growth that students made this year. You can't just become a fluent reader. It takes a lot of practice and prerequisite skills in order to become fluent and our teachers and students spent the year developing those prerequisite skills after a mostly remote kindergarten year.

Kudos to our teachers and students!



In math, our team was one percentage point away from meeting our goal of increasing Tier 1 by 15% from fall to spring. So close!



Have a wonderful summer!

(Brandy Bremner: Early-K & K Instructional Coach)

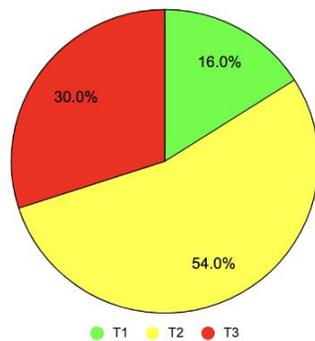
Early Kindergarten Benchmarking Data 21-22

Our Early Kindergarten program served about 36 students this year, which is down from our full capacity of 52 students. Students were benchmarked using the in-program OWL assessment, this occurred 5 times this year.

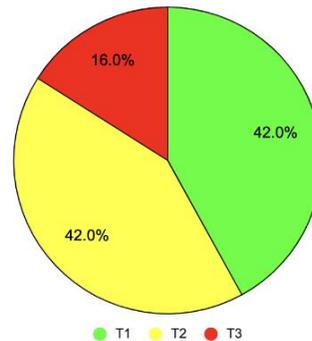
In both Number and Letter Recognition, students made excellent progress.

Early-K Number Recognition

Fall Numeral Recognition-EK



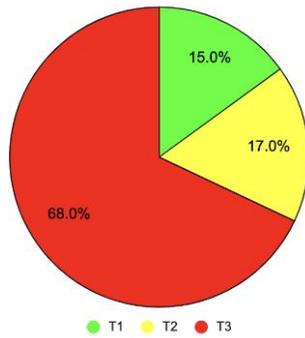
May Numeral Recognition-EK



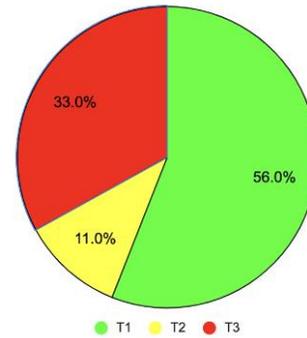
Early-K Lowercase Letter Recognition



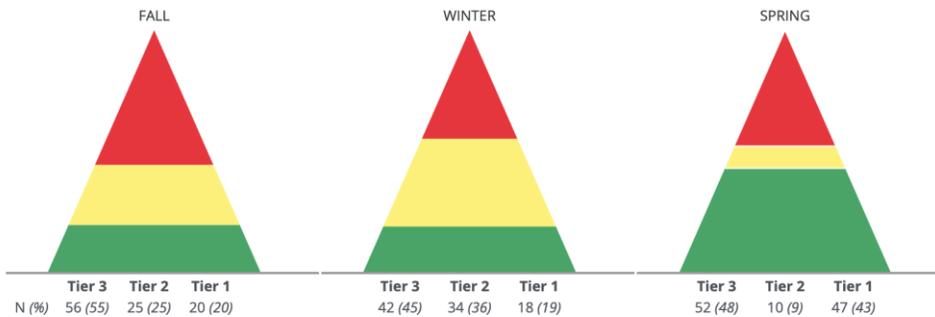
Fall Letter Recognition-EK



May Letter Recognition-EK



Kindergarten Aimsweb Numeracy 21-22



Fall	Winter	Spring
101 students assessed	94 students assessed	109 students assessed

The tier transition chart above shows that we were able to move many of our Tier 2 kids into Tier 1, while maintaining existing Tier 1 students. We met our T1 movement goal! After reflecting on our math data, we recognize that our priority will be addressing the needs of T3 students. During SBE week, we will look deeper into the subtest data, as well as our current math instructional practices, to determine our next steps. One area we have already identified is automaticity in naming random numerals.

(Betty Brock: First Grade)

The First Grade team wrapped up the school year with lots of smiles and laughter. We have worked as a team, from getting assessments completed to having a fun carnival to promote attendance. We are super excited for some sun, relaxation, and summer fun.

This was our tie dye day!!



(Kelley Sharp: Kindergarten)

This month went by so fast. Kindergarten did a lot of end of year testing and had some really fun activities planned. We went for our St Mary trip. We had a tie-dye day, carnival, and our students walked to Nations for a fun activity after the awards ceremony.





(Ruth Shea: Pre-K)

Somedays May seemed to fly by and on other days it seemed to last 6 months -so much packed into one month. Early K Started the month with a field trip to the Dinosaur Museum in Bynum. The kids really enjoyed seeing and learning about the fossils and dinosaur bones. We took a quick drive to Choteau to see the dinosaurs there. This was our first year for a dinosaur unit and it was a winner. We completed our end of the year assessments. We showed good growth on letter recognition and number recognition which made us feel proud. Our Step Up to Kindergarten ceremony was well attended. Each class sang a song or 2 and then each student received an award for character or achievement. We ended the month of May by having lunch and ice cream at Nations. One little boy said it was the "best lunch ever". It has been a busy month/year!





(Juliana Salois: SEL)

KW/Vina social emotional team (SEL), Tammy Regan and Juliana Salois. Throughout the year our main objective has been to deliver social emotional services to all Early Kindergarten, Kindergarten and First Grade students, in small groups and classrooms as well as individual support services. Engaging the students across the board both socially and emotionally to help them to engage themselves in academics as well as the daily social tasks, using the conscious discipline model.

The SEL team supports the KW/Vina staff in all areas as needed. As the year comes to an end, we have been successful in providing support to each individual child. I feel the SEL team has had a successful year. We look forward to the next school year .