School Renewal Plan
2024-2025 through 2028-2029

Suzanne Shouse, Principal

Greenville County Schools
Dr. W. Burke Royster, Superintendent

<p style="text-align:center">**SCHOOL RENEWAL PLAN COVER PAGE**</p>

SCHOOL NAME: Stone Academy

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 *(five years)*

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25** *(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.
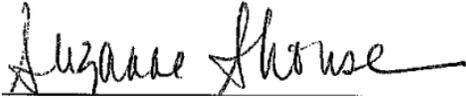
Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT
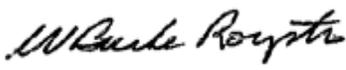
Dr. W. Burke Royster	*(signature)*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Suzanne Shouse	*(signature)*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*(signature)*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Amanda Lenar	*(signature)*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Cathy Dodson	*(signature)*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 115 Randall Street Greenville, South Carolina 29617
SCHOOL TELEPHONE: (864) 525-0960
PRINCIPAL E-MAIL ADDRESS: sshouse@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position and Name

1. Principal: Suzanne Shouse

2. Teacher: Carrie Gardner

3. Parent/Guardian: Katie Watts

4. Community Member: Michele Chastain

5. Paraprofessional: Chris McClain

6. School Improvement Council Member: Luis Tinoco

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

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

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
☑ Yes ☐ No ☐ N/A	**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).
☑ Yes ☐ No ☐ N/A	**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).
☑ Yes ☐ No ☐ N/A	**Parent Involvement** 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.
☑ Yes ☐ No ☐ N/A	**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.
☑ Yes ☐ No ☐ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

☑ Yes ☐ No ☐ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☑ Yes ☐ No ☐ N/A	**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).
☑ Yes ☐ No ☐ N/A	**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.
☐ Yes ☐ No ☑ N/A	**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. However, they may be housed at locations with other grade levels or completely separate from schools.
☑ Yes ☐ No ☐ N/A	**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.

☑ Yes ☐ No ☐ N/A	**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 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.
☑ Yes ☐ No ☐ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but 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.
☑ Yes ☐ No ☐ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

TABLE OF CONTENTS

Include a table of contents to ensure inclusion of all required elements.

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 teacher is a member of the HIVE: a collaborative team dedicated to our school wide focuses – reading, math, science, social studies, and technology through an arts integrated approach.

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

EXECUTIVE SUMMARY

Summary of Student Achievement:

- Stone Academy earned an Excellent rating and an overall score of 84 on the 2023 School Report Card.
- 85.8% of third through fifth grade students met or exceeded MATH benchmark as measured by SCREADY.
- 85.5% of third through fifth grade students met or exceeded ELA benchmark as measured by SCREADY.
- 80.5% of fourth grade students met or exceeded SCIENCE benchmark as measured by SCPASS.
- Students in third through fifth grade exceeded district and state averages in all subject areas as measured by SCREADY.

Summary Teacher and Administrator Quality:

- Differentiated professional development opportunities are provided weekly on campus.
- 73.7% of teachers have earned an advanced degree.
- 94.4% of teachers returned to Stone Academy in the 2023-24 school year.
- Student-teacher ratio decreased from 21.2 to 19.8 in the 2023-24 school year.
- 100% of teachers hold a continuing contract.

Summary of School Climate:

- 90% of parents and 97.7% of teachers indicated satisfaction with the learning environment on the 2023 report card survey.
- 95% of parents and 100% of teachers indicated satisfaction with the social and physical environment on the 2023 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 Instructional 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 have been recognized as a Common Sense Media: Digital Citizenship School, and continue to work toward creating responsible 21st-century citizens. 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 consistently earn an Excellent rating on the South Carolina School Report Card.

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 546 students, kindergarten through grade five.

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

Dates:	Meeting Focus:
August 28	Open House
October 9	Pumpkins & Bingo
November 13	Book Fair
December 5	Collaborative Choral Concert
February 12	Health Fair
March 5	Big Show: Intermediate Performance
April 26	Arts Alive
April 30	Little Big Show: Primary Performance
May 13	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 updates from the Instructional Leadership Team.

We are proud to be designated by the South Carolina Arts Commission as an ABC (Arts in Basic Curriculum) Advancement site. We have developed our curriculum to become a model for the state with the support of our

local performing arts center, the Metropolitan Arts Council, and our county museum. Our faculty actively participates in institutes offered by these organizations. We supplement our arts-integrated instruction with weekly classes in dance, drama, and for intermediate students who choose it, strings.

School Personnel Data

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

Student Population Data

Stone Academy's student population is diverse with 69% coming from the attendance area (within a 1.5 mile radius of the school) and 31% coming from across Greenville County. Of our total 546 students in 2023-2024, 74% are White, 12% are Black or African-American, 6% are two or more races, 6% are Hispanic, and 2% are Asian. 48.8% of our students in grades 3-5 are served in the Gifted and Talented Program. Our school has 4 kindergarten classes, 6 first, 4 second, 4 third, 4 fourth, and 4 fifth grade classes. We have 2 Multicategorical Special Ed self-contained classes.

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

> Grade K – 84 students – 4 classes
> Grade 1 – 95 students – 6 classes
> Grade 2 – 88 students – 4 classes
> Grade 3 – 85 students – 4 classes
> Grade 4 – 98 students – 4 classes
> Grade 5 – 96 students – 4 classes

Percentage of Students Served by Gifted and Talented Program

2022-2023	48.8%
2021-2022	45%

Percentage of Students Retained

2022-2023	0.4%
2021-2022	1.1%

Academic Programs and Initiatives

Stone Academy implements shared decision making and data-driven decisions. The Faculty Council is composed of a representative from each grade level and special area along with members of the Instructional Leadership Team (principal, assistant principal, 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 workshop model in order to effectively differentiate instruction in ELA and Math.
2. Artist-in-Residence provided each year for every grade level.
3. Encore classes are offered after school that extends our arts curriculum.
4. JumpStart News, our live, daily news program is run by 4th and 5th grade students.
5. The OnTrack Team provides testing, scheduling and recommendations for students in need.

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 2022-23 school year, 85.5% of our students met or exceeded expectations in the area of English Language Arts, and 85.8% of our students met or exceeded expectations in the area of math. In the area of Science, 80.5% of fourth graders scored Exemplary or Met on the SC PASS assessment.

SC READY 2022-23: English Language Arts

	3rd Grade		4th Grade		5th Grade	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
Meets & Exceeds Expectations	70%	88%	81%	82%	79%	84%

SC READY 2022-23: Math

	3rd Grade		4th Grade		5th Grade	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
Meets & Exceeds Expectations	72%	91%	82%	80%	80%	84%

SC PASS 2022-2023: Science

	4th Grade	
	2021-2022	2022-2023
Meets & Exceeds Expectations	82%	80%

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 2023-2024

Date	Day	Title	Time
8/1/23	Tue.	Full Faculty Meeting: Launching the Year	9:00
8/2/23	Wed.	Faculty Council Meeting	8:00
8/4/23	Fri.	Full Faculty Meeting: Safety	9:30
8/16/23	Wed.	Full Faculty Meeting	2:45
8/22/23	Tue.	Grade Level PLCs - 3rd, 4th, 5th	planning periods
8/22/23	Tue.	Tech Tuesday PD: GSuite	2:45
8/23/23	Wed.	Team PLC - Related Arts	11:30
8/23/23	Wed.	NewBEES Meeting: Quarter 1	2:45
8/24/23	Thur.	Grade Level PLCs - K, 1st, 2nd	planning periods
9/6/23	Wed.	Faculty Council Meeting	2:45
9/12/23	Tues	4th Grade Planning (Science)	8:00-11:00am
9/13/23	Wed.	The Hive: Full Faculty Collaborative Planning	2:45
9/19/23	Tue.	Grade Level PLCs - 3rd, 4th, 5th	planning periods
9/20/23	Wed.	Team PLC - Related Arts	11:30
9/20/23	Wed.	Full Faculty Meeting	2:45
9/21/23	Thur.	Grade Level PLCs - K, 1st, 2nd	planning periods
9/26/23	Tue.	Arts Integration Training: Arts Now	planning periods
9/27/23	Wed.	Arts Integration Training: Arts Now	planning periods

9/27/23	Wed.	Arts Integration Training & Reflection: Arts Now	2:45
10/4/23	Wed.	The Hive: Full Faculty Collaborative Planning	2:45
10/5/23	Thur.	NewBEES Meeting: Quarter 2	2:45
10/11/23	Wed.	Full Faculty Meeting	2:45
10/18/23	Wed.	Faculty Council Meeting	2:45
10/24/23	Tue.	Grade Level PLCs - 3rd, 4th, 5th	planning periods
10/25/23	Wed.	Team PLC - Related Arts	11:30
10/25/23	Wed.	PD: Writing Identities	2:45
10/26/23	Thur.	Grade Level PLCs - K, 1st, 2nd	planning periods
11/1/23	Wed.	The Hive: Full Faculty Collaborative Planning	2:45
11/8/23	Wed.	Full Faculty Meeting	2:45
11/14/23	Tues.	Promethean Board Updates	2:45
11/15/23	Wed.	Faculty Council Meeting	2:45
11/29/23	Wed.	PD: Generative AI with Avis Canty	2:45
12/5/23	Tue.	Grade Level PLCs - 3rd, 4th, 5th	planning periods
12/6/23	Wed.	Team PLC - Related Arts	11:30
12/6/23	Wed.	The Hive: Full Faculty Collaborative Planning	2:45
12/7/23	Thur.	Grade Level PLCs - K, 1st, 2nd	planning periods
12/13/23	Wed.	PD: Staff Arts Experiences	2:45
1/3/24	Wed.	NewBEES Meeting: Quarter 3	1:00
1/10/24	Wed.	The Hive: Full Faculty Collaborative Planning	2:45
1/17/24	Wed.	Full Faculty Meeting	2:45
1/23/24	Tue.	Grade Level PLCs - 3rd, 4th, 5th	planning periods
1/24/24	Wed.	Team PLC - Related Arts	11:30
1/24/24	Wed.	Faculty Council Meeting	2:45
1/25/24	Thur.	Grade Level PLCs - K, 1st, 2nd	planning periods
1/31/24	Wed.	PD: AI in the Classroom	2:45

2/7/24	Wed.	The Hive: Full Faculty Collaborative Planning	2:45
2/14/24	Wed.	Full Faculty Meeting	2:45
2/21/24	Wed.	Faculty Council Meeting	2:45
2/27/24	Tue.	Grade Level PLCs - 3rd, 4th, 5th	planning periods
2/28/24	Wed.	Team PLC - Related Arts	11:30
2/28/24	Wed.	PD: Canva for Educators	2:45
2/29/24	Thur.	Grade Level PLCs - K, 1st, 2nd	planning periods
3/6/24	Wed.	The Hive: Full Faculty Collaborative Planning	2:45
3/12/24	Tue.	Grade Level PLCs - 3rd, 4th, 5th	planning periods
3/13/24	Wed.	Team PLC - Related Arts	11:30
3/13/24	Wed.	Full Faculty Meeting	2:45
3/14/24	Thur.	Grade Level PLCs - K, 1st, 2nd	planning periods
3/27/24	Wed.	PD: Staff Arts Integration Share Outs	2:45
4/3/24	Wed.	The Hive: Full Faculty Collaborative Planning	2:45
4/9/24	Tue.	Grade Level PLCs - 3rd, 4th, 5th	planning periods
4/10/24	Wed.	Team PLC - Related Arts	11:30
4/10/24	Wed.	Full Faculty Meeting	2:45
4/11/24	Thur.	Grade Level PLCs - K, 1st, 2nd	planning periods
4/17/24	Wed.	Faculty Council Meeting	2:45
4/18/24	Thur.	NewBEES Meeting: Quarter 3	2:45
4/24/24	Wed.	PD: Arts Integration AI in the Classroom	2:45

Goal Area 3: School Climate

Student Behavior Data

2022-2023 school report card shows the following data regarding student behavior at Stone Academy.

Students with in-school suspensions	1
Students with out of school suspensions	11
Students expelled	0

Attendance, Absenteeism, & Truancy

Chronic Absenteeism Rate

2022-2023	8.7%
2021-2022	9.6%

Parent/Teacher Conferences

All teachers are required to conduct at least one parent/teacher conference per year. Teachers conduct in-person conferences in the fall. However, some circumstances call for virtual or phone conferences. Many teachers hold multiple conferences throughout the year students are experiencing difficulties or if requested by parents.

Volunteer Hours

School volunteers logged a total of 5,006 hours from August 2022 to June 2023. Parent and community involvement continue to make a substantial impact in student achievement at Stone Academy.

Backpack Accounts/Logins

Weekly parent messages are delivered to the Stone community via Backpack. All but 31 student families access Backpack on a regular basis.

2023 Stone Academy School Report Card

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ☑Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*	

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from <u>85.8%</u> in 2022-23 to <u>88.8%</u> in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 0.6% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	86.4%	87%	87.6%	88.2%	88.8%
	85.8%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Instructional Leadership Team (ILT)	0	N/A	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· ILT & Classroom Teachers	0	N/A	
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science	2024-2029	· Classroom Teachers	0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Use updated GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	· Classroom Teachers	0	N/A	
2. Ensure math instruction includes real-world, rigorous, project-based strategies and addresses differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	· ILT	0	N/A	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Classroom Teachers	0	N/A	
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	· Principal & Assistant Principal	0	N/A	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· ILT	0	N/A	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	· Instructional Coach	0	N/A	
2. Provide access to professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Instructional Coach	0	N/A	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· ILT	0	N/A	
4. Foster a collaborative relationship between schools and parents.	2024-2029	· ILT & all teachers	0	N/A	

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: ☑Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*	

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>85.5</u>% in 2022-23 to <u>88.5</u>% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 0.6% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	86.1%	86.7%	87.3%	87.9%	88.5%
	85.5%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Principal	0	N/A	
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· Literacy Specialist	0	N/A	
3. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to	2024-2029	· Classroom Teachers & Literacy Specialist	0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	**Indicators of Implementation** *C=Continue, M=Modify, F=Finish*
ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.					
4. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards.	2024-2029	· Classroom Teachers	0	N/A	
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· ILT	0	N/A	
2. Provide support for implementing data driven reflective conversations to improve teaching practice (school and individual data).	2024-2029	· Instructional Coach	0	N/A	
3. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· Instructional Coach, Literacy Specialist, & Teachers	0	N/A	
4. Implement a range of assessment methods that measure student understanding.	2024-2029	· Classroom Teachers	0	N/A	
5. Ensure vertical articulation of grade level content and practices.	2024-2029	· Instructional Coach	0	N/A	
6. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group	2024-2029	· Instructional Coach	0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
instruction, etc.) that meet student needs.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· ILT	0	N/A	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Literacy Specialist	0	N/A	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Classroom Teachers	0	N/A	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Classroom Teachers	0	N/A	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Principal & Assistant Principal	0	N/A	
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	· ILT	0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· ILT & Classroom Teachers	0	N/A	
3. Provide professional learning opportunities on instructional strategies for diverse learners using an Arts Integrated approach.	2024-2029	· Principal	$1500	ABC Grant	

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☑Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Support local high school and college students pursuing education as a career choice by hosting teacher cadets and university practicum students.	2024-2029	· Instructional Coach	0	N/A	
2. Ensure elementary school career programs include teaching as a choice.	2024-2029	· School Counselor	0	N/A	

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☑Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*   *(* required)*
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	10.5%	10%	9.5%	9%	8.5%
	11%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Create a school culture that supports teacher growth and emotional wellbeing.					
1. Establish a mentor program for new staff.	2024-2029	· Instructional Coach	0	N/A	
2. Establish and maintain a supportive structure for PLC work across the building.	2024-2029	· ILT	0	N/A	
3. Intentionally plan for and celebrate staff efforts.	2024-2029	· ILT	$2500	Local funds	

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(required)*

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (School)					

On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in Kindergarten through 5th grade.					
1. Implement school-wide framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy.	2024-2029	· Administration & Classroom Teachers	0	N/A	
2. Establish consistency in teaching and reinforcing expectations and building positive relationships,	2024-2029	· Administration & Classroom Teachers	0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
while allowing custom, school-based programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	· All Stakeholders	0	N/A	
4. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	· On Track Team	0	N/A	
5. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being.	2024-2029	· School Counselor & Classroom Teachers	0	N/A	
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Principal & Classroom Teachers	0	N/A	
2. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Administration & Classroom Teachers	0	N/A	
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities accessible	2024-2029	· Club Advisors	0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide leadership opportunities within the school during the school day.	2024-2029	· Club Advisors	0	N/A	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· School Counselor	0	N/A	

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*	

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
			Projected (School)	7.3%	6.8%	6.3%	5.8%	5.3%
	7.8%	TBD	Actual (School					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Assistant Principal & Attendance Clerk	0	N/A	
2. Attend ongoing training for Attendance Clerks or Interventionists.	2024-2025	· Attendance Clerk	0	N/A	
Action Plan for Strategy #2: Implement a proactive approach to increase attendance rates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	**Indicators of Implementation** *C=Continue, M=Modify, F=Finish*
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· Assistant Principal & Attendance Clerk	0	N/A	
2. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	· Nurse & Attendance Clerk	0	N/A	

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*	

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	· Attendance Clerk	0	N/A	
2. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Technology Coach	0	N/A	
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health	2024-2029	· School Improvement Council	0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	**Indicators of Implementation** *C=Continue, M=Modify, F=Finish*
departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.					
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· School Improvement Council	0	N/A	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· PTA	0	N/A	
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Use social media to inform and increase parent and guardian attendance at school events.	2024-2026	· PTA & Webmaster	0	N/A	
2. Assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	· Principal	0	N/A	