STERLING SCHOOL

Engage, Explore, Inspire....Lead

STERLING SCHOOL

CHARLES TOWNES CENTER
STERLING ELEMENTARY PROGRAM

99 JOHN MCCARROLL WAY
GREENVILLE, SOUTH CAROLINA 29607
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Serving students in grades 4k-8th Grade
David M. Johnstone, Principal

School District of Greenville County
W. Burke Royster, Superintendent

2013-2018
Spring 2014

SCHOOL: Sterling School

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-2105 *(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

Mrs. Lisa Wells		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Matt Smith		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

David Johnstone		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL 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

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:	Lydia Cooper
3. PARENT/GUARDIAN:	Joy Blue
4. COMMUNITY MEMBER:	Darian Blue
5. SCHOOL IMPROVEMENT COUNCIL:	Matt Smith

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	***NAME***
PTA President	Michelle Wilson
Parent	Carolina Van DeVoorde
Parent	Phil Buck
Parent	Sarah Everman
Community Member	Dr. Karen Sparkman
Teacher	Hope Howard
Teacher	Lydia Cooper

***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

Act 135 Assurances

Assurances, checked by the principal, attest that the district 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.

☑ **Recruitment**

The district 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.

☑ **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).

☑ **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.

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

The district 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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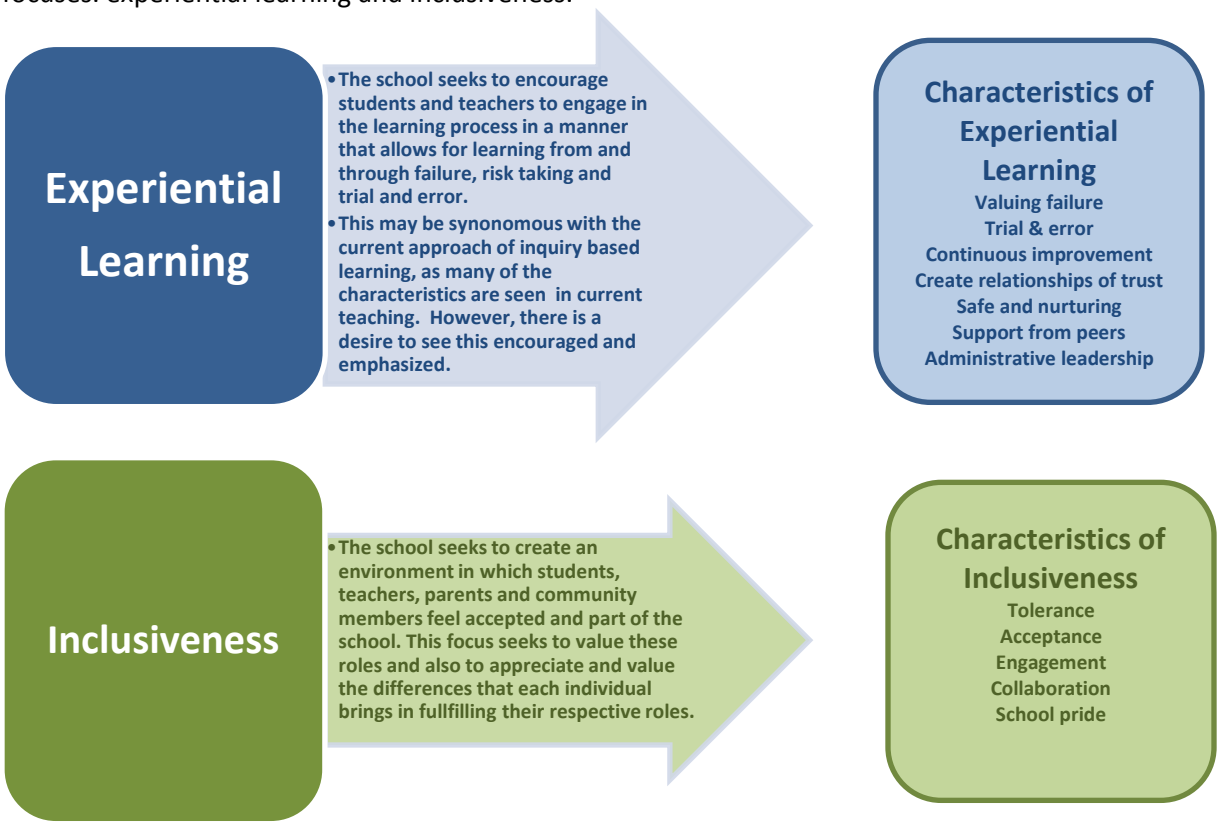
Introduction

Sterling School is home to two programs: Sterling elementary, serving 373 students 4K-5th grades, and the Charles Townes Center, a select program for 442 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 3rd-5th 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-5th
- 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.

Challenges

Sterling School has been building the school and both programs since 2003. This is the third year that both programs have been complete. The Charles Townes program is ten 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 and 2014, 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
- Math Counts - Upstate Champions 2010, 2011, 2012, 2013
  State Champions 2014
- 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
- Gilder Lehrman Institute - Affiliate School 2011
- 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

School Profile

Sterling School is home to two programs: Sterling elementary, serving 412 students 4K-5th grades, and the Charles Townes Center, a select program for 443 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 school requires extensive training. Teachers in both programs have Gifted and Talented certification and every staff member receives extensive diversity training. Teachers work collaboratively to develop curriculum materials, advise students, and assist with management of projects. Student progress is continuously reviewed using a variety of formative and summative evaluation strategies, thereby ensuring that student strengths are identified and maximized and student weaknesses are noted and addressed.

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 2014

Instructional and Organizational Effectiveness

2014-2015	Total		Sterling		CTC	
White	443	52%	70	17%	373	84%
Hispanic	40	5%	22	5%	16 Mixed 2 Hispanic	4%
African American	324	38%	317	77%	7	2%
Asian	48	6%	3	1%	45	10%
Total	855		412		443	

The Sterling Elementary student ethnicity is 17% White, 77% African-American, and 5% Hispanic. The distribution is even across grade levels.

The Charles Townes Center student ethnicity is 84% White, 4% Mixed race, 2% African-American, and 10% Asian. The distribution is generally even across grade levels.

Lunch Status 2014-2015

2014-2015	Total		Sterling		Charles Townes Center	
Free	303	36%	290	71%	13	3%
Reduced	28	3%	18	4%	10	2%
Paid	518	61%	101	25%	417	95%
Total	849		409		440	

The Sterling Elementary student population has 71% of the students receiving Free lunch, 4 % Reduced and 25% Paid.

The Charles Townes Center student population has 3% of the students receiving Free lunch, 1 % Reduced and 95% Paid.

Special Education

Special Education Students	Resource	Speech
2011-2012	17	27
2012-2013	17	53
2014-2015	29	61

Attendance and Mobility

Sterling Program Statistics 2014-2015									
2013-2014	Total	White	African-American	Hispanic	Asian	Special Permission	1st Choice	Nicholtown	Heritage Commons
4K	40	3	32	5	0	20	20	10	10
5K	61	10	49	1	1	20	41	12	29
1st	69	15	49	3	2	26	43	18	25
2nd	74	8	60	6	0	37	37	13	24
3rd	57	7	48	2	0	27	30	12	18
4th	62	15	44	3	0	34	28	14	14
5th	49	12	35	2	0	26	23	11	12
Total	412	70	317	22	3	190	222	90	132
Percentage		17%	77%	5%	1%	46%	54%	41%	59%

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

The Sterling Elementary Program student body is composed of 54% from the First Choice attendance area (up from 52% the prior year) and 46% 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 Asisstant 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. Nineteen (43%) are National Board Certified. 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 **2005-Current**

College of Charleston 1990 Bachelors of Science -Special Education
Clemson University 1996 Masters in Education - Administration
1996 Assistant Principal Fountain Inn Elementary
1997-2005 Principal Fork Shoals School (International Baccalaureate World School)
2005 TIAA CREF Principal of the Year

Mr. Johnstone has served as the Principal of Sterling School since 2003. While at **Sterling School**, he has opened a new 90,000 square foot facility expanded the Charles Townes Center from fifth grade to eighth grade and started the Sterling Elementary Program.

Assistant Principal: Loretta Holmes **2012-Current**

Administrative Assistant: Natalie Pough **2014-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.

Volunteer Hours: 2009-2010 7,235
2010-2011 11, 034

2011-2012	12,403
2012-2013	15,517
2013-2014	**17,800**

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 1.5 guidance counselors, a guidance clerk, an instructional coach, a media specialist, a speech pathologist, a resource teacher, 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, Robotics Club, Spanish Club, Model United Nations, Film Club, Youth in Government, Beta Club, Lego Robotics, Speech and Debate 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 ElementaryProgram.

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
- Differentiated Instruction (McTighe)
- Treffinger's – Self-Directed Learning
- Kohlberg – Moral Dilemmas
- Inquiry-based education
- Learning Focus based units
- M3: Math Curriculum (3rd-5th 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 assessments
- Quizzes & tests

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 Lanuage 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-2nd) (+2011)
- Differentiated reading groups to serve varied student abilites. (+2011)

Writing:

Strengths:

- Good base knowledge
- Proficiency in creative writing (CTC)
- ~~Emphasis on~~ Vertically articulate the writing process (+2011)
- Scaffolding for reluctant writers
- ~~Practice in technical, research, and expository writing~~ (2011)
- ~~Publishing opportunities and materials/supplies, computers~~ (2011)

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 modle the wiritng process

Reading Comprehension:

Strengths:

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

Math: (2011)

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:(2011)

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 eight 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 7th and 8th grades, while the 6th grade curriculum supports and prepares students for this transition. Students in the 7th and 8th 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
- The library media center is an open and friendly environment for students and staff to meet their personal and academic needs.

Plan:

- Appropriate young adult fiction and nonfiction that fits the student's curricular needs will be addressed through collection development.
- The library teacher will conduct more media literacy lessons and events
- The library teacher will create more events based on socialization, book talks, reading and will incorporate gaming.
- 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 tecniques 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 perserverance, courage and creativity are directly tapped by arts integration.

Strengths:

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

Visual Arts:

Strengths:

- Out –of- the- box approach
- Interesting materials
- School-wide focus on art
- Integration with classroom teachers
- Focus on Thinking Ideas behind art

- Focus on art history and contemporary artists
- ~~Real-life art applications~~ (2011)

Physical Education:

Strengths:

- Variety of content
- Integration with classroom teachers
- Assisting in incorporation of movement strategies in the regular classroom
- Students willing to try new things
- Strong parent support
- 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 2014-2015			
Matt Smith	Chair- Parent	Jane Snyder	Community Member
Joy Blue	Parent	Terrell Mills	Past Chair Ex-offcio
Phil Buck	Parent	Casey Noble	Guidance ex-offcio
John Burdick	Teacher	David Johnstone	Principal ex-offcio
Lydia Cooper	Teacher	Michelle Wilson	PTA President Ex-offcio
Hope Howard	Teacher	Carolina Vandevoorde	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 FANS	Donation/Service	Immedion	Service
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

Business/organization	Activity
The Phoenix Center	Parent Lunch & Learn
Carolina Academy for Educational Excellence	Parent Lunch & Learn
Greenville Family Partnership	Parent Lunch & Learn
Greenville County Sheriff's Office	Parent Lunch & Learn
Greenville County Schools Career and Technology Education Department	Parent Lunch & Learn
Erskine College	Student/Parent Lunch & Learn
Educational Directions	Student/Parent Lunch & Learn
Greenville County Library	Parent Lunch & Learn

Leadership
Establish a leadership speakers program

Linda Kelly- Mice on Main
Jayce Tromsness- SC Governor's School for the Arts and Humanities
Ebony Sullivan- Bon Secours St. Francis
Ginger Lawrence- Greenville Tech/Greenville Society for Human Resource Management
Travis Wyatt- New York Life
Rachel Leiterman- Bon Secours St. Francis
Jon Wood- 3M
Linda Greer- Sam's Club
Randy Miller- Critter Keeper
Chris McCall- Immedion
Dr. Joe Pollard- Furman University
John Brady- CH2M Hill
Laura Palis- Automation Engineering
Meghan Bradley- 3M

Rima Hourani- Bob Jones Museum and Gallery
Jay Dugaw- The University Center
Tracy Sharp-Robertson- Greenville County Probate Court
Bobby Caples- YouthBASE
Adam Fisher- Fisher Law Firm
Alex Gorski- attorney
James Satterfield- Clemson University
Karl Allen- SC House of Representatives
Sherry Whiteside- US Army
Yvette Edwards- Life Chiropractic Clinic

Loubelle Graham- Bank of America

Dr. Savita Nair- Furman University
Dr. Leta Tribble- Greenwood Genetic Center

Bill Dingledine- Educational Directions
Dr. Melissa Ranhofer- Furman University

Jennifer Sharp- GCS FANS
Amy Dishner- Fluor
Dr. Daniel Randall- Foothills Veterinary Hospital
Chief Roy Mack- Greenville City Fire Department
Xanthene Norris- Greenville County Council
Maxine White- artist
Tony Griffin- Bethlehem Baptist Church
Sam Cureton- Greenville County Sheriff's Office
Kelly Mac- 107.3 JAMZ
Joey Freeman- Greenville County Recreation Department
Daily Wardlaw- Small Smiles Dental Clinic
Willie Johnson
Charlene Gilliam- Greenville County Workforce
Lillian Flemming- Greenville City Council
Dr. Cheryl Warner- Clemson University
James Thompson- Dispoz-o
Betty Owens- African Heritage Institute
Reverend Calvin Hailstock- Growing Up
Don Shabkie
Carolyn Elsea- Greenville Society for Human Resource Management
E. Richard Walton- The Greenville News

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

Business/organization	Activity
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	Career & Volunteer Fair; volunteer opportunities for students
SC Vocational Rehabilitation	Career & Volunteer Fair; volunteer opportunities for students
Greenville Humane Society	Career & Volunteer Fair; volunteer opportunities for students
A Child's Haven	Career & Volunteer Fair; volunteer opportunities for students
United Ministries	Career & Volunteer Fair; volunteer opportunities for students
Boy Scouts of America Blue Ridge Council	Career & Volunteer Fair; volunteer opportunities for students
Ronald McDonald House	Career & Volunteer Fair; volunteer opportunities for students
Hands on Greenville	Career & Volunteer Fair; volunteer opportunities for students

8th grade job shadowing hosts

Ronald S. Wilson, DMD
The Reynolds Company- Adhesives and Coatings
Roper Mountain Science Center
Florence + Hutcheson
Furman University
Family Practice Associates of Easley

Hubbell Inc.

Cupcake Couture and Catering
Simpsonville Dental Associates
O-Cha Tea Bar
Sit N' Spin
Downtown Coffee House and Creamery

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.
DP3 Architects
Chldren'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 Geenville
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
Vocabulary	84	82	73				
Reading Comprehensic	80	78	71	65	70	63	46
Reading Total	85	82	74				
Spelling	80	77	74				
Language Total	75	83	72				
Concepts & Estimation	61	81	68	58	51	53	39
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

The 2nd 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. Both achievement scores compare favorably to the corresponding CogAT scores yearly.

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. The data is also disaggregated by race for the Sterling elementary program.

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

Sterling Program PASS Scores:

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

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

5th Graders PASS Scores 2011-2014															
5th Grade	5th			5th			5th			5th			5th		
	Writing 2012	Writing 2013	Writing 2014	ELA 2012	ELA 2013	ELA 2014	Math 2012	Math 2013	Math 2014	Sci 2012	Sci 2013	Sci 2014	SS 2012	SS 2013	SS 2014
Exemplary	40%	47%	48%	37%	38%	40%	34%	34%	40%	38%	29%	16%	32%	42%	35%
Met	31%	30%	31%	32%	45%	33%	49%	36%	24%	38%	38%	74%	47%	35%	30%
Not Met	29%	23%	21%	31%	17%	26%	17%	30%	36%	25%	33%	11%	21%	23%	35%

3rd Grade Sterling African American PASS Scores 2011-2014																												
	English Language Arts								Math						Science						Social Studies					
	Writing 2013	Writing 2014	2011	2012	2013	2014	District	State	2011	2012	2013	2014	District	State	2011	2012	2013	2014	District	State	2011	2012	2013	2014	District	State
Exemplary	11%	29%	23%	46%	35%	29%	40%	36%	31%	21%	15%	32%	31%	27%	0%	0%	0%	10%	11%	10%	25%	42%	6%	14%	23%	19%
Met	34%	43%	23%	21%	32%	44%	31%	31%	15%	38%	32%	32%	30%	29%	40%	58%	29%	40%	37%	33%	25%	42%	59%	67%	48%	47%
Not Met	55%	29%	54%	33%	32%	27%	29%	33%	54%	42%	53%	37%	39%	45%	60%	42%	71%	50%	52%	58%	50%	17%	35%	19%	29%	35%

4th Grade Sterling African American PASS Scores 2011-2014																										
	Writing 2013	Writing 2014	English Language Arts						Math						Science						Social Studies					
			2011	2012	2013	2014	District	State	2011	2012	2013	2014	District	State	2011	2012	2013	2014	District	State	Sterling	2012	2013	2014	District	State
Exemplary	19%	13%	14%	27%	27%	16%	24%	23%	50%	30%	23%	9%	19%	18%	7%	0%	8%	0%	6%	5%	21%	23%	23%	16%	22%	19%
Met	62%	61%	64%	30%	46%	44%	40%	40%	43%	37%	62%	47%	43%	42%	57%	63%	58%	50%	47%	45%	50%	43%	58%	69%	56%	55%
Not Met	19%	26%	21%	43%	27%	41%	36%	38%	7%	33%	15%	44%	38%	40%	36%	37%	35%	50%	47%	50%	29%	33%	19%	16%	22%	26%

5th Grade Sterling African American PASS Scores 2012-2014																									
	Writing					ELA					Math					Science					Social Studies				
	2012	2013	2014	District	State	2012	2013	2014	District	State	2012	2013	2014	District	State	2012	2013	2014	District	State	2012	2013	2014	District	State
Exemplary	25%	32%	37%	22%	24%	19%	21%	30%	23%	19%	24%	21%	22%	24%	21%	30%	7%	9%	8%	7%	18%	21%	19%	25%	17%
Met	45%	38%	33%	43%	44%	33%	56%	33%	50%	49%	48%	38%	30%	44%	41%	30%	47%	82%	48%	42%	45%	47%	38%	39%	39%
Not Met	30%	29%	30%	35%	32%	48%	24%	37%	28%	33%	29%	41%	48%	33%	39%	40%	47%	9%	44%	51%	36%	32%	44%	36%	44%

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 7th grade)
2009: 98.5 Mean Scale Score (67 students: 7th & 8th grade)
2010: 97.9 Mean Scale Score (67 students: 7th & 8th grade)
2011 96.9 Mean Scale Score (69 students 7th & 8th grade)
2012 97.2 Mean scale Score (80 students 7th & 8th grade)
2013 97.4 Mean Scale Score (74 students 7th & 8th grade)
2014 99.2 Mean Scale Score (90 Students 7th & 8th grade)

Honors English I

2009: 96.5 Mean Scaled Score (31 students: All 8th grade)
2010: 96.9 Mean Scaled Score (31 students: All 8th grade)
2011: 96.4 Mean Scaled Score (51 students: All 8th grade)
2012 95.7 Mean Scaled Score (63 students: All 8th Grade)
2013 95.1 Mean Scaled Score (67 students: ALL 8th Grade)
2014 95.3 Mean Scale Score (70 students: ALL 8th 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
2009			
5th & 6th	8	38%	38%
2010			
5th & 6th	13	23%	22%
7th/8th ACT/SAT	7	29%	58%
2011			
5th & 6th	3	66%	33%
2nd-6th	9	66%	66%
2012			
3-7th	9	33%	33%
2013			
3-7th	6	12%	12%

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%

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

Suspected/Ancipated Achievement Gaps:

After extensive review of the instructional program, analysis of test score data and student and parent survey data Sterling shows a continued need to address the African American subgroup in all areas of PASS testing. The new Federal Accountability system uses mean score to determine the schools rating.

2015-2016 Professional Development Plan

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
CONTINUA: (4K-8th) **Assessment:** 2.4.12 Develop comprehensive formative and summative assessment data to inform instructional decision-making. a. Classroom based formativeassessments b. Reading & Math Continua	2013-2018 2013-2014 2013-2018	Classroom Teachers Assessment Team Portfolio Team	TBD $500	General Fund General Fund	• Works samples • Assessment notebooks • Student Continua samples • Enrich reports • Student portfolios
Balanced Literacy: (5K-5th Sterling) 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	• Student achievement data ○ MAP ○ PASS ○ Running records ○ Grades

Curriculum: 1.1.1 Create a clearly defined, standards-based, articulated curriculum for all students, grades PreK-8 a. Include 21st Century skills across all content areas b. Provide innovative technology support for curriculum	2013 – 2018 2013-2018 2013-2018	Instructional Team Technology Team	TBD $125,000	General Fund Local Funds	• Lesson & Unit Plans • Unit Plans • Observation Notes • Unit Plans, Portal documents • Lesson & Unit Plans
C.A.T.C.H 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 2013-2018	CATCH Committee	$1,250	Award Money	• Activity Log • Annual state report • LiveWell Greenville Healthy Schools Assessment
Differentiation: 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: • Retention implications • Number of students reading on grade level by the end of 2nd grade		Administrative Assistant	$10,000 $40,000	Local Funds General Funds Local Funds	AIMS Web Data MAP Test Scores Rigby Running Records Assessment Continuums

1.2.2 Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices including the following: a. One-to-one and personal electronic student devices b. 21st Century learning environments c. Project-based learning d. Smart Arts Integration program e. Design Thinking f. Creative and targeted classroom accommodations and modifications for diverse learners g. **Enrichment:** Develop and implement **school-wide** additional enrichment, extensions based on individual student interests and aptitude. a. Enrichment Days b. Pull Out enrichments c. Field Experiences d. Expert seminars D1.3 **Enrichment**: Develop and implement student **acceleration** for direct instruction for identified individual students based on strengths in subject, or concept regardless of grade or program.		Instructional Team Technology Team Technology Team Technology Team Instructional Team Instructional Team CATCH Committee Arts Guild Instructional Team Instructional Team Enrichment Facilitator Enrichment Facilitator	See Tech Budget $3,000 See Above	PTA Funds PTA Funds General Funds Local Funds General Funds Local Funds Local Funds Local Funds	Student Activity Log Lesson Plans Enrichment Plans Anecdotal Notes Test Score Data Assessment Continuums
Develop Schoolwide Values and Social and Emotional Suport for students. a. Develop school wide student and staff value b. Develop grade level plan to teach, model and reinforce	May 2015	Guidance Committee CTC Teacher Team	$2000	Local Funds	Workshop agendas Attendance Logs

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
Technology Curriculum and Instructional Integration Objective: use technology to enhance learning and academic achievement.					
Technology: Leanr 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
Objective: Implement a less structured approach to the organization of the instructional program moving away from constraints of grade/age placement.					
Assessment: 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
Balanced Literacy: (5K-5th Sterling) 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
Curriculum 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-2nd) (3rd-5th) English Language Arts : CTC	4 Hours 4 Hours	Foulkes, Holmes Johnstone	 4,000		
Enrichment 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.					
Climate: Develop Family Support System to increase student achievement (4K-2nd) Develop and Implement House System of Social & Emotional Support of Sterling Program 3rd-5th 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

2014-2015 Professional Development Plan

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
CONTINUA: (4K-8th) **Assessment:** 2.4.12 Develop comprehensive formative and summative assessment	2013-2018				• Works samples • Assessment notebooks • Student Continua samples

data to inform instructional decision-making. a. Classroom based assessments b. Reading & Math Continua	2013-2014 2013-2018	Classroom Teachers Assessment Team Portfolio Team	TBD $500	General Fund General Fund	• Enrich reports • Student portfolios
Balanced Literacy: (5K-5th Sterling) 1.2.3 Implement a comprehensive, balanced literacy model in grades PreK-5 b. Implement the Fountas and Pinnell framework in all elementary school.	2013 – 2018 2013-2015	Instructional Coach	$30,000	General & Local Funds	• Student achievement data ○ MAP ○ PASS ○ Running records ○ Grades
Curriculum: 1.1.1 Create a clearly defined, standards-based, articulated curriculum for all students, grades PreK-8 c. Include 21st Century skills across all content areas d. Provide innovative technology support for curriculum	2013 – 2018 2013-2018 2013-2018	Instructional Team Technology Team	TBD $125,000	General Fund Local Funds	• Lesson & Unit Plans • Unit Plans • Observation Notes • Unit Plans, Portal documents • Lesson & Unit Plans
C.A.T.C.H 1.1.9 Improve the overall health and academic performance of all students through the implementation of a coordinated school health system.	2013 – 2018	CATCH	$1,250	Award	• Activity Log • Annual state report

b. Implement the Coordinated Approach To Child Health program (CATCH) for grades pre K-8	2013-2018	Committee		Money	• LiveWell Greenville Healthy Schools Assessment
Differentiation: 1.1.4 Focus on the implementation of Response to Intervention (RTI) with fidelity b. Continue to monitor and track student progress to determine the following: • Retention implications • Number of students reading on grade level by the end of 2nd grade 1.2.2 Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices including the following: h. One-to-one and personal electronic student devices i. 21st Century learning environments j. Project-based learning k. Smart Arts Integration program l. Design Thinking m. Creative and targeted classroom accommodations and modifications for diverse learners n. **Enrichment:** Develop and implement **school-wide** additional enrichment, extensions based on individual student interests and aptitude.		Administrative Assistant Instructional Team Technology Team Technology Team Technology Team Instructional Team Instructional Team CATCH Committee Arts Guild Instructional Team Instructional Team Enrichment Facilitator	$10,000 $40,000 See Tech Budget $3,000	Local Funds General Funds Local Funds PTA Funds PTA Funds General Funds Local Funds General Funds Local Funds	AIMS Web Data MAP Test Scores Rigby Running Records Assessment Continuums Student Activity Log Lesson Plans Enrichment Plans Anecdotal Notes Test Score Data Assessment Continuums

a. Enrichment Days b. Pull Out enrichments c. Field Experiences d. Expert seminars D1.3 **Enrichment**: Develop and implement student **acceleration** for direct instruction for identified individual students based on strengths in subject, or concept regardless of grade or program. D1.4 Develop, plan and implement cross grade level units of study for Communities and Biology for grades 4K-2nd Grade, allowing for individualization, acceleration and enrichment across grade levels		Enrichment Facilitator Primary Design Teams	See Above $2,000	Local Funds Local Funds	
Develop and implement parent workshops, orientations and partnerships to address CTC & Sterling Elementary student developmental and academic needs.	2013-2018	Guidance 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

Professional Development Calendar 2014

STRATEGIES	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	EVALUATION Indicators of Implementation
Technology Curriculum and Instructional Integration Objective: use technology to enhance learning and academic achievement.					
Technology: Move websites to new Google format and use Google documents	August 15 October 16 6 Hours	Nichols, Foulkes	$0	NA	Teacher Websites Google Account list
Dollar General Grant: Increase Literacy through Discovery Ed online textbooks	Fall 2014	Pough	$140,000	Dollar General Grant	TBA
Objective: Implement a less structured approach to the organization of the instructional program moving away from constraints of grade/age placement.					
Assessment: 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
Balanced Literacy: (5K-5th Sterling) 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
Curriculum Rewrite and Modify Current Instructional Program & Assessments using Atlas Updates	2014-2015 Monthly: Vertical	Foulkes-Elem			

Middle School 2012- Curriculum Integration and Field Studies Mathematics- Sterling (4K-2nd) (3rd-5th) English Language Arts : CTC	Teams 7 Hours 4 Hours 4 Hours	Pough-Middle Foulkes, Holmes Johnstone	4,000	Professional Development Funds General Funds	Course Descriptions Course Syllabus Alignment documents Assessment Notebook
Enrichment 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.					
Climate: Develop Family Support System to increase student achievement (4K-2nd) Provide additional Social and Emotional support of Charles Townes Students. (3rd-5th) Develop and Implement House System of Social & Emotional Support of Sterling Program 3rd-5th Grade Students	Monthly: Vertical Teams 7 Hours Monthly: Vertical Teams 7 Hours Monthly: Vertical Teams 7 Hours	Holman Noble Holmes/Neuer	$0 $0 $1500	NA NA Local Funds	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. Thi ssuervey 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 Prinicpal's Survey is give to teachers annually as part if the principal evaluation system. The areas of questions in the Prinicpal'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 studnets and parents of 5th and 8th graders. The data is sent back to the school sand 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 development of critical	**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%**

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%**
28. In our school, a	**Sterling**	**Average Score**	23	44.23%	21	40.38%	6	11.54%	1	1.92%

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.	**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**
Maintians a high level of technology proficiency	87%	88%	81%	83%	89%	86%	**83%**
Promotes the use of research based instructional programs	74%	79%	81%	78%	87%	76%	**83%**
Promotes continuous student achievement & school improvemen	87%	86%	81%	83%	87%	74%	**75%**
Evaluates staff according to state & local policies/procedures	71%	73%	74%	76%	80%	71%	**85%**
Uses a variety of data sources to make informed deccisions	79%	79%	77%	76%	80%	71%	**83%**
Communicates Clear Vision consistent with GCS	71%	64%	77%	80%	76%	71%	**71%**
Develops Improvement Plan collaboratively	63%	60%	74%	70%	73%	71%	**85%**
Visits classrooms regularly	68%	88%	77%	76%	69%	69%	**77%**
Practices ethical standards appropriate for the profession	74%	69%	71%	74%	76%	67%	**81%**
Models high expectations	74%	69%	77%	74%	73%	67%	**65%**
Supports professional development of staff	68%	69%	74%	63%	60%	62%	**62%**
Coordinates the daily operation of school	76%	74%	68%	70%	78%	60%	**65%**
Provides leadership for the school's curriculum	63%	62%	68%	70%	69%	60%	**65%**
Demonstrates a professional demeanor	66%	69%	77%	67%	62%	57%	**63%**
Fosters safe & postive environment for students & staff	74%	71%	84%	70%	69%	55%	**56%**
Promotes effective communication	61%	62%	71%	61%	62%	52%	**58%**
Models mutual respect	63%	57%	55%	61%	58%	48%	**56%**
Communicates clear expectations	53%	43%	48%	50%	44%	48%	**40%**
Ensures that instructional time is protected	61%	57%	61%	63%	56%	31%	**22%**

State Report Card Teacher Survey Data: Learning Environment

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.4	97.4	97.4	97.4	97.4
School Actual	97.4	100	100				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

State Report Card Teacher Survey Data: Safety

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98	98.5	98.5	98.5	98.5
School Actual	97.5	100	100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

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 functions effectively.	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%

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 that challenges my child.	**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%**
	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 advocate in the school.	**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%**
	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 variety of information resources to support their learning.	**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%**
	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
School Projected	X	X	94.5	94.9	95.3	95.5	95.5
School Actual	94.1	92.9	92.9				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*						

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**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
6. My teachers help me learn things I will need in the future.	**Sterling School**	**Average Score**	147	90.74%	14	8.64%	1	0.62%	**162**	**100%**
		2.9	**147**	**90.74%**	**14**	**8.64%**	**1**	**0.62%**	**162**	**100%**
	Total		**147**	**90.74%**	**14**	**8.64%**	**1**	**0.62%**	**162**	**100%**

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**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
18. My principal and	**Sterling School**	**Average Score**	72	44.72%	52	32.3%	37	22.98%	**161**	**100%**

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	Sterling School	Average Score	65	34.39%	84	44.44%	24	12.7%	9	4.76%	6	3.17%	1	0.53%	189	100%

equally to all students.		**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 my family to become involved in school activities and my	**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%**
	Total		**50**	**26.6%**	**80**	**42.55%**	**41**	**21.81%**	**11**	**5.85%**	**5**	**2.66%**	**1**	**0.53%**	**188**	**100%**

learning.																
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 learning and grades.	**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%**

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 they are not friends.	**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%**
	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

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

Student Survey : Safety

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.1	97.1	97.1	97.1	97.1
School Actual	97.1	96.5	97.2				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	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 3rd-5th 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-5th
- 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 or 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. Indiviudal 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 progarm 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 utilizes a Program Facilitator to lead the initiative.

Strategic Plan Table of Needs

Information & Analysis:

- ☐ Use MAP Data to drill down to strands
- ☐ Share instructional practices between teachers

CTC:

- ☐ More cross curricular integration
- ☐ Vertical alignment
- ☐ Examine social and emotional needs of gifted students
- ☐ Attend Conferences

Sterling

- ☐ Develop No Failure Policy
- ☐ Give student information to teacher at enrollment

Student Achievement:

- ☐ Managing Homework
- ☐ Organizational skills of students

CTC:

- ☐ Teacher release time to visit/observe peer classrooms both on and off site
- ☐ Allow students to self evaluate / reflect using pre and post assessments
- ☐ Need vertical teaming including related arts
- ☐ Self-tracking

Sterling

- ☐ Build consistency in analysis
- ☐ Analyze student behavior to minimize disruptions
- ☐ More training on poverty and its effect on learning.
- ☐ Study effective grouping strategies
- ☐ School-wide focus on vision and sharing strategies
- ☐ Intra-grade meetings to review achievement
- ☐ Develop portfolios

Professional Development

- ☐ Program specific training

CTC:

- ☐ Math/science integration training
- ☐ In-house sharing / professional development
- ☐ Coverage for collaboration
- ☐ Differentiate professional development vs. staff wide (what individuals need)
- ☐ Required to share experiences with the rest of the staff
- ☐ What are the student's weaknesses?
- ☐ What are our weaknesses? And interests?
- ☐ Best practices training sessions – taught by teachers!
- ☐ Forum- school wide to brainstorm, share, and follow-up
- ☐ Peer / in-house collaboration
- ☐ Based on individual teacher interests

Partnerships:

- ☐ Define school goals
- ☐ Define tools needed
- ☐ Focus parent involvement including training
- ☐ Define school events and traditions to lure partners
- ☐ Develop needs assessment and match with needs of partners
- ☐ Develop a partnership plan
- ☐ Partnership handbook to identify and utilize resources
- ☐ Integration within core academic subjects.
- ☐ Develop new and maintain existing business partnerships
- ☐ Develop and maintain student leadership and mentoring opportunities

Evaluation:

- ☐ Overall expectations, strategies and goals should be shared by all
- ☐ A-Team process more defined with designated teams
- ☐ Define common beliefs
- ☐ Focus meetings during planning time
- ☐ Review Understanding by Design model (Start with the Assessment 1st
- ☐ Review long-range plans and make adjustments as needed
- ☐ Develop student portfolios
- ☐ Maintenance, food services, etc. on board with vision of the school
- ☐ Narrative report card

Leadership:

- ☐ Mentor/tutor Older students-younger

CTC:

- ☐ Follow-up on budget information
- ☐ Time to plan by grade and school-wide to discuss needs, materials available, etc.
- ☐ Mentoring needed for teachers new to the district not just "new" teachers – What resources are available? What materials does the school have and where are they stored? Etc.
- ☐ Faculty Council – meet during the Wed. vertical team meeting days or during lunch. Consider separating elementary and middle.

Sterling

- ☐ Deeper analysis of classroom practice
- ☐ Program-wide behavior plan school-wide (+2012)

English Language Arts:

- ☐ Larger selection in novel sets and literature resources
- ☐ Need Age appropriate yet challenging books (+2011)
- ☐ Students need to read more non-fiction (+2011)
- ☐ Leveled Library (2011)
- ☐ Take home reading packets (2011)(primary)
- ☐ ~~Each grade level needs to teach with increasing rigor in mind~~. (2011)

Reading Comprehension:

- ☐ ~~Students rush when reading and miss main ideas and themes~~ (2012)
- ☐ ~~Need age appropriate, yet challenging books~~ (2012)
- ☐ ~~Students need to read more nonfiction (Build media center collection)~~(2012)

Writing:

- ☐ ~~Staying on topic~~ (-2012)
- ☐ ~~School-wide terminology~~(-2012)
- ☐ ~~Publishing opportunities and materials/supplies, computers~~ (+2011)(-2012)
- ☐ Practice in technical, research, and expository writing (+2011)
- ☐ New electronic format for portfolio needed (3-8)

Spelling, Grammar, and Capitalization:

- ☐ ~~Students need help applying their knowledge~~ (-2012)
- ☐ ~~School newspaper~~ (-2012)
- ☐ ~~Spelling~~ (2011)
- ☐ ~~Resources to teach grammar~~(2011) (-2012)
- ☐ ~~Writing across the curriculum~~ (-2011)

Math:

- ☐ Work on persistence, attention to detail, and ability to explain the problem solving process (communicate mathematical thinking)
- ☐ Abstract and quantitative reasoning (Common Core)
- ☐ ~~Look for and make use of structure~~ (-2012)
- ☐ ~~Look for and express regularity in repeated reasoning~~(-2012)
- ☐ Adequate quantities and effective use of manipulative for student use.
- ☐ Student leadership opportunities. such as student mentors (math buddies) to nourish compassion.
- ☐ ~~Community mentors to encourage aspiration, courage and perseverance.~~ (+2012)
- ☐ Positive, school-wide celebration of math as an ongoing effort. For example: Math buddies (mentoring), projects, math clubs (Math Counts, Math Olympiad), special theme days (pi day, metric day, 100th day of school)
- ☐ Continue to build the vertical articulation
- ☐ Advanced teacher training f :effective use of manipulatives, implementation of resources like creative problem solving activity books and math "story books", NCTM Navigations series activities, and Mentoring Mathematical Minds (M3)
- ☐ Integrate Common Core Standards
- ☐ Resources: creative problem solving, math "story books"

Science:

- ☐ ~~K-8 benchmarks~~ (-2012)
- ☐ Supplemental science

Social Studies

- ☐ Additional Teaching Resources:

Technology:

- ☐ ~~Power Teacher Training~~ (-2012)

Media Center:

- ☐ Increased collaboration between the library teacher and the classroom

resources (elem)
- ☐ Interdisciplinary integration of topics (2011)
- ☐ Development of student expository writing skills and research
- ☐ ~~Community connections (i.e. Greenville Hospital System) to develop long-term projects to benefit the community and provide more real world science experiences.~~ (-2012)
- ☐ ~~Develop CATCH initiative within school and local community (+2011)~~
- ☐ Vertical articulation of science standards and how they are taught (standard 1)
- ☐ Plan to utilize outside areas for study ecosystems & creek
- ☐ More professional development for elementary teachers (+2011)
- ☐ ~~Intra-subject cooperation~~ (2011)

- ☐ Trade Books
- ☐ Reference Books
- ☐ Primary Resources
- ☐ Correlate writing format terminology across all grade levels (added 2011-2012)-
- ☐ ~~Physical Maps~~ (2011)
- ☐ ~~Incorporate Leadership and Character Education through evaluation of civilizations' leaders~~. (2011)
- ☐ Common Core implementation (+2012)
- ☐ Weekly Readers or scholastic readers (+2012)

- ☐ ~~Promethean Training~~ (-2012)
- ☐ Active Inspire
- ☐ Managing student work
- ☐ Integration of Moodle and website
- ☐ Develop staff resource list
- ☐ E-Portfolios
- ☐ Student email use
- ☐ ~~Keyboarding~~
- ☐ Using web based programs to enhance instruction (You tube, Moodle etc…)
- ☐ At least 1 tech based project per year
- ☐ Provide parent training
- ☐ Support tech divide among students
- ☐ Develop Student Skills checklist
- ☐ Reliable laptops
- ☐ More training for technology
- ☐ Basic Computer skills (1st&2nd) (+2012)

teacher
- ☐ ~~Information ethics and responsibility training is lacking for students~~(-2012)
- ☐ Infrastructure cannot support technology
- ☐ Locate & Purchase reading materials written on a high lexile level for students in the CTC program
- ☐ Middle school teacher's suggestions of appropriate curriculum driven and recreational adult level reading materials suited to their students' age, maturity, interests and reading level.
- ☐ ~~More library books about math~~ (-2012)
- ☐ More library programming and advertising including reading initiatives, media literacy and social activities to promote library use
- ☐ Improve scheduling method for library facilities and materials to promote equitable use, equipment security and appropriate treatment of the collection and furniture before, during and afterschool

Spanish:
- ☐ Define curriculum goals at the beginning of each year for elementary
- ☐ ~~Support for students who are not ready to enter Spanish One and Two~~ (-2012)
- ☐ Support and funding for greater cultural integration

Music:
- ☐ Professional Development Money (+2012)
- ☐ Elementary Music Club (recorders, boomwackers etc) (+2012)
- ☐ Funding for school instruments (+2012)

Guidance:
- ☐ ~~A-Team shift to AA~~ (+2012)
- ☐ ~~Develop yearlong calendar of events~~ (+2012)
- ☐ Professional development on Abuse and reporting (+2012)
- ☐ Integration of leadership & character ed (+2012)

Arts:
- ☐ Professional development for art
- ☐ Available computers with adequate software for graphic art
- ☐ ~~More time between elementary classes~~ (-2012)
- ☐ ~~Class size in primary grades~~ (-2012)
- ☐ ~~Have 2 fulltime art positions~~
- ☐

Physical Education
- ☐ Space for fitness equipment
- ☐ Additional fitness equipment
- ☐ Flexible scheduling to allow students more choice based on interest
- ☐ Creative scheduling for Life Fitness to travel off campus
- ☐ Schedule to allow teachers to focus on grade levels or specific groups
- ☐ ~~More time between classes~~. (-2012)
- ☐ More sports, clubs for elementary (+2012)
- ☐ Planning time with teachers

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒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				
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				

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

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

FIVE-YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard (Met and Exemplary) in English Language Arts as measured by the Palmetto Assessment of State Standards (PASS) from **90.9%** in 2012 to **90.9%** in 2018.

ANNUAL OBJECTIVE 1: Maintain at least **90.9%** of students meeting standard (Met and Exemplary) in English Language Arts 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 English Language Arts.

DATA SOURCE(S): SDE School Report Card

ELA-Elementary	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.9	90.9	90.9	90.9	90.9
School Actual	90.9	93.3	94.1*				
Sterling Elem Program Projected	X	X	74%	77%	80%	83%	86%
Sterling Elem Program	71%	79%	77.1%				
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5	78.6				

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.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA – School (3rd-5th)	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	734	717.2	701.4				
Male	730.2	714	691.7				
Female	737.6	720.2	710.5				
White	758.3	739.1	727.9				
African-American	651.1	650.7	631.3				
African-American (Sterling Program)	626	625	621.5				
Asian/Pacific Islander	758	762.6	785.7				
Hispanic	NA	NA	NA				
American Indian/Alaskan	NA	NA	NA				
Disabled	NA	NA	NA				
Limited English Proficient	NA	NA	NA				
Subsidized Meals	656.5	656.1	632				
Sterling Program	644	641	640.5				

ELA – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	731.8	733.9	712.9*				
Male	724.1	728.8	705.3				
Female	741	740.4	721.6				
White	732.3	734.1	712.8				
African-American	701.8	Na	NA				
Asian/Pacific Islander	735.4	Na	NA				
Hispanic	na	Na	NA				
American Indian/Alaskan	na	Na	NA				
Disabled	Na	Na	NA				
Limited English Proficient	Na	Na	NA				
Subsidized Meals	726	Na	NA				

ELA - District - Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672	653.2				
Male	665.7	666.7	648.2				
Female	676.8	677.6	658.2				
White	685.1	684.6	667.1				
African-American	644.4	648.3	627				
Asian/Pacific Islander	696.1	697.5	682.1				
Hispanic	650.8	653.4	635				
American Indian/Alaskan	688.2	677.3	658.7				
Disabled	614.9	618.2	605.9				
Limited English Proficient	654.9	657.2	638				
Subsidized Meals	649.2	652.5	632.4				

ELA – District - Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	624	628	632	636	640	644	648
Actual							
All Students	651.7	653.7	634.8				
Male	646.7	649.5	627.4				
Female	656.8	658.1	642.5				
White	664.5	666.3	649.3				
African-American	624.6	626.9	607.1				
Asian/Pacific Islander	679.6	684.5	664.5				
Hispanic	650.8	637.9	615.9				
American Indian/Alaskan	631.2	647.7	641.9				
Disabled	589.7	593.6	576.3				
Limited English Proficient	632.5	637.4	615.6				
Subsidized Meals	630.0	632.9	612.4				

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.

☒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 ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒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

	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				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2				

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

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

FIVE-YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard (Met and Exemplary) in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from **92.4%** in 2012 to **92.4%** in 2018.

ANNUAL OBJECTIVE 1: Maintain at least **92.4%** of students meeting standard (Met and Exemplary) in mathematics 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 mathematics.

DATA SOURCE(S): SDE School Report Card

Math -Elem	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.4	92.4	92.4	92.4	92.4
School Actual	92.4	90.4	92.4				
Sterling Elem Program Projected	X	X	78%	80%	82%	84%	86%
Sterling Elem Program	76%	73%	70.5%				
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3	77.5				

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.

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

FIVE-YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Math - Elem School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	726.3	719	713.7				
Male	735.8	725.3	715.3				
Female	717.3	712.9	712.3				
White	748.6	746.6	745				
African-American	643.2	637.3	628.4				
African-American (Sterling Program)	622	614	617.8				
Asian/Pacific Islander	776.2	769.4	785.7				
Hispanic	NA	NA	NA				
American Indian/Alaskan	NA	NA	NA				
Disabled	NA	NA	NA				
Limited English Proficient	NA	NA	NA				
Subsidized Meals	650.5	646.7	632.5				
Sterling Program	642	633	638.7				

Math – Middle School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	734.9	738.7	752.5				
Male	733.9	741.7	757				
Female	733.3	735	747.3				
White	731.5	736.2	751.1				
African-American	729.2	NA	NA				
Asian/Pacific Islander	773.1	NA	NA				
Hispanic	NA	NA	NA				
American Indian/Alaskan	NA	NA	NA				
Disabled	NA	NA	NA				
Limited English Proficient	NA	NA	NA				
Subsidized Meals	710.8	NA	NA				

Math - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664.0	656.8				
Male	665.3	663.6	656.6				
Female	664.3	664.4	657				
White	677.8	677.3	672				
African-American	636.8	634.5	624.4				
Asian/Pacific Islander	703.1	701.1	699.7				
Hispanic	649.0	650.6	640.4				
American Indian/Alaskan	668.4	674.4	663.3				
Disabled	607.9	606.9	602.3				
Limited English Proficient	656.1	657.6	648.1				
Subsidized Meals	643.6	643.0	632.1				

Math – District - Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	649.6	650.7	639.1				
Male	649.6	650.5	637.8				
Female	649.6	651.0	640.6				
White	661.4	662.7	653				
African-American	622.1	623.6	609.2				
Asian/Pacific Islander	694.9	695.3	687.8				
Hispanic	649.0	636.2	623.3				
American Indian/Alaskan	628.8	640.2	643.7				
Disabled	594.4	594.0	584.3				
Limited English Proficient	637.1	639.7	626.9				
Subsidized Meals	628.5	629.2	616.2				

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 % 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 ACT Aspire.

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

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card_

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				

American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

PASS % TESTED

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

FIVE YEAR PERFORMANCE GOAL: Maintain 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: Maintain **100%** 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100%	100%	100%	100%	100%
School Actual	100%	99%	100%				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6					

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.

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

FIVE-YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card_

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	100	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100	100				
Male	100	100	100				
Female	100	100	100				
White	100	100	100				
African-American	100	100	100				
Asian/Pacific Islander	100	100	100				
Hispanic	NA	NA	NA				
American Indian/Alaskan	NA	NA	NA				
Disabled	NA	NA	NA				
Limited English Proficient	NA	NA	NA				
Subsidized Meals	100	100	100				

% Tested ELA – District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9	100				
Male	99.9	99.9	100				
Female	99.9	100.0	100				
White	99.9	100.0	100				
African-American	99.8	99.9	100				
Asian/Pacific Islander	99.8	100.0	100				
Hispanic	99.9	99.8	100				
American Indian/Alaskan	100.0	100.0	100				
Disabled	99.2	99.6	99.9				
Limited English Proficient	99.8	99.8	100				
Subsidized Meals	99.8	99.9	100				

% Tested ELA District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	100.0	99.9				
Male	99.9	100.0	99.9				
Female	99.9	99.9	100				
White	99.9	100.0	100				
African-American	99.8	100.0	99.9				
Asian/Pacific Islander	99.8	100.0	100				
Hispanic	99.9	99.9	100				
American Indian/Alaskan	100.0	100.0	100				
Disabled	99.2	99.9	99.8				
Limited English Proficient	99.8	99.9	99.9				
Subsidized Meals	99.8	99.9	99.9				

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	100	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100	100				
Male	100	100	100				
Female	100	100	100				
White	100	100	100				
African-American	100	100	100				
Asian/Pacific Islander	100	100	100				
Hispanic	NA	NA	NA				
American Indian/Alaskan	NA	NA	NA				
Disabled	NA	NA	NA				
Limited English Proficient	NA	NA	NA				
Subsidized Meals	100	100	100				

% Tested Math – District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0	100				
Male	99.9	99.9	100				
Female	100.0	100.0	100				
White	100.0	99.9	100				
African-American	99.9	99.9	100				
Asian/Pacific Islander	100.0	100.0	100				
Hispanic	99.9	100.0	100				
American Indian/Alaskan	100.0	100.0	100				
Disabled	99.8	99.7	99.9				
Limited English Proficient	99.9	100.0	100				
Subsidized Meals	99.9	100.0	100				

% Tested Math District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.9	100				
Male	99.9	99.9	100				
Female	100.0	100.0	100				
White	100.0	99.9	100				
African-American	99.9	99.9	99.9				
Asian/Pacific Islander	100.0	100.0	100				
Hispanic	99.9	100.0	100				
American Indian/Alaskan	100.0	100.0	100				
Disabled	99.8	99.9	99.8				
Limited English Proficient	99.9	100.0	100				
Subsidized Meals	99.9	99.9	99.9				

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.

☒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_

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

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

FIVE-YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	690.5	677.8	690.5				
Male	697.6	675.8	698.9				
Female	683.1	679.6	683.3				
White	710.2	700.4	717.5				
African-American	619.4	608.3	613.3				
African-American (Sterling Program)	617	602.4	604.2				
Asian/Pacific Islander	725.3	711.9	NA				
Hispanic	NA	NA	NA				
American Indian/Alaskan	NA	NA	NA				
Disabled	NA	NA	NA				
Limited English Proficient	NA	NA	NA				
Subsidized Meals	627.3	614.1	618.4				
Sterling Program	635	633	625.4				

Science – Middle School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	715.2	715.3	732.7				
Male	711.8	718.1	723				
Female	719.3	711.5	708.2				
White	714.4	714.9	715.5				
African-American	712.8	NA	NA				
Asian/Pacific Islander	726.6	NA	NA				
Hispanic	NA	NA	NA				
American Indian/Alaskan	NA	NA	NA				
Disabled	NA	NA	NA				
Limited English Proficient	NA	NA	NA				
Subsidized Meals	700.8	NA	NA				

Science - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633.0	626.4				
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644.0					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

Science – District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	637.3	634.1					
Male	638.4	635.4					
Female	636.1	632.8					
White	649.9	646.7					
African-American	609.5	607.7					
Asian/Pacific Islander	670.1	666.8					
Hispanic	617.0	619.1					
American Indian/Alaskan	627.4	627.2					
Disabled	581.0	579.5					
Limited English Proficient	618.2	619.1					
Subsidized Meals	615.8	613.5					

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.

☒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

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

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

FIVE-YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	707	706.9	697.5				
Male	707.8	717.8	693.8				
Female	706.3	695.5	701.5				
White	728	732.5	723				
African-American	638.4	635.6	634.3				
African-American (Sterling Program)	630	629.5	627.7				
Asian/Pacific Islander	751.1	736.7	NA				
Hispanic	NA	NA	NA				
American Indian/Alaskan	NA	NA	NA				
Disabled	NA	NA	NA				
Limited English Proficient	NA	NA	NA				
Subsidized Meals	630.9	647.4	644.5				
Sterling Program	646	646.3	644.4				

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

Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	707	711.5					
Male	712.5	717.2					
Female	700.3	704.3					
White	705.3	710.3					
African-American	703.3	NA					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	NA	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	710.6	NA					

Social Studies - District Grades 3-5	**Baseline 2011-12**	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640.0					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

Social Studies – District – Grades 6-8	**Baseline 2011-12**	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**

Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	641.9	642.7					
Male	646.1	647.6					
Female	637.5	637.7					
White	653.5	654.8					
African-American	615.7	615.5					
Asian/Pacific Islander	680.3	677.0					
Hispanic	632.8	629.7					
American Indian/Alaskan	622.9	631.4					
Disabled	589.9	589.6					
Limited English Proficient	626.6	631.2					
Subsidized Meals	620.5	620.0					

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.

☒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 50th 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 50th 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			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	65%tile	70%tile	46%tile				
Mathematics Concepts Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	58%tile	51%tile	39%tile				
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	56%tile	61%tile					

Fall 2014 students began taking a new form of the ITBS

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	67th %tile	66th %tile	67th %tile				
Mathematics Concepts Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	52nd %tile	50th %tile	49th %tile				
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	58th %tile	55th %tile	57th %tile				

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Assessment 2.4.12 Develop comprehensive formative and summative assessment data to inform instructional decision-making. a. Classroom based assessments b. Reading & Math Continua c. Student Portfolios d. Enrich Data Analysis	2013-2018 2013-2014 2013-2018 2014-2015 2013-2015	Classroom Teachers Assessment Team Portfolio Team Principal	TBD $500 $1,500 None	General Fund General Fund Local Funds	• Works samples • Assessment notebooks • Student Continua samples • Enrich reports • Student portfolios
Balanced Literacy: 1.2.3 Implement a comprehensive, balanced literacy model in grades PreK-	2013 – 2018				• Student achievement data ○ MAP ○ PASS ○ Running records ○ Grades

5 c. Implement the Fountas and Pinnell framework in all elementary school.	2013-2015	Instructional Coach	$30,000	General & Local Funds	
Curriculum: 1.1.1 Create a clearly defined, standards-based, articulated curriculum for all students, grades PreK-8 e. Integrate Common Core State Standards f. Include 21st Century skills across all content areas g. Continue to develop integrated curriculum across all core content and related arts areas h. Provide innovative technology support for curriculum i. Integrate literacy skills across content areas	2013 – 2018 2013-2018 2013-2018 2013-2018 2013-2018 2013-2018	Instructional Team Technology Team Instructional Coach Technology Team Instructional Coach	TBD $125,000 $25,000 *Tech money see above See Balanced Literacy	General Fund Local Funds General & Local Funds	• Lesson & Unit Plans • Unit Plans • Observation Notes • Unit Plans, Portal documents • Lesson & Unit Plans
C.A.T.C.H 1.1.9 Improve the overall health and academic performance of all students through the implementation of a coordinated school health system. c. Implement the Coordinated Approach To Child Health program (CATCH) for grades pre K-8	2013 – 2018 2013-2018	CATCH Committee	$1,250	Award Money	• Activity Log • Annual state report • LiveWell Greenville Healthy Schools Assessment
Differentiation: 1.1.4 Focus on the implementation of					

Response to Intervention (RTI) with fidelity c. Continue to monitor and track student progress to determine the following: • Retention implications • Number of students reading on grade level by the end of 2nd grade	2013 – 2018 2013-2014	Administrative Assistant	$10,000	Local Funds	AIMS Web Data MAP Test Scores Rigby Running Records Assessment Continuums
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
o. Student-driven technology					
p. One-to-one and personal electronic student devices	2013-2018	Technology Team		PTA Funds	
q. 21st Century learning environments	2015-2018	Technology Team	See Tech Budget		
r. Inquiry-based learning	2013-2018	Technology Team			
s. Project-based learning	2013-2018	Instructional Team		General Funds	
t. Virtual learning					
u. Fitness Gram	2013-2018 2013-2018	Instructional Team			
v. Smart Arts Integration program	2013-2018	CATCH Committee			
w. Design Thinking	2013-2018	Arts Guild			
x. Creative and targeted classroom accommodations and modifications for diverse learners	2013-2018	Instructional Team			
y. **Enrichment:** Develop and implement **school-wide** additional enrichment, extensions based on individual student interests and aptitude. a. Enrichment Days b. Pull Out enrichments c. Field Experiences d. Expert seminars	2013-2018 2013-2018	Instructional Team Enrichment Facilitator	$3,000	Local Funds General Funds	

D1.3 **<u>Enrichment</u>**: Develop and implement student **acceleration** for direct instruction for identified individual students based on strengths in subject, or concept regardless of grade or program. D1.4 Develop, plan and implement cross grade level units of study for Communities and Biology for grades 4K-2nd Grade, allowing for individualization, acceleration and enrichment across grade levels	2013-2018 2013-2014 2013-2014	Enrichment Facilitator Primary Design Teams	See Above $2,000	Local Funds Local Funds Local Funds	

☐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):

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

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

integration c. Provide training on the cognitive rigor matrices and their implications for instruction and assessment (Smarter Balanced Assessment system) d. Rewrite and Modify Current Instructional Program & Assessments. ○ Middle School Curriculum ○ CTC Elementary Program ○ Primary Units of Study; ▪ Communities ▪ Biology Study	2014-2015 2013-2018 2013-2015 2014-2015 2013-2014	 Grade/Content Levels Content Levels Communities & Habitat Teams			
CATCH: 2.4.8 Strengthen physical education programs in Greenville County Schools a. Provide training to teachers on C.A.T.C.H	2013-2018	CATCH Committee	$1,250	LiveWell Grant	LiveWell School Application
Balanced Literacy: 2.4.10 Provide training and ongoing monitoring for Balanced Literacy in grades 5K-5th grade	2013-2015	Instructional Team	TBA	District Funds	MAP scores PASS Scores Reading Assessments
Assessment: 2.4.12 Develop a comprehensive training initiative to equip teachers to disaggregate formative and summative assessment data to inform instructional decision-making. a. Classroom based assessments b. Reading & Math Continua c. Student Portfolios d. Enrich Data Warehouse e. MAP Test Scores	2013-2018 2013-2016 2013-2016 2013-2015 2013-2014	Principal Classroom Teachers Assessment Team Middle School Teachers Principal Instructional Coach	TBA	Local Funds	
Differentiation: Intra-Program Sessions : Sharing Best Practices via	2013-2018	Instructional	TBA	Local	Professional

Program Committees		Team		Funds	Development Log
Technology: Develop and implement a technology training menu for teachers and staff: a. Edmodo b. Moodle c. PowerTeacher d. Promethean e. Web 2.0 Programs f. Moviemaker g. iPad use h. Website management	2013-2018	Technology Team	$3000	Local Funds	Professional Development Log
Objective: Improve understanding of our students, parents and peers to better utilize strengths and address weaknesses.					
Climate: Develop Family Support System to increase student achievement (4K-2nd) Develop and Implement House System of Social & Emotional Support of Sterling Program 3rd-5th 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

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

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

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

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

SchoolProjected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0	0	0				
DistrictProjected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
DistrictActual	0.5%	0.6%	0.6%				

☐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

	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*	88.1	88.1				

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

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

☐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

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

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

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

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

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

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

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

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
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	Guidance 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.					
Climate: Develop Family Support System to increase student achievement (4K-2nd) Develop and Implement House System of Social & Emotional Support of Sterling	Monthly: Vertical Teams 7 Hours Monthly:	Holman	$0	NA	Discipline Log Student Concern Logs Student Grades Survey Data

Program 3rd-5th Grade Students	Vertical Teams 7 Hours	Noble	$0	NA	

Report Card 2011-2012

http://www.ed.sc.gov/data/report-cards/2012/elem/c/e2301116.pdf

2011-2012 ESEA Rating

http://www.ed.sc.gov/data/esea/2012/school.cfm?SID=2301116

Appendix

STERLING SCHOOL

Engage, Explore, Inspire....Lead

Technology Plan

2011-2016

Technology Committee Members

David Johnstone Principal
Deborah Foulkes Instructional Coach
Stephanie Nichols Media Specialist
Barbara Booth – Middle School

Katie Watts- 2nd Grade
Stacey Merritt- 3rd Grade
Connie Gordon- 5th Grade
Martha Bohnenberger- 7th & 8th Grade

Nathan Deese 3rd Grade
Maria Cohen 4th Grade
Jennifer Johnston 6th/7th Grade

School Profile

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

The Charles Townes Center (highly gifted grades 3-8), innovative in its approach to instruction, strives to meet the most advanced needs of gifted learners. Curriculum is taught using a variety of materials that enhance state and district standards. The integration of social studies and science is achieved through an inquiry-based approach to instruction. Writing, reading, and character education are also integrated to support the whole child. The District's pacing guide for mathematics is utilized by all teachers. Additionally, various grouping methods are used to increase student learning and performance.

The Sterling Elementary Program (4k-4th grade) and the Charles Townes Center are based on four distinct components utilized to support student achievement: Curriculum and Instruction, Individual Student Needs, Specialized Skills and Staff Development. The uniqueness of each program is 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.

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

The **Sterling School** vision requires extensive training for teachers and staff members. All teachers in both programs have or will have Gifted and Talented certification and every staff member receives extensive diversity training. Teachers also have extensive experience and skill using technology to guide instruction and extend student learning. Teachers work collaboratively to develop curriculum materials, advise students and assist with the management of projects. Student progress is continuously reviewed using a variety of formative and summative evaluation strategies, thereby ensuring that student strengths are identified and maximized, and student weaknesses are noted and addressed.

Both programs take advantage of the opportunity to experience education at its highest level. By participating in a joint endeavor, all students deepen their understanding of issues which influence our community and country, and they gain perspective regarding the diversity that characterizes our world. There are frequent opportunities for students to contribute to school and the community through interactive relationships. Beyond the statistics, it is the hope of the parents and community that all students learn how to be leaders in their own lives and reach their true potential.

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 and every 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.**

The Three Dimensions

Professional Development

Professional Development: This dimension emphasizes strategies to develop ongoing and sustained professional development programs for all educators—teachers, principals, administrators, and school library media personnel. This dimension focuses on the educator learning to integrate technology into their curriculum. Professional Development is essential in this process.

Curriculum and Instructional Integration

Curriculum and Instructional Integration: This dimension is the South Carolina's "Instructional Capacity" dimension and specifically targets the development of strategies to integrate technology into curricula and teaching and also explores ways to promote teaching methods that are based on solid and relevant scientific research. This dimension focuses on teachers' use of technology to enhance instruction.

Learners and their Environment

Learners and Their Environment: This dimension emphasizes helping students use technology in ways that advance their understanding of the content in the state curriculum standards while improving their real-life problem-solving and inquiry skills. The environment should be one of shared learning and should be designed to enhance student academic achievement through scientifically based learning practices and modern technologies. This dimension focuses on students' use of technology and how it is used to enhance their learning process.

Dimension 1: Professional Development

SDE Goal: The SDE, the school districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

District Goal: GCS will provide curriculum development and professional development to increase the competency of all Greenville County educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

School Goal: Sterling School will provide curriculum development and professional development to increase the competency of all Greenville County educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

Current Technology Use

Every teacher has been issued a laptop computer and most classrooms are equipped with a Promethean Board. Most teachers on staff are proficient in the use of Word, PowerPoint, Email, Portal Applications and United Streaming. Teachers use Power School to take attendance and Power Teacher to record grades. At this time teachers are INTEL trained. The entire staff of classroom teachers has received on site Promethean/ActivStudio training but would like more using Active Inspire.

Measurable Objectives	Implementation Timeline	Evaluation	Person Responsible	Funding
To provide technology training for all teachers in the following:	A schedule of in-services will be developed for each school year to ensure that all teachers are trained in the programs designated in our technology plan.			
Power Teacher:	1st 3 weeks of school	Attendance Taken	Instructional Coach	No Cost
Indicator of Implementation:			**Next Step** ☐ **Finished** ☐ **Continued** ☐ **Modified :**	
Promethean Board Use and Troubleshooting	1st 3 weeks of school		Attendance Clerk	No Cost
Indicator of Implementation:			**Next Step** ☐ **Finished** ☐ **Continued** ☐ **Modified :**	
Promethean Flipchart Creation: Active Inspire	1st 3 weeks of school		I.C.	No Cost
Indicator of Implementation:			**Next Step** ☐ **Finished** ☐ **Continued** ☐ **Modified :**	
Using Moodle, Email and Home Directories to manage student work.	Quarterly		I.C. & Teacher Resource	No Cost
Indicator of Implementation:			**Next Step** ☐ **Finished** ☐ **Continued** ☐ **Modified :**	
Advanced Teacher Website & Integration of Moodle for communication	Quarterly		I.C. & Teacher Tech Team	No Cost
Indicator of Implementation:			**Next Step** ☐ **Finished** ☐ **Continued** ☐ **Modified :**	
Provide overview training and create a resource list of	Summer 2011		I.C. & Teacher Tech Team	No Cost

teachers and technology proficiencies				
Indicator of Implementation:			**Next Step** ☐ **Finished** ☐ **Continued** ☐ **Modified :**	
Security of Information, Internet Safety. Ethics and Copyright.	August		Media Specialist	No Cost
Indicator of Implementation:			**Next Step** ☐ **Finished** ☐ **Continued** ☐ **Modified :**	
Use of Video and Audio in the classroom			M.S./I.C.	
Indicator of Implementation:			**Next Step** ☐ **Finished** ☐ **Continued** ☐ **Modified :**	
E-Portfolios to document and manage student work.	January		Teacher Curriculum Committees	No Cost
Indicator of Implementation:			**Next Step** ☐ **Finished** ☐ **Continued** ☐ **Modified :**	
INTEL classes	Offered on variety of dates		Teachers need to register on the portal for district sponsored course...	No Cost
Indicator of Implementation:			**Next Step** ☐ **Finished** ☐ **Continued** ☐ **Modified :**	

Dimension 2: Curriculum and Instructional Integration

SDE Goal: The SDE, the school districts, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

District Goal: GCS will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

School Goal: Sterling School will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

Current Technology Use

The teachers use current and emerging technology throughout the curriculum as a tool to provide differentiated, higher-order learning. Student's complete standards based technology activities and projects which address diverse learning needs and interests and allow for demonstration of technological competency. The Promethean Board, Activotes, ActiSlates, laptop computers, scanners, microscopes, cameras, video cameras, Venier and TI technology provide for differentiated instruction. Teachers from 4th-8th grade use Moodle to manage student work and support learning in the classroom. Wikis, blogs, animation software is used across the school by teachers and students to enhance instruction and learning. These technology tools facilitate a student centered environment that fosters academic achievement and allows for documentation of learning/progress.

Measurable Objective: The teacher will use technology to enhance learning and academic achievement.

Strategy/Action	Time Frame for Implementation	Evaluation	Person Responsible	Funding
Teacher will:				
• **Promethean boards will be used to integrate technology into the classroom through the use of interactive lessons**	Ongoing	Lesson Plans, Observations	Teachers, students	Refresh funding One time board cost. Bulb replacements every 1-2 years
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Create and share unit promethean flipcharts with peers through the staff drive and teacher meetings.**	Ongoing	Staff drive and Teacher Meeting agenda	Teachers, IC	No cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Incorporate ethics and copyright issues into lessons where applicable**	Ongoing	Lesson Plans	Teachers, Media Specialist	No Cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			

• **Incorporate student email information into lessons where applicable such as letter writing.**	Ongoing	Lesson Plans	Teachers, students	No cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Provide lessons that teach students to evaluate credible and unbiased information from the internet and other media sources.**	Ongoing	Lesson Plans	Teachers, Media Specialist	No cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Provide lessons using email, Moodle and other communication interfaces to support communication and management of student work.**	First quarter	Lesson Plans and Grade Level checklist	Teachers, Media Specialist, and IC	No Cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Use district approved testing programs to evaluate academic needs of students (MAP in 2nd - 8th grade) Use data for Academic Planning**	Aug., Jan., March	District and School Testing Schedule, student, class and grade level reports	Teachers, IC	No Cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Use web based/ software programs to enhance student learning Ex. Brain Pop, Youtube, United Streaming, Movie Maker, Photo Story, Voice Thread**	Ongoing	Lesson Plans	Teachers	School site license - annual cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Assign at least one technology based-integrated project per semester (grades 3-8)**	First semester, second semester	Identified in Program of Study	Teachers	No cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Provide support for students who do not have technology at home**	Ongoing	Lesson Plans	Teachers, Media Specialist, PTA	No Cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Provide support to parents to learn to use the parent resources effectively.**	Quarterly classes	Attendance Log, invitation	Media Specialist, IC, PTA	No Cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Use video flash drives, video and digital cameras scanners and printers to document student learning and publish student work**	Ongoing	Lesson Plans, Work samples,	Teachers, Media Specialist, Students	New Construction / Refresh funding
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			

• **Use Active Slates, Activotes and Active Inspire to enhance student learning**	Ongoing	Lesson Plans	Teachers	New Construction / Refresh funding
Indicator of Implementation: There was a wide variety of effectiveness levels indicated by teachers. This continues to be an area that teachers need to work into their instruction.	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Instruct student on keyboarding and typing skills**	Ongoing	Lesson Plans	K-4th Grade Teachers	New Construction / Refresh funding
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			

Dimension 3: Learners and their Environments

SDE Goal: The SDE, the school districts, and the schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

District Goal: Greenville County Schools (GCS) will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

School Goal: Sterling School will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

Current Technology Use

Technology is a critical component to educating students in the 21st century. Every teacher is equipped with a "teacher computer" and every student has access to a computer on a daily basis. (Currently students share a set of computers form the computer lab to laptop carts) Students interact with technology on a daily basis through the use of laptops, Promethean Boards, cameras and video cameras in order to create multi-media products. They use the internet to conduct research, word processing skills to type papers and communication skills through the use of email. Teachers and students use digital cameras and video cameras to document / showcase student work and class activities. Some of this documentation is featured on the school or teacher websites, thus enhancing communication with parents and the community. The staff effectively communicates and collaborates with parents and other colleagues through the use of e-mail and Moodle.

Measurable Objectives: The student will take an active part in his/her learning through use of technology. Each school year, a minimum of 75% of students will demonstrate technological literacy as evidenced by meeting all benchmarks on an ISTE checklist.

Strategy/Action	Time Frame	Evaluation	Person Responsible	Funding
• **Student will use his/her home directory in the development of his/her electronic portfolio**	Ongoing	Student Home Directory	Teachers, Media Specialist, Instructional Coach (IC), student	no cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			

• **Students will create at least one technology based project each semester that integrates curriculum**	Ongoing	Student Portfolio, Lesson plans	Teacher, student	no cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Students will use email to serve as an effective communication tool.**	Ongoing	Observation, student work	Teacher, student	no cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Students will begin learning/using keyboarding skills in 3rd grade (Mavis-Beacon) Continue in grades 4-8**	January	Print out of typed work	Teachers, Media Specialist, IC, students	Cost of typing program
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Students will conduct basic trouble shooting for minor problems such as frozen mouse, battery lights, no common drive, etc.**	Ongoing	Observation	Teachers, Students, Media Specialist, IC	no cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Students will use software required for an assignment (given student has been taught to use the software) Such as: Word, Excel, Power Point, Publisher, Gizmos, Google Docs etc.**	Ongoing	Lesson plans, student work samples	Teachers, Students, Media Specialist	no cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Learn how to safeguard documents and back up important papers using their home directories and Moodle.**	Ongoing	Observation, student work	Teachers, Students, Media Specialist, IC	no cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Train parents in the tools the students are using so they can provide support at home. *TIP*: Technology Institute for Parents**	Quarterly	Attendance log	Media Specialist, IC	no cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			
• **Students and parents will use the Student and Parent Portal as a means of communication and to access and submit information such as grades and assignments.**	Ongoing	Lesson plans, grade books, distribution lists	, I.C., Teachers, Parents, Students	no cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☐ **Continued** ☐**Modified :**			

Budget

After review of the current levels and development of a comprehensive action plan, a five year budget has been developed to support the areas of need for Sterling School.

Technology Needs - Budget						
Priority (1-5; 5 most) 0=supplies	Technology	Justification	Qty. Needed	Unit cost	Total Cost	Status
5	**Teacher laptops** including bag, docking station and power cord)	Individual Laptops will foster the use of technology by enable teachers to be more mobile -in the classroom, at off campus training, and at home for lesson planning.	43	$1128.52	$48, 526.36	
5	**Admin. Laptop** with docking station, bag and power cord	Administrative use for Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Media Specialist,	5	$1315.00	$6,575.00	
5	**Admin. Desktop** Computers	Guidance, Guidance Clerk, Media Clerk, Attendance Clerk, Plant Engineer, Speech Teacher, Cafeteria Manager, Nurse, Secretary	2	$924.00	$1,848.00	
5	**Desktop Computers**	Staff Desktops	7	$924.00	$6,468.00	
5	**Promethean Boards**	Promethean Boards enable teachers to present information to students in an interactive format.	5	$4,300.00	$21, 500	
5	**Set of 30-N Computing Computers**	This stationary lab will be utilized by teachers to integrate technology instruction. 30 LAB,	2	$12,500	$25,000.00	
5	**Desktop Computers** with added graphic cards and ram	To create a creation station in broadcast room – film club, student video editing, projects and news broadcast	4	$924.00	$3,696.00	
4	**Document Cameras**	Gooseneck docu-cams	43	$39.00	$1,677.00	
4	**Scanners**	Document Scanners	25	$100.00	$2,500.00	

4	**Ipod Touch 4th Generation**	Used as a video Camera and still camera and multifunction device.	43	$200.00	$8,600.00	
4	**Flip Video Cameras**	Student video cameras for projects	6	$150.00	$900.00	
3	**Tablet Computers (iPAD2)**	Rolling lab of tablets for classroom instruction	40	$499.00	$19,960.00	
3	**Tablet Accessories**	Support for Tablets	40	Misc	$5,880.00	
2	**Active Expressions** - Classroom set of student response system	The Active Expression system will allow teachers to make quick, paperless assessments of student understanding and progress. Teachers will receive immediate feedback in order to modify instruction as needed.	1	$1215.00	$1215.00	
1	**Video Cameras HD**	Used for formal recording	6	$300.00	$1,800	
1	**Flat screen Touch Screens**	Replace Promethean Boards	10	$3000.00	$30,000	
0	**Promethean Board - Proj. bulbs**	To replace burned out bulbs over the life span of the refresh period	80	$300.00	$24,000.00	
0	**Server Memory**	Increase server capacity	1	$500.00	$500.00	
0	**New Server**	Budgeting for potential Server Replacement	1	$3,000	$3,000	
0	**Batteries for Teacher Laptops**	Replacement Batteries for Teacher Laptops	48	$110.00	$5,280	
0	**Replacement Power Cords Teacher Laptops**	Replacement Power Cords for Laptops	48	65.00	$3,120	
0	**Batteries for Student Laptops**	Replacement Batteries for Teacher Laptops	330	$110.00	$36,300	
0	**Replacement Power Cords Student Laptops**	Replacement Power Cords for Laptops	330	65.00	$21,450	
	Supply Budget	Cost of support the plan over the 5 year refresh cycle Cost divide by years= Budget per year	5	$93,650	$18,730 Per Year	
	Hardware Budget	Cost to complete the plan after initial refresh over the cost of the plan. Cost divided by years = Budget per year	5	$72,532	$14,506 Per Year	
	Software	Site licenses, new software etc....	1	$5,000	$5,000 Per Year	
		Initial Refresh	1	$132,000		
Total Refresh Plan Budget 2011-2016				**$303,182**		

2012-2013
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Goals

PERFORMANCE GOAL 1: ENGLISH LANGUAGE ARTS

The percentage of Sterling elementary students scoring Met and Exemplary on the PASS English Language Arts test will increase from 71% to 76% in the 2012-2013 school year.

The mean score of Sterling elementary students will increase from 644 to 650 for the 2012-2013 school year.

PERFORMANCE GOAL 2: WRITING

The percentage of Sterling elementary students (5th grade) scoring Met and Exemplary on the PASS Writing test will increase form 72% to 77% in the 2012-2013 school year.

PERFORMANCE GOAL 3: MATH

The percentage of Sterling elementary students scoring Met and Exemplary on the PASS Math test will increase from 76% to 81% in the 2012-2013 school year.

The mean score of Sterling elementary students will increase from 642 to 648 for the 2012-2013 school year.

PERFORMANCE GOAL 4:

All personnel will be highly qualified and specialized through 2012-13.

PERFORMANCE GOAL 5:

Maintain or exceed 85% approval rating from students, parents and teachers on the State Report Card Survey.

SCHOOL RENEWAL PLAN FOR DATE: 2008-2013

Performance Goal Area: Raise the Academic Challenge and Performance of Each Student

☒Student Achievement ☐Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

PERFORMANCE GOAL 1: English Language Arts	The percentage of Sterling elementary students scoring Met and Exemplary on the PASS English Language Arts test will increase from 71% to 76% in the 2012-2013 school year.
INTERIM PERFORMANCE GOAL:	For the 2012-2013 school year, 66% of African-American students at Sterling School will meet standard in English Language Arts. In order to attain this goal, the percentage of students who meet standard must increase by approximately by 5 percent. The mean score of African-American students will increase from 626 to 636 for the 2012-2013 school year.
Data Sources	PASS Data, MAP data, student surveys, AIMS Web Data
OVERALL MEASURES:	

	Baseline	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Projected	100%	90%	87%	83%	76%	81%
Actual	100%	87%	78%	71%		

Performance Goal Area: Raise the Academic Challenge and Performance of Each Student

☒Student Achievement ☐Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

PERFORMANCE GOAL 2: Writing	The percentage of Sterling elementary students (5th grade) scoring Met and Exemplary on the PASS Writing test will increase from 72% to 77% in the 2012-2013 school year.
INTERIM PERFORMANCE GOAL:	The percentage of Sterling elementary students (5th grade) scoring Met and Exemplary on the PASS Writing test will increase from 72% to 77% in the 2012-2013 school year.
Data Sources	PASS Data, MAP data, student surveys, AIMS Web Data
OVERALL MEASURES:	

	Baseline	2009-2010	2010-11	2011-12	2012	2013
Projected	100%	90%	63%	85%	77%	82%
Actual	100%	53%	82.5%	72%		

Performance Goal Area: Raise the Academic Challenge and Performance of Each Student

☒Student Achievement ☐Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

PERFORMANCE GOAL 3: MATH	The percentage of Sterling elementary students scoring Met and Exemplary on the PASS Math test will increase from 76% to 81% in the 2012-2013 school year.
INTERIM PERFORMANCE GOAL:	For the 2012-2013 school year, 72% of African-American students at Sterling School will meet standard in Math. In order to attain this goal, the percentage of students who meet standard must increase by approximately by 5 percent. The mean score of African-American students will increase from 622 to 632 for the 2012-2013 school year.

Data Sources	PASS Data, MAP data, student surveys, AIMS Web Data						
OVERALL MEASURES:		**Baseline**	**2009**	**2010**	**2011**	**2012**	**2013**
	Projected	100%	90%	63%	85%	81%	87%
	Actual	100%	53%	82.5%	76%		

STRATGIES	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	EVALUATION Indicators of Implementation
Technology Curriculum and Instructional Integration Objective: use technology to enhance learning and academic achievement.					
Develop and instruct a school-wide internet policy that meets the South Carolina Internet Safety Standards.	Fall 2012	Nichols Foulkes	$0	NA	State Certification Form Checklist Sample Lesson Plans
Instruct student on keyboarding and typing skills	Weekly	3rd Grade	$1500	General Fund	Lesson Plans Observation
Implement a less structured approach to the organization of the instructional program moving away from constraints of grade/age placement.					
Develop and implement school-wide additional enrichment, extensions based on individual student interests and aptitude.	Quarterly	Program Facilitator	$5000	General Fund Local Funds	Student Interest Inventory Student Surveys Staff Surveys
Rewrite and Modify Current Instructional Program & Assessments. (Middle School 2012, elementary mathematics)	Summer 2012	Johnstone Meisten	$7,800	Professional Development Funds General Funds	Course Descriptions Course Syllabus Assessment Notebook
Develop and review Program of Study & integrate technology with inquiry points for the current units of study in the Sterling Elementary Program.	Monthly	Deborah Foulkes: Instructional Coach	$1,400	Local Funds	Peer review, rubric, **Unit plans**
Develop and implement student extensions for direct instruction for identified individual students based on strengths in subject, or concept regardless of grade.	Weekly	Instructional Coach	0$	NA	Student Log Interaction Journal Student Surveys

SCHOOL RENEWAL PLAN FOR DATE: 2008-2013

Performance Goal Area: Ensure Quality Personnel in All Positions

☐Student Achievement ☒Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

PERFORMANCE GOAL 3:	All personnel will be highly qualified and specialized through 2012-13.
INTERIM PERFORMANCE GOAL:	(Specialized) 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 Sources	Teacher certification data

OVERALL MEASURES:

	Baseline	2009	2010	2011	2012	2013
Projected	100%	100%	100%	100%	100%	100%
Actual	100%	100%	100%	100%		

STRATGIES	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	EVALUATION Indicators of Implementation
Technology Curriculum and Instructional Integration Objective: use technology to enhance learning and academic achievement.					
Training to develop and instruct a school-wide internet policy that meets the South Carolina Internet Safety Standards.	Fall 2012	Nichols Foulkes	$0	NA	State Certification Form Checklist Sample Lesson Plans
Training to develop electronic student portfolio and identified technology to be used to document student learning.	Quarterly	Johnstone	$5,000	General Funds Local Funds PTA	Lesson Plans Observation
Objective: Implement a less structured approach to the organization of the instructional program moving away from constraints of grade/age placement.					

Training to develop and implement school-wide additional enrichment, extensions based on individual student interests and aptitude.	Quarterly	Program Facilitator	$5000	General Fund Local Funds	Student Interest Inventory Student Surveys Staff Surveys
Rewrite and Modify Current Instructional Program & Assessments. (Middle School 2012, elementary mathematics)	Summer 2012	Johnstone	12,000	Professional Development Funds General Funds	Course Descriptions Course Syllabus Assessment Notebook
Continued training on inquiry based instructional strategies to develop and review Program of Study & integrate technology with inquiry points for the current units of study in the Sterling Elementary Program.	Monthly	Deborah Foulkes: Instructional Coach	$1,400	Local Funds	Peer review, rubric, **Unit plans**
Training in the Nature and Needs of Gifted Children and Gifted and Talented Curriculum Courses for GT endorsement.	Summer, Fall Winter	Newell Johnston	TBA	Attendees	State Department Certification
Objective: Implement Coordinated Approach to Children's Health- CATCH					
Learn and implement additional classroom and school-wide activities that support and extend CATCH	Monthly	CATCH Committee	$1500	General Fund	Lesson Plans
Objective: Improve understanding of our students, parents and peers to better utilize strengths and address weaknesses.					
Diversity Training: & Neighborhood Tour to enhance understanding and support of the community.	August 2012	Beth Templeton	$500	Local Funds	Meeting Agenda Staff Reflections
Teachers will conduct and participate in Intra-Staff Training Sessions: Sharing Best Practices based on need and skill survey.	Quarterly	Foulkes	$500	Local Funds	Professional Development Log
Teachers will conduct peer observations and reflections to share best practices.	Fall 2012 Spring 2012	Foulkes	$5000	Local Funds Professional Development Funds	Staff reflections

SCHOOL RENEWAL PLAN FOR DATE: 2008-2013

Performance Goal Area: Provide a School Environment Supportive of Learning

☐ Student Achievement ☐ Teacher/Admin Quality ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐ Other District Priority

PERFORMANCE GOAL 4:	Maintain or exceed 85% approval rating from students, parents and teachers on the State Report Card Survey.
INTERIM PERFORMANCE GOAL:	Develop a sense of community, support, and mission among **parents, teachers and staff,** and maintain an 85% approval rating annually.
Data Sources	Parent, Teacher and Student Surveys, Attendance Data, meeting logs

OVERALL MEASURES:

	2008-09	2009-10	2010-11	2011-12	Projected 2012-2013
Parents	**88.9% MET**	90.9% MET	88.8% MET	97.3% MET	85%
Teachers	**96.9% MET**	95.9 % MET	98.9 % MET	95.7% MET	85%
Students	**97.2% MET**	96.3 % MET	96.9 % MET	94.4% MET	85%

STRATGIES Activities	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	EVALUATION Indicators of Implementation
Develop and implement parent workshops, orientations and partnerships to address CTC & Sterling Elementary student developmental and academic needs.	Spring	Guidance PTA	NA	NA	Parent Surveys Attendance logs
Create a new family and student assimilation program.	Summer 2012	Guidance PTA	NA	PTA	Survey data Participation log
Re-develop parent-teacher conferencing sessions based on enrichment program and developed student portfolios.	Spring 2013	PTA SIC Guidance	$10,000	General Fund Local Funds PTA	Parent Surveys Teacher surveys
Diversity Training: & Neighborhood Tour for PTA and School Improvement Council Members	August 2102	Beth Templeton-United Ministries	$1500	Local Funds PTA	Survey Reflections

2011-2012
Quality Planning
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Goals

PERFORMANCE GOAL 1: ENGLISH LANGUAGE ARTS

The percentage of Sterling elementary students (3rd & 4th grades) scoring Met and Exemplary on the PASS English Language Arts test will increase from 78% to 83% in 2011-2012 school year.

PERFORMANCE GOAL 2: MATH

- **The percentage of Sterling elementary students (3rd & 4th grades) scoring Met and Exemplary on the PASS Math test will increase from 53% to 63% in 2011-2012 school year.**

PERFORMANCE GOAL 3:

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

PERFORMANCE GOAL 4:

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

GOAL AREA 1: Raise the Academic Challenge and Performance of Each Student

☒Student Achievement ☐Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

PERFORMANCE GOAL 1: The percentage of Sterling elementary students (3rd & 4th grades) scoring Met and Exemplary on the PASS English Language Arts test will increase from 78% to 83% in 2011-2012 school year.

OBJECTIVE 1 The percentage of Sterling elementary students (3rd & 4th grades) scoring Met and Exemplary on the PASS English Language Arts test will increase from 78% to 83% in 2010-2011 school year.

Baseline 2009-2010	2010-2011	2011-2012	2012-2013
87%	78%		

PERFORMANCE GOAL 2: **The percentage of Sterling elementary students (3rd & 4th grades) scoring Met and Exemplary on the PASS Math test will increase from 82% to 85% in 2011-2012 school year. .**

OBJECTIVE 1: The percentage of Sterling elementary students (3rd & 4th grades) scoring Met and Exemplary on the PASS Math test will increase from 82% to 85% in 2011-2012 school year.

Baseline 2009-2010	2010-2011	2011-2012	2012-2013
53%	82.5%		

STRATGIES	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	Indicators of Implementation
All Academic Areas: Performance Goals					
☐ Use Response to Intervention (RTI) Strategies to assess and intervene with Kindergaren through 2nd grade students identified as struggling readers.	Monthly 9/7/11 2/1/12	Classroom Teachers Deborah Foulkes	None	Local Funds	AIMS Web data Progress monitoring data MAP Test Scores
	Evaluation: Currently being used for 40 student 5K-2nd grade. Fall and Winter benchmarks have been given for all students 5K-2nd grade. Result: Good-Its working. Challenges- How to have other students appropriately learning during intervention. Transfer of skills lagging.				
	Next Step ☑ **Finished** ☐ **Continued** ☐ **Modified :**				

Technology Curriculum and Instructional Integration

School Goal: Sterling School will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

Measurable Objective: The teacher will use technology to enhance learning and academic achievement.

Strategy/Action	Timeline	Evaluation	Person Responsible	Funding
Teacher will:				
• **Create and share unit promethean flipcharts with peers through the staff drive and teacher meetings.**	9/28/11 10/26/11	Staff drive and Teacher Meeting agenda	Teachers, IC	No cost
Indicator of Implementation: Teachers have shared in one meeting. Additonal meetings are scheduled for the spring.	**Next Step**: ☑ **Finished** ☐ **Continued** ☐**Modified :**			
• **Incorporate ethics and copyright issues into lessons where applicable**	Ongoing	Lesson Plans	Teachers, Media Specialist	No Cost
Indicator of Implementation: Mid-Year Update: Taught via media center and in classroom research	**Next Step**: ☐ **Finished** ☐ **Continued** ☑**Modified : Incorporate into internet safety curriculum required by new state law**			
• **Incorporate student email information into lessons where applicable such as letter writing.**	9/7/11 Survey 10/31/11 Results Review 11/2/11	Lesson Plans	Teachers, students	No cost
Indicator of Implementation: Email is starting to be taught primarily in 4th grade as integrated with letter writing.	**Next Step**: ☑ **Finished** ☐ **Continued** ☐**Modified :**			
• **Provide lessons that teach students to evaluate credible and unbiased information from the internet and other media sources.**	Ongoing	Lesson Plans	Teachers, Media Specialist	No cost

Indicator of Implementation: Being taught 3rd grade and up in classroom and with the media specialist.	**Next Step**: ☐ **Finished** ☐ **Continued** ☑**Modified : Incorporate into internet safety curriculum required by new state law**			
• **Provide lessons using email, Moodle and other communication interfaces to support communication and management of student work.**	9/7/11	Lesson Plans and Grade Level checklist	Teachers, Media Specialist, and IC	No Cost
Indicator of Implementation: 3rd graders have been given their log in names and passwords. 4th graders and up have been shown email, and Moodle.	**Next Step**: ☑**Finished** ☐ **Continued** ☐**Modified :**			
• **Use web based/ software programs to enhance student learning Ex. Brain Pop, Youtube, United Streaming, Movie Maker, Photo Story, Voice Thread**	9/7/11	Lesson Plans	Teachers	School site license - annual cost
Indicator of Implementation: Brain Pop is used throughout the building, as well as Photo Story, Power Point, Prezi and United Streaming Videos.	**Next Step**: ☑ **Finished** ☐ **Continued** ☐**Modified :**			
• **Assign at least one technology based-integrated project per semester (grades 3-8)**	First semester, second semester	Identified in Program of Study	Teachers	No cost
Indicator of Implementation: All grade levels have designated at least one technology intergrated unit. Most have more. 4th-8th all have a technology component.	**Next Step**: ☑ **Finished** ☐ **Continued** ☐**Modified :**			
• **Use video flash drives, video and digital cameras scanners and printers to document student learning and publish student work**	9/28/11 1/4/11	Lesson Plans, Work samples,	Teachers, Media Specialist, Students	New Construction / Refresh funding
Indicator of Implementation: No assessed	**Next Step**: ☑ **Finished** ☐ **Continued** ☐**Modified :**			
• **Use Active Slates, Activotes and Active Inspire to enhance student learning**	9/28/11 1/13/12	Lesson Plans	Teachers	New Construction / Refresh funding
Indicator of Implementation: Active Inspire is being utilized throughout the building. The Active Expresisona nd Votes are not being used.	**Next Step**: ☑ **Finished** ☐ **Continued** ☐**Modified :**			
• **Instruct student on keyboarding and typing skills**	10/5/11	Lesson Plans	K-4th Grade Teachers	New Construction / Refresh funding
Indicator of Implementation: Students are introduced in 4K, There is no formal keyboarding instruction in any grade level. All keyboard instruction is informal.	**Next Step**: ☐ **Finished** ☑ **Continued** ☐**Modified :**			

Strategy 3: Review assessment strategies against student needs by program to modify the Program of Study.					
☐ Develop and review Program of Study & integrate technology with inquiry points for the current units of study in the Sterling Elementary Program. ☐ Review and Modify Program of Study based on principles of educating highly	8/9/11 (S) 8/24/11/ (B) 10/12/11 (B) 1/18/12 (S) 2/15/12 (B) 4/18/12(S)	Deborah Foulkes: Instructional Coach VERTICAL TEAMS SE TEAM CTC TEAM	$1,400	Local Funds	Peer review, rubric, **unit plans**

gifted students and indicate technology intergration for the current units of study in the Charles Townes Center.	Evaluation: Mid-Year Update: All units shave been reviewed for technology integration. Sterling Program units are being reviewed through the professional development process with dr. Sparkman.					
	Next Step ☐ Finished ☐ Continued ☑ Modified: Results: Need to build in enrichment & extensions for all students. Plan for acceleration. Challenges: Comprehensive plan and approach is lacking.					
☐ Use the arts to look at assessment strategies for projects and performances.	9/14/11 10/12/11 11/9/11 1/25/12 2/15/12	Anna Dean: VERTICAL TEAMS CTC TEAM	None	NA	Lesson Plans Artist in Residence Assessment Bank	
	Evaluation: Mid-Year Update: Not initiated					
	Next Step ☐ Finished ☐ Continued ☑ Modified: Use the arts and other resources to review, redefine and evaluate current assessment strategies.					
Performance Goal 2: **Objective 1: Mathematics: Improve performance in math**						
☐ Establish grouping/differentiation strategies for 5K-4th (SE) ☐ Implement M3 in CTC 3rd-5th	10/15/11 1/4/12 **M3** 9/4/11 11/9/11 1/25/12	Mathematics Teams	None	NA	MAP Test Scores Pre-Post Tests	
	Evaluation: Mid-Year Update: Sterling: reviewing differentiation strategies CTC: M3- implemented but not reviewed					
	Next Step ☐ Finished ☐ Continued ☑ Modified: Results: Implement plan for acceleration and grouping Challenges: needs to be comprehensively integrated with enrichment and extensions. Impact of Common Core					

Professional Development Plan

GOAL AREA 2: Ensure Quality Personnel in All Positions

☐Student Achievement ☒Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

PERFORMANCE GOAL 3: All personnel will be highly qualified and specialized by 2008-2009 and we will maintain 100% until 2012-13.

OBJECTIVE 1: Attract and retain **teachers** of high quality and preparation with teaching methods tailored to highly gifted students and/or inquiry based learning.

Dimension 1: Technology Professional Development

School Goal : Sterling School will provide curriculum development and professional development to increase the competency of all Greenville County educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

Measurable Objectives	Implementation Timeline	Evaluation	Person Responsible	Funding
To provide technology training for all teachers in the following:	A schedule of in-services will be developed for each school year to ensure that all teachers are trained in the programs designated in our technology plan.			
Power Teacher:	New Teacher Institute 8/8/11	Attendance Taken	IC etc…	No Cost
Indicator of Implementation: Completed			**Next Step** ☑**Finished** ☐ **Continued** ☐ **Modified :**	
Promethean Board Use and Troubleshooting	New Teacher Institute 8/8/11		IC etc…	No Cost
Indicator of Implementation: Not taught			**Next Step** ☑ **Finished** ☐ **Continued** ☐ **Modified :**	
Promethean Flipchart Creation: Active Inspire	New Teacher Institute 8/8/11		I.C.	No Cost
Indicator of Implementation: Not taught			**Next Step** ☑**Finished** ☐ **Continued** ☐ **Modified :**	
Using Moodle, Email and Home Directories to manage student work.	New Teacher Institute 8/8/11		I.C. & Teacher Resource	No Cost
Indicator of Implementation: Completed			**Next Step** ☐ **Finished** ☐ **Continued** ☑ **Modified : combine with- develop student portfolios**	
Advanced Teacher Website & Integration of Moodle for communication	9/28/11		I.C. & Teacher Tech Team	No Cost
Indicator of Implementation: Completed			**Next Step** ☑ **Finished** ☐ **Continued** ☐ **Modified :**	
Provide overview training and create a resource list of teachers and technology proficiencies	Summer 2011		I.C. & Teacher Tech Team	No Cost

Indicator of Implementation: Not Initiated			**Next Step** ☑ **Finished** ☐ **Continued** ☐ **Modified :**	
Security of Information, Internet Safety. Ethics and Copyright.	8/11/11		Media Specialist	No Cost
Indicator of Implementation:			**Next Step** ☐ **Finished** ☐ **Continued** ☑ **Modified :** **Review new state department of Ed guidelines and requirements for teaching internet safety.**	
Use of Video and Audio in the classroom	9/28/11		M.S./I.C.	
Indicator of Implementation:			**Next Step** ☑ **Finished** ☐ **Continued** ☐ **Modified :**	
E-Portfolios to document and manage student work.	9/28/11		Teacher Curriculum Committees	No Cost
Indicator of Implementation:. Initial discussions and brainstorming completed.			**Next Step** ☐ **Finished** ☑ **Continued** ☐ **Modified :**	

STRATEGIES	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	Indicators of Implementation	
Strategy2: Diversity Training:						
☐ Teachers will attend quarterly workshops.	10/26/11 1/4/12 3/7/12	TBA	$500	Local Funds	Meeting Notes	
	Evaluation: Mid-Year Update: Not initiated					
	Next Step ☐ Finished ☐ Continued ☑ Modified: Annual					
Strategy 3: Gifted and Talented Training						
☐ **NAGC WOW! Conference Sessions**	1/13/12	CTC Teacher Presenters	5,000	Local Funds	Meeting notes	
	Evaluation: Mid-Year Update: Completed					
	Next Step ☑Finished ☐ Continued ☐ Modified:					
☐ **Intra-Program Sessions : Sharing Best Practices via Program Committees**		CTC Teacher Presenters	$7,000	Local Funds	Meeting notes	
	Evaluation: Mid-Year Update: scheduled but not completed					
	Next Step ☐ Finished ☑Continued ☐ Modified:					
Strategy 4: Sterling Program: Inquiry Based Instructional Training						
☐ **Intra-Program Sessions : Sharing Best Practices via Program Committees**	☑ 8/24/11 ☑ 9/28/11 ☑ 10/12/11 ☑ 10/26/11 1/13/12 1/18/12 2/15/12	Teachers	$7,000	Local Funds	Meeting notes	
	Evaluation: Mid-Year Update: Implemented and ongoing.					
	Next Step ☐ Finished ☑ Continued ☐ Modified:					

GOAL AREA 3: Provide a School Environment Supportive of Learning

☐Student Achievement ☐Teacher/Admin Quality ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

PERFORMANCE GOAL 4: **Maintain or exceed an 85% approval rating from students, parents and teachers on the State Report Card Survey administered annually until 2012-13.**

	2008-09	2009-10	2010-11	2011-12	2012-2013
Parents	**88.9% MET**	90.9% MET	88.8% MET		
Teachers	**96.9% MET**	95.9 % MET	98.9 % MET		
Students	**97.2% MET**	96.3 % MET	96.9 % MET		

OBJECTIVE 1: Develop a sense of community, support, and mission among **parents, teachers and staff,** and maintain an 85% approval rating annually.
OBJECTIVE 2: Increase the number of volunteer hours by the percentage of annual growth yearly.
OBJECTIVE 3: Implement and integrate Leadership as a school focal point to develop the school culture & community.

STRATEGIES	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	Indicators of Implementation
Objective 1: Communication & Community Strategy 1: Communicate goals, mission, vision of the school to parents & staff					
☐ Review & analyze School Report Card data and Strategic Plan to share with community	9/26/11 9/29/11	David M. Johnstone, Principal	None	NA	Faculty Meeting Agenda, Test score graphs and teacher analysis
	Evaluation: Presented to the community September 2011				
	Next Step ☐ Finished ☑ Continued ☐ Modified:				
Strategy 2: Improve teacher, parent, and community involvement and communication					
☐ Continue to build partnerships with the community and implement a partnership with the Greenville Hospital System.	Annually	Casey Noble Guidance; Facilitator, SIC, PTA	$1500	General Funds	GHS
	Evaluation: No communication, initiative dropped.				
	Next Step ☑ Finished ☐ Continued ☐ Modified:				
☐ Provide diversity training	TBA	Noble, Holman	$1500	Local Funds	Presentations

opportunities for parents and students					Attendance log
	Evaluation: Mid-Year: Not initiated.				
	Next Step (yearlong) ☐ Finished ☐ Continued ☑ Modified: Develop comprehensive parent workshop curriculum				
☐Develop parent workshops, orientations and partnerships address CTC & Sterling Elementary student developmental and academic needs.	Bi-Annual	PTA Noble, Holman, Howard, Nichols Guidance	None	PTA Budget	Volunteer Hours Log and meeting attendance log
	Evaluation: Mid-Year: 6th grade, 8th grade, grade level project days presented by teachers, administration and guidance.				
	Next Step (yearlong) ☐ Finished ☐ Continued ☑ Modified: Develop comprehensive parent workshop curriculum				
☐Implement CATCH Program to promote healthy lifestyles and fitness.	7/11/11 9/7/11 10/05/11 11/2/11	PTA Cafeteria PE Teachers	None	PTA Budget	Volunteer Hours Log and meeting attendance log
	Evaluation: Implementing CONTIUNUE				

• **Provide support for students who do not have technology at home**	9/7/11	Lesson Plans	Teachers, Media Specialist, PTA	No Cost
Indicator of Implementation: Reviewed with teachers and ideas for support. Dealing with individual needs currently.	**Next Step**: ☑ **Finished** ☐ **Continued** ☐**Modified :**			
• **Provide support to parents to learn to use the parent resources effectively.**	Quarterly classes	Attendance Log, invitation	Media Specialist, IC, PTA	No Cost
Indicator of Implementation: Not initiated.	**Next Step**: ☐ **Finished** ☐ **Continued** ☑**Modified :** Develop comprehensive parent workshop curriculum (yearlong)			

Objective 3: Leadership

Strategy 1: Integrate Leadership skills and opportunities throughout the curriculum

☐ Develop school-wide Leadership Showcase to display examples of leadership within the curriculum and highlight student activities.	Yearlong	Leadership Committee Chair	$2000	Local Funds	Photo Log of displays Curriculum Records
	Evaluation: Not inititaed				
	Next Step ☑ Finished ☐ Continued ☐ Modified:				
☐ Develop Leadership Hall to highlight leadership of students	Yearlong	PTA Committee	$500	PTA Funds	Displays Student Club Membership Lists
	Evaluation: Not inititaed				
	Next Step ☑ Finished ☐ Continued ☐ Modified:				
☐ Evaluate criteria and select	Yearlong	Leadership	$1000	PTA Funds	Award criteria

Leadership Award recipients.		Committee Foulkes		Local Funds	Log of winners
	Evaluation: Not inititaed				
	Next Step ☑ Finished ☐ Continued ☐ Modified:				

Dimension 4: Technology Learners and their Environments

School Goal: Sterling School will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

Measurable Objective 4: The student will take an active part in his/her learning through use of technology. Each school year, a minimum of 75% of students will demonstrate technological literacy as evidenced by meeting all benchmarks on an ISTE checklist.

Strategy/Action	Time Frame	Evaluation	Person Responsible	Funding
• **Students will conduct basic trouble shooting for minor problems such as frozen mouse, battery lights, no common drive, etc.**	Ongoing	Observation	Teachers, Students, Media Specialist, IC	no cost
Indicator of Implementation:	**Next Step**: ☑ **Finished** ☐ **Continued** ☐**Modified :**			
• **Students will use software required for an assignment (given student has been taught to use the software) Such as: Word, Excel, Power Point, Publisher, Gizmos, Google Docs etc.**	Ongoing	Lesson plans, student work samples	Teachers, Students, Media Specialist	no cost
Indicator of Implementation:	**Next Step**: ☑ **Finished** ☐ **Continued** ☐**Modified :**			
• **Learn how to safeguard documents and back up important papers using their home directories and Moodle.**	Ongoing	Observation, student work	Teachers, Students, Media Specialist, IC	no cost
Indicator of Implementation:	**Next Step**: ☑ **Finished** ☐ **Continued** ☐**Modified :**			
• **Train parents in the tools the students are using so they can provide support at home. *TIP*: Technology Institute for Parents**	Quarterly	Attendance log	Media Specialist, IC	no cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☑ **Continued** ☐**Modified :**			

• **Students and parents will use the Student and Parent Portal as a means of communication and to access and submit information such as grades and assignments.**	Ongoing	Lesson plans, grade books, distribution lists	, I.C., Teachers, Parents, Students	no cost
Indicator of Implementation:	**Next Step**: ☐ **Finished** ☑ **Continued** ☐**Modified :**			

2010-2011 Action Plan Archive
Quality Planning

Performance Goals & Action Plan

Professional Development Plan

Goals

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

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

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

PERFORMANCE GOAL 4:
All personnel will be highly qualified and specialized by 2008-2009 and we will maintain 100% until 2012-13.

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

GOAL AREA 1: Raise the Academic Challenge and Performance of Each Student

☒Student Achievement ☐Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

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

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS writing test will increase from 100% in 2008-09 to 100% in 2012-13.

Baseline 2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
100%	98.5%			

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

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS English Language Arts test will increase from 100% in 2008-09 to 100% in 2012-13.

Baseline 2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
100%	99.1%			

PERFORMANCE GOAL 3: **The percentage of students scoring Met and Exemplary on the PASS Mathematics test will remain at 100% in 2008-09 to 100% in 2012-13.**

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS Mathematics test will increase from 100% in 2008-09 to 100% in 2012-13.

Baseline 2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
100%	98.5%			

STRATEGIES	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	Indicators of Implementation	
All Academic Areas: Performance Goals 1, 2, & 3 **Strategy 1: Establish a system of benchmarks for assessing/improving student performance.**						
☑Review student progress quarterly and develop academic goal setting by age group: Primary, Intermediate & Middle School **2009**: Pilot student led conferences and archive system of yearly plans ☑ 2010: Revise conferencing strategy	October March	Classroom Teachers, Students	None	NA	Goal summary sheets (PD8 PAS-T) Academic Plans MAP Test Data Grade Distribution	
	Evaluation Summary: • 4k, 5K, 1st, 2nd and middle school have held student conferences in the first quarter. Other grades are planned for the winter and spring of the current year. A review will be conducted in May 2011 of the entire process • The student conferencing plan will be added to the teacher's operational guide as a core expectation and set of procedures.					
	Next Step ☑ **Finished** ☐ **Continued** ☐ **Modified :**					
☑ Breakdown of PACT & MAP scores and discussion of gaps in achievement by program, age group, grade and AYP subgroups.	August-October	David Johnstone Principal	None	NA	Graphs, Charts, AYP Report, School Report Card, teacher student achievement goals	
	Indicators: of Implementation • Teachers, staff and parents were presented PASS, ITBS and Map data. August & September 2010 • Spring MAP data and AIMS Web info will be reviewed in the Spring 2011 • The breakdown of test score data is now a regular part of the evaluation and review process of the school. The dates will be added to the teacher's operational guide as a core expectation and set of procedures.					
	Next Step ☑ **Finished** ☐ **Continued** ☐ **Modified :**					
☑ Establish meeting protocols for Vertical Curriculum Committees for alignment of English Language Arts, Math, Science, Social Studies and align protocols with Professional Learning Community research.	Monthly	VERTICAL TEAMS SE TEAM CTC TEAM	NA	Local Funds	Meeting Notes Program of Study Review Notes	
	Indicators: of Implementation **Vertical and Program Committees are using and modifying existing meeting protocols and are meeting on schedule to address areas in the strategic plan.**					
	Next Step ☐ **Finished** ☐ **Continued** ☐ **Modified :**					

☑ Use Response to Intervention (RTI) Strategies to assess and intervene with Kindergaren through 2nd grade students	August-May 2010	Classroom Teachers SE TEAM	None	Local Funds	Peer review, rubric, Unit plans	
	Indicators: of Implementation **RTI has been implemented and reviewed. Student progress is positive. The program will continue next year as part of the core instructional program.**					
	Next Step ☐ **Finished** ☑ **Continued** ☐ **Modified :**					
☑ Benchmark the Guidance Program with NAGC program standards.	October 2010	Merrie Clark Guidance	None	None	Benchmark Report	
	Indicators: of Implementation • The guidance standards and NAGC benchmarks have been identified. Standard two is being reviewed. A final document will be complete with recommendations by May 2011.					
	Next Step ☑ **Finished** ☐ **Continued** ☐ **Modified :**					
Strategy 2: Review assessment strategies against student needs by program to modify the Program of Study.						
☑ Develop and review Program of Study based on Focused Learning Principles for the current units of study in the Sterling Elementary Program. ☑ Review and Modify Program of Study based on principles of educating highly gifted students in the Charles Townes Center.	October 2010-May 2011	Deborah Foulkes: Instructional Coach VERTICAL TEAMS SE TEAM CTC TEAM	$1,400	Local Funds	Peer review, rubric, unit plans	
	Indicators: of Implementation • **Changes in the Social Studies standards have been reviewed across all grade levels.** • Instructional components are being addressed with in vertical and Program, teams. • Grade levels are modifying existing unit					
	Next Step ☐ **Finished** ☐ **Continued** ☑ Modified: Include additional designation of technology integrated opportunities within the Program of Study and monitor effectiveness.					
☑ Use the arts to look at assessment strategies for projects and performances.	July-May 2011	Anna Dean: Coordinator VERTICAL TEAMS SE TEAM CTC TEAM	None	NA	Lesson Plans Artist in Residence Assessment Bank	
	Indicators: of Implementation • SmartArts trained teachers are using strategies. • Across the board review and evaluation is slated for Spring 2011					
	Next Step ☐ **Finished** ☑ **Continued** ☐ Modified:					

Performance Goal 2:
Objective 1: Writing: Improve writing instruction and student performance

☑ Evaluate student performance using state writing rubrics & school-based key papers K-8th grade.	Quarterly	English Language Arts Teams	None	NA	Assessment Documents Student portfolio	
	Indicators: of Implementation • Primary ELA reviewed winter prompt • Individual teachers and grade levels review writing samples • Writing review is integrated into instructional program and a schedule of review dates have been embedded into the professional calendar					
	Next Step ☑ **Finished** ☐ **Continued** ☐ Modified:					
☑ Implement strategies for revising student writing in grades 6-8	Quarterly	Linda Reynolds Jennifer Johnston Sara Newell	None	NA	Student Writing Portfolios	
	Indicators: of Implementation • Teachers meet on a regular basis to review editing strategies • These strategies will be continued in the current grade levels and will be expanded with in the curriculum committees and individual plans next year.					
	Next Step ☑ **Finished** ☐ **Continued** ☐ Modified:					

Performance Goal 3:
Objective 1: Mathematics: Improve performance in math

☐ Establish grouping/differentiation strategies for 5K-4th (SE) ☐ Implement M3 in CTC 3rd-5th	Quarterly	Mathematics Teams	None	NA	MAP Test Scores Pre-Post Tests	
	Indicators: of Implementation **Grouping:** • Primary Math committee and Sterling Committee will address this in Spring 2011 **M3:** • Third, Fourth and fifth grade is implementing M3 to varying degrees. Review and evaluation will continue through Spring 2011					
	Next Step ☐ **Finished** ☑**Continued** ☐ Modified:					
☐ Implement Calendar Math 5K-4th Grade (SE)	Quarterly	Foulkes SE Teachers	None	NA	MAP Test Scores Pre-Post Tests Grades	
	Indicators: of Implementation • 4K-4th (Sterling Elementary) is implementing Calendar Math. Review and evaluation will continue through Spring 2011 • Calendar math is part of base curriculum package for Sterling elementary and will be added for 5th grade in the 2011-2012 school year.					

	Next Step ☑ **Finished** ☐ **Continued** ☐ Modified:

Professional Development Plan

GOAL AREA 2: Ensure Quality Personnel in All Positions

☐Student Achievement ☒Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

PERFORMANCE GOAL 4: All personnel will be highly qualified and specialized by 2008-2009 and we will maintain 100% until 2012-13.

OBJECTIVE 1: Attract and retain **teachers** of high quality and preparation with teaching methods tailored to highly gifted students and/or inquiry based learning.

STRATEGIES	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation	
Strategy 1: TECHNOLOGY: **Use classroom, grade-level and school-wide training to implement technology initiatives including student data and instructional software and hardware**						
☑ Implement new Promethean Software for Instruction	August 2010	Nathan Deese	None	NA	Flipcharts	
	Indicators: of Implementation • **Not scheduled**					
	Next Step ☐ **Finished** ☑ **Continued** ☐ Modified:					

☑ **Implement Power Teacher grading software**	Fall 2010	Jennifer Meisten Deborah Foulkes	None	NA	Grade book Review	
	Indicators: of Implementation • **Teachers trained and software implemented (September 2010)** • **Additional tools are being rolled out January 2011 to IC**					
	Next Step ☐ **Finished** ☑ **Continued** ☐ Modified:					
☐ **Implement Moodle courseware for grades 3-8**	Yearlong	David Johnstone	None	NA	Website Review	
	Indicators: of Implementation • **Teachers trained and software implemented (September 2010)** • **Moodle sites checked monthly**					
	Next Step ☐ **Finished** ☑ **Continued** ☐ Modified:					
Strategy2: Diversity Training:						
☑ **Book Study**: A Framework for Understanding Poverty	Fall 2010	Rebecca Locklear	$500	Public Education Partners Grant	Meeting Notes	
	Indicators: of Implementation • **Book talk completed spring 2011**					
	Next Step ☑ **Finished** ☐ **Continued** ☐ Modified:					
Strategy 3: Gifted and Talented Training						
☑ **NAGC Conference Sessions Review**	Fall 2010	CTC Teacher Presenters	$7,000	Local Funds	Meeting notes	
	Indicators: of Implementation • **Completed January 2011**					
	Next Step ☑ **Finished** ☐ **Continued** ☐ Modified:					
Strategy 4: Focused Learning Training						
☑ **Book Study:** Teach Like a Champion	Summer 2010	David Johnstone	$700	Public Education Partners Grant	Meeting Notes	
	Indicators: of Implementation • **Book discussion being conducted via Moodle**					
	Next Step ☑ **Finished** ☐ **Continued** ☐ Modified:					

GOAL AREA 3: Provide a School Environment Supportive of Learning

☐Student Achievement ☐Teacher/Admin Quality ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

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

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

OBJECTIVE 1: Develop a sense of community, support, and mission among **parents, teachers and staff,** and maintain an 85% approval rating annually.
OBJECTIVE 2: Increase the number of volunteer hours by the percentage of annual growth yearly.
OBJECTIVE 3: Implement and integrate Leadership as a school focal point to develop the school culture & community.
OBJECTIVE 4: Improve student and teacher attendance by 1% annually until the threshold of 98 % is reached.

STRATEGIES	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Objective 1: Communication & Community Strategy 1: Communicate goals, mission, vision of the school to parents & staff						
☑ Review & analyze School Report Card data and Strategic Plan to share with community	November	David M. Johnstone, Principal	None	NA	Faculty Meeting Agenda, Test score graphs and teacher analysis	
	Indicators: of Implementation • **Meeting held August 2010** • **Presented to Nicholtown Neighborhood Association-September 2010**					
	Next Step ☐ **Finished** ☑ **Continued** ☐ Modified:					
Strategy 2: Improve teacher, parent, and community involvement and communication						

☑ Continue to build partnerships with the community and implement a partnership with the Greenville Hospital System.	Annually	Merrie Clark Guidance; Facilitator, SIC, PTA	$1500	General Funds	GHS	
	Indicators: of Implementation • **Committee Meetings Held** • **Meeting with GHS and stakeholders held** • **Units to be written** • Visits & Field trips to be coordinated					
	Next Step ☐ **Finished** ☑ **Continued** ☐ Modified:					
☑ Provide diversity training opportunities for parents and students	TBA	David Johnstone	$1500	Local Funds	Presentations Attendance log	
	Indicators: of Implementation • **Not scheduled**					
	Next Step ☐ **Finished** ☑ **Continued** ☐ Modified:					
☑Develop parent workshops, orientations and partnerships address CTC & Sterling Elementary student developmental and academic needs.	Bi-Annual	PTA Merrie Clark: Guidance	None	PTA Budget	Volunteer Hours Log and meeting attendance log	
	Indicators: of Implementation • **Dr. Shucker** • **Media Literacy** • **Book talks**					
	Next Step ☐ **Finished** ☑ **Continued** ☐ Modified:					
☑Develop and communicate Student Support Plan: ○ Discipline ○ Communication ○ Academic Assistance	September 2010	David Johnstone	None	NA	Plan	
	Indicators: of Implementation • **Developed and added to the staff operational guide.**					
	Next Step ☑ **Finished** ☐ **Continued** ☐ Modified:					

Objective 3: Leadership Strategy 1: Integrate Leadership skills and opportunities throughout the curriculum						
☐ Build partnerships to develop student mentoring and leadership internships within and outside of school	Quarterly	Merrie Clark Linda Reynolds: Student Council	$500	Local Funds	Mentor List Internship log	
	Indicators: of Implementation • **Student council, Beat Club and other student clubs have expanded these opportunities.**					
	Next Step ☐ **Finished** ☐ **Continued** ☐ Modified:					
☑ Develop school-wide Leadership Showcase to display examples of leadership within the curriculum and highlight student activities.	Yearlong	Leadership Committee Chair	$2000	Local Funds	Photo Log of displays Curriculum Records	
	Indicators: of Implementation • **Implemented and schedule developed.**					
	Next Step ☐ **Finished** ☑ **Continued** ☐ Modified:					
☑ Develop Leadership Hall to highlight leadership of students	Yearlong	PTA Committee	$500	PTA Funds	Displays Student Club Membership Lists	
	Indicators: of Implementation • Not implemented Yet					
	Next Step ☐ **Finished** ☑ **Continued** ☐ Modified:					
☑ Develop criteria and select Leadership Award recipients.	Yearlong	Leadership Committee	$1000	PTA Funds Local Funds	Award criteria Log of winners	
	Indicators: of Implementation • Completed spring 2011. Will need to communicated and implemented in 2011-2012					
	Next Step ☐ **Finished** ☑ **Continued** ☐ Modified:					
Objective 4: Student Attendance **Strategy 1:** Improve student and teacher attendance by 1% annually until the threshold of 98 % is reached.						
☑ Conduct attendance interventions for excessive absences and tardies	Monthly	Merrie Clark: Guidance	None	NA	Intervention Logs, Attendance Rates	
	Indicators: of Implementation • Interventions scheduled as needed. • Process has been defined, and is part of the regular support routine of students					
	Next Step ☑ Finished ☐ Continued ☐ Modified:					

SCHOOL RENEWAL PLAN FOR DATE: 2008-2013

Performance Goal Area: Raise the Academic Challenge and Performance of Each Student

☒Student Achievement ☐Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

PERFORMANCE GOAL 1: English Language Arts	The percentage of Sterling elementary students scoring Met and Exemplary on the PASS English Language Arts test will increase from 71% to 76% in the 2012-2013 school year.
INTERIM PERFORMANCE GOAL:	For the 2012-2013 school year, 66% of African-American students at Sterling School will meet standard in English Language Arts. In order to attain this goal, the percentage of students who meet standard must increase by approximately by 5 percent. The mean score of African-American students will increase from 626 to 636 for the 2012-2013 school year.
Data Sources	PASS Data, MAP data, student surveys, AIMS Web Data

OVERALL MEASURES:

	Baseline	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Projected	100%	90%	87%	83%	76%	81%
Actual	100%	87%	78%	71%		

Performance Goal Area: Raise the Academic Challenge and Performance of Each Student

☒Student Achievement ☐Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

PERFORMANCE GOAL 2: Writing	The percentage of Sterling elementary students (5th grade) scoring Met and Exemplary on the PASS Writing test will increase from 72% to 77% in the 2012-2013 school year.
INTERIM PERFORMANCE GOAL:	The percentage of Sterling elementary students (5th grade) scoring Met and Exemplary on the PASS Writing test will increase from 72% to 77% in the 2012-2013 school year.
Data Sources	PASS Data, MAP data, student surveys, AIMS Web Data

OVERALL MEASURES:

	Baseline	2009-2010	2010-11	2011-12	2012	2013
Projected	100%	90%	63%	85%	77%	82%
Actual	100%	53%	82.5%	72%		

Performance Goal Area: Raise the Academic Challenge and Performance of Each Student

☒Student Achievement ☐Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

PERFORMANCE GOAL 3: MATH	The percentage of Sterling elementary students scoring Met and Exemplary on the PASS Math test will increase from 76% to 81% in the 2012-2013 school year.
INTERIM PERFORMANCE GOAL:	For the 2012-2013 school year, 72% of African-American students at Sterling School will meet standard in Math. In order to attain this goal, the percentage of students who meet standard must increase by approximately by 5 percent. The mean score of African-American students will increase from 622 to 632 for the 2012-2013 school year.
Data Sources	PASS Data, MAP data, student surveys, AIMS Web Data

OVERALL MEASURES:

	Baseline	2009	2010	2011	2012	2013

	Projected	100%	90%	63%	85%	81%	87%
	Actual	100%	53%	82.5%	76%		

STRATGIES	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	EVALUATION Indicators of Implementation
Technology Curriculum and Instructional Integration Objective: use technology to enhance learning and academic achievement.					
Develop and instruct a school-wide internet policy that meets the South Carolina Internet Safety Standards.	Fall 2012	Nichols Foulkes	$0	NA	State Certification Form Checklist Sample Lesson Plans
Instruct student on keyboarding and typing skills	Weekly	3rd Grade	$1500	General Fund	Lesson Plans Observation
Implement a less structured approach to the organization of the instructional program moving away from constraints of grade/age placement.					
Develop and implement school-wide additional enrichment, extensions based on individual student interests and aptitude.	Quarterly	Program Facilitator	$5000	General Fund Local Funds	Student Interest Inventory Student Surveys Staff Surveys
Rewrite and Modify Current Instructional Program & Assessments. (Middle School 2012, elementary mathematics)	Summer 2012	Johnstone Meisten	$7,800	Professional Development Funds General Funds	Course Descriptions Course Syllabus Assessment Notebook
Develop and review Program of Study & integrate technology with inquiry points for the current units of study in the Sterling Elementary Program.	Monthly	Deborah Foulkes: Instructional Coach	$1,400	Local Funds	Peer review, rubric, **Unit plans**
Develop and implement student extensions for direct instruction for identified individual students based on strengths in subject, or concept regardless of grade.	Weekly	Instructional Coach	0$	NA	Student Log Interaction Journal Student Surveys

SCHOOL RENEWAL PLAN FOR DATE: 2008-2013

Performance Goal Area: Ensure Quality Personnel in All Positions

☐ Student Achievement ☒ Teacher/Admin Quality ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐ Other District Priority

PERFORMANCE GOAL 3:	All personnel will be highly qualified and specialized through 2012-13.
INTERIM PERFORMANCE GOAL:	(Specialized) 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 Sources	Teacher certification data

OVERALL MEASURES:

	Baseline	2009	2010	2011	2012	2013
Projected	100%	100%	100%	100%	100%	100%
Actual	100%	100%	100%	100%		

STRATGIES	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	EVALUATION Indicators of Implementation
Technology Curriculum and Instructional Integration Objective: use technology to enhance learning and academic achievement.					
Training to develop and instruct a school-wide internet policy that meets the South Carolina Internet Safety Standards.	Fall 2012	Nichols Foulkes	$0	NA	State Certification Form Checklist Sample Lesson Plans
Training to develop electronic student portfolio and identified technology to be used to document student learning.	Quarterly	Johnstone	$5,000	General Funds Local Funds PTA	Lesson Plans Observation
Objective: Implement a less structured approach to the organization of the instructional program moving away from constraints of grade/age placement.					
Training to develop and implement school-wide additional enrichment, extensions based on individual student interests and aptitude.	Quarterly	Program Facilitator	$5000	General Fund Local Funds	Student Interest Inventory Student Surveys Staff Surveys

Rewrite and Modify Current Instructional Program & Assessments. (Middle School 2012, elementary mathematics)	Summer 2012	Johnstone	12,000	Professional Development Funds General Funds	Course Descriptions Course Syllabus Assessment Notebook
Continued training on inquiry based instructional strategies to develop and review Program of Study & integrate technology with inquiry points for the current units of study in the Sterling Elementary Program.	Monthly	Deborah Foulkes: Instructional Coach	$1,400	Local Funds	Peer review, rubric, **Unit plans**
Training in the Nature and Needs of Gifted Children and Gifted and Talented Curriculum Courses for GT endorsement.	Summer, Fall Winter	Newell Johnston	TBA	Attendees	State Department Certification
Objective: Implement Coordinated Approach to Children's Health- CATCH					
Learn and implement additional classroom and school-wide activities that support and extend CATCH	Monthly	CATCH Committee	$1500	General Fund	Lesson Plans
Objective: Improve understanding of our students, parents and peers to better utilize strengths and address weaknesses.					
Diversity Training: & Neighborhood Tour to enhance understanding and support of the community.	August 2012	Beth Templeton	$500	Local Funds	Meeting Agenda Staff Reflections
Teachers will conduct and participate in Intra-Staff Training Sessions: Sharing Best Practices based on need and skill survey.	Quarterly	Foulkes	$500	Local Funds	Professional Development Log
Teachers will conduct peer observations and reflections to share best practices.	Fall 2012 Spring 2012	Foulkes	$5000	Local Funds Professional Development Funds	Staff reflections

SCHOOL RENEWAL PLAN FOR DATE: 2008-2013

Performance Goal Area: Provide a School Environment Supportive of Learning

☐Student Achievement ☐Teacher/Admin Quality ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other District Priority

PERFORMANCE GOAL 4:	Maintain or exceed 85% approval rating from students, parents and teachers on the State Report Card Survey.
INTERIM PERFORMANCE GOAL:	Develop a sense of community, support, and mission among **parents, teachers and staff,** and maintain an 85% approval rating annually.
Data Sources	Parent, Teacher and Student Surveys, Attendance Data, meeting logs

OVERALL MEASURES:

	2008-09	2009-10	2010-11	2011-12	Projected 2012-2013
Parents	**88.9% MET**	90.9% MET	88.8% MET	97.3% MET	85%
Teachers	**96.9% MET**	95.9 % MET	98.9 % MET	95.7% MET	85%
Students	**97.2% MET**	96.3 % MET	96.9 % MET	94.4% MET	85%

STRATGIES Activities	Timeline (Month)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, etc.)	EVALUATION Indicators of Implementation
Develop and implement parent workshops, orientations and partnerships to address CTC & Sterling Elementary student developmental and academic needs.	Spring	Guidance PTA	NA	NA	Parent Surveys Attendance logs
Create a new family and student assimilation program.	Summer 2012	Guidance PTA	NA	PTA	Survey data Participation log
Re-develop parent-teacher conferencing sessions based on enrichment program and developed student portfolios.	Spring 2013	PTA SIC Guidance	$10,000	General Fund Local Funds PTA	Parent Surveys Teacher surveys
Diversity Training: & Neighborhood Tour for PTA and School Improvement Council Members	August 2102	Beth Templeton-United Ministries	$1500	Local Funds PTA	Survey Reflections