

Tomah Area School District

Title I School-wide Plan

2022-23

Lemonweir Elementary School

Principal: Nina Swanson

Title I Teachers: Deb Barreau, Maria Klema & Rhonda Weberg

Comprehensive Needs Assessment of the Whole School

1. Assessment Data- I-Ready Reading/Math Diagnostic Tests and PALS

Benchmark Results	i-Ready Math Students Scoring On or Above Grade Level	i-Ready Math Students Scoring One Grade Level Below	i-Ready Math Students Scoring Two or More Grade Levels Below	i-Ready Reading Students Scoring On or Above Grade Level	i-Ready Reading Students Scoring One Grade Level Below	i-Ready Reading Students Scoring Two or More Grade Levels Below	*PALS Students Meeting PALS Benchmark
Fall 2022							
Kindergarten`	18 % of students	82% of students	0% of students	26% of students	74% of students	0% of students	88% of students
Grade One	5% of students	90% of students	5% of students	13% of students	85% of students	2% of students	Not Given
Grade Two	3% of students	53% of students	44% of students	11% of students	71% of students	18% of students	Not Given
Grade Three	12% of students	46% of students	42% of students	33% of students	21% of students	46% of students	Not Given
Grade Four	6% of students	40% of students	54% of students	19% of students	34% of students	47% of students	Not Given
Grade Five	14% of students	43% of students	43% of students	38% of students	22% of students	40% of students	Not Given

2. Poverty and Demographic Data (4K not included)

SCHOOL	Date/ Enrollment	Total Eligible for Free or Reduced	Eligible % of Building Enrollment	Eligible % of Total District Enrollment	Free Meals			Reduced Meals		
					# of Students	% of Bldg	Eligible % of Total District Enrollment	# of Students	% of Bldg	Eligible % of Total District Enrollment
Lemonweir	2015 346	209	60.4%	6.8%	180	52%	5.8%	29	8%	0.9%
Lemonweir	2016 348	223	63.7%	7.2%	191	55%	6.1%	32	9%	1%
Lemonweir	2017 221	132	57.6%	4.6%	109	48%	3.8%	23	10%	0.8%
Lemonweir	2018 266	163	61.3%	5.5%	129	48%	4.4%	34	13%	1.1%
Lemonweir	2019 304	197	64.8%	6.2%	157	57%	4.9%	40	13%	1.3%
Lemonweir	2020 270	159	58.9%	5.1%	132	49%	4.2%	27	10%	.9%
Lemonweir	2021 292	186	63.7%	6%	155	53%	5%	31	11%	1%
Lemonweir	2022 293	211	72%	6.9%	180	51%	5.9%	31	11%	1%

3. Personnel Data (4K Included)

Lemonweir Elementary School serves 293 students with two four-year-old kindergarten, three kindergarten, three first grade three second grade, two third grade, two fourth grade, and two fifth grade classrooms. Lemonweir houses one EBD program with one full-time EBD teacher, one self-contained EBD program, one part-time EBD teacher, and two EBD aides. This school also has one LD program with two LD teachers and two LD aides. Lemonweir has three full-time Title I positions, one half-time PBIS teacher, one guidance counselor, one part-time speech teacher, one instructional coach, one full-time ESS teacher, and an itinerant physical therapist and occupational therapist. Additional part-time teachers include: Art, Music, and a librarian. This school has a total of fourteen part-time educational support staff members.

4. Professional Development Needs

In addition to school board goals, individual teachers this school year are using the Educator Effectiveness Model including the Charlotte Danielson Domains. Staff members are receiving continued training from building-level EE coaches to write student learning objectives (SLOs) and personal professional goals (PPGs). The teachers identify goals based on specific needs identified from benchmark testing and other available data. The instructional coach leads professional development sessions on a variety of topics throughout the year.

5. Parent and Community Survey Data

Parent surveys are distributed annually in order to gain feedback on the culture of the school. Data from the survey helps inform instructional decisions and building needs.

6. School-wide Reform Strategies.

To meet our goals, Lemonweir Elementary School, will serve students based on the Common Core State Standards for reading and math standards (CCSS). All students, including EEN, participate in core language arts and math programs. This provides sequential instructional programs with many opportunities for teacher-directed application, guided instruction, and independent practice with appropriate accommodations to enhance learning. District reform initiatives include (but are not limited to): Lucy Calkins Units of Study-Reading, Lucy Calkins Units of Study-Writing, I-Ready Math, and Positive Behavior Intervention System (PBIS). Our building determines if student progress by testing all students three times a year using district established benchmark assessments. In addition, our students have the opportunity to participate in Intercession classes after each nine-week period and a district-wide summer school program. Both provide remedial reading and math along with enrichment classes. Native American tutors are also available to work with students. Staff members are currently participating in RTI, PBIS, and I-Ready training to heighten awareness of how these areas can assist student learning. This year professional development sessions include topics such as: Essential Standards, Solution Tree, Ready Math, Running Records, and SHIFTING THE BALANCE book study for primary grade and Title I teachers.

7. Instruction by highly qualified teachers.

High poverty, low-performing schools are, at times, staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school-wide program school meet the qualifications required by sections 1119. Student achievement increase in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Currently, all teachers in the building are certified in the content area of their teaching assignment.

8. High-quality and ongoing professional development for teachers, principals, paraprofessional, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

Teachers and other staff in a school-wide program must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the school-wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement such as principals, paraprofessionals, and parents.

The district supports ongoing staff development through collaboration, in-house training, and attendance at local/state conferences. Lemonweir staff strives to enhance their professional skills and achieve goals outlined in our school-wide plan.

9. Strategies to attract highly qualified teachers to high-need schools.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Tomah Area School District utilizes School Perceptions screening program to screen potential teachers. Tomah School District has successfully implemented a mentoring program for every first and second year teacher. Each new teacher receives three days of orientation and a mentorship manual, which provides a monthly checklist to assist the Mentor/Mentee with expectations and guidelines. There are eight support seminars for first year teachers and four support seminars for second year teachers. Additional staff development opportunities take place throughout the year, including assistance with Professional Developmental Plans.(i.e. RTI, poverty, common assessments, common core state standards) Grade level planning time and discussions take place regularly throughout the year. All teachers have eight to ten collaboration days for training. Tomah Area School district has a partnership with UW-La Crosse to offer courses directly aligned with district initiatives.

10. Strategies to increase parent involvement through means such as family literacy services.

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the school-wide program.

Parents have various opportunities to be involved in our school through the following activities:

- Back To School Open House
- Chaperoning on Fieldtrips
- Fall Title I Literacy Night
- Family Engagement Committee
- Goodies for Grown-ups
- Parent/Teacher Conferences (Fall and Spring)
- Parent Teacher Organization (PTO) Meetings and Activities
- Read Across America Week Events
- Read-Ins: Fall and Spring
- Volunteering in Classrooms

11. Plans for assisting preschool students in the successful transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a public preschool program to local elementary school-wide programs.

This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school-wide programs capitalize on this strong start.

Annually, our district holds Child Development Days in which parents of school age students may have their child screened and obtain information on preparing their child for school. Early childhood services may be offered at this time, including speech and language. Speech and Language teachers assist in acting as a liaison between preschool, and kindergarten programs. District Early Childhood staff also transition students between early childhood/special education programs and the kindergarten classroom by working in the classroom the first weeks of school, as needed. Since Fall 2009, the district has had a 4K Program. The 4K program analyzes data from the kindergarten assessments to help determine their program goals.

12. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

In addition to state assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school-wide program should provide teachers with professional development that increases their understanding of appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

Classroom and Title I teachers administer running records at least three times per year to determine a students' current reading level. Students also take the I-Ready Reading and Math diagnostic tests three times a year. Title I teachers meet with classroom teachers weekly and after each benchmarking period to discuss testing results, student needs, and plans for instruction/intervention. District-wide assessment data is shared with administrators, Title I teachers, instructional coaches, and school psychologists at district Instructional Assessment Committee meetings.

13. Effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely manner and in such a way to provide information on which to base effective assistance of interventions.

The school wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

Benchmark Assessments are administered three times a year to identify students who need additional learning time in order to meet standards. RTI groups are formed based on benchmark data from AIMSweb, I-Ready, and PALS along with informal assessments such as running records. Students scoring below the 25th percentile receive an additional thirty minutes of reading instruction daily and are progress monitored weekly. When working with students who need remediation, Lemonweir Elementary uses research-based interventions which include (but are not limited to) Heggerty Phonemic Awareness, High Noon, Leveled Literacy Intervention, Read Naturally Live, REWARDS, Rime Magic, and Sunday.

14. Coordination and integration of federal, state, and local resources, services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The District Director of Instruction oversees the federal, state, and local services and programs. Coordination of personnel and funds are utilized to the utmost extent to provide for the implementation of the Title 1 School-Wide Plan for Lemonweir Elementary School. These programs and agencies are involved:

Breakfast/Lunch Programs
Special Education Program
English Language Learners

Business partners (including Junior Achievement)
Guidance (including At-Risk and Protective Behavior Programs)
*Community agencies (including Families First and The Parenting Place)

*Other programs which may be available through system, state, or community resources

