

Sterling

SCHOOL
REPORT TO THE
COMMUNITY
2011



Sterling celebrates the Arts each year. The April Arts event celebrates the creativity of all students for the parents and community.

Introduction

The School Improvement Council Annual Report to the Community

Each month, the School Improvement Council meets to review the school's performance based on goals and objectives found in the Sterling School Strategic Plan. This is a group of dedicated parents, teachers and community members who work together to ensure the highest levels of performance are realized by all members of the Sterling School Community.

Sterling School is home to two programs: Sterling elementary, serving students 4K-4th grades, and the Charles Townes Center, a select program for highly gifted students (grades 3-8). The programs

operate within a single school and are guided by unified beliefs, vision and mission.

Across both programs, skills related to student collaboration and teamwork are developed by means of "hands-on", inquiry based instruction, integration of the arts, and intense focus on research and utilization of technology. Resources are shared between programs, and all students are offered opportunities to engage, challenge, and mentor each other in a manner that is culturally/personally affirming and academically rich. Our priority is to create a sense of community where each individual understands that he or she is respected and valued.

The School Improvement Council has guided and supported the school throughout our strategies to support these programs.

The following pages will detail the goals, objectives, actions and results for the 2010-2011 school year.

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Mission:

The mission of Sterling School is to provide a differentiated, challenging education to meet the distinctive intellectual, social and emotional needs of our students.

Beliefs:

To support a first-rate education for our students, we believe the following:

Students of exceptionally high intellectual potential do not simply learn faster; they often learn in a qualitatively different way. They deserve appropriate rigor, complexity and depth in what they learn, as well as opportunities to demonstrate significant academic and intellectual growth.

Fostering a love of learning is a shared enterprise among home, school, community and student, and we will communicate openly and work together to support the intellectual curiosity and active participation by students in managing their learning.

Students obtain personal academic growth through self-evaluation of their approach to learning.

Compassion, courage, creativity, perseverance, integrity, and aspiration are essential leadership skills.

Students deserve opportunities for service, leadership, appreciation of cultural diversity, creative expression and activities that enrich their learning.

Youth in Government & Model UN

Middle school students apply leadership skills through YMCA Programs. Students take the role of representatives and senators at the State House in Columbia, South Carolina or delegations of designated countries.

South Carolina Junior Forensics Team

Charles Townes Center 5th-8th graders pioneered the middle school division this year. The team won the Overall Percentage Award (highest number of points per participant)

PASS Scores: Charles Townes Center

Percentage Exemplary

CTC	Writing 2009	Writing 2010	ELA 2009	ELA 2010	Math 2009	Math 2010	Science 2009	Science 2010	Social Studies 2009	Social Studies 2010
3rd	99%	100%	100%	100%	96%	97%	95%	92%	100%	100%
4th	93%	100%	100%	97%	99%	99%	88%	88%	99%	100%
5th	96%	100%	96%	97%	92%	95%	84%	76%	100%	89%
6th	84%	96%	100%	97%	96%	87%	86%	97%	89%	97%
7th	97%	93%	90%	99%	99%	97%	90%	99%	93%	97%
8th	94%	95%	93%	95%	95%	95%	96%	100%	96%	90%

3rd Sterling 2010	Writing	ELA	Math	Science	Social Studies
Exemplary	50%	70%	20%	27%	40%
Met	23%	17%	33%	40%	47%
Not Met	27%	13%	47%	33%	13%

General Strategy 1: Establish a system of benchmarks for assessing/improving student performance. (Strategies to address all academic/social-emotional content)

We have been helping students reflect on their own performance and set goals that are appropriate. We have started student-led conferencing where students share their results with their parents. We are working on modifying this process to make it more effective and better meet the parents expectations.

Each year, the teachers and staff review all of our test scores to look for strengths and weaknesses. Teachers use this data to set goals for their students. This performance is part of each teacher's yearly evaluation.

Our teachers are focused on sharing best practices and reviewing research. We do this through committees based on program or on an area of expertise or interest such as math, social studies etc... This year, the teachers used the Strategic Plan to set agendas for the year. The meetings have been extremely productive.

Our kindergarten, first and second grade teachers have been working in small groups with students who struggle with reading skills. All students are screened three times a year. Students identified as needing assistance are progress monitored every ten days to see how the intervention is working. We have had great success with this strategy.

Our guidance department worked this year to benchmark our guidance program with the National Association for Gifted Children's Guidance Program standards.

Strategy 2: Review assessment strategies against student needs by program to modify the Program of Study.

This strategy focused on making sure what we are teaching is satisfying the needs of the students. Teachers looked at their topics for study and how students performed.

PERFORMANCE GOAL 1: The percentage of students scoring Met and Exemplary on the PASS Writing test will remain at 100% from 2008-09 to 100% in 2012-13.

PERFORMANCE GOAL 2: The percentage of students scoring Met and Exemplary on the PASS English Language Arts test will remain at 100% from 2008-09 to 100% in 2012-13.

This year we focused on writing to improve both the writing and English Language Arts performance. Individual teachers and grade levels review writing samples. The Writing review is integrated into instructional program and a schedule of review dates have been set for the next year.

Sterling Elementary students presented their learning in action during Project Days during the school year.



Teachers met on a regular basis to review editing strategies. These strategies will be continued in the current grade levels and will be expanded with in the curriculum committees and individual plans next year.

PERFORMANCE GOAL 3: The percentage of students scoring Met and above on the PASS Mathematics test will increase from 100% in 2008-09 to 100% in 2012-13.

Teacher committees are reviewing student data and research. The Charles Townes Center Team is creating a math acceleration policy to be used across the school.

Third, fourth and fifth grade are implementing M3, a math resource developed by the University of Connecticut. Review and evaluation will continue through spring 2011

Sterling elementary teachers have been implementing Calendar Math. This curriculum adds additional math skills and critical thinking to the curriculum.

School Climate:

PERFORMANCE GOAL 5: Maintain or exceed an 85% approval rating from students, parents and teachers on the State Report Card Survey administered annually until 2012-13.

	2008-09	2009-10	2010-11	2011-12	2012-2013
Parents	88.9% MET	90.9% MET			
Teachers	96.9% MET	95.9 % MET			
Students	97.2% MET	96.3 % MET			

OBJECTIVE 1: Develop a sense of community, support, and mission among parents, teachers and staff, and maintain an 85% approval rating annually.

OBJECTIVE 2: Increase the number of volunteer hours by the percentage of annual growth yearly.

OBJECTIVE 3: Implement and integrate Leadership as a school focal point to develop the school culture & community. **OBJECTIVE 4:** Improve student and teacher attendance by 1% annually until the threshold of 98% is reached.

Professional Development

PERFORMANCE GOAL 4:

All personnel will be highly qualified and specialized by 2008-2009 and we will maintain 100% until 2012-13.

Implement new Promethean Board software

ActiveInspire is the new software package. All teachers are using the new software.

Implement Power Teacher

The new grade book software has been trained and implemented. This new software allows parents to see real time student grades.

Implement Moodle Courseware

Teachers and staff are using Moodle to interact on an intra-staff level and as a primary tool for student course management for the Charles Townes Center (4th-8th grade).

Book Study: *A Framework for Understanding Poverty*

Sterling Elementary teachers read and discussed this informative text by Ruby Payne.

NAGC Conference Session Review

Charles Townes Center teachers who presented and attended the national conference, presented their findings from the conference.

Book Study: *Teach Like a Champion*

Sterling teachers read and reflected on the 49 teaching strategies discussed in the book.

Professional Development

Each year, all teachers create a professional development plan based on their yearly evaluation and assessment of needs.

Anna Dean- Art

Ms. Dean was one of 14 teachers selected to the Art 21 Program. Ms. Dean spent over a week in New York City with the best artists in the country.

Fran Emmel- Fourth Grade

Ms. Emmel was selected to attend the Gilder-Lehrman Institute to study history in Colorado in the summer of 2010.

Michelle Satterfield- Middle School Social Studies

Ms. Satterfield spent a month in China and Japan studying ancient civilizations through a fellowship with Furman University.

Jennifer Meisten- Assistant Principal

Ms. Meisten was selected to participate in the districts Assistant Principals Institute (API). This year long training provided advanced leadership training.

Sara Newell- Fifth Grade

Ms. Newell has been teaching Nature and Needs & Curriculum for Gifted for Furman University. These courses are required for teachers to receive their endorsement to teach gifted students.

Pam Dechau (5th), Jennifer Johnston (Middle), Sara Newell (5th), Linda Reynolds (Middle), & Michelle Satterfield (Middle)

These five teachers were chosen to present at the National Association of Gifted Children National Conference in Atlanta, Georgia in November 2010.



Parents and community members come to see students share their projects

- The school has taken extra steps to communicate the Strategic Plan and test score data to parents and the community. An extensive presentation was provided at the first PTA meeting and to the Nicholtown Neighborhood Association.
- The school continued to build partnerships with the community and with the Greenville Hospital System.
- The PTA and SIC have developed parent workshops, orientations and partnerships address CTC & Sterling Elementary student needs.
- The staff has developed a Student Support Plan to make sure every student is successful.
- The teachers developed a school-wide Leadership Showcase to display examples of leadership within the curriculum and highlight student activities. A team of parents and staff are currently developing criteria to recognize the leadership skills and growth of students.
- The guidance and office staff have conducted attendance interventions for excessive absences and tardies.

Quality Staff

The past three years, Sterling has had our Teacher of the Year recognized as a Top Ten Finalist for the school district. Our school nurse was recognized as the best in the state



Jennifer Johnston

2009-2010

6th & 7th Grade English Language Arts



Linda Reynolds

2011-2012

7th & 8th Grade English Language Arts



Emily Johnson

2010-2011

District 2nd Runner Up
Five Year old Kindergarten



MaryAnne Rapp

2010-2011

State LPN Nurse of the Year

Charles Townes Center Highlights



Duke TIP
Six students were
recognized for Grand
Recognition by the
Duke University Talent
Identification
Program. Thirty-one
of thirty-seven tested received State
Recognition.



Johns
Hopkins
Center for
Talented
Youth

Sixty-Seven percent of students who
were evaluated achieved High Honors.
All students qualified for CTY
programs.

PSAT/NMSQT®

Eighth graders take the PSAT each year.
Our students consistently perform at high
levels. This year, our students scored at
the 73rd percentile in Critical Reading,
68th percentile in math and 70th
percentile in writing. These percentiles
are in comparison to college bound
juniors in high school who have taken the
PSAT.



School Improvement Council Chairperson's Message

Thank you for allowing me to serve as the SIC Chairperson
for the 2010-2011 school year. On behalf of the Sterling
School Improvement Council, I am very proud of the
accomplishments the school has made this year as
outlined throughout this document.

The SIC has worked closely with the school to attempt to
provide the best educational experience possible. Sterling offers two unique
and distinct programs as well as leadership initiatives and extracurricular
experiences for development. The SIC monitors and helps develop the
strategic plan for Sterling. This dynamic document continues to evolve with the
needs of the students and the school. We also work closely with the principal
and administration to encourage and improve the education of our students.

Our staff, faculty, and parents, as well as community leaders, create an exciting
learning environment for our students. We thank you for your support and ask
for your continued involvement to help Sterling School maintain its superior
achievements for years to come.

SIC Chair
Mike Strickland



Arts students created this 16 foot
tall portrait of the principal based
on the art of Chuck Close.

School Improvement Council 2010-2011

David Johnstone
Principal

Terrell Mills
Parent

Jane Snyder
Dir. Gifted &
Talented

Emily Johnson
Teacher of the Year

Mike Strickland
Chair

Bonnie Dixon
Parent

Dr. Harry Shucker
Furman University

Connie Gordon
Teacher

Lisa Wells
PTA President

Paul Gee
Parent

Yvonne Reeder
Community Member

Ashleigh Hambricht
Teacher

Beth Baumgarten
Past SIC Chair

Jeff Dishner
Parent

Margaret McJunkin
Community Member

Merrie Clark
Guidance