

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:

Percent of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 39% in June 2024 to 56.3% by June 2026 and 68% by June 2029.

The percentage of students scoring CCR (college and career-ready) on reading end-of-grade assessments in grades 3-5 will increase from 12% in June 2025 to 18.7% in June 2026 and 28.9% by June 2029.

The percentage of students scoring CCR (college and career ready) on math end-of-grade assessments in grades 3-5 will increase from 21% in June 2025 to 26% in June 2026.

Chronic absenteeism will decrease from a 2024-2025 percentage of 26.3% to 20% by June 2026, as measured by the annual engagement report on chronic absenteeism.

To retain 90% of staff rated as "effective" or "highly effective" (earning proficient or higher on each standard in their summative evaluation).

The number of major and minor behavior incidents as reported in Educator's Handbook will decrease by 20% from December 2025 through June 2026.

Increase EOY proficiency by a minimum of 10 percentage points (based on 2024-2025 EOY data) in every category/group.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Our 2024-2025 EOG composite for grades 3-5 was 40.1% GLP and 16.3% CCR. Grade level results for third grade are 50.6% GLP, 13.8% CCR in math and 14.6% GLP, 8.1% CCR in reading. 34.8% of fourth grade students reached GLP 16.4% were CCR in reading. In fifth grade math 38.5% of students performed GLP and 19% CCR. 29.7% of fifth grade students were GLP in reading, and 10.6% CCR. 5th grade science was 41.5% GLP and 15.1% CCR. We have shown steady growth in our EOG composite over the last two years. Overall GLP has increased from 18.1% in 21-22 to 29.3% in 23-24 to 40.1% in 2024-25 . Overall CCR has decreased from 7.8% in 21-22 to 18.1% in 23-24 to 16.3% in 24-25. In K-2 DIBELS, the percentage of students who were performing at or above benchmark from BOY to EOY increased in each grade level. In kindergarten the percentage of students performing on or above grade level went from 30.2% to 50.5%. In first grade the percentage of students performing on or above grade level went from 26.5% to 35%. In second grade the percentage of students performing on or above grade level went from 30.2% to 34.5%.

The administration ensures that PLC time is consistently protected, providing a dedicated space for teachers to collaborate and grow. Regular participation in core action walkthroughs by the administration, both as a school team and with the district, helps maintain a high standard of instructional practice. To build capacity among teachers, differentiated support is provided based on data-driven insights.

Strategic use of staffing allotments and Teacher Leader Pathway (TLP) funds ensures that all teachers have access to a content area Multi-Classroom Leader (MCL) or Expanded Impact Teacher, further enhancing instructional support. A school-wide coaching model is in place, with a specific focus on supporting Beginning Teachers through ongoing guidance from a coach, mentor, and the administration, in alignment with the CMS and Sterling Beginning Teacher Support Plan.

Coaching plans are regularly reviewed and adjusted according to the level of support each teacher needs, informed by walkthroughs, conversations, PLC discussions, and self-assessments. Additionally, the Instructional Leadership Team has been established, with a shared common language to ensure consistency and alignment across the school.

Limited Development
08/08/2024

<p>How it will look when fully met:</p>	<p>Each teacher in the school will be paired with an instructional coach, with whom they will collaborate outside of the formal evaluation process. Both coaches and administrators will conduct walkthroughs, offering feedback using a tool that aligns with the school's instructional goals. Regular coaching sessions will be scheduled, tailored to the needs identified through these walkthrough forms. The frequency of these sessions—whether weekly, bi-weekly, or monthly—will depend on the level of support required by each teacher. Coaching logs will be maintained to track progress, and the *Get Better Faster* trajectory will serve as both a self-assessment and coaching tool to help determine coaching needs. Additionally, a coaching plan will be developed based on each teacher's specific support needs. The focus of PLCs and staff professional development will also be determined by the insights gathered from these ongoing instructional walkthroughs. Finally, walkthroughs, conversations, PLC discussions, and self-assessments will collectively guide how teachers are matched with the appropriate level of support.</p>		<p>Doug Neill</p>	<p>10/31/2025</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>8/8/24 Each teacher in the school will have an assigned instructional coach that they work with outside of the evaluation process. MCLs will provide walkthroughs with feedback using a walkthrough tool that supports the instructional goals of the school, in alignment with district goals and essential standards for the grade level, to ensure student access to grade level instruction.</p>		<p>Jean Konzelmann</p>	<p>10/28/2025</p>
<p><i>Notes:</i> 9/22/25: all staff was assigned to a coach</p>				
	<p>8/8/24 A PD plan will be created and monitored to determine need based on these regular instructional walkthroughs.</p>		<p>Sean Carberry</p>	<p>10/28/2025</p>
<p><i>Notes:</i> 12/6- At our weekly ILT meetings, we examine walkthrough and PLC agendas to determine ongoing PD needs in staff meetings, Data Meetings, and PLCs. 6/6 - ILT will examine walkthrough data and student benchmarks to determine a PD plan for teachers and staff during the 25-26 school year.</p>				

8/10/24	Restart Funds and Flexibilities: The School Improvement Team will use a variety of data to identify professional development needs related to instruction, observation, and feedback. The principal and the School Improvement Team will strategically utilize Restart funds and flexibilities to provide resources and professional development in alignment with goals and growth areas.		Doug Neill	10/31/2025
<p><i>Notes:</i> 12/6- We are still waiting on Restart funds.</p> <p>1/31/25- Received \$43,175 to use towards positions. Used to hire teacher assistants to support instruction.</p> <p>2/19/25- Received an additional \$30,000 to use towards positions. Used to hire teacher assistants to support instruction.</p> <p>6/6- This will continue to be a focus next year.</p> <p>6/6/2025- This flexibility was used in the 2024-2025 school year. This will continue to be a focus for the 25-26 school year.</p> <p>6/18/2025- This flexibility will be used in the 2025-2026 school year.</p>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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	KEY	A4.01	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)</p> <p>Our 2024-2025 EOG composite for grades 3-5 was 40.1% GLP and 16.3% CCR. Grade level results for third grade are 50.6% GLP, 13.8% CCR in math and 14.6% GLP, 8.1% CCR in reading. 34.8% of fourth grade students reached GLP 16.4% were CCR in reading. In fifth grade math 38.5% of students performed GLP and 19% CCR. 29.7% of fifth grade students were GLP in reading, and 10.6% CCR. 5th grade science was 41.5% GLP and 15.1% CCR. We have shown steady growth in our EOG composite over the last two years. Overall GLP has increased from 18.1% in 21-22 to 29.3% in 23-24 to 40.1% in 2024-25 . Overall CCR has decreased from 7.8% in 21-22 to 18.1% in 23-24 to 16.3% in 24-25. In K-2 DIBELS, the percentage of students who were performing at or above benchmark from BOY to EOY increased in each grade level. In kindergarten the percentage of students performing on or above grade level went from 30.2% to 50.5%. In first grade the percentage of students performing on or above grade level went from 26.5% to 35%. In second grade the percentage of students performing on or above</p>	Limited Development 08/08/2024		

grade level went from 30.2% to 34.5%.

To support continued growth in our tiered instructional system, we have several practices currently in place that are driving success. Consistent PLC time, protected by the administration, allows for ongoing collaboration among teachers to plan and refine instruction. We strategically utilize Title 1 and Restart funds to enhance our resources, including technology, staffing, professional development, and family engagement—all aimed at improving instructional outcomes. The administration also regularly participates in core action walkthroughs as a school team and alongside the district to monitor progress and provide feedback.

Our approach to teacher development is highly differentiated, offering targeted support based on data to build capacity and instructional strength. Regular reviews of academic and behavioral data help us identify which students need to enter the MTSS process. We also make strategic use of staffing allotments and Teacher Leader Pathway (TLP) funds to ensure that each teacher has access to a content-specific Multi-Classroom Leader (MCL) or Expanded Impact Teacher for added support. The MTSS team is fully established, meeting on a regular schedule, and MCLs are assigned strategically to offer whole group, small group, and intervention support as needed. Data is regularly reviewed, and adjustments are made to better meet student needs.

Despite these efforts, we have encountered several challenges. Some teachers have not fully understood or internalized the MTSS process, which has affected consistency in applying student data for MTSS interventions. Though effective data analysis structures are in place, a key challenge has been using this data efficiently within the MTSS framework. Additionally, we have found that communication between teachers, grade levels, and the MTSS team needs to be more effective. Parental awareness of their child's academic progress and understanding how best to support them remains a concern, as does addressing barriers like student attendance and progress monitoring in math.

This year, we see opportunities to continue streamlining the MTSS process, making it more efficient and effective. Ensuring that all teachers receive differentiated coaching support will be a priority, as well as increasing parental understanding of the MTSS process. Parents will be informed about research-based interventions and involved in setting goals and implementing action steps. The use of iReady as a universal screening tool will enhance our ability to track student

progress. We will also focus on identifying which students need academic or behavioral interventions, determining the best way to provide those supports, and ensuring all stakeholders are aware of students' responses and next steps. Continued support for our Exceptional Children (EC) and Multilingual Learners (ML) will remain a focus, and we will work closely with the Attendance Team to address ongoing attendance barriers.

Together, these strategies will strengthen our tiered system of support and lead to continued growth in student achievement.

How it will look when fully met:

Our school is committed to implementing a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. At the heart of this effort is our Multi-Tiered System of Support (MTSS) team, which meets weekly following a structured and consistent meeting process that includes an agenda, minutes, and action steps. We have established a regular meeting calendar, and the MTSS protocols are clearly communicated to all staff members to ensure a unified approach to supporting students.

To enhance the effectiveness of our services, the MTSS team utilizes a variety of data sources, including survey information such as the FAM-S, to align resources and practices more equitably. This approach ensures that students receive targeted interventions, and staff receive the professional development needed to support the diverse needs of learners.

Our tiered instructional system provides consistent and appropriate interventions in both reading and math for students requiring strategic and intensive support. Specifically, we have leveraged our Teacher Leadership Pathway design, which includes six Multi-Classroom Leaders (MCLs), to provide direct assistance to these students. The MCLs work collaboratively with classroom teachers to deliver small-group interventions, monitor progress, and adjust instruction as needed.

Progress monitoring plays a crucial role in this system. Data is collected and analyzed quarterly to assess student growth, and instructional adjustments are made based on these findings. In addition, at least one classroom teacher per grade level has been trained in Orton Gillingham to deliver specialized support to students with specific reading needs, further ensuring that all students receive personalized instruction.

**Samantha
Montgomery (DOE
9/3/25)**

10/31/2025

The MTSS team regularly discusses students of concern, using both formal and informal data provided by homeroom teachers to make informed decisions about next steps. This ongoing collaboration ensures that students' needs are addressed promptly and effectively. Parents are also kept informed about their child's progress through consistent and meaningful communication, ensuring they are active partners in their child's educational journey.

Overall, our tiered instructional system, guided by a data-driven and collaborative approach, ensures that all students receive the evidence-based support they need to succeed. The MTSS framework allows us to provide equitable, effective services and targeted professional development for our staff, ensuring continuous growth and improvement for both students and teachers.

Actions		1 of 4 (25%)		
8/8/24	The MTSS team will utilize the 2025-2026 FAM-S survey and other data points to ensure alignment of resources and practices to provide more equitable and effective services for students and professional development for staff.		Sean Carberry	10/31/2025
<i>Notes:</i>				
8/10/24	Restart Funds and Flexibilities: The School Improvement Team will use a variety of data to identify professional development needs related to MTSS implementation. The school will strategically utilize Restart funds and flexibilities to provide resources and professional development in alignment with MTSS goals and growth areas.		Doug Neill	10/31/2025
<i>Notes:</i> 12/6- We are waiting on Restart funds. We have candidates who are interested but thus far we have not been able to recommend or hire anyone.				
2/23/25- The Restart money we received in Feb. 2025 can only be used on positions.				
6/6- This will continue to be a focus for the 25-26 school year.				
6/6/2025- This flexibility was used in the 2024-2025 school year. This will continue to be a focus for the 25-26 school year.				
6/18/2025- This flexibility will be used in the 2025-2026 school year.				
1/16/25	Title 1 Funds: The school will utilize Title 1 Funds to hire a 25-hr per week tutor. This person will support small group and targeted instruction based on needs identified from data analysis.	Complete 02/23/2025	Doug Neill	10/31/2025

Notes: 1/16/25- We are in the process of posting and hiring for the position.

2/23/2025- Our new part-time tutor was hired and has started.

6/6- We will continue this position next year.

9/11/25 i-Ready: The school will establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.

Karen Powell

10/31/2025

Notes: 9/18/25- Team will use the iReady CMS guiding document <https://docs.google.com/document/d/18rup5aFIGyc3c01VeMFSXccJ6fguMhVN3M6eveykGkQ/edit?tab=t.0>

Student data will be reviewed after each benchmark period (3 times a year) and weekly progress reviewed for student performance.

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Our 2024-2025 EOG composite for grades 3-5 was 40.1% GLP and 16.3% CCR. Grade level results for third grade are 50.6% GLP, 13.8% CCR in math and 14.6% GLP, 8.1% CCR in reading. 34.8% of fourth grade students reached GLP 16.4% were CCR in reading. In fifth grade math 38.5% of students performed GLP and 19% CCR. 29.7% of fifth grade students were GLP in reading, and 10.6% CCR. 5th grade science was 41.5% GLP and 15.1% CCR. We have shown steady growth in our EOG composite over the last two years. Overall GLP has increased from 18.1% in 21-22 to 29.3% in 23-24 to 40.1% in 2024-25 . Overall CCR has decreased from 7.8% in 21-22 to 18.1% in 23-24 to 16.3% in 24-25. In K-2 DIBELS, the percentage of students who were performing at or above benchmark from BOY to EOY increased in each grade level. In kindergarten the percentage of students performing on or above grade level went from 30.2% to 50.5%. In first grade the percentage of students performing on or above grade level went from 26.5% to 35%. In second grade the percentage of students performing on or above grade level went from 30.2% to 34.5%.

At our school, we have implemented a comprehensive and strategic approach to ensure that instructional teams develop standards-aligned units of instruction for each subject and grade level. One of the key components of this effort is the consistent and protected PLC time provided by the administration. This protected time allows teachers to collaborate regularly, focusing on curriculum planning, data analysis, and instructional strategies to ensure alignment with state standards.

We have made strategic use of Title I and Restart funds to address technology needs, staffing, professional development, and family engagement, all of which are essential in supporting instruction. These resources have allowed us to enhance our instructional capacity by investing in tools that promote student achievement and by providing ongoing professional development to meet our staff's needs. In addition, we have effectively utilized staffing allotments and Teacher Leader Pathway (TLP) funds to ensure that every teacher has the support of a Multi-Classroom Leader (MCL) or Expanded Impact Teacher who specializes in their content area. This model provides both whole group and small group instruction, as well as interventions tailored to student needs.

Our administrative team has been active in core action walkthroughs,

Limited Development
07/18/2024

both as a school team and in collaboration with the district, to regularly monitor instructional practices and provide feedback to teachers. These walkthroughs, along with teacher self-assessments, PLC discussions, and professional conversations, help us differentiate the level of support teachers require. A school-wide coaching model is in place to ensure that all teachers receive coaching based on their individual needs, with a specific focus on building instructional capacity and improving student outcomes. Our Beginning Teachers receive additional support from a coach, mentor, and administration, aligned with both the CMS and Sterling Beginning Teacher Support Plans, to ensure they have the guidance necessary to succeed in the classroom.

The Instructional Leadership Team (ILT) has been established, and a common language has been agreed upon to guide our instructional focus. All homeroom teachers are implementing EL Education and Illustrative Math for core instruction with fidelity, following lessons as written to maintain consistency in curriculum delivery. To ensure teachers are internalizing the curriculum, we have developed Week at a Glance (WAG) documents, and PLC times, along with grade chairs, have been established to support ongoing curriculum discussions.

Data plays a critical role in our instructional efforts. We regularly review academic and behavioral data to identify students who may need additional support through the MTSS process. Our MTSS team has been established, with regular meeting times set to ensure timely and effective interventions. MCLs are strategically assigned to provide support based on data, working closely with teachers to make necessary instructional adjustments. Professional development is also driven by data, ensuring that it is targeted to address the specific needs of our staff.

In summary, our implementation efforts are characterized by intentional use of resources, strategic staffing, data-driven decision-making, and ongoing support through coaching and professional development. These efforts are ensuring that our instructional teams are well-equipped to deliver standards-aligned instruction that meets the diverse needs of our students.

<p>How it will look when fully met:</p>	<p>Once this objective is fully implemented, both the administration and grade-level teams will have established systems and structures to ensure alignment with best practices, planning practices, curriculum adoption, and instructional values across all content areas. All homeroom teachers will use EL Education and Illustrative Math for core instruction with fidelity, and lessons will be implemented as written. A walkthrough schedule will be in place to hold administrators accountable for monitoring instruction, ensuring PLC alignment, and providing teachers with targeted feedback to support their professional growth and improve student outcomes.</p> <p>The coaching culture will guarantee that every staff member is paired with a coach, and coaching sessions will incorporate video feedback. Teachers will review recorded lessons using SWIVL to reflect on lesson planning, curriculum implementation, and delivery in collaboration with their coach from the Instructional Leadership Team.</p> <p>ILT and PLC meetings will focus on UnBoundEd’s five charges to promote instructional equity, while also emphasizing data analysis, action planning, and the use of benchmarks, unit assessments, and CFUs to drive instruction. Regular formal and informal walkthroughs, along with PLC meetings, will be used to ensure the consistent implementation of instructional practices. Additionally, the creation and use of "Week at a Glance" (WAG) documents will help in internalizing the curriculum, while adherence to the district's Curriculum Commitments, EL Education Core Practices, and Sterling’s Instructional Guidelines will ensure the effective delivery of best instructional practices.</p>		<p>Doug Neill</p>	<p>10/31/2025</p>
<p>Actions</p>		<p>1 of 4 (25%)</p>		
	<p>3/20/25 We will utilize approximately \$11,000 for Summer Session 1 for curriculum planning for 2025-2026. Approximately 5 staff members will work together to generate long term plans for 2025-2026.</p>	<p>Complete 06/30/2025</p>	<p>Doug Neill</p>	<p>06/30/2025</p>

Notes:

Percent of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 48.3% in June 2024 to 91% by June 2029.

The percentage of students scoring CCR (college and career-ready) on reading end-of-grade assessments in grades 3-5 will increase from 10.6% in June 2024 to 50% by June 2029.

The percentage of students scoring CCR (college and career ready) on math end-of-grade assessments in grades 3-5 will increase from 19.1% in June 2024 to 26% in June 2025.

9/24/25 Sterling will provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.

Jean Konzelmann

10/31/2025

Notes:

8/8/24 Teachers will watch recorded lessons of themselves using SWIVL, and engage in Problem of Practice protocol to reflect on lesson planning and lesson execution to ensure equitable instruction and behavior management for all students.

Sean Carberry

10/31/2025

Notes: 12/6- All teachers have been engaged in using Swivl. Teachers are engaging in Problem of Practice protocol to reflect on lesson planning, delivery, and execution. Teachers get feedback from PLC, Admin, and ILT.

6/6- This will continue to be a focus for the 25-26 school year.

8/10/24 Restart Funds and Flexibilities: The School Improvement Team will use a variety of data to identify needs related to the implementation of standards-aligned instruction. The principal and the School Improvement Team will strategically utilize Restart funds and flexibilities to provide necessary human capital, resources, and professional development in alignment with goals and growth areas.

Doug Neill

10/31/2025

Notes: 12/6- We are still waiting on Restart funds. We have submitted our Flexibilities Planning Template and Restart proposal.

2/23/2025- The Restart money we received can only be used on positions.

6/6/2025- This flexibility was used in the 2024-2025 school year. This will continue to be a focus for the 25-26 school year.

6/18/2025- This flexibility will be used in the 2025-2026 school year.

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Our initial goal was to reduce the disproportionate rate of out-of-school suspensions (OSS) for Black students from 31.6% in the 2021-2022 school year to 26.6% in the 2022-2023 school year. We aimed to further decrease this rate to 21.6% in the 2023-2024 school year. However, our data shows that the disproportionality percentage was 75.3% for the 2022-2023 school year, falling short of our target by 53.7%.

For the 2024-2025 school year, we are committed to implementing targeted strategies to reduce the disproportionality of OSS for Black students from 75.3% in 2023-2024 to 35.0% in 2024-2025. However we had 4 OSS on 2024-25 in which all were African American students. 2025-26 we are committed to implementing targeted strategies to reduce the disproportionality of OSS for black students; the goal is less than 50% of OSS for black students.

Our current implementation efforts have seen several successes, particularly in training all new staff to deliver the Caring Schools Curriculum effectively. Teachers consistently conducted morning meetings, which were a key part of building students' social-emotional skills. The Student Support Team (SST) conducted regular walkthroughs to provide feedback, and as a result, classroom management improved among first-year teachers, leading to a noticeable decrease in suspensions.

However, we encountered some challenges. A few teachers did not consistently hold morning meetings as expected, which negatively impacted classroom management and, ultimately, our instructional goals. To address this, we will implement a non-negotiable policy for morning meetings next year, ensuring that all teachers are held accountable for conducting them daily.

Looking ahead, we see opportunities to better align our social-emotional learning (SEL) goals with our instructional objectives. We will focus on building capacity in grade chairs to create a whole-school approach to SEL, helping teachers understand the critical connection between SEL and instruction. The SST team will continue to support teachers by providing feedback and modeling expectations, ensuring that SEL is integrated effectively into every classroom.

Limited Development
07/18/2024

How it will look when fully met:

Our school is committed to ensuring that all teachers are attentive to students' emotional well-being, guide students in managing their emotions, and arrange for appropriate supports and interventions when necessary. When fully met, this effort will include the creation and consistent implementation of documentation procedures for behavior support. The Assistant Principal will play a key role in communicating and monitoring behavior support protocols, ensuring equitable treatment of students when addressing misbehavior.

Grade-level chairs and Student Support Team (SST) members will ensure that our Positive Behavioral Interventions and Supports (PBIS) and Character programs are consistently implemented. They will regularly communicate these expectations to teachers, providing reminders and follow-through to ensure that behavioral interventions are aligned with our school-wide vision. Additionally, the SST team will collaborate with teachers to design quarterly celebrations for both behavior and academic achievements. These celebrations will be purposeful, aligned with the EL Education curriculum, and integrated with Core Commitment #7, which focuses on incorporating fieldwork, experts, and service learning.

All classroom teachers are implementing the Caring Schools Community program to foster Social Emotional Learning (SEL) and help students develop the skills needed to manage their emotions. This program provides a consistent framework for SEL instruction across all grade levels.

To ensure that interventions are effective, the SST team conducts monthly analyses of behavior referral data, which are shared with the Instructional Leadership Team (ILT) and Grade-Level Chairs (GLCs). This ongoing review allows us to revise and adapt our support plans as needed to meet the evolving needs of students.

For students requiring additional behavioral interventions, the SST team has developed tailored supports for Tier II and Tier III behaviors. The team meets weekly to proactively address students' needs and provide ongoing training and support to teachers. In addition, Panorama survey data is collected and analyzed to gain insight into students' emotional states, helping us develop responsive strategies to

Doug Neill

10/31/2025

support their social and emotional development.

Attendance is another critical focus area for student well-being. Attendance plans are created and monitored by the registrar, Social Worker, and Assistant Principal, with the Student Services Team overseeing daily and weekly attendance. This monitoring process identifies students who are chronically absent or at risk of chronic absenteeism, allowing us to intervene early and offer supports to improve attendance.

Through these combined efforts, we are building a comprehensive system that ensures all students receive the emotional, behavioral, and academic support they need to thrive.

Actions		0 of 5 (0%)		
7/18/24	Student Services Team monitors daily and weekly attendance to identify students who are chronically absent or 1-2 absences away from being chronically absent.		Nakeon Worthy	10/31/2025
<p><i>Notes:</i> 12/6- This has become routine. The SST is consistently meeting weekly and is identifying students who are chronically absent, and aligning support as needed.</p> <p>3/5/2025- We are onboarding a new school social worker as of 3/7/2025, so we need to ensure this continues.</p> <p>6/6- This will continue to be a focus for the 25-26 school year.</p>				
8/10/24	To identify and address classroom and student SEL needs, classroom teachers will implement Morning Meetings and Closing Circles with fidelity. Meetings will be aligned to the CMS Goals and Guardrails, the master schedule, Sterling academic and cultural focus, Caring Schools Community resources and Capturing Kids Hearts program.		Karen Powell	10/31/2025
<p><i>Notes:</i> 12/6- Morning Meetings are happening daily. SST members design Character Education lessons for staff to deliver. These lessons are based on need, and are aligned with the Caring School Curriculum and Sterling Character traits. Teachers work with their Grade Level Chair and PLC to discuss trends and next steps. Grade Level chairs communicate with MCLs and Admin.</p> <p>6/6- This will continue to be a focus for the 25-26 school year.</p>				
4/30/25	Restart Flexibilities: Budget flexibilities were used for the 2025-2026 school year to hire two Teacher Assistants to support with instructional and SEL student needs.		Doug Neill	10/31/2025

Notes:

6/6- This will continue to be a focus for the 25-26 school year.

6/6/2025- This flexibility was used in the 2024-2025 school year. This will continue to be a focus for the 25-26 school year.

6/18/2025- This flexibility will be used in the 2025-2026 school year.

9/24/25 Teachers will be provided with duty free lunch on a daily basis.

Doug Neill

10/31/2025

Notes:

9/24/25 Sterling will provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors

Karen Powell

10/31/2025

Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4C: Engage students and families in pursuing education goals

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Last year, we have made significant strides in improving communication with parents and guardians about our expectations and the importance of supporting their children's learning at home. We achieved over 60% parent participation in our survey distributed via ParentSquare, and 100% of our students use ParentSquare to receive updates on instruction, behavior, and school events.

Our administration team actively monitored quarterly School Leadership Team (SLT) meeting agendas to ensure effective communication. The School Improvement Team (SIT) utilized parent survey data to develop action steps aimed at addressing the needs of our students and their families. We experienced notable successes, such as the involvement of active parents on the SIT, who provided valuable insights during our monthly meetings. Parent events, organized each quarter by the Family Involvement/Event Planning committee, saw high attendance. Events such as STEM, Art, Literacy, Culture Pop-Up, and Title 1 night were particularly well-received.

Despite these successes, we faced challenges, particularly with language barriers that impacted parent involvement. To address this, we will continue to utilize a Family Support Advocate (FSA) and interpreter services to enhance parent engagement. We are also working to increase parent participation in decision-making processes.

Looking forward, we will schedule quarterly SLT meetings to engage with and solicit input from all stakeholders. We will continue to create and analyze parent and student surveys to better understand stakeholder perceptions. Our goal is for parents to remain actively involved in school decision-making through the well-developed SLT and PTA. We will persist in planning quarterly parent events, supported by the Family Involvement/Event Planning committee, and encourage attendance at Open House and SIT meetings.

We will maintain regular communication with families through ParentSquare, phone calls, and in-person conferences, supported by an established SST team. A weekly grade-level newsletter template will continue to be used, and Open House information will be disseminated via social media and postcards. ParentSquare will remain our primary tool for consistent communication between staff and families.

Limited Development
08/08/2024

<p>How it will look when fully met:</p>	<p>When fully implemented, our school ensures regular and effective communication with parents and guardians about our expectations and the importance of supporting their children’s learning at home. We schedule quarterly School Leadership Team (SLT) meetings to engage with stakeholders and solicit their input. To better understand stakeholder perceptions, we create and distribute parent and student surveys.</p> <p>Parents play an active role in school decision-making through a well-established SLT and PTA. Each quarter, parent events are organized by a Family Involvement/Event Planning committee composed of a diverse group of staff members. Additionally, families are encouraged to attend Open House and School Improvement Team (SIT) meetings.</p> <p>We maintain regular contact with families regarding student progress through multiple channels, including Parent Square, phone calls, and in-person conferences. An SST team has been established to support these efforts. A weekly grade-level newsletter template has been developed to keep parents informed, and information about Open House is posted on social media and sent via postcards. Parent Square is utilized as the primary communication tool to ensure consistent and effective engagement between staff and families.</p>		<p>Doug Neill</p>	<p>10/31/2025</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>8/8/24</p>	<p>Monthly SIT meetings will be scheduled to communicate and solicit input from all parents/guardians to improve student attendance rates and academic achievement data.</p>		<p>Doug Neill</p>	<p>10/31/2025</p>
<p><i>Notes:</i> 12/6- SIT meetings are held monthly via Microsoft Teams. The Principal and SIT share data, analyze, reflect, and plan.</p> <p>6/6- This will continue to be a focus for the 25-26 school year.</p>				
<p>8/10/24</p>	<p>Parent events will be planned every quarter through the use of a Family Involvement/Event Planning committee composed of a cross section of staff members. Family events will be aligned to school academic and SEL focus.</p>		<p>Maelsa Rivera</p>	<p>10/31/2025</p>

Notes: 12/6- Our First Quarter Family Title 1/Curriculum Night was held virtually due to Hurricane Helene. We are hosting a Winter Program and Family Night on Dec. 12.

3/4/2025- We are beginning our Family Fridays Literacy and Math events on 3/7/2025.

6/6- This will continue to be a focus for the 25-26 school year.

8/10/24 Title 1 Funds: The school will collect use a variety of data to identify parent and family engagement needs. Data will included feedback from families and school partners. The School Improvement Team will analyze the data. The principal and the School Improvement Team will strategically utilize Title 1 funds to provide resources, programming, and professional development in alignment with goals and growth areas for family and community engagement.

Doug Neill

10/31/2025

Notes: 12/6- A partnership with ShermCo was considered but ultimately not utilized. The school held a partnership meeting in Sept. 2024. Partners provided ideas, information, feedback, and resources. The SIT is considering offering a parent survey MOY and EOY.

6/6- This will continue to be a focus for the 25-26 school year.

8/10/24 Restart Funds and Flexibilities: The School Improvement Team will use a variety of data to identify needs in the area of Family and Community Engagement. The principal and the School Improvement Team will strategically utilize Restart funds and flexibilities to provide resources, programs, and professional development in alignment with family and guardian engagement needs.

Doug Neill

10/31/2025

Notes: 12/6- We are waiting on Restart funds.

2/23/2025- The Restart money we received is 30% of the total we received in 23-24. We are only allowed to use it for positions.

6/6- This will continue to be a focus for the 25-26 school year.

6/6/2025- This flexibility was used in the 2024-2025 school year to hire 2 Teacher Assistants, who assisted in meeting a range of needs including providing coverage for staff to support Family Friday parent engagement events. This will continue to be a focus for the 25-26 school year.

6/18/2025- This flexibility will be used in the 2025-2026 school year.

3/26/25

Title 1 Funds: The school will utilize Title 1 funds for food for a spring Family & Curriculum events, (Family Fridays) to be held on spring 2026. This event will allow for Family Engagement and for the school to share important end-of-year academic information.

Doug Neill

05/08/2026

Notes:

6/6- We will use title 1 funds for family curriculum nights for the 25-26 school year.