

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District School Number in the table below.

Date of Review:	September 2026
District Name:	Lexington Public Schools
School Name:	Morton
County-District-School Number: XX-XXXX-XXX	NE-24-0001-004
Grades Served with Title I-A Funds: (PK is rarely served)	K-1
Preschool program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Summer school program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☐ Other (Specify) _____
School Principal Name:	Nikki Edeal
School Principal Email Address:	nikki.edeal@lexschools.org
School Mailing Address:	505 S Lincoln St. Lexington, Ne 68850
School Phone Number:	308-324-3764
Additional Authorized Contact Person (Optional):	Annette Fitzgerald
Email of Additional Contact Person:	annette.fitzgerald@lexschools.org
Superintendent Name:	John Whetzal
Superintendent Email Address:	john.whetzal@lexschools.org

<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 Lara Nikki Edeal Julie Myers Amy Mostek Christy Franz Melissa Naylor Blaire Berke _____ _____ _____ _____ _____	<u>Parent Administrator</u> _____ Instructional Coach Intervention Specialist Counselor Kindergarten Teacher 1st grade Teacher _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 251	Average Class Size: 19	Number of Certified Instruction Staff: 21
Race and Ethnicity Percentages		
White: 5 %	Hispanic: 70 %	Asian: %
Black/African American: 22 %	American Indian/Alaskan Native: %	
Native Hawaiian or Other Pacific Islander: %		Two or More Races: 3 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 84 %	English Learner: 74 %	Mobility: 18 %

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

Confirm all Instructional Paras are Qualified according to ESSA.	☒ Yes ☐ No
--	---

The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

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

1. Comprehensive Needs Assessment

1.1	<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>
Morton Elementary uses data from multiple sources to understand the academic needs of our students. The following are the assessments administered to our students. I. Reading a. mClass K-1 grade b. Peli -Incoming Kindergarten c. In-program CKLA Assessments d. PASI & PSI II. Math a. IXL-Reading & Math b. In-program Eureka Assessments III. Other Data a. DESSA Screener b. Intervention Data c. Attendance Morton Elementary collects disaggregated data in at least 6 subgroups. Which include: • English Language Learners (ELL) • Poverty • Gender • Special Education • Ethnicity • Mobility A data team process is followed when utilizing our disaggregated data for making instructional decisions. Teachers, Intervention Specialist, Instructional Coach, Special Education Staff and Administration meet in Grade Level groups to discuss data, interventions & teaching strategies, to meet the needs of all students. Students are progress monitored throughout the year to monitor growth or lack of growth using mClass. Individual Student Problem Solving plans are initiated during these meetings for students not making adequate gains. Students are given the IXL Mathematics Benchmark 3 times/year. The same steps are used in addressing deficiencies, through intervention programs, that are found. Students are then progress monitored in the areas of math by using IXL. Subgroups reviewed during the data review process: • Ethnicity: Caucasian, Hispanic, Black/African • Gender: Boys, Girls • English Language Learners • Special Education	
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>
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.

Throughout the 2020-2025 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.

Morton representatives shared information for the meetings with our building. 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.

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.

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: Heggerty, Language for Learning, Lively Letters, 95% Group Phonics Library Lessons, 95% Pocket PA
- English Language Learner/Language Arts Time: The bottom 5% of 2nd Language Students receive their literacy instruction in the General Education Classroom with Co-Teaching support from a Certified ELL Instructor. They receive 40 min of follow-up small group instruction with supports in CKLA. ELL Students also get a 30min language Intervention (Language for Learning) and an 30 min academic Reading intervention.
- Progress Monitoring (mClass 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: IXL Online Learning
- Monthly progress monitoring (IXL Daily practice and Arena)

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.

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	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.</i>
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	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.</i>
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	<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.</i>
The Title 1 Parent night is held in conjunction with a Family Literacy Fun Night held at Morton 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	<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>
At Morton Elementary we transition Pre-K students from our Early Learning Academy as well as area private preschools & Headstart. 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 ELA & then are passed onto us. 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. PK Students also make visits to Morton throughout the year 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>
	At Morton Elementary we transition students from 1st grade at Morton Elementary to 2nd grade at Sandoz 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. Morton students also make visits to Sandoz 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>
	• 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 composite. Students are then provided more testing to determine the areas of deficiency and interventions are then assigned for that student. The student attends a 30 minute intervention that can include, but not limited to: Heggerty (Phonemic Awareness), Lively Letters, 95% Group Phonics Lesson Library, 95% Pocket PA. 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 4 weeks all students are reviewed and programming adjustments are made if necessary. (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. (Summer School Flyer)

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

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
	The following is how resources and sources of funding are used to support student learning: - Title 1 Funding • Instructional Coaches (One per Elementary School) • Intervention Specialists (One per Elementary School) • One Certified PreSchool Educator • Paraprofessionals (One per Elementary School & PreSchool)

- Nebraska State Funding (Poverty, ELL, State Aid, etc.)
 - Special Education Services
 - Certified Staff Members
 - Highly Qualified Paraprofessionals
- Title II Funding
 - Staff Development Opportunities (Jan. 16 Sessions)
- Migrant Funding (Migrant Program)
 - Social Worker (One for Lexington Public Schools)
 - Bilingual Interpreters
- Lexington Public Schools Funding (Local Funding)
 - Certified Staff Members
 - Highly Qualified Paraprofessionals
- Lexington Community Foundation Grant Funding (Lex Foundation Fund)
 - Parent Involvement Activities
 - Innovative/Creative Teacher Activities
 - Backpack Food Program
- UNK Partner School Program (UNK Literacy Block)
 - Early Literacy Student Assistance Support
 - Staff Development Training