

Lewis Lemon Elementary School  
Title I Plan  
For FY19  
for  
Board Approval - June 26, 2018

Lewis Lemon School Title I Plan Components and Prompts to Meet the ESEA, as Amended by the ESSA June 2018

1. **Comprehensive Needs Assessment:**

Lewis Lemon Elementary educates approximately 350 students: 7% of them are Hispanic; 16.8 % of them are White; 81% of them are Black; and 1.6% are Multi-racial. Our current poverty rate, according to the 2017/2018 Interactive School Report Card is 75% which is down from 79% in the past year. Lemon will have three self-contained classroom with Low Incident students.

This data shows that Lemon students in grades in 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> did not make their projected growth for FY18 even though they all posted gains.

In FY18 the NWEA MAP universal screener indicated in reading that grades 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> has a decline in student growth from Fall 2017 to Spring 2018. The data shows that 23% of 2<sup>nd</sup> grade students met their projected RIT growth; 24% of students in 3<sup>rd</sup> met their projected RIT growth; 30% of students in 4<sup>th</sup> grade met their projected RIT growth; and 40% of 5<sup>th</sup> grade students met their projected RIT growth.

Lewis Lemon staff will work diligently to meet the academic deficiencies of our students.

2. **List other special or support programs offered at your school to include:** Assembly Programs Crossroads, REBA, Fitness Club, Choir, Student Council, Patrol, Peer Mediation, PTO, Talent Show, Community Coffee Hour, BABES program, Anti-Bullying Assembly, Uniform Exchange Project, and Trauma Informed Care.

Title dollars will be used for Family Reading Night to purchase books for the event.

3. **Describe schoolwide improvement or reform strategies in narrative forms:**

- All students will use Chromebooks/iPads to access Web-based programs such as Edgenuity and Raz-Kids to practice reading and comprehension skills and strategies.
  - Title I will assist in securing substitutes to offer professional development for teachers during the school day.
  - Title I will purchase books for Morning Book Club to increase fluency and comprehension reading skills.
  - Title I teacher will be hired to support individual students in Reading in one-to-one and/or small group sessions.
  - Reading Horizon training will be offered to new staff through district sponsored professional development opportunities.
  - Staff will receive ongoing training in the use of NWEA MAP.
- a. **Opportunities for all students, including each of the subgroups:** Continue to differentiate, additional professional development, Plan and collaborate, share resources, technology software programs. Currently Lewis Lemon has less than 20% to qualify for subgroups but all students including the subgroups, i.e. IEP and ELL students' are covered in the School Wide Plan.
- b. **Methods and strategies to strengthen and enrich the program:** Use the learning continuum provided by MAP, Edgenuity provided by MAP, utilize release sub for teachers to collaborate and plan, use MAP practice tests, short cycle goals, technology software programs, PARCC practice tests

- c. Ways to address students' needs, especially those at risk of failing: We measure student progress on a timely basis using, PLCs (short cycle goals), student goal setting, teacher collaboration, Problem Solving Team, Parent Teacher conferences, individual ongoing teacher observations and assessments.
4. Describe your school's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas: Social Emotional issues played a large part at Lewis Lemon in FY18. Currently the school has a dedicated Social Worker 5 days a week. While much of their time is proscribed by IEP minutes, she is able to assist students in a crisis. The social worker will be provided additional support through grade level reinforcement of The Zones of Regulation skills. Lewis Lemon also has Behavior Intervention Specialist 5 days each week who works primarily with the A Connected School program. This program emphasizes teaching students to make good behavioral choices thru structured lessons and positive relationship building. The Zones of Regulation were provided for those classrooms that did not already have one to use daily as a behavior training/intervention. ROE will be utilized to present information on Implementing Trauma Informed care through book studies and staff training.
5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs: Lewis Lemon staff and PTO sponsor Career Days in which community members from various fields of work come to Thompson and share with students what their job entails and what education is required to begin in that field. Fifth grade students take a field trip that includes an orientation to middle school and a visit to Rockford University. Students are given a tour of the college campus and provided a sample syllabus. Each classroom posts the graduation year for the students to plant the seed that they will reach the end of high school and begin their college education. A plan will be developed to include 3<sup>rd</sup> & 4<sup>th</sup> grade students of the importance of Career and College Readiness. All students have conferences with the classroom teacher to set personal academic goals. Fifth grade MAP student profile analysis includes college and career readiness as well as SAT projection. Teachers discuss this information with students when goal setting. Title I will purchase books on a variety careers such as The Adventures of Rob and Rocky.
6. Describe any activities regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services: Currently the school has A Connected School and Zones of Regulation in place. Students are awarded "Lion Paws" for following expectations in various settings. Students use Lion Paws to purchase prizes from the Lion Paw Store. The Check-In/Check-Out protocol is utilized for additional support for students as necessary. A behavioral team will be set up to address concerns regarding problem behavior. Presenters (Staley the Bear, ROE, Mystery Readers) will be brought in to hold schoolwide assemblies and/or small groups to teach self-regulation skills, and address other social behaviors and skills.
7. Describe any activities regarding professional development to improve instruction and use of data: Edgenuity, NWEA MAP, Reading Horizons, The Zones of Regulation, and Trauma Informed Care. Substitute teachers will be provided for grade level work days

for teachers to collaborate and prepare necessary materials for the implementation of the programs in place. (Integrated Literacy, Integrated Math, Short Cycle Goals, The Zones of Regulation, and Trauma Informed Care).

8. Describe any activities regarding strategies for assisting preschool students transition from EC programming to the elementary school program: Incoming kindergarten parents and students are invited to Kindergarten Curriculum Night the week prior to the start of the school year during which kindergarten teachers provide a comprehensive presentation for parents with information regarding kindergarten curriculum and common core standards, weekly and daily schedules, expectations for home and school. Preschool students will be invited to come and have an experience in the kindergarten classrooms, including a make and take reading activity. Kindergarten Curriculum Night and Preschool night students and parents will leave with a book purchased using Title I funds.
9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching: Staff is included in the interview process. Specific questions are created to ensure the most qualified candidate is chosen to join the Lewis Lemon staff. Leadership team analyzes data to determine needs for professional development based on the greatest area of need for students. Staff members are encouraged to attend appropriate professional development opportunities. Substitute teachers will be provided for grade level work days for teachers to collaborate and prepare necessary materials for the implementation of the programs in place. (Integrated Literacy, Integrated Math, Short Cycle Goals) Title I funds are needed to pay for substitute teachers and materials.
10. Describe any activities and/or approaches to support homeless children and youth: The school/district supplies educational materials for homeless students as needed. A Title 1 teacher is provided to assist in educational needs. School social worker is consulted as needed to support the social/emotional needs of homeless students. The staff works together to discuss and meet any additional needs of homeless students. In order to continue to assist our homeless, truant and highly mobile families Lewis Lemon will continue to staff the Parent Liaison position. In FY18 Lewis Lemon students participated in the 21<sup>st</sup> Century funded After School Program; approximately 120 students were enrolled with those needing help in academic areas being selected with priority. We are set to continue this program in FY19 as those students who remain in it (there is some attrition given our mobility rate) make good gains academically. Our kindergarten students participated in BABES provided by Lutheran Social Services, it is a social skill building & “safe touch” program. To assist our 1<sup>st</sup> thru 4<sup>th</sup> young men and women, our PTO procured the services of Anthony Turner to mentor them in academics and behavior choices. Each of these programs from BABES to A Connected School to our mentor forms a braid of interventions with the goal of moving our students to positive behaviors and academic success.
11. Describe any activities and/or approaches to engage parents in their child’s education and school: Open House, Home and School Connection Newsletter, Family Reading Night, Winter and Spring Concerts, Parent Teacher Conferences, Fall Festival/Boo Bash, PTO, Weekly/Bi-weekly Classroom Newsletters, Monthly Office Newsletter, Community Coffee Hour, Read for the Record, Culvers Night (Other activities that bring families to school – Change for Leukemia, Father-Daughter Dance, Mother-Son Dance, Field Day,

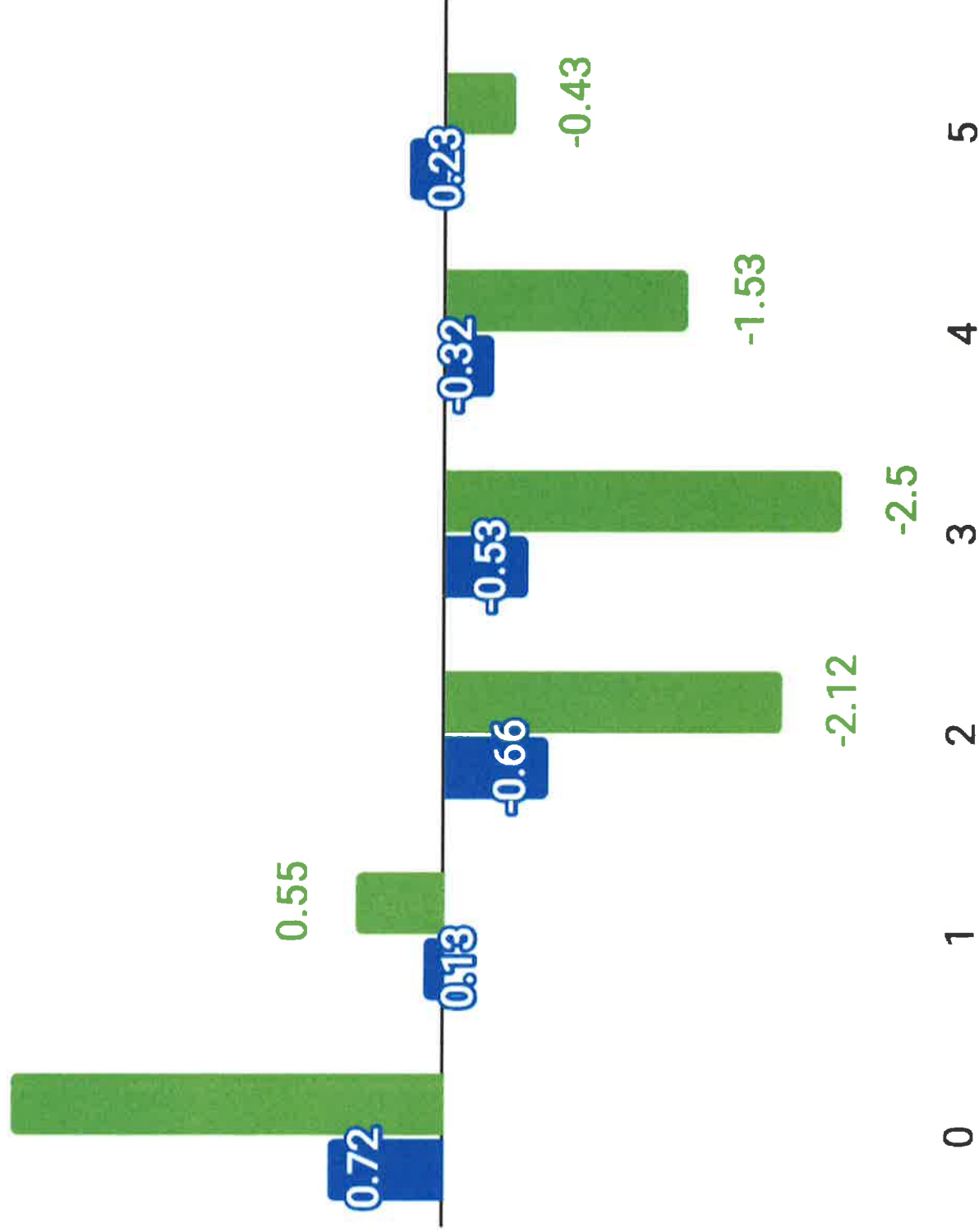
Donuts with Dad, Moments with Grandparents, Muffins with Mom, Skate Nights, Fundraisers, REBA basketball, Crossroads)

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan: Incentives were given to increase the numbers of families who complete the Five Essentials Survey, in the future computer tables will be set up at all activities taking place during the window. PTO members will be approached to join the Leadership Team in the revision of the Title 1 Plan for 2018-2019. A search for a faith based organization to assist in carrying out Crossroads Kids Club. Parent Liaison will host meetings to inform parents of school initiative's (The Zones of Regulation, NWEA MAP data, Homework Help for Kids, A Connected School, PARCC, Reading Horizons, and Edgenuity, Trauma Informed Care.)

# ling - School Growth Compared to District Growth

2.72

- District Growth In Reading
- School Growth In Reading



Term: Spring 2017-2018  
 District: Rockford School District 205

Norms Reference Data: 2015 Norms  
 Growth Comparison Period: Fall 2017 - Spring 2018  
 Weeks of Instruction: Start - 2 (Fall 2017)  
 End - 30 (Spring 2018)  
 Grouping: None  
 Small Group Display: No

### Lewis Lemon Elementary School

Reading

Grade (Spring 2018)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2017			Spring 2018			Growth		School Norms		Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	35	132.7	7.6	13	159.0	11.3	63	26.3	1.9	18.6	2.72	99	35	27	77	86
01	39	148.4	11.7	3	167.2	12.8	8	18.8	1.9	17.3	0.55	71	39	20	51	49
02	56	161.5	14.0	3	171.4	16.5	1	9.9	1.6	15.2	-2.12	2	56	13	23	22
03	49	175.0	15.2	4	181.9	16.9	1	6.9	1.3	11.9	-2.50	1	49	12	24	17
04	47	177.1	16.0	1	183.7	16.7	1	6.5	1.7	9.1	-1.53	6	47	14	30	21
05	43	188.2	17.8	1	194.6	18.2	1	6.4	1.5	7.2	-0.43	33	43	18	42	33

### Reading

