



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2021-2022

DATE LAST REVIEWED
Date: 6-28-2021

DISTRICT INFORMATION	
District Name:	Sterling
County/District Code:	16 / 1003
Superintendent Name:	Kent Lemons
Telephone:	580-365-4307
Email address:	Klemons@sterling.k12.ok.us

SCHOOL INFORMATION	
School Name:	Sterling Public Schools
School Site Code:	
Principal Name:	Trent Parrish
Telephone:	580-365-4307
Email address:	Tparrish@sterling.k12.ok.us
School Poverty Rate	

INSTRUCTIONS
<p>Each of the five sections of the plan is composed of three parts.</p> <ul style="list-style-type: none">• The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met.• The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under “Meets Expectations.” Corresponding points under the headings “Developing” and “Does Not Meet Expectations” are provided for the sake of clarity.• The third part is a text box where narrative answers are to be entered. There is no word or character limit.



1. Parent and Community Stakeholder Involvement

By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESSA, Section 1114(b)(2)]
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)]
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan.
3. The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.
4. The Title I schoolwide plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.
4. The Title I schoolwide plan is posted in English on the school's website.

Addressing the above expectations, describe in the box below the strategies to increase family and community stakeholder involvement.

Sterling Public School is a rural district located in Comanche County. The site serves Pre-K through 6th grades.

The consensus of the committee and the survey is that reading, math, and language arts/writing improvement must be the primary focus, with technology skills improvement as a means of instructional delivery.

Test scores were analyzed, and all teachers were surveyed to determine the priorities. In the academic area, the need to develop and improve math skills was indicated. Reading improvement was also a consensus, developing language arts/writing skills were targeted, and the need to develop and expand technology skills was also a consensus.

The planning committee was comprised of administrators, teachers, parents and a counselor.

STAR assessment scores were considered, as well as teacher made tests, text book pre- and post-tests, Accelerated Reader and teacher recommendation.

The data derived from the assessments is used to identify and prioritize strengths and needs. Needs are based on present student achievement compared to goals. State standards are used as benchmarks.

Teachers indicated that the areas of behavior and student services were currently satisfactory; however, some concern was expressed about improvement of attendance, programs to prevent drug use and violence, and academic intervention. In the area of technology support, a need was found for increased integration of technology into the curriculum, as well as more computers in the classroom.

Teachers and administrators analyze the data in group sessions as well as individually. Teachers use test data to identify possible strengths and weaknesses in their curriculum and instruction.

Student success will be determined by multiple assessments including:

- CRT
- Accelerated Reader
- Accelerated Math
- Star Math & Star Reading
- Early Literacy
- IOWA Tests of Basic Skills

Additionally, we will use teacher assessments, school-wide assessments, teacher-made tests, grades, teacher recommendation, student's report card grades, parent referrals, graduation rates, and attendance.

If the students do not make progress, this will be brought to the attention of the school's planning team. We will then revise the school plan in ways that will have the greatest likelihood of improving the student's performance.

The school wide program at Sterling Elementary School will provide opportunities for all students to meet the state's standards. The Schoolwide Title I Program will address the needs of all children in the school, but particularly those who are low achieving, and we will meet the needs of all subgroups participating in the program.

Funds from Title I at this site will be used for a highly qualified Resource Teacher. She will be available for special one-on-one help in math and reading as well as classroom co-teaching situations.

Specific strategies will be aligned with the results of the needs assessment. Some research-based delivery systems for improved learning are: Great Expectations in all classrooms as well as a research-based curriculum. When new curriculum is adopted, committees are formed to review new curriculum, and a building consensus must be reached before any series is adopted. Curriculum vendors must present evidence of research demonstrating the success of their product. No curriculum will be considered that cannot offer research that supports the product.

Each year our LEA will seek students interested in summer school and/or before school tutorial programs. Teachers are in their classrooms 15 minutes before classes commence in the morning. Students needing additional help may meet with the teachers during that time. This will give each student more individual instruction.

Measurements of goals will in part be assessed through standardized testing at 1st-6th grade levels. Our goal is for all students to score above the state benchmarks and to make steady progress toward 100% achievement of the state mandated Tests. The goal is that all students will master the state content standards by the year 2023-2024.

All students will be served through materials and technology purchased. Being schoolwide allows services to be extended on an as-needed basis.



2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA, Section 1114(b)(6)]

Meets Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement.
5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.

Developing

1. Includes performance and/or non-performance data gathered from a limited number of sources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general.



Does Not Meet Expectations

1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1111(c)(2).
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students.

Addressing the above expectations, describe the outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.

2. Comprehensive Needs Assessment for the entire school:

Sterling Public School is a rural district located in Comanche County. The site serves Pre-K through 6th grades.

The consensus of the committee and the survey is that reading, math, and language arts/writing improvement must be the primary focus, with technology skills improvement as a means of instructional delivery.

Test scores were analyzed, and all teachers were surveyed to determine the priorities. In the academic area, the need to develop and improve math skills was indicated. Reading improvement was also a consensus, developing language arts/writing skills were targeted, and the need to develop and expand technology skills was also a consensus.

The planning committee was comprised of administrators, teachers, parents and a counselor.

STAR assessment scores were considered, as well as teacher made tests, text book pre- and post-tests, Accelerated Reader and teacher recommendation.

The data derived from the assessments is used to identify and prioritize strengths and needs. Needs are based on present student achievement compared to goals. State standards are used as benchmarks.

Teachers indicated that the areas of behavior and student services were currently satisfactory; however, some concern was expressed about improvement of attendance, programs to prevent drug use and violence, and academic intervention. In the area of technology support, a need was found for increased integration of technology into the curriculum, as well as more computers in the classroom.

Teachers and administrators analyze the data in group sessions as well as individually. Teachers use test data to identify possible strengths and weaknesses in their curriculum and instruction.

Student success will be determined by multiple assessments including:

- CRT
- Accelerated Reader
- Accelerated Math
- Star Math & Star Reading
- Early Literacy
- IOWA Tests of Basic Skills

Additionally, we will use teacher assessments, school-wide assessments, teacher-made tests, grades, teacher recommendation, student's report card grades, parent referrals, graduation rates, and attendance.

If the students do not make progress, this will be brought to the attention of the school's planning team. We will then revise the school plan in ways that will have the greatest likelihood of improving the student's performance.

This is a small community, and there are frequent opportunities for parents to visit the school for programs, sports, and for parent conferences. Two times annually we have parent-teacher conferences. These conferences are held in the afternoon and evening to enable parents to attend if they work during the day. We do have a Parental Involvement policy, and we also have a Parent's Right to Know policy that is to be published in the student handbook. Parents are always welcome and encouraged to visit the school. The School/Parent/Student Compact will be distributed during the enrollment period in August.

At the beginning of the year, Sterling holds an annual meeting to discuss and review the Title I program. Parents and faculty members are asked to give suggestions on the past and previous years of the program. Parents are encouraged to express how they feel about the program and to give ideas on ways to improve it. The parents are asked to sign a compact between the student, school, and parent to encourage help for the students from all involved. There is a regular schedule of useful notices, memos, phone calls, newsletters, and other communication.

Progress reports are sent out as well as report cards. School district report cards are distributed each year. Student assessments are distributed to parents accompanied by explanations of test results.

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3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [ESSA, Section 1114(b)(7)(A)(iii)]
- provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;
- be evidence-based as defined in ESSA, Section 8101(21)(A).

Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State’s standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.



Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the comprehensive needs assessment, and may result in limited improvements in student learning.
3. Additional on-going assistance is provided for students experiencing difficulty meeting State standards.
4. The school uses clear criteria and processes for addressing behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the comprehensive needs assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student behavior problems.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.

The school wide program at Sterling Elementary School will provide opportunities for all students to meet the state's standards. The Schoolwide Title I Program will address the needs of all children in the school, but particularly those who are low achieving, and we will meet the needs of all subgroups participating in the program.

Funds from Title I at this site will be used for a highly qualified Resource Teacher. She will be available for special one-on-one help in math and reading as well as classroom co-teaching situations.

Specific strategies will be aligned with the results of the needs assessment. Some research-based delivery systems for improved learning are: Great Expectations in all classrooms as well as a research-based curriculum. When new curriculum is adopted, committees are formed to review new curriculum, and a building consensus must be reached before any series is adopted. Curriculum vendors must present evidence of research demonstrating the success of their product. No curriculum will be considered that cannot offer research that supports the product.

Each year our LEA will seek students interested in summer school and/or before school tutorial programs. Teachers are in their classrooms 15 minutes before classes commence in the morning. Students needing additional help may meet with the teachers during that time. This will give each student more individual instruction.

Measurements of goals will in part be assessed through standardized testing at 1st-6th grade levels. Our goal is for all students to score above the state benchmarks and to make steady progress toward 100% achievement of the state mandated Tests. The goal is that all students will master the state content standards by the year 2023-2024.

All students will be served through materials and technology purchased. Being schoolwide allows services to be extended on an as-needed basis.

The professional development committee plans professional development for teachers, principals, and paraprofessionals annually. Teachers will participate in creating professional development plans. All staff will be trained to meet individual needs of all students, but particularly the lowest achieving students. All staff will receive ongoing and sustained professional development that is aligned with the goals developed by the needs assessment.

Professional development activities will be high quality, sustained, intensive and classroom-focused to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom. They will be based on scientifically based research and (2) strategies for improving student academic achievement or substantially increasing the knowledge of teaching skills of teachers; are aligned with and directly related to standards, assessments, curricula and programs; are developed with extensive participation of teachers, principals, parents and administrators of schools.

Professional development may include activities that form partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty; create programs to enable paraprofessionals (assessing teachers employed by the district receiving assistance under Title I, Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and provide follow-up training to teachers who have participated in professional development activities that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classrooms.

Proposed professional development activities for the 2020-2021 school year include:

1. Teachers and paraprofessionals attend various training activities throughout the year including State Department of Education workshops (such as Marco Polo training and Encyclomedia) and video conferences, workshops sponsored by textbook companies, etc.
2. In –depth technology training
3. CPR renewal and safety training
4. The district will seek high quality professional development in the areas of parental involvement, improvement of instruction, and curriculum alignment

Students who experience difficulties in core curriculum are immediately identified and will be given remediation in the regular classroom and during before school tutoring and summer school. The Resource teacher will be available for team teaching to strengthen the regular classroom curriculum as well as being available for limited pull out for one-on-one and small group remediation. Students will be monitored through end of year testing, daily work, and chapter tests to determine which students need intervention in Reading and Math (and specific content areas within Reading and Math).

Also, we are developing computer labs which may be scheduled for supplemental instruction. Students receive math and reading instruction through computer assisted programs.

Ongoing assessment will guide instruction. Teachers will analyze test results by objectives to determine those areas needing remediation. Curriculum is being examined to determine if adjustments are needed to increase instructional time in those areas that show weakness. Quarterly benchmarks will be administered, reviewed and analyzed to assess student mastery of content, skills, and improvements in performance. Teachers will identify students experiencing difficulty for review and testing. In-class and before school tutoring by highly qualified teachers will be available. Computer labs and computer-assisted instruction will provide supplemental instruction and remediation. Instructional materials will be purchased.



4. Coordination and Integration
<input checked="" type="checkbox"/> By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided. [ESSA, Section 1114b(5)] or <input type="checkbox"/> By checking this box, the school principal certifies that, if State, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESSA, Section 1114b(7)(B)]
Meets Expectations
<ol style="list-style-type: none">1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.2. Leverages funding streams to connect the reform strategies developed.3. Outlines how the school will meet the intents and purposes of each funding source.4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.
Developing
<ol style="list-style-type: none">1. Identifies limited resources to improve student outcomes.2. Funding streams support some, but not all reform strategies.3. Outlines how the school will meet the intent and purpose of some funding sources.



4. Limited description of how funds will be used to meet the intent and purpose of the programs.
Does Not Meet Expectations
1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

Addressing the above expectations, complete the table below. Then, describe in the box below the ways in which funds are to be braided the Title I schoolwide program.

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available

1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.

1. funds from Title VI and REAP Flex and these will be coordinated with Title I to provide instructional services and professional development.
2. the Child Nutrition Program.
3. social services from the Comanche County Health Department.
4. local law enforcement for a variety of training and other services including an Emergency Operation Plan.
5. local fire department for safety training.
6. local agencies that may provide eyeglasses for students who cannot afford them.
7. the Special Education program.
8. all available federal programs.

2. Leverages funding streams to connect the reform strategies developed.

1. funds from Title VI and REAP Flex and these will be coordinated with Title I to provide instructional services and professional development.
2. the Child Nutrition Program.
3. social services from the Comanche County Health Department.
4. local law enforcement for a variety of training and other services including an Emergency Operation Plan.
5. local fire department for safety training.
6. local agencies that may provide eyeglasses for students who cannot afford them.
7. the Special Education program.
8. all available federal programs.

3. Outlines how the school will meet the intents and purposes of each funding source.

1. funds from Title VI and REAP Flex and these will be coordinated with Title I to provide instructional services and professional development.
2. the Child Nutrition Program.
3. social services from the Comanche County Health Department.
4. local law enforcement for a variety of training and other services including an Emergency Operation Plan.
5. local fire department for safety training.
6. local agencies that may provide eyeglasses for students who cannot afford them.
7. the Special Education program.
8. all available federal programs.

4. Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.



All students will receive frequent progress monitoring, which will include benchmark testing, daily work, and other assessments to determine which students need intervention in Reading, Math and/or specific content areas within Reading and Math. Sterling Public Schools also have computers for supplemental instruction. Students may receive additional reinforcement of skills through the use of Accelerated

5. Evaluation and Plan Revision

By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [ESSA, Section 1114(b)(3)]

Meets Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.

2. The monitoring and revising of the Title I schoolwide plan includes regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Developing

1. School leadership uses state assessment results to annually evaluate the Title I schoolwide plan.
2. The monitoring and revision of the Title I schoolwide plan is based upon limited types of data and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I schoolwide plan.
2. Some monitoring of the Title I schoolwide plan takes place, but there is not a process to regularly adjust the plan to increase student learning.
3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe in the box below how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

The school wide program at Sterling Elementary School will provide opportunities for all students to meet the state's standards. The Schoolwide Title I Program will address the needs of all children in the school, but particularly those who are low achieving, and we will meet the needs of all subgroups participating in the program.

Funds from Title I at this site will be used for a highly qualified Resource Teacher. She will be available for special one-on-one help in math and reading as well as classroom co-teaching situations.

Specific strategies will be aligned with the results of the needs assessment. Some research-based delivery systems for improved learning are: Great Expectations in all classrooms as well as a research-based curriculum. When new curriculum is adopted, committees are formed to review new curriculum, and a building consensus must be reached before any series is adopted. Curriculum vendors must present evidence of research demonstrating the success of their product. No curriculum will be considered that cannot offer research that supports the product.

Each year our LEA will seek students interested in summer school and/or before school tutorial programs. Teachers are in their classrooms 15 minutes before classes commence in the morning. Students needing additional help may meet with the teachers during that time. This will give each student more individual instruction.

Measurements of goals will in part be assessed through standardized testing at 1st-6th grade levels. Our goal is for all students to score above the state benchmarks and to make steady progress toward 100% achievement of the state mandated Tests. The goal is that all students will master the state content standards by the year 2023-2024.

All students will be served through materials and technology purchased. Being schoolwide allows services to be extended on an as-needed basis.

A team of teachers and administrators participate in the selection, use, and interpretation of school-based assessments. These assessments are used in preparing the overall curriculum in the school. Student performance drives modifications and improvements in the selection and use of school-based assessments. Sterling tests using State CRT as well as off-grade testing.

The Planning Committee will continue to meet, and will report to the District Committee each year in March to recommend any needed revisions to the instructional services to ensure that all students meet the state standards.

Sterling does not offer differential pay or performance-based pay to attract quality teachers. All teachers employed by the district currently hold a valid Oklahoma certificate in their area of assignment. Sterling Elementary has had little difficulty hiring highly qualified teachers. There is great stability in the faculty, and when positions are advertised, there are a large number of applicants. Sterling has provided professional development and financial assistance to teachers and paraprofessionals to meet the Highly Qualified Teacher Standards in the No Child Left Behind Act.