

# Book Cliff Elementary

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## TARGETED ASSISTED SCHOOLS

Title one plan (2019 / 2020)

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Written by:  
Burton L. Sant

# TARGETED ASSISTED SCHOOLS

## Title one plan (2019 / 2020)

**School Name:** Book Cliff Elementary

**Street Address:** 205 S. Solomon

**Phone:** 435-564-8102

**District:** Emery County School District

**LEA Representative:** Burton Sant

**School Poverty Percentage:** 84%

This plan has been developed with the involvement of the community to serve the individuals who will carry out the plan. This includes educators, principals, other staff, and where appropriate, student service specialists and parents.

This plan will remain in effect for the duration of the school year under the direction of Title One Coordinator. It will periodically be reviewed and revised, as necessary, to reflect the changes of the school strategies and programs.

This Title One School Plan will be made available to the Local Education Agency, parents, and the public. The information contained in this plan should be translated, to the extent feasible, into any language that a significant percentage of parents of participating students in the school speak as their primary language.

The school will comply with the guidelines and standards established in this plan as well as the Utah State Title One Plan.

The Title One funds made available to the school will be used to supplement local and state funds and will not be used to pay for services that are otherwise required from local and state funding sources.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Title One Representative

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# Component One

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## Introduction (School Demographics and Staff)

### Introduction

Book Cliff Elementary is an elementary school located in the rural town Green River, UT. Its student body population is made up of children that come from working class Hispanic and non-Hispanic families. The ethnic distribution between the two cultural groups Hispanic 54% Non-Hispanic 46%. The gender distribution mirrors the ethnic distribution with a 50:50 ratio between boys and girls. 81% of the students participate in the free lunch program. The Hispanic population has a broad spectrum of language proficiency. Many are American citizens born in the area with parents who immigrated to the United States. Other Hispanic families have a history of being in the Green River area that spans several generations.

A large percent of the non-Hispanic children has family roots that go back to the town Green River's founding. Several of these families own farms that raise Watermelon, alfalfa, feed corn for cattle, and other agricultural products. Some of the Hispanic working population have come to the area to work on these farms.

Book Cliff Elementary is led by Principal Gaylene Erwin. The school consists of six teachers, a Title 1/ESL specialist, and a 1/2-time special education teacher. There are also five teachers' aide's that help out where they are needed.

### School Climate (where we have been)

Book Cliff Elementary has had a checkered past when it has come to school climate and success. For years, the school was overseen by the High School Principal. Since then the school has seen change in three different principals that have slowly shaped the culture of the school. JR Jones, the last principal, knew that the school could be something more than it was. He knew that culture needed to change and set out to change the school by first changing its surroundings. Three years ago, the school colors were changed from blue and gold to red and black. The inside of the school was repainted to reflect these colors. During this time, the school was put on notice that they were being targeted as a potential turnaround school. During that year under the leadership of JR Jones the school went from a "F" school to earning an end of the year grade of "B". A couple of years after that momentous year JR Jones transferred to the District office and Gaylene Ewerin took charge.

With the leadership of our new Principal our current school climate is one of a "Can DO" nature. The halls are brightly decorated, the Principal is always in the halls at the beginning of school to meet the students at the door. In class the teachers encourage the students to set achievable goals and students are rewarded with some sort of activity at the end of each quarter as these goals are met. Students are also encouraged to stretch their abilities and try again if they fail to hit their mark. The teachers are continually looking for better and more innovative ways to bring lessons to life and more meaningful to the student.

The teachers at Book Cliff Elementary realized that every student is different, and the school strives for individualized education. All teacher's council with each individual student to encourage them to do the best of their ability. By talking with students individually the teacher can focus resources on the student's level with the goal of the student being able to do grade level work to the best of their abilities.

# Teacher Qualifications

All teachers employed at Book Cliff Elementary have either completed or are in the process of completing a credentialed teacher training program from a College or University within the State of Utah. Teachers that have completed their teacher training have passed the mandated PRAXIS testing for their field and have become Highly Qualified in their area of education. Teachers who are still going through their training are working on their education plans while teaching their assigned class on a provisional license issued by the State of Utah. The following chart illustrates the staff's education and qualifications:

<b>Teacher Name</b>	<b>Years teaching</b>	<b>Degree</b>	<b>Highly Qualified</b>	<b>Grade</b>
Gaylene Erwin	5	Masters	Yes	Principal
Laura McFarlane	1	In a Program	No	Kindergarten
Pamila Hunt	16	BS	Yes	1st
Markie Vetere	5	In a Program	Yes	2nd
Ashley Reyes	2	In a Program	No	3rd
Kaye Nelson	21	BS	Yes	4th
Marcy Vetere	15	BS	Yes	5th
Burton Sant	4	Masters	Yes	Title 1 / ELL

# Paraprofessionals

The Title 1 program is led and facilitated by a certified educator acting as a coordinator for the program. In addition, there are two Title 1 paraprofessionals that are utilized in the day-to-day operations of the program. All Title 1 paraprofessionals are highly qualified by either passing the ETS Para-pro or completing two years of postsecondary education. All paraprofessionals who are hired in the future will also be held to the same standard. The Title One paraprofessionals will receive ongoing training and support from the Title One coordinator and the Principal to make revisions and adjustments in their assignments as needed.

Currently (1) Title One paraprofessional has been trained in using MClass and is qualified to administer the DIBELS test utilizing a Chrome book. This paraprofessional is also trained on administering the MClass progress monitoring and benchmark assessments for grades K-6 and has been given the task of making sure that every child in the school is tested and monitored as required by Utah standards. When this paraprofessional is not testing the students, she is responsible for running BURST groups throughout the day, and helping out in the regular classroom setting as needed.

The other paraprofessionals are assigned to regular classrooms settings. They also pull out small groups of students when this learning is beneficial. Title One coordinator will pull students with the most intense needs. He does, on rare occasions, serve the students within the regular educational environment.

# Component One

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## Current Instructional Methods

*(Current Instructional Methods)*

### Curriculum

Book Cliff Elementary and Emery School District utilizes instructional materials and teaching methods which are current and in line with Utah State Core Curriculum. Educators in the school use data from a variety of assessment sources to ensure the best outcome for the individual student. While teachers work for each student's best interest, great effort is given to ensure that students will show growth during RISE testing. Our teachers also teach with a focus on the cultural and linguistic differences that exist in our school. Decisions are based on a variety of data from formative and summative assessments that will help us determine whether the instruction and participation is meaningful. We then adjust instruction strategies based on the results, adjust our focus on the core standards, objectives, and learning outcomes.

### Instruction Implementation

The instructional strategies used will be based on Utah's most current Core Curriculum standards. A variety of instructional methods utilizing both teacher and computer based instruction will be used. Examples of these types of instruction included:

- 100 Easy Lessons (phonics)
- Imagine Learning (all components of reading)
- Lexia Core 5 (all components of reading)
- Speech Sound Picture (SSP) (phonetic awareness)

Teachers in the upper grades utilize computer software as well as in class direct instruction to facilitate the best outcomes. Computer software includes Utah Compose, Prodigy (Utah Core math standards), IXL Math Facts, STMath (wordless math instruction)Mighty Math (for memorizing math facts), and the GoMath program.

All teachers expect students to show students' progress through ongoing assessment (formally and informally).

Tests that will be used include tests from the following commercial learning programs:

- Wonders Assessments
- Go Math Assessments
- RISE
- SRI
- MClass (BURST)
- Lexia Core 5

Teachers will also use other class level formative and summative assessments as needed. Each student will be tracked to see if adequate progress is being made.

Students continue to utilize the Internet in many functions in conjunction with text books in order to obtain information in the best way possible. The Internet has become an irreplaceable asset with the educational environment furthermore, Smart Boards, Chrome books, and other technology has become an valuable asset.

When teaching in a classroom our teachers have also implemented strategies that have been proven effective school wide. These strategies include:

- Direct instruction
- Cooperative learning
- Computer assisted learning
- Reading/Writing program integration
- Volunteers to read with students
- Small group instruction
- One-on-one tutoring
- Peer tutoring
- Resource support for collaboration
- Manipulative and use of on-hands instruction
- Reciprocal teaching
- Problem solving (higher cognitive order processes)

## **Reading Chains**

Currently, all our classes are involved in the “Reading Chains” program. This program is meant to provide practice in reading for groups of students that are on the same reading level. Each student is grouped according to Lexile level instead of by grade level. This ability level grouping allows the instructor of the group to teach skills that are needed for the student to progress toward their reading goals. Each group is then paired with an adult teacher, paraprofessional, or volunteer to work on material that is on their own reading level a group of students on their own reading level. Since this program has been implemented student proficiency test scores have improved dramatically.



# Component One

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## Needs Assessment (Overall School Needs)

### School Needs Assessment

Before the school year started a council was made to address the needs of the school. These needs were then prioritized, and the highest priority needs were addressed first. After the study, the council found that the following needs for the school were as follows:

- **Staffing** - the school is going to be down one teacher.
- **Dual Class Logistics** -The logistics and stress of teaching two curriculum could overwhelm the teacher diminishing the chance of satisfactory growth for the students.
- **Social Emotional** - Students lacked the social emotional skills needed to effectively deal with life's problems.
- **Class Time Wasted** - Because of the lack of social emotional skills, teachers were spending a large amount of instructional time to deal with these problems.
- **Low Proficiency Tests** - Most of the students' scores on proficiency tests (based on raw data at the time the test was given the previous year) are low with a clear need to place emphasis on English Language Arts.
- **Teacher Qualification** - Teachers do not hold the proper qualification for their subject.

After these pressing needs were identified plans were made to re-mediate the problems that are listed above. Details about these plans will be discussed later in this report.

# Dibels Test Results

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## Beginning Of The Year (BOY)

### **Title One Individual Instructional Needs**

As mandated by State and Federal law, a needs assessment was conducted during the first weeks of school to see which students qualify for Title One and/or ELL services. For Title One services students needed to meet three requirements to be included in the program.

**Requirement 1: DIBELS Testing:**

To meet the first requirement the student needs to score significantly lower on the DIBELS test than the peers on their grade level. Once the initial test is given and the students with low scores are flagged, the Title One teacher notifies the classroom teacher of the low score and asks that teacher to monitor the students.

**Requirement 2: Proof of Students Work:**

After the initial consultation with the Title 1 teacher, the students home room teacher will collect students' work that shows the students true abilities when not in a stressful testing environment.

**Requirement 3: Teacher Referral:**

After a specified amount of time the Title 1 teacher and the students home room teacher look over the students collected work and make a decision as to if the students qualify for the Title 1 program.

### **ELL Needs and Assessment**

All students who are enrolled in the ELL program are automatically considered eligible for Title One services. Students that did not pass the WIDA test from the following year were automatically enrolled in the ELL program. New students that recently moved into the area and who have been in the ELL program within the state of Utah, were also enrolled. Students that were new to the state and school were screened using the WIDA screener. All Kindergarten students whose parents indicated that another language was spoken in the home were given the W-APT test to verify eligibility for ELL service