

2022-2023

Title I Schoolwide (SW) Plan

District:

Lemmon School District 52-4

School:

Lemmon Elementary School

Building Principal:

Shawnda Carmichael

Select One:

☐ Initial Plan for new SW Program

☒ Revised Plan for a school currently operating an approved SW Program

SD DOE State Title I Representative

Megan Ellis

Date Completed:

July 1, 2022

Budget Implications

Describe how federal funds will support the Schoolwide Plan. Narrative provided here must be supported by budget entries in the Consolidate Application. If funds other than Title I will be used, please include this in the description.

Narrative:

Title funds will be used for 2.0 FTE Title I staff; the purchase of software to assist with remediation, enrichment, and family learning connections in math and reading; maintaining and expanding a Family Engagement Night; purchasing a school-wide license for See Saw to improve online family engagement with a universal platform that meets both family and staff needs; and for professional development for elementary staff.

Teaching staff will be allowed time for training opportunities that meet the needs of our students. Title I dollars are used to pay 2.0 FTE to provide instructional services both in the classroom and for individualized Tier II and III interventions for students at-risk. These services will allow for better instruction that meets student needs. The district will continue to offer support to students by staffing the EST program, staffing the summer school program, and providing teacher trainings when applicable.

Supplies for family engagement nights and the annual open house may include the purchase of food and drink. This is necessary as the vast majority of families in the Lemmon School District work and are only available in the evening for such events. This overlaps with family meals, which creates a barrier for families to participate, particularly due to the large population of families who commute from the surrounding rural area for such events.

Component 1: §1114(b):

Comprehensive Needs Assessment (CNA)

To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment once every five years and use the results to regularly monitor and revise the plan. (ESEA section 1114(b)(3) and section 1114(b)(6)). In addition, plans should be evaluated annually to ensure they accurately reflect the education program provided to student.

Through the needs assessment process, a school **must** consult with a broad range of stakeholders, including parents, school staff, and others in the community (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)), and examine relevant academic achievement data to understand students' most pressing needs and their root causes. Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Describe the school's Comprehensive Needs Assessment (CNA) process.

Narrative:

A Lemmon Elementary School team participated in the SDDOE recommended Comprehensive Needs Assessment regional sessions beginning in 2020-2021 and concluding in the 2021-22 school year. Our team included Shawnda Carmichael, Elementary Principal; Alyssa Bieber, grade 5 teacher; Robyn Schweitzer, grades K-5 art teacher and paraprofessional; and Sharon Smith, paraprofessional.

Our team engaged stakeholders through student, staff, and parent surveys; focus group interviews; and a thorough analysis of data regarding Leadership; Curriculum & Instruction; Family, Climate, Culture; and Talent Development. After identifying and prioritizing needs, our team conducted a root cause analysis and developed an action plan to address root causes to positively impact student success. Our process culminated in using the Comprehensive Needs Assessment results to inform our Title I Schoolwide Plan and affiliated grants management budgeting.

In addition to the CNA process, more recent feedback was solicited from stakeholders in the spring of 2022 through the annual elementary family survey; the Title I annual meeting on April 19 that was advertised locally; and an elementary faculty meeting held in April 2022 in which all staff members were provided with copies of the current Title I policies, LEA plan, and schoolwide plan and asked to provide feedback. Also, the administration reviewed end-of-year state assessment data for math and English language arts along with lesson plan data on standard completion to confirm and/or modify the CNA action plan as needed.

Summarize the results and conclusions:

Narrative:

The following summarizes the results and conclusions of the Comprehensive Needs Assessment (CNA) and follow-up data review for Lemmon Elementary School.

Our team and administration identified these strengths with supporting data sources:

- 100% of teachers consider standards while using multiple resources, 80% of teachers indicate using a form of formative assessment alongside a consistent review of district-wide assessments to ensure students meet learning targets, and 80% of teachers consider students' current level of understanding along with the intended standard depth of knowledge when designing lessons as evidenced by lesson plan samples, teacher surveys, and staff interviews
- 100% of teachers use multiple group environments to meet the differentiated needs of students
- 75% of students reported understanding classroom learning targets and nearly 90% of students know what good work looks like as reported on student surveys indicating instructional expectation communication
- 74% of students report feeling safe at school per survey data and 87% of parents report Lemmon Elementary has policies and procedures in place to ensure the school is safe along with 97% of parents report their children are happy at Lemmon Elementary.
- According to SD State assessment data comparing the 2020-2021 and 2021-2022 school years to pre-COVID scores, English language arts performance in grades 3-6 has remained consistent (within approximately 4%) despite loss of instruction due to COVID-19.
- More than 85% of ALL staff indicated Lemmon Elementary School uses data and collaboration for planning and implementing PD that is aligned with improvement goals and inclusive of all members according to staff survey data and focus groups
- Teacher/student/administration/family relationships and interactions are very positive as evidenced among stakeholders in multiple surveys, focus groups, and interviews. Over 95% of parents feel they are valued as partners in the educational process and over 98% report school staff care about their children

Our team and administration identified these needs with supporting data sources:

- The school no longer has up-to-date curriculum maps with scope and sequence and vertical alignment to current SD state content standards and only 40% of teachers reported learning targets within their lesson plans
- Stronger communication and active involvement by staff in the planning and implementation of the schoolwide plan as indicated by confusion of staff on the differences between the district strategic plan and the school Title I schoolwide plan during staff interviews
- Despite the strengths of bullet point #4 above, only 30% of parents agreed that bullying is NOT a problem at Lemmon Elementary School on the most recent family survey. 43.3% reported no opinion and 26.7% reported they disagreed
- According to SD State assessment data comparing the 2020-2021 and 2021-2022 school years to pre-COVID scores, student math performance scores in grades 3-6 dropped 17% in 2021 and 10% in 2022.

- Observation data, lesson plan data reviewing standard completion, and teacher input indicate Lemmon Elementary students are not receiving adequate SD standard-aligned instruction in educational technology per less than 10% of the standards have been marked as intentionally covered within self-contained grade-level classrooms
- While 97% of family survey respondents indicated the school provides support to their children for transitions, only 37% strongly agreed with this statement indicating it may be an emerging need.
- Lemmon Elementary School currently lacks a schoolwide system for tracking behavior data building-wide with a matrix for consistent mechanisms for managing student behavior and submitting office referrals

Our team's and administration's conclusions with strategies:

Lemmon Elementary School has a strong community reputation for interacting with and valuing stakeholder input and involving and communicating with families. Lemmon Elementary instructional staff members strive to meet the individual and differentiated needs of ALL students using a variety of instructional modalities and small group interventions supported by paraprofessional assistance to grow gap academic area needs.

Lemmon Elementary provides data and evidence-based professional development to staff members consistently. However, Lemmon Elementary student achievement may grow by intentionally:

- Growing awareness of the Title I Schoolwide Plan and its goals and objectives with both the school's internal and external stakeholders
- Expanding educational technology instruction outside of the self-contained classroom
- Developing behavior matrixes for behavior intervention and office referral and tracking behavior, especially potential bullying behavior
- Growing the educational event provided to assist with the transition from fifth grade to sixth grade and include parents
- Investigate professional development opportunities for and begin the developmental process of creating up-to-date curriculum maps that are vertically aligned and consistent with current SD state content standards starting with math due to an increase in lower proficiency levels since the COVID pandemic

Component 2: §1114(b) (7)(A)(i):

Provide a description of schoolwide reform strategies, that may include interventions that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

NOTE: If federal funds will be used to provide food for family engagement activities the school MUST include why it is necessary and reasonable to do this in the Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable.

Narrative:

Students will continue to be tracked by classroom teachers to meet individual needs using small group interventions with the assistance of paraprofessionals. The use of assessment data will help every student raise their achievement levels. Small group instruction will be used to meet student needs and services. Decisions of grouping students will be based off of NWEA MAP data, classroom observations, DRA assessment data, our curriculum assessment iReady, and utilizing the Student Support Team as necessary. The intervention groups of students will be flexible so students can be moved from groups as a continued method of improvement. Classroom teachers, paraprofessionals, and special education staff focus on students' identified individual needs by re-teaching and supporting them and using guided reading and guided math methodologies along with implementing foundational reading skill curriculum. Additionally, software programs such as iReady, Whooo's Reading, Reflex Math, and A-Z Reading will be utilized by staff to provide engaging experiences with math and reading at their level of development. These are skill-based technology programs that supplement learning. A-Z Reading will be used to improve student reading fluency both at school and at home.

Lemmon Elementary School will hold a full staff meeting annually to review the Schoolwide Title I Plan, the Title I policies, and the Parent-Teacher compact to increase staff awareness of the goals and objectives of the plan. Further, all staff members will receive a hard copy of the Schoolwide Plan annually as part of their classroom binder along with updated student 504s and IEP accommodations/modifications. Also, information specific to the goals and objectives of the Schoolwide Plan will be presented along with other information to families at the annual Open House and families will be reminded of its availability in the elementary office and on the website. This will increase student achievement by ensuring all staff members are cohesively working toward the same student achievement goals and objectives.

Lemmon Elementary will research training opportunities for content-specific professional development and assistance in beginning to develop updated curriculum maps starting with K-6 mathematics. Lemmon Elementary staff members will use noninstructional time on Friday workdays to work collaboratively in developing a mathematics curriculum map using recent lesson plans and reports. This will improve student achievement by identifying priority standards, ensuring vertical alignment, and define instructional expectations across grade levels.

Students and families will continue to be invited to participate in family engagement nights and will be provided with learning activities to take home that supports and expands classroom learning. For example, at the Spring 2021 Family Literacy Night, families were provided with a summer reading log activity to complete to reduce learning loss. Communication strategies will continue with families and by developing a behavior matrix and behavior tracking system Lemmon Elementary will ensure bullying behavior is remedied and students and families continue to feel that Lemmon Elementary is a safe learning environment with a culture conducive to high academic achievement.

Lemmon Elementary school will employ an educational technology teacher to provide specific and intentional instruction to grades K-6 on a weekly basis that will be aligned to SD state content standards and provide keyboarding and writing practice to assist students with state standardized assessment expectations.

Include a description of how the reform strategies will be evaluated for effectiveness. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards.

Benchmark/Evaluations:

Evaluation will be based on assessment and intervention results that focus more on student growth as well as specific student and teacher needs. Assessment results from the NWEA, which will be given three times a year, will be used to check student progress and evaluate instruction. Teacher given assessments, observations, and interventions along with state assessments will be used to evaluate student learning. Family learning nights will be evaluated by participation and parent surveys. Teacher SLO can be used for evidence of progress also along with data secured using the Student Support Team processes.

Educational technology instruction will be measured using formative assessments within the classroom and through lesson plan reviews. The curriculum mapping process benchmarks will be monitored and evaluated through the completion of the document and documentation of staff workdays. The behavior matrix and behavior tracking system will be monitored initially by the creation of the document and then by office referrals and data entries into the developed system, when complete.

Component 3: §1114(b) (7)(A)(ii):

Provide a description of schoolwide reform strategies being implemented that: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **and 3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

NOTE: If federal funds will be used to provide food for family engagement activities the school **MUST** include why it is necessary and reasonable to do this in the Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

Narrative:

Lemmon Elementary School makes every attempt to supply support and resources to students using qualified staff. Scheduling will play a key role in the learning environment that will allow time for small group instruction, interventions given by highly qualified educators, and supplemental instruction using software programs. Teachers will be meeting in teams to discuss student achievement and teaching practices. To increase learning time, Lemmon Elementary utilizes monthly Friday work mornings to service students during our 4-day school week. Also, students are serviced after school during our Extended School Time (EST) program. Further students are evaluated at the end of the year to identify students who would benefit from summer school. During the months of June, July, and part of August summer school services are provided to these identified students to boost math and reading skill retention. A Student Support Team will continue to be used to identify students for Tier II and III services and to provide a platform for group collaboration with the parent to generate ideas for meeting individual student needs, tracking data, and improving services to at-risk students. Paraprofessionals also assist classroom teachers in evaluating students, and providing enrichment and remedial activities.

Our updated math series, iReady Math provides differentiated activities for both enrichment and remediation to meet the needs of students both in the classroom materials and is also included in online features.

Last, the district plans to take advantage of local, state, and subject-specific professional development opportunities.

Include a description of how the reform strategies will be evaluated for effectiveness. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards.

Benchmark/Evaluations:

Evaluation will be based on assessment and intervention results that focus more on student growth as well as specific student and teacher needs. Assessment results from the NWEA, which will be given

three times per year will be used to check student progress and evaluate instruction. Teacher-given assessments, observations, and interventions along with state assessments will be used to evaluate student learning.

Component 4: §1114(b) (7)(A)(iii):

Provide a description of schoolwide reform strategies that the school is implementing to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- If programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program need to be described in the narrative.

The Lemmon School District works collaboratively with Lemmon Safe Communities and Three Rivers Mental Health to provide classroom guidance activities, and school-based individualized counseling services, with parent permission. The administration, student advisor, and staff make referrals to this entity for mental health, social-emotional concerns, and behavioral concerns if they feel students and/or their families would benefit. With parent permission, Lemmon Elementary also works closely with Three Rivers Mental Health when developing IEP and behavioral plans to ensure students' plan at school complements the individual and family work, they are doing in mental health sessions.

Many staff members are trained in CPI. Updated training is provided to staff as needed and to our internal trainer using a train the trainer process. The Lemmon School District strives to participate in the SD DOE mentor programs administrators to provide guidance, direction, and a support contact. Teachers are regularly made aware of professional development opportunities in the form of conferences, trainings, and workshops that support identified goals. Professional development to support the goals and objectives of this plan will be investigated and implemented, especially, for content-specific training that directly impacts classroom content instruction and/or planning.

To meet the needs of all students we have adopted a Positive Behavior Interventions and Supports System that will give students help academically as well as behaviorally. Lemmon Elementary incorporates SEL Curriculum and Bullying Prevention Curriculum that is evidence-based (Second Step) building-wide in grades K-5 on a weekly basis. We also implement strategies to facilitate

effective transitions from preschool to kindergarten and from fifth-grade to sixth-grade which include spring events at each mentioned grade level acquainting students to their new learning environment, teachers, and expectations. Additionally, these events will be expanded to further include parents.

Include a description of how the reform strategies will be evaluated for effectiveness and what evidence will be used. Evidence-based research strategies or activities could be: student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate.

Benchmark/Evaluations:

Office referral incidents and attendance will be recorded and reviewed. Teachers will receive a Professional Practice Rating that includes growing professionally and attending professional development as a component. Staff members who attend professional development are encouraged to share their learnings with other staff members at meetings and during staff meetings and collaboration sessions. Transition plans and MOUs are updated annually in a meeting involving stakeholders. Annual contracts are renewed with Three Rivers Mental Health/Lemmon Safe Community.