

2021-2022 State of the School Report

Sterling Elementary School



Principal Name

Emily Miles

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	5.4	<5	<5		<5	
	CCR	<5	<5	<5		<5	
Grade 4	GLP	20.2	13.0	20.5		11.3	
	CCR	11.0	<5	10.3		6.5	
Grade 5	GLP	13.4	<5	15.1		<5	<5
	CCR	8.2	<5	9.6		<5	<5
School	GLP	12.9	5.4	13.4		5.3	<5
	CCR	7.2	<5	7.3		<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	<5	<5	<5		<5	
	CCR	<5	<5	<5		<5	
Grade 4	GLP	8.3	<5	9.0		8.1	
	CCR	<5	<5	<5		<5	
Grade 5	GLP	22.7	13.6	23.3		8.0	7.1
	CCR	9.3	<5	9.6		<5	7.1
School	GLP	11.4	5.6	12.1		6.5	<5
	CCR	<5	<5	<5		<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	20.8	<5	23.3		<5	7.1
	CCR	17.7	<5	19.2		<5	7.1

EOG School Composite 2020-21	13.3
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT 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 Subgroup: 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%

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

III. CHIEF CHALLENGES

- Teachers' ability to identify student needs and prescribe the correct type and amount of supplemental instruction. Explanation: Students arrived at school with a large amount of unfinished learning. Grade levels are working to better provide accelerated

learning vs. remediation.

- Professional development emphasizing strategies to improve students' emotional well-being and behavior. Explanation: Students are exhibiting challenges with emotional regulation. Student support team (counselors, social worker, CIS) is working with teachers to implement effective morning meetings and support core behavior instruction (small group lessons from Panorama Playbook) in the classroom.
- Grade levels internalizing and implementing EL curriculum. Explanation: While we believe in the use of HQIM and understand the research and rigor in EL are what students need, the lessons in EL Education are extremely challenging to internalize. Not teacher/user friendly. It requires extensive time, practice, and preparation for our teachers to truly understand teaching moves.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Grade level teams meet weekly with school leadership to review lessons and engage in practice protocols to understand the demands of their weekly lessons. Teams also meet weekly to review progress monitoring data, student work, and evaluate the success of subgroups within each grade level. Working closely with leadership and grade level activators, teams decide what supports should be provided for students and the process to monitor these student plans.