

# Stone Academy

Brett DeLoach Vaughn, Principal

Greenville County Schools  
Dr. W. Burke Royster, Superintendent

School Renewal Plan for  
2013-2014 through 2017-2018

**SCHOOL RENEWAL PLAN COVER PAGE**  
**SCHOOL INFORMATION AND REQUIRED SIGNATURES**

**SCHOOL:** Stone Academy

**GREENVILLE COUNTY SCHOOL DISTRICT**

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

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

**Assurances**

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

**CHAIRPERSON, BOARD OF TRUSTEES**

Dr. Crystal Ball O'Connor		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

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

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mr. Ed Buffington		3/31/17
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Mrs. Brett DeLoach Vaughn		3/31/17
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

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

Mrs. Cathy Dodson		3/31/17
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

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

SCHOOL'S TELEPHONE: (864) 355-8400

PRINCIPAL'S E-MAIL ADDRESS: brettvaughn@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	<u>Brett DeLoach Vaughn</u>
2. TEACHER	<u>Andi Buckless</u>
3. PARENT/GUARDIAN	<u>Jennings Byford</u>
4. COMMUNITY MEMBER	<u>Connie Buto</u>
5. SCHOOL IMPROVEMENT COUNCIL	<u>Ed Buffington</u>
6. Read to Succeed Reading Coach	<u>Cathy Dodson</u>
7. School Read to Succeed Literacy Leadership Team Lead	<u>Cathy Dodson</u>
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

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

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	<u>Suzanne Shouse</u>
Instructional Coach	<u>Cameron Patton</u>

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

# ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

## Act 135 Assurances

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

- 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.
- 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.

**Recruitment**

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

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

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

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# INTRODUCTION

## 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  
2016 – 2017**

<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: Pat Sandzen
Grade 2 rep: Jillian Orders & Lori Dear	Grade 2 rep: Holly Adamson
Grade 3 rep: Betty Russell	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 Trickett	Grade 3 rep: Mary Gilden
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**

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

Stone Academy's student population is diverse with 75% coming from the attendance area (within a 1.5 mile radius of the school) and 25% coming from across Greenville County. Of our total 654 students in 2016-2017, 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. 26.6% of our students receive subsidized meals.

Our professional development remains grounded in arts integration, which is one contributing factor to our continued growth and effectiveness. Our teachers continue to partner with the Peace Center and the Metropolitan Arts Council to learn more each year about arts integration strategies they can implement in their classroom. We offer professional development opportunities focusing on personalized learning each week during our PLC meetings in order to give teachers an opportunity to learn more about instructional technology that will enhance their daily lessons. Grade level data teams meet regularly, using pre- and post-assessment data to guide instruction and facilitate common planning and assessment practices.

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

We feel our accomplishments far outweigh our challenges. One significant accomplishment we have experienced is our acquisition of additional technology to further help our students. Over the past 3 years, our

teachers have written and received grants for laptops and iPads to use with kindergarten, we have been given a class set of iPads and mini iPads, and we purchased an additional class set of iPads and Latitude notebooks, along with 200 chromebooks for use in grades 1 through 5. We replaced projectors for classroom Promethean Boards, and we raised enough money to purchase the equipment for a virtual field trip lab. With this increase in technology, we have been fortunate to hire an instructional technology teacher who works with teachers daily, and leads weekly after-school sessions on instructional technology.

## **SCHOOL PROFILE**

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

### **Stone Academy's School Community**

Stone Academy is an inner city art magnet school of 654 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.

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

Low income neighborhoods include the lower end of Hampton and Pinckney Streets and were also mostly built around the turn of the twentieth century, but are predominantly rental units, smaller houses, or houses that have not been authentically restored. The Southernside Community from West Washington Street to Hampton Avenue has traditionally been a working class community and is now predominantly low-income and rental

property. The Viola Street Community was also traditionally an African American community of small rental houses. It has recently undergone a major redevelopment sponsored by a partnership of the Urban League of the Upstate, the City of Greenville, and other community organizations. It is now a neighborhood of new houses that is mixed income. It remains predominantly an African American community.

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

<b>Dates:</b>	<b>Meeting Focus:</b>
September 12	Open House
October 10	International Walk to School Day
November 14	Honor Roll and Book Fair
December 12	Holiday Concert
January 23	Health Fair
February 13	Honor Roll and Science Fair
March 7	Big Show: School-wide Performance
April 3	Honor Roll
May 15	PTA Spring Picnic

The School Improvement Council meets the first Thursday of each month, and is attended by parents, community leaders, teachers, and administrators. Each meeting begins with a recap of the month’s activities and sharing of minutes from the 4 vertical planning teams that exist within the school to represent reading, math, technology, and parent involvement.

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

### School Personnel Data

The staff includes one principal, one assistant principal, one secretary, and an attendance clerk. Additional instructional staff includes 26 teachers in Kindergarten – 5<sup>th</sup> 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.

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

2016	100%
2015	97.3%
2014	89.7%
2013	84.6%
2012	94.4%

#### Teacher Attendance Rate at Stone Academy

2016	94.1%
2015	92%
2014	94.8%
2013	95.8%
2012	96.3%

#### Teachers Returning Rate at Stone Academy

2016	97.1%
2015	95.2%
2014	94.1%
2013	93.0%
2012	94.9%

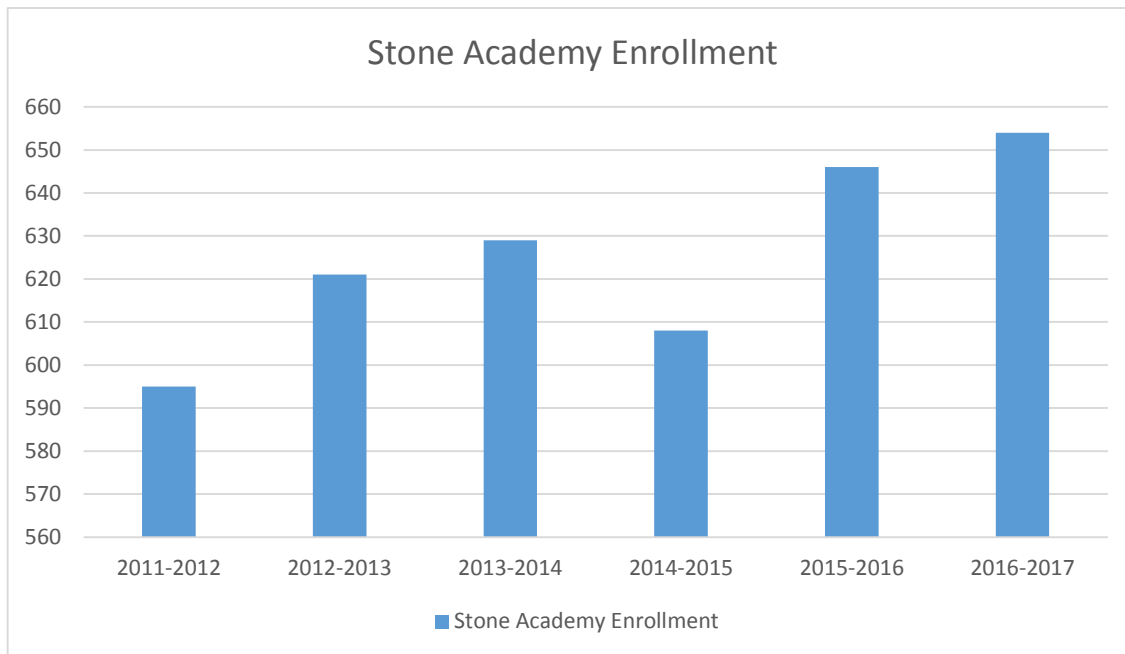
#### Professional Development Days Attended by Teachers

2015 – 2016	9 days
2014 – 2015	7.5 days

2013 – 2014	7.0 days
2012 – 2013	6.4 days
2011 – 2012	7.4 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 654 students in 2016-2017, 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. 26% of our students receive subsidized meals. Our school has 4 kindergarten classes, 5 first and second grade classes, and 4 classes each of third –fifth grade. We have one LD-Neuro self-contained class of 15 students.



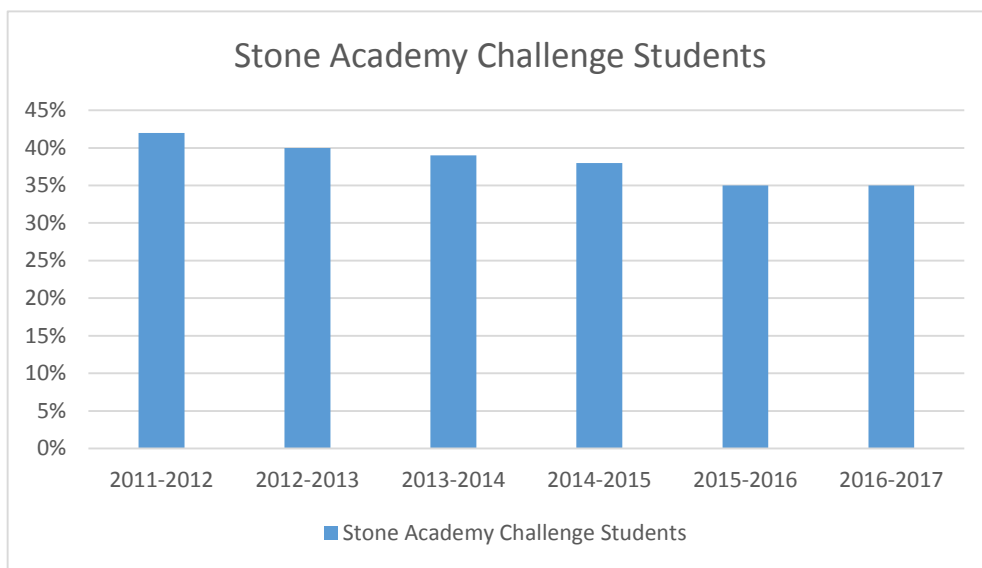
Stone’s current enrollment configuration by grade level and classes is as follows:

- Grade K – 100 students – 4 classes
- Grade 1 – 102 students – 5 classes
- Grade 2 – 112 students – 5 classes
- Grade 3 – 114 students – 4 classes
- Grade 4 – 117 students – 4 classes
- Grade 5 – 109 students – 4 classes

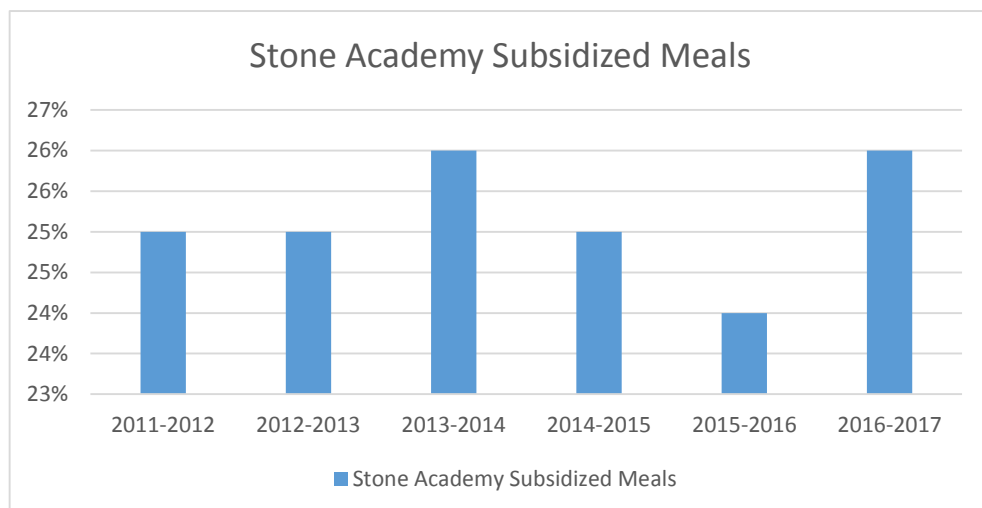
Student attendance has remained fairly consistently over the five year period.

	<b>Student Attendance</b>
<b>2015 – 2016</b>	97.2%
<b>2014 – 2015</b>	97.1%
<b>2013 – 2014</b>	97.4%
<b>2012 – 2013</b>	97.3%
<b>2011 – 2012</b>	97.5%

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.

	<b>Student Retention Rate</b>
<b>2015-2016</b>	0.5%
<b>2014-2015</b>	1%
<b>2013 – 2014</b>	0.6%
<b>2012 – 2013</b>	0.5%
<b>2011 – 2012</b>	0.2%

### **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 4<sup>th</sup> and 5<sup>th</sup> grade students.
5. Friday Clubs are offered to 4<sup>th</sup> and 5<sup>th</sup> 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. District provides “Atlas”- an on-line resource that includes the “Curriculum Connection” providing Learning Focused Lesson Plans, resources, standards and much more.
9. Our Reading and Math Response to Intervention (RTI) programs serve students in Kindergarten – Third grade who qualify based on assessments given throughout the year.
10. Math small groups and workstations have focused on pre-assessment data to identify students’ prior knowledge of a topic and build upon it.

# MISSION, VISION, AND BELIEFS

Stone Academy Theme: Arts Integration

Stone Academy Tag Line: Where Creativity Takes Flight

- Developing 21<sup>st</sup> century learners through creative problem solving.
- Enhancing learning through student productions, performances and after-school enrichment classes.
- Providing a creative and caring community of learners, through a collaborative culture for all stakeholders.
- Maintaining a highly-skilled faculty trained in an arts-based curriculum that promotes our shared vision.

## Vision

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

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

Stone Academy students will:

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

## Mission

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



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

- Achieve academically
- Celebrate diversity
- Be critical thinkers
- Work independently and with others
- Experience the arts as an integral key to understanding the world around them
- Develop the skills, self-confidence, and values inherent to exemplary citizenship
- Perceive learning as a life-long process

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

### **Philosophy of Values and Beliefs**

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

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

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

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

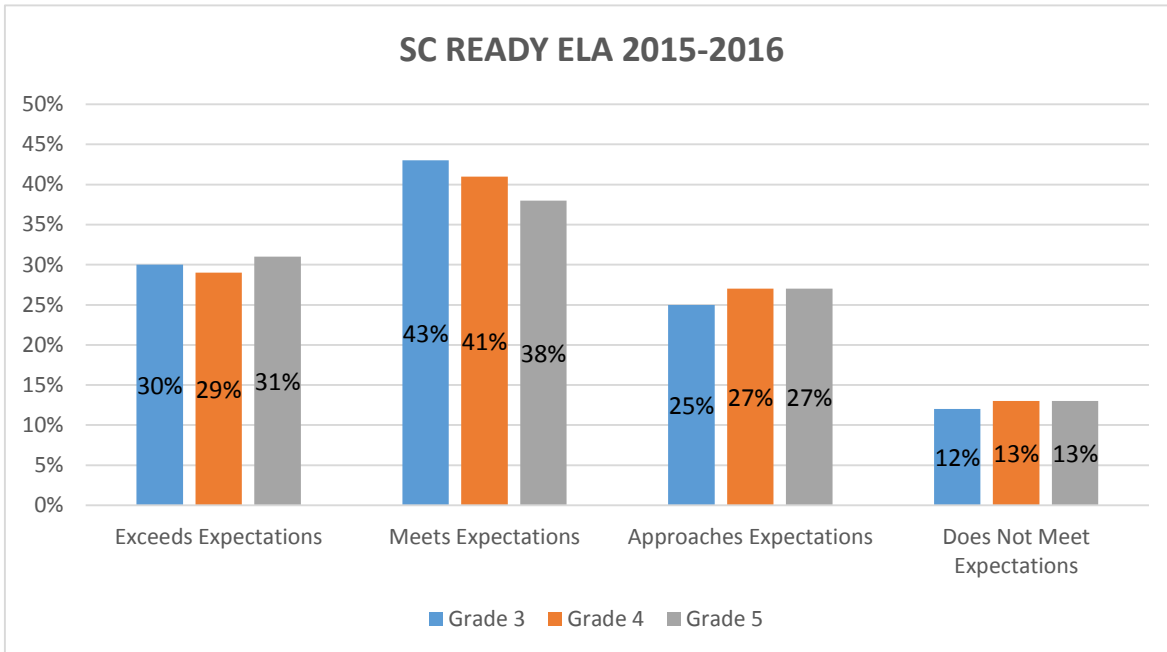
Every child has a right to participate in a safe, orderly, and well-managed school environment. This environment encourages the development of self-respect and respect for the dignity of others. It is these values we hope to instill in our students, so that they will be exemplary citizens.

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

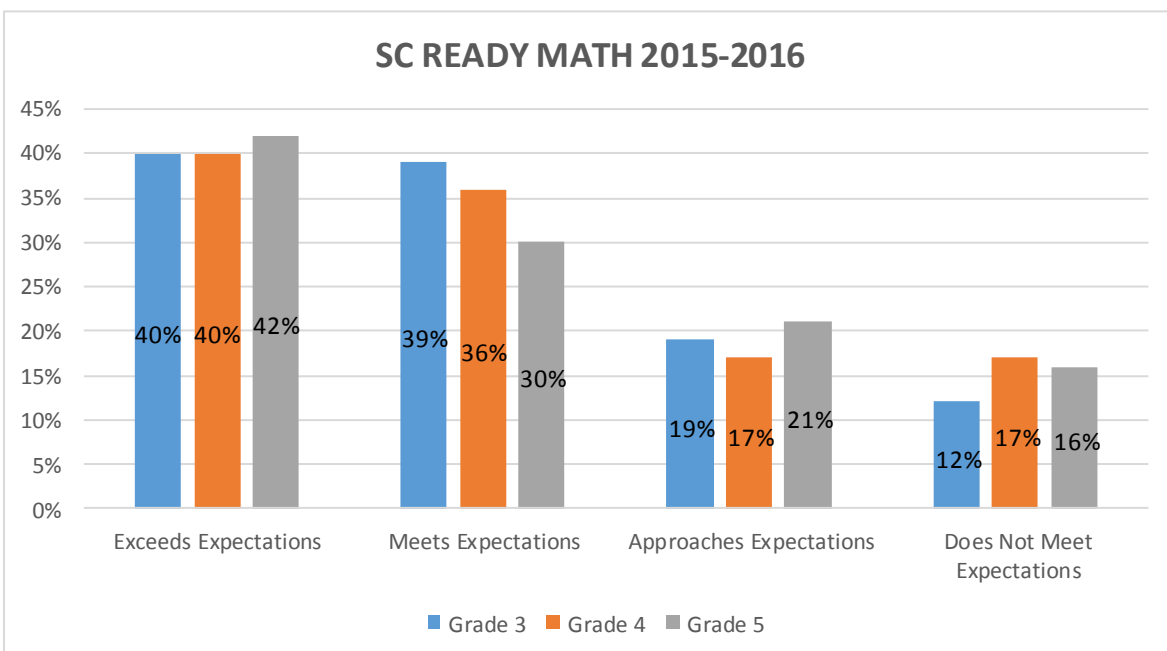
It is also necessary for teachers to utilize appropriate assessments for different learning objectives as an integral part of teaching. Assessments should allow teachers the ability to monitor and affirm students, thus guiding students to develop concepts and problem-solving skills.

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

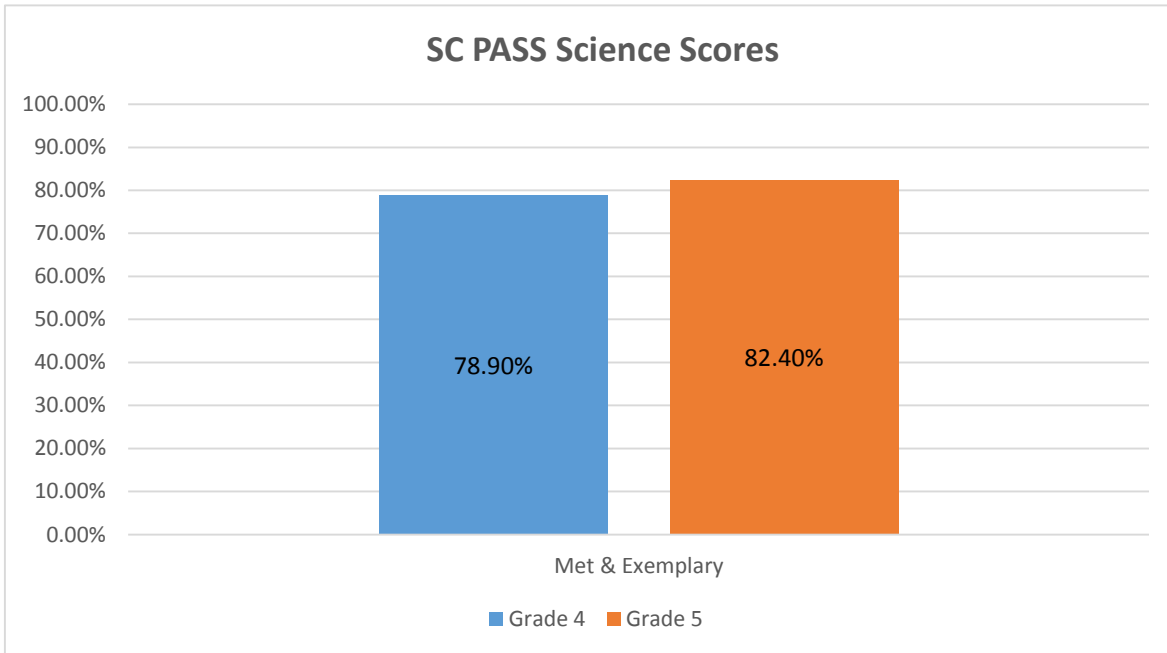
## DATA ANALYSIS AND NEEDS ASSESSMENT



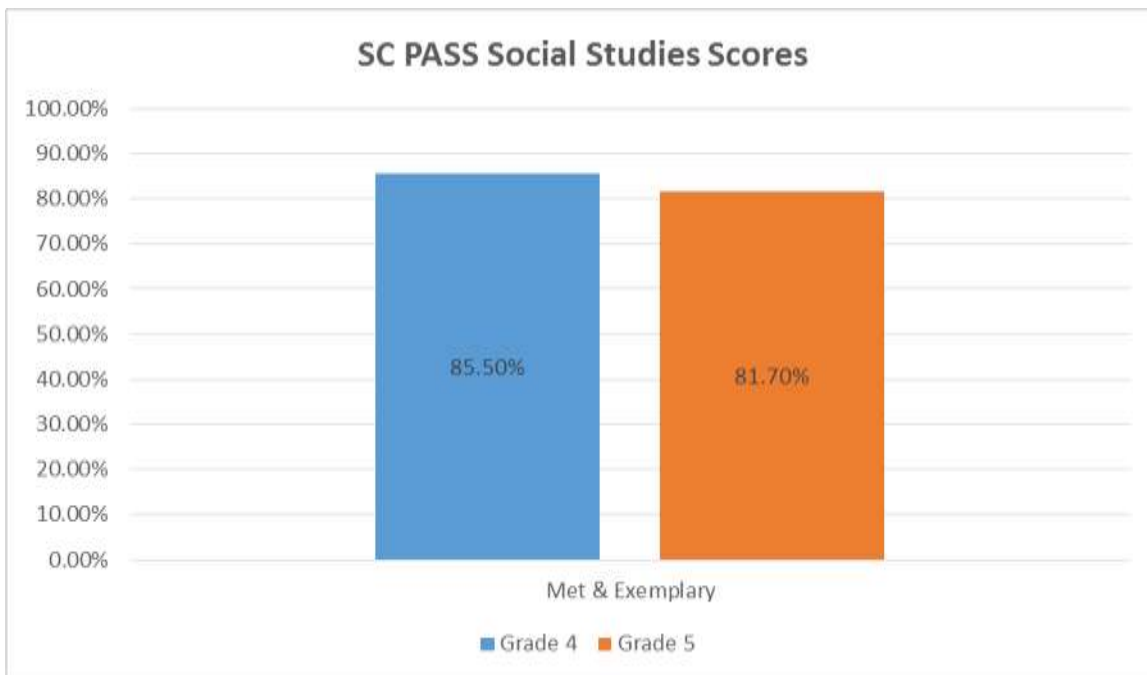
Upon reviewing test scores, we noted that Stone students performed well overall on the SC READY ELA test. 64.5% of our students met or exceeded expectations, compared to a district average of 50%. When disaggregating data, we noted a significant achievement gap based on socioeconomic status. Only 35% of our FARMS students met or exceeded expectation on the SC READY ELA assessment. In order to address this discrepancy, we continue to seek professional development opportunities for all faculty and staff, mentoring and tutoring opportunities for students, and authentic partnership opportunities with parents. In addition, students in K-3<sup>rd</sup> who demonstrate weakness in reading comprehension or fluency receive additional help from a certified reading interventionist on a daily basis.



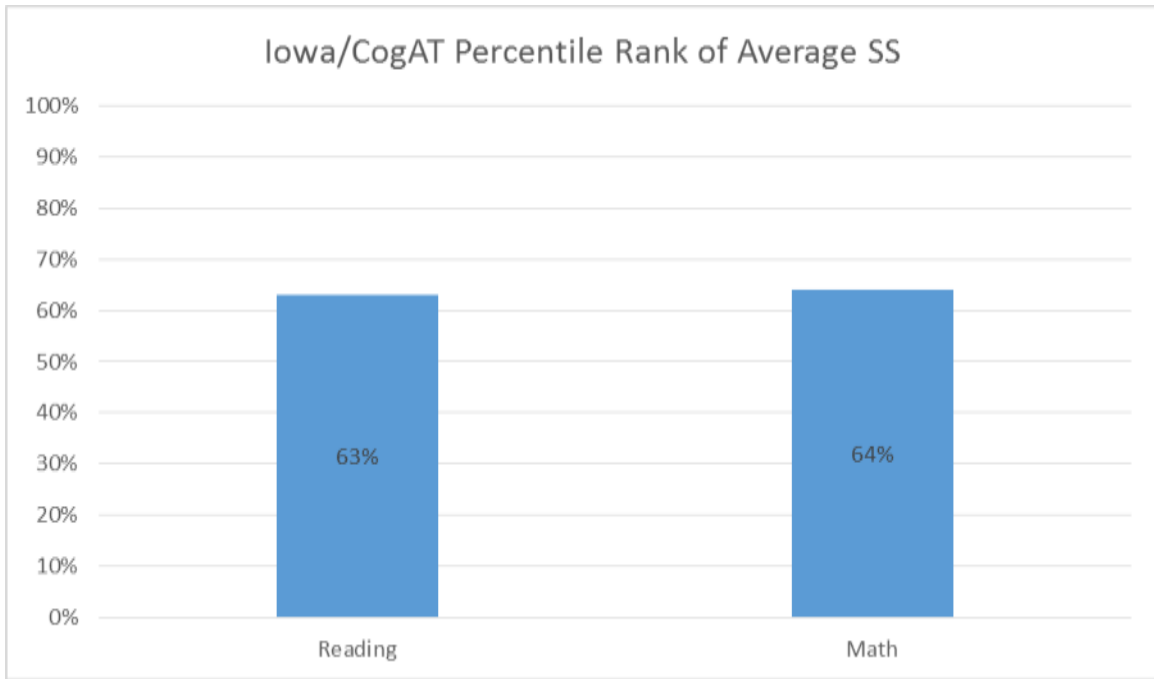
Upon reviewing math test scores, we again recognize that there is a distinct gap to close between the achievement of our African-American students and Caucasian students. To address this gap, we have continued to refine our teaching strategies to incorporate differentiated math instruction on a daily basis. Additionally, Kindergarten and first grade students with an identified weakness in mathematics are served daily in a small group setting by our math intervention teacher.



After a 4 year decline in the overall mean scale score for science, we celebrate a 5 point gain from 2014-2015 to 2015-2016. We attribute this to the ongoing work Stone teachers are doing to integrate science into math and ELA so that students have more exposure to the content. We also note that our part-time Science Lab teacher who works weekly with students in grades 3-4 contributes to the academic success of these students.



Upon reviewing our SC PASS Social Studies scores, we note a slight decline from 2014-2015 to 2015-2016, although Stone students continued to perform well above district average. In order to address the decline in Social Studies test scores, teachers will continue working to successfully integrate Social Studies content into ELA content. Teachers will maintain appropriate instructional pacing as outlined on Rubicon Atlas.



Upon reviewing Iowa/CogAT scores, we note that 2016-2017 math scores are consistent with previous years. However, Stone second graders performed 13% lower in reading this year than in 2015-2016. We will continue to monitor the academic needs of these students and implement with fidelity a balanced literacy approach to instruction in the regular education classroom, along with small-group intervention for students with identified weaknesses in the area of reading.

# **Teacher and Administrator Quality Needs Assessment**

## **Stone Academy Professional Development Plan 2016 – 2017**

Each year our School Leadership Team and Program Evaluation Team (PET) decide on a school-wide focus based on teacher interest, data, and research to best improve student achievement. This year our focus will be on student-centered, personalized learning. We will continue to provide professional development opportunities that enrich teacher understanding and implementation of arts integration, effective technology integration, and best practices in balanced literacy. We will provide support and scaffolding as teachers implement differentiated instruction in all content areas. Data from MAP, PASS, and district benchmark assessments will drive our student achievement goals as we look for continued growth through our ongoing data teams that exist at each grade level.

This will be our first year as a part of the Literacy Mentor initiative. Our literacy mentors will spend the year learning, implementing, and reflecting upon best practices in balanced literacy instruction. Schoolwide, teachers will continue to use the books Guided Reading by Fountas and Pinnell and Guiding Readers and Writers by Fountas and Pinnell as a roadmap for implementation. Teachers will also begin to use Reading Strategies by Jennifer Serravallo in order to plan skills-based guided reading lessons.

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

As a faculty, we will continue to improve our technology skills and increase the effectiveness of the instructional technology program. By implementing Tuesday Personalized Learning meetings with all faculty and staff, we will better differentiated the skill levels and needs of each teacher.

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

## Professional Development Plan 2016-2017

<b>Title</b>	<b>Presenter</b>	<b>Description</b>	<b>Date</b>	<b>Correlation to School Goals</b>
Praise Poetry	Glenis Redmond	Creative writing techniques for self-expression	8/9/16	Arts Integration
Scope and Sequence	Cameron Patton	An overview of standards and pacing	8/10/16	ELA & Math Student Achievement
August Personalized Learning PD	Cameron Patton/Suzy Dover	Planning for Rubicon alignment, overview of district PD available, intro to chromebooks	8/23/16	ELA & Math Student Achievement
September Personalized Learning PD	Cameron Patton/Suzy Dover	SLO data and support, analysis of SC READY scores, Google classroom	Sept. 6, 13, 20, 27	ELA & Math Student Achievement
Every Child Is A Writer	Anna Hall	A look at student, teacher, and parent perceptions of what it means to be a writer	9/28/16	ELA Student Achievement
October Personalized Learning PD	Cameron Patton/Suzy Dover	How to use MAP quadrant reports effectively, Discovery Board Builder, Google slides	Oct. 4, 11, 18, 25	ELA & Math Student Achievement
Mindfulness Training	Kara Foster-Lee	Using brain integration and mindfulness techniques to develop student self-regulation	Oct. 26	ELA & Math Student Achievement Arts Integration
November Personalized Learning PD	Cameron Patton/Suzy Dover	Technology Integration: Vocaroo, Google classroom, Discovery Board Builder	Nov. 1, 15, 22	ELA & Math Achievement
Online Reading Logs	Dawn Mitchell	Using Padlet to promote reading engagement and comprehension	Nov. 30	ELA Achievement Personalized Learning
December Personalized Learning PD	Cameron Patton/Suzy Dover/Susan Whitmire	Technology Integration: SeeSaw	Dec. 6	ELA & Math Achievement Personalized Learning

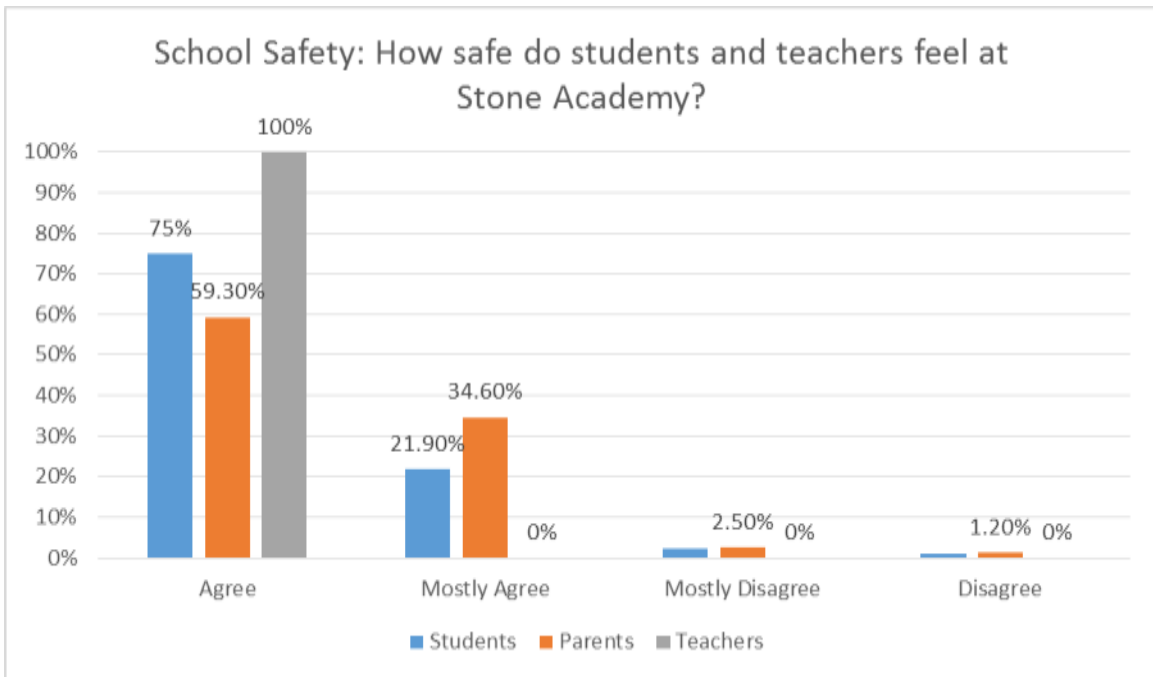
Data Team Restructuring	Cameron Patton	Analyzing & restructuring our use of data to drive instruction	Dec. 2, 9, 15	ELA & Math Achievement
ABC Site Visit	Bonner Elementary School	Arts-Integration strategies in K-5 classrooms	Dec. 8	Arts Integration
January Personalized Learning PD	Cameron Patton/Suzy Dover	Technology Integration: Differentiation through flipped classrooms; Rubicon pacing	Jan. 3, 17, 24	ELA & Math Achievement  Personalized Learning
DLC: Grade Level Planning	Cameron Patton/Suzy Dover/Rachel Maneen	Incorporating DLC best practice into lesson planning	Jan. 31	Personalized Learning  ELA & Math Achievement
February Personalized Learning PD	Cameron Patton/Suzy Dover	Technology Integration: Breakout boxes, Kahoots, & Chatterpix	Feb. 7, 14, & 21	Personalized Learning  ELA & Math Achievement
Poetry: 6 Word Memoirs	Carrie Lee/Jillian Orders	Using 6 word memoirs to integrate core content and poetry	Feb. 22	ELA & Math Achievement  Arts Integration
Reading in the Content Areas	MaryAnn Solesbee	Read to Succeed Course	March 8, 22 April 5, 19 May 3, 10	ELA & Math Achievement
March Personalized Learning PD	Cameron Patton/Suzy Dover	Technology Integration: Google blackout, coding, QR codes in curriculum	March 13, 20, 27	Personalized Learning  ELA & Math Achievement
MAP Analysis	Cameron Patton	Teachers will analyze Spring MAP scores	April 4	ELA & Math Achievement
Moving With Math	Marcia Daft/Cameron Patton	Teachers will use arts integration strategies to enhance math instruction	April 18	Math Achievement  Arts Integration



# 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 <sup>th</sup> Grade Students					5 <sup>th</sup> Grade Parents				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Percent satisfied with learning environment</b>	100	100	100	100	100	88.2	94.7	84.1	90	90.7	93.7	96.9	96.1	95	93.9
<b>Percent satisfied with social and physical environment</b>	100	100	100	100	100	91.4	95.7	86	96	93.8	92.5	97	96	97	93.8
<b>Percent satisfied with school-home relations</b>	100	100	100	100	100	93.5	93.6	87	96	90.4	91.3	96.9	80.6	78	77.8



## 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 ELA each year.

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

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

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

	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X		
School Actual	64.5		
District Projected	X	53	56
District Actual (ES only)	50		

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

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

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

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

	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X		
School Actual	69.0		
District Projected	X	59	63
District Actual (ES only)	56		

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

**SC READY % TESTED**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

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

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

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

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

\*SC SDE did not provide data for 2015-16.\*

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

\*SC SDE did not provide data for 2015-16.\*

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

\*SC SDE did not provide data for 2015-16.\*

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

\*SC SDE did not provide data for 2015-16.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 80.6%.

**ANNUAL OBJECTIVE:** From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 80.6%.

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual	75.5	80.6		
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

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

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 83.5%.

**ANNUAL OBJECTIVE:** From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 83.5%.

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual	88.7	83.5		
District Projected	X	82.2	83.2	84.2
District Actual (ES & MS)	81.2	78.8		

\*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.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the IOWA Test in grade 2.

**ANNUAL OBJECTIVE:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the IOWA Test in grade 2.

**DATA SOURCE(S):** Fall IOWA/CogAT report produced by Riverside Publishing

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	71 <sup>st</sup> percentile	76 <sup>th</sup> percentile	63 <sup>rd</sup> percentile	

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	65 <sup>th</sup> percentile	66 <sup>th</sup> percentile	64 <sup>th</sup> percentile	

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile	62 <sup>nd</sup> percentile	60 <sup>th</sup> percentile	

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	52 <sup>nd</sup> percentile	51 <sup>st</sup> percentile	48 <sup>th</sup> percentile	

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Balanced Literacy Training	2013-2016	District Personnel, Teachers, IC, and Administration	TBD	District Funds	Lesson Plans, Observations
RTI Teacher for 2 <sup>nd</sup>	2015-2016	Administration, RTI teacher, Classroom teachers, IC	\$11,250	Local Funds	AIMS Web, Lesson Plans, Observations
RTI Teachers for K and 1 <sup>st</sup>	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
Literacy Mentor Training	2016-2017	District Personnel, Literacy Mentors, IC	0	NA	Lesson Plans, Observations, Reflection Log

## PROFESSIONAL DEVELOPMENT

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

**ANNUAL OBJECTIVE:**

**DATA SOURCE(S):**

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected	x	x	100	100	100	100	100
Actual			100	100	100		

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Differentiated Mathematics PD	2015-2016	Administration, IC, Sandra Goff	\$5,000	District and Local PD Funds	Portal Sign-in, Lesson Plans, Observations
Balanced Literacy PD	2013-2017	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
Read to Succeed Graduate Course: Reading and Writing in the Content Areas	2017	Administration, IC, Literacy Specialist, Maryanne Solesbee	\$5,500	PTA Funds	Syllabus, Rubrics, Lesson Plans

## 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.5	97.3	97.4	97.1	97.2		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

**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 annually parents who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	94	94	94	94	94
School Actual	93.7	96.9	96.1	95	93.9		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

## STUDENT SATISFACTION – LEARNING ENV.

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	88.7	89.2	89.7	90 or higher	90 or higher
School Actual	88.2	94.7	84.1	90.0	90.7		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		



**TEACHER SATISFACTION – LEARNING ENV.**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who are satisfied with the learning environment at 100% from 2013-2014 through 2017-2018.

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

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

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

**PARENT SATISFACTION – SAFETY**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

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

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

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #20

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	94.4	94.7	94.9	95.2	95.5
School Actual	97.6	100	96	98.2	93.9		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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

**STUDENT SATISFACTION – SAFETY**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of students who feel safe at school during the school day at 96.8 or higher from 2012 to 2018.

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	99.5	99.5	99.5		
School Actual	96.8	99	86	94.3	96.9		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

**TEACHER SATISFACTION – SAFETY**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

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

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain the percentage of teachers who feel safe at school during the school day at 100%.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #42

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

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
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
Implementation of district created car tag system with student ID numbers and accounting of students' daily dismissal.	2016-2017	Administration and Teachers	\$0	District	Daily implementation of safe dismissal procedures
Increased communication with families regarding safety expectations	2016-2017	Administration	\$0	NA	Newsletters, phone messenger recordings
Implementation of the Volunteer I and II system for screening volunteers	2016-2017	Administration, Office Staff, Teachers	\$0	NA	Volunteer I and II rosters

Website link to Stone Academy School Report Card:

[Stone Academy 2015-2016 School Report Card](#)