

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.:		NE-240001-000	
School Name:		Bryan Elementary	
County District School Number:		24-0001-003	
Building Grade Span Served with Title I-A Funds:		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:		John Hakonson	
Superintendent Email Address:		john.hakonson@lexschools.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
The Schoolwide Plan is available to the School, Staff, 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>
Jessica Morales Tiffany Denker Elizabeth Joekel Ashley Pano Lori Burr Morgan Simpson April Headley Jennifer Brockmeier	Parent <u>Administrator</u> Instructional Coach Counselor English Intervention Specialist Fourth Grade Teacher Kindergarten Teacher Special Education Teacher

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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 380	Average Class Size: 21	Number of Certified Instruction Staff: 25
Race and Ethnicity Percentages		
White: 23 %	Hispanic: 75 %	Asian: .002 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: .002 %	Two or More Races: .007 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 48 %	English Learner: 37 %	Mobility: 1 %

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	NWEA MAP Growth- Spanish
Acadience - Mathematics	ELPA

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>Bryan Elementary uses multiple sources of achievement data to understand the academic needs of our students and to provide equitable opportunities for learners to develop skills and achieve the content and learning priorities. The MTSS process at Bryan Elementary ensures that students are provided with personalized learning opportunities (MTSS Guide). Bryan Elementary has an implementation team composed of the building administrator, instructional coach, intervention specialists, special education teachers, and classroom teachers. Data reviews take place every 8-10 weeks and are conducted by our implementation team. The Bryan Elementary team reviews instructional data, in-program data, fidelity data, and progress monitoring data to make decisions about the success of the intervention, the rate of growth, and adjustments or intensifications of interventions for individual students.</p> <p>Bryan Elementary monitors and adjusts instruction to meet individual learners' needs and the system's learning expectations. The following practices are implemented and analyzed to meet individual needs.</p> <ul style="list-style-type: none"> • Bryan Elementary uses the MTSS framework for English and Spanish Literacy. A vital component of the MTSS framework is our 22-23 Bryan Intervention Tracking Document. This process is formalized and a team at Bryan Elementary is part of the process of determining if interventions in reading should be continued, discontinued (when a student meets goals), or intensified. This process helps to identify students with specific needs, including students with an Individual student problem solving (ISPS), an Individual education program (IEP), or 504 plan. Coaching is provided by the instructional coach for the purpose of fidelity and student growth. Team planning and collaboration helps provide for continuous improvement. (MTSS Guide) • Teacher evaluations, walkthrough documents and fidelity checks are analyzed to determine areas that coaching or other supports might be needed. This data is collected to adjust instruction for individual student needs. <p>The following assessments are administered to our students:</p> <p>Reading</p> <p>Acadience Reading screener: K-5th grade- students are monitored to ensure continual progress is maintained.</p> <p>NWEA MAP (Measure of Academic Progress) Reading assessment Kindergarten- 5th grade- This assessment provides a learning continuum for teachers to adapt, differentiate, and guide their instruction to meet the academic levels of each student within their classroom.</p> <p>NSCAS - Nebraska State Reading Assessment 3rd-5th Grade</p> <p>Math</p> <p>Acadience Math Screener K-5th grade</p> <p>NWEA MAP (Measure of Academic Progress) Kindergarten-5th grade- This assessment provides a learning continuum for teachers to adapt, differentiate, and guide their instruction to meet the academic levels of each student within their classroom.</p> <p>NSCAS -Nebraska State Math Assessment 3rd-5th grade</p>
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Bryan Elementary collects disaggregated data in at least 6 subgroups.

- English Language Learners (ELL)
- Poverty
- Gender
- Special Education
- Ethnicity
- Mobility

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1.2 *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.*

Bryan Elementary strives to collect and analyze data from multiple stakeholder groups to inform decision-making. 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.

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.

1.3 *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.*

Bryan Elementary engages in a formal continuous improvement process. This process includes our Bryan goals and Action Plans with specific goals to determine our strategies and activities. The district has provided Bryan Elementary with a 5 year calendar. Bryan Elementary has representatives on the district CIP team. Bryan Elementary uses various strategies to measure student learning and professional practice.

- Bryan Elementary uses the MTSS framework for English and Spanish Literacy. A vital component of the MTSS framework is our 22-23 Bryan Intervention Tracking Document. This process is formalized and a team at Bryan Elementary is part of the process of determining if interventions in reading should be continued, discontinued (when a student meets goals), or intensified. This process helps to identify students with specific needs, including students with an Individual student problem solving (ISPS), an Individual education program (IEP), or 504 plan. Coaching is provided by the instructional coach for the purpose of fidelity and student growth. Team planning and collaboration helps provide for continuous improvement. (MTSS guide)
- Bryan Elementary's academic achievement is measured through NSCAS, MAP growth, Acadience, and IDEL. These measures indicate whether our students will be prepared for opportunities for the future.
- Attendance is monitored to show the importance of being in school and becoming a responsible member of society.
- In 2018, Bryan Elementary started using the PBIS framework to guarantee that our students' social and emotional needs are being met. In 2022, Bryan Elementary started using Second Step within all Kindergarten through fifth grade classrooms to help teach and review social skills.
- At the beginning of each school year CIP goals, progress, and district data is shared with staff members to celebrate successes and determine next steps.

Commented [4]: As a reader - I notice that it is the same as 1.1 - could it be specified how this supports CIP?

Perhaps each jot dot could reference the CIP goal it either supported last cycle or supports this cycle?

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>Students who are identified as "below academic standards" in the area of reading are provided the following assistance per the district MTSS adopted procedures:</p> <ul style="list-style-type: none"> - 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 (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 mathematics are provided the following assistance:</p> <ul style="list-style-type: none"> - Intervention: Corrective Math & Zearn Online Learning - Monthly progress monitoring (Acadience Assessment & Intervention program assessments) 	

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3. High quality and ongoing professional development

3.1	<i>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.</i>
<p>Bryan Elementary delivers professional learning to improve the learning environment, learner achievement, and effectiveness. The following practices are used to deliver professional development.</p> <ul style="list-style-type: none"> • District professional development days- Professional development days are built into our yearly school calendar. District staff select topics based on student and teacher. (LPS PD calendar) <ul style="list-style-type: none"> Examples of professional Development topics: <ul style="list-style-type: none"> * 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) • Bryan grade level meetings- Bryan's instructional coach and principal provide follow up and review to support the professional development from the district. (Bryan Grade level meeting agenda) Bryan's instructional coach supports teachers and paraprofessionals in their classroom delivery and instruction through side by side coaching, modeling, co-planning, and collaboration. 	

Commented [7]: As a reader - from the question, I was also expecting to read about academic data as well as the PD (which is covered really clearly!) Perhaps the GLM jot dot would be a good place to add the different things we do?

4. Strategies to increase parent and family engagement

4.1	<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 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</p>	

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 Sandoz 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.

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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 Bryan Elementary we transition students from 1st grade at Morton Elementary to 2nd grade as well as we transition 3rd grade students to 4th grade at Pershing Elementary. 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 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.

Students also make visits to Sandoz to become more familiar with the facility and the staff.

5.2 *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).*

Commented [10]: 5.1 and 5.2 are Sandoz specific still
Commented [11R10]: Thank you -- I just found out I had 2 documents

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Sandoz students also make visits to Pershing Elementary to become more familiar with the facility and the staff.

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>
	<ul style="list-style-type: none"> • 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 Sandoz Schedule) • 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)

Commented [12]: Add 95% Phonics Lesson Library?

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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>
	N/A Our district does not consolidate funds.

