

# 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.:	0001
School Name:	Sandoz Elementary
County District School Number:	6
School Grade span:	2-3
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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Kim Ide
School Principal Email Address:	kimberly.ide@lexschools.org
School Mailing Address:	1711 N. Erie Lexington, NE 68850
School Phone Number:	308-325-5540
Additional Authorized Contact Person (Optional):	Julie Myers
Email of Additional Contact Person:	julie.myers@lexschools.org
Superintendent Name:	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 &amp; at least one student if Secondary School)</i>	Titles of those on Planning Team
Amanda Burton	Parent
Kate Schaaf	Reading Specialist
Amy Schroeder	Speech Pathologist
Kim Ide	Principal
Sue Kulhanek	Teacher
Carrie Kjar	Instructional Coch
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**School Information**  
*(As of the last Friday in September)*

Enrollment: 283	Average Class Size: 18	Number of Certified Instruction Staff: 24
<b>Race and Ethnicity Percentages</b>		
White: 19 %	Hispanic: 66 %	Asian: 1 %
Black/African American: 12 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 1 %	
<b>Other Demographics Percentages</b>		
Poverty: 82 %	English Learner: 56 %	Mobility: 13 %

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

*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**

<b>1.1</b>	<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>
<b>Sandoz uses data from multiple sources to understand the diverse</b>	

**academic needs of our students. The following assessments are used : Dibels, Dibels Math, NSEA, MAP Reading, and MAP Math.Sandoz elementary disaggregates data in six areas:ELL, race, gender, special education, ethnicity, and mobility.**

**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.*

**All parents are expected to attend conferences twice a year. During the spring conferences, while waiting for his or her conference, each parent was invited to fill out the CIP survey.These surveys were available in English and Spanish. Multiple computers and interpreters were available for parent convenience and questions while they took the survey on-line. The community members and parents could also take this survey on-line at home by accessing the school website. Data is collected and reviewed yearly.**

**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 that had representation from each school in LPS met to develop goals and action plans to address 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 have concrete steps to take 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.*

**LPS address 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.

Additionally The school-wide plan clearly identifies the improvement efforts we have made, strategies we have used, resources we have acquired, and interventions we have implemented to meet the needs of our students. Our plan includes the following elements:

- 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 Sandoz 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 participates in ongoing professional development that focuses on strategies that help to improve student performance. Staff development days are scheduled during the summer for certified staff. Staff development days are also built into the district calendar for both certified**

and classified staff. Certified and classified staff are given further strategies through instructional coaches and the building principal.

## 5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
<b>Parents will be provided future opportunities throughout the school year to provide input. Lexington Public Schools has a Parent-Teacher Organization. The building principal provides building data information on the Title 1 plan during 2nd semester. Families are invited to school activities such as music concerts, family fun nights, track and field day, field trips, the Fun Run, classroom celebrations, conferences etc.</b>	
5.2	<i>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.</i>
<b>A school/parent compact will be presented, reviewed and signed at the annual parent carnival meeting. The school/parent compact will be 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.</b>	
5.3	<i>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.</i>
<b>During an annual parent meeting, parents will be 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 <a href="http://www.lexschools.org/">http://www.lexschools.org/</a>. The Student Handbook is updated yearly before the next school-year. A review of this handbook is conducted during a parent meeting to receive parent input. All parents and students acknowledge the Lexington Public Schools Elementary Handbook and its contents by written signature</b>	

## 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</i>
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	<i>documentation may also be placed in the corresponding folder.</i>
<b>This does not apply. This building only houses 2nd-3rd grade students.</b>	
<b>6.2</b>	<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>
<b>This does not apply. This building only houses 2<sup>nd</sup>-3<sup>rd</sup> grade students.</b>	
<b>6.3</b>	<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>
<b>This does not apply. This building only houses 2<sup>nd</sup>-3<sup>rd</sup> grade students.</b>	
<b>6.4</b>	<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>
<b>This does not apply. This building only houses 2<sup>nd</sup>-3<sup>rd</sup> grade students.</b>	

## 7. Strategies to address areas of need

<b>7.1</b>	<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>
<p><b>The school-wide plan clearly identifies the improvement efforts we have made, strategies we have used, resources we have acquired, and interventions we have implemented to meet the needs of our students. Our plan includes the following elements:</b></p> <ul style="list-style-type: none"> <li><b>I. Response To Intervention Model</b></li> <li><b>II. Summer School</b></li> <li><b>III. Scheduling</b></li> <li><b>IV. Professional Learning Communities (PLC)</b></li> <li><b>V. Instructional Coach</b></li> <li><b>VI. Reading Specialists</b></li> <li><b>VII. Lexington Academy - After School Program</b></li> </ul>	

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

<b>8.1</b>	<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>
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The following is how resources and sources of funding are used to support student learning:

•Title 1 Funding

oInstructional Coaches (One per Elementary School)

oReading Specialists (One per Elementary School)

oOne Certified Preschool Educator

oParaprofessionals (One per Elementary School & Preschool)

oLexington Academy – After School Program Staff

•21st Grant Funding

oLexington Academy – Site Directors (One per Elementary School)

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

oSpecial Education Services

oCertified Staff Members

oHighly Qualified Paraprofessionals

•Title II Funding

oStaff Development Opportunities

•Migrant Funding

oSocial Worker (One for Lexington Public Schools)

oBilingual Interpreters

•Lexington Public Schools Funding (Local Funding)

oCertified Staff Members

oHighly Qualified Paraprofessionals

•Lexington Community Foundation Grant Funding

oParent Involvement Activities

oInnovative/Creative Teacher Activities

oBackpack Food Program

•UNK Partner School Program

oEarly Literacy Student Assistance Support

oStaff Development Training/Institute

Summer School Teachers

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.*

10.3

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**