

Comprehensive Progress Report

Mission: Be Leaders & Learners! We will work together to intentionally create learning opportunities that teach and challenge students to develop, understand, and reflect upon their values, leadership skills and goals.

Vision: Sterling will be a nurturing learning community where excellence is expected of everyone. Students will be provided with opportunities to develop to their full potential and be prepared for the future.

Goals:

All students are treated equitably when they misbehave, and consequences are based on an ethic of care rather than demographic characteristics. The school's discipline plans are restorative rather than punitive. (A1.07, A4.01, A4.06) Previous Data Measure: Insight Survey: "School leaders provide me with the support I need to maintain high standards for student behavior in my classroom" Spring 2019 = 60% Fall 2019 Target = 70% Fall 2019 = 74% Fall 2021 Target = 75%

All students experience quality core instruction in order to increase student proficiency as evidenced by: 1. Ensure all students are engaged in high quality learning through the use of culturally responsive and rigorous standards aligned to curriculum and content. 2. Every student has access to a rich, diverse, and rigorous curriculum. 3. Build teacher knowledge and a culture of continuous learning through instructional feedback and coaching staff. 4. Interrupt practices that result in low level teaching of high level content. 5. Interrupt practices that result in disparities in school and student access to great teachers. We will reduce achievement gaps in College and Career Readiness by at least 50% overall for each sub-group in math and ELA by 2024. 2020-2021 Proficiency Rates as measured by READY ASSESSMENTS (Composite) Subgroup - % proficient GLP White - 71% AA - 5% AA Males - 7% Hispanic - 14% ELs - 10% SWD - 2% Subgroup - % proficient CCR White - 64% AA - 1% AA Males - 2% Hispanic - 8% ELs - 6% SWD - 3% 2021-2022 Proficiency Goals as measured by READY ASSESSMENTS (Composite) Reduce Gap by 50% Goal (GLP) (compared to) AA Subgroup: 5% to 38% (white) Hispanic Supgroup: 14% to 43% (white) ELs: 10% to 47% (exited ELs) Subgroup: 2% to 8% (non SWD) Reduce Gap by 50% Goal (CCR) (compared to) AA Subgroup: 1% to 33% (white) Hispanic Subgroup: 8% to 36% (white) ELs: 8% to 34% (exited ELs) SWD: 3% to 6% (non SWD)

Teachers notice all students' individual instructional needs and have systems to differentiate as needed. Students select learning opportunities related to their interests. (A4.01) By focusing on professional development and coaching we will raise our FAM survey score within the Building Capacity/Infrastructure for Implementation to 95% or higher. Progress Monitoring with K-3 Dibels; AIMSweb 4th & 5th (literacy & math)

Soft skills (character traits) are developed and valued for all students in our school. Efforts are made to promote all students' respecting and interacting with students from different backgrounds. (A4.06) Insight Survey--Learning Environment: "My school is a good place to teach and learn." Fall 2019 = 54% Spring 2019 = 64% Fall 2020 Target = 74% Spring 2022 = 80%

To provide a duty-free lunch period for every teacher on a daily basis. NC SBE's statutory provision 115C-105.27. (B2.03)

Provide duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03) Insight Survey--Instructional Planning for Student Growth: "I am satisfied with the support I receive at my school for instructional planning." Fall 2018 = 53% Spring 2019 = 63% Fall 2019 = 66% Target Fall 2020 = 73% Insight Survey--Professional Development: "My school is committed to improving my instructional practice." Spring 2019 = 67% Fall 2019 Target = 77% Fall 2019 = 84%

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06) Chronic absenteeism will decrease by 5 percentage points. Student ISS and OSS suspension rates will decrease by 5 percentage points each. The number of office referrals will decrease by 5 percentage points. Student survey results will show positive gains

! = Past Due Objectives

KEY = Key Indicator