

# 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
Building Grade Span Served with Title I-A Funds:	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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Audrey Downey
School Principal Email Address:	audrey.downey@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 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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Team:</u> <u>Audrey Downey</u> <u>Luis Nieto</u> <u>Cynthia Baum</u> <u>Annette Fitzgerald</u> <u>Amy Kuefner</u> <u>Michele McKeone</u> <u>JoAnna Pineado</u> <u>Theresa McFarland</u> <u>Maria Casillas</u> <u>Eric Bell</u> <u>Josue Lucas-Reynoso</u>	<u>Parent Administrator</u>  <u>Administrator</u> <u>Administrator</u> <u>Administrator</u> <u>District Secondary Curriculum Teacher &amp; Reading Specialist</u> <u>Counselor</u> <u>Paraprofessional</u> <u>Community Member</u> <u>Parent</u> <u>Instructional Coach</u> <u>Student</u>

<b>School Information</b> <i>(As of the last Friday in September)</i>			
Enrollment: 922	Average Class Size: 14.87%	Number of Certified Instruction Staff:	62
Race and Ethnicity Percentages			
White: 14%	Hispanic: 76%	Asian: 1%	
Black/African American: 8%	American Indian/Alaskan Native: 0%		
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 1%		
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: 31%	Mobility: 4.68%	<small>(2021-22)</small>

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
ACT State Assessment	READ 180/System44
NWEA Map - Reading & Math	FastBridge
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**

<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 curriculum, instruction and assessment decisions.</i></p>
	<p>1.1 Lexington High School will use the following sources of achievement data:</p> <p>A. Achievement Data</p> <ol style="list-style-type: none"> <li>1. Reading             <ol style="list-style-type: none"> <li>a. NWEA Measures of Academic Progress (MAP Testing)</li> <li>b. ACT - Reading &amp; English test results</li> <li>c. READ 180/System 44 Diagnostic Reports</li> <li>d. Fast Bridge Reading Data</li> </ol> </li> <li>2. Language             <ol style="list-style-type: none"> <li>a. Language Assessment Survey (LAS)</li> <li>b. English Language Proficiency Assessment (ELPA)</li> <li>c. Direct Instruction of Spoken English Screener (DISE)</li> </ol> </li> <li>3. Other Data sources:             <ol style="list-style-type: none"> <li>a. Attendance Records</li> <li>b. Mobility Data</li> <li>c. Discipline Records</li> </ol> </li> </ol> <p>From this data students are placed into the appropriate level classes. MAP cut-scores are used as a recommendation for academic class placement. ELL data determines when a student exits the program for general education into ELL supported classes.</p> <p>MAP Data is also used for placing students into classes to raise academic achievement specifically on the ACT test: Write-On, ACT Prep English-Reading-Writing, ACT Prep Math.</p> <p>Co-Taught classes are also offered for students that need extra support in academic courses. A SPED and content-area teacher co-teach these classes meeting the student’s academic needs with accommodations in their IEP or 504 plan. Students who are out-liers are also served in these classes.</p> <p>For students in threat of failing due to attendance and discipline, Acellus (accredited on-line curriculum) is made available to serve students in meeting local graduation requirements.</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>

In the fall of each year at Parent/Teacher Conferences, parents are asked specific questions regarding their opinions and effectiveness of programs at Lexington Public Schools via online surveys. Parents are provided the time and location at conferences to participate in the survey which is offered in many languages.

**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.*

Lexington High School's improvement efforts are based on a formal continuous improvement process. This includes a 5 year cycle of goals and action plans directed at the School Improvement Goals. LHS has a CIP (Continuous Improvement Plan) team that guides the efforts.

**LHS CIP Goals 2021-2026**

**Goal 1:** LPS will implement a strategic plan to increase family involvement & engagement measured by attendance, participation, & surveys by 2026.

**Goal 2:** At LPS, 60% of students will meet 50% percentile/benchmark on district District approved Reading Assessments by 2026.

**Goal 3:** At LPS 80% of students will demonstrate at least typical ratings in the development of targeted SEL competencies as measured by the DESSA, and those identified at-risk will receive additional support through direct service, or intervention by 2026.

Lexington High School is also in the beginning process of establishing a PBIS framework for the High School to ensure students' achievement and needs are being met through effective strategies and expectations throughout the building and in classrooms.

**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.*

Assistance provided begins with reviewing assessments on a regular basis. These include:

- a. NWEA MAP (Math & Reading) - Cut scores are used for placement.
- b. ACT State Assessment (11th grade)
- c. Co-taught classes with SPED and ELL support provided by certified SPED/ELL teachers in a gen-ed classroom working alongside content-area certified teachers.
- d. Summer School for enrichment and remediation
- e. Scheduling
  - i. Dedicated time for Literacy in each class is provided through scheduling, staff, and program support.
  - ii. Classes must provide significant reading time in conjunction with class instruction.
- f. Co-Teaching

- i. Students have opportunities to receive added academic support in co-taught classes taught by a content-area teacher and a SPED teacher.
- g. Instructional Support and Coaching
  - i. An Instructional Coach is available to lead, coordinate, and support teachers, students, and programs in a balanced school-wide literacy plan and to promote effective literacy inclusion and effective instructional (engagement) strategies.
    - 1. Job responsibilities include:
      - a. Assist in determining instructional material needs for all levels of learners within the school
      - b. Recognize improvement and achievement of students
      - c. Research & evaluate literacy techniques, programs, interventions, and assessments to determine effectiveness and application to the program.
      - d. Collect, monitor and analyze assessment data with the goal of positively influencing instruction and student gains.
      - e. Use assessment data and teacher consultation to determine and monitor student placement
      - f. Meet regularly with principal and other instructional coaches to discuss, plan and monitor literacy needs and issues
      - g. Collaborate with teachers to provide additional support for all levels of readers
      - h. Provide timely resources and supplemental materials for teachers
      - i. Facilitate and provide opportunities for teachers to share ideas and concerns
      - j. Train teachers to utilize data to make informed decisions about instruction
      - k. Assist in determining the needs for professional development as well as provide on-going support and training for staff
      - l. Assist in the development of teachers new to profession and district
- k. Reading Specialists
  - ii. Provides reading interventions programs
    - a. Read 180
    - b. System 44
- l. After-School Tutoring Programs for all Students
- m. "Write On" Intensive writing class for students needing grade-level writing support.
- n. Booster Classes for juniors requiring remediation in Reading and Math
  - i. ACT Prep (English, Reading, Math)
- o. Destination: Graduation Academic Teams - aimed at supporting and maintaining the 98% graduation rate.

### 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.*

Many opportunities for professional development are made possible each school year:

1. A weeklong new teacher staff development takes place the week before all-staff report and school begins.
2. Continued professional development takes place quarterly throughout the year. Content specific training to training for all in Engagement Strategies has been the focus. The goal is to add to the teachers repertoire of effective engagement skills to increase student learning and motivation.
3. Curriculum work is also done during these quarterly PD days. Math recently the Math Dept worked with the ESU to develop curriculum.

#### 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.*

A Title I School-Parent Compact has been jointly developed with parents & outlines how parents, the entire school staff, & students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high academic standards. Such compact shall:

- describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards;
- the ways in which parents will be responsible for supporting their child(ren)'s learning; (For example: volunteering in the classroom, participating in decisions relating to the education of their child(ren) and positive use of extracurricular time).
- address the importance of communication between teachers and parents on an ongoing basis.
- Distribution provided through Parent/Teacher Conferences.
- Parent signatures are encouraged but not required.

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 Handbook.**

4.3	<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>
Title 1 Parent meetings are facilitated during Parent Teacher Conferences in the fall of each year. (Oct. 19-20, 2022)	

## 5. Transition Plan

5.1	<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).</i>
<p>LHS puts great pride in building a strong foundation for incoming students. Opportunities to ensure a smooth transition for 8th graders attending LHS include an 8th grade Orientation and later Tour of the High School. Students receive individual counseling sessions to plan their schedule for their Freshman year. At the high school tour, students attend an Activity Fair hosted by all the LHS Activities groups to expose students to active involvement in their high school years.</p> <p>A freshman class titled: Foundations of Leadership is offered for all 9th graders both semesters. This SEL course prepares students for leadership and self-actualization with a strong community service flair to it as well.</p>	
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>LHS provides numerous opportunities for transition and support for students and parents from high school to after high school opportunities including post-secondary education.</p> <p><b>High school to Postsecondary:</b></p> <ol style="list-style-type: none"> <li>a. 21+ Dual credit course offerings</li> <li>b. Multiple college visits for all students in high school throughout the HS years.</li> <li>c. Many Parent informative sessions regarding college preparation and steps.</li> <li>d. Multiple meetings with the counselors to prepare for college offered in Coffee with the Counselors for students and FAFSA nights for students/parents.</li> <li>e. Senior Passages class offered to prepare students for next steps both with college preparation and life in general.</li> <li>f. For students on an IEP, a senior transitions class provides the transition services to prepare students for the next steps for college, work, and living arrangements. Vocational Rehabilitation is an active part of this process.</li> </ol>	

g. Students attend the Dawson County Career Fair each Spring visiting with employers about careers and local employment needs.

## 6. Strategies to address areas of need

6.1

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

Many learning opportunities are provided for students to enrich and support their learning. For beyond the school walls:  
All high school students will experience a college visit each year of high school with 9th graders touring Central Community College, 10th graders to the University of Nebraska at Kearney, 11th & 12th graders by choice to a University, State College, Community College or Technical College. In addition, the counselors provide many enrichment opportunities such as Coffee with the Counselors, Parent FAFSA nights, and Scholarship evenings.  
Furthermore, beyond the school walls - many students are placed in internships, career/job-related work release programs, and cap-stone CTE experiences in Early Childhood, Health Science, Advanced Construction, and more.

For academic and graduation credit support, LHS offers after school tutoring four nights a week to provide teacher support and individual assistance. This is also available in the ELL classrooms.

For students that need to recover credit lost and to stay on track for graduation, LHS offers Summer School the month of June. Students are able to recover one class during this 3-week, 5 hour class. Enrichment is also offered in summer school with Seniors taking Government as to free up their schedule for perhaps block CTE classes or other schedule conflicting classes.

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

7.1

*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.)*

**N/A our district does not consolidate funds.**