

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:	Sterling
County Dist. No.:	33
School Name:	Sterling Public Schools
County District School Number:	49-0033
School Grade span:	Kindergarten-6 th Grade
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<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 Harrington
School Principal Email Address:	sharrington@sterlingpublicschools.com
School Mailing Address:	250 Main Street, PO Box 39, Sterling, NE 68443
School Phone Number:	402-866-4761
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Dottie Heusman
Superintendent Email Address:	dheusman@sterlingpublicschools.com
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<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>Sara Hier</u> <u>Angie Bianchi</u> <u>Scott Harrington</u> <u>Teresa Trauernicht</u> 	<u>Parent</u> <u>Teacher</u> <u>Principal</u> <u>Title I Teacher</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 85	Average Class Size: 12.3	Number of Certified Instruction Staff: 10.5
Race and Ethnicity Percentages		
White: 96 %	Hispanic: 2 %	Asian: 0 %
Black/African American: 2 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages		
Poverty: 28 %	English Learner: 0 %	Mobility: 2 %

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

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

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	<i>Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
Training opportunities are provided the administration and staff to understand how to disaggregate data by subgroups and to utilize the data	

to facilitate the planning process. One opportunity is through a two day data retreat workshop hosted by the ESU 4 staff. The information gathered from this workshop (profil, NeSA results, demographics, and teacher information) is shared in the fall with the remaining certified staff at school. The elementary staff meets in the Fall after DIBELS testing to develop a plan for those students who need Title assistance and is discussed again after each DIBELS testing period is completed.

1.2 *Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.*

Parent/Community input was gathered that identified the needs of the school through a student, staff, and parent/community survey.

1.3 *Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.*

Administrators and certified staff meet once each month to discuss school improvement. This year teachers participated in three individual meetings for HIIP (High Impact Instruction Partnership) with consultants from the ESU that helped teachers implement Marzano Instructional Strategies into the classroom. The elementary staff started discussions and training in the PBiS area, Pre-K through 6th grade.

2. Schoolwide reform strategies

2.1 *Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.*

Elementary teachers meet after each DIBELS testing is complete to discuss which area, if any, a student may need more assistance in. Elementary staff meet and discuss other test results as applicable.

3. Qualifications of instructional paraprofessionals

3.1 *Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.*

Our paraeducators have completed the Project PARA-Self Study Program.

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.</i>
Teachers have attended three individual sessions for HIIP training with the Professional Development Consultants from ESU #4.	

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
Parents, students, and teachers were involved in developing and reviewing the compact at the Title I meeting held during the first Parent/Teacher conferences in September. Another meeting was held in February during conferences to see if there were any questions or suggestions in regards to the compact. Handouts were given which included a copy of the Title I Parental Involvement Policy, Sterling Public Schools Parent Involvement Policy, School-Parent Learning Compact and Title I Explanations/Definitions.	
5.2	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>
Parents, students and teachers were involved in developing and reviewing the compact at the Title I meeting held during the first parent-teacher conferences in September. Another meeting was held in February during PT Conferences to see if there were any questions or suggestions in regards to the compact. Handouts were given which included a copy of the Title I Parental Involvement Policy, Sterling Public Schools Parent Involvement Policy, School-Parent Learning Compact and Title I Explanations/Definitions.	
5.3	<i>Please provide a narrative below explaining how, when and where 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>
Parents, students and teachers were involved in developing and reviewing the compact at the Title I meeting held during the first parent-teacher conferences in September. Another meeting was held in February during PT Conferences to see if there were any questions or suggestions in regards to the compact. Handouts were given which included a copy of the Title I Parental Involvement Policy, Sterling Public Schools Parent Involvement Policy, School-Parent Learning Compact and Title I	

Explanations/Definitions.

6. Transition Plan

6.1	<i>Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
Every fall, Sterling Public Schools hosts a Pre-K through 6th grade Open House. Parents and students may visit their classroom, meet their teacher, and get familiar with the school. There is a 7th grade student/parent meeting. In the spring, students who will be in kindergarten the next school year are invited to Kindergarten Roundup.	
6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
There is a 7th grade student/parent orientation before school begins in the fall. Parents and students meet their teachers, get a chance to look at their books, and learn class expectations.	
6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary) Supporting documentation may also be placed in the corresponding folder.</i>
Not required.	
6.4	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
Not required.	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.</i>
Students are given additional learning opportunities within the instructional day by the Title I teacher. Students are given extra instructional time by their teachers on an individual basis before and after school. A summer school for reading and math is held for three weeks each summer.	

8. Coordination & integration of Federal, State and local services & programs

8.1

Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.

Federal, State, and local funds are used to support student learning. This is done based on the needs and the dollars available from the three resources. Local dollars are relied on heavily for Title I work.