Duncan Chapel Elementary

Dr. Stephanie Lowry

Greenville County Schools

Dr. Burke Royster

2018–2019 through 2022–2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Duncan Chapel Elementary School
DISTRICT: Greenville County Schools
SCHOOL RENEWAL PLAN FOR YEARS: 2018-19 through 2022-2023 *(five years)*
SCHOOL RENEWAL ANNUAL UPDATE FOR: 2018-19 *(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	*W Burke Royster*	
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Dr. Stephanie Lowry		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Cathy Grills		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jenni Dunagan		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 210 Duncan Chapel Road, Greenville, SC 29617
SCHOOL'S TELEPHONE: (864) 355-2700
PRINCIPAL'S E-MAIL ADDRESS: slowry@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION	*NAME*
1. PRINCIPAL	Dr. Stephanie Lowry
2. TEACHER	Mrs. Haley Wood
3. PARENT/GUARDIAN	Mrs. Lori Small
4. COMMUNITY MEMBER	Mrs. Russell Watson
5. PARAPROFESSIONAL	Mrs. Paula Valencia
6. SCHOOL IMPROVEMENT COUNCIL	Mrs. Jodi Garrett
7. READ TO SUCCEED READING COACH	Mrs. Charissa Kelly
8. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD	Mrs. Charrisa Kelly
9. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM MEMBER	Mrs. Tawanda Bowie

OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
Assistant Principal	Mrs. Danielle Lee
Title I Facilitator	Mrs. Heather Gettys
Family Engagement Coordinator	Mrs. Lillian Munoz
Intervention Specialist	Mrs. Shannon Ellingson

*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.

ASSURANCES FOR SCHOOL PLAN
(Mandated Component)

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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Introduction

The Duncan Chapel self-study was conducted to evaluate our strengths and weaknesses in order to develop necessary goals and strategies. This ongoing self-assessment process allows us to review our goals, sustain communication with all stakeholders, provide an opportunity for continuous improvement, and maintain accountability.

Through a collaborative effort, we have established a leadership team and committee teams to sustain and evaluate the process, which encourages reflective discussion among staff members. With continuous self assessment, we understand that we need a continuous leadership or decision-making structure that would help us implement the vision. A decision-making structure was designed to clarify how decisions would be made and by whom. Co-chairs from each of these groups, along with the Principal, Assistant Principal, and Instructional Coaches make up the Leadership Team, which meets monthly to make decisions and communicate to all staff members. Parent groups, such as PTA Board and School Improvement Council, provide input regarding the school improvement plan.

Leadership Team	Responsibilities
Chair: Stephanie Lowry **Members:** ● Danielle Lee ● Tawanda Bowie ● Vanessa Hill ● Amelia Stefanelli ● Lisa Riddle ● Lindsey Thompson ● Laura Teitloff ● Natalie Richards ● Shavaun Webb ● Brittany Fowler	➢ The Leadership committee will be comprised of grade level/department chairs and led by the principal. ➢ The team will meet monthly to discuss and plan upcoming grade level events and specific committee-led functions. ➢ The primary function of leadership is to provide leadership to grade level/school teams. Disseminate information and ensure consistency among teams. ➢ Additional functions may be assigned by principal. ➢ Smaller committees can be formed within the committee as needed to carry out specific functions or address specific school needs.
Literacy Committee	

Chair: Tawanda Bowie
Members:
- Vanessa Hill
- Arlene Bernstein
- Taylor Long
- Lauren Armstrong
- Patricia Enfinger
- Christina Becker
- Julie Humphreys
- Bridget Kinsey
- Natalie Richards
- Carolyne Martin
- Shavaun Webb
- Karla Birkel
- Valrie Graham
- Charissa Kelly
- Amanda Sopko
- Amelia Stefanelli
- Jennifer Sanders
- Oscar Bauman
- Shannon Story
- Brittan Fowler
- Karey Wengert

Health and Wellness Committee

Chair: Inga Puffer
Members:
- Samantha Kelly
- Tamara Gray
- Shelley Weber
- Michelle Twaddle
- Tawanda Bowie
- Inga Puffer

STEM Committee	Functions/Events

Chair: Lindsey Thompson
- Erica Drew
- Lisa Riddle
- Vicki Drew
- C. Taylor
- Beth Jones
- Lori Small

PTA Board	School Improvement Council
- President - Russell Watson - Vice President - Joshua Garrett - Secretary - Rebekah Powell - Treasure - Ashley Garrett	- Tawand Bowie - Joshua Garrett - Heather Gettys - Ashley Spencer - Jodi Garrett - Russell Watson - Stephanie Lowry - Danielle Lee

Executive Summary

With our ongoing emphasis on developing the whole child, we have cultivated a student-centered mindset among all members of our school community. Our daily decision-making is guided by the analysis of possible impact on students and their learning. Each day we strive to provide students with stimulating, multi-sensory learning opportunities that are based on sound research and driven by state standards. In addition, we foster a growth mindset with our students through personal goal setting and monitoring of target acquisition. Through our school-wide theme, "SAIL to Success- (Serve, Achieve, Inspire & Lead)", we emphasize service to others, academic achievement, inspirational living and leadership. Our ultimate goal is to help our students develop the skills, knowledge and values to meet the challenges of a changing world.

Summary of Findings for Student Achievement
- Absolute rating of Excellent and Growth rating of Average (2014 SC Annual School Report Card)
- Absolute rating of Good and Growth rating of Average (2013 SC Annual School Report Card)
- "A" Rating (2014 ESEA/Federal Accountability Rating System)
- "B" Rating (2013 ESEA/Federal Accountability Rating System)
- Palmetto Gold Award for Student Achievement (2014-15)
- Palmetto Silver Award for Student Achievement (2013-14)

Summary of Findings for Teacher and Administrator Quality
The faculty is structured into teams/committees to involve all members in the decision making process. These teams/committees are:
Administrative Team
- Consists of principal and assistant principal

Instructional Leadership Team
- Consist of principal, assistant principal, instructional coach, literacy coach, title-one facilitator

Leadership Team
- Consists of administrative team members, instructional coach, grade-level, related arts, & specialists team leaders

Grade Level/Specialty Area Teams
- Consist of team leader and teachers from the grade level of specialty area (Intervention, Related Arts, SpEd, etc…)

Special Committees (STEM, Literacy Team,
- Consist of members from administration, grade levels and specialty areas

Summary for School Climate

Duncan Chapel Elementary, a kindergarten through grade five public school in Greenville SC, has a current enrollment of 658 students. Our students represent a wide range of cultures and ethnicities, and it is important to us to make sure every student, family and visitor feels welcome.

Our school facility is designed to provide developmentally appropriate classrooms for students of all ages with primary grades located downstairs and intermediate grades located upstairs. Throughout the classrooms and hallways, graphs and data charts are utilized to show student, class and grade level growth toward various goals. Our school wide behavior management system and matrix outline appropriate behaviors for all school settings based on these four expectations: Safe, Always Respectful, In Control, and Learning Ready. Our goal is to help students SAIL to Success each day.

At Duncan Chapel, we pride ourselves on our many service learning and community outreach projects that demonstrate our commitment to the students and families in our community. Our students are active leaders and participants in school-wide recycling, making weekly lunches for the homeless, gathering canned goods for food banks, Relay for Life, Jump Rope for Heart, Empty Bowls Soup Night, and many more.

Challenges

Our student population is extremely diverse. This great diversity brings rich experiences and numerous opportunities. Yet our diversity challenges us to provide more individualized and targeted instruction to meet the varying needs of our students. Our current enrollment of **658** students consists of 29% Hispanic, 31% African American, 33% Caucasian and 6% representing other ethnicities. With over 53% of the student population qualifying for Community Eligibility Resources (Medicaid, Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, or students who are homeless, transient, or in foster care), Duncan Chapel receives Federal Title I funding. We also serve students with various disabilities including learning, speech-language and other health impairments.

To help us better meet the diverse needs of our students, we utilize a school wide schedule that provides an hour block for Intervention/Enrichment at every grade level. This block of time is used to provide direct instruction to small groups of students based on specific areas of need (language acquisition, reading, math, speech, gifted & talented, etc.)

Accomplishments and Results

- In 2014-15, we received the Palmetto Gold Award for Student Achievement
- In 2013-14, we received the Palmetto Silver Award for Student Achievement
- In 2014, 2015 and 2016 we received the Safe Schools Award
- In 2014, 2015 and 2016 we were inducted into the Hall of Fame and

recognized for the greatest percentage of participation in the Reading All-Stars Program
- From 2014 - present, we were selected to participate in the "Make Summer Count" reading initiative with Public Education Partners
- In 2014, we received a $400,000 Safe Routes to School grant in conjunction with community partners to improve the infrastructure around our school.
- From 2014 - 2019 several of our teachers received Donors Choose Grants and the school has received a reading PEP grant for the past 4 years, which assists schools in obtaining additional instructional materials.
- Duncan Chapel continues to partner with First Baptist Church-Greenville, to implement the Mission Backpack weekend food bag program.

Profile of Duncan Chapel Elementary

Duncan Chapel Elementary School is a community school with a long-standing tradition of providing exceptional educational opportunities for all students. Our two-story facility is 95,000 square feet and houses grades K4 - 5th. We have a fully equipped broadcasting production facility that allows our students to communicate school news daily. In addition, we have a gymnasium, cafeteria with a performance area and state of the art sound system, and two fenced playgrounds. Located in the Northwest region of Greenville County near Furman University, Duncan Chapel Elementary has educated countless generations of local families for more than 125 years.

In keeping with tradition, we continue our school wide involvement in various service learning and community outreach projects. These initiatives demonstrate our commitment to the students and families in our community, and provide our students with hands-on opportunities to positively impact their world. Our students are active leaders and participants in organizing school safety, school-wide recycling, making weekly lunches for the homeless, gathering canned goods for food banks, Relay for Life, Pennies for Patients, Jump Rope for Heart, and Empty Bowls Soup Night. Through these endeavors, we instill a true sense of community spirit and pride in our students.

We continue to "set the bar high" in academics, and our students continue to excel! Student performance on district benchmarks, standardized achievement tests such as MAP (Measures of Academic Progress) and PASS (Palmetto Assessment of State Standards) continue to improve and have enabled us to maintain high ratings on our SC State Report Card and Federal Accountability Rating. On-going Title I funding has enabled us to sustain lower student-teacher ratios in multiple grades and to provide additional support in reading and math through Academic Intervention.

In our continuing efforts to provide leadership in our community, we have partnered with Live Well Greenville, B2 (Breathe Better) and the Safe Routes to School programs to educate and support our students and families in the area of health and wellness.

Partnerships

Active community involvement as well as strong parental support are essential to our school's mission of providing students with models of how to become contributing members in a global society. Many surrounding businesses, such as Papa John's Zaxby's, Stax's, Ingles, and Publix provide financial support as well as offer donations to support school events. Volunteers from local churches assist the school in a variety of ways. For instance, Reedy River Church partners with us every Monday to assist our Bag Lunch program, which prepares lunch bags for a local homeless shelter. In addition, Reedy River Church also supports our teachers with projects and

provide motivational support throughout the year. We partner with First Baptist Church to create outreach possibilities for our parents and students. Every Monday after school, children prepare bag lunches for the homeless. Parents, teachers, and students donate items such as lunch/plastic bags, cookies, juice boxes, sandwich bread, cheese/peanut butter crackers, etc. suitable for bag lunches. Duncan Chapel's students strengthen our community as they begin a lifelong commitment to helping others.

Through the generous support and donations of weekend food bags from First Baptist Church, many of our less fortunate students do not worry about food during the weekend. In 2017 with the help of PTA, Student Activity Funds, and contributions from community partners, we were able to update one of our playground areas with state of the art equipment. We are also in the process of updating the second playground area that serves our kindergarten students.

Community Partners and Community Supported Activities		
Chick-Fil-A	Publix	Walmart
Papa John's	SC Children's Theatre	Bank of Travelers Rest
Kiwanis Club of Greenville	The Crossing Church	Furman University
Ingles	First Baptist Church	North Greenville University
Palmetto Family Orthodontics	Greenville Hospital System	Reedy River Baptist

Duncan Chapel Staff
The staff at Duncan Chapel includes 32 regular education teachers and 4 special education teachers, two of which is in a self-contained class for students with developmental delays. We have 2 speech therapists (1 full-time and 1 half-time), 3 interventionist (1 RTI teachers, 1 behavior interventionist, and 1 challenge teacher), and 3 ESOL teachers (1 full time and 2 half-time teachers). Our related arts team includes 5 teachers: guidance counselor, media specialist, physical education teacher, music teacher, and an art instructor.
All of our teachers are highly qualified in the areas in which they teach. We have 65% of our staff with advanced degrees, and there are 2 teachers that have received National Board Certification.

Years of Experience
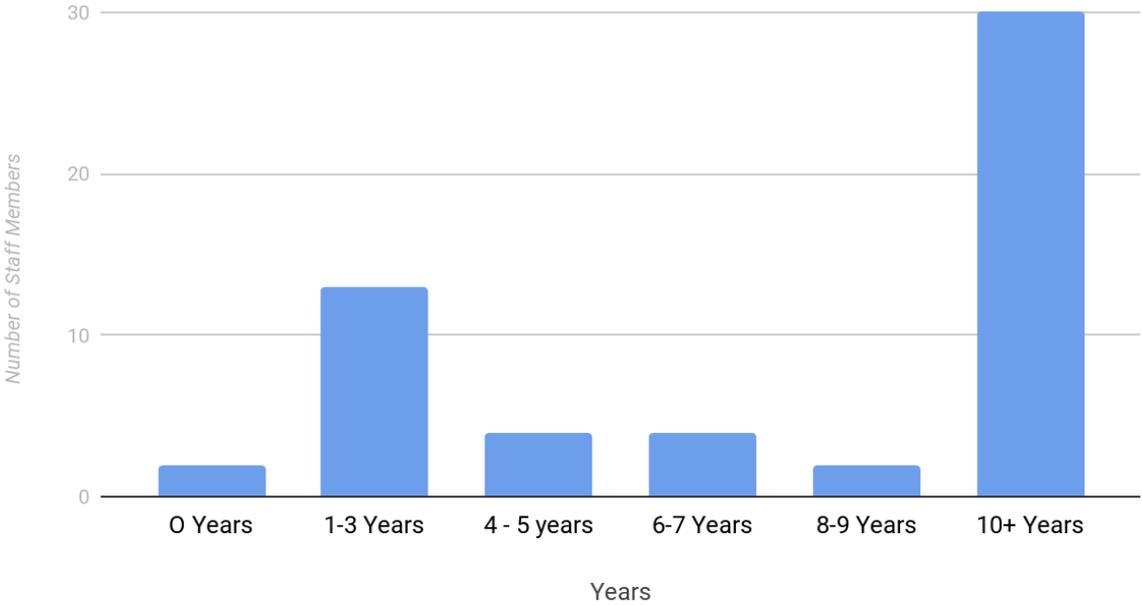
Staff Education Level
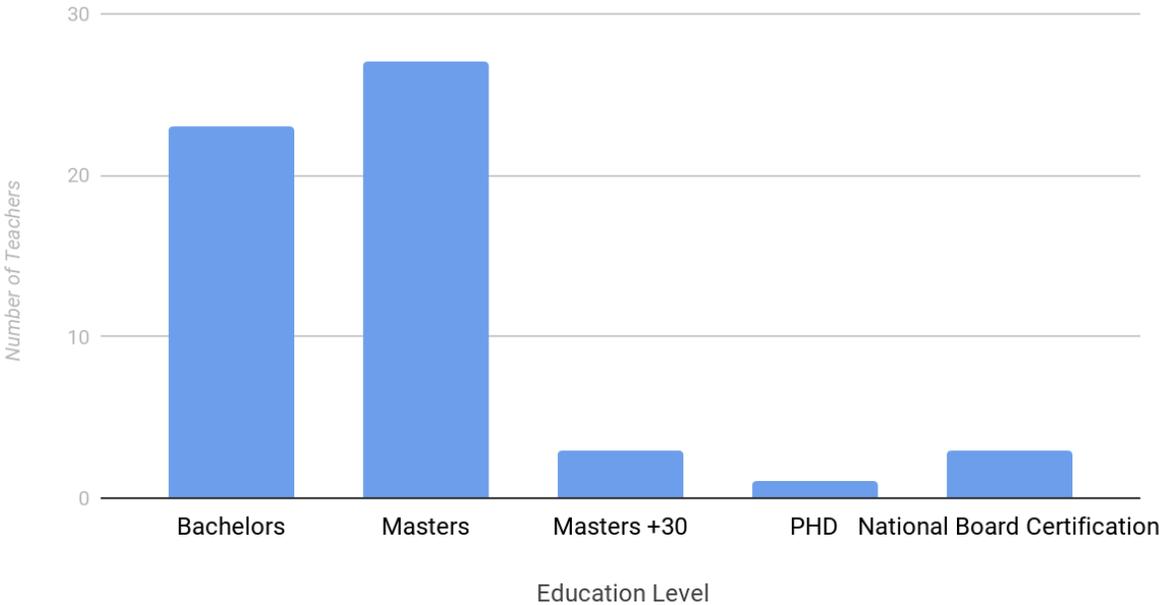
Teacher Attendance	
2018-2019	**TBD**
2017-2018	90
2016 –2017	91.9
2015 – 2016	94.2
2014 – 2015	92.3
2013 – 2014	95.4
2012 - 2013	93.1

Additional personnel include three office personnel, one school nurse, a plant engineer, four custodians, nine assistants, media center clerk, and seven food services workers. Other district personnel serve as support to the instructional program and are available to assist in meeting the needs of the Duncan Chapel population.

Our Leaders
Our principal, Stephanie Lowry, has been an educator for 28 years. Dr. Lowry was named principal of Duncan Chapel Elementary in July 2013. She is a graduate of the University of North Carolina at Pembroke where she received both her Bachelor of Education and a Masters of Education. In addition, she earned her National Board Certification in Early Adolescent ELA in 2000 and her Masters +30 in the area of Gifted Education in 2001. In 2013, Dr. Lowry earned her PhD in educational leadership through Capella University. Prior to joining the Duncan Chapel team, Dr. Lowry served as an Assistant Principal and Instructional Coach in Greenville County. Other experiences include, teacher specialist on-site for the State Department of Education and gifted & talented teacher.

Our assistant principal, Danielle Lee, has been in education for 13 years. Mrs. Lee has served in various administrative roles and became assistant principal at Duncan Chapel in 2016. She is a graduate of Clemson University where she received both her Bachelor's degree in English and her Master of Arts in Teaching. She also holds a second Master's degree in educational leadership from the University of South Carolina. Prior to joining the Duncan Chapel team, Mrs. Lee served as an Early Warning and Response System Coordinator, BELL Summer Program Manager, Alternative Program Coordinator, Assistant Principal and English teacher.

Student Population
Our student population is extremely diverse. Our current enrollment of 658 students

consists of 29% Hispanic, 31% African American, 33% Caucasian and 6% representing other ethnicities. With over 53% of the student population qualifying for Community Eligibility Resources (Medicaid, Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, or students who are homeless, transient, or in foster care), Duncan Chapel receives Federal Title I funding. We also serve students with various disabilities including learning, speech-language and other health impairments. We also serve students with various disabilities including emotional, learning, speech-language and other health impairments.

Student Enrollment

Student Enrollment
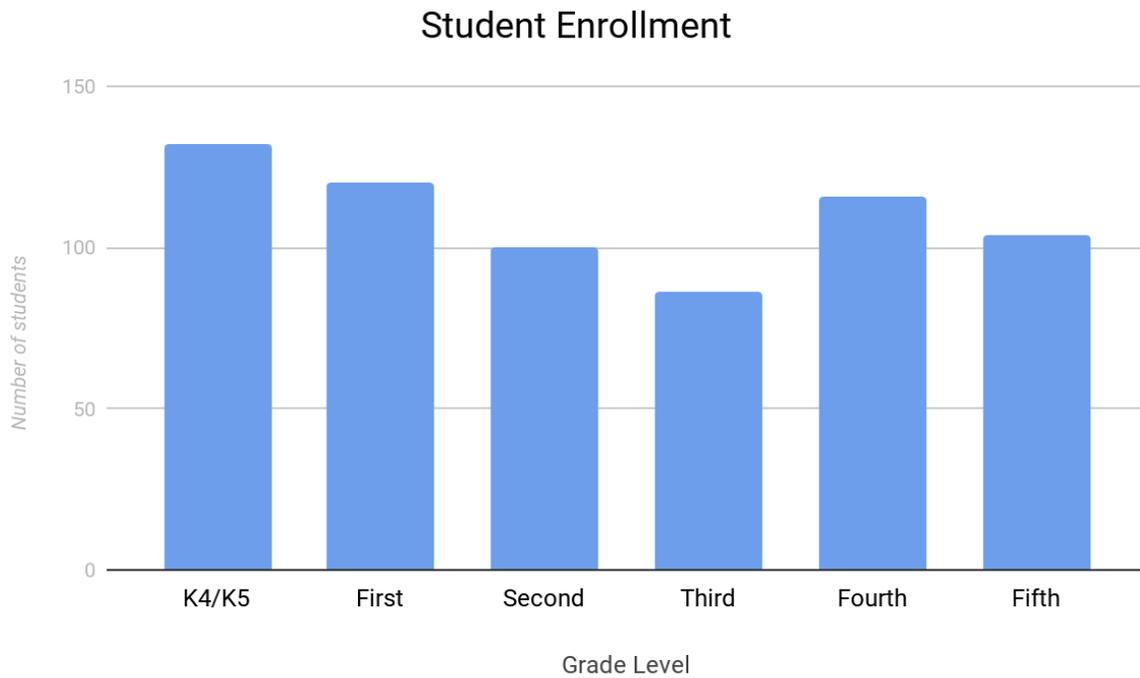
Enrollment by Ethnicity 2018-2019

Other
6.1%

Hispanic
29.3%

Caucasian
33.3%

African American
31.3%

Enrollment by Ethnicity Trend Data

	2013 - 2014	2014 - 2015	2015 - 2016
White	44%	41%	38%
Black	26%	26%	29%
Hispanic	23%	26%	25%
Asian	2%	1%	1%
Multi-racial	5%	6%	7%

Percentage of Students

Axis Title

White Black Hispanic Asian Multi-racial
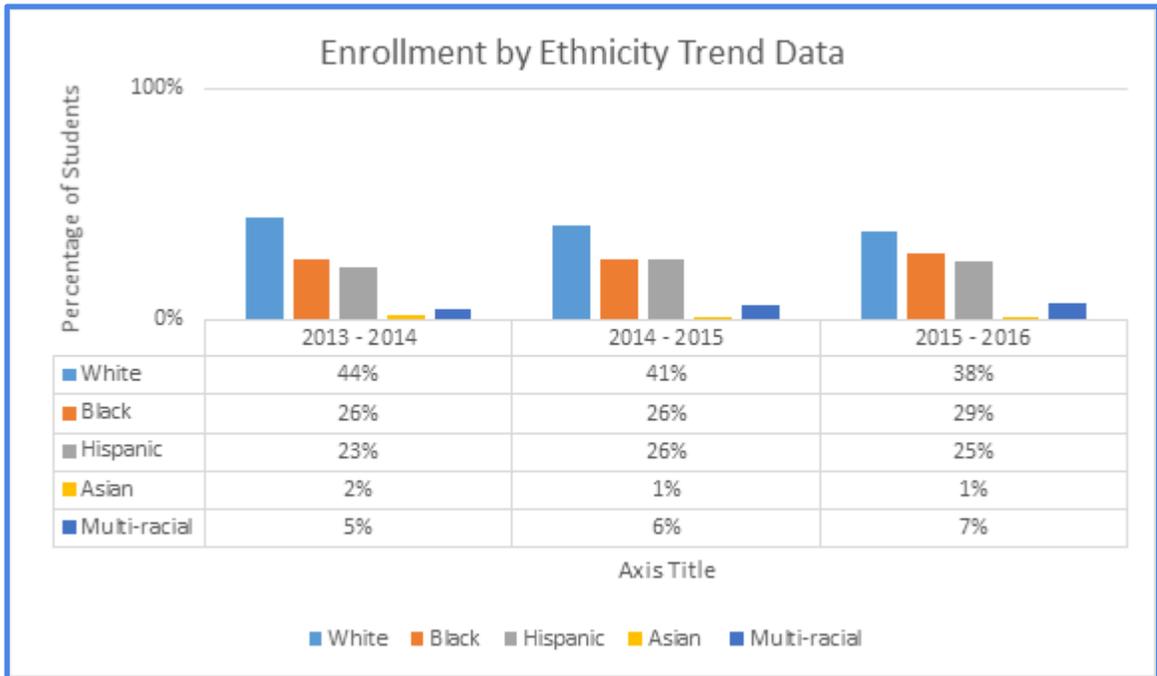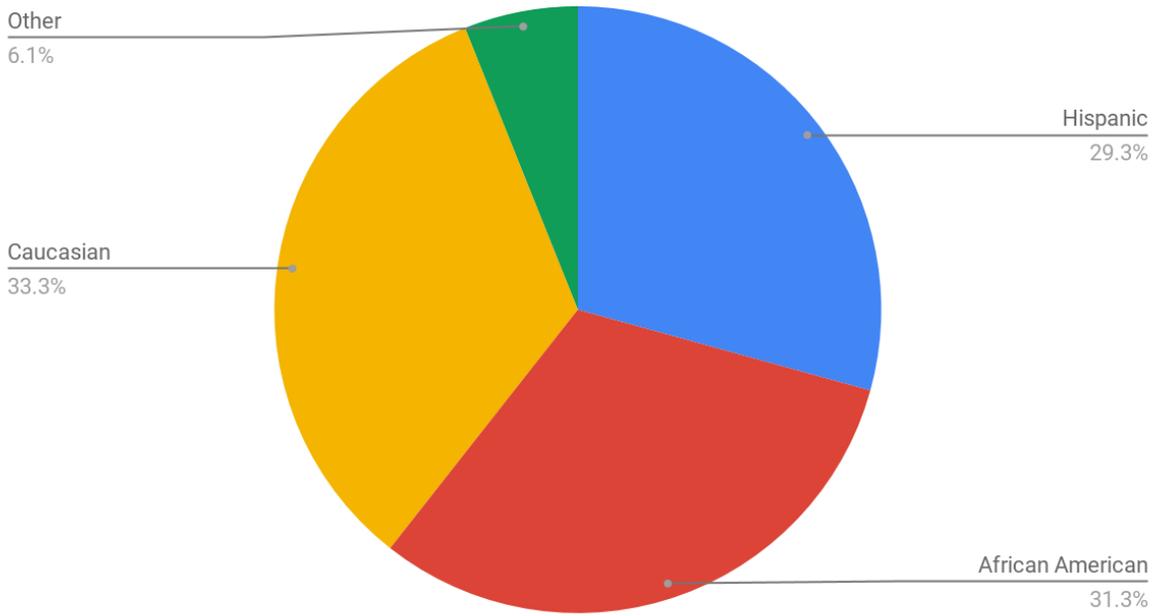
Students Served in Enrichment / Intervention 2016 - 2017

	Challenge	Discovery	RTI	ESOL
K5	0	0	30	20
First	0	25	30	23
Second	2	11	25	23
Third	8	11	10	17
Fourth	8	14	0	6
Fifth	15	9	0	6

Enrichment/Intervention
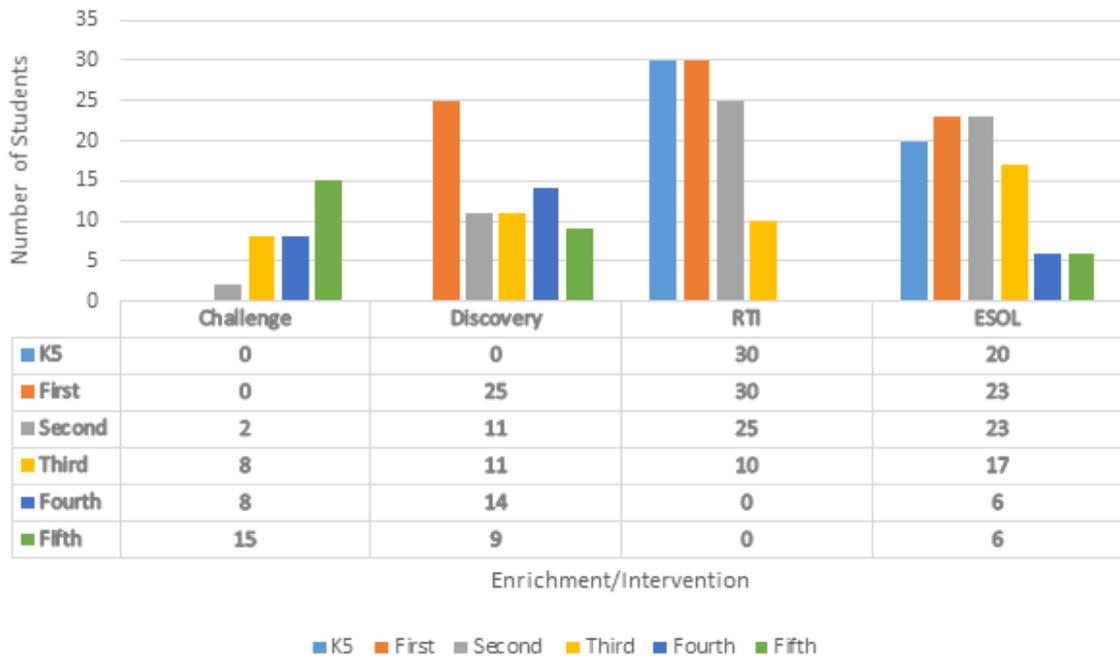
Student Attendance	
2018	**TBD**
2017	95.1
2016	95.8
2015	95.7
2014	96.5
2013	96.3

Academic Features

<u>Curriculum/Instruction</u>

The South Carolina State Standards are the foundation for curriculum and instruction in ELA, math, science and social studies in all grade levels. Through the use of support documents, district-developed units and a wide range of instructional materials, students are provided with high-quality, engaging learning opportunities.

A Balanced Literacy Model is implemented through the school district literacy framework, which supports instruction in reading workshop, writing workshop, and language & word study. Approximately two hours of instruction is allocated to the literacy framework components. The leveled bookroom, along with the Houghton-Mifflin Harcourt Basal Reading Series, is used to support the literacy curriculum. Teachers benchmark students in the fall to determine students' instructional and independent reading levels. With this data, teachers form small guided reading groups to differentiate literacy instruction. Students are also provided their lexile range as a result of the MAP assessment. In addition to Fountas and Pinnell training, teachers have also had training sessions with various consultants, such as Susan Zimmerman (Mosaic of Thought), Hiedi Bishop (Orton-Gillingham) and Tina Gordon. To improve reading comprehension, Duncan Chapel also implements a reading incentive program to foster a love of reading. This program is highly motivating as students are reading at their independent level, as well as their instructional levels.

Our mathematics program is academically challenging and integrated with other curriculum areas. Math instruction is based on standards and support from Rubicon Atlas. The Houghton Mifflin <u>Go Math</u> series and Every Day Counts Calendar Math provides opportunities for preview, review, practice, and discussion of critical math concepts. In addition, teachers implement math talks to support the development of critical thinking as well as communication skills. Approximately one hour is scheduled for math each day, which emphasizes problem solving and hands-on strategies, allowing for real life connections. To provide support for math fluency students also use a variety of apps and computer programs, such as Reflex Math and Compass learning.

Science curriculum is supported by a wide variety of instructional materials and is based on national and state science standards. Teachers utilize kits provided by the district to support instruction in a more hands-on approach as well as the consumable working text. Teachers also supplement science instruction through a variety of field trips, such as Roper Mountain Science Center, Riverbanks Zoo, Lake Conestee, and Happy Cow Creamery.

Social Studies, like the other content areas, is driven by the state standards and district curriculum guides. Many grade levels support learning in social studies with interactive notebooking, which allows for a more hands-on approach. In addition, the Pearson's - My World working textbook is utilized as a supplemental tool. Real-life experiences such as trips to Charleston and Columbia, allow students to connect to

the social studies curriculum. Various books and publications like Social Studies Weekly, provide additional resources that connect with social studies concepts. The amount of time for both science and social studies is approximately 45 minutes. In addition, teachers often integrate ideas from both, science and social studies, in reading and writing research.

Technology is utilized throughout the school day as a tool to enhance learning. All teachers have a Promethean Board/ActivPanel, document camera and a class set of iPads or laptops. In 2015-2016, we implemented the personalized learning or 1 to 1 initiative in all grade levels. This allows us to provide technology devices to all students (iPads in kindergarten through second grade and laptops in grades three, four and five). Our Title I Technology Facilitator continually assists teachers with the implementation of various programs and technology tools based on student needs.

Assessment
We believe that learning is actively constructed as children are engaged with meaningful experiences that meet their individual needs. In order to meet these needs, teachers not only provide a comprehensive program through instruction and intervention, but continuous assessment plays a large role. Staff members continuously collect and analyze a range of data sources. The Fountas & Pinnell Benchmark Assessment System and district created assessments, as well as TE 21(Mastery Connect), are administered three times a year to help teachers gauge student progress with grade level content and expectations. In addition, unit pre/post common assessments are utilized in writing, math, science, and social studies. These assessments provide on-going data, which supports teacher instructional decisions.

In the fall, teacher administer Measures of Academic Progress (MAP) to all students in second through fifth grade. Adapting to each student's learning level, MAP offers a Rasch Unit (RIT) score that allows for teachers to taylor instruction to their class as well as individual students. In addition to the above assessments, 2nd - 5th grade teachers utilized Mastery Connect every nine weeks as a tool to guide and shape their instruction. Each year teachers administrator our state assessments, SC Ready and South Carolina Palmetto Assessment of State Standards (PASS). SC Ready evaluates students in the area of reading, writing, and math, whereas, PASS assesses science and social studies.

We use a continuous process to determine verifiable improvement in students learning, including readiness and success in the next level. Teachers meet with the Instructional Coach to communicate comprehensive information about student learning, analyze data from common assessments, and identify areas of growth along with strategies to improve student learning.

Intervention/Enrichment
In order to maximize total instructional time for core instruction, we utilize a school-wide schedule that includes a sixty minute block for Intervention/Enrichment at every

grade level. During this time, students are pulled in small groups for the following services:

- English as a Second Language (ESL)
- Response to Intervention-Reading (RTI)
- Specialized instruction in reading and/or math through Special Education pull-out
- Speech services
- Challenge (Gifted and Talented program)
- Discover (thinking/problem solving for higher performing students)

Duncan Chapel Multi-Tier System of Supports

IPPI Continuum: Intentional, Purposeful, Proactive, Intense

Intervention/Enrichment

Differentiating within Core Instruction

Intensive Intervention
- Resource
- Multiple Services

Intervention
- RTI
- ESOL
- CIS
- After School +
- Inclusion

- Conferencing
- Whole Group
- Small Group
- Math Centers
- Literacy Centers
- Guided Reading
- PBL
- Technology

Extension/Enrichment
- Field Experiences
- Arts Integration
- Service Learning
- Clubs

Intensive Extension/Enrichment
- Challenge
- Discover

Supporting **ALL** Students

Our OnTrack Team and School Assistance Team (A-Team) support teachers in planning and implementing various strategies to support individual student attendance, behavioral and academic needs. These teams meet weekly to review a wide variety of data and develop a plan with specific strategies for each student. The teams reconvene at strategic intervals to review student progress and determine next steps.

After-school Programs

SAIL Academy is our in-house after-school support program. Through this Title-I funded initiative, we serve students in K5 - 5th grade, Monday through Thursday from 2:30-5:00. The focus of this initiative is to provide homework support and academic intervention in math and reading. In addition, we also have an Extended Day Program to support families with after-school care.

Other Initiatives

Implementing Best Practices

Best Practices	Implementation	Monitoring

Long-Range Planning & Pacing with Rubicon
 	
Balanced Literacy
 	
Math Instruction
 	
Differentiated Instruction
	• Lesson Planning
	• Vertical Team Planning
	• Class Schedules
	• Peer Visits (In-House)
	• Literacy Coaching
	• Data Analysis Meetings
	  • *RIT Bands*
	  • *Item Analysis of Common Assessments / Benchmarks*
	• Student Goal Setting
	• Intervention/Enrichment Block
	• Personalized Learning Devices
	• Arts Integration
		• Lesson plan review
		• Direct Observation and Admin. Participation
		• Written Summaries
		• Literacy Coaching feedback
		• Observations
		• Individual Student Data Notebooks
		• Guided planning sessions with ICs

Implementing Best Practices

Best Practices	Implementation	Monitor
Team Planning Standards Based Instruction	• Common planning daily for all grade levels, SpEd, Specialists, RA • Teacher attendance at District/School PD • Lesson Planning using Rubicon Atlas as a pacing guide	• Schedule for weekly planning and PLCs • Admin. & Instructional Coaches participation • Team Minutes • Observations • Review and give feedback on lesson plans

Implementing District Initiatives

Graduation +	Student-Centered Learning	Inclusive Practices

• Kindergarten +
  ○ 5K screenings
 • SAIL Academy
  ○ After-school academic assistance Grades 1-5
 • Intervention K-3
  ○ ERI
  ○ LLI
  ○ Wilson
 • Enrichment
  ○ Daily Challenge & Discover Classes
  ○ Field Experiences
  ○ Arts Integration
 • College/Career Ready
  ○ Daily Guidance Lessons
  ○ Student-led Conferences
  ○ Career Day
  ○ Personal Learning Devices (1:1)
	• School-wide Schedule
	 • Daily Common Planning
	 • Common Assessments
	 • Student-led Conferences
	 • Student Data Notebooks
	 • Personalized Learning
	 • PLCs
	 • Resources
	  ○ Mental Health
	  ○ Social Worker
	  ○ Universal Lunch & Breakfast
	  ○ Weekend food bags
	  ○ After School Assistance
		• Strategic scheduling for all Special Ed students (summer planning session with instructional coaches & special ed teachers)

Mission

The mission of Duncan Chapel is to enable all students to become contributing members in a global society empowered with skills, knowledge, and values necessary to meet the challenges of a changing world.

Belief Statements
At Duncan Chapel Elementary…
- We believe that teachers, administrators, support personnel, parents, students, and the community share in the responsibility for advancing our school's mission.
- We believe that each student is a valued individual with unique physical, social, emotional, cultural, and intellectual needs.
- We believe that all students can learn, achieve, and experience success.
- We believe that a safe and physically comfortable environment promotes student learning.
- We believe that students learn best when they are actively engaged in the learning

process.
- We believe that students learn best when they receive active encouragement and support from parents and guardians.
- We believe that curriculum and instruction should incorporate a variety of learning activities and opportunities to accommodate differences in learning styles.
- We believe that learning is the primary focus and chief priority for all our decisions.

Vision Statements
The Vision for Duncan Chapel Elementary includes:
- Shared decision-making evident in all school processes.
- All decisions driven by information and data analysis.
- Strategic, ongoing, systematic, and school-wide quality planning.
- Fun, innovative, relevant, student-centered, and rigours learning
- Comprehensive, ongoing evaluation and assessments used to improve student achievement.
- Professional development and continuous learning by all stakeholders is systematic and focuses on need, reflection, and accountability.
- Parent, business, and community involvement is a systematic partnership to enhance learning and growth of students and personnel.
- Interactions and communications between students, teachers, support personnel, parents, and community support our mission.
- A safe, clean, and beautiful school environment stimulates and promotes growth and learning.
- Use of technology is evident and integral in all instructional environments.
- Acknowledgement and celebration of cultural diversity
- Parental involvement is authentic, productive, and sustained parental involvement throughout all areas of education (school and home).

Data Analysis and Needs Assessments

SC Ready is a statewide assessment that is administered to our 3rd through 5th graders to determine their mastery of state standards in the areas of English language arts and mathematics. Items on SC READY are aligned with the South Carolina College- and Career-Ready Standards.

SC READY Math (% Meets & Exceeds)

Legend: 3rd (blue), 4th (yellow), 5th (green)

- 2016: 3rd 63, 4th 59.2, 5th 35.4
- 2017: 3rd 59.4, 4th 54, 5th 36.5
- 2018: 3rd 61 (GCSD 64.6%), 4th 48 (GCSD 59.7%), 5th 54 (GCSD 55.9%)
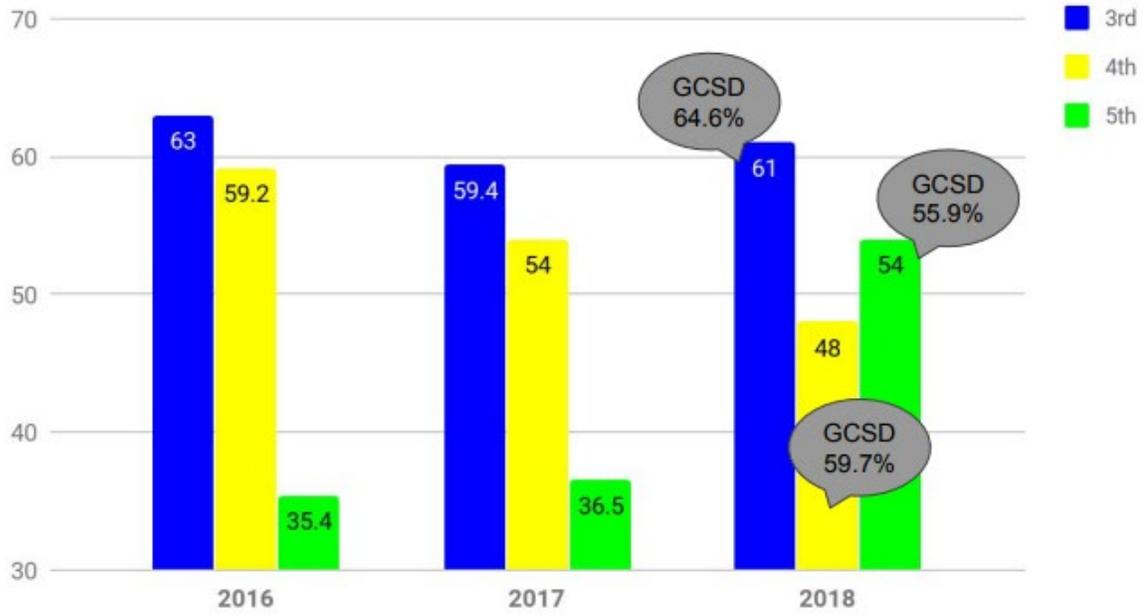
SC READY ELA by GRADE (% Meets & Exceeds)

Legend: 3rd (blue), 4th (yellow), 5th (green)

- 2016: 3rd 41.8, 4th 37.8, 5th 35.8
- 2017: 3rd 40.8, 4th 37.9, 5th 33
- 2018: 3rd 38 (GCSD 54.8%), 4th 37 (GCSD 53.2%), 5th 46 (GCSD 47%)
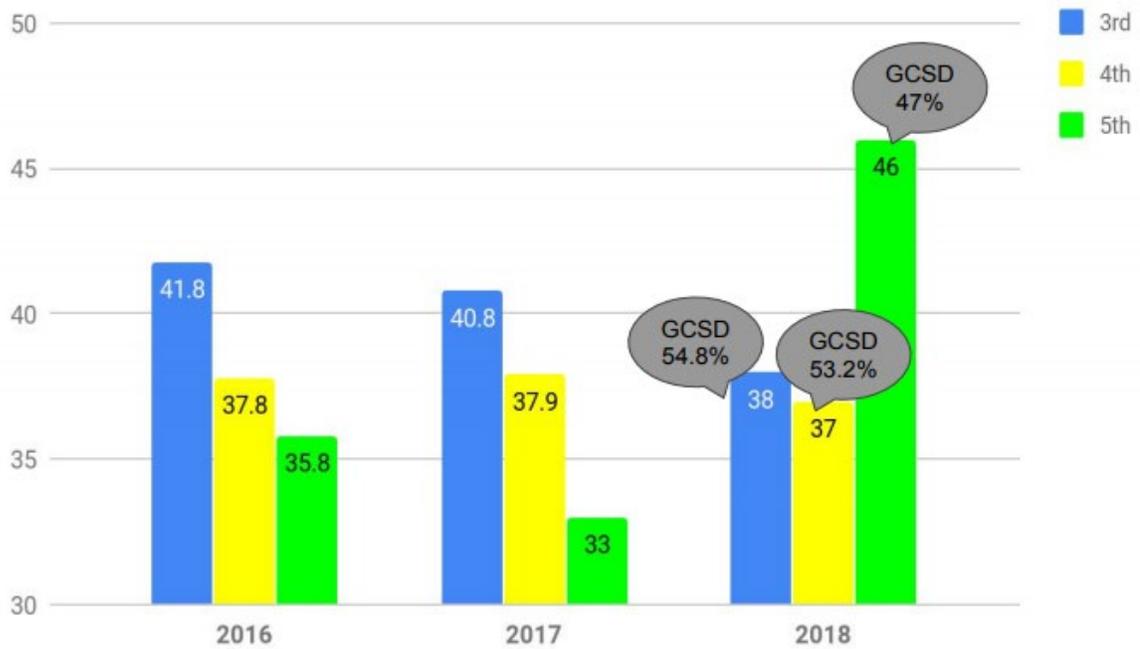
SC PASS is a statewide assessment that is administered to our 4th and 5th graders to determine their mastery of state standards in the areas of social studies and science. The following chart compares Duncan Chapel Elementary student performance to GCSD and statewide student performance for the past three years.

SC PASS Science (% Meets & Exceeds)

Legend: DC, GCSD

Year	DC	GCSD
2016	73	71
2017	45	53
2018	46	60

SC PASS Social Studies (% Meets & Exceeds)
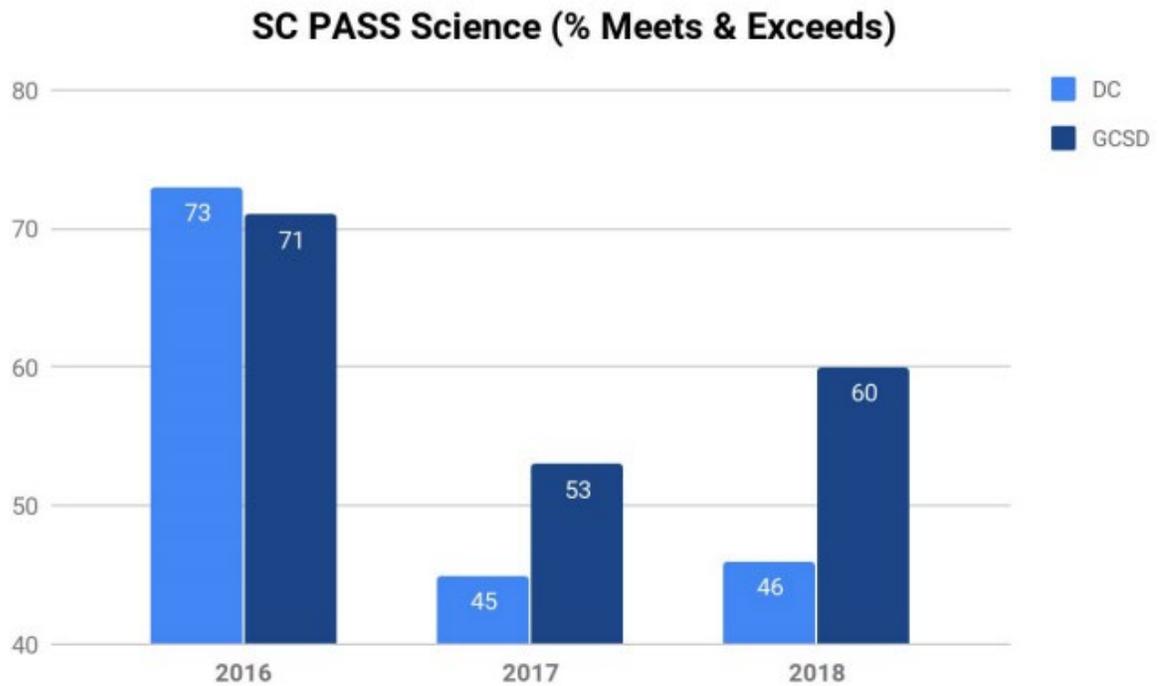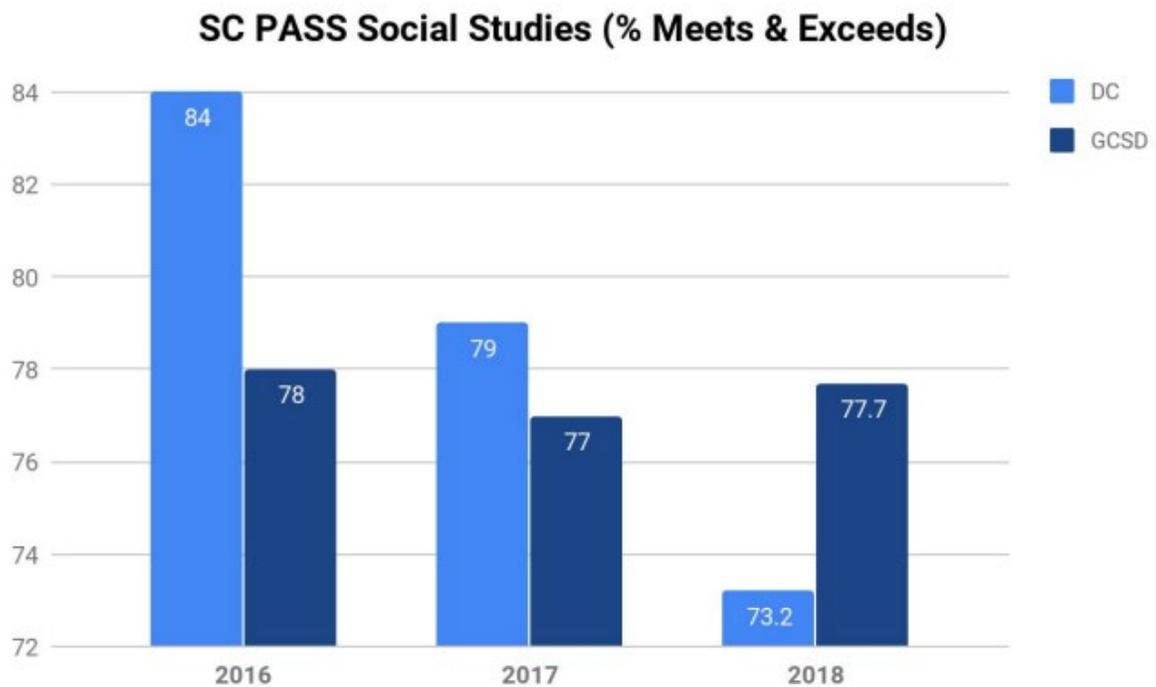
Additional Data Information

In our ongoing effort to improve students' ability to read and understand a variety of texts, we use data in a more systematic way to guide and inform our instructional decisions. We review our data from AIMSWeb and the Fountas and Pinnell benchmark on a regular basis to determine student needs, identify students in need of intervention and plan small group instruction.

We have created a schedule that maximizes time for intervention services without interrupting core instruction. According to the mid-year data and records for kindergarten and first grade, the majority of students performing below expectation are receiving additional services in reading.

The graph below indicates the percentage of K5 students performing below, on, and above grade level expectation from the end of the 2017 - 2018 school year.

28

The graph below indicates the percentage of first grade students performing below, on, and above grade level expectation from the end of the 2017 - 2018 school year.

First Grade F&P Snapshot:

Exceeds
22.2%

Does Not Met
32.5%

57%
(on/Above)

43%
(Below)

Meets
35.0%

Approaching
10.3%
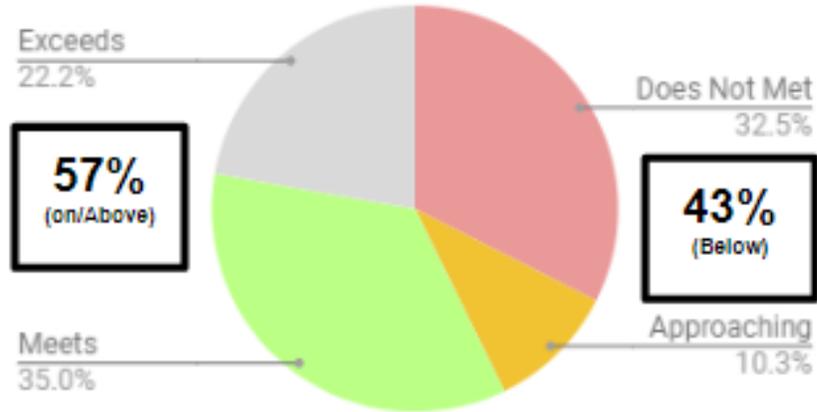
The graph below indicates the percentage of second grade students performing below, on, and above grade level expectation from the end of the 2017 - 2018 school year.

Second F&P Snapshot:

Exceeds
20.8%

Does Not M...
40.6%

48%
(on/Above)

52%
(Below)

Meets
27.1%
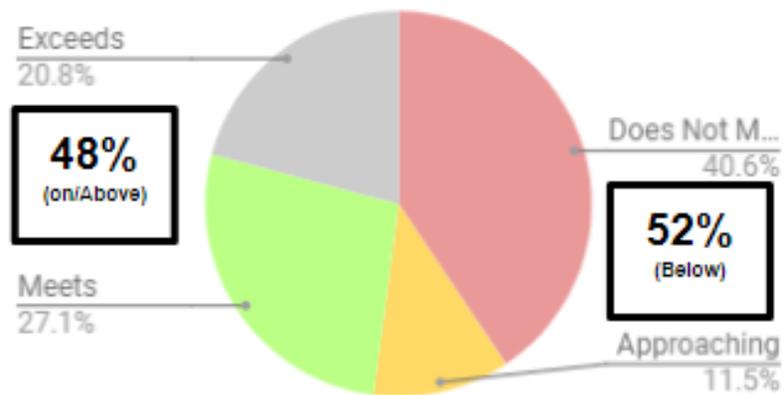
Approaching
11.5%

Professional Development

With a growth mindset, we develop an annual professional development plan based on current initiatives and needs. Our approach serves both the individual teacher's goals for professional growth, while assisting all teachers in implementing the district's and the school's vision. The professional development plan includes at least 12 hours of planned inservices that are required and 12 hours that a teacher chooses, which aligns to personal/professional goals.
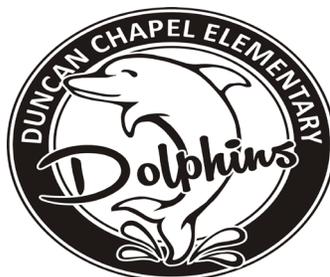
Duncan Chapel Professional Development Calendar 2018 - 2019				
Date	**Audience**	**Time**	**Session Information**	**Location**
July 23 - Aug 1	**K5**	**9:00am**	**Summer K5 Screening**	**Media Center**
August 8 - 13	**ALL**	**Flex**	**Classroom Libraries with My Readers In Mind**	**PJ's PD**
August 7	**NEW DC Teachers**	**8:30am**	**First Dive @ DC**	**Coach's Corner**
August 17	**All**	**10:00am**	**Gradebook Setup / Grading Practices: ProTeacher Training**	**Coach's Corner/Mrs. Wood's Room**
August 8 - 17	**All**	**Flex**	**Environment and Class Culture**	**PJ's PD**
September 4 - 11	**All**	**Flex**	**Book Room**	**PJ's PD**
September 6	**K4-5th**	**Planning**	**ESOL Accommodation Plans**	**Coach's Corner**
September 13	**K4-5th**	**Planning**	**Math Unit Planning with Austin Greene**	**Coach's Corner**
ELA PD Focus: Writing About Reading **Math Focus: Hands-on/Content Strategies and Guided Math**				

September 20	K5-5th	Grade Level Planning	**ELA - Benchmark Norming with Paula Burgess**	Coach's Corner
September 26	All Staff	Afterschool	**Data Dive**	Media Center
September 27	K5 - 5th	Grade Level Planning	**ESOL Data Points Review**	Coach's Corner
October 4	K5 - 5th	Grade Level Planning	**SLO Work**	Coach's Corner
October 11	3rd - 5th	Grade Level Planning	**ELA PD with Paula Burgess**	Coach's Corner
October 16	K5	Afterschool	**Word Study Training**	Media Center
October 18	2nd	Grade Level Planning	**CogAT/Iowa Training**	Coach's Corner
October 24	All	Afterschool	**ESOL PD whole Faculty with Kristin Ware**	Media Center
October 25	K5-5th	Grade Level Planning	**Math Unit Planning with Austin Greene**	Coach's Corner
October 26	3rd - 5th	Designated Time	**Reader's Workshop with Paula Burgess**	Coach's Corner
November 13	K5 - 5th	Afterschool 3:15	**Fountas and Pinnell Benchmarking** *District Offered PD*	Media Center
November 16	3rd - 5th	2HR. Sessions	**Data Dive**	Coach's Corner
November 27	1st - 2nd	½ Day Training	**Word Study**	Coach's Corner
November 29	K5 - 5th	Grade Level Planning	**Fountas and Pinnell Benchmark Support**	Coach's Corner

December 6	K5-5th	Grade Level Planning	ELA PD with Paula Burgess	Coach's Corner
December 13	K5-5th	Grade Level Planning	Math Unit Planning with Austin Greene	Coach's Corner
*December 20	K5 - 5th	Grade Level Planning	*ESOL Check-point (possible)	Coach's Corner
January 10	K5 - 5th	Grade Level Planning	ESOL ACCESS Assessments: How to Practice for Access	Coach's Corner
January 17	K5-5th	Grade Level Planning	ELA PD	Coach's Corner
January 24	K5-5th	Grade Level Planning	Math Unit Planning with Austin Greene	Coach's Corner
January 30	K5-5th	After School	Faculty PD	Media Center
February 7	2nd-5th	Grade Level Planning	TE21 Benchmark Data Analysis	Coach's Corner
February 20	K5 - 2nd	After School	ELA PD	Coach's Corner
February 21	K5-5th	Grade Level Planning	Math Unit Planning with Austin Greene	Coach's Corner
February 27	3rd - 5th	After School	ELA PD	Coach's Corner
March 14	2nd-5th	Grade Level Planning	ELA: In-Book Assessment with Paula	Coach's Corner
March 21	K5-5th	Grade Level Planning	Math Unit Planning with Austin Greene	Coach's Corner
March 27	K5-5th	After	ELA PD	Coach's Corner

		School		
April 11	K5-5th	Grade Level Planning	ELA PD F&P Refresh	Coach' Corner
April 25	K5-5th	Grade Level Planning	TE21 Data Analysis (2nd, 3rd, 5th) *4th gr. On April 22 due to Field Trip*	Coach's Corner
April 29 April 30 May 1	4th 5th 3rd	After School	SC-READY/SC PASS Training	Coach Corner

*Teachers also attend professional development offered by the district throughout the school year.

School Climate

Each year we administer the state survey to students, parents and teachers. The results are included in our annual School Report Card and shown below.

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents	Teachers	Students[*]	Parents[*]
Number of surveys returned	42	67	64
Percent satisfied with learning environment	85.7%	88.1%	87.5%
Percent satisfied with social and physical environment	97.7%	86.7%	84.1%
Percent satisfied with school-home relations	78.6%	86.8%	67.2%

[*]Only students at the highest elementary school grade and their parents were included.

Duncan Chapel Elementary School Report Card Link

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 37% in 2016-17 to 52% 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 3% annually. |

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SC READY test data file	37% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 40**	40	43	46	49	52
		School Actual Elementary 40					

SC READY ELA SC READY test data file	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. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Admin. IC	$0	NA	Evidence of data driven conversations from school meetings
2. Provide professional learning opportunities for instructional strategies for diverse learners.	2018-2023	Admin. IC Teacher Leaders	$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
					on diverse learner strategies.
3. Provide strategy and content support for teachers.	2018-2023	Admin. IC	$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

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 50% in 2016-17 to 65% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	50% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 53**	**53**	**56**	**59**	**62**	**65**
		School Actual Elementary 54					
SC READY Math SC READY test data file	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. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Admin. IC	$0	NA		Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2020	Admin. IC Teachers	$0	NA		MasteryConnect Reports
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2020	Admin. IC Teachers	$0	NA		Mastery Connect/TE21

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 3% annually. (TBD)

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	**50**	**53**	**56**	**59**	**62**
		School Actual Elementary 47					
SCPASS Science SCPASS test data file	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**
4. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Admin. IC	$0	NA		Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
5. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2020	Admin. IC Teachers	$0	NA		MasteryConnect Reports
6. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2020	Admin. IC Teachers	$0	NA		Mastery Connect/TE21

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 Meets Expectations and Exceeds Expectations 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 Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary**	76	79	82	85	88
		School Actual Elementary 73					
SCPASS Social Studies SCPASS test data file	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**
7. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Admin. IC	$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
8. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2020	Admin. IC Teachers	$0	NA	MasteryConnect Reports
9. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2020	Admin. IC Teachers	$0	NA	Mastery Connect/TE21

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	29% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 32**	**32**	**35**	**38**	**41**	**43**
SC READY ELA SC SDE Website		**School Actual Hispanic 31**					
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	17 % Meets Expectations and Exceeds Expectations	**School Projected AA 20**	**20**	**23**	**26**	**32**	**35**
SC READY ELA SC SDE Website		**School Actual AA 20**					
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	12% Meets Expectations and Exceeds Expectations	**School Projected SWD 15**	**15**	**18**	**21**	**24**	**27**

SC READY ELA SC SDE Website		**School Actual SWD 4**					
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	18 % Meets Expectations and Exceeds Expectations	**School Projected LEP 21**	21	24	27	30	**33**
SC READY ELA SC SDE Website		**School Actual LEP 29**					
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	35% Meets Expectations and Exceeds Expectations	**School Projected SIP 38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**School Actual SIP 37**					
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	44% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 47**	**47**	**50**	**53**	**56**	**59**

SC READY Math SC SDE Website		**School Actual Hispanic 57**					
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	28 % Meets Expectations and Exceeds Expectations	**School Projected AA 31**	**31**	**34**	**37**	**40**	**43**
SC READY Math SC SDE Website		**School Actual AA 30**					
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	23 % Meets Expectations and Exceeds Expectations	**School Projected SWD 26**	**26**	**29**	**32**	**35**	**38**
SC READY Math SC SDE Website		**School Actual SWD 17**					
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	34 % Meets Expectations and Exceeds Expectations	**School Projected LEP 37**	**37**	**40**	**43**	**46**	**49**

SC READY Math SC SDE Website		**School Actual LEP 55**					
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	45% Meets Expectations and Exceeds Expectations	**School Projected SIP**	**48**	**51**	**54**	**57**	**60**
SC READY Math SC SDE Website		**School Actual SIP 50**					
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. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Admin. IC Teacher Leaders	$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.
2. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Admin. IC	$0	NA	Evidence of data driven conversations from school meetings

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Schools will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2023	Admin.	$0	$0	Evidence of EWRS conversations and logs

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 TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual	**Baseline will be established in Spring 2019**				
Fastbridge	Norm Reference Measure	**School Projected TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

		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	**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**	**Baseline will be established in Spring 2019**				
		District Actual					
Fastbridge	**TBD**	**District Projected**	**Baseline will be established in Spring 2019**				

		District Actual					
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC	**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. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Admin. Literacy Specialist IC	$0	$0	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Increased number of students reading on grade level by 3rd grade
2. Implement a framework for common planning across all grade levels to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Admin.	$0	$0	Collaborative planning, data analysis, unit planning, protected planning times. Evidence of Common Planning reflected in school schedule
3. Implementation of a professional learning plan to support teachers in building capacity for consistent implementation of all the GCS Balanced Literacy Framework. components	2018-2023	Admin. Literacy Specialist IC Teacher Leaders	$0	$0	Evidence of school-based trainings and implementation of GCS Frameworks for Literacy

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**	**TBD**
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	**District Projected**	**TBD**	**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. Identify areas where there is limited or no diversity.	2018-2023	Admin.	$0	NA	Ongoing focus
2. Identify quality candidates who are diverse.	2018-2023	Admin.	$0	NA	Ongoing identification of candidates
3.					

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
SDE School Report Card Survey	93.1	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 90					
SDE School Report Card Survey	100	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 100					
SDE School Report Card Survey	94.8	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 95					
SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86					
SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		District Actual Teachers 97					
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. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Admin.	$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	Admin.	$0	NA	Safety stories on web, social media, Skyland Scoop, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Admin.	$0	NA	Tips received from multiple stakeholder groups

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

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

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.					
2.					
3.					

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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected 91**	**92**	**92**	**92**	**92**	**92**
		School Actual					
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. Expand mentoring program for identified students	2018-2023	Admin. School Counselors	$0	NA	Identified students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	Admin. IC School Counselors	$0	NA	PD Plan Teacher Attendance
3. Establish protocols among all adults to communicate positively with students.	2018-2023	Admin. School Counselors	$0	NA	Documentation of communicating protocol to staff

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
ESSA Federal Accountability and SDE School Report Card	(2016-17) **95.1**	**School Projected**	95	95	95	95	95
		School Actual 95					
	(2016-17) **95**	**District Projected**	95	95	95	95	95

		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. Promote attendance with students and parents as an important component of school success	2018-2023	School team	$0	NA	Teacher/school direct contact with parents.
2. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students to provide additional support	2018-2023	School team	TBD	TBD	Students are identified and appropriate supports are assigned
3. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team School Counselors	$0	NA	Attendance reports Review of attendance policies

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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	**School Projected**	**Afraid ≤ 2 Lonely ≤ 7 Angry ≤ 5**	**Afraid ≤ 2 Lonely ≤ 7 Angry ≤ 5**	**Afraid ≤ 2 Lonely ≤ 7 Angry ≤ 5**	**Afraid ≤ 2 Lonely ≤ 7 Angry ≤ 5**	**Afraid ≤ 2 Lonely ≤ 7 Angry ≤ 5**
		School Actual Afraid – 2% Lonely – 7% Angry – 5%	**Afraid – 2% Lonely – 7% Angry – 5%**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Surveys	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. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	Admin. School Counselors	$0	NA	Menu developed and distributed	
1. Decrease the ratio of students to school counselors in elementary schools	2018-2023	Admin.	TBD	District	Additional Guidance personnel	
3. Each school will ensure its character education program addresses bullying behaviors	2018-2023	School Counselors	TBD	TBD	Appropriate programs utilized	