

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.:	1
School Name:	Lexington Middle School
County District School Number:	02
Building Grade Span Served with Title I-A Funds:	6-8
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 checked="" type="checkbox"/> Yes <input 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:	Scott West
School Principal Email Address:	scott.west@lexschools.org
School Mailing Address:	1100 N. Washington Lexington, NE 68850
School Phone Number:	308-324-2349
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
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>	<u>Titles of those on Planning Team</u>
<i>(include staff, parents & at least one student if Secondary School)</i>	
Scott West	<u>Parent</u>
Amber Lemmer	<u>Administrator</u>
Jeff Wall	Parent
Kristie Dugan	Administrator
Jose Lara	Instructional Coach
Frances Peterson	Teacher
Candice Bender	Community Memeber
_____	Student
_____	_____
_____	_____
_____	_____
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 696	Average Class Size: 18	Number of Certified Instruction Staff: 50
Race and Ethnicity Percentages		
White: 13.9 %	Hispanic: 75.1 %	Asian: .008 %
Black/African American: .081 %	American Indian/Alaskan Native: .004 %	
Native Hawaiian or Other Pacific Islander: .002 %		Two or More Races: .01 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 74 %	English Learner: 38 %	Mobility: 6 %

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

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>NSCAS, MAP, and attendance data is used by Lexington Middle School staff to determine the needs of students that are failing or at risk of failing to meet State Academic Standards. Testing data provides teacher with methods of grouping students in small groups to provide differentiation of instruction. The data provides valuable information on what standards that students need more support through reteaching or by providing more practice.</p> <p>Disaggregated data is used to focus instruction in the areas that students have challenges. Teaching strategies are used that give the highest yield of gains in student achievement based on academic researcher. This would include gradual release of instruction, student engagement, explicitly teaching vocabulary as teaching strategies. Data is used to plan professional development for teachers and data is used by staff to guide teacher instruction.</p> <p>Attendance data is used to determine what other supports to provide students that will support student's attendance and disciplinary data. The Lexington Administration checks weekly to monitor the attendance of students. at 5, 10 and 15 absences. Interventions are put in place including an Attendance Hearing officer meeting with parents to discuss the importance of attending school.</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>Information from parents and community members is gathered in a variety of ways. Parent meetings are held at the beginning of the year with updates of school data and current challenges and successes. Parents have opportunities to give input during our family nights, and during parent teacher conferences. Meetings and family events are held at different times during the day.</p> <p>Parent surveys are sent out electronically to all parents. The data collected is then used in the decision-making process when we create goals for our school improvement plan. All data is shared with all stakeholder groups. This process is done for climate surveys and principal surveys as well.</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>Lexington Middle School's ongoing improvement efforts to support our continuous school improvement plan include our collaboration in the MTSS model and district designed instructional model. This is evidenced through our district level CIP meeting , MTSS meetings, and use of an Instructional Coach. These improvement efforts are further supported through the building SMART goal which is to meet or exceed student growth on MAPs.</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>There are multiple strategies that are used to address the needs of all students. First, the plan addresses best practices in instruction by using literacy strategies. School leaders provide instructional coaching for teachers to improve teacher instruction in the area of reading. Data is used by school staff to drive instructional needs. Students are assigned to reading, math, science, and language arts classes based on their academic performance in class and multiple data points. Students that score high in both areas are assigned to advanced classes to ensure they are challenged. Students that are lower academically based on their grades and state test scores are given extra supports to get students back on grade level. We provide a Co-taching opportunity for students that are struggling to meet the grade level requirements. Tutoring is offered after school for students that need extra academic support. Our Multiple Choice (afterschool program) provides extra homework sessions with certified teachers. We also offer a Thursday Night School every Thursday for students that are neglecting to get their work done during the work week. This extra time provides student extra support by a teacher and earmarks time to get the work done. Thursday night school starts at 3:25 and stays open until the work is complete or 6:00 pm, which ever comes first.</p>	

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>Certified Staff and support staff have professional development opportunities 4 times during the school year. They are district run events targeting the needs of the district during the staff developments. There is time for curricular work across the district as well as grade level meetings. We provide many opportunities so staff can select meaningful staff development topics. Some are optional and others are required. Para Educators hired in Title I buildings at Lexington Public Schools are required to have forty-eight college credit hours, an associate degree or take and pass an online class and assessment in paraprofessional training. This training is free to them and paid for by the district. In addition, LPS paras are trained in house according to the special needs of the buildings or the district needs. Special training includes, but is not limited to, safety, health and wellness, educational interventions and technology.</p>	

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>We have an annual meeting to discuss the School-Parent Compact at the beginning of school. Parents are given the opportunity to provide feedback. We have posted the Compact on our district website making the document available to anyone and everyone.</p>	
4.2	<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>Family Engagement at the middle school level has been a continuous struggle. Not all families are eager to spend extra time at LMS. We still provide opportunities and engage and share the policy with families at the beginning of the school year. Parents have the opportunity to provide input and feedback and the opening meeting. We post the family engagement policy on our district website for anyone and everyone.</p>	

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>
<p>We cover all our Title one affairs with the meeting at the beginning of the school year. We share information about our school being a Title 1 School. We provide information and opportunities for parents to ask questions regarding the Title I designation at Lexington Middle School.</p>	

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>Students that are transferring into Lexington Middle School as 6th, 7th, and 8th graders are invited to our summer school program. This gives students an opportunity to get to know other students, become acquainted with our building, staff, and gives students a chance to begin their middle school academics. During the school year, we offer a transition day in the spring, usually the second week of May. The transition day provides LMS an opportunity to welcome the 5th graders to the middle school as well as sending the 8th graders up to the high school. During this time we give the 6th and 7th graders an opportunity to transition up to the next grade level of teachers as well. We share expectations and guidelines for attending LMS. Students get to spend the afternoon at the middle school, getting acquainted with the building layout and meeting all the grade level teachers. In August, we mail home student schedules. We hold an open house, giving students another opportunity to familiarize themselves with the building. Students and parents are able to meet the teachers, see their classrooms, and walk around the middle school, using their schedule as a guide, one period at a time. We also begin the school year with a staggered schedule. We have 7th and 8th grade students attend the first day, welcoming them back to school. The second day of school only the sixth graders attend. This gives us a better opportunity to acclimate the new students to LMS without distractions. The third day of school, will have all 6th, 7th and 8th graders attend.</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>Our 8th grades, on the same day the 5th graders visit the middle school, get a chance to experience the high school. The visit begins with a greetin in the gym by High School Administration and the counselors. Students are given information about the HS as well as an overview for the afternoon. The high school arranges high school students to talk with 8th grades about all the activities offered at LHS. It like an opportunity far. Kids can walk around the gym and ask specific questions about individual activities. Students also get a tour of the building. All activities are intended to help smooth the transition from the Middle School Building to the High School Building.</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>The Middle School has many opportunities for students to get help during the day, but there are many opportunities for assistance outside of the school day. The Middle School has an afterschool program called Multiple Choice. Students join for homework assistance as well as activities offered that interest them. It is a great way for students to explore topics that are interesting to them, and that they might not have exposure to otherwise. This program runs daily from 3:25-6:00 pm. There are three daily sessions. Student do not have to</p>	

attended all three sessions. They are allowed to pick and choose the sessions they want to participate. On Friday's we only have one session and they are intended to be "FUN". The Friday sessions end at 5:30. Our afterschool program has been popular with both students and parents. It is a safe place for student to be and we provide meaningful and impactful opportunities for all kids. Outside of the school year, the Middle School offers a summer school enrichment program. Students who are behind, or at risk of falling behind, or are just looking for something to do, qualify for summer school. Students can have a more traditional setting with work in the. areas of math and reading plus enrichment or they can have all enrichment classes. It's a wonderful opportunity and give our students something to do in the month of June.

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

<p>7.1</p>	<p><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></p>
<p>"N/A our district does not consolidate funds"</p>	