



# Rocky Boy Elementary Board Report December 2019

By Clintanna Colliflower

**Curriculum & Instruction:** Teacher continue to follow the instructional process of “I Do, We Do, You DO.” I spoke to all teachers about pushing students to be independent thinkers and problem solvers. A few teachers, I’ve noticed have been doing all the work for students. We reviewed our school wide data, vocabulary continues to be our deficit K-6th. We discussed utilizing our Fast Forward program, purchased with MCLP funds. We have about 3 teachers who use the program in their classrooms for interventions. A lot of teachers are using Istation for interventions. The upper students seem to be bored with it and the teachers have a hard time motivating them to use the program to practice. We reviewed our PDSA Cycle, where teachers are to get the students to defend questions. All grades 3-6 should be interim testing bi-weekly. So far, only the 3rd and 4th grade have started using the SBAC interims. They were given a directive on 12-9-19 to do them bi-weekly. We also need to get our staff to use the SBAC digital library.

**Supervision & Evaluation:** I completed evaluations for our non-tenured teachers, they all have made progress since the beginning of school. A few need reminders of monitoring time on task, proximity control, completing student data on time. I’ve also received a few complaints from parents regarding teachers leaving the classrooms unattended. I made a blanket statement to our teachers regarding these complaints. I have moved a total of 3 students out of a fourth grade classroom. This fourth grade teacher has been on a plan of improvement for 3 years. She has not made the growth expected with all the help given to her. I will be going to none-renew this teacher in the spring and will need the boards support. I do have supporting documentation of her plan of improvement, goals, and support she has received over the last three years. Right now our fourth grade classrooms sizes are 20 and 14. They are very uneven, but I had to support the parents whom are not confident with this teacher as well as the students.

**Culture & Language:** I did a home visit to pick up a student who had been out of school for 5 days. When I got to the home the parent was very vocal about how he hates our school. Our school doesn’t help our student self-identify with whom they are as Cree people. I did speak to the Cree Language teacher about this concern, she used to being run down by this family. Self-identity starts at home. We have many students coming to us with intensive trauma due to drug abuse by their parents. Nonetheless, we do need to have a structure Cree Language program from K through 12th grades, where our teachers follow a curriculum map, standards, and curriculum where there is a progression of learning the language, instead of the students relearning the basic of Cree Language every year. Ms. Brenda has been working on ribbon skirts after school with the 6th grade students. I would like to do a 21st century activity with Ms. Tatsey and teach our students how to bead, the only thing that is hindering this is actually planning it out, we do have Mr. Watsons support.

**Behavior Management:** I have three students on half day schedules. Two fifth grade students and one kindergarten. We will have a student support team meeting in January to determine if these students are able to handle coming to school a full day without any outburst, bullying, assaulting temper tantrums, physical or verbal aggressiveness towards staff and students.

**Daily Management:** The elementary is in need of our own school vehicle to transport students. We have many employees utilizing their person vehicles to transport students home for behavior issues, lice, sick,. Doctors appoint for ADHD medication, or we have to do home visited to see why our students are chronically absent.