

STERLING



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 brought continued attention to ensuring our instruction met student needs. Teachers in the elementary program continued to refine our reading instruction and mathematics. Our middle school program continued to innovate with new field experiences, opportunities

to apply skills and design thinking projects for students.

PTA provided dozens of new computers to support instruction. The fall brought in a new record of needed funds through a great PTA Boosterthon fundraiser, Bids for Kids and business donations.

We have had excellent parent participation and inclusiveness in the school through a variety of PTA meeting formats, Lunch and Learn parent workshops from our counseling department, and spring parent previews of the upcoming grade levels.

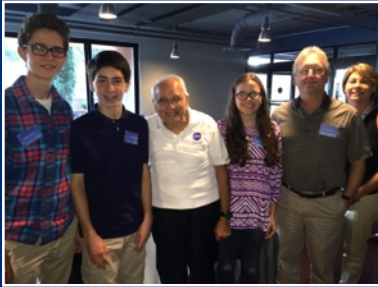
We continued our assessment of

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"Where the Uncommon is Common."

STUDENT ENGAGEMENT



Experiential Learning

Students “Captured the Cosmos” using telescopes from NASA and Harvard to photograph and illustrate space images. Sterling participated in the “Hour of Code” initiative allowing all students to program. Students across all grade levels engage in hands-on labs and field experiences to apply skills.

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

We again added over \$20,000 in new reading materials for classrooms and the media center with district training to support better reading instruction through balanced literacy. The school district has also provided over \$27,000 in support of our Band and Strings program as well.

As you look through our accomplishments, please review the two key areas from which the School Improvement Council evaluates 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.

Characteristics of experiential learning identified include:

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



Dr. Charles Townes passed away this year. We are honored and committed to continue his legacy of leadership and commitment to learning.

PASS Scores: Charles Townes Center <i>Percent Exemplary 2012-2014</i>															
CTC	Writing 2012	Writing 2013	Writing 2014	ELA 2012	ELA 2013	ELA 2014	Math 2012	Math 2013	Math 2014	Sci 2012	Sci 2013	Sci 2014	SS 2012	SS 2013	SS 2014
3rd		100%	99%	100%	100%	100%	100%	99%	99%	95%	91%	94%	100%	95%	100%
4th		97%	99%	100%	99%	100%	100%	100%	100%	81%	89%	97%	100%	99%	99%
5th	96%	97%	99%	99%	97%	97%	97%	100%	99%	100%	93%	92%	97%	100%	97%
6th		96%	93%	100%	99%	100%	100%	99%	100%	92%	92%	89%	92%	92%	81%
7th		99%	100%	97%	99%	96%	97%	100%	100%	93%	93%	100%	95%	97%	96%
8th	93%	100%	96%	100%	94%	97%	92%	90%	100%	100%	97%	100%	97%	100%	97%

3rd Grade Level PASS Scores 2010-2014																						
3rd Grade	Writing 2013	Writing 2014	ELA 2010	ELA 2011	ELA 2012	ELA 2013	ELA 2014	Math 2010	Math 2011	Math 2012	Math 2013	Math 2014	Sci 2010	Sci 2011	Sci 2012	Sci 2013	Sci 2013	SS 2010	SS 2011	SS 2012	SS 2013	SS 2014
Exemplary	27%	43%	46%	62%	58%	48%	52%	20%	59%	42%	30%	50%	27%	36%	12%	8%	31%	40%	50%	55%	20%	34%
Met	29%	35%	21%	10%	17%	27%	31%	33%	14%	28%	30%	25%	40%	36%	50%	42%	38%	47%	22%	30%	50%	50%
Not Met	44%	22%	33%	28%	25%	25%	17%	47%	28%	31%	41%	25%	33%	27%	38%	50%	31%	13%	28%	15%	30%	16%

4th Graders PASS Scores 2011-2014																		
4th Grade	Writing 2013	Writing 2014	ELA 2011	ELA 2012	ELA 2013	ELA 2014	Math 2011	Math 2012	Math 2013	Math 2014	Sci 2011	Sci 2012	Sci 2013	Sci 2014	SS 2011	SS 2012	SS 2013	SS 2014
Exemplary	38%	30%	48%	43%	43%	38%	67%	45%	43%	26%	22%	15%	18%	11%	44%	36%	45%	32%
Met	48%	53%	37%	28%	38%	34%	26%	32%	48%	45%	48%	60%	58%	55%	41%	40%	43%	57%
Not Met	15%	17%	15%	30%	20%	28%	7%	23%	10%	30%	30%	25%	25%	34%	15%	23%	13%	11%

5th Graders PASS Scores 2011-2014												
5th Grade	5th			5th			5th			5th		
	Writing 2012	Writing 2013	Writing 2014	ELA 2012	ELA 2013	ELA 2014	Math 2012	Math 2013	Math 2014	Sci 2012	Sci 2013	Sci 2014
Exemplary	40%	47%	48%	37%	38%	40%	34%	34%	40%	38%	29%	16%
Met	31%	30%	31%	32%	45%	33%	49%	36%	24%	38%	38%	74%
Not Met	29%	23%	21%	31%	17%	26%	17%	30%	36%	25%	33%	11%

Test Scores:

The 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 some positive gains as well as showed some areas that still need improvement. Charles Townes students have continued to post a high percentage of Exemplary scores. This year showed many historical highs. These levels of achievement are the highest in South Carolina. *The targets for the Strategic Plan are*

updated on page 4 of this report.

Looking Forward: What's Next 2015-2016

- **Assessment:** Continue to develop curriculum continua, digital portfolios and other assessment strategies to better evaluate and communicate student growth and progress.
- **Curriculum Development:** Continue to explore standards alignment and integration into our instructional units.
- **PRIDE:** We will develop and implement a school-wide set of values to support the social and emotional development of students while strengthening our school culture.
- **Differentiation & Enrichment:** Continue to expand opportunities for remediation, enrichment, extension and acceleration of curricula to meet student needs regardless of age, grade or program.



Our outdoor spaces are extensions of our classrooms.

School Strategic Plan 2014-2015

The School Improvement Council (SIC) has worked this year to identify key areas in which Sterling School should spend time and energy advancing itself over the next five years. Over several sessions the SIC developed a list of items indicative of the current culture, as well as the culture that we want to see develop and flourish at Sterling School. This list of items fit into two key focuses: inclusiveness and experiential learning.

The SIC agreed that the best approach to encourage this vision of school culture is to update and improve the instructional program at the Charles Townes Center and the Sterling elementary program by adding depth, rigor and choice to current offerings. This approach combines the two areas of focus. We are working more closely with students to include them in the designation of the types of experiential learning from which they can choose. There is still a path for course acceleration when needed; however, the vast majority of student needs can be better met with a program that adds attention to student strengths through extended lessons, in-depth studies in a field of interest and ongoing enrichment. We plan to further expand the idea of inclusiveness by having teachers, parents and students work together to develop comprehensive student portfolios which will guide large-group extensions, individualized enrichment and student course and project selections. The strategic plan has specific goals and strategies set forth with the purpose of attaining a school culture built around inclusiveness and experiential learning. This plan consists of three goal areas: academic performance, professional development, and school climate. The goals have measurable performance goals aligned to national and state guidelines for performance. The targets listed below are for Goal 1: Academic Performance.



Inclusiveness

The school seeks to create an environment in which students, teachers, parents and community members feel accepted and part of the school. This focus seeks to value these roles and also to appreciate and value the differences that each individual brings in fulfilling their respective roles.

Experiential Learning

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.

This may be synonymous with the current approach of inquiry based learning, as many of the characteristics are seen in current teaching. However, there is a desire to see this encouraged and emphasized.

TARGETS

The symbols note whether we met the target (+) = Yes (-) = No.

Writing	2013/14 Targets	2013-2014 Results	2014/15 Targets
School	Maintain 92.5% Met/Exemplary	95% Met/Exemplary (+)	92.5% Met & Exp.

English Language Arts

School	Maintain 90.9% Met/Exp	94.1% Met/Exemplary (+)	90.9% Met & Exp
Sterling	+3% gain or 74% Met/Exp	70.5% Met/Exemplary (-)	80% Met & Exp

Mathematics-PASS & End of Course Exam

School	Maintain 92.4% Met/Exp	92.4% Met/Exp (+)	92.4% Met & Exp
Sterling	+2% gain or 78% Met/Exp	71.4% Met/Exp (-)	80% Met & Exp

Algebra EOC	Maintain 100% Met Standard	100% (+)	
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Science-PASS

School	Maintain 91.6% Met/Exp	92.8% Met/Exemplary (+)	91.6% Met & Exp
Sterling	+2% gain or 75% Met/Exp	66% Met/Exemplary (-)	

Social Studies-PASS

School	Maintain 93.4% Met/Exp	95.3% Met/Exemplary (+)	91.6% Met & Exp
Sterling	+2% gain 81% Met/Exp	82.5% Met/Exemplary (+)	83% Met & Exp

Accomplishments

- MathCounts State Champions
- Battle of the Brains Champions
- Black History Bowl Champions- Middle School
- Awarded Palmetto Gold for Student Achievement
- John Burdick-Top Ten Finalist for Greenville County Teacher of the Year
- Tracy Carney- Einstein Award Winner- Roper Mountain Science Center
- Amy Brown- Golden Apple Winner- WYFF
- David Johnstone - 10 Educators who make a difference- Parent Magazine
- Junior Beta Club State Winners: Arnav Lal- Math, Alex Fossum, Courtney Fuller, Zoe Stuart- Poster Team, Simon Coneybeer- Social Studies, David Brown, Daniel Li, Tatum Gee, Brennan Koontz, Anna Lawrence- Tower of Power Team
- Lego Robotics- Three state qualifiers, E3vators- State Winner Robot Performance
- Host of the Euphoria Health Lunchtime Throwdown Kickoff

Black History Bowl Champions



SIC MEMBERS 2014-2015	PARENTS	COMMUNITY	TEACHERS
Ex-Officio	Matt Smith Chair	Pastor Darin Blue Nicholtown Missionary Baptist Church	John Burdick
David Johnstone Principal	Crystal Andrews	Jane Snyder Dir. Gifted & Talented	Lydia Cooper
Michelle Wilson PTA President	Phil Buck	Dr. Karen Sparkman Dir. of Early Childhood Services	Hope Howard
Casey Noble Guidance	Joy Blue		
	Sarah Everman		
	Carolina Van DeVoorde	Glenda Kinard President Nicholtown Neighborhood Association	

STAFF HIGHLIGHTS

