School Renewal Plan
2018-2019 through 2022-2023

Brett DeLoach Vaughn, Principal

Greenville County Schools
Dr. W. Burke Royster, Superintendent

SCHOOL NAME: Stone Academy of Communication Arts

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(one year)*

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

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

SUPERINTENDENT

Dr. W. Burke Royster	*(signature)*	4/23/19
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Brett Deloach Vaughn	*(signature)*	3/26/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors	*(signature)*	4/23/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Josh Morris	*(signature)*	3/26/2019
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Cathy Dodson	*(signature)*	3/28/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 115 Randall Street Greenville, SC 29609

SCHOOL TELEPHONE: (864) 355-8400

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

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Brett Deloach Vaughn
2.	Teacher	George Koontz
3.	Parent/Guardian	Jo Halmes
4.	Community Member	Allen Fretwell
5.	Paraprofessional	Ann Titcomb
6.	School Improvement Council Member	Fran Mauney
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	Jean Thomas

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

POSITION	*NAME*
Assistant Principal	Suzanne Shouse
Instructional Coach	Cameron Patton

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

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

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

○ Yes ○ No ◉ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
◉ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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

INTRODUCTION
Stone Academy's Portfolio

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

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

A team of teachers was involved in developing the narrative for our portfolio based on input from the whole staff, from our School Improvement Council and our Parent Teacher Association. With our improved leadership and decision-making structure every teacher is empowered to be involved and make a difference. Every grade level teacher is a member of one of the four Vision Planning Committees dedicated to our four school wide focuses – reading, math, health & safety, and technology & innovation. 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
2018- 2019

Vision Planning Reading & Social Studies Committee	Vision Planning Math & Science Committee
Chair: Cathy Dodson	Chair: Cameron Patton
Kindergarten rep: Candi Bolt	Kindergarten rep: CJ Bell
Grade 1 rep: Septima McAdams & Jill Spence	Grade 1 rep: Mary Gilden
Grade 2 rep: Jillian Orders & Lori Dear	Grade 2 rep: Holly Rouse
Grade 3 rep: Betty Russell & Gresham Brown	Grade 3 rep: Kristen Rowan
Grade 4 rep: Kara Neckopulos	Grade 4 rep: Carrie Burch
Grade 5 rep: Sharon Gilstrap	Grade 5 rep: George Koontz
Specialist rep: Alyssa Bloomquist	Specialist rep: Jill Waldrop
Specialist rep: Jean Thomas	Specialist rep: Sarah Knight
Specialist rep: Kristen Mostoller & Cherie Duncan	Related Arts rep: Jeanie Reed
Related Arts rep: Nicole Ackerman	

Vision Planning Technology & Innovation Committee	Vision Planning Health & Safety Committee
Chair: Suzy Dover	Chair: Brooke Howard
Kindergarten rep: Karen Phoenix	Kindergarten rep: Erica Blackston
Grade 1 rep: Susan Whitmire	Grade 1 rep: Caroline Hicks
Grade 2 rep: Kristy Peace	Grade 2 rep: Elizabeth Piller
Grade 3 rep: Lyndsey Hall	Grade 3 rep: Melody Powell
Grade 4 rep: Brittany Wright	Grade 4 rep: Carrie Lee
Grade 5 rep: Bonnie McClain	Grade 5 rep: Angela Smith
Specialist rep: Stephen Foster	Related Arts rep: Cyndi Waddell
Specialist rep: Keisha Brown	Related Arts rep: Jill Rohrer
Related Arts rep: Eric Benjamin & Emily Kirkpatrick	

EXECUTIVE SUMMARY

Summary of Student Achievement:

- Stone Academy earned an Excellent rating and an overall score of 84 on the 2018 School Report Card.
- 79.3% of third through fifth grade students met or exceeded MATH benchmark as measured by SCReady.
- 75.2% of third through fifth grade students met or exceeded ELA benchmark as measured by SCReady.
- Students in third through fifth grade exceeded district and state averages in all subject areas as measured by SCReady.
- Stone Academy earned 100% of the progress points on the 2018 South Carolina School Report Card.
- 76.8% of fourth grade students met or exceeded SCIENCE benchmark as measured by SCPASS.
- 90.5% of fifth grade students met or exceeded SOCIAL STUDIES benchmark as measured by SCPASS.

Summary Teacher and Administrator Quality:

- Differentiated professional development opportunities are provided weekly on campus.
- 71.8% of teachers have earned an advanced degree.
- 97.2% of teachers returned to Stone Academy in the 2018-19 school year.
- 100% of teachers hold a continuing contract.
- Prime instructional time increased from 87.1% to 90.9%.

Summary of School Climate:

- 96.7% of parents and 97.8% of teachers indicated satisfaction with the learning environment on the 2018 report card survey.
- 96.6% of parents and 100% of teachers indicated satisfaction with the social and physical environment on the 2018 report card survey.

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

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

SCHOOL PROFILE

Stone Academy's School Community

Stone Academy is a highly successful inner city arts magnet school in Greenville County, South Carolina. Our talented and 100% highly qualified faculty work hand-in-hand with the Leadership Team as we continue to embrace our mission and vision and serve a very diverse student population.   At Stone we offer a rigorous standards-based curriculum enriched by instruction in art, music, dance, drama, and technology. A wide variety of academic programs are offered to all students and accommodations are made for students with special needs. Stone Academy serves 660 students, kindergarten through grade five.

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

Dates:	Meeting Focus:
September 17	Open House
October 9	Paper Meeting
November 12	Honor Roll and Book Fair
December 3	Winter Showcase
January 14	Health Fair
February 11	Honor Roll
March 5	Big Show: School-wide Performance
April 8	Honor Roll
May 13	PTA Spring Picnic

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

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 – 5th grade, 3 special education teachers, and 7 Para-professionals, 3 intervention specialists, 1 speech therapist, 1 challenge teacher, 1 media specialist, 1 library clerk, 1 technology specialist, and a related arts team (including art, music, PE, dance, drama and strings). The support staff includes 1 counselor, 1 instructional coach, 1 technology coach, a full-time nurse, a full-time program coordinator, 1 plant engineer, 4 plant support staff, and 5 food service staff members.

Percent of Continuing Contract Teachers at Stone Academy

2018	100%
2017	100%
2016	100%
2015	97.3%
2014	89.7%

Professional Development Days Attended by Teachers

2018	7 days
2017	6.7 days
2016	9 days
2015	7.5 days
2014	7 days

Student Population Data

Stone Academy's student population is diverse with 75% coming from the attendance area (within a 1.5 mile radius of the school) and 25% coming from across Greenville County. Of our total 660 students in 2018-2019, 73% are White, 17% are Black or African-American, 6% are two or more races, 3% are Hispanic, and 1% are Asian. 35% of our students in grades 3-5 are served in the Gifted and Talented Program. Our school has 4

kindergarten classes, 5 first, second, and third grade classes, and 4 fourth grade classes, and 4 fifth grade classes. We have one LD-Neuro self-contained class of 13 students.

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

Grade K – 91 students – 4 classes

Grade 1 – 116 students – 5 classes

Grade 2 – 112 students – 5 classes

Grade 3 – 117 students – 5 classes

Grade 4 – 113 students – 4 classes

Grade 5 – 111 students – 4 classes

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

Student Attendance Rate

2018	96.7%
2017	96.9%
2016	97.2%
2015	97.1%
2014	97.4%

Percentage of Students Served by Gifted and Talented Program

2018	35.8%
2017	35%
2016	35%
2015	38%
2014	39%

Percentage of Students Receiving Subsidized Meals

2018	21%
2017	25%
2016	26%
2015	25%
2014	24%

Percentage of Students Retained

2018	1%
2017	1.1%
2016	0.5%
2015	1%
2014	0.6%

Academic Programs and Initiatives

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

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

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

MISSION, VISION, AND BELIEFS

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

Mission

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

Vision

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

Stone Academy embraces the following seven outcomes

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

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

Philosophy of Values and Beliefs

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

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

- Stone, the community, and the family should work in partnership to meet the students' social and academic needs.

- Differentiation of instruction and curriculum should be used to challenge each student to achieve and maintain high expectations.

- All students should have equal access to the means, methods, and materials of education.

- All people should develop respect for self and treat others with dignity and respect.

- All students should learn to communicate, compute, and solve problems effectively to meet the challenges of society.

- Appropriate assessment for different learning objectives is an integral part of teaching. Assessment allows a teacher to monitor and affirm students, thus guiding students to develop concepts and problem-solving skills.

- Arts integration in the curriculum improves instruction and engages children of all learning styles.

- Every child has a right to participate in a safe, orderly, and well-managed school environment.

- Students should be exemplary and model citizens in everyday life.

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

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

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

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

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

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

DATA ANALYSIS AND NEEDS ASSESSMENT

Goal Area 1: Student Achievement

Students at Stone Academy continue to score well above district and state averages in all core curriculum areas as measured by the SC READY and SC PASS assessments. In the 2017-2018 school year, 75.2% of our students met or exceeded expectation in the area of English Language Arts, and 79.3% of our students met or exceeded expectation in the area of math. In the area of Social Studies, 89.8% of fourth graders scored Exemplary or Met on the SC PASS assessment. In the area of Science, 76.8% of fifth graders met or exceeded expectations on the SC PASS assessment.

SC READY 2017-2018: English Language Arts

	3rd Grade		4th Grade		5th Grade	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Exceeds Expectations	28.1%	35.6%	21.7%	41.1%	11.7%	38.9%
Meets Expectations	41.2%	44.2%	39.1%	28.6%	45.9%	35.2%
Approaches Expectations	24.6%	12.5%	21.7%	21.4%	20.7%	17.6%
Does Not Meet Expectations	6.1%	7.7%	17.4%	8.9%	21.6%	8.3%

SC READY 2017-2018: Math

	3rd Grade		4th Grade		5th Grade	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Exceeds Expectations	35.1%	51%	30.2%	44.6%	36.9%	60.2%
Meets Expectations	37.7%	30.8%	29.3%	32.1%	19.8%	19.4%
Approaches Expectations	19.3%	11.5%	28.4%	15.2%	26.1%	14.8%
Does Not Meet Expectations	7.9%	6.7%	12.1%	8%	17.1%	5.6%

SC PASS 2017-2018: Social Studies

	5th Grade		
	2015-16	2016-17	2017-18
Exemplary	55%	50.5%	59.3%
Met	26.1%	35.1%	30.6%
Not Met	18.9%	14.4%	10.2%

	4th Grade		
	2015-16	2016-17	2017-18
Exceeds Expectations	Exemplary: 15.5%	31%	44.6%
Meets Expectations	Met: 62.7%	36.2%	32.1%
Approaches Expectations		20.7%	18.8%
Does Not Meet Expectations	Not Met: 21.8%	12.1%	4.5%

Stone Academy Scores By Grade Level and Demographic Category: 2018 SC READY

All stakeholders are committed to closing the achievement gap for our students will disabilities, students in poverty, and students in minority subgroups. 45.9% of our third graders with disabilities met or exceeded expectations in the area of English Language Arts. In the area of Mathematics, 50% of third graders with disabilities met or exceeded expectations. Stone Academy did not have a subgroup of students with disabilities in grades 4 or 5.

	3rd Grade: English Language Arts				
	Male	Female	White	Students with Disabilities	Students in Poverty
Exceeds Expectations	24.1%	48%	36%	4.2%	14.8%
Meets Expectations	53.7%	34%	47.7%	41.7%	33.3%
Approaches Expectations	16.7%	8%	11.6%	20.8%	25.9%
Does Not Meet Expectations	5.6%	10%	4.7%	33.3%	25.9%

	4th Grade: English Language Arts				
	Male	Female	Black or African American	White	Students in Poverty
Exceeds Expectations	35.1%	47.3%	15%	50%	21.1%
Meets Expectations	33.3%	23.6%	5%	32.9%	18.2%
Approaches Expectations	21.1%	21.8%	50%	14.5%	33.3%

Does Not Meet Expectations	10.5%	7.3%	30%	2.6%	27.3%

	5th Grade: English Language Arts			
	Male	Female	White	Students in Poverty
Exceeds Expectations	37.5%	40.4%	46.9%	7.9%
Meets Expectations	33.9%	36.5%	34.6%	47.4%
Approaches Expectations	19.6%	15.4%	13.6%	23.7%
Does Not Meet Expectations	8.9%	7.7%	4.9%	21.1%

	3rd Grade: Math				
	Male	Female	White	Students with Disabilities	Students in Poverty
Exceeds Expectations	50%	52%	52.3%	12.5%	25.9%
Meets Expectations	29.6%	32%	33.7%	37.5%	29.6%
Approaches Expectations	14.8%	8%	9.3%	25%	18.5%
Does Not Meet Expectations	5.6%	8%	4.7%	25%	25.9%

	4th Grade: Math				
	Male	Female	Black or African American	White	Students in Poverty
Exceeds Expectations	52.6%	36.4%	15%	56.6%	18.2%
Meets Expectations	29.8%	34.5%	15%	36.8%	27.3%
Approaches Expectations	12.3%	18.2%	45%	3.9%	30.3%
Does Not Meet Expectations	5.3%	10.9%	25%	2.6%	24.2%

	5th Grade: Math			
	Male	Female	White	Students in Poverty
Exceeds Expectations	69.6%	50%	69.1%	26.3%
Meets Expectations	10.7%	28.8%	13.6%	31.6%
Approaches Expectations	12.5%	17.3%	13.6%	26.3%
Does Not Meet Expectations	7.1%	3.8%	3.7%	15.8%

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
2018-2019

Date	Meeting	Time
Wed. 8/15	Full Faculty PD: Arts Integration with Melanie Rick	8:00-3:00
Fri. 8/17	Full Faculty PD: Arts Integration with Sean Layne	8:00-3:00
Wed. 8/22	Faculty Meeting	3:00-4:30
Tue. 8/28	Grade Level/Team PD: Technology Tuesday	planning periods
Wed. 8/29	PET	3:00-4:00
Tue. 9/4	Grade Level/Team PD: Balanced Literacy	planning periods
Wed. 9/5	Committee and/or Grade Level Planning	3:00-4:00
Tue. 9/11	Grade Level/Team PD: SLO planning	planning periods
Wed. 9/12	Faculty Meeting: 504 & Challenge Programs	3:00-4:00
Tue. 9/18	Grade Level/Team PD: Mastery Connect	planning periods
Wed. 9/19	Vision Planning: Action Steps	3:00-4:00
Tue. 9/25	Grade Level/Team PLCs	planning periods
Wed. 9/26	PET	3:00-4:00
Tue. 10/2	Grade Level/Team PD: Technology	planning periods
Wed. 10/3	Committee and/or Grade Level Planning	3:00-4:00
Tue. 10/9	Grade Level/Team PD: Literacy	planning periods
Wed. 10/10	Faculty Meeting	3:00-4:00
Wed. 10/17	Vision Teams' Differentiated PD: Reflex Math/ Arts Integration	3:00-4:30
Tue. 10/23	Grade Level/Team PD	planning periods
Wed. 10/24	PET	3:00-4:00
Tue. 10/30	Grade Level/Team PD: Helping Hands	planning periods
Wed. 11/7	Vision Teams' Differentiated PD: Literacy	3:00-4:00

Tue. 11/13	Grade Level/Team PD: Literacy	planning periods
Wed. 11/14	Committee and/or Grade Level Planning	3:00-4:00
Tue. 11/20	Grade Level/Team PD: Technology Tuesday	planning periods
Tue. 11/27	Grade Level/Team PD	planning periods
Wed. 11/28	Vision Teams' Differentiated PD: Technology	3:00-4:00
Tue. 12/4	Grade Level/Team PD: Math Tools & Games	planning periods
Wed. 12/5	Committee and/or Grade Level Planning	3:00-4:00
Tue. 12/11	Grade Level/Team PD: Literacy Tools & Games	planning periods
Wed. 12/12	Faculty Meeting	3:00-4:00
Tue. 12/18	Grade Level/Team PD: Technology Tools & Games	planning periods
Wed. 12/19	PET	3:00-4:00
Wed. 1/9	Faculty Meeting	3:00-4:00
Tue. 1/15	PD: Reflex Math	planning periods
Wed. 1/16	Vision Teams' Differentiated PD: Common Sense Media certification	3:00-4:00
Tue. 1/22	Grade Level/Team PD: Math	planning periods
Wed. 1/23	Vision Teams' Differentiated PD: Jed Dearybury "Destroying the Box"	planning periods
Tue. 1/29	Grade Level/Team PD: Balanced Literacy at Stone	3:00-4:00
Tue. 2/5	Grade Level/Team PD	Planning periods
Wed. 2/6	Vision Planning Committee Meetings	3:00-4:30
Wed. 2/13	Full Faculty ESOL PD: English Language Learners at Stone	3:00-4:00
Tue. 2/19	Grade Level/Team PD: Technology	Planning periods
Wed. 2/20	PET	3:00-4:00
Wed. 2/27	Vision Teams' Differentiated PD: Future of Education Technology Take Aways	3:00-4:00
Wed. 3/6	Vision Planning Committee Meetings	3:00-4:00
Tue. 3/12	Grade Level/Team PD: Mastery Connect & Spring Testing	Planning periods
Wed. 3/13	Faculty Meeting	3:00-4:00
Wed. 3/20	PET	3:00-4:00
Tue. 3/26	Grade Level/Team PD: On Track Updates and Reflection	Planning periods
Wed. 4/3	Vision Teams' Differentiated PD: Helping our students cope with Anxiety	3:00-4:00
Wed. 4/10	Faculty Meeting	3:00-4:00
Tue. 4/23	Grade Level/Team PD	Planning periods
Wed. 4/24	Full Faculty PD: Testing Training	3:00-4:00
Tue. 4/30	Grade Level/Team PD: Arts Integration	Planning periods
Wed. 5/1	Vision Planning Committee Meetings	3:00-4:00
Tue. 5/7	Grade Level/Team PD	Planning periods
Wed. 5/8	Faculty Meeting	3:00-4:00
Wed. 5/15	PET	3:00-4:00
Tue. 5/21	Grade Level/Team PD	Planning periods
Wed. 5/22	Full Faculty PD: End of Year Reflections and Planning	3:00-4:00

Teacher Attendance Rate at Stone Academy

2017	90.6%
2016	94.1%
2015	92%
2014	94.8%
2013	95.8%

Teachers Returning Rate at Stone Academy

2017	97.3%

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

Goal Area 3: School Climate

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

	Teachers					5th Grade Students					5th Grade Parents				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Percent satisfied with learning environment	100	100	100	92.5	97.8	84.1	90	90.7	87.4	90.2	96.1	95	93.9	94.2	96.7
Percent satisfied with social and physical environment	100	100	100	95	100	86	96	93.8	90.2	93.5	96	97	93.8	96.1	96.6
Percent satisfied with school-home relations	100	100	100	97.5	100	87	96	90.4	88.1	91.2	80.6	78	77.8	78.9	79.7

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

Evaluations By Parents	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	94.90	60
"My child's teachers and school staff prevent or stop bullying at school."	84.70	60
Evaluations By Teachers	**Percent Agree/Strongly Agree**	**Total Responses**
"I feel safe at my school before and after hours."	100.00	46
"The rules for behavior are enforced at my school."	97.90	46

Students at Stone continue to express satisfaction with the school climate and confirm a high level of student engagement. 71.4% of students scored "committed" on the 2017-2018 Student Engagement Survey.

2018 Stone Academy School Report Card

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

Gifted and Talented Requires ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	63% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	63.78	64.17	64.56	64.95	65.34
		School Actual Elementary 75.2					
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64

		District Actual Elementary 52				

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

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

Gifted and Talented Requires ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

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

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

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	64 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	65.56	65.84	66.12	66.40	66.68
		School Actual Elementary 79.3%					
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	57	60	63	66	69
		District Actual Elementary 60					

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

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

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

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

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	77.3	77.8	78.3	78.8	79.3
		School Actual Elementary 76.8					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75

		District Actual Elementary 60					

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

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring Met and Exemplary on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Met and Exemplary on SCPASS Social Studies will increase by .3% annually.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	School Projected Elementary	90.1	90.4	90.7	91	91.3
		School Actual Elementary 89.8					
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	81	84	87	90	93

		District Actual Elementary 78					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Curriculum Integration Professional Development (Social Studies and English Language Arts)	2019-2020	Cameron Patton	None		Agenda Portal sign-in
2. Arts Integration Professional Development	2018-2023	Cameron Patton	$4200	ABC Grant PTA Grant	PD calendar Portal sign-in
3. Collaboration with the Peace Center and local art museums to create arts-based, content-focused experiences	2018-2023	Cameron Patton	None		Field trip calendar Student reflection forms Lesson plans

| Performance Goal Area: | ☒Student Achievement* | ☐Teacher/Administrator Quality* | ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority |

Gifted and Talented Requires ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

SC READY ELA SC SDE Website		District Actual Hispanic 34					
SC READY ELA SC SDE Website	25 % Meets Expectations and Exceeds Expectations	School Projected AA 28	28	31	34	37	40
SC READY ELA SC SDE Website		School Actual AA 33					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	School Projected SWD 35	35	38	41	44	47
SC READY ELA SC SDE Website		School Actual SWD 40					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26

SC READY ELA SC SDE Website		District Actual SWD 12					
SC READY ELA SC SDE Website	N/A	School Projected LEP	N/A	N/A	N/A	N/A	N/A
SC READY ELA SC SDE Website		School Actual LEP N/A					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33					
SC READY ELA SC SDE Website		School Projected SIP	48	51	54	57	60
SC READY ELA SC SDE Website		School Actual SIP 48					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50

SC READY ELA SC SDE Website		District Actual SIP 33					
SC READY Math SC SDE Website	N/A	School Projected Hispanic	N/A	N/A	N/A	N/A	N/A
SC READY Math SC SDE Website		School Actual Hispanic N/A					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42					
SC READY Math SC SDE Website		School Projected AA	47	50	53	56	59
SC READY Math SC SDE Website		School Actual AA 44					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39

SC READY Math SC SDE Website		District Actual AA 28					
SC READY Math SC SDE Website		School Projected SWD	42	45	48	51	54
SC READY Math SC SDE Website		School Actual SWD 42					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16					
SC READY Math SC SDE Website		School Projected LEP	N/A	N/A	N/A	N/A	N/A
SC READY Math SC SDE Website		School Actual LEP N/A					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52

SC READY Math SC SDE Website		District Actual LEP 42					
SC READY Math SC SDE Website		School Projected SIP	53	56	59	62	65
SC READY Math SC SDE Website		School Actual SIP 53					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Administer small group instruction in test-taking strategies for students identified using Mastery Connect data	2018-2023	Cameron Patton	None		Mastery Connect data analysis Small group schedule Observations

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Early morning instructional support	2018-2020	Classroom Teachers	None		Anecdotal notes Student work samples
3. Arts Integrated instruction in all core content areas	2018-2023	Classroom Teachers	$4200	ABC Grant PTA Grant	Lesson plans Classroom observations
4. Monthly On Track data meetings	2018-2023	Suzanne Shouse	None		Meeting agendas On Track calendar

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	Criterion Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				
Fastbridge	Norm Reference Measure	School Projected					

		School Actual	Baseline will be established in Spring 2019				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %
South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	School Actual	Grade 2 – % Grade 5 – %				
Fountas and Pinnell		District Projected					
		District Actual	Baseline will be established in Spring 2019				
Fastbridge		District Projected					
		District Actual	Baseline will be established in Spring 2019				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above

South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	District Actual	Grade 2 – 40% Grade 5 – 42%				

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

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

Gifted and Talented Requires ☐Gifted and Talented: Academic　　☐ Gifted and Talented: Artistic　☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal　　　☐Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	Baseline will be established at the end of the 2018-19 school year	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD
		District Actual					

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

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	93	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 93					
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100					

SC SDE School Report Card Survey	93	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 94.9					
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86					
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

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

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*   ☐ Gifted and Talented: Other

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

GCS Expulsion Report		District Actual 0.8					

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0					
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04					

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

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

Gifted and Talented Requires ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	94	94	94	94	94
		School Actual 93					
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90				

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

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

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

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

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

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

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

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐ Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 4	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 4	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 4	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 4	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 4
		School Actual Afraid – 3% Lonely – 8% Angry – 4%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5

		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

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