

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.:	24-0001-000
School Name:	Lexington High School
County District School Number:	24-0001-000
School Grade span:	9-12
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 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 checked="" type="checkbox"/> Other (Specify)_ Graduation Rate Goal __
School Principal Name:	Kyle Hoehner
School Principal Email Address:	kyle.hoehner@lexschools.org
School Mailing Address:	1400 Minuteman Drive/Lexington, NE 68850
School Phone Number:	308-324-4691
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

<u>Names of Planning Team</u>	<u>Titles of those on Planning Team</u>
<p><i>(include staff, parents & at least one student if Secondary School)</i></p> <p>Maria Casillas Kyle Hoehner Cindy Baum Audrey Downey Annette Fitzgerald Michele McKeone Amy Kuefner Brenda Pinedo Theresa McFarland Dau Mach Eric Bell Spencer Hanson</p>	<p><u>Parent Administrator</u> LHS Assistant Principal LHS Assistant Principal LPS Secondary Curriculum Specialist LHS Counselor LHS Teacher and Reading Specialist LHS Paraprofessional Lexington Community Member LHS Student LHS Instructional Coach LHS Teacher</p>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 940	Average Class Size: 17	Number of Certified Instruction Staff: 59
Race and Ethnicity Percentages		
White: 16 %	Hispanic: 76 %	Asian: <1 %
Black/African American: 6 %	American Indian/Alaskan Native: <1 %	
Native Hawaiian or Other Pacific Islander: <1 %	Two or More Races: 1 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 79 %	English Learner: 25 %	Mobility: 10 %

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

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 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>1.1 -- Lexington High School will use the following sources of achievement data:</p> <p>A. Achievement Data</p> <p style="padding-left: 20px;">a. Reading</p> <p style="padding-left: 40px;">1. Measures of Academic Progress (MAP)</p> <p style="padding-left: 40px;">2. Renaissance Reading STAR Reading Assessment</p> <p style="padding-left: 40px;">3. ACT English and Reading</p> <p style="padding-left: 20px;">b. Language</p> <p style="padding-left: 40px;">1. Language Assessment Survey (LAS)</p> <p style="padding-left: 40px;">2. English Language Proficiency Assessment (ELPA)</p> <p>B. Other Data Sources</p> <p style="padding-left: 20px;">a. Attendance Records</p> <p style="padding-left: 20px;">b. Mobility Data</p> <p style="padding-left: 20px;">c. Discipline Action Records</p> <p style="padding-left: 20px;">d. Destination: Graduation Program</p> <p style="padding-left: 20px;">e. Narrative for 1:1 (student:teacher) MAP Goal Setting Meetings (includes ACT, Post-Graduation, etc.)</p> <p style="padding-left: 20px;">f. District Report Cards (2018-19 and 2017-18)</p> <p style="padding-left: 20px;">g. LHS Instructional Model</p>
1.2	<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>1.2 -- 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 Spanish. LHS Administrators and Counselors go to Tyson Foods regularly to meet with the parents of our students to discuss both school and community needs. Tyson employs the extremely large majority of our students's parents.</p>
1.3	<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>1.3 -- DISTRICT GOAL #1</p> <ul style="list-style-type: none"> • Graduation Rate Goal and Objective: <ul style="list-style-type: none"> - 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. <p>DISTRICT GOAL #2:</p> <ul style="list-style-type: none"> • 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), NESA Reading (3-8) and ACT Reading (11). (An objective will be set after analyzing data from 15-16, 16-17, and 18-19 academic school years.)

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.*

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

- A. Measures of Academic Progress (Math and Reading)
- B. ACT State Assessment (11th Grade)
- 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. ACT Prep (English, Reading, Math)
- O. Destination: Graduation Academic Teams

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>
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	<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>
New teachers are provided numerous professional development support: <ol style="list-style-type: none"> 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 E. NCLB Highly Qualified Teacher List F. Teacher Evaluation Model G. LHS Instructional Model 	

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>
<p>5.1 -- 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. LHS Administrators and Counselors also go to Tyson Foods regularly to meet with the parents of our students to discuss both school and community needs. Tyson employs the extremely large majority of our students's parents.</p>	
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>5.2 -- 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.</p>	
5.3	<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>5.3 -- During the annual LHS Open House (August 13, 2019 this year) Title I information is disseminated in English, Spanish and Somali regarding the following discussion items:</p> <p>==> 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.</p> <p>==> 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.</p> <p>==> Staff Qualifications: All LHS classroom teachers are NCLB highly qualified educators.</p> <p>==> School Improvement: Lexington Public School's CIP Team has identified two school improvement goals:</p> <ol style="list-style-type: none"> 1. All students will improve reading across the curriculum 2. All stakeholders will participate in students' progress toward graduation. <p>==>School Report Card: To access the "School Report Card" and Building Demographics: https://nep.education.ne.gov/snapshot.html#24-0001-000</p> <p>==>District Report Cards (2018-19 and 2017-18)</p> <p>==> Parent Involvement Policy and Compact: To access the "Parent Involvement Policy": http://www.lexschools.org/district-information/title-1</p>	

6. Transition Plan

6.1

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.

6.1 -- LHS provides numerous opportunities for transition and support from 8th to 9th grade.

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:

A. 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.

B. First-Day Orientation day at LHS

C. Orientation program session for Migrant Education students and families

D. Opening Day activities (9th grade students only)

E. 1:1 Counselor-Student Scheduling

F. "Minuteman Monthly" Newsletter

G. Destination: Graduation Program (Social-Emotional-Behavioral 4-year, All-Student, Schoolwide Support System

6.2 -- LHS provides numerous opportunities for transition and support from high school to postsecondary education.

I. 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. Passages (12th SEL classes) - Transition Class Designed to Prepare Students Academically, Socially, Emotionally and Behaviorally for Life After High School

G. Destination: Graduation Program (Social-Emotional-Behavioral 4-year, All-Student, Schoolwide Support System

6.2 -- LHS provides numerous opportunities for transition and support from high school to postsecondary education.

I. HIGH SCHOOL TO POSTSECONDARY EDUCATION --

A. 25+ Dual Credit Offerings

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I. Career Visits (based on student interest)

	<p>J. Minuteman Monthly Newsletter K. Passages (12th SEL classes) - Transition Class Designed to Prepare Students Academically, Socially, Emotionally and Behaviorally for Life After High School</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>
<p>6.2 -- LHS provides numerous opportunities for transition and support from high school to postsecondary education.</p> <p>I. HIGH SCHOOL TO POSTSECONDARY EDUCATION --</p> <ul style="list-style-type: none"> 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 ABLÉ program) I. Career Visits (based on student interest) J. Minuteman Monthly Newsletter K. Passages (12th SEL classes) - Transition Class Designed to Prepare Students Academically, Socially, Emotionally and Behaviorally for Life After High School 	

7. Strategies to address areas of need

7.1	<p><i>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.</i></p>
<p>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.</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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

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.

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. Lexington High School uses programming from different organizations/companies to work in partnership in implementing this Title 1 plan.

Lexington Public Schools is unique in that our demographics look nothing like surrounding school districts throughout the state of Nebraska. We have an extremely high poverty level, mobility rate, and minority student rate. Specifically, we are 80% poverty, 25% ELL, 13% homeless and 25% of our students are first-generation immigrants/refugees. These challenges make the educational methodology for our student population equally unique and creative. The teachers have embraced these challenges and have worked diligently to understand the culture that we serve.

Lexington High School has developed a plan that meets the needs of all students. Through analysis of our data we have developed intensive interventions that work to improve reading and language skills. We have highly qualified teachers in place that deliver those interventions and help mentor students throughout their education. Our staff has had extensive professional development in the areas that we have identified as areas of growth.

Lexington High School has been working with and developing specific strategies to address student needs (e.g. Co-Teaching and English Language Learner Academy) throughout the building. These strategies provide the opportunity for faculty to reflect on the professional development opportunities and how LHS can integrate those strategies and skills into its current teacher practices.

Throughout the review of our assessment data we have built and continue to build programs that we believe best serve the needs of our students. It has been a collaborative effort among all stakeholders who have a vested interest in the success of our students at Lexington High School. Through this Title 1 plan we have assessed the needs of our students and focused on serving those needs in preparing them to become successful, lifelong learners.

Our staff evaluated MAP and ACT Data through professional development opportunities with administrative oversight to establish and sustain the ongoing evaluation, analysis, implementation and improvement over the past six years to correlate the significant connection between MAP-ACT-STAR assessments regarding our “at risk” students. The data has been and continues to be used to establish the following programs and curricula used to increase learning for the aforementioned students.

Classes were created and instruction initiatives and planning resulted from the MAP data to guide learning in the following programs, courses and initiatives. Through a concerted effort to address these needs – specifically to focus on literacy (improved reading, writing, speaking and listening) - we have consistently experienced remarkable growth in graduation rates and state assessments.

Our collaborative, relationship-driven, school-community initiatives continue to address the unique combination high poverty, high SPED and high ELL student populations. Lexington High School, which had some of the state’s lowest achievement scores and graduation rates six years ago has experienced notable growth. Our shared mantra, “Teachers Will Never Give Up On Students and Students Will Never Give Up On Themselves or Each Other,” drives weekly 1:1 student-teacher growth conferences, academic pep rallies, cohort graduation competition, activity-driven academic team tutoring, and Foundations of Leadership freshman SEL program. Our schoolwide commitment to the academic, social, emotional and behavioral growth of all of our students is supported by our 95% daily attendance and 91% cohort graduation rate averages the past five years. Some of the important courses, programs, etc. that have resulted from the evaluation of the aforementioned data include:

I. 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:

- i. Graduation Cohort Remediation
- ii. English Language Learner Remediation
- iii. Remedial Reading Programs
- iv. Remedial Math Programs
- v. High Ability Learner Activities
- vi. Fundamental Activity Skills (Sports)
- vii. Creative Enrichment Activities

b. 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.

II. Scheduling

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

- i. Students have opportunities to take courses in English, Reading and Advanced Literacy based on academic need.
- ii. Classroom teachers are directed to provide significant reading time for students.

III. Co-Teaching

a. Students have opportunities to receive added academic support in co-taught classes. A regular-education teacher and a SPED teacher teach the courses.

IV. Instructional Coach

a. Instructional Coaches 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.

i. 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 building administrators, district curriculum/assessment/instruction personnel, and other district instructional coaches to discuss, plan and monitor literacy needs and issues
- Collaborate with teachers to provide an additional support link 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 the profession and to the district

V. Reading Specialists

a. Oversees the integrity of the reading interventions

b. Provides reading interventions programs

- i. Read 180
- ii. System 44

VI. After-School Programs

a. ELL Academy

b. Tutoring for all students

VII. SEL (Social and Emotional Advisory Programs) -- Committed to Academic, Social, Emotional and Behavioral Growth

- a. Foundations of Leadership (9th Grade SEL Program)
- b. Focus Period (10-12th grade SEL classes)
- c. Passages (12th Grade SEL Program)

VIII. "Write On" Intensive Writing Class for ELL Students

IX. Booster Classes for Sophomores and Juniors Who Require Remediation in Reading and Math, based on MAP Assessments and Teacher Recommendation

- a. ACT Prep (English and Reading)
- b. ACT Prep (Math)
- c. ACT and Plan Prep Assessments