

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 assurance requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Stephanie Lowry		3/8/2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jodi M Garrett		3/8/2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Charissa Kelly		3/8/21
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. Shavaun Webb |
| 3. PARENT/GUARDIAN | Mrs. Shannon Story |
| 4. COMMUNITY MEMBER | Mrs. Russell Watson |
| 5. PARAPROFESSIONAL | Mrs. Shannon Westfield |
| 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
School Social Worker	Ms. Karla Birkel

***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 RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 et seq. (Supp. 2004)]

☒ **Academic Assistance, PreK–3**

The district 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).

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

The district 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).

☒ **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

☒ **Staff Development**

The district 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.

☒ **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

☒ **Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

× **Collaboration**

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

 × **Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

 × **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

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

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student’s social and cultural context.

 × **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children’s education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

 × **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards 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 faculty council 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 Faculty Council 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.

Faculty Council	Responsibilities
<p>Chair: Stephanie Lowry</p> <p>Members:</p> <ul style="list-style-type: none"> • Danielle Lee • Tawanda Bowie • Vanessa Hill • Amelia Stefanelli • Cathleen Taylor • Taylor Long • Aubrey Cunningham • Wren Ballou • Shavaun Webb • Natalie Richards 	<ul style="list-style-type: none"> ➤ 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.
Instructional Leadership Team	
<p>Chair: Tawanda Bowie</p> <p>Members:</p> <ul style="list-style-type: none"> • Stephanie Lowry • Danielle Lee • Heather Gettys • Charissa Kelly • Vanessa Hill 	

Health and Wellness Committee	
Chair: Members: <ul style="list-style-type: none"> • Tamara Gray • Shelley Weber • Katherine Huis • Wren Ballou • Tawanda Bowie • Inga Puffer 	
STEM Committee	
Chair: Members: <ul style="list-style-type: none"> • Erica Drew • Lisa Riddle • Vicki Drew • C. Taylor • Erin Ross • Lori Small 	
School Improvement Council	
Chair: Members: <ul style="list-style-type: none"> • Tawanda Bowie • 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

Faculty Council

- 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, Health and Wellness, etc.)

- 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 603 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, 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 **603** students consists of 29% Hispanic, 35% African American, 30% Caucasian and 2% representing other ethnicities. With over 46% 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 three 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.

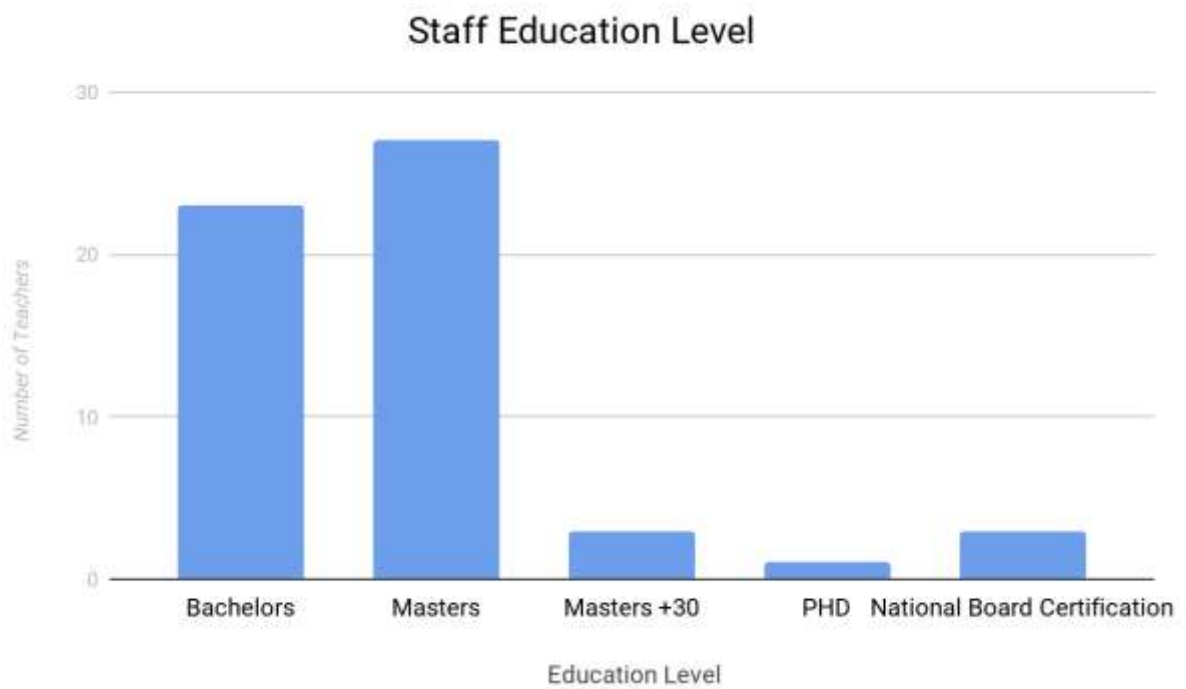
Through the generous support and donations of weekend food bags from First Baptist Church, many of our less fortunate students do not worry about food during the weekend. In 2017 with the help of PTA, Student Activity Funds, and contributions from community partners, we were able to update one of our 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 30 regular education teachers and 4 special education teachers, two of which are in a self-contained class for students with developmental delays. We have 2 speech therapists (1 full-time and 1 half-time), 4 interventionist (3 RTI teachers and 1 challenge teacher) , and 2 ESOL teachers (2 full time teachers). Our related arts team includes 6 teachers: guidance counselor, media specialist, physical education teacher, music teacher, technology lab 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.



Teacher Attendance	
2020 - 2021	TBD
2019 - 2020	*Impacted by COVIDE TBD
2018-2019	93
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 30 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.

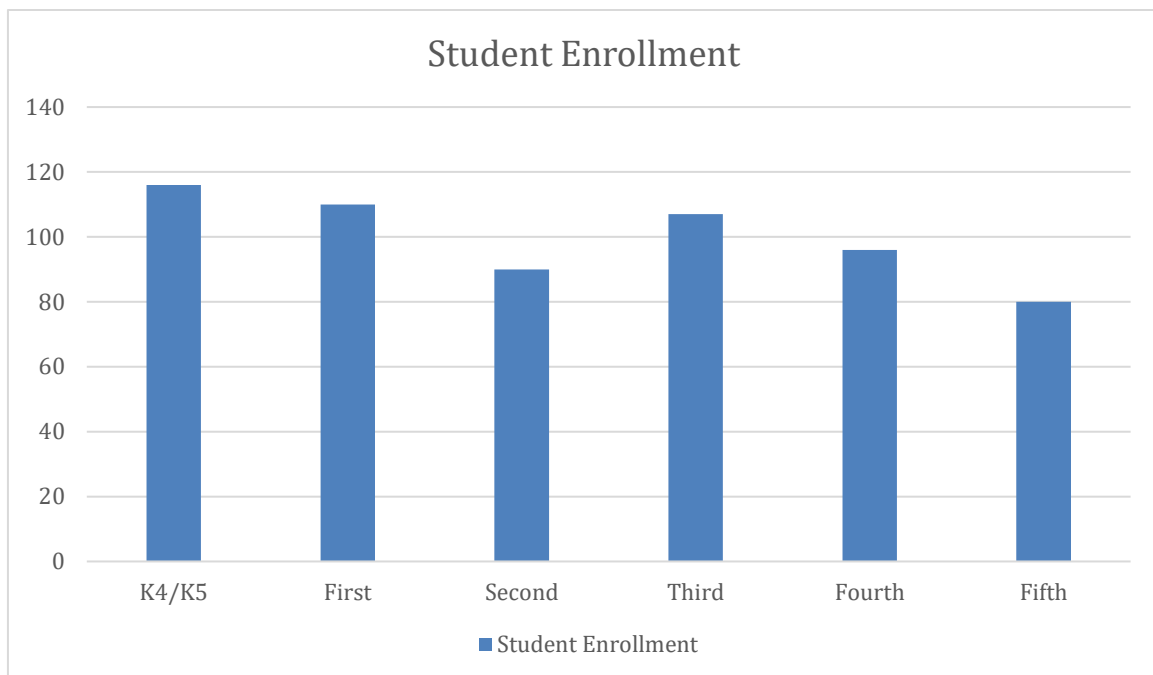
Our assistant principal, Danielle Lee, has been in education for 15 years. Mrs. Lee has served in various administrative roles and became assistant principal at Duncan Chapel in 2016. She is a graduate of Clemson University where she received both her Bachelor's degree in English and her Master of Arts 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

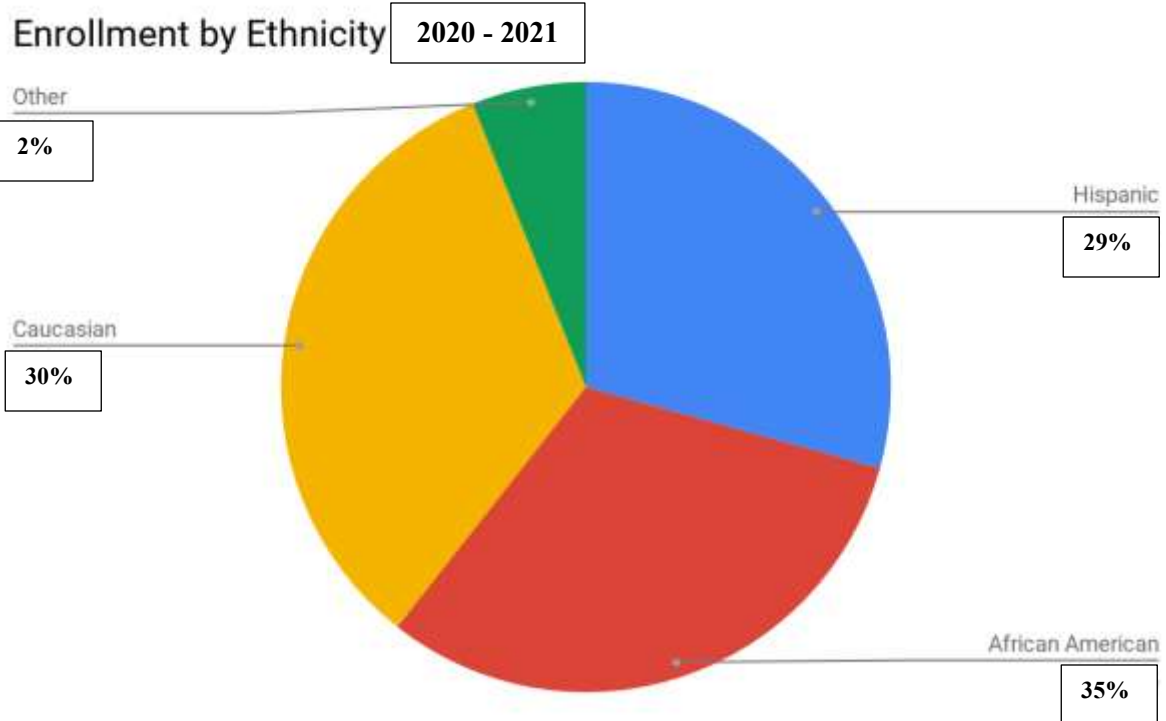
Warning and Response System Coordinator, BELL Summer Program Manager, Alternative Program Coordinator, Assistant Principal and English teacher.

Student Population

Our student population is extremely diverse. Our current enrollment of 603 students consists of 29% Hispanic, 35% African American, 30% Caucasian and 2% representing other ethnicities. With over 46% 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 Attendance	
2019	95
2018	95
2017	95.1
2016	95.8
2015	95.7
2014	96.5
2013	96.3

Academic Features

Curriculum/Instruction

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 Big Ideas 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 note booking, 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/Activ Panel and a document camera. 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). In 2019, each student (K4 – 5th) also received a Chromebook to support virtual learning. 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, teachers administer Measures of Academic Progress (MAP) to all students in second and fifth grade. Adapting to each student's learning level, MAP offers a Rasch Unit (RIT) score that allows for teachers to tailor 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 in 3rd – 5th grades 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.

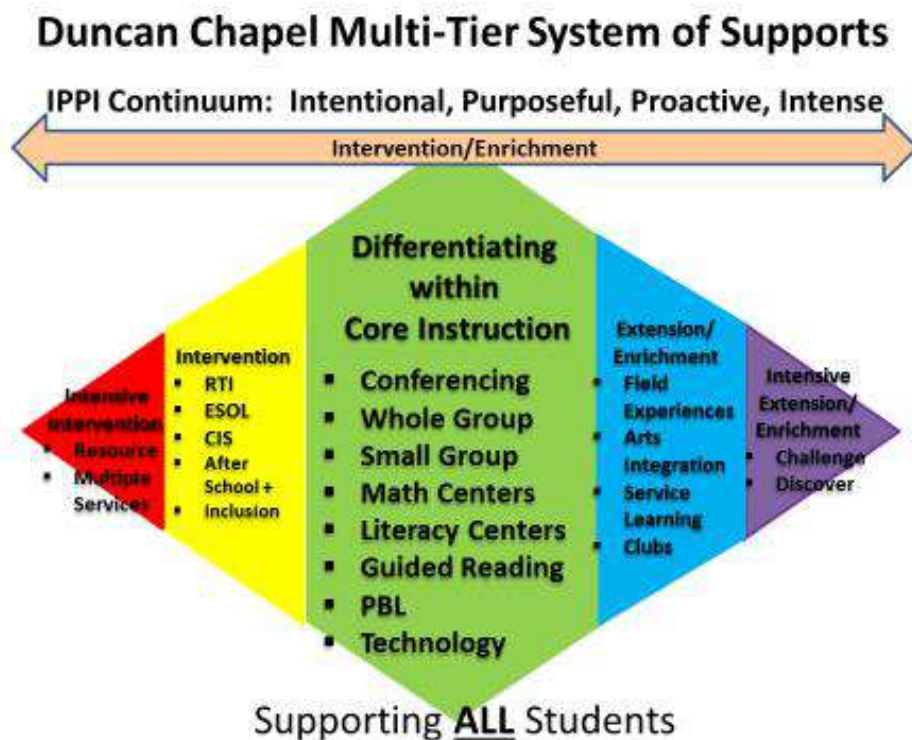
We use a continuous process to determine verifiable improvement in students learning, including readiness and success in the next level. Teachers meet with the Instructional Coach to communicate comprehensive information about student learning, analyze data from common assessments, and identify areas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



Our OnTrack 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 before and after-school support program. Through this

initiative, we serve students in 1st - 5th grade, Monday – Thursday before school hours and/or two times a week in the afternoon from 2:30-4:00. The focus of this initiative is to provide 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	<ul style="list-style-type: none"> Lesson Planning Vertical Team Planning 	<ul style="list-style-type: none"> Lesson plan review Direct Observation and Admin. Participation
Balanced Literacy	<ul style="list-style-type: none"> Class Schedules Peer Visits (In-House) 	<ul style="list-style-type: none"> Written Summaries Literacy Coaching feedback
Math Instruction	<ul style="list-style-type: none"> Literacy Coaching Data Analysis Meetings <ul style="list-style-type: none"> RIT Bands Item Analysis of Common Assessments / Benchmarks 	<ul style="list-style-type: none"> Observations Individual Student Data Notebooks
Differentiated Instruction	<ul style="list-style-type: none"> Student Goal Setting Intervention/Enrichment Block Personalized Learning Devices Arts Integration 	<ul style="list-style-type: none"> Guided planning sessions with ICs

Implementing Best Practices		
Best Practices	Implementation	Monitor
Team Planning	<ul style="list-style-type: none"> Common planning daily for all grade levels, SpEd, Specialists, RA 	<ul style="list-style-type: none"> Schedule for weekly planning and PLCs Admin. & Instructional Coaches participation
Standards Based Instruction	<ul style="list-style-type: none"> Teacher attendance at District/School PD Lesson Planning using Rubicon Atlas as a pacing guide 	<ul style="list-style-type: none"> Team Minutes Observations Review and give feedback on lesson plans

Implementing District Initiatives

Graduation +	Student-Centered Learning	Inclusive Practices
<ul style="list-style-type: none"> Kindergarten + <ul style="list-style-type: none"> 5K screenings <u>SAIL Academy</u> <ul style="list-style-type: none"> After-school academic assistance Grades 1-5 Intervention K-3 <ul style="list-style-type: none"> ERI LLI Wilson Enrichment <ul style="list-style-type: none"> Daily Challenge & Discover Classes Field Experiences Arts Integration College/Career Ready <ul style="list-style-type: none"> Daily Guidance Lessons Student-led Conferences Career Day Personal Learning Devices (1:1) 	<ul style="list-style-type: none"> <u>School-wide Schedule</u> Daily Common Planning Common Assessments Student-led Conferences Student Data Notebooks Personalized Learning <u>PLCs</u> Resources <ul style="list-style-type: none"> Mental Health Social Worker Universal Lunch & Breakfast Weekend food bags After School Assistance 	<ul style="list-style-type: none"> 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

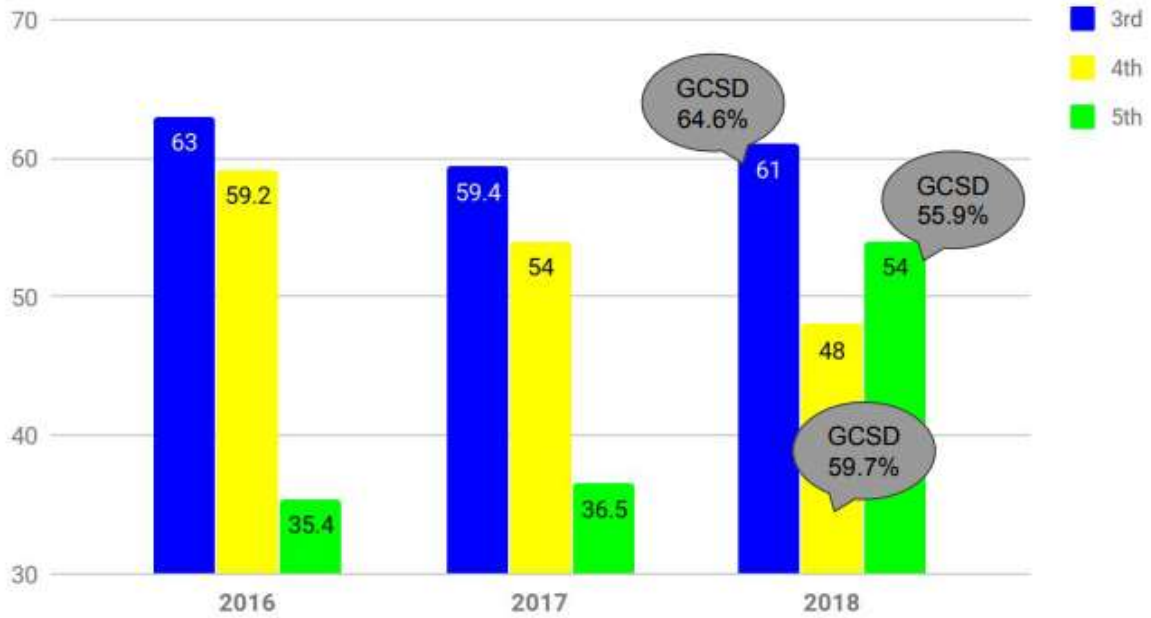
The Vision for Duncan Chapel Elementary includes:

- 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 rigorous 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).

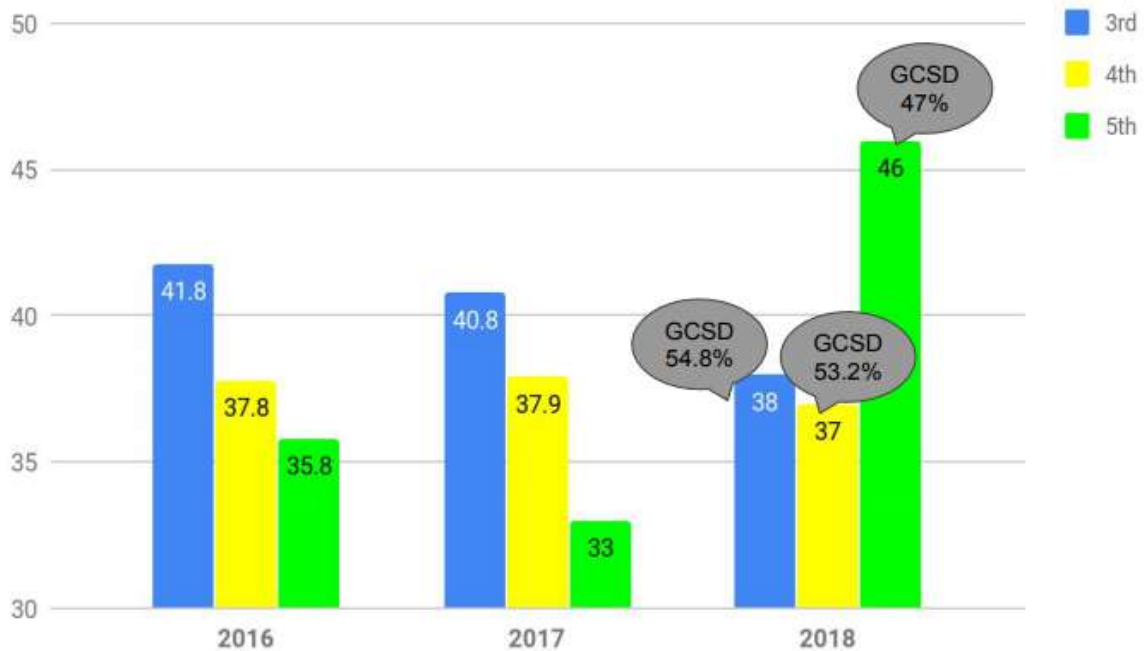
Data Analysis and Needs Assessments

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.

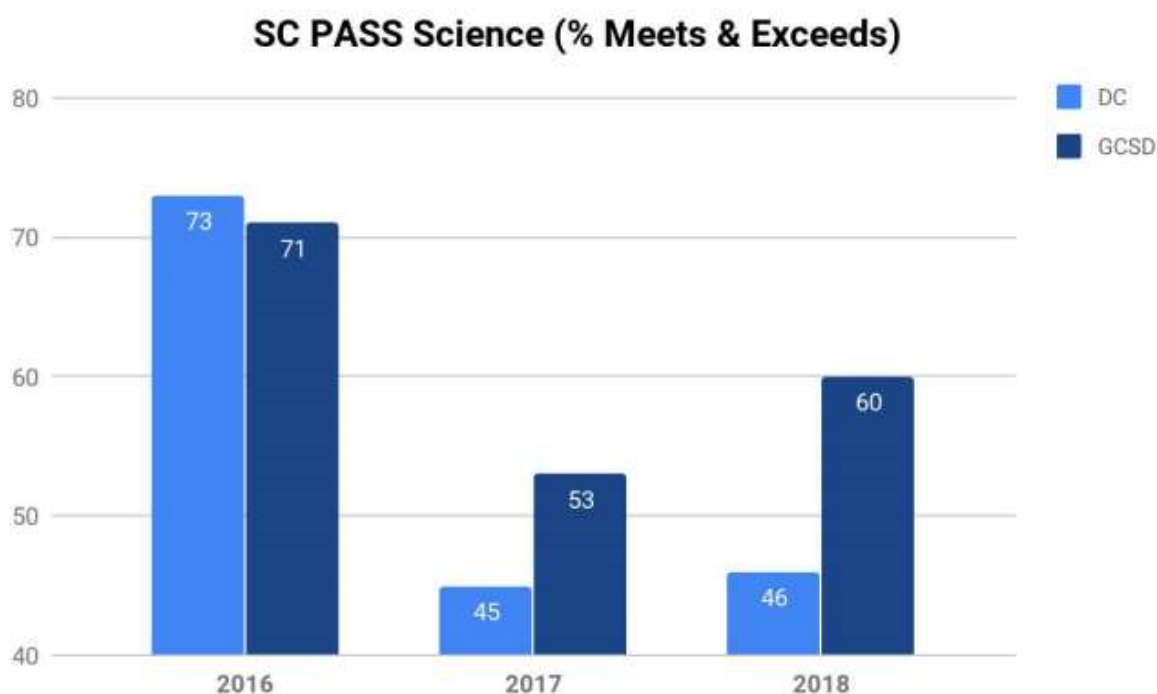
SC READY Math (% Meets & Exceeds)



SC READY ELA by GRADE (% Meets & Exceeds)



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.

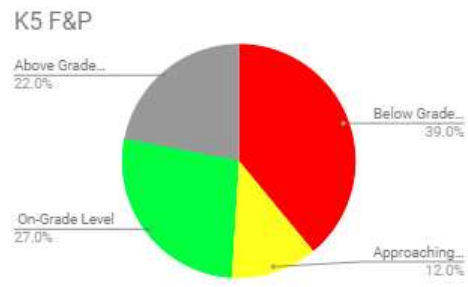


Additional Data Information

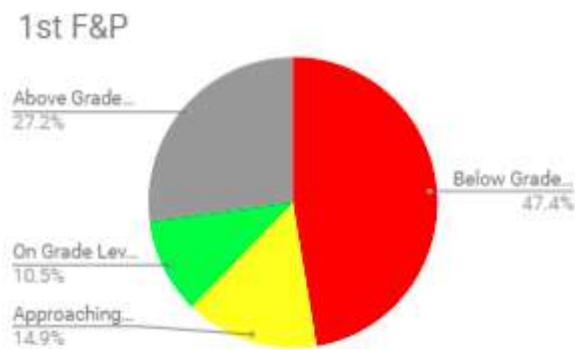
In our ongoing effort to improve students' ability to read and understand a variety of texts, we use data in a more systematic way to guide and inform our instructional decisions. We review our data from AIMSWeb and the Fountas and Pinnell benchmark on a regular basis to determine student needs, identify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

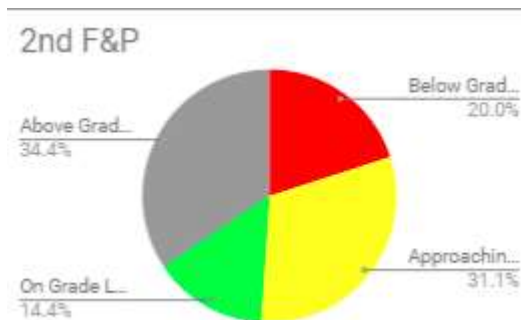
The graph below indicates the percentage of K5 students performing below, on, and above grade level expectation from the end of the 2018 - 2019 school year.



The graph below indicates the percentage of first grade students performing below, on, and above grade level expectation from the end of the 2018 - 2019 school year.



The graph below indicates the percentage of second grade students performing below, on, and above grade level expectation from the end of the 2018 - 2019 school year.



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 in-service that are required and 12 hours that a teacher chooses, which aligns to personal/professional goals.



Annual Focus Based on Fastbridge, MAP, TE21/Mastery Connect: Literacy, Writing about Reading, TBD

To bring focus to our work and streamline everything in one document, all PD and meetings will be listed on the PD plan. Please be flexible, as the below plan may change.

Faculty Leadership Team Vertical PLC Teams New Diver Club Grade Level Mini-Session OnTrack/RTI Instructional Rounds/Learning Lab BookStudy/Cohorts Evaluation Support Session

District Math Professional Development

Date and Time	Type of PD	Focus	Presenter & Location	Agenda	Portal Link, Agenda & Code
September					
9/14/20 2:45 - 3:45	New Diver Club (<i>New Teachers to DCES</i>)	New Teacher Support	Bowie Coach's Corner	Greenville County Instructional Protocol Instrument	PD Link & Agenda Code:
9/15/20 3:00 - 4:00	Third Grade	Math Support	Bowie / Greene Media Center	Math Support at DC: Math Unit Planning & Support	PD Link & Agenda Code:

9/16/20 3:00 - 4:00	Fourth Grade	Math Support	Bowie / Greene Media Center	Math Support at DC: Math Unit Planning & Support	PD Link & Agenda Code:
9/17/20 2:45 - 3:45	Leadership	Leadership Support	Bowie Virtual	Leadership in the Making: Support and Utilizing Data to Drive Instruction & Testing (Mastery Connect/Iowa/CogAt)	PD Link & Agenda Code:
9/17/20 ON Your Own	First Grade	Data Dive	PD in Pjs / OnYourOwn (Recording w/ task)	Data Dive: Fastbridge Data Analysis (Reading)	PD Link & Agenda Code:
9/18/20 1:00 -2:00	Fifth	Math Support	Bowie / Greene Virtual	Math Support at DC: Math Unit Planning & Support	PD Link & Agenda Code:
9/18/20 2:00 - 3:00	Second Grade	Math Support	Bowie / Greene Virtual	Math Support at DC: Math Unit Planning & Support	PD Link & Agenda Code:
9/21/20 2:45 - 3:45	Evaluation Support Session	PAS-T	Bowie Coach's Corner	PAS-T Party: Establishing Digital Portfolio and Performance Standard Support	PD Link & Agenda Code:
9/21/20 3:00 - 4:00	K5	Math Support	Bowie / Greene Virtual	Math Support at DC: Math Unit Planning & Support	PD Link & Agenda Code:
9/22/20 3:00 - 4:00	First Grade	Math Support	Bowie / Greene Virtual	Math Support at DC: Math Unit Planning & Support	PD Link & Agenda Code:
9/24/20 2:45 - 3:45	First Grade	Data Dive	Media Center	Data Dive: Data Driven Decisions using Fastbridge Data	PD Link & Agenda Code:
9/25/19 On Your Own	OnTrack / RTI K4-5th Teachers	Student Intervention	*PD in Pjs / OnYourOwn (Recording w/ Task)	Establishing the OnTrack Process	PD Link & Agenda
October					
10/2/20	OnTrack	Student Intervention	Virtual	OnTrack Meeting	Agenda
10/5/20 - 10/12 On Your Own	1st - 5th Gr. Teachers PD in PJ's	Student Support	Bowie On Your Own (Recording w/ Task)	Tools for Teaching and Learning: Newsela	PD Link
10/6/20 2:45 - 3:15	Grade Level Mini-Session	Read to Succeed	Bowie / Kelly		

	*3rd Gr. Only			Setting up Success with Read to Succeed	PD Link & Agenda Code:
10/9/20 - 10/12 On Your Own	All Grade Levels PD in PJ's	SLO	Bowie On Your Own Recording w/ Task	SLO Guidelines 20-21	PD Link
10/12/20 2:45 - 3:45	New Diver Club (New Teachers to DCES)	New Teacher Support	Bowie Coach's Corner	Student Learning Objectives Guidelines 20-21	PD Link & Agenda Code:
10/14/20 2:45 - 4:00	Second Grade/ESOL/SpEd	Testing	Bowie Media Center	CogAT and Iowa State Testing: Proctor Training	Agenda
10/15/20 2:45 - 3:45	Leadership	Leadership Support	Bowie Coach's Corner	Leadership in the Making	PD Link & Agenda Code:
10/19/20 2:45 - 3:45	Evaluation Support Session (Teachers on formal evaluation)	PAS-T	Bowie Coach's Corner	Performance Standard Support	PD Link & Agenda Code:
10/30/19 Designated Times	OnTrack / RTI	Student Intervention	Rescheduled: Nov. 6 Virtual	OnTrack Meeting (Invitation only)	Agenda
November					
11/5/20 2:45 - 4:00	Grade Level Mini-session K5 & 2nd	Data Analysis	Bowie Virtual	Data Dive: Using Data to Drive in-class Decisions	PD Link & Agenda Code:
11/6/20	OnTrack/RTI	Student Intervention	Virtual	OnTrack Meeting (Invitation Only)	Agenda
11/9/20 2:45 - 3:45	New Diver Club (New teachers DCES)	New Teacher Support	Bowie Coach's Corner	Data Dive	PD Link & Agenda Code:
11/11/20 10:15 - 1:00	DC Instructional Rounds	Small Group	Instructional Leadership	Instructional Rounds: Small Group Intervention/Enrichment Block	School Planning
11/12/20 Planning	3rd - 5th Grade Level Mini-session 2nd - 5th	Data Analysis	Bowie Virtual	Data Dive: Utilizing the MC Data to Inform Instruction	PD Link & Agenda Code:
11/16/20 2:45 - 3:45	Evaluation Support Session (teachers on formal evaluation)	Formal Eval. Support	Bowie Coach's Corner	Performance Standard Support	PD Link & Agenda Code:

11/19/20 3:00 - 4:00	Leadership	Leadership Support	Bowie Virtual Session	Leadership in the Making	PD Link & Agenda Code:
11/20 - 11/30 On Your Own	All Grade Levels PD in PJ's	Literacy Support	Bowie On Your Own	Balanced Literacy Support at DC: Utilizing the Reader's Notebook and Reading Mini-Lesson Book	PD Link & Agenda
December					
12/11/20 On Your Own	All Grade Levels PD in PJ's	Literacy Support	Bowie On Your Own	Reader's Notebook & Reading Conferences in Action	PD Link & Agenda Code:
12/14/20 2:45 - 3:45	New Diver Club (<i>New teachers DCES</i>)	New Teacher Support	Bowie Coach's Corner	Data Dive	PD Link & Agenda Code:
12/14/19 Designated Times	OnTrack / RTI	Student Intervention	Virtual	OnTrack Meeting (<i>Invitation only</i>)	Agenda
12/17/20 2:45 - 3:45	Leadership	Leadership Support	Bowie Virtual Session	Leadership in the Making	PD Link & Agenda Code:
January					
1/8/21 2:00 - 3:00	Book Study	Book Study		Book Club: Culturally Responsive Teaching and The Brain	PD Link & Agenda Code:
1/11/21 2:45 - 3:45	New Diver Club (<i>New teachers DCES</i>)	New Teacher Support	Bowie Coach's Corner	Check-in / Coaching Cycle <i>Virtual Link</i>	PD Link & Agenda Code:
1/14/21 2:45 - 3:45	Grade Level Mini-Session	Math Supports	Bowie Virtual	Guided Math Cohort <i>Virtual Link</i>	PD Link & Agenda Code:
1/20/21 2:45 - 3:45	Leadership	Leadership Support	Bowie Virtual Session	Leadership in the Making	PD Link & Agenda Code:
1/25/21 Designated Times	OnTrack / RTI	Student Intervention	Virtual	OnTrack Meeting (<i>Invitation only</i>)	Agenda
1/28/21 - 2/4/21 2:45 - 3:45	Grade Level PD in PJ's	Literacy Supports	Bowie Virtual	Writing About Reading: Increasing the level of talk - Readers Notebook Link	PD Link & Agenda Code:
February					

2/5/21 2:00 – 3:00	Book Study	Book Study-		Book Club: Culturally Responsive Teaching and The Brain	PD Link & Agenda Code:
2/8/21 2:45 - 3:45	New Diver Club (<i>New teachers DCES</i>)	New Teacher Support	Bowie Coach's Corner	Sibme	PD Link & Agenda Code:
2/18/21 2:45 - 3:45	Leadership	Leadership Support	Bowie Virtual Session	Leadership in the Making	PD Link & Agenda Code:
2/22/21 Designated Times	OnTrack / RTI	Student Intervention	Virtual	OnTrack Meeting (<i>Invitation only</i>)	Agenda
March					
3/5/21 2:00 – 3:00	Book Study	Book Study-		Book Club: Culturally Responsive Teaching and The Brain	PD Link & Agenda Code:
3/8/21 2:45 - 3:45	New Diver Club (<i>New teachers DCES</i>)	New Teacher Support	Bowie Coach's Corner	Sibme Reflection Google Classroom Assignment	PD Link & Agenda Code:
3/10 - 3/31	Technology PD in Pj's	Technology Tools	Shane Peek Virtual	Classroom Technology Tools Series: Pear Deck and Book Creator	PD Link
3/18/21 2:45 - 3:45	Leadership	Leadership Support	Bowie Virtual Session	Leadership in the Making	PD Link & Agenda Code:
3/22/21 Designated Times	OnTrack / RTI	Student Intervention	Virtual	OnTrack Meeting (<i>Invitation only</i>)	Agenda
April					
4/12/21 2:45 - 3:45	New Diver Club (<i>New teachers DCES</i>)	New Teacher Support	Bowie Coach's Corner		PD Link & Agenda Code:
4/15/21 2:45 - 3:45	Leadership	Leadership Support	Bowie Virtual Session	Leadership in the Making	PD Link & Agenda Code:
4/26/21 Designated Times	OnTrack / RTI	Student Intervention	Virtual	OnTrack Meeting (<i>Invitation only</i>)	Agenda
May					
5/10/21 2:45 - 3:45	New Diver Club (<i>New teachers DCES</i>)	New Teacher Support	Bowie Coach's Corner		PD Link & Agenda Code:

5/20/21 2:45 - 3:45	Leadership	Leadership Support	Bowie Virtual Session	Leadership in the Making	PD Link & Agenda Code:
5/24/21 Designated Times	OnTrack / RTI	Student Intervention	Virtual	OnTrack Meeting <i>(Invitation only)</i>	Agenda

*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](#)

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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 */*
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	48.6	<i>waiver</i>			

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	58	<i>waiver</i>			

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 */*
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	59	<i>waiver</i>			

SC READY Math SC READY test data file	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	<i>waiver</i>			

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	2018-2023	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.	2018-2023	Admin. IC Teachers	\$0	NA	MasteryConnect Reports

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018-2023	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 ☐ 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	51	<i>waiver</i>			
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	64	<i>waiver</i>			
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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	2018-2023	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.	2018-2023	Admin. IC Teachers	\$0	NA	MasteryConnect Reports
6. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018-2023	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 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 4: 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	44	waiver			

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	40	<i>waiver</i>			
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	34	<i>waiver</i>			
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	31	<i>waiver</i>			

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	14	<i>waiver</i>			
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	21	<i>waiver</i>			
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	42	<i>waiver</i>			

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	44	<i>waiver</i>			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	School Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		School Actual PIP 37	42	<i>waiver</i>			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>			

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	56	<i>waiver</i>			
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	43	<i>waiver</i>			
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	44	<i>waiver</i>			

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	30	<i>waiver</i>			
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	16	<i>waiver</i>			
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	20	<i>waiver</i>			

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	54	<i>waiver</i>			
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	46	<i>waiver</i>			
SC READY Math SC SDE Website	45% Meets Expectations and Exceeds Expectations	School Projected PIP	48	51	54	57	60
SC READY Math SC SDE Website		School Actual PIP 50	55	<i>waiver</i>			

SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>			

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.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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
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 ☐ Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 5: 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 Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 =48% or above	Kindergarten through Grade 5 =51% or above	Kindergarten through Grade 5 =54% or above	Kindergarten through Grade 5 =57% or above
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 =45%	Data point not available due to state-wide school closures on March 17, 2020 - COVID 19			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten= 33% or above Grade 1= 33% or above	Kindergarten= 36% or above Grade 1= 36% or above	Kindergarten= 39% or above Grade 1= 39% or above	Kindergarten= 42% or above Grade 1= 42% or above

	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more	School Actual	Kindergarten= 30% Grade 1 = 30%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			
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 – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 – 19% Grade 5 – 30%	Grade 2 – 14% Grade 5 – 31%	<i>Grade 2- 20% 5th grade data point not available - School Board decision to waive 5th grade</i>		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	<i>Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above

	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more	District Actual	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			
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 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15%	2020-21	Director of Early Intervention and Student Support Admin.			Waiver

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation					
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			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes/no Ethnic Diversity = yes/no			
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%

GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		
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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 */ 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	90	waiver			
SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 100	100	<i>waiver</i>			
SDE School Report Card Survey	94.8	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 95	96	<i>waiver</i>			
SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>			
SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Teachers 97	97	<i>waiver</i>			
SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>waiver</i>			

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	0	0			
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

GCS Expulsion Report		District Actual 0.8	1.5	0.9			
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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	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		School Actual 0	0	0			
	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		District Actual .04	.10	.03			

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 Cognia Culture 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
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected 91	92	92	92	92	92
		School Actual 91	91	88%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90

		District Actual 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>		
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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