

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:		Omaha Public Schools	
County Dist. No.:		28-0001	
School Name:		Sherman Elementary School	
County District School Number:		28-0001-173	
Building Grade Span Served with Title I-A Funds:		PK-5	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>			☒ Yes ☐ No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>			☒ Yes ☐ No
Indicate subject area(s) of focus in this Schoolwide Plan.		☒ Reading/Language Arts ☒ Math ☒ Other (Specify)_MTSS-B, College to Career	
School Principal Name:		Heather Harbison	
School Principal Email Address:		heather.harbison@ops.org	
School Mailing Address:		5618 N. 14th Avenue Omaha, Nebraska 68110	
School Phone Number:		531.299.2060	
Additional Authorized Contact Person (Optional):		Kaylee Slobotski	
Email of Additional Contact Person:		kaylee.slobotski@ops.org	
Superintendent Name:		Matthew Ray	
Superintendent Email Address:		matthew.ray@ops.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			☒ Yes ☐ No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.			☒ Yes ☐ No

<u>Names of Planning Team</u> (include staff, <i>parents</i> & at least <i>one student if Secondary School</i>)	<u>Titles of those on Planning Team</u>
Heather Harbison	<u>Parent</u>
Kaylee Slobotski	<u>Administrator</u>
Ann Marie Weber	Instructional Facilitator
Taylor Trotter	Librarian
Mexi Zahm	4th/5th Grade
Panonglee Casebeer	5th Grade
Jennifer Nguyen	ELL
Ashley Grady	2nd Grade
Ernestine Longoria	2nd Grade
_____	Parent
_____	_____
_____	_____

School Information (As of the last Friday in September)		
Enrollment: 234	Average Class Size: 22	Number of Certified Instruction Staff: 26
Race and Ethnicity Percentages		
White: 23.5 %	Hispanic: 57.3 %	Asian: 2.1 %
Black/African American: 8.1 %	American Indian/Alaskan Native: 1.3 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 7.7 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 90 %	English Learner: 37 %	Mobility: 9.35 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
MAP	Amira
NSCAS	
Climate Survey	
MTSS-B Self Assessment Survey	

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>
To create a picture of our students' needs across Sherman, staff are continually collaborating to critically view and analyze MAP data as a whole and by subgroups. Student data is disaggregated by subgroups to make informed, instructional schoolwide decisions with an emphasis on meeting the educational needs of historically underserved populations. Leadership also viewed and shared our district and school characteristics as well as AQUESTT standards achievement found in the NDE website with staff as they set daily teaching habits and procedures to implement in their classrooms to meet students' needs. Our School Improvement plan is drafted over the summer. In the fall, our building Instructional Leadership team reviewed the plan. Shortly after, it was then approved by staff at a building staff meeting. This winter we are using our data to reflect and review our SIP goals as we revise our plan for the remainder of this school year and to plan and prepare for next school year. Along with MAP and NSCAS data, we view and analyze grade level, classroom, and individual student data from Amira, iRead, Lexia, Success Maker, MTSS-B Big 5 dashboard, quarterly grades, and grade level assessments to determine and provide needed reading and math interventions for students. Using a triangulation of data, we can get a good picture of each individual student, as well as a class overview of their strengths and their needs both academically and behaviorally. We use these data sources to drive our academic instructional strategies both in whole group and small group instruction. This applies to both academics and social emotional learning. Our grade level meetings are structured around using the data we have collected from these sources for next steps in our teaching as well as setting goals for students, grade level classrooms, and schoolwide goals. Staff meetings are built around the needs shown in our data to improve our teaching practices utilizing best practices and procedures of learning to meet the needs of our diverse students. Our Instructional Facilitator attends district Elementary Instructional Learning Network and Academic Data Representative meetings monthly, where she gains ideas on using data to drive our instruction throughout the school year. The knowledge gained is then shared with the building leadership team as well as the appropriate staff to create unity and clear expectations. Evidence includes: Sherman Data Book (p. 17-19, p 21-35 and p. 53-54) Staff Meeting Agendas and Sign-In Sheet Sherman SIP Student Achievement data was examined from multiple sources: Beginning/Mid-Year and Spring MAP Data Grades K-5 NSCAS Grades 3-5 (Reading, Math, Science-5th grade only) Amira/iRead/Lexia Reading Data Gr. K-5 Success Maker Math Data Gr. K-5	

	InView aptitude test Grade 2 District Wide Common Math, Science, and English Language Arts Assessments Other data was also examined from the following sources: Sherman Climate Survey (Student, Parent, and Staff results) Sherman Data Book p. 10-12 Discipline Data (Grades K-5) Sherman Data Book p. 7 Demographic Data (Grades K-5) Sherman Data Book p.1-5
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>
	Sherman collects perceptual data through Sherman's Climate survey given yearly to staff and intermediate grade students. We then utilize this data when forming, evaluating, and updating our School Improvement Plan. Our parents can give input throughout the year to both our school directly and to the district by completing a survey at any time they would like. We meet with families quarterly to share and discuss information regarding our students and staff needs as well as resources and supports available. This is also an opportunity for families to address concerns and questions as they arise throughout the school year. The Climate survey and data from the parent meetings is reviewed at the building and district level. This information is used to inform and adjust practices, policies, and procedures at Sherman. The survey asks for feedback in the areas of things going well, improvements that could be made, and a staff member that a parent/guardian would like to highlight. In addition, a building climate survey is available and administered to parents all year long. This climate survey provides parents an opportunity to rate their agreement with several statements regarding school climate, communication, instruction, support staff/services, safety/discipline, and principal/administration. The climate survey is administered electronically via email link or QR code. The web link and QR code was sent home with families during fall and spring parent/teacher conferences and is posted at Sherman. In addition, computers were readily available to access and complete the survey in the building during conference time. Within the school's monthly newsletter, the link is also provided. The completed surveys are submitted to Research where the data is compiled and returned to the school. The results of the feedback and climate surveys were used to educate staff on family and community perceptions of Sherman Elementary. The parent responses on the building climate survey were more positive overall, than the staff and student responses; this prompted a focus on building a positive climate and building trust among the staff which was used as a focus in our SIP plan. The feedback was also used to plan the number of family events held at Sherman this year, as that emerged as a positive aspect from the feedback survey. Family events held or are scheduled to be held include: Back to School Night, Open House, Trunk or Treat, All School Winter Program, Family Literacy Night, Hearts with a Loved One, Math/Science Family Carnival, Cinco de Mayo Celebration, 5th Grade Celebration and Family Lunch with a Loved One. A monthly newsletter is sent to all families via email which includes information on a variety of topics. There is a letter from the principal, a letter from the school Counselor, upcoming important dates, and highlights from the previous month. There is an open line of communication with our families that allows them to call with any questions, comments, or concerns they may have. Evidence includes: Sherman Family Climate Survey Data Book p. 12 Sherman Parent voice poster Sherman Data Book p. 9-10 Parent Coffee, Conversations and Cookies Meeting Agenda and Notes Sherman Monthly Smore Newsletter Family Night Invite

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>
At the beginning of every school year and the end of the previous year, we begin to look at data to decide our school improvement needs. NWEA MAP Growth is given three times a year in grades K-5. This data is used throughout the year to determine if we are meeting students' needs and if they are reaching and/or exceeding their growth goals. We use MAP data in the Fall to set goals for the school year. After testing is completed in the winter, we use a variety of MAP reports to evaluate which areas showed the most improvement and needs for additional support. Using the winter data, we adjust goals for the Spring testing session if needed. This data is used to plan professional development needs, revisit best instructional practices and procedures, and to help create a timeline for the school year. We meet quarterly to discuss our School Improvement Plan to determine where we are, where we are going, any celebrations, and changes we need to make to continue to strive to reach our goals. Our School Improvement Plan identifies professional development and support provided focusing on our SIP goals of differentiation and scaffolding to meet the needs of students, especially our average to above average students, in all content areas. Professional development and supports are ongoing. Professional development sessions for differentiation, engagement, and scaffolding were provided at staff meetings by teachers, building leadership, and our EL teacher. Guidelines for how this would look in practice were developed through professional development and collaboration during staff meetings and Grade Level Meetings. Further support was given via coaching visits. The strategies and resources provided for differentiation and scaffolding were in alignment with the Best Instructional Practices Handbook and the Omaha Public Schools Academic Action Plan. Evidence includes: Sherman SIP Sherman Coaching Schedule Sherman Professional Development Plan Map Data Dig Grade Level Student Classroom Data Book	

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>
Sherman supports on-time grade completion for all students using A+ grade level Curriculum Guides which ensures all students receive the guaranteed and viable grade level curriculum. Best Instructional Practices framework is also implemented in all classrooms to meet Tier 1 students' needs. Students who are identified as being below grade level are offered intervention opportunities including but not limited to Next Level Learning, Phonics Mastery Guides, Reading & Math Before and After school Tutoring, and a SAT referral. Our Student Assistance Team collaborates to determine strategies that best meet the needs of individual learners. Ongoing professional development is provided to staff focusing on the School Improvement Plan goals. The district Best Instructional Practices Handbook is reviewed, discussed, and strategies are implemented that target all students, as well as specific subgroups such as special education and English Language Learners. Our instructional coaching centers around the strategies in this book.	

Our Before and After School Tutoring Program provides tutoring for students in grades first through fifth before and after school in the areas of reading and math. These students are identified by teachers as high need students in these academic areas.

The Student Assistance Team process is initiated for students with academic concerns. This process assembles a team of staff to meet with the parents to discuss student strengths, concerns, and to determine interventions for increased achievement. It also entails progress monitoring using data collection directly related to the academic and/or behavior goals set for individual students.

During grade level meetings, we review data in the fall, winter, and spring after MAP testing. This information is used to develop whole group instructional goals and small group skills groups. Our resource team and EL teacher use MAP data as well to determine instructional needs for our students who are currently on an IEP or qualify for EL supports.

Our Community Learning Center (CLC) after school program also provides time and assistance to complete homework. In addition, the staff works on vocabulary sight words and basic math facts with students. They also provide multiple field trips and guest experiences in the areas of math, science, technology, and engineering.

Partnership 4 Kids (P4K), a mentoring program, provides Goal Buddies who meet with our fifth-grade students multiple times throughout the year to discuss progress on meeting goals. The P4K goal buddies that are assigned to our kindergarten through fourth grade classrooms also meet with students through a whole group read aloud format. In addition, many classified staff members mentor individual students through the Success Mentors program. This program focuses mainly on increasing school attendance, but the mentors also work as advocates for the educational progress of the mentee. We have a full-time guidance counselor onsite who meets with small groups and individual students based on needs. She provides whole group lessons centered on social emotional learning. Rethink is the curriculum used in grades K-5. She utilizes second step to supplement specific needs. District created lessons are used and follows the scope and sequence for all grade levels.

Evidence includes:

Sherman School Improvement Plan

OPS Academic Action Plan

Best Instructional Procedures Handbook (BIPH)

SAT referral form

P4K calendar

Success Mentor Roster

Map data dive

Coaching schedule

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. Provide supporting documentation in the corresponding folder.

We are continually using national, state, and district assessments to meet individual student needs as well as teacher instruction. We have data binders that include a class snapshot of achievement levels, as well as individual breakdowns of student data. These data binders help determine growth and areas of need. We use this data to reflect on how the curriculum is being used to meet the needs of all learners. We reflect on best

instructional strategies and determine interventions that are focused on improving specific, individualized, student learning.

The Omaha Public Schools District implemented a District Action Plan to raise student achievement. Through this plan, every OPS school is receiving the same professional development to ensure that all educators are receiving the same information and implementing research based best practices. At Sherman professional development is provided to staff twice a month via after-school staff meetings. In addition, grade level meetings are held two times a month for all certified instructional staff members. On non-student plan days professional development opportunities are also provided to certified and classified staff. At these meetings, staff reviews student data from NSCAS, MAP, and classroom formative and summative assessments. Professional development provided aligns with the School Improvement Plan and is ongoing. All professional development is aligned to enhance student performance on grade level content standards which are directly aligned with our state goals. Our leadership team meets regularly to reflect and review best practices for coaching and lesson planning to support classroom teachers. Professional development offered during the 2022-2023 school year has been focused on our School Improvement Plan goals of differentiation and scaffolding instruction.

District provided professional development is centered around reading and math curriculum regarding quality tier 1 instruction being provided for all students. Instructional coaching is provided by the Principal, Instructional Facilitator, and Teaching Learning Consultant. Feedback is provided both in written and verbal formats.

Teachers in the appraisal process have a minimum of two formal classroom observations per year, in addition to walk-through observations. The formal observations are followed by a post-observation conference in which feedback and suggestions are given to teachers. The district provides four curriculum days annually to deliver professional development on district initiatives. NSCAS and MAP Data is used to determine needs of specific student subgroups. In the fall teachers performed a data dive with their fall MAP data to gain a solid understanding on how students in their class were performing. Based off the data, individual student goals and class goals were created for spring MAP testing.

Evidence includes:

Sherman SIP
Staff Meeting Agendas for MTSS-B/MTSS-A content
Sherman Coaching Schedule
Sherman Data Book (p.13-51)
PD Meeting Calendar
Student Classroom Data Notebook
Best Instructional Procedures Handbook

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. Provide supporting documentation in the corresponding folder.

The Sherman Title 1 Family Compact is located on p. 9 of the Sherman Student and Family Handbook. This handbook is uploaded to every student and teacher iPad and if requested is printed for a student's family at the start of the school year. At conferences and in parent meetings, a copy of the compact is provided to parents in both English and Spanish. In addition, parents are provided the opportunity to provide feedback, concerns, and/or suggestions for revisions to the compact. Each parent who viewed the compact signed in and feedback forms were collected. The compact addresses the on-going partnership for high student

achievement. Each person's responsibilities are carefully monitored by the staff. Evidence includes: Sherman Title 1 School Compact in English/Spanish (Student Handbook pg. 6 & 7) Parent meeting invite/agenda	
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> The Sherman Title 1 Parent Engagement Policy is located on p. 8 of the Sherman Student and Family Handbook. This handbook is uploaded to every student's iPad at the start of the school year and if a family requests a hard copy is printed. At Safe Walk to School night, Open House, and parent teacher conferences, a copy of the policy is provided to parents in both English and Spanish. In addition, parents are provided the opportunity to provide feedback, concerns, and/or suggestions for revisions to the compact. Communication to families and the community is done in many different forms (monthly newsletters, social media posts, Blackboard calls, texts and emails, paper reminders, and the school website. Evidence includes: Sherman Title 1 Parent Engagement Policy in English/Spanish (Student Handbook Pg. 6 & 7) Sherman Parent Survey Information Open House Parent Mtg Invite
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> At our Open House on 9.11.23 we offered a Title 1 Parent meeting but very few parents stopped by to visit about Title 1. We then shared Title 1 information in several of our parent meetings about Sherman being a Title 1 school building in the 2022-23 school year. We discussed the benefits, advantages, and supports of being Title 1. During the 2022-2023 school year at Sherman, this funding has allowed additional staffing, staff professional development opportunities, classroom supplies, equipment and upgrades to technology, and parent/family events involving all students and families throughout the school year. Title 1 Family Literacy Night was held on Thursday, March 9th, 2023, from 5:00-6:30 pm. At this event, families enjoyed playing Books and Bingo along with a popcorn and water snack. Student went home with bags full of books they choose after winning. Sherman's certified staff were present and facilitated the Bingo Game and giving away books. As students and their families arrived for our Bingo event, they could stop by the Title 1 station in the library. We informed parents that Sherman is a Title 1 school, shared the requirements of Title 1, and the right of parents to be involved. Translation was provided by Sherman's Bilingual Liaison. In addition, Spring conferences were used to allow parents to review and provide feedback on the Sherman Parent Involvement Policy and the Sherman School-Parent Compact. We utilize a variety of methods to engage parents in their child(ren)'s education and partner with us as we do so. Everything is completed in a bilingual format. Besides monthly newsletters, we employ the use of Blackboard, a tool allowing for phone calls, texts, and emails to be push out to all families in English and Spanish. Parents can attend various family nights throughout the year. Family involvement opportunities include: Literacy Night, STEM Night, Hearts with a Loved One, Cookies-Coffee-and-Conversations. Teachers are encouraged throughout the year to make phone calls, write in agendas, send notes home, and email parents with student's progress. Teachers also utilize parent/teacher conferences as a time to report

student strengths, areas of need, and provide student artifacts. This is also a great time for parents to address any concerns or additional supports they may need.

Evidence includes:

Family Literacy Night Flyer

Blackboard Parent Message

Sherman Monthly Shark Bites Newsletter

Family Events Sign In

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>
Sherman Elementary hosts a Kindergarten Round Up in January and May to support families in the transition of their children into kindergarten. Parents are informed of this event via the monthly school newsletter, flyers, social media posts, and the event was sent out through Blackboard to our current families to be shared. During the January event, families can register their child and ask any questions they may have. A quick tour was given, and brief introductions were made. At the May Kindergarten Round Up, a PowerPoint is presented that includes staff introductions, daily schedule information, transportation information, health information, ways to help prepare students at home, as well as an introduction to kindergarten expectations and tasks. This presentation is given by the principal, school nurse, kindergarten teachers, counselor, instructional facilitator and is translated by the Bilingual Liaison. During a portion of the May meeting, incoming kindergarteners visit the kindergarten classrooms and complete an activity with the class. Parents visit the classrooms after the meeting is over. Throughout the school year, pre-kindergarten students regularly join kindergarten students for movement activities in their classrooms. During the last two weeks of school, pre-kindergarten students eat lunch in the cafeteria to help them prepare for this routine the following year. At Back to School Night in the fall, parents are given further expectations for kindergarten. Our Guidance Counselor works with our Kindness Ambassadors (Grades 4-5 students) to give a "welcome tour" the first day the student comes to Sherman. Grade level teachers also partner each new student with a "buddy" student in their classroom to help them navigate the school environment and to adjust to the new classroom. Monthly Newsletters are sent home all year long. Invitations to Family Nights, Parent Nights, and Volunteer opportunities are sent to all student families in English and Spanish. Evidence includes: Kindergarten Round Up Flyer March Shark Bites Newsletter	
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>
The school guidance counselor plans intentional lessons to help students transition from elementary to middle school. These plans include college and career awareness, as well as integration of vocational and technical education programs. Fourth and fifth graders develop a Personal Learning Plan during guidance which focuses on personal goal setting. The guidance counselor also plans lessons that focus on helping the students understand their personality and learning styles, and how this can help them be successful in middle school.	

Our 5th grade students also participate in "how to" lessons covering the following topics: how to open a combination lock, how to transition from class to class, how to get and stay organized, how to make new friends, and how to use an agenda to stay on top of homework and expectations.

District Academic Information Forms are completed in the spring by elementary teachers to provide middle school teachers background information on student progress and interests. Middle school counselors visit the current fifth grade students to share information and answer questions about scheduling, activities/clubs, sports, academic expectations, etc. that the students have about middle school. The students also meet with middle school counselors to register for classes for the upcoming school year. In addition, families have opportunities to visit middle schools through the OPS middle school open house process. Middle schools invite 5th grade Sherman students to attend a Next Level Learning JumpStart Summer Program. Flyers for the middle school summer transition program are handed out to parents of students at Spring Parent Teacher Conferences.

Evidence Includes:

Middle School Open House calendar

Middle school transition guidelines

Counselor lessons

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

Strategic planning and academic supports provided in a variety of ways, ensure that high quality learning is taking place during the school day. The guaranteed and viable curriculum is used in planning and teaching in all content areas. There are multiple additional supports available to target students who are below grade level, as well as ensure the continued growth of those who are on and above grade level.

Paraprofessionals are also staffed full time in our pre-kindergarten and kindergarten classrooms. All our paraprofessionals (Kindergarten, PAC, Health) work with students both one-on-one and in small groups on academic skills. All paraprofessionals have been trained on the Literacy in a Flash Program which are currently supporting several of our kindergarten learners. We also have several volunteers who are retired teachers working with small groups of students on reading skills in 1st and 2nd Grade and with small groups of students on math skills in 4th and 5th grades several times a week.

The Leveled Literacy Intervention (LLI) program is utilized by the EL teacher with our English Language Learners during the academic day. This includes a book being sent home with students each day. Our Special Education staff are using the Spire program with students as an intervention daily with students receiving reading supports during their Resource time. In addition, free books are given away to all students at each family event. We were able to give math games during our math family nights to support the school to home learning connection.

Academic supports are also built into our before and after school programs to provide extended learning for our students. Our Community Learning Center, after school program, provides time and assistance to complete homework. In addition, the staff work on vocabulary sight words and basic math fact skills with students. They also provide multiple field trips and guest experiences in the areas of math, science technology, and engineering. In addition, we offer the district Strategic Tutoring Program both before and after school for students in kindergarten through fifth grade. Strategic Tutoring provides reading and math instruction to small

groups of students needing some extra supports and skills. Tutoring groups meet 2-3 times a week before and after school for 30-60 minutes each session.

Sherman students are also invited and participate in Next Level Learning summer school yearly. Summer school is an extended learning opportunity for students in PreK-5th grade. The summer program allows students to continue to work toward proficiency in the areas of Math and Reading while also providing enrichment activities. Sherman is the host school for our students and another Omaha Public School during the 2023 Next Level Learning summer program. The program is fully staff by current teachers and administrators from both buildings.

Many of our classified and certified staff members have also formed partnerships with individual students to increase the daily attendance and be a mentor for that student through the Success Mentors program. These staff members use non-instructional time to check-in daily with these individual students and provide support.

Evidence includes:

Success Mentors Roster

NLL Registration Invite

Tutoring schedule & registration

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

7.1

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.)

To meet student needs and support student achievement, Sherman currently has general funds which provides certified teachers, a few instructional paraprofessionals, materials, and resources for classrooms to support learning. Sherman also has a few small grant funds through the Sherwood and Lozier Foundations which provide funding for some out-of-school learning experiences for our students as well as some funding for materials and supplies needed for daily instruction and intervention strategies. All of this helps support our MTSS-B and MTSS-A initiatives.

Sherman is a schoolwide Title 1 school and receives Title 1 monies to work in conjunction with the other funds in continuing to provide learning opportunities at Sherman to meet student needs and support student achievement for all students. Sherman Elementary is in the Omaha Public School District and has a current population of 240 students with 96% of our student population on free and reduced lunch. Sherman Elementary received about \$75,000 in Title 1 funds to support our students schoolwide. Title 1 salaries and fringe benefits are allocated to fund our full-time Instructional Facilitator. The money is allocated to instructional materials, technology upgrades, and professional development for staff.

At Sherman all decisions are aligned to our School Improvement Plan (SIP) goals. The SIP plan encompasses goals in Reading, Math, Science, Behavior, Wellness, and Attendance. The Title 1 budget assists in student achievement and provides support to students in the areas of reading and math. Our school sets high expectations for all students to succeed. The budget plan correlates with resources we need to maximize our potential in students and accomplish our achievement goals.

Evidence includes:

Title 1 Budget

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