

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:	Lexington Public Schools
County Dist. No.:	24-0001
School Name:	Bryan Elementary School
County District School Number:	24-0001-003
School Grade span:	K-5
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Andrew Welch
School Principal Email Address:	drew.welch@lexschools.org
School Mailing Address:	1003 North Harrison Street, Lexington, NE 68850
School Phone Number:	308-324-7279
Additional Authorized Contact Person (Optional):	Julie Myers
Email of Additional Contact Person:	julie.myers@lexschools.org
Superintendent Name:	Dr. John Hakonson
Superintendent Email Address:	john.hakonson@lexschools.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Ashley Pano</u> <u>Greg Bacon</u> <u>Lori Gierhan</u> <u>Claudia Cabarcas</u> <u>Tiffany Denker</u> <u>Suzanne Wendorff</u> <u>Rosa Robinson</u> <u>Drew Welch</u> <u> </u> <u> </u> <u> </u> <u> </u>	<u>Parent</u> <u>Counselor</u> <u>Teacher</u> <u>Teacher</u> <u>Instructional Coach</u> <u>Reading Specialist</u> <u>Reading Specialist</u> <u>Principal</u> <u> </u> <u> </u> <u> </u> <u> </u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 339	Average Class Size: 19	Number of Certified Instruction Staff: 27
Race and Ethnicity Percentages		
White: 26 %	Hispanic: 70 %	Asian: 0.5 %
Black/African American: 0 %	American Indian/Alaskan Native: 0.5 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 3 %	
Other Demographics Percentages		
Poverty: 62 %	English Learner: 37 %	Mobility: 4 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NeSA	
MAP	
DIBELS	

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	<i>Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
Bryan Elementary School uses multiple sources of achievement data to assess the needs of our students. The following are the assessments	

administered to our students.

I. Reading

- a. DIBELS K-5th grade
- b. MAP (Measure of Academic Progress) 2-5 grade
- c. Primary MAP K-1 grade
- d. NeSA-R Nebraska State Reading Assessment 3-5 grade

II. Math

- a. MAP (Measure of Academic Progress) 2-5 grade
- b. Primary MAP K-1 grade
- c. NeSA-M Nebraska State Math Assessment 3-5 grade

III. Other Data

- a. Mobility

Bryan Elementary collects disaggregated data in a least 6 subgroups. Which include:

- English Language Learners (ELL)
- Poverty
- Gender
- Special Education
- Ethnicity
- Mobility

A data team process is followed when utilizing our disaggregated data for making instructional decisions. Teachers meet in Professional Learning Community groups to discuss teaching strategies, as well as grade level groups to discuss how to meet the needs of all students. Further data discussions also take place in our RTI/MTSS process.

1.2

Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.

Efforts continue to be made to ensure that parent and community surveys are taken and returned so that data can be collected and used when assessing the needs of our building now and in the future. The survey in English and Spanish was loaded onto the District website and computers were made available at Parent-Teacher conferences. Staff members encouraged parents to complete the survey while attending

conferences. Data is reviewed annually.

1.3 *Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.*

Throughout the 2016-17 school year, a District team with representation from each school in LPS met to develop goals and action plans, addressing suggestions from AdvancEd for school improvement. Building members shared information from the meetings with their respective staff members. Each school then worked together to review existing practices and identify new ways to approach each of the areas so that we would take concrete steps in order to meet our goals.

2. Schoolwide reform strategies

2.1 *Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.*

Lexington Public Schools addresses the needs of all students, from those who are receiving special education services to those who are identified as High Ability Learners (HAL) receiving differentiated instruction through our HAL program, and all students with varying abilities on a learning spectrum. Teams of professionals have met consistently to scrutinize assessment data of our struggling students. During the meetings, the team reviews what strategies have been employed, what worked and then developed individual plans for these students. A decision making policy was developed which led our teams to utilize a spreadsheet that documented progress made by each student who was scoring below benchmark on assessments. MTSS visits our schools 6 times throughout the year to do fidelity checks, instructional data review, and review student progress monitoring.

The school-wide plan clearly identifies the improvement efforts that will be made, strategies we have used, resources we have acquired, and interventions we have implemented to meet the needs of our students.

- I. Response To Intervention Model / MTSS**
- II. Summer School**
- III. Scheduling**
- IV. Professional Learning Communities (PLC)**
- V. Instructional Coach**
- VI. Reading Specialists**

VII. Lexington Academy - After School Program

3. Qualifications of instructional paraprofessionals

3.1

Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.

All Bryan Elementary paraprofessionals are highly qualified according to the current ESEA requirements and participate in meaningful professional development activities. All of the paraprofessionals have either passed the Para-Pro Test assessment required by the state of Nebraska, have an associate's degree from college or higher, or have over 60 hours of college credit. All paraprofessionals have received ongoing training through the district.

4. High quality and ongoing professional development

4.1

Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.

Staff, teachers and paraprofessionals, participates in ongoing professional development that focuses on strategies that help to improve student performance. Teacher Development has included Write Tools training. The district sponsors multiple in-house staff development opportunities. Teachers are encouraged to share their staff development trainings with other staff through peer coaching opportunities. Teachers receive further strategies through professional learning communities (PLC) training. Paraprofessionals and teachers are given further strategies through instructional coaches and the school principal.

5. Strategies to increase parental and family engagement

5.1

Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.

• Parents/community members have had multiple opportunities to be actively involved in developing and implementing the school wide plan. The Bryan Parent Teacher Organization meets throughout the school year. All PTO meetings are announced in advance for any and all parents or

community members to participate. Meeting dates are placed on the school calendar and announced to parents and students through a phone call home through our Power-Announcement system. Parents and community members can see the plan on the Bryan web site.

- PTO is an open meeting for anyone to attend.

5.2 *Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.*

A school/parent compact is presented and reviewed annually by Bryan parents. The school/parent compact is placed in the Elementary Handbook. The Elementary Handbook has a sign-off sheet for the parent(s) and student that all are responsible for turning into the office at the beginning of the school year.

5.3 *Please provide a narrative below explaining how, when and where the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.*

During an annual parent meeting, parents are presented with building level policies and procedures for review and revision. Every parent receives annually at the beginning of their child's school the Elementary Student Handbook that contains all updated policies. This handbook serves as our parent policy.

The handbook can be found at the Lexington Public Schools district website <http://www.lexschools.org/>.

The Student Handbook is updated yearly before the next school year. A review of this handbook is conducted during a PTO meeting to receive parent input. All parents and students acknowledge the Lexington Public Schools Elementary Handbook and its contents by written signature.

6. Transition Plan

6.1 *Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.*

Transition plans are developed and implemented to involve students, staff and parents to ease the transition into the Bryan kindergarten

program. Examples of activities include:

- **Students from all area preschools are given opportunity to transition into kindergarten prior to coming to school in the fall by visiting classrooms.**
- **New students receive a tour of the building.**
- **New students and family members receive materials from the secretary concerning school.**
- **IEP's are used to transition special education students between pre-school to kindergarten.**

6.2

Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.

Transition plans are developed and implemented to involve students, staff and parents to ease the movement between grades at Bryan Elementary. Examples of the transition plan include:

- **Students from all area preschools are given opportunity to transition into kindergarten prior to coming to school in the fall by visiting classrooms.**
- **New students receive a tour of the building.**
- **New students and family members receive materials from the secretary concerning school.**
- **Parents are informed of additional programs available to them and to their children through newsletters, phone calls, and face-to-face meetings with staff.**
- **Parents are encouraged to visit their children at school through proper policy.**
- **Fifth grade students leaving Bryan for the Middle School receive a full-day orientation at the Middle School.**
- **Additional materials are provided for students and parents in English and Spanish.**
- **Further accommodations are made with students with other languages outside of English and Spanish.**
- **IEP's are used to transition special education students between pre-school to kindergarten, between grade levels, and from fifth grade to the Middle School.**
- **Students in kindergarten through fourth grade are given opportunities to visit teachers in the next grade level before they are promoted.**

- Students become familiar with upper grade teachers throughout the year during their lunch and recess time due to the supervision duty schedule.
- All Special Education students going to the Middle School are given an additional opportunity to visit the Special Education teachers at the Middle School or High School.
- Open house is provided to parents and students in the fall.
- Orientation for new students in the classroom are linked to students who speak their language as needed.
- In acquainting parents and students to the building, a bilingual staff member is made available to communicate with parents and students.
- All newsletters are in English and Spanish.
- Bi-lingual paraprofessionals are available to students and parents when needed.

6.3 *Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.*

Middle School to High School transition does not apply to this K-5 building.

6.4 *Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.*

High School to Post-Secondary Education transition does not apply to this K-5 building.

7. Strategies to address areas of need

7.1 *Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.*

The school-wide plan clearly identifies the improvement efforts that will be made, strategies we have used, resources we have acquired, and interventions we have implemented to meet the needs of our students.

- I. Response To Intervention Model / MTSS**
- II. Summer School**
- III. Scheduling**
- IV. Professional Learning Communities (PLC)**
- V. Instructional Coach**
- VI. Reading Specialists**
- VII. Lexington Academy - After School Program**

8. Coordination & integration of Federal, State and local services & programs

8.1

Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.

The following is how resources and sources of funding are used to support student learning:

Title 1 Funding

- **Instructional Coaches (One per Elementary School)**
- **Reading Specialists (One per Elementary School)**
- **One Certified Preschool Educator**
- **Paraprofessionals (One per Elementary School & Preschool)**
- **Lexington Academy – After School Program Staff**

21st Grant Funding

- **Lexington Academy – Site Directors (One per Elementary School)**

Nebraska State Funding (Poverty, ELL, State Aid, etc.)

- **Special Education Services**
- **Certified Staff Members**
- **Highly Qualified Paraprofessionals**

Title II Funding

- **Staff Development Opportunities**

Migrant Funding

- **Social Worker (One for Lexington Public Schools)**
- **Bilingual Interpreters**

Lexington Public Schools Funding (Local Funding)

- **Certified Staff Members**
- **Highly Qualified Paraprofessionals**

Lexington Community Foundation Grant Funding

- **Parent Involvement Activities**

- **Innovative/Creative Teacher Activities**
- **Backpack Food Program**

UNK Partner School Program

- **Early Literacy Student Assistance Support**
- **Staff Development Training/Institute**
- **Summer School Teachers**

Private Company & Grant Funding Sources

- **Books for students**
- **Technology Pieces (Hardware & Software)**

8.2 *Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.*

School and community resources are used to support the plan. They include:

Lexington Academy – After School Program

- **The Lexington Academy is a daily after-school program available to all K-5 students. Students are able to participate in a variety of supervised enrichment activities that are fun and educational. The activities include, but are not limited to: homework/tutoring time, creative expression in the fine arts, social, health and physical development. This program is available free of charge to all Lexington Public Schools families.**

The Lexington Foundation

- **Funding Parent Involvement Activities**
- **Purchasing Classroom Materials (i.e. Books)**

Lexington Migrant Even Start Program

- **Provides Early Childhood Preschool Interventions**

Lexington Early Childhood Connections Committee

- **Provides opportunity for area Preschools (public and private) to discuss partnerships and questions to serve 3-5 year old students.**

Lexington Areas Churches

- **Provide classroom supplies for students in need.**
- **Provides clothing (i.e. coats, hats, and gloves, etc.)**

Head Start

Dawson County Extension

E.S.U. 10

YMCA of Lexington

Dawson County Museum/Heartland Museum of Military Vehicles

Tri County Hospital/ Community Fitness Initiative

Local Businesses