

Stone Academy

Edward P. Holliday, Principal

Greenville County Schools
Mr. W. Burke Royster, Superintendent

School Renewal Plan for
2013-2014 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Stone Academy

DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Bert Medlock		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Ed Holliday		
PRINTED NAME	SIGNATURE	DATE

SCHOOL 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	Bonnie McClain
3. PARENT/GUARDIAN	Ann Bruccoliere
4. COMMUNITY MEMBER	Susan Shi
5. SCHOOL IMPROVEMENT COUNCIL	Bert Medlock
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Suzanne Shouse
Instructional Coach	Christine Lewis
School Counsellor	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 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).
- X **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- X **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- X **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- N/A **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- 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 **Collaboration**

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

X **Developmental Screening**

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

Half-Day Child Development

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

X **Developmentally Appropriate Curriculum for PreK–3**

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

Parenting and Family Literacy

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

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

Vision Planning Reading Committee	Vision Planning Math Committee
Chair: Alice Littlejohn	Chair: Christine Lewis
Kindergarten rep: Karen Phoenix	Kindergarten rep: Erica Blackston
Grade 1 rep: Andi Buckless	Grade 1 rep: Jill Spence, Caroline Hicks
Grade 2 rep: Jillian Grimsley	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: Angela Smith	Grade 5 rep: George Koontz
Specialist rep: Jean Thomas, Cathy Dodson	Specialist rep: Sarah Knight, Kristen Mostoller
Related Arts rep: Jill Rohrer	Related Arts rep: Cyndi Waddell

Vision Planning Technology Committee	Vision Planning Parent Involvement Committee
Chair: Suzy Dover	Chair: Brooke Howard
Kindergarten rep: CJ Bell	Kindergarten rep: Candi Bolt
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: Sharon Gilstrap
Specialist rep: Jill Iles, Suzanne Shouse	Specialist rep: Amy Parsons, Ed Holliday
Related Arts rep: Nicole Ackerman	Related Arts rep: Jeanie Reed

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 74% coming from the attendance area (within a 1.5 mile radius of the school) and 26% coming from across Greenville County. Of our total 616 students in 2014-2015, 71% are White, 18% are Black or African-American, 6% are two or more races, 4% are Hispanic, and <1% are Asian. 38% of our students in grades 3-5 are served in the Gifted and Talented Program. 28% of our students receive subsidized meals.

In preparing for the 2014-2015 school year, we spent time examining our test scores from the previous year. In doing so, we noted that while the percentage of students scoring "Met" and "Exemplary" on PASS has stayed consistent, the overall mean scale score for our students has dropped over the last 3 years in both ELA and Math. We also noted that our disabled population is now considered a subgroup in both of these subject areas. In the area of science we noted a slight increase over the previous year's scores for the overall mean, but a significant drop in our subsidized meals subgroup. In social studies, our overall mean scale score was consistent with the previous 2 years, and a slight increase was noted for both our African-American and subsidized meals subgroups. Stone Academy received an EXCELLENT Absolute Rating on the State Report Card for 2013-2014, which is the sixth year in a row we have received this distinction. For 2014, our ESEA/Federal Accountability Rating was 88.7 = B.

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. This year 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 in 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 2013-2014 school year was down from the previous 2 years for teachers, but increased slightly for students. We attribute the decrease in teacher attendance to several teachers who took Family Medical Leave throughout the year.

“Be the Change You Want to See in the World” is not only the school-wide theme for the year, but also a key component of our school guidance curriculum. Throughout the year we have given students strategies for dealing with conflicts and problems and held small-group counselling sessions. Our Make the World a Better Place club, which is a student-led initiative, has involved the whole school in several projects to help others in the surrounding the community. One such project involved collecting towels for local rescue missions that serve the homeless and others in need.

We did note on the student survey that 14% of our 5th grade students from last year said they didn’t feel safe at school. However, when looking at their survey as a whole, the results were very positive, so we do not see any need to make drastic changes to our current protocols. We will continue to practice at least 2 full lock-down drills each year, as well as 2 partial lock-down drills. We will also continue to have a police officer patrol the building at multiple times throughout the school day.

Over the last three 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, 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 are Stone are very dedicated and always willing to learn something new.

While 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, we purchased an additional class set of iPads and Latitude notebooks, 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 a part-time technology specialist 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 616 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 22 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 74% 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 9 and 11	Meet the Teacher Night for K-2 and 3-5
October 6	Curriculum Crash Night
November 10	Honor Roll and Book Fair
December 8	Holiday Concert
January 12	Technology Night
February 9	Honor Roll and Science Fair
March 9	Book Fair
April 13	Honor Roll
May 11	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. One of the topics of discussion this year has been renovation of the school basement. By creating usable space in this area, intenerate teachers would have a class space, and large groups could be hosted without impeding on the library, cafeteria, or gym.

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

2014	89.7%
2013	84.6%
2012	94.4%
2011	97.1%
2010	92.1%

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

2014	94.8%
2013	95.8%
2012	96.3%
2011	93.4 %
2010	97.1%

Teachers Returning Rate at Stone Academy

2014	94.1%
2013	93.0%
2012	94.9%
2011	93.4%
2010	91.5%

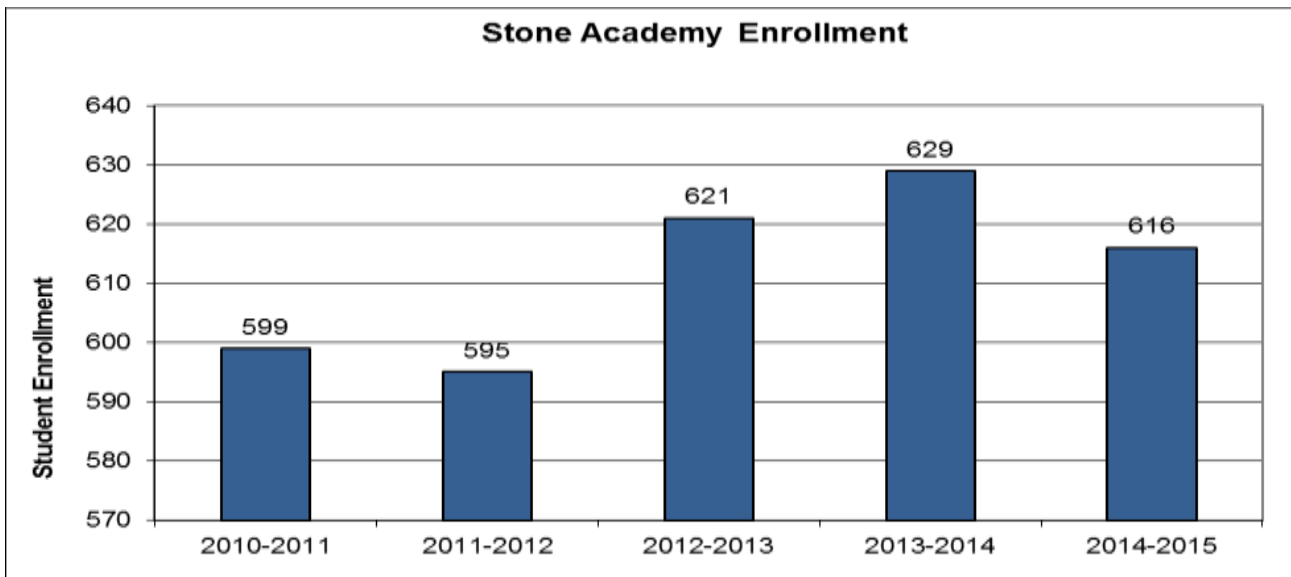
The following chart shows the number of professional development days attended per teacher for the past 5 years.

Professional Development Days Attended by Teachers

2013 – 2014	7.0 days
2012 – 2013	6.4 days
2011 – 2012	7.4 days
2010 – 2011	8.9 days
2009 – 2010	6.1 days

Student Population Data

Stone Academy’s student population is diverse with 74% coming from the attendance area (within a 1.5 mile radius of the school) and 26% coming from across Greenville County. Of our total 616 students in 2014-2015, 71% are White, 18% are Black or African-American, 6% are two or more races, 4% are Hispanic, and <1% are Asian. 38% of our students in grades 3-5 are served in the Gifted and Talented Program. 28% 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 11 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

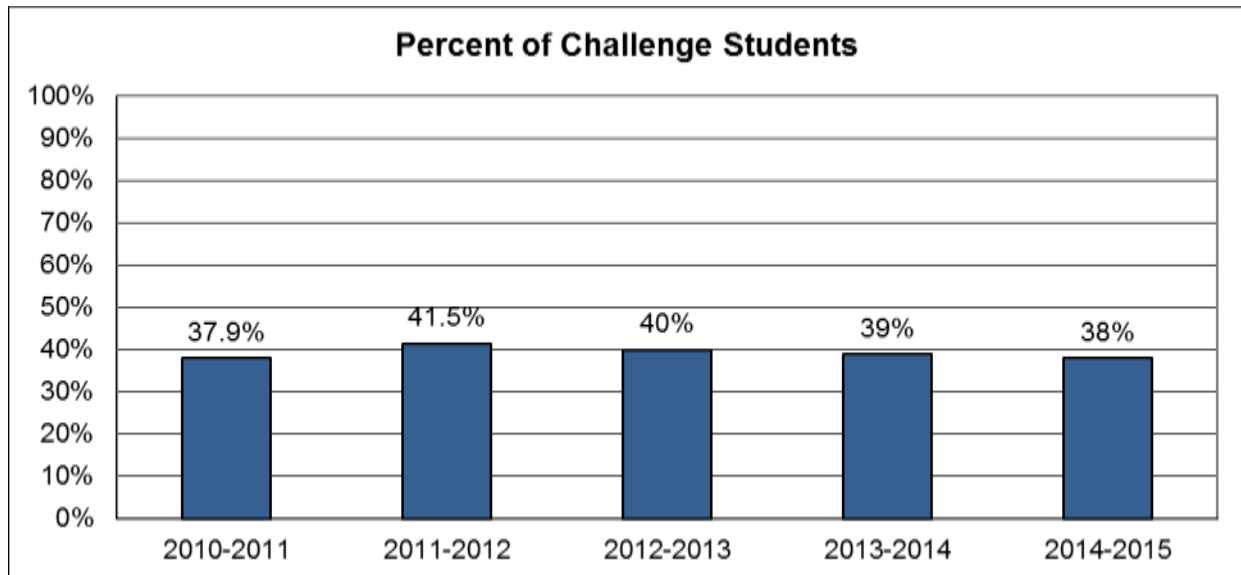
Grade 5 – 100 students – 4 classes

Learning Disabled-Neuro Self-Contained – 11 students – 1 class

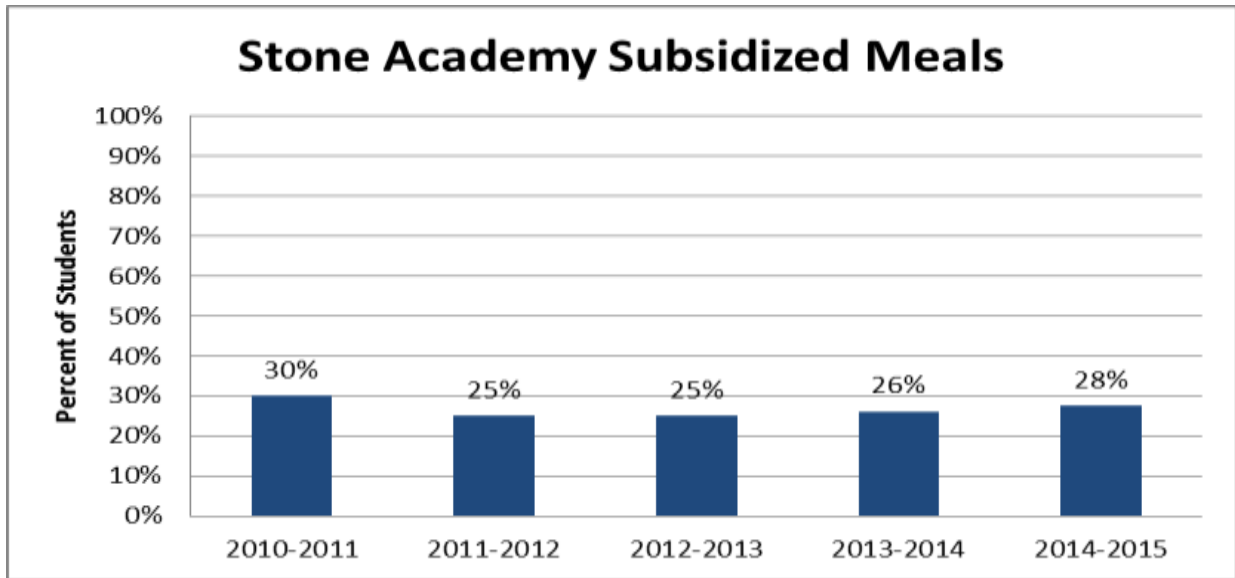
Attendance during the 2013-2014 school year increased slightly for students.

	Student Attendance
2013 – 2014	97.4%
2012 – 2013	97.3%
2011 – 2012	97.5%
2010 – 2011	97.1%
2009 – 2010	96.6%

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
2013 – 2014	0.6%
2012 – 2013	0.5%
2011 – 2012	0.2%
2010 – 2011	0.9%
2009 – 2010	0.0%

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. CHAMPS 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 the “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) program serves students in Kindergarten – Second grade who qualify based on assessments given throughout the year.
11. Math small groups and workstations have focused on pre-assessment data to identify student’s 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 stake holders.
- 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.

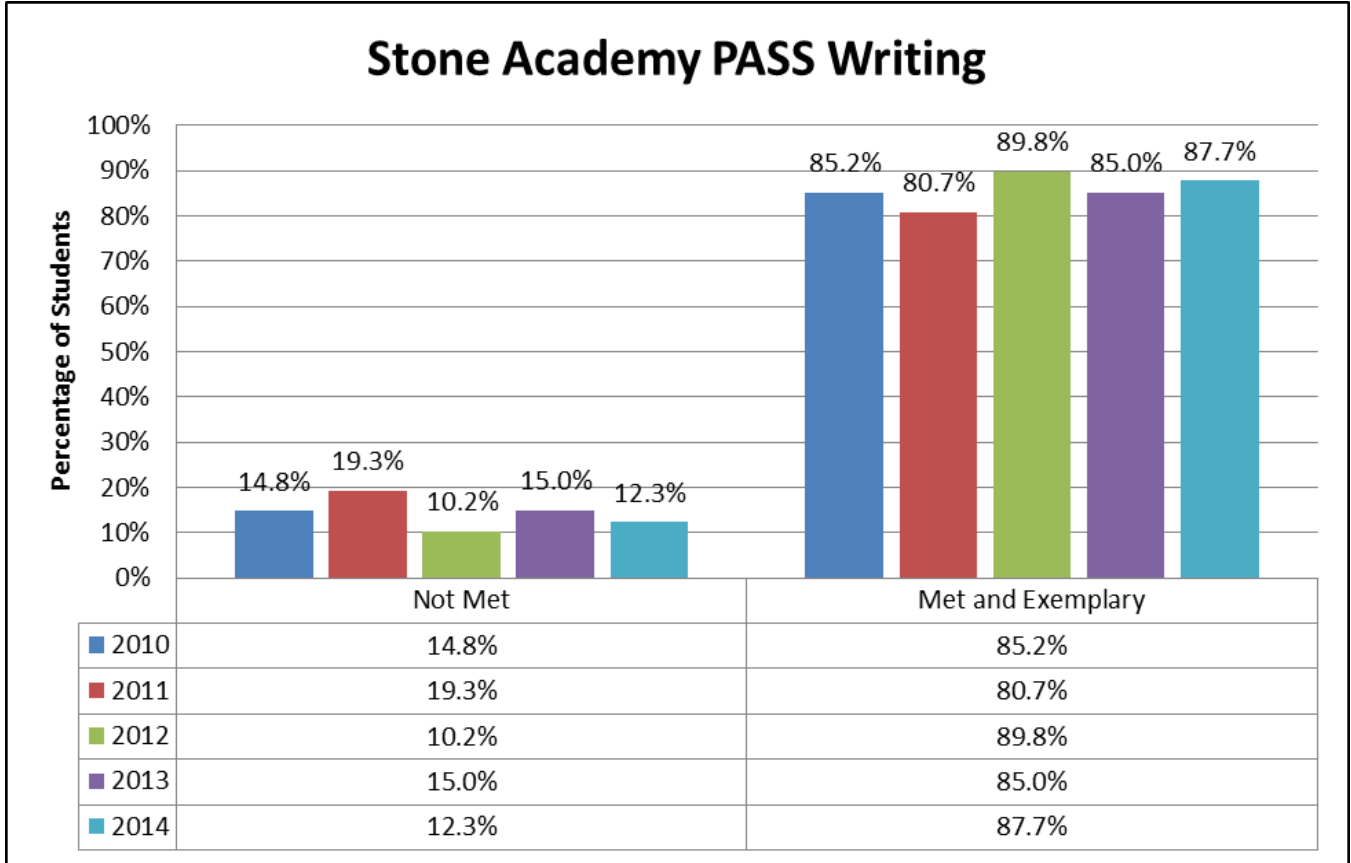
It is also necessary for teachers to utilize appropriate assessments for different learning objectives as an integral part of teaching. Assessments should allow teachers the ability to monitor and affirm students, thus guiding students to develop concepts and problem-solving skills.

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*.

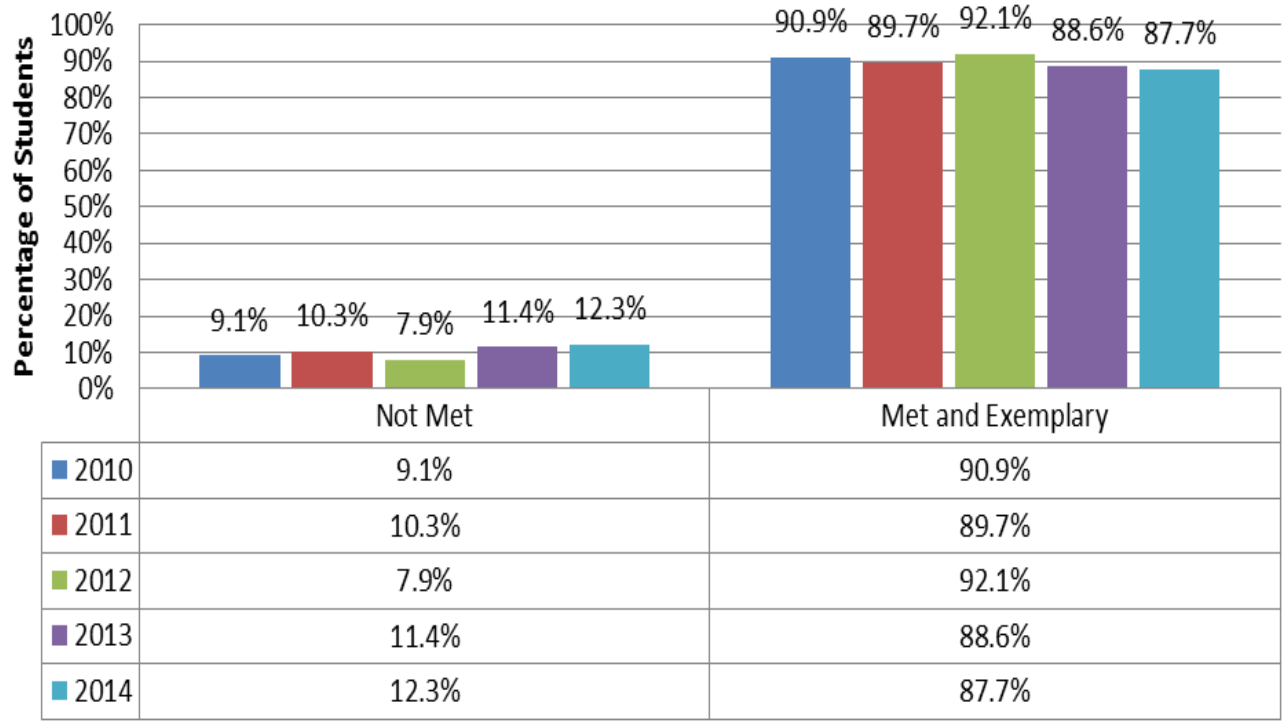
PASS Writing



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.

PASS ELA

Stone Academy PASS ELA



Mean Scale Score for PASS ELA

ELA – 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	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				

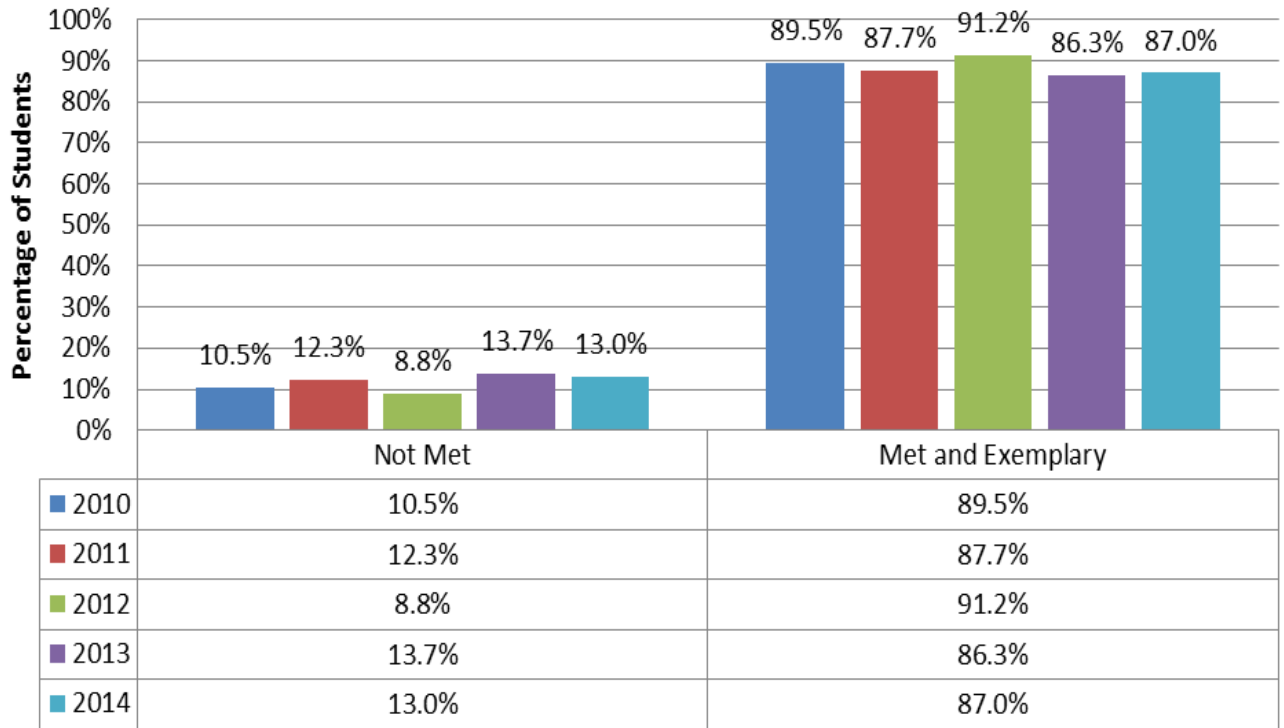
While the overall performance on the PASS ELA test is high, we recognize that there are distinct gaps to close – African-American and subsidized meals. To address these gaps, we have implemented a Balanced Literacy approach that incorporates Guided Reading to address students individually and in small groups at their instructional reading level. In addition, students in K-2nd who demonstrate weakness in reading comprehension or fluency receive additional help from a certified reading interventionist on a daily basis.

Percent Tested on PASS ELA

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	99.7	99.7				
Male	100	99.3	100				
Female	100	100	99.4				
White	100	99.6	99.6				
African-American	100	100	100				
Asian/Pacific Islander	NA	NA	NA				
Hispanic	NA	NA	NA				
American Indian/Alaskan	NA	NA	NA				
Disabled	NA	NA	97.3				
Limited English Proficient	NA	NA	NA				
Subsidized Meals	100	100	100				
Migrant	NA	NA	NA				

PASS Math

Stone Academy PASS Math



Mean Scale Score for PASS Math

Math - 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	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				

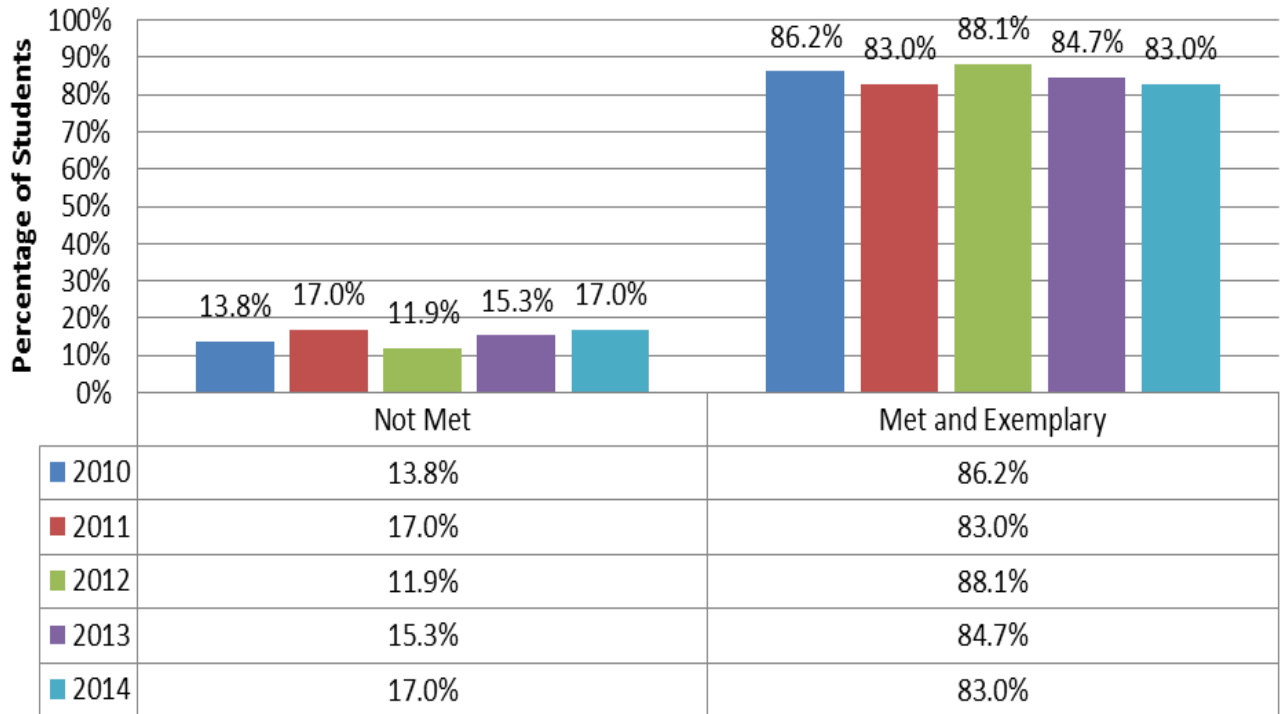
We have noted a decrease this past year in our percentage of students scoring *Met and Exemplary* on PASS math, as well as the discrepancy with African-Americans and subsidized meals. To address the areas of concern, we are focusing our professional development on implementing math workstations and strengthening our math instruction. We have also started 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 Math

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

PASS Science

Stone Academy PASS Science



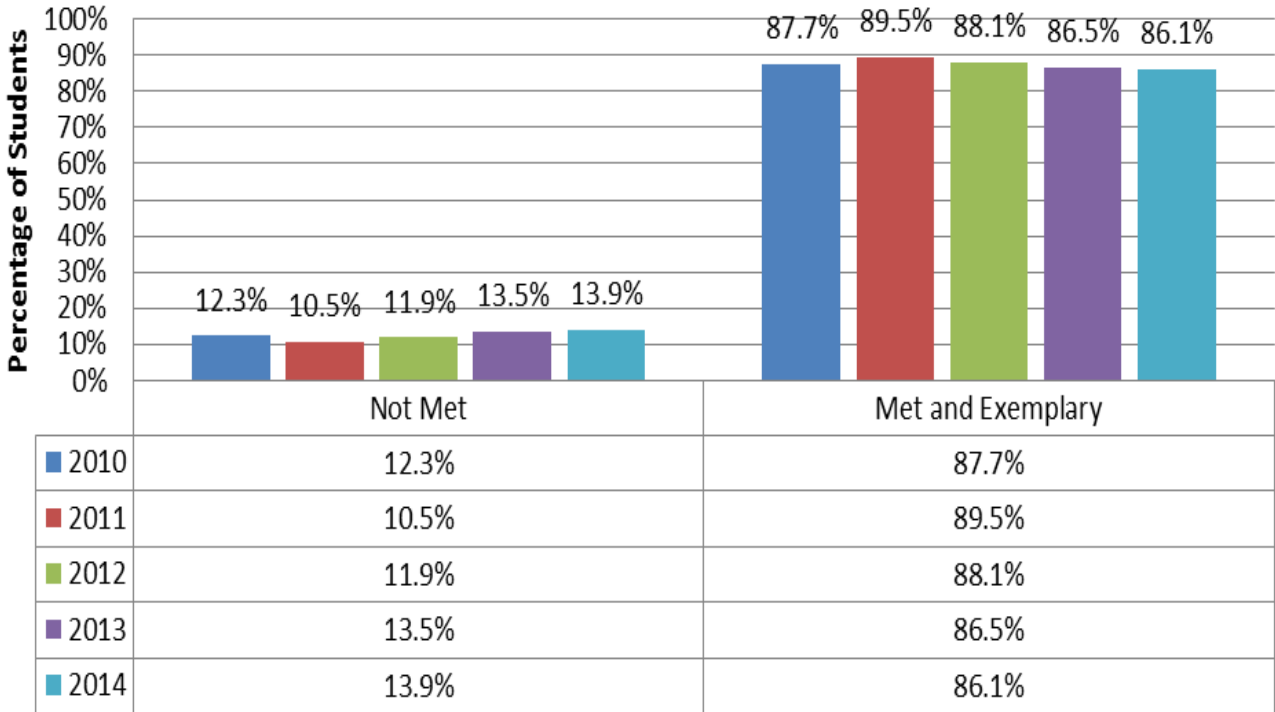
Mean Scale Score for PASS Science

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

We note that over the past 3 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. 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

Stone Academy PASS Social Studies

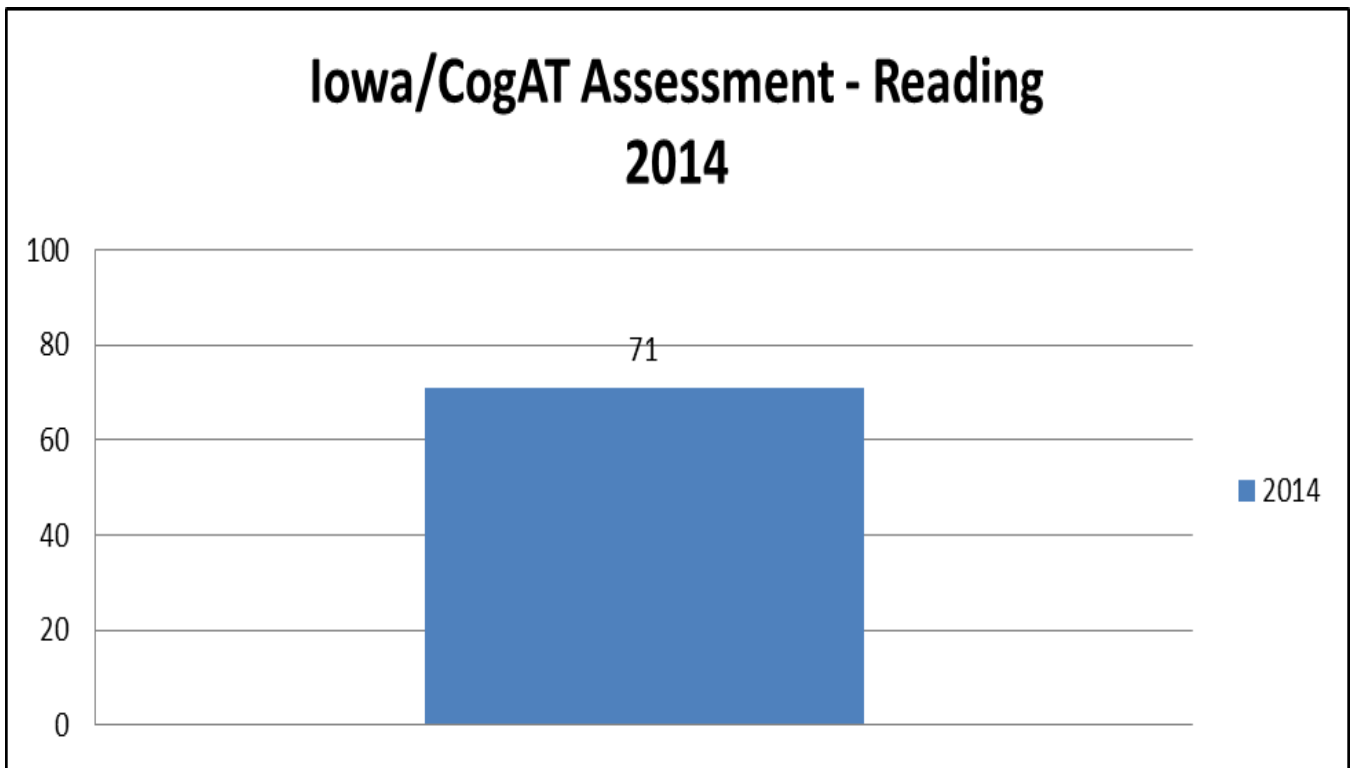
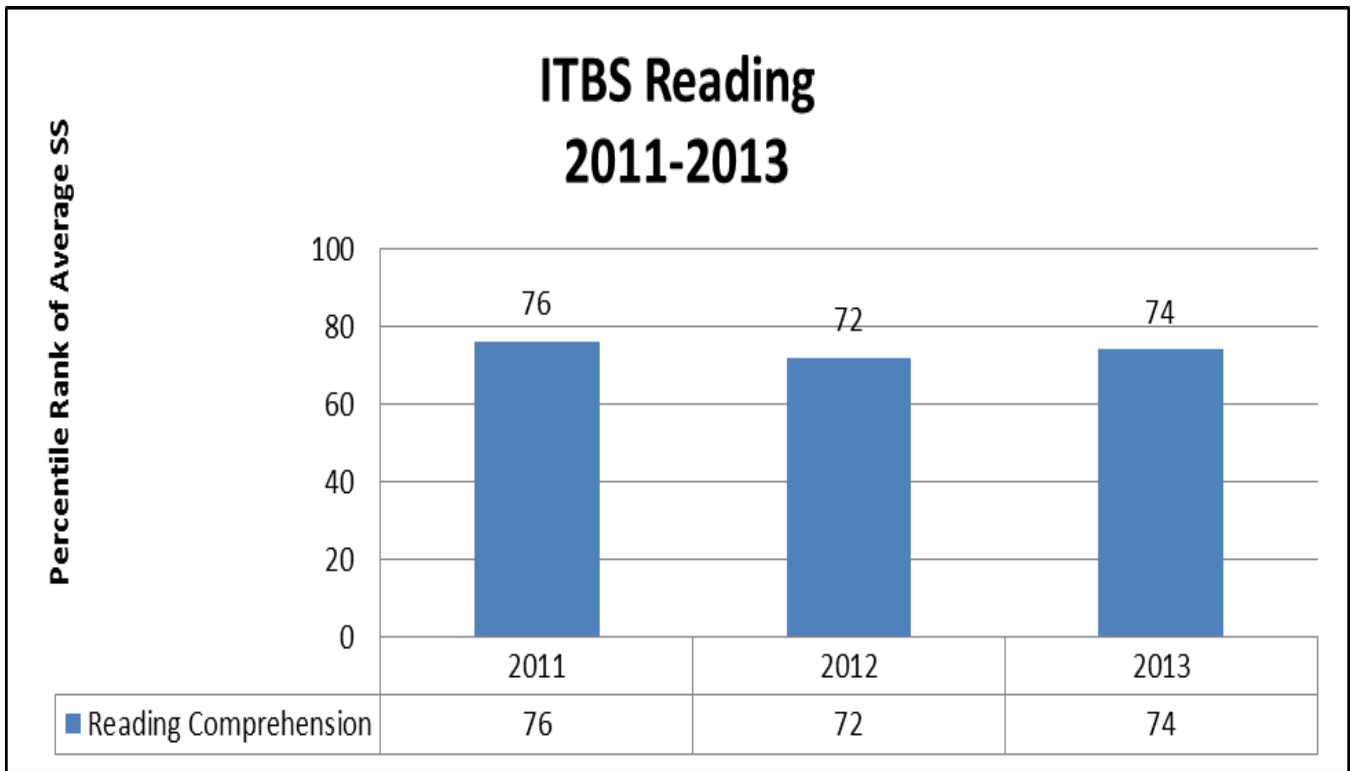


Mean Scale Score for PASS Social Studies

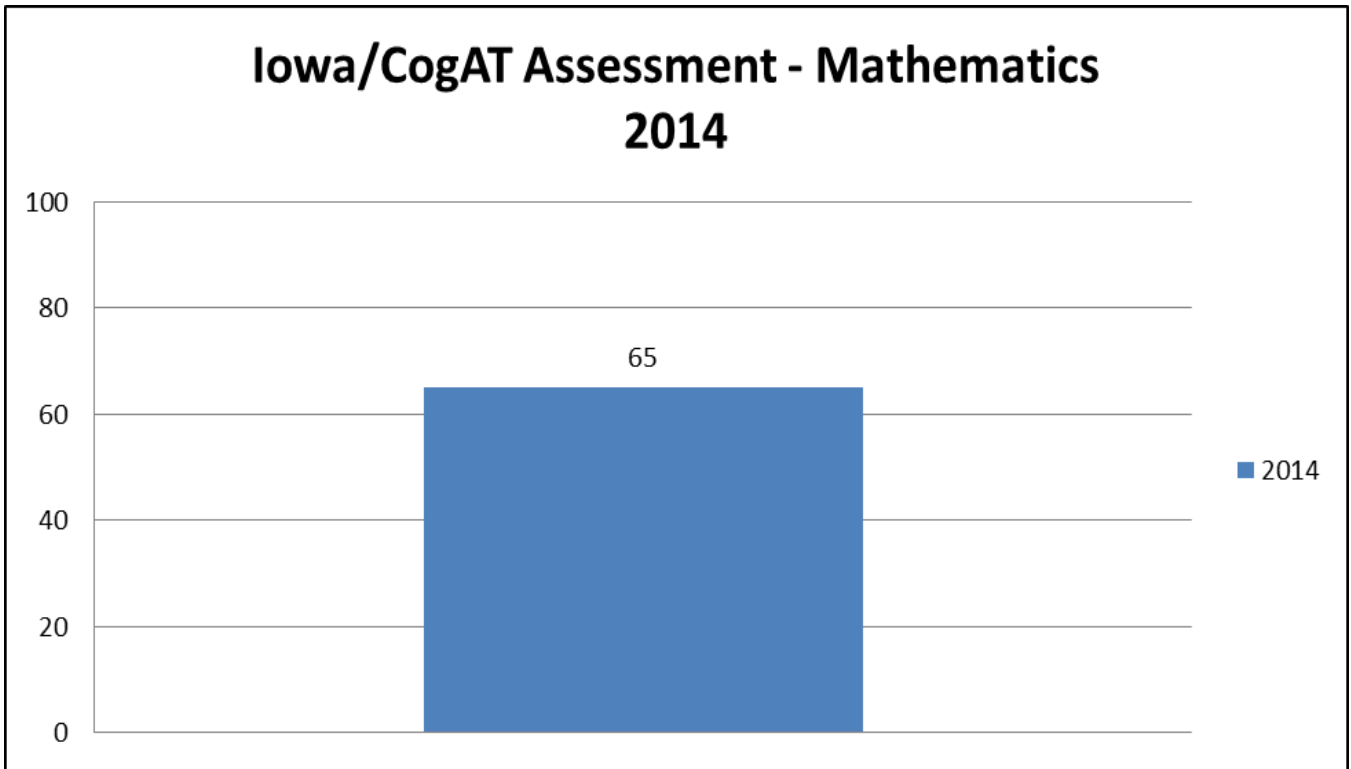
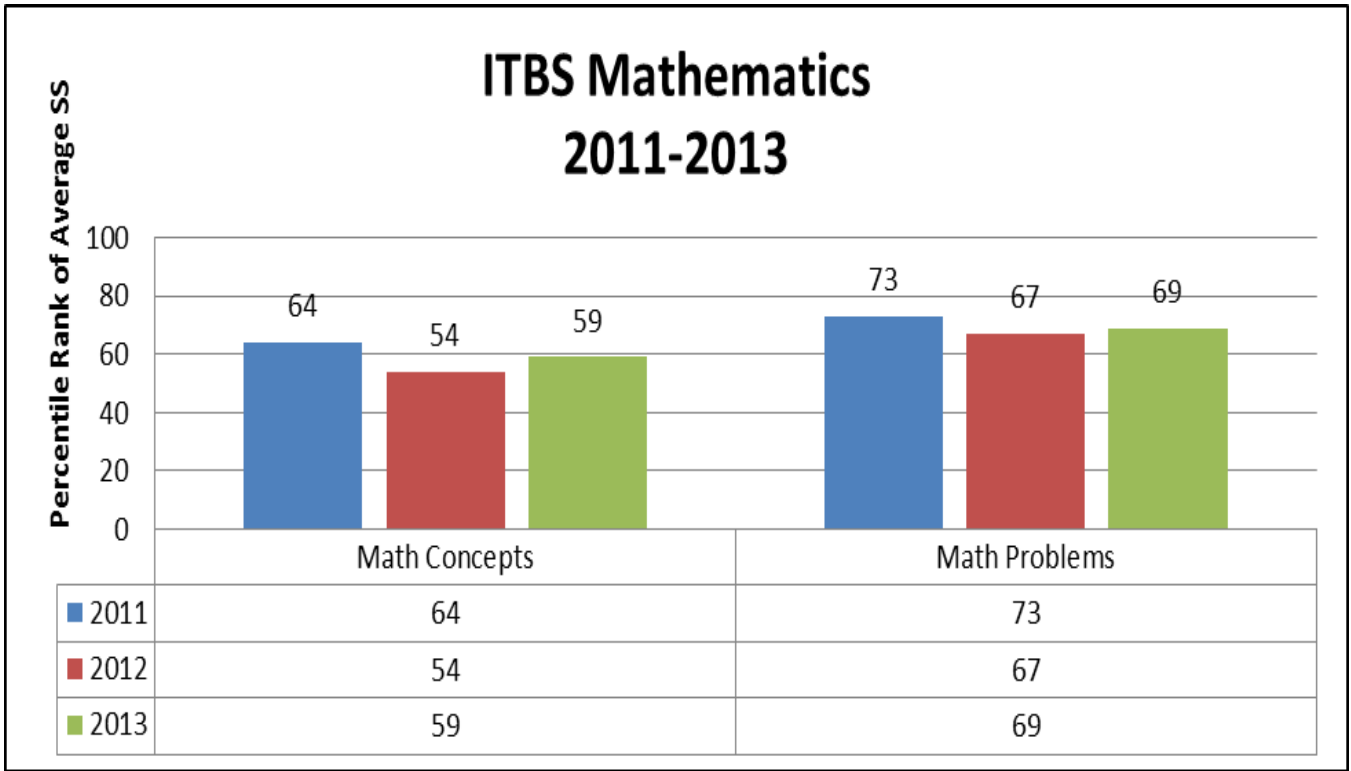
Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	660.7	664.7	663.2				
Male	660.3	665.2	664.1				
Female	661.1	664.2	662.4				
White	669.8	677.8	674.9				
African-American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

Our overall mean scale score in social studies has stayed fairly consistent over the last three years, and we note that our African-American and subsidized meals subgroups saw growth in 2014. However, both of these subgroups are substantially lower than the overall mean scale score. To address these 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

Each year our Program Evaluation Team decides on a school-wide focus based on teacher interest, data, and research to best improve student achievement. The overwhelming response was to focus on Math, as well as Arts Integration. This year, we are continuing our professional development in integrating the arts. Each grade level will meet with one related arts specialist for 1 half-day. The related arts teacher will focus on the standards for that one grade level, and the grade level teachers will focus on the standards for that one art form and how it fits into their curriculum. Every grade level will produce at least two arts integrated lessons for the year during this time. Additionally, we have focused 2 after-school sessions to planning for arts integration in science, social studies, and math through the use of Tableaus.

As a faculty, members will continue to improve their technology skills and increase the effectiveness of the instructional technology program. While at a variety of levels, the teachers have proven to be effective with the technology in their classrooms. Teachers and students regularly use laptops, the Promethean Board, and iPads for instruction and communication. Our part-time Technology Specialists has held weekly Tech Tuesdays for the faculty that focus on different types of technology each week. We also have continued our Technology Tips at each month's faculty meeting.

The following 2014 – 2015 schedule was developed:

- First Wednesday- Faculty Meeting
- Second Wednesday- Program Evaluation Team- Leadership Team with representation from each grade level and related arts.
- Third Wednesday- Workshops provided by staff and guests –Arts Integration, Math, and Technology
- Fourth Wednesday- Vision Planning Committees (Reading, Math, Technology, Parental Involvement).
Every grade level will have a representative on each of the four committees. Vision Planning Committees focus on our four school-wide goals with representation from all of our stake holders.

Teachers are encouraged to seek the professional development that they need in addition to the professional development provided here at Stone. Technology modules are offered through the district, along with Literacy and Math training and refresher courses.

The School Improvement Council (SIC) and the Parent Teacher Association (PTA) will continue to be guided by our four school wide goals, and all activities and focus of these committees will be embedded in reaching our school wide goals. SIC meets monthly on the first Thursday of every month at 12:30. SIC is represented by

teachers, parents, community members, business partners and PTA board members. To insure communication among all stakeholders, meeting notes will be e-mailed to the entire faculty and the SIC committee, which will then be shared with the PTA representatives.

Professional Development Plan

2014 – 2015

August 2014

Tuesday, August 12	Professional Development Day #1 – Opening Day
Wednesday, August 13	Professional Development Day #2 – Atlas & Live Binders <i>(Suzanne Shouse, Carrie Burch, Kara Holmgren)</i>
Thursday, August 14	Professional Development Day #3 – District Professional Development
Friday, August 15	Professional Development Day #4 – Teacher Workday
Monday, August 18	Professional Development Day #5 – Meet the Teacher: K 1:00-6:00, 1 st -5 th 4:00-6:00
Wednesday, August 27	Faculty Meeting

September 2014

Wednesday, September 3	Faculty Meeting
Tuesday, September 9	Technology Tuesday
Wednesday, September 10	PET Committee
Tuesday, September 16	Technology Tuesday
Wednesday, September 17	Professional Development – Tableau <i>(Christine Lewis & First Grade Teachers)</i>
Tuesday, September 23	Technology Tuesday
Wednesday, September 24	Vision Planning Committees
Tuesday, September 30	Technology Tuesday

October 2014

Wednesday, October 1	Faculty Meeting
Tuesday, October 7	Technology Tuesday

Wednesday, October 8 PET Committee

Tuesday, October 14 Technology Tuesday

Wednesday, October 15 Professional Development – Arts Integration Planning

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

Thursday, October 16 Professional Development Day #6 –
K-2 with Ellen Westkaemper – 8:30-10:00
3-5 with Ellen Westkaemper – 10:00-11:30
Parent/Teacher Conferences

Friday, October 17 Professional Development Day #7 –
Exchange Day #1

Tuesday, October 21 Technology Tuesday

Wednesday, October 22 Vision Planning Committees

Tuesday, October 28 Technology Tuesday

November 2014

Wednesday, November 5 Faculty Meeting

Tuesday, November 11 Technology Tuesday

Wednesday, November 12 PET

Tuesday, November 18 Professional Development –
Balanced Literacy Training
(*Dianne Wesselhoft*)

Tuesday, November 18 Technology Tuesday

Wednesday, November 19 Professional Development – Math Workstations

December 2014

Tuesday, December 2 Technology Tuesday

Wednesday, December 3 Faculty Meeting

Tuesday, December 9 Technology Tuesday

Wednesday, December 10 Professional Development –
Balanced Literacy Training
(*Dianne Wesselhoft*)

Wednesday, December 10 PET Committee

Tuesday, December 16 Technology Tuesday

January 2015

Tuesday, January 6 Technology Tuesday

Wednesday, January 7 Faculty Meeting

Tuesday, January 13 Technology Tuesday

Wednesday, January 14 PET Committee

Friday, January 16 Professional Development Day #8

Tuesday, January 20 Technology Tuesday

Wednesday, January 21 Professional Development –
Tableaus in Math: Writing the Script
(Christine Lewis)

Tuesday, January 27 Technology Tuesday

Wednesday, January 28 Vision Planning Committees

February 2015

Friday, February 6 Professional Development –
Balanced Literacy Training
(Dianne Wesselhoft)

Tuesday, February 3 Technology Tuesday

Wednesday, February 4 Faculty Meeting

Tuesday, February 10 Technology Tuesday

Wednesday, February 11 PET Committee

Tuesday, February 17 Technology Tuesday (*Cancelled because of snow*)

Wednesday, February 18 Professional Development – Text Card Tableaus
(*Cancelled because of snow*)

Tuesday, February 24 Technology Tuesday

Wednesday, February 25 Vision Planning Committees

March 2015

Tuesday, March 3	Technology Tuesday
Wednesday, March 4	Faculty Meeting
Tuesday, March 10	Technology Tuesday
Wednesday, March 11	PET Committee
Tuesday, March 17	Technology Tuesday
Wednesday, March 18	Professional Development – Text Card Tableaus (<i>Christine Lewis</i>)
Tuesday, March 24	Technology Tuesday
Wednesday, March 25	Vision Planning Committees

April 2015

Tuesday, April 7	Technology Tuesday
Wednesday, April 8	Faculty Meeting
Tuesday, April 14	Technology Tuesday
Wednesday, April 15	PET Committee
Tuesday, April 21	Technology Tuesday
Wednesday, April 22	Professional Development – ACT Aspire (<i>Suzanne Shouse</i>)
Tuesday, April 28	Technology Tuesday
Wednesday, April 29	Vision Planning Committees

May 2015

Tuesday, May 5	Technology Tuesday
Wednesday, May 6	Faculty Meeting
Tuesday, May 12	Technology Tuesday
Wednesday, May 13	PET Committee
Tuesday, May 19	Technology Tuesday
Wednesday, May 20	Professional Development – Planning for 2015-2016 (<i>Christine Lewis</i>)
Wednesday, May 27	Vision Planning Committees

June 2015

Monday, June 8	Professional Development Day #9 – Teacher Workday
Tuesday, June 9	Professional Development Day #10 – Exchange Day #2

**Professional Development Plan
2015 – 2016**

Our plan for professional development for the 2015-2016 includes an emphasis on the math curriculum and data team analysis. Teachers at Stone are encouraged to participate in the 2015 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

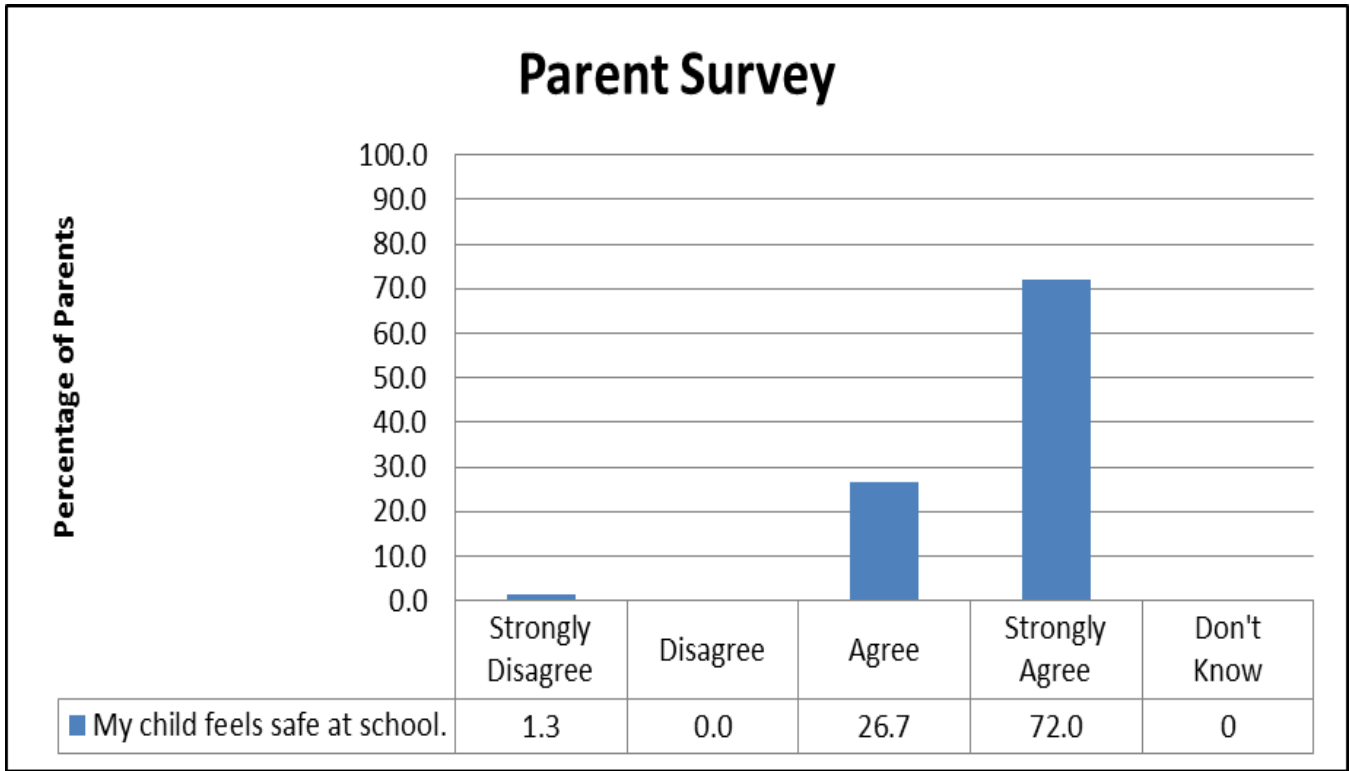
The following chart shows the past 4 years of Teacher, Student and Parent survey results from the SDE School Report Card Survey.

	Teachers					5 th Grade Students					5 th Grade Parents				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Percent satisfied with learning environment	100	97.3	100	100	100	87.8	92	88.2	94.7	84.1	97.5	95.3	93.7	96.9	96.1
Percent satisfied with social and physical environment	100	100	100	100	100	92.2	88.9	91.4	95.7	86	93.7	97.8	92.5	97	96
Percent satisfied with school-home relations	100	100	100	100	100	92	92	93.5	93.6	87	87.8	94.3	91.3	96.9	80.6

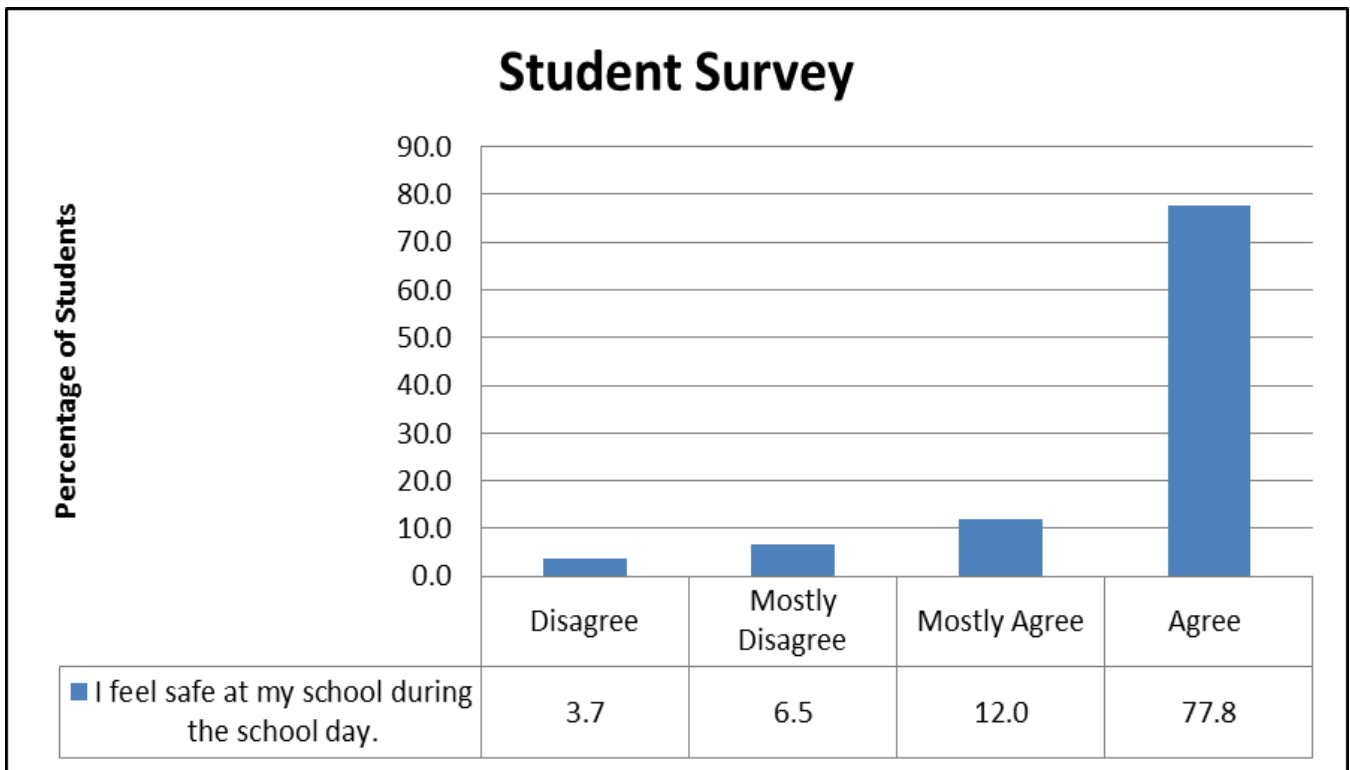
The following chart shows the excellent student attendance rate over the past 5 years.

2014	97.4%
2013	97.3%
2012	97.5%
2011	97.1%
2010	96.6%

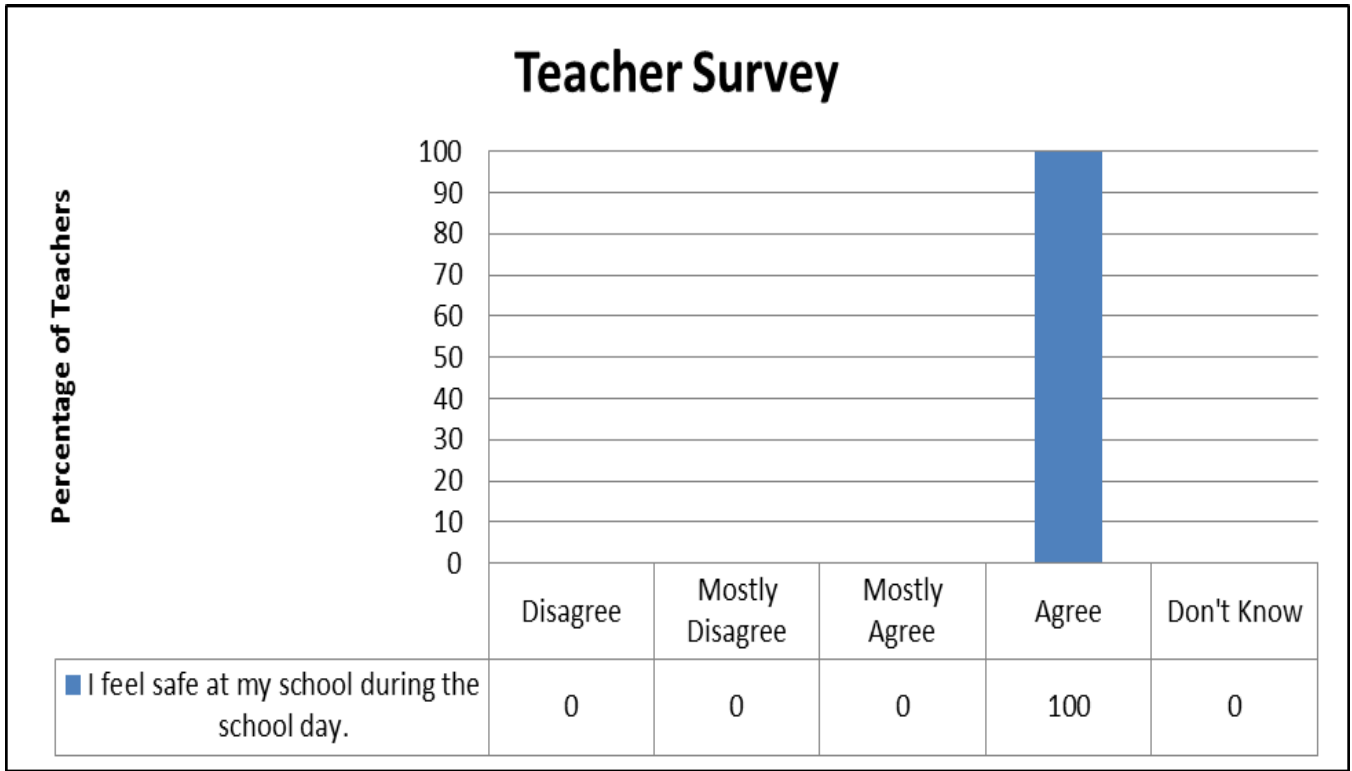
Parent Survey



Student Survey



Teacher Survey



SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE READING

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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): ESEA Federal Accountability and SDE School Report Card

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

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

SCPASS SOCIAL STUDIES

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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): ESEA Federal Accountability and SDE School Report Card

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

*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
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	71 st percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	65 th percentile			

Fall 2014 students began taking a new form of the ITBS

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			

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			

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Balanced Literacy Training	2013-2016	District Personnel, Teachers, IC, and Administration	TBD	District Funds	Lesson Plans, Observations
Science Lab Teacher for 3 rd and 4 th grades	2015-2016	Administration, Science Lab teacher, IC	\$6,750	Local Funds	Lesson Plans, Observations, PASS Science
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 Balanced Literacy.

ANNUAL OBJECTIVE: On an annual basis, 100% of homeroom teachers will participate in professional development related to Balanced Literacy.

DATA SOURCE(S): Professional Development Portal, sign-in sheets, agendas

	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%			

*Baseline will be established during 2013-2014 school year.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
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%				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

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 at 95% or higher.

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%				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: 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%				
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				

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 2013-2014 through 2017-2018.

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%				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 97.6% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2.4 percentage points and maintain at 100% 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%	100%	100%	100%	100%
School Actual	97.6%	100%	96%				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

STUDENT SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 96.8% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3.2 percentage points and maintain at 100% students who feel safe at school during the school day.

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	100%	100%	100%	100%	100%
School Actual	96.8%	99%	86%				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: 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%	100%	100%	100%
School Actual	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				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
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

Web link to school report card.

<http://www.ed.sc.gov/data/report-cards/2014/elem/c/e2301085.pdf>

Web link to ESEA waiver.

<http://www.ed.sc.gov/data/esea/2014/school.cfm?SID=2301085>