

Stone Academy

Edward P. Holliday, Principal

Greenville County Schools
Dr. W. Burke Royster, Superintendent

School Renewal Plan for
2013-2014 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Stone Academy

GREENVILLE COUNTY SCHOOL DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*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

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Ed Buffington		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Ed Holliday		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Cathy Dodson		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 115 Randall Street, Greenville, SC 29609

SCHOOL'S TELEPHONE: (864) 355-8400

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|---------------|
| 1. PRINCIPAL _____ | Ed Holliday |
| 2. TEACHER _____ | Betty Russell |
| 3. PARENT/GUARDIAN _____ | Jana Heroman |
| 4. COMMUNITY MEMBER _____ | Connie Buto |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Ed Buffington |
| 6. Read to Succeed Reading Coach _____ | Cathy Dodson |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | Cathy Dodson |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Assistant Principal _____	Suzanne Shouse
Instructional Coach _____	Cameron Patton
School Counselor _____	Brooke Howard

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

- x **Academic Assistance, PreK–3**
The district 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).
- x **Academic Assistance, Grades 4–12**
The district 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).
- x **Parent Involvement**
The district 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.
- x **Staff Development**
The district 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*.
- x **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- N/A **Innovation**
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- x **Collaboration**
The district (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).
- x **Developmental Screening**
The district 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 district 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.

s Developmentally Appropriate Curriculum for PreK–3

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

Recruitment

The 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.

x 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

Stone Academy's Portfolio

Stone Academy's school portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Stone Academy. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome.

A team of teachers was involved in developing the narrative for our portfolio based on input from the whole staff, from our School Improvement Council and our Parent Teacher Association. With our improved leadership and decision-making structure every teacher is empowered to be involved and make a difference. Every grade level teacher is a member of one of the four Vision Planning Committees dedicated to our four school wide focuses – reading, math, parent involvement and technology. These four committees are the backbone of our SIC committee, which has representation from teachers, administration, community members, business partners and parents. Each committee reports at our monthly SIC meeting and all minutes from SIC and Vision Planning Committees are emailed to all stakeholders. These four teams, along with members of the community, are also working collaboratively to complete the self-assessment of our school as we enter into the accreditation process.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

The Staff of Stone Academy of Communication Arts

Vision Planning Committees 2015 - 2016

Vision Planning Reading & Social Studies Committee	Vision Planning Math & Science Committee
Chair: Cameron Patton	Chair: Lyndsey Trickett
Kindergarten rep: Karen Phoenix	Kindergarten rep: Erica Blackston
Grade 1 rep: Andi Buckless	Grade 1 rep: Caroline Hicks
Grade 2 rep: Jillian Orders	Grade 2 rep: Holly Rouse
Grade 3 rep: Laura Wasatonic	Grade 3 rep: Kristen Rowan
Grade 4 rep: Michael Kirby	Grade 4 rep: Lyndsey Trickett
Grade 5 rep: Sharon Gilstrap	Grade 5 rep: George Koontz
Specialist rep: Cathy Dodson	Specialist rep: Kristen Mostoller
Specialist rep: Cherie Duncan	Specialist rep: Sarah Knight
Related Arts rep: Jeanie Reed	Related Arts rep: Cyndi Waddell
	Administrator: Suzanne Shouse

Vision Planning Technology & the Arts Committee	Vision Planning Parent Involvement Committee
Chair: Suzy Dover	Chair: Brooke Howard
Kindergarten rep: Candi Bolt	Kindergarten rep: CJ Bell
Grade 1 rep: Susan Whitmire	Grade 1 rep: Pat Sandzen
Grade 2 rep: Kristy Peace	Grade 2 rep: Elizabeth Piller
Grade 3 rep: Betty Russell	Grade 3 rep: Mary Gilden
Grade 4 rep: Carrie Burch	Grade 4 rep: Kara Holmgren
Grade 5 rep: Bonnie McClain	Grade 5 rep: Angela Smith
Specialist rep: Stephen Foster	Specialist rep: Alyssa Bloomquist
Specialist rep: Jill Waldrop, Keisha Brown	Related Arts rep: Jill Rohrer
Related Arts rep: Nicole Ackerman	Administrator: Ed Holliday

EXECUTIVE SUMMARY

Stone Academy is a highly successful inner city arts magnet school in Greenville County, South Carolina. Our talented and 100% highly qualified faculty work hand-in-hand with the Leadership Team as we continue to embrace our mission and vision and serve a very diverse student population. At Stone we offer a rigorous standards-based curriculum enriched by instruction in art, music, dance, drama, and technology. A wide variety of academic programs are offered to all students and accommodations are made for students with special needs.

Stone Academy's student population is diverse with 75% coming from the attendance area (within a 1.5 mile radius of the school) and 25% coming from across Greenville County. Of our total 646 students in 2015-2016, 72% are White, 18% are Black or African-American, 5% are two or more races, 4% are Hispanic, and 1% are Asian. 35% of our students in grades 3-5 are served in the Gifted and Talented Program. 24% of our students receive subsidized meals.

Our professional development remains grounded in arts integration, which is one contributing factor to our continued growth and effectiveness. Our teachers continue to partner with the Peace Center and the Metropolitan Arts Council to learn more each year about arts integration strategies they can implement in their classroom. For the past two years we have also offered Technology Tuesdays each week to give teachers an opportunity to learn more about instructional technology that will enhance their daily lessons. As part of our school-wide focus on improving instruction, we have dedicated the third Wednesday of every month to professional development. This year's focus is on math. We have learned more about math workstations and providing effective instruction in math small groups. We have also implemented math data teams. These grade level data teams use pre- and post-assessment data to guide instruction and facilitate common planning and assessment practices. Attendance during the 2014-2015 school year was down from the previous 2 years for teachers, but remained consistent for students. We attribute the decrease in teacher attendance to several teachers who took Family Medical Leave throughout the year.

Over the last four years, our most significant challenge has been for our teachers to stay on top of the ever-changing educational landscape. With the implementation of Common Core Standards then SC College and Career Ready standards, our school's participation in Balanced Literacy training, and our belief in the value of an arts-integrated curriculum, our Leadership Team has been challenged with keeping teachers focused and assisting them throughout the process. Fortunately, the teachers at Stone are very dedicated and always willing to learn something new.

We feel our accomplishments far outweigh our challenges. One significant accomplishment we have experienced is our acquisition of additional technology to further help our students. Over the past 3 years, our teachers have written and received grants for laptops and iPads to use with kindergarten, we have been given a class set of iPads and mini iPads, and we purchased an additional class set of iPads and Latitude notebooks, along with 200 chromebooks for use in grades 1 through 5. We replaced projectors for classroom Promethean Boards, and we raised enough money to purchase the equipment for a virtual field trip lab. With this increase in technology, we have been fortunate to hire an instructional technology teacher who works with teachers daily, and leads weekly after-school sessions on instructional technology.

SCHOOL PROFILE

This section of Stone Academy's School Portfolio contains information concerning student, teacher, administrative and community demographic data and data about the perceptions of our stakeholders on the quality of education we provide to our students.

Stone Academy's School Community

Stone Academy is an inner city art magnet school of 646 students, kindergarten through grade five, that serves a downtown neighborhood assigned to the school and students from across the district who apply to attend. It is one of 53 elementary schools in the Greenville County School District in Greenville, South Carolina. Of those 53 schools, 3 are elementary magnet schools. These select schools offer unique educational choices to the students in the school district by providing a strong core curriculum enhanced with a specialized area of study. Stone Academy of Communication Arts offers a rigorous scholastic curriculum enriched by instruction in art, music, dance, drama, technology, and P.E.

Ed Holliday, our principal, has been at Stone for 23 years. He is a graduate of Clemson University with a Master's degree from the University of Georgia. He began his teaching career at Greenville High School in 1971. He became an assistant principal and spent the first third of his career at the high school level. After receiving Elementary Certification, Mr. Holliday became assistant principal of Mitchell Road Elementary School in 1986, where he enjoyed eight-year tenure. In 1993 Mr. Holliday was appointed principal here at Stone, and led the transition from an under-enrolled inner-city school to the successful magnet program it is today.

Stone Academy’s student body is 75% from the attendance area. Included in this neighborhood are diverse communities. The Historic Preservation District, located on Earle and James Streets, have houses that were built in the nineteenth century. The Hampton Pinckney Historic Preservation District is a community of Victorian houses that were built around the turn of the twentieth century. Most houses in the North Main neighborhoods were built prior to World War II. These neighborhoods are middle to upper income. For decades this area was populated by mostly older couples without school-age children. Houses are now turning over and young families are seeking them out.

Low income neighborhoods include the lower end of Hampton and Pinckney Streets and were also mostly built around the turn of the twentieth century, but are predominantly rental units, smaller houses, or houses that have not been authentically restored. The Southernside Community from West Washington Street to Hampton Avenue has traditionally been a working class community and is now predominantly low-income and rental property. The Viola Street Community was also traditionally an African American community of small rental houses. It has recently undergone a major redevelopment sponsored by a partnership of the Urban League of the Upstate, the City of Greenville, and other community organizations. It is now a neighborhood of new houses that is mixed income. It remains predominantly an African American community.

Stone Academy’s PTA holds monthly board meetings that are attended by a teacher representative in addition to all board members and an administrator. The second Monday of each month is designated as PTA night. The table below shows the focus for each PTA meeting this year:

Dates:	Meeting Focus:
September 14	Open House
October 12	Internet Safety
November 9	Honor Roll and Book Fair
December 14	Holiday Concert
January 12	Health Fair
February 8	Honor Roll and Science Fair
March 22	Book Fair/Summer Camps
April 11	Honor Roll/Technology in the Arts
May 16	PTA Spring Picnic

The School Improvement Council meets the first Thursday of each month, and is attended by parents, community leaders, teachers, and administrators. Each meeting begins with a recap of the month’s activities

and sharing of minutes from the 4 vertical planning teams that exist within the school to represent reading, math, technology, and parent involvement.

We are proud to be designated by the South Carolina Arts Commission as an ABC (Arts in Basic Curriculum) Advancement site. We have developed our curriculum to become a model for the state with the support of our local performing arts center, the Metropolitan Arts Council, and our county museum. Our faculty actively participates in institutes offered by these organizations. We supplement our arts-integrated instruction with weekly classes in dance, drama, and for intermediate students who choose it, strings.

School Personnel Data

The staff includes one principal, one assistant principal, one secretary, and an attendance clerk. Additional instructional staff includes 26 teachers in Kindergarten – 5th grade, 1 special education teacher, and 6 Para-professionals. In addition to homeroom teachers, there are 3 intervention specialists, 1 speech therapist, 2 resource teachers, 1 challenge teacher, 1 media specialist, 1 library clerk, and 2 part-time technology specialists, and a related arts team (including art, music, PE, dance, drama and strings). The support staff includes 1 counselor, 1 instructional coach, a full-time nurse, a full-time program coordinator, 1 plant engineer, 4 plant support staff, and 5 food service staff members.

The following table shows the percent of continuing contract teachers for the past 5 years.

Percent of Continuing Contract Teachers at Stone Academy

2015	97.3%
2014	89.7%
2013	84.6%
2012	94.4%
2011	97.1%

The following 2 charts show the teacher attendance rate over the past 5 years and the percent of teachers returning from the previous school year.

Teacher Attendance Rate at Stone Academy

2015	92%
2014	94.8%
2013	95.8%

2012	96.3%
2011	93.4 %

Teachers Returning Rate at Stone Academy

2015	95.2%
2014	94.1%
2013	93.0%
2012	94.9%
2011	93.4%

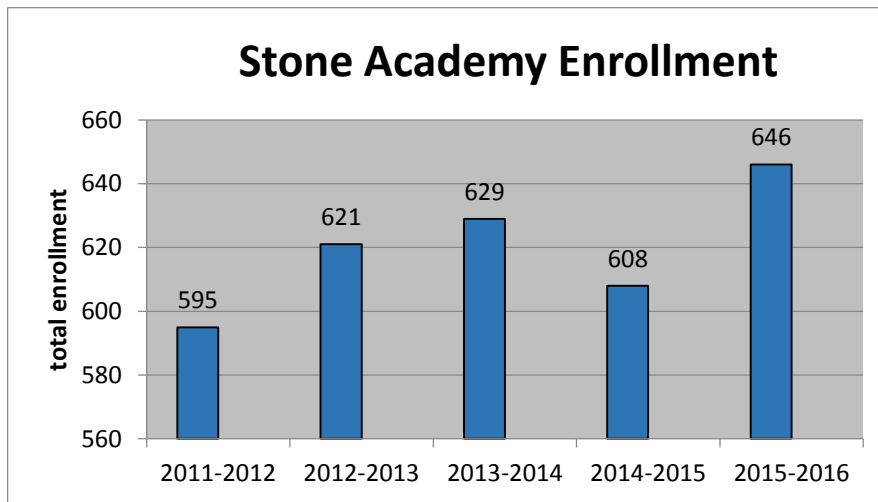
The following chart shows the number of professional development days attended per teacher for the past 5 years.

Professional Development Days Attended by Teachers

2014-2015	7.5 days
2013 – 2014	7.0 days
2012 – 2013	6.4 days
2011 – 2012	7.4 days
2010 – 2011	8.9 days

Student Population Data

Stone Academy’s student population is diverse with 75% coming from the attendance area (within a 1.5 mile radius of the school) and 25% coming from across Greenville County. Of our total 646 students in 2015-2016, 72% are White, 18% are Black or African-American, 5% are two or more races, 4% are Hispanic, and 1% are Asian. 35% of our students in grades 3-5 are served in the Gifted and Talented Program. 24% of our students receive subsidized meals. Our school has 4 kindergarten classes, 5 first and second grade classes, and 4 classes each of third -fifth grade. We have one LD-Neuro self-contained class of 15 students.



Stone’s current enrollment configuration by grade level and classes is as follows:

Grade K – 89 students – 4 classes

Grade 1 – 105 students – 5 classes

Grade 2 – 112 students – 5 classes

Grade 3 – 99 students – 4 classes

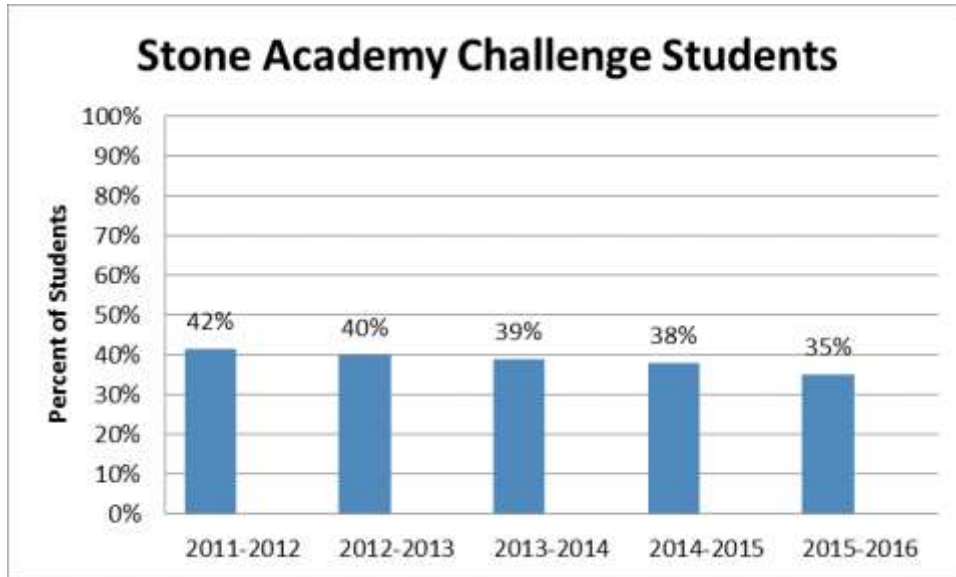
Grade 4 – 100 students – 4 classes

Grade 5 – 100 students – 4 classes

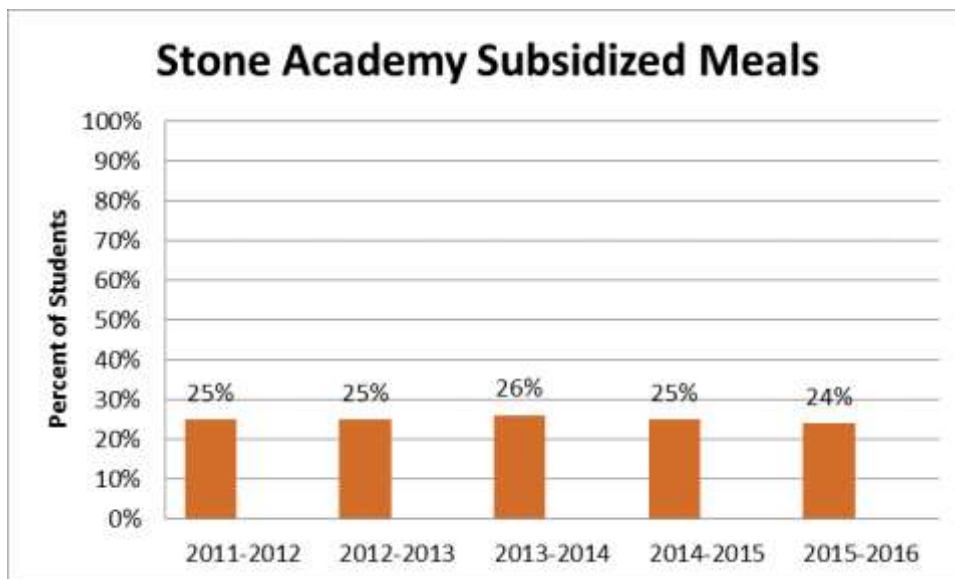
Student attendance has remained fairly consistently over the five year period.

	Student Attendance
2014-2015	97.1%
2013 – 2014	97.4%
2012 – 2013	97.3%
2011 – 2012	97.5%
2010 – 2011	97.1%

Following is a chart showing the percent of gifted and talented students in grades 3-5 at Stone over the past 5 years.



The following chart shows the number of subsidized lunch students in over the past 5 years.



The following table shows Stone’s retention rate over the past five years.

	Student Retention Rate
2014-2015	1%
2013 – 2014	0.6%
2012 – 2013	0.5%
2011 – 2012	0.2%
2010 – 2011	0.9%

Academic Programs and Initiatives

Stone Academy implements shared decision making and data-driven decisions. The Program Evaluation Team (PET) is composed of a representative from each grade level and special area along with the Leadership Team (principal, administrative assistant, instructional coach and school counselor) and meets monthly. This body reviews test and survey data annually to set priorities for professional development and major expenditures. After student achievement/learning environment improvement goals are established, professional development in best practices, teaching resources, technology and support programs are chosen to support these goals.

Other educational models implemented at Stone to improve student achievement include:

1. Implementing a Balanced Literacy approach to reading school-wide.
2. Artist-in-Residence provided each year for every grade level.
3. Encore classes are offered after school that extends our arts curriculum.
4. JumpStart News, our live, daily news program is run by 4th and 5th grade students.
5. Friday Clubs are offered to 4th and 5th grade students for 45 minutes with a focus on the arts.
6. Parent tutors and America Reads tutors from Furman are scheduled to work with students in need.
7. The Assistance Team provides testing, scheduling and recommendations for students in need.
8. CHAMP and FAME, two clubs for our at-risk 4th and 5th grade students, provides a monthly luncheon with a motivational speaker focusing on character building and goal setting.
9. District provides “Atlas”- an on-line resource that includes the “Curriculum Connection” providing Learning Focused Lesson Plans, resources, standards and much more.
10. Our Reading and Math Response to Intervention (RTI) programs serve students in Kindergarten – Third grade who qualify based on assessments given throughout the year.
11. Math small groups and workstations have focused on pre-assessment data to identify students’ prior knowledge of a topic and build upon it.

MISSION, VISION, AND BELIEFS

Stone Academy Theme: The Arts

Stone Academy Tag Line: A State of the Arts School

- Developing 21st century learners through creative problem solving.
- Enhancing learning through student productions, performances and after-school enrichment classes.

- Providing a creative and caring community of learners, through a collaborative culture for all stakeholders.
- Maintaining a highly-skilled faculty trained in an arts-based curriculum that promotes our shared vision.

Vision

“Each independent stroke of every child’s brush, orchestrated by teachers, praised by parents, and applauded by all in the community, creates a masterpiece infused with unique beauty, diverse experience, and vital essence. This infinite palette is the legacy of the arts at Stone Academy, the textures and colors our students will bring to the canvas of the future.”

We have embraced the following outcomes for our students, and from these our vision was created.

Stone Academy students will:

- achieve academically
- celebrate diversity
- be critical thinkers
- work independently or with others
- experience the arts as an integral key to understanding the world around them
- develop the skills, self-confidence, and values inherent to an exemplary citizen
- perceive learning as a lifelong process

Mission

The mission of Stone academy is to prepare all students for lifelong love of learning by actively engaging students in a comprehensive, sequential, academic program interwoven with the arts and enriched with creative problem-solving experiences appropriate for all learning styles.

Our Stone faculty embraced the following seven outcomes, representing skills students need to acquire to be contributing members of society:

- Achieve academically
- Celebrate diversity
- Be critical thinkers
- Work independently and with others
- Experience the arts as an integral key to understanding the world around them

- Develop the skills, self-confidence, and values inherent to exemplary citizenship
- Perceive learning as a life-long process

Our mission statement and shared vision developed from these outcomes. Our philosophy of *No Child Left Behind* was the basis for these statements, with the understanding that improving student achievement must be the guiding reason for everything we do. Stone embraces diversity and the arts and, as seen in our vision, every child plays an integral part in our school and our world.

Philosophy of Values and Beliefs

The Stone Academy Faculty brainstormed and presented our *Philosophy of Values and Beliefs* to the School Improvement Council and the following was adopted.

- Education should be celebrated in a culturally diverse environment; cultural and social differences enhance and promote learning.
- Stone, the community, and the family should work in partnership to meet the students' social and academic needs.
- Differentiation of instruction and curriculum should be used to challenge each student to achieve and maintain high expectations.
- All students should have equal access to the means, methods, and materials of education.
- All people should develop respect for self and treat others with dignity and respect.
- All students should learn to communicate, compute, and solve problems effectively to meet the challenges of society.
- Appropriate assessment for different learning objectives is an integral part of teaching. Assessment allows a teacher to monitor and affirm students, thus guiding students to develop concepts and problem-solving skills.
- Arts integration in the curriculum improves instruction and engages children with all learning styles.
- Every child has a right to participate in a safe, orderly, and well-managed school environment.
- Students should be exemplary and model citizens in everyday life.

At Stone Academy, we celebrate a culturally diverse environment where cultural and social differences enhance and promote learning. We believe that Stone, the community, and the family should work in partnership to meet all students' social and academic needs. We seek an environment where all students, irrespective of talent or family income, are entitled to a comprehensive, sequential, discipline-based arts education program that includes rich and varied experiences in music, visual art, dance, drama, and physical education guided by specialists.

At Stone, specialists and classroom teachers plan together for the purposeful “infusion” of the arts into the academic curriculum. This method of instructional delivery is completely natural and school-wide. The arts are basic to education because human beings are sensory-bound, intellectually active, and creatively inclined. Arts integration with the curriculum improves instruction, and engages children regardless of learning style.

Every child has a right to participate in a safe, orderly, and well-managed school environment. This environment encourages the development of self-respect and respect for the dignity of others. It is these values we hope to instill in our students, so that they will be exemplary citizens.

The students at Stone Academy should learn to communicate, compute, and solve problems effectively so that they will be able to meet the challenges of society. These same students should be provided differentiated instruction in order to challenge each child to maintain and achieve high expectations.

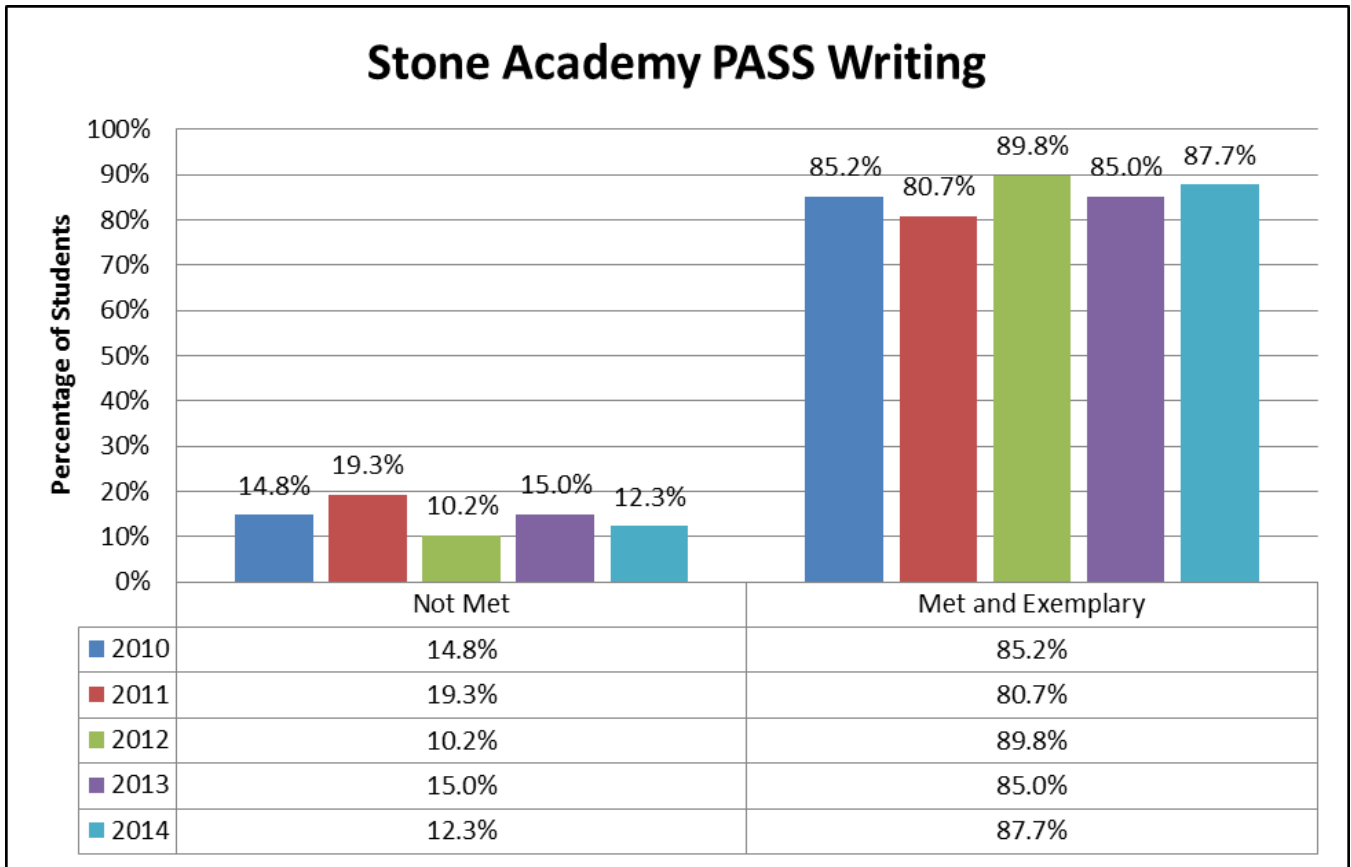
It is also necessary for teachers to utilize appropriate assessments for different learning objectives as an integral part of teaching. Assessments should allow teachers the ability to monitor and affirm students, thus guiding students to develop concepts and problem-solving skills.

We believe that the members of the Stone Academy learning community should develop an endless thirst for knowledge and experience. We will always keep learning!

DATA ANALYSIS AND NEEDS ASSESSMENT

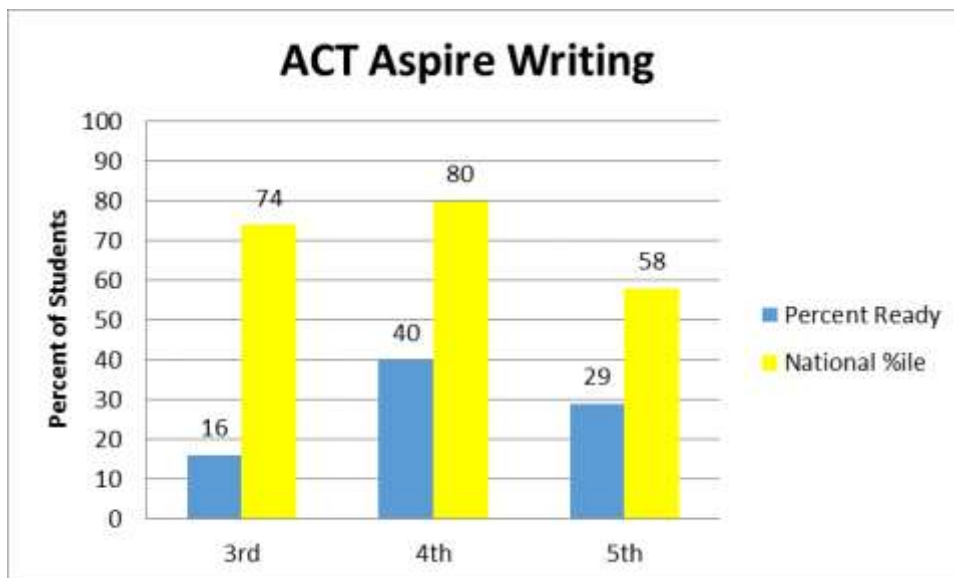
On PASS, students score *Not Met*, *Met* or *Exemplary*.

PASS Writing

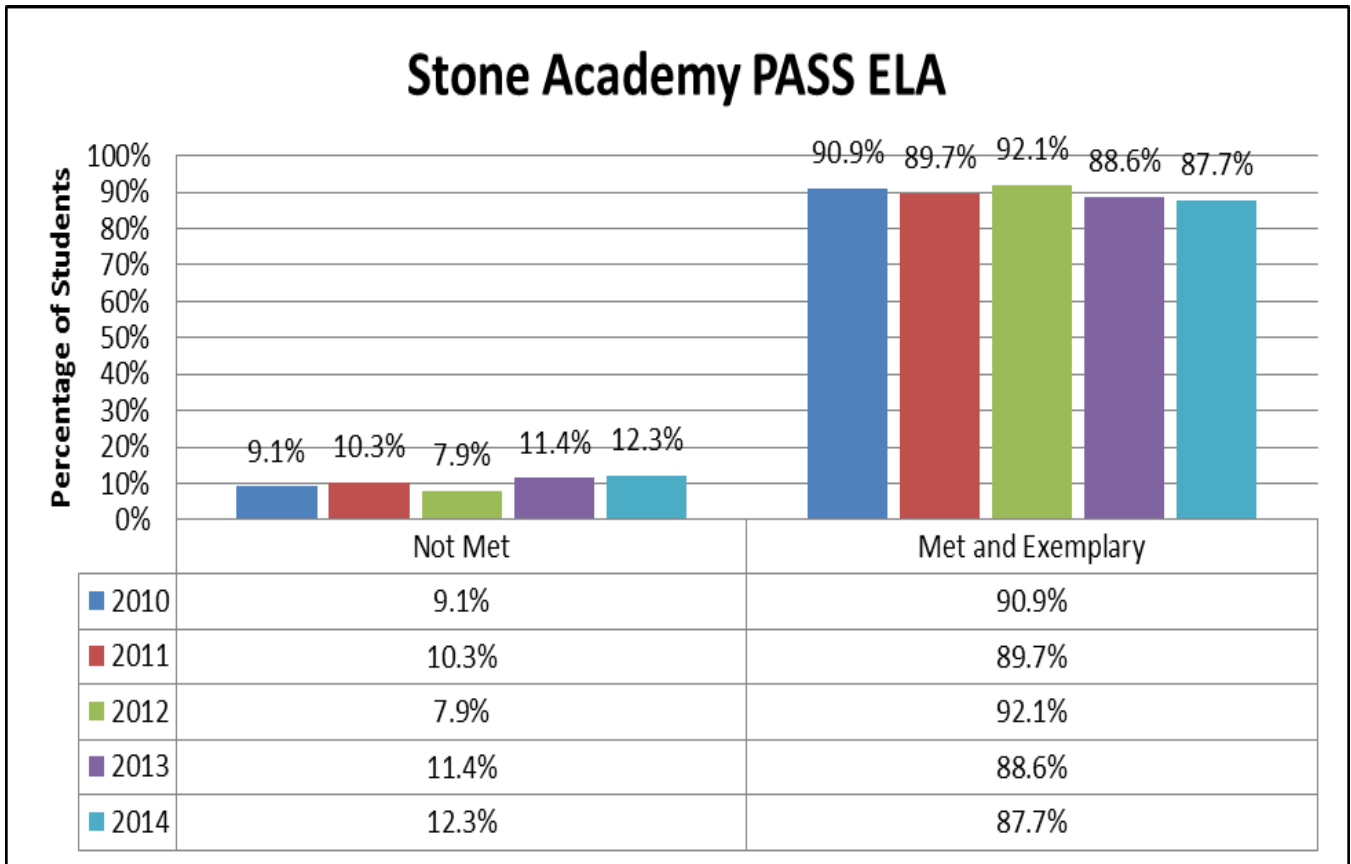


It is important to note that in 2011 and 2012, 5th grade is the only grade-level that participated in the PASS writing test due to budget cuts. In 2013, the state went back to testing all students in 3rd-5th grade for PASS writing. In 2015, the state adopted the ACT Aspire for grades 3-5.

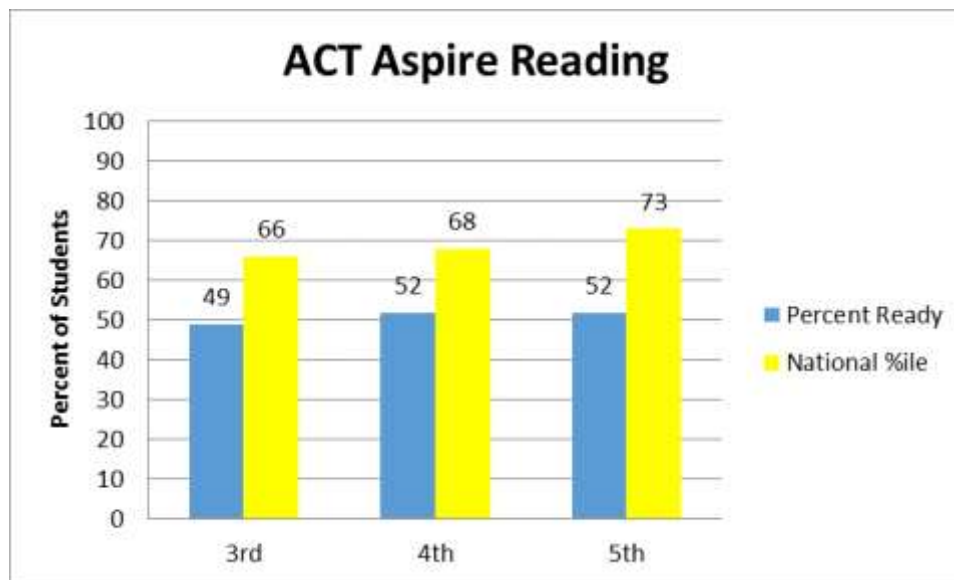
ACT Aspire Writing

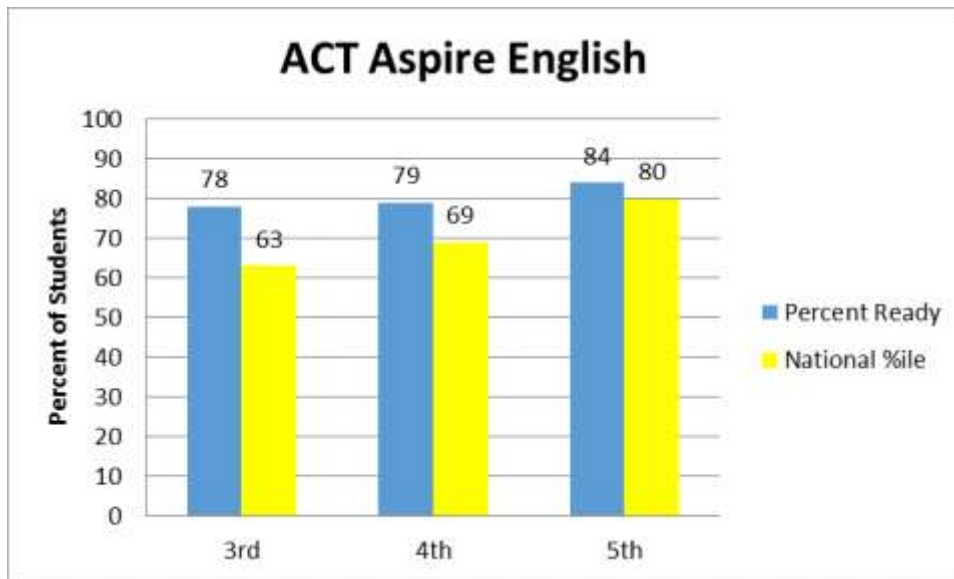


PASS ELA



ACT Aspire





Mean Scale Score for PASS ELA

ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14
Projected Performance	630	635	640
Actual Performance			
All Students	694.2	689.3	670.8
Male	683.2	682.5	661.1
Female	703.7	695.3	679.5
White	705.6	703.2	683.6
African-American	648.4	652.5	624.7
Asian/Pacific Islander	NA	NA	NA
Hispanic	NA	NA	NA
American Indian/Alaskan	NA	NA	NA
Disabled	NA	NA	600.1

Limited English Proficient	NA	NA	NA
Subsidized Meals	655.4	659.7	634.7
Migrant	NA	NA	NA

Mean Scale Score for ACT Aspire ELA

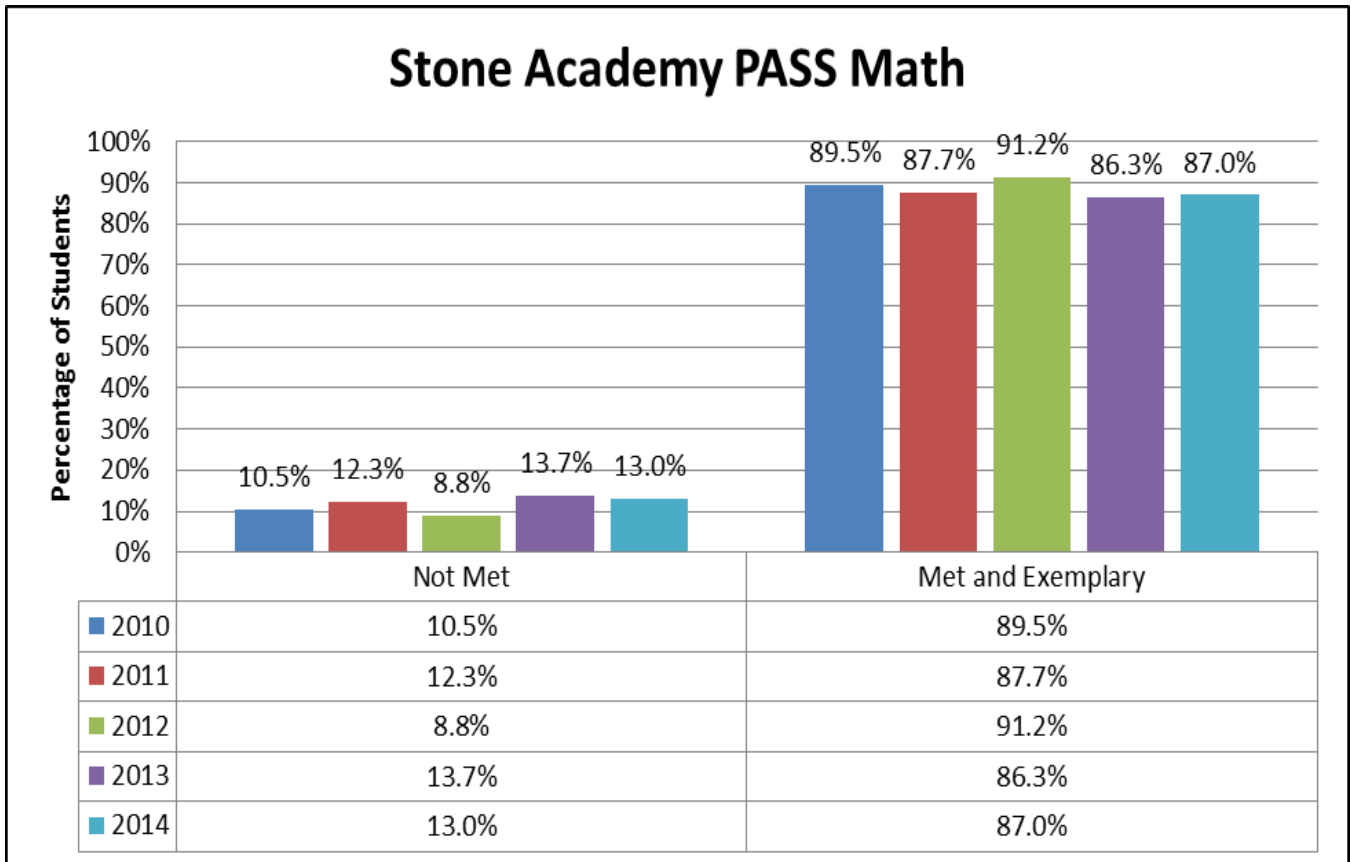
ELA – School	2014-2015
All Students	422.1
Male	420.9
Female	423.4
White	423.4
African-American	416.3
Asian/Pacific Islander	NA
Hispanic	NA
American Indian/Alaskan	NA
Disabled	416.15
Limited English Proficient	NA
Subsidized Meals	TBD
Migrant	NA

Upon reviewing Stone’s Aspire ELA scores, we recognize that there is a distinct gap to close between the achievement of our African-American students and Caucasian students. To address this gap, we have continued to refine our Balanced Literacy approach that incorporates Guided Reading to address students individually and in small groups at their instructional reading level. In addition, students in K-3rd who demonstrate weakness in reading comprehension or fluency receive additional help from a certified reading interventionist on a daily basis.

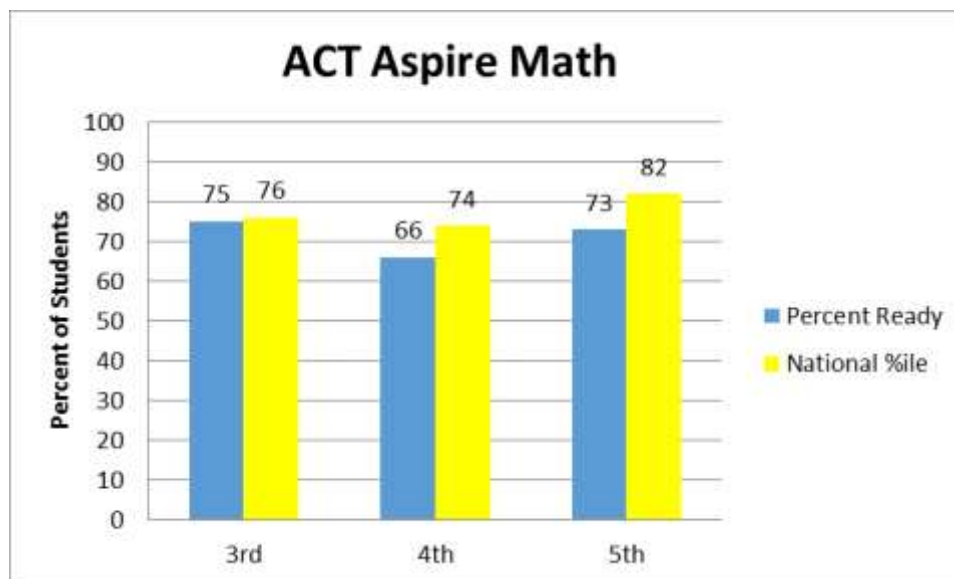
Percent Tested on PASS/ACT Aspire ELA

% Tested ELA – School	PASS Baseline 2011-12	PASS Planning Year 2012-13	PASS 2013-14	ASPIRE 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	99.7	99.7	99.7			
Male	100	99.3	100	99			
Female	100	100	99.4	100			
White	100	99.6	99.6	99			
African-American	100	100	100	100			
Asian/Pacific Islander	NA	NA	NA	NA			
Hispanic	NA	NA	NA	NA			
American Indian/Alaskan	NA	NA	NA	NA			
Disabled	NA	NA	97.3	100			
Limited English Proficient	NA	NA	NA	NA			
Subsidized Meals	100	100	100	100			
Migrant	NA	NA	NA	NA			

PASS Math



ACT Aspire Math



Mean Scale Score for PASS Math

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14
Projected Performance	630	635	640
Actual Performance			
All Students	692.7	679.5	673.1
Male	691.0	678.1	668.7
Female	694.0	680.7	677.1
White	704.0	693.6	686.3
African-American	645.2	639.0	622.4
Asian/Pacific Islander	NA	NA	NA
Hispanic	NA	NA	NA
American Indian/Alaskan	NA	NA	NA
Disabled	NA	NA	594.9
Limited English Proficient	NA	NA	NA
Subsidized Meals	657.9	647.7	633.9
Migrant	NA	NA	NA

Mean Scale Score for ACT Aspire Math

Math - School	2014-15
All Students	417.8
Male	417.4
Female	418.2
White	418.6
African-American	414.4
Asian/Pacific Islander	NA
Hispanic	NA
American Indian/Alaskan	NA
Disabled	NA
Limited English Proficient	NA
Subsidized Meals	TBD
Migrant	NA

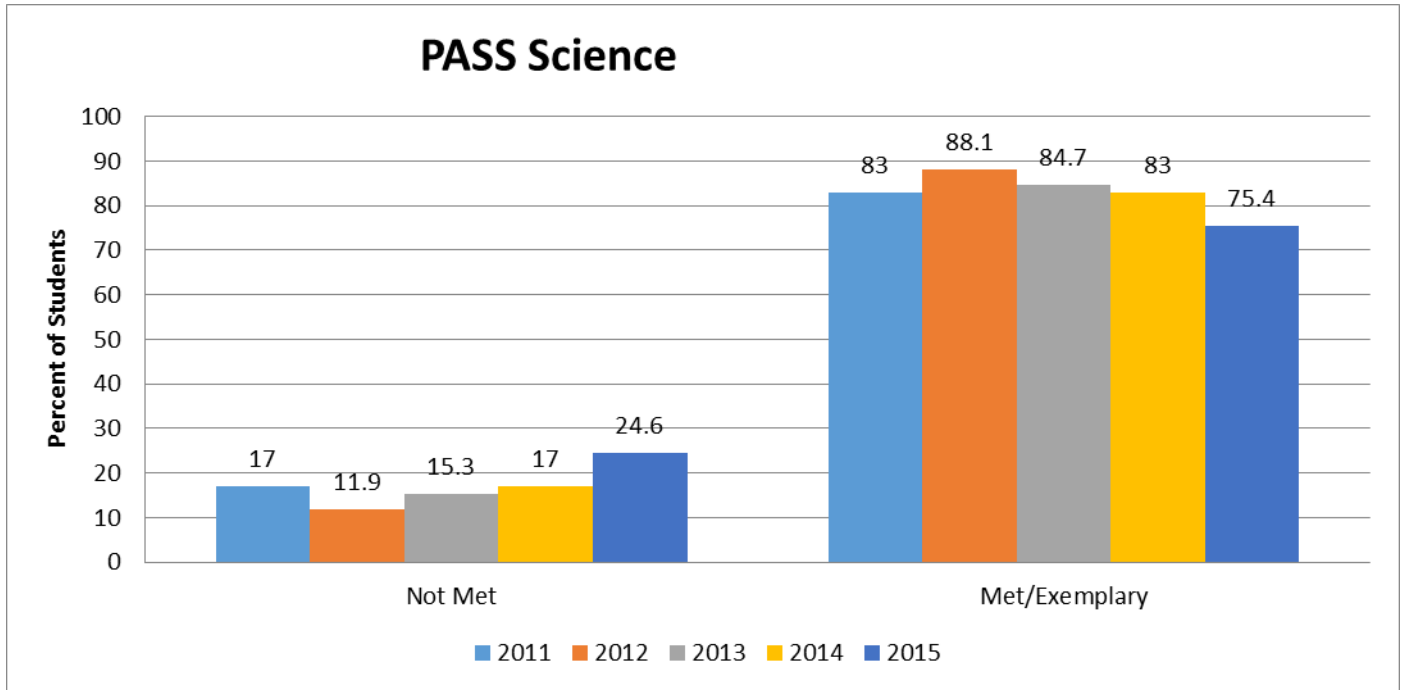
We noted positive test results in the area of mathematics on ACT Aspire. We attribute this success to the implementation of our professional development on implementing math workstations and strengthening our math instruction. We continue math Data Teams at each grade level to that utilize pre- and post-assessments to form small groups and address gaps. In addition, students in K-2nd who demonstrate areas of weakness receive further math instruction from a certified math interventionist on a daily basis.

Percent Tested on PASS/ACT Aspire Math

% Tested Math – School	2014-15
All Students	99
Male	99
Female	100
White	99
African-American	100
Asian/Pacific Islander	NA
Hispanic	NA
American Indian/Alaskan	NA

Disabled	100
Limited English Proficient	NA
Subsidized Meals	TBD
Migrant	NA

PASS Science

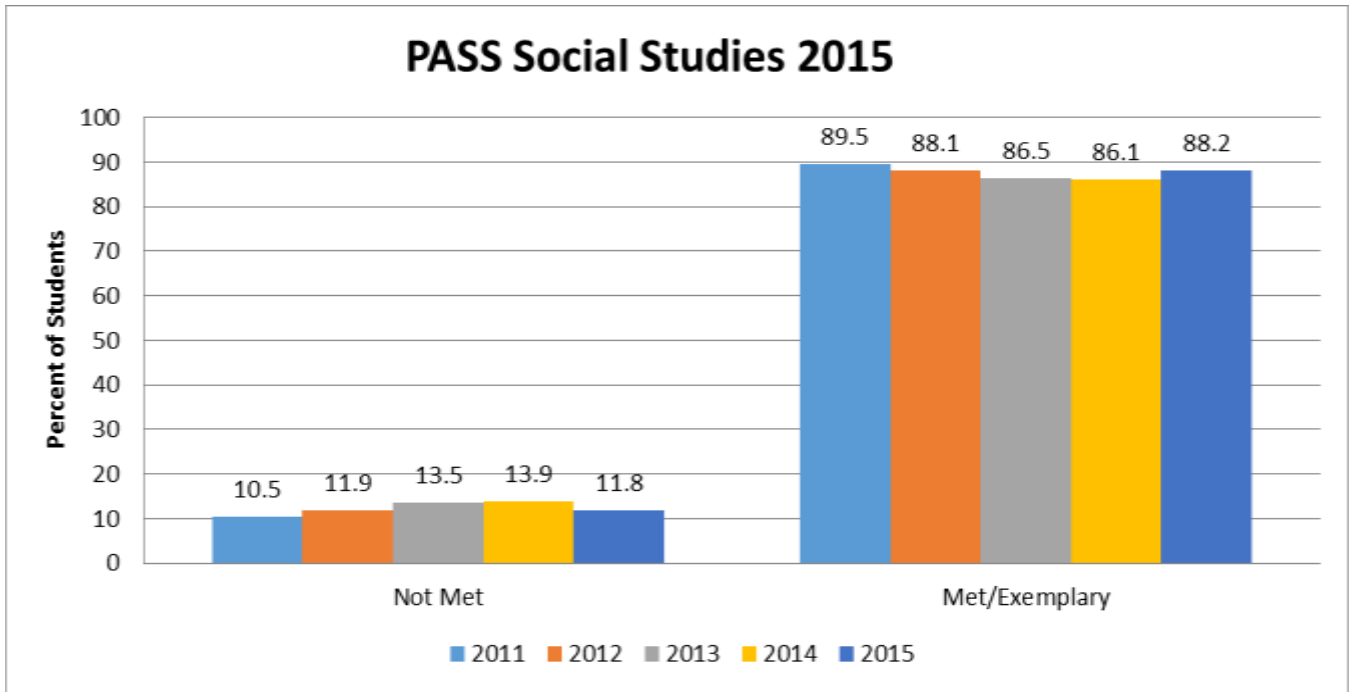


Mean Scale Score for PASS Science

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	651.9	641.8	643.7	635.1			
Male	650.5	639.4	643.3	635.1			
Female	653.2	644.2	644.0	635.2			
White	664.2	659.1	654.7	646.4			
African-American	605.3	592.0	599.1	594.9			
Asian/Pacific Islander	NA	NA	NA	NA			
Hispanic	NA	NA	NA	NA			
American Indian/Alaskan	NA	NA	NA	NA			
Disabled	NA	NA	NA	587.8			
Limited English Proficient	NA	NA	NA	NA			
Subsidized Meals	620.9	628.8	617.4	TBD			
Migrant	NA	NA	NA	NA			

We note that over the past 4 years we have seen a decline in the overall mean scale score for science. To address this, our teachers are working to integrate science into math and ELA so that students have more exposure to the content. We have also employed a part-time Science Lab teacher who works weekly with students in grades 3-4. For the 2016-2017 school year, we will work with Chris Burras to implement science interactive notebooking in all grade levels. We feel that these measures will allow us to see an increase not only in our overall mean score, but also in our subgroups.

PASS Social Studies

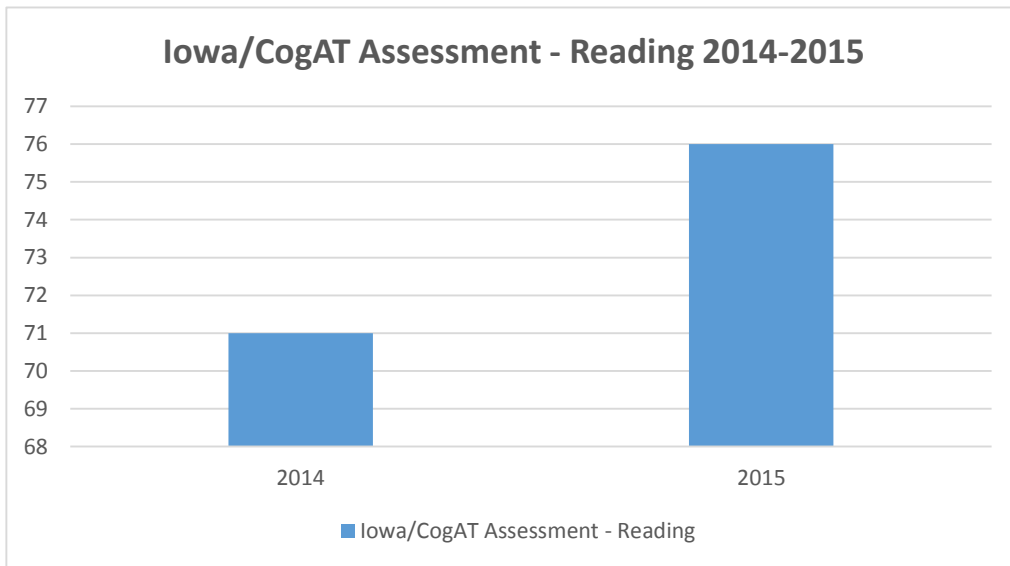
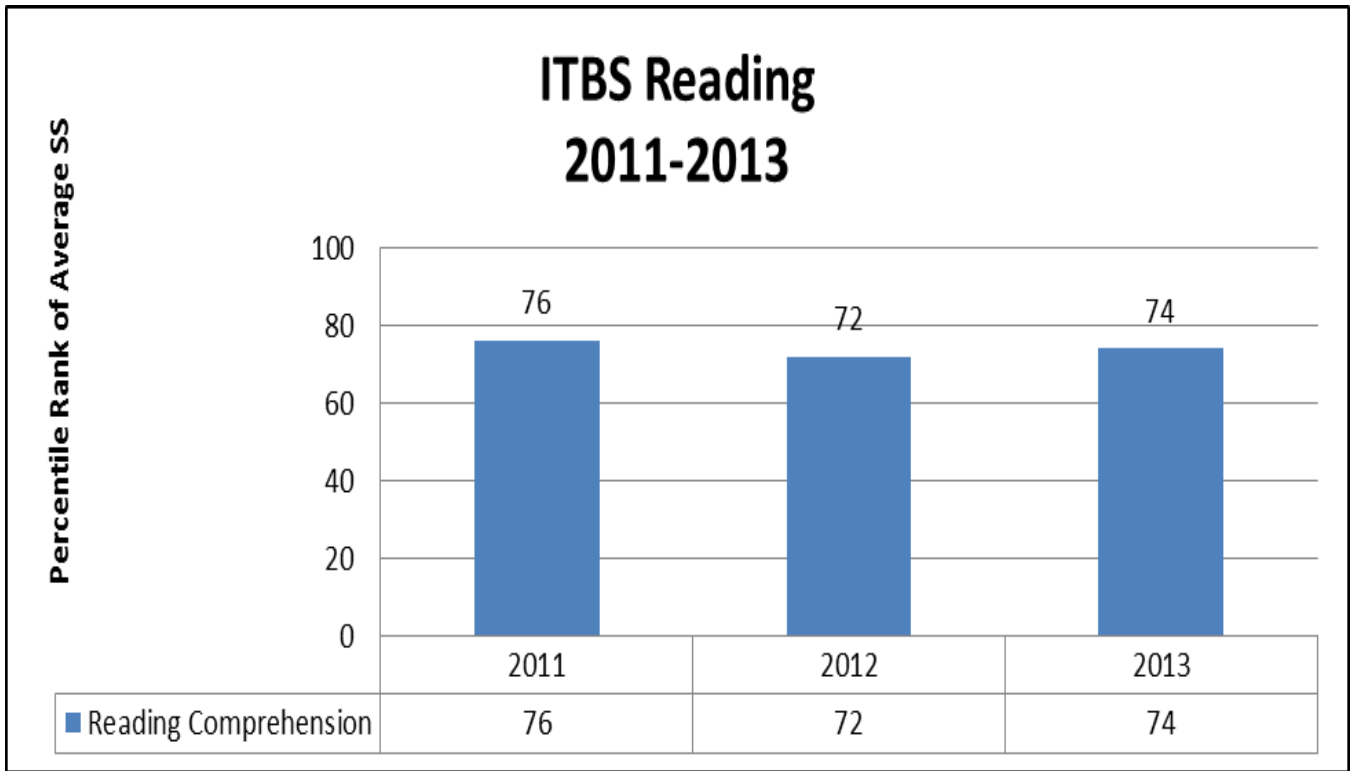


Mean Scale Score for PASS Social Studies

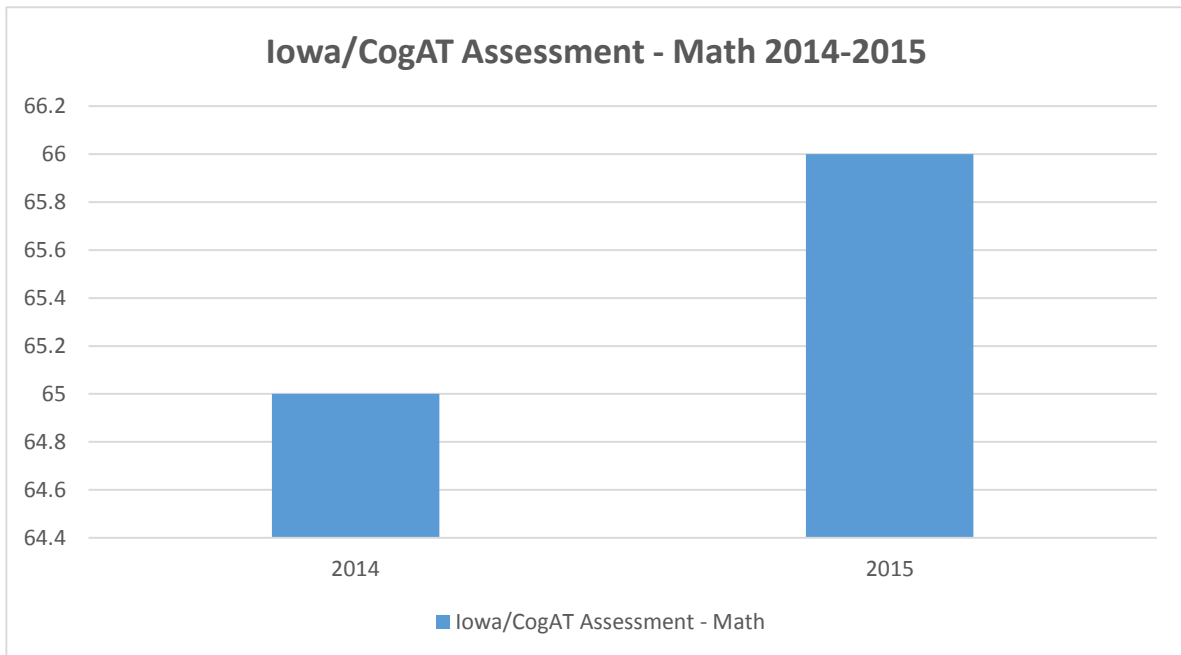
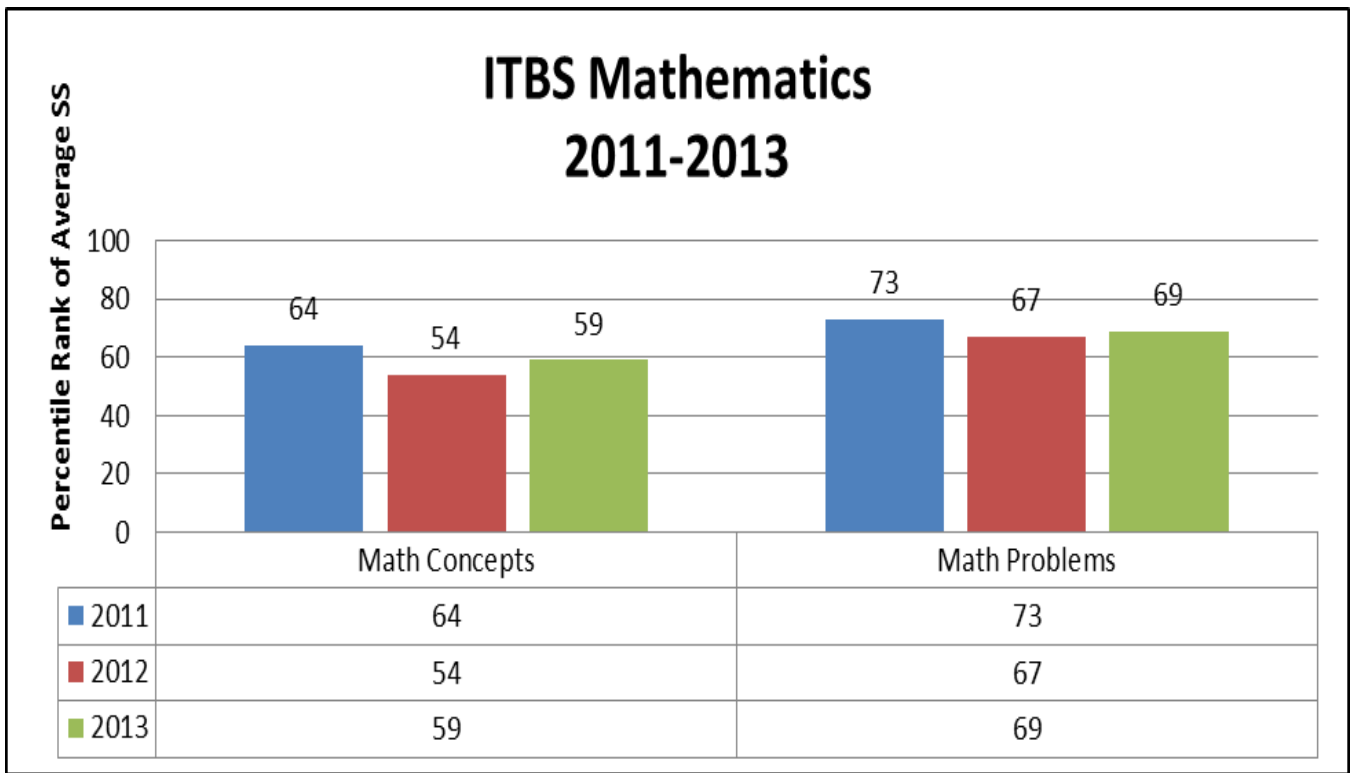
Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	660.7	664.7	663.2	663.3			
Male	660.3	665.2	664.1	668.5			
Female	661.1	664.2	662.4	659.7			
White	669.8	677.8	674.9	673			
African-American	627.0	621.1	626.1	625.8			
Asian/Pacific Islander	NA	NA	NA	NA			
Hispanic	NA	NA	NA	NA			
American Indian/Alaskan	NA	NA	NA	NA			
Disabled	NA	NA	NA	640.8			
Limited English Proficient	NA	NA	NA	NA			
Subsidized Meals	632.3	628.8	629.5	TBD			
Migrant	NA	NA	NA	NA			

Our overall mean scale score in social studies has stayed fairly consistent over the last four years. However, we still note an achievement gap between our African-American students and Caucasian students. To address this gaps, we are integrating social studies into our ELA curriculum, focusing on incorporating nonfiction text into the daily read alouds and guided reading block.

Iowa/CogAT Reading



Iowa/CogAT Mathematics



Teacher and Administrator Quality Needs Assessment

Stone Academy Professional Development Plan 2015 – 2016

Each year our School Leadership Team and Program Evaluation Team (PET) decide on a school-wide focus based on teacher interest, data, and research to best improve student achievement. This year our focus will be on math – the implementation of our new SC State Standards, math workstations, and math small groups. Data from MAP, PASS, and district benchmark assessments will drive our student achievement goals as we look for continued growth through our ongoing data teams that exist at each grade level. Our professional development sessions will include Sandra Goff, a math consultant, who will work with teachers at each grade level to further develop best practices for teaching mathematics. We will also be using excerpts from several professional texts during our afternoon sessions: Guided Math: A Framework for Mathematical Instruction by Laney Sammons, Teaching Student-Centered Mathematics by John A. Van de Walle, and Math Work Stations by Debbie Diller.

We are now in year 3 as a Balanced Literacy school, and will continue to receive support from the District as needed. Teachers will continue to use the books Guided Reading by Fountas and Pinnell and Guiding Readers and Writers by Fountas and Pinnell as a roadmap for implementation.

Our focus on arts integration will continue, with each grade level pairing with different related arts teachers to plan lessons throughout the year. In addition to our arts integration plan, many Stone teachers are participating in the IDEA Program (Intensive Development of Education through the Arts) in partnership with the Peace Center and SmartARTs through the Metropolitan Arts Council. Each program requires a one-week commitment during the summer, and offers hands-on training with experts from the Kennedy Center in Washington, DC and across the United States.

As a faculty, we will continue to improve our technology skills and increase the effectiveness of the instructional technology program. While at a variety of levels, teachers have proven to be effective with the technology in their classrooms. With the leadership of the Vision Planning Technology Committee, we will continue to implement our Technology Tips sessions each month as part of the regular faculty meeting and our Technology Tuesdays from 3:00-3:45 each week.

Stone's Vision Planning Committees focus on four areas and are comprised of teachers from each grade level that meet monthly. The four committees are Vision Planning Reading, Vision Planning Math, Vision Planning Technology, and Vision Planning Parent Involvement. Each committee analyzes data and addresses concerns, as well as plans ahead for their respective area of focus.

Professional Development Plan 2015-2016

August 2015

Tuesday, August 11

Professional Development Day #1 –
Opening Day Meeting 8:00-10:30
Dr. Anna Hall (*Nonfiction Writing & Research*) 1:00

Wednesday, August 12 Professional Development Day #2 –
Sandra Goff
K & 1st – 8:00-9:50
2nd & 3rd – 10:00-11:50
4th & 5th – 1:10-3:00

Thursday, August 13 Professional Development Day #3 –
District Professional Development

Friday, August 14 Professional Development Day #4 –
Writing Student Learning Objectives – 8:30-11:00

Monday, August 17 Professional Development Day #5 –
Meet the Teacher: K 1:00-6:00, 1st-5th 4:00-6:00

Wednesday, August 26 Faculty Meeting

September 2015

Wednesday, September 2 Faculty Meeting

Tuesday, September 8 Technology Tuesday

Wednesday, September 9 PET Committee

Tuesday, September 15 Technology Tuesday

Wednesday, September 16 Professional Development – Math Number Talks

Tuesday, September 22 Technology Tuesday

Wednesday, September 23 Vision Planning Committees

Tuesday, September 29 Technology Tuesday

Wednesday, September 30 Faculty Meeting

October 2015

Tuesday, October 6 Technology Tuesday

Wednesday, October 7 PET Committee

Tuesday, October 13 Technology Tuesday

Wednesday, October 14 Professional Development – Arts Integration Planning

	Music	Art	Media	PE	Dance	Drama
2015-16	K	4 th	5 th	2 nd	1 st	3 rd

Teams will brainstorm ideas for unit to be implemented in February or March.

Thursday, October 15 Professional Development Day #6 –
Parent/Teacher Conferences

Friday, October 16	Professional Development Day #7 – Exchange Day #1
Tuesday, October 20	Technology Tuesday
Wednesday, October 21	Vision Planning Committees
Tuesday, October 27	Technology Tuesday
Wednesday, October 28	No Meeting (<i>Designated 5th Wednesday</i>)

November 2015

Monday, November 2	Sandra Goff K & 1 st – 8:10-10:10 4 th & 5 th – 10:15-12:15 2 nd & 3 rd – 12:50-2:50
Tuesday, November 3	Technology Tuesday
Wednesday, November 4	Faculty Meeting
Tuesday, November 10	Technology Tuesday
Wednesday, November 11	PET
Tuesday, November 17	Technology Tuesday
Wednesday, November 18	Professional Development – Hands-on Math (<i>Marge Scieszka 3-5</i>)

December 2015

Tuesday, December 1	Technology Tuesday
Wednesday, December 2	Faculty Meeting
Tuesday, December 8	Technology Tuesday
Wednesday, December 9	PET Committee
Tuesday, December 15	Technology Tuesday
Wednesday, December 16	Vision Planning

January 2016

Tuesday, January 5	Technology Tuesday
Wednesday, January 6	Faculty Meeting

Tuesday, January 12 Technology Tuesday

Wednesday, January 13 PET Committee

Friday, January 15 Professional Development Day #8

Tuesday, January 19 Technology Tuesday

Wednesday, January 20 Professional Development – Arts Integration Planning

	Music	Art	Media	PE	Dance	Drama
2015-16	K	4 th	5 th	2 nd	1 st	3 rd

Teams will write unit to be implemented in February or March.

Tuesday, January 26 Technology Tuesday

Wednesday, January 27 Vision Planning Committees

February 2016

Tuesday, February 2 Technology Tuesday

Wednesday, February 3 Faculty Meeting

Tuesday, February 9 Technology Tuesday

Wednesday, February 10 PET Committee

Tuesday, February 16 Technology Tuesday

Wednesday, February 17 Professional Development – Sandra Goff
 K & 1st – 8:10-10:10
 4th & 5th – 10:15-12:15
 2nd & 3rd – 12:50-2:50
 All Teachers – 3:00

Tuesday, February 23 Technology Tuesday

Wednesday, February 24 Vision Planning Committees

March 2016

Tuesday, March 1 Technology Tuesday

Wednesday, March 2 Faculty Meeting

Tuesday, March 8 Technology Tuesday

Wednesday, March 9 PET Committee

Tuesday, March 15 Technology Tuesday

Wednesday, March 16 Professional Development – Writing

(Jed Dearybury)

Tuesday, March 22 Technology Tuesday

Wednesday, March 23 Vision Planning Committees

April 2016

Tuesday, April 5 Technology Tuesday

Wednesday, April 6 Faculty Meeting: Chris Burras Science PD

Tuesday, April 12 Technology Tuesday

Wednesday, April 13 PET Committee

Tuesday, April 19 Technology Tuesday

Wednesday, April 20 Professional Development – Sandra Goff
K & 1st – 8:10-10:10
4th & 5th – 10:15-12:15
2nd & 3rd – 12:50-2:50

Wednesday, April 20 Professional Development – Arts Integration Planning

	Music	Art	Media	PE	Dance	Drama
2015-16	K	4 th	5 th	2 nd	1 st	3 rd

Teams will meet to share successes and ideas for changes to the unit they taught.

Tuesday, April 26 Technology Tuesday

Wednesday, April 27 Vision Planning Committees

May 2016

Tuesday, May 3 Technology Tuesday

Wednesday, May 4 Faculty Meeting

Tuesday, May 10 Technology Tuesday

Wednesday, May 11 PET Committee

Tuesday, May 17 Technology Tuesday

Wednesday, May 18 Professional Development – Planning for 2016-2017
(Christine Lewis)

Wednesday, May 25 Vision Planning Committees

June 2016

Friday, June 3	Professional Development Day #9 – Teacher Workday
Monday, June 6	Professional Development Day #10 – Exchange Day #2

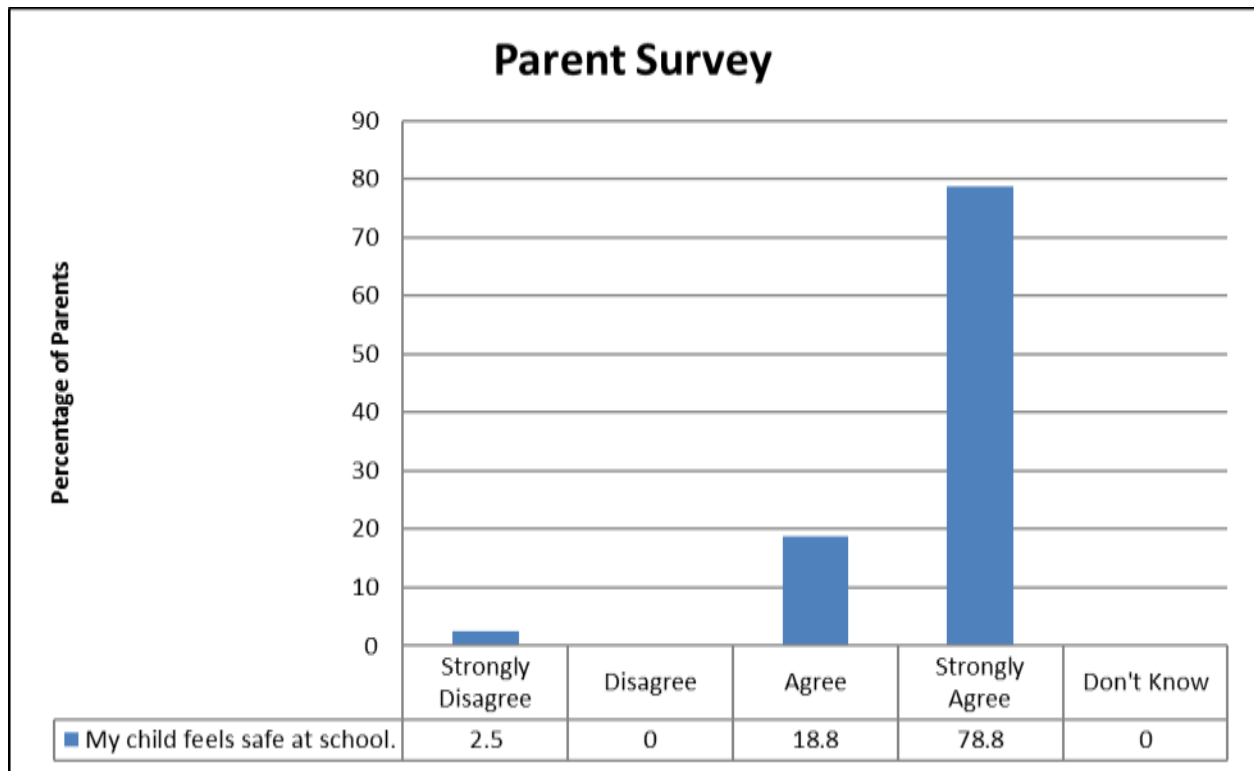
**Professional Development Plan
2016-2017**

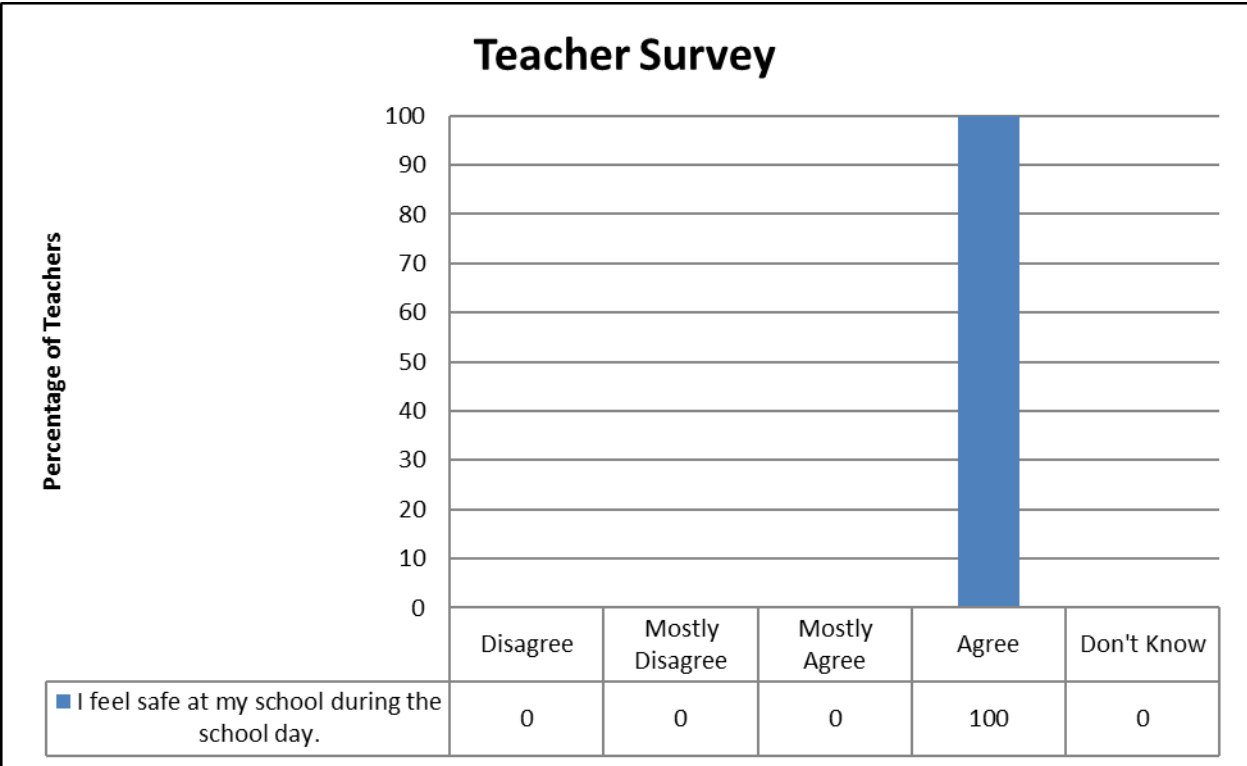
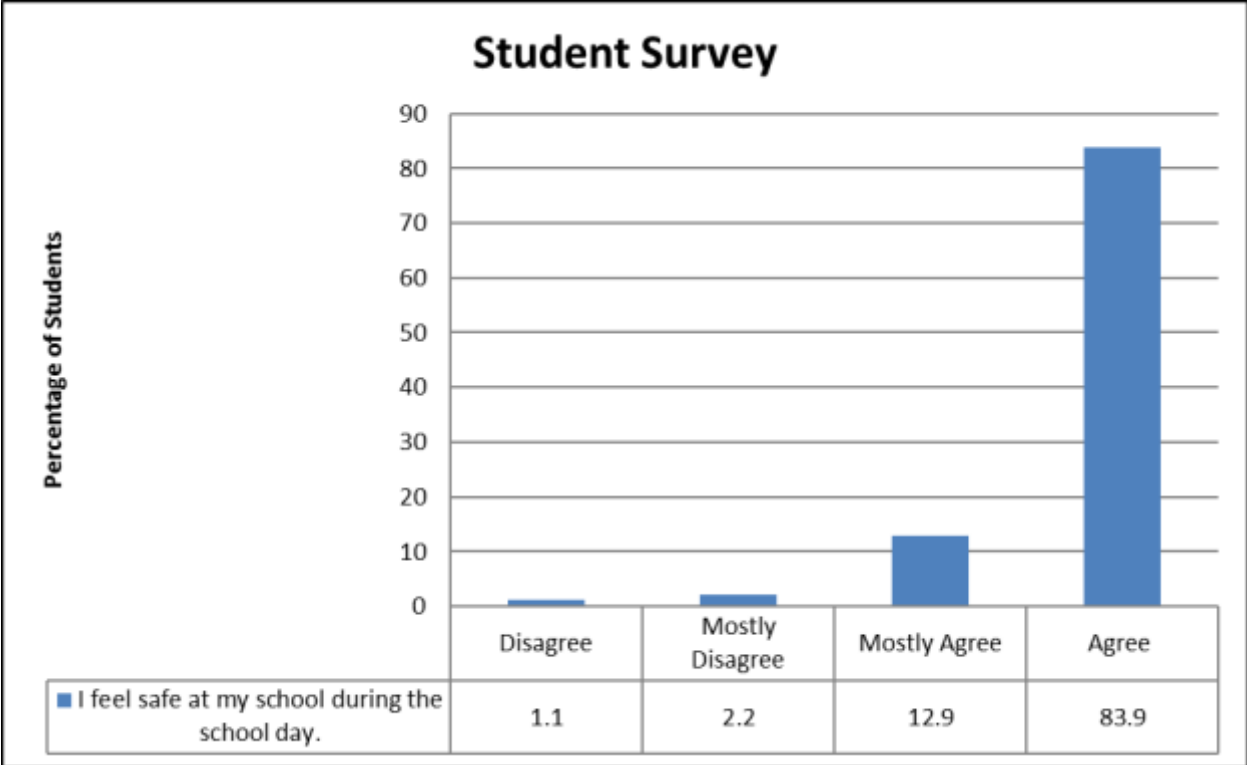
Our plan for professional development for the 2016-2017 includes an emphasis on science interactive notebooking and data team analysis. Teachers at Stone are encouraged to participate in the 2016 Summer Academy and Upstate Technology Conference provided by Greenville County School District as a means of learning and improving best practices. Our focus on technology will continue with Technology Tips at each faculty meeting and Technology Tuesdays.

School Climate Needs Assessment

The following chart shows the past 4 years of Teacher, Student and Parent survey results from the SDE School Report Card Survey.

	Teachers					5 th Grade Students					5 th Grade Parents				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Percent satisfied with learning environment	97.3	100	100	100	100	92	88.2	94.7	84.1	90	95.3	93.7	96.9	96.1	95
Percent satisfied with social and physical environment	100	100	100	100	100	88.9	91.4	95.7	86	96	97.8	92.5	97	96	97
Percent satisfied with school-home relations	100	100	100	100	100	92	93.5	93.6	87	96	94.3	91.3	96.9	80.6	78





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 SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC Ready.

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

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

Baseline data to be established in 2015-16.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2015-16.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2015-16.

SC READY % TESTED

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

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

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	75.5			
District Projected	X			
District Actual	72.9			

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

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	88.7			
District Projected	X			
District Actual	81.2			

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

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: 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 ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile	62 nd percentile		
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	71 st percentile	76 th percentile		

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 st percentile		
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	65 th percentile	66 th percentile		

Fall 2014 students began taking a new form of the ITBS

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Balanced Literacy Training	2013-2016	District Personnel, Teachers, IC, and Administration	TBD	District Funds	Lesson Plans, Observations
RTI Teacher for 2 nd	2015-2016	Administration, RTI teacher, Classroom teachers, IC	\$11,250	Local Funds	AIMS Web, Lesson Plans, Observations
RTI Teachers for K and 1 st	2013-2018	Administration, RTI teachers, Classroom teachers, IC	TBD by Yearly Salary plan	District Payroll	AIMS Web, Lesson Plans, Observations
American Reads Furman Tutors	2015-2016	IC	0	NA	Tutoring schedule, increased test scores of students
Frazer Center Partnership for Summer, Preschool, and Afterschool	2013-2018	Administration, Classroom teachers, Frazer staff	0	NA	Attendance at events, increased test scores and attendance of students

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of homeroom teachers will participate in professional development related to best practices in all core content areas.

ANNUAL OBJECTIVE:

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	100			

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Differentiated Mathematics PD	2015-2016	Administration, IC, Sandra Goff	\$5,000	District and Local PD Funds	Portal Sign-in, Lesson Plans, Observations
Balanced Literacy PD	2013-2016	Teachers and IC	TBD	Grant and District	Portal Sign-in, Lesson Plans, Observations
Arts Integration PD	2013-2018	Administration, Teachers, and IC	\$1,000	Local PD Funds	Artist-in-Residence, Graduate Credit, Lesson Plans, Observations
School Visits for Common Core	2014-2015	Administration, Teachers, and IC	\$2,000	District and Local PD Funds	Observation checklist, Travel Request

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 – School Profile page – Students section

	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	97.5	97.3	97.4	97.1			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 93.7% in 2012 to 94% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the percentage point annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94	94	94	94	94
School Actual	93.7	96.9	96.1	95			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

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: Increase the percent of students who are satisfied with the learning environment from 88.2% in 2012 to 90% or higher by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.7	89.2	89.7	90 or higher	90 or higher
School Actual	88.2	94.7	84.1	90.0			
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	83.9 (ES, MS, & HS)			

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 100% from 2013-14 through 2017-18.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain annually the percentage of teachers at 100% who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	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	100	100	100			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

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 97.6% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase by 2.4 percentage points parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	98.4			
School Actual	97.6	100	96	98.2			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

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

STUDENT SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 88.2% in 2012 to 90% or higher by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5% percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	99.5	99.5			
School Actual	96.8	99	86	94.3			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Off-duty Police Officer	2013-2018	District Office	\$300,000	District	Visible walk-throughs conducted
School Personnel posted at entrances in morning and afternoon	2013-2018	Administration and Teachers	\$0	NA	Yearly Duty Schedule
Secure chamber and zones in school	2013-2016	District Office Facilities Department	TBD	District Facilities Funds	Secure chamber in office and zones throughout school
Monitor building and grounds for cleanliness	2013-2018	Custodial staff and Custodial Specialist	Unknown	District	Monthly inspection report by Custodial Specialist

Website link to 2014-2015 Stone Academy School Report Card

<http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301085.pdf>