



**STERLING SCHOOL**  
**CHARLES TOWNES CENTER**  
**STERLING ELEMENTARY PROGRAM**

**99 JOHN MCCARROLL WAY**  
**GREENVILLE, SOUTH CAROLINA 29607**  
**864.355.4480**  
**864.355.4490**  
**[www.greenville.k12.sc.us/sterling](http://www.greenville.k12.sc.us/sterling)**

**Serving students in grades 4k-8<sup>th</sup> Grade**  
**David M. Johnstone, Principal**

**School District of Greenville County**  
**W. Burke Royster, Superintendent**

**2013-14 through 2017-18**  
**Spring 2017**

# SCHOOL RENEWAL PLAN COVER PAGE

## SCHOOL INFORMATION AND REQUIRED SIGNATURES

**SCHOOL:** Sterling School

**GREENVILLE COUNTY SCHOOL DISTRICT**

**SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018** (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018** (*one year*)

### Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

### SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Anne Spence		
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

David Johnstone		
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Loretta Holmes		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 99 John McCarroll Way Greenville, South Carolina, 29607

SCHOOL'S TELEPHONE: 864-355-4480

PRINCIPAL'S E-MAIL ADDRESS: djohnsto@greenville.k12.sc.us

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

## POSITION

## NAME

1. PRINCIPAL: \_\_\_\_\_ David Johnstone
2. TEACHER: \_\_\_\_\_ Anna Dean
3. PARENT/GUARDIAN: \_\_\_\_\_ Elizabeth Hart
4. COMMUNITY MEMBER: \_\_\_\_\_ Delores Durham
5. SCHOOL IMPROVEMENT COUNCIL: \_\_\_\_\_ Anne Spence
6. Read to Succeed Reading Coach: \_\_\_\_\_ Kim Marchbanks
7. School Read to Succeed Literacy Leadership Team Lead: Loretta Holmes
8. OTHERS\* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)  
\*\* Must include the School Read to Succeed Literacy Leadership Team.

## POSITION

## NAME

Instructional Coach \_\_\_\_\_ Deborah Foulkes

Literacy Mentor: \_\_\_\_\_ Stephanie Dozier

Literacy Mentor: \_\_\_\_\_ Ashleigh Hambright

**\*REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

# ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

## Act 135 Assurances

Assurances, checked by the principal, attest that the school complies with all applicable Act 135 requirements.



### **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).



### **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).



### **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.



### **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.



### **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.



### **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.



### **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

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**Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

**Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

**Developmentally Appropriate Curriculum for PreK–3**

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

**Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

**Recruitment**

The school makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The school ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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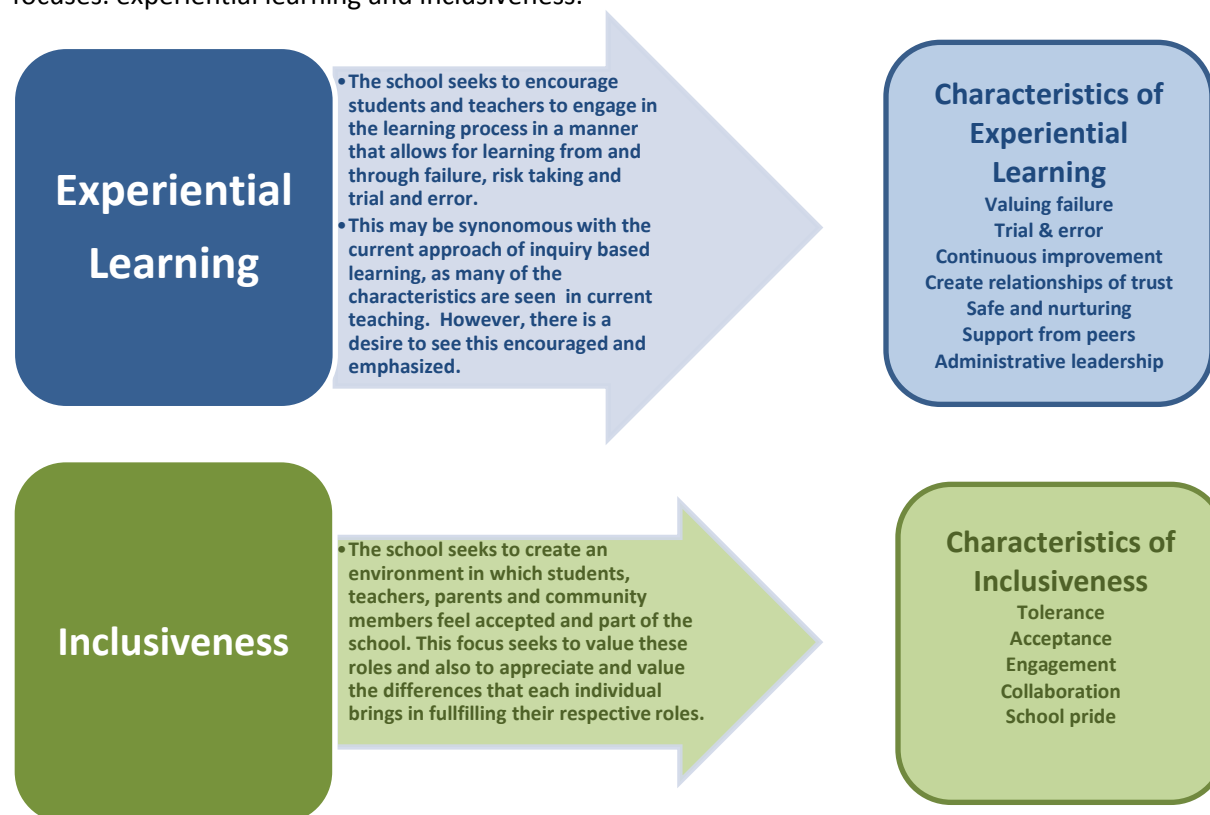
# Introduction

**Sterling School** is home to two programs: Sterling elementary, serving 409 students 4K-5th grades, and the Charles Townes Center, a select program for 450 highly gifted students (grades 3-8). The programs operate within a single school and will be guided by unified beliefs, vision and mission.

The School Improvement Council (SIC) and teaching staff have worked this year to identify key areas in which Sterling School should spend time and energy advancing itself over the next five years. Teachers worked in grade level teams based on the following grade levels: early childhood, elementary and middle school. The teachers and School Improvement Council reviewed test scores data, ADVANCED Ed survey data and completed the Advanced Ed self-assessment. The data and charts were reviewed and compiled in the current Strategic Plan.

## Executive Summary

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: experiential learning and inclusiveness.



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 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 outlined in the plan are set forth with the purpose of attaining a school culture built around experiential learning and inclusiveness. This plan consists of three goal areas with each having measurable performance goals aligned to national and state guidelines for performance.

### **Student Achievement:**

**Goal Area 1** encompasses performance goals for Reading, Writing and Math, Social Studies and Science. These performance targets are based on the prior years' PASS scores and are focused on areas needing improvement. Within the plan found in this document, interim performance goals further target additional areas of improvement. You may notice in this goal area that Sterling elementary is designated rather than Sterling School. Sterling elementary indicates elementary students in grades 3<sup>rd</sup>-5<sup>th</sup> not in the Charles Townes Center. This designation is due to the extremely high number of Charles Townes students who score exemplary in English Language Arts, Writing and Math.

#### **Needs:**

- The Sterling elementary program performed above federal standard however the African-American sub group was below standard
- Assessment: Use of common assessments and analysis of other data.
- Balanced Literacy: Need to improve literacy skills on 4K-5<sup>th</sup>
- Curriculum: Integrate review standards and improved current instructional unit plans and rigor of all academic areas.
- Differentiation: Need to more effectively use research based instructional practices to individualize student learning and performance
- Enrichment: Continue to Extend, Enrich and Accelerate student learning and performance.

### **Teacher and Administrator Quality**

**Goal Area 2** addresses the need for quality staff. The **Sterling School** vision requires extensive training for teachers and staff members. This area defines the school-wide professional development for the year as well.

#### **Needs:**

- Provide more targeted professional development
- Training in the development, analysis and use of assessment data.
- Improved student literacy through balanced literacy
- Strategies for differentiation.
- Use of technology to improve student learning



The goals in this area are supported by national and state guidelines defining quality personnel. The strategies in this area are designed to support the two areas of focus in developing the school culture and are integral to implementing the strategies in Goal Areas 1 and 3.

### **School Climate:**

**Goal Area 3** addresses school climate. This goal area is very important at **Sterling School** and is directly aligned with the focus of inclusiveness. **Sterling School** is a diverse school covering a wide range of ages and student needs. **Sterling School** plays a critical role in the local community as well creates a community for our parents from around the county. The strategies for meeting and maintaining this goal are designed to identify and meet the needs of this diverse population.

#### **Needs**

- Improve student attendance and tardies
- Parent engagement- need parent workshops, orientations and meetings to help provide support for students
- Improve parent-teacher conferences using more parent friendly assessment data
- Diversity training for parent leadership- SIC & PTA
- Each student needs one adult in the school they feel knows and advocates for them.

## **Challenges**

Sterling School has been building the school and both programs since 2003. This is the eighth year that both programs have been complete. The Charles Townes program is thirteen years old and is in the process of renewal, while the Sterling program is looking at its instructional units and reviewing their initial effectiveness. The school has been working on developing and refining the curriculum based on ongoing data collection and strategic planning.

## **Accomplishments:**

During the past five years, **Sterling School** has made significant progress. Professional development funds and school resources have been spent with school goals and objectives as key criteria. The school staff, PTA and School Improvement Council has been involved in the review and assessment of the Strategic Plan. We continue to make progress in addressing deficiencies and needs by implementing the Gifted Program and successfully developing the Sterling Elementary Program in grades 4K- 5. In 2011, 2012, 2013, 2014, and 2015 Sterling School received the Gold Award for General Academic Performance and the Silver Award for Closing the Achievement Gap.

#### **Other Accomplishments**

- National Board Certified Teachers
- Teachers Gifted and Talented Endorsed
- Presenters at National Association of Gifted Children & National Teachers of English
- State Winners: National History Day
- Junior Beta Club National Champions Quiz Bowl: 2015, 2016
- Math Counts - Upstate Champions 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

State Champions 2014, 2015

- Gold Award
- Green Steps School
- Top Ten Teacher of the Years –
  - Jennifer Johnston 2009
  - Emily Johnson 2010
  - Linda Reynolds 2011
  - Sara Newell 2012
  - John Burdick 2014
- Greenville County Science Teacher of the Year –
  - John Burdick 2010-2011
  - Tracey Carney 2012-2013
- Battle of the Books Runner-up 2011-2012
- Silver Level - Safe Routes to School
- LiveWell Greenville Healthy School Award 2012-2013, 2013-2014, 2014-2015

## School Profile

**Sterling School** is home to two programs: Sterling elementary, serving 649 students 4K-5th grades, and the Charles Townes Center, a select program for 450 highly gifted students (grades 3-8). The programs operate within a single school and will be guided by unified beliefs, vision and mission.

The uniqueness of each program is based in large part to the manner in which we modify the content, process, product, and learning environment in order to meet the specific needs of each child. Skills related to student collaboration and teamwork are delivered 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 will be culturally/personally affirming and academically rich. We create a sense of community where each individual knows that he or she is respected and valued.

The programs take advantage of the opportunity to experience education at its highest level. By participating in a joint endeavor, all members of Sterling School will deepen their understanding of issues, which influence our community and country and will gain perspective regarding the diversity that characterizes our world. Additionally, there are frequent opportunities for students to contribute to the exchange of ideas and knowledge within and beyond their learning community. Beyond the academic statistics, it is the hope of the parents and community that all students will learn how to be leaders of their own lives and will reach their true potential.

# Information and Analysis

## SCHOOL PROFILE 2016-2017

### Instructional and Organizational Effectiveness

2016-2017	Total		Sterling		CTC	
White	400	47%	46	12%	354	87%
Hispanic	23	3%	15	4%	8	2%
African American	343	40%	334	84%	9	2%
Asian	64	8%	2	1%	62	14%
Multiple	18	2%			18	4%
Total	848		397		451	
			46%		54%	

**The Sterling Elementary** student ethnicity is 12% White, 84% African-American, and 4% Hispanic. The distribution is even across grade levels.

**The Charles Townes Center** student ethnicity is 87% White, 2% African-American, and 14% Asian. The distribution is generally even across grade levels.

Lunch Status 2016-2017						
2016-2017	Total		Sterling		Charles Townes Center	
Free	321	38%	309	78%	12	3%
Reduced	31	4%	21	5%	10	2%
Paid	497	59%	68	17%	429	95%
Total	849		398		451	

**The Sterling Elementary** student population has 78% of the students receiving Free lunch, 5% Reduced and 17% Paid.

**The Charles Townes Center** student population has 3% of the students receiving Free lunch, 2 % Reduced and 95% Paid.

## SPECIAL EDUCATION

Special Education Students	Resource	Speech
2011-2012	17	27
2012-2013	17	53
2014-2015	29	61
2015-2016	30	61
2016-2017	37	59

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## Attendance and Mobility

Sterling Program Statistics 2016-2017									
	Total	White	African-American	Hispanic	Asian	Special Permission	1st Choice	Nicholtown	Heritage Commons
4K	33	5	22	4	2	22	11	5	6
5K	56	6	47	3	0	8	48	24	24
1st	60	10	48	2	0	23	37	15	22
2nd	52	5	46	1	0	18	34	11	23
3rd	68	8	58	2	0	20	48	20	28
4th	71	6	63	2	0	34	37	19	18
5th	57	6	50	1	0	24	33	14	19
Total	397	46	334	15	2	149	248	108	140
Percentage	397	12%	84%	4%	1%	38%	64%	44%	56%

Sterling Program Enrollment by Change in Assignment Status 2010-2016														
	Special Perm 2010	Special Perm 2011	Special Perm 2012	Special Perm 2013	Special Perm 2014	Special Perm 2015	Special Perm 2015	1st Choice 2010	1st Choice 2011	1st Choice 2012	1st Choice 2013	1st Choice 2014	1st Choice 2015	1st Choice 2015
4K	42%	55%	58%	38%	50%	38%	67%	58%	45%	43%	63%	50%	63%	33%
5K	37%	51%	48%	36%	33%	36%	14%	63%	49%	52%	64%	67%	64%	86%
1st	26%	66%	50%	43%	38%	43%	38%	74%	34%	50%	57%	62%	57%	62%
2nd	53%	59%	66%	52%	50%	52%	35%	47%	41%	34%	48%	50%	48%	65%
3rd	72%	53%	56%	65%	47%	65%	29%	28%	47%	44%	35%	53%	35%	71%
4th	62%	67%	58%	51%	55%	51%	48%	38%	33%	43%	49%	45%	49%	52%
5th		61%	70%	52%	53%	52%	42%		39%	30%	48%	47%	48%	58%
Total	47%	59%	58%	48%	46%	41%	38%	53%	41%	42%	52%	54%	59%	62%
Students	101	181	198	181	190	161	149	116	128	146	193	222	227	248

The Sterling Elementary Program student body is composed of 62% from the First Choice attendance area (up from 52% the prior year) and 38% Special Permission (down from 48%).

The Charles Townes Center student population is stable. Student attendance rates at **Sterling School** have remained steady over the past few years with less than 2% turnover. **Sterling School** has an average daily attendance rate of 98 percent.

Sterling School Attendance Rate 2009-2013			
2009-2010	2010-2011	2011-2012	2013-2014
97.3%	99.3%	97.5%	97.86%

## Sterling School Staff

Sterling School boasts a dynamic faculty and staff. There are 54 teachers in grades 4K through 8. We have three guidance counselors, an instructional coach, two full-time Spanish teachers, an Enrichment Facilitator, Administrative Assistant and an Assistant Principal. We benefit from having full-time related arts staff in the areas of art, music, and physical

education. Sixty-one percent of teachers hold Masters' degrees. All Charles Townes Center teachers are certified to teach gifted students.

Additional personnel include the school secretary, attendance clerk, and guidance clerk and school nurse. We have two 4K aides and two 5K aides. The custodial staff includes a plant engineer and five full-time custodians. The cafeteria staff includes a cafeteria manager and five additional food service personnel.

### **Administration:**

**Principal:** David M. Johnstone

College of Charleston 1990

Clemson University 1996

1996 Assistant Principal

1997-2005 Principal

2005 TIAA CREF Principal of the Year

2013-2014 South Carolina Arts Education Association Principal of the Year

**2005-Current**

Bachelors of Science -Special Education

Masters in Education - Administration

Fountain Inn Elementary

Fork Shoals School (IB World School)

**Assistant Principal:** Loretta Holmes

**2012-Current**

**Administrative Assistant:** Jeremy Murphy

**2016-Current**

## **Parent Involvement/Learning Climate**

Parental involvement is encouraged through school communities and councils. Through collaborative efforts, parents assist with homework and encourage and honor their child's successes. Parent volunteers have logged thousands of hours; they help make copies, tutor students, and help with clubs and after school programs. **Sterling School** has an extremely involved PTA and School Improvement Council.

## **Philosophy**

All students have a right to educational experiences that are engaging, worthwhile and that enable them to develop unique gifts, pursue natural talents and interests, and become motivated, lifelong learners. Parents, teachers, and administrators at **Sterling School** work cooperatively and share the responsibility to provide advanced learning opportunities at school and at home these opportunities teach students to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.

## **Counseling and Other Student Support Services**

Students at Sterling School receive quality support services from an outstanding staff. Support personnel include 2 guidance counselors, a guidance clerk, an instructional coach, a media specialist, , a literacy specialist, 2 speech pathologists, 1.5 resource teachers, and a

related arts team in art, music, and physical education. The addition of an assistant principal and creation of a school-wide Student Council and Mentoring Program have been instrumental in this area.

The guidance department at Sterling has a unique opportunity to overlay the Gifted Programming Standards from the National Association for Gifted Children with the South Carolina Guidance and Counseling Standards from the South Carolina State Department of Education. Recognizing the learning and developmental differences of all students, Sterling's counselors promote self-understanding, awareness, and both the cognitive and affective growth of our students. Counselors use the State Department's three broad student development areas of Learning to Learn, Learning to Live, and Learning to Work as the basis for Sterling's comprehensive program which incorporates classroom guidance lessons, small group guidance and counseling groups, and individual counseling sessions. Through a vertical articulation process, the counselors ensure that the Gifted Standards are infused throughout the entire spectrum of the guidance program.

## After-School Program

**Sterling School** supports students through a number of after-school programs. There is a daily after-school program that provides homework help and academic support for 60 students each day. This is a fee-based program. There are also after-school enrichment programs such as: Running Club, Creative Writing Club, Film Club, Youth in Government, Beta Club, Lego Robotics, Speech and other activities to help students receive an array of integrated learning.

## Instructional and Organizational Effectiveness:

### Primary Educational Models:

**Sterling School** has a strong academic tradition. With the growth of the Charles Townes Center and an array of leaders, emphasis on instructional models has varied. Regardless of the variety of approaches, academic achievement has improved every year of the school's existence. Improvement spans grade levels, cohort grade level groups of students and comparisons to gifted students across the district. These models are also being used to develop the inquiry-based program of the Sterling Elementary Program.

### Educational Models Used:

- Renzulli – The Enrichment Triad (scaffolding), focusing on Type III activities
- William and Mary Units
- Bloom's Revised Taxonomy
- Gardner & Taylor – Multiple Intelligences & Talents
- Cooperative Learning

- Inquiry-based education
- M3: Math Curriculum (3<sup>rd</sup>-5<sup>th</sup> Grade)

### Primary Assessment Tools:

- Rubrics to assess writing and performance
- Teacher Observations
- Self and peer evaluations/reflections by students
- Teacher-student conferencing
- Anecdotal records
- Individual writing portfolios with annual goals-based conferences
- Performance assessment

Sterling School uses the South Carolina State and Greenville County District Academic Standards as foundations to build integrated, inquiry/problem-based units of instruction. In English Language Arts, students are taught through a balanced literacy model, which includes reading, writing, spelling and independent reading. English Language Arts is closely tied with Social Studies through the use of integrated units. Students read historical fiction and use the content, skills and strategies to synthesize information in order to apply new knowledge to other areas. In Science, the students use the District-provided science kits to develop a strong understanding of the science process skills. Students actively research and apply these skills through the use of scientific journals, written lab reports, science fair projects and research projects.

### English Language Arts:

Students benefit from an enriched language arts curriculum which includes creative, challenging, and developmentally appropriate skills in language usage, writing, integration of social studies and literature-based instruction culminating in authentic learning experiences. Each grade level strives to use innovative and active learning techniques that enhance student learning, while complementing and extending skills and knowledge previously acquired. Teachers work collaboratively on a regular basis and utilize shared information taken from individual learning styles, multiple intelligences, and learning profiles to best teach to each student's strengths. The department designs and extends lessons and units based on the state ELA Standards. In middle grades, student preparation to excel in rigorous high school coursework is a focus.

#### Reading:

##### Strengths:

- Most students read on or above grade level (CTC)
- Response to Intervention Program for struggling readers (5K-2<sup>nd</sup>) (+2011)
- Differentiated reading groups to serve varied student abilities. (+2011)

#### Writing:

##### Strengths:

- Good base knowledge
- Proficiency in creative writing (CTC)
- Vertically articulate the writing process (+2011)

- Ⓢ Scaffolding for reluctant writers

### **Spelling, Grammar, and Capitalization:**

#### **Strengths:**

- Ⓢ Good base knowledge
- Ⓢ Able to write complete sentences (CTC)
- Ⓢ Word Walls and vocabulary displayed in all grades
- Ⓢ Rigorous grammar instruction through vertical articulation (CTC)
- Ⓢ Teachers model the writing process

### **Reading Comprehension:**

#### **Strengths:**

- Ⓢ Most students read on or above grade level (CTC)
- Ⓢ Shared reading includes a variety of genres and topics

### **Math:**

The math curricula at Sterling School are designed to promote problem solving skills which can be utilized across all curriculum areas, including the related arts. Problem solving is collaborative and real world applications demonstrate relevance to students. Rigor is provided through vertical articulation, higher level thinking skills, as well as fluidity in class placement. Students are expected to demonstrate appropriate levels of accuracy based on developmental levels and the task at hand.

#### **Strengths:**

- Ⓢ Strong problem solving abilities
- Ⓢ Stretch to abstract concepts
- Ⓢ Desire to learn
- Ⓢ Solid understanding of basic concepts
- Ⓢ Differentiated instruction
- Ⓢ Use of a variety of instructional strategies (best practices)
- Ⓢ Integration of technology
- Ⓢ Utilization of manipulatives

### **Science:**

Inquiry-based learning is the cornerstone of the science curricula at **Sterling School**. Hands-on science experiences are practiced in both the classroom and science lab settings. Students participate in research projects, lab experiments, and the technological design process for which teachers hold high expectations of accuracy and understanding. Real world application opportunities are provided through experiences such as the District-sponsored Science Fair and Invention Convention. Students are also expected to show a comprehensive knowledge of science content as well. Integration across the curriculum is an important aspect of the science curricula.

Vertical articulation, higher-level questioning and thinking skills, expert speakers, independent labs, and technological aids promote a rigorous science experience at **Sterling School**.



**Strengths:**

- 🌐 Strong technology backgrounds
- 🌐 Students are creative thinkers, problem solvers
- 🌐 Ability to differentiate lessons for a variety of student abilities and interests
- 🌐 High interest in reading non-fiction material.
- 🌐 Inquiry based learning.

**Social Studies:**<sub>(2011)</sub>

The Social Studies curricula at **Sterling School** are founded on state and district standards and focus on three important education models. First, students are expected to solve inquiry-based problems. Second, teachers utilize a variety of mediums to present to and provide experiences for students in the Inter-related Arts model. Mediums include drama, writing, collage, painting, sculpture, pottery and music. Third, students experience cultural, economic, governmental, and societal differences between cultures with the simulation model. Within these models, technology and writing skills are integrated as students conduct research and create authentic assessments. Reading is emphasized in both the genres of fiction and nonfiction through independent reading as well as literature circles. Students apply these skills through extensive research reports, National History Day projects, and other inquiry-based projects.

**Strengths:**

- 🌐 Strong reading comprehension skills
- 🌐 Critical thinking
- 🌐 Thinking from multiple perspectives
- 🌐 Guest speakers and historical presentations are used to enhance the curriculum
- 🌐 Content is integrated well with other curriculum areas and arts
- 🌐 Real world application

**Modern Languages Program: (Spanish)**

The Modern Languages Program at **Sterling School** offers articulated instruction in Spanish to all third through eighth grade students. All levels of modern language instruction support national and state standards for modern languages. The curricula are made up of thematic units designed to address the “5 C’s”: Culture, Comparisons, Connections, Communication, and Communities. Each unit ends with an integrated performance assessment (IPA) which addresses the three components of the Communication standard: the Interpersonal, Presentational and Interpretive modes.

The elementary program provides content-based instruction one day per week for a total of 50 minutes in the target language. All instruction is conducted in the target language.

The middle school program provides Spanish I and Spanish II for high school credit in 7<sup>th</sup> and 8<sup>th</sup> grades, while the 6<sup>th</sup> grade curriculum supports and prepares students for this transition. Students in the 7<sup>th</sup> and 8<sup>th</sup> grades attend Spanish daily for both semesters as part of their core classes.

**Strengths:**

- Ⓢ Daily exposure to the target language
- Ⓢ Demonstrations of perseverance and courage
- Ⓢ Curricula follow national and state standards
- Ⓢ Use of backwards design
- Ⓢ Vertical articulation

**Media Center:**

The purpose of the library media program is to ensure that students and teachers can locate, evaluate and use information effectively. The library media specialist and classroom teacher collaborate to teach information and media literacy skills to students in the context of their classroom instruction and at the point of instructional need. The library media center provides programs and access to information in a variety of formats to foster a love of reading and create lifelong learners who are able to use their information skills to pursue their personal and academic interests.

**Media Center Usage Statistics:**

Media Center Activity Summary	2009-2010	2010-2011	2011-2012
Percentage of class use	22%	57%	61.40%
Average daily walk-in traffic	436	412	797
Total number of material circulations	22,445	27,079	25,938
Total number of student circulations	18,425	18,922	19,130
Average per pupil yearly circulation	30.2	25	21.3
Ending average collection age	2003	2003	2004
Percentage of yearly collection renewal	5.8%	7.2%	5.58%

**Suggested Program Improvements (from teacher and student surveys)**

Teachers would like to get into the library more easily because they want access to the faster computers here. They also stated that the professional library did not meet their needs and that the media specialist could offer more useful professional development. The number of responses stating that the teachers do not collaborate with other teachers on their instructional units is higher than I expected; however, none of the questions asked if teachers would like to collaborate more with the media specialist making it difficult to tell if teachers perceive this as a problem. The number of negative responses to the question about incorporating literacy instruction and reading promotion within the classroom curriculum is a concern.

**Strengths:**

- Ⓢ High interest in reading
- Ⓢ Teachers and students afforded a diverse range of media and technology

- ④ The library media center is an open and friendly environment for students and staff to meet their personal and academic needs.

Plan:

- ④ Appropriate young adult fiction and nonfiction that fits the student's curricular needs will be addressed through collection development.
- ④ The library teacher will conduct more media literacy lessons and events
- ④ The library teacher will create more events based on socialization, book talks, reading and will incorporate gaming.
- ④ A technology committee will form within the school to address technology issues and open communication about the effective use of technology.

## **Music:**

### **Singing and Playing**

Using conventional and non-conventional music reading, students use their voices expressively as they speak, chant, and sing. They sing a variety of simple songs in various keys, meters, and genres, alone and with a group, becoming increasingly accurate in rhythm and pitch.

Students learn techniques to properly play their chosen instrument and master it through the disciplines of personal practice and participation in group instrumental settings.

### **Creating Music**

Students improvise songs to accompany activities. They improvise instrumental accompaniments to songs, recorded selections, stories, poems, and create short pieces of music, using voices, instruments, and other sound sources. Students invent and use original graphic or symbolic systems to represent vocal and instrumental sounds and musical ideas.

### **Responding To Music**

Students identify the sources of a wide variety of sounds. They respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music. Students are given many opportunities to participate freely in music activities.

### **Understanding Music**

Students use their own vocabulary and standard music vocabulary to describe voices, instruments, music notation, and music of various genres, styles, and periods from diverse cultures. They sing, play instruments, move, and verbalize to demonstrate awareness of the elements of music and changes in their usage. Students are able to demonstrate an awareness of music as a part of daily life.

## **Arts Integration:**

Arts integration would not be possible in the absence of a strong “Arts for Art’s Sake” program. Arts integration naturally allows students with strengths in the arts to take leadership roles. The areas of perseverance, courage and creativity are directly tapped by arts integration.

**Strengths:**

- ④ Strong arts program
- ④ Arts specialists have extensive training in Arts Integration
- ④ Some success in implementing integrated units
- ④ Three grade levels & related arts have had Arts Integration training; (SmartArts)
- ④ Strong parent support

**Visual Arts:**

**Strengths:**

- ④ Out-of-the-box approach
- ④ Interesting materials
- ④ School-wide focus on art
- ④ Integration with classroom teachers
- ④ Focus on Thinking Ideas behind art
- ④ Focus on art history and contemporary artists
- ④ ~~Real life art applications (2011)~~

**Physical Education:**

**Strengths:**

- ④ Variety of content
- ④ Integration with classroom teachers
- ④ Assisting in incorporation of movement strategies in the regular classroom
- ④ Students willing to try new things
- ④ Strong parent support
- ④ Focus on student leadership and character education

**Technology:**

## STRATEGIC VISION for TECHNOLOGY

From The National Education Technology Plan 2010 (NETP) – U.S. Department of Education. Available online at <http://www.ed.gov/technology/netp-2010>.

The challenge for our education system is to leverage the learning sciences and modern technology ***to create engaging, relevant, and personalized learning experiences for all learners that mirror students’ daily lives and the reality of their futures.***

Technology should be **leveraged to provide access to more learning resources than are available in classrooms and connections to a wider set of “educators,” including teachers, parents, experts, and mentors outside the classroom.** It also **should be used to enable 24/7 and lifelong learning.**

Whether the domain is English language arts, mathematics, sciences, social studies, history, art, or music, 21st-century competencies and such expertise as critical thinking, complex problem solving, collaboration, and multimedia communication should be woven into all content areas. These competencies are necessary to become expert learners, which we all must be if we are to adapt to our rapidly changing world over the course of our lives.

In a connected teaching model, classroom educators are fully connected to learning data and tools for using the data; to content, resources, and systems that empower them to create, manage, and assess engaging and relevant learning experiences; and directly to their students in support of learning both in and out of school.

**To reach this vision, we must:**

- Expand opportunities for educators to have access to technology-based content, resources, and tools where and when they need them.
- Provide access to technology-based resources that inspire educators to provide more engaging and effective learning opportunities for each student.
- Provide ... in-service...with professional learning experiences powered by technology to increase [educators'] digital literacy and enable them to create compelling assignments for students that improve learning, assessment, and instructional practices.
- Ensure that every student and educator has at least one Internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in and out of school.

**Current data on the use of educational and information technology in our system consists of records of purchases and numbers of computers and Internet connections. Only by shifting our focus to collecting data on how and when technology is used will we be able to determine the difference it makes and use that knowledge to improve outcomes and the productivity of our education system.**

Our hope is that Sterling's teachers will experiment with such resources as online learning, online tutoring and mentoring, games, cognitive tutors, immersive environments, and participatory communities and social networks both within and across education institutions to give students guidance and information about their own learning progress and strategies for seamless completion of a comprehensive P–16 education.

**We include three categories:**

- information literacy, the ability to identify, retrieve, evaluate, and use information for a variety of purposes;
- media literacy, the ability to consume and understand media, as well as communicate effectively using a variety of media types;
- and digital citizenship, the ability to evaluate and use technologies appropriately, behave in socially acceptable ways within online communities, and develop a healthy understanding of issues surrounding online privacy and safety.

Answers to questions about 21st-century learning also must take into account that people no longer can learn everything there is to know in a lifetime, and the economic reality is that most people will

change jobs throughout their lives. Therefore, we need **adaptive learning skills that blend content knowledge with the ability to learn new things.**

**Items we must address as a school and a district:**

Low-income and minority learners. [Students who are]... less likely to have computers and Internet access and have fewer people in their social circles with the skills to support technology-based learning at home.

Potential Solution(s): extended hours for use of networked computers in schools, libraries, community centers, etc., 1 to 1 computing equipment accessible for home use. Allow use of devices owned by the student or family, owned by the school, or some combination of the two. The use of devices owned by students will require advances in network filtering and improved support systems.

Early childhood: To keep pace with their peers, these children especially need intervention that augments the linguistic, visual, and symbolic worlds that learners experience and seek to emulate.

Solution(s): Computer-based activities and resources

Broadband: “Adequate” means enough bandwidth to support simultaneous use by all students and educators anywhere in the building and the surrounding campus to routinely use the Web, multimedia, and collaboration software.

Accessible Devices for Every Student and Educator

Because an infrastructure for learning should support learning in and out of the classroom, students and educators need Internet-access devices for around-the-clock use from any location. Internet access devices are continually evolving and today include **desktop computers, laptops, net books, public access kiosks, mobile phones, portable digital players, and wireless readers.**

In the past, districts were reluctant to allow students to use their own devices in school because of concerns about the unfair advantage of affluent students who are more likely to have the latest devices and the risk of students accessing inappropriate Internet content or using their connectivity to cheat on tests. However, districts are finding that a combination of acceptable use policies and staff training makes student use of personal digital devices both feasible and safe. Purchasing devices for students who need such financial support is more cost-effective than purchasing devices for every student. Districts can think about providing an access device and Internet access at home for those students who need them in the same way they provide a free or reduced-price hot lunch for students who could not otherwise afford it. In choosing the devices to provide for students who otherwise would not have them, districts need to make sure that all their students have devices that support writing, analysis, and the creation of digital content related to their courses, not just consumption of content created by others.

We at Sterling School support the creation of an acceptable-use policy that would allow students to use personal cell phones and other computing devices in school.

We understand that each educator should have a discussion with his or her students to set ground rules for usage.

We agree that

- Cell phones could be used in class for working on assignments only.
- Text or video should be sent only with the educator's permission.
- No photographing or video- or audio-recording of people is to be allowed without their permission.
- No posting to websites is to be allowed without permission,
- Online safety precautions are to be taken when publishing from a mobile phone.

**Technology ideas:** Teachers could use cell phone applications for polling and to set up an online text messaging board to discuss homework. Teachers could use cell phones while teaching, asking students to answer questions via text messaging rather than out loud. As student answers came in, they were displayed on a screen at the front of the class, identified by the student's cell phone screen name. English teachers, in particular, found the cell phones useful as they started using blogs to engage students in writing. One class used Twitter to collaborate in generating stories in class.

**Specific examples of individual and collaborative learning with technology may include the following:**

- Inquiry and adventure environments with games and activities that foster learning.
- Online "collaboratories" (National Science Foundation 2008a) in which scientists establish protocols for collecting data with sensors from local environments across the planet. Learners and teachers learn science by doing science as they capture, upload, and then visualize and analyze geospatial and temporal data patterns from the data contributed by the globally networked community.
- Earth- and sky-mapping Web resources with data from the sciences and other fields of scholarly inquiry that anyone can use to develop virtual travel tours to be applied in learning and teaching activities.
- Augmented reality platforms and games that bring locally relevant learning resources into view for users of mobile devices with a GPS (Johnson et al. 2010).
- Use of the power of collective intelligence and crowd sourcing to tackle complex interdisciplinary problems.
- Powerful learning applications for mobile Internet access devices, such as musical instrument simulators, language-learning tools, and mathematical games.

## Student Support Systems

Recognizing that some students need support beyond that which is available in the classroom, Sterling School has developed, with the District, a variety of special services:

- We have one part-time special education resource teacher who works with students with learning disabilities.
- We have a part-time audiologist who teaches speech and language skills to students with those areas of difficulty.

When a teacher determines that a student has a need requiring special attention, the student is referred to the A- Team Child Assistance Team. The purpose of the team referral is three fold:

- To assist and advise the regular classroom teacher of potential interventions.
- To recommend screening for possible areas of difficulty.
- If needed, to recommend formal testing of student for a disability.

## Certified Staff Evaluation Measures

### **Principal: Performance Assessment System for Administrators (PAS-A)**

Greenville County Schools' Performance Assessment System for Administrators (PAS-A) is a process for collecting and presenting data to document performance that is based on well-defined job expectations. PAS-A is a modified form of the South Carolina Assisting, Developing, and Evaluating Principal Performance (ADEPP) requirements.

### **Instructional Coach: Performance Assessment System for Instructional Coaches (PAS-IC)**

Greenville County Schools' Performance Assessment System for Instructional Coaches (PAS-IC) is also a process for collecting and presenting data to document performance that is based on well-defined job expectations.

### **Teachers Performance Assessment System for Teachers (PAS-T)**

Greenville County Schools' Performance Assessment System for Teachers (PAS-T) is a process for collecting and presenting data to document performance that is based on well-defined job expectations. PAS-T is a modified form of the South Carolina ADEPT requirements.

# Leadership

## School Improvement Council

Composed of parents and teachers, the Council meets monthly and meetings are open to the public. The meeting times are posted in the parent handbook and are found in monthly parent updates. The principal serves as an ex-officio member.

Each member of the committee has been part of a sub-committee whose job is to evaluate and review the progress of the School Improvement Plan. Each meeting, committees report their findings, answer follow-up questions and then set actions for the next meeting. The committee also completes the annual School Report to the Community.

The purposes of the Council are:

1. To gain knowledge concerning the purpose and goals of the school.



2. To disseminate information to other parents and citizens within the community and to clarify information concerning the school programs.
3. To offer for consideration to the school principal suggestions concerning program improvements with Respect to student needs and program operation within the individual school, area, or district.
4. To assist in the preparation of the Annual School reports as required by the School Finance Act of 1977 and ACT 135 of 1993.

School Improvement Council 2015-2016			
Anne Spence	Chair- Parent	Jane Snyder	Community Member
Ryan Pinkerman	Parent		
Crystal Andrews	Parent	Casey Noble	Guidance ex-offcio
Amy Brown	Teacher	David Johnstone	Principal ex-offcio
Lydia Cooper	Teacher	Katy Smith	PTA President Ex-offcio
Hope Howard	Teacher	Joy Blue	Parent
Sarah Everman	Parent	Darian Blue	Community Member
Dr. Karen Sparkman	Community Member	Delores Durham	Community Member

## School Based Leadership

At the school level, the Principal, Assistant Principal, Guidance Counselor, and Instructional Coach meet on a weekly basis to review the progress made in the budget, instructional needs, and for communication about and the scheduling of activities. Teachers plan collaboratively in weekly meetings and vertical meetings are held across grade levels based on curriculum areas.

## Partnerships

Sterling has developed a robust partnership plan through the goals of the Strategic Plan. The plan is carried out by the guidance department in coordination with PTA. Partners and activities are summarized below.

Business/organization			
Mice On Main	Service	Papa John's	Donation
Bob Jones University Press	Service	Fisher Law Firm	Service
The Fresh Market	Donation	Greenville County Probate Court	Service
Chick-Fil-A (Haywood Road)	Donation	University Center of Greenville	Service
Wal-Mart (Pelham Road)	Donation	Sit-N-Spin Studios	Service
Bon Secours St. Francis Health System	Service	Sam's Club	Service
Greenville Technical College	Donation/Service	3M	Service
Greenville Society for Human Resource Management	Service	Fluor	Service
YouthBASE	Service	Foothills Veterinary Hospital	Service
Greenville County Schools	Donation/Service	Immedion	Service
FANS			
City of Greenville	Service	New York Life	Service

Corley Plumbing	Service	Upstate Area Health Education Center	Donation
Greenlink	Service	Critter Keeper	Service
Greenwood Genetic Center	Service	Furman University	Service
Hands on Greenville	Service	CH2M Hill	Service
Clemson University	Service	Automation Engineering	Service
The Governor's School for the Arts and Humanities	Service	Bob Jones Museum and Gallery	Service
Greenville City Fire Department	Service		

## **Volunteer Hours:**

**Develop parent workshops, orientations and personal partnerships development to cover CTC, PEP and continuum of student's developmental and academic needs**

## **Leadership**

**Establish a leadership speakers program**

Linda Kelly- Mice on Main	Dr. Savita Nair- Furman University
Jayce Tromsness- SC Governor's School for the Arts and Humanities	Dr. Leta Tribble- Greenwood Genetic Center
Ebony Sullivan- Bon Secours St. Francis	Bill Dingledine- Educational Directions
Ginger Lawrence- Greenville Tech/Greenville Society for Human Resource Management	Dr. Melissa Ranhofer- Furman University
Travis Wyatt- New York Life	Jennifer Sharp- GCS FANS
Rachel Leiterman- Bon Secours St. Francis	Amy Dishner- Fluor
Jon Wood- 3M	Dr. Daniel Randall- Foothills Veterinary Hospital
Linda Greer- Sam's Club	Chief Roy Mack- Greenville City Fire Department
Randy Miller- Critter Keeper	Xanthene Norris- Greenville County Council
Chris McCall- Immedion	Maxine White- artist
Dr. Joe Pollard- Furman University	Tony Griffin- Bethlehem Baptist Church
John Brady- CH2M Hill	Sam Cureton- Greenville County Sheriff's Office
Laura Palis- Automation Engineering	Kelly Mac- 107.3 JAMZ
Meghan Bradley- 3M	Joey Freeman- Greenville County Recreation Department
Rima Hourani- Bob Jones Museum and Gallery	Daily Wardlaw- Small Smiles Dental Clinic
Jay Dugaw- The University Center	Willie Johnson
Tracy Sharp-Robertson- Greenville County Probate Court	Charlene Gilliam- Greenville County Workforce
Bobby Caples- YouthBASE	Lillian Flemming- Greenville City Council
Adam Fisher- Fisher Law Firm	Dr. Cheryl Warner- Clemson University
Alex Gorski- attorney	James Thompson- Dispoz-o
James Satterfield- Clemson University	Betty Owens- African Heritage Institute
Karl Allen- SC House of Representatives	Reverend Calvin Hailstock- Growing Up
Sherry Whiteside- US Army	Don Shabkie
Yvette Edwards- Life Chiropractic Clinic	Carolyn Elsea- Greenville Society for Human Resource Management
Loubelle Graham- Bank of America	E. Richard Walton- The Greenville News

**Develop partners to develop student mentoring and leadership internships within and outside of school**

<b>Business/organization</b>	<b>Activity</b>
Fluor	Mentoring
Big Brothers Big Sisters	Mentoring
Shriner's Hospital	Career & Volunteer Fair; volunteer opportunities for students
The Salvation Army	Career & Volunteer Fair; volunteer opportunities for students
The Children's Museum	Career & Volunteer Fair; volunteer opportunities for students
United Way	Career & Volunteer Fair; volunteer opportunities for students
Loaves and Fishes	Career & Volunteer Fair; volunteer opportunities for students

Miracle Hill  
 SC Vocational Rehabilitation  
 Greenville Humane Society  
 A Child's Haven  
 United Ministries  
 Boy Scouts of America Blue Ridge  
 Council  
 Ronald McDonald House  
 Hands on Greenville

Ronald S. Wilson, DMD  
 The Reynolds Company- Adhesives and  
 Coatings  
 Roper Mountain Science Center  
 Florence + Hutcheson  
 Furman University  
 Family Practice Associates of Easley  
 The Children's Clinic  
 Pediatric and Adolescent Dentistry  
 Cancer Center of the Carolinas  
 Fine Arts Center  
 Annette Duncan (self-employed)  
 The Greenville Zoo  
 Pazdan-Smith Group Architects  
 Greenville Humane Society  
 Simpsonville City Hall  
 Team Greenville  
 Urban and Coastal Renovations  
 Automation Engineering  
 O'Neal  
 Hubbell Inc.

## 8<sup>th</sup> grade job shadowing hosts

Career & Volunteer Fair; volunteer opportunities for students  
 Career & Volunteer Fair; volunteer opportunities for students  
 Career & Volunteer Fair; volunteer opportunities for students  
 Career & Volunteer Fair; volunteer opportunities for students  
 Career & Volunteer Fair; volunteer opportunities for students  
 Career & Volunteer Fair; volunteer opportunities for students

Career & Volunteer Fair; volunteer opportunities for students  
 Career & Volunteer Fair; volunteer opportunities for students

Hubbell Inc.  
 Cupcake Couture and Catering  
 Simpsonville Dental Associates  
 O-Cha Tea Bar  
 Sit N' Spin  
 Downtown Coffee House and Creamery  
 DP3 Architects  
 Children's Hospital Outpatient Center  
 Smith Moore Leatherwood, LLP  
 Justin's  
 Beck Academy  
 Fluor  
 Plain Elementary  
 Greenville Forward  
 Eastside Guitars and Drums  
 Clemson University Genetics Dept.  
 Pinnacle Interior Design Studios  
 The City of Greenville  
 Foothills Pediatric

# Mission, Values and Beliefs

## Mission

Provide a differentiated; challenging education to meet the distinctive intellectual, social and emotional needs of our students

## Vision

Nurtured by a supportive environment, students will surpass academic challenges, develop as leaders, form collaborative relationships with peers and learn to lead. Our graduates will be independent, productive, responsible and creative individuals capable of making original contributions to society.

## 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.

## Data Analysis and Needs Assessment

### Student Achievement Needs Assessment

**Sterling School** relies on test scores from the PASS, MAP tests, Cognitive Abilities Test and the Iowa Basic Skills Test to assess student achievement. Setting the highest achievement expectations for students, we are committed to meeting Adequate Yearly Progress standards set by NCLB guidelines. We strive to continually improve student performance on standardized tests. We also use MAP testing to measure student progress over time.

### ITBS

ITBS: Historical									
	2nd 2008	2nd 2009	2nd 2010	2nd 2011	2nd 2012	2nd 2013	2nd 2014	2nd 2015	2nd 2016
Vocabulary	84	82	73						
Reading Comprehension	80	78	71	65	70	63	46	63	50
Reading Total	85	82	74						
Spelling	80	77	74						
Language Total	75	83	72						
Concepts & Estimation	61	81	68	58	51	53	39	50	34
Problem Solving	69	80	74	56	61	61			
Computation	57	75	54						
Math	66	82	71	56	56	57			
Core	76	82	72						
CoGAT	78	84	72	66	61	56	42	56	40

The 2<sup>nd</sup> grade scores are Sterling Elementary students. The achievement levels are level or better than the CogAT percentiles. In 2011, the district limited the sections administered to math and reading. Reading comprehension continues to be strong. Math scores lag reading, however this pattern is found district wide as well.

### PASS

PASS is South Carolina's statewide assessment based on the Academic State Standards. The PASS test classifies students into 3 areas: Exemplary, Proficient, and Not Met. Most students score in the

proficient and exemplary levels. The PASS scores noted for the Charles Townes Center below show the percentage of students scoring in the Exemplary category. The Sterling Elementary scores are shown by scoring category.

## **Sterling Program PASS Scores:**

4th Graders PASS Scores 2011-2016															
Sci 2011	Sci 2012	Sci 2013	Sci 2014	Sci 2015	2016	District	State	SS 2011	SS 2012	SS 2013	SS 2014	SS 2015	2016	District	State
22%	15%	18%	11%	5%	10%	15%	13%	44%	36%	45%	32%	32%	27%	42%	36%
48%	60%	58%	55%	52%	35%	60%	57%	41%	40%	43%	57%	52%	43%	47%	50%
30%	25%	25%	34%	43%	55%	25%	30%	15%	23%	13%	11%	17%	29%	11%	15%

<b>5th Graders PASS Scores 2011-2016</b>													
Sci 2012	Sci 2013	Sci 2014	Sci 2015	Sci 2016	District	State	SS 2012	SS 2013	SS 2014	SS 2015	SS 2016	District	State
38%	29%	16%	12%	15%	25%	19%	32%	42%	35%	25%	27%	43%	34%
38%	38%	74%	49%	40%	49%	47%	47%	35%	30%	51%	44%	36%	37%
25%	33%	11%	39%	45%	26%	34%	21%	23%	35%	24%	29%	22%	29%

## **Charles Townes Center PASS Scores**

<b>PASS Scores: Charles Townes Center Percent Exemplary 2012-2016</b>									
Sci 2012	Sci 2013	Sci 2014	Sci 2015	Sci 2016	SS 2012	SS 2013	SS 2014	SS 2015	SS 2015
95%	91%	94%			100%	95%	100%		
81%	89%	97%	81%	89%	100%	99%	99%	96%	93%
100%	93%	92%	96%	94%	97%	100%	97%	99%	97%
92%	92%	89%	87%	84%	92%	92%	81%	79%	88%
93%	93%	100%	88%	95%	95%	97%	96%	95%	93%
100%	97%	100%	99%	91%	97%	100%	97%	93%	90%

## **ACT Aspire 2014-2015**

Teacher	English % Ready	English National Percentile	Reading % Ready	Reading National Percentile	Writing % Ready	Writing National Percentile	Math % Ready	Math National Percentile
<b>3rd CTC</b>	97%	97.0	99%	95	55%	89.0	99%	98.0
<b>3rd Sterling</b>	46%	29	23%	43	2%	51	46%	50
<b>District</b>	70%	56	39%	54	19%	63	67%	76
<b>4th CTC</b>	100%	98	99%	96	55%	87	100%	98
<b>4th Sterling</b>	58%	44	30%	50	12%	65.0	47%	61.7
<b>District</b>	71%	55	39%	57	23%	65.0	58%	74.0
<b>5th CTC</b>	99%	98.3	97%	96	51%	81.3	100%	99.0
<b>5th Sterling</b>	59%	48.0	33%	55	21%	58.0	47%	57.0
<b>District</b>	73%	65.0	43%	61	40%	58.0	56%	70.0
<b>6th</b>	99%	97	100%	96	81%	87	100%	99
<b>District</b>	72%	60	43%	59	40%	51	59%	70
<b>7th</b>	99%	96	97%	96	84%	95	100%	98
<b>District</b>	75%	55	44%	59	33%	65	43%	61
<b>8th</b>	100%	95	100%	95	87%	95	99%	99
<b>District</b>	76%	55	52%	58	33%	61	37%	61

## ESEA Rating

Year	Grade/Rating	Elementary Points	Middle School Points
2014	A 98.1	96.9 A	100 A
2013	A 99.1	98.6 A	100 A
2012	A 99.1	98.6 A	100 A
2011	Met		
2010	Met		
2009	Met		

## End of Course Testing

Students take End of Course Exams for two of the five high school courses offered at Sterling School.

### Honors Algebra I

2008: 98.4 Mean Scale Score (49 students: All 7<sup>th</sup> grade)  
 2009: 98.5 Mean Scale Score (67 students: 7<sup>th</sup> & 8<sup>th</sup> grade)  
 2010: 97.9 Mean Scale Score (67 students: 7<sup>th</sup> & 8<sup>th</sup> grade)  
 2011: 96.9 Mean Scale Score (69 students 7<sup>th</sup> & 8<sup>th</sup> grade)

2012 97.2 Mean scale Score (80 students 7<sup>th</sup> & 8<sup>th</sup> grade)  
 2013 97.4 Mean Scale Score (74 students 7<sup>th</sup> & 8<sup>th</sup> grade)  
 2014 99.2 Mean Scale Score (90 Students 7<sup>th</sup> & 8<sup>th</sup> grade)  
 2015 99.8 Mean Scale Score (63 Students 7<sup>th</sup> & 8<sup>th</sup> Grade)  
 2016 96.4 Mean Scale Score (89 Students 7<sup>th</sup> & 8<sup>th</sup> Grade)

### **Honors English I**

2009: 96.5 Mean Scaled Score (31 students: All 8<sup>th</sup> grade)  
 2010: 96.9 Mean Scaled Score (31 students: All 8<sup>th</sup> grade)  
 2011: 96.4 Mean Scaled Score (51 students: All 8<sup>th</sup> grade)  
 2012 95.7 Mean Scaled Score ( 63 students: All 8<sup>th</sup> Grade)  
 2013 95.1 Mean Scaled Score (67 students: ALL 8<sup>th</sup> Grade)  
 2014 95.3 Mean Scale Score (70 students: ALL 8<sup>th</sup> Grade)  
 2015 98.5 Mean Scale Score (70 students: ALL 8<sup>th</sup> Grade)  
 2016 95.9 Mean Scale Score (70 students: ALL 8<sup>th</sup> Grade)

## **Charles Townes Center Data: Gifted & Talented Resources**

### **John Hopkins University Center for Talented Youth**

Students and parents are provided with information about this gifted outreach program for gifted students. Parents can pay to have their child assessed for eligibility. The school receives a report of the students who score “CTY High Honors” in Verbal and Quantitative categories.

The table below reflects student performance. (Target +25%)

Year	Students Tested	Percent Scoring High Honors Verbal/Reading	Percent Scoring High Honors Quantitative/Math
<b>2009</b>			
5 <sup>th</sup> & 6 <sup>th</sup>	8	38%	38%
<b>2010</b>			
5 <sup>th</sup> & 6 <sup>th</sup>	13	23%	22%
7 <sup>th</sup> /8 <sup>th</sup> ACT/SAT	7	29%	58%
<b>2011</b>			
5 <sup>th</sup> & 6 <sup>th</sup>	3	66%	33%
2 <sup>nd</sup> -6 <sup>th</sup>	9	66%	66%
<b>2012</b>			
3-7 <sup>th</sup>	9	33%	33%
<b>2013</b>			
3-7 <sup>th</sup>	6	12%	12%

2015			
3 <sup>rd</sup> -7 <sup>th</sup>	13	46%	15%

## Duke University Talent Identification program

Students and parents are provided with information about this gifted outreach program. Parents can pay to have their child assessed for eligibility through the SAT or ACT. The school receives a report of the students who met the eligibility criteria for State and Grand Recognition. The table below reflects student performance.

Year	Students Tested	Percent Scoring State Recognition	Percent Scoring Grand Recognition
2009	34	67%	12%
2010	29	79%	17%
2011	37	84%	16%
2012	28	86%	7%
2013	26	88%	30%
2015	14	79%	7%

## PSAT Scores Historical: 2009-2013

### PSAT: Charles Townes Center

	Mean Score			
	Critical Reading	Math	Writing	Combined
2008-2009	51.6	56.3	50.6	158.5
2009-2010	53.4	55	52.5	160.9
2010-2011	54.8	54.5	51.7	161
2011-2012	57.3	53.3	52.9	163.5
2012-2013	53.6	53.9	53.7	161.2
2013-2014	54.6	55.2	52.5	162.3
2014-2015	54.1	56.6	53.7	164.4



## Teacher & Administrator Quality

### 2015-2017 Professional Development Plan

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<b>Indicators of Implementation</b>
<b>CONTINUA: (4K-8<sup>th</sup>)</b> <b>Assessment:</b> 2.4.12 Develop comprehensive formative and summative assessment data to inform instructional decision-making. a. Classroom based formative assessments b. Reading & Math Continua	2013-2018  2013-2014  2013-2018	Classroom Teachers  Assessment Team Portfolio Team	TBD  \$500	General Fund  General Fund	<ul style="list-style-type: none"> <li>• Works samples</li> <li>• Assessment notebooks</li> <li>• Student Continua samples</li> <li>• Enrich reports</li> <li>• Student portfolios</li> </ul>
<b>Balanced Literacy: (5K-5<sup>th</sup> Sterling)</b>  1.2.3 Implement a comprehensive, balanced literacy model in grades PreK-5  a. Implement the Fountas and Pinnell framework in all elementary school.	2013 – 2018  2013-2015	Instructional Coach	\$30,000	General & Local Funds	<ul style="list-style-type: none"> <li>• Student achievement data               <ul style="list-style-type: none"> <li>○ MAP</li> <li>○ PASS</li> <li>○ Running records</li> <li>○ Grades</li> </ul> </li> </ul>

<b>Curriculum:</b>  1.1.1 Create a clearly defined, standards-based, articulated curriculum for all students, grades PreK-8  a. Include 21 <sup>st</sup> Century skills across all content areas  b. Provide innovative technology support for curriculum	2013 – 2018	Instructional Team			<ul style="list-style-type: none"> <li>Lesson &amp; Unit Plans</li> </ul>
	2013-2018	Technology Team	TBD	General Fund	<ul style="list-style-type: none"> <li>Unit Plans</li> <li>Observation Notes</li> </ul>
	2013-2018		\$125,000	Local Funds	<ul style="list-style-type: none"> <li>Unit Plans, Portal documents</li> <li>Lesson &amp; Unit Plans</li> </ul>
<b>C.A.T.C.H</b> 1.1.9 Improve the overall health and academic performance of all students through the implementation of a coordinated school health system.  a. Implement the Coordinated Approach To Child Health program (CATCH) for grades pre K-8	2013 – 2018				<ul style="list-style-type: none"> <li>Activity Log</li> <li>Annual state report</li> <li>LiveWell Greenville Healthy Schools Assessment</li> </ul>
<b>Differentiation:</b>  1.1.4 Focus on the implementation of Response to Intervention (RTI) with fidelity  a. Continue to monitor and track student progress to determine the following: <ul style="list-style-type: none"> <li>Retention implications</li> <li>Number of students reading on grade level by the end of 2<sup>nd</sup> grade</li> </ul>		Administrative Assistant	\$10,000	Local Funds	AIMS Web Data MAP Test Scores Rigby Running Records Assessment Continuums
			\$40,000	General Funds Local Funds	

<p>1.2.2 Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices including the following:</p> <ul style="list-style-type: none"> <li>a. One-to-one and personal electronic student devices</li> <li>b. 21<sup>st</sup> Century learning environments</li> <li>c. Project-based learning</li> <li>d. Smart Arts Integration program</li> <li>e. Design Thinking</li> <li>f. Creative and targeted classroom accommodations and modifications for diverse learners</li> <li>g. <b>Enrichment:</b> Develop and implement <b>school-wide</b> additional enrichment, extensions based on individual student interests and aptitude. <ul style="list-style-type: none"> <li>a. Enrichment Days</li> <li>b. Pull Out enrichments</li> <li>c. Field Experiences</li> <li>d. Expert seminars</li> </ul> </li> </ul> <p>D1.3 <b>Enrichment:</b> Develop and implement student <b>acceleration</b> for direct instruction for identified individual students based on strengths in subject, or concept regardless of grade or program.</p>		Instructional Team	See Tech Budget	PTA Funds	<p>Student Activity Log Lesson Plans Enrichment Plans Anecdotal Notes Test Score Data Assessment Continuums</p>
		Technology Team Technology Team Technology Team Instructional Team Instructional Team CATCH Committee Arts Guild Instructional Team Instructional Team		PTA Funds  General Funds   Local Funds	
		Enrichment Facilitator	\$3,000	General Funds Local Funds	
		Enrichment Facilitator	See Above	Local Funds Local Funds	
<p>Develop Schoolwide Values and Social and Emotional Support for students.</p> <ul style="list-style-type: none"> <li>a. Develop school wide student and staff value</li> <li>b. Develop grade level plan to teach, model and reinforce</li> </ul>	May 2015	Guidance Committee CTC Teacher Team	\$2000	Local Funds	<p>Workshop agendas Attendance Logs</p>

values and behavioral expectations. c. Review Progress  Develop and implement parent workshops, orientations and partnerships to address CTC & Sterling Elementary student developmental and academic needs.	2013-2018		\$200		
Create a new family and student assimilation program.	2013-2015	Guidance Committee	\$500	Local Funds	Attendance Log
Re-develop parent-teacher conferencing sessions based on enrichment program, assessment continuums and developed student portfolios.	2013-2016	Classroom Teachers	\$750	Local Funds	Conference Logs Sample Assessments
Develop student support: each kid has at least one person who knows and advocates for him or her.	2013-2018	Guidance Committee	\$1500	Local Funds	Student/Advocate Log Survey Data

# Professional Development Calendar 2015-2016

STRATEGIES	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	EVALUATION Indicators of Implementation
<b>Technology Curriculum and Instructional Integration Objective: use technology to enhance learning and academic achievement.</b>					
<b>Technology:</b> Learn how to use Google Classroom and Google Platform apps and programs	August 15 October 16 6 Hours	Nichols, Foulkes	\$0	NA	Teacher Websites Google Account list
<b>Objective: Implement a less structured approach to the organization of the instructional program moving away from constraints of grade/age placement.</b>					
<b>Assessment:</b> Continue to refine usage of the Developmental Continua in Reading, Writing, Mathematics and Critical Thinking	September 7 Hours	Johnstone	\$3500	Local Funds	Conference Log Parent Surveys Work Samples
<b>Balanced Literacy: (5K-5<sup>th</sup> Sterling)</b> 1.2.3 Implement a comprehensive, balanced literacy model in grades PreK-5 Implement the Fountas and Pinnell framework in all elementary school.	November February 7 Hours	Foulkes	\$1600	Local Funds	Lesson Observations Book Lists Student Achievement Goal Data
<b>Curriculum</b> Rewrite and Modify Current Instructional Program & Assessments using Atlas Updates  Middle School 2012- Curriculum Integration and Field Studies	2014-2015 Monthly: Vertical Teams 7 Hours	Foulkes-Elem  Pough-Middle		Professional Development Funds General Funds	Course Descriptions Course Syllabus Alignment documents Assessment Notebook

Mathematics- Sterling (4K-2 <sup>nd</sup> ) (3 <sup>rd</sup> -5 <sup>th</sup> )	4 Hours	Foulkes, Holmes			
English Language Arts : CTC	4 Hours	Johnstone	4,000		
<b>Enrichment</b> Training to develop and implement school-wide additional enrichment, extensions based on individual student interests and aptitude.	Bi-Annual September December 4 Hours	Reynolds	\$5000	General Fund Local Funds	Student Interest Inventory Student Surveys Staff Surveys
Objective: Improve understanding of our students, parents and peers to better utilize strengths and address weaknesses.					
<b>Climate:</b> Develop Family Support System to increase student achievement (4K-2 <sup>nd</sup> )  Develop and Implement House System of Social & Emotional Support of Sterling Program 3 <sup>rd</sup> -5 <sup>th</sup> Grade Students	Monthly: Vertical Teams 7 Hours  Monthly: Vertical Teams 7 Hours	Holman  Noble	\$0  \$0	NA  NA	Discipline Log Student Concern Logs Student Grades Survey Data

## School Climate Needs Assessment

Since the inception of Sterling School several surveys conducted by the School Improvement Council, the District and the state have been completed including the Advanced Ed Surveys provided to students, teachers and parents. The survey assessed many areas, including satisfaction level, and perceived weaknesses. The survey is currently being evaluated and reviewed by teachers as well as the School Improvement Council to be used in developing key action steps. Teachers also give surveys to all of their students. These surveys have been collected and analyzed by the teacher as part of their annual review and five-year formal evaluation.

### Advanced Ed Teacher Survey & Principal's Survey State Report Card Survey Data

The Advanced Ed survey was completed by all staff members. This survey is only given every five years. After the results were compiled, teachers and the School Improvement Council reviewed the results. The Teacher Survey was extremely positive with each category showing 90% Agree and Strongly Agree in most categories. The Strongest areas were Purpose and Direction and Continuous Improvement. There were very few disagrees on any category. Weaknesses were relative.

The Principal's Survey is given to teachers annually as part of the principal evaluation system. The areas of questions in the Principal's Survey centered on the performance of the principal. Among the strongest areas noted were communication of the mission and vision of the school, a safe school environment, use of data to make decisions, and general instructional support.

The State Report Card Survey is administered to all teachers and students and parents of 5<sup>th</sup> and 8<sup>th</sup> graders. The data is sent back to the school and portions are used on the school report card.

# Teacher Surveys

## ADVANCED ED

### TEACHER: Survey Response Counts

#### Section: Purpose and Direction

Question / Institution			Strongly Agree		Agree		Neutral		Total	
			#	%	#	%	#	%	#	%
1. Our school's purpose statement is clearly focused on student success.	Sterling School	Average Score	36	69.23%	15	28.85%	1	1.92%	52	100%
		4.67	36	69.23%	15	28.85%	1	1.92%	52	100%
		Total	36	69.23%	15	28.85%	1	1.92%	52	100%
2. Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	Sterling School	Average Score	30	57.69%	19	36.54%	3	5.77%	52	100%
		4.52	30	57.69%	19	36.54%	3	5.77%	52	100%
		Total	30	57.69%	19	36.54%	3	5.77%	52	100%
3. Our school's purpose statement is based on shared values and beliefs that guide decision-making.	Sterling School	Average Score	35	67.31%	16	30.77%	1	1.92%	52	100%
		4.65	35	67.31%	16	30.77%	1	1.92%	52	100%
		Total	35	67.31%	16	30.77%	1	1.92%	52	100%
4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	Sterling School	Average Score	27	51.92%	24	46.15%	1	1.92%	52	100%
		4.5	27	51.92%	24	46.15%	1	1.92%	52	100%
		Total	27	51.92%	24	46.15%	1	1.92%	52	100%
5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	Sterling School	Average Score	38	73.08%	13	25%	1	1.92%	52	100%
		4.71	38	73.08%	13	25%	1	1.92%	52	100%
		Total	38	73.08%	13	25%	1	1.92%	52	100%
Total			166	63.85%	87	33.46%	7	2.69%	260	100%

#### Section: Governance and Leadership

Question / Institution			Strongly Agree		Agree		Neutral		Disagree	
			#	%	#	%	#	%	#	%
6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	Sterling School	Average Score	35	67.31%	14	26.92%	2	3.85%	1	1.92%
		4.6	35	67.31%	14	26.92%	2	3.85%	1	1.92%
		Total	35	67.31%	14	26.92%	2	3.85%	1	1.92%
7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	Sterling School	Average Score	23	44.23%	24	46.15%	2	3.85%	3	5.77%
		4.29	23	44.23%	24	46.15%	2	3.85%	3	5.77%
		Total	23	44.23%	24	46.15%	2	3.85%	3	5.77%
8. Our school's leaders support an innovative and collaborative culture.	Sterling School	Average Score	32	61.54%	16	30.77%	2	3.85%	2	3.85%
		4.5	32	61.54%	16	30.77%	2	3.85%	2	3.85%
		Total	32	61.54%	16	30.77%	2	3.85%	2	3.85%



9. Our school's leaders expect staff members to hold all students to high academic standards.	Sterling School	Average Score	32	61.54%	19	36.54%	1	1.92%	0	0%
		4.6	32	61.54%	19	36.54%	1	1.92%	0	0%
		Total	32	61.54%	19	36.54%	1	1.92%	0	0%
10. Our school's leaders hold themselves accountable for student learning.	Sterling School	Average Score	27	51.92%	20	38.46%	2	3.85%	3	5.77%
		4.37	27	51.92%	20	38.46%	2	3.85%	3	5.77%
		Total	27	51.92%	20	38.46%	2	3.85%	3	5.77%
11. Our school's leaders hold all staff members accountable for student learning.	Sterling School	Average Score	28	53.85%	20	38.46%	1	1.92%	2	3.85%
		4.37	28	53.85%	20	38.46%	1	1.92%	2	3.85%
		Total	28	53.85%	20	38.46%	1	1.92%	2	3.85%
12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	Sterling School	Average Score	28	53.85%	20	38.46%	1	1.92%	2	3.85%
		4.37	28	53.85%	20	38.46%	1	1.92%	2	3.85%
		Total	28	53.85%	20	38.46%	1	1.92%	2	3.85%
13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	Sterling School	Average Score	22	42.31%	27	51.92%	3	5.77%	0	0%
		4.37	22	42.31%	27	51.92%	3	5.77%	0	0%
		Total	22	42.31%	27	51.92%	3	5.77%	0	0%
14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	Sterling School	Average Score	24	46.15%	26	50%	2	3.85%	0	0%
		4.42	24	46.15%	26	50%	2	3.85%	0	0%
		Total	24	46.15%	26	50%	2	3.85%	0	0%
15. Our school's leaders provide opportunities for stakeholders to be involved in the school.	Sterling School	Average Score	27	51.92%	24	46.15%	1	1.92%	0	0%
		4.5	27	51.92%	24	46.15%	1	1.92%	0	0%
		Total	27	51.92%	24	46.15%	1	1.92%	0	0%
Total			278	53.46%	210	40.38%	17	3.27%	13	2.5%

### Section: Teaching and Assessing for Learning

Question / Institution			Strongly Agree		Agree		Neutral		Disagree	
			#	%	#	%	#	%	#	%
16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	Sterling School	Average Score	20	38.46%	27	51.92%	3	5.77%	1	1.92%
		4.21	20	38.46%	27	51.92%	3	5.77%	1	1.92%
		Total	20	38.46%	27	51.92%	3	5.77%	1	1.92%
17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	Sterling School	Average Score	20	38.46%	25	48.08%	5	9.62%	1	1.92%
		4.17	20	38.46%	25	48.08%	5	9.62%	1	1.92%
		Total	20	38.46%	25	48.08%	5	9.62%	1	1.92%
18. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and	Sterling School	Average Score	23	44.23%	24	46.15%	3	5.77%	1	1.92%
		4.27	23	44.23%	24	46.15%	3	5.77%	1	1.92%
		Total	23	44.23%	24	46.15%	3	5.77%	1	1.92%

development of critical thinking skills.										
19. All teachers in our school use a variety of technologies as instructional resources.	Sterling School	Average Score	24	46.15%	25	48.08%	2	3.85%	0	0%
		4.35	24	46.15%	25	48.08%	2	3.85%	0	0%
		Total	24	46.15%	25	48.08%	2	3.85%	0	0%
20. All teachers in our school use a process to inform students of their learning expectations and standards of performance.	Sterling School	Average Score	23	44.23%	22	42.31%	6	11.54%	0	0%
		4.25	23	44.23%	22	42.31%	6	11.54%	0	0%
		Total	23	44.23%	22	42.31%	6	11.54%	0	0%
21. All teachers in our school provide students with specific and timely feedback about their learning.	Sterling School	Average Score	23	44.23%	20	38.46%	8	15.38%	0	0%
		4.21	23	44.23%	20	38.46%	8	15.38%	0	0%
		Total	23	44.23%	20	38.46%	8	15.38%	0	0%
22. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	Sterling School	Average Score	24	46.15%	22	42.31%	5	9.62%	0	0%
		4.29	24	46.15%	22	42.31%	5	9.62%	0	0%
		Total	24	46.15%	22	42.31%	5	9.62%	0	0%
23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	Sterling School	Average Score	19	36.54%	27	51.92%	4	7.69%	1	1.92%
		4.17	19	36.54%	27	51.92%	4	7.69%	1	1.92%
		Total	19	36.54%	27	51.92%	4	7.69%	1	1.92%
24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	Sterling School	Average Score	26	50%	23	44.23%	1	1.92%	1	1.92%
		4.37	26	50%	23	44.23%	1	1.92%	1	1.92%
		Total	26	50%	23	44.23%	1	1.92%	1	1.92%
25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	Sterling School	Average Score	21	40.38%	24	46.15%	3	5.77%	2	3.85%
		4.12	21	40.38%	24	46.15%	3	5.77%	2	3.85%
		Total	21	40.38%	24	46.15%	3	5.77%	2	3.85%
26. In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	Sterling School	Average Score	28	53.85%	20	38.46%	3	5.77%	0	0%
		4.4	28	53.85%	20	38.46%	3	5.77%	0	0%
		Total	28	53.85%	20	38.46%	3	5.77%	0	0%
27. In our school, related learning support services are provided for all students based on their needs.	Sterling School	Average Score	28	53.85%	19	36.54%	3	5.77%	1	1.92%
		4.37	28	53.85%	19	36.54%	3	5.77%	1	1.92%
		Total	28	53.85%	19	36.54%	3	5.77%	1	1.92%
		Average Score	23	44.23%	21	40.38%	6	11.54%	1	1.92%

28. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Sterling School	4.21	23	44.23%	21	40.38%	6	11.54%	1	1.92%
	Total		23	44.23%	21	40.38%	6	11.54%	1	1.92%
29. In our school, all staff members use student data to address the unique learning needs of all students.	Sterling School	Average Score	22	42.31%	25	48.08%	4	7.69%	0	0%
		4.27	22	42.31%	25	48.08%	4	7.69%	0	0%
	Total		22	42.31%	25	48.08%	4	7.69%	0	0%
30. In our school, staff members provide peer coaching to teachers.	Sterling School	Average Score	23	44.23%	22	42.31%	5	9.62%	1	1.92%
		4.23	23	44.23%	22	42.31%	5	9.62%	1	1.92%
	Total		23	44.23%	22	42.31%	5	9.62%	1	1.92%
31. In our school, a formal process is in place to support new staff members in their professional practice.	Sterling School	Average Score	20	38.46%	25	48.08%	4	7.69%	3	5.77%
		4.19	20	38.46%	25	48.08%	4	7.69%	3	5.77%
	Total		20	38.46%	25	48.08%	4	7.69%	3	5.77%
32. In our school, all staff members participate in continuous professional learning based on identified needs of the school.	Sterling School	Average Score	27	51.92%	19	36.54%	6	11.54%	0	0%
		4.4	27	51.92%	19	36.54%	6	11.54%	0	0%
	Total		27	51.92%	19	36.54%	6	11.54%	0	0%
33. In our school, a professional learning program is designed to build capacity among all professional and support staff members.	Sterling School	Average Score	23	44.23%	22	42.31%	7	13.46%	0	0%
		4.31	23	44.23%	22	42.31%	7	13.46%	0	0%
	Total		23	44.23%	22	42.31%	7	13.46%	0	0%
34. In our school, all school personnel regularly engage families in their children's learning progress.	Sterling School	Average Score	23	44.23%	22	42.31%	5	9.62%	1	1.92%
		4.23	23	44.23%	22	42.31%	5	9.62%	1	1.92%
	Total		23	44.23%	22	42.31%	5	9.62%	1	1.92%
35. In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	Sterling School	Average Score	22	42.31%	25	48.08%	3	5.77%	0	0%
		4.21	22	42.31%	25	48.08%	3	5.77%	0	0%
	Total		22	42.31%	25	48.08%	3	5.77%	0	0%
Total			462	44.42%	459	44.13%	86	8.27%	14	1.35%

## Section: Resources and Support Systems

Question / Institution	Strongly Agree		Agree		Neutral		Disagree	
	#	%	#	%	#	%	#	%

36. Our school provides qualified staff members to support student learning.	Sterling School	Average Score	35	68.63%	13	25.49%	3	5.88%	0	0%
		4.63	35	68.63%	13	25.49%	3	5.88%	0	0%
		Total	35	68.63%	13	25.49%	3	5.88%	0	0%
37. Our school provides instructional time and resources to	Sterling School	Average Score	25	49.02%	23	45.1%	3	5.88%	0	0%
		4.43	25	49.02%	23	45.1%	3	5.88%	0	0%

support our school's goals and priorities.	Total		25	49.02%	23	45.1%	3	5.88%	0	0%
38. Our school provides sufficient material resources to meet student needs.	Sterling School	Average Score	24	47.06%	24	47.06%	2	3.92%	0	0%
		4.35	24	47.06%	24	47.06%	2	3.92%	0	0%
	Total		24	47.06%	24	47.06%	2	3.92%	0	0%
39. Our school provides protected instructional time.	Sterling School	Average Score	12	23.53%	30	58.82%	5	9.8%	2	3.92%
		3.92	12	23.53%	30	58.82%	5	9.8%	2	3.92%
	Total		12	23.53%	30	58.82%	5	9.8%	2	3.92%
40. Our school provides a variety of information resources to support student learning.	Sterling School	Average Score	21	41.18%	26	50.98%	2	3.92%	1	1.96%
		4.25	21	41.18%	26	50.98%	2	3.92%	1	1.96%
	Total		21	41.18%	26	50.98%	2	3.92%	1	1.96%
41. Our school provides a plan for the acquisition and support of technology to support student learning.	Sterling School	Average Score	26	50.98%	21	41.18%	2	3.92%	1	1.96%
		4.35	26	50.98%	21	41.18%	2	3.92%	1	1.96%
	Total		26	50.98%	21	41.18%	2	3.92%	1	1.96%
42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	Sterling School	Average Score	23	45.1%	25	49.02%	3	5.88%	0	0%
		4.39	23	45.1%	25	49.02%	3	5.88%	0	0%
	Total		23	45.1%	25	49.02%	3	5.88%	0	0%
43. Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	Sterling School	Average Score	24	47.06%	22	43.14%	4	7.84%	1	1.96%
		4.35	24	47.06%	22	43.14%	4	7.84%	1	1.96%
	Total		24	47.06%	22	43.14%	4	7.84%	1	1.96%
44. Our school provides opportunities for students to participate in activities that interest them.	Sterling School	Average Score	28	54.9%	18	35.29%	3	5.88%	2	3.92%
		4.41	28	54.9%	18	35.29%	3	5.88%	2	3.92%
	Total		28	54.9%	18	35.29%	3	5.88%	2	3.92%
45. Our school maintains facilities that support student learning.	Sterling School	Average Score	28	54.9%	22	43.14%	1	1.96%	0	0%
		4.53	28	54.9%	22	43.14%	1	1.96%	0	0%
	Total		28	54.9%	22	43.14%	1	1.96%	0	0%
46. Our school maintains facilities that contribute to a safe environment.	Sterling School	Average Score	28	54.9%	21	41.18%	1	1.96%	1	1.96%
		4.49	28	54.9%	21	41.18%	1	1.96%	1	1.96%
	Total		28	54.9%	21	41.18%	1	1.96%	1	1.96%
Total			274	48.84%	245	43.67%	29	5.17%	8	1.43%

### Section: Using Results for Continuous Improvement

Question / Institution			Strongly Agree		Agree		Neutral		Disagree	
			#	%	#	%	#	%	#	%
47. Our school uses multiple assessment measures to determine student learning and school performance.	Sterling School	Average Score	22	43.14%	24	47.06%	3	5.88%	1	1.96%
		4.25	22	43.14%	24	47.06%	3	5.88%	1	1.96%
		Total	22	43.14%	24	47.06%	3	5.88%	1	1.96%
48. Our school employs consistent assessment measures across	Sterling School	Average Score	20	39.22%	26	50.98%	4	7.84%	0	0%
		4.24	20	39.22%	26	50.98%	4	7.84%	0	0%

classrooms and courses.	Total		20	39.22%	26	50.98%	4	7.84%	0	0%
49. Our school has a systematic process for collecting, analyzing, and using data.	Sterling School	Average Score	21	41.18%	23	45.1%	5	9.8%	1	1.96%
		4.2	21	41.18%	23	45.1%	5	9.8%	1	1.96%
	Total		21	41.18%	23	45.1%	5	9.8%	1	1.96%
50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	Sterling School	Average Score	11	21.57%	26	50.98%	7	13.73%	5	9.8%
		3.73	11	21.57%	26	50.98%	7	13.73%	5	9.8%
	Total		11	21.57%	26	50.98%	7	13.73%	5	9.8%
51. Our school uses data to monitor student readiness and success at the next level.	Sterling School	Average Score	21	41.18%	25	49.02%	4	7.84%	0	0%
		4.25	21	41.18%	25	49.02%	4	7.84%	0	0%
	Total		21	41.18%	25	49.02%	4	7.84%	0	0%
52. Our school leaders monitor data related to student achievement.	Sterling School	Average Score	29	56.86%	19	37.25%	2	3.92%	0	0%
		4.45	29	56.86%	19	37.25%	2	3.92%	0	0%
	Total		29	56.86%	19	37.25%	2	3.92%	0	0%
53. Our school leaders monitor data related to school continuous improvement goals.	Sterling School	Average Score	28	54.9%	20	39.22%	2	3.92%	0	0%
		4.43	28	54.9%	20	39.22%	2	3.92%	0	0%
	Total		28	54.9%	20	39.22%	2	3.92%	0	0%

## Principals Survey from Teachers:

Principals Survey 2005-2015 (% Strongly Agree)		Modern Sterling Era % Strongly Agree							
Leadership		2008-09	2009-10	2010-11	2011-12	2012-2013	2013-2014	2014-2015	2015-2016
Maintains a high level of technology proficiency		87%	88%	81%	83%	89%	86%	83%	87%
Promotes the use of research based instructional programs		74%	79%	81%	78%	87%	76%	83%	79%
Promotes continuous student achievement & school improvement		87%	86%	81%	83%	87%	74%	75%	79%
Evaluates staff according to state & local policies/procedures		71%	73%	74%	76%	80%	71%	85%	76%
Uses a variety of data sources to make informed decisions		79%	79%	77%	76%	80%	71%	83%	71%
Communicates Clear Vision consistent with GCS		71%	64%	77%	80%	76%	71%	71%	71%
Develops Improvement Plan collaboratively		63%	60%	74%	70%	73%	71%	85%	76%
Visits classrooms regularly		68%	88%	77%	76%	69%	69%	77%	76%
Practices ethical standards appropriate for the profession		74%	69%	71%	74%	76%	67%	81%	84%
Models high expectations		74%	69%	77%	74%	73%	67%	65%	68%
Supports professional development of staff		68%	69%	74%	63%	60%	62%	62%	71%
Coordinates the daily operation of school		76%	74%	68%	70%	78%	60%	65%	68%
Provides leadership for the school's curriculum		63%	62%	68%	70%	69%	60%	65%	66%
Demonstrates a professional demeanor		66%	69%	77%	67%	62%	57%	63%	68%
Fosters safe & positive environment for students & staff		74%	71%	84%	70%	69%	55%	56%	66%
Promotes effective communication		61%	62%	71%	61%	62%	52%	58%	55%
Models mutual respect		63%	57%	55%	61%	58%	48%	56%	58%
Communicates clear expectations		53%	43%	48%	50%	44%	48%	40%	47%
Ensures that instructional time is protected		61%	57%	61%	63%	56%	31%	22%	32%

## Parent Survey Data

### Advanced Ed

#### PARENT: Survey Response Counts

##### Section: Purpose and Direction

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
			#													
1. Our school's purpose statement is clearly focused on student success.	Sterling School	Average Score	116	61.05%	59	31.05%	11	5.79%	1	0.53%	1	0.53%	2	1.05%	190	100%
		4.48	116	61.05%	59	31.05%	11	5.79%	1	0.53%	1	0.53%	2	1.05%	190	100%
	Total		116	61.05%	59	31.05%	11	5.79%	1	0.53%	1	0.53%	2	1.05%	190	100%
2. Our school's purpose statement is formally reviewed and revised with involvement from parents.	Sterling School	Average Score	71	37.37%	62	32.63%	42	22.11%	6	3.16%	3	1.58%	6	3.16%	190	100%
		3.92	71	37.37%	62	32.63%	42	22.11%	6	3.16%	3	1.58%	6	3.16%	190	100%
	Total		71	37.37%	62	32.63%	42	22.11%	6	3.16%	3	1.58%	6	3.16%	190	100%
3. Our school has established goals and a plan for improving student learning.	Sterling School	Average Score	98	51.58%	69	36.32%	19	10%	2	1.05%	2	1.05%	0	0%	190	100%
		4.36	98	51.58%	69	36.32%	19	10%	2	1.05%	2	1.05%	0	0%	190	100%
	Total		98	51.58%	69	36.32%	19	10%	2	1.05%	2	1.05%	0	0%	190	100%
Total			285	50%	190	33.33%	72	12.63%	9	1.58%	6	1.05%	8	1.4%	570	100%

##### Section: Governance and Leadership

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
4. Our school's governing body operates responsibly and	Sterling School	Average Score	81	44.26%	75	40.98%	24	13.11%	0	0%	2	1.09%	1	0.55%	183	100%
		4.26	81	44.26%	75	40.98%	24	13.11%	0	0%	2	1.09%	1	0.55%	183	100%
	Total		81	44.26%	75	40.98%	24	13.11%	0	0%	2	1.09%	1	0.55%	183	100%

functions effectively.																
5. Our school's governing body does not interfere with the operation or leadership of our school.	Sterling School	Average Score	62	33.88%	73	39.89%	38	20.77%	1	0.55%	2	1.09%	7	3.83%	183	100%
		3.93	62	33.88%	73	39.89%	38	20.77%	1	0.55%	2	1.09%	7	3.83%	183	100%
	Total		62	33.88%	73	39.89%	38	20.77%	1	0.55%	2	1.09%	7	3.83%	183	100%
6. Our school has high expectations for students in all classes.	Sterling School	Average Score	119	65.03%	46	25.14%	13	7.1%	3	1.64%	2	1.09%	0	0%	183	100%
		4.51	119	65.03%	46	25.14%	13	7.1%	3	1.64%	2	1.09%	0	0%	183	100%
	Total		119	65.03%	46	25.14%	13	7.1%	3	1.64%	2	1.09%	0	0%	183	100%
7. Our school shares responsibility for student learning with its stakeholders.	Sterling School	Average Score	81	44.26%	76	41.53%	19	10.38%	4	2.19%	1	0.55%	2	1.09%	183	100%
		4.23	81	44.26%	76	41.53%	19	10.38%	4	2.19%	1	0.55%	2	1.09%	183	100%
	Total		81	44.26%	76	41.53%	19	10.38%	4	2.19%	1	0.55%	2	1.09%	183	100%
8. Our school communicates effectively about the school's goals and activities.	Sterling School	Average Score	93	50.82%	58	31.69%	23	12.57%	8	4.37%	1	0.55%	0	0%	183	100%
		4.28	93	50.82%	58	31.69%	23	12.57%	8	4.37%	1	0.55%	0	0%	183	100%
	Total		93	50.82%	58	31.69%	23	12.57%	8	4.37%	1	0.55%	0	0%	183	100%
9. Our school provides opportunities for stakeholders to be involved in the school.	Sterling School	Average Score	97	53.01%	67	36.61%	15	8.2%	1	0.55%	1	0.55%	2	1.09%	183	100%
		4.38	97	53.01%	67	36.61%	15	8.2%	1	0.55%	1	0.55%	2	1.09%	183	100%
	Total		97	53.01%	67	36.61%	15	8.2%	1	0.55%	1	0.55%	2	1.09%	183	100%
Total			533	48.54%	395	35.97%	132	12.02%	17	1.55%	9	0.82%	12	1.09%	1,098	100%

### Section: Teaching and Assessing for Learning

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.	Sterling School	Average Score	90	50.28%	66	36.87%	14	7.82%	8	4.47%	1	0.56%	0	0%	179	100%
		4.32	90	50.28%	66	36.87%	14	7.82%	8	4.47%	1	0.56%	0	0%	179	100%
	Total		90	50.28%	66	36.87%	14	7.82%	8	4.47%	1	0.56%	0	0%	179	100%
11. All of my child's teachers give work	Sterling School	Average Score	103	57.54%	60	33.52%	10	5.59%	6	3.35%	0	0%	0	0%	179	100%
		4.45	103	57.54%	60	33.52%	10	5.59%	6	3.35%	0	0%	0	0%	179	100%

that challenges my child.	Total		103	57.54%	60	33.52%	10	5.59%	6	3.35%	0	0%	0	0%	179	100%
12. All of my child's teachers use a variety of teaching strategies and learning activities.	Sterling School	Average Score	100	55.87%	66	36.87%	13	7.26%	0	0%	0	0%	0	0%	179	100%
		4.49	100	55.87%	66	36.87%	13	7.26%	0	0%	0	0%	0	0%	179	100%
	Total		100	55.87%	66	36.87%	13	7.26%	0	0%	0	0%	0	0%	179	100%
13. All of my child's teachers meet his/her learning needs by individualizing instruction.	Sterling School	Average Score	66	36.87%	52	29.05%	43	24.02%	14	7.82%	3	1.68%	1	0.56%	179	100%
		3.9	66	36.87%	52	29.05%	43	24.02%	14	7.82%	3	1.68%	1	0.56%	179	100%
	Total		66	36.87%	52	29.05%	43	24.02%	14	7.82%	3	1.68%	1	0.56%	179	100%
14. All of my child's teachers work as a team to help my child learn.	Sterling School	Average Score	79	44.13%	58	32.4%	33	18.44%	6	3.35%	1	0.56%	2	1.12%	179	100%
		4.13	79	44.13%	58	32.4%	33	18.44%	6	3.35%	1	0.56%	2	1.12%	179	100%
	Total		79	44.13%	58	32.4%	33	18.44%	6	3.35%	1	0.56%	2	1.12%	179	100%
15. All of my child's teachers help me to understand my child's progress.	Sterling School	Average Score	74	41.34%	60	33.52%	27	15.08%	15	8.38%	3	1.68%	0	0%	179	100%
		4.04	74	41.34%	60	33.52%	27	15.08%	15	8.38%	3	1.68%	0	0%	179	100%
	Total		74	41.34%	60	33.52%	27	15.08%	15	8.38%	3	1.68%	0	0%	179	100%
16. All of my child's teachers keep me informed regularly of how my child is being graded.	Sterling School	Average Score	67	37.43%	64	35.75%	23	12.85%	21	11.73%	4	2.23%	0	0%	179	100%
		3.94	67	37.43%	64	35.75%	23	12.85%	21	11.73%	4	2.23%	0	0%	179	100%
	Total		67	37.43%	64	35.75%	23	12.85%	21	11.73%	4	2.23%	0	0%	179	100%
17. All of my child's teachers report on my child's progress in easy to understand language.	Sterling School	Average Score	88	49.16%	63	35.2%	16	8.94%	8	4.47%	1	0.56%	3	1.68%	179	100%
		4.23	88	49.16%	63	35.2%	16	8.94%	8	4.47%	1	0.56%	3	1.68%	179	100%
	Total		88	49.16%	63	35.2%	16	8.94%	8	4.47%	1	0.56%	3	1.68%	179	100%
18. My child sees a relationship between what is being taught and his/her everyday life.	Sterling School	Average Score	64	35.75%	73	40.78%	33	18.44%	8	4.47%	1	0.56%	0	0%	179	100%
		4.07	64	35.75%	73	40.78%	33	18.44%	8	4.47%	1	0.56%	0	0%	179	100%
	Total		64	35.75%	73	40.78%	33	18.44%	8	4.47%	1	0.56%	0	0%	179	100%
19. My child knows the expectations for learning in all classes.	Sterling School	Average Score	82	45.81%	80	44.69%	12	6.7%	5	2.79%	0	0%	0	0%	179	100%
		4.34	82	45.81%	80	44.69%	12	6.7%	5	2.79%	0	0%	0	0%	179	100%
	Total		82	45.81%	80	44.69%	12	6.7%	5	2.79%	0	0%	0	0%	179	100%
20. My child has at least one adult	Sterling School	Average Score	82	45.81%	52	29.05%	30	16.76%	3	1.68%	2	1.12%	10	5.59%	179	100%
		4.0	82	45.81%	52	29.05%	30	16.76%	3	1.68%	2	1.12%	10	5.59%	179	100%



advocate in the school.	Total		82	45.81%	52	29.05%	30	16.76%	3	1.68%	2	1.12%	10	5.59%	179	100%
21. My child is given multiple assessments to measure his/her understanding of what was taught.	Sterling School	Average Score	74	41.34%	78	43.58%	23	12.85%	3	1.68%	1	0.56%	0	0%	179	100%
		4.23	74	41.34%	78	43.58%	23	12.85%	3	1.68%	1	0.56%	0	0%	179	100%
	Total		74	41.34%	78	43.58%	23	12.85%	3	1.68%	1	0.56%	0	0%	179	100%
22. My child has up-to-date computers and other technology to learn.	Sterling School	Average Score	89	49.72%	62	34.64%	18	10.06%	8	4.47%	2	1.12%	0	0%	179	100%
		4.27	89	49.72%	62	34.64%	18	10.06%	8	4.47%	2	1.12%	0	0%	179	100%
	Total		89	49.72%	62	34.64%	18	10.06%	8	4.47%	2	1.12%	0	0%	179	100%
23. My child has access to support services based on his/her identified needs.	Sterling School	Average Score	69	38.55%	70	39.11%	23	12.85%	1	0.56%	2	1.12%	14	7.82%	179	100%
		3.9	69	38.55%	70	39.11%	23	12.85%	1	0.56%	2	1.12%	14	7.82%	179	100%
	Total		69	38.55%	70	39.11%	23	12.85%	1	0.56%	2	1.12%	14	7.82%	179	100%
Total			1,127	44.97%	904	36.07%	318	12.69%	106	4.23%	21	0.84%	30	1.2%	2,506	100%

### Section: Resources and Support Systems

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%			#	%		
			#	%	#	%	#	%	#	%	#	%				
24. Our school provides qualified staff members to support student learning.	Sterling School	Average Score	101	57.71%	64	36.57%	7	4%	1	0.57%	2	1.14%	0	0%	175	100%
		4.49	101	57.71%	64	36.57%	7	4%	1	0.57%	2	1.14%	0	0%	175	100%
	Total		101	57.71%	64	36.57%	7	4%	1	0.57%	2	1.14%	0	0%	175	100%
25. Our school provides an adequate supply of learning resources that are current and in good condition.	Sterling School	Average Score	97	55.43%	63	36%	15	8.57%	0	0%	0	0%	0	0%	175	100%
		4.47	97	55.43%	63	36%	15	8.57%	0	0%	0	0%	0	0%	175	100%
	Total		97	55.43%	63	36%	15	8.57%	0	0%	0	0%	0	0%	175	100%
26. Our school provides a safe learning environment.	Sterling School	Average Score	95	54.29%	67	38.29%	10	5.71%	1	0.57%	2	1.14%	0	0%	175	100%
		4.44	95	54.29%	67	38.29%	10	5.71%	1	0.57%	2	1.14%	0	0%	175	100%
	Total		95	54.29%	67	38.29%	10	5.71%	1	0.57%	2	1.14%	0	0%	175	100%
27. Our school provides students with access to a	Sterling School	Average Score	96	54.86%	66	37.71%	11	6.29%	1	0.57%	1	0.57%	0	0%	175	100%
		4.46	96	54.86%	66	37.71%	11	6.29%	1	0.57%	1	0.57%	0	0%	175	100%

variety of information resources to support their learning.	Total		96	54.86%	66	37.71%	11	6.29%	1	0.57%	1	0.57%	0	0%	175	100%
28. Our school provides excellent support services (e.g., counseling, and/or career planning).	Sterling School	Average Score	72	41.14%	60	34.29%	33	18.86%	3	1.71%	3	1.71%	4	2.29%	175	100%
		4.05	72	41.14%	60	34.29%	33	18.86%	3	1.71%	3	1.71%	4	2.29%	175	100%
	Total		72	41.14%	60	34.29%	33	18.86%	3	1.71%	3	1.71%	4	2.29%	175	100%
29. Our school provides opportunities for students to participate in activities that interest them.	Sterling School	Average Score	80	45.71%	78	44.57%	8	4.57%	7	4%	2	1.14%	0	0%	175	100%
		4.3	80	45.71%	78	44.57%	8	4.57%	7	4%	2	1.14%	0	0%	175	100%
	Total		80	45.71%	78	44.57%	8	4.57%	7	4%	2	1.14%	0	0%	175	100%
30. Our school ensures that the facilities support student learning.	Sterling School	Average Score	96	54.86%	72	41.14%	6	3.43%	0	0%	1	0.57%	0	0%	175	100%
		4.5	96	54.86%	72	41.14%	6	3.43%	0	0%	1	0.57%	0	0%	175	100%
	Total		96	54.86%	72	41.14%	6	3.43%	0	0%	1	0.57%	0	0%	175	100%
31. Our school ensures the effective use of financial resources.	Sterling School	Average Score	78	44.57%	60	34.29%	30	17.14%	2	1.14%	1	0.57%	4	2.29%	175	100%
		4.14	78	44.57%	60	34.29%	30	17.14%	2	1.14%	1	0.57%	4	2.29%	175	100%
	Total		78	44.57%	60	34.29%	30	17.14%	2	1.14%	1	0.57%	4	2.29%	175	100%
32. Our school ensures that instructional time is protected and interruptions are minimized.	Sterling School	Average Score	84	48%	74	42.29%	15	8.57%	2	1.14%	0	0%	0	0%	175	100%
		4.37	84	48%	74	42.29%	15	8.57%	2	1.14%	0	0%	0	0%	175	100%
	Total		84	48%	74	42.29%	15	8.57%	2	1.14%	0	0%	0	0%	175	100%
Total			799	50.73%	604	38.35%	135	8.57%	17	1.08%	12	0.76%	8	0.51%	1,575	100%

### Section: Using Results for Continuous Improvement

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
33. Our school ensures that all staff members monitor and report the achievement of school goals.	Sterling School	Average Score	60	34.29%	69	39.43%	38	21.71%	6	3.43%	0	0%	2	1.14%	175	100%
		4.01	60	34.29%	69	39.43%	38	21.71%	6	3.43%	0	0%	2	1.14%	175	100%
	Total		60	34.29%	69	39.43%	38	21.71%	6	3.43%	0	0%	2	1.14%	175	100%

34. My child is prepared for success in the next school year.	Sterling School	Average Score	97	55.43%	64	36.57%	13	7.43%	1	0.57%	0	0%	0	0%	175	100%
		4.47	97	55.43%	64	36.57%	13	7.43%	1	0.57%	0	0%	0	0%	175	100%
	Total		97	55.43%	64	36.57%	13	7.43%	1	0.57%	0	0%	0	0%	175	100%
35. My child has administrators and teachers that monitor and inform me of his/her learning progress.	Sterling School	Average Score	81	46.29%	57	32.57%	24	13.71%	10	5.71%	3	1.71%	0	0%	175	100%
		4.16	81	46.29%	57	32.57%	24	13.71%	10	5.71%	3	1.71%	0	0%	175	100%
	Total		81	46.29%	57	32.57%	24	13.71%	10	5.71%	3	1.71%	0	0%	175	100%
Total			238	45.33%	190	36.19%	75	14.29%	17	3.24%	3	0.57%	2	0.38%	525	100%

## State Report Card Data

### Parent Surveys: Learning Environment

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.8	98.8	98.8	98.8	98.8
School Actual	98.8	94.1	90.9				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

### Parent Surveys: Safety

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

<b>School Projected</b>	X	X	94.5	94.9	95.3	95.5	95.5
<b>School Actual</b>	94.1	92.9	92.9				
<b>District Projected</b>	X	X	93.9	94.3	94.7	95.1	95.5
<b>District Actual</b>	93.5*						

## Student Survey Data

### ADVANCED ED Survey

#### STUDENT: EARLY CHILDHOOD Survey Response Counts

##### Section: About My School

Question / Institution			Yes		Maybe		No		Total	
			#	%	#	%	#	%	#	%
1. My teacher wants me to learn.	Sterling School	Average Score	139	98.58%	2	1.42%	0	0%	141	100%
		2.99	139	98.58%	2	1.42%	0	0%	141	100%
	Total		139	98.58%	2	1.42%	0	0%	141	100%
2. My teacher is fair to me.	Sterling School	Average Score	127	90.07%	10	7.09%	4	2.84%	141	100%
		2.87	127	90.07%	10	7.09%	4	2.84%	141	100%
	Total		127	90.07%	10	7.09%	4	2.84%	141	100%
3. My teacher wants me to do my best.	Sterling School	Average Score	139	98.58%	2	1.42%	0	0%	141	100%
		2.99	139	98.58%	2	1.42%	0	0%	141	100%
	Total		139	98.58%	2	1.42%	0	0%	141	100%
4. I learn new things in school.	Sterling School	Average Score	127	90.07%	14	9.93%	0	0%	141	100%
		2.9	127	90.07%	14	9.93%	0	0%	141	100%
	Total		127	90.07%	14	9.93%	0	0%	141	100%
5. My teacher makes me think.	Sterling School	Average Score	119	84.4%	17	12.06%	5	3.55%	141	100%
		2.81	119	84.4%	17	12.06%	5	3.55%	141	100%
	Total		119	84.4%	17	12.06%	5	3.55%	141	100%
6. I know what to do every day in school.	Sterling School	Average Score	109	77.3%	21	14.89%	11	7.8%	141	100%
		2.7	109	77.3%	21	14.89%	11	7.8%	141	100%
	Total		109	77.3%	21	14.89%	11	7.8%	141	100%
7. My family likes to come to my school.	Sterling School	Average Score	106	75.18%	25	17.73%	10	7.09%	141	100%
		2.68	106	75.18%	25	17.73%	10	7.09%	141	100%
	Total		106	75.18%	25	17.73%	10	7.09%	141	100%
8. Other teachers know me.	Sterling School	Average Score	104	73.76%	30	21.28%	7	4.96%	141	100%
		2.69	104	73.76%	30	21.28%	7	4.96%	141	100%
	Total		104	73.76%	30	21.28%	7	4.96%	141	100%
9. My family knows how I do in school.	Sterling School	Average Score	119	84.4%	16	11.35%	6	4.26%	141	100%
		2.8	119	84.4%	16	11.35%	6	4.26%	141	100%
	Total		119	84.4%	16	11.35%	6	4.26%	141	100%
10. I am safe at school.	Sterling School	Average Score	135	95.74%	6	4.26%	0	0%	141	100%
		2.96	135	95.74%	6	4.26%	0	0%	141	100%
	Total		135	95.74%	6	4.26%	0	0%	141	100%
11. My school has books for me to read.	Sterling School	Average Score	141	100%	0	0%	0	0%	141	100%
		3.0	141	100%	0	0%	0	0%	141	100%

	Total		141	100%	0	0%	0	0%	141	100%
12. I use a computer to learn at school.	Sterling School	Average Score	90	63.83%	24	17.02%	27	19.15%	141	100%
		2.45	90	63.83%	24	17.02%	27	19.15%	141	100%
	Total		90	63.83%	24	17.02%	27	19.15%	141	100%
13. My teacher wants me to help all boys and girls.	Sterling School	Average Score	130	92.2%	10	7.09%	1	0.71%	141	100%
		2.91	130	92.2%	10	7.09%	1	0.71%	141	100%
	Total		130	92.2%	10	7.09%	1	0.71%	141	100%
14. My teacher tells me when I do good work.	Sterling School	Average Score	131	92.91%	7	4.96%	3	2.13%	141	100%
		2.91	131	92.91%	7	4.96%	3	2.13%	141	100%
	Total		131	92.91%	7	4.96%	3	2.13%	141	100%
Total			1,716	86.93%	184	9.32%	74	3.75%	1,974	100%

## STUDENT SURVEYS: ELEMENTARY Survey Response Counts

### Section: Purpose and Direction

Question / Institution			I Agree		I'm Not Sure		I Don't Agree		Total	
			#	%	#	%	#	%	#	%
1. In my school my principal and teachers want every student to learn.	Sterling School	Average Score	154	93.9%	10	6.1%	0	0%	164	100%
		2.94	154	93.9%	10	6.1%	0	0%	164	100%
	Total		154	93.9%	10	6.1%	0	0%	164	100%
2. In my school I am learning new things that will help me.	Sterling School	Average Score	151	92.07%	12	7.32%	1	0.61%	164	100%
		2.91	151	92.07%	12	7.32%	1	0.61%	164	100%
	Total		151	92.07%	12	7.32%	1	0.61%	164	100%
Total			305	92.99%	22	6.71%	1	0.3%	328	100%

### Section: Governance and Leadership

Question / Institution			I Agree		I'm Not Sure		I Don't Agree		Total	
			#	%	#	%	#	%	#	%
3. In my school I am treated fairly.	Sterling School	Average Score	122	75.31%	28	17.28%	12	7.41%	162	100%
		2.68	122	75.31%	28	17.28%	12	7.41%	162	100%
	Total		122	75.31%	28	17.28%	12	7.41%	162	100%
4. In my school students treat adults with respect.	Sterling School	Average Score	85	52.47%	60	37.04%	17	10.49%	162	100%
		2.42	85	52.47%	60	37.04%	17	10.49%	162	100%
	Total		85	52.47%	60	37.04%	17	10.49%	162	100%
5. In my school my teachers want me to do my best work.	Sterling School	Average Score	159	98.15%	3	1.85%	0	0%	162	100%
		2.98	159	98.15%	3	1.85%	0	0%	162	100%
	Total		159	98.15%	3	1.85%	0	0%	162	100%
Total			366	75.31%	91	18.72%	29	5.97%	486	100%

### Section: Teaching and Assessing for Learning

Question / Institution			I Agree		I'm Not Sure		I Don't Agree		Total	
			#	%	#	%	#	%	#	%
<b>6. My teachers help me learn things I will need in the future.</b>	<b>Sterling School</b>	<b>Average Score</b>	147	90.74%	14	8.64%	1	0.62%	162	100%
		<b>2.9</b>	147	90.74%	14	8.64%	1	0.62%	162	100%
	<b>Total</b>		<b>147</b>	<b>90.74%</b>	<b>14</b>	<b>8.64%</b>	<b>1</b>	<b>0.62%</b>	<b>162</b>	<b>100%</b>

7. My teachers use different activities to help me learn.	Sterling School	Average Score	151	93.21%	10	6.17%	1	0.62%	162	100%
		2.93	151	93.21%	10	6.17%	1	0.62%	162	100%
	Total		151	93.21%	10	6.17%	1	0.62%	162	100%
8. My teachers listen to me.	Sterling School	Average Score	124	76.54%	37	22.84%	1	0.62%	162	100%
		2.76	124	76.54%	37	22.84%	1	0.62%	162	100%
	Total		124	76.54%	37	22.84%	1	0.62%	162	100%
9. My teachers tell me how I should behave and do my work.	Sterling School	Average Score	141	87.04%	19	11.73%	2	1.23%	162	100%
		2.86	141	87.04%	19	11.73%	2	1.23%	162	100%
	Total		141	87.04%	19	11.73%	2	1.23%	162	100%
10. My teachers ask my family to come to school activities.	Sterling School	Average Score	111	68.52%	46	28.4%	5	3.09%	162	100%
		2.65	111	68.52%	46	28.4%	5	3.09%	162	100%
	Total		111	68.52%	46	28.4%	5	3.09%	162	100%
11. My teachers always help me when I need them.	Sterling School	Average Score	126	77.78%	30	18.52%	6	3.7%	162	100%
		2.74	126	77.78%	30	18.52%	6	3.7%	162	100%
	Total		126	77.78%	30	18.52%	6	3.7%	162	100%
12. My teachers tell my family how I am doing in school.	Sterling School	Average Score	132	81.48%	25	15.43%	5	3.09%	162	100%
		2.78	132	81.48%	25	15.43%	5	3.09%	162	100%
	Total		132	81.48%	25	15.43%	5	3.09%	162	100%
13. My teachers care about students.	Sterling School	Average Score	144	88.89%	18	11.11%	0	0%	162	100%
		2.89	144	88.89%	18	11.11%	0	0%	162	100%
	Total		144	88.89%	18	11.11%	0	0%	162	100%
Total			1,076	83.02%	199	15.35%	21	1.62%	1,296	100%

### Section: Resources and Support Systems

Question / Institution			I Agree		I'm Not Sure		I Don't Agree		Total	
			#	%	#	%	#	%	#	%
14. My school is safe and clean.	Sterling School	Average Score	128	79.5%	23	14.29%	10	6.21%	161	100%
		2.73	128	79.5%	23	14.29%	10	6.21%	161	100%
	Total		128	79.5%	23	14.29%	10	6.21%	161	100%
15. My school has many places where I can learn, such as the library.	Sterling School	Average Score	156	96.89%	5	3.11%	0	0%	161	100%
		2.97	156	96.89%	5	3.11%	0	0%	161	100%
	Total		156	96.89%	5	3.11%	0	0%	161	100%
16. My school has computers to help me learn.	Sterling School	Average Score	158	98.14%	3	1.86%	0	0%	161	100%
		2.98	158	98.14%	3	1.86%	0	0%	161	100%
	Total		158	98.14%	3	1.86%	0	0%	161	100%
17. My school wants children in our school to help each other even if we are not friends.	Sterling School	Average Score	133	82.61%	25	15.53%	3	1.86%	161	100%
		2.81	133	82.61%	25	15.53%	3	1.86%	161	100%
	Total		133	82.61%	25	15.53%	3	1.86%	161	100%
Total			575	89.29%	56	8.7%	13	2.02%	644	100%

### Section: Using Results for Continuous Improvement

Question / Institution			I Agree		I'm Not Sure		I Don't Agree		Total	
			#	%	#	%	#	%	#	%
	Sterling School	Average Score	72	44.72%	52	32.3%	37	22.98%	161	100%

18. My principal and teachers ask me what I think about school.		2.22	72	44.72%	52	32.3%	37	22.98%	161	100%
	Total		72	44.72%	52	32.3%	37	22.98%	161	100%
19 My principal and teachers tell children when they do a good job.	Sterling School	Average Score	135	83.85%	23	14.29%	3	1.86%	161	100%
		2.82	135	83.85%	23	14.29%	3	1.86%	161	100%
	Total		135	83.85%	23	14.29%	3	1.86%	161	100%
20. My principal and teachers help me to be ready for the next grade.	Sterling School	Average Score	151	93.79%	10	6.21%	0	0%	161	100%
		2.94	151	93.79%	10	6.21%	0	0%	161	100%
	Total		151	93.79%	10	6.21%	0	0%	161	100%
Total			358	74.12%	85	17.6%	40	8.28%	483	100%



## STUDENT SURVEYS: MIDDLE SCHOOL Survey Response Counts

### Section: Purpose and Direction

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. In my school, programs and services are available to help me succeed.	Sterling School	Average Score	72	37.7%	99	51.83%	16	8.38%	4	2.09%	0	0%	0	0%	191	100%
		4.25	72	37.7%	99	51.83%	16	8.38%	4	2.09%	0	0%	0	0%	191	100%
	Total		72	37.7%	99	51.83%	16	8.38%	4	2.09%	0	0%	0	0%	191	100%
2. In my school, the purpose and expectations are clearly explained to me and my family.	Sterling School	Average Score	57	29.84%	91	47.64%	36	18.85%	3	1.57%	3	1.57%	1	0.52%	191	100%
		4.01	57	29.84%	91	47.64%	36	18.85%	3	1.57%	3	1.57%	1	0.52%	191	100%
	Total		57	29.84%	91	47.64%	36	18.85%	3	1.57%	3	1.57%	1	0.52%	191	100%
3. In my school, a high quality education is offered.	Sterling School	Average Score	144	75.39%	39	20.42%	6	3.14%	2	1.05%	0	0%	0	0%	191	100%
		4.7	144	75.39%	39	20.42%	6	3.14%	2	1.05%	0	0%	0	0%	191	100%
	Total		144	75.39%	39	20.42%	6	3.14%	2	1.05%	0	0%	0	0%	191	100%
4. In my school, all students are treated with respect.	Sterling School	Average Score	44	23.04%	88	46.07%	42	21.99%	13	6.81%	3	1.57%	1	0.52%	191	100%
		3.81	44	23.04%	88	46.07%	42	21.99%	13	6.81%	3	1.57%	1	0.52%	191	100%
	Total		44	23.04%	88	46.07%	42	21.99%	13	6.81%	3	1.57%	1	0.52%	191	100%
5. In my school, teachers work together to improve student learning.	Sterling School	Average Score	70	36.65%	76	39.79%	31	16.23%	9	4.71%	3	1.57%	2	1.05%	191	100%
		4.02	70	36.65%	76	39.79%	31	16.23%	9	4.71%	3	1.57%	2	1.05%	191	100%
	Total		70	36.65%	76	39.79%	31	16.23%	9	4.71%	3	1.57%	2	1.05%	191	100%
Total			387	40.52%	393	41.15%	131	13.72%	31	3.25%	9	0.94%	4	0.42%	955	100%

### Section: Governance and Leadership

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%

6. In my school, rules are applied equally to all students.	Sterling School	Average Score	65	34.39%	84	44.44%	24	12.7%	9	4.76%	6	3.17%	1	0.53%	189	100%
		4.01	65	34.39%	84	44.44%	24	12.7%	9	4.76%	6	3.17%	1	0.53%	189	100%
	Total		65	34.39%	84	44.44%	24	12.7%	9	4.76%	6	3.17%	1	0.53%	189	100%
7. In my school, students treat adults with respect.	Sterling School	Average Score	30	15.87%	108	57.14%	43	22.75%	4	2.12%	3	1.59%	1	0.53%	189	100%
		3.82	30	15.87%	108	57.14%	43	22.75%	4	2.12%	3	1.59%	1	0.53%	189	100%
	Total		30	15.87%	108	57.14%	43	22.75%	4	2.12%	3	1.59%	1	0.53%	189	100%
8. In my school, the principal and teachers have high expectations of me.	Sterling School	Average Score	106	56.08%	68	35.98%	13	6.88%	2	1.06%	0	0%	0	0%	189	100%
		4.47	106	56.08%	68	35.98%	13	6.88%	2	1.06%	0	0%	0	0%	189	100%
	Total		106	56.08%	68	35.98%	13	6.88%	2	1.06%	0	0%	0	0%	189	100%
Total			201	35.45%	260	45.86%	80	14.11%	15	2.65%	9	1.59%	2	0.35%	567	100%

### Section: Teaching and Assessing for Learning

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
9. My school gives me multiple assessments to check my understanding of what was taught.	Sterling School	Average Score	98	52.13%	72	38.3%	13	6.91%	4	2.13%	0	0%	1	0.53%	188	100%
		4.39	98	52.13%	72	38.3%	13	6.91%	4	2.13%	0	0%	1	0.53%	188	100%
	Total		98	52.13%	72	38.3%	13	6.91%	4	2.13%	0	0%	1	0.53%	188	100%
10. My school provides me with challenging curriculum and learning experiences.	Sterling School	Average Score	123	65.43%	58	30.85%	4	2.13%	2	1.06%	0	0%	1	0.53%	188	100%
		4.59	123	65.43%	58	30.85%	4	2.13%	2	1.06%	0	0%	1	0.53%	188	100%
	Total		123	65.43%	58	30.85%	4	2.13%	2	1.06%	0	0%	1	0.53%	188	100%
11. My school prepares me to deal with issues I may face in the future.	Sterling School	Average Score	48	25.53%	75	39.89%	45	23.94%	14	7.45%	6	3.19%	0	0%	188	100%
		3.77	48	25.53%	75	39.89%	45	23.94%	14	7.45%	6	3.19%	0	0%	188	100%
	Total		48	25.53%	75	39.89%	45	23.94%	14	7.45%	6	3.19%	0	0%	188	100%
12. My school motivates me to learn new things.	Sterling School	Average Score	70	37.23%	87	46.28%	25	13.3%	4	2.13%	2	1.06%	0	0%	188	100%
		4.16	70	37.23%	87	46.28%	25	13.3%	4	2.13%	2	1.06%	0	0%	188	100%
	Total		70	37.23%	87	46.28%	25	13.3%	4	2.13%	2	1.06%	0	0%	188	100%
13. My school offers opportunities for	Sterling School	Average Score	50	26.6%	80	42.55%	41	21.81%	11	5.85%	5	2.66%	1	0.53%	188	100%
		3.83	50	26.6%	80	42.55%	41	21.81%	11	5.85%	5	2.66%	1	0.53%	188	100%

my family to become involved in school activities and my learning.	Total		50	26.6%	80	42.55%	41	21.81%	11	5.85%	5	2.66%	1	0.53%	188	100%
14. My school makes sure there is at least one adult who knows me well and shows interest in my education and future.	Sterling School	Average Score	40	21.28%	58	30.85%	62	32.98%	22	11.7%	6	3.19%	0	0%	188	100%
		3.55	40	21.28%	58	30.85%	62	32.98%	22	11.7%	6	3.19%	0	0%	188	100%
	Total		40	21.28%	58	30.85%	62	32.98%	22	11.7%	6	3.19%	0	0%	188	100%
15. My school provides learning services for me according to my needs.	Sterling School	Average Score	47	25%	86	45.74%	43	22.87%	6	3.19%	3	1.6%	3	1.6%	188	100%
		3.85	47	25%	86	45.74%	43	22.87%	6	3.19%	3	1.6%	3	1.6%	188	100%
	Total		47	25%	86	45.74%	43	22.87%	6	3.19%	3	1.6%	3	1.6%	188	100%
16. All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.	Sterling School	Average Score	68	36.17%	84	44.68%	24	12.77%	9	4.79%	3	1.6%	0	0%	188	100%
		4.09	68	36.17%	84	44.68%	24	12.77%	9	4.79%	3	1.6%	0	0%	188	100%
	Total		68	36.17%	84	44.68%	24	12.77%	9	4.79%	3	1.6%	0	0%	188	100%
17. All of my teachers change their teaching to meet my learning needs.	Sterling School	Average Score	17	9.04%	51	27.13%	67	35.64%	41	21.81%	10	5.32%	2	1.06%	188	100%
		3.1	17	9.04%	51	27.13%	67	35.64%	41	21.81%	10	5.32%	2	1.06%	188	100%
	Total		17	9.04%	51	27.13%	67	35.64%	41	21.81%	10	5.32%	2	1.06%	188	100%
18. All of my teachers explain their expectations for learning and behavior so I can be successful.	Sterling School	Average Score	59	31.38%	88	46.81%	33	17.55%	6	3.19%	2	1.06%	0	0%	188	100%
		4.04	59	31.38%	88	46.81%	33	17.55%	6	3.19%	2	1.06%	0	0%	188	100%
	Total		59	31.38%	88	46.81%	33	17.55%	6	3.19%	2	1.06%	0	0%	188	100%
19. All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.	Sterling School	Average Score	107	56.91%	63	33.51%	14	7.45%	3	1.6%	1	0.53%	0	0%	188	100%
		4.45	107	56.91%	63	33.51%	14	7.45%	3	1.6%	1	0.53%	0	0%	188	100%
	Total		107	56.91%	63	33.51%	14	7.45%	3	1.6%	1	0.53%	0	0%	188	100%
20. All of my teachers provide me with information about my	Sterling School	Average Score	66	35.11%	75	39.89%	33	17.55%	12	6.38%	2	1.06%	0	0%	188	100%
		4.02	66	35.11%	75	39.89%	33	17.55%	12	6.38%	2	1.06%	0	0%	188	100%
	Total		66	35.11%	75	39.89%	33	17.55%	12	6.38%	2	1.06%	0	0%	188	100%

learning and grades.																
21. All of my teachers keep my family informed of my academic progress.	Sterling School	Average Score	67	35.64%	69	36.7%	39	20.74%	9	4.79%	3	1.6%	1	0.53%	188	100%
		3.98	67	35.64%	69	36.7%	39	20.74%	9	4.79%	3	1.6%	1	0.53%	188	100%
	Total		67	35.64%	69	36.7%	39	20.74%	9	4.79%	3	1.6%	1	0.53%	188	100%
22. All of my teachers fairly grade and evaluate my work.	Sterling School	Average Score	66	35.11%	76	40.43%	29	15.43%	14	7.45%	3	1.6%	0	0%	188	100%
		4.0	66	35.11%	76	40.43%	29	15.43%	14	7.45%	3	1.6%	0	0%	188	100%
	Total		66	35.11%	76	40.43%	29	15.43%	14	7.45%	3	1.6%	0	0%	188	100%
Total			926	35.18%	1,022	38.83%	472	17.93%	157	5.97%	46	1.75%	9	0.34%	2,632	100%

### Section: Resources and Support Systems

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
23. In my school, the building and grounds are safe, clean, and provide a healthy place for learning.	Sterling School	Average Score	64	34.04%	76	40.43%	34	18.09%	11	5.85%	3	1.6%	0	0%	188	100%
		3.99	64	34.04%	76	40.43%	34	18.09%	11	5.85%	3	1.6%	0	0%	188	100%
	Total		64	34.04%	76	40.43%	34	18.09%	11	5.85%	3	1.6%	0	0%	188	100%
24. In my school, students respect the property of others.	Sterling School	Average Score	30	15.96%	65	34.57%	54	28.72%	26	13.83%	12	6.38%	1	0.53%	188	100%
		3.38	30	15.96%	65	34.57%	54	28.72%	26	13.83%	12	6.38%	1	0.53%	188	100%
	Total		30	15.96%	65	34.57%	54	28.72%	26	13.83%	12	6.38%	1	0.53%	188	100%
25. In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).	Sterling School	Average Score	93	49.47%	66	35.11%	23	12.23%	4	2.13%	2	1.06%	0	0%	188	100%
		4.3	93	49.47%	66	35.11%	23	12.23%	4	2.13%	2	1.06%	0	0%	188	100%
	Total		93	49.47%	66	35.11%	23	12.23%	4	2.13%	2	1.06%	0	0%	188	100%
26. In my school, computers are up-to-date and used by teachers to help me learn.	Sterling School	Average Score	31	16.49%	35	18.62%	34	18.09%	39	20.74%	47	25%	2	1.06%	188	100%
		2.78	31	16.49%	35	18.62%	34	18.09%	39	20.74%	47	25%	2	1.06%	188	100%
	Total		31	16.49%	35	18.62%	34	18.09%	39	20.74%	47	25%	2	1.06%	188	100%
27. In my school, students help each other even if	Sterling School	Average Score	22	11.7%	68	36.17%	58	30.85%	26	13.83%	14	7.45%	0	0%	188	100%
		3.31	22	11.7%	68	36.17%	58	30.85%	26	13.83%	14	7.45%	0	0%	188	100%

they are not friends.	Total		22	11.7%	68	36.17%	58	30.85%	26	13.83%	14	7.45%	0	0%	188	100%
28. In my school, I can participate in activities that interest me.	Sterling School	Average Score	50	26.6%	80	42.55%	37	19.68%	12	6.38%	9	4.79%	0	0%	188	100%
		3.8	50	26.6%	80	42.55%	37	19.68%	12	6.38%	9	4.79%	0	0%	188	100%
	Total		50	26.6%	80	42.55%	37	19.68%	12	6.38%	9	4.79%	0	0%	188	100%
29. In my school, I have access to counseling, career planning, and other programs to help me in school.	Sterling School	Average Score	52	27.66%	92	48.94%	32	17.02%	5	2.66%	5	2.66%	2	1.06%	188	100%
		3.93	52	27.66%	92	48.94%	32	17.02%	5	2.66%	5	2.66%	2	1.06%	188	100%
	Total		52	27.66%	92	48.94%	32	17.02%	5	2.66%	5	2.66%	2	1.06%	188	100%
Total			342	25.99%	482	36.63%	272	20.67%	123	9.35%	92	6.99%	5	0.38%	1,316	100%

### Section: Using Results for Continuous Improvement

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
			#													
30. My school shares information about school success with my family and community members.	Sterling School	Average Score	40	21.28%	77	40.96%	55	29.26%	11	5.85%	4	2.13%	1	0.53%	188	100%
		3.72	40	21.28%	77	40.96%	55	29.26%	11	5.85%	4	2.13%	1	0.53%	188	100%
	Total		40	21.28%	77	40.96%	55	29.26%	11	5.85%	4	2.13%	1	0.53%	188	100%
31. My school considers students' opinions when planning ways to improve the school.	Sterling School	Average Score	39	20.74%	53	28.19%	53	28.19%	27	14.36%	15	7.98%	1	0.53%	188	100%
		3.38	39	20.74%	53	28.19%	53	28.19%	27	14.36%	15	7.98%	1	0.53%	188	100%
	Total		39	20.74%	53	28.19%	53	28.19%	27	14.36%	15	7.98%	1	0.53%	188	100%
32. My school prepares me for success in the next school year.	Sterling School	Average Score	71	37.77%	79	42.02%	26	13.83%	8	4.26%	4	2.13%	0	0%	188	100%
		4.09	71	37.77%	79	42.02%	26	13.83%	8	4.26%	4	2.13%	0	0%	188	100%
	Total		71	37.77%	79	42.02%	26	13.83%	8	4.26%	4	2.13%	0	0%	188	100%
Total			150	26.6%	209	37.06%	134	23.76%	46	8.16%	23	4.08%	2	0.35%	564	100%

## State Report Card Survey

### Student Survey : Learning Environment

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	91.5	91.5	91.5	91.5	91.5
<b>School Actual</b>	91.5	89.7	95.5				
<b>District Projected (ES, MS, and HS)</b>	X	X	83.5	84.0	84.5	85.0	85.5
<b>District Actual (ES and MS)</b>	83.8						

### Student Survey : Safety

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	97.1	97.1	97.1	97.1	97.1
<b>School Actual</b>	97.1	96.5	97.2				
<b>District Projected</b>	X	X	91.9	92.3	92.7	93.1	93.5
<b>District Actual</b>	90.9						

# Summary of Needs

## **Student Achievement:**

**Goal Area 1** encompasses performance goals for Reading, Writing and Math, Social Studies and Science. These performance targets are based on the prior years' PASS scores and are focused on areas needing improvement. Within the plan found in this document, interim performance goals further target additional areas of improvement. You may notice in this goal area that Sterling elementary is designated rather than Sterling School. Sterling elementary indicates elementary students in grades 3<sup>rd</sup>-5<sup>th</sup> not in the Charles Townes Center. This designation is due to the extremely high number of Charles Townes students who score exemplary in English Language Arts, Writing and Math.

### **Needs:**

- The Sterling elementary program performed above federal standard however the African-American sub group was below standard
- Assessment: Use of common assessments and analysis of other data.
- Balanced Literacy: Need to improve literacy skills on %K-5<sup>th</sup>
- Curriculum: Integrate common core standards and improved current instructional unit plans and rigor of all academic areas.
- CATCH: Need to continue strategies to improve student health and academic performance
- Differentiation: Need to more effectively use research based instructional practices to individualize student learning and performance
- Enrichment: Continue to Extend, Enrich and Accelerate student learning and performance.

## **Teacher and Administrator Quality**

**Goal Area 2** addresses the need for quality staff. The **Sterling School** vision requires extensive training for teachers and staff members. This area defines the school-wide professional development for the year as well.

### **Needs:**

- Provide more targeted professional development
- Training on Common Core
- Use of CATCH activities to impact student health and learning
- Training in the development, analysis and use of assessment data.
- Improved student literacy through balanced literacy
- Strategies for differentiation.
- Use of technology to improve student learning

The goals in this area are supported by national and state guidelines defining quality personnel. The strategies in this area are designed to support the two areas of focus in developing the school culture and are integral to implementing the strategies in Goal Areas 1 and 3.

## **School Climate:**

**Goal Area 3** addresses school climate. This goal area is very important at **Sterling School** and is directly aligned with the focus of inclusiveness. **Sterling School** is a diverse school covering a wide range of ages and student needs. **Sterling School** plays a critical role in the local community as well creates a community for our parents from around the county. The strategies for meeting and maintaining this goal are designed to identify and meet the needs of this diverse population.

#### Needs

- Improve student attendance and tardies.
- School security- student ID's for middle school.
- Parent engagement- need parent workshops, orientations and meetings to help provide support for students
- Improve parent-teacher conferences using more parent friendly assessment data
- Diversity training for parent leadership- SIC & PTA
- Each student needs one adult in the school they feel knows and advocates for them

A table of current needs was established to build support and strength in our core academic program. This table of needs is used to establish key strategies in the action plan, teacher professional and student achievement goals and tasked items for action by curriculum and program committees, Parent Teacher Association and School Improvement Council.

Each year, as items are addressed or deemed to be completed, those items will be noted in the table via notation and date of completion. New items will be added as needed and dated as well. Where items are program specific, program notation is also provided.

Identified needs are being addressed through multiple methods:

1. A Strategic Action Plan has been developed for major focuses for the school year.
2. Curriculum Vertical (cross grade level) Teams and Program Committees will be responsible for tasks in the plan and addressing other issues.
3. Individual teachers may include needs in their professional goal setting yearly.

As new needs are discovered, they will be added and dated to the needs list. As needs are resolved, they will be dated and marked as complete.

Sterling also finished a comprehensive review of our overall instructional program and after careful review, we decided that the best approach to update and improve the instructional program at the Charles Townes Center and the Sterling Program was to add depth, rigor and choice to our current offerings. There is still a path for course acceleration where needed, however, the vast majority of student needs would be better met with a program that added attention to student strengths through extensions, in-depth studies in a field of interest and ongoing enrichment. These enrichments and extensions would also be supported through a partnership with The Children's Museum of the Upstate (in initial talks). Students would use the museum and its staff as a resource for curriculum development and field experiences. Teachers, parents and students will work together to develop a comprehensive student portfolio which guide large group extensions, individualized enrichment and student course and project selection. This new approach would utilize a Program Facilitator to lead the initiative.



☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in reading each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in reading as measured by SC READY.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in reading as measured by SC READY.

**DATA SOURCE(S):** ESSA Federal Accountability and SDE School Report Card\_

	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	72	75
<b>School Actual</b>	68.9%		
<b>District Projected</b>	X	53	56
<b>District Actual</b>	50		

\*Baseline data to be established in 2015-16.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in mathematics as measured by SC READY.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by SC READY.

**DATA SOURCE(S):** ESSA Federal Accountability and SDE School Report Card\_

	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	75	78
<b>School Actual</b>	72.4		
<b>District Projected</b>	X	59	63
<b>District Actual</b>	56		

\*Baseline data to be established in 2015-16.\*

## SC READY % TESTED

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

**DATA SOURCE(S):** ESSA Federal Accountability and SDE School Report Card\_

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	95.0	95.0	95.0	95.0
<b>Actual Performance</b>		100		
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 2014-15.\*

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0
<b>Actual Performance</b>		100		
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 2014-15.\*

<b>% Tested Math – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0
<b>Actual Performance</b>		100		
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 2014-15.\*

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0
<b>Actual Performance</b>	*	100		
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 2014-15.\*

## EOCEP % ENGLISH I

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 100% in 2012 to 100% in 2018.

**ANNUAL OBJECTIVE:** Increase by 0 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

**DATA SOURCE(S):** SDE School Report Card and SDE EOCEP data file used for accountability calculations

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	100	100	100	100	100		
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5	79.7	82.8		

End of Course data for MS only includes EOCEP scores for 7<sup>th</sup> and 8<sup>th</sup> graders at GCS traditional middle schools and charter middle schools.

## EOCEP % ALGEBRA I

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 100% in 2012 to 100% in 2018.

**ANNUAL OBJECTIVE:** Increase by 0 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

**DATA SOURCE(S):** SDE School Report Card\_

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	100	100			
<b>School Actual</b>	100	100	100	100	100		
<b>District Projected (MS and HS)</b>	X	X	84.6	85.6	86.6	87.6	88.6
<b>District Actual (MS only)</b>	99.4	97.6	99.2	90.1	85.5		

End of Course data for MS only includes EOCEP scores for 7<sup>th</sup> and 8<sup>th</sup> graders at GCS traditional middle schools and charter middle schools.

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in writing and science each year.

**FIVE-YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard (Met and Exemplary) in science as measured by the Palmetto Assessment of State Standards (PASS) from **91.6%** in 2012 to **91.6%** in 2018.

**ANNUAL OBJECTIVE 1:** Maintain at least **92.5%** of students meeting standard (Met and Exemplary) in science as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE 2:** Annually increase by **2%** percentage points of Sterling elementary program students scoring Met and Exemplary on the PASS science.

**DATA SOURCE(S):** SDE School Report Card\_

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	91.6	91.6	91.6	91.6	91.6
<b>School Actual</b>	91.6	88.2%	92.8	90.6	79.5		
<b>Sterling Program Projected</b>	X	X	75%	77%	79%	81%	83%
<b>Sterling Program Actual</b>	73%	66%	71.4%				
<b>District Projected</b>	X	X	76.9	77.9	78.9	79.9	80.9
<b>District Actual</b>	75.9	77.0		72.9	71.4		

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*



## SCPASS SOCIAL STUDIES

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE-YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard (Met and Exemplary) in social studies as measured by the Palmetto Assessment of State Standards (PASS) from **93.4%** in 2012 to **93.4%** in 2018.

**ANNUAL OBJECTIVE 1:** Maintain at least **93.4%** of students meeting standard (Met and Exemplary) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE 2:** Annually increase by **2%** percentage points of Sterling elementary program students scoring Met and Exemplary on the PASS social studies.

**DATA SOURCE(S):** SDE School Report Card\_

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	93.4	93.4	93.4	93.4	93.4
<b>School Actual</b>	93.4	93.5	95.3	95.4	87.7		
<b>Sterling Program Projected</b>	X	X	81%	83%	85%	87%	89%
<b>Sterling Program Actual</b>	79%	80%	82.3%				
<b>District Projected</b>	X	X	79.9	80.9	81.9	82.9	83.9
<b>District Actual</b>	78.9	79.5		81.2	78.8		

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

**FIVE-YEAR PERFORMANCE GOAL:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**ANNUAL OBJECTIVE:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension Actual	65%tile	70%tile	63% <sup>tile</sup>	46% <sup>tile</sup>	63% <sup>tile</sup>	50% <sup>tile</sup>	
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	58%tile	51%tile	53% <sup>tile</sup>	39% <sup>tile</sup>	50% <sup>tile</sup>	34% <sup>tile</sup>	
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems Actual	56%tile	61%tile	NA	NA	NA	NA	NA

\*Fall 2014 students began taking a new form of the ITBS\*

<b>District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Reading Comprehension Projected</b>			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
<b>Reading Comprehension Actual</b>	67 <sup>th</sup> %tile	66 <sup>th</sup> %tile	67 <sup>th</sup> %tile	60th	62 <sup>nd</sup>	60 <sup>th</sup>	
<b>Mathematics Concepts Projected</b>			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
<b>Mathematics Concepts Actual</b>	52 <sup>nd</sup> %tile	50 <sup>th</sup> %tile	49 <sup>th</sup> %tile	52nd	51 <sup>st</sup>	48 <sup>th</sup>	

\*Fall 2014 students began taking a new form of the ITBS\*

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<b>Indicators of Implementation</b>
<b>Assessment</b> 2.4.12 Develop comprehensive formative and summative assessment data to inform instructional decision-making. a. Classroom based assessments b. Reading & Math Continua c. <del>Student Portfolios</del> d. <del>Enrich Data Analysis</del> e. Early Warning System	2013-2018  2016-2017  2013-2018 2014-2015  2013-2014 2016-2017	Instructional Team  Assessment Team <del>Portfolio Team</del>  Principal Grade Levels	\$14,000  \$500 \$1,500  None See above	General Fund  <del>General Fund</del>  Local Funds	<ul style="list-style-type: none"> <li>• Works samples</li> <li>• Assessment notebooks</li> <li>• Student Continua samples</li> <li>• Enrich reports</li> <li>• Student portfolios</li> </ul>
<b>Balanced Literacy:</b> 1.2.3 Implement a comprehensive, balanced literacy model in grades PreK-5  b. Implement Balanced Literacy c. Train Literacy Mentors  d. Implement peer coaching for literacy	2013 – 2018  2013-2015  2016-2018  2017-2018	Instructional Coach  Holmes  Marchbanks, Foulkes, Literacy Mentors	\$30,000  None  TBA	General & Local Funds  Pd/Flex funds	<ul style="list-style-type: none"> <li>• Student achievement data               <ul style="list-style-type: none"> <li>○ MAP</li> <li>○ PASS</li> <li>○ Running records</li> <li>○ Grades</li> </ul> </li> <li>• Teacher reflections, reading assessments</li> </ul>
<b>Curriculum:</b> 1.1.1 Create a clearly defined, standards-based, articulated curriculum for all students, grades PreK-8  c. Integrate State Standards	2013 – 2018  2013-2018  2013-2018	Sterling Program  Technology Team	TBD  \$125,000	General Fund	<ul style="list-style-type: none"> <li>• Lesson &amp; Unit Plans</li> </ul>

d. Include 21 <sup>st</sup> Century skills across all content areas	2013-2018	Technology Team	*Tech money see above		
e. Provide innovative technology support for curriculum	2013-2018	Instructional Coach Literacy Mentors	See Balanced Literacy	Local Funds	<ul style="list-style-type: none"> <li>Unit Plans</li> <li>Observation Notes</li> </ul>
f. Integrate literacy skills across content areas	2016-2017	CTC Program		General & Local Funds	<ul style="list-style-type: none"> <li>Unit Plans, Portal documents</li> </ul>
<ul style="list-style-type: none"> <li>Writing: Write from the Beginning Training</li> <li>Grammar: Michael Clay Thompson Training</li> </ul>	2017-2019	CTC ELA Committee	\$2500	General & Local Funds	<ul style="list-style-type: none"> <li>Lesson &amp; Unit Plans</li> </ul>
g. Vertically align and evaluate Charles Center content area curriculum with gifted and talented standards and best practices.	2017-2018	CTC Science Committee		General & Local Funds	<ul style="list-style-type: none"> <li>Curriculum Document</li> </ul>
<ul style="list-style-type: none"> <li>Rewrite CTC Science Curriculum 3<sup>rd</sup>-8<sup>th</sup> Grade</li> </ul>	2016-2017	Sterling Program Teachers	\$3750/(1day) \$6250 (2 day)	Local Funds	<ul style="list-style-type: none"> <li>Program Meeting Minutes</li> <li>Curriculum Document</li> </ul>
h. Vertically align and evaluate Sterling Program content area curriculum with best practices. (Focus Math & ELA)					
<b>C.A.T.C.H</b>					
1.1.9 Improve the overall health and academic performance of all students through the implementation of a coordinated school health system.	2013 – 2018				<ul style="list-style-type: none"> <li>Activity Log</li> <li>Annual state report</li> <li>LiveWell Greenville Healthy Schools Assessment</li> </ul>
<del>b. Implement the Coordinated Approach To Child Health program (CATCH) for grades pre-K-8</del>	2013-2016	CATCH Committee	\$1,250	Award Money	
c. Maintain CATCH	2016-2017				
<b>Differentiation:</b>					
Implement Inclusion Model for Special Education Services	2016-2018	Tallman/Pough			District Training Log
	2013 – 2018		None		AIMS Web Data MAP Test Scores Rigby Running Records

1.1.4 Focus on the implementation of Response to Intervention (RTI) with fidelity	2013-2014	Marchbanks  Holmes	\$10,000	Local Funds	Assessment Continuums
b. Continue to monitor and track student progress to determine the following: <ul style="list-style-type: none"> <li>Retention implications</li> <li>Number of students reading on grade level by the end of 2<sup>nd</sup> grade</li> </ul>					
1.2.2 Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices including the following:	2013-2018	Instructional Team	\$40,000	General Funds Local Funds PTA Funds	Student Activity Log Lesson Plans Enrichment Plans Anecdotal Notes Test Score Data Assessment Continuums
h. Personalized Learning: Independent Study/20Time	2016-2018	Middle School Teachers			
i. Student-driven technology	2013-2018	Discovery Learning Corp Teachers			
j. One-to-one and personal electronic student devices	2015-2018	Technology Team	See Tech Budget	PTA Funds	
k. Inquiry/Project -based learning	2013-2018	Instructional Team			
l. Smart Arts Integration program	2013-2018	Arts Guild			
m. Creative and targeted classroom accommodations and modifications for diverse learners	2013-2018	Instructional Team		General Funds	
n. <b>Enrichment:</b> Develop and implement <b>school-wide</b> additional enrichment, extensions based on individual student interests and aptitude.	2013-2018	Instructional Team			
a. Enrichment Days b. Pull Out enrichments c. Field Experiences d. Expert seminars		Enrichment Facilitator	\$3,000	Local Funds	
D1.3 <b>Enrichment:</b> Develop and implement student <b>acceleration</b> for direct instruction for identified individual students based on	2013-2018	Enrichment Facilitator			

strengths in subject, or concept regardless of grade or program.				General Funds	
D1.4				Local Funds	
<del>Develop, plan and implement cross-grade-level units of study for Communities and Biology for grades 4K-2<sup>nd</sup> Grade, allowing for individualization, acceleration and enrichment across grade levels</del>	2013-2014	Primary Design Teams	See Above		
				Local Funds	
			\$2,000	Local Funds	

## PROFESSIONAL DEVELOPMENT

☐ Student Achievement   ☒ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE-YEAR PERFORMANCE GOAL:** All personnel will be highly qualified and specialized through 2017-18.

**ANNUAL OBJECTIVE 1:** Attract and retain **teachers** of high quality and preparation with teaching methods tailored to highly gifted students and/or inquiry based learning. The number of teachers with their Gifted and Talented endorsement from 67% to 75%.

### **DATA SOURCE(S):**

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected</b>	x	x	100%	100%	100%	100%	100%
<b>Actual</b>	100%	X	100	100%	100%		
<b>Gifted &amp; Talented Endorsement</b>	67%	72%	72%	72%	72%		

<b>STRATEGY Activity</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b>Indicators of Implementation</b>
2.2.1 Achieve and maintain 100% Highly Qualified status for all contracted teachers.	2013-2018	Principal	NA	NA	Position Control Log
<b>Curriculum:</b> 2.4.6 Provide ongoing training to teachers for the implementation of Common Core State Standards a. Unpack State Standards b. Provide training for cross-curricular integration	2015-2018 2014-2015	Instructional Team			



<ul style="list-style-type: none"> <li>c. Provide training on the cognitive rigor matrices and their implications for instruction and assessment (SC Ready)</li> <li>d. Rewrite and Modify Current Instructional Program &amp; Assessments. <ul style="list-style-type: none"> <li>○ Middle School Curriculum <ul style="list-style-type: none"> <li>▪ Personalized Learning</li> </ul> </li> <li>○ CTC Elementary Program <ul style="list-style-type: none"> <li>▪ ELA</li> <li>▪ Mathematics</li> <li>▪ Gifted Standards</li> </ul> </li> <li>○ Primary <ul style="list-style-type: none"> <li>▪ Units of Study <ul style="list-style-type: none"> <li>• Communities</li> <li>• Biology Study</li> </ul> </li> <li>▪ ELA &amp; Math Common Assessments</li> </ul> </li> </ul> </li> </ul>	2016-2018  2013-2018  2013-2015 2016-2018  2014-2015 2016-2018 2016-2018  2013-2014  2016-2018	Grade/Content Levels  Content Levels  Communities & Habitat Teams			
<b>CATCH:</b> <del>2.4.8 Strengthen physical education programs in Greenville County Schools</del> <del>a. Provide training to teachers on C.A.T.C.H</del>	2013-2018	CATCH Committee	\$1,250	LiveWell Grant	LiveWell School Application
<b>Balanced Literacy:</b> 2.4.10 Provide training and ongoing monitoring for Balanced Literacy in grades 5K-5 <sup>th</sup> grade	2013-2015	Literacy Team	TBA	District Funds	MAP scores PASS Scores Reading Assessments
<b>Curriculum:</b> <ul style="list-style-type: none"> <li>○ Writing: Write from the Beginning Training</li> <li>○ Grammar: Michael Clay Thompson Training</li> </ul>	2017-2019	CTC ELA Committee	\$2500 \$3750/(1day) \$6250 (2 day)	TBA	Training Log
<b>Assessment:</b> 2.4.12 Develop a comprehensive training initiative to equip teachers to disaggregate formative and	2013-2018	Principal	TBA		

<p>summative assessment data to inform instructional decision-making.</p> <ul style="list-style-type: none"> <li>a. Classroom based assessments</li> <li>b. Reading &amp; Math Continua</li> <li>c. Student Portfolios</li> <li>d. Enrich Data Warehouse</li> <li>e. MAP Test Scores</li> <li>f. Early Warning System</li> <li>g. Student Centered Learning <ul style="list-style-type: none"> <li>• Grade Level</li> <li>• Cross-Program Teams</li> <li>• Vertical Teams</li> </ul> </li> </ul>	<p>2013-2016 2013-2016 2013-2015 2013-2014  2016-2017 2016-2017</p>	<p>Classroom Teachers Assessment Team Principal Principal Instructional Coach</p>		Local Funds	
<p><b>Differentiation:</b> Intra-Program Sessions : Sharing Best Practices via Program Committees</p>	2013-2018	Instructional Team	TBA	Local Funds	Professional Development Log
<p><b>Technology:</b> Develop and implement a technology training menu for teachers and staff:</p> <ul style="list-style-type: none"> <li>a. <del>Edmodo</del></li> <li>b. <del>Moodle</del></li> <li>c. <del>PowerTeacher</del></li> <li>d. <del>Promethean</del></li> <li>e. Web 2.0 Programs</li> <li>f. Moviemaker</li> <li>g. <del>iPad/Chromebook</del></li> <li>h. <del>Google Apps/Classroom</del></li> <li>c. Personalized Learning Training</li> </ul>	<p>2013-2018          2017-2018</p>	<p>Technology Team       Discovery Learning Corp/Instructional Team</p>	<p>\$3000       TBA</p>	<p>Local Funds       General Fund</p>	<p>Professional Development Log       Professional Development Log</p>
Objective: Improve understanding of our students, parents and peers to better utilize strengths and address weaknesses.					
<p><b>Climate:</b> Develop Family Support System to increase student achievement (4K-2<sup>nd</sup>)</p>	Monthly: Vertical Teams 7 Hours	Holman	\$0	NA	Discipline Log Student Concern Logs Student Grades Survey Data
<p>Develop and Implement House System of Social &amp; Emotional Support of Sterling Program 3<sup>rd</sup>-5<sup>th</sup> Grade Students</p>	Monthly: Vertical Teams 7 Hours	Noble	\$0	NA	

<p><b><u>Sterling School Mindfulness 3-Year Implementation Plan</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Year One – 2017-2018 - Leadership</u></b> <ul style="list-style-type: none"> <li>- Identify the Mindfulness Leadership group and schedule meetings. The Mindful Leadership group will:               <ol style="list-style-type: none"> <li>1. Research training and professional development opportunities.</li> <li>2. Choose effective professional development for the group and complete the training.</li> <li>3. Offer brief informational sessions during faculty, program, department, or grade-level meetings.</li> <li>4. Create a resource bank that all teachers and staff can access with ready-to-use ideas for implementing a personal mindful practice or classroom mindfulness strategies.</li> </ol> </li> </ul> </li> </ul> <p><b><u>NOTE</u></b> – Check out Calm Classroom Academy for possible introductory training for leadership.</p> <ul style="list-style-type: none"> <li>• <b><u>Year Two – 2018-2019 - Training</u></b> <ul style="list-style-type: none"> <li>- Provide school-wide professional development to all teachers.</li> <li>- Teachers will begin to implement mindfulness practices in their classroom on an individual basis. There will be time available at faculty, program, department, or grade-level meetings to discuss best practices for incorporating mindfulness into the curriculum.</li> <li>- School-wide a decision will be made to either adopt or develop a mindfulness curriculum for full implementation the following year.</li> </ul> </li> <li>• <b><u>Year Three – 2019-2020 - Implementation</u></b> <ul style="list-style-type: none"> <li>- A school-wide mindfulness program implementation will take place. The curriculum will be incorporated into every grade level and program. Each grade level will use similar language and mindfulness practices in order to</li> </ul> </li> </ul>	2017-2020	Counseling Department	TBA	General & Local Funds	
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provide a cohesive and seamless program for all levels and programs.					
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## STUDENT ATTENDANCE

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**GOAL AREA 3:** Provide a school environment supportive of learning.\_

**FIVE-YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

**DATA SOURCE(S):** SDE School Report Card\_

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	95.0	95.0	95.0	95.0	95.0
<b>School Actual</b>	97.6	97.3	97.86	97	97.1		
<b>District Projected</b>	X	X	95.0	95.0	95.0	95.0	95.0
<b>District Actual</b>	95.9	95.6	95	95.6	95.7		

## STUDENT EXPULSION

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain a student expulsion rate below 0.5% of the total school population.

**ANNUAL OBJECTIVE:** Maintain an annual student expulsion rate below 0.5% of the total school population.

**DATA SOURCE(S):** SDE School Report Card - School Profile page – Students section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
<b>School Actual</b>	0	0	0	0	0		
<b>District Projected</b>	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
<b>District Actual</b>	0.5%	0.6%	0.6%	0.7%	0.9%		



## PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE-YEAR PERFORMANCE GOAL:** Maintain the percent of parents who are satisfied with the learning environment at 99% from 2012 to 2018.

**ANNUAL OBJECTIVE:** Maintain the percent of parents who are satisfied with the learning environment at 99% from 2012 to 2018.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #5

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	98.8	98.8	98.8	98.8	98.8
<b>School Actual</b>	98.8	94.1	90.9	98.1	97.1		
<b>District Projected</b>	X	X	89.0	89.5	90.0	90.5	91.0
<b>District Actual</b>	88.0*	88.1	88.1	89.8	90.1		

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*



## STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE-YEAR PERFORMANCE GOAL:** Maintain the percent of students who are satisfied with the learning environment at 92% from 2012 to 2018.

**ANNUAL OBJECTIVE:** Maintain the percent of students who are satisfied with the learning environment at 92% from 2012 to 2018.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	91.5	91.5	91.5	91.5	91.5
<b>School Actual</b>	91.5	89.7	95.5	96.0	96.6		
<b>District Projected (ES, MS, and HS)</b>	X	X	83.5	84.0	84.5	85.0	85.5
<b>District Actual (ES and MS)</b>	83.8	82.7	81.6	83.9	83.8		

## TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE-YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who are satisfied with the learning environment at 97% from 2012 to 2018.

**ANNUAL OBJECTIVE:** Maintain the percent of teachers who are satisfied with the learning environment at 97% from 2012 to 2018.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #27

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	97.4	97.4	97.4	97.4	97.4
<b>School Actual</b>	97.4	100	100	97.7	93.7		
<b>District Projected</b>	X	X	92.5	93.0	93.5	94.0	94.5
<b>District Actual</b>	98.0	92.6	93.5	93.3	91.7		

## PARENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE-YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 94% in 2012 to 96% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.4 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	94.5	94.9	95.3	95.5	95.5
<b>School Actual</b>	94.1	92.9	95.3	91.7	91.1		
<b>District Projected</b>	X	X	93.9	94.3	94.7	95.1	95.5
<b>District Actual</b>	93.5*	92.8	93.1	91.7	91.7		

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE-YEAR PERFORMANCE GOAL:** Maintain the percent of students who feel safe at school during the school day at 97% from 2012 to 2018.

**ANNUAL OBJECTIVE:** Maintain the percent of students who feel safe at school during the school day at 97% from 2012 to 2018.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #30

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	97.1	97.1	97.1	97.1	97.1
<b>School Actual</b>	97.1	96.5	96.3	93.6	95.8		
<b>District Projected</b>	X	X	91.9	92.3	92.7	93.1	93.5
<b>District Actual</b>	90.9	90.2	89.2	91.3	91.1		

## TEACHER SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE-YEAR PERFORMANCE GOAL:** Increase the percent of teachers who feel safe at school during the school day from 97.5% in 2012 to 98.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	98	98.5	98.5	98.5	98.5
<b>School Actual</b>	97.5	100	100	88.6	98		
<b>District Projected</b>	X	X	98.5	98.5	98.5	98.5	98.5
<b>District Actual</b>	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
3.1.1 Research and identify successful strategies to improve attendance, including decreasing student tardies, at each school level (such as attendance rewards, school attendance competitions at each level, etc.)	2013-2018	Administrative Assistant	\$1500	Local Funds	Attendance Referrals
3.4.2 Provide ID's for all middle-school students.	2013	Assistant Principal	\$500	Local Funds	Tag Log
Develop and implement parent workshops, orientations and partnerships to address CTC & Sterling Elementary student developmental and academic needs.	2013-2018	Counseling Committee CTC Teacher Team	\$200	Local Funds	Workshop agendas Attendance Logs
Create a new family and student assimilation program.	2013-2015	Guidance Committee	\$500	Local Funds	Attendance Log
Re-develop parent-teacher conferencing sessions based on enrichment program, assessment continuums and developed student portfolios.	2013-2016	Classroom Teachers	\$750	Local Funds	Conference Logs Sample Assessments
Diversity Training: & Neighborhood Tour for PTA and School Improvement Council Members	2013	Guidance	\$600	Local Funds	Meeting Agenda
Develop student support: each kid has at least one person who knows and advocates for him or her.	2013-2018	Guidance Committee	\$1500	Local Funds	Student/Advocate Log Survey Data
Objective: Improve understanding of our students, parents and peers to better utilize strengths and address weaknesses.					
<b>Climate:</b> Develop Family Support System to increase student achievement (4K-2 <sup>nd</sup> )- Griffin PRIDE: (Positivity, Respect, Integrity, Determination & Empathy)  Develop and Implement House System of Social & Emotional Support of Sterling Program 3 <sup>rd</sup> -5 <sup>th</sup> Grade Students Griffin	Monthly: Vertical Teams 7 Hours	Holman       Noble, Neuer	\$0       \$0	NA       NA	Discipline Log Student Concern Logs Student Grades Survey Data

<p>PRIDE: (Positivity, Respect, Integrity, Determination &amp; Empathy)</p> <p>Develop Support System for gifted students Social and Emotional Needs: Griffin PRIDE: (Positivity, Respect, Integrity, Determination &amp; Empathy)</p> <p>Create a plan to integrate the support systems between both programs to develop a meaningful cross program integration plan focusing on Griffin PRIDE: (Positivity, Respect, Integrity, Determination &amp; Empathy)</p> <p><b><u>Sterling School Mindfulness 3-Year Implementation Plan</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Year One – 2017-2018 - Leadership</u></b> <ul style="list-style-type: none"> <li>- Identify the Mindfulness Leadership group and schedule meetings. The Mindful Leadership group will:               <ol style="list-style-type: none"> <li>5. Research training and professional development opportunities.</li> <li>6. Choose effective professional development for the group and complete the training.</li> <li>7. Offer brief informational sessions during faculty, program, department, or grade-level meetings.</li> <li>8. Create a resource bank that all teachers and staff can access with ready-to-use ideas for implementing a personal mindful practice or classroom mindfulness strategies.</li> </ol> </li> </ul> </li> </ul>	<p>Monthly: Vertical Teams 7 Hours</p>				
	2017-2020	Counseling Department	TBA	Local/General Funds	

<p><b><u>NOTE</u></b> – Check out Calm Classroom Academy for possible introductory training for leadership.</p> <ul style="list-style-type: none"> <li>• <b><u>Year Two – 2018-2019 - Training</u></b> <ul style="list-style-type: none"> <li>- Provide school-wide professional development to all teachers.</li> <li>- Teachers will begin to implement mindfulness practices in their classroom on an individual basis. There will be time available at faculty, program, department, or grade-level meetings to discuss best practices for incorporating mindfulness into the curriculum.</li> <li>- School-wide a decision will be made to either adopt or develop a mindfulness curriculum for full implementation the following year.</li> </ul> </li> <li>• <b><u>Year Three – 2019-2020 - Implementation</u></b></li> </ul> <p>A school-wide mindfulness program implementation will take place. The curriculum will be incorporated into every grade level and program. Each grade level will use similar language and mindfulness practices in order to provide a cohesive and seamless program for all levels and programs.</p>					
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# Report Card

**2014-2015**

<http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301116.pdf>

**SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18**

☒ Student Achievement    ☐ Teacher/Administrator Quality    ☐ School Climate  
☐ Other Priority

**GOAL AREA 1:** Raise the academic challenge and performance of each student.

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in writing each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in writing as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in writing as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card\_

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X			
<b>School Actual</b>	53.6			
<b>District Projected</b>	X			
<b>District Actual</b>	28.5			

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE ENGLISH

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate  
☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in English each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in English as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in English as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card.

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016- 17</b>	<b>2017-18</b>
<b>School Projected</b>	X			
<b>School Actual</b>	87.1			
<b>District Projected</b>	X			
<b>District Actual</b>	72.8			

\*Baseline data to be established in 2014-15.\*

**PASS % WRITING****SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate  
☐ Other Priority

**GOAL AREA 1:** Raise the academic challenge and performance of each student.

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

**FIVE-YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from **92.5%** in 2012 to **92.5%** in 2018.

**ANNUAL OBJECTIVE 1:** Maintain at least **92.5%** of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE 2:** Annually increase by **3%** percentage points of Sterling elementary program students scoring Met and Exemplary on the PASS Writing.

**DATA SOURCE(S):** SDE School Report Card

<b>Writing</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012- 13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	92.5	92.5	92.5	92.5	
<b>School Actual</b>	92.5	90.7	95*				
<b>Sterling Elem Program Projected</b>	X	X	75%	78%	81%	84%	87%
<b>Sterling Elem Program</b>	72%	72%	80%				
<b>District Projected</b>	X	X	78.8	79.8	80.8	81.8	82.8
<b>District Actual</b>	77.8	78.8	79.9				

Baseline data from 2011-12 is based upon 5<sup>th</sup> and 8<sup>th</sup> grade scores only. Projected performance is based upon 3<sup>rd</sup> through 8<sup>th</sup> grade scores.

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**ACT ASPIRE READING**

☒ Student Achievement   
 ☐ Teacher/Administrator Quality   
 ☐ School Climate  
☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in reading each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in reading as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in reading as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card\_

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X			
<b>School Actual</b>	80.2			
<b>District Projected</b>	X			
<b>District Actual</b>	44.0			

\*Baseline data to be established in 2014-15.\*