

# 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:	Bryan Elementary School
County District School Number:	24-0001-003
School Grade span:	Kindergarten-fifth grade
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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Tiffany Denker
School Principal Email Address:	tiffany.denker@lexschools.org
School Mailing Address:	1003 North Harrison Lexington, NE 68850
School Phone Number:	308-324-3762
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>
<i>(include staff, parents &amp; at least one student if Secondary School)</i>	
Ashley Pano	<u>Parent</u>
Tiffany Denker	<u>Administrator</u>
Caitlin Campbell	Instructional Coach
Greg Bacon	Counselor
Lori Gierhan	Teacher
April Headley	Intervention Specialist
Rosa Robinson	Intervention Specialist
Claudia Cabarcas	Teacher
_____	_____
_____	_____
_____	_____
_____	_____

<b>School Information</b>		
<i>(As of the last Friday in September)</i>		
Enrollment: 368	Average Class Size: 21	Number of Certified Instruction Staff:
Race and Ethnicity Percentages		
White: 28 %	Hispanic: 71 %	Asian: .5 %
Black/African American: 0 %	American Indian/Alaskan Native: .5 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 60 %	English Learner: 36 %	Mobility: 1 %

<b>Assessments used in the Comprehensive Needs Assessment</b>	
<i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	<b>MAP Math</b>
<b>Acadience Reading</b>	<b>MAP Spanish</b>
<b>Acadience Mathematics</b>	<b>ELPA</b>
<b>MAP Reading</b>	

*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>	<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>Bryan Elementary uses multiple sources of achievement data to assess the needs of our students. The following assessments are administered to our students:</p> <p>Reading          Acadience Reading screener K-5th grade          In MAP (Measure of Academic Progress) Reading assessment 2nd- 5th grade          NSCAS - Nebraska State Math Assessment 3rd-5th Grade</p> <p>Math          MAP (Measure of Academic Progress) 1st-5th grade          NSCAS -Nebraska State Math Assessment 3rd-5th grade</p> <p>Bryan Elementary collects disaggregated data in at least 6 subgroups.          English Language Learners (ELL)          Poverty          Gender          Special Education          Ethnicity          Mobility</p> <p>A data team process is followed when utelizing our disaggregated data for making instructional decisions. The team meets to discuss teaching strategies, interventions, and intensifications to meet the needs of all students. From the above information an educational plan is built for students addressing the areas of need through intervention programs implemented in the district. Students are then progress monitored to ensure academic gains are being made.</p>
<b>1.2</b>	<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>Information from parents and community is gathered through surveys that are completed during Parent-Teacher conferences. Results from surveys are analyzed and used in assessing the needs of our building now and in the future. The survey is available in English and Spanish and is also loaded onto the district website. Staff members encourage parents to complete the survey while attending parent -teacher conferences. Data is reviewed annually.</p>
<b>1.3</b>	<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>

Throughout the 2019-2020 school year, Lexington Public Schools District team with representation from each school met to develop goals and action plans, addressing suggestions from Cognia (AdvancED) for school improvement.

Bryan Elementary School representatives shared information from the meetings with their respective staff members. Our 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 in order to meet our goals.

## 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.*

Lexington Public Schools addresses the needs of all students, from those who are receiving special education services to those who are identified as High Ability Learners (HAL) receiving differentiated instruction through our HAL program, and all student with varying abilities on a learning spectrum. Data teams of professionals meet consistently to review and analyze student data. Our data teams track students using our MTSS tracking document.

Students who are identified as "below academic standards" in the area of reading are provided the following assistance:

- Interventions: Reading Mastery, Early Intervention into Reading (EIR), Corrective Reading, Language for Learning, Heggerty and/or Phonics for Reading
- Extended Academic English/Language Arts Time: Students "below academic standard" receive an additional 50-75 minutes, daily of instruction focused on their needs
- Progress Monitoring (Accadience Assessment & Intervention program) is done weekly instead of monthly to ensure success.

Students who are identified as "below academic standards" in the area of Math are provided the following assistance:

- Intervention: iXL, Corrective Math
- Monthly progress monitoring (accadience Assessment & Intervention program assessments)

## 3. Qualifications of instructional paraprofessionals

**3.1**

*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.*

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

## 4. High quality and ongoing professional development

<b>4.1</b>	<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>
<p>Staff, teachers, and paraprofessionals, participate in ongoing professional development that focuses on the core strategies of our instruction and also help to improve student performance.</p> <p>The following areas have been covered in professional development and/or trainings:</p> <ul style="list-style-type: none"> <li>• Explicit Instruction</li> <li>• MTSS Process</li> <li>• Core Programs (Rdg., Mathematics, Science, Social Studies)</li> <li>• Interventions used (Reading Mastery, EIR, Corrective Reading, Phonics for Reading, Heggerty, Language for Learning)</li> <li>• Social/Emotional Strategies</li> <li>• Classroom Management (PBIS)</li> <li>• Professional Learning Communities (PLC)</li> <li>• Data Team Reviews</li> </ul>	

## 5. Strategies to increase parental and family engagement

<b>5.1</b>	<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>In the fall of each school year our annual parent night is held to discuss and review the School-Parent Compact. Once agreed upon, this document is sent home to every student for the parent's review. It is also placed on the district web page and social media for access by parents, staff, and the community. This document is provided in English and Spanish. Copies of the compact are made available at our Parent-Teacher Conferences held twice per year as well.</p>	
<b>5.2</b>	<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>The LPS District Title 1 Parent and Family Engagement Policy is reviewed on an annual basis by a team that includes board of education members, administrators, staff, and parents. The policy is then taken to a hearing before a school board for comments by the public. Following that hearing it is voted upon by the board of education and placed in the LPS Elementary Handbook for parents to review. The Elementary Handbook has a sign-off sheet for the parent(s) to sign and return to the office at the beginning of the school year.</p>	
<b>5.3</b>	<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>The Title 1 Parent night is held in conjunction with a Family Fun Night held at Bryan Elementary. The beginning of the evening is a meeting for parents, staff and administrations to discuss the following:</p> <ul style="list-style-type: none"> <li>• Curriculum materials used</li> <li>• Intervention materials used</li> <li>• Assessments given</li> <li>• Title 1 Parent &amp; Family Engagement Policy</li> <li>• School-Parent Compact</li> <li>• Schoolwide Data</li> </ul>	

This Title 1 Parent Night is promoted through newsletters, web page, social media, phone call system, and notes that are sent home with each student.

## 6. Transition Plan

<b>6.1</b>	<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>Transition plans are developed and implemented to involve students, staff and parents to ease the transition into the Bryan Kindergarten program. Examples of activities include:</p> <ul style="list-style-type: none"> <li>• Preschool students visit and tour Bryan Elementary in the spring before attending kindergarten, with their preschool teacher and classmates.</li> <li>• New students receive a tour of the building</li> <li>• New students and family members receive materials from the secretary concerning school.</li> <li>• Individual education plans (IEPs) are used to transition special education students between pre-school to kindergarten.</li> <li>• Individual Student Transition Plan - this is a document that is completed by the teachers at the Early Learning Academy for all students that is then passed onto Bryan. It is also filled out by our fifth-grade Bryan teachers for all fifth-grade students and passed onto the Middle School. It includes: Accommodations, Characteristics, Home Background, etc.</li> <li>• Students have the opportunity to attend Bryan Elementary School's Open House each fall before the start of the school year to meet their teachers, see their classroom, and visit our School.</li> </ul>	
<b>6.2</b>	<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>Transition plans are developed and implemented to involve students, staff and parents to ease the transition from Bryan fifth-grade to the Middle School. Examples of activities include:</p> <p>Individual Student Transition Plan - this is a document that is completed by our fifth-grade Bryan teachers for all fifth-grade students and passed onto the Middle School. It includes: Accommodations, Characteristics, Home Background, etc.</p> <p>Fifth-grade students leaving Bryan to the Middle School receive a orientation day at the Middle School.</p> <p>Individual Education plans (IEPs) are used to transition special education students between grade levels and from fifth grade to the Middle school.</p> <p>Students have the opportunity to attend the Middle School Open House each fall before the start of the school year.</p>	

## 7. Strategies to address areas of need

<b>7.1</b>	<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>
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The School-wide plan clearly identifies the improvement efforts that will be made, strategies we have used, resources we have acquired, and interventions we have implemented to meet the needs of our students.

Through our School-wide Plan students receive an intervention block in the area of reading that would not be available without Title 1 funds. This block is for students who have demonstrated through our Universal Screener that they are below grade-level expectations in reading fluency. Students are then provided more testing to determine the areas of deficiency and interventions are then assigned for that student. The student attends a 50 minute intervention that can include, but not limited to: Corrective Reading, Early Intervention in Reading (EIR), Reading Mastery, Heggerty (Phonemic Awareness), Language for Learning, or Phonics for Reading. Each group is lead by a trained paraprofessional or certified teacher. Data is collected on a weekly bases to review to ensure that progress is being made. Every eight weeks all students are reviewed and programming adjustments are made if necessary.

## 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.*

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

### Title 1 Funding

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

### 21st Grant Funding

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

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

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

### Title II Funding

- Staff Development Opportunities

### Migrant Funding

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

### Lexington Public Schools Funding (Local Funding)

- Certified Staff Members
- Highly Qualified Paraprofessionals

### Lexington Community Foundation Grant Funding

- Parent Involvement Activities
- Innovative/Creative Teacher Activities
- Backpack Food Program

UNK Partner School Program

- Early Literacy Student Assistance Support