Culture Matters
(Britney Shooter: BNAS/Immersion)

The Kindergarten and First Grade Immersion classrooms went on a field trip to the Glacier National Park. The rangers showed our students different plants and flowers that the Blackfeet used for eating, healing, and many other things. The Immersion classrooms were also so excited to hear about the different mountains that surrounded them. We are very grateful and thankful for this opportunity because our students had so much fun learning outdoors.

Jocelyn BigThroat and Brent Stillsmoking are the BNAS specialists. The students are learning different types of outdoor traditional games. Ms. BigThroat, is teaching the students different traditional songs and indoor games. This year has been so great and they all had fun learning with the different BNAS teachers.

Attendance Matters
(Bill Huebsch - Assistant Principal)

Grade	Enrolled	Attendance %
Early K	53	76.21%
Kindergarten	109	82.56%
1st Grade	138	82.14%
Total	303	81.43%

May Perfect Attendance

1st Grade	Kindergarten	Early K
Zaylee Goes Ahead	Hazelee Cross Guns	Amber Fisher
Preslee St. Goddard	Dene Dragonfly	

May Staff Attendance

Certified: 87%   Classified: 85%

Graduation Matters
(Brandy Bremner: EK/Kindergarten Instructional Coach)

Kindergarten EOY Benchmarking Data
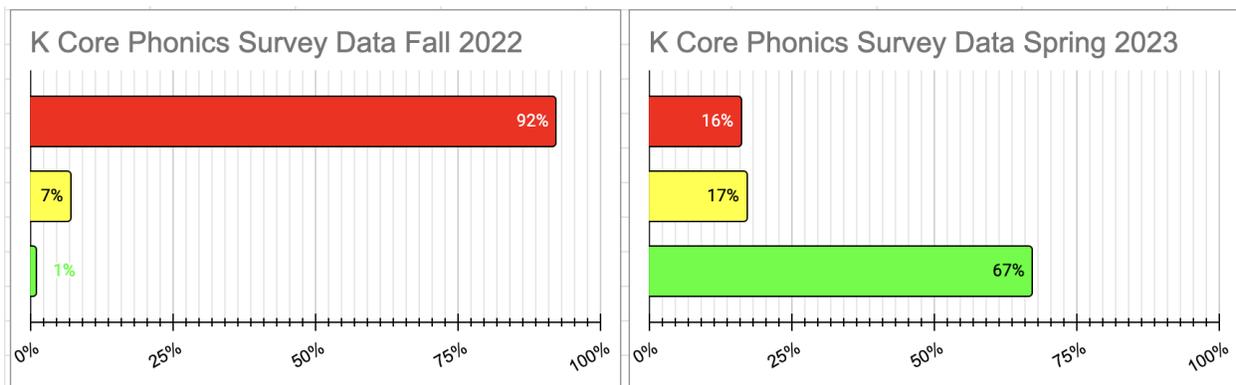### *Literacy*

Accuracy and automaticity are frequently used to terms at KW this year. Those terms remind us of our goal that <u>all kids will know the letter names and sounds so well that it won't require conscious effort to respond</u>. If students score within the Tier 1 range on both the Core Phonics Survey and Aimsweb Literacy assessments, then we'll know that we met our goal.

In order to be Tier 1 on the Core Phonics Survey, students must score 79-83. This means students must be able to name nearly every letter, both uppercase and lowercase, as well as know the sound each letter makes. The CPS is given about every two weeks to monitor student progress. It is untimed, teachers allow about 3-5 seconds to respond. We use this assessment to identify which letters and sounds students know, and which letters and sounds we need to focus on with individual students. This data is also used to refine intervention group placement and drive day to day instructional decision making.

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 2022

- 🟥 92%
- 🟨 7%
- 🟩 1%

(0% 25% 50% 75% 100%)

K Core Phonics Survey Data Spring 2023

- 🟥 16%
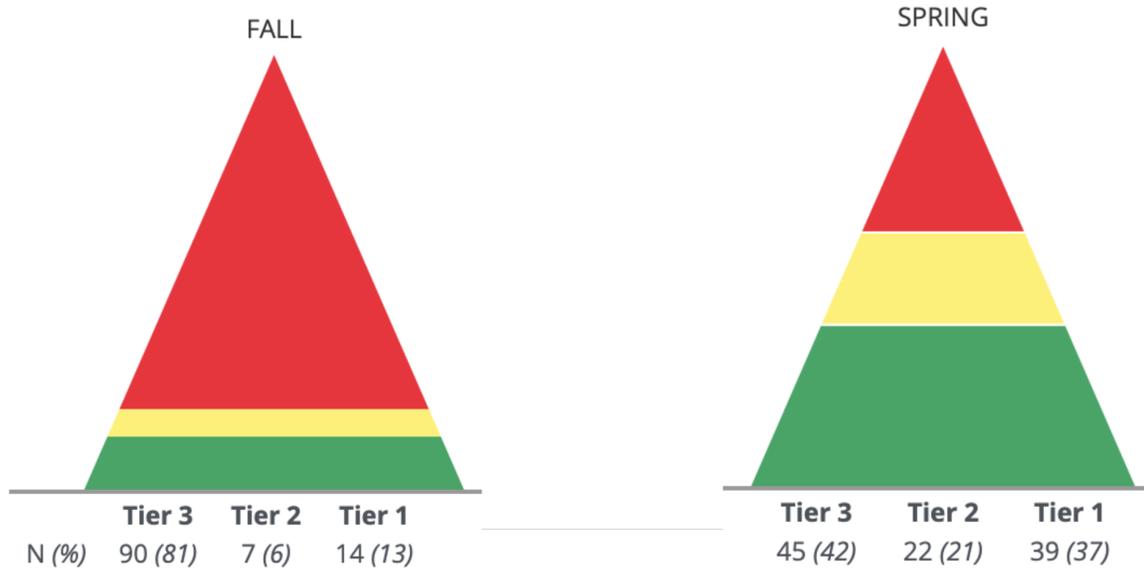- 🟨 17%
- 🟩 67%

(0% 25% 50% 75% 100%)

In the Fall, I presented to the board about how learning 'the code' is challenging. Kids need to learn the name and sound of 56 different shapes (letters). Some of those shapes are visually similar, some of their sounds are auditorily similar, and some make more than one sound. Sixty-seven percent, or 71 students, have that code nearly mastered!

Kindergarten Aimsweb Early Literacy Benchmarking Data Fall to Spring (Literacy continued)

In order to be Tier 1 on Aimsweb Literacy, students need to respond both quickly and correctly within a 60 second timing. They are tested on two different subtests which determine their composite score, Letter Naming Fluency and Letter Word Sound Fluency. (So, essentially the same tasks as the Core Phonics Survey except the Aimsweb adds an automaticity component.) We use this assessment for benchmarking purposes, creating intervention groups, and monitoring 3x per year how students are progressing in comparison to national norms.

The Tier Transition graphic below shows that we have made great progress in this measure as well. We've cut the number of Tier 3 students in half, from 90 in the Fall to 45 in the Spring! Tier 1 increased by 25 students and our Tier 2 grew by 15 kids!

Our goal, specific to this assessment, was to end the year with 50% or less in Tier 3 and 35% or more in Tier 1. That goal was achieved.

FALL

SPRING

	Tier 3	Tier 2	Tier 1
N (%)	90 (81)	7 (6)	14 (13)

	Tier 3	Tier 2	Tier 1
	45 (42)	22 (21)	39 (37)

As both the Core Phonics Survey and Aimsweb Literacy show, we've met our data goals in literacy this year. As teachers, we continually strive to have an even greater impact. Although we had a successful year, we still look at ways to improve our instruction. When it comes to the goal of "Accuracy and Automaticity", we know automaticity needs to improve. This is evidenced by fewer students in Tier 1 on Aimsweb than on the Core Phonics Survey.

This summer, during SBE week, we will be aligning writing and penmanship instruction to our phonics scope and sequence. The intent is to embed distributed letter and sound practice throughout the day, which in turn provides more opportunities to become automatic with letters. Once this plan is developed and implemented, we hope to see an even greater increase in our Aimsweb scores next year.

Kindergarten Math

"Accuracy and Automaticity" is a goal that applies to math as well. Kindergarten students need to have instant recognition of numerals to 20 and the ability to subitize (recognize quantities of sets without counting each object). Counting, addition/subtraction within 5, basic geometry, and number sense are also important foundational skills. These skills, and more, are assessed within the Aimsweb subtests.

Our goal for math was to reach 38% in Tier 1, we surpassed that goal in an amazing way by reaching 51%! We also wanted to have 45% or less in Tier 3, we met that goal as well with 41%.

Kindergarten Aimsweb Early Numeracy Benchmarking Data Fall to Spring

FALL

SPRING

N (%)	Tier 3	Tier 2	Tier 1
Fall	63 (57)	27 (24)	21 (19)
Spring	43 (41)	9 (8)	54 (51)
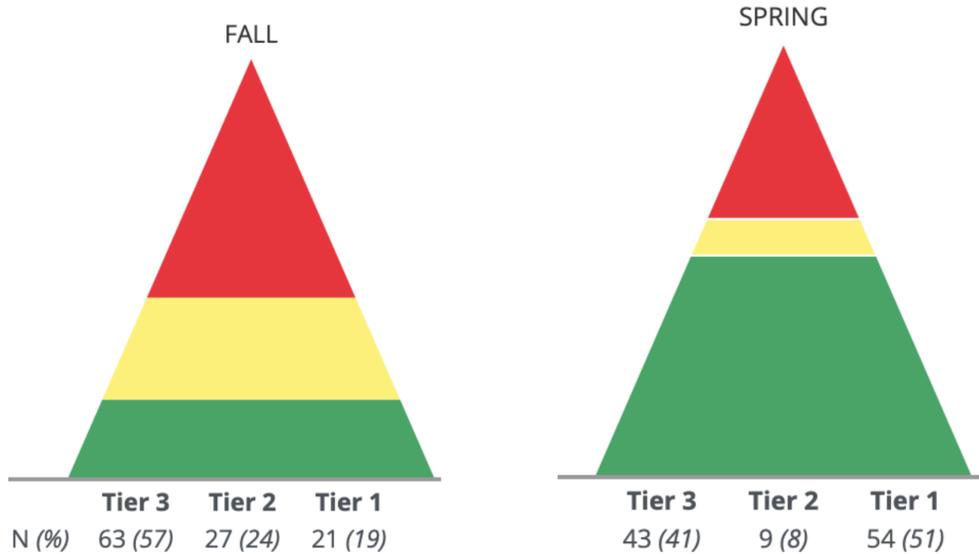
Although we're happy with our gains this year, we also recognize that we need to develop a plan to meet the needs of our T3 students. We use Eureka math for core instruction and differentiate as much as possible within the classroom. Sometimes this is not enough. We've discussed the possibility of implementing a math intervention/enrichment time where students would "walk to fluency". This means students would walk to a math group that focuses on their fluency needs, (maybe it's number recognition to 5, maybe the teen numbers, or maybe addition and subtraction within 5). After their fluency group, they would return to the classroom for their core math instruction. This plan will be refined during SBE planning week and implemented in November of the upcoming school year.

Sidebar data point for Kindergarten

I'm including the following School Growth graphs from Aimsweb for two purposes;

First, to show that in both Literacy and Math the kindergarten students in our District had growth rates that exceeded the national average growth rate. Which is an indication that our students are receiving quality instruction that is making a difference.

Second, if you look at the Fall data points you'll see that our students enter school 30 composite points below the national average in Literacy and 15 composite points in Numeracy. Our kids are entering school

significantly below the national norm sample average. How do we close this gap? What can we do to help our community understand the importance of early learning?
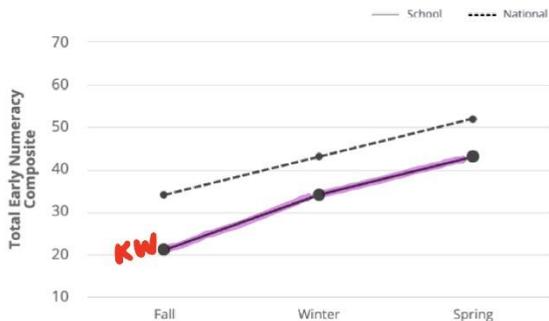
School Growth-Literacy 22-23
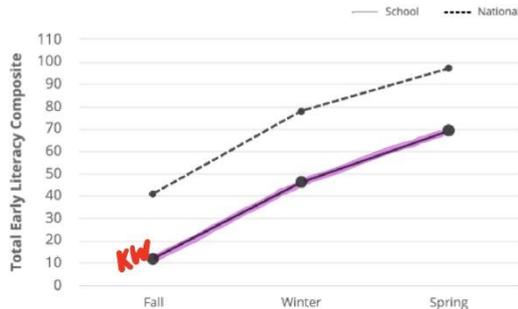
—— School   ----- National

Are early literacy skills improving? This graph shows the average Early Literacy Composite scores for this group (solid line) and for the national norm group (dashed line). The average gain for this group was 57 points, compared to an average gain of 56 points observed in the national sample.

The early literacy-skill growth rates for 39% of this group exceed the national average growth rate, while the growth rates for the remaining 61% are below the national average.

School Growth-Numeracy 22-23

—— School   ----- National

Are early numeracy skills improving? This graph shows the average Early Numeracy Composite scores for this group (solid line) and for the national norm group (dashed line). The average gain for this group was 22 points, compared to an average gain of 18 points observed in the national sample.

The early numeracy-skill growth rates for 34% of this group exceed the national average growth rate, while the growth rates for the remaining 66% are below the national average.

Kindergarten Writing Assessment

This year we transitioned from evaluating writing using the 6-Traits Writing Assessment to a rubric based on Ehri's Phases, in grades K-3. The reason for this change is that we recognized that there are differences between early writing development and later writing development and we wanted a tool that aligned better with our instruction.

When students begin learning to write the primary focus is on foundational skills, ie; letter formation, encoding, spelling, punctuation, and word/sentence spatial organization. As those foundational skills develop, the focus shifts towards composition skills, ie; topic knowledge, sentence formulation, grammar and usage, genres of writing, organization of ideas, and audience awareness. This development occurs on a continuum, students have different instructional needs depending on
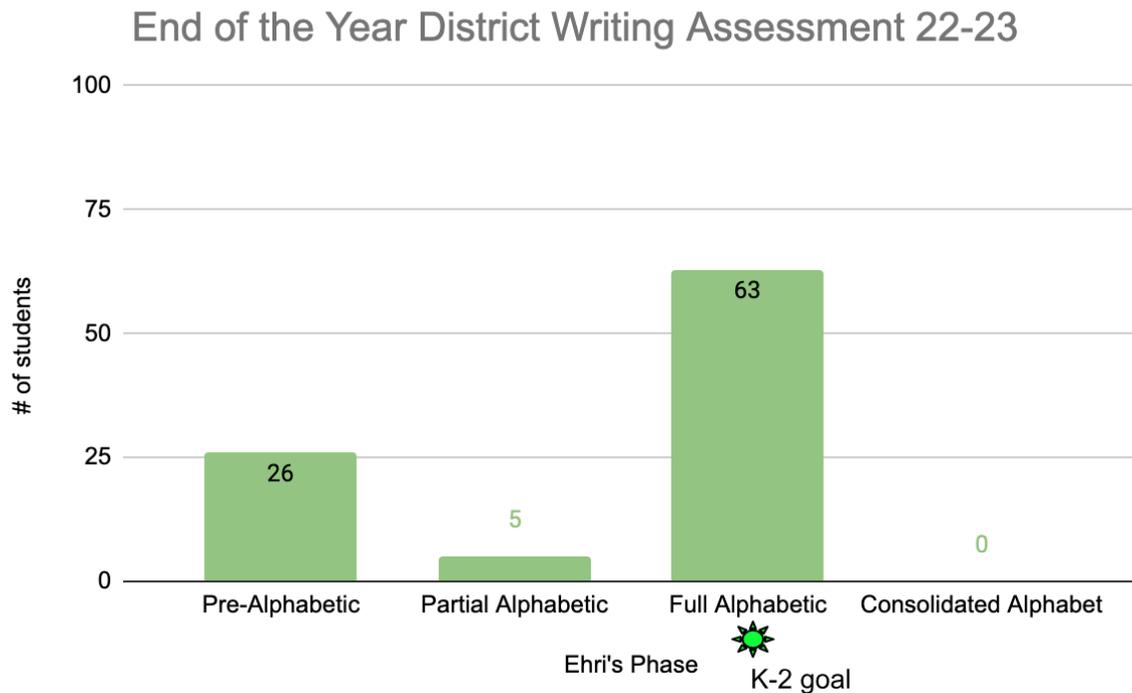
which phase they're in. If we can identify their phase, then we can design instruction specific to their needs, instruction that helps them progress. A brief description of the phases is as follows:

Pre-Alphabetic- No knowledge of how sounds connect to letters
Partial Alphabetic- Beginning awareness of the connection between letters and speech sounds
Full Alphabetic- Writing words using close letter-sound correspondences
Consolidated Alphabetic- Orthographically and grammatically correct writing

End of the Year District Writing Assessment 22-23

| Ehri's Phase	# of students
Pre-Alphabetic	26
Partial Alphabetic	5
Full Alphabetic	63
Consolidated Alphabet	0

K-2 goal

Our goal was to reach the full alphabetic phase. We met that goal with most of our students. What that looks like at the kindergarten level is: students writing a phrase or simple sentence (or more), using high frequency words they've been taught, and closely approximating letters for the sounds they hear in the words they write. Examples of students attaining the full alphabetic phase may look like this;
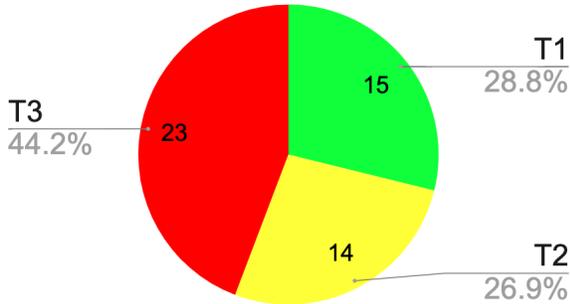
Early level of Full Alphabetic   Later level of Full Alphabetic
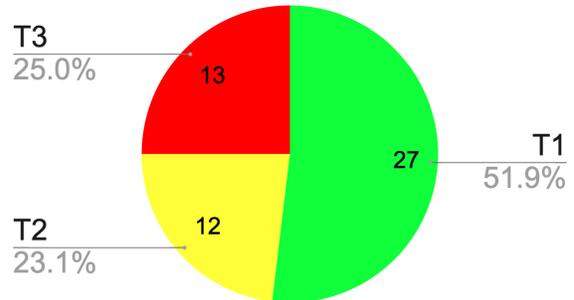
My nis dres

I play with my frind.
We like to jump rop!
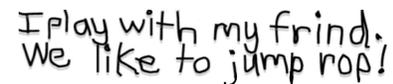
Early Kindergarten Spring Benchmarking Data
Early K Letter Recognition Data

Fall Letter Naming

T1
28.8%
15

T3
44.2%
23

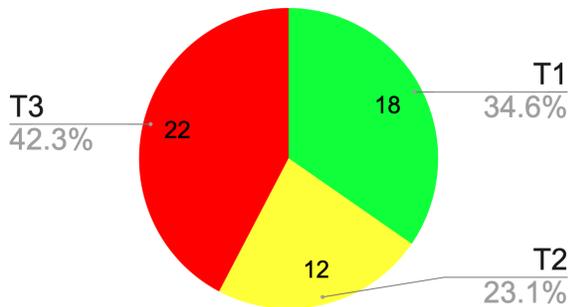14

T2
26.9%

Spring Letter Naming

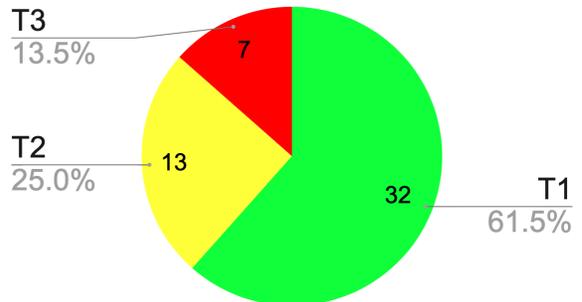T3
25.0%
13

T1
51.9%
27

T2
23.1%
12

Letter Naming data indicates T1 has increased by 23%. The data also shows that T3 decreased by 19%.

Early K Numeral Recognition Data

Number Naming Fall

T1
34.6%
18

T3
42.3%
22

12

T2
23.1%

Number Naming Spring

T3
13.5%
7

T2
25.0%
13

T1
61.5%
32

Numeral Recognition data indicates that T1 has increased by 27%. The data also shows that T3 has decreased by 29%

The 52 students who participated in our EK program will be entering Kindergarten in the Fall academically prepared. They've made impressive growth in both letter learning and numeracy. We're very excited about their school readiness.

What isn't tested and shown on a graph is how they've grown as classroom learners. Along with academic readiness, these students have developed language, social-emotional, and listening skills as well as self confidence and the ability to self regulate. They've had exposure to literacy and math. They've been screened for early interventions. They've

developed both fine motor and gross motor skills. They've built relationships with our campus staff and know both classroom and building routines. These are the things that can't be tested, but they are a vital part of an early education and contribute to kindergarten readiness. The class of 2036 is ready for Kindergarten!

(Andrea Evans: Frist Grade Instructional Coach)
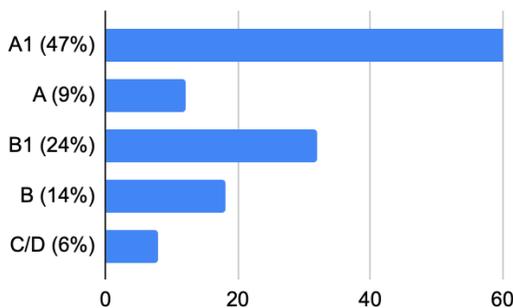
Early Literacy

Our first-grade team worked diligently this year on planning specific targeted activities to increase student achievement in reading. Every ten days during our last MTSS cycle, our team progress monitored using the Core Phonics Survey (CPS) for groups A1 and A, Nonsense Word Fluency (NWF) for B1, and Oral Reading Fluency (ORF) for groups B, C, and D.

Students in group A1 focused on phonemic awareness activities, letter names and letter sounds. Students in group A focused on phonemic awareness activities, letter names and sounds, and phonics activities. Students in group B1 know most letters and sounds and are beginning to use blending routines. Students in group B are using blending routines and beginning to read decodable text and passages. And students in group C/D are whole word reading, text/passage reading, and working on comprehension. The targeted activities in each intervention group ensures the gaps are closed before moving on to the next group.

We made exceptional growth in moving 22% of our students from group A1/A to the group B1/B. In addition we moved 6% of students from B1/B to C/D. Overall this was a great accomplishment from Fall to Spring.

Fall Intervention Groups

Total Students: 132

Group	Value
A1 (47%)	60
A (9%)	12
B1 (24%)	32
B (14%)	18
C/D (6%)	8

Spring Intervention Groups

Total Students: 138

Group	Value
A1 (20%)	28
A (14%)	19
B1 (29%)	40
B (25%)	34
C/D (12%)	17

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

Tier Transition Summary

FALL

WINTER

SPRING

	Tier 3	**Tier 2**	**Tier 1**
N (%)	110 (87)	7 (5)	10 (8)

	Tier 3	**Tier 2**	**Tier 1**
	104 (86)	6 (5)	11 (9)

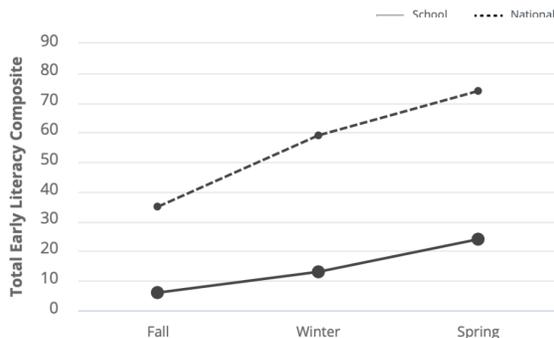|	**Tier 3**	**Tier 2**	**Tier 1**
	100 (77)	10 (8)	19 (15)
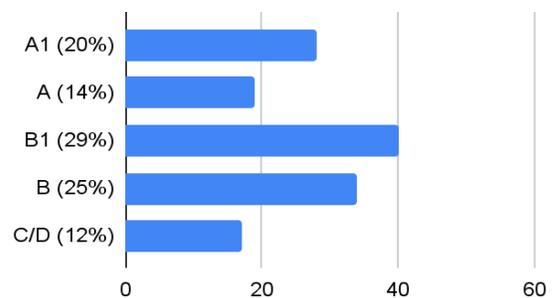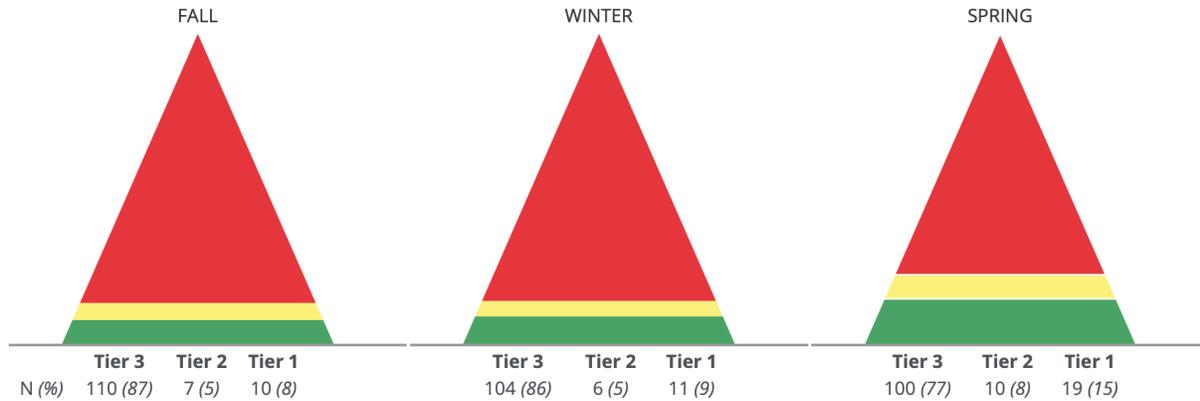
Aimsweb Oral Reading Fluency (ORF) Data

With this assessment, students need to read 57 words in 1 minute to be average nationally. Our first graders continue to work on fluency as they begin to blend and read. We went from 87% to 77% of our students in Tier 3 (-10%), from 5% to 8% in Tier 2 (+3%), and 8% to 15% in Tier 1 (+7%).

School Growth

Are early literacy skills improving? This graph shows the average Early Literacy Composite scores for this group (solid line) and for the national norm group (dashed line). The average gain for this group was 18 points, compared to an average gain of 39 points observed in the national sample.
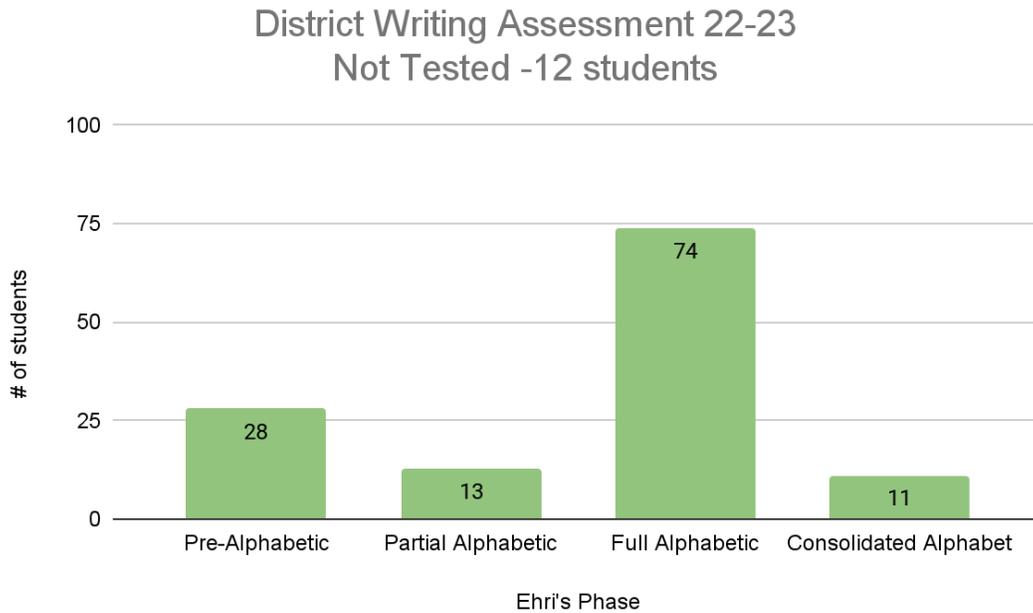
The early literacy-skill growth rates for 37% of this group exceed the national average growth rate, while the growth rates for the remaining 63% are below the national average.

Writing

This month we completed our last district writing assessment. We progress monitor our students' writing using Ehri's Phases of Writing Rubric. We have been working hard in writing and helping students generate their own sentence(s) . This summer during SBE, we will be refining our framework for writing and adding many new best practices to our everyday early literacy teaching.

Looking at the following graph, the goal is to move students K-3 from the Pre-Alphabetic phase to the c\Consolidated Alphabetic phase. In first grade we currently have 74 students in the phase of Full Alphabetic which is amazing. This means that when students are generating their own sentences they are using some automatic sight words and letter- sound linkages to write words to create their story. So exciting!

District Writing Assessment 22-23
Not Tested -12 students

Bar chart titled "District Writing Assessment 22-23, Not Tested -12 students". Y-axis "# of students" (0 to 100), X-axis "Ehri's Phase".
- Pre-Alphabetic: 28
- Partial Alphabetic: 13
- Full Alphabetic: 74
- Consolidated Alphabet: 11

Early Numeracy

In Math, teachers work to ensure first grade standards are being met in all areas of math. Specialists took hotlist groups to help students that were having difficulty with number sense, addition facts, and subtraction facts. Students worked on number recognition, subitizing, number bonds, number lines, and writing number sentences.
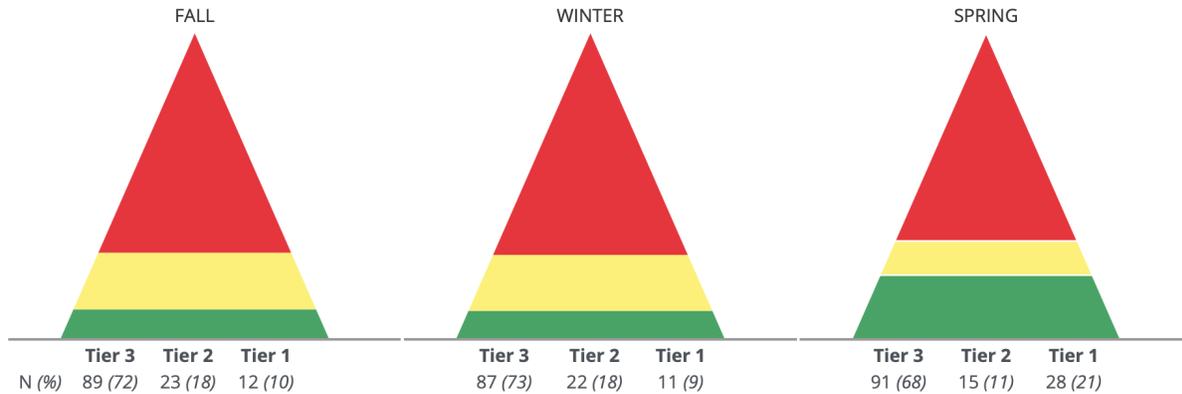The following graph shows an increase in early numeracy of 18% in Tier 1.
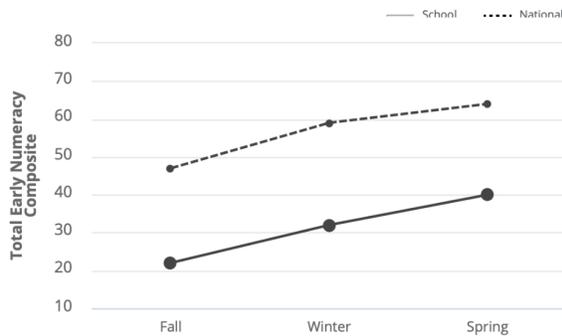

Aimsweb Early Numeracy Data

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

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 (%)	89 (72)	23 (18)	12 (10)	87 (73)	22 (18)	11 (9)	91 (68)	15 (11)	28 (21)

School Growth

Total Early Numeracy Composite

— School   ····· National

Are early numeracy skills improving? This graph shows the average Early Numeracy Composite scores for this group (solid line) and for the national norm group (dashed line). The average gain for this group was 18 points, compared to an average gain of 17 points observed in the national sample.

The early numeracy-skill growth rates for 24% of this group exceed the national average growth rate, while the growth rates for the remaining 76% are below the national average.

(Susie Small: Early-Kindergarten Team Leader)

In May our EK classes wrapped up their units on Dinosaurs and Glacier National park. In the beginning of May we traveled to Bynum to the Dinosaur Museum. Students were able to learn about some of the dinosaur fossils that were found around the Two Medicine area so we were able to tie some history back to parts of their homeland, exciting!

As a good attendance award EK students were able to get to use the slip and slide, we had the perfect weather and the students loved it! Our month came to end with our Step Up Ceremony. The TA's always do an outstanding job decorating our gym for the ceremonies! Our students were so happy and proud to be promoted to kindergarten, and the families enjoyed it too!

We hope everyone has a relaxing and safe summer!

(Kelley Sharp: Kindergarten Team Leader)

Kindergarten is getting all wrapped up. We finished our testing and we made some really nice progress this year.

The Kindergarten team worked together and made $1988.00 in fundraising money.

We had a really nice awards day at Vina. Our students got their awards and Kindergarten medals. We got to have our annual Field trip to St. Mary's and they got to do a walking field trip to Nations. This year was very productive and we are all ready for a little fun in the sun.

(Marci Burd; First Grade Team Leader)

1st grade had a busy month of May. We started the month off with our first grade movie/pizza trip to Cut Bank. Our kids really look forward to this trip and for many of them it was their first time to the movies or even their first time to Cut Bank. This made it extra special for these kids. Our team went above and beyond this year to make this trip happen for our littles.

This month all our students got on board and they were helping our Resident Teachers count down to their graduation weekend. This was exciting for them and they were all so proud to see one of their teachers accomplish big goals.

Last month our first grade team implemented the "kindness jar" as a whole grade. As a whole team we decided that our goal is to fill up the kindness jar with the beans and when the goal was met we would have a glow party

for all of first grade. This really encouraged the kids to practice their kindness and be rewarded with the bean to help fill the jar. The 1st grade students met their goal and they were rewarded with a glow dance party. This was a fun incentive for them and helped support our building kindness campaign.

Our first grade also had a few different special visitors come to our school. We started off with the fire safety presentation from the Red Cross. Here the students learned about house fires and what to do if they were ever in the situation. The students were also given 2 books to take home. This was a great experience. Next, our building was visited by our district's senior graduates. They were all excited and motivated after they saw the older kids.

This month we also got our kids prepared for the 2nd grade. Each of our classrooms went to BES and had a tour of the school and met a few teachers. This was important to them to get them excited and prepared for the next grade and new school.
We ended the month with our 80% attendance incentive which was the slip and slide. The kids all had a blast.
Our students had a great and busy month.

(Anne Schuschke: Specialist Team Leader)

Specials wrapped up the year hosting a slip-n-slide for our students. They enjoyed playing in the sprinkles while the weather was nice. Ms. Archuleta and the libraries circulated 2740 books this year - a 32% increase from last year!
For PE the kindergarten went to Glacier for our senses hike and enjoyed SO many beautiful wildflowers.
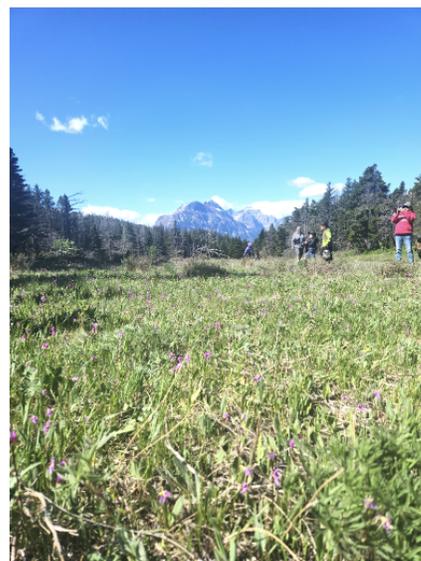
(Juliana Salois: SEL Team Leader)

Greetings,

The SEL Team is wrapping up the end of the year Conscious Discipline and social skills curriculum. We recapped the year lessons based on Conscious Discipline modeling. Students were taught to identify feelings, emotions and trauma with a responsive approach to self-regulation. One activity was the unit body regulation with a responsive approach to self-regulate emotions. Pausing between impulse and actions incorporating skills to self-regulate.

The SEL team in the month of May has assisted and supported the KW/Vina students in all areas as needed. It has been a busy month wrapping the end of year events up.

Our team is happy to be ending this school year with positive self-identity and healthy coping mechanisms for students. We look forward to another successful year with the upcoming group of students.

Many Blessings from KW/Vina Elementary! We wish you well …