

# Component Two

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## Purpose and Direction (Addressing the School's Professional )

### School Needs

As mentioned before the school needs committee formed to address the needs of the school. While some of the needs, such as school staffing, can be met with the blessing of the school board. The committee worked within the framework that they were given to provide the best possible outcome with what the school had to work with. The following is the plan that was made to address these problems.

### Problem 1 Remediation: Staffing & Logistics

To address the staffing and logistics problem of the school teachers in the upper grades were shifted to make accommodations for the missing 6th grade teacher. The current title One teacher/ELL was moved to the sixth grade. The 4th grade teacher filled the Title One/ELL spot and the 4th and 5th grades were combined under the instruction of the 5th grade teacher.

To ease the work load of the 5th grade teacher the Title One teacher was asked to teach 4th and 5th English Language Arts, for the first half of the day. While the Title One teacher was teaching English Language Arts, the 4th/5th grade teacher would teach grade level mathematics. In the afternoon each grade was scheduled to go to computers while the 4th/5th grade teacher taught the grade the lesson was over the classes would switch.

This model took the pressure off of the 4th / 5th grade teacher to try to teach two different lessons to two different classes at the same time which minimized confusion. The only time the two grades were in the classroom at the same time was during the last hour of the day where a hybrid-Social Studies (mixing Utah Studies with American Studies), Art, and PE were taught.

### 4th/5th Grade School Schedule

The following is the schedule that was made to handle the logistical stress of one teacher responsible for teaching two grades. During each subject schedule students would rotate to the classes teachers classroom.

TIME	4th Grade	5th Grade
8:05 - 9:50	4th Grade ELA ( <i>Mr. Sant</i> )	5th Grade Math ( <i>Mrs. Nielson</i> )
10:05 - 11:35	4th Grade Math ( <i>Mrs. Nielson</i> )	5th Grade ELA ( <i>Mr. Sant</i> )
12:05 - 12:50	4th Grade Science	Computers
12:55 - 1:45	Computers	45th Grade Science
1:00 - 2:30	7 Habits Lessons / Social Studies (Utah Studies / U.S. Studies hybrid Combined)	
2:30 - 3:05	Physical Education / Art (Combined)	

# Problem 2 Remediation: Social Emotional Needs

## History

Over the years it has been noticed by educators of Book Cliff Elementary that students were increasingly having a hard time coping with the problems of life. This inability for students to cope with the daily set backs would often be manifested through peer to peer verbal confrontation, students misbehavior in the classroom and overall lack of respect for the teacher. It was also noticed that students emotional state and inability to cope would often take valuable instructional time from the teacher. Last year the school realized that it needed to do something in the way of training students how to cope with their problems. After looking at several programs the school committee decided to use school trust land funds to purchase the 7mindsets social and emotional program.

## Program Specifics

The **7mindsets** program focus on seven mindsets that teach students how to take responsibility for their own life. These goals help the students identify their strengths and teach students how to use these strengths to help others as well as themselves. The 7 mindsets are:

- **Everything is Possible**
- **Passion First**
- **We are all Connected**
- **100% Accountable**
- **Attitude of Gratitude**
- **Live to Give**
- **The Time is Now**

Each month the school will pick a mindset to focus on. Each Monday is designated as Mindset Monday and a lesson that has to do with the mindset of the month is taught. Students are encouraged to work on the skill that is being taught in the lesson during the week. The entire school gives the same age appropriate lessons and use the same terms when talking about emotional behavior. The halls in the school will continually be redecorated with positive messages that have to do with the theme reminding the students to keep a positive outlook in life and in their schooling.

## Principals Strategy

To gain the student's confidence and to build relationships with the students the Principal greets the students in the hall every morning. This gives the Principal a feel for where the students are at and who she needs to keep an eye on. She also has weekly lunches with individual classes that are fun and non-confrontational.

She says that her philosophy is that if she can train students to look for the positive then there will be less problems in the school. When a student is referred to her for discipline reasons she looks at the visit as an

opportunity to provide life coaching on choices made instead of negative disciplinary consequences gives the student a job that makes the student look for the positive. At the end of the day she will have them report what on their completion of the job.

### **Measurements of Program Effectiveness**

On September 11, 2019 a survey, consisting of 20 questions, was given to students asking questions about their feelings on the 7 mindsets (See Appendix). Students were able to answer on a sliding scale of 5 choices ranging from strongly disagree to strongly agree. Students will then take the survey at the end of the year and then the results will be compared. Teachers were given a similar survey that they will also complete at the end of the year.

### **Informal Data**

Other data such as office referrals, time wasted in class to deal with student drama, and in classroom behavior will be gathered and included in the final determination on the program's effectiveness.

# Problem 3 Remediation: Low Proficiency Tests

## Current Testing Data

As of this writing, the RISE test for the 2018-2019 school year scores have not be published. However, when students took the test last spring, raw test scores were recorded. Based upon this raw scores, between 40 and 60 percent of the students are below proficiency level in reading, math, and science. Although these scores are derived from raw data, past performance on other state standardized tests and in classroom examinations give validity to the raw data that was collected.

## Remediation Plan

After analyzing the data plan was designed in three different areas:

- Utilizing Teachers Aides better.
- Utilizing a Push-in model for students needing special services and reserving wit pull-out for foundational remediation only.
- Continue the class goals and rewards school wide plan.

## Utilizes Teachers Aides Better

Book Cliff Elementary currently has 5 teachers aides. In the past, each aide was under the jurisdiction of the educational units main teacher. In other words, the Title One Aides were under the Title One teacher, special education aides were under the direction of the special education teacher and so forth. Because the department teacher was responsible for so many other things the aides were often left to their own on their own with a lot of idle down time. This lead to workplace conflicts and teacher aggravation.

Understanding that this resource wasn't being utilized like it could be the principal brought the management and scheduling of all teachers aides her jurisdiction. This allowed her to see the greatest needs of the school and allocate the help that was needed in those areas. It allowed her to keep the aides busy reducing employee conflict and increasing moments of learning.

## Special Education / Title One Students

In the past, special education students received services by going to the special education room no mater what. This would cause the students to miss what ever instruction was happening in class. To minimize in classroom time missed the school has implementer push-in model where the special services teacher comes to the grade level classroom and helps the student with the work while instructions are given by the main teacher. In the extreme conditions where the student is several grades behind in a subject will the special services teacher pull the student for remedial instruction with the goal of getting the student back into the grade level classroom as fast as possible.

## School Rewards Program

In an effort to get students to care more about their testing the school has implemented a school wide plan to encourage higher test scores. At the beginning of the year the teacher makes a points goal for the entire class to strive toward earning. This points goal is calculated by adding the total number of testing points that would be

earned if 80% of the class earned 80% on every one of their math, language arts, and science tests added together. This score is then displayed on a bulletin board in the hall marking how close each class is to achieving the goal. At the end of the year the entire school is rewarded with a activity that increases in scope depending upon how close the school came to achieving their goal. For example, if all of the classes in the school come within 80% of reaching their goal than they might have a afternoon of launching water balloons from a catapult. If all of the classes come within 90% bouncy houses will be added to the fun and if all of the classes get within 95% of their goal than the school will set up a slippery slide as well as the previous two activities.

### **Personal Goals**

Motivation on a personal level will be achieved by grade level teachers meeting individually with each student and setting personal testing goals that they would like to obtain at the end of each quarter. If the students meets these goals then they are considered a MVP. Their name is placed in a banner in the hall and they are eligible to participate in a school activity held at the end of each quarter. Those that didn't meet their goal get to spend the time in remediation.

### **Analise of the Two Plans**

These two plans have been a work in progress since the school was being potentially targeted by the state and the school has had success with both programs. The end of the year school program promotes school success without penalizing low achievers in that the twenty percent that are not figured into the over all goal can only help the class achieve the goal without getting punished for their success. On the other hand the MVP program were students are responsible for their own goals makes the student accountable for their own success and growth.

# **Problem 4 Remediation: Teacher Qualifications**

## **Overview**

The town of Green River, Utah has the same problems that many rural towns have in that by the very definition of being a rural community means that the community is at least 40 miles from any of the modern convenience that the most people enjoy. Coupled with the national teacher shortage the school has a hard time recruiting people to fill key positions. This forces the school district to hire under qualified individuals who are willing to take the positions. Part of the requirement of the new recruit is for them to get accepted into a teacher training program in which they have so many years to complete and become highly qualified. Other position that require endorsements, such as the ESL endorsement are hired with the same requirements.

## **The Current State Of Our School**

As of this writing there are 3 of the 6 teachers who are going through their teacher training program. Of the three, two of them will be completely finished at the end of the school year. The third is still working on her teacher training program. All three teachers are making satisfactory progress towards certification and meet the requirements as set out by the state of Utah. The person in charge of the ESL program in the school is currently operating under a temporary license and is going through the training necessary to renew the certificate needed to fill this position.