



October Board Report

Principals' Report:

September has been a very busy month for Napi staff and students! Great strides have been accomplished to help provide a level of normalcy while being online educators and learners. Principals are very fortunate to have an amazing team and cohort of students and parents to partner with during this journey!

Attendance:

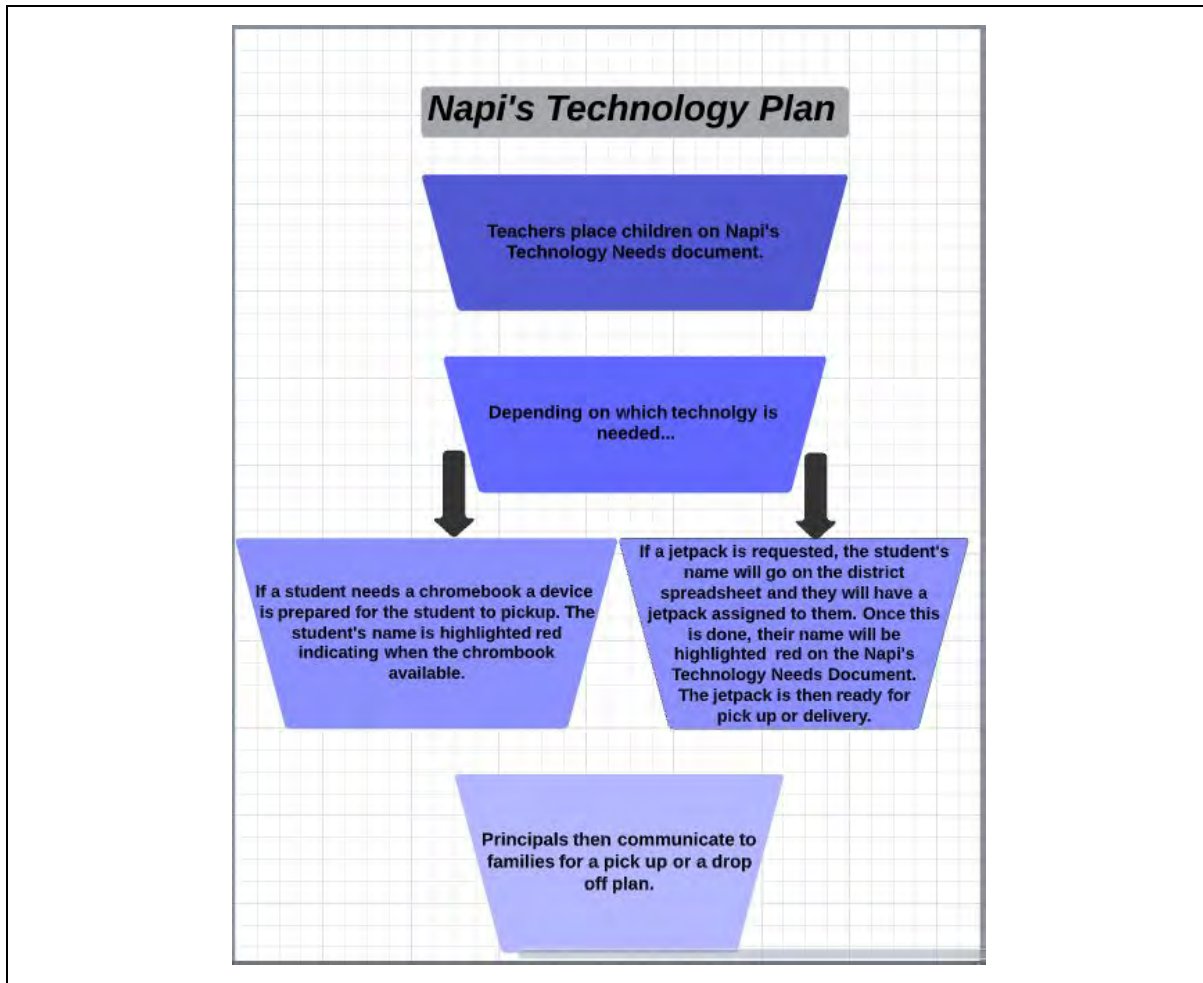
Napi has developed an attendance system to help identify students that we have had no contact with. A 'No Contact' attendance form was created at the beginning of September for teachers to document students that have not seen in their Google Classroom and have exhausted all contact numbers listed in Infinite Campus. On Mondays', the school counselor will reach out to these families. On Tuesdays', the Attendance Clerk will review the student's attendance history, and decide to place them on the 'Napi's Home Visit' document. Once students are on the 'Home Visit' list, the principals will attempt to make a home visit. At this time, we may also send a certified letter if we are not able to be in the community. We may also deem that a child welfare check needs to be initiated. All contacts are recorded in Infinite Campus to document the number of attempts made to initiate contact with students and families. To date, we have requested two child welfare checks, which have resulted in locating students and making contact with families.

Midterms:

Teachers submitted midterms on October 2nd. As a result of campus being closed, hard copies were not able to be mailed out, teachers scheduled conferences with parents on Friday, October 2nd to share their student's midterm reports. Conferences were very well received, per teacher feedback. Feedback from parents on issues that we can improve upon were also received, which will be addressed on a school wide platform. For example, feedback from parents on the current structure of the Support Teacher classrooms was received, so principals will be working with the Support Teacher Team to begin identifying solutions to make the transition smoother for students, homeroom teachers, and support teachers.

Technology:

Napi has developed a system that helps the process of making sure every student has access to their google classroom, email, and google meets. At this time we have two students on the list.



Student Participation in Google Classroom Incentives

Napi wants to celebrate the students that log into google classroom daily and participate in their education. Each week teachers will submit students' names that qualify for the incentive for that week. Principals then send names to Nations Burger Station that allow students to receive a treat, either it be an ice cream cone or a slushie. The value of the incentive is \$4.00 per student. Napi was in the process of getting this incentive in motion when Nations Burger Station shut down due to the Tribal shut down. Once it's safe for our students and families we will begin this process again.

The chart below provides data on participation and assignment completion rates for the month of September.

September: Google Classroom Participation and Assignment Rates:

<p>Participation:</p> <p>9/7: 5th--78% 4th--89%</p> <p>9/14: 5th--92% 4th--88%</p> <p>9/21: 5th---88% 4th--85%</p> <p>9/28: 5th---83% 4th---90%</p>	<p>Assignment Completion:</p> <p><u>N/A</u></p> <p>9/14: 5th---56% 4th---60%</p> <p>9/21: 5th---62% 4th---54%</p> <p>9/28: 5th--66% 4th--60%</p>
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Parent Letters on Facebook:

To better communicate with students and parents, Napi has adopted a protocol to have weekly newsletters out on the District’s Facebook page. Each teacher submits a weekly newsletter on Fridays’, and on Monday mornings those newsletters are uploaded to BPS Facebook page. The weekly newsletters on Facebook have been a great success!



Staff Shout Outs:


One of our September ‘Staff Shout-Outs’ goes to Mr. Bryant and Mrs. Butterfly for their team effort and collaboration on implementing the academic schedule and instructional frameworks into their Google Classrooms! By the end of the first week, walkthroughs supported students who were engaged in learning, studying the Wonders and Eureka curriculum, and following the academic schedule daily. Our next September ‘Staff Shout-Outs’ went to Mrs. HeavyRunner, Ms. Linke, Mrs. Armstrong, Mr. Berthelson, and Mr. Bryant for providing demonstrations to their colleagues at Wednesday Professional Development sessions on a variety of apps and strategies when using technology to engage students in learning. Their willingness to share their ideas and skills with their colleagues has had a positive impact on the ability of others to learn new tools and strategies to make learning fun and engaging for students.


Wednesday Professional Development:

Wednesday Professional Development topics have focused on teachers presenting to their colleagues technology apps and strategies that they are having success with in their Google Classrooms. We have focused on reviewing our academic schedule, roles and responsibilities of all staff, implementing curriculum on a consistent basis, maintaining daily contact with our students, and sharing SEL activities or strategies that students have responded well to. Napi’s Instructional Coaches will provide additional information on the curriculums we are currently focused on implementing and providing access to students.

Native American Week Lessons:

Last year, Mrs. Theodora Weatherwax asked to purchase The Blackfeet Skies book from Blackfeet Community College. A copy was purchased for every staff member. Mrs. Weatherwax provided IEFA professional development on how to use this text with students. This year, our 4th and 5th grade teams were able to continue the tradition and use this text to celebrate Native American Week! Here is an example of one of the lessons that was taught.

<p style="text-align: center;">Blackfeet and Crow Star Stories</p> <p>Dear Students, Thank you for your interest in learning more about Montana American Indian tribes. In this lesson you will learn about traditional star stories from the Blackfeet and/or Crow Tribes. We hope you will understand how important these stories are for the tribes and how they teach valuable lessons about culture, family, love, and respect.</p> <p>These stories vary from 15 – 20 minutes and feature a tribal member telling a traditional star story. While viewing the videos and listening to the stories, you will only see a picture of stars. After the story is told you will hear a different narrator (speaker) providing scientific information about astronomy (the study of the sky) and see cool pictures from space that were taken by powerful telescopes.</p> <p>You may choose to watch as many videos as you like, and for your assignment, you will write a short summary of the video and what you learned and liked about the video. You might also consider watching and listening to the same story several times and then try retelling it to your friends or family or teacher. That is how the oral tradition works, listening to a story so many times that you can retell the story exactly the way you heard it.</p> <p>These stories can help provide you with a better awareness of the Essential Understandings Regarding Montana Indians, in particular Essential Understanding 3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories predate the “discovery” of North America.</p>	<p style="text-align: center;">MONTANA SKIES - Blackfeet Astronomy</p>  <p style="text-align: center;"><small>Indian Education Division Montana Office of Public Instruction</small></p>	<p>At the same time the early astronomers in Greece, China, and Arabia were charting the heavens and giving names to stars and constellations, the people we now know as the Blackfeet were coming to know the skies. So old is Blackfeet astronomy that the sun, moon, and stars have a place in the memory and sacred ceremonies of the Blackfeet people who can predict when various sky beings will appear. This familiarity with the sky serves to build a sense of place and beauty for the Blackfeet people not just in Montana, but in all the universe – not just for now.</p> <p>now sit back, relax, open your ears and your mind and listen to the story...</p> <ul style="list-style-type: none"> ➤ The Blackfeet story of Scarface ➤ Blackfeet Star Story - The Bunched Stars ➤ Blackfeet Star Story - The Girl Who Married a Star
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<p>MONTANA SKIES - Crow Astronomy</p>  <p>Thousands of years before Europeans knew about the land we now call Montana, peoples with rich cultures were living here. Such was the case of the Apsalooke people, now known as the Crow people, who had as keen an understanding of the heavens as did the Greeks, Romans, and many early astronomers. The Crow people had names and stories for the sun and moon, the visible planets, prominent stars and star groups. Today, Crow knowledge of the sky continues to be passed from one generation to the next. Sky beings are present in the everyday life of the Crow people who live with, rather than under, the sky.</p>	<p>Now sit back, relax, open your ears and your mind and listen to the story....</p> <ul style="list-style-type: none"> > Crow Star Story - Sun and Moon > Crow Star Story - Seven Stars > Crow Star Story - The Twins and The Hand Star <p>For more information about the Essential Understandings check out these key concepts.</p> 	<p>This lesson can be found on the OPI website.</p>
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Walkthroughs:

Napi’s walkthrough tool was created to provide unconditional support for teachers and to focus on being a cheerleader for them and students at this time. Principals and Coaches use this tool for both ELA and Math and for both Homeroom Teachers and Support Staff. We feel it is meeting the needs of our staff and students at this time. For the month of September 130 walkthroughs have been completed.

Napi’s Walkthrough Tool

<p>2. 4th Grade Team</p> <p><i>Mark only one oval.</i></p> <ul style="list-style-type: none"> <input type="radio"/> D. Augare <input type="radio"/> Whitford <input type="radio"/> Linke <input type="radio"/> T. HeavyRunner <input type="radio"/> J. HeavyRunner <input type="radio"/> Neverez <input type="radio"/> Wells <input type="radio"/> CalfBossRibs <input type="radio"/> Kujala <input type="radio"/> Sloss <input type="radio"/> Schauff 	<p>10/5/2020 Online Learning</p> <p>5. Student Attendance</p> <p>_____</p> <p>6. Greeting!</p> <p>_____</p> <p>7. Glow</p> <p>_____</p> <p>8. Glow</p> <p>_____</p> <p>9. Glow</p>
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<p>10. Grow</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>11. Student Engagement--1 minute intervals</p> <p>_____</p> <p>https://docs.google.com/forms/d/1jXlWlqSwr8bB_TzZZpm3KsLC108TLIAMQLn9vzZrOm0/edit</p> <p>10/5/2020 Online Learning</p> <p>12. Student Engagement--1 minute intervals</p>	<p>_____</p> <p>13. Student Engagement--1 minute intervals</p> <p>_____</p> <p>14. Student Engagement--Overall Percentage</p> <p>_____</p> <p>15. Closing</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">This content is neither created nor endorsed by Google.</p>
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Coaches Report:

On October 28, Mary Buck met with the principals and coaches and then with grade level teams to provide the next steps in module instruction in Eureka Math. A walk through was completed with each problem set and exit ticket thoroughly discussed and solved to ensure staff understands the concepts to be taught. The modules were explored and knowing we will not have enough time to complete the entire program, decisions were made as to what to include and exclude based on the focus standards for each grade level.

Epic-Most classrooms now have getEpic.com library usage for students. Students are able to virtually check out books, read them, or browse the immense library of readers, texts, magazines, and articles according to their AR and/or lexile levels. The teachers can pre-set limitations (AR/lexile) for students and encourage them to read outside the classroom setting. Rosters were built for classrooms using the new Renaissance platform. Students are able to log into and take AR assessments for books read independently. Mrs. Wagner received a copy of all AR eligible books that are currently being used in the Wonders Leveled Reader program as part of our small group instruction capacity.

We had to revisit our cohort layout to make sure that our support staff were using the platform that was available through Wonders, Eureka and Zearn. The support staff created their own Google classroom to provide assistance to each cohort and teachers at specific times throughout the day. Support staff were given a mini PD workshop to complete this task and were able to utilize it as soon

as they could. The support staff's Google classrooms are up and running and students are all aware of when and what times they get on with each Paraprofessional or Specialist.

Counselor Report:

The Napi Counseling Center is sad to report that it has gone from 2 full time counselors for grades 4-6 for the 2019/2020 academic year to 1 full time counselor for grades 4-5 for the 2020/2021 academic year. This reorganization has left 1 counselor responsible for delivering the 3 standards (Career Counseling, Social Emotional Counseling and Academic Counseling) of the American School Counselors Association to 313 students. To accomplish this, the counselor has already begun to deliver the Second Step Curriculum to all students in both grades via weekly remote classes with the social emotional theme of empathy.

504 Medical Plans are in the process of being updated through remote meetings with parents/guardians to ensure they are accurate and still needed. Student 504 Medical Plans outline accommodations that students receive to be able to fully participate in school in compliance with Americans with Disabilities Act of 1973. Special consideration is being given to how these plans are affected by the transition to online learning for the first quarter.

During the month of October, the counselor will be assisting in identifying students that have not logged in or participated in online learning to date. This process will include phone calls, home visits and providing support services as needed.

The Counseling Center will also focus on promoting Red Ribbon Week and Anti-Bullying Prevention activities for teachers and students.

Mrs. Tessa Wells from the Spokinaapi Program, which translates into Good Health, also provides weekly lessons to students. Mrs. Wells has created videos that support the lessons she is sharing and posted them in every grade level Google Classroom. Napi Elementary is very fortunate to have Mrs. Wells and she has been quickly adapted to providing services to students using an online platform.

