

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.:	1
School Name:	Lexingotn Middle School
County District School Number:	02
School Grade span:	6-8
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Scott West
School Principal Email Address:	scott.west@lexschools.org
School Mailing Address:	1100 N. Washington Lexington NE 68850
School Phone Number:	(308)324-2349
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
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

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Patricia Sanchez Stewart Scott West Jeff Wall Kristie Dugan Jose Lara Frances Peterson Braden Bender _____ _____ _____ _____ _____	<u>Parent Administrator</u> Asst. Principal instructional Coach Teacher Community Member Student _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 624	Average Class Size: 22	Number of Certified Instruction Staff: 50
Race and Ethnicity Percentages		
White: 15.7 %	Hispanic: 72 %	Asian: .5 %
Black/African American: 8.4 %	American Indian/Alaskan Native: .5 %	
Native Hawaiian or Other Pacific Islander: .5 %	Two or More Races: .52.4 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 78.69 %	English Learner: 35 %	Mobility: %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	Corrective Reading
MAP	STAR Reading Assessment
ELPA	Dibels for readers in intervention

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	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction. Provide supporting documentation in the corresponding folder.</i></p>
<p>Lexington Middle School is a data rich environment. We are constantly looking at data to develop improvements for our school. The MAP assessment is given in the Fall and the Spring every year. We dig deep in the results to help guide instruction in the classroom. Our Instructional Coach helps all our classroom teachers navigate the results. We are able to make informed instructional decisions based on student progress on the MAP assessment. Lexington Middle School also uses the STAR Reading Assessment to promote and encourage reading at Lexington Middle School. We have a motto "Better Readers, Better Learners!" We believe reading is a major key to academic success. The STAR Reading Program allows students to read at their level, providing support along the way, encouraging growth in the area of reading. LMS also uses the NSCAS test results to help guide instruction. Although, it is not as user friendly as the MAP Assessments and the results are not immediate like the MAP Assessment the NSCAS still gives LMS solid data to help inform programmatic instruction. The ELPA testing is used for our English Language Learners. It provides feedback on the development and growth of our limited English proficient learners. Our pullout ELL teachers use that information to help guide instruction within their own classrooms.</p>	
1.2	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p>
<p>During our Parent Teacher conferences LMS conducts a Parent Survey to gather responses from the parents. We feel parent involvement and parental responses are vital to our growth as a school. We cherish the feedback from the surveys. We also have Community partners that work closely with our after school program Multiple Choices. They provide educational opportunities for our students and excellent feedback to our students and staff.</p>	
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i></p>
<p>Lexington Middle School has implemented numerous strategies to meet the ever-changing needs of our highly diverse student population. You will find some of the strategies we have used listed below. Leveled Reading Groups- Students are grouped for reading instruction based on data received from MAP (Spring scores of the previous year), and placement assessments that accompany the reading materials. Students are monitored for academic progress and regrouped as needed. Student Assistance Team Model is used to provide support for students that are struggling in the regular classroom environment. The team meets to dissect and brainstorm ideas that may help the individual find success at LMS. We are dedicated to providing high quality, research supported, scientifically based curriculum and instructional practices. Data driven decision making: initial assessments/screen, diagnostics, continuous progress monitoring CFA. Problem solving is necessary to provide the best learning experience for students at LMS. When we have exhausted all of our resources and ideas we will refer our students to the School Psychologists for Special Education evaluation. Students will be run through a battery of test to see if they may qualify for special education services. Lexington Middle School hosts Summer School annually. We use an integrated approach during our summer school program. Our summer school is based on the following goals:</p>	

Remedial Reading Programs
Remedial Math Programs
High Ability Learner Activities
Fundamental Activity Skills (Sports)
Creative Enrichment Activities

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 NCLB. LMS is all about strategic, data-driven scheduling for students. LMS provides time for literacy through scheduling, staff, and program support. Every student has a daily reading class of 46 minutes, in addition to, a daily language arts class of 46 minutes. Every core teacher teaches "reading across the curriculum" as all teachers are knowledgeable and able to emphasize reading skills and strategies in their content area. LMS uses a balanced literacy model, incorporating daily guided independent reading time as a part of the reading class. We are currently providing Corrective Reading for our students that are reading below grade-level. We have also implemented Achieve 3000 Teen-Biz for our students that are currently reading at or above grade-level. The Middle School philosophy supports teaming. Although we no longer have a "teaming" period we do have teachers that utilize their planning periods for grade level team meetings. There are two teams at each grade level. Each team has a regular schedule of meetings that they follow each week. They have the opportunity to meet with the principal, counselors, and social workers to discuss student concerns. They spend time working with their content area curricular partner. They meet with the Literacy Coordinator to examine student needs based upon performance on classroom and district assessments. Together, they look at group and individual student needs, review research on effective interventions, design lessons to incorporate scientifically proven strategies in instruction, and monitor student progress toward stated goals. Literacy Coordinators also facilitate and provide the structure for meeting in reading level groups to discuss challenges and successes, and compare results and look for common weaknesses or strengths among the groups of students at each level. Teams also may review current literature on effective teaching, assessment, and learning. Discussions of these reviews are held and strategies are developed to improve teaching and learning. Work in teaming often leads to changes in instructional delivery, focus of content instruction, commitment to change, and the elimination of ineffective strategies. Lexington Public Schools has made a commitment to the hiring and use of Literacy Coordinators. Lexington Middle School has a Literacy Coordinator. The Literacy Coordinators have 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. Our Coordinator's performance responsibilities include; determining curriculum needs for all levels of learners in the regular classroom and for all programs, including English Language Learners, Alternative Education, and Life Skills. Providing training for the effective use of each component of the reading curriculum. Providing on-going support and coaching for teachers through regular teaming meetings and an electronic Literacy Update that highlights important information discussed during teaming sessions, offers quick teaching tips, and guides teachers to useful resources that they may access. Meeting with ELL staff to analyze data to determine student movement from level to level and in transition to regular education. Meeting regularly with principal to discuss, plan, and monitor literacy needs. Modeling effective teaching practices in the classroom setting and assist teachers in developing effective teaching strategies through co-teaching experiences. Collaborating with teachers to provide an additional support link for reluctant or struggling readers. Providing specialized intervention instruction for students. Providing timely resources and supplemental materials for teachers. Facilitating and provide opportunities for teachers to share ideas and concerns with other teachers working with the same level of learners. Organizing and/or facilitate assessments throughout the year including MAP, Read for Real assessments, STAR Reading tests and statewide tests such as the NSCAS-R, NSCAS-M, and any other assessment that may be adopted for the use of guiding instruction. Working with special education staff to insure the use of proper testing accommodations for students. Collecting, monitoring and analyzing assessment data with the goal of positively influencing instruction. Using assessment data to determine and monitor student placement. Consulting with teachers to reassess student placement. Training teachers to utilize data to make informed

decisions about instruction. Working with staff from other buildings to assist with transitions from 5th to 6th grade and from 8th to 9th grade. Motivating students and teachers by recognizing improvement and achievement. Providing opportunities for parent involvement and parent education. Creating bulletin boards, charts, and displays that give reading a "presence" in our building. Evaluating techniques, programs, and interventions to determine their effectiveness. Continually research programs and assessments to stay abreast of best practices in literacy instruction. Assisting in the development of teachers new to the profession and to the district. Providing input in determining needs for Professional Development. Providing leadership for the Continuous Improvement Process. Facilitating the implementation of Co-Teach classes to help teachers gain a clear understanding of how materials need to be presented. As you can see this is an extremely valuable employee to LMS!

We currently run an after school program called Multiple Choices. The Multiple Choices Program has helped our students develop in a variety of ways. We have followed the formula of a productive 21st Century Community Learning Center and have proven that it works. Over the years our students have been provided a balance of academic support and an increased exposure to educational activities that have expanded and enriched their lives. The academic component is one we continue to study. While we generally started as a homework assistance program, a companion program PIRC (Parent Information, Resource Center) compelled us to review what we are doing with homework. We have begun the long process of limiting homework in some areas so that we can focus on building basic academic skills in true "academic centers" in our after school program. Our after school academic centers have been staffed by the teachers in our building, demonstrating a commitment to the role this program plays in our mission to improve student achievement.

2. Schoolwide reform strategies

2.1

Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.

LMS is using a variety of strategies and methods to reach the needs of all students not just those that are struggling or excelling. We use the Measures of Academic Progress (MAP) Assessment: Assessed two times per year (Fall/Spring) MAP assessments are norm-referenced, adaptive achievement tests that are taken on a computer. The difficulty of each test is adjusted to the student's performance so each student sees different test questions. The difficulty of each question is based on how well the student has answered the questions up to that point. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier. Results from this assessment directly help guide instruction within the classroom. LMS is also using the Renaissance STAR Reading Assessment a benchmark Assessment is given three times per year (Fall, Mid-year, Spring)

Screening report offers two types of benchmarks—RtI or state proficiency Progress Monitoring Tool, Flexible Grouping Tool, Instructional Planning Reports, Learning Progressions, and Student Progress Monitoring Reports are available. STAR Reading is a national norm-referenced reading test that assesses 36 reading skills in five domains. The domains include vocabulary development, reading process, understanding text, literary analysis, and evaluating text.

The STAR test is an adaptive test and provides a grade-equivalent reading level that students use when accessing our libraries. It may be given more frequently and used for progress monitoring. LMS uses Renaissance Accelerated Reading Assessments. Three types of goals, comprehension average of 85 percent or higher, points goal based on student's Zone of Proximal Development (ZPD) and class time allotted for independent reading using Goal-Setting Chart, points earned directly correlates to amount of time student spends "practicing" their reading skills. Reading level goal is based on student's reading range, the range identified as the level of books that the student needs to read to make the greatest gains in reading skills. The progress monitoring tool allows students take a quiz on the computer after reading a book and receive instant

feedback. Diagnostic reports give teachers the information that they need to provide effective interventions to help students achieve success. Goals are monitored and tracked each nine week period. Accelerated Reader used with Renaissance Best Classroom Practices provides students with the opportunity to improve their reading skills by providing time for students to read at their individualized reading level. Because reading goals are individualized and monitored it is called guided independent reading and is based on research that shows that students need to be given time to read at their own level in order to develop successful reading skills. Through the guidance of the teacher students also develop an awareness of individual reading preferences. We have addressed the struggling readers further by implementing the Corrective Reading program designed to provide differentiated personalized instruction to each learner. There are 2 major strands and four instructional levels address a wide range of reading problems. The decoding and comprehension strands can be used separately as a supplemental reading intervention or combined for use as a comprehensive reading intervention program. Multiple points of entry and fast cycle options appropriately address skill levels of students in grades 4 through adults. Fully integrated assessments monitor progress and guide movement through the program.

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
All of our Paraprofessionals are highly qualified. All have either passed the Para-Pro Test assessment required by the State of Nebraska, have an Associates Degree or Bachelors Degree from college, or have 60 hours of college credit. All our paraprofessionals receive ongoing training through the School district.	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
All staff members are encouraged or required to participate in professional development activities. The district sponsors a great deal of in-house staff development. Teachers are encouraged to share their staff development trainings with other staff in team meetings or through peer coaching opportunities. Teachers are sent to special trainings when a need is presented.	

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
Parents have a number of opportunities to be involved with the school. Parent volunteers, and parents are always invited to school activities such as: music concerts, Reading Banquet, Science Fair, History Day, class field trips, etc. The Lexington Middle School is also engaged in Student-Led Conferences which have greatly increased parent participation in their student’s learning and academic progress.	
5.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>

<p>Parents/community members have had multiple opportunities to be actively involved in developing and implementing the school wide plan. Although participation is limited and not seen as necessary or essential by our parents at LMS We do provide opportunities with the hopes that parents will see the value in the meetings and the information being shared.</p>	
5.3	<p><i>Please provide a narrative below describing how and when 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></p>
<p>We begin each school year with a Title I meeting in our Auditorium. We share with parents the information necessary and give them an opportunity to ask questions regarding the Title I School status.</p>	

6. Transition Plan

6.1	<p><i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School). Provide supporting documentation in the corresponding folder.</i></p>
<p>•6th grade and 9th grade Orientations are held during the spring semester to help with the transition from one building to another. The days help introduce students with the new school building, new teachers, and expectations. Orientations also provide students with an opportunity to ask questions. LMS hosts 6th Grade Orientation for students from the two elementary schools housing 5th grade students. LHS hosts 9th Grade Orientation for our 8th grade students, counselors from both schools work together to set up the day and also to plan days for assisting students in choosing classes for the upcoming year's schedule. Our Literacy Coordinator share assessment scores of students who are transitioning from one building to the next so that proper placements can be made</p> <p>New students and family members are given a tour of the building usually by the principal or secretary and questions answered. In acquainting parents and students to the building, a secretary is bilingual and can help communicate with parents and students. New students and family members receive materials from the secretary concerning school.</p> <p>The Counselor has a student ambassador program to orient all new students into the building. Students are trained and selected to be with a new student for a period of one week to help them learn more about the building, unwritten rules, develop new friendships, and to make them feel more at ease. Students that are non-English speaking are paired with someone that speaks their language when possible.</p> <p>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. 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. ELL staff meet with the principal and Literacy Coordinators to discuss movement of students within ELL levels and from ELL to regular education. The student is involved in these discussions so that a smoother transition can be made.</p> <p>IEP's are used to transition special education students between grade levels, and from fifth grade to the Middle School and 8th grade to the high school. Meetings are conducted between the staff at each building to share information. Students in 5th grade through eighth grade are given opportunities to visit teachers in the next grade level before they are promoted to the next building.</p>	
6.2	<p><i>Please provide a narrative below describing the school's transition plan for outgoing students as they move on to their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career). Provide supporting documentation in the corresponding folder.</i></p>

•Students at LMS become familiar with upper grade teachers throughout the year during their homerooms and during the Transition day in May. The 5th grade students transition to the 6th grade teachers, the 6th grade students transition to the 7th grade teachers, the 7th grade students transition to the 8th grade teachers. The 8th grade students are sent to the high school. Students have an opportunity to meet teachers and ask valuable questions about the next grade level. Teachers get to share expectations and have the opportunity to get to know the new students. All Special Education students coming to the Middle School or going to the High School are given an additional opportunity to visit the Special Education teachers at the Middle School or High School. Students receive a welcome at the beginning of the school year during an assembly. The assembly serves to inform students of procedures and expectations at the Middle School. Students who will be 6th graders in the fall are invited to attend Summer School at LMS so that they may become familiar with the building, future classmates, and teachers. 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. All newsletters are in English and Spanish. Pictures and graphics are provided to help parents and students understand. Bilingual paraprofessionals are available to students and parents when needed.

7. Strategies to address areas of need

7.1

Please provide a narrative below describing 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.

Through this plan we use the following individuals in its support and implementation: Administration – Building administrators are used to support the work that classroom teachers are trying to carry out. They facilitate and guide the instructional vision for the school. The principal oversees and ensures the integrity with which each lesson is created and presented to our students. Certified Instructors – Classroom teachers are the “front-line” in our mission of providing the highest quality education for our students. These teachers need to take the skills they have gained through our professional staff development and ensure that ALL students are making growth in their education. Non-Certified Instructors – Paraprofessionals provide teachers the opportunity to break larger groups into smaller settings to provide more practice and direct instruction in reading and math skills. Paraprofessionals also provide the opportunity for teachers to differentiate lessons much more effectively within the classroom. School Psychologist – This position is a member of our building level Response to Intervention (RtI) core team. They are used as an “intervention specialist” in helping our staff making decisions on what interventions classroom teacher in helping individual and/or groups of student should use. Nurses – Our building nurses meet with student who have health needs and who have been recommended by our RtI/PLC for screening for dental, vision, and other medical conditions that may exist and hinder a student’s progress. Social workers are employed to assist Migrant children with any issues outside of school that may impact attendance and learning. Volunteers are always welcome in our buildings to assist teachers in projects and reading to children. Parents are where education begins for our children. Parents are used and asked to be a part of all aspects during a child’s education. We also understand that educating parents in critical thinking skills and high expectations for their children is also part of our role as a school. Our school utilized the PIES philosophy (physical, intellectual, emotional, social) to educate the “whole” child. The Multiple Choices Program is an after school daily program that is available to all 6-8 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/private tutoring time, creative expression in the fine arts, character development, social, health, and physical development. The afterschool program will support higher academic achievement and enhance the lives of students and their families at Lexington Middle School by:

Goal 1: Improve student-learning performance in one or more core academic areas

Goal 2: Increase social benefits and positive behavioral changes

Goal 3: Increase family and community engagement in supporting student’s education

Our school is truly extraordinary. We have managed massive changes in demographics with a spirit and attitude that has lifted our community. Eighty percent of our students are Hispanic and most have been classified as English Language Learners at some point their academic careers. The largest numbers of new students in our English Language Learner program are African refugees from Somalia. We not only are educating youth who have immigrated to the United States from around the world in the basics of reading, writing and mathematics, we are giving them a voice and teaching them how to be involved in our democracy. Our after-school program, Multiple Choices plays a large part in this process. Most of our students are multiple years below grade level in reading and writing. If we advance our students one grade level in one year's time, like most good schools do, our children will never catch up to their peers. We need to get more than one grade level of growth in one year's time. This need to improve points directly to the necessity of the extra time our after-school program affords our students.

Lexington Middle School Summer School we use an integrated approach during our summer school program. Students entering 6th grade through 8th grade are welcome to attend. For some students summer school attendance is mandatory. Our summer school is based on the following goals:

- i. Remedial Reading Programs
- ii. Remedial Math Programs
- iii. High Ability Learner Activities
- iv. Fundamental Activity Skills (Sports)
- v. Creative Enrichment Activities

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 that they need to be successful. All teachers involved in the summer school program are highly qualified under the guidelines of NCLB.

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

8.1

Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.

We have a variety of funding sources in Lexington to meet the vast needs of the students within the district.

- Title 1 Funding-Literacy Coordinators (One per Elementary School), Multiple Choices– After School Program Staff
- 21st Grant Funding-Multiple Choices – Site Directors
- 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 Workers (Two 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
- UNK Partner School Program-Early Literacy Student Assistance Support, Staff Development Training/Institute
- Private Company & Grant Funding Sources-Books for students, Technology Pieces (Hardware & Software)