

# Stone Academy

Edward P. Holliday, Principal

Greenville County Schools  
Mr. W. Burke Royster, Superintendent

School Renewal Plan for  
2013-2014 through 2017-2018

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL:** Stone Academy

**SCHOOL DISTRICT:** Greenville County Schools

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2014-15 (*one year*)

### Assurances

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

### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

### SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jennifer Medlock		
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Ed Holliday		
PRINTED NAME	SIGNATURE	DATE

**SCHOOL ADDRESS:** 115 Randall Street, Greenville, SC 29609

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

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# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Ed Holliday
2. TEACHER:	Bonnie McClain
3. PARENT/GUARDIAN:	Missy Latham
4. COMMUNITY MEMBER:	Nell Stewart
5. SCHOOL IMPROVEMENT COUNCIL:	Jennifer Medlock
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>

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

# SDE ASSURANCES

## Act 135 Assurances

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

**X** **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

**X** **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

**X** **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

**X** **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

**X** **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

**Recruitment**

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

**X** **Collaboration**

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

**X**    **Developmental Screening**

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

**Half-Day Child Development**

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

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

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

**Parenting and Family Literacy**

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

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

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

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# INTRODUCTION

## Stone Academy's Portfolio

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

This school portfolio is a living document that describes Stone Academy. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. The Continuous Improvement and Evaluation summarizes our assessments on the Continuous Improvement Continuums. It is in this final chapter that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout our school during this time. It also shows how all of the parts fit together to make our school a positive place for our students.

A team of teachers was involved in developing the narrative for our portfolio based on input from the whole staff, from our School Improvement Council and our Parent Teacher Association. With our improved leadership and decision-making structure every teacher is empowered to be involved and make a difference. Every grade level teacher is a member of one of the four Vision Planning Committees dedicated to our four school wide focuses – reading, math, parent involvement and technology. These four committees are the backbone of our SIC committee, which has representation from teachers, administration, community members, business partners and parents. Each committee reports at our monthly SIC meeting and all minutes from SIC and Vision Planning Committees are emailed to all stakeholders. These four teams, along with members of the community, are also working collaboratively to complete the self-assessment of our school as we enter into the accreditation process.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

*The Staff of Stone Academy of Communication Arts*

## **Vision Planning Committees**

<b>Vision Planning Reading Committee</b>	<b>Vision Planning Math Committee</b>
Chair: Christine Lewis	Chair: Sarah Knight
Kindergarten rep: Karen Phoenix	Kindergarten rep: Erica Ryals
Grade 1 rep: Andi Buckless	Grade 1 rep: Jill Spence, Caroline Hicks
Grade 2 rep: Lori Dear, Jillian Grimsley	Grade 2 rep: Holly Rouse
Grade 3 rep: Laura Wasatonic	Grade 3 rep: Kristen Rowan
Grade 4 rep: Kara Holmgren	Grade 4 rep: Carrie McConnell
Grade 5 rep: Bonnie McClain	Grade 5 rep: Sharon Gilstrap
Specialist rep: Alice Littlejohn Jean Thomas	Specialist rep: Sarah Knight
Related Arts rep: Jill Rohrer	Related Arts rep: Cyndi Waddell

<b>Vision Planning Technology Committee</b>	<b>Vision Planning Parent Involvement Committee</b>
Chair: Charlie Slate	Chair: Dixie Neff
Kindergarten rep: Candi Bolt	Kindergarten rep: CJ Bell
Grade 1 rep: Susan Whitmire	Grade 1 rep: Pat Sandzen
Grade 2 rep: Kristy Peace	Grade 2 rep: Elizabeth Boone
Grade 3 rep: Betty Russell	Grade 3 rep: Mary Gilden
Grade 4 rep: Lyndsey Trickett	Grade 4 rep: Cathy Dodson
Grade 5 rep: George Koontz	Grade 5 rep: Angela Smith
Specialist rep: Jill Iles	Specialist rep: Kristen Mostoller
Related Arts rep: Nicole Ackerman	Related Arts rep: Jeanie Reed



# EXECUTIVE SUMMARY

Stone Academy is an inner city arts magnet school of 622 students, kindergarten through grade five, that serves a downtown neighborhood assigned to the school and students from across the district who apply to attend. It is one of 53 elementary schools and 1 of 3 magnet schools in the Greenville County School District in Greenville, South Carolina. Stone Academy of Communication Arts offers a rigorous scholastic curriculum enriched by instruction in art, music, dance, drama, technology, and P.E.

Stone Academy's student population is diverse with 71% coming from the attendance area (within a 1.5 mile radius of the school) and 29% coming from across Greenville County. Of our total 622 students in 2013-2014, 16% are African American, 74% are White, 4% are Hispanic, <1% are Asian and 5% other. 39% of our students in grades 3-5 are served in the Gifted and Talented Program. 26% of our students are on Free/Reduced Lunch. Our school has 4 kindergarten classes, 5 first and second grade classes, and 4 classes each of third -fifth grade. We have one LD-Neuro self-contained class of 10 students.

As we prepare this year to implement our new strategic plan, it is evident that many of our challenges remain the same, but our improvement efforts have greatly enhanced the effectiveness of our school. Professional Development continues to focus on Arts Integration as we enter our 8<sup>th</sup> year. Twenty-nine teachers have participated in or completed the IDEA Program (Intensive Development of Education through the Arts), an intensive arts-integration professional development course through the Peace Center. This year, a class set of iPads and iPad minis were donated for classroom use, and we continue to provide opportunities to grow and share in effective use of them to improve student achievement in the classroom. As part of our school-wide focus in improving instruction, we have dedicated the third Wednesday of every month to professional development. This year's focus is on Common Core preparation in both ELA and Math and Balanced Literacy implementation. Teachers have participated in additional trainings throughout the summer and school year to learn more about Balanced Literacy and how to best implement it into their classrooms.

"Find Your Passion" is not only the school-wide theme for the year, but it is also cornerstone of our curriculum. Our students are engaged in learning with an artistic approach, using arts areas to reinforce objectives necessary for classroom learning. We infuse creative problem-solving experiences into our arts integrated curriculum. 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.

The mission of Stone Academy is to prepare all students for lifelong love of learning by actively engaging students in a comprehensive, sequential, academic program interwoven with the arts and enriched with creative problem-solving experiences appropriate for all learning styles. We have embraced the following outcomes for our students, and from these our vision was created.

Stone Academy students will:

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

Stone Academy received an EXCELLENT Report Card for 2012-2013, which is the fifth year in a row we have received this distinction. For 2013, our ESEA/Federal Accountability Rating was 96.7 = A. The 2013 PASS results show a high percentage of students scoring *Met* and *Exemplary* in ELA and Math. However, we note that the mean scale score for our African-American students and students receiving Subsidized Meals is much lower than their peers.

Vision Planning Committees were started back in 2003 when we did our last accreditation. Each of the 4 Vision Planning committees evaluates and analyzes data pertaining to their school-wide focus and strategies are adopted for the following year. Our four school-wide areas of focus are:

- Improve the reading and writing achievement of all students across grade levels and demographic groups
- Improve the math achievement of all students across grade levels and demographic groups
- Improve technology skills of students, teachers, and parents for increased student achievement, communication, and life-long technological skills.
- Improve communication, parent involvement and parent understanding to improve student achievement.

Each year a folder of test data is prepared by the Instructional Coach for each teacher to see how his/her last year's class performance compared with the grade level at Stone, with Greenville County and with the State. Also, they are given a profile of the students they are currently teaching. Each teacher is empowered to analyze her/his own performance and make any adjustments indicated. With this information and other data (MAP, Star Reading, Star Math...), each teacher develops a personal professional development plan and sets a student improvement goal for their PAS-T portfolio.

The instructional coach meets weekly with each grade level to monitor their pacing and progress, to identify needs they may have, to encourage collegial conversations about relevant topics that affect student achievement, and to provide information on professional development opportunities.

Stone continues to be a highly successful magnet school that serves a diverse population. Our talented and 100% highly qualified faculty work hand-in-hand with the Leadership Team as we continue to embrace our mission and vision.

Stone offers a rigorous standards-based curriculum enriched by instruction in art, music, dance and drama. A wide variety of academic programs are offered to all students and accommodations are made for students with special needs.

Our plan for professional development in the 2014-2015 school year includes a continued emphasis on Balanced Literacy, Common Core State Standards, and Math workstations. Teachers at Stone are encouraged to participate in the Summer Academy provided by Greenville County School District as a means of learning and improving best practices. Our focus on technology will continue with Technology Tips at each faculty meeting.

Attendance during the 2012-2013 school year was down slightly from previous years for both students and teachers.

	<b>Teacher Attendance</b>	<b>Student Attendance</b>
<b>2012-2013</b>	95.8%	97.3%
<b>2011-2012</b>	96.3%	97.5%
<b>2010-2011</b>	93.4%	97.1%
<b>2009-2010</b>	97.1%	96.6%
<b>2008-2009</b>	95.0%	96.9%

Significant accomplishments over the past three years are listed below:

- Compass Learning, a standards-based online curriculum, has been available to all of our students. This program is correlated to our state standards and aligned with MAP to provide an individualized curriculum to ensure success for all students. Students had access to this program at school and at home. Parent workshops on Compass Learning were offered at Family Math and Technology Night on October 8, 2012.
- Technology Tips continued this year, using the first part of monthly faculty meetings. Topics covered were Google docs, Drop Box, Edmodo, and various iPad apps.
- Each teacher received an iPad at the beginning of the 2012-2013 school year. Subsequent training was offered throughout the year to introduce teachers to new apps that aid in students' demonstrating their learning.
- Two carts of iPads and iPad minis were donated to the school for classroom use.
- Transition to Middle School, a lunch-and-learn with the Guidance Counselor, was offered again this year to all 5<sup>th</sup> grade parents.
- A partnership with Furman University to provide reading and math tutors for students both during the school day and after hours was continued through the America Reads and America Counts programs.
- In January 2013, we began the new Watch D.O.G.S. program at Stone, which involves men volunteering during the school day in the classrooms.
- A Health Fair was held on October 14, 2013 at 6:00 p.m. Parents and students had an opportunity to interact with different vendors, learn more about healthy food choices, and receive flu shots.
- A Common Core lunch-and-learn workshop for parents was held with the Instructional Coach on January 23, 2014 and February 19, 2014

# **SCHOOL PROFILE**

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

## **Demographic Data**

Stone Academy is an inner city art magnet school of 622 students, kindergarten through grade five, that serves a downtown neighborhood assigned to the school and students from across the district who apply to attend. It is one of 53 elementary schools in the Greenville County School District in Greenville, South Carolina. Of those 53 schools, 3 are elementary magnet schools. These select schools offer unique educational choices to the students in the school district by providing a strong core curriculum enhanced with a specialized area of study. Stone Academy of Communication Arts offers a rigorous scholastic curriculum enriched by instruction in art, music, dance, drama, technology, and P.E.

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

Stone Academy's student body is 71% from the attendance area. Included in this neighborhood are diverse communities. The Historic Preservation District, located on Earle and James streets, have houses that were built in the nineteenth century. The Hampton Pinckney Historic Preservation District is a community of Victorian houses that were built around the turn of the twentieth century. Most houses in the North Main neighborhoods were built prior to World War II. These neighborhoods are middle to upper income. For decades this area was populated by mostly older couples without school-age children. Houses are now turning over and young families are seeking them out.

Low income neighborhoods include the lower end of Hampton and Pinckney Streets and were also mostly built around the turn of the twentieth century, but are predominantly rental units, smaller houses, or houses that have not been authentically restored. The Southernside Community from West Washington Street to Hampton Avenue has traditionally been a working class community and is now predominantly low-income and rental property. The Viola Street Community was also traditionally an African American community of small rental houses. It has recently undergone a major redevelopment sponsored by a partnership of the Urban League of the Upstate, the City of Greenville, and other community organizations. It is now a neighborhood of new houses that is mixed income. It remains predominantly an African American community.

Stone Academy draws students from all over Greenville County. 29% of our students are magnet students.

## Student Data

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

Grade K – 85 students – 4 classes

Grade 1 – 110 students – 5 classes

Grade 2 – 102 students – 5 classes

Grade 3 – 100 students – 4 classes

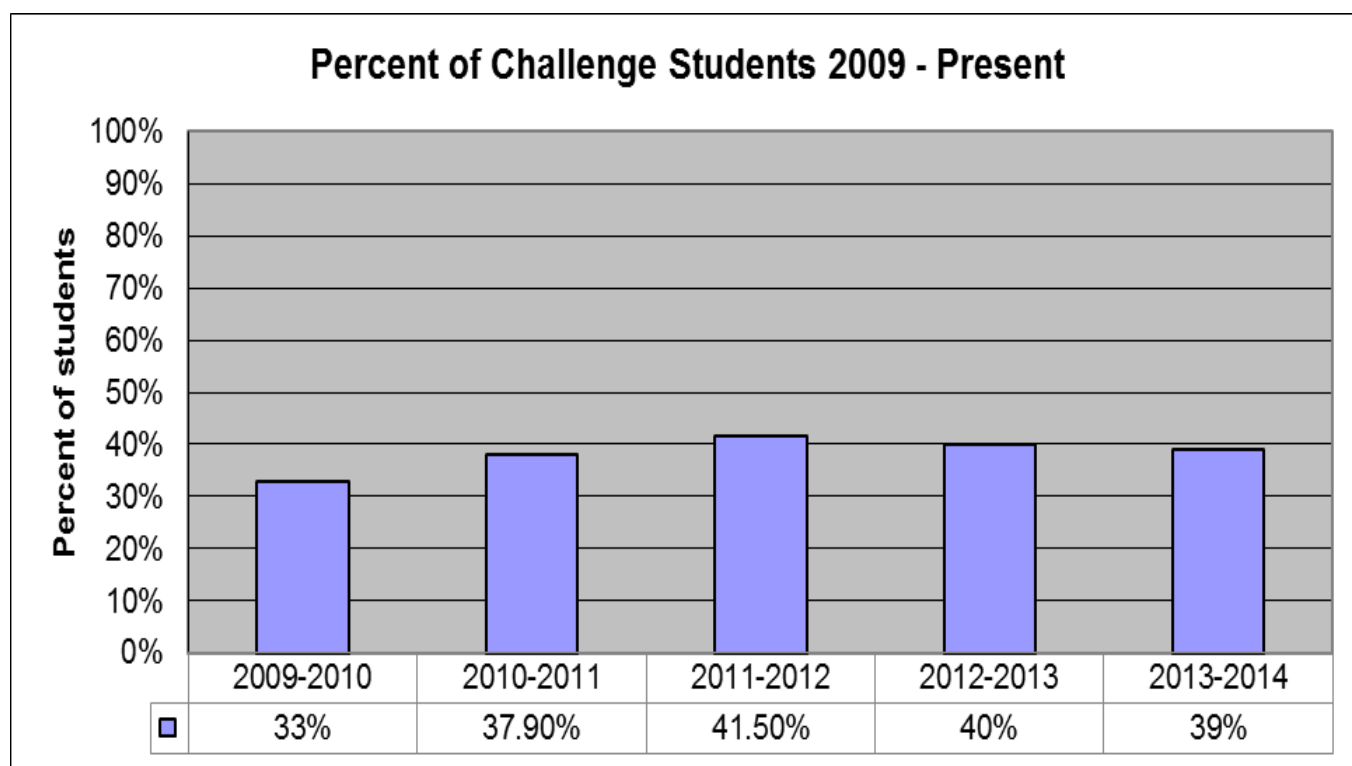
Grade 4 – 103 students – 4 classes

Grade 5 – 112 students – 4 classes

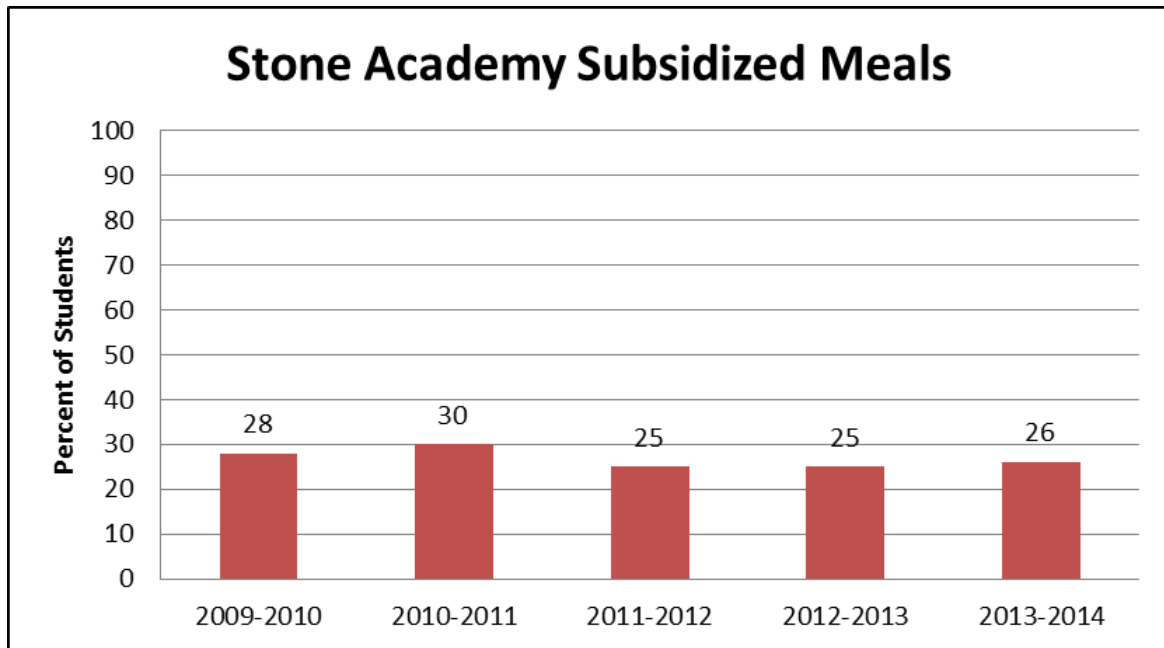
Learning Disabled-Neuro Self-Contained – 10 students – 1 class

Of our total 622 students in 2013-2014, 16% are African American, 74% are White, 4% are Hispanic, <1% are Asian, and 5% are other.

Following is a chart showing the percent of gifted and talented students in grades 3-5 at Stone over the past 5 years.



The following chart shows the number of subsidized lunch students in over the past 6 years. The revitalization of the downtown area with many middle and upper income families moving into the area has resulted in percentage shifts each year.



### Faculty and Staff Data

The staff includes one principal, one assistant principal, one secretary, and an attendance clerk. Additional instructional staff includes 26 teachers in Kindergarten – 5<sup>th</sup> grade, 1 special education teacher, and 6 Para-professionals. In addition to homeroom teachers, there are 3 intervention specialists, 1 speech therapist, 3 resource teachers, 1 challenge teacher, 1 media specialist, 1 library clerk, and 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, a full time nurse, a full time program coordinator, 1 plant engineer, 4 plant support staff, and 5 food service staff members.

Ed Holliday, our principal, has been at Stone for 21 years. He is a graduate of Clemson University with a Master's degree from the University of Georgia. He began his teaching career at Greenville High School in 1971. He became an assistant principal and spent the first half of his career at the high school level. After receiving Elementary Certification, Mr. Holliday became assistant principal of Mitchell Road Elementary School in 1986, where he enjoyed eight-year tenure. In 1993 Mr. Holliday was appointed principal here at Stone, and led the transition from an under-enrolled inner-city school to the successful magnet program it is today.

The following table shows the percent of continuing contract teachers for the past 5 years.

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

2009	81.6%
2010	92.1%
2011	97.1%
2012	94.4%
2013	84.6%

The following 2 charts show the teacher attendance rate over the past 5 years and the percent of teachers returning from the previous school year. Our new hires have sought out our school because of their interest in our arts integration focus.

**Teacher Attendance Rate at Stone Academy**

2009	95.0%
2010	97.1%
2011	93.4 %
2012	96.3%
2013	95.8%

**Teachers Returning Rate at Stone Academy**

2009	85.9%
2010	91.5%
2011	93.4%
2012	94.9%
2013	93.0%



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

**Professional Development Days Attended by Teachers**

2008 – 2009	6.5 days
2009 – 2010	6.1 days
2010 – 2011	8.9 days
2011 – 2012	7.4 days
2012 – 2013	6.4 days

Stone Academy implements shared decision making and data-driven decisions. The Program Evaluation Team (PET) is composed of a representative from each grade level and special area along with the Leadership Team (principal, administrative assistant, instructional coach and guidance 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.

Major decisions made by PET for allocation of resources, educational initiatives and professional development include:

1. Response to intervention (small group intervention using Scott Foreman Early Reading Intervention and Houghton Mifflin Soar to Success) for students in grades K – 2<sup>nd</sup> identified by AIMS Web screening for intervention.
2. Purchase of leveled readers to begin a Leveled Library for teachers to utilize during Guided Reading instruction.
3. Instruction using Compass Learning to promote achievement in Math and English Language Arts.
4. Development of an arts-integrated curriculum and continuous professional development of teachers through Peace Outreach Program (POP) Summer Institutes and the Peace Center's Intensive Development of Education through the Arts (IDEA) multi-year institute to provide multi-sensory teaching in all subjects.

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

1. Implementing a Balanced Literacy approach to reading school-wide.
2. Artist-in-Residence provided each year for every grade level.
3. Encore classes are offered after school that extends our arts curriculum.
4. JumpStart News, our live, daily news program is run by 4<sup>th</sup> and 5<sup>th</sup> grade students.
5. Friday Clubs are offered to 4<sup>th</sup> and 5<sup>th</sup> grade students for 45 minutes with a focus on the arts.
6. Parent tutors and America Reads tutors from Furman are scheduled to work with students in need.
7. Challenge is offered to 3rd-5th grade students who qualify. 39% of our students qualify this year.
8. Speech services are offered to students in need.
9. The Assistance Team provides testing, scheduling and recommendations for students in need.
10. CHAMPS and FAME, two clubs for our at-risk 4<sup>th</sup> and 5<sup>th</sup> grade students, provides a monthly luncheon with a motivational speaker focusing on character building and goal setting.
11. District provides the “Atlas”- an on-line resource that includes the “Curriculum Connection” providing Learning Focused Lesson Plans, resources, standards and much more.

# MISSION, VISION, AND BELIEFS

## Vision

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

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

Stone Academy students will:

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

## Mission

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

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

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

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

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

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

C= Curriculum, A= Assessment, E= Environment, I= Instruction

- Education should be celebrated in a culturally diverse environment; cultural and social differences enhance and promote learning. E
- Stone, the community, and the family should work in partnership to meet the students' social and academic needs. E, A
- Differentiation of instruction and curriculum should be used to challenge each student to achieve and maintain high expectations. C, I
- All students should have equal access to the means, methods, and materials of education. C, I
- All people should develop respect for self and treat others with dignity and respect. E
- All students should learn to communicate, compute, and solve problems effectively to meet the challenges of society. E, C, I
- 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. A
- Arts integration in the curriculum improves instruction and engages children with all learning styles. C, I
- Every child has a right to participate in a safe, orderly, and well-managed school environment. E
- Students should be exemplary and model citizens in everyday life. E

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

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

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

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

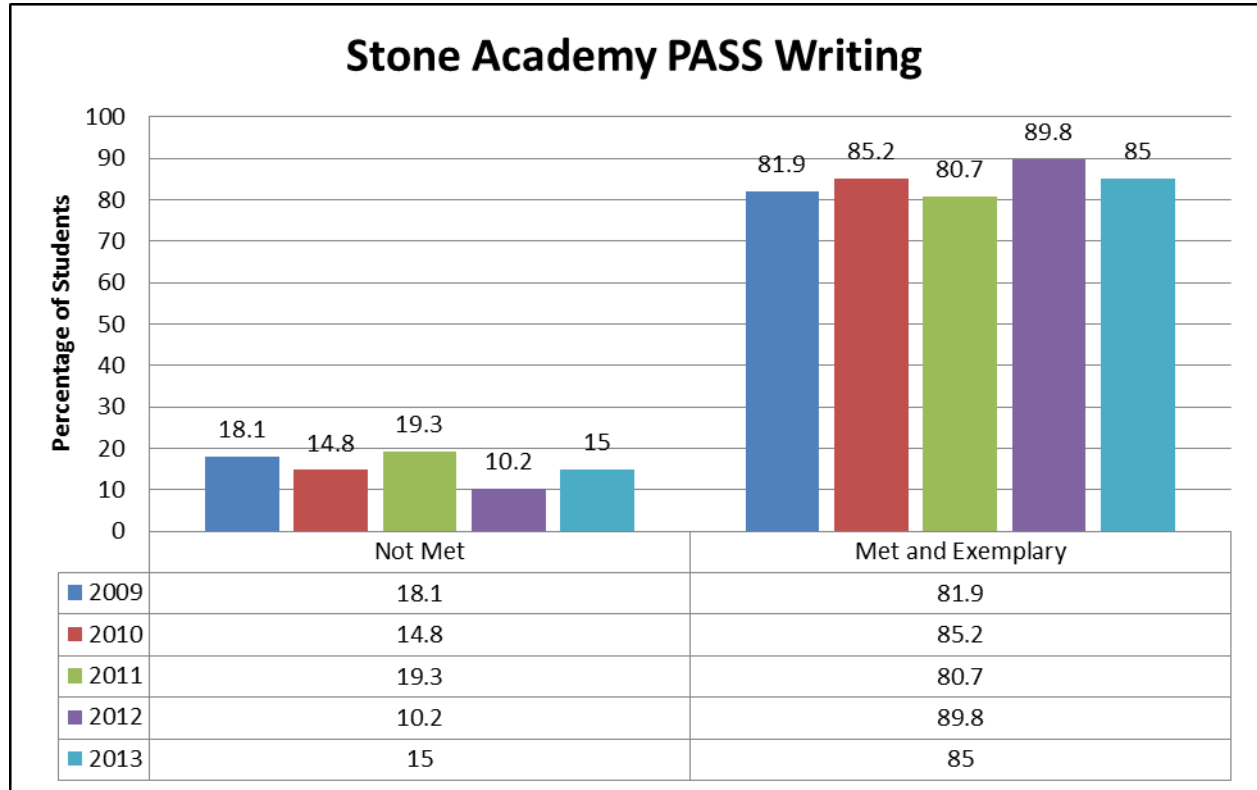
It is also necessary for teachers to utilize appropriate assessments for different learning objectives as an integral part of teaching. Assessments should allow teachers the ability to monitor and affirm students, thus guiding students to develop concepts and problem-solving skills.

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

# DATA ANALYSIS AND NEEDS ASSESSMENT

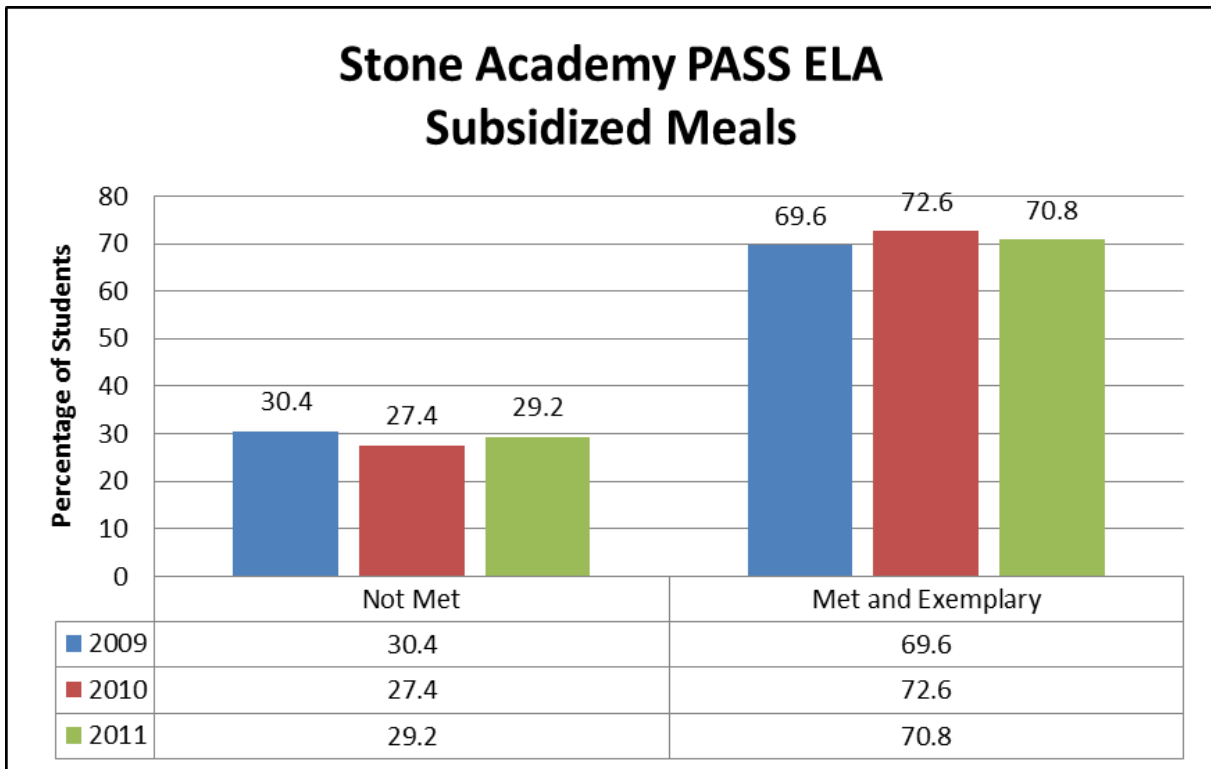
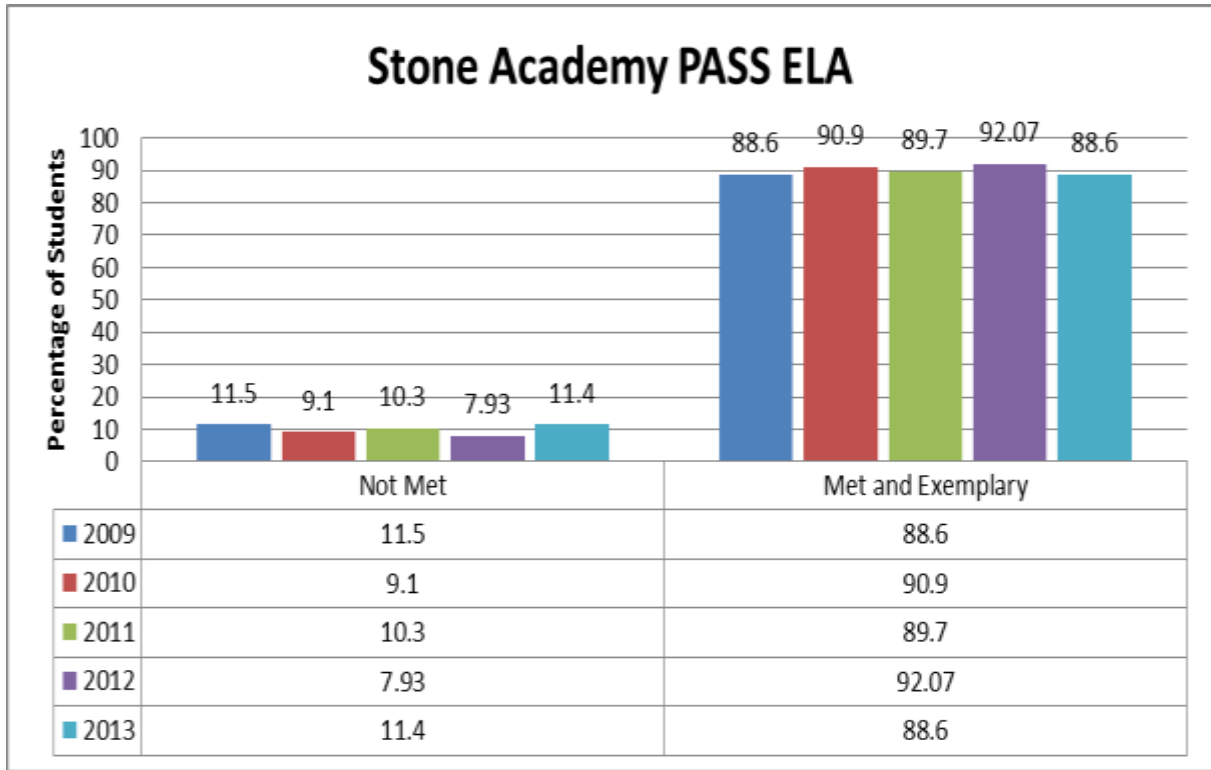
On PASS, students score *Not Met*, *Met* or *Exemplary*.

## PASS Writing

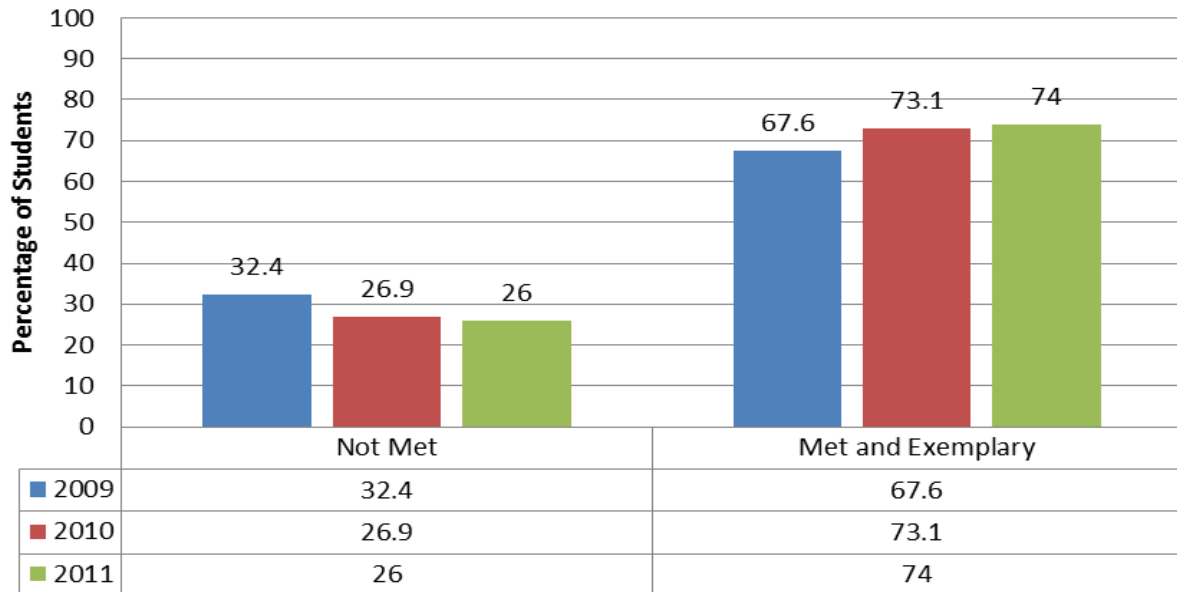


It is important to note that in 2011 and 2012, 5<sup>th</sup> grade is the only grade-level that participated in the PASS Writing test due to budget cuts. In 2013, the state went back to testing all students in 3<sup>rd</sup>-5<sup>th</sup> grade for PASS writing.

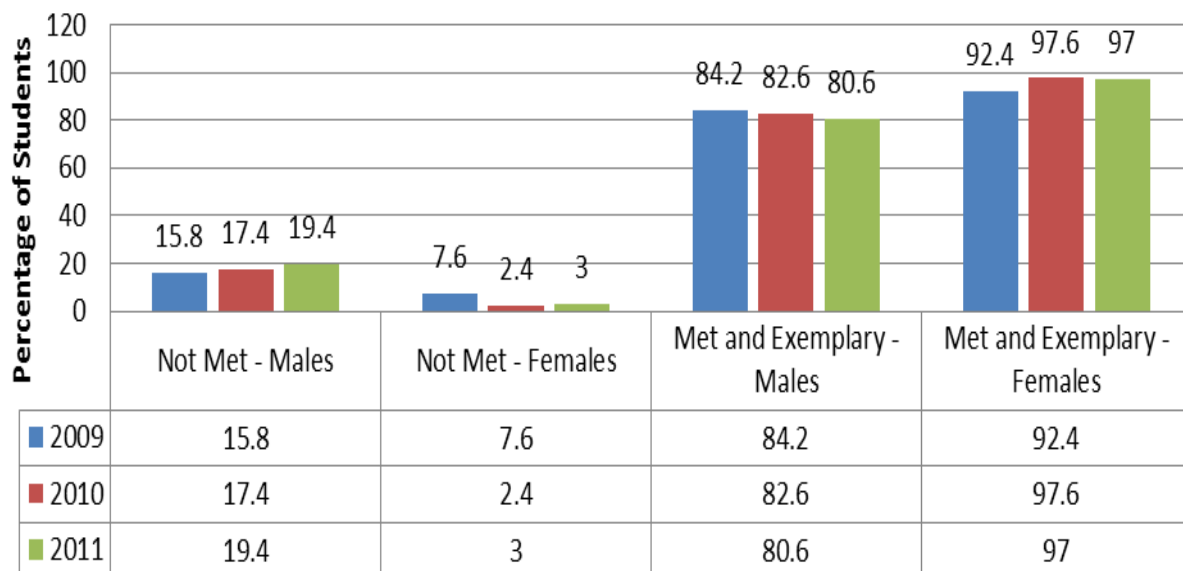
## PASS ELA



## Stone Academy PASS ELA African American Students



## Stone Academy PASS ELA Gender Comparison





### Mean Scale Score for PASS ELA

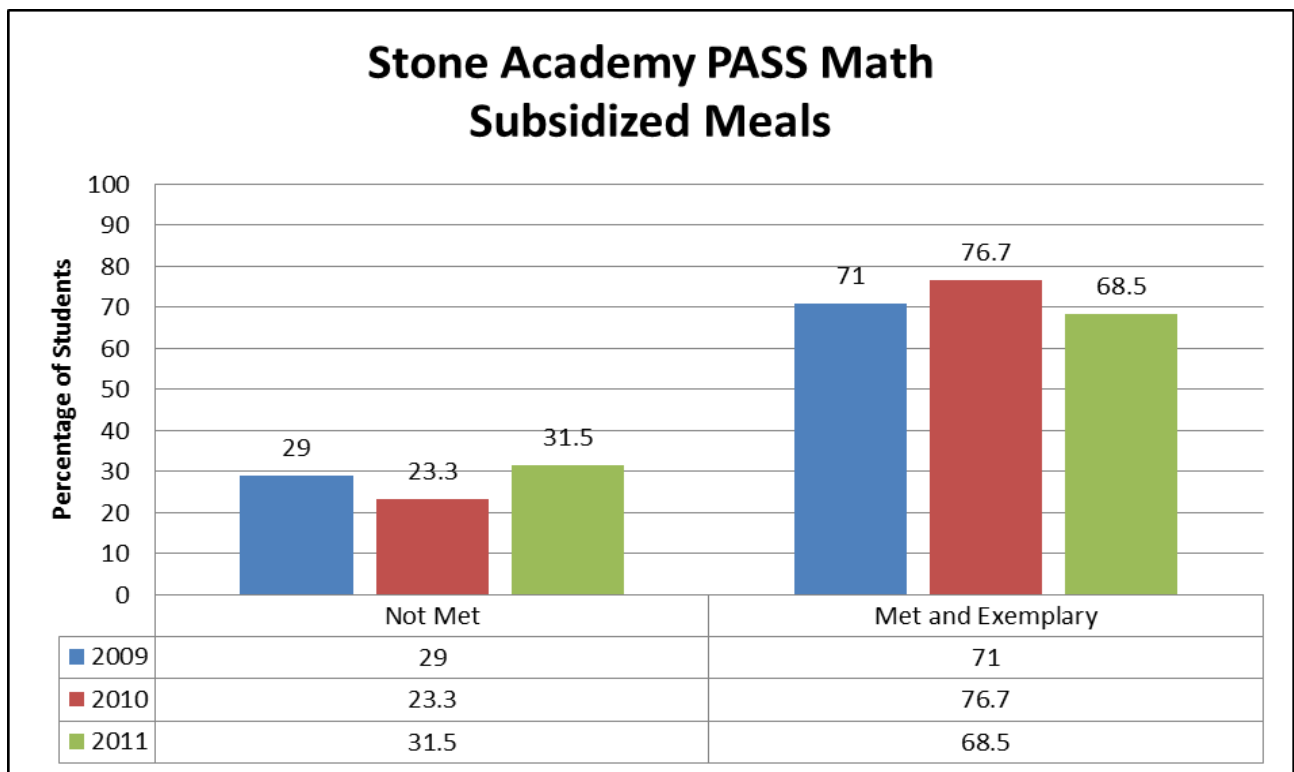
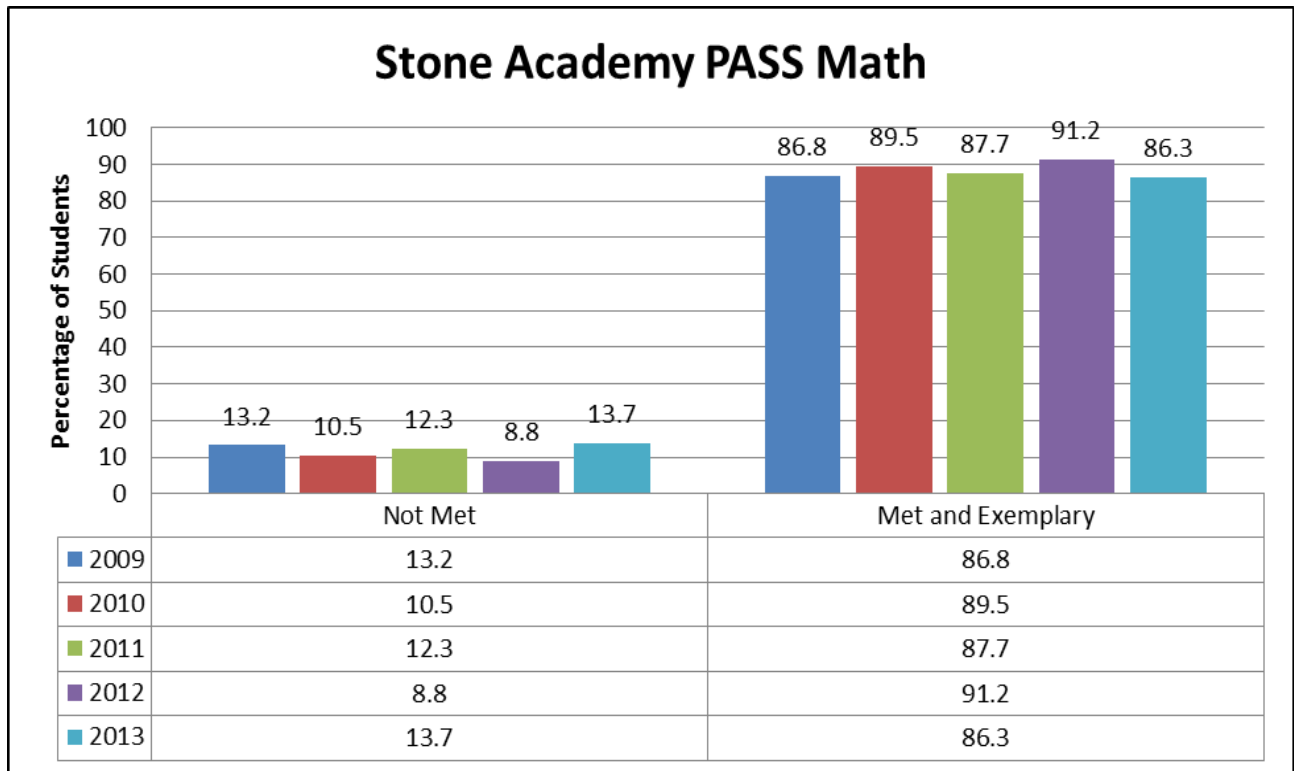
ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	694.2	689.3					
<b>Male</b>	683.2	682.5					
<b>Female</b>	703.7	695.3					
<b>White</b>	705.6	703.2					
<b>African-American</b>	648.4	652.5					
<b>Asian/Pacific Islander</b>	NA	NA					
<b>Hispanic</b>	NA	NA					
<b>American Indian/Alaskan</b>	NA	NA					
<b>Disabled</b>	NA	NA					
<b>Limited English Proficient</b>	NA	NA					
<b>Subsidized Meals</b>	655.4	659.7					

While the overall performance on the PASS ELA test is high, we recognize that there are distinct gaps to close – African-American and Subsidized Meals. To address these gaps, we have changed our literacy program from Four Blocks to a Balanced Literacy approach that incorporates Guided Reading to address students individually and in small groups at their instructional reading level. With this piece in place, and additional training taking place over the next 3 years, we believe we will close the achievement gaps with these two groups and the rest of our student population. In addition, students in K-2<sup>nd</sup> who demonstrate weakness in reading comprehension or fluency receive additional help from a certified reading interventionist on a daily basis.

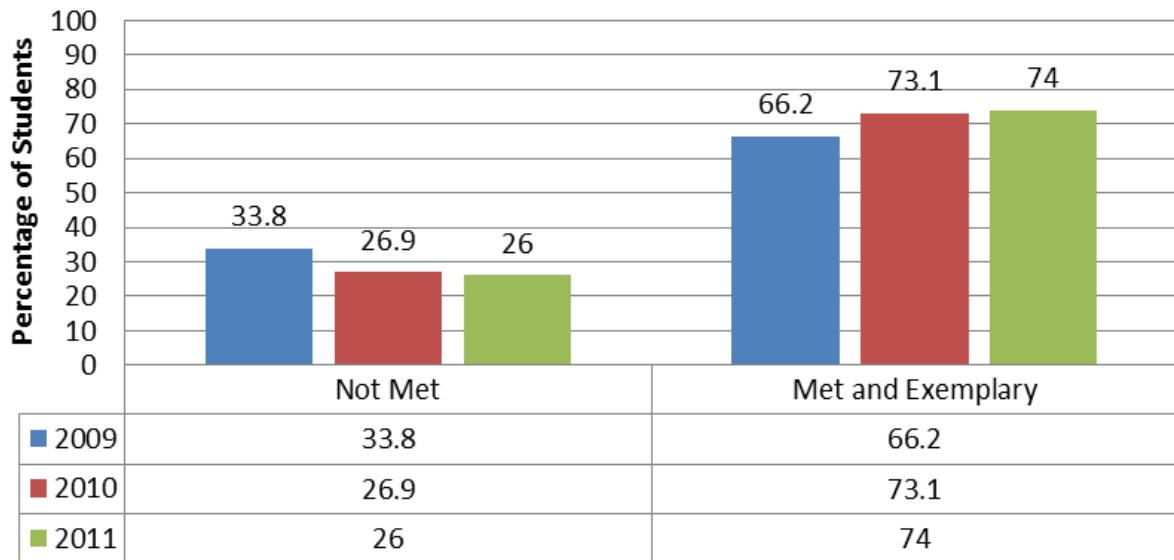
**Percent Tested on PASS ELA**

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

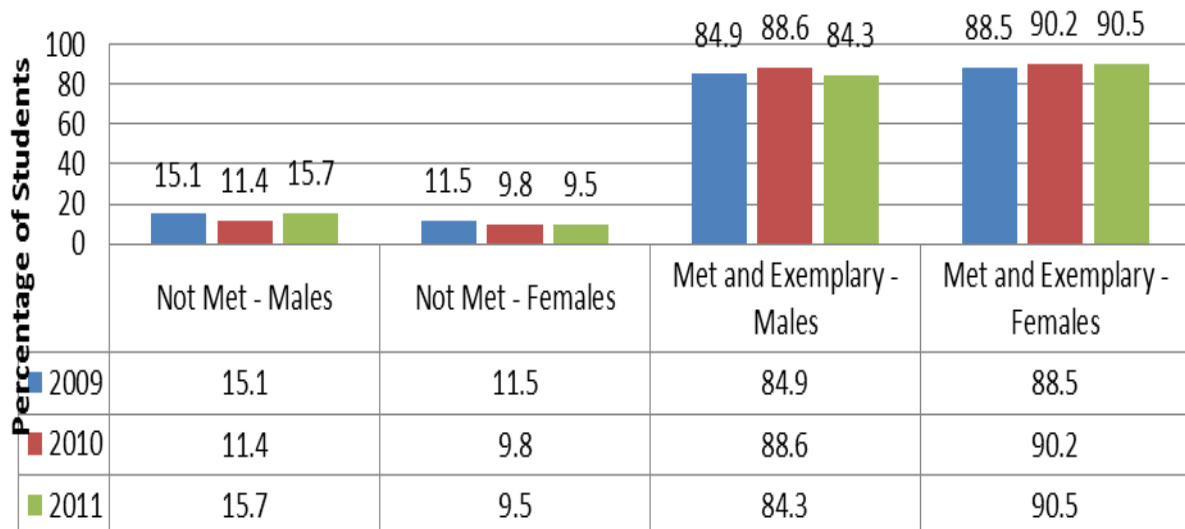
## PASS Math



## Stone Academy PASS Math African American Students



## Stone Academy PASS Math Gender Comparison



### Mean Scale Score for PASS Math

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	692.7	679.5					
<b>Male</b>	691.0	678.1					
<b>Female</b>	694.0	680.7					
<b>White</b>	704.0	693.6					
<b>African-American</b>	645.2	639.0					
<b>Asian/Pacific Islander</b>	NA	NA					
<b>Hispanic</b>	NA	NA					
<b>American Indian/Alaskan</b>	NA	NA					
<b>Disabled</b>	NA	NA					
<b>Limited English Proficient</b>	NA	NA					
<b>Subsidized Meals</b>	657.9	647.7					

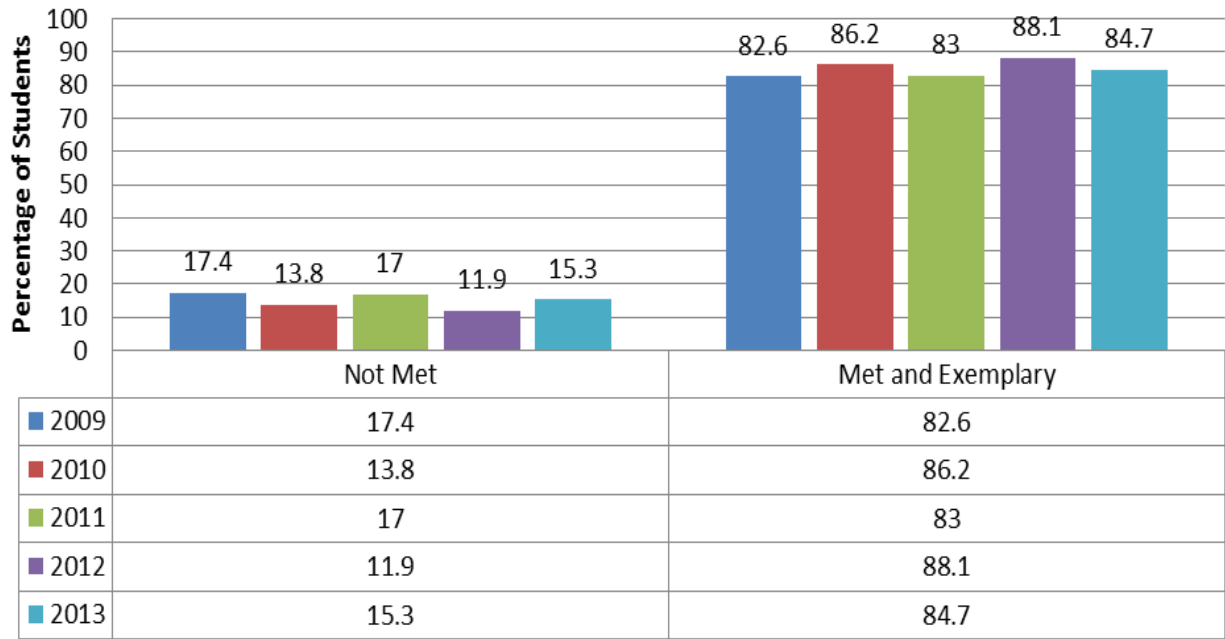
We have noted a decrease this past year in our percentage of students scoring *Met and Exemplary* on PASS Math, as well as the discrepancy with African-Americans and Subsidized Meals. To address the areas of concern, we are going to focus our professional development and resources next year on implementing math workstations and strengthening our Common Core math instruction. Teachers have also been encouraged to utilize pre- and post-assessments in forming small groups to reteach and address gaps. In addition, students in K-2<sup>nd</sup> who demonstrate areas of weakness receive further math instruction from a certified math interventionist on a daily basis.

**Percent Tested on PASS Math**

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

# PASS Science

## Stone Academy PASS Science



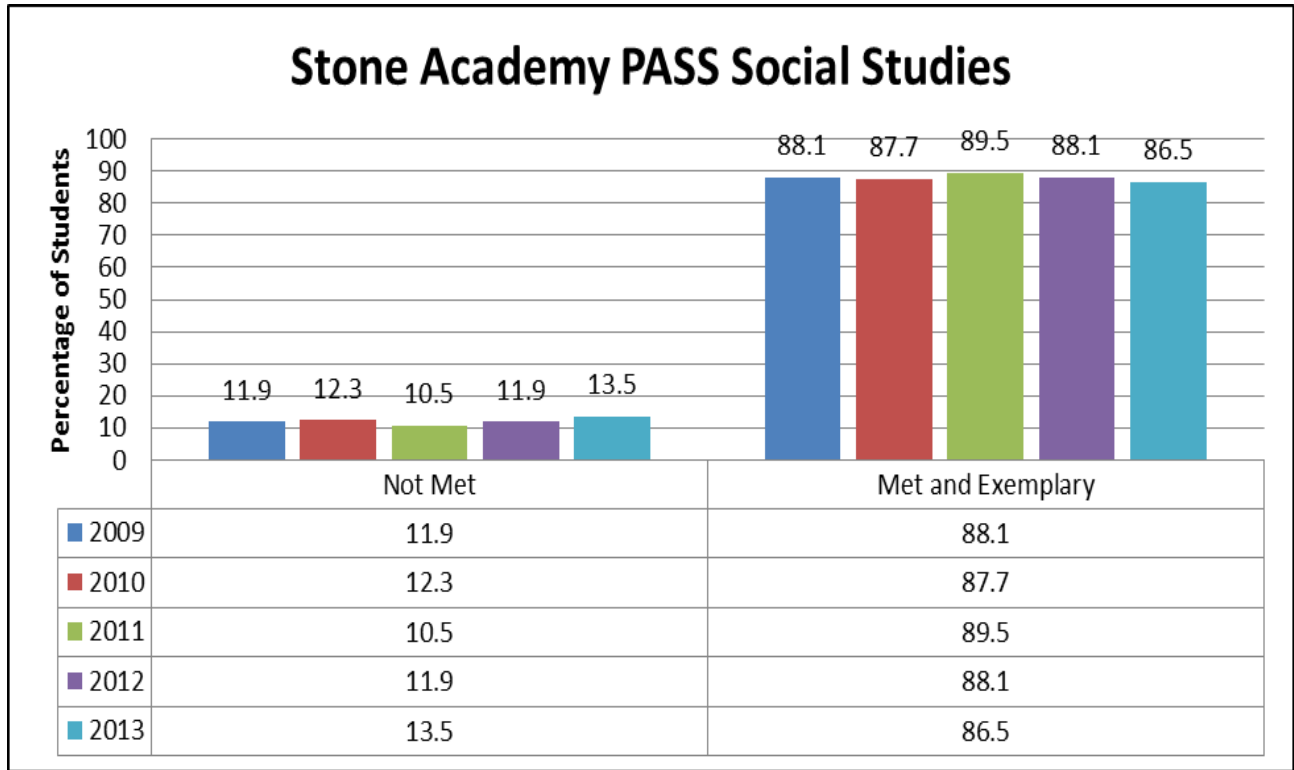
### Mean Scale Score for PASS Science

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	651.9	641.8					
<b>Male</b>	650.5	639.4					
<b>Female</b>	653.2	644.2					
<b>White</b>	664.2	659.1					
<b>African-American</b>	605.3	592.0					
<b>Asian/Pacific Islander</b>	NA	NA					
<b>Hispanic</b>	NA	NA					
<b>American Indian/Alaskan</b>	NA	NA					
<b>Disabled</b>	NA	NA					
<b>Limited English Proficient</b>	NA	NA					
<b>Subsidized Meals</b>	620.9	628.8					

In 2012 and 2013, our African-American and Subsidized Meals groups saw below-baseline mean scores. To address this, our teachers are working to integrate science into Math and ELA so that students are exposed more. We have also employed a teacher on a part-time basis to conduct Science Lab with grades 3-4 each week. We feel that these measures will allow us to see an increase not only in our overall mean score, but also in our subgroups.



## PASS Social Studies

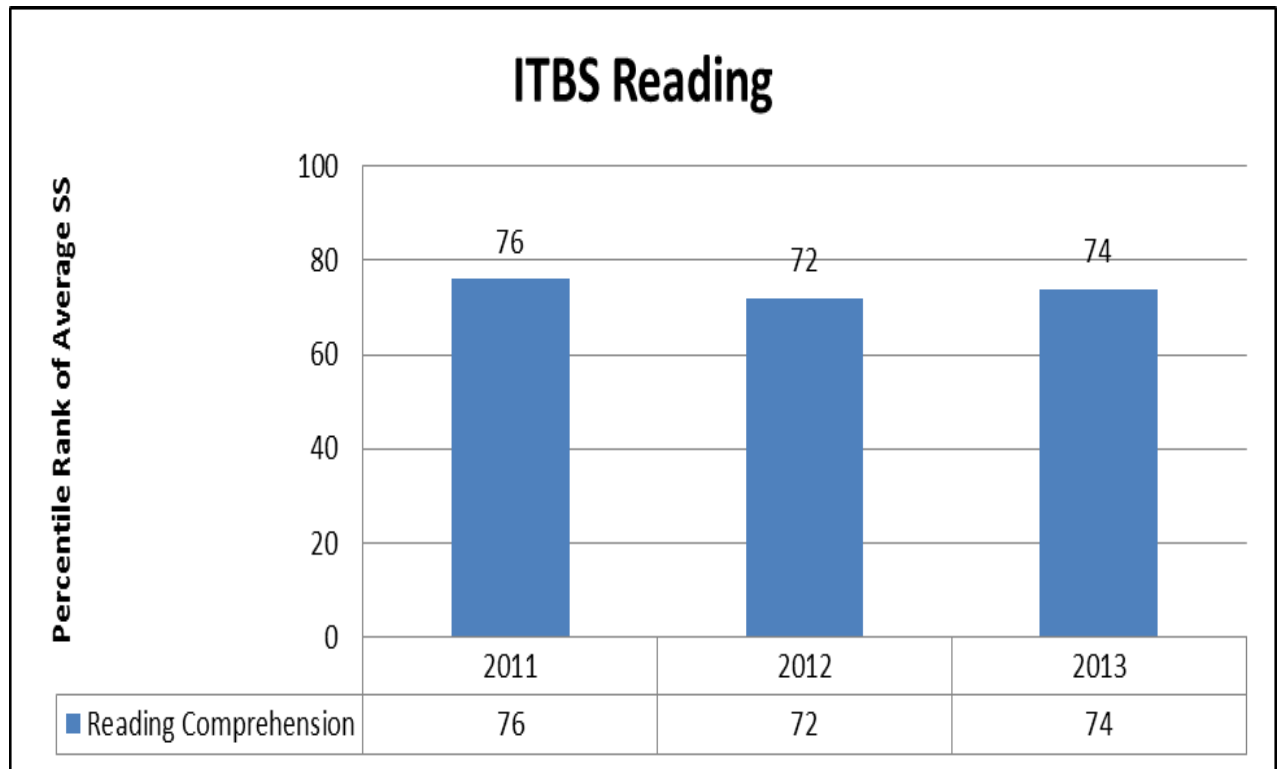


### Mean Scale Score for PASS Social Studies

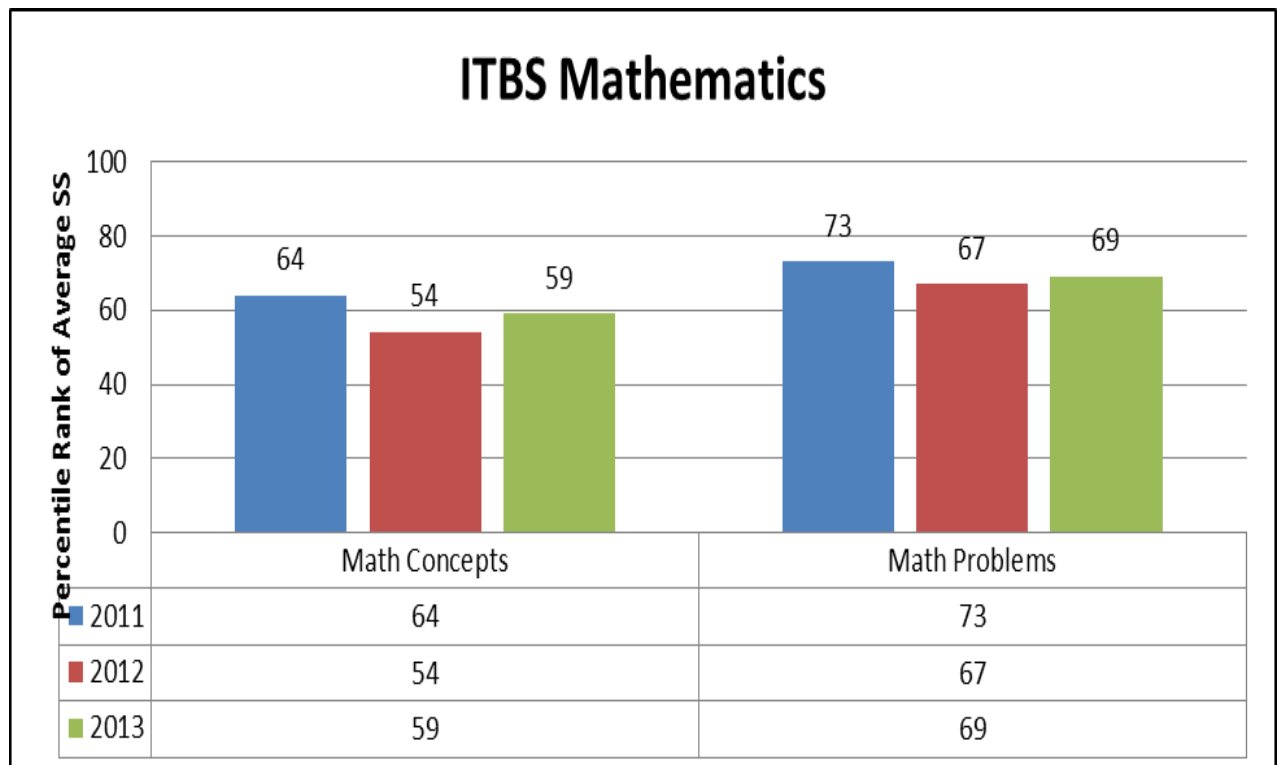
Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	660.7	664.7					
<b>Male</b>	660.3	665.2					
<b>Female</b>	661.1	664.2					
<b>White</b>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

While our PASS Social Studies percentage of *Met* and *Exemplary* has stayed fairly consistent over the last five years, we do note that our African-American and Subsidized Meals subgroups are below the projected baseline for 2012 and 2013. To decrease these gaps, we are integrating Social Studies into our ELA curriculum, focusing on incorporating nonfiction text into the daily read alouds and guided reading block.

## ITBS Reading Comprehension



## ITBS Mathematics Concepts and Problems



## Teacher and Administrator Quality Needs Assessment

Each year our Program Evaluation Team decides on a school-wide focus based on teacher interest, data, and research to best improve student achievement. The overwhelming response was to focus on Balanced Literacy, we well as Arts Integration. This year, we are continuing our professional development in integrating the arts. Each grade level will meet with one related arts specialist for 1 half-day. The related arts teacher will focus on the standards for that one grade level, and the grade level teachers will focus on the standards for that one art form and how it fits into their curriculum. Every grade level will produce, at least, two great arts integrated lessons for the year. Additionally, we have focused 2 after-school sessions to planning for arts integration in science, social studies, and math. In addition to our arts integration plan, 29 Stone Teachers have completed or are participating in the IDEA Program (Intensive Development of Education through the Arts) in partnership with the Peace Center. Teachers commit to 3 years of intensive arts integration training with experts from the Kennedy Center in Washington, DC and across the United States.

As a faculty, members will continue to improve their technology skills and increase the effectiveness of the instructional technology program. While at a variety of levels, the teachers have proven to be effective with the technology in their classrooms. Teachers and students regularly use laptops, the Promethean Board, and iPads for instruction and communication. Technology Tips are introduced at each month's faculty meeting, and featured on a weekly basis in the Assistant Principal's newsletter.

Continuing to make data-driven decisions, our student achievement goal this year will focus on the components of Balanced Literacy. All classroom teachers have been received ongoing training on Balanced Literacy this year by a certified Fountas and Pinnell trainer. Those who teach primary grades used the book Guided Reading by Fountas and Pinnell, while intermediate teachers used the book Guiding Readers and Writers by Fountas and Pinnell. Teachers have implemented guided reading on a daily basis, and progress monitoring of students is taking place throughout the year to ensure correct leveling and student growth.

The following 2013-2014 schedule was developed:

- First Wednesday- Faculty Meeting
- Second Wednesday- Program Evaluation Team- Leadership Team with representation from each grade level and related arts.
- Third Wednesday- Workshops provided by staff and guests – Balanced Literacy, Common Core, Arts Integration

- Fourth Wednesday- Vision Planning Committees (Reading, Math, Technology, Parental Involvement). Every grade level will have a representative on each of the four committees. Vision Planning Committees, formed in the 2003-2004 school year, focused on our four school-wide goals with representation from all of our stake holders. Each committee is comprised of teachers from each grade level, parents, community members and business partners, when possible, meeting on the fourth Wednesday of every month. Because of the accomplishments produced by these four committees they will continue in the 2013-14 school year. These accomplishments can be seen in the Continuous Improvement and Evaluation section of this portfolio.

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

The following are some of the powerful professional development designs that are available to teachers:

- Coaching- Teachers observe each other, plan together, and encourage each other in meaningful ways while reflecting on continuously improving instructional practices.
- Team Planning and Teaching – Actual planning, teaching , and sharing plans and results with colleagues can lead to rich discussions of practices and possibilities
- Workshops- attending area workshops to gain new knowledge of content areas. It is a way to learn from experts, or others with more expertise.

The School Improvement Council (SIC) and the Parent Teacher Association (PTA) will continue to be guided by our four school wide goals, and all activities and focus of these committees will be embedded in reaching our school wide goals. SIC meets monthly on the first Thursday of every month at 12:30. SIC is represented by teachers, parents, community members, business partners and PTA board members. To insure communication among all stakeholders, meeting notes will be e-mailed to the entire faculty and the SIC committee, which will then be shared with the PTA representatives.

## Professional Development Plan

2013 – 2014

Weekly Grade Level planning meetings with Instructional Coach:

Kindergarten:	12:00 –Tuesday
Grade 1-	11:50 – Wednesday
Grade 2-	12:40 –Wednesday
Grade 3-	9:30 – Wednesday
Grade 4-	8:30 – Tuesday
Grade 5-	10:30 –Tuesday
Related Arts-	1:30 – As needed

### June 2013

Monday, June 10 Primary Balanced Literacy Training

Tuesday, June 11 Intermediate Balanced Literacy Training

### August 2013

Wednesday, August 14 Professional Development Day #1 – Opening Day and Meeting with New Teachers

Thursday, August 15 Professional Development Day #2 – Look Write: Ekphrastic Poetry  
(*Glenis Redmond*)

Friday, August 16 Professional Development Day #3 – District Professional Development

Monday, August 19 Professional Development Day #4

Tuesday, August 20 Professional Development Day #5 – Meet the Teacher:  
K 1:00-6:00, 1<sup>st</sup>-5<sup>th</sup> 4:00-6:00

Wednesday, August 28 Faculty Meeting

### September 2013

Wednesday, September 4 Faculty Meeting and Technology Tip

Wednesday, September 11 PET Committee

Wednesday, September 18 Professional Development – The Common Core Lesson Book  
(*Christine Lewis*)

Wednesday, September 25 Vision Planning Committees

Friday, September 27 Professional Development – Implementing Balanced Literacy Training  
Primary – 8:00-11:00; Intermediate – 11:45-2:45  
(*Dianne Wesselhoft*)

**October 2013**

Wednesday, October 2	Faculty Meeting and Technology Tip
Tuesday, October 8	Professional Development – Implementing Balanced Literacy Training Primary – 8:00-11:00; Intermediate – 11:45-2:45 ( <i>Dianne Wesselhoft</i> )
Wednesday, October 9	PET Committee
Wednesday, October 16	Arts Integration Planning

	Music	Art	Media	PE	Dance	Drama
2013-14	1 <sup>st</sup>	3 <sup>rd</sup>	K	4 <sup>th</sup>	5 <sup>th</sup>	2 <sup>nd</sup>

Thursday, October 17	Professional Development Day #6 – Parent/Teacher Conferences
Friday, October 18	Professional Development Day #7 – Exchange Day #1
Wednesday, October 23	Vision Planning Committees
Wednesday, October 30	Faculty Meeting and Technology Tip
<b>November 2013</b>	
Wednesday, November 6	PET
Wednesday, November 13	Vision Planning
Wednesday, November 20	Professional Development – Math Conference Presentations ( <i>Christine Lewis</i> )
Thursday, November 21	Professional Development – Implementing Balanced Literacy Training Primary – 8:00-11:00; Intermediate – 11:45-2:45 ( <i>Dianne Wesselhoft</i> )

**December 2013**

Wednesday, December 4	Faculty Meeting and Technology Tip
Wednesday, December 11	PET Committee

**January 2014**

Wednesday, January 8	Faculty Meeting/Technology Tip and PET Committee
Friday, January 17	Professional Development Day #8
Wednesday, January 22	Professional Development – Arts Integration in Science/Social Studies ( <i>Christine Lewis</i> )

	Music	Art	Media	PE	Dance	Drama
January 22, 2014	K	4 <sup>th</sup>	5 <sup>th</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	3 <sup>rd</sup>

Wednesday, January 29 Vision Planning Committees

**February 2014**

Wednesday, February 5 Faculty Meeting and Technology Tip

Wednesday, February 12 PET Committee

Wednesday, February 26 Professional Development – Balanced Literacy Classroom Observations  
(*Dianne Wesselhoft*)

Wednesday, February 26 Vision Planning Committees

**March 2014**

Wednesday, March 5 Professional Development – Balanced Literacy Grade Level Discussions  
(*Dianne Wesselhoft*)

Wednesday, March 5 Faculty Meeting and Technology Tip

Wednesday, March 12 PET Committee

Wednesday, March 19 Professional Development – Arts Integration in Math  
(*Christine Lewis*)

	Music	Art	Media	PE	Dance	Drama
March 19, 2014	4 <sup>th</sup>	5 <sup>th</sup>	K	1 <sup>st</sup>	3 <sup>rd</sup>	2 <sup>nd</sup>

Wednesday, March 26 Vision Planning Committees

**April 2014**

Wednesday, April 2 Faculty Meeting and Technology Tip

Wednesday, April 9 PET Committee

Wednesday, April 23 Professional Development – Technology Focus

Wednesday, April 30 Vision Planning Committees

**May 2014**

Wednesday, May 7 Faculty Meeting and Technology Tip

Wednesday, May 14 PET Committee

Wednesday, May 21 Professional Development – A Look Ahead

Wednesday, May 28 Vision Planning Committees

**June 2014**

Monday, June 9 Professional Development Day #9

Tuesday, June 10 Professional Development Day #10 – Exchange Day



## School Climate Needs Assessment

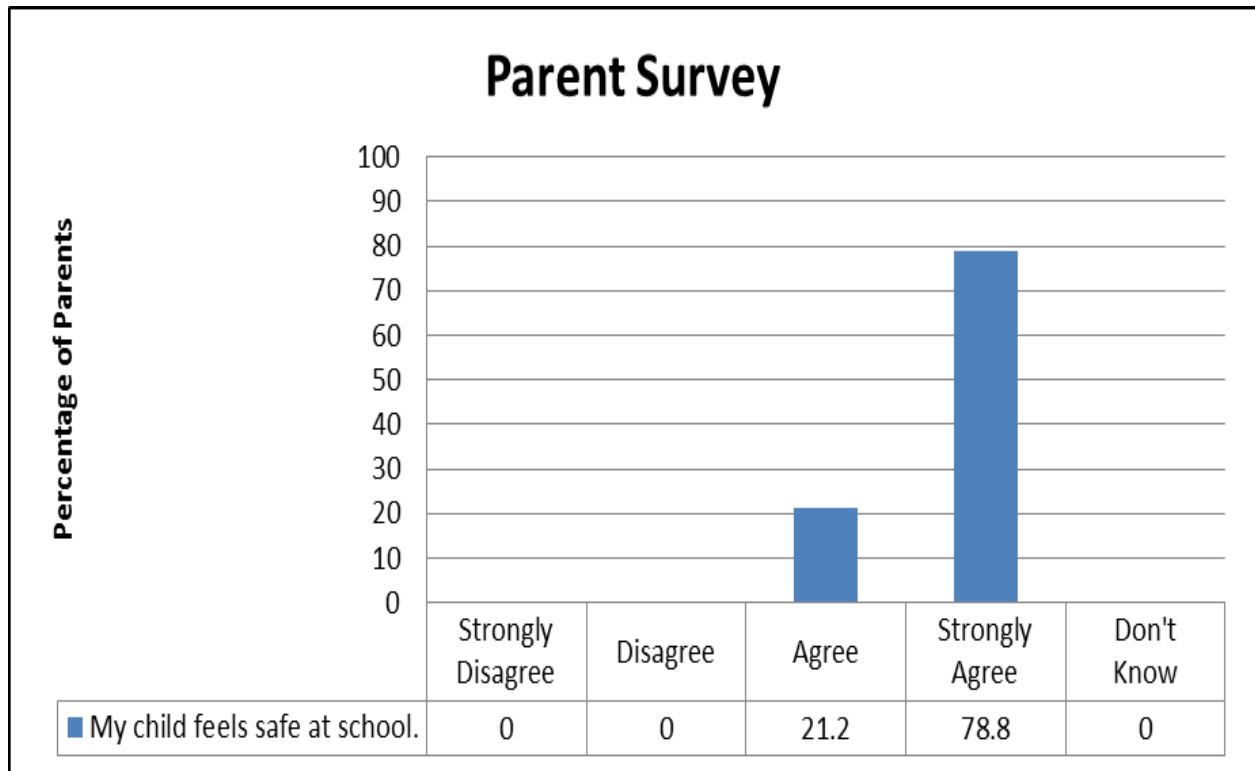
The following chart shows the past 4 years of Teacher, Student and Parent survey results from the SDE School Report Card Survey.

	Teachers					5 <sup>th</sup> Grade Students					5 <sup>th</sup> Grade Parents				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
<b>Percent satisfied with learning environment</b>	100	100	97.3	100	100	94.1	87.8	92	88.2	94.7	92.1	97.5	95.3	93.7	96.9
<b>Percent satisfied with social and physical environment</b>	100	100	100	100	100	95	92.2	88.9	91.4	95.7	93.3	93.7	97.8	92.5	97
<b>Percent satisfied with school-home relations</b>	100	100	100	100	100	93.2	92	92	93.5	93.6	81.1	87.8	94.3	91.3	96.9

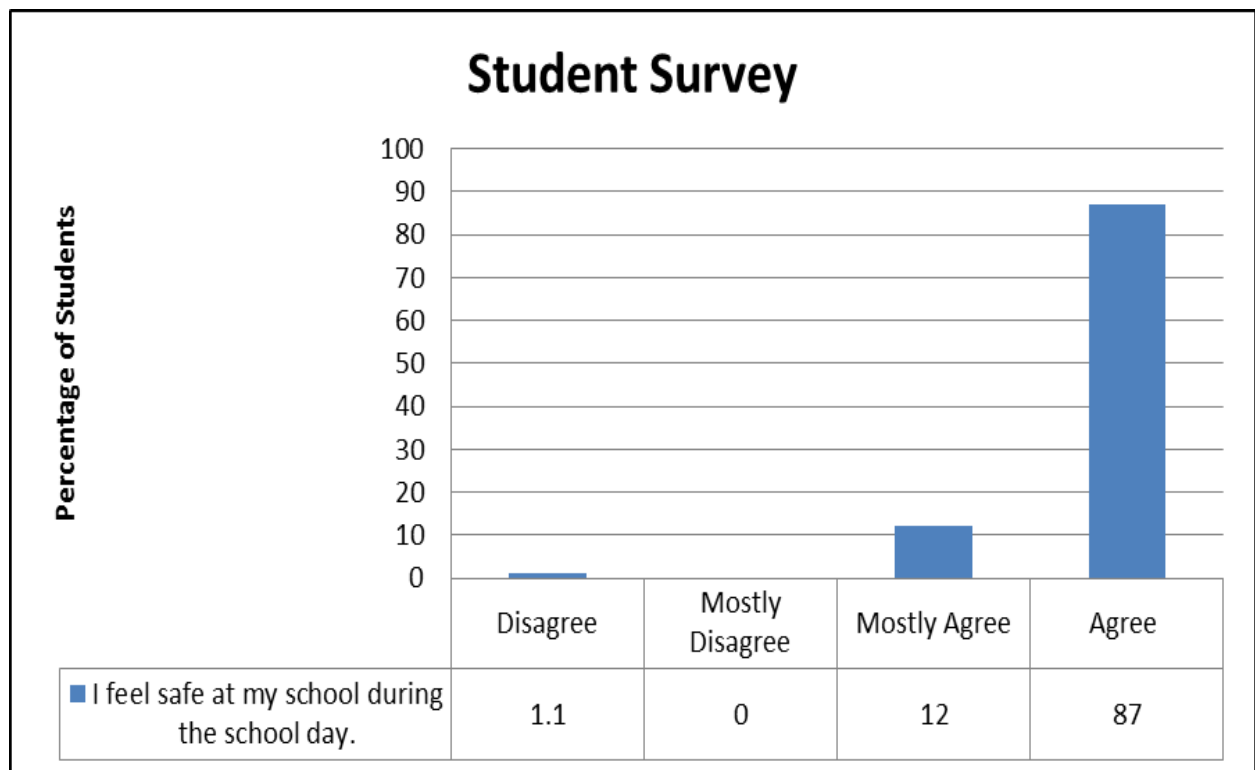
The following chart shows the excellent student attendance rate over the past 5 years.

2009	96.9%
2010	96.6%
2011	97.1%
2012	97.5%
2013	97.3%

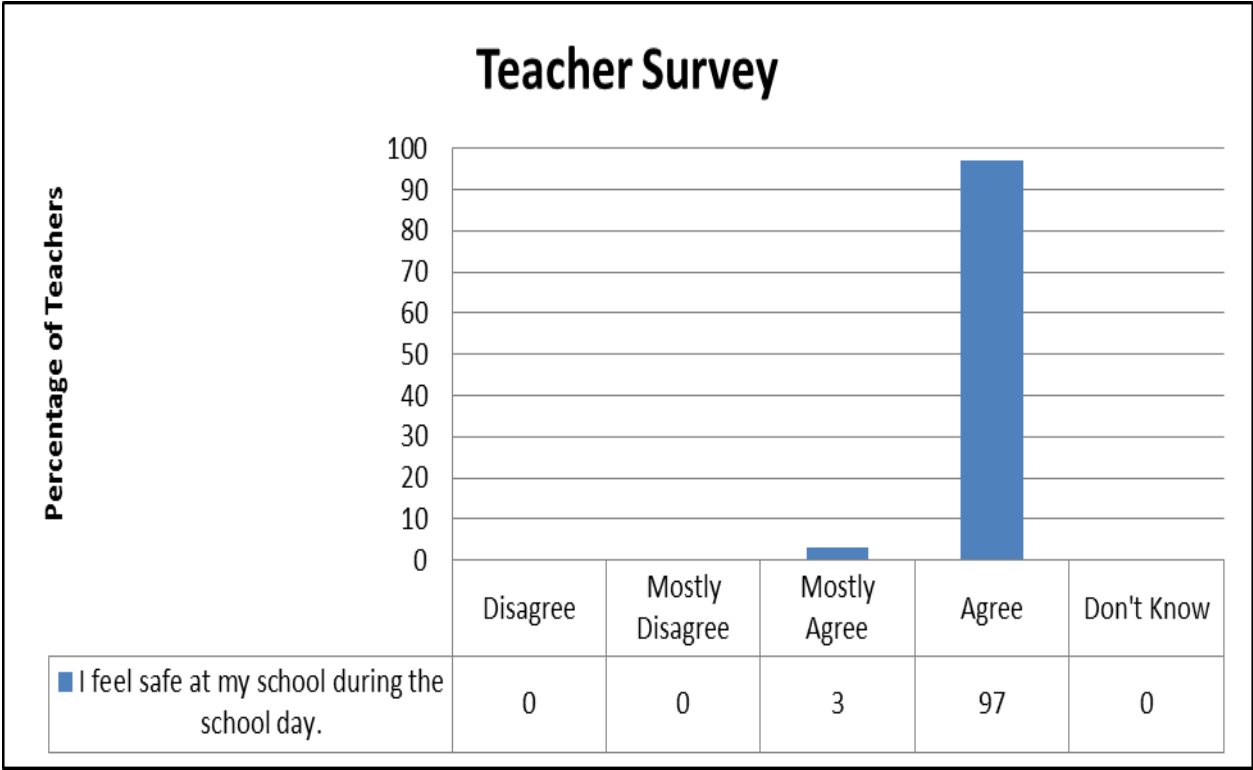
## Parent Survey



## Student Survey



Teacher Survey



## SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

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

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) at 85% from 2013-2014 through 2017-2018.

**ANNUAL OBJECTIVE:** Annually maintain students meeting standard (Met and Exemplary) at 85% in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	85%	85%	85%	85%	85%
<b>School Actual</b>	89.8%	85%					
<b>District Projected</b>	X	X	78.8%	79.8%	80.8%	81.8%	82.8%
<b>District Actual</b>	77.8%	78.8%					

Baseline data from 2011-12 is based upon 5<sup>th</sup> and 8<sup>th</sup> grade scores only. Projected performance is based upon 3<sup>rd</sup> through 8<sup>th</sup> grade scores.

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) at 92% or above from 2013-2014 through 2017-2018.

**ANNUAL OBJECTIVE:** Annually Maintain percentage of students meeting standard at 92% or above in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	92% or above	92% or above	92% or above	92% or above	92% or above
<b>School Actual</b>	91.9%	88.6%					
<b>District Projected</b>	X	X	79.0%	80.0%	81.0%	82.0%	83.0%
<b>District Actual</b>	78.0%	80.5%					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	694.2	689.3					
<b>Male</b>	683.2	682.5					
<b>Female</b>	703.7	695.3					
<b>White</b>	705.6	703.2					
<b>African-American</b>	648.4	652.5					
<b>Asian/Pacific Islander</b>	NA	NA					
<b>Hispanic</b>	NA	NA					
<b>American Indian/Alaskan</b>	NA	NA					
<b>Disabled</b>	NA	NA					
<b>Limited English Proficient</b>	NA	NA					
<b>Subsidized Meals</b>	655.4	659.7					

<b>ELA - District - Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	671.1	672.0					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) at 91% or above from 2012-2013 through 2017-2018.

**ANNUAL OBJECTIVE:** Annually maintain the percentage of students at 91% or above meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	91% or above	91% or above	91% or above	91% or above	91% or above
<b>School Actual</b>	91.2%	86.3%					
<b>District Projected</b>	X	X	78.4%	79.4%	80.4%	81.4%	82.4%
<b>District Actual</b>	77.4%	77.3%					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*



☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	692.7	679.5					
Male	691.0	678.1					
Female	694.0	680.7					
White	704.0	693.6					
African-American	645.2	639.0					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	NA	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	657.9	647.7					

<b>Math - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	664.8	664.0					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

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

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0	95.0	95.0	95.0
<b>Actual Performance</b>							
<b>All Students</b>	99.9	99.9					
<b>Male</b>	99.9	99.9					
<b>Female</b>	99.9	100.0					
<b>White</b>	99.9	100.0					
<b>African-American</b>	99.8	99.9					
<b>Asian/Pacific Islander</b>	99.8	100.0					
<b>Hispanic</b>	99.9	99.8					
<b>American Indian/Alaskan</b>	100.0	100.0					
<b>Disabled</b>	99.2	99.6					
<b>Limited English Proficient</b>	99.8	99.8					
<b>Subsidized Meals</b>	99.8	99.9					

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

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0	95.0	95.0	95.0
<b>Actual Performance</b>							
<b>All Students</b>	100.0	100.0					
<b>Male</b>	99.9	99.9					
<b>Female</b>	100.0	100.0					
<b>White</b>	100.0	99.9					
<b>African-American</b>	99.9	99.9					
<b>Asian/Pacific Islander</b>	100.0	100.0					
<b>Hispanic</b>	99.9	100.0					
<b>American Indian/Alaskan</b>	100.0	100.0					
<b>Disabled</b>	99.8	99.7					
<b>Limited English Proficient</b>	99.9	100.0					
<b>Subsidized Meals</b>	99.9	100.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS % SCIENCE**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) at 88% or above from 2013-2014 through 2017-2018.

**ANNUAL OBJECTIVE:** Annually maintain the percentage of students at 88% or above meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	88% or above	88% or above	88% or above	88% or above	88% or above
<b>School Actual</b>	88.1%	84.7%					
<b>District Projected</b>	X	X	76.9%	77.9%	78.9%	79.9%	80.9%
<b>District Actual</b>	75.9%	77%					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	651.9	641.8					
Male	650.5	639.4					
Female	653.2	644.2					
White	664.2	659.1					
African-American	605.3	592.0					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	NA	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	620.9	628.8					



<b>Science - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	632.8	633.0					
<b>Male</b>	633.7	633.6					
<b>Female</b>	631.8	632.4					
<b>White</b>	645.2	646.2					
<b>African-American</b>	607.3	606.2					
<b>Asian/Pacific Islander</b>	655.9	660.5					
<b>Hispanic</b>	617.0	616.2					
<b>American Indian/Alaskan</b>	640.3	644.0					
<b>Disabled</b>	585.9	587.2					
<b>Limited English Proficient</b>	620.7	620.9					
<b>Subsidized Meals</b>	614.1	613.8					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS % SOCIAL STUDIES**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) at 88% or above from 2013-2014 through 2017-2018.

**ANNUAL OBJECTIVE:** Annually maintain the percentage of students at 88% or above meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	88% or above	88% or above	88% or above	88% or above	88% or above
<b>School Actual</b>	88.1%	86.5%					
<b>District Projected</b>	X	X	79.9%	80.9%	81.9%	82.9%	83.9%
<b>District Actual</b>	78.9%	79.5%					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

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

<b>Social Studies - District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640.0					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

**FIVE YEAR PERFORMANCE GOAL:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**ANNUAL OBJECTIVE:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Reading Comprehension Projected</b>			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
<b>Reading Comprehension Actual</b>	76 <sup>th</sup> %tile	72 <sup>nd</sup> %tile	74 <sup>th</sup> %tile				
<b>Mathematics Concepts Projected</b>			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
<b>Mathematics Concepts Actual</b>	64 <sup>th</sup> %tile	54 <sup>th</sup> %tile	59 <sup>th</sup> %tile				
<b>Mathematics Problems Projected</b>			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
<b>Mathematics Problems Actual</b>	73 <sup>rd</sup> %tile	67 <sup>th</sup> %tile	69 <sup>th</sup> %tile				

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Reading Comprehension Projected</b>			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
<b>Reading Comprehension Actual</b>	67 <sup>th</sup> %tile	66 <sup>th</sup> %tile	67 <sup>th</sup> %tile				
<b>Mathematics Concepts Projected</b>			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
<b>Mathematics Concepts Actual</b>	52 <sup>nd</sup> %tile	50 <sup>th</sup> %tile	49 <sup>th</sup> %tile				
<b>Mathematics Problems Projected</b>			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
<b>Mathematics Problems Actual</b>	58 <sup>th</sup> %tile	55 <sup>th</sup> %tile	57 <sup>th</sup> %tile				

<b>STRATEGY Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
Balanced Literacy Training	2013-2016	District Personnel, Teachers, IC, and Administration	TBD	District Funds	Lesson Plans, Observations
Science Lab Teacher for 3 <sup>rd</sup> and 4 <sup>th</sup> grades	2014-2015	Administration, Science Lab teacher, IC	\$6,750	Local Funds	Lesson Plans, Observations, PASS Science
RTI Teacher for 2 <sup>nd</sup>	2014-2015	Administration, RTI teacher, Classroom teachers, IC	\$11,250	Local Funds	AIMS Web, Lesson Plans, Observations
RTI Teachers for K and 1 <sup>st</sup>	2013-2018	Administration, RTI teachers, Classroom teachers, IC	TBD by Yearly Salary plan	District Payroll	AIMS Web, Lesson Plans, Observations
American Reads Furman Tutors	2014-2015	IC	0	NA	Tutoring schedule, increased test scores of students
Frazee Center Partnership for Summer, Preschool, and Afterschool	2013-2018	Administration, Classroom teachers, Frazee staff	0	NA	Attendance at events, increased test scores and attendance of students

## PROFESSIONAL DEVELOPMENT

☐ Student Achievement   ☒ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** 100% of teachers will participate in professional development related to Common Core State Standards.

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

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

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

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



## PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** 100% of homeroom teachers will participate in professional development related to Balanced Literacy.

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

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

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

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

<b>STRATEGY Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
Balanced Literacy PD	2013-2016	Teachers and IC	TBD	Grant and District	Portal Sign-in, Lesson Plans, Observations
Arts Integration PD	2013-2018	Administration, Teachers, and IC	\$1,000	Local PD Funds	Artist-in-Residence, Graduate Credit, Lesson Plans, Observations
School Visits for Common Core	2014-2015	Administration, Teachers, and IC	\$2,000	District and Local PD Funds	Observation checklist, Travel Request

## STUDENT ATTENDANCE

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**GOAL AREA 3:** Provide a school environment supportive of learning.

**FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	95% or above	95% or above	95% or above	95% or above	95% or above
<b>School Actual</b>	97.5%	97.3%					
<b>District Projected</b>	X	X	95.0%	95.0%	95.0%	95.0%	95.0%
<b>District Actual</b>	95.9%	95.6%					

**PARENT SATISFACTION – LEARNING ENV.**

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain percent of parents who are satisfied with the learning environment at 93% or higher from 2013-2014 through 2017-2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, annually maintain the percentage at 93% or higher of parents who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	93% or above	93% or above	93% or above	93% or above	93% or above
<b>School Actual</b>	93.7%	96.9%					
<b>District Projected</b>	X	X	89.0%	89.5%	90.0%	90.5%	91.0%
<b>District Actual</b>	88.0%*	88.1%					

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

## STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 88.2% in 2012 to 90% or higher by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5% percentage point(s) annually students who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

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

**TEACHER SATISFACTION – LEARNING ENV.**

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

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

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain annually the percentage of teachers at 100% who are satisfied with the learning environment.

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

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

## PARENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

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

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2.4 percentage points and maintain at 100% parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

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

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

## STUDENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

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

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	100%	100%	100%	100%	100%
<b>School Actual</b>	96.8%	99%					
<b>District Projected</b>	X	X	91.9%	92.3%	92.7%	93.1%	93.5%
<b>District Actual</b>	90.9%	90.2%					



**TEACHER SATISFACTION – SAFETY**

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

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

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

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #39

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

<b>STRATEGY Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
Off-duty Police Officer	2013-2018	District Office	\$300,000	District	Visible walk-throughs conducted
School Personnel posted at entrances in morning and afternoon	2013-2018	Administration and Teachers	\$0	NA	Yearly Duty Schedule
Secure chamber and zones in school	2013-2015	District Office Facilities Department	TBD	District Facilities Funds	Secure chamber in office and zones throughout school
Monitor building and grounds for cleanliness	2013-2018	Custodial staff and Custodial Specialist	Unknown	District	Monthly inspection report by Custodial Specialist

**Web link to school report card.**

<http://www.ed.sc.gov/data/report-cards/2013/elem/c/e2301085.pdf>

**Web link to ESEA waiver.**

<http://www.ed.sc.gov/data/esea/2013/school.cfm?SID=2301085>