

## Comprehensive Progress Report

**Mission:**

At Sharon School, we believe in expecting high achievement by all students, to the best of their abilities, in order to create lifelong learners.

**Vision:**

Students will possess the academic and social-emotional skills ready for college and career to become global citizens who are creative, collaborative, critical thinkers, and effective communicators.

**Goals:**

School Goal 1 - The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 87.0% in SY2024-25 to 99.3% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

School Goal 2 - The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 63.6% in SY2024-25 to 70.6% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Guardrail 2: The number of OSS/ISS incidents will be not exceeded 0.02% which is comparable to SY 2024-25. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3: The percent of Chronic Absenteeism will decrease from 6.4% in SY 2024-25 to 5.0% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 94% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

Guardrail 1: Subgroups who are low performing will increase the percent GLP on the Reading End-of-Grade assessments from 31.4% in 2024-2025 to 41.7% in 2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

School Goal 3: The percentage of students scoring College and Career Ready (CCR) on math End -of-Grade assessments in grades 3-5 will increase from 68.5% in SY 2024-2025 to 74.0% in SY 2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 2)

School Goal 4: The percentage of students scoring Grade Level Proficient (GLP) on math End-of-Grade assessments in grades 3-5 will increase from 85.5% in SY 2024-2025 to 90% in SY2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 2)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<b>A) To what extent did your 2024-2025 SIP goal target aligned with this</b>	Limited Development 07/18/2024		

**indicator?**

The administrative team conducted classroom visits and provide timely and specific feedback to teachers through a variety of documentation. The administrative team and support staff attend weekly grade-level planning sessions and provide instructional support to teams.

**B) What success did you experience related to this indicator in meeting your goals this year?**

The administrative team conducted classroom visits and provided timely and specific feedback to teachers through various documentation. The administrative team and support staff attended weekly grade-level planning sessions and provided instructional support to teams. Four staff members have attended the district's RELAY training, which has provided coaching opportunities for beginning teachers. The administrative team has consistently completed observations and walk-throughs throughout the school year. We conducted 219 walk throughs/classroom visits and 105 observations.

Our EOG school composite was 82.7 % GLP and 66.1% CCR. Our reading composite was 79.8% GLP and 63.6% CCR. The math composite was 85.5% GLP and 68.5% CCR. The fifth-grade science scores will not be released until the fall of 2026. Sharon has strong grade-level planning and MTSS procedures, which has enabled us to achieve higher EOY results.

**C) What challenges are we facing in meeting our 2025-2026 SIP goal target aligned to this indicator?**

We were able to get EOY results from strong planning and strong MTSS procedures. The administration will continue to monitor these two areas closely. During the 2025-2026 school year, we will continue to make the SKILLS/ALL block within the EL Curriculum a major focus of planning by ensuring that students are challenged and engaged during small group time. We will also continue to focus on our subgroup performance and moving students from GLP to CCR. We will also focus on moving the data for our AIG certified students to ensure that they are demonstrating growth on the MVPA assessments to prepare them for the EOG assessments. We also have the students set goals based on their ongoing data reviews and share their progress and goals with their parents.

**D) What opportunities exist to address these challenges in the 2025-2026 school year?**

Curriculum continuity will be a tremendous advantage for us next year. We will continue to build upon our success in learning and implementing district curriculums and platforms. We look forward to strengthening the integrity of these programs even further next year. We have more teachers certified with Orton-Gillingham training. This provides students with intensive phonics instruction that is needed among our Intensive MTSS plans. The administration and the literacy facilitator were trained in Orton-Gillingham during the 2022-2023 school year to increase our ability to monitor the implementation of the OG intervention. The AIG teacher is co-teaching with classroom teachers in grades 3-5.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, there will be evidence in every classroom of standard-alignment, rigor, and engagement. We will monitor walkthrough &amp; observation data, as well as student assessments (DIBELS, iReady, &amp; CMS created benchmarks) to ensure that students are progressing towards grade level expectations and school/district goals.</p> <p>The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 87.0% in SY2024-25 to 99.3% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 63.6% in SY2024-25 to 70.6% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The percentage of students scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 68.5% in SY2024-25 to 74.0% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The percentage of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 85.5% in SY2024-25 to 90% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p>		Catherine Phelan	06/10/2026
<b>Actions</b>		<b>0 of 1 (0%)</b>		
8/12/25	Walk-Through feedback forms will focus on academic monitoring and differentiated small groups in reading and math. We will utilize walk-through data to discuss trends we are seeing among teachers and grade levels, and tailor grade level planning to ensure that all teachers are implementing the curriculum with fidelity to produce positive academic outcomes for students. (Goal 4 and FAM-S 3)		Administrative Team	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/17/2025		
<b>Evidence</b>	6/17/2025			
<b>Experience</b>	6/17/2025			

<i>Sustainability</i>	6/17/2025			
-----------------------	-----------	--	--	--

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
-----------------------	---

<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>
----------------------------	--

KEY	A4.01	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)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

**A) To what extent did your 2024-2025 SIP goal target aligned with this indicator?**

During the 2024-2025 school year, our teachers managed their own MTSS plans and interventions. Teachers met regularly with support staff to maintain the documentation and address the prescribed intervention based on the district's Standard Treatment Protocol. Teachers consistently implemented interventions and collected progress monitoring data to input into the Branching Minds platform. Teachers became more confident in the MTSS process and protocols by the end of the school year, and many students' needs were addressed with interventions.

**B) What success did you experience related to this indicator in meeting your goals this year?**

During the 2024-2025 school year, our teachers managed their own MTSS plans and interventions. Teachers met regularly with support staff to maintain the documentation and address the prescribed intervention based on the district's Standard Treatment Protocol. Teachers consistently implemented interventions and collected progress monitoring data to input into the Branching Minds platform. By the end of the school year, they became more confident in the MTSS process and protocols, and many students' needs were addressed with interventions.

This year, there were 32 supplemental reading plans, 41 intensive reading plans, 39 supplemental math plans, and 28 intensive math plans. The Intensive MTSS Committee met with seven families to discuss student data and progress on intensive interventions. Of these seven Intensive team meetings, six students were referred to the Exceptional Children's Team for further testing.

Our EOG school composite was 82.7 % GLP and 66.1% CCR. Our reading composite was 79.8% GLP and 63.6% CCR. The math composite was 85.5% GLP and 68.5% CCR. The fifth-grade science scores will not be released until the fall of 2026. Sharon has strong grade-level planning and MTSS procedures, which have enabled us to achieve higher EOY results.

**C) What challenges are we facing in meeting our 2024-2025 SIP goal target aligned to this indicator?**

We were able to get EOY results from strong planning and strong MTSS

procedures. During the 2024-2025 school year, we will continue to make the SKILLS/ALL block within the EL Curriculum a significant focus of planning by ensuring that students are challenged and engaged during small group time. We will also continue to focus on our subgroup performance and moving students from GLP to CCR. Students within subgroups showed progress on MAP EOY outcomes, but this progress did not translate to success on the state's EOG reading assessment.

**D) What opportunities exist to address these challenges in the 2024-2025 school year?**

Curriculum continuity will be a tremendous advantage for us next year. We will continue to build upon our success in learning and implementing district curricula and platforms. We look forward to strengthening the fidelity of these programs even further next year. We have more teachers certified with Orton-Gillingham training. This provides students with intensive phonics instruction that is needed as part of our Intensive MTSS plans.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p><b>How it will look when fully met:</b></p>	<p>When this objective is being fully met, teachers will have a clear understanding of the MTSS process. They will be able to identify children who require supplemental and intensive plans, they will provide research based interventions, and conduct accurate progress monitoring and data tracking. Teachers will be able to maintain student information in the Branching Minds platform. Teachers will communicate with the child's parents regarding academic/behavior progress and invite parents to attend MTSS intervention meetings so that they may collaborate with the school to provide the best outcomes for their child.</p> <p>The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 63.6% in SY2024-25 to 70.6% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The percentage of students scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 68.5% in SY2024-25 to 74.0% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p>		<p>Stacey Wilson</p>	<p>06/10/2026</p>
--	--	--	----------------------	-------------------

<b>Actions</b>		<b>0 of 1 (0%)</b>		
8/12/25	Training and implementation of alternative math interventions that teachers use during small group instruction to intervene on targeted skills. (Goal 4 and FAM-S 3)		Lauren Alexander	02/01/2026
<i>Notes:</i>				
<b>Implementation:</b>		08/12/2025		
<b>Evidence</b>	6/17/2025			
<b>Experience</b>	6/17/2025			
<b>Sustainability</b>	6/17/2025			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p><b>A) To what extent did your 2024-2025 SIP goal target aligned with this indicator?</b></p> <p>Teams were able to plan weekly for 135 minutes, and 3 times this year teams had a half-day of planning. During these team meetings, agendas were followed and learning objectives and curriculum were discussed. Support staff and the administration participated in team planning meetings. Student data was analyzed and allowed for flexible grouping of students as their needs changed.</p> <p><b>B) What success did you experience related to this indicator in meeting your goals this year?</b></p> <p>During the 2024-2025 school year, grade-level teams could plan weekly for 135 minutes, and three times this year, teams had a half-day of planning. During these team meetings, agendas were followed, and learning objectives and curriculum were discussed. Support staff and the administration participated in team planning meetings. During these planning sessions, student data was analyzed, and the flexible grouping of students was adjusted as their needs changed. Additionally, 45 minute weekly plannings were introduced at the beginning of year that focused on planning differentiated math and reading small groups.</p> <p>Our EOG school composite was 82.7 % GLP and 66.1% CCR. Our reading composite was 79.8% GLP and 63.6% CCR. The math composite was 85.5% GLP and 68.5% CCR. The fifth-grade science scores will not be released until the fall of 2026. Sharon has strong grade-level planning and MTSS procedures, which has enabled us to achieve higher EOY results.</p> <p><b>C) What challenges did we face in meeting our 2024-2025 SIP goal target aligned to this indicator?</b></p> <p>We will continue to focus on our subgroup performance and moving students from GLP to CCR.</p> <p><b>D) What opportunities exist to address these challenges in the 2025-2026 school year?</b></p> <p>We will continue to build upon our success in learning and implementing district curriculums and platforms. We look forward to strengthening the fidelity of these programs even further next year.</p>	Limited Development 07/18/2024		

More teachers are certified in Orton-Gillingham training. This provides students with intensive phonics instruction that is needed in our Intensive intervention small groups. We are also planning for the middle and high small group sessions to ensure that we are addressing students' need based on the data. We increased team planning to include an additional 45 minutes per week in addition to the required 90 minutes to plan for differentiated small groups in reading and math.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p><b>How it will look when fully met:</b></p>	<p>We will know this objective has reached full implementation when the administrative team reviews the notes/minutes from weekly planning sessions and instruction in the classroom matches the objectives and activities listed in planning document Teams will use data to make strategic instructional decisions that will strengthen instruction for all students. They will be able to analyze and interpret the data received from DIBELS, iReady, CMS created assessments, and state created assessments and use the information to differentiate Core instruction to meet the needs of all students and produce positive academic outcomes for students.</p> <p>The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 87.0% in SY2024-25 to 99.3% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 63.6% in SY2024-25 to 70.6% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The percentage of students scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 68.5% in SY2024-25 to 74.0% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The percentage of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 85.5% in SY2024-25 to 90% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p>		<p>Elizabeth Parsons</p>	<p>06/10/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>8/6/24</p>	<p>The administrative team will provide training and implementation for accelerated pacing of Skills Block which will take place during planning sessions for grades K-2. (Goal 1,2); FAM-S 29, 30)</p>		<p>Administrative Team</p>	<p>02/01/2026</p>
<p>Notes:</p>				
<p>8/12/25</p>	<p>Teachers will utilize Academic Monitoring to determine differentiated small groups in reading and math. (Goal 1,2 FAM-S 29, 30)</p>		<p>All Teachers</p>	<p>06/10/2026</p>
<p>Notes:</p>				

9/15/25	Duty-free planning: Provide a 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, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Elizabeth Parsons	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/17/2025		
<b>Evidence</b>	6/17/2025			
<b>Experience</b>	6/17/2025			
<b>Sustainability</b>	6/17/2025			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
-----------------------	--------------------------------

<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
----------------------------	--

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
<i>Initial Assessment:</i>		<p><b>A) To what extent did your 2024-2025 SIP goal target aligned with this indicator?</b></p> <p>This school year, we have provided families with access to the student handbook through the school and teacher's websites. Ms. Phelan sends a comprehensive weekly newsletter to parents called the Eagle Eye. We also use ParentSquare for announcements and parent messaging.</p> <p>Our classroom teachers maintain a website and provide families with a weekly newsletter. These newsletters provide parents with the curriculum that is being studied and helpful tips on how they can help their child at home master particular skills. Teachers conduct parent teacher conferences, send emails, and make phone calls to parents. They build strong relationships with families to strengthen communication and student performance.</p> <p>We have conducted curriculum night for grades K-5, Student Curriculum Showcase, Beginner's Day for our rising kindergarten students, and provided students with a variety of after-school clubs that can enhance their academic skills.</p>	Limited Development 07/18/2024		

We also provide the School Improvement Team with virtual monthly meetings where we review the goals of the NCStar/SIP. Likewise, we provide all stakeholders with access to the SIP goals and meeting minutes through the school's website.

Classroom teachers implementing daily morning meetings to address SEL topics. We utilized the Caring School's Curriculum. School counselors and social worker were able to support students with academic, attendance, and social and emotional needs throughout the school year. We have a strong counseling team that works to build strong relationships with students, staff, and families. Our school social worker has created attendance plans for families who have difficulty with unexcused absences. The team has provided social and emotional support to students through guidance lessons, small group friendship groups, and lunch groups. Our counselors have also supported students academically by supporting students on our D/F report. They have provided weekly study halls to assist and monitor students as they complete and submit work and/or resubmit work that may help improve their overall grades. Within these study hall sessions, counselors have taught responsibility skills, organization skills, and taking ownership of their work. We saw a decrease in unexcused absences (many unexcused absences occur for family vacations that are not approved as educational leave by the school.) Our counselor team worked endlessly to call, text, and email parents. They created attendance contracts with families and completed home visits.

**B) What success did you experience related to this indicator in meeting your goals this year?**

This school year we had 100% of parents participate in fall parent/teacher conferences. All parents were receiving teacher newsletters and emails. Students set goals based on their ongoing data reviews and share their progress and goals with their parents.

Attendance Records

Our overall goal for the 2024-2025 school year was to have less than 13% of chronic absenteeism. We managed to decrease our chronic absenteeism to 6.6%. Many students in this category are siblings and are dealing with hardships.

Behavior Records:

Sharon School assigned 3 students to out-of-school suspensions this school year for a combined total of 10 days. Of the 3 students, 2 were

African-American students. 2 students were male students and 1 was female. Of the 3 students assigned to OSS, 1 was an EC student and 1 was an ML student. A challenge many schools face is that their counseling teams are stretched thin. We need more counselors to work effectively with students. This year, a social worker was assigned to Sharon for two days, which has been a tremendous help. We have seen an increase in 504s and the need for behavior plans among our school population.

**C) What challenges are we facing in meeting our 2025-2026 SIP goal target aligned to this indicator?**

Families are increasingly busier and busier with jobs and after school activities. We want to continue to encourage all families to engage in their child's school experience and education. Student and family needs are increasing with severity and complexity.

**D) What opportunities exist to address these challenges in the 2025-2026 school year?**

- We will continue to utilize the district's Parent Square platform.
- Continuing to leverage new parent volunteers and PTA membership.
- Continuing to work hard at building relationships with families and supporting them with wrap around services.
- Provided access to the student handbook through the school website and teacher websites
- Provide principal weekly newsletters for parents
- Provide updated teacher websites
- Provide weekly teacher newsletters
- Provide principal reminder text messages which include links to support student learning at home.
- Conduct curriculum night to inform parents about grade level expectations and curriculum.
- Conduct parent/teacher conferences in the fall and as needed to address individual student needs.
- Provide Multiple Intelligence (M/I) Play Productions for grades 1, 3, and 5.
- Provide a School Leadership team virtual meetings where we review the goals of the Indistar/SIP
- Provide all stakeholders with access to the SIP goals and meeting minutes through the school's website

	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>	<p>When this objective is fully met, teachers and support staff will have a clear understanding of the implementation and use of the <i>Standard Treatment Protocol</i> and <i>Data Decision Rules</i> for behavior and social-emotional needs of students. We will utilize behavior incident data, behavior observation data, school attendance data, and academic data to determine if the social and emotional learning time has benefited students overall school success.</p> <p>The number of OSS/ISS incidents will be not exceeded 2% (14 suspensions) which is comparable to SY 2024-25. (Aligns to A1.07, A4.06 and CMS Guardrail 2)</p> <p>The percent of Chronic Absenteeism will decrease from 6.4% in SY 2024-25 to 5.0% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 3)</p>		Elizabeth Parsons	06/10/2026
<b>Actions</b>			<b>0 of 5 (0%)</b>	
8/12/25	To prepare for the transition to Capturing Kids Hearts (2026-2027), the counseling team will present an SEL staff lesson during staff meetings.		Deanna Powell, Jayden Valderrama, and Laura Lamber	06/10/2026
	<i>Notes:</i>			
9/15/25	Established and effective MTSS Leadership Team/Student Supports Team		Stacey Wilson	06/10/2026
	<i>Notes:</i>			
9/15/25	Development and implementation of a school-wide behavior matrix		All Staff	06/10/2026
	<i>Notes:</i>			
9/15/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Elizabeth Parsons	06/10/2026
	<i>Notes:</i>			
9/15/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		All Staff	06/10/2026
	<i>Notes:</i>			
<b>Implementation:</b>				08/12/2025

<i>Evidence</i>	6/17/2025			
<i>Experience</i>	6/17/2025			
<i>Sustainability</i>	6/17/2025			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
-----------------------	--------------------------------

<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
----------------------------	--

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
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	<p><b>A) To what extent did your 2024-2025 SIP goal target aligned with this indicator?</b></p> <p>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home. The school has conducted a curriculum night to provide an overview of the curriculum for the year. We had a Student Curriculum Showcase that highlighted student work completed throughout the school year. We have also held a Beginner's Day to prepare kindergarten parents and students for the beginning of school. Ms. Phelan sends out a weekly newsletter to parents that keep parent aware of the ongoing opportunities to assist their children's academic success. Teachers also maintain weekly newsletters and websites that review upcoming curricula being taught and tips for parents to use at home to help students master specific skills. They have held parent/teacher conferences, sent emails, and called parents to discuss students' academic progress and how they may help their child at home master particular skills.</p> <p><b>B) What success did you experience related to this indicator in meeting your goals this year?</b></p> <p>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home. The school has conducted a curriculum night to provide an overview of the curriculum for the year. We have also held a Beginner's Day to prepare kindergarten parents and students for the beginning of school. Ms. Phelan sends parents a weekly newsletter about ongoing opportunities to assist their children's academic success. She also</p>	Limited Development 07/18/2024		
----------------------------	--	-----------------------------------	--	--

updates parents with important school information through text messages on Parent Square. Teachers also maintain weekly newsletters and websites that review upcoming curriculum being taught and tips for parents to use at home to help students master specific skills. They have held parent-teacher conferences, sent emails, and called parents to discuss students' academic progress and how they may help their children master particular skills at home. This school year, most parents attended their fall parent/teacher conference. We have great parent participation and many parents who seek opportunities to increase their child's learning and academic performance. The school also offers various after-school clubs to give students unique ways to grow academically, mentally, and physically.

Our EOG school composite was 82.7 % GLP and 66.1% CCR. Our reading composite was 79.8% GLP and 63.6% CCR. The math composite was 85.5% GLP and 68.5% CCR. The fifth-grade science scores will not be released until the fall of 2026. Sharon has strong grade-level planning and MTSS procedures, which has enabled us to achieve higher EOY results.

#### Attendance Records

Our overall goal for the 2024-2025 school year was to have less than 13% of chronic absenteeism. We managed to decrease our chronic absenteeism to 6.6%. Our school social worker and counselor team worked endlessly to call, text, and email parents. They held attendance meetings, created attendance contracts with families, and completed home visits when needed.

#### **C) What challenges are we facing in meeting our 2025-2026 SIP goal target aligned to this indicator?**

We need to continue to reach families who are not engaging in their child's academic progress, attendance, or social/emotional health. We will work to reduce the number of unexcused absences by educating parents about the importance of attending school. We are always looking for ways for parents to support student learning in a fun and meaningful way. We will also continue to focus on our subgroup performance and moving students from GLP to CCR.

#### **D) What opportunities exist to address these challenges in the 2025-2026 school year?**

Creating attendance contracts with parents to ensure a reduction of unexcused absences. We also have the students set goals based on

their ongoing data reviews and share their progress and goals with their parents.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

**How it will look when fully met:**

When this objective is fully met, school administration, office staff, teachers, and special area teacher will strategically use the district's communication apps and platforms to communicate with parents about their child's school progress and school events. We will use data from lobby guard and sign-in sheets to assess parent involvement.

The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 87.0% in SY2024-25 to 99.3% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 63.6% in SY2024-25 to 70.6% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percentage of students scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 68.5% in SY2024-25 to 74.0% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percentage of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 85.5% in SY2024-25 to 90% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Catherine Phelan

06/10/2026

**Actions**

0 of 2 (0%)

12/3/24 Principal coffee meetings focused on academics and school expectations.  
(Goal 1, 2; Guardrail 3, FAM-S 3)

Catherine Phelan

02/01/2026

Notes:

8/6/24	Teachers will conduct and model student data conferences with students. Students will then meet with their parents to review their student data and goal setting sheets. (Goal 1, 2; Guardrail 3, FAM-S 3)		All Teachers	05/01/2026
<i>Notes:</i>				
<b>Implementation:</b>		08/07/2025		
<b>Evidence</b>	8/7/2025			
<b>Experience</b>	8/7/2025			
<b>Sustainability</b>	8/7/2025			