



ATTENDANCE MATTERS

(submitted by Rebecca Rappold)

The following are KW/Vina's Average Daily Attendance for the month of February:

PreK-81.54%

Kindergarten-74.77%

1st Grade-79.80%

Overall Campus Attendance-77.68%

Number of Students Transferred or Dropped from Enrollment-0 Students

Number of Students Re-enrolled/Enrolled-0 Students

Total Student Enrollment PreK-1st in February-361 Students

Staff Attendance:

KW Certified -88%

KW Classified -87%

Vina Certified-79%

Vina Classified-88%

Perfect Attendance Students for February:

PreK Perfect Attendance-17 Students

Kindergarten Perfect Attendance-12 Students

1st Grade Perfect Attendance-15 Students

Total Number of Students with Perfect Attendance in February- 44 Students

Classrooms with the Greatest Attendance at KW/Vina:

PreK-Ruth Shea's Class at 74.27%

Kindergarten-Ashley Burd's Class at 83.99%

First Grade-Marci Burd's Class at 82.63%

GRADUATION MATTERS

Early Kindergarten

(Submitted by: Ruth Shea)

It seems like we blinked and February is over! The Pre-K classes started the month by talking about Groundhog's Day and predicting whether or not he would see his shadow. We celebrated "100 Days of School" on Family Fun Friday. Each child made a necklace with 100 Fruit Loops and red shoestring licorice. The children filled a 100's chart with Fruit Loops to make sure that they had 100 to put on their necklace. They enjoyed eating the necklaces as a snack. All classes learned about Jungle and Desert animals and their habitats. Our Pre-K children are working hard to learn all of the names of the letters of the alphabet and the letter sounds and our children are starting to master the skill of rhyming. In Math, our focus has been on patterning, naming numbers and counting to 20.



Kindergarten

(Submitted by: Kelley Sharp)

The end of this quarter is coming fast. March madness is here we are looking forward to the basketball season. In Kindergarten we celebrate our Dr. Seuss activities all this week and Family Fun Friday. We are also planning for our annual spaghetti dinner fundraiser. This year we are having it in April because of tournaments. We are finishing up our Round 3 PDSA cycles. And we are starting Unit 4 in math which focuses on Addition strategies. We are also doing testing for grades at the end of the month.

Kindergarten

(Submitted by: Brandy Bremner)

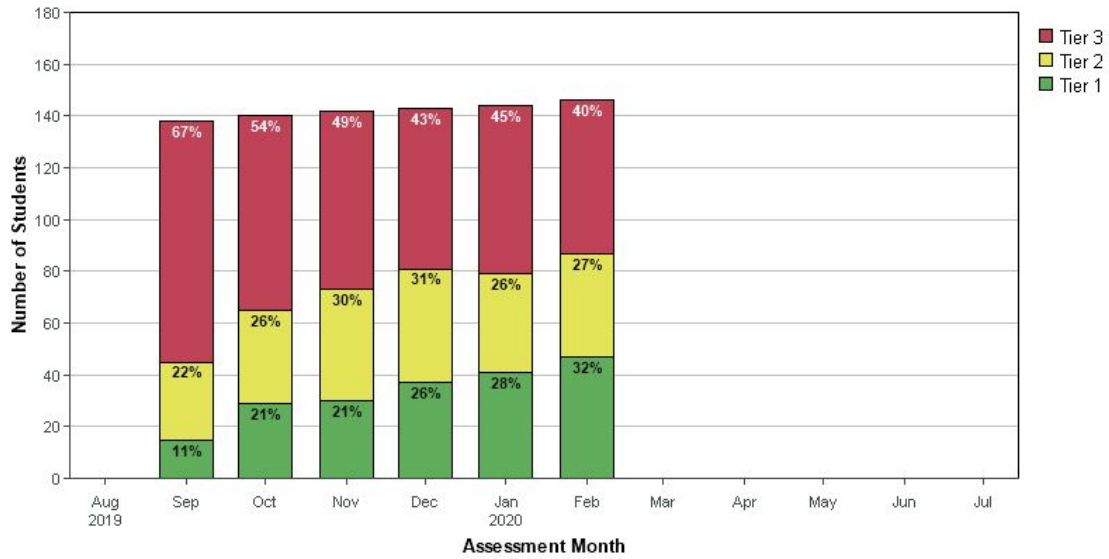
Kindergarten Reading Data



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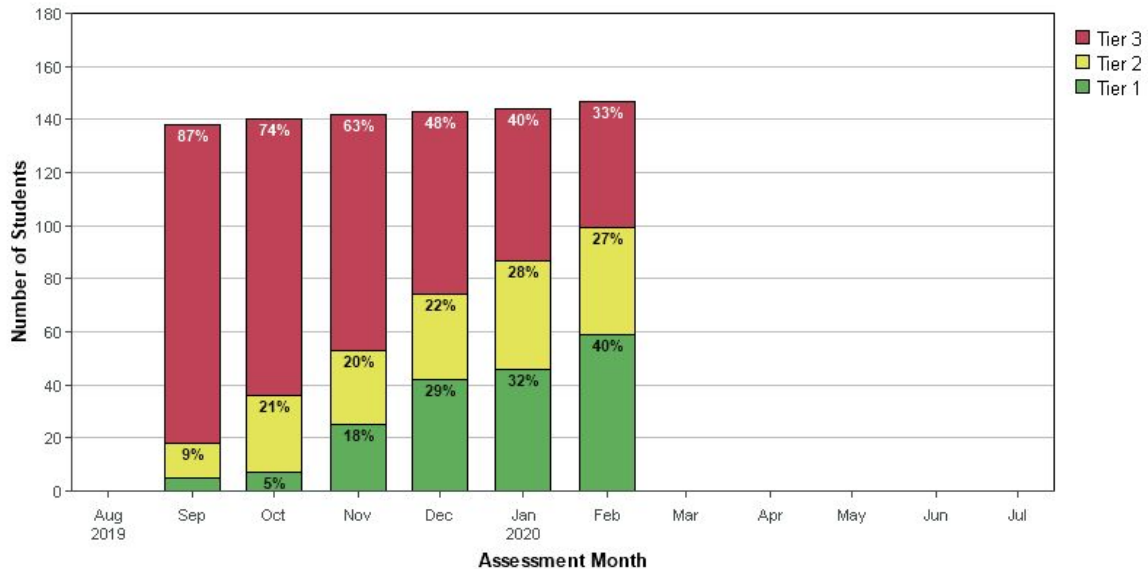
Kindergarten - Overall Reading



Our end of the year goal, for the Overall Reading subtest, is to have 50% or more at Tier 1, which is about 74 students.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Goal									74+ students
Actual	15	29	31	37	41	47			

Kindergarten - Letter Knowledge



A separate year end goal, for the Letter Knowledge subtest, is to have 65% of students at Tier 1 as measured by Isip. We are currently at 40%. (Our Core Phonics Survey assessment is currently indicating 60% are Tier 1, which suggests kindergarten students assess better in a 1 on 1 teacher/student environment)

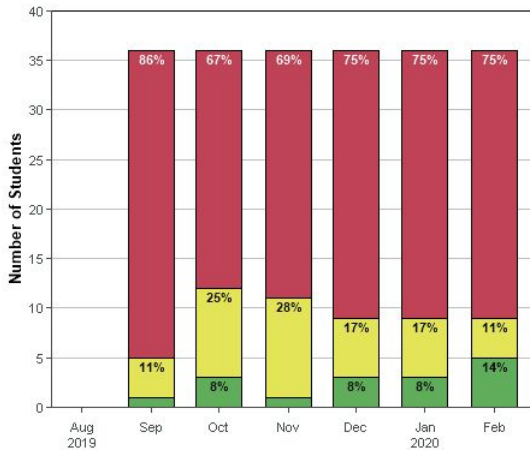


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	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Goal									95 students
Actual	5	7	25	40	47	59			

Attendance impacts on Isip data



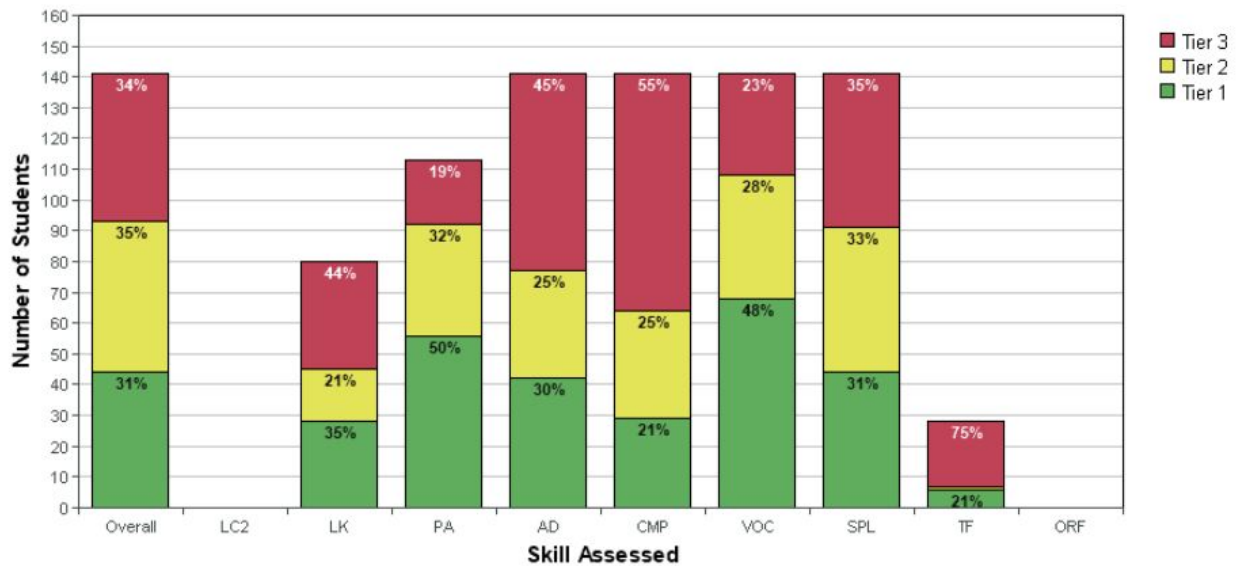
This is the Overall Reading graph for a group of 39 kids we have on watch for poor attendance. These kids have each missed 35 or more days of school this year. Three students are not included in the data because they're currently dropped.

About 30 kids who are consistently in Tier 3 and not making reading growth. Attendance matters.

First Grade ELA

(Submitted by: Nicole Whitney)

1st Grade - February 2020



This year, our overall goal for Reading is to increase Tier 1 by 20% and decrease Tier 3 by 20%. By the end of the year:

- Tier 1- 40%
- Tier 2- 32%
- Tier 3- 28%



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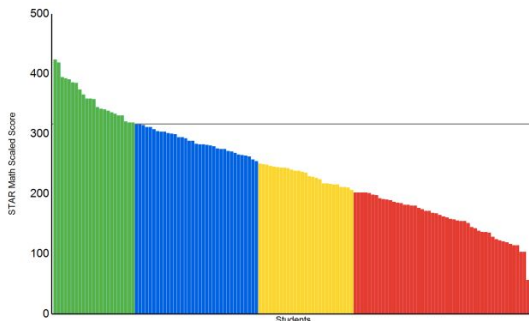
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.			
Tier 1	20%	16%	25%	28%	29%	31%			
Tier 2	32%	33%	38%	37%	40%	35%			
Tier 3	48%	51%	37%	35%	31%	34%			

At our February data meeting, teachers dug into their classroom data to identify areas of strength, opportunities for improvement, and identified 1-2 students to target to move into Tier 1. Many of our students close to being Tier 1 just need some targeted support in a subtest area, so teachers also identified the specific area of need for each student they chose and will be using targeted strategies and activities to support the students in their identified areas.

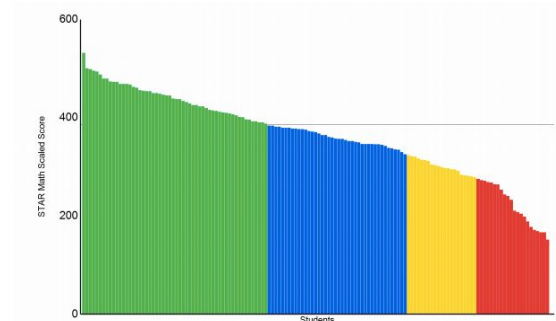
In addition, PD was given to all staff in the areas of Word-reading strategies (brought back from Plain Talk), and Time in Text. Teachers are now aware of the different developmental stages children go through when learning to be proficient word readers, and have strategies to implement to move students through the stages of blending words. Teachers are also actively trying to increase students' time in text and have learned what "counts" as time in text and what doesn't. Teachers have all picked a strategy they are trying to implement in their classrooms to increase time in text for their students.

First Grade Math

September



February



Our goal for Mathematics is to increase Tier 1 (Green) by 20% and decrease Tier 3 (Yellow and red) by 20%.

By the end of the year:

- Tier 1- 37%
- Tier 2-27%
- Tier 3- 36%



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	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Tier 1	17%	18%	34%	41%	45%	40%			
Tier 2	27%	27%	34%	25%	26%	30%			
Tier 3	56%	55%	32%	33%	30%	31%			
SS Avg.	240	272	316	330	352	361			

Though our Tier numbers dropped a little in February, the average score for the student population is still increasing. Our students are about to move into their measurement unit which includes telling time, and measuring and comparing lengths. With this knowledge, our students should be showing more proficiency in these areas according to the STAR math test in the upcoming months.

I have not included the Standard Mastery data in these reports, but there have been some staggering numbers to report. For example, in September, for standard 1.OA.3 (applying the properties of addition and subtraction) we had 8 students proficient. In February, we have 79 students proficient. Each month, we have been able to increase the number of students proficient in each standard, and we will continue to do so with measurement in the upcoming months.

Teachers collaboratively planned their Measurement Unit making plans standard-based outcomes, vocabulary instruction, anchor charts, anticipated misconceptions, and concrete, representational, and abstract scaffolds to use during the unit. This has really helped with math instruction across all classrooms.

SAFETY MATTERS

(submitted by Rebecca Rappold)

Home visits conducted in February-4

Behavior Referrals in February-14

ISS-0

OSS/Homebound-1

Reported Incidences of Bullying-2

Solutions Meeting Held with the Teacher-6

Solutions/Parent Meetings Held at KW/Vina-2

Positives:

This month we had the opportunity to have Angela Fraley of Conscious Discipline on our campus due to the financial support of MCLP and School Board approval. This training was held on Tuesday, February 18th and our entire staff; custodians, cooks, paraprofessional, PCAs, secretaries, teachers, and principals attended. Key take-aways from the day included; adult self-regulation as a means of supporting students with challenging behavior, predictability of schedules, routines, and rituals for students, empowering students with choices rather than manipulation, and finally building empathy to coach student's emotions rather than deny them.



Challenges/Needs:

A challenge throughout the year has been the lack of subs. The sub situation has always been challenging, however, this year with the implementation of Frontline we have an additional challenge. The online system allows subs to access all open positions and accept these openings. After the opening is accepted, the position becomes unavailable. The challenge is then apparent when the sub that accepted the position does not show up to sub on the day for which they accepted the position. As a result, our school secretaries are calling at the last minute to fill these positions, as well as any others that need to be filled due to illness the morning of.

CULTURE MATTERS

(submitted by: Ashley Burd Immersion)

This month we have started addition in math and we are working hard on reading and writing goals. My students are a very determined group of children and work hard daily. We have started to learn Blackfeet symbols this month and the kids love using them whenever they get a chance. Attached is a video of the kids singing about different animals hanging from trees. I guarantee that they could substitute any animal you asked into their song.

(submitted by: Jocelyn Big Throat K-BNAS)

In BNAS at KW we have been learning about winter storytelling, and how it was important during the winter months. Also we have been working on counting to 20, Our Blackfeet colors, and We have learned the names of 28 animals so far this year. We also are working on parfleche bags made out of brown paper bags as our craft project for the month of February. Both Pre-K and Kindergarten have been working hard on this project.

(submitted by: Marci Burd Immersion)

Nii-taih Kii-to-piiks (Lone Riders) learned how important the Buffalo were to our Blackfeet people and how important they are to us today. They were taught how the buffalo made their way back to our people. They were also taught how our people utilized everything on the buffalo. Lone Riders were able to take a trip to the Canadian Border to see the sacred animal the White Buffalo along with Nin-neh-stak-koo (Chief Mountain.) Two weeks ago our students were also able to attend the Buffalo Harvest at the Smith Ranch. Students were able to participate during the harvest and they obtained some amazing hands on learning. It was amazing to see how much knowledge they knew from class and being able to see it first hand with the buffalo. The ultimate goal is for our children to be connected to the buffalo and know the importance of what they meant to us back then and what they mean to us today. They were all able to take home some buffalo hair in case they ever come across their own Inniskim that way they can leave the buffalo hair in place of taking the Inniskim.



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(submitted by: Shaylea Tatsey 1st BNAS)

This month BNAS 1st grade we finished learning the numbers 1-20, how to write, say, and draw number. We then moved to geometric shapes and learned the names of a few shapes in blackfeet, now we are designing a parfleche bag or purse using those designs. The kids have also created a winter count to tell about themselves and drew them on paper bags in the shape of a buffalo hide. The kids have been super busy creating things, but seem to enjoy it.

School Counselor

(submitted by: Tammy Hall-Reagan)

We have been busy in the counseling center. The Month of February has been beginning a new cycle of Social Emotional Groups. We are using the conscious Discipline modes and teaching students to recognize the core feelings Happy, Sad, angry, scared, anxious, disappointed, frustrated, and calm. As usual K.W. and Vina's school wide expectations are being reinforced to ensure safety. The groups are productive and the students are making great progress. Individual students are being serviced for individual counseling needs.

All of our student 504's are currently implemented up to date
our grief group for students with bereavement issues has kicked off and is in full swing.

I continue to plan (along with the TA's) and carry out our monthly safety stations and work on safety training with students. I continue to assist the TA's with breakfast/ lunch supervision and bus duty to ensure student safety. It is amazing to see the student's developmental growth and change since the beginning of the school year.

Family Engagement

(Submitted by: Sydney St.Goddard)

This month I finished the ordering for our end of year celebrations. Our students will receive medals, t-shirts, & our pre-K will have their annual ceremony. Starting in March I will be inviting parents into the school to make ribbon skirts and shirts for the preK ceremony. Every student will get the honor to wear and own their ribbon skirt/shirt. I am continuing to work with students in my social emotional groups weekly. It is awesome to see the progress they've made in the few short weeks we have been doing groups. Our campus clothing closet has been well stocked thanks to Nikki Hannon and her generous donors. I would like to thank her volunteer Liz for helping organize our closet. Her work is greatly appreciated & having the closet is a huge asset to our campus as we do have a lot of littles who still have accidents.



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Angela Fraley completed her undergraduate work at the University of Central Oklahoma to obtain teaching certifications in Elementary Education, Early Childhood and Mild to Moderate Disabilities. She completed her graduate work at the University of Oklahoma to earn a Master's Degree in Prevention Science and an IC & RC Certified Prevention Specialist credential. With over 20 years of experience in early childhood education, 10 years of Conscious Discipline experience, and a highly responsive presenting style, Angela is a Master Instructor who inspires transformation.

KW/Vina Elementary was lucky to have Ms. Angel Fraley present on our campus for our wonderful staff!!