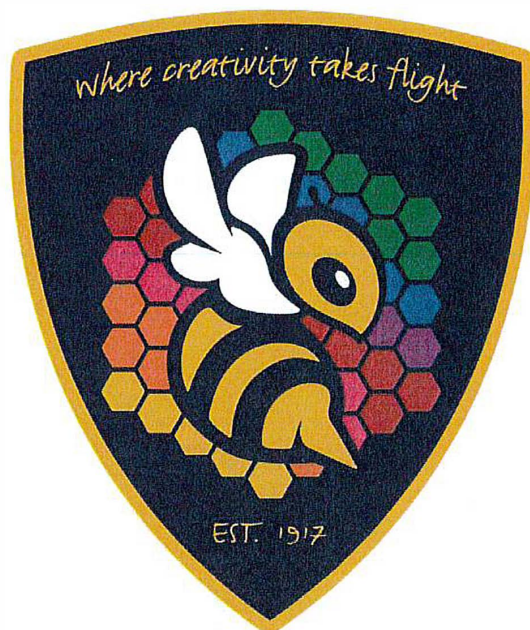


# School Renewal Plan

## 2025-2026 through 2028-2029



**STONE**  
**ACADEMY**  
OF COMMUNICATION ARTS

Suzanne Shouse, Principal

Greenville County Schools  
Dr. W. Burke Royster, Superintendent

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## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Stone Academy

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26** (*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		3/7/25
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Suzanne Shouse		3/7/25
PRINTED NAME	SIGNATURE	DATE

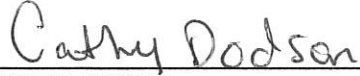
### CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		3/7/25
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Michele Chastain		3/7/25
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Cathy Dodson		3/7/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 115 Randall Street Greenville, SC 29609

SCHOOL TELEPHONE: (864) 355-8400

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

## **Stakeholder Involvement for School Renewal**

### Position and Name

1. Principal: Suzanne Shouse
2. Teacher: Jill Rohrer
3. Parent/Guardian: Amanda Lenar
4. Community Member: Luis Tinoco
5. Paraprofessional: Chris McClain
6. School Improvement Council Member: Michele Chastain
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))

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Technology</b></p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Innovation</b></p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Collaboration</b></p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Developmental Screening</b></p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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>

# 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 75 on the 2024 School Report Card.
- 87.2% of third through fifth grade students met or exceeded MATH benchmark as measured by SCREADY.
- 83.9% 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.

## Summary Teacher and Administrator Quality:

- Differentiated professional development opportunities are provided throughout the year.
- 63.9% of teachers have earned an advanced degree.
- 87.2% of teachers returned to Stone Academy in the 2024-2025 school year.
- Student-teacher ratio was 21-1 in the 2024-25 school year.
- 100% of teachers hold a continuing contract.

## Summary of School Climate:

- 87.5% of parents and 100% of teachers indicated satisfaction with the learning environment on the 2024 report card survey.
- 100% of parents and 100% of teachers indicated satisfaction with the social and physical environment on the 2024 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 548 students, kindergarten through grade five.

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

<b>Dates:</b>	<b>Meeting Focus:</b>
August 26	Open House
October 7	Pumpkins & Bingo
December 10	Collaborative Choral Concert
February 10	Health Fair
March 4	Big Show: Intermediate Performance
April 25	Arts Alive
April 29	Little Big Show: Primary Performance
May 12	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 27 teachers in Kindergarten – 5<sup>th</sup> grade, 4 special education teachers, and 6 Para-professionals, 3 intervention specialists, 1 speech therapist, 1 challenge teacher, 1 media specialist, 1 library clerk, and a related arts team (including art, music, PE, dance, drama and strings). The support staff includes 1 counselor, 1 instructional coach, a full-time nurse, a 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 72% coming from the attendance area (within a 1.5 mile radius of the school) and 28% coming from across Greenville County. Of our total 547 students in 2024-2025, 74% are White, 11% are Black or African-American, 7% are two or more races, 7% are Hispanic, and 1% are Asian. 48.2% of our students in grades 3-5 are served in the Gifted and Talented Program. Our school has 4 kindergarten classes, 6 first, 5 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 – 83 students – 4 classes

Grade 1 – 92 students – 6 classes

Grade 2 – 95 students – 5 classes

Grade 3 – 88 students – 4 classes

Grade 4 – 90 students – 4 classes

Grade 5 – 100 students – 4 classes

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

2023-2024	48.2%
2022-2023	48.8%

### **Percentage of Students Retained**

2023-2024	0.6%
2022-2023	0.4%

### **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 4<sup>th</sup> and 5<sup>th</sup> 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 2023-24 school year, 83.9% of our students met or exceeded expectations in the area of English Language Arts, and 87.2% of our students met or exceeded expectations in the area of math.

#### SC READY 2023-24: English Language Arts

	3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
<b>Meets &amp; Exceeds Expectations</b>	88%	80.5%	82%	89.6%	84%	81.1%

#### SC READY 2023-24: Math

	3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
<b>Meets &amp; Exceeds Expectations</b>	91%	92.7%	80%	86.5%	84%	83.2%



## 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 2024-2025

Specific areas of focus include:

- effective literacy and language instruction through LETRS
- arts integration/infusion across the curriculum
- PLC collaboration through student data analysis and monthly HIVE meetings

Date	Day	Title	Time
7/11/24	Thur.	LETRS Training Unit 1	8:00
8/1/24	Thur.	Full Faculty Meeting: Launching the Year	8:00
8/6/24	Tues.	LETRS Training Unit 2	8:00
8/14/24	Wed.	Guiding Coalition & Task Committees	2:45
8/15/24	Thur.	Collaborative Team Meetings	planning periods
9/11/24	Wed.	Full Faculty Meeting & Arts Int. Staff Led PD	2:45
9/12/24	Thur.	Collaborative Team Meetings	planning periods
9/18/24	Wed.	HIVE: Full Faculty Collaborative Planning	2:45
9/25/24	Wed.	Guiding Coalition	2:45
9/26/24	Thur.	Collaborative Team Meetings	planning periods
10/9/24	Wed.	Full Faculty Meeting	2:45
10/16/24	Wed.	HIVE: Full Faculty Collaborative Planning	2:45
10/17/24	Thur.	Collaborative Team Meetings	planning periods

10/23/24	Wed.	Guiding Coalition	2:45
10/31/24	Thur.	Collaborative Team Meetings	planning periods
11/4/24	Mon.	LETRS Training Unit 3	8:00
11/4/24	Mon.	Arts Integration Training	8:00
11/7/24	Thur.	Collaborative Team Meetings	planning periods
11/13/24	Wed.	Full Faculty Meeting	2:45
11/20/24	Wed.	HIVE: Full Faculty Collaborative Planning	2:45
11/21/24	Thur.	Collaborative Team Meetings	planning periods
12/11/24	Wed.	Full Faculty Meeting	2:45
12/12/24	Thur.	Collaborative Team Meetings	planning periods
1/6/25	Mon.	LETRS Training Unit 4	8:00
1/6/25	Mon.	Arts Integration Training	8:00
1/9/25	Thur.	Collaborative Team Meetings	planning periods
1/15/25	Wed.	Full Faculty Meeting	2:45
1/22/25	Wed.	HIVE: Full Faculty Collaborative Planning	2:45
1/23/25	Thur.	Collaborative Team Meetings	planning periods
1/29/25	Wed.	Guiding Coalition	2:45
2/12/25	Wed.	Full Faculty Meeting	2:45
2/13/25	Thur.	Collaborative Team Meetings	planning periods
2/19/25	Wed.	HIVE: Full Faculty Collaborative Planning	2:45
2/26/25	Wed.	Guiding Coalition	2:45
2/27/25	Thur.	Collaborative Team Meetings	planning periods
3/12/25	Wed.	Full Faculty Meeting	2:45
3/13/25	Thur.	Collaborative Team Meetings	planning periods
3/26/25	Wed.	Guiding Coalition	2:45
3/27/25	Thur.	Collaborative Team Meetings	planning periods
4/9/25	Wed.	Full Faculty Meeting	2:45



4/10/25	Thur.	Collaborative Team Meetings	planning periods
4/16/25	Wed.	HIVE: Full Faculty Collaborative Planning	2:45
4/23/25	Wed.	Guiding Coalition	2:45
4/24/25	Thur.	Collaborative Team Meetings	planning periods
5/8/25	Thur.	Collaborative Team Meetings	planning periods

## Goal Area 3: School Climate

### Student Behavior Data

2023-2024 school report card shows the following data regarding student behavior at Stone Academy.

Students with in-school suspensions	2
Students with out of school suspensions	21
Students expelled	0

### Attendance, Absenteeism, & Truancy

#### Chronic Absenteeism Rate

2023-2024	10.8%
2022-2023	8.7%

### 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 4,865 hours from August 2023 to June 2024. 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 38 student families access Backpack on a regular basis.

## 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 85.8% in 2022-23 to 88.8% 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%	87.2%	Actual (ES)	87.2				
	59.9%	61.2%	Actual (District)	53.3				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.</b>					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Instructional Leadership Team (ILT)	0	N/A	C: ILT agendas F: Fall Goals Presentation
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· ILT & Classroom Teachers	0	N/A	C: SLO goal documentation C: HIVE agendas
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	· Classroom Teachers	0	N/A	C: Lesson plans C: Classroom observations
<b>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.</b>					
1. Use updated GCS Curriculum Maps to leverage power standards, grade-level	2024-2029	· Classroom Teachers	0	N/A	C: Lesson plans C: Classroom observations



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
rigor and pacing and ensure consistent use across all classrooms.					
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	C: Lesson plans C: Classroom observations
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Classroom Teachers	0	N/A	C: Benchmark results C: Common Formative Assessments
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	C: Mosaic reports C: Learning Walk reflections
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	C: Mosaic reports C: Coaching log C: PD plan
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					
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	C: Benchmark results C: CFA results C: Coaching log
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	C: PD plan
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning	2024-2029	· ILT	0	N/A	C: HIVE agendas C: Grade Level PLC agendas

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Community Process by monitoring for fidelity.					
4. Foster a collaborative relationship between schools and parents.	2024-2029	· ILT & all teachers	0	N/A	C: Principal's monthly newsletter C: PTA newsletter & schedule of events



## 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 85.5% in 2022-23 to 88.5% 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%	83.9%	Actual (ES)	83.9%				
	64.2%	63.2%	Actual (District)	61.7%				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>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.</b>					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Principal	0	N/A	C: ILT agendas F: Fall Goals Presentation
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	C: RTI data C: Lesson plans
3. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	· Classroom Teachers & Literacy Specialist	0	N/A	C: Lesson plans C: Classroom observations
4. Provide additional enrichment opportunities for students who are	2024-2029	· Classroom Teachers	0	N/A	C: Lesson plans C: Classroom observations

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
meeting and exceeding grade level standards.					
<b>Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· ILT	0	N/A	C: ILT agendas C: Lesson plan dropbox
2. Provide support for implementing data driven reflective conversations to improve teaching practice (school and individual data).	2024-2029	· Instructional Coach	0	N/A	C: PLC agendas C: HIVE agendas
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	C: Grade level databases
4. Implement a range of assessment methods that measure student understanding.	2024-2029	· Classroom Teachers	0	N/A	C: Common formative assessments C: Lesson plans
5. Ensure vertical articulation of grade level content and practices.	2024-2029	· Instructional Coach	0	N/A	C: HIVE agendas C: PLC agendas
6. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· Instructional Coach	0	N/A	C: PLC agendas
<b>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.</b>					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· ILT	0	N/A	C: Lesson plans C: Mastery Connect data C: Amira data
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Literacy Specialist	0	N/A	C: Lesson plans
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Classroom Teachers	0	N/A	C: Lesson plans C: Classroom observations



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Classroom Teachers	0	N/A	C - Lesson plans C - Formative assessments C - Benchmark data
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	C - Classroom observations C - Learning walk and Instructional Round look fors and feedback
<b>Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
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	C - Coaching log C - PLC meeting agendas
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	C - Benchmark data C - On Track agendas C - Lesson plans
3. Provide professional learning opportunities on instructional strategies for diverse learners using an Arts Integrated approach.	2024-2029	· Principal	\$1500	ABC Grant	F - Certificates of completion C - Arts PD registrations

## 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%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)	100%				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	C - Teacher cadet and practicum student placement forms
2. Ensure elementary school career programs include teaching as a choice.	2024-2029	· School Counselor	0	N/A	C - School counselor lesson plans

## 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%
	10.4%	10.1%	Actual (District)					
			Projected (School)	10.5%	10%	9.5%	9%	8.5%
	11%	10.5%	Actual (School)					

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



## 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*	61.5%	54.1%	Actual (District)					
			Projected (School)	32.62%	30.62%	28.62%	26.62%	24.62%
		34.62%	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 <i>C=Continue, M=Modify, F=Finish</i>
<b>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.</b>					
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	C - Student Handbook C - Focus 5 Artist Toolbox observations
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	· Administration & Classroom Teachers	0	N/A	C - Classroom and morning meeting observations C - School counselor lesson plans
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally	2024-2029	· All Stakeholders	0	N/A	C - School survey responses C - PTA meeting agendas C - School counselor lesson plans

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.					
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	C - On Track agendas and meeting minutes
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	C - School counselor lesson plans
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Principal & Classroom Teachers	0	N/A	C - Class Newsletters C - Monthly Principal Newsletters C - PTA eBlasts
2. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Administration & Classroom Teachers	0	N/A	C - Parent Conference schedules
<b>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.</b>					
1. Make opportunities for students to participate in clubs and extracurricular activities accessible	2024-2029	· Club Advisors	0	N/A	C - Chess Club registrations C - Leadership Club agendas
2. Provide leadership opportunities within the school during the school day.	2024-2029	· Club Advisors	0	N/A	C - Leadership Club agendas



## 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%
	24.2%	23.9%	Actual (District)					
			Projected (School)	9.8%	8.8%	7.8%	6.8%	5.8%
	7.8	10.8%	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 <i>C=Continue, M=Modify, F=Finish</i>
<b>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.</b>					
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	C - School website
2. Attend ongoing training for Attendance Clerks or Interventionists.	2024-2029	• Attendance Clerk	0	N/A	C - Training registrations
<b>Action Plan for Strategy #2: Implement a proactive approach to increase attendance rates.</b>					
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	C - Truancy letters
2. Distribute materials throughout the year to reinforce the policies and	2024-2025	• Nurse & Attendance Clerk	0	N/A	C - Backpack messages

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).					



## 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 the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

**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
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	5,020	5,170	5,325	5,484	5,648
		4,874	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>					
1. Increase parent and guardian utilization of Backpack.	2024-2029	<input type="checkbox"/> Attendance Clerk			C - Backpack registrations
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> School Counselors			C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> School Counselors			C
<b>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.</b>					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage	2024-2029	<input type="checkbox"/> School Improvement Council			C - SIC agendas and minutes

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> School Improvement Council			C - SIC agendas and minutes
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> PTA			C - PTA Calendar
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	<input type="checkbox"/> Administrators			C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Administrators			C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<input type="checkbox"/> School Improvement Council			C