

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:	Sandoz Elementary
County-District-School Number: xx-xxxx-xxx	24-001-006
Grades Served with Title I-A Funds: (PK is rarely served)	2nd & 3rd
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:	Barry McFarland
School Principal Email Address:	barry.mcfarland@lexschools.org
School Mailing Address:	1711 N. Erie St., Lexington, NE 68850
School Phone Number:	(308) 324-5540
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>Sarah De La Torre</u> <u>Barry McFarland</u> <u>Carrie Kjar</u> <u>Kate Schaaf</u> <u>Whitley Ellingson</u> <u>Teresa Barnett</u> <u>Shelly Henderson</u> 	<u>Parent</u> <u>Administrator</u> <u>Instructional Coach</u> <u>Intervention Specialists</u> <u>2nd Grade Teacher</u> <u>3rd Grade Teacher</u> <u>Counselor</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 285	Average Class Size: 18	Number of Certified Instruction Staff: 23
Race and Ethnicity Percentages		
White: 7 %	Hispanic: 78 %	Asian: 1 %
Black/African American: 12 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 1 %		Two or More Races: 1 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 83 %	English Learner: 57 %	Mobility: 8 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
iXL - English Language Arts	ELPA
iXL - Mathematics	
mClass (DIBELS 8)	
NSCAS (3rd grade only)	

Confirm all Instructional Paras are Qualified according to ESSA.	X 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>
Sandoz uses data from multiple sources to understand the academic needs of our students. Students are given our iXL Benchmark Assessment (Reading & Mathematics), mClass (DIBELS 8) universal screener and Phonics Screener Inventory (PSI), NSCAS (Reading & Mathematics), ELPA (qualified students only). From that information an educational plan is built for students addressing the areas of need through intervention programs implemented in the district. Students are then progress monitored through the iXL and mClass program as well as within the intervention(s) selected to ensure progress in achieving academic standards. 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	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
Throughout the 2020-2025 continuous school improvement cycle, an LPS District team that had representation from each school met to develop goals and action plans to address suggestions from NDE process for school improvement. Sandoz 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	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.</i>
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Students who are identified as "below academic standards" in the area of reading are provided the following assistance:

- ELA Interventions: 95% Phonics Lesson Library (PLL)
 - 40 minute block, 5 days per week
- iXL Reading
 - 15 minute block, 5 days per week, staff review progress/success through the iXL arena
- Language Interventions:
 - 30 minute, 2 days per week
- Progress Monitoring: mClass & iXL
 - Monitoring is differentiated based on student performance on the benchmark assessments
- Social Emotional Learning Interventions:
 - Zones of Regulations
 - Youth Mental Health First Aid
 - 2nd Step Program

Students who are identified as "below academic standards" in the area of reading are provided the following assistance:

- Intervention: iXL
- Progress Monitoring: iXL
 - Monitoring is differentiated based on student performance on the benchmark assessments

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.

All paraprofessionals at Sandoz Elementary are highly qualified according to the current ESEA requirements and participate in meaningful professional development activities. All paraprofessionals have either passed the Parapro Assessment required by the state of Nebraska, have an associate's degree from college or higher, or have over 60 hours of college credit. All paraprofessionals have received and continue to receive ongoing professional development/training through the district.

Current Professional Development Opportunities for Certified and Non-Certified Staff:

- Explicit Instruction Strategies
- Science of Reading
- MTSS Process
- Core Program (Reading, Writing, Mathematics, Science & Social Studies)
- Interventions
 - University of Florida Literacy Institute Program (UFLI)
 - 95% Phonics Lesson Library (PLL)
 - Lively Letters
- Social Emotional Learning Interventions:
 - Zones of Regulations
 - 2nd Step Program
 - DESSA Screener
 - Skills Streaming

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 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, district communication system (Seesaw), web page, social media, 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 Sandoz 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. ● 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 organizational policies and procedures of the next grade level.

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 Sandoz 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. ● 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 organizational policies and procedures of the next grade level.

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 40 minute intervention that can include, but not limited to: 95% PLL, UFLI, Fluency interventions. 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. ● Through our Schoolwide Plan, identified students are provided a Language Intervention to work on the areas of Speaking, Listening, Reading, and Writing. ● 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, math, and social emotional instruction as well as providing a variety of programs in the afternoons to build background knowledge and develop social skills.

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>
	NA - Our district does not consolidate funds.