

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.:	24-0001-01
School Name:	Lexington High School
County District School Number:	001
School Grade span:	9-12
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 checked="" type="checkbox"/> Yes <input 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:	Mr. Kyle Hoehner
School Principal Email Address:	kyle.hoehner@lexschools.org
School Mailing Address:	705 West 13 th Street Lexington, NE 68850
School Phone Number:	308-324-4691
Additional Authorized Contact Person (Optional):	Mrs. 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>Amy Kuefner</u> <u>Kyle Hoehner</u> <u>Audrey Racek</u> <u>Tom Coviello</u> <u>Annette Fitzgerald</u> <u>Gia Zarek</u> <u>Michele McKeone</u> <u>Maria Casillas</u> <u>Theresa McFarland</u> <u>Tom Downey</u> <u>Julia Briones</u> <u>All Classroom Teachers</u>	<u>Parent</u> <u>Building Principal</u> <u>Assistant Principal</u> <u>Assistant Principal</u> <u>Instructional Coach</u> <u>Teacher and Reading Specialist</u> <u>Counselor</u> <u>Paraprofessional</u> <u>Community Member</u> <u>Community Member</u> <u>Student</u> <u>Teaching Staff</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 880	Average Class Size: 17	Number of Certified Instruction Staff: 68 (100%)
Race and Ethnicity Percentages		
White: 14 %	Hispanic: 78 %	Asian: 1 %
Black/African American: 7 %	American Indian/Alaskan Native: <1 %	
Native Hawaiian or Other Pacific Islander: 1 < %		Two or More Races: 1 %
Other Demographics Percentages		
Poverty: 81 %	English Learner: 18 %	Mobility: 10 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
DIBELS	ELPA
MAP (R-M)	LAS
STAR-R	Pre-ACT and ACT

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>
Lexington High School will use the following sources of achievement data: A. Achievement Data	

a. Reading

- 1. Measures of Academic Progress (MAP)**
- 2. Renaissance Reading STAR Reading Assessment**
- 3. Nebraska State Reading Assessment (NeSA-R)**
- 4. Nebraska State Writing Assessment (NeSA-W)**

b. Language

- 1. Language Assessment Survey (LAS)**
- 2. English Language Proficiency Assessment (ELPA)**

B. Other Data Sources

- a. Attendance Records**
- b. Mobility Data**
- c. Discipline Action Records**

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.*

In the Fall of each year, at Parent Teacher Conferences, parents are asked specific questions about their feelings and opinions of Lexington High School via online surveys. Parents were provided time and a location to complete this survey. The survey was distributed in English and in Spanish.

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.*

DISTRICT GOAL #1

• Graduation Rate Goal and Objective:

- All stakeholders will participate in students' progress toward graduation by collaborating to maintain or increase the percentage of four-year cohort graduates by the end of the 2020-2021 graduation year as measured by our high school graduation rate.

DISTRICT GOAL #2:

• Content Area Literacy Goal and Objective: All stakeholders will participate in students' progress in content area literacy through systematic instruction as measured by NWEA MAP Reading (K-11), PELI (PK), NESAs Reading (3-8) and ACT Reading (11). (An objective will be set after analyzing data from 15-16 and 16-17 academic school years.)

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.*

We review all assessments on a regular basis. The assessments include:

A. Measures of Academic Progress (Math and Reading)

B. NeSA-R, NeSA-M, NeSA-W, and NeSA-S

C. STAR (Reading)

D. PLAN Test, Pre-ACT and ACT

E. Write Tools

F. Co-Taught Classes with SPED and ELL support provided by certificated SPED/ELL teachers in co-taught classrooms working alongside content-area certificated teachers.

G. Summer School

a. We use an integrated approach during our summer school program. All of the high schools use one site for summer school and provide transportation for students to attend. Our summer school is based on the following goals:

1. Graduation Cohort Remediation

2. English Language Learner Remediation

3. Remedial Reading Programs

4. Remedial Math Programs

5. High Ability Learner Activities

6. Fundamental Activity Skills (Sports)

7. Creative Enrichment Activities

8. The program is run on a four days per week schedule (Monday-Thursday) for four weeks in June. Students are assessed and grouped based on academic skills needed to be successful. All teachers involved in the summer school program are highly qualified under the guidelines of ESSA.

H. Scheduling

a. Each school provides time for literacy through scheduling, staff, and program support.

1. Students have opportunities to take courses in English, Reading and Advanced Literacy based on academic need.

2. Classroom teachers are directed to provide significant reading time for students.

I. Co-Teaching

a. Students have opportunities to receive added academic support in co-taught classes. The courses are taught by a regular-education teacher and a SPED teacher.

J. Instructional Coach

a. Instructional Coach has been employed to lead, coordinate, and support teachers, students, and programs in a balanced school-wide literacy plan and promote an awareness of literacy across the curriculum.

1. Performance Responsibilities:

• Assist in determining instructional material needs for all levels of

learners within the school

- Give reading a “presence” in the building by recognizing improvement and achievement of students and teachers
- Research and evaluate literacy techniques, programs, interventions, and assessments to determine their effectiveness
- Collect, monitor and analyze assessment data with the goal of positively influencing instruction
- Use assessment data and teacher consultation to determine and monitor student placement
- Meet regularly with principal and other instructional coaches to discuss, plan and monitor literacy needs and issues
- Collaborate with teachers to provide additional support for all levels of readers
- Provide timely resources and supplemental materials for teachers
- Facilitate and provide opportunities for teachers to share ideas and concerns
- Train teachers to utilize data to make informed decisions about instruction
- Assist in determining the needs for professional development as well as provide on-going support and training for staff
- Assist in the development of teachers new to profession and district

K. Reading Specialists

- a. Oversees the integrity of the reading interventions
- b. Provides reading interventions programs
 1. Read 180
 2. System 44

L. After-School Tutoring Programs for all Students

M. “Write On” Intensive writing class for ELL students

N. Booster Classes for juniors requiring remediation in Reading and Math

- a. Advanced Literacy and Advanced Math

O. Destination: Graduation Academic Teams

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.*

Paraprofessionals meet the ESEA requirements of a high school diploma and either 48 semester credit hours or the equivalent from an accredited college, an associate degree from an accredited college, or have passed one of the approved state assessments (i.e. Para Pro Test).

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.

New teachers are provided numerous professional development support:

- A. A weeklong staff development before school begins that introduces them to programs and opportunities at the high school**
- B. New Teacher Mentor Program - Assigned a primary mentor and a secondary mentor to partner with during their first two years**
- C. Professional Development Days (four full days) throughout the school year**
- D. Monthly Admin-New Teacher Meetings**

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. Surveys are provided for parental/community feedback as well as Parent/Teacher Conferences.

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.

LHS uses the School-Parent Compact established by Lexington Public Schools. This compact is placed in the student handbook for review by students and parents. A recognition of the reception and agreement of the compact must be signed by the students and parents annually.

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 the annual LHS Open House (Sept. 16, 2016 this year) Title I information is disseminated in English, Spanish and Somali regarding the following discussion items:

==> Purpose of Title I Funding:

According to the U.S. Department of Education, the purpose of Title 1 funding, "is to ensure that all children have a fair, equal, and significant opportunity to obtain

a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.” Title 1 schools with large concentrations of low-income students will receive supplemental funds to assist in meeting students' educational goals. For an entire school to qualify for Title 1 funds, at least 40% of students must enroll in the free and reduced lunch program.

==> Our School’s Title I Statement of Purpose:

LHS is committed to providing a quality educational program that challenges all students to reach their potential. We believe students achieve greater success in school and life when the parents and school work together. Understanding that parents play an extremely important role as their child’s first teacher, we encourage parental and community involvement in this collaborative process.

==> Staff Qualifications:

All LHS classroom teachers are NCLB highly qualified educators.

==> School Improvement:

Lexington Public School’s CIP Team has identified two school improvement goals:

1. All students will improve reading across the curriculum
2. All stakeholders will participate in students’ progress toward graduation.

==>School Report Card:

To access the “School Report Card” and Building Demographics:

<http://www.lexschools.org/schools/lexington-high-school/demographics>

==> Parent Involvement Policy and Compact:

To access the “Parent Involvement Policy”:

<http://www.lexschools.org/district-information/title-1>

6. Transition Plan

6.1	<i>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.</i>
Not applicable for a high school	
6.2	<i>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.</i>
Not applicable for a high school	
6.3	<i>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.</i>
Not applicable for a high school	

6.4	<i>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.</i>
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LHS provides numerous opportunities for transition and support from both the 8th to 9th grade as well as from high school to postsecondary education.

HIGH SCHOOL TO POSTSECONDARY EDUCATION --

- A. 25+ Dual Credit Offerings**
- B. School-to-Career Classes in Multiple Subject Areas**
- C. Entrepreneurship Classes**
- D. Counselor's Monthly Newsletter**
- E. AdvancED Commitment to College and Career Readiness and Guidance**
- F. School-Sponsored College Visitation Programs**
- G. EduQuest Planning Sessions for students and parents**
- H. School-Sponsored Career Fairs (partner with the Dawson Area Development ABLE program)**
- I. Career Visits (based on student interest)**
- J. Minuteman Monthly Newsletter**

K. 8th TO 9TH GRADE TRANSITION --

LHS plans activities for students to make a successful transition from 8th to 9th grades as well as transitioning from Schools-to-Career or Higher Education.

8th to 9th grade transition activities include:

- 1. Foundations of Leadership Program that includes mandatory classes for all 9th graders. It provides a daily SEL classroom for all of our incoming freshmen and transitions to a FOCUS period for upperclassmen, grades 10-12.**
- 2. First-Day Orientation day at LHS**
- 3. Orientation program session for Migrant Education students and families**
- 4. Opening Day activities (9th grade students only)**
- 5. 1:1 Counselor-Student Scheduling**

7. Strategies to address areas of need

7.1	<i>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.</i>
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- A. LHS assigns a counselor to each student upon registration. They develop a schedule for each student based on needs, interests and requirements. All materials are provided to students and parents in English, Spanish, Somali and other languages as needed.**
- B. Our Student-Principal Educational Advisory Committee (SPEAC) is comprised of students from all grade levels and represents all ethnic groups within the high school.**

- C. Office staff is bilingual to help communicate with parents and students
- D. Correspondence is provided to parents in English, Spanish and Somali
- E. Spanish & Somali Bilingual paraprofessionals available for parental translation/interpretation
- F. After-School Tutoring for All Students
- G. Academic Team Coaches for Sports Teams' Tutoring
- H. FOCUS Period - The FOCUS Period teacher serves as an academic advisor for the 10th, 11th and 12th graders in their FOCUS Period classes and leads 1:1 conversations and dialogue with their students.
 1. Weekly grade checks
 2. Academic goals setting based on MAP assessment scores
 3. College and Career Readiness and Linking Study Data is used to predict ACT performance.
 4. Students understand what their assessment scores mean in terms of skill readiness.

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

8.1	<i>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.</i>
Lexington High School uses multiple funding sources to support this plan including: Federal sources, State sources, Local Funding, Grants, Partnership with UNK and private companies. Funding is used to support staffing and materials to implement the school Title 1 plan.	
8.2	<i>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.</i>
Lexington High School uses programming from different organizations/companies to work in partnership in implementing this Title 1 plan.	