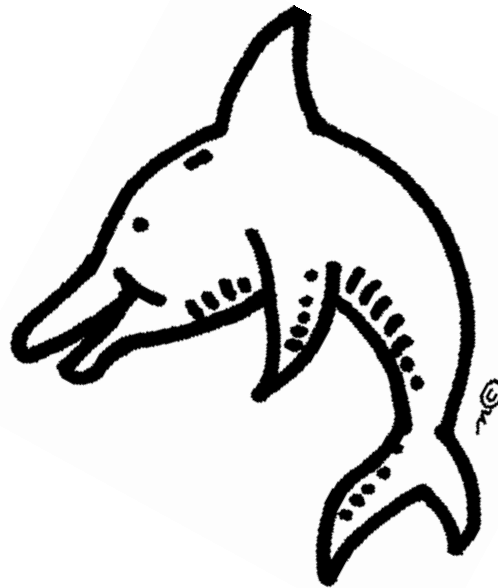


# Duncan Chapel Elementary



Dr, Stephanie Lowry  
Greenville County Schools  
Mr. Burke Royster  
2013-2014 through 2017-2018

**SCHOOL RENEWAL PLAN COVER PAGE**

(Mandated Component)

***REQUIRED - SCHOOL INFORMATION AND SIGNATURES*****SCHOOL: Duncan Chapel Elementary School****DISTRICT: Greenville County Schools****SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)****SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*one year*)****Assurances**

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

**CHAIRPERSON, BOARD OF TRUSTEES**

Mr. Charles J. Saylor		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

Mr. W. Burke Royster		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mrs. Brana Myers		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Dr. Stephanie Lowry		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

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.

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
1. PRINCIPAL	Dr. Stephanie Lowry
2. TEACHER	Mrs Cathleen Taylor
3. PARENT/GUARDIAN	Mrs. Sheila Motes
4. COMMUNITY MEMBER	Mrs. Jodi Garrett
5. SCHOOL IMPROVEMENT COUNCIL And Title I Facilitator	Mrs. Brana Myers
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
Instructional Coach	Mrs. Nicki Thompson
Instructional Coach	Ms. Tawanda Wells
Media Specialist	Mrs. Jennifer Sanders
Parent Involvement Coordinator	Mrs. Lillian Munoz

**\*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)

### Act 135 Assurances

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

**X** **Academic Assistance, PreK–3**

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

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

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

**X** **Parent Involvement**

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

**X** **Staff Development**

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

**X** **Technology**

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

**N/A** **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

**X** **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is

jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

**X Collaboration**

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

**X Developmental Screening**

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

**Half-Day Child Development**

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

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

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

**X Parenting and Family Literacy**

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

**X 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 portfolio team, leadership team and committee teams were created and are sustained due to an evaluative process that encouraged reflective discussion among staff members. For evaluating the various school standards for accreditation, we had all stakeholders: teachers (all faculty-classroom and support), administration, Title I personnel, and other stakeholders review the indicators for the standards and provide insight and feedback.

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.

Considering decisions that need to be made throughout the year, three main areas became evident. The first area is that of **school processes**, which includes connection between our school and our PTA, SIC, ADEPT (teacher evaluation), business partnerships, public relations and media. The second identified area is **curriculum and instruction** which includes core content areas (math, language arts, social studies, science, and technology), as well as professional development, cultural arts, and assessments (MAP and PASS). The final area is that of **staff and student services**. This includes discipline, safety patrols, Student Council, After School program (CIS), Assistance Team, counseling services, Title I services, and many other supportive programs. Having fewer committees, resources could be concentrated to provide sufficient coverage. These three large committees were named: **School Processes, Curriculum and Instruction, and Staff and Student Services**. These committees meet monthly and support the beliefs, mission and vision of our school. Notes are then emailed to the entire faculty from each Committee to keep the entire school informed.

Based on the discussions and decisions of the Leadership Team and committees (teacher discussions and input), the Instructional Coaches meet to develop the school portfolio. This process includes conversations with Dr. Stephanie Lowry, our principal and Brana Myers, Title I Facilitator. Both provide information and data to support performance goals.

## **Executive Summary**

### **Summary of Student Achievement, Teacher and Administrator quality and School Climate**

Over the last five years, our academic challenges have been many. Mostly due to poverty, ethnic diversity, and general demographic transiency our test scores have fluctuated a bit in various subject areas. However, even with these ever-growing challenges, in general, our state ratings (Report Card) and using other measures, have steadily increased in a positive way. Previously, we were rated on the ESEA scale as an “A” school. This past year, we dropped to a “B.”

Our teacher quality has remained high, even with the advent of many new teachers. We are 100% Highly Qualified in all areas. We have many Nationally Board certified teachers and all teachers participate in district and local professional development. It is always a challenge to orient and train new personnel, as this process takes time and does impact testing grades in particular.

School climate has remained steady and high for the most part. Survey results are all very high, consistent, across staff and parent populations. All items were rated 4 or above, with the exception of some rated slightly below 4, with scores of 3.96, etc. Surveys indicate a lack of parental involvement and more active business partnerships are a weakness for our school. Our new principal (2013-2014), has already made great strides to reach out to our parents, community and local businesses.

### **Challenges**

Over the last three years, we have found that our increasing poverty levels, along with our increasing ESL population have been our greatest challenges. We were designated as a Title I school in 2010-2011. This gave us resources to address these challenges. Our Title I social worker and parent involvement coordinator are extremely active helping students and families on a daily basis. Additionally, we acquired a full time Greenville mental health caseworker who has a full caseload helping students and families work through not only social issues, but also physical, emotional and educational issues. We have a full time ESL teacher who works with these students and our teachers. Teachers and staff are always learning new strategies to meet the needs of students who have diverse learning styles. Additionally, teachers have reflected on their classroom management and parental communication to insure that a maximum learning environment thrives.



Other challenges, in addition to the principal, are other positions of Assistant Principal, Primary Instructional Coach, 6 teaching positions, and 2 teacher assistants. The position of Assistant Principal is currently filled with an interim, former principal. This key position will be hired in the Spring of 2014 for the following year 2014-2015.

## Accomplishments and Results

- \*In 2013, Communities in Schools Site Coordinator **Sheila Motes** was named as one of five National Unsung Heroes for the Communities in Schools organization
- \*Duncan Chapel again partnered with First Baptist Church, Greenville to implement the Mission Backpack weekend food bag program.
- \*In 2012, we were identified as an “A” federal (ESEA) rating.
- \*In 2012, our Art teacher, Brian Morgan, was in the Top Ten Teachers of the Year
- \*In 2011, we were rated as average in our growth rating and good in our absolute rating.
- \*In 2011, Amanda Sopko, our 5<sup>th</sup> grade teacher, was runner up as the Greenville County Teacher of the Year!
- \*In 2011-12, we were awarded the Silver Award for General Performance.
- \* In 2009, *we went from a Below Average Absolute rating to Average.*
- \*In 2008, we went from Unsatisfactory to Below Average in our Improvement Rating
- \*Report card rating from average to good, 2 consecutive years (2002-2003, 2003-2004)
- \*Report card rating from good to average due to decrease in percentage of students meeting proficient and advanced.
- \*Recipient of Red Carpet Award (2002-2003)
- \*Recipient of multiple grants from EIA, Alliance, others
- \*Greenville County Science Teacher of the Year (2002)
- \*Greenville County Teacher of the Year (2004-2005)
- \*Thomas Kearns Award Winner (2003-2004)
- \*9 Nationally Board certified teachers

## Overview and School Profile of Duncan Chapel Elementary

Duncan Chapel is a kindergarten through grade five public school built in 1999 that current houses 660 students and 49 instructional staff members. Beginning in 2010-2011 we have been designated with Title I status.

Duncan Chapel Elementary is a two-story brick building with three wings branching from a central structure. It is approximately 92,000 square feet in size. Each wing houses one grade level on each floor. Kindergarten, First and Second grades are located on the first floor. Third, Fourth, and Fifth grades are on the upper level. The central structure includes an office suite, which contains the principal's office, Title I Facilitator, Parent Involvement Coordinator, as well as the offices of the secretary, attendance clerk, and reception area. Also within this suite

are the nurse's office and records vault. Located on the first floor are a well-equipped science lab, cafeteria, music room, art room, gymnasium, computer lab, and media center. Additional offices for the primary instructional coach, speech-language pathologists, reading interventionists (2), school psychologist, Greenville Mental Health worker, and Title I Social Worker are located on the first floor. The offices of the assistant principal, counselor, intermediate instructional coach, ESL teacher, and a reading intervention teacher are on the second level as well as classroom space for special education, ESL, gifted and talented classes, and after school classrooms.



### Duncan Chapel Staff

The staff at Duncan Chapel includes 30 regular classroom teachers, 4 special education teachers, 1 speech therapist, and 9 specialists including related arts teachers. There are few faculty members that fall in the “average” range. Most are younger, with older teachers aging out. The numbers of years the teachers have taught, by grade level, are shown below:

Grade Level	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K	1	2	1				1	1
1	1	2	1			1		1
2		2	1		1			1
3		3	2					
4	1		1		1		1	
5	1		2				1	

Teachers with 1-5 years experience add to thirteen. Eight teachers have 6-10 years of experience, six have 11-25 and there are three teachers with 26 or more year's experience.

Additional personnel include the principal, assistant principal, instructional coaches, guidance counselor, Title I facilitator, Title I Social Worker, parent involvement coordinator, Greenville Mental Health Caseworker, secretary, attendance clerk, office clerk, library clerk, school nurse, five custodians, ten teaching assistants, and seven food services workers. Several bus drivers and utility workers also provide services to students.

## Our Administrators

Our principal, Stephanie Lowry, has been an educator for 23 years. Dr. Lowry is a graduate of the University of North Carolina at Pembroke where she received her Bachelor of Education and Master of Education degrees. 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 coming to joining the Duncan Chapel team, Dr. Lowry served as an Assistant Principal and Instructional Coach in Greenville County and as a Teacher Specialist On-Site for the State Department of Education. Her classroom teaching experiences include English Language Arts grades 5 - 8 and Gifted Education grades 3 – 5.



Currently, our Assistant Principal position is vacant and we have a retired principal, Mr. Rick Almeida, serving as an interim. This position is expected to be filled by the end of our school year.

There are only two lasting bequests we can hope to give our children.  
One of these is roots; the other, wings. – Hodding Carter

## Communities in Schools After School Program

We are fortunate to have the Communities in Schools program at our school to provide extra assistance to identified populations. “Communities in Schools” (CIS) is a private, non-profit agency whose goal is to help young people stay in school and prepare for life. CIS believes each child needs and deserves the following: a one-to-one relationship with a caring adult, a safe place to learn and grow, a healthy start to a healthy future, a marketable skill to use upon graduation, and a chance to give back to peers and the community. Each year since 2006, the number of students who participate has increased.

The Communities in Schools After School program at Duncan Chapel Elementary originally had 32 students in 2006. In the spring of 2013, there were 47 students enrolled, and currently 57 students participate. In addition to the site coordinator, four teachers help the students with homework and life skills on a daily basis, Monday through Thursday from 2:30-5:00 p.m.

### Program Demographics

Race	Spring 2013	Spring 2014
African American	26%	25%
Caucasian	13%	14%
Hispanic	53%	50%
Mixed	4%	7%
Other (Asian)	4%	4%

Education Level of Parents	Spring 2013	Spring 2014
Elementary	11%	15%
Middle	19%	16%
Some High School	36%	33%
High school or GED	27%	25%
Some college	7%	11%

**96% of CIS students receive Free or Reduced Lunch.**

## School Student Profile



Duncan Chapel is in an older, suburban area of north central Greenville County. Our community has aged out, and many students come from other communities. We have a deep history, however, with some families as third generation. We also serve a federally subsidized housing project, along with many low rent trailer parks and communities. Due to our increased diversity and poverty, our PTA and SIC participation has dropped dramatically. Although parent attendance at PTA programs (student performances) is significantly good, PTA has struggled to meet financial goals and fill leadership roles. Because of this, often staff members that are also parents, step in to conduct school PTA business. In the fall of 2013, we did have some parents and grandparents to “step up” and revitalize the SIC and PTA! This group serve in many capacities such as: PTA, SIC, and as Title I Planning Committee. They have helped tremendously in the school, and in the community.

### **Student Enrollment**

Duncan Chapel Elementary School’s total student enrollment has increased from 540 in 1998-1999 to 702 in 2006-2007. However, student enrollment has fluctuated with the highest enrollment in 2000-2001, with 707 students. Our current enrollment (Spring 2014) is 636. The school’s capacity is 850 students.

### **Lunch Status/ Family Income**

The percentage of students receiving free and reduced meals has also steadily increased since 2002-2003 school year. Students receiving free and reduced meals comprised 64% of our population in 2007-2008 to a current rate (2013-2014) of 75%.

Children qualify for free or reduced meals based on family income. We know from studying Ruby Payne’s poverty research that these students and family bring added challenges for daily management and instruction.

#### **Percentages of Students Receiving Free/Reduced Priced Meals**

Status	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Free Meals	65.0	71.5	73.0	73.0%	75%	75%

### **Race**

Our school serves children from many ethnic groups. Historically, there has been a steady increase in percentages of African American, Hispanic, and “other” races of student populations.

Overall, Duncan Chapel is continuing to serve a more diverse population. The number of minority students has increased over the past five years, with the population of white students steadily decreasing.

### **Ethnic Group Demographics**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
White	45%	44%	43%	47%	46%	<b>44%</b>
Black	21%	26%	26%	22%	21%	<b>26%</b>
Hispanic	25%	22%	22%	24%	24%	<b>23%</b>
Asian					2%	<b>2%</b>
Multi-racial	9%	8%	9%	7%	7%	<b>5%</b>

### **English Proficiency**

Duncan Chapel Elementary serves students with limited English proficiency (LEP) and English as a second language (ESL). For perspective, in 2000-2001, 5% of our students had LEP or ESL. In 2001-2002, the number students that were labeled ESL were 9.8% of the student population. Currently, 23% of our students are classified as ESL.

A growing number of Duncan Chapel students are acquiring English as a second language. BICS (Basic Interpersonal Communication Skills) is also known as “playground” language. This language proficiency is related to context and usually takes two years to develop. CALP (Cognitive Academic Language Proficiency) is “academic” language. This more advanced form of English is more complex and usually takes five-seven years to develop. We test all ESL students with the ELDA (English Language Development Assessment) each year to determine progress and continued services.

### **Gender**

Over the past five years, Duncan Chapel’s population has remained fairly consistent with the proportion of male to female students. From a population with a percentage of 52.5 males and 47.5 females in 1999-2000 to 53% males and 47% females in Spring of 2014.

### **Disability**

Duncan Chapel serves children with disabilities including learning disabled, emotionally disabled, speech-language impaired, and other health impaired (including ADHD). Additionally, we have a self-contained developmental class (K5-1<sup>st</sup> grade) and an emotionally disabled class (grades 3-5). Duncan Chapel has two full time resource teachers and one speech-language pathologist. The speech-language program addresses moderate-severe communication deficits in the areas of articulation, phonology, oral motor, fluency, voice,

language, and auditory processing. An itinerant therapist provides occupational therapy, and hearing services. Also labeled as “504,” we have a handful of students who qualify for minimal services and protection under Section 504 of the Vocational Rehabilitation Act.

Children are served in a variety of settings. The least restrictive environment is provided to maximize student performance and interaction with age appropriate peers. This school year we were able to use the Inclusion model for some third, fourth and fifth grade resource students. We also utilize “pull-out” programs, self-contained models, and mainstreaming classes at Duncan Chapel.

**“The nature of the relationships among the adults who inhabit a school has more to do with the school’s quality and character and with the accomplishments of its pupils than any other factor.”**

**~~ Roland Barth**

### ***Instructional/Organizational Priorities***

Duncan Chapel has implemented three *major initiatives* that effect both instruction and school processes, and one initiative that also makes instructional issues a priority. In 2003-2004, we adopted the *Baldrige model for Quality Improvement*. Our District no longer supports it with materials or training. We have maintained important “pieces” such as Student Led Conferences, Data Notebooks for each student, and student Goal Setting. These strategies are very worthwhile for increased achievement, so we continue to use these as strategies in the Spring of 2014.

Our adventure in the training and use of the **Baldrige principles** (now using the preferred name as **Continuous Improvement Model**) in our school processes and teaching has been significant. Our goal is to integrate these tools into *all* phases of continuous improvement from philosophy to assessment. Teachers have developed class missions, created data collection and information systems, opened lines of communication, and increased student involvement in the learning process. Teachers and students have created goals and are aware of ongoing progress in meeting those goals.

***Another ongoing assessment tool is the Measure of Academic Progress***, which started as a district initiative in 2006. **MAP** (Measure of Academic Progress) is a computerized assessment tool in the areas of Reading and Math. Students are becoming aware of “where” they are on the testing continuum, and are setting goals to meet their fall-to-spring target goals, as well as increase their PASS scores. This is helping students focus on the importance of achievement and reaching specific academic goals. These assessments assist teachers to know what skills students have mastered and what skills should be taught to them next.

Professional development centers on teachers’ understanding the testing process, interpreting data, communicating to parents, conferencing with students, student goal setting, and use of the



DesCartes Learning Continuum. Parents are aware of their child's progress supported by a letter from the principal, as well as a copy of the MAP Individualized Progress Report.

These programs work hand-in-hand, with our goal remaining the same: ***Continuous Improvement!*** Formal data collection through **MAP** and informal data through Continuous Improvement (Baldrige) tools such as Consensograms, Affinity Diagrams, Data Notebooks and Student Led Conferences, can be used for teacher evidence in the PAS-T teacher evaluation process, as well. In this way, the models work together to encourage teachers and students to ***focus toward specific goals.***

***A third initiative*** that we began training in 2012, is the use of Common Core Curriculum Standards. For three years now our District Math and ELA consultants have assisted us with training all grades K-5. Teachers have gone also to training in the district. Cathy Hale (Math) and Paula Burgess (ELA) have provided in-out coaching, lesson demos, observations and feedback to our teachers. This gave them "hands on" and immediate training about Common Core lessons. Instructional Coaches (Primary and Intermediate) provide on going support through coaching, book studies, and professional development. We hope to continue these efforts next school year. With Title I and administrative support, we are providing training by Susan Zimmerman and her staff from Heinemann on CCSS strategies involving reading comprehension and deep thinking. Title I monies have provided this training as "on grade level follow up sessions" as well.

\*We have always been a **balanced literacy** school, which includes instructional techniques for reading, listening, speaking, and writing. Many of these life skills are integrated into our social studies (history) and science content.

\***Per the district's requirement** to have all schools trained in the Fountas and Pinnell strategies, we have participated in this professional development. The training stressed one component of balanced literacy: guided reading groups. We have participated and learned how this piece fits into the "bigger" picture of providing a balanced approach to learning. A consultant, paid by the District, has observed all our teachers teaching a guided reading lesson. Feedback has also been provided to the teachers.

\***For math instruction**, we purchased an electronic version of Accelerated math which focuses on math fluency. Students practice math skills in the technology lab once a week, with the teachers doing follow up in the classroom. Our technology teacher regularly updates the teachers on progress regarding reinforcement of a certain skill.

\* Technology, although important, has remained as a tool and not separate "topic." We believe it is a WAY to learn, but the content of the learning is most important. We will continue to update our skills and equipment and learn new ways to imbed technologies into everyday learning.

***We will continue our many successful programs in place at Duncan Chapel, as well as add new ideas and programs as needed or as opportunities arise.***

## **Mission, Vision, and Beliefs**

***The Duncan Chapel Mission 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 is evident in all school processes.
- All decisions are driven by information and data analysis.
- Quality planning is strategic, ongoing, systematic, and implemented school-wide.
- Learning is fun, innovative, relevant, student-centered, and reflects high expectations.
- Comprehensive, ongoing evaluation and assessments are used to improve student achievement.
- Professional development and support for 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.
- Cultural diversity is acknowledged and celebrated in a respectful and positive manner.
- Parental involvement is authentic, productive, and sustained throughout all areas of education at school and at home.

## Vision Narrative

When Duncan Chapel Elementary's vision is realized, *all students will be ready to meet the challenges in a changing world, as our mission states*. They will be learning in an environment of high expectations and active learning. They will be provided with technological and real world experiences to meet state requirements. They will be on the right track for continued "Career and College" standards in middle school. This fits right into our work and implementation of the CCSS (Common Core State Standards). Teachers will also be learning and growing as they reach out to meet the needs of our diverse population at Duncan Chapel. All personnel, students, and visitors will feel welcomed and safe; and valued as contributors to fulfill our mission. We all commit to this exciting journey.

### ***Curriculum must include and/or reflect:***

High academic rigor, based on Common Core State Standards

Real life applications, problems, and skills

Quality, up-to-date materials, and books

Technology

Time for instructional practice

### ***Instructional practices must include:***

Practical, real life applications

High Progress Literacy classroom

Interactive, hands on learning

Learning that is motivational and fun

Strategies driven

Equal time given to *process* as well as *content*

Students involved in their own learning

Cooperation/team effort by teachers and students

Individualized to meet the needs of all students

### ***Assessment must:***

Be ongoing and used to determine next instructional steps

Be authentic, varied, and designed for the task to be evaluated

Use rubrics and other ways to evaluate student work

Have students responsible for tracking their own behavioral/academic progress

### ***Environment should look like:***

A great place to learn!

Inviting and conducive to love of learning

Teachers who are enthusiastic, high energy

Students and parents' perceptions are positive

Risk taking opportunities are honored

Mutual respect between administration, faculty, staff, and students

School-wide discipline with climate positive and consistent

Evidence of student learning throughout the building and in the classrooms

Clean, attractive, and well-maintained building and grounds

## Student Learning Needs Based on Population Data

We have steadily increased our Hispanic population at Duncan Chapel. Our current rate is 24%. The challenges for this population are many, for parents, teachers, and the students. We have a full time ESL teacher who pulls out small groups and works with them on “English in a Flash” computer program, as well as other language based projects. She also does some inclusion in highly populated classrooms. It is projected that we will continue to have a full time ESL teacher for the year 2014-2015.

**Poverty and the impact it has on daily learning, continues to be our greatest challenge.**

We have many staff and strategies to face this challenge. We all work diligently together (teachers, administration, coaches, mental health worker, social worker, and other support personnel) to address difficult impediments. Again, with MAP information and Continuous Improvement strategies, teachers are helping students develop a more personal and direct approach to their learning. Students are becoming aware of “where” they are on the testing continuum, and setting goals to increase their MAP and PASS score to a certain category or increase their raw score. This is helping students focus on the importance of achievement and reaching specific academic goals.

Despite the hard work of Duncan Chapel Elementary staff, our students have not been as successful academically as we believe they can be. Some of the gaps we have identified are:

- Overall scores on MAP and PASS tests for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> **Math** scores are slightly lower than scores.
- Students with disabilities also are scoring lower on the PASS test in all areas.
- There is consistently a gap between socio-economic levels and performance in school.

Some of the possible root causes may be the following:

- Increased poverty level
- Single parent families
- Limited parental education, lack of parental support
- Transient families
- Non English speaking families
- Not teaching to all learning styles of students
- Student absenteeism, or chronic tardiness
- Lack of active hands on learning and use of manipulatives in math

Our data continues to indicate gaps between ethnic and socio-economic groups. We are deliberately and strategically focusing on these groups to attempt to close the gap.

In the year 2002-2003, we were identified as a “closing the gap” school. In the school year 2003-2004, our status changed, taking us off this list, due to our progress in achievement. We then met AYP in 2005-06, and 2006-2007 but not in 2007-2008. In 2008-2009 and 2009-2010, we were identified as a “Closing the Gap” school. In the year 2008-2009, we were designated as a Title I school, but not in 2009-2010. We qualified as Title I for the year 2010-2011 and maintained for this status since that time.

Based on PASS scores, we met AYP in the spring of 2010. However, based on PASS scores from Spring 2011, we did not make AYP, missing 2 out of 29 objectives. The 2 objectives we fell short were in the sub groups of the disabled. **However, with the new accountability system (2012), our PASS scores earned us an “A” on the ESEA federal rating. Last spring, we dropped to the federal rating of “B.”**

### **Performance Goals**

**Performance Goal 1:** The percentage of students scoring “met” or “exemplary” on the PASS ELA (Reading) test will increase from 80% (Spring 2011 data) to 82% in 2011-2012, and to 84% in 2012-2013. *Results: We did not make the goal of 84% in 2012-2013. But we were close, with 83.3%.*

**Performance Goal 2:** The percentage of students scoring “met” or “exemplary” on the PASS Math test will increase from 76% (Spring 2011 data) to 78% in 2011-2012, and to 80% in 2012-2013. *Again, we did not make the performance goal of 80% from Spring 2013 PASS Math scores. We reached 77.9% in performance on the Math PASS test.*

**We will also maintain the expectation that students will achieve their targeted RIT scores on the MAP testing for Math and Reading, with at least 80% of students accomplishing this goal. This will include grades 2-5.**

**100% of students in Kindergarten and First Grade will demonstrate improvement in the areas of reading, math and writing, as determined by District Benchmarks.**

**“Never discourage anyone who continually makes progress, no matter how slow.”                      --Plato**

## **Data Analysis and Needs Assessments 2009-2013**

We at Duncan Chapel Elementary have attempted to better use the data to inform our decisions about our instructional program. We realize however, although we have quite a lot of data, it has not been fully utilized to make significant changes in our classroom instruction. Our district has used both MAP and PASS data to evaluate success and “set goals.” This is comparing apples and oranges, but it is safe to say that we work hard every year to do a “bit” better in whatever the measure happens to be. Each year, accountability measures shift—sometimes measuring our success on MAP scores, sometimes on PASS scores. We also review the data from SE School Report Card, ITBS, and ESEA Federal Accountability Rating. No wonder the teachers, parents, and public alike are confused! It is difficult to determine if we truly ARE making progress.

Teachers like using MAP scores, as it gives them instant, diagnostic information which can be used for instructional planning. The more closely needs and “gaps” are identified, the more specific teachers can plan to “target” students’ needs. Students understand about “growth” scores and can set personal goals. This is what we want our students to be able to do in life. PASS is only given in 3-5<sup>th</sup> grades and scores are not received until the summer or fall of the “next” year. We can see general trends over time with PASS scores, but it is not helpful necessarily to teachers as they are teaching a group of students. The ESEA and AMOs measurements are used by teachers in a generic way but not helpful in daily, instructional planning. It is our hope with the CCSS being taught in a deep and thoughtful way—and the creation of an assessment that clearly measures the teaching of these standards, perhaps we can then make reasonable comparisons.

Below are data pieces from years 2009-2013.

DUNCAN CHAPEL ELEMENTARY SCHOOLWIDE TITLE I PLAN NEEDS ASSESSMENT FY 11											
REGENIA MCCLAIN, PRINCIPAL						FALL 2009-SPRING 2010					
Evaluation Statement: "A minimum of 50% of all students will meet or exceed their target RIT goals in ELA and math as defined by Measures of Academic Progress (MAP)."											
MATH						READING					
TARGET RIT				% meeting target RIT	Met goal? Y/N	TARGET RIT				% meeting target RIT	Met goal? Y/N
	N=	F	SP				N=	F	SP		
GRADE 2	91	177.8	191.6	48.4	N	GRADE 2	92	161.4	180.3	56.5	Y
GRADE 3	90	188.3	202.9	75.6	Y	GRADE 3	91	171.8	187.1	61.5	Y
GRADE 4	93	200.0	209.2	49.5	N	GRADE 4	93	194.3	203.6	62.4	Y
GRADE 5	95	210.0	217.3	48.4	N	GRADE 5	95	204.3	209.7	54.7	Y

The chart above indicates percentages of students in grades 2-5 that met their targeted growth rates from Fall (2009) to Spring (2010) on the MAP assessment. All grade levels met their targets in Reading. Only 3<sup>rd</sup> graders met their targeted growth measures in Math. However, in Grades 2, 4 and 5, we were very close. These expected growth rates are determined statistically by NWEA (Northwest Evaluation Association).

In Spring, 2009 our PASS scores indicated that all students scored in the "Met" or "Exemplary" categories in Math! This may be due to the statistical and content differentials of the assessments: PACT to PASS. We would like to think that more attention focused on this subject improved the scores. In 2009, our only area of "deficiency" was in ELA with the disabled population, as determined by PASS. We are searching out strategies to work with this subgroup. In conclusion, then, we need to be vigilant with both reading and math, and focus energies and training on basic math and reading.

## PASS Scores

Spring 2010

Writing Met and Exemplary3<sup>rd</sup> grade 77.94<sup>th</sup> grade 62.05<sup>th</sup> grade 66.6ELA Met and Exemplary3<sup>rd</sup> grade 84.74<sup>th</sup> grade 72.45<sup>th</sup> grade 71.8

Gr. 3-5 76.0%

Math Met and Exemplary3<sup>rd</sup> grade 76.74<sup>th</sup> grade 75.35<sup>th</sup> grade 68.0

Grades 3-5 76.8%

Science Met and Exemplary3<sup>rd</sup> grade 61.24<sup>th</sup> grade 72.55<sup>th</sup> grade 56.6

## Social

Studies Met and Exemplary3<sup>rd</sup> grade 82.34<sup>th</sup> grade 83.55<sup>th</sup> grade 58.8**Student Data Analysis 2011-2012**

Students continued to make gains and received an “A” rating under the new ESEA rating system. Our scores were rising, slowly. In 2011-2012, we were in the throes of learning new standards and learning how to implement them. We knew this could possibly impact our scores.



In 2012, we had 80.7% students performing at “Met or Exemplary” for ELA PASS testing. Math scores are 78.6% meeting or exceeding the criteria set by our state. We are proud of these test scores.

In Social Studies we have increased our achievement rate to 86.4% as “met or exemplary.” In Science, 80.7% of our students are at the “Met or Exemplary” level. These scores are high and reflect continued hard work by our teachers and students.

It is also clear on the State Report card that Duncan Chapel, in most recent years, performs equal to or higher than schools “like” our school.

With the new accountability system, our overall “rating” was labeled as an “A” performing school.

### **Student Data from 2012-2013**

As our poverty continued to rise, our challenges have seemed to consistently increased. Our test scores seemed to push the limit, and new standards were being implemented. We had new social studies standards. This definitely had an impact on our test scores, as we dipped in some grade levels, in certain subjects. In 2013, we began implementation of CCSS. This spring, 2014 we are fully implementing CCSS in math and reading, in all grade levels. Because of some stunted gains, we received a grade of 83.7 “B” based on ESEA federal requirements. As the target shifts each year and new standards are implemented, it is difficult to determine “forward” movement.

### **Percentages of students who were “Met or Exemplary” on the PASS Test**

	2012	2013
<b>ELA</b>		
<b>Grade 3</b>	<b>84.2</b>	<b>82.8</b>
<b>Grade 4</b>	<b>80.4</b>	<b>79.7</b>
<b>Grade 5</b>	<b>77.5</b>	<b>87.5</b>
<b>Math</b>		
<b>Grade 3</b>	<b>76.3</b>	<b>69.7</b>
<b>Grade 4</b>	<b>80.4</b>	<b>81</b>
<b>Grade 5</b>	<b>78.8</b>	<b>83</b>
<b>Science</b>		
<b>Grade 3</b>	<b>71.1</b>	<b>65.3</b>
<b>Grade 4</b>	<b>89.2</b>	<b>77.2</b>
<b>Grade 5</b>	<b>70.7</b>	<b>81</b>
<b>Social Studies</b>		
<b>Grade 3</b>	<b>86.8</b>	<b>94.1</b>
<b>Grade 4</b>	<b>91.4</b>	<b>88.6</b>
<b>Grade 5</b>	<b>74.4</b>	<b>69.6</b>
<b>Grade 3</b>		<b>66</b>
<b>Grade 4</b>		<b>70.9</b>
<b>Grade 5</b>	<b>82.7</b>	<b>80.7</b>



**SCHOOL SUMMARY**  
*Iowa Tests of Basic Skills® (ITBS®) / CogAT®*  
**South Carolina Grade 2 Gifted and Talented Testing Program**

Form: C  
 Test Date: 11/2012  
 Norms: 99/23 10/51/2005  
 Order No.: 00058538  
 Page: 1

School: Duncan Chapel Elem 201051  
 District: Greenville 01 2001

	READING		Word Analysis	Listening	LANGUAGE		MATHEMATICS			Social Studies	Source of Information	COMPOSITE
	Vocabulary	Comprehension			Spelling	Total	Concepts	Problems	Computation			
<b>Grade 2</b>												
ITBS/CogAT	18	105	18				106	105				
Average Standard Score (SS)	158.0	159.0	157.3				150.4	150.2				
Percentile Rank of Average SS: National Student Norms	57	59	55				37	37				
NPR of Average PSS (PNPR)	41	48	45				40	41				
Difference (NPR-PNPR)	+16	+11	+10				-3	-4				
Number of Students Tested = 113												
ITBS	18	105	18				106	105				
Number of Students Included	18	105	18				106	105				
Average Standard Score (SS)	158.0	159.0	157.3				150.4	150.2				
National Norms of Average SS	5	5	5				4	4				
Normal Curve Equivalent of Average SS	54	55	53				43	43				
Percentile Rank of Average SS: National Student Norms	57	59	55				37	37				
Number of Students Tested = 113												

*Cognitive Abilities Test™ (CogAT®)*

	Number of Students	Average USS	Average SAS	AGE SCORES		GRADE SCORES		School Profile	
				PR	S	PR	S	Age Percentile Rank	PR
<b>Grade 2</b>									
VERBAL	106	152.2	93.4	34	4	38	4		V 34
QUANTITATIVE	106	154.5	94.6	37	4	40	4		Q 37
NONVERBAL	106	176.5	103.4	58	5	60	6		N 58
COMPOSITE	106	181.1	96.9	42	5	45	5		C 42
Number of Students Tested = 113									
USS = Universal Scale Score									
SAS = Standard Age Score									
PR = Percentile Rank									
S = Stars									

Composite Standard Age Scores were used to compute the predicted Standard Score.  
 For further information on the interpretation of this report, please visit [www.iowatests.org/grading.com](http://www.iowatests.org/grading.com) or refer to the Interpretive Guide.

\* Math Computation is not included in the Math Total or in any score that includes the Math Total.

**SCHOOL SUMMARY**

*Iowa Tests of Basic Skills® (ITBS®) / CogAT®*

**South Carolina Grade 2 Gifted and Talented Testing Program**



**SCHOOL SUMMARY**  
**Iowa Tests of Basic Skills® (ITBS®) / CogAT®**  
**South Carolina Grade 2 Gifted and Talented Testing Program**

School: Duncan Chapel Elem 2301051  
 District: Greenville 01 2301

Form: C  
 Test Date: 11/2013  
 Norms: 09/23 (2005/C2005)  
 Order No.: 000788068  
 Page: 1

		READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS			TOTAL	CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
		Vocabulary	Comprehension	TOTAL			Spelling	Total	Concepts	Problems	Computation*						
<b>Grade 2</b>																	
ITBS/CogAT	Number of Students Included	4	101	4					101	101		101					
	Average Standard Score (SS)	137.8	158.2	143.3					150.7	152.3		151.5					
	Percentile Rank of Average SS: National Student Norms	16	57	20					38	42		39					
	NPR of Average PSS (PNPR)	26	50	32					43	43		44					
	Difference (NPR-PNPR)	-10	+7	-12					-5	-1		-5					
Number of Students Tested = 105																	
ITBS	Number of Students Included	4	102	4					102	102		102					
	Average Standard Score (SS)	137.8	158.2	143.3					150.7	152.2		151.5					
	National Stanline of Average SS	3	5	3					4	5		4					
	Normal Curve Equivalent of Average SS	29	54	32					44	46		44					
	Percentile Rank of Average SS: National Student Norms	16	57	20					38	42		39					
Number of Students Tested = 105																	

**Cognitive Abilities Test™ (CogAT®)**

		Number of Students	Average USS	Average SAS	AGE SCORES		GRADE SCORES		School Profile Age Percentile Rank	
					PR	S	PR	S	PR <sub>1</sub>	25 50 75 99
<b>Grade 2</b>										
	VERBAL	101	153.3	94.6	37	4	40	4	V 37	
	QUANTITATIVE	102	155.1	95.3	38	4	41	5	Q 38	
	NONVERBAL	102	178.3	104.9	62	6	63	6	N 62	
Number of Students Tested = 105										
	COMPOSITE	101	162.3	86.2	48	6	48	6	C 46	

USS = Universal Scale Score

SAS = Standard Age Score

PR = Percentile Rank

S = Stanline

Composite Standard Age Scores were used to compute the predicted Standard Score.  
 For further information on the interpretation of this report, please visit: [www.nwea.net/publishing.com](http://www.nwea.net/publishing.com) or refer to the Interpretive Guide.

\* = Math Computation is not included in the Math Total or in any score that includes the Math Total.

## ITBS 2013

Scores in 2013 showed growth on this standardized assessment. We are making progress in reading and math however, there are noted deficits with math concepts and reading comprehension. We have addressed these gaps by adding professional learning strategies in our plan.

## Student Support Systems

Recognizing that some students need support beyond that available in the classroom, Duncan Chapel Elementary has worked with the district to provide a variety of special services.

- We have one and a half special education resource teachers to work with special needs students. These resource teachers work primarily in collaboration with classroom teachers. We have two self-contained classrooms: emotionally disabled (Grades 3-5), and developmentally disabled (Grades K-1).

- When a teacher believes that a student has needs that require specialized input and attention, the student is referred to the Assistance Team (the A Team). The purpose of the team is to try to implement strategies to help the student succeed in the regular classroom in the least restrictive environment. Monthly meetings are held to consider students, and their needs and if testing is recommended.
- A reading program, *Reading Counts*, is available for all students in our school.
- Teachers in grades 1, 2, 3, 4, and 5 have access to *Accelerated Math*, which allows the teacher to identify specific objectives for each student. The computerized program then prints practice pages and tests for students targeting the specified objectives. Students are able to move at their own pace and advance through the objectives as they are able. We hope to move to an electronic version next year.
- We have RTI (Response to Intervention) program for reading in Kindergarten (taught by assistants), 2<sup>nd</sup>, and 3<sup>rd</sup> grades (taught by a designated RTI teacher). The goal of this program is to assist at-risk readers to reach grade level potential and decrease the number of referrals for testing.
- Our teachers have been trained with extensive reading and writing strategies through the Upstate Writing Project, as well as Project Read and Common Core State Standards.
- For additional support beyond the school day, our school has an *After School Program, Communities in Schools*, for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders who performed below basic on the PASS test the previous year, or who are recommended by classroom teachers (3<sup>rd</sup> grade). This is a grant program, sponsored by the United Way. Specific skills in reading and math are reinforced as well as providing homework assistance and art club..
- Our teachers have been trained in the use of Continuous Improvement Model (Baldrige) model. The use of the tools increases student learning through goal setting and student led conferences.

## Summary of Progress

Despite the hard work of Duncan Chapel Elementary staff, our students have not been as successful academically as we believe they can be. Some of our gaps are:

- ELA Scores for students who are disabled.

- Math Scores (PASS) for all students

There is a gap between socio-economic (poverty) levels and performance in school.

Teachers at Duncan Chapel Elementary strive to increase student learning by implementing strategies related to our vision. Teachers stay current with the latest methods of delivering instruction, and continue to take advantage of staff development opportunities that are offered in the district and through local universities, in addition to attending conferences. We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. For example, many of our teachers have had training related to differentiated instruction to meet the needs of our changing population.

At each grade level, teachers are encouraged to work together as a team. Teachers are working across grade levels to ensure a continuum of learning that makes sense for all the students. These team meetings provide more opportunities for collaborative planning, as well as to develop a greater sense of community.

Our teaching of the core subjects is based on the most current research. District curriculum guidelines, state, and national standards are taught and methods of instruction are considered to be “best practices.”

### **Reading and Language Arts Instruction**

A balanced reading/language arts approach is used at Duncan Chapel Elementary. We use a balanced literacy approach to instruction of reading and writing. We have been trained in the writing project and Common Core State Standards. We are continuing our embrace of the reading workshop philosophy, focusing on fluency, close reading, comprehension and critical thinking. We know that demands of CCSS will require ongoing professional development. This fall (2013), we will be trained by Susan Zimmerman, who co-authored *Mosaic of Thought*.

We will participate in the district training for Fountas and Pinnell to give us additional strategies for reading.

*For upper grades*, teachers have been trained to integrate the core subjects of ELA and Math standards into their Social Studies and Science standards to provide a more cohesive curriculum. We are weaving in diverse media, and technology skills in all subjects. Our teachers are continuing to learn by attending District-provided workshops addressing this integration model.

To improve reading comprehension, Duncan Chapel continues to implement the online version of Scholastic’s Reading Counts programs (Grades 1-5). This program is highly motivating as students are reading at their independent, as well as their instructional levels. Students’ levels are determined by our MAP data, which yields a “lexile” level. Students know what “color” or

lexile they are reading on and can check out appropriate materials from the Media Center. Comprehension goals are set and monitored by our teachers, encouraging more and more difficult and complex texts.

Some of the citations are:

What Really Matter for Struggling Readers. New York: Longman, 2001. and Classrooms that Work; They Can All Read and Write, 3<sup>rd</sup> ed. New York: Allyn Bacon, 2003.

We have adopted the Houghton-Mifflin Reading series for our primary instruction.

Planning Integrated Curriculum: The Call to Adventure. ASCD Publications, Virginia, 1993, authored by Susan Drake.

How to Integrate the Curricula. Skylight Training and Publishing, Illinois, 1991, authored by Robin Fogarty.

Interdisciplinary Curriculum: Design and Implementation. ASCD Publications, Virginia, 1989, authored by Heidi Hayes Jacobs, et al.

Dimensions of Learning, 2<sup>nd</sup> edition. ASCD Publications, Virginia, 1997 authored by Robert Marzano.

### **Math Instruction**

Math instruction is based on Common Core State standards. Our current math programs are: Houghton Mifflin: Go Math, Every Day Counts Kits, and Accelerated Math (Renaissance).

### **Science Instruction**

Science instruction is also based on national and state science standards. Our District provides **hands on kits** delivered to our school. Both process and content standards are stressed. This coming year (2013-2014) is a bridge year for science. In the year 2014-2015, we will implement new science standards.

The research cited for our science instruction is as follows:

Science Resources Center. *Science for All Children: A Guide to Improving Elementary Science Education In Your School District*. Washington, DC, National Academy Press, 1977.

The Einstein Project. Cornerstone Study, 2002.

Century, J. and Levy, A. *Sustaining Change: A Study of Nine School Districts With Enduring Programs*. Paper presented at the Annual Meeting of The American Educational Research Association, 2003.

### **Social Studies Instruction**

Our school uses the designated state standards for teaching. The standards are recently adopted and used for the first time this year (2012-2013). With the implementation of CCSS, many teachers are integrating the content of Social Studies into their reading and writing blocks. Houghton Mifflin social studies texts are used in grades K-2. The upper grades use Scott Foresman and integrate their studies with the language arts instructional blocks.

### **Teacher and Administrative Quality**

Our teachers continue to receive professional development through the school, district and other sources. We make use of direct instruction, coaching, observing, webinars, and conferences.

100% of our staff is highly qualified.

### **School Climate Needs Assessment**

Survey indicates a high rate of approval from parents (92.6%) and teachers (93.5%). Home school relations received a rating of 92.6%. Survey from March 2011, indicates that teachers perceive (25.8%) of our parents are not interested in their child's schooling and parenting participating in conferences. It was also noted from this survey that we have a low percent of parents participating in PTA and other school wide activities. Of course, there is always room for improvement with building community and relations with parents. In 2013-2014 we will have a new principal who continue to look for ways to increase these satisfaction rates even higher.

## **Quality Planning**

As the analysis of test data indicates, there is a need for continued, improved instruction in the core curriculum areas. Emphasis on: use of hands on materials, problem solving strategies, process skills, and goal-oriented programs will help us achieve our goals.

Writing, although not assessed through MAP, and minimally through state testing, is an area of challenge for our students. The language arts are difficult for many of our second language learners, as well as our poverty students. We continue to send teachers to various training opportunities, including integrating writing instruction in all content areas. All of our teachers have been trained through the Upstate Writing Project. Teachers' feedback indicated that this was very helpful in their daily writing lessons. Last year, 5 of our teachers attended a "Teaching Math through Writing" workshop. It was a big success and was shared with grade levels. Many of our teachers are trained in the Writer's Handbook Teachers in grades 3-5 have been trained in Project Read to help with specific reading strategies.

## Professional Development

Our professional development efforts are focused on implementing the vision and results in true systemic improvement, leading to increased student learning. Our approach serves both the individual teachers' goals for professional growth, while assisting all teachers in implementing the district's and the school's vision and quality plan. The professional development plan includes 12 hours of planned inservices that are required and 12 hours that a teacher chooses, aligned to her personal/professional goals. Forms are provided to teachers to assist with the organization and documentation of these efforts. Additionally, our district maintains an electronic system for registering and archiving professional development hours. Our major professional development involves the following systemic initiatives. Each year we are challenged to provide relevant professional development to new teachers. These new teachers are required to attend a variety of required inservices and workshops provided for them by the District. In addition, we provide training opportunities for all staff members that support the accomplishment of our goals.

### ***Continuous Improvement Model (Baldrige)-All grade levels, areas***

For the last four years, much of our professional development time was dedicated to learning Continuous Learning (Baldrige) tools and strategies. We conducted eight faculty in-services the first year provided by the Chamber of Commerce, Center for Excellence. The Chamber also established "User's Groups" afternoon workshop sessions in which teachers could attend to share, gain ideas and network with other Baldrige users. Our teachers felt like these were extremely helpful in their ongoing learning and support of the use of quality tools. For the past three years, we have participated in the User Group workshops as well as the Quality Days at Bell's Crossing. These were sessions that our teachers could observe lessons using Baldrige tools. Our new teachers participated in the initial training held at other first year Baldrige schools. We know that this is a long-term commitment and teachers are at various stages of knowledge and implementation. Across all grade levels, curricular areas, and in our organizational structures, we will continue to evolve as a Continuous Improvement Model School.

***Accelerated Math*** is a program that we are continuing to implement in grades 1- 5. is invaluable information for teachers in their assessment and instructional planning. This is an ongoing initiative as it improves our student achievement in mathematics by customizing their learning goals and practices. The assessments give teachers and parents immediate feedback about student progress. This year we purchased the electronic version of this program. Students work in our technology lab as well in their classroom to reinforce math skills.

***Measure of Academic Progress*** is a district initiative started during the school year, 2005-2006. **MAP** (Measure of Academic Progress) is a computerized assessment tool in the areas of Reading, Language and Math. These assessments assist teachers to know what skills students have mastered and which skills need to be taught. MAP assessment includes Grades 1-5, with some Kindergarten students. Professional development centers on teachers understanding the testing process, interpreting data, communicating to parents, conferencing with students, student goal setting, and use of the DesCartes Learning Continuums. Teachers are learning how to organize instruction to address needs of groups identified on the MAP



assessment. Teachers practice differentiation strategies to address the learning needs of these groups, called RIT bands.

***Technology*** is an area of professional development that is never ending. Our teachers are provided on site technology workshops and assistance, as well as access to district training such as Intel, Excel, Publisher, and other software applications. Teachers share technology ideas from their training with each other, which is helpful. In the spring of 2007 we installed fifteen Promethean boards, and in the Fall of 2007, 3 more. Last year we added 20 Promethean boards, and provided teachers with lap tops, docking stations which were purchased with Title I funds. We also purchased some Elmo document cameras. Of course, after installation teachers receiving them are required to attend training on their care and instructional uses. ***We hope to soon purchase and begin use of I-pads in the classrooms.***

***Additional professional development*** is provided throughout the school year, as needs arise. Often there is a teaching component during faculty meetings, grade level meetings and other after school offerings. Some of these include learning more about Accelerated Math, ESOL workshops, Gifted and Talented workshop, Compass Learning, Unitedstreaming, Special Education workshop, and using Lexiles in your classroom. Of course, our teachers attend many workshops, seminars and courses outside of the school day, in a variety of settings and on many relevant topics.

Our professional development plan is always “tweaked” during the year to provide flexibility and unique needs as they arise during the course of the school year.



## Duncan Chapel Elementary Professional Development Calendar 2013-2014

<b>Summer/August 2013</b>		
Monday, June 24, 2013	Fountas and Pinnell @ DCES Primary Grades	8:00 AM – 3:00 PM
Tuesday, June 25, 2013	Fountas and Pinnell @ DCES Intermediate Grades	8:00 AM – 3:00 PM
Week of June 24, 2013	Orton Gillingham (off campus)	All day
August 9, 2013	New Teacher Orientation	8:30-1:00
August 15, 2013	Susan Zimmermann: 7 Keys to Comprehension	8:30-2:30
<b>September 2013</b>		
Techno Help: Accelerated Math (Grade level chairs)	September 17, 2013	3:00-4:00
Autism Challenges	September 25, 2013	3:-4:30
September 26, 2013	Fountas and Pinnell follow up (Primary and Intermediate)	8:00-11:00 and 11:30-2:30
<b>October 2013</b>		
Monday, October 29, 2013	Comprehension Strategies (Heinemann)	All Day (K5 – 2 <sup>nd</sup> Grade)
Tuesday, October 30, 2013	Comprehension Strategies with (Heinemann)	All Day (3 <sup>rd</sup> – 5 <sup>th</sup> Grades)
October 22, 2013	Fountas and Pinnell follow up (Primary and Intermediate)	8:00-11:00 and 11:30-2:30
<b>November 2013</b>		
November 20, 2013	iTeachCafe: Apps for the Classroom	3:00-4:00
November 20, 2013	Fountas and Pinnell Follow Up (Primary and Intermediate)	8:00-11:00 and 11:30-2:30
<b>December 2013</b>		
<b>January 2014</b>		
January 28, 2013	F & P Follow Up: Classroom Observations	During the Day
<b>February 2014</b>		
February 24	Comprehension Strategies (Heinemann)	All Day (k5-2 <sup>nd</sup> Grade)

## **Leadership**

Our principal, Stephanie Lowry, has been an educator for 23 years. Dr. Lowry is a graduate of the University of North Carolina at Pembroke where she received her Bachelor of Education and Master of Education degrees. 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 coming to joining the Duncan Chapel team, Dr. Lowry served as an Assistant Principal and Instructional Coach in Greenville County and as a Teacher Specialist On-Site for the State Department of Education. Her classroom teaching experiences include English Language Arts grades 5 - 8 and Gifted Education grades 3 – 5.

Dr. Lowry met with all grade levels and personnel when she “took the reigns” this fall. She recognized the need for greater staff buy-in if decisions are to lead to substantial school improvement. Our faculty also realized that we needed a 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 grade level chairs, Principal, Assistant Principal, and Instructional Coaches make up the Leadership Team\* which meets monthly to make decisions and communicate to all staff members.

## **Committee Structure**

In the past, the faculty was assigned to one or more of the identified committees. This created difficulties for teachers as they were expected to attend more than one meeting at a given time. Communication between committees was not effective. We therefore have altered the committee structure in order to consolidate our efforts and energies. Our current structure is designed to help us implement our vision for maximum effectiveness.

Considering decisions that need to be made throughout the year, three main areas became evident. The **first** area is that of school processes, which includes connection between our school and our PTA, SIC, business partnerships, public relations and media. The **second** identified area is curriculum and instruction which includes core content areas (math, language arts, social studies, science, and technology), cultural arts, Standards in Practice, MAP, and ESL. The **final** area is that of student and staff services. This includes the “we care” group, discipline, safety patrols, Student Council, After School program, Assistance Team, and counseling services. Having fewer committees, resources could be concentrated to provide sufficient coverage. These three large committees were named:

**School Processes, Curriculum and Instruction, and Staff and Student Services.** These committees meet monthly and support the beliefs, mission and vision of our school. Minutes are then emailed to the entire faculty from each Committee to keep the entire school informed.

### ***The Leadership Team***

School processes will be enhanced through the implementation of the Continuous Improvement Model (Baldrige). Communication and other issues will be facilitated by use of various improvement tools during monthly Leadership Team meetings. The Baldrige Quality Improvement Model gives our administrators, teachers, and students the tools and skills needed for continuous learning and improved academic achievement. The Leadership team ensures that all grade levels and appropriate committees are informed and that issues are brought to the whole group. All grade levels, related arts, support staff and administration are represented as part of the team. The principal and instructional coach will be co-chairpersons. The team will meet once a month with special meetings called as issues arise.

### ***Communication***

The Leadership Team will ensure that clear communication occurs between all committees and other stakeholders. This will be accomplished in a variety of ways: Emails of Committee minutes, DCTV, weekly principal memo, email, web page, PTA newsletter, individual classroom newsletter, and PTA/SIC monthly meetings. All communication will be made accessible to our non-English-speaking population.

It was evident that the staff needed more opportunity to be involved with teachers from other grade levels. To enable this vertical teaming during the school day, peer observations are required by each faculty member. Twice a year, teachers observe a colleague teaching. A feedback response form allows the teacher to take notes of possible strategies, reminders, and ideas. Teachers have felt that this is a very positive experience, increased communication, and want to continue this practice.

### ***Summary of Progress***

Duncan Chapel has made great strides in establishing a vision and providing an effective leadership structure. Our new principal supports these structures and philosophy. All decisions are based on our guiding principles, beliefs, and mission. The rule of thumb with our decision-making structure is when a potential decision will affect others; those people need to be involved in the decision. For instance, if a decision were pending that would impact all staff members, that decision would need to be considered by the leadership team and then presented to the full staff. There are times when the principal makes decisions on her own, and times when teachers in their action teams need to make decisions that impact only their grade levels. Even if the leadership team is not utilized to make a decision, all action team decisions are reported to the leadership team and to the full staff.

### **Next Steps:**

- We will continue to use both formal and informal assessments to guide our awareness, planning, instructional practices, goal setting and evaluation.
- We will “dig deeper” by using the tools that MAP provides such as individual student data, classroom data, grade level data, DesCartes Learning Continuum, and Lexile levels.
- We will continue to train teachers to effectively use data in the classroom, and to learn methods of differentiated instruction.
- We will add additional support personnel through the 2010-2011 Title I plan including another Instructional Coach, Title I facilitator, parent involvement coordinator, and an academic Interventionist.

### **Financial Structure**

Duncan Chapel Elementary School receives a tentative baseline for General Fund Accounts through the Greenville County Schools District. The fiscal year begins July 1. The general fund accounts are determined by the student enrollment in the school. The per pupil expenditure is determined by the finance department and approved by the superintendent and the school board. The school secretary is responsible for the purchasing system, Lawson, which enables her to create purchase orders for payment through the central office.

A budget is proposed which includes allocations for printer/copier expenses, office and classroom paper, consumable instructional materials and supplies for each teacher, and special projects such as technology software and equipment. The funds are allocated throughout the year according to faculty input, grade level requests, and school goals.

Another facet of finance for the school is the Student Activity Accounting system. The school secretary is responsible for setting up and maintaining these accounts through the CSI software application. These accounts include fundraisers and field trips.

A third facet of finance is Title I funding which we received in 08-09, but not in the 09-10 school year. We are now designated as a Title I school for the 2010-2011 school year. These funds are used for professional development, personnel to assist families and teachers, purchasing of new technology such as Promethean Boards, technology software, peripherals, classroom materials, books, and classroom supplies.

## Duncan Chapel Communication Plan

**Goal I: Provide opportunities to receive input, communicate action, and evaluate service between both internal and external publics.**

Activity	Frequency
Conduct meetings with teachers, parents, and other groups to hear their needs and concerns. (Title I, PTA, SIC, business partners)	Monthly
Conduct teacher, parent, and student surveys	Yearly
Organize a Student Council	Bi-monthly
Develop a VIP communications list to distribute and receive important community information	Quarterly
Maintain a Quality Tool (the parking lot) in a convenient location to provide input to administration	Ongoing

**Goal II: Publicize student, school, and district information, achievements, and needs to the faculty, staff, and students (internal).**

Activity	Frequency
Publish Principal's Monday Memo for faculty and staff via email	Weekly
Daily communication for students and staff via DCTV	Daily
Develop a teachers' handbook inclusive of all important dates, duty rosters, procedures, policies, and expectations	Yearly
Conduct grade level meetings	Weekly
Conduct Leadership Team meetings	Monthly
Conduct committee meetings	Monthly

**Goal III: Publicize and provide opportunities for students, school, and district information, achievements, and needs to the public (external).**

Activity	Frequency
Publish and distribute student/parent handbook/school calendar	Yearly
Distribute volunteer handbooks (PTA)	As needed
Prepare and distribute media releases	Ongoing
Publish the Duncan Chapel Chapter (PTA newsletter) for distribution to all students' families	Monthly
Hold special presentations by school clubs/organizations within the community	To be scheduled
Classroom newsletters published to inform parents	Weekly
School website	Ongoing
Teacher websites	Ongoing
Parent-teacher conferences (student-led)	As needed
School improvement council meetings	Monthly
School marquee	Weekly
State school report card	Yearly

Duncan envelopes	Weekly
Maintain an open-door policy to encourage access for parents and community	Ongoing
Hold a school wide First Day Celebration (Meet the Teacher)	Yearly
Schedule PTA programs which showcase students and special events	Monthly
Conduct school building tours for businesses and prospective parents	As needed
Sponsor special activities to honor special publics (moms, dads, grandparents, veterans)	Yearly

**Goal IV: Encourage a caring climate in the school environment.**

<b>Activity</b>	<b>Frequency</b>
Provide a school video for prospective parents and visitors (English and Spanish versions)	Ongoing
Maintain a "Principal's Pick" to highlight student work	Ongoing
Maintain a telephone tree to inform the faculty and staff of important information	Ongoing
Provide the opportunity for teachers and staff to participate in a "secret pal" program	Ongoing
Sponsor special school activities to honor the following <ul style="list-style-type: none"> <li>• Bosses' Day</li> <li>• Teacher's Appreciation Day</li> <li>• Secretary's Day</li> <li>• Nurses' Day</li> <li>• Food Service Workers' Appreciation</li> <li>• Custodian Appreciation Day</li> <li>• Volunteer Appreciation Day</li> </ul>	Yearly

## Partnerships

Most of our current business partners have continued supporting us such as Publix and Chick-Fil-A and others listed below. However, we have added several new “partners” in the community in which we have created “win-win” situations. Our Title I Coordinator, Parent Involvement Coordinator and Title I Social Worker are helping increase our community resources and business partners.

One such collaboration is our partnership with the Chamber of Commerce and the Center for Excellence. Carolina First is a major contributor to the Continuous Improvement (Baldrige) initiative. Another extension of our community efforts has been a collaboration with Share Homeless Services. 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. Mr. Brian Morgan, our Art teacher, spearheads and supervises this project. Mrs. Peggy Atkins, a parent volunteer, also helps in coordination. 75 lunches each week are produced to feed the homeless. Mr. Morgan explains, *“Our goal is to offer assistance to some of the organizations that feed the hungry in our area, increase awareness of hunger within our community, and provide a powerful service learning project for our students. Through education, awareness and actions, concerned individuals can bring about an attitude that will not let hunger exist.”* Duncan Chapel’s students strengthen our community as they begin a life long commitment to helping others and fulfill our mission. This is a definite “win-win” partnership.

**This past fall (2012) was our eighth year for “meet the teacher” activities!** With our theme of “Wild about Learning” we had a kick off to the new school year with lots of activities and information for parents, kids and community members. It was a great success. We plan to continue this as it excites parents and students as they embark on a new school year.

In our school organizational structure, the School Processes Committee continues to build partnerships around student learning standards the school’s vision. This is the team that that coordinates and recruits new community and business partners. This committee also works closely with our Title I Team, SIC (School Improvement Committee), PTA, and all media connections.



*Some of our current partnerships include:*

YMCA Partnership	Tycoon Rice Fire and Sushi Bar
Chick-Fil-A	Publix
Wendy's	Walmart
Sticky Fingers	Bank of Traveler's Rest
Papa Johns	Furman University
McDonalds	Kiwanis Club of Greenville
JC Penney	North Point Community Church
Belk	First Baptist of Greenville
Applebee's	Redeemer Presbyterian Church
Berea First Baptist	
Berea High School Teacher Cadets	
Traveler's Rest High School Teacher Cadets	
Parents and volunteers from the community (Book Buddies)	
Outback Steak House	Share Homeless Services
Pizza Inn	Honey Baked Home

#### **NEXT STEPS**

- We need to further mobilize our family community to help us increase awareness and involvement in their children's education.
- We must ensure that we are connecting to all possible partners in our community that will help us reach our goals.
- We need to ensure our parent, community, and business partnerships are used throughout the school and organized in a way that clearly supports our vision for Duncan Chapel.

## ACTION PLANS

### PASS % WRITING

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

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

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

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 82.7%% in 2012 to 85%% in 2018.

**ANNUAL OBJECTIVE:** Annually increase by .5 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

SCHOOL NAME Duncan Chapel Elem

School Projected	82.7%	X	83	83.5	84	84.5	85%
School Actual	82.7	72.6					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual							

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

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

**PASS % ELA**

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 80.7%% in 2012 to 85% % in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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SCHOOL NAME Duncan Chapel Elem

<b>School Projecte d</b>		82%					85%
<b>School Actual</b>	80.7%	83.4					
<b>District Projecte d</b>	X	X	79.0	80.0	81.0	82.0	83.0
<b>District Actual</b>	78%	80.5					

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

SCHOOL NAME Duncan Chapel Elem

**PASS AVG. ELA\_**

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

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

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

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Project ed Perfor mance	630	635	640	645	650	655	660
Actual Perfor mance							
All Students	665.4	665.1					
Male	660.5	660.6					
Female	670.1	669.6					
White	681.8	678.5					
African-American	650.4	649.4					
Asian/Pacific Islander	n/a	N/A					
Hispanic	648.0	651.6					

SCHOOL NAME Duncan Chapel Elem

American Indian/Alaskan	n/a	N/A					
Disabled	615.0	610.0					
Limited English Proficient	646.5	652.9					
Subsidized Meals	653.6	651.6					

ELA - District - Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.5					

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

SCHOOL NAME Duncan Chapel Elem

**PASS % MATH\_**

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

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 78.6% in 2012 to 82.6% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	78.6	79.6	80.6	81.6	82.6
<b>School Actual</b>	78.6%	77.7					
<b>District Projected</b>	X	X	78.4	79.4	80.4	81.4	82.4
<b>District Actual</b>	77.4	77.3					

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

SCHOOL NAME Duncan Chapel Elem

**PASS AVG. MATH**

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

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

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

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

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Project ed Perfor mance	630	635	640	645	650	655	660
Actual Perfor mance							
All Students	667.6	655.6					
Male	658.7	656.5					
Female	656.5	654.6					
White	669.0	667.0					
African-American	639.7	634.2					
Asian/Pacific Islander	n/a	N/A					
Hispanic	652.5	645.9					



SCHOOL NAME Duncan Chapel Elem

American Indian/Alaskan	n/a	N/A					
Disabled	613.0	598.2					
Limited English Proficient	653.5	628.2					
Subsidized Meals	648.7	641.4					

Math - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Project ed Perfor mance</b>	630	<b>635</b>	640	645	650	655	660
<b>Actual Perfor mance</b>							
All Students	664.8	<b>664.0</b>					
Male	665.3	<b>663.6</b>					
Female	664.3	<b>664.4</b>					
White	677.8	<b>677.3</b>					
African-American	636.8	<b>634.5</b>					
Asian/Pacific Islander	703.1	<b>701.1</b>					
Hispanic	649.0	<b>650.6</b>					
American Indian/Alaskan	668.4	674.4					

SCHOOL NAME Duncan Chapel Elem

Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643.0					

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

**PASS % TESTED**

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

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

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

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0%	100.0%					
Male		100.0%					

SCHOOL NAME Duncan Chapel Elem

Female		100.0%					
White		100.0%					
African-American		100.0%					
Asian/Pacific Islander		N/A					
Hispanic		100.0%					
American Indian/Alaskan		100.0%					
Disabled		100.0%					
Limited English Proficient		100.0%					
Subsidized Meals		100.0%					

% Tested ELA – District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	100.0%					
Male	99.9	100.0%					
Female	99.9	100.0%					

SCHOOL NAME Duncan Chapel Elem

White	99.9	100.0%					
African-American	99.8	100.0%					
Asian/Pacific Islander	99.8	100.0%					
Hispanic	99.9	100.0%					
American Indian/Alaskan	100.0	100.0%					
Disabled	99.2	100.0%					
Limited English Proficient	99.8	100.0%					
Subsidized Meals	99.8	100.0%					

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0%	100%					
Male		100.0%					
Female		100%					
White		100%					
African-American		100%					
Asian/Pacific Islander		N/A					
Hispanic		100%					
American Indian/Alaskan		N/A					
Disabled		100%					
Limited English Proficient		100%					
Subsidized Meals		100%					

SCHOOL NAME Duncan Chapel Elem

% Tested Math – District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100					
Male	99.9	100					
Female	100.0	100					
White	100.0	100					
African-American	99.9	100					
Asian/Pacific Islander	100.0	N/A					
Hispanic	99.9	100					
American Indian/Alaskan	100.0	N/A					
Disabled	99.8	100					
Limited English Proficient	99.9	100					
Subsidized Meals	99.9	100					

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

**PASS % SCIENCE**

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

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 80.7% in 2012 to 85% in 2018.

**ANNUAL OBJECTIVE:** Increase (or maintain) 1 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	81%	82%	83%	84%	85%
<b>School Actual</b>	80.7%	75.2%					
<b>District Projected</b>	X	X	76.9	77.9	78.9	79.9	80.9
<b>District Actual</b>	75.9	77.0%					

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

## PASS AVG. SCIENCE

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

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

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

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	634.6	657.6					
Male	634.4	628.9					
Female	656.5	631.9					
White	669.0	643.8					
African-American	615.5	611.2					
Asian/Pacific Islander	n/a	N/A					

SCHOOL NAME Duncan Chapel Elem

Hispanic	626.8	622.5					
American Indian/Alaskan	n/a	N/A					
Disabled	599.1	578.7					
Limited English Proficient	622.4	628.2					
Subsidized Meals	624.8	617.8					

Science - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Project ed Perfor mance</b>	630	635	640	645	650	655	660
<b>Actual Perfor mance</b>							
All Students	632.8	633.0					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	N/A					
Hispanic	617.0	616.2					



SCHOOL NAME Duncan Chapel Elem

American Indian/Alaskan	640.3	N/A					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

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

**PASS % SOCIAL STUDIES**

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

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 86.4% in 2012 to 86.4% in 2018.

**ANNUAL OBJECTIVE:** Maintain 86 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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School Projected	X	X	86.4	86.4	86.4	86.4	86.4
School Actual	86.4%	85.3					86%
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

PASS AVG. SOCIAL STUDIES

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

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

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

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	657.7	657.6					

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Male	669.5	664.2					
Female	648.3	652.3					
White	670.1	665.6					
African-American	644.4	646.9					
Asian/Pacific Islander	n/a	N/A					
Hispanic	645.8	651.0					
American Indian/Alaskan	n/a	N/A					
Disabled	628.8	601.4					
Limited English Proficient	644.4	647.5					
Subsidized Meals	645.9	644.6					

<b>Social Studies - District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Project ed Perfor mance</b>	630	635	640	645	650	655	660
<b>Actual Perfor mance</b>							
All Students	649.2	655.6					
Male	651.8	658.3					

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Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640.0					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

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

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ITBS

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

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

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

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

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

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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<b>Reading Comprehension Projected</b>	50%	50%	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
<b>Reading Comprehension Actual</b>	47%	59%	57%				
<b>Mathematics Concepts Projected</b>	50%	50%	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
<b>Mathematics Concepts Actual</b>	35%	37%	38%				
<b>Mathematics Problems Projected</b>	50%	50%	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
<b>Mathematics Problems Actual</b>	36%	37%	42%				

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

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<b>Actual</b>							
<b>Mathematics Problems Projected</b>			<b>50<sup>th</sup> %tile</b>	<b>50<sup>th</sup> %tile</b>	<b>50<sup>th</sup> %tile</b>	<b>50<sup>th</sup> %tile</b>	<b>50<sup>th</sup> %tile</b>
<b>Mathematics Problems Actual</b>	<b>58<sup>th</sup> %tile</b>	<b>55<sup>th</sup> %tile</b>	<b>57%</b>				

<b>STRATEGY</b> <b>Activity</b> <b>Math</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b>Indicators of Implementation</b>
Analysis of MAP data to assist with instruction	All Year	Teachers, IC, Principal	N/A	None	Teacher goals (PAS-T Portfolios) students' goals (Data Notebooks)
Implementation of current standards, indicators, and support documents for instructional planning	All Year	Teachers, Principal	Printing Costs	Local Funds	Standards in red notebooks, and use in lesson plans
Begin to implement the Common Core Standards through in all grade levels.	All year	Teachers, Instructional Coaches, Principal	Printing costs, substitutes	Title I funds	Classroom observations, lesson plans, student outcomes and work
Continue use of Accelerated Math with the on line version	All year	Teachers, Principal, IC	\$3,000	Local	Classroom observations, lesson plans, AM reports
Improve, maintain, and expand technological equipment; purchase of laptops, new computers, Promethean boards, Document Cameras	All year	Teachers	\$124,000	District Capital Funds	Use in math classroom instruction, computer lab, and evidence in lesson planning
Share best practices through peer visits and staff meetings	All Year	Principal, teachers	N/A	None	Peer observation form, teacher self-assessment, and meeting notes
Implement hands on Science/Math Fun Night	Each year, Spring	Principal, teachers, Instructional Coaches	N/A	None	Hall graphs of activities, participation by families, observation
Continued use of Baldrige tools for quality improvement in all grade levels, for all subjects and related support areas.	All year	All teachers	N/A	None	Observation in classrooms, evidence in hallways, lesson plans

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Continued use of EveryDay counts math program	All Year	K-5 teachers, Spec Ed SC	N/A	None	Observations in classrooms, evidence in lesson plans
Community in Schools After School Program	September-May	After School Coordinator and Team		United Way Grant	Attendance, post testing
Use of manipulatives and hands on materials	All Year	Teachers	Unknown amount	Title I	Classroom observations
Academic Focus Groups	January-May	Grades 2-5 Teachers	N/A	None	Lesson plans, classroom observations
Implement student goal setting before MAP testing	Fall and Spring	Teachers, students	N/A	None	Goal setting sheets in Data Notebooks
Use of Compass Learning	October-May	Teachers, Lab Instructor	Unknown	District Title I Funds	Reports of use, increased math MAP scores in Spring
Professional Development in the Common Core Standards with grades K5-3 <sup>rd</sup>	Continue district and school based training	Cathy Hale, District Math Coordinator, math Title I Specialists	Minimal	If any, Title I or After school monies	Teacher participation and implementation in the classroom determined by observations of Cathy Hale and Instructional Coaches
<b>ELA/WRITING</b>					
Use of current language arts standards, indicators and support documents for instructional planning	All year	Principal, Teachers, IC	Cost of printing documents	Local Funds	Standards in Red Notebooks, and use in lesson plans
Implementation of CCSS in all areas of literacy	All year	Teachers	N/A	None	Lesson plans, training for new teachers, observations
Enhance our writing and reading program by using strategies that require comprehension skills across the curriculum	All year	Teachers, Special Education teachers, Specialists	N/A	None	Lesson plans and class observations
Conduct grade level meetings to discuss and integrate standards of learning across curriculum	All year Regular meetings	Grade level chairpersons, teachers, IC	N/A	None	Attendance, minutes from meetings
Continue vertical team meetings twice a year to insure a more successful articulation from grade to grade	2 times a year	Principal, Instructional Coach	N/A	None	Attendance, minutes from meetings
Peer visits to learn and implement new strategies from cohorts	2 times a year	Teachers, Principal	N/A	None	Peer Visit Form included in portfolio
Continue use of Baldrige Quality Tools to strive for improved student achievement	All year	Teachers	N/A	None	Photo documentation on website, T:drive, classrooms, student data notebooks, and in portfolios
Poetry Night	October	5 <sup>th</sup> Grade teachers,	N/A	None	Performance at PTA meeting



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		students			
Continue participation of Reading Counts with emphasis on lexile levels and comprehension of 80%	All year	Teachers, Media Specialist	\$300.00 for incentives, end of year celebration	Local Funds	Graphs to track individual, grade level progress, comprehension
Continue to purchase books for the literacy library	All year	Media Specialist, Title I facilitator, ICs	Within budget	Local Funds and Title I monies	Increased number of books in circulation
Communities in Schools After School Program	Sept-May	After School Coordinator, teachers		United Way Grant	Attendance, tracking of grades and MAP scores
Provide field trips/in and out of school	All year	Teachers, Principal	Cost by trip	Local Funds, and Fundraising	Program agenda, lesson plans
Purchase site license for online version of Reading Counts Program					
Improve, maintain, and expand technological equipment; purchase of laptops, Promethean boards, Document Cameras	Fall, 2008	Title I Coordinator	\$40,000	Title I Monies	Distribution and documentation of use in lesson plans
Implement goal setting sessions with each student in Grades 2-5 before MAP testing.	All year	Teachers	N/A	None	Goal setting documents in student data notebooks
RTI (Response to Intervention) in primary grades	All Year	RTI Intervention Teachers, RTI	Teacher Salary	Title I Monies (RTI Teacher)	Universal Screening, Fall, Winter, Spring Benchmarking, and Progress Monitoring, RTI
Compass Learning	All year	Voluntary teachers, Computer Lab Asst.	N/A	Title I Monies	Individual progress of students, documented by lab and classroom teachers
Small Group Instruction for ESOL, Level I and II students	All year	3 Part time ESOL teacher	N/A	District Monies	Goals of students: Moving from one level to the next
Professional Development in the Common Core Literacy Standards with Paula Burgess with 4 <sup>th</sup> -5 <sup>th</sup> grades.	All Year	ELA Consultant Paula Burgess	Minimal	Title I Funds for Substitutes	Improve reading scores on state testing, MAP and in the classroom.
<b>SOCIAL STUDIES</b>					
Use of current language arts standards, indicators and support documents for instructional planning	All year	Principal, Teachers, IC	Cost of printing documents	Local Funds	Standards in Red Notebooks, and use in lesson plans
<b>SCIENCE</b> Use of Science virtual science lab	All Year:	Principal, District personnel	No cost	District	Increase in science achievement scores; Unit tests, PASS

**PROFESSIONAL DEVELOPMENT/Teacher Quality**

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

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain 100% Teacher Quality

**ANNUAL OBJECTIVE:** Provide professional development to support recertification (academic/technology)/CCSS

**DATA SOURCE(S):** Professional Development plan, hiring practices

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

<b>STRATEGY</b> Activity	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b>Indicators of Implementation</b>
Principal will inform all teachers and certified staff regarding their status as highly qualified.	On going	Principal	N/A	None	Met with every teacher
Principal will disseminate all information received from the District Office regarding the requirements of NCLB.	Ongoing	Principal	N/A	None	Handouts, emails, individual meetings
Principal will recruit and hire staff members that are highly qualified, as defined by NCLB.	On going	Principal	N/A	None	100% HQ Staff
Principal and IC attend Shining Stars Event	On going	Principal	N/A	None	100% HQ staff

**STUDENT ATTENDANCE**

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

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

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

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

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

	<b>Baseline</b>	<b>Planning</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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	2011-12	Year 2012-13					
<b>School Projected</b>	<b>X</b>	<b>Maintain</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>School Actual</b>	<b>96.%</b>	<b>96.3%</b>					
<b>District Projected</b>	<b>X</b>	<b>X</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>District Actual</b>	<b>95.9</b>	<b>95.6</b>					

**PARENT SATISFACTION – LEARNING ENVIRONMENT**

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 92.6% in 2012 to 95.0% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .5% percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline	Planning	2013-14	2014-15	2015-16	2016-17	2017-18
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	2011-12	Year 2012-13					
<b>School Projected</b>	<b>X</b>	<b>93%</b>	<b>93%</b>	<b>93.5%</b>	<b>94%</b>	<b>94.5%</b>	<b>95%</b>
<b>School Actual</b>	<b>92.6%</b>	<b>94.5%</b>					
<b>District Projected</b>	<b>X</b>	<b>X</b>	<b>89.0</b>	<b>89.5</b>	<b>90.0</b>	<b>90.5</b>	<b>91.0</b>
<b>District Actual</b>	<b>88.0*</b>	<b>88.1%</b>					

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

**STUDENT SATISFACTION – LEARNING ENV.**

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 92.2% in 2012 to 95.0% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .5 percentage point(s) annually students who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>		<b>X</b>	<b>93%</b>	<b>93.5%</b>	<b>94%</b>	<b>94.5%</b>	<b>95.0%</b>
<b>School Actual</b>	<b>92.2%</b>	<b>91%</b>					
<b>District Projected (ES, MS, and HS)</b>	<b>X</b>	<b>X</b>	<b>83.5</b>	<b>84.0</b>	<b>84.5</b>	<b>85.0</b>	<b>85.5</b>
<b>District Actual (ES and MS)</b>	<b>83.8</b>	<b>82.7</b>					

**TEACHER SATISFACTION – LEARNING ENV.\_**

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 93.5% in 2012 to 95.0% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .5% percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.0%	93.5%	94%	94.5%	95.0%
School Actual	93.5%	95.3%					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

**PARENT SATISFACTION – SAFETY**

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 89.1% in 2012 to 93% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .4% percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91.4%	91.8%	92.2%	92.6%	93.0%
School Actual	89.1%	90%					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8%					

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

**STUDENT SATISFACTION – SAFETY**

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 95.3% in 2012 to 95.3 maintenance % by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.3%	95.3%	95.3%	95.3%	95.3%
School Actual	95.3%	95.6%					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

**TEACHER SATISFACTION – SAFETY**

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who feel safe at school during the school day from 93.5% in 2012 to 98% by 2018.



**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point(s) annually teachers who feel safe at school during the school day.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	<b>X</b>	<b>X</b>	<b>94.0%</b>	<b>95.0%</b>	<b>96.0%</b>	<b>97.0%</b>	<b>98.0%</b>
<b>School Actual</b>	<b>93.5%</b>	<b>94.0%</b>					
<b>District Projected</b>	<b>X</b>	<b>X</b>	<b>98.5</b>	<b>98.5</b>	<b>98.5</b>	<b>98.5</b>	<b>98.5</b>
<b>District Actual</b>	<b>98.9</b>	<b>98.3</b>					

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Maintain a school wide color-coded disciplinary system	All Year	Teachers, staff, administration	None	N/A	Discipline logs in classrooms, student data notebooks, and referral records
Teachers monitor and address student behavior	All Year	Teachers, Counselor, Administrators	None	N/A	Charts, graphs, and logs
Enforce a school wide Code of Conduct called "Great Expectations"	All Year	All faculty and staff members	None	N/A	Observation
Multi-faceted guidance lesson and programs in classroom	All Year	Guidance Counselor	None	N/A	Observation
Student involvement in school programs to develop leadership: Student Council, Red Ribbon Week Activities, DC T.V., Safety Patrols	All Year	Various faculty members and staff	None	N/A	Participation and observation
First Day Event	August	All teachers, faculty, staff, parents	\$1,000	PTA –Local Funds	Participation
Provide PTA functions that actively involve students sharing their learning	All year	Principal, PTA, Related Arts teachers, Grade level teachers, students	None	N/A	Monthly calendar to include PTA functions with student performances, Attendance at functions
Provide Parent Involvement Coordinator to assist parents of	All Year	Parent Involvement Coordinator, Title	Coordinator salary	Title I	Involvement of parents at conferences, events,

<b>Hispanic and other families</b>		<b>I Coordinator</b>			<b>programs and PTA</b>
<b>Increase number of business/community partners</b>	<b>All Year</b>	<b>PTA, Title I Coordinator, Social Worker, Counselor</b>	<b>N/A</b>	<b>None</b>	<b>Participation and attendance</b>
<b>Continue “Bag Lunch” program to feed the homeless</b>	<b>All Year</b>	<b>Brian Morgan, students, parents</b>	<b>Donations</b>	<b>PTA and business partners</b>	<b>Participation and attendance</b>
<b>Participate in the Empty Bowls project in support of community SHARE.</b>	<b>January</b>	<b>Brian Morgan, students, teachers, parents</b>	<b>Donations of soup dinner, and supplies</b>	<b>PTA, Business and community partners</b>	<b>Participation and attendance</b>
<b>Encourage participation in family activities:</b> *Doughnuts for Dads *Muffins for Moms *STAR Student Celebration *Terrific Kids	<b>Through the Year</b>	<b>Principal, PTA, Faculty</b>	<b>\$500.00</b>	<b>Local and PTA Funds</b>	<b>Participation, Photos on Website</b>
<b>Distribution of Duncan Chapel Newsletter</b>	<b>Monthly</b>	<b>PTA</b>	<b>\$1500</b>	<b>PTA Funds</b>	<b>Newsletter distribution</b>
<b>Participation in School wide Recycling Program</b>	<b>Weekly</b>	<b>Brian Morgan, Teachers, students, Lisa Parish, and parent volunteers</b>	<b>Cost of bins</b>	<b>Greenville County Grant Funds</b>	<b>Participation by classes, schools, data collection, competitions, and announcements</b>
<b>Parent Conference Evening Hours</b>	<b>Twice a year: Fall, Spring</b>	<b>Principal, teachers</b>	<b>None</b>	<b>N/A</b>	<b>Participation logs of teachers</b>
<b>Parent Workshops on various topics</b>	<b>All Year</b>	<b>Title I Coordinator and staff</b>	<b>\$1,000</b>	<b>Title I Funds</b>	<b>Participation of events</b>
<b>Veteran’s Day Celebrations to honor armed service personnel,</b>	<b>November</b>	<b>Teachers, Volunteers</b>	<b>None</b>	<b>N/A</b>	<b>Classroom observation of activities</b>

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<b>and veterans</b>					
<b>Parent Conferences</b>	<b>All Year</b>	<b>Teachers, Staff</b>	<b>None</b>	<b>N/A</b>	<b>Logs of teachers,</b>
<b>Student Led Conferences</b>					<b>Assistance Team</b>
<b>Weekly grade level newsletters</b>	<b>All Year</b>	<b>Teachers</b>	<b>None</b>	<b>N/A</b>	<b>Copies of newsletters</b>
<b>School website to inform parents</b>	<b>All Year</b>	<b>Webmaster, Alex Payne</b>	<b>None</b>	<b>N/A</b>	<b>Viewing of updated website</b>
<b>Book bag food program for identified low income students.</b>	<b>All Year</b>	<b>Brana Myers, First Baptist Church of Greenville</b>	<b>None</b>	<b>First Baptist Church of Greenville</b>	<b>Participation and attendance</b>

# APPENDIX A



## SC Annual School Report Card Summary

Duncan Chapel Elementary  
Greenville County  
Grades: K-5 Enrollment: 603  
Principal: Regenia McClain  
Superintendent: Mr. Burke Royster  
Board Chair: Mr. Chuck Saylor

### PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.educ.gov](http://www.educ.gov) and [www.scschools.gov](http://www.scschools.gov), as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
2013	Good	Average	General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Good	Good	TSD	TSD	S	N/A
2011	Good	Average	Silver	N/A	A	Reward
			Silver	N/A	Not Met	N/A

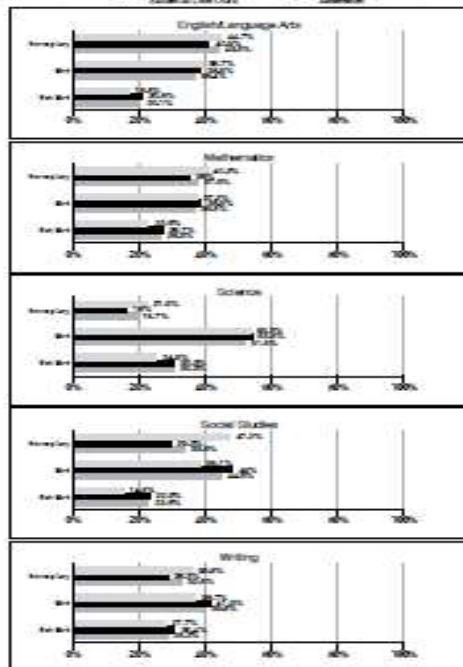
### ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
13	43	69	5	1

\* Ratings are calculated with data available by 11/5/2013. Schools with Students Like Ours are Elementary Schools with Poverty Index of no more than 2% above or below the index for this school.

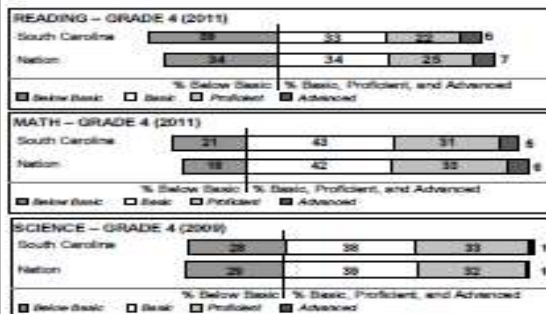
### PASS PERFORMANCE

Our School Elementary School with Students Like Ours Elementary schools statewide



### NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



### SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

**Duncan Chapel Elementary [Greenville County]****SCHOOL PROFILE**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=636)</b>				
Retention rate	0.0%	Up from 0.7%	1.1%	0.3%
Attendance rate	95.3%	Down from 95.7%	95.1%	95.3%
Served by gifted and talented program	0.0%	N/A	0.0%	7.2%
With disabilities	14.2%	N/A	14.1%	12.4%
Older than usual for grade	1.3%	N/A	2.4%	1.3%
Out-of-school suspensions or expulsions for violent and/or criminal offense	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	73.0%	Up from 57.0%	61.2%	62.0%
Continuing contract teachers	61.0%	Down from 60.0%	64.2%	60.3%
Teachers returning from previous year	66.0%	Down from 66.0%	66.1%	66.3%
Teacher attendance rate	93.1%	Down from 95.0%	94.6%	95.0%
Average teacher salary*	\$47,660	Up 4.6%	\$46,250	\$46,153
Classroom not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	14.3 days	Down from 15.8 days	11.5 days	11.0 days
<b>School</b>				
Principal's years at school	15.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 19.1 to 1	20.1 to 1	20.1 to 1
Prime instructional time	88.0%	Down from 91.4%	89.0%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Costs spent per pupil**	\$7,291	Up 13.0%	\$7,471	\$7,364
Percent of expenditures for instruction**	85.0%	Down from 87.1%	87.0%	86.0%
Percent of expenditures for teacher salaries**	65.0%	Up from 64.4%	65.0%	65.0%
USCA composite index score	63.7	Down from 61.6	67.3	66.0

\* Length of school = 185+ days  
 \*\* Prior year's school data available

**EVALUATION RESULTS**

	Teachers	Students*	Parents*
Number of surveys returned	42	89	55
Percent satisfied with learning environment	97.7%	91%	94.5%
Percent satisfied with social and physical environment	95.9%	96.6%	91.3%
Percent satisfied with school-home relations	78.6%	87.7%	92.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eec.sc.gov](http://www.eec.sc.gov) as well as school and school district websites.

Printed versions are available from school districts upon request.

**Abbreviations Key**

N/A Not Applicable N/W Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample T/B To be determined  
 CBI Newly Identified CBI Continuing School Improvement CA Corrective Action RP Plan in Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Duncan Chapel's state-of-the-art facility provides increased opportunities for students to integrate technology, the arts and literature into stimulating learning experiences. As a result of our continuing Title I status, Duncan Chapel is able to sustain lower student-teacher ratios in multiple grade levels, provide additional support for students in math and reading through the RTI program, hire an additional instructional coach for the primary grades, and provide much needed technology and instructional supplies that directly benefit our students. Title I funding also provides professional development for the teaching staff, and many opportunities for parents to receive training and to be more involved in the experience of public education. Additionally, Title I funding provides a bilingual parent involvement coordinator to strengthen the relationship between home and school. Our school-wide accomplishments include the following: Implementation of the Baldrige Medal of Continuous Quality Improvement, recognition as a 2013 Safe Kids School by the Greenville Children's Hospital, Reading Intervention Teachers in Grades K-3rd, and an After School Program by Communities in Schools. Brian Morgan, art teacher, was named as a Top Ten finalist for the 2012-13 district Teacher of the Year. Duncan Chapel partnered with First Baptist Church to implement the Mission Back-Pack and Weekend Feed Bag programs. As a data-driven school, our school leadership team develops yearly goals, objectives and strategies for our students. During the 2012-13 school year, it is our goal to increase student achievement in the area of math and language arts.

Regenia McClain, Principal and Brana Myers, SIC Chairperson

**"Destiny is not a matter of chance; it is a matter of choice."  
-- William Jennings Bryan**