

# School Renewal Plan

## 2018-2019 through 2022-2023



**STONE**  
ACADEMY  
OF COMMUNICATION ARTS

Brett DeLoach Vaughn, Principal

Greenville County Schools  
Dr. W. Burke Royster, Superintendent

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Stone Academy

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2020-2021** (*one year*)

### Required Signature Page

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

### Assurances for the School Renewal Plans

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

### SUPERINTENDENT

Dr. W. Burke Royster		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

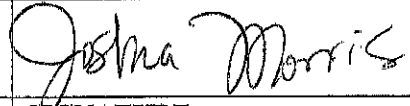
### PRINCIPAL

Brett DeLoach Vaughn		4/13/2021
PRINTED NAME	SIGNATURE	DATE


### CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Joshua Morris		4/13/21
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Cathy Dodson		4/13/21
PRINTED NAME	SIGNATURE	DATE

### SCHOOL ADDRESS:

115 Randall Street  
Greenville, South Carolina 29609

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

**PRINCIPAL E-MAIL ADDRESS:** brettvaughn@greenville.k12.sc.us

## Stakeholder Involvement for School Renewal

<b>Position</b>	<b>Name</b>
1. Principal	Brett DeLoach Vaughn
2. Teacher	Cyndi Waddell
3. Parent/Guardian	Monica Gibson
4. Community Member	Brandon Cabannis
5. Paraprofessional	Ann Titcomb
6. School Improvement Council Member	Josh Morris
7. Read to Succeed Reading Coach	Cathy Dodson
8. School Read To Succeed Literacy Leadership Team Lead	Cathy Dodson
9. School Read To Succeed Literacy Leadership Team Member	Cameron Patton

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

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student’s social and cultural context.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Parenting and Family Literacy</b></p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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# INTRODUCTION

## Stone Academy's Portfolio

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

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

A team of teachers was involved in developing the narrative for our portfolio based on input from the whole staff, from our School Improvement Council and our Parent Teacher Association. With our improved leadership and decision-making structure every teacher is empowered to be involved and make a difference. Every grade level teacher is a member of one of the five Vision Planning Committees dedicated to our five school wide focuses – reading, math, health & safety, technology & innovation, and the arts. These five 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.

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  
2020- 2021**

<b>Vision Planning Reading &amp; Social Studies Committee</b>	<b>Vision Planning Math &amp; Science Committee</b>
<b>Chair:</b> Cathy Dodson <b>Members:</b> Jill Waldrop C.J. Bell Caroline Myers Jillian Orders Emma Quaglia Kara Neckopulos Angela Smith Erica Blackston Nicole Ackerman	<b>Chair:</b> Cameron Patton <b>Members:</b> Septima McAdams Lori Dear SamcieJoe Barrett Katie Allen Bonnie McClain Kristen Mostoller Jill Rohrer

<b>Vision Planning Technology &amp; Innovation Committee</b>	<b>Vision Planning Health &amp; Safety Committee</b>
<b>Chair:</b> Suzy Dover <b>Members:</b> Karen Phoenix Jill Spence Kristy Peace Carrie Lee Sharon Gilstrap Suzy Dover Alice Littlejohn Cyndi Waddell	<b>Chair:</b> Brooke Howard <b>Members:</b> Suzanne Shouse Susan Whitmire Holly Adamson Miller Leeson Carrie McConnell Keisha Brown Cherie Vaughn-Duncan Amy Harper Jeanie Reed

<b>Vision Planning Arts Committee</b>
<b>Chair:</b> Jeana Nitsche <b>Members:</b> Candi Bolt Mary Clark Elizabeth Piller Melody Powell Brittany Wright George Koontz Eric Benjamin Emily Kirkpatrick



# EXECUTIVE SUMMARY

## Summary of Student Achievement:

- Stone Academy earned an Excellent rating and an overall score of 77 on the 2019 School Report Card.
- 78% of third through fifth grade students met or exceeded MATH benchmark as measured by SCReady.
- 76.8% of third through fifth grade students met or exceeded ELA benchmark as measured by SCReady.
- Students in third through fifth grade exceeded district and state averages in all subject areas as measured by SCReady.
- Stone Academy earned 78.1% of the progress points on the 2019 South Carolina School Report Card.
- 80% of fourth grade students met or exceeded SCIENCE benchmark as measured by SCPASS.
- 96% of fifth grade students met or exceeded SOCIAL STUDIES benchmark as measured by SCPASS.

## Summary Teacher and Administrator Quality:

- Differentiated professional development opportunities are provided weekly on campus.
- 69.2% of teachers have earned an advanced degree.
- 97% of teachers returned to Stone Academy in the 2019-2020 school year.
- 89.7% of teachers hold a continuing contract.

## Summary of School Climate:

- 97.3% of parents and 97.7% of teachers indicated satisfaction with the learning environment on the 2019 report card survey.
- 98.7% of parents and 97.8% of teachers indicated satisfaction with the social and physical environment on the 2019 report card survey.

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

We feel our accomplishments at Stone Academy far outweigh our challenges. Stone continues to be recognized as a leader in innovative instructional practices and student achievement. We were recognized as Greenville County's first Common Sense Media: Digital Citizenship School in 2017. Stone students are consistently recognized at the State and National levels in the PTA Reflections contest. We are a designated ABC (Arts in Basic Curriculum) Site, and received the Palmetto Gold Award for Student Achievement from 2010 through 2014.

# **SCHOOL PROFILE**

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

Stone Academy is a highly successful inner city arts magnet school in Greenville County, South Carolina. Our talented and 100% highly qualified faculty work hand-in-hand with the Leadership Team as we continue to embrace our mission and vision and serve a very diverse student population. At Stone we offer a rigorous standards-based curriculum enriched by instruction in art, music, dance, drama, and technology. A wide variety of academic programs are offered to all students and accommodations are made for students with special needs. Stone Academy serves 620 students, kindergarten through grade five.

Stone Academy's PTA holds monthly board meetings that are attended by a teacher representative in addition to all board members and an administrator.

The 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 5 vertical planning teams that exist within the school to represent reading, math, technology & innovation, health & safety, and the arts.

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, 3 special education teachers, and 7 Para-professionals, 3 intervention specialists, 1 speech therapist, 1 challenge teacher, 1 media specialist, 1 library clerk, 1 technology specialist, and a related arts team (including art, music, PE, dance, drama and strings). The support staff includes 1 counselor, 1 instructional coach, 1 technology coach, 1 magnet coordinator, 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**

2019	89.7%
2018	100%
2017	100%
2016	100%
2015	97.3%

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

2019	7.3 days
2018	7 days
2017	6.7 days
2016	9 days
2015	7.5 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 532 students in 2020-2021, 76% are White, 15% are Black or African-American, 5% are two or more races, 2% are Hispanic, and 1% are Asian. 35% of our students in grades 3-5 are served in the Gifted and Talented Program. Our school has 3 kindergarten classes, 5 first, second, and third grade classes, and 4 fourth and fifth grade classes. 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 – 59 students – 3 classes

Grade 1 – 96 students – 5 classes

Grade 2 – 88 students – 5 classes

Grade 3 – 90 students – 5 classes

Grade 4 – 93 students – 4 classes

Grade 5 – 106 students – 4 classes

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

**Student Attendance Rate**

2019	97.2%
2018	96.7%
2017	96.9%
2016	97.2%
2015	97.1%

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

2019	39.5%
2018	35.8%
2017	35%
2016	35%
2015	38%

**Percentage of Students Receiving Subsidized Meals**

2019	24%
2018	21%
2017	25%
2016	26%
2015	25%

**Percentage of Students Retained**

2019	0.9%
2018	1%
2017	1.1%
2016	0.5%
2015	1%

## **Academic Programs and Initiatives**

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

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

1. Implementing a Balanced Literacy approach to reading school-wide.
2. Artist-in-Residence provided each year for every grade level.
3. Encore classes are offered after school that extends our arts curriculum.
4. JumpStart News, our live, daily news program is run by 4<sup>th</sup> and 5<sup>th</sup> grade students.
5. Parent tutors and Watch Dogs are scheduled to work with students in need.
6. The OnTrack Team provides testing, scheduling and recommendations for students in need.
7. Our Reading Response to Intervention (RTI) program serve students in Kindergarten – Third grade who qualify based on assessments given throughout the year.
8. Math small groups and workstations have focused on pre-assessment data to identify students' prior knowledge of a topic and build upon it.

# MISSION, VISION, AND BELIEFS

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

## Mission

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

## Vision

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

Stone Academy embraces the following seven outcomes

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

Stone embraces diversity and the arts and, as seen in our vision, every child plays an integral part in our school and our world.

## Philosophy of Values and Beliefs

The Stone Academy Faculty’s *Philosophy of Values and Beliefs*, supported by Stone’s School Improvement Council:

- Education should be celebrated in a culturally diverse environment; cultural and social differences enhance and promote learning.

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

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

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

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

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

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

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



# DATA ANALYSIS AND NEEDS ASSESSMENT

## Goal Area 1: Student Achievement

Students at Stone Academy continue to score well above district and state averages in all core curriculum areas as measured by the SC READY and SC PASS assessments. In the 2018-2019 school year, 76% of our students met or exceeded expectation in the area of English Language Arts, and 79% of our students met or exceeded expectation in the area of math. In the area of Science, 80% of fourth graders scored Exemplary or Met on the SC PASS assessment. In the area of Social Studies, 96% of fifth graders met or exceeded expectations on the SC PASS assessment.

### SC READY 2018-2019: English Language Arts

	3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	2017-18	2018-2019	2017-18	2018-2019	2017-18	2018-2019
<b>Exceeds Expectations</b>	35.6%	52.1%	41.1%	52.7%	38.9%	44.5%
<b>Meets Expectations</b>	44.2%	19.7%	28.6%	26.8%	35.2%	30.9%
<b>Approaches Expectations</b>	12.5%	17.1%	21.4%	12.5%	17.6%	17.3%
<b>Does Not Meet Expectations</b>	7.7%	11.1%	8.9%	8%	8.3%	7.3%

### SC READY 2018-2019: Math

	3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
<b>Exceeds Expectations</b>	51%	44.4%	44.6%	44.6%	60.2%	58.2%
<b>Meets Expectations</b>	30.8%	27.4%	32.1%	32.1%	19.4%	23.6%
<b>Approaches Expectations</b>	11.5%	13.7%	15.2%	12.5%	14.8%	12.7%
<b>Does Not Meet Expectations</b>	6.7%	14.5%	8%	10.7%	5.6%	5.5%

### SC PASS 2018-2019: Social Studies

	5 <sup>th</sup> Grade		
	2016-17	2017-18	2018-2019
<b>Exemplary</b>	50.5%	59.3%	70.9%
<b>Met</b>	35.1%	30.6%	24.5%
<b>Not Met</b>	14.4%	10.2%	4.5%

**SC PASS 2018-2019: Science**

	<b>4<sup>th</sup> Grade</b>		
	2016-17	2017-18	2018-19
<b>Exceeds Expectations</b>	31%	44.6%	41.1%
<b>Meets Expectations</b>	36.2%	32.1%	39.3%
<b>Approaches Expectations</b>	20.7%	18.8%	8.9%
<b>Does Not Meet Expectations</b>	12.1%	4.5%	10.7%

**Stone Academy Scores By Grade Level and Demographic Category: 2019 SC READY**

All stakeholders are committed to closing the achievement gap for our students with disabilities, students in poverty, and students in minority subgroups. 23.8% of our third graders and 47.6% of our fourth graders with disabilities met or exceeded expectations in the area of English Language Arts. In the area of Mathematics, 38.1% of third graders with disabilities and 42.9% of fourth graders met or exceeded expectations. Stone Academy did not have a subgroup of students with disabilities in grade 5.

	<b>3<sup>rd</sup> Grade: English Language Arts</b>				
	Male	Female	White	Students with Disabilities	Students in Poverty
<b>Exceeds Expectations</b>	38.8%	61.8%	62.7%	14.3%	25%
<b>Meets Expectations</b>	24.5%	16.2%	16.9%	9.5%	20.5%
<b>Approaches Expectations</b>	20.4%	14.7%	13.3%	28.6%	31.8%
<b>Does Not Meet Expectations</b>	16.3%	7.4%	7.2%	47.6%	22.7%

	<b>4<sup>th</sup> Grade: English Language Arts</b>				
	Male	Female	White	Students with Disabilities	Students in Poverty
<b>Exceeds Expectations</b>	45.3%	59.3%	55.7%	19%	32.4%
<b>Meets Expectations</b>	28.3%	25.4%	30.7%	28.6%	23.5%
<b>Approaches Expectations</b>	17%	8.5%	9.1%	14.3%	17.6%
<b>Does Not Meet Expectations</b>	9.4%	6.8%	4.5%	38.1%	26.5%

	<b>5<sup>th</sup> Grade: English Language Arts</b>			
	Male	Female	White	Students in Poverty
<b>Exceeds Expectations</b>	43.1%	46.2%	56.8%	17.9%
<b>Meets Expectations</b>	31%	30.8%	31.1%	28.6%
<b>Approaches Expectations</b>	19%	15.4%	10.8%	28.6%
<b>Does Not Meet Expectations</b>	6.9%	7.7%	1.4%	25%

	<b>3<sup>rd</sup> Grade: Math</b>				
	Male	Female	White	Students with Disabilities	Students in Poverty
<b>Exceeds Expectations</b>	40.8%	47.1%	55.4%	14.3%	13.6%
<b>Meets Expectations</b>	32.7%	23.5%	25.3%	23.8%	31.8%
<b>Approaches Expectations</b>	10.2%	16.2%	9.6%	9.5%	22.7%
<b>Does Not Meet Expectations</b>	16.3%	13.2%	9.6%	52.4%	31.8%

	<b>4<sup>th</sup> Grade: Math</b>				
	Male	Female	White	Students with Disabilities	Students in Poverty
<b>Exceeds Expectations</b>	54.7%	35.6%	51.1%	4.8%	20.6%
<b>Meets Expectations</b>	28.3%	35.6%	33%	38.1%	29.4%
<b>Approaches Expectations</b>	5.7%	18.6%	11.4%	28.6%	20.6%
<b>Does Not Meet Expectations</b>	11.3%	10.2%	4.5%	28.6%	29.4%

	<b>5<sup>th</sup> Grade: Math</b>			
	Male	Female	White	Students in Poverty
<b>Exceeds Expectations</b>	56.9%	59.6%	74.3%	25%
<b>Meets Expectations</b>	27.6%	19.2%	18.9%	25%
<b>Approaches Expectations</b>	10.3%	15.4%	5.4%	32.1%
<b>Does Not Meet Expectations</b>	5.2%	5.8%	1.4%	17.9%

## **Goal Area 2: Teacher and Administrator Quality**

Professional development at Stone Academy remains grounded in arts integration, which is one contributing factor to our continued growth and effectiveness. Our teachers continue to partner with the Peace Center, the Metropolitan Arts Council, and Kennedy Center for the Performing Arts to learn more each year about arts integration strategies they can implement in their classroom. We offer differentiated professional development opportunities each week during our PLC meetings. Grade level data teams meet regularly, using pre- and post-assessment data to guide instruction and facilitate common planning and assessment practices.

### Stone Academy: Professional Development Plan 2020-2021- Emphasis on SEL and continuation of Guided Math

Date	Meeting	Time
Mon. 8/10	Full Faculty PD: Beginning of the Year	8:00-12:00
Tue. 8/11	Grade Level/Team PD: Planning and Delivery in eLearning Model	Planning periods
Wed. 8/12	Tech Wednesday: SeeSaw & Google Classroom	1:00-2:00
Fri. 8/14	Full Faculty Meeting: Hope is in!	11:00-12:00
Wed. 8/26	Full Faculty PD: SEL in a Pandemic	2:45-4:15
Tue. 9/8	Grade Level/Team PD: Hotline and planned supports	Planning periods
Tue. 9/15	Optional PD: Fountas & Pinnell Benchmarking	2:45-3:30
Tue. 9/22	Grade Level/Team PD: eLearning expectations	Planning periods
Wed. 9/23	Full Faculty Meeting: Attendance Plan updates & next steps	2:45-3:45
Tue. 10/6	Grade Level/Team PD: Testing Training	Planning periods
Wed. 10/7	Full Faculty PD: SEL Flow to You	2:45-4:15
Tue. 10/8	Grade Level/Team PD	Planning periods
Wed. 10/14	PET Meeting	2:45-3:45
Wed. 10/21	Full Faculty PD: Accountable Talk in Mathematics	2:45-3:45
Tue. 10/27	Grade Level/Team PD	Planning periods
Wed. 11/4	Full Faculty PD: Technology Tools	2:45-3:45
Tue. 11/10	Grade Level/Team PD	Planning periods
Wed. 11/11	PET Meeting	2:45-3:45
Wed. 11/18	Full Faculty PD: Social Emotional Learning	Planning periods
Tue. 11/24	Grade Level/Team PD	Planning periods
Wed. 12/2	Full Faculty Meeting	2:45-3:45
Tue. 12/15	Grade Level/Team PD	Planning periods

Wed. 12/16	Full Faculty PD: Accountable Talk in Mathematics	2:45-3:45
Tue. 1/5	Grade Level/Team PD	Planning periods
Tue. 1/12	Grade Level/Team PD	Planning periods
Wed. 1/13	PET Meeting	2:45-3:45
Wed. 1/20	Full Faculty PD: Social Emotional Learning	2:45-3:45
Tue. 1/26	Grade Level/Team PD	Planning periods
Wed. 1/27	Full Faculty PD: Wonder Wednesday	2:45-3:45
Wed. 2/3	Full Faculty Meeting	2:45-3:45
Wed. 2/9	Grade Level/Team PD	Planning Periods
Wed. 2/17	Vision Planning Task Meetings	2:45-3:45
Wed. 2/24	PET Meeting	2:45-3:45
Tue. 3/2	Grade Level/Team PD	Planning periods
Wed. 3/3	Full Faculty Meeting: Cynthia King Teacher Mission Statements	2:45-3:45
Tue. 3/9	Grade Level/Team PD	Planning periods
Wed. 3/17	Full Faculty PD: Social Emotional Learning	2:45-3:45
Wed. 3/24	PET Meeting	2:45-3:45
Tue. 3/30	Grade Level/Team PD	Planning periods
Wed. 4/14	Full Faculty Meeting	2:45-3:45
Tue. 4/20	Grade Level/Team PD	Planning periods
Wed. 4/21	PET Meeting	2:45-3:45
Wed. 4/28	Full Faculty PD	2:45-3:45
Tue. 5/4	Grade Level/Team PD	Planning periods
Wed. 5/5	Full Faculty Meeting	2:45-3:45
Wed. 5/12	Vision Planning Task Meetings	2:45-3:45
Tue. 5/18	Grade Level/Team PD	Planning periods
Wed. 5/19	Full Faculty PD: Social Emotional Learning	2:45-3:45
Wed. 5/27	PET Meeting	2:45-3:45

### Teacher Attendance Rate at Stone Academy

2018	93%
2017	90.6%
2016	94.1%
2015	92%
2014	94.8%

### Teachers Returning Rate at Stone Academy

2018	97.1%
2017	97.3%
2016	97.1%
2015	95.2%
2014	94.1%

## Goal Area 3: School Climate

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

	Teachers					5 <sup>th</sup> Grade Students					5 <sup>th</sup> Grade Parents				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Percent satisfied with learning environment</b>	100	100	92.5	97.8	97.7	90	90.7	87.4	90.2	96.3	95	93.9	94.2	96.7	97.3
<b>Percent satisfied with social and physical environment</b>	100	100	95	100	97.8	96	93.8	90.2	93.5	96.9	97	93.8	96.1	96.6	98.7
<b>Percent satisfied with school-home relations</b>	100	100	97.5	100	100	96	90.4	88.1	91.2	94.3	78	77.8	78.9	79.7	89.4

The following table shows parent and teacher feedback regarding student safety at Stone Academy.

<b>Evaluations By Parents</b>	<b>Percent Agree/Strongly Agree</b>	<b>Total Responses</b>
“My child feels safe at school.”	97.3	75
“My child’s teachers and school staff prevent or stop bullying at school.”	85.3	75
<b>Evaluations By Teachers</b>	<b>Percent Agree/Strongly Agree</b>	<b>Total Responses</b>
“I feel safe at my school before and after hours.”	100	45
“The rules for behavior are enforced at my school.”	93.3	45

Students at Stone continue to express satisfaction with the school climate and confirm a high level of student engagement. 78.7% of students scored “committed” on the 2018-2019 Student Engagement Survey.

**[2019-2020 SC SDE School Report Card](#)**

**Impact of COVID-19:**

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

**Performance Goal Area:**     Student Achievement\*     Teacher/Administrator Quality\*     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)     District Priority *Gifted and Talented Requires*     Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*     Gifted and Talented: Other

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

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

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

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SDE website and School Report Card	63% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<b>63.78</b>	<b>64.17</b>	<b>64.56</b>	<b>64.95</b>	<b>65.34</b>
		<b>School Actual Elementary</b> <b>74</b>	<b>76</b>	<i>waiver</i>			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary</b> <b>52</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary</b> <b>52</b>	58	<i>waiver</i>			



<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implementation of Lucy Calkins Reading Units in Grades Kindergarten through 5	2018-2019	Cathy Dodson	\$5100	General Funds Local Funds PTA Grant	Lesson plans Classroom observations Lucy Calkins kits
2. Differentiated Arts Integration Professional Development	2018-2023	Cameron Patton	\$4300	ABC Grant PTA Grant	Portal sign-in Lesson plans Artist-in-Residence schedules
3. Balanced Literacy Learning Labs	2018-2023	Cameron Patton	None		Portal sign-in PD calendar Teacher reflection forms

**Performance Goal Area:**     Student Achievement\*     Teacher/Administrator Quality\*     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)     District Priority *Gifted and Talented Requires*     Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*     Gifted and Talented: Other

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

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

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY Math SDE website and School Report Card	64% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<b>65.56</b>	<b>65.84</b>	<b>66.12</b>	<b>66.40</b>	<b>66.68</b>
		<b>School Actual Elementary</b> <b>79</b>	<b>77</b>	<i>waiver</i>			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary</b> <b>57</b>	<b>62</b>	<b>64</b>	<b>66</b>	<b>68</b>	<b>69</b>
		<b>District Actual Elementary</b> <b>60</b>	<b>63</b>	<i>waiver</i>			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement a school-wide fact fluency initiative through game-based learning	2018-2021	Suzy Dover	\$3500	PTA Funds	Math vision planning agendas Grade level newsletters School website
2. Differentiated Arts Integration Professional Development	2018-2023	Cameron Patton	\$4200	ABC Grant PTA Grant	PD calendar Portal sign-in
3. Math Workshop and Number Talk Learning Labs	2018-2023	Cameron Patton	None		Portal sign-in Teacher reflection forms
4. Early Math Intervention in Kindergarten and First Grade	2018-2023	Brett Vaughn	\$35000	Local Funds	Lesson plans

**Performance Goal Area:**     Student Achievement\*     Teacher/Administrator Quality\*     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)     District Priority *Gifted and Talented Requires*     Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*     Gifted and Talented: Other

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by .5% annually.

<b>DATA SOURCE(s):</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>School Projected Elementary</b>	<b>77.3</b>	<b>77.8</b>	<b>78.3</b>	<b>78.8</b>	<b>79.3</b>
		<b>School Actual Elementary</b> 77	<b>80</b>	<i>waiver</i>			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
		<b>District Actual Elementary</b> 60	64	<i>waiver</i>			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Science Lab instruction (Kindergarten through 5 <sup>th</sup> grade)	2018-2020	Linda Tedrow	\$18,000/year	Local funds	Lesson plans Science lab schedule Classroom observations
2. Integration of PHET Interactive simulations (4 <sup>th</sup> and 5 <sup>th</sup> grade)	2019-2021	Suzy Dover	\$1000	PTA grant	Lesson plans Classroom observations
3. Implementation of coaching cycles in the area of science	2018-2020	Cameron Patton	None		Coaching calendar Teacher/IC reflection forms

**Performance Goal Area:**      Student Achievement\*    Teacher/Administrator Quality\*    School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)    District Priority *Gifted and Talented Requires*    Gifted and Talented: Academic    Gifted and Talented: Artistic    Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*    Gifted and Talented: Other

**PERFORMANCE GOAL 4:** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	(N/A)% Meets Expectations and Exceeds Expectations	School Projected Hispanic	N/A	N/A	N/A	N/A	N/A
SC READY ELA SC SDE Website		School Actual Hispanic	N/A	<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic	40	<i>waiver</i>			

		34					
SC READY ELA SC SDE Website	25% Meets Expectations and Exceeds Expectations	School Projected AA	28	31	34	37	40
SC READY ELA SC SDE Website		School Actual AA 33	43	<i>waiver</i>			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	<i>waiver</i>			
SC READY ELA SC SDE Website	32 % Meets Expectations and Exceeds Expectations	School Projected SWD	35	38	41	44	47

SC READY ELA SC SDE Website		School Actual SWD 40	38	<i>waiver</i>			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	<i>waiver</i>			
SC READY ELA SC SDE Website	(N/A) % Meets Expectations and Exceeds Expectations	School Projected LEP	N/A	N/A	N/A	N/A	N/A
SC READY ELA SC SDE Website		School Actual LEP N/A	N/A	<i>waiver</i>			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	<i>waiver</i>			
SC READY ELA SC SDE Website	35 % Meets Expectations and Exceeds Expectations	School Projected PIP	38	41	44	47	50



SC READY ELA SC SDE Website		School Actual PIP 48	49	<i>waiver</i>			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>			
SC READY Math SC SDE Website	(N/A) % Meets Expectations and Exceeds Expectations	School Projected Hispanic	N/A	N/A	N/A	N/A	N/A
SC READY Math SC SDE Website		School Actual Hispanic	N/A	<i>waiver</i>			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>			

SC READY Math SC SDE Website		School Projected AA	47	50	53	56	56
SC READY Math SC SDE Website		School Actual AA 44	41	<i>waiver</i>			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	<i>waiver</i>			
SC READY Math SC SDE Website		School Projected SWD	42	45	48	51	54
SC READY Math SC SDE Website		School Actual SWD 42	45	<i>waiver</i>			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>			

SC READY Math SC SDE Website		School Projected LEP	N/A	N/A	N/A	N/A	N/A
SC READY Math SC SDE Website		School Actual LEP N/A	N/A	<i>waiver</i>			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>			
SC READY Math SC SDE Website		School Projected PIP	53	56	59	62	65
SC READY Math SC SDE Website		School Actual PIP 53	48	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48

SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>			
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Small group book clubs based on Mastery Connect data	2019-2023	Cathy Dodson	None		Mastery Connect data Small group schedule Fastbridge progress monitoring data
2. Arts Integration instruction in all core content areas	2018-2023	Classroom Teachers	\$4200	ABC Grant PTA Grant	Lesson plans Classroom observations
3. Monthly On Track data meetings	2018-2023	Suzanne Shouse	None		Meeting agendas On Track calendar

**Performance Goal Area:**     Student Achievement\*     Teacher/Administrator Quality\*     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)     District Priority *Gifted and Talented Requires*     Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*     Gifted and Talented: Other

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>School Projected</b>		Kindergarten through Grade 5 =80	Kindergarten through Grade 5 =80	Kindergarten through Grade 5 =80	Kindergarten through Grade 5 =80
	Meets and Exceeds	<b>School Actual</b>	Kindergarten through Grade 5 =80	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>School Projected</b>		<b>Kindergarten =54</b> <b>Grade 1 =65</b>	<b>Kindergarten =54</b> <b>Grade 1 =65</b>	<b>Kindergarten =54</b> <b>Grade 1 =65</b>	<b>Kindergarten =54</b> <b>Grade 1 =65</b>
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria	<b>School Actual</b>	<b>Kindergarten =54</b> <b>Grade 1 =65</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

	71 or more accurately read words per minute (40 <sup>th</sup> percentile)						
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>School Projected</b>		Grade 2 – 61% Grade 5 – 65%	Grade 2 – 61% Grade 5 – 65%	Grade 2 – 61% Grade 5 – 65%	Grade 2 – 61% Grade 5 – 65%
South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>School Actual</b>	Grade 2 – 55 % Grade 5 – 65%	Grade 2 – % Grade 5 – %	Grade 2 - 50 % <i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to Act 142 testing requirements.</i>		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		<b>District Actual</b>	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		5K – 52% or above  Grade 1 – 57% or above	5K – 54% or above  Grade 1 – 59% or above	5K – 56% or above  Grade 1 – 61% or above	5K – 58% or above  Grade 1 – 63% or above
	K5 criteria  41 or more accurate sounds per minute (40 <sup>th</sup> percentile)  Grade 1 criteria  71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>District Actual</b>	5K – 50%  Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>District Projected</b>		Grade 2 – 36% or above  Grade 5 – 32% or above	Grade 2 – 36% or above  Grade 5 – 32% or above	Grade 2 – 36% or above  Grade 5 – 32% or above	Grade 2 – 36% or above  Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria  RIT = 190  64 <sup>th</sup> percentile  5 <sup>th</sup> grade criteria  RIT = 217  68 <sup>th</sup> percentile	<b>District Actual</b>	Grade 2 – 38%  Grade 5 – 39%	Grade 2 – 38%  Grade 5 – 41%	Grade 2 – 37%  <i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to Act 142 testing requirements.</i>		

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Tier 2 classroom intervention in all K5 classrooms (administered by teaching assistants)	2018-2023	Cathy Dodson Jean Thomas	None		FastBridge progress monitoring data
2. Tier 2 instruction for qualifying first, second, and third grade students	2018-2023	Jean Thomas Cathy Dodson	None		Lesson plans FastBridge progress monitoring data
3. Implementation of Multisensory Word Study (K5-4 <sup>th</sup> grade)	2018-2023	Cathy Dodson	None		Lesson plans Classroom observations



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

*1 Academic Goal and 1 Additional Goal*    Gifted and Talented: Other

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

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

<b>DATA SOURCE(s):</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Employment report		<b>School Projected</b>			<b>Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain</b>	<b>Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain</b>	<b>Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain</b>
GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual</b>		Gender Diversity = yes/no Ethnic Diversity = yes/no			
Employment report		<b>District Projected</b>	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%

GCS Human Resources Department	Baseline established in 2017-2018	<b>District Actual</b> Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%			
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Maintain instructional environment that supports teacher growth and development	2018-2023	Brett Vaughn	None		PD calendar Learning Lab teacher reflections
2. Provide high quality mentoring opportunities for high school students and college students considering a career in education	2018-2023	Cameron Patton	None		Teacher cadet placements Practicum and student teacher placements
3. Maintain a positive community profile which highlights the school's accomplishments and supportive culture	2018-2023	Brett Vaughn	None		School website Local media posts PTA and SIC meeting minutes

**Performance Goal Area:**    Student Achievement\*    Teacher/Administrator Quality\*    School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)    District Priority *Gifted and Talented Requires*    Gifted and Talented: Academic    Gifted and Talented: Artistic    Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*    Gifted and Talented: Other

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

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

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC SDE School Report Card Survey	<b>93</b>	<b>School Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>School Actual Students 93</b>	<b>96</b>	<i>waiver</i>			
SC SDE School Report Card Survey	<b>100</b>	<b>School Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>School Actual Teachers 100</b>	<b>100</b>	<i>waiver</i>			
SC SDE School Report Card Survey	<b>93</b>	<b>School Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>

		<b>School Actual Parents 94.9</b>	<b>97.3</b>	<i>waiver</i>			
SC SDE School Report Card Survey	<b>92</b>	<b>District Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Students 86</b>	89	<i>waiver</i>			
SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers 97</b>	97	<i>waiver</i>			
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Parents 88</b>	89	<i>waiver</i>			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Digital Citizenship and Safety Program	2018-2023	Suzy Dover	\$1000	PTA Grant Local Funds	Lesson plans Technology plan Observations
2. Parent Lunch and Learns	2018-2023	Suzy Dover Brooke Howard	\$2400	PTA Grant	Lunch and Learn agendas
3.School Counseling Classroom Lessons	2018-2023	Brooke Howard	None		Lesson plans School counseling schedule
4.Maintain functions of the facility to insure students, staff, families, and visitors feel secure	2018-2023	Brett Vaughn	None		Car tag system Drill schedule Safety videos Workers compensation regulations Volunteer guidelines

**Performance Goal Area:**    Student Achievement\*    Teacher/Administrator Quality\*    School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)    District Priority *Gifted and Talented Requires*    Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*    Gifted and Talented: Other

**PERFORMANCE GOAL 2:** The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

**PERFORMANCE GOAL 3:** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

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

Percent Recommended for Expulsion

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	(2016-17) <b>0</b>	<b>School Projected</b>	<b>≤1.0</b>	<b>≤1.0</b>	<b>≤1.0</b>	<b>≤1.0</b>	<b>≤1.0</b>
GCS Expulsion Report		<b>School Actual</b> <b>0</b>	<b>0</b>				
	(2016-17) <b>0.7</b>	<b>District Projected</b>	<b>≤1.0</b>	<b>≤1.0</b>	<b>≤1.0</b>	<b>≤1.0</b>	<b>≤1.0</b>
GCS Expulsion Report		<b>District Actual</b> <b>0.8</b>	<b>1.5</b>	<b>0.9</b>			

Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	(2016-17) <b>0</b>	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		<b>School Actual</b> <b>0</b>	<b>0</b>				
	(2016-17) <b>.04</b>	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		<b>District Actual</b> .04	.10	.03			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Engage in consistent positive, relationship-building experiences with students	2018-2023	All staff members	None		Morning meeting plans Positive behavior intervention plans
2. School Counseling Classroom Lessons	2018-2023	Brooke Howard	None		Lesson plans
3. Monthly On Track data meetings	2018-2023	Suzanne Shouse	None		Meeting agendas On Track calendar

**Performance Goal Area:**     Student Achievement\*     Teacher/Administrator Quality\*     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)     District Priority *Gifted and Talented Requires*     Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*     Gifted and Talented: Other

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

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

<b>DATA SOURCE(s):</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>School Actual</b> <b>94</b>	<b>94</b>	<b>95</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
		<b>District Actual</b> <b>89</b>	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		



<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Engage in consistent positive, relationship-building experiences with students	2018-2023	All staff members	None		Morning meeting plans Positive behavior intervention plans
2. Engage in regular parent communication	2018-2023	All staff members	None		School website Emails Communication logs Conference schedules
3. Classroom, grade level, and school wide performances	2018-2023	All staff members	None		Agendas School website
4. Partner with PTA and SIC to create school events that engage stakeholders	2018-2023	Brett Vaughn	None		PTA calendar of events SIC agendas and minutes

**Performance Goal Area:**    Student Achievement\*    Teacher/Administrator Quality\*    School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)    District Priority *Gifted and Talented Requires*    Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*    Gifted and Talented: Other

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

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

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	(2016-17) <b>96</b>	<b>School Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
180 <sup>th</sup> day Attendance Report		<b>School Actual 96</b>	<b>96</b>				
	(2016-17) <b>95</b>	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
180 <sup>th</sup> day Attendance Report		<b>District Actual 95</b>	<b>95</b>	<b>96</b>			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. On Track monthly meetings	2018-2023	Suzanne Shouse	None		On Track agendas
2. Parent communication regarding tardies and absences	2018-2023	Suzanne Shouse	None		Parent letters Communication logs Conference schedule
3. School counseling classroom lessons	2018-2023	Brooke Howard	None		Lesson plans
4. Student recognition and attendance awards	2018-2023	Classroom teachers	\$500	PTA Grant Local Fund	Awards Day programs

**Performance Goal Area:**    Student Achievement\*    Teacher/Administrator Quality\*    School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)    District Priority *Gifted and Talented Requires*    Gifted and Talented: Academic    Gifted and Talented: Artistic    Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*    Gifted and Talented: Other

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	<b>Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 4</b>	<b>Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 4</b>	<b>Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 4</b>	<b>Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 4</b>	<b>Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 4</b>
		School Actual Afraid – 3% Lonely – 8% Angry – 4%	Afraid ≤ 4 Lonely ≤ 8 Angry ≤ 4	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	<b>Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7</b>	<b>Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7</b>	<b>Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6</b>	<b>Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6</b>	<b>Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5</b>
		<b>District Actual</b> Afraid – 5% Lonely – 10% Angry – 8%	<b>Afraid – 5% Lonely – 10% Angry – 8%</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>

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