

STERLING



Inclusiveness

Experiential Learning

SCHOOL IMPROVEMENT COUNCIL

Each year, the School Improvement Council (SIC) prepares the School Report to the Community. This document highlights the accomplishments of our school in implementing our 5-year Strategic Plan for School Improvement and our plans for the future.

Sterling's School Improvement Council (SIC) has been working hard this year to help shape the direction of Sterling. The following report outlines much of what has been done this year and summarizes much of what has been accomplished by the students and faculty of Sterling as well.

This year, Sterling focused on teaching and developing Griffin PRIDE, a shared set of student and staff values. PRIDE stands for Positivity, Respect, Integrity, Determination and Empathy. Knowing that the social and

emotional skills of our students are the foundation of their education, the staff chose to focus on these 5 core values after a strategic review of our student and school needs. While both programs share the terminology, we know that the teaching and expression of the PRIDE values look differently at each grade level. This student-centered focus has made the first year of development of PRIDE a huge success.

We continued our assessment of

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"Where the Uncommon is Common."

STUDENT ENGAGEMENT



Experiential Learning

Students worked with SmartArts trained teachers and visiting artists to incorporate the arts in their learning.

Middle School students led their own "Make a Difference Day" to connect to their peers.

Students across all grade levels engage in hands-on labs and field experiences to apply skills.

student growth through the use of continua, which highlight specific academic skills students demonstrate and that are shared with parents. Each year, we are improving our ability to share deeper insights into student progress with our parents.

This year, we added over \$150,000 of new technology to the school. The funds came from district technology refresh funds, PTA, and local school funds. The laptops, Chromebooks and iPads have greatly increased student access to technology across the school.

As you look through our accomplishments, please review the two key areas from which we should evaluate our initiatives: **inclusiveness** and **experiential learning**.

Inclusiveness: Through this objective, the school seeks to create an environment in which students, teachers, parents and community members feel accepted and a part of the school. Inclusiveness values these roles and appreciates the differences that each individual brings in fulfilling his or her respective role. Characteristics of

inclusiveness identified through our brainstorming include:

- Tolerance
- Acceptance
- Engagement
- Collaboration
- School pride

Experiential Learning

Inclusiveness

Experiential Learning:

Through this objective, the school seeks to encourage students and teachers to engage in the learning process in a manner that allows for learning from and through failure, risk taking and trial and error.

Experiential Learning is consistent with the currently used approach of inquiry-based learning. The characteristics of inquiry-based

learning are demonstrated regularly in our teaching. However, there is a desire to see this approach expanded, encouraged, and emphasized.

Identified characteristics of experiential learning include:

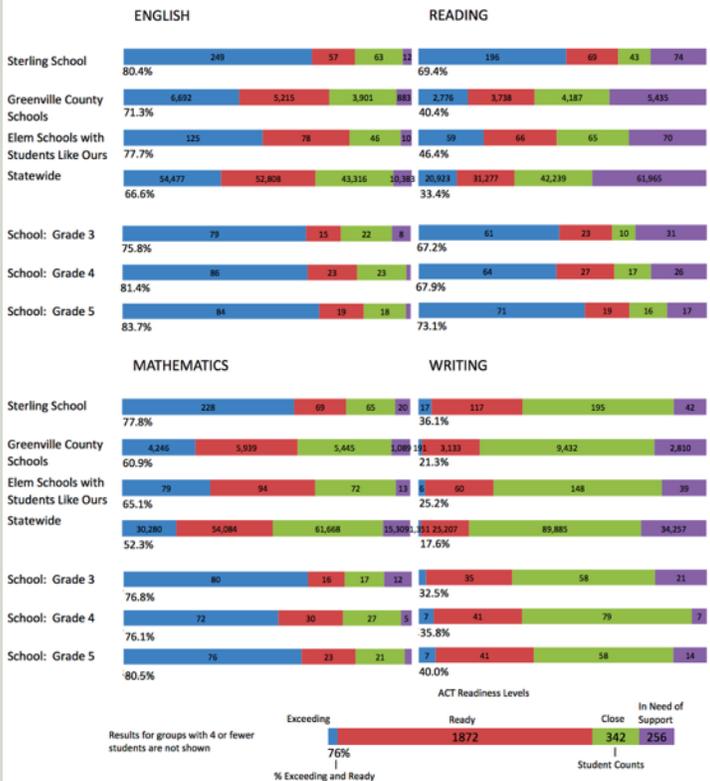
- Value failure
- Trial and error
- Continuous improvement
- Create relationships of trust
- Safe and nurturing environment
- Support from peers
- Administrative leadership



Sterling has an exceptional staff. Each year they come together and perform at the annual Talent Show to surprise the students and parents!

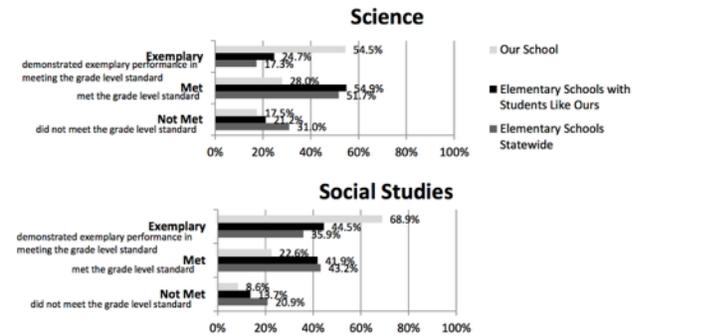
KNOWLEDGE

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing



KNOWLEDGE

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.



Science SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	80.6
5th grade	84.6
Social Studies SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	92.5
5th grade	90.2

Note: Results include SC-Alt assessment results.

Exemplary "Exemplary": student demonstrated exemplary performance in meeting the grade level standard.
 Met "Met": student met the grade level standard.
 Not Met "Not Met": student did not meet the grade level standard.

Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Test Scores:

The ACT Aspire and PASS scores reported on the School Report Card show combined scores of both programs. As a School Improvement Council, we look at the scores by program to ensure quality achievement for both programs in the school.

We continue to watch for trends and strive to build consistency across all areas tested. We also want to see the Sterling program continue student improvement in 3rd, 4th and 5th grades. Sterling elementary students made positive gains as well as showed areas that need improvement. Charles Townes Center students have continued to post a high percentage of Exemplary & Exceeding scores. The overall analysis of scores was complicated by the varied targets of the ACT Aspire test. This test has been replaced by SC Ready for the 2015-2016 school year.



Our people make Sterling great. From traveling to see best practices to supporting our students in need, our people model GriffinPRIDE

