

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:	Pershing Elementary
County-District-School Number: XX-XXXX-XXX	24-0001-000-005
Grades Served with Title I-A Funds: (PK is rarely served)	4th and 5th Grade
Preschool program is supported with Title I funds. (Mark appropriate box)	☐ Yes X No
Summer school program is supported with Title I funds. (Mark appropriate box)	☐ Yes X No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☐ 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)-324-3765
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>
<u>Sharon Pool</u> <u>Kellie Cetak</u> <u>Rachel Fast</u> <u>Hailey Ridgeway</u> <u>Leann McFarland</u> <u>Jen Cunningham</u> <u>Michaela Schurr</u> 	<u>Parent</u> <u>Administrator</u> <u>Teacher</u> <u>Teacher</u> <u>Instructional Coach</u> <u>Instructional Interventionist</u> <u>EI Interventionist</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 306	Average Class Size: 20	Number of Certified Instructional Staff: 22
Race and Ethnicity Percentages		
White: 8 %	Hispanic: 84%	Asian: 0 %
Black/African American: 6%	American Indian/Alaskan Native: 1%	
Native Hawaiian or Other Pacific Islander: 6%		Two or More Races: 0%
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 81 %	English Learner: 46 %	Mobility: 10.58%

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

Confirm all Instructional Paras are qualified according to ESSA.	☒ Yes ☐ No
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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> The district takes all assessments (NSCAS, IXL, and mClass Dibels8) that are administered to students and conducts a needs assessment on them. Each individual assessment is analyzed to see what skills are not developed and plans interventions that are needed to be implemented for student growth. Pershing uses the MTSS model to identify students who are at-risk of failing to meet State academic standards. A Universal Screener is administered to all students 3 times a year. Pershing Elementary uses Acadience Reading as our Universal Screener. Reading Interventions are provided to students that are identified as being below grade level on the Universal Screener. Targeted students will be those who have not met Acadience Benchmarks and will be considered “Strategic” or “Intensive” based on their assessment information. Students who receive intervention will be classified as Tier 2, Tier 3 or on an ISPS Plan. ○ Tier 1: Core Instruction ■ All students will have access to Tier 1 Grade Level Core Instruction. ■ All students will be progress monitored a minimum of once per month using the Acadience progress monitoring probes. ○ Tier 2: Reading Interventions ■ All students below benchmark as indicated by the Acadience Universal Screener will be placed in a Tier 2 Reading Intervention. ■ Tier two students will be progress monitored weekly using the Acadience progress monitoring probes. ■ Students will be assessed using the Phonics Screener Inventory (PSI) to determine areas of need. ● Students will be progress monitored weekly based on their specific skill level. ● Students will be progress monitored every 4-6 weeks using the Phonics Screener Inventory. ○ Tier 3: Intensive Reading Interventions ■ All Tier 3 students will receive Tier 1 and Tier 2 instruction and progress monitoring. ■ All students below benchmark who have not made adequate progress in the Tier 2 Intervention will be intensified with Tier 3 Interventions. Students receiving Tier 3 Interventions will be given an Individual Problem Solving Plan. Parents and support staff will be included in the creation of the plan. ■ In most cases, Tier 3 interventions are layered on top of Tier 2 interventions. ■ In all cases, students in Tier 2 and Tier 3 interventions will still have ■ access to Tier 1 instruction. Pershing staff meet every 8-10 weeks to evaluate the effectiveness of the Intervention and to make changes to the plan. Para educators who support Tier 2 and Tier 3 students are included in the decision making process and intervention reviews. Professional Development opportunities to disaggregate the data is provided to paras
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.

At the beginning of the school year, a Family Technology/Title 1 night occurs. During this time parents are able to attend break out sessions. These sessions are built to help parents understand and to get connected on the various technology items that LPS provides. Breakout sessions that were available were: Seesaw, Powerschool, Amplify, Zern and how to utilize the bookmarks on the school district's website. The last session is the Title 1 parent meeting. PowerSchool and Seesaw are apps that parents and the school can utilize for communication.

Subgroups reviewed during the data review process:

- Ethnicity: Caucasian, Hispanic, Black/African
- Gender: Boys, Girls
- English Language Learners
- Special Education

1.3

Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.

Throughout the 2026-2027 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.

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.

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

- Interventions (Reading): 95% Group Phonics Library Lessons, DISE, Phonics for Reading, UFLI, IXL reading
- Progress Monitoring (mClass Assessment & Intervention program) are completed 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 - math
- Staff monitor success through the IXL arena

Professional Development has been provided for staff. These include:

- LETRS
- Social Emotional training
 - Zones of Regulation Training
 - Youth Mental Health First Aid
 - Restorative Practices

Counseling-

- All students receive whole group counseling every other day.
- Staff receive weekly communication on what topics are covered in counseling classes so these topics can continue schoolwide.
- Staff are asked to complete the DESA on students three times a year. Students who are "at risk" receive additional services.

Professional Development

- In order to help staff understand how to utilize the interventions put into place Professional Development is offered throughout the school year. In addition, new teachers are given additional support through the year. (New teacher PD)

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

Science of Reading

- MTSS Process
- Core Programs (Rdg., Mathematics, Science, Social Studies)
- Interventions Used (IXL, PLL, 95% Group, DISE, UFLI (University of Florida Institute Program), Heggerty, and Phonics for Reading
- Social/Emotional Strategies (Second Step, Zones of Regulation, DESSA Screener, Skills Streaming)

Current Professional Development for Para Professionals:

- Science of Reading
- 95% PLL (Phonic Language Library)
- Youth Mental Health First Aid

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.

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 on page 49. 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> he 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 Technology Night that is held at Pershing Elementary. Throughout the evening parents rotate between stations that involve technology that pertains to their students, with the last rotation being the Title 1 information. • Curriculum materials used • Intervention materials used • Assessments given • Title 1 Parent & Family Engagement Policy • School-Parent Compact • Schoolwide Data Translation was provided by a Pershing Employee. This Title 1 Parent Night is promoted through newsletters, online communication system (Seesaw), web page, social media, and 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 Pershing Elementary we transition students from 3rd grade at Sandoz Elementary to 4th grade at Pershing 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: • <u>Tracking document</u> - 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 • <u>Individual Student Transition Plan</u> - 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. In addition to the tracking document, teachers from the previous school are invited to attend transition meetings that discuss individual student plans and how those plans need to be implemented for student success for the upcoming school year.
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	• Individual Progress Monitoring Reports: These reports monitor the areas of math concepts and computation, reading fluency and reading comprehension. * Transition Day- we transition all students to the next grade level for a preview day. Students participate in a full day schedule to better understand the policies and procedures of the next grade level. At Pershing families are invited to an Open House at the beginning of each year so families and student have the opportunity to become familiar with the building, staff, and teachers. Students also make visits to Pershing to become more familiar with the facility and the staff. Students are also given the opportunity to attend Summer School in their new location.
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 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 Pershing Elementary that is then passed on to Lexington Middle School. It includes: Accommodations, Characteristics, Home Background, etc. In addition to the tracking document, teachers from the previous school are invited to attend transition meetings that discuss individual student plans and how those plans need to be implemented for student success for the upcoming school year. • Individual Progress Monitoring Reports: These reports monitor the areas of math concepts and computation, reading fluency and reading comprehension. Pershing Elementary and Lexington Middle School also participate in a transition day where all students are able to experience a full day at the new school. This allows the student to better understand the policies and procedures as well as the layout of the building. Students are also given the opportunity to attend Summer School in their new location.

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 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: Heggerty (Phonemic Awareness), 95% Group 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. (2026-2027 Pershing 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, social-emotional, and math instruction as well as providing a variety of programs in the afternoons to build background knowledge and develop social skills. (2026-2027 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). *(If you choose not to consolidate, N/A is acceptable.)*

N/A- our district does not consolidate funds.