

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
Building Grade Span Served with Title I-A Funds:	4th-5th
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes x No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes x 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:	Kellie Cetak
School Principal Email Address:	kellie.cetak@lexschools.org
School Mailing Address:	1104 N. Tyler Lexington, Ne 68850
School Phone Number:	308-325-3765
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 all Instructional Paras are Highly Qualified according to ESSA.	x Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	x 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>
<u>Heather Aguilar</u>	<u>Parent</u>
<u>Kellie Cetak</u>	<u>Administrator</u>
<u>Rachel Fast</u>	<u>Teacher</u>
<u>Angela Blankenship</u>	<u>Teacher</u>
<u>Leann McFarland</u>	<u>Librarian</u>
<u>Jen Cunningham</u>	<u>Instructional Coach</u>
<u>Amy Schroder</u>	<u>Instructional Interventionist</u>
_____	<u>ELL Interventionist</u>
_____	_____
_____	_____
_____	_____
_____	_____

School Information
(As of the last Friday in September)

Enrollment: 311	Average Class Size: 20	Number of Certified Instruction Staff: 24
Race and Ethnicity Percentages		
White: 11 %	Hispanic: 69 %	Asian: 0 %
Black/African American: 16 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 72 %	English Learner: 57 %	Mobility: %

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

Please write a narrative in each box below to correspond to the Rating Rubric.

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint 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 curriculum, instruction and assessment decisions.</i></p> <p>Pershing uses data from multiple sources to understand the academic needs of our students. Students are given the Acadience Reading screeners and the MAP Reading & Math assessments in the fall, winter and spring. 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 deficiencies, through intervention programs. Students are then progress monitored in the areas of math computation to ensure academic gains are being made.</p> <p>Subgroups reviewed during the data review process:</p> <ul style="list-style-type: none"> • Ethnicity: Caucasian, Hispanic, Black/African • Gender: Boys, Girls • English Language Learners • Special Education
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. Community businesses and individual community members are provided links to the LPS website to complete the survey. An invitation to these businesses and members are provided through the Lexington Area Chamber of Commerce - Business Education Committee.</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 2022-2023 school year, an LPS District team that had representation from each school met to develop goals and action plans to develop a comprehensive Continuous Improvement Plan.</p>

All teachers and staff are involved in the School Improvement Process through committee work on assigned goals. Each team meets to discuss current status and develop strategies for improvement.

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.

Students who are identified as "below academic standards" in the area of reading are provided the following assistance per the district MTSS adopted procedures:

- Interventions: 95% Group Phonics Library Lessons
- Extended Academic English/Language Arts Time: Students "below academic standard" receive an additional 50 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 mathematics are provided the following assistance:

- Intervention: Corrective Math & Zearn Online Learning
- Monthly progress monitoring (accadience Assessment & Intervention program assessments)

3. High quality and ongoing professional development

3.1

Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

Staff participates in ongoing professional development that focuses on the core strategies of our instruction

- Explicit Instruction Strategies
- MTSS Process
- Core Programs (Rdg., Mathematics, Science, Social Studies)
- Interventions Used (Zearn, Corrective Mathematics, 95% Group)
- Social/Emotional Strategies (Second Step, Zones of Regulation, DESSA Screener)

4. Strategies to increase parent and family engagement

4.1

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.

In the fall of each school year our annual parent night is held to discuss 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, Spanish, and Somali. Copies of the compact are made available at our Parent-Teacher Conferences held twice per year as well.

4.2 *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.*

The LPS District Title 1 Parent and Family Engagement Policy is reviewed on an annual basis by a team that includes the 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.

4.3 *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.*

The Title 1 Parent night is held in conjunction with a Family Literacy Fun Night held at Pershing Elementary. The beginning of the evening is a meeting for parents, staff and administrations to discuss the following:

- Curriculum materials used
- Intervention materials used
- Assessments given
- Title 1 Parent & Family Engagement Policy
- School-Parent Compact
- Schoolwide Data

This Title 1 Parent Night is promoted through newsletters, online communication system (Seesaw), web page, social media, phone call system, notes sent home.

5. Transition Plan

5.1 *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).*

At Pershing Elementary we transition students from 3rd grade at Sandoz Elementary to 4th grade as well as we transition 5th grade students to 6th grade at Lexington Middle School. Tools that we use to help make these transitions seamless are:

- 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: Accommodations, Characteristics, Home Background, etc.
- Individual Progress Monitoring Reports: These reports monitor the areas of math concepts and computation, reading fluency and reading comprehension.

Students also make visits to Pershing to become more familiar with the facility and the staff.	
5.2	<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).</i>
<p>At Pershing Elementary we transition students from 3rd grade at Sandoz Elementary to 4th grade as well as we transition 5th grade students to 6th grade at Lexington Middle School. 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 Morton Elementary that is then passed onto Sandoz. It includes: Accommodations, Characteristics, Home Background, etc. • Individual Progress Monitoring Reports: These reports monitor the areas of math concepts and computation, reading fluency and reading comprehension. <p>Pershing students also make visits to Lexington Middle School to become more familiar with the facility and the staff.</p>	

6. Strategies to address areas of need

6.1	<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.</i>
<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 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, Haggerty (Phonemic Awareness), or Phonics for Reading. Each group is led 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 students are reviewed and programming adjustments are made if necessary. (2022-2023 Pershing Schedule)</p> <ul style="list-style-type: none"> • Summer School - Students are provided the opportunity to extend their school year by attending our LPS Elementary Summer School program. This program runs through the month of June and focuses on reading and math instruction as well as providing a variety of programs in the afternoons to build background knowledge and develop social skills. (2021-2022 Summer School Flyer) • Tutoring - Students are selected to attend after school tutoring programs focusing on the areas of the reading, mathematics, and language development. These programs run from January - April (due to funding limitations). (Superstar Tutoring Program) 	

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>
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N/A- our district does not consolidate funds.
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