

# School Renewal Plan 2018-2019 through 2022-2023



**STONE**  
ACADEMY  
OF COMMUNICATION ARTS

Brett DeLoach Vaughn, Principal

Greenville County Schools  
Dr. W. Burke Royster, Superintendent

**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME:** Stone Academy

**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023** *(five years)*

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019** *(one year)*


**Required Signature Page**

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**Assurances for the School Renewal Plans**

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

**SUPERINTENDENT**

Dr. W. Burke Royster		6/5/2018
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Mrs. Brett Deloach Vaughn		6/5/2018
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, BOARD OF TRUSTEES**

Charles J. Saylor		6/5/2018
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mr. Josh Morris		6/5/2018
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

Mrs. Cathy Dodson		6/5/2018
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL ADDRESS:**

115 Randall Street  
Greenville, SC 29609

**SCHOOL TELEPHONE:** (864) 355-8400

**Principal E-mail Address:** brettvaughn@greenville.k12.sc.us

## Stakeholder Involvement for School Renewal

<b>Position</b>	<b>Name</b>
1. Principal	Brett Deloach Vaughn
2. Teacher	George Koontz
3. Parent/Guardian	Sandy Fruth
4. Community Member	Connie Buto
5. Paraprofessional	Ann Titcomb
6. School Improvement Council Member	Fran Mauney
7. Read to Succeed Reading Coach	Cathy Dodson
8. School Read To Succeed Literacy Leadership Team Lead	Cathy Dodson
9. School Read To Succeed Literacy Leadership Team Member	Jean Thomas

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

**POSITION**

**NAME**

Assistant Principal

Suzanne Shouse

Instructional Coach

Cameron Patton

\*\* Must include the School Literacy Leadership Team for Read to Succeed

**Early Childhood Development and Academic Assistance Act (Act 135) Assurances**  
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Academic Assistance, PreK–3</b>  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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Academic Assistance, Grades 4–12</b>  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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Parent Involvement</b>  The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Staff Development</b>  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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Technology</b>  The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<p><b>Innovation</b>  The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Collaboration</b>  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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Developmental Screening</b>  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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Half-Day Child Development</b>  The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Developmentally Appropriate Curriculum for PreK–3</b>  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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Parenting and Family Literacy</b>  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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Recruitment</b>  The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b>  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.</p>

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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  
2017- 2018**

<b>Vision Planning Reading &amp; Social Studies Committee</b>	<b>Vision Planning Math &amp; Science Committee</b>
Chair: Cathy Dodson	Chair: Cameron Patton
Kindergarten rep: Candi Bolt	Kindergarten rep: CJ Bell
Grade 1 rep: Andi Buckless & Jill Spence	Grade 1 rep: Mary Gilden
Grade 2 rep: Jillian Orders & Lori Dear	Grade 2 rep: Holly Rouse
Grade 3 rep: Betty Russell & Gresham Brown	Grade 3 rep: Kristen Rowan
Grade 4 rep: Kara Neckopulos	Grade 4 rep: Carrie Burch
Grade 5 rep: Sharon Gilstrap	Grade 5 rep: George Koontz
Specialist rep: Alyssa Bloomquist	Specialist rep: Jill Waldrop
Specialist rep: Jean Thomas	Specialist rep: Sarah Knight
Specialist rep: Kristen Mostoller & Cherie Duncan	Related Arts rep: Jeanie Reed
Related Arts rep: Nicole Ackerman	

<b>Vision Planning Technology &amp; the Arts Committee</b>	<b>Vision Planning Parent Involvement Committee</b>
Chair: Suzy Dover	Chair: Brooke Howard
Kindergarten rep: Karen Phoenix	Kindergarten rep: Erica Blackston
Grade 1 rep: Susan Whitmire	Grade 1 rep: Caroline Hicks
Grade 2 rep: Kristy Peace	Grade 2 rep: Elizabeth Piller
Grade 3 rep: Lyndsey Hall	Grade 3 rep: Melody Powell
Grade 4 rep: Brittany Wright	Grade 4 rep: Carrie Lee
Grade 5 rep: Bonnie McClain	Grade 5 rep: Angela Smith
Specialist rep: Stephen Foster	Related Arts rep: Cyndi Waddell
Specialist rep: Keisha Brown	Related Arts rep: Jill Rohrer
Related Arts rep: Eric Benjamin & Emily Kirkpatrick	



# EXECUTIVE SUMMARY

## Summary of Student Achievement:

- 63% of third through fifth grade students met or exceeded MATH benchmark as measured by SC READY.
- 64% of third through fifth grade students met or exceeded ELA benchmark as measured by SC READY.
- Students in third through fifth grade exceeded district and state averages in all subject areas as measured by SC READY.
- An achievement gap exists for our students with disabilities, students in poverty, and our African American subgroup. We continue to work diligently to close the gap and meet the needs of every learner.
- 69% of fourth and fifth grade students met or exceeded SCIENCE benchmark as measured by SCPASS.
- 89.2% of fourth and fifth grade students met or exceeded SOCIAL STUDIES benchmark as measured by SCPASS.
- Stone Academy earned an Excellent rating on the 2014 School Report Card.

## Summary Teacher and Administrator Quality:

- 63% of third through fifth grade students met or exceeded MATH benchmark as measured by SC READY.
- 64% of third through fifth grade students met or exceeded ELA benchmark as measured by SC READY.
- Students, differentiated professional development opportunities are provided weekly on campus.
- 69.2% of teachers have earned an advanced degree.
- 97.3% of teachers returned to Stone Academy in the 2017-18 school year.

## Summary of School Climate:

- 94.2% of parents and 92.5% of teachers indicated satisfaction with the learning environment on the 2017 report card survey.
- 96.1% of parents and 95% of teachers indicated satisfaction with the social and physical environment on the 2017 report card survey.

At Stone Academy, we challenge ourselves to stay abreast of the ever-changing needs of our students. With the implementation of SC College and Career Ready standards, our school's participation in differentiated professional development trainings, and our belief in the value of an arts-integrated curriculum, our Leadership Team has been challenged with keeping teachers focused and assisting them as they continue to learn innovative and effective instructional practices. We continue to work diligently toward closing the achievement gap for our students with disabilities, students in poverty, and minority subgroups.

We feel our accomplishments at Stone Academy far outweigh our challenges. Stone continues to be recognized as a leader in innovative instructional practices and student achievement. We were recognized as Greenville County's first Common Sense Media: Digital Citizenship School in 2017. Stone students are consistently recognized at the State and National levels in the PTA Reflections contest. We are a designated ABC (Arts in

Basic Curriculum) Site, and received the Palmetto Gold Award for Student Achievement from 2010 through 2014.

## SCHOOL PROFILE

### Stone Academy's School Community

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 serves 633 students, kindergarten through grade five.

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:

<b>Dates:</b>	<b>Meeting Focus:</b>
September 18	Open House
October 9	Technology Night
November 13	Honor Roll and Book Fair
December 5	Winter Showcase
January 22	Health Fair
February 12	Honor Roll and Science Fair
March 6	Big Show: School-wide Performance
April 9	Honor Roll
May 14	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 27 teachers in Kindergarten – 5<sup>th</sup> grade, 3 special education teachers, and 7 Para-professionals, 3 intervention specialists, 1 speech therapist, 1 challenge teacher, 1 media specialist, 1 library clerk, 1 technology specialist, and a related arts team (including art, music, PE, dance, drama and strings). The support staff includes 1 counselor, 1 instructional coach, 1 technology coach, a full-time nurse, a full-time program coordinator, 1 plant engineer, 4 plant support staff, and 5 food service staff members.

### **Percent of Continuing Contract Teachers at Stone Academy**

2017	100%
2016	100%
2015	97.3%
2014	89.7%
2013	84.6%

### **Professional Development Days Attended by Teachers**

2017	6.7 days
2016	9 days
2015	7.5 days
2014	7.0 days
2013	6.4 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 633 students in 2017-2018, 73% are White, 17% are Black or African-American, 6% are two or more races, 3% are Hispanic, and 1% are

Asian. 35% of our students in grades 3-5 are served in the Gifted and Talented Program. Our school has 4 kindergarten classes, 5 first, second, and third grade classes, and 4 fourth grade classes, and 4 fifth grade classes. 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 – 97 students – 4 classes

Grade 1 – 103 students – 5 classes

Grade 2 – 109 students – 5 classes

Grade 3 – 104 students – 5 classes

Grade 4 – 112 students – 4 classes

Grade 5 – 108 students – 4 classes

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

**Student Attendance Rate**

2017	96.9%
2016	97.2%
2015	97.1%
2014	97.4%
2013	97.3%

**Percentage of Students Served by Gifted and Talented Program**

2017	35%
2016	35%
2015	38%
2014	39%
2013	40%

**Percentage of Students Receiving Subsidized Meals**

2017	25%
2016	26%
2015	25%
2014	24%

2013	26%
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**Percentage of Students Retained**

2017	1.1%
2016	0.5%
2015	1%
2014	0.6%
2013	0.5%

**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, assistant principal, instructional coach, literacy coach, technology 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 4<sup>th</sup> and 5<sup>th</sup> grade students.
5. Parent tutors and Watch Dogs are scheduled to work with students in need.
6. The OnTrack Team provides testing, scheduling and recommendations for students in need.
7. Our Reading Response to Intervention (RTI) program serve students in Kindergarten – Third grade who qualify based on assessments given throughout the year.

8. 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 is an urban school serving the North Main Community in Greenville, South Carolina. Stone Academy is designated as a magnet school for communication arts within the School district of Greenville County.

### **Mission**

Stone Academy provides each student an arts infused learning experience in a safe, supportive environment that models risk-taking through a culture of innovation and empowers teachers and students to create dynamic cultures of opportunity and growth for all.

### **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.”

Stone Academy embraces the following seven outcomes

- Achieve academically
- Celebrate diversity
- Think critically
- Work independently and collaboratively
- Define passion for the arts as purpose in the future
- Be an exemplary citizen
- Engage in learning throughout life

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's Philosophy of *Values and Beliefs*, supported by Stone's School Improvement Council:

- 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 of 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

## Goal Area 1: Student Achievement

Students at Stone Academy continue to score well above district and state averages in all core curriculum areas as measured by the SC READY and SCPASS assessments. In the 2016-2017 school year, 63% of our students met or exceeded expectation in the area of English Language Arts, and 64% of our students met or exceeded expectation in the area of math. In the area of Social Studies, 90.5% of fourth graders and 85.6% of fifth graders scored Exemplary or Met on the SCPASS assessment. In the area of Science, 67.2% of fourth graders and 69.3% of fifth graders met or exceeded expectations on the SCPASS assessment.

### SC READY 2016-2017: English Language Arts

	3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>Exceeds Expectations</b>	27%	28.1%	26.1%	21.7%	28.2%	11.7%
<b>Meets Expectations</b>	38.7%	41.2%	36.9%	39.1%	35.5%	45.9%
<b>Approaches Expectations</b>	23.4%	24.6%	24.3%	21.7%	24.5%	20.7%
<b>Does Not Meet Expectations</b>	10.8%	6.1%	12.6%	17.4%	11.8%	21.6%

### SC READY 2016-2017: Math

	3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>Exceeds Expectations</b>	36%	35.1%	36%	30.2%	37.8%	36.9%
<b>Meets Expectations</b>	35.1%	37.7%	32.4%	29.3%	27.9%	19.8%
<b>Approaches Expectations</b>	18%	19.3%	15.3%	28.4%	18.9%	26.1%
<b>Does Not Meet Expectations</b>	10.8%	7.9%	16.2%	12.1%	15.3%	17.1%

### SCPASS 2016-2017: Social Studies

	4 <sup>th</sup> Grade			5 <sup>th</sup> Grade		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Exemplary</b>	45.1%	40.5%	34.5%	51.5%	55%	50.5%
<b>Met</b>	47.1%	44.1%	56%	33.7%	26.1%	35.1%
<b>Not Met</b>	7.8%	15.3%	9.5%	14.9%	18.9%	14.4%

**SCPASS 2016-2017: Science**

	4 <sup>th</sup> Grade			5 <sup>th</sup> Grade		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Exceeds Expectations</b>	Exemplary: 6.8%	Exemplary: 15.5%	31%	Exemplary: 31.7%	Exemplary: 37.3%	37.8%
<b>Meets Expectations</b>	Met: 66%	Met: 62.7%	36.2%	Met: 46.5%	Met: 44.5%	31.5%
<b>Approaches Expectations</b>			20.7%			15.3%
<b>Does Not Meet Expectations</b>	Not Met: 27.2%	Not Met: 21.8%	12.1%	Not Met: 21.8%	Not Met: 18.2%	15.3%

**Stone Academy Scores By Grade Level and Demographic Category: 2017 SC READY**

All stakeholders are committed to closing the achievement gap for our students with disabilities, students in poverty, and students in minority subgroups. 58.4% of our third graders with disabilities, 29.2% of our fourth graders with disabilities, and 28.5% of fifth graders with disabilities met or exceeded expectations in the area of English Language Arts. In the area of Mathematics, 66.7% of third graders with disabilities met or exceeded expectations, 12.5% of 4<sup>th</sup> graders with disabilities met or exceeded expectations, and 21.4% of fifth graders met or exceeded expectations on the SC READY assessment.

	3 <sup>rd</sup> Grade: English Language Arts					
	Male	Female	Black or African American	White	Students with Disabilities	Students in Poverty
<b>Exceeds Expectations</b>	22.4%	33.9%	5%	34.2%	16.7%	13.3%
<b>Meets Expectations</b>	39.7%	42.9%	20%	48.1%	41.7%	33.3%
<b>Approaches Expectations</b>	29.3%	19.6%	60%	13.9%	25%	43.3%
<b>Does Not Meet Expectations</b>	8.6%	3.6%	15%	3.8%	16.7%	10%

	4 <sup>th</sup> Grade: English Language Arts					
	Male	Female	Black or African American	White	Students with Disabilities	Students in Poverty
<b>Exceeds Expectations</b>	18.3%	25.5%	4.8%	28.4%	4.2%	6.8%
<b>Meets Expectations</b>	41.7%	36.4%	23.8%	44.4%	25%	20.5%

<b>Approaches Expectations</b>	20%	23.6%	28.6%	16%	20.8%	36.4%
<b>Does Not Meet Expectations</b>	20%	14.5%	42.9%	11.1%	50%	36.4%

	<b>5<sup>th</sup> Grade: English Language Arts</b>					
	Male	Female	Black or African American	White	Students with Disabilities	Students in Poverty
<b>Exceeds Expectations</b>	6.9%	17%	6.3%	13.9%	7.1%	2.7%
<b>Meets Expectations</b>	44.8%	47.2%	18.8%	51.9%	21.4%	37.8%
<b>Approaches Expectations</b>	19%	22.6%	31.3%	20.3%	28.6%	27%
<b>Does Not Meet Expectations</b>	29.3%	13.2%	43.8%	13.9%	42.9%	32.4%

	<b>3<sup>rd</sup> Grade: Math</b>					
	Male	Female	Black or African American	White	Students with Disabilities	Students in Poverty
<b>Exceeds Expectations</b>	34.5%	35.7%	10%	43%	16.7%	16.7%
<b>Meets Expectations</b>	44.8%	30.4%	20%	43%	50%	20%
<b>Approaches Expectations</b>	13.8%	25%	45%	12.7%	25%	43.3%
<b>Does Not Meet Expectations</b>	6.9%	8.9%	25%	1.3%	8.3%	20%

	<b>4<sup>th</sup> Grade: Math</b>					
	Male	Female	Black or African American	White	Students with Disabilities	Students in Poverty
<b>Exceeds Expectations</b>	32.8%	27.3%	9.5%	38.3%	4.2%	4.5%
<b>Meets Expectations</b>	29.5%	29.1%	23.8%	28.4%	8.3%	27.3%
<b>Approaches Expectations</b>	19.7%	38.2%	38.1%	25.9%	41.7%	36.4%
<b>Does Not Meet Expectations</b>	18%	5.5%	28.6%	7.4%	45.8%	31.8%

	<b>5<sup>th</sup> Grade: Math</b>					
	Male	Female	Black or African American	White	Students with Disabilities	Students in Poverty
<b>Exceeds Expectations</b>	32.8%	41.5%	6.3%	44.3%	21.4%	8.1%
<b>Meets Expectations</b>	19%	20.8%	6.3%	24.1%	0%	24.3%
<b>Approaches Expectations</b>	27.6%	24.5%	50%	24.1%	7.1%	32.4%
<b>Does Not Meet Expectations</b>	20.7%	13.2%	37.5%	7.6%	71.4%	35.1%

**2017 Stone Academy School Report Card**

## Goal Area 2: Teacher and Administrator Quality

Professional development at Stone Academy 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, the Metropolitan Arts Council, and Kennedy Center for the Performing Arts to learn more each year about arts integration strategies they can implement in their classroom. We offer differentiated professional development opportunities each week during our PLC meetings. Grade level data teams meet regularly, using pre- and post-assessment data to guide instruction and facilitate common planning and assessment practices.

### Stone Academy: Professional Development Plan 2017-2018

Date	Meeting	Time
Tue. 8/15	Full Faculty PD: Community Agency Tours and 2017-18 Stone Academy Vision Collaborative Workshop	8:00-3:00
Wed. 8/30	Leveled Faculty PD: Balanced Literacy with Learning Lab Follow-Up	3:00-4:30
Tue. 9/5	Grade Level/Team PD: MasteryConnect	planning periods
Wed. 9/6	Faculty Meeting/Vision Planning	3:00-4:30
Thur. 9/7	2 <sup>nd</sup> -5 <sup>th</sup> Grade PD: MasteryConnect Workshop	3:00-4:00
Tue. 9/12	Grade Level/Team PD: Google Classroom	planning periods
Tue. 9/19	Grade Level/Team PD: 504 and A-Team training	planning periods
Wed. 9/20	Leveled Faculty PD: Differentiated Math Workshop with Learning Lab Follow-Up	3:00-4:00
Tue. 9/26	Grade Level/Team PD: MasteryConnect & Balanced Literacy	planning periods
Tue. 10/3	Grade Level/Team PD: The Project Approach with Meredith Burton	planning periods
Wed. 10/4	Faculty Meeting/Vision Planning	3:00-4:30
Tue. 10/10	Grade Level/Team PD: Common Assessments	planning periods
Tue. 10/17	Grade Level/Team PD: Google Classroom & Math Differentiation	planning periods
Wed. 10/18	Leveled Faculty PD: Drama in the Core Content Areas	3:00-4:00
Tue. 10/24	Grade Level/Team PD: Instructional Planning	planning periods
Tue. 10/31	Grade Level/Team PD	planning periods
Wed. 11/1	Faculty Meeting/Vision Planning	3:00-4:30
Nov. 6-10	Artist In Residence: Jef the Mime	Daily
Nov. 6-17	Artist In Residence: Shane Bryant	Daily
Tue. 11/7	Grade Level/Team PD	planning periods
Tue. 11/14	Grade Level/Team PD	planning periods
Wed. 11/15	Leveled Faculty PD	3:00-4:00
Tue. 11/21	Grade Level/Team PD	planning periods
Nov. 27-Dec. 1	Artist In Residence: Jim Creal	Daily
Tue. 12/5	Grade Level/Team PD	planning periods
Wed. 12/6	Faculty Meeting/Vision Planning	3:00-4:30
Tue. 12/12	Grade Level/Team PD	planning periods
Wed. 1/3	Faculty Meeting/Vision Planning	3:00-4:30
Jan. 8-12	Artist In Residence: Jef the Mime	Daily
Tue. 1/9	Grade Level/Team PD	planning periods
Tue. 1/16	Grade Level/Team PD	planning periods
Wed. 1/17	Leveled Faculty PD	3:00-4:00
Jan. 22-26	Artist In Residence: Jeff Holland	Daily
Jan. 22-26	Artist In Residence: Bannan Blasko	Daily

Tue. 1/23	Grade Level/Team PD	planning periods
Tue. 1/30	Grade Level/Team PD	planning periods
Tue. 2/6	Grade Level/Team PD	planning periods
Wed. 2/7	Faculty Meeting/Vision Planning	3:00-4:30
Tue. 2/13	Grade Level/Team PD	planning periods
Tue. 2/20	Grade Level/Team PD	planning periods
Wed. 2/21	Leveled Faculty PD	3:00-4:00
Tue. 2/27	Grade Level/Team PD	planning periods
Tue. 3/6	Grade Level/Team PD	planning periods
Wed. 3/7	Faculty Meeting/Vision Planning	3:00-4:30
Tue. 3/13	Grade Level/Team PD	planning periods
Tue. 3/20	Grade Level/Team PD	planning periods
Wed. 3/21	Leveled Faculty PD	3:00-4:00
Tue. 3/27	Grade Level/Team PD	planning periods
Tue. 4/10	Grade Level/Team PD	planning periods
Wed. 4/11	Faculty Meeting/Vision Planning	3:00-4:30
Tue. 4/17	Grade Level/Team PD	planning periods
Tue. 4/24	Grade Level/Team PD	planning periods
Wed. 4/25	Leveled Faculty PD	3:00-4:00
Tue. 5/1	Grade Level/Team PD	planning periods
Wed. 5/2	Faculty Meeting/Vision Planning	3:00-4:30
Tue. 5/8	Grade Level/Team PD	planning periods
Tue. 5/15	Grade Level/Team PD	planning periods
Wed. 5/16	Leveled Faculty PD	3:00-4:00
Jan. 21-25	Artist In Residence: Borenya	Daily
Tue. 5/22	Grade Level/Team PD	planning periods
Tue. 5/29	Grade Level/Team PD	planning periods

### Teacher Attendance Rate at Stone Academy

2017	90.6%
2016	94.1%
2015	92%
2014	94.8%
2013	95.8%

### Teachers Returning Rate at Stone Academy

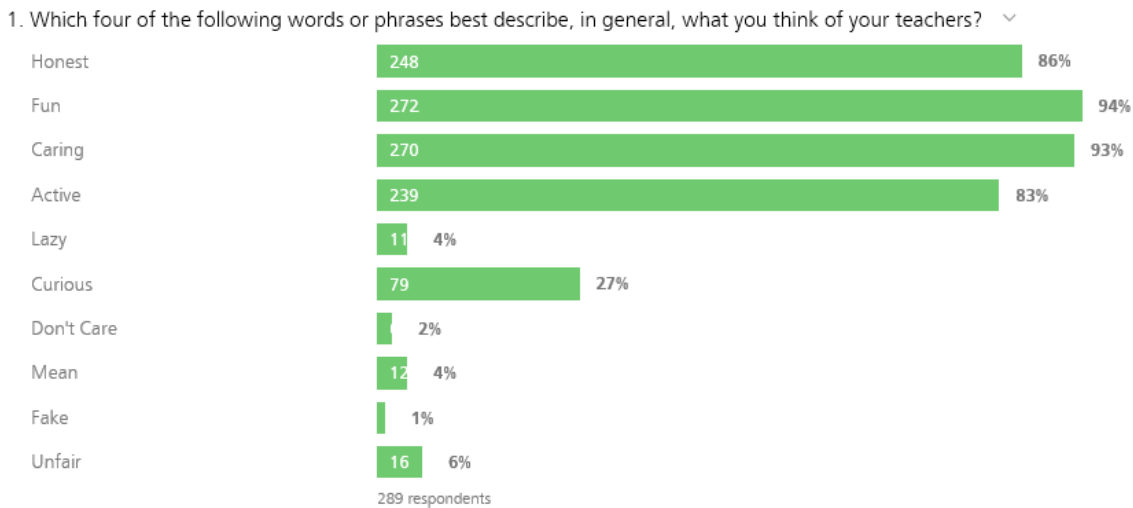
2017	97.3%
2016	97.1%
2015	95.2%
2014	94.1%
2013	93.0%

## Goal Area 3: School Climate

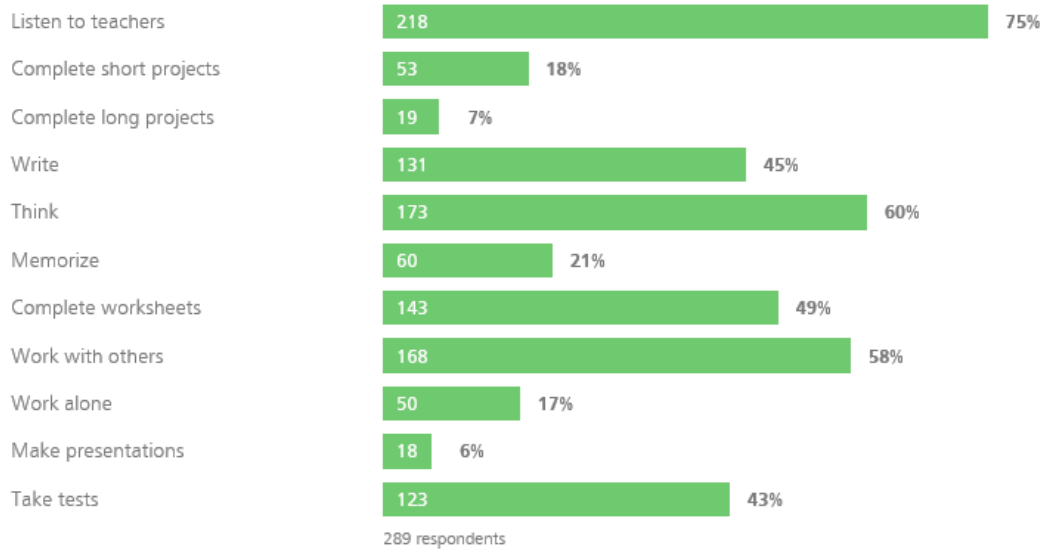
The following chart shows the past 5 years of Teacher, Student and Parent survey results from the SDE School Report Card Survey. Teachers, students, and parents at Stone Academy continue express satisfaction with the learning environment, social and physical environment, and school-home relations.

	Teachers					5 <sup>th</sup> Grade Students					5 <sup>th</sup> Grade Parents				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Percent satisfied with learning environment	100	100	100	100	92.5	94.7	84.1	90	90.7	87.4	96.9	96.1	95	93.9	94.2
Percent satisfied with social and physical environment	100	100	100	100	95	95.7	86	96	93.8	90.2	97	96	97	93.8	96.1
Percent satisfied with school-home relations	100	100	100	100	97.5	93.6	87	96	90.4	88.1	96.9	80.6	78	77.8	78.9

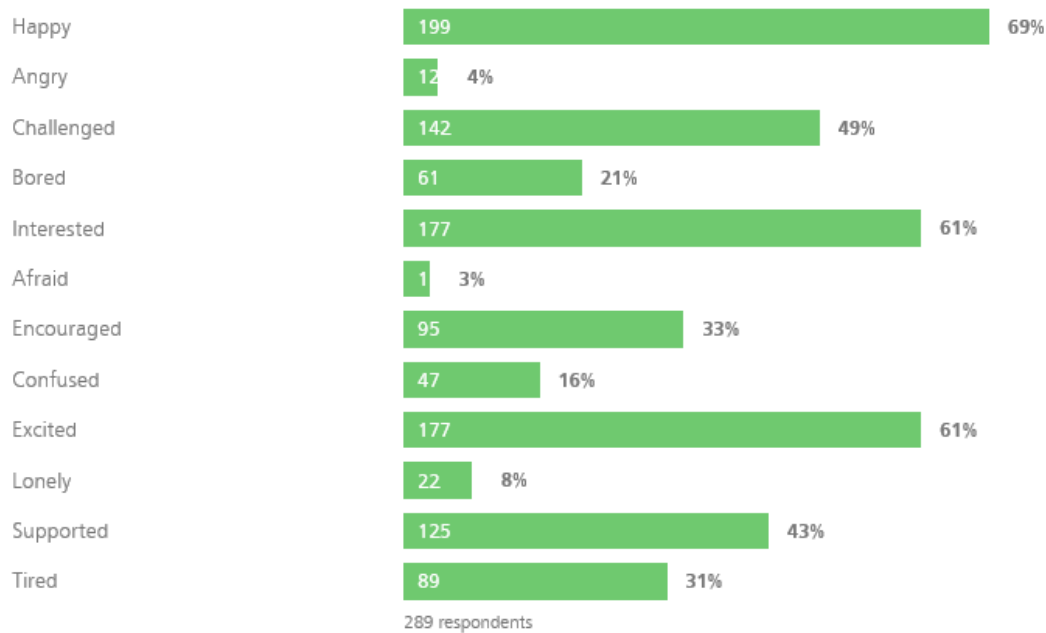
The following charts show student feedback from the 2017 Climate and Culture Elementary School Student Survey. Students at Stone continue to express satisfaction with the school climate and confirm a high level of student engagement.



2. Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school? ▾



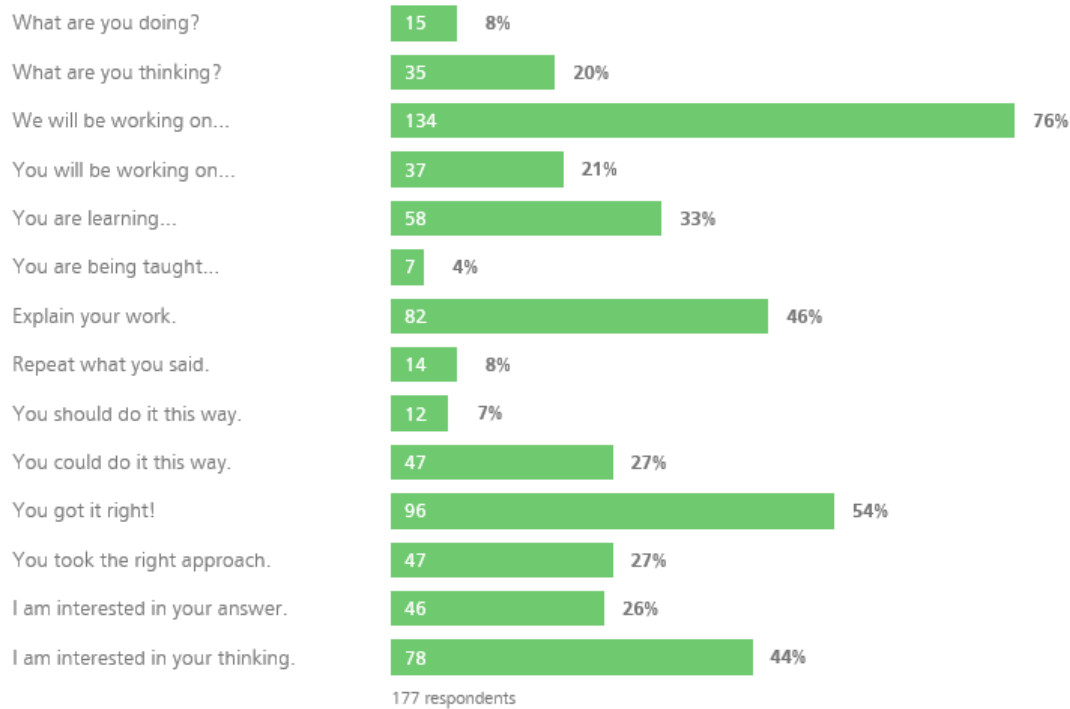
3. Which four of the following words would best describe, in general, how you feel while at school? ▾



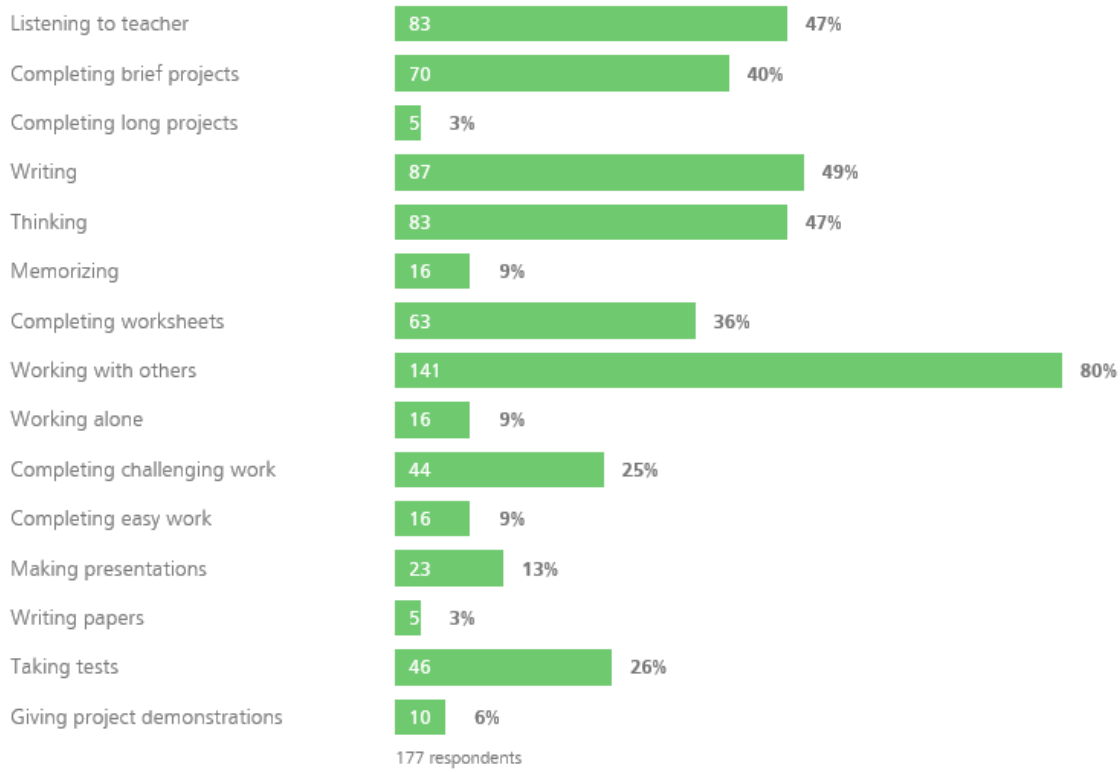


The following charts show student feedback from the 2017 Climate and Culture Elementary School Parent Survey. Parents at Stone continue to express satisfaction with the school climate and recognize the collaborative nature of teaching and learning at Stone.

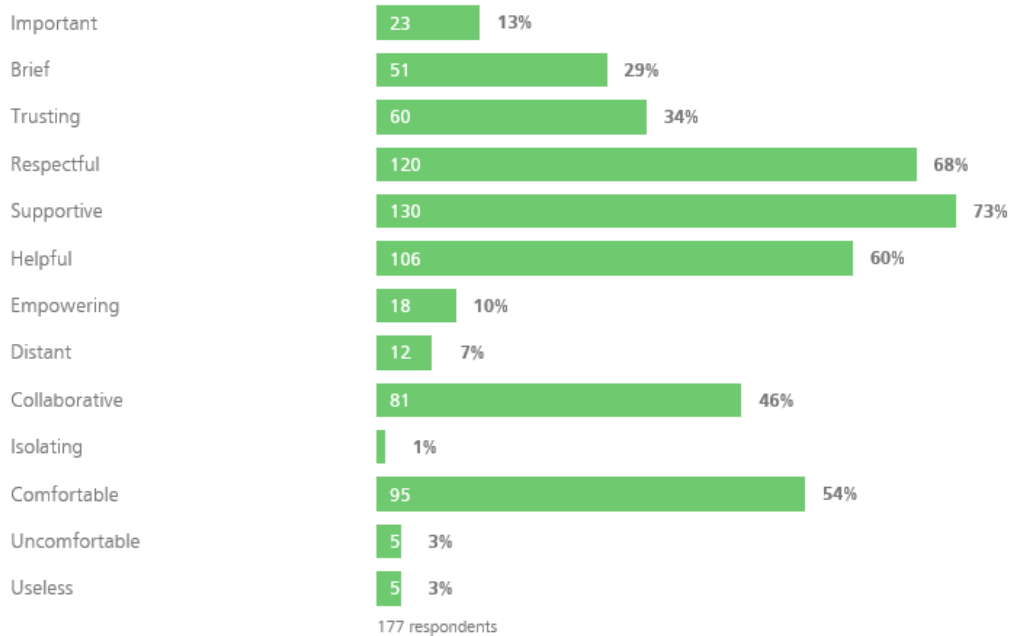
1. Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students? ▾



2. Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school? ▾

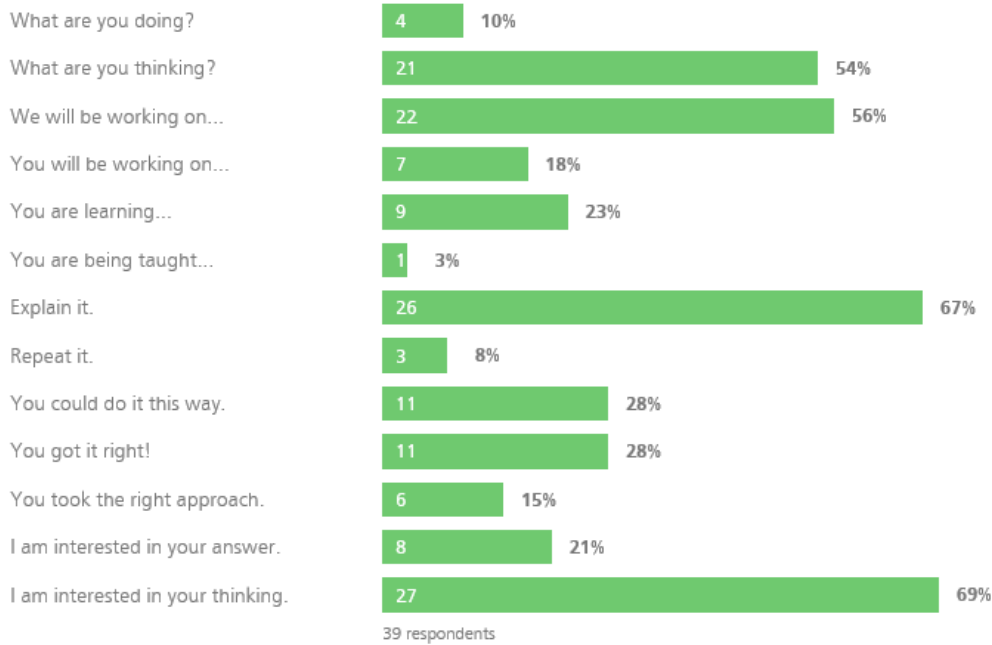


3. Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school? ▾

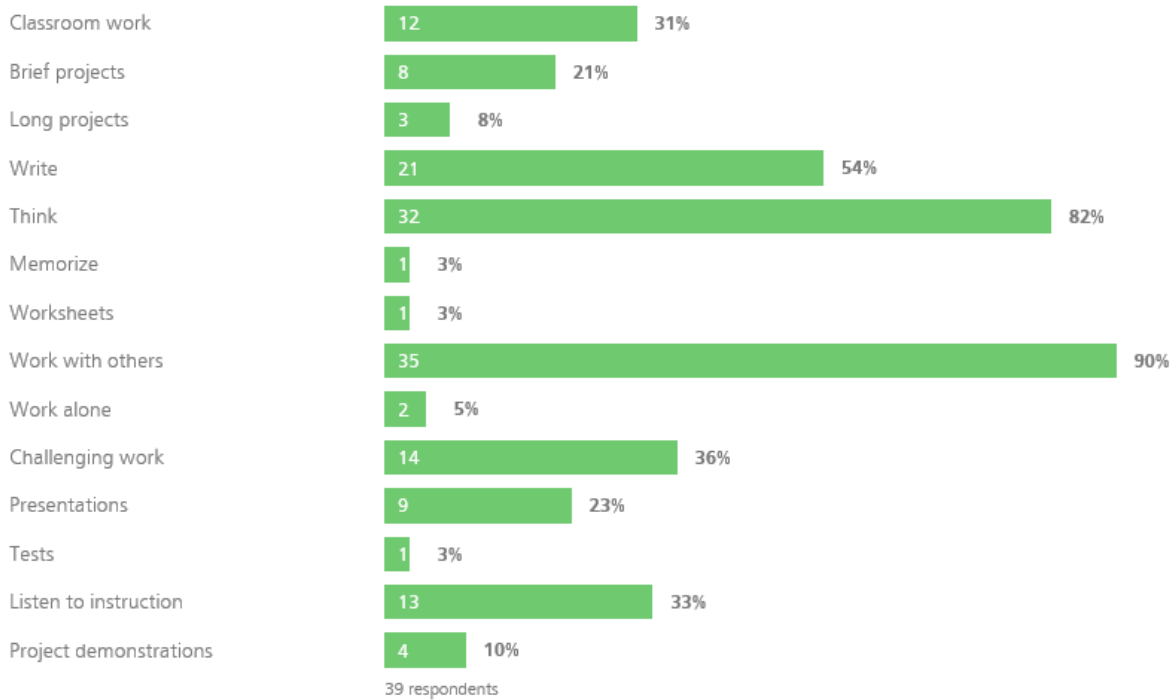


The following charts show student feedback from the 2017 Climate and Culture Elementary School Teacher Survey. Teachers at Stone continue to express satisfaction with the school climate and appreciate the supportive culture of collaboration among their peers.

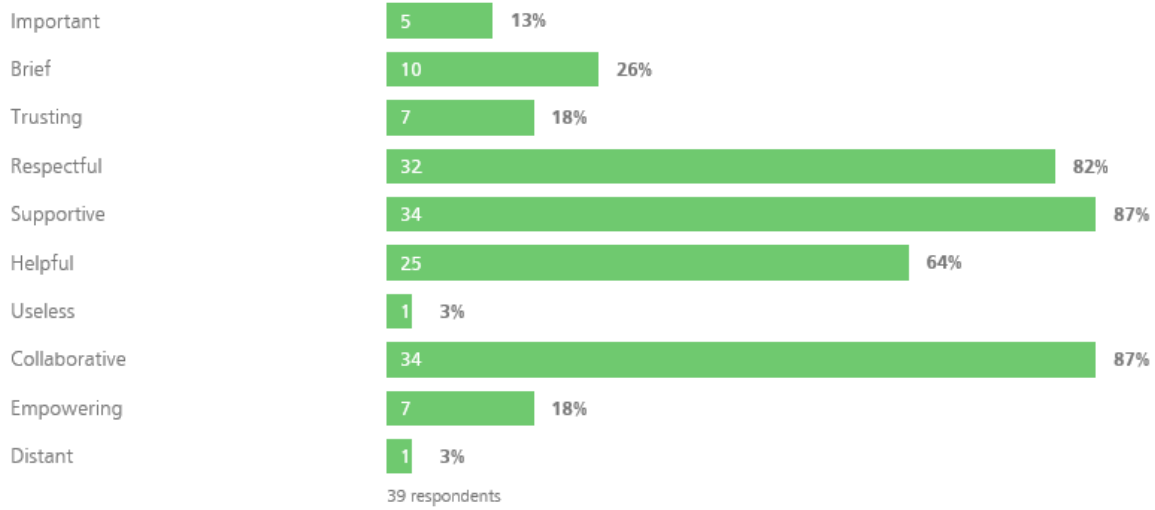
2. Which four of the following phrases best describe, in general, the kinds of things you say to your students? ▾



5. Which four of the following words or phrases best describe, in general, what students most often DO in your classroom? ▾



6. Which four of the following words best describe the interactions you have with other teachers at your school? ▾



**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 63% in 2016-17 to 65.34% in 2022-23.

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by .39% annually.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations	<b>School Projected Elementary</b>	<b>63.78</b>	<b>64.17</b>	<b>64.56</b>	<b>64.95</b>	<b>65.34</b>
		<b>School Actual Elementary</b>					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations	<b>District Projected Elementary</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implementation of Lucy Calkins Reading Units in Grades 1-3	2018-2019	Cathy Dodson	\$5100.00	General Fund Local Fund PTA Grant	Lesson plans Classroom observations
2. Differentiated Arts Integration Professional Development	2018-2023	Cameron Patton	\$4300.00	ABC Grant PTA Grant	Portal sign-in Lesson plans Artists-In-Residence schedules
3. Balanced Literacy Learning Labs	2018-2023	Cameron Patton	None		Portal sign-in

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
					PD calendar Teacher reflection forms

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 65% in 2016-17 to 66.68% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by .28% annually.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations	<b>School Projected Elementary</b>	<b>65.56</b>	<b>65.84</b>	<b>66.12</b>	<b>66.40</b>	<b>66.68</b>
		<b>School Actual Elementary</b>					



SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations	<b>District Projected Elementary</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>
		<b>District Actual Elementary</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement a school-wide fact fluency initiative through game-based learning	2018-2021	Suzy Dover	None		Math vision planning agendas Grade level newsletters School website
2. Differentiated Arts Integration Professional Development	2018-2023	Cameron Patton	\$4200	ABC Grant PTA Grant	PD calendar Portal sign-in

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
3. Math Workshop Learning Labs	2018-2023	Cameron Patton	None		Portal sign-in Teacher reflection forms
4. Early Math Intervention in Kindergarten and First Grade	2018-2023	Brett Vaughn	\$35000	Local Fund	

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 3** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by \_\_\_\_\_% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18  Grade 4 only	<b>School Projected Elementary</b>					
		<b>School Actual Elementary</b>					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18  Grade 4 only	<b>District Projected Elementary</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Elementary</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Weekly science lab (Kindergarten through 2 <sup>nd</sup> grade)	2018-2020	Linda Tedrow	\$18,000/per year	Local Fund	Lesson plans Science Lab schedule Classroom observations
2. Integration of PHET Interactive simulations (4 <sup>th</sup> and 5 <sup>th</sup> grade)	2018-2020	Suzy Dover	\$1000	PTA Grant	Lesson plans Classroom observations
3. Implementation of coaching cycles in the area of science	2018-2019	Cameron Patton	None		Coaching calendar Teacher/IC reflection

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
					forms

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 4** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by \_\_\_\_\_% annually.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>School Projected Elementary</b>					
		<b>School Actual Elementary</b>					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Elementary</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Elementary</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Curriculum Integration Professional Development (Social Studies and English Language Arts)	2018-2019	Cameron Patton	None		Agenda Portal sign-in
2. Arts Integration Professional Development	2018-2023	Cameron Patton	\$4200	ABC Grant PTA Grant	PD calendar Portal sign-in
3. Collaboration with the Peace Center to create arts-based, content-focused experiences	2018-2023	Cameron Patton	None		Peace Center field trip calendar Student reflection forms Lesson plans



**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 5 Annually** increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SC READY test data file	N/A	<b>Projected Hispanic</b>	N/A	N/A	N/A	N/A	N/A
SC READY ELA SC READY test data file	N/A	<b>Actual Hispanic</b>	N/A	N/A	N/A	N/A	N/A

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations	<b>Projected AA 27.5</b>	30	32.5	35	37.5	40
SC READY ELA SC READY test data file		<b>Actual AA</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations	<b>Projected SWD 34.1</b>	36.2	38.3	40.4	42.5	44.6
SC READY ELA SC READY test data file		<b>Actual SWD</b>					
SC READY ELA SC READY test data file	N/A	<b>Projected LEP</b>	N/A	N/A	N/A	N/A	N/A
SC READY ELA SC READY test data file	N/A	<b>Actual LEP</b>	N/A	N/A	N/A	N/A	N/A
SC READY ELA SC READY test data file	Baseline will be established in 2017- 2018	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file		<b>Actual SIP</b>					

SC READY Math SC READY test data file	N/A	<b>Projected Hispanic</b>	N/A	N/A	N/A	N/A	N/A
SC READY Math SC READY test data file	N/A	<b>Actual Hispanic</b>	N/A	N/A	N/A	N/A	N/A
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations	<b>Projected AA 30.33</b>	32.66	34.99	37.32	39.65	41.98
SC READY Math SC READY test data file		<b>Actual AA</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations	<b>Projected SWD 28.44</b>	30.88	33.32	35.76	38.2	40.64
SC READY Math SC READY test data file		<b>Actual SWD</b>					
SC READY Math SC READY test data file	N/A	<b>Projected LEP</b>	N/A	N/A	N/A	N/A	N/A
SC READY Math SC READY test data file		<b>Actual LEP</b>					

SC READY Math SC READY test data file	Baseline will be established in 2017- 18	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file		<b>Actual SIP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 4 only</i>	<b>Projected Hispanic</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 4 only</i>	<b>Actual Hispanic</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 4 only</i>	<b>Projected AA</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 4 only</i>	<b>Actual AA</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 4 only</i>	<b>Projected SWD</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 4 only</i>	<b>Actual SWD</b>					

SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 4 only</i>	<b>Projected LEP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 4 only</i>	<b>Actual LEP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 4 only</i>	<b>Projected SIP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 4 only</i>	<b>Actual SIP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 5 only</i>	<b>Projected Hispanic</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 5 only</i>	<b>Actual Hispanic</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 5 only</i>	<b>Projected AA</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 <i>Grades 5 only</i>	<b>Actual AA</b>					

SCPASS Social Studies SCPASS test <i>data file</i>	Baseline will be established in 2017-18 <i>Grades 5 only</i>	<b>Projected SWD</b>					
SCPASS Social Studies SCPASS test <i>data file</i>	Baseline will be established in 2017-18 <i>Grades 5 only</i>	<b>Actual SWD</b>					
SCPASS Social Studies SCPASS test <i>data file</i>	Baseline will be established in 2017-18 <i>Grades 5 only</i>	<b>Projected LEP</b>					
SCPASS Social Studies SCPASS test <i>data file</i>	Baseline will be established in 2017-18 <i>Grades 5 only</i>	<b>Actual LEP</b>					
SCPASS Social Studies SCPASS test <i>data file</i>	Baseline will be established in 2017-18 <i>Grades 5 only</i>	<b>Projected SIP</b>					
SCPASS Social Studies SCPASS test <i>data file</i>	Baseline will be established in 2017-18 <i>Grades 5 only</i>	<b>Actual SIP</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>	<b>EVALUATION</b>
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<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Administer small group instruction in test-taking strategies for students identified using Mastery Connect data	2018-2023	Cameron Patton	None		Mastery Connect data analysis Small group schedule Observations
2. Early morning instructional support	2018-2020	Classroom Teachers	None		Anecdotal notes Student work samples
3. Arts Integrated instruction in all core content areas	2018-2023	Classroom Teachers	\$4200	ABC Grant PTA Grant	Lesson plans Classroom observations
4. Monthly On Track data meetings	2018-2023	Suzanne Shouse	None		Meeting agendas On Track calendar

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 6 Annually** increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					



FastBridge	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
MAP	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Fountas and Pinnell	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
FastBridge	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tier 2 Classroom Intervention in all K5 classrooms (administered by teaching assistants)	2018-2023	Cathy Dodson Jean Thomas	None		FastBridge progress monitoring data Coaching cycle notes
2. Tier 2 Instruction for qualifying first, second, and third grade students	2018-2023	Jean Thomas Cathy Dodson	None		Lesson plans FastBridge progress monitoring data
3. Implementation of Multisensory Word Study	2018-2023	Cathy Dodson	None		Lesson plans Classroom observations

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 1** The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
Employment report	Baseline will be established in 2017-18	<b>School Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual</b>					
Employment report	Baseline will be established in 2017-18	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

		<b>District Actual</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Maintain instructional environment that supports teacher growth and development	2018-2023	Brett Vaughn	None		PD calendar Learning Lab teacher reflections
2. Provide quality mentoring opportunities for high school students and college students considering a career in education	2018-2023	Cameron Patton	None		Teacher cadet placements Practicum and student teacher placements
3. Maintain a positive community profile which highlights the school's accomplishments and supportive	2018-2023	Brett Vaughn	None		School website Local media posts

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
culture					PTA and SIC meeting minutes

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 1** Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	92.2	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					

	<b>97.5</b>	<b>School Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>School Actual Teachers</b>					
	<b>98.1</b>	<b>School Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>School Actual Parents</b>					
SDE School Report Card Survey	<b>91</b>	<b>District Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Students</b>					
	<b>94</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers</b>					

	88	<b>District Projected Parents</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Parents</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Digital Citizenship and Safety Program	2018-2023	Suzy Dover	\$1000	PTA Grant Local Funds	Lesson plans Technology plan Observations
2. Parent Lunch and Learns	2018-2023	Suzy Dover Brooke Howard	\$2400	PTA Grant	Lunch and Learn agendas Parent Involvement calendar
3. School Counseling Classroom	2018-2023	Brooke Howard	None		Lesson plans



<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Lessons					School counseling schedule
4. Maintain functions of the facility to insure students, staff, families, and visitors feel secure	2018-2023	Brett Vaughn	None		Car tag system Drill schedule Safety videos Workers comp regulations Volunteer guidelines

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 4** The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	93	School Projected					
		School Actual					

AdvancED Culture & Climate Surveys	89	<b>District Projected</b>	90	90	90	90	90
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Engage in consistent positive, relationship-building experiences with students	2018-2023	all staff members	None		Morning meeting plans Positive behavior intervention plans
2. Engage in regular parent communication	2018-2023	all staff members	None		School website Emails Communication logs Conference schedules
3. Classroom, grade level, and school-	2018-2023	all staff members	None		Agendas

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
wide performances					School website
4. Partnering with PTA and SIC to create school events that engage stakeholders	2018-2023	Brett Vaughn	None		PTA Calendar of events SIC agendas and minutes

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 5 Achieve** and maintain a student attendance rate of 95% or higher.

**INTERIM PERFORMANCE GOAL:** Maintain an annual student attendance rate of 95% or higher.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>96.9</b>	<b>School Projected</b>					
		<b>School Actual</b>					

	(2016-17) <b>95</b>	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. On Track monthly meetings	2018-2023	Suzanne Shouse	None		On Track agendas
2. Parent communication regarding tardies and absences	2018-2023	Suzanne Shouse	None		Parent letters Communication logs Conference schedule
3. School counseling classroom lessons	2018-2023	Brooke Howard	None		Lesson plans

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
					Classroom observations
4. Student recognition and attendance awards	2018-2023	Classroom teachers	\$500	PTA Grant Local Fund	Awards Day programs

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 6** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid 3 % Lonely 8 % Angry 4%	<b>School Projected</b>	<b>Afraid ≤3</b> <b>Lonely ≤7</b> <b>Angry ≤4</b>	<b>Afraid ≤3</b> <b>Lonely ≤7</b> <b>Angry ≤4</b>	<b>Afraid ≤3</b> <b>Lonely ≤6</b> <b>Angry ≤4</b>	<b>Afraid ≤3</b> <b>Lonely ≤6</b> <b>Angry ≤4</b>	<b>Afraid ≤3</b> <b>Lonely ≤5</b> <b>Angry ≤4</b>
		<b>School Actual</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>



AdvancED Culture & Climate Surveys	Afraid – 5%	<b>District Projected</b>	<b>Afraid ≤ 5</b>	<b>Afraid ≤ 5</b>	<b>Afraid ≤ 5</b>	<b>Afraid ≤ 5</b>	<b>Afraid ≤ 5</b>
	Lonely – 10%		<b>Lonely ≤ 9</b>	<b>Lonely ≤ 9</b>	<b>Lonely ≤ 8</b>	<b>Lonely ≤ 8</b>	<b>Lonely ≤ 7</b>
	Angry – 8%		<b>Angry ≤ 7</b>	<b>Angry ≤ 7</b>	<b>Angry ≤ 6</b>	<b>Angry ≤ 6</b>	<b>Angry ≤ 5</b>
		<b>District Actual</b>	<b>Afraid ≤</b>	<b>Afraid ≤</b>	<b>Afraid ≤</b>	<b>Afraid ≤</b>	<b>Afraid ≤</b>
			<b>Lonely ≤</b>	<b>Lonely ≤</b>	<b>Lonely ≤</b>	<b>Lonely ≤</b>	<b>Lonely ≤</b>
			<b>Angry ≤</b>	<b>Angry ≤</b>	<b>Angry ≤</b>	<b>Angry ≤</b>	<b>Angry ≤</b>

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Greenville Mental Health Program	2018-2023	Sam Miller	None		Counseling Log
2. Implementation of Growth Groups to address student needs	2018-2013	Brooke Howard	None		Small Group Schedule Anecdotal Notes
3. Parent Lunch and Learns	2018-2023	Brooke Howard Suzy Dover	\$2400	PTA Grant Local Fund	Lunch and Learn Agendas Parent Involvement Calendar

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
4. PTA Programming	2018-2023	Jo Halmes	None		PTA Calendar PTA Agendas