



Uintah School District
Success for Every Student



Uintah School District
Eagle View Elementary School
Teacher Recruitment and Retention Project
School Year 2020 – 2021
Chris Jones, Principal
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Eagle View Elementary School
Teacher Recruitment and Retention Project
School Year 2020-2021 Performance Report

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The findings in this report are based on interviews of school personnel, supporting documents, and recruitment and retention data collected by principal Chris Jones. Questions regarding this report can be addressed to Mr. Chris Jones, Principal: Phone: (435) 722-2247 ext 1601 or chris.jones@uintah.net.

1. Executive Summary:

Background:

Eagle View Elementary received the Teacher Recruitment and Retention Project funding in the 2016-2017 school year through the State of Utah American Indian and Alaskan Native Education Plan Pilot Program. Historically Eagle View had struggled in recruiting and retaining highly qualified teachers. The grant has been a resounding success in attracting and retaining highly qualified teachers to Eagle View. Teacher turnover has continued to be maintained at 0%, and the most recent position attracted over 17 qualified applicants. With the success of these efforts our attention has turned to strengthening our staff with a particular focus on staff development aimed at improving tier 1 instruction.

However, the past year and the start of the current academic year has presented unique, unprecedented challenges. Due to COVID 19 enrollment in our brick and mortar location has dropped precipitously. Over 160 Eagle View students have enrolled in the district online school. This has required us to temporarily transfer four of our teachers to the online school to support the increase enrollment in that school. We have reduced on administrative position (assistant principal) to assist in the administrative needs at the online school. We continue to be well staffed for our current enrollment and class sizes continue to remain below average.

Our reopening plans have went surprisingly well due to the strong leadership at the state and local levels. We were very prepared over the summer month to address the unique challenges and safety mitigation measures required by the current pandemic. No cases of Corona Virus have been reported at Eagle View as of this time and we continue to move forward cautiously and optimistically. The district has implemented a remote learning plan including the adoption of Canvas as a virtual learning system so that all of our learning follows a blended model.

Our concern now is for our students who are often several grade levels below their current placement, trying to navigate at the online school. We are taking several measures to address these concerns as well. Continued close communication with the Ute Tribe Office of Education has enabled us to strengthen our efforts to support families at this critical time.

2. Project Status:

Strategy 1: Increase Instructional Effectiveness of Teachers

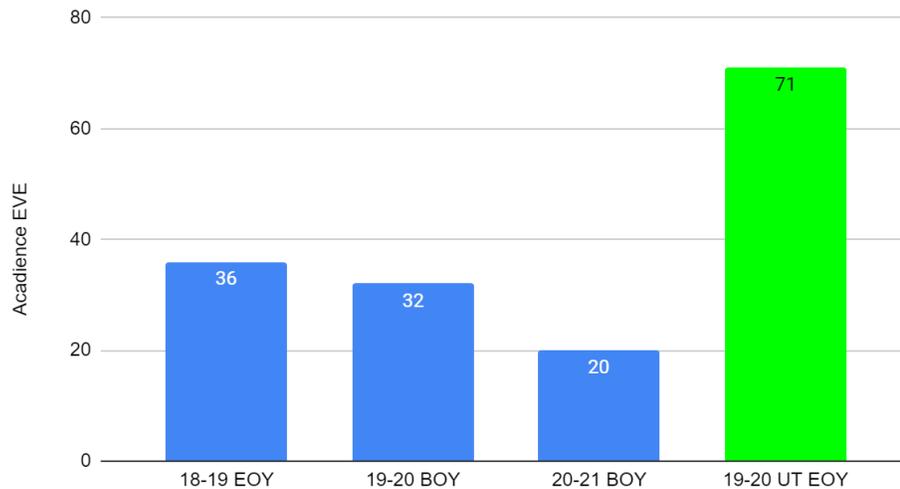
We have implemented three professional development efforts to address the COVID slide and support parents and students in the learning process.

A. LETRS (Language Essentials for Teachers of Reading and Spelling) Training

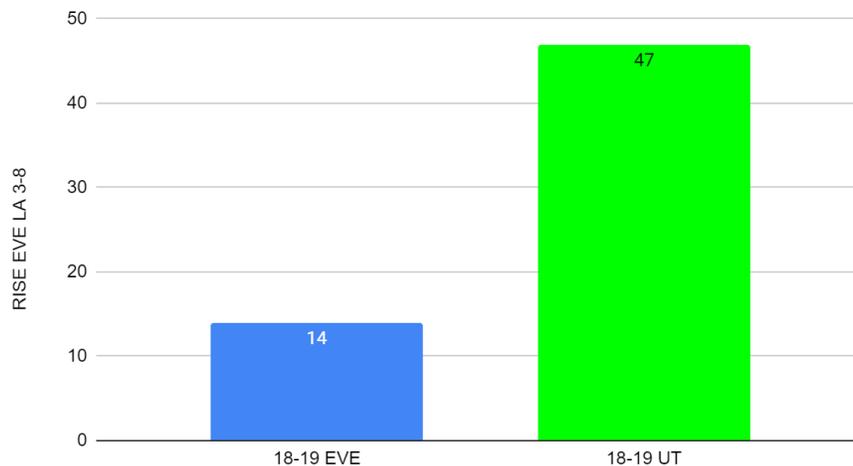
A two year research-based program of professional development that provides teachers with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

We must address the following reality with reading:

Acadience EVE K-5



RISE EVE Language Arts 3-8

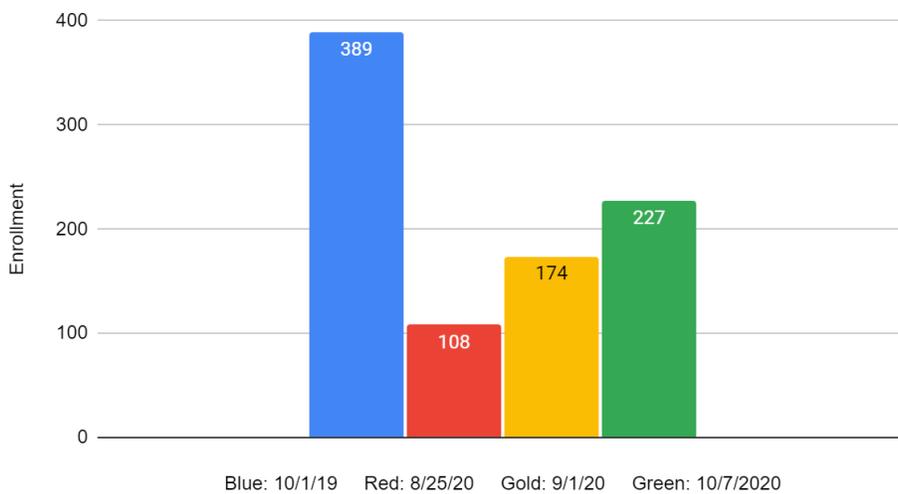


Eagle View had been making good progress prior to the release of the new RISE test. In fact, one can note in the first graph that we had reached 36% proficiency in the Acadience reading test by end of year 18/19 and had only dropped to 32% by the beginning of the new 19/20 academic year. We were anticipating, with such a strong start, to surge past the 36% mark and perhaps close another ten percentage points. However, COVID hit and we did not have a chance to reassess our students at the end of the year and the fact is many students went without adequate instruction for over six months. The start of the 20/21 school year saw a twelve percent drop from the previous year because of this lack of in person instruction. We clearly have a lot to make up—something our students could not afford. You will notice a similar large gap from our last RISE test in the second graph.

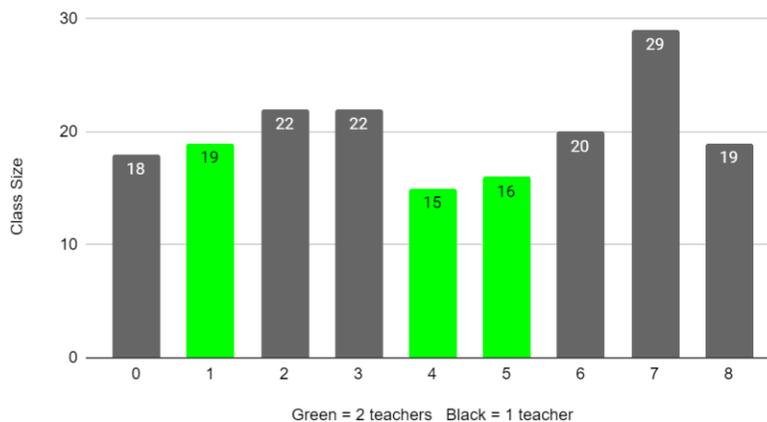
Strategy 2: Provide professional training in CANVAS course development and online access.

All staff completed, and were compensated for doing so, Canvas training over the summer so as to build a simultaneous online access to every major standard taught in class. This focus on development of a blended learning model addresses the reality we now face with COVID-19. Students and staff are asked to please stay home if they are sick, no questions asked. This means increased absences and lack of a teacher in the classroom to mitigate risk of exposure to Corona virus. If the spring closure taught us anything it was the need to have a strong virtual method of instructional delivery. One that students and families were familiar with so learning can occur as efficiently as possible if they are absent or in the case of another closure. Though it might not meet the effectiveness of in person instruction, we needed to develop a system to deliver the highest quality of instruction regardless of what might happen.

EVE COVID Enrollment



EVE Class Sizes



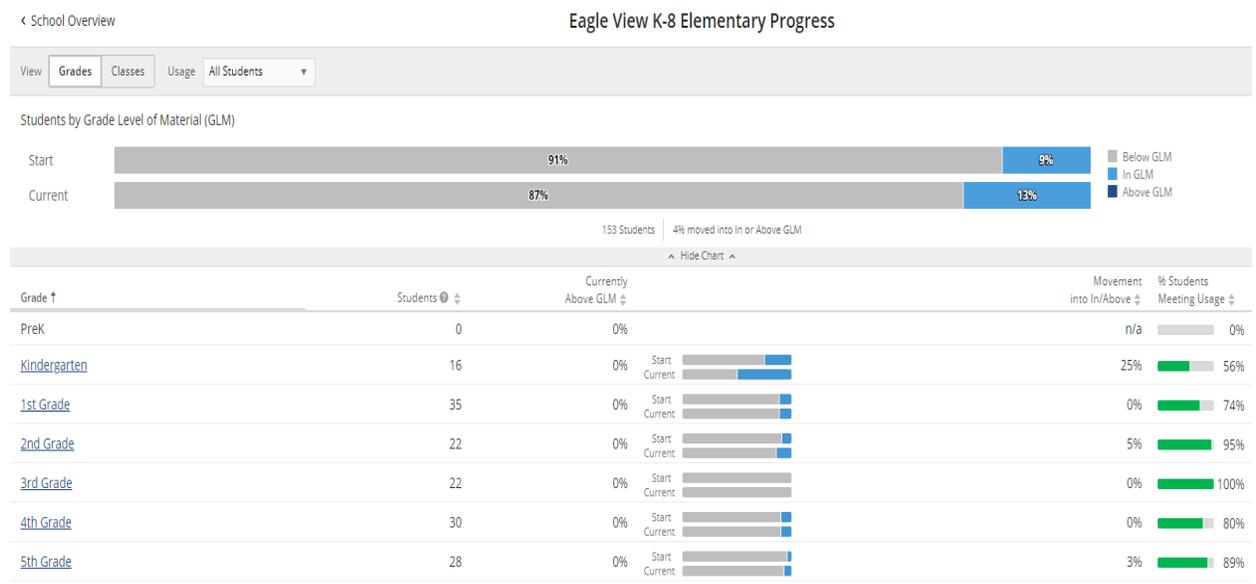
As can be seen from the above graphs enrollment has dropped significantly and it behooves us to develop a system that accommodates families concerned about safety in light of the current pandemic. Class sizes remain very manageable, and we have given teachers extra time to develop the blended learning support we are requiring.

Strategy 3: Increase ability to offer digital learning opportunities.

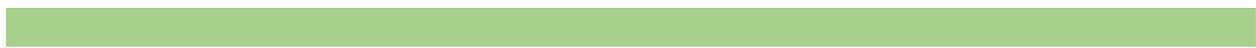
Though Canvas offers an excellent learning management system, it does not have direct instructional content. That is up to the teachers to develop and offer. Thus there was a need to have a curricular resource that could meet this need. As a result we have instituted Lexia learning across all grades kindergarten to eighth.

Lexia addresses the development of oral language, reading, spelling, and writing skills for students who are learning English. Students learning English will develop fundamental reading skills with the rest of their classmates and receive student-driven and teacher-directed personalized instruction. Students work independently to develop critical reading and language skills through individualized, motivating learning paths. All students, regardless of their skill level, can each work at their own pace and the teacher is notified (on web-based reports and via email) only when they require support.

Thus students are able to learn literacy skills at home on a complete, self paced program. It is very important for our students that it address students at their current level of functioning. It also allows teachers to link directly to support activities that they parent can work with students on, or with teachers in a virtual conference. Lexia is not only for remote learning however, and teachers are currently using it to address students needs in and out of school.



As can be seen we are already making growth in foundational skills as shown by the second blue bar. Kindergarten has, in particular, shown phenomenal growth—a key indicator for future success.



3. Proposed Future Action

We enter this final year of the Teacher Recruitment and Retention grant at Eagle View optimistic that the changes and we have made will have long term impact on our students. Of course, a substantial part of this grant went to funding stipends for teacher who committed to stay at Eagle View. That stipend goes away this year. We have two new vans that have mitigated the need for teachers and staff to worry about the cost of transportation from nearby urban areas. Though the district has committed to support this transportation going forward we are concerned that future maintenance extend the use of the vans past their practical life.

With gratitude for the additional help we have thus far received, we would plead with the legislature to renew the funding of the monies to support highly impacted school that serve our Native American students. We have come far, but we still have far to go. As always we stand with you as servants of those who are most in need of our help.