

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.:	001
School Name:	Pershing Elementary School
County District School Number:	24-0001-000-005
School Grade span:	4th-5th
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:	Dr. Suzanne Melliger
School Principal Email Address:	susie.melliger@lexschools.org
School Mailing Address:	1104 Tyler Street Lexington, NE. 68850
School Phone Number:	308-324-3765
Additional Authorized Contact Person (Optional):	Mrs. Julie Myers
Email of Additional Contact Person:	julie.myers@lexschools.org
Superintendent Name:	Dr. John Hakonson
Superintendent Email Address:	john.hakonson@lexschools.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u>	<u>Titles of those on Planning Team</u>
<i>(include staff, parents & at least one student if Secondary School)</i>	
Danielle Dickman	<u>Parent</u>
Susie Melliger	<u>Administrator</u>
Kellie Cetak	Teacher
Rachel Fast	Teacher
Michele Flynn	Counselor
Angela Pitkin	Intervention Specialist
Sue Kulhanek	Instructional Coach
Angela Blankenship	
_____	Librarian
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School Information		
<i>(As of the last Friday in September)</i>		
Enrollment: 337	Average Class Size: 21	Number of Certified Instruction Staff: 21
Race and Ethnicity Percentages		
White: 0.086 %	Hispanic: 0.765 %	Asian: 0.014 %
Black/African American: 0.127 %	American Indian/Alaskan Native: 0.005 %	
Native Hawaiian or Other Pacific Islander: 0.014 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 87 %	English Learner: 34 %	Mobility: 22 %

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

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>Pershing uses data from multiple sources to understand the academic needs of our students. Students are given our Acadience Reading screener and the MAP Reading assessment in the fall. From that 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 through the Acadience program as well as within the intervention(s) selected to ensure progress in achieving academic standards.</p> <p>Students are also given the Acadience Mathematics screener and MAP Math assessment in the fall. The same steps are used in addressing difficulties that are found through intervention programs. Students are then progress-monitored in the areas of math comprehension and concepts to ensure academic gains are being made.</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>Parents and the community of Lexington are surveyed each year during our parent-teacher conferences. This is an online survey asking about their opinions and perceptions of our school, curriculum, and social/emotional programs. These surveys are provided to parents in English and Spanish. Multiple stations and interpreters were provided for parents to complete the information.</p> <p>Parent input is also collected at the annual Title 1 Parent Meeting where curriculum, assessment and interventions are discussed between parents and administration. All data is then collected and reviewed by administration and staff annually.</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>Throughout the 2019-2020 school year, an LPS District team that had representation from each school met to develop goals and action plans to address suggestions from Cognia (AdvancED) for school improvement.</p> <p>Pershing representatives shared information for the meetings with our staff. 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 to take in order to meet our goals.</p>

2. Schoolwide reform strategies

2.1	<i>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.</i>
<p>All students are given a universal screener, Acadience, to determine their needs. Students who are identified as "below academic standards" in the area of reading are provided the following assistance:</p> <ul style="list-style-type: none">• Interventions: Reading Mastery, Phonics For Reading, Corrective Reading, Heggarty• Before and after school tutoring is offered to students who are struggling to meet state reading standards. Extended Academic English/Language Arts Time: Students "below academic standard" receive an additional 50 minutes daily of instruction focused on their needs• Progress Monitoring (Acadience Assessment & Intervention program) is done weekly instead of monthly to ensure success. <p>Students who are identified as "below academic standards" in the area of math are provided the following assistance:</p> <ul style="list-style-type: none">* Before and after school tutoring is offered to students who are struggling to meet state math standards• Intervention: iXL, Khan Academy• Monthly progress monitoring (Acadience Assessment)	

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>
<p>All paraprofessionals at Pershing Elementary are highly qualified according to the current ESEA requirements and participate in meaningful professional development activities. All paraprofessionals have either passed the Para-Pro 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. Our district professional development days include sessions specifically designed for our paraprofessionals. See Feb. 14, 2020 Professional Development Day Session descriptions, Session 3 in folder.</p>	

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>
<p>Staff participate in ongoing professional development that focuses on the core strategies of our instruction</p> <ul style="list-style-type: none">• Explicit Instruction• MTSS Process• Core Programs (Rdg., Mathematics, Science, Social Studies)• Interventions Used• Classroom Management (PBIS)• Professional Learning Communities (PLC) Book Study• Data Team Reviews	

Book Study -- Staff read and discussed at length, two books throughout the year. One book was called Teach Them ALL to Read, and the other was The Data Teams Experience.

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>In the fall of each school year at our Title 1 meeting, both staff and parents meet to discuss and review the School-Parent Compact. Once agreed upon, this document is sent to the home of every student for parent 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, Spanish, and Somali. Copies of the compact are made available at our Parent-Teacher Conferences held twice per year as well.</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>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 comment 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.</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>The Title 1 Parent night is held in conjunction with a Family Literacy Fun Night at Pershing Elementary. Translators for Spanish and Somali are provided. The beginning of the evening is a meeting for parents, staff and administration to discuss the following:</p> <ul style="list-style-type: none"> • Curriculum materials used • Intervention materials used • Assessments given • Title 1 Parent & Family Engagement Policy • School-Parent Compact • Schoolwide Data <p>This Title 1 Parent Night is promoted through newsletters, web page, social media, phone call system, and notes sent home. Additionally, two book fairs are held annually in conjunction with a Family Fun Night. One book fair is set up to give every student a free book with the purchase of one book. Parents were also invited to a mini-program where students showcased what they learned in a NASA unit.</p>	

6. Transition Plan

6.1	<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>
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<p>At Pershing Elementary we transition students from 5th grade to Lexington Middle School 6th grade as well as transition 3rd grade students to 4th grade at Pershing Elementary. Conversations between special education teachers on each end take place to ensure that the incoming students and departing students do not have an interruption in their services. We also have a 3rd grade sneak peek for our incoming 3rd graders to make them more comfortable with the transition to 4th grade. Tools that we use to help make these transitions seamless are:</p> <ul style="list-style-type: none"> • Tracking document - this is an excel document that is used to monitor student progress for those students who are performing below grade level standards in the area of English Language Arts • Individual Student Transition Plan - this is a document that is completed by the teachers at Sandoz Elementary that is then passed onto Pershing. It includes: MAP Scores, Accommodations, Characteristics, Home Background, etc. • Individual Progress Monitoring Reports: These reports monitor the areas of math concepts and computation, reading fluency and reading comprehension. 	
6.2	<p><i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto 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>Every year our 5th grade special education teachers meet with the 6th grade special education teachers to discuss any special circumstances of which the 6th grade teachers need to be aware.</p> <p>The 5th grade students spend an afternoon at the middle school in an orientation setting. The students are introduced to school administrators and teachers on the 6th grade teams. They practice moving from class to class and practice using locks on their lockers.</p> <p>During the summer prior to entering 6th grade, parents and students are invited to a special Open House that is geared to only new students in the middle school. The 7th and 8th grade Open House is at another time.</p>	

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>Through our Schoolwide 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 further assessed to determine the areas of deficiency and following that interventions are assigned for that student. The student attends a 50 minute intervention that can include, but is not limited to: Corrective Reading, Early Intervention in, Reading Mastery, Heggerty (Phonemic Awareness), or Phonics for Reading. Each group is lead by a trained paraprofessional or certified teacher. Data is collected on a weekly basis to review to ensure that progress is being made. Every eight weeks all student data are reviewed and programming adjustments are made if necessary.</p> <p>Summer School, funded by Title 1, is offered to students who are at the intensive or strategic level according to their Acadience scores. The program provides a continuation of or remediation of skill work which was not mastered during the regular school year.</p>	

Title 1 funded tutoring is made available to students during our before and after school hours. Tutoring is offered by our certified teachers and is by invitation only. We target specific state standards on which our students need to focus.

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

8.1	<i>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.</i>
<p>The following resources and sources of funding are used to support student learning:</p> <ul style="list-style-type: none"> • Title 1 Funding of Instructional Coaches (one per elementary school) • Intervention Specialists (one per elementary school) • Paraprofessionals (one per elementary school) • Lexington Academy – After School Program Staff • 21st Century Grant Funding • Lexington Academy – Site Directors (one per elementary school) • Nebraska State Funding (Poverty, ELL, State Aid, etc.) <ul style="list-style-type: none"> -Special Education Services -Certified Staff Members -Highly Qualified Paraprofessionals • Title II Funding <ul style="list-style-type: none"> -Staff Development Opportunities • Migrant Funding <ul style="list-style-type: none"> -Social Worker (One for Lexington Public Schools) -Bilingual Interpreters • Lexington Public Schools Funding (Local Funding) <ul style="list-style-type: none"> -Certified Staff Members -Highly Qualified Paraprofessionals • Lexington Community Foundation Grant Funding <ul style="list-style-type: none"> -Parent Involvement Activities and Innovative/Creative Teacher Activities -Backpack Food Program • UNK Partner School Program <ul style="list-style-type: none"> -Early Literacy Student Assistance Support -Staff Development Training/Institute Summer School Teachers <p>These programs/resources enable us to meet the needs of all learners spanning from those with need of intensive assistance to high ability learners and all ability levels inbetween.</p>	