

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms Leslie Ann Burt
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lewiston Elementary School
(As it should appear in the official records)

School Mailing Address 181 South 200 East
(If address is P.O. Box, also include street address.)

City Lewiston State UT Zip Code+4 (9 digits total) 84320-2162

County Cache County

Telephone (435) 258-2923 Fax (435) 258-2707

Web site/URL https://www.ccsdut.org/Lewiston E-mail leslie.burt@ccsdut.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Steven Norton E-mail steve.norton@ccsdut.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cache County School District Tel. (435) 752-3925

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Teri Rhodes
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 17 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 25 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	30	36	66
1	39	37	76
2	18	30	48
3	29	30	59
4	38	29	67
5	29	32	61
6	29	35	64
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	212	229	441

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 15.4 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 2.4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 7%

If the mobility rate is above 15%, please explain:

Rate is below 15%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1, 2019	478
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 7 %
30 Total number ELL

7. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 188

8. Students receiving special education services: 15 %

66 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>38</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	25
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	95%	93%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2010

15. In a couple of sentences, provide the school’s mission or vision statement.

The overall mission of Lewiston Elementary School is to provide all students with the opportunity to achieve their potential and to be successful in all aspects of life.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

For the 2020-2021 school year, we were able to offer both in-person and online options for the students at Lewiston Elementary in Cache County School District. The in-person school day is held five days a week, Monday through Friday. The school hours are shortened by 45 minutes to allow teachers time to provide supplemental online instruction for students who are enrolled for in-person learning but who are temporarily unable to attend due to quarantine or other circumstances. We have been running this model since the opening of school in August. Protocols are put in place at the school to minimize risk for students attending school in-person. These include the use of measures such as requiring face masks for all, social distancing when possible, reduced cross-class grouping, spaced lunch schedule, increased sanitization, elimination of assemblies and large group gatherings, along with limiting outside visitors and volunteers in the building. Students who are enrolled in the online school were assigned a separate online only classroom teacher and provided with the same curriculum and assessments as are offered to those students attending school in-person.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Lewiston Elementary is a public elementary school serving just under 500 students from the rural Utah communities of Lewiston, Clarkston, Cornish, Trenton, and Cove. The school boundaries cover a rather large geographic agricultural area in northern Utah bordering Southern Idaho. This is primarily a farming community with economic and cultural diversity. Nestled between the Wellsville mountain range to the west and Bear River Mountain range to the east, there are multigenerational farming families, professionals wanting a rural lifestyle, farming workers, and everything in between. This location provides access to employment opportunities in both Utah and Idaho with many larger companies operating in the surrounding Cache Valley area, including Utah State University nearby in Logan, Utah.

Lewiston school is a gathering place for the families in the surrounding communities. School events are traditionally held with high attendance rates including students, siblings, parents, and grandparents all participating. Adults and children mingle and visit before, during, and after school events. Students regularly visit and perform for the residents of the Sunrise Park Senior Assisted Living apartments near the school in addition to annual joint events held at the school. We have an active Parent Teacher Association (PTA) who work closely with the school to provide additional enrichment opportunities for the students. There is great pride in being a Lewiston Leopard. It's easy to say that we are the "Top of Utah" in more ways than one.

Lewiston has implemented a multi-tiered system of support to help all students achieve academically, emotionally, physically, socially, and culturally. Teachers implement the carefully selected evidence-based curriculum in reading, writing, math, and science. This content is provided through differentiated instruction to all students. Additionally, small group instruction is scheduled daily to meet individual student needs for interventions, reteaching, or enrichment. Lewiston has the strong support of well-trained paraprofessionals providing targeted classroom support, small group, and individual instruction. This key strategy allows us to reach more students and increase student learning opportunities. This emphasis on instruction is evident as one observes the school day schedule and routine systems of support. Our literacy facilitator helps maintain shared student data which is utilized along with other common formative assessments during regular professional learning community (PLC) team meetings to collaborate and guide instruction. Positive behavior intervention strategies are implemented schoolwide to support student's social emotional learning. Our school counselor provides whole class, small group and individual instruction and support. Teachers complete a well-being screener for all students three times per year to assist in identification of student social emotional areas of strength and weakness to further identify students for continued and additional support.

Lewiston boasts strong support in the areas of arts and physical education. Lewiston is a participant in the Beverly Taylor Sorenson Arts Program with a certified visual arts teacher who works collaboratively with classroom teachers to integrate arts projects to support core instruction. Students get the opportunity to expand their core learning through a wide variety of art projects. Our music classroom is filled with a wide range of musical instruments from handheld percussion instruments to drums to pianos to guitars to xylophones to ukuleles to recorders. Our music teacher provides many opportunities for students to perform and participate including our Lewiston school choir. In coordination with the Mountain West String Academy we provide the opportunity for students to participate in a before school orchestra program. Students are also encouraged to participate in our healthy lifestyles morning physical education (PE) program which gets students moving for the 30 minutes before school starts through fun physical activities. Each of these programs complement our existing academic curriculum and instruction to support our vision of education for the whole child.

Lewiston has established a history of school excellence. Lewiston is currently one of eight Title I elementary schools in Cache County School District. We continue to believe and show that all students can achieve at high levels. After implementing significant curriculum and service delivery changes over 15 years ago, Lewiston was recognized as a National Title I Distinguished school in 2009. The following year, 2010, Lewiston was additionally recognized as a National Blue Ribbon School. Now over 10 years later the impact of these early significant changes provide the foundation for continued growth and improvement. Since then the old school building has been replaced with a new building which provides an ideal environment for

learning with increased access to technology along with advanced school safety features. This updated building can now continue to serve as the center of this rich school community and culture. Within the last five years, the Lewiston faculty and staff demographic has changed significantly with a change in administration and the retirement of career educators on every grade level. However, there has been a continued push to help students learn and grow at high levels. Lewiston hires teachers who are committed to building a learning culture for all. With ongoing professional development, we have been able to promote increased collaboration through training in the PLC process. School improvement goals have focused increased resources on math instructional supports and improving student and teacher access to technology. We have continued to improve using the mantra that “together we can and do make a difference” every day.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

The principal, faculty, and teaching staff of Lewiston elementary place great importance on sustained, schoolwide, and grade level collaboration focused on alignment of curriculum to the Utah Core Standards, articulation of skill mastery between grade levels, and coordination of instruction within the grade level. Although primary emphasis is placed upon reading, writing, and mathematics, Lewiston teachers understand the importance of a balanced curriculum which also includes science, technology, and social studies.

The language arts curriculum is delivered through a well-established, multi-tiered approach to instruction. All students participate in a Tier I instructional block with their classroom teacher of grade level core instruction. In the primary grades, kindergarten through second grade, foundational early literacy literacy skills of phonemic awareness, phonics, reading fluency and accuracy are provided through explicit whole class and small group instruction. Recently, as a district, we adopted a new core reading program, the Houghton Mifflin Harcourt Into Reading program, to replace our previous core reading program, Scott Foresman Reading Street. The new curriculum provides enhanced online resources for both in-person and online instruction which has been vital for our delivery during the current school year learning environment. This curriculum which is being implemented in second through sixth grades will support our students with increased rigor in continued growth and reading development. All grade levels, kindergarten through sixth grade seek to build grade-level appropriate vocabulary and fluency in both handwriting and writing composition through daily instruction and integrated writing opportunities throughout the day.

A rigorous Tier I reading curriculum is supported beginning in kindergarten with an extended school day in which all students are provided with small group targeted skills instruction for 30 minutes daily using explicit direct instruction. The student performance data is monitored for flexible grouping across grade level as needed. In first and second grades, time is scheduled during the day for all students to receive this small group instruction at their instructional level, using explicit direct instruction program materials, decodable readers, and novel studies. Grade level teachers collaborate to determine appropriate student placement and flexible grouping as students reach mastery on developing skills. Instruction is provided by classroom teachers and highly trained paraprofessionals with ongoing support from our literacy facilitator. Students who are still considered at-risk in third through sixth grade are given an additional dose of small group Tier II instruction during the day by the teacher or a paraprofessional for 30-45 minutes using a variety of targeted explicit direct instruction skill based programs, focusing on developing decoding, fluency, accuracy, and comprehension skills.

Mathematics instruction is a schoolwide focus of improvement utilizing the district adopted curriculum materials, Houghton Mifflin Harcourt Go Math!, in kindergarten through sixth grade. This provides common academic language and strategies for problem solving as students progress through the grades. Teachers follow common pacing which facilitates professional dialogue. As a school we have set the goal for 80% of the students to reach 80% mastery or higher as measured by unit assessments. Teachers administer common formative assessments to monitor student mastery of mathematics skills then review assessment data in professional learning communities to identify students who did not obtain the school benchmark. Teachers collaborate together to provide reteaching and reassessment opportunities for students who are not making adequate progress in each skill area. Paraprofessional support is provided in each classroom during the math instruction block to assist teachers with differentiating instruction to meet individual student needs. In kindergarten through second grade, teachers also utilize calendar math strategies to build number sense and foundational concepts. Every grade level works to build the number bond relationships and math fact fluency. This is supported with the supplemental individualized online math fact fluency practice program, REFLEX. Students have access to this practice both in the classroom and at home. This has been a valuable resource for students at home during the school dismissal last spring and presently for those students on quarantine.

Science curriculum is delivered to the whole class based on the recently adopted Science with Engineering Education (SEEd) Utah K-12 Standards. Teachers have received multiple professional development opportunities both in-person and online in recent months and years to prepare for the instructional shift

required with the implementation of these updated science standards. Each grade level seeks to include frequent hands on instructional experiences and at least one meaningful field experience to support this instruction. This area has felt the impact of the current COVID learning environment with limited opportunities for visiting professional experts and field opportunities. When possible teachers have provided supplemental virtual experiences. Unfortunately, with the shortened schedule, this is the part of the curriculum that received the biggest reduction of scheduled instructional time. Teachers have done an excellent job of maximizing the remaining available time and resources.

During a typical school day social studies curriculum is integrated with reading, writing, and science instruction along with extended learning activities. A few examples of the past experiences are as follows: With the help of our music and art specialist, the third grade students present an annual Veteran's Day assembly which is cherished by the entire school community, our fifth grade students also travel to the Utah State Capitol during the legislative session, our second grade students make a visit to a local farm to participate in Farm Days. We look forward to the opportunity to participate in these activities again.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

As indicated in our school vision and mission the Lewiston Elementary school community values the importance of enhancing academic education with meaningful learning opportunities in art, music, physical education, media, technology, and social-emotional well-being.

The art and music programs are supported by a district arts coordinator. Music instruction is provided by an experienced music specialist who implements a wide variety of musical experiences through the use of instruments, dance, composition, listening, and singing. Each student is given the opportunity to perform through participation during weekly music class, grade level productions, class and school talent shows, or the schoolwide children's choir. Additional musical opportunities are provided in collaboration with the Mountain West String Academy in the before school orchestra program. Visual arts instruction is provided by a certified visual arts teacher through the Beverly Taylor Sorenson Arts grant program. This provides opportunities for curriculum integration and unique art projects such as fossil quilts, fraction art, habitat murals, and so much more.

The physical education curriculum at Lewiston Elementary is focused primarily on essential motor patterns and skills required for a healthy lifestyle. Physical education is taught by an experienced specialist. Students attend a weekly 30-40 minute class. All students additionally prepare for and participate in the annual "Dirt Road Dash" in which students run a one mile course. Our successful before school Healthy Lifestyles program provides opportunities for students to get moving prior to school on Monday, Wednesday, and Friday which unfortunately has been temporarily suspended due to the current public health guidelines. This program provides a needed physical boost for students to engage prior to the school day. Students, parents, and teachers alike are eager for this program to resume.

All students, grades kindergarten through sixth grade, receive a 30-40 minute instructional block in library media by an experienced media specialist. Lessons are provided based on Utah Core Standards in addition to students borrowing books for independent reading practice. This is supported by our schoolwide Reading Counts incentive program. We feel that exposure to library media is an important component to college and career readiness.

We also consider the 21st Century "new literacies" as an essential component to overall literacy instruction. In collaboration with our classroom teachers our computer lab specialist delivers instruction in keyboarding

technique and fluency, coding, internet safety, word processing, and general computer literacy based on the newly adopted State Digital Literacy Core Standards. All students receive a 30-40 minute instructional block weekly, with open lab opportunities for classroom projects. All classrooms in second through sixth grade have access to mobile Chromebook labs for classroom use and instruction. Kindergarten through first grade students have access to classroom sets of iPads.

Character education lessons are taught monthly in the classroom by our school counselor. Students are engaged in discussions featuring topics including empathy development, emotional regulation, mindfulness, friendship skills, making healthy choices, self improvement, and accountability. Fifth grade students participate in the Utah N.O.V.A. program taught by the school resource officer. This program is titled after an acronym which encompasses the mission: “Nurture youth to seek out positive Opportunities, internalize good Values, and to accept Accountability for the choices in life.” Additional collaboration with community resources through the Bear River Health Department, The Family, Place, Bear River Mental Health, and the district nursing department provide additional valuable social emotional learning and instruction for our students.

3. Academic Supports:

Using shared summative and common formative data, classroom teachers meet with the principal and literacy facilitator at the beginning of the school year to identify students who could benefit from Tier II instructional interventions in reading skills. During the process teachers develop an instructional plan for individual students which is called an Individual Literacy Plan (ILP). The team meets in the fall, winter, and spring to review the ILP for all students scoring below proficiency on the Acadience Reading K-6 assessment. Students scoring below benchmark on Acadience are grouped by skills and provided intervention instruction by the classroom teacher or highly trained paraprofessional. Student mastery data along with additional progress monitoring data is tracked closely for response to intervention. Parents are provided with progress monitoring data regularly. Following supplemental instruction and progress monitoring, if a student has made limited progress, the teacher is able to reach out for additional support from the school’s Teacher Assistance and Guidance (TAG) team to help further identify possible interventions and solutions. When appropriate the teacher may contact the parent to discuss progress and determine if further testing for special education support is needed. If qualified for this additional level of support the special education teachers provide high quality individualized instruction to support these students during all tiers of instruction. This is a successful and highly collaborative process.

In 2018, based on the 2017-18 Utah Core assessment data of our third through sixth grade students, although our overall school proficiency data was good, our school was identified for targeted school improvement due to low growth numbers by our ELL student subgroup performance on these assessments. To address these deficits we implemented a schoolwide goal to focus efforts on improving English Language Learners (ELL) student performance and growth. This focus included professional development on instructional strategies for creating language rich interactive classrooms for all students while also providing additional language support for multiple language students during whole class instruction. In collaboration with the classroom teacher, ELL teacher, and literacy facilitator, specific content and language goals for each individual ELL student are identified. Student progress toward these goals is monitored and reviewed regularly. We saw improvement in our ELL student growth scores on the 2018-2019 RISE assessment data after early intervention efforts. We were disappointed when we were unable to assess due to the school dismissal in May 2020. We anticipated great improvement in ELL student growth. Our ELL student population has been highly impacted by the school dismissal and current educational climate. Yet, we continue to monitor and support our ELL students. We are seeing improvement during the school year and are eager to administer the state assessments in May 2021 to see data on current levels of student achievement and growth for all students and subgroup student categories.

We have fluctuating homeless and migrant student populations. Student needs are addressed on a case by case basis with personalized targeted support and intervention which can include support for basic needs and individual tutoring as needs are identified.

Lewiston Elementary also participates in a district supported schoolwide enrichment model (SEM) program. A trained program specialist visits the school one day each week to instruct high achieving students identified as gifted and talented in fourth through sixth grade. Students are identified by classroom teachers and SEM committee members supported by the school principal. The SEM curriculum extends learning in language arts through targeted inquiry and research projects. Additionally, all students complete a culminating project which is shared at an “Evening of Excellence” or “Entrepreneur Fair” in collaboration with local high schools and Utah State University.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Lewiston teachers utilize a variety of engagement strategies during in-person and remote instruction. It is common to see students working in collaborative teams and partners during the school day. With the need for social distancing and face masks this school year, teachers have continued to find safe alternatives for student collaboration using journals, whiteboards, choral responses, Chromebooks, response software, and other instructional strategies. The district technology department has supported our efforts by providing our school with classroom sets of web cameras and tripods to facilitate broadcasting classroom instruction and student presentations to students or parents joining the class virtually through ZOOM or Google Meet. This has been a valuable way to connect with students who are home on quarantine or to allow parents to participate during student presentations. Many teachers are using online platforms such as Google classroom or Canvas to provide access to instructional materials and student homework. Teachers have appreciated the usefulness of this technology and plan to continue using it moving forward.

During our school dismissal and remote learning, arrangements were made to continue individual and small group instruction for students receiving interventions, including our students with disabilities receiving special education support. Our counselor continued to reach out weekly to all students she met with individually to provide needed support. Classroom teachers held daily classroom meetings. Teachers made a daily connection with each student either through video conferencing, email, messaging or by phone. Lewiston teachers went above and beyond to connect with students who were not engaging or accessing the online classroom through home visits and other methods.

During a typical school year there are many opportunities to engage students in meaningful ways academically, socially, and emotionally. We have schoolwide positive systems of support in place to recognize good student behavior. Our students regularly recite the school motto: Lewiston Leopards are safe, kind, and responsible. This motto is reflected in our schoolwide common behavior expectations which are introduced and reviewed during our annual Behavior Bootcamps. Many opportunities for individual and classroom incentive programs such as the Great American Award, Reading Counts, and Dirt Road Dash.

Our sixth grade students have the opportunity to participate in the Lewiston Leaders program. This is a service learning opportunity to help students recognize the importance of giving back to their school and community. Students sign up for opportunities to serve the school as leaders in a variety of ways such as mentoring younger students, assisting in classrooms, and helping in the library or cafeteria. The student leaders of the nearby high school mentor our students to promote the values of leadership. This program has had an amazing impact on our students and school.

2. Engaging Families and Community:

We believe that one of the greatest strengths of our school is the healthy relationship between the school and the surrounding communities. As such, the administration, faculty, staff, and PTA work together to identify effective methods for encouraging community support and involving families. We work to communicate openly and regularly through multiple channels such as email, text messages, phone calls, newsletters, mailings, school posting, face-to-face, and Facebook. There are additional efforts to provide Spanish translation for all communication and documents when feasible.

Lewiston has been fortunate to work closely and create partnerships with many local government, business and industry leaders such as; our local high schools, Utah State University, Mountain West String Academy, The Family Place, Bear River Mental Health department, local Rotary groups, Sunrise Park Assisted Living center, Lewiston State Bank, local small businesses, and other local professionals.

Some of the key opportunities for engaging families and community include our school community council, school to home compact, family engagement policy, literacy night, One Book One School event, Dirt Road Dash, NOVA, Veteran's Day Assembly, Community Christmas Concert, Lunch with a Deputy program,

Reading Counts incentive program, Back to School Night, Field day, Summer lunch program, and many other school program events. To highlight one rich tradition at Lewiston elementary our fifth grade students participate in the annual Lewiston Olympics which includes classes competing in various activities and cultural performances. This yearly event is eagerly anticipated by the whole school and surrounding community. Families have multiple generations who have participated in this one ongoing school event. Unfortunately, this event along with many of the before school programs have been temporarily suspended due to the current public health guidelines for schools.

During the school dismissal this past spring one unique opportunity to engage the community was utilized. Additional school staff members were assigned to work closely with the cafeteria staff to provide meals for all children ages 2-18 living within our school boundaries. This was accomplished with curbside pick-up and by school buses delivering meals along the bus routes. These critical school staff members were preparing and delivering over 800 meals per day. These buses also helped deliver needed instructional materials to students and returned student work to the school for teachers to collect. These buses and the school staff on them became an important conduit for connecting families to school. What a wonderful and unique opportunity to engage our community!

3. Creating Professional Culture:

The value of personal growth and connection cannot be understated. We recognize and support each individual as a contributing member of our school community. Concern for the well-being of all faculty and staff during the current community health situation has been in the forefront of all decisions. During the school dismissal, to support student learning and keep all staff employed, paraprofessionals were assigned to partner with a classroom teacher to provide needed instructional support for remote learning. Teachers have said this was an invaluable resource which allowed them to continue to support their student's learning. For the current school year, with the added pressures on teachers to meet the needs of students through both in-person and remote learning, additional planning time is built into each day. Additional teacher planning days are also added to the calendar at critical times throughout the school year

During the current health climate, increased professional learning opportunities are available both self-paced online and held live virtually. The district professional learning platform, Bridge, provides a wide range of courses including topics such as technology, curriculum, school safety, student well-being, and teacher well-being. Teachers are encouraged to select those courses most relevant to their current professional learning interests and needs. Lewiston teachers have spent many hours in professional development to master the techniques of systematic, explicit, and direct instruction. Additionally, teachers have focused on learning to improve professional practice by utilizing professional learning communities (PLC) to better analyze data, review and plan curriculum, coordinate services, and improve instructional delivery. All professional learning maintains a primary focus on positive student outcomes. Many teachers have enhanced their own professional education through completing university programs to earn Master of Education degrees as well as instructional endorsements in areas such as STEM, ESL, reading, and math.

Each year as a faculty we participate in a professional book study. The principal plans and prioritizes school budget resources to provide teachers with additional paid time for participating in this learning opportunity. We have studied topics such as visible learning and teaching practices, student behavior supports, language rich classroom strategies, and professional learning communities. Paraprofessionals are invited to participate in all learning opportunities. Additionally, paraprofessionals and other specialists receive ongoing professional training in curriculum, lesson delivery, and behavior management to support their instructional role within the school.

4. School Leadership:

Lewiston Elementary has one full time principal. The principal is supported in leadership from the local district office. The school leadership team consists of team leaders from each grade level. Additionally, the school has a literacy facilitator who provides critical support for students, paraprofessionals, and teachers. Her expertise and efforts are a great resource for the principal as well. The principal and teachers also work closely with the full time school counselor to monitor and support all students.

During school dismissal, the principal created a shared document for each teacher to log in daily activities, to ask questions, and to receive feedback. The principal responded daily to log entries and connected with teachers and staff both virtually, by phone, email, and in person when appropriate. Support and training for teachers using new technology tools, such as Google classroom, video conferencing, and other instructional supports was provided. Teachers who had previously struggled with technology now created private YouTube channels to post daily instructional videos and utilized other online platforms such as Nearpod and Flipgrid. The entire school faculty and staff worked together to meet the needs of all students.

As a district leadership team, principals meet regularly before, during, and after each school year. During the summer of 2020 this leadership team met often to plan and prepare for the upcoming 2020-2021 school year in an ever-changing environment with updates from local and state health officials. During the current school year, the principal's role has expanded to include monitoring current health regulations and enforcing current health protocols. Additional time is spent during this school year contact tracing and communicating with impacted families often outside of the regular school day.

Prior to the beginning of the current school year, the principal met with the faculty and staff to provide instruction on the guiding principles for minimizing risks due to the current community health conditions for the upcoming school year. Rather than a lengthy list of "Do's and Don'ts" teachers used these guiding principles to collaboratively plan and prepare for needed environmental and instructional changes such as, but not limited to, increased sanitization, desk arrangements, scheduling, transitions, and student arrival/dismissal. By creating shared common expectations, this also has allowed teachers to adapt to changing needs throughout the year as the community health situation shifts. This collaborative approach is the primary focus of the school leadership.

5. Culturally Responsive Teaching and Learning:

First and foremost, the administration is eager and willing to talk with any student, parent, faculty, or staff who have concerns or questions about any school related issue. Observations or concerns brought to our attention are addressed openly and honestly with a focus on best outcomes for students, families, and the school community. Steps are taken to provide any needed resources for resolution.

Classroom and instruction time is not used to promote any personal opinions or agendas. Culturally and historically significant events are taught and discussed from multiple perspectives as appropriate for elementary students. All curriculum materials are screened for representation of diverse populations and perspectives. During the school dismissal great efforts were made to provide the needed resources and tools to all students regardless of a family's socioeconomic status. The school checked out Chromebooks to all students and families who needed them. The district worked with families who didn't have access to the internet to provide hotspot access. When necessary any needed student materials including books and devices were delivered directly to the homes.

The largest racial/ethnic subgroup in our school community is Hispanic or Latino. As a school we have created a Latino/Hispanic parent advisory committee. We meet with the parents of our Latino/Hispanic students to discuss any concerns and to plan for ways to increase family communication and engagement. Efforts are made to provide parents with information and resources in their native language. Translators are provided for parent meetings as needed. We work to connect these families to school and community resources to remove any barriers and fully integrate them into our school community.

This school year the biggest challenge has been the division among families regarding opinions about the current health conditions and protocols within the community and schools. We have

sought to provide opportunities for all voices to be heard. Parents and families have been given the opportunity to either attend school in-person or online using the same core curriculum. Additional online resources have been provided to enhance student math and literacy learning such as REFLEX and Lexia Core 5. In an effort to minimize the adverse effects of the school closures and other learning disruptions our school plans to provide summer learning opportunities and after school tutoring. We want all students to have the opportunity to learn regardless of cultural or personal circumstances.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been the most instrumental to Lewiston school's ability to successfully educate and support students since the school closures began in March 2020 is definitely our use of paraprofessional support to help teachers engage students in continued remote learning. We have around 25 paraprofessionals who provide instruction and support throughout the school day. During a typical school day the support of paraprofessionals is vital to our instructional model providing individual, small group, and classroom instructional support. This practice helps to reduce the teacher to student ratios at strategic times during the day and to provide critical support for student learning. Our paraprofessionals are well-trained in curriculum implementation, assessments, data collection, as well as behavior management and supervision. All paraprofessionals are supervised by the literacy facilitator or a special education resource teacher. Many of our paraprofessionals have worked at Lewiston Elementary for over 10 years.

When the school dismissal was announced early March 2020 and teachers began planning for remote learning it became apparent that this task was quite overwhelming. The need to shift their entire teaching model to online within just a couple of allotted preparation days was daunting. Our teachers worked in grade level teams to identify the critical content that needed to be taught and addressed. Then the work began to identify how to do this in an online environment. Many teachers and grade level teams utilized the online platform Google Classroom to establish a common format and location for students and parents to access learning and to get support. As a school administration we began organizing to support the families with the technology needed for this new learning environment. At Lewiston Elementary we checked out approximately 400 Chromebooks to students.

The teachers at Lewiston set the goal to have a personal connection with every student every day during the school dismissal. This was accomplished with the help of a paraprofessional partnered with each classroom teacher. They worked together to connect daily through video conference, email, phone call, text messages, and online chat features to assist with the work of continuing to learn. Teachers held classroom meetings, posted videos of daily instruction, and worked with students individually and in small groups. Teachers and paraprofessionals reached out to families not connecting to help bring them in. We assisted with getting families paper copies of coursework, if internet access was an issue. We were able to keep over 95% of our students connected and learning for at least part of the remaining 2019-2020 school year. Teachers have said many times that without the assistance of a paraprofessional, their ability to reach their students at this level would not be possible. At Lewiston we recognize, value, and celebrate the role of a teacher including those teachers who support our students as paraprofessionals.