

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 Public Schools
County Dist. No.:	49-0033
School Name:	Sterling Public Schools
County District School Number:	49-0033-002
Building Grade Span Served with Title I-A Funds:	K-6
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Jacob Davenport
School Principal Email Address:	jdavenport@sterlingpublicschools.com
School Mailing Address:	250 Main St., Sterling, NE 68443
School Phone Number:	402.866.4761
Additional Authorized Contact Person (Optional):	Sara Hier
Email of Additional Contact Person:	shier@sterlingpublicschools.com
Superintendent Name:	Adrian Allen
Superintendent Email Address:	aallen@sterlingpublicschools.com
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> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Adrian Allen</u> <u>Jacob Davenport</u> <u>Sara Hier</u> <u>Angie Bianchi</u> <u>Alexis Hahn</u> <u>Kandi Bolen</u>	<u>Administrator</u> <u>Administrator</u> <u>Title I</u> <u>3rd Grade /School Improvement</u> <u>Kindergarten/MTSS</u> <u>Parent</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 224	Average Class Size: 16	Number of Certified Instruction Staff: 23
Race and Ethnicity Percentages		
White: 95.9%	Hispanic: 4.1%	Asian: 0%
Black/African American: 0 %	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 38 %	English Learner: %	Mobility: %

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

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	<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>Sterling Public School is a district that is using data to help drive the decision making process in the district as far as adjusting curriculum, purchasing core instructional materials, setting up intervention opportunities, investigating professional development opportunities for all students. We are using EduClimber and Fastbridge to track student data throughout the year. These data systems provide longitudinal chart of testing data from several sources.</p> <p>Training opportunities are provided to 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 the Data Retreat workshop hosted by ESU 4 staff. The information gathered from the workshop (profile, assessment results, demographics, & teacher information) is shared in the fall with certificated staff. The elementary staff meets after assessments, for Coordination Day, to develop plans for students who need Title assistances.</p>	
1.2	<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>Parent & staff input was gathered that identified the needs of the school through a student, staff, & parent/community survey. Every 3 years we gather parents’ of students in general education, special education, and Title for a breakfast to discuss the district needs.</p>	
1.3	<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>Administrators and certificated staff meet frequently to discuss school improvement. Every 4-6 weeks we have a Coordination Day to talk about students’ concerns, interventions, and progress with each K-12th grade teacher.</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>Elementary teachers meet after MAP/NSCAS assessments to discuss which area(s), if any, a student need more assistance in. Elementary teachers will meet every 6 weeks to discuss student progress, intervention and enrichment strategies to determine possible next steps.</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>The staff at Sterling Public Schools have numerous opportunities for high quality and ongoing professional development. Staff attend monthly staff professional development days to improve their instructional practices based on Marzano elements. Staff members also attend ESU 4 Engaging Educators Conference each February. At the end of the year, we will have a data retreat to analyze and disaggregate data to improve instructional strategies.</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>Teachers, parents, administration, students, support staff, and other key members of the school community, such as the school board, frequently review the Title I compact throughout a number of opportunities that presented during the school year. This takes place during the Fall Parent/Teacher Conference and another is held in February to answer 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 & Title I Explanations/Definitions.</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>Sterling Public Schools has a board approved policy 5057 District Title I Parent & Family Engagement Policy. Parents, students, and teachers were involved in developing and reviewing the compact at the Title I meeting held during the first Parent-Teacher Conference in September.</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>Sterling Public Schools offer numerous opportunities for parents to receive training as well as be involved in the school community. Parent/Teacher conferences are held in September and February. All handouts were given to the parents.</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>Sterling Public Schools hosts a Pk-12 Open House at the beginning of the school year. Parents and students may visit their classroom, meet their teacher, and get familiar with the school. There is also a 7th grade student/parent meeting to help students' transition into middle school.</p> <p>In the spring, students attending Kindergarten in the fall are invited to Kindergarten Round Up.</p> <p>Coordination Days are held at least 4-5 times during the school year. We invite Pre-K teachers to meet with the Special Services/MTSS team. If recommendations need to be made for Child Find or other next steps, those conversations take place during these meetings. This serves as a way to share academic information in order to help at risk students transition into kindergarten.</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>
Not required.	

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>
There are numerous opportunities for our students to have access to additional learning time during the school day, after school, and during the summer.	

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

7.1	<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>