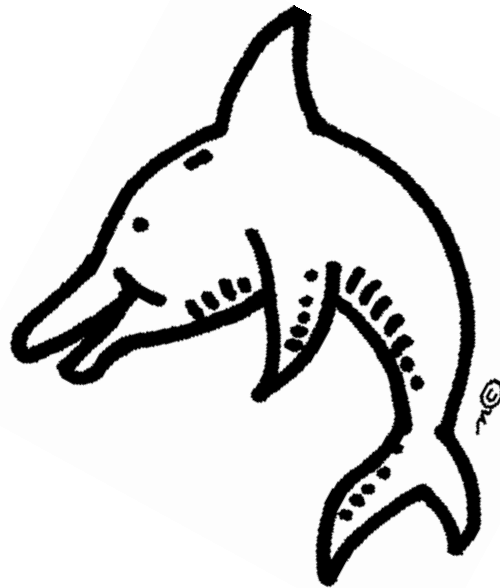


Duncan Chapel Elementary



Dr, Stephanie Lowry
Greenville County Schools
Mr. Burk 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: 2015-16 (*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

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Cathy Grills		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Stephanie Lowry		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 210 Duncan Chapel Road, Greenville, SC 29617

SCHOOL'S TELEPHONE: (864) 355-2700

PRINCIPAL'S E-MAIL ADDRESS: slowry@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Dr. Stephanie Lowry
2. TEACHER	Mrs. LaVisha Youmans
3. PARENT/GUARDIAN	Mrs. Sheila Motes
4. COMMUNITY MEMBER	Mrs. Karen McCarter
5. SCHOOL IMPROVEMENT COUNCIL	Mrs. Mrs. Cathy Grills
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Mr. Carlos Littlejohn
Instructional Coach	Mrs. Nicki Thompson
Instructional Coach	Ms. Tawanda Wells
Media Specialist	Mrs. Jennifer Sanders
Title I Facilitator	Mrs. Heather Gettys
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, PAS-T (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, PASS and ACT). 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 on a “as needed” basis 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 the 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. The spring of 2013, we dropped to a “B.” Based on Spring 2014 data, however we regained our “A” rating and were labeled “Excellent!” on our state report card.

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.

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 and part time worker, who have full caseloads-- 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.

Accomplishments and Results

* In the Spring of 2015, we were selected to participate in “Make Summer Count” reading initiative consisting of a “Book Giveaway Fair,” where all Duncan Chapel students receive 10 books to take home and keep in their family libraries.

*In 2014, we have received several grants in conjunction with community partners to increase the participation of local businesses, city planners and other groups.

*In 2014, several of our teachers have received Donors Choose Grants and the school has received a reading PEP grant which assists schools in obtaining additional instructional materials.

*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 5th 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 currently houses 670 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 workers, 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 (Community in Schools).



Duncan Chapel Staff

The staff at Duncan Chapel includes 30 regular classroom teachers, 4 special education teachers, 2 speech therapists, 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	3	1	1				
1	3	1	2					
2	1	2	1		1			
3	1	2	2					
4	1		1		1		1	
5	1		2				1	

Teachers with 1-5 years experience adds to 16. Ten teachers have 6-10 years of experience, five have from 11-25 years. It is a new faculty with much enthusiasm, but much to learn.

Additional personnel include the principal, assistant principal, instructional coaches, guidance counselor, Title I facilitator, Title I Social Worker, parent involvement coordinator, Greenville Mental Health Caseworkers, 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 24 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.



Our Assistant is Mr. Carlos Littlejohn who started at Duncan Chapel in the Fall of 2014. His education and experiences include:

Furman University

Education Specialist Degree in School Leadership, May 2014

Furman University

Non-Degree Certificate in School Leadership, May 2009

University of North Carolina at Charlotte

Master of Education in Teaching English as a Second Language, December 2005

Winthrop University

Bachelor of Science in Elementary Education, December 2000

CERTIFICATION

Superintendent
Elementary Supervisor
Elementary Principal
Elementary Education

EXPERIENCE

Greenville County School District

Assistant Principal	Duncan Chapel Elementary School	2014 – Present
Assistant Principal	Monarch Elementary School	2012 – 2014
Administrative Assistant	Stone Academy of Communication Arts	2008 – 2012



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 Program

We are fortunate to have the Communities in School program at our school to provide extra assistance to identified populations. “Communities in Schools” (CIS) is 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 is School After program at Duncan Chapel Elementary originally had 32 students in 2006. Currently (Spring 2015), we have 58 students who participate. We have students from 2nd-5th grades, and along with the site coordinator, four teachers help students with homework and life skills. The program runs Monday through Thursday, from 2:30-5:00.

Race	Spring 2013	Spring 2014	Spring 2015
African American	26%	25%	25%
Caucasian	13%	14%	21%
Hispanic	53%	50%	50%
Mixed	4%	7%	2%
Other (Asian)	4%	4%	2%

Educational Levels	Spring 2013	Spring 2014	Spring 2015
Elementary	11%	15%	15%
Middle	19%	16%	14%
Some High School	36%	33%	34%
High School or GED	27%	25%	29%
Some College	7%	11%	2%

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 2015) is 670. 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 65% of our population in 2008-2009 to a current rate (Spring of 2015) of 80%.

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Status						
Free Meals	71.5	73.0	73.0%	75%	75%	80%

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
White	44%	43%	47%	46%	44%	41%
Black	26%	26%	22%	21%	26%	24%
Hispanic	22%	22%	24%	24%	23%	26%
Asian				2%	2%	2%
Multi-racial	8%	9%	7%	7%	5%	7%

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, 26% 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"

or "survival" English. 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. Incoming students who may be designated as ELLs (English language learners) are given the W-APT (WIDA-ACCESS Placement Test) as an English proficiency "screener." ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is given each spring 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 (K5-1st grade) and an emotionally disabled class (grades 3-5). Duncan Chapel has two full time resource teachers and two part time speech-language pathologists. 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. We are able to use the Inclusion model for most 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 2015.

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, and student goal setting. 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 and Stephanie Burdette (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 have provided additional training by Susan Zimmerman and her staff from Heinemann on 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 skills are integrated into our social studies (history) and science content.

***Per the district's requirement** to have all schools trained in Fountas and Pinnell, a consultant, paid by the District, has observed all our teachers teaching a guided reading lesson. Feedback has also been provided to the teachers. This feedback has continued through this year: 2014-2015.

***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. In addition to having access to the laptop lab upstairs, our Related Arts technology teacher regularly updates the teachers on progress regarding reinforcement of a certain skill. This is a reinforcement strategy, not our core program which remains Go Math! (Houghton Mifflin).

*** 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. This year, several of our teachers were awarded a set of 5 I pads which they use in the classrooms to support instruction. We have designated Kindergarten, 1st, 2nd, 3rd and 4th grade teachers participating.

In the year 2015-2016, we will begin implementation to a one-to-one initiative: ***Personalized Learning Devices***. A technology device provided by the district, will be available to all students. For grades K-2, students will receive an I-pad and Grades 3-5 will have a mini laptop. Teacher and student training regarding the maintenance and use will begin in the Summer of 2015.

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
Use of up-to-date technology to enhance learning

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 26%. 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 2015-2016.. We have a Title I Parent Coordinator who serves all students, but particularly the Hispanic population, as she is a native, Spanish speaker.

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 workers, 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. We do not know the implications of ACT testing.

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 3rd, 4th, and 5th **Math** scores are slightly lower than scores for ELA.
- 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.

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 in 2012, and in 2013 we dropped to the federal rating of “B.” In Spring 2014, we were an “Excellent School” with a Rating of an “A.” This is a testament to the continual hard work of teachers and staff.**

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

Data Analysis and Needs Assessments 2013-2018

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, and now ACT Aspire testing. 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!

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 3-5th 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. Although our state has adopted new “SC” state standards, our teachers will continue to teach at a higher and deeper level to maintain strong achievement.

Where we are . . .

Data used by Teachers

Pre /Post Tests
District Benchmarks
Fountas & Pinnell
Johns Reading Inventory
MAP/PASS

- Instructional planning
- Differentiated instruction
- Grouping purposes during L/E block

AIMSweb

- Build intervention groups
- Progress monitoring

Data used by Students


Data Notebooks

- Track pre/post test data
- Behavior
- Accelerated Math
- Reading Counts goals
- Student goal setting

MAP Data

STUDENT PERFORMANCE DATA-MAP

	2011-2012			2012-2013			2013-2014		
	Percentage growth previous	Fall Admin RIT	Spring Admin RIT	Percentage growth previous	Fall Admin RIT	Spring Admin RIT	Percentage growth previous	Fall Admin RIT	Spring Admin RIT
Grade 2									
Reading	60.8%	169.9	185.8	60.6%	174.3	189.3	60.2%	170.2	186.1
Math	46.4%	174.1	186.2	39.6%	176.1	187.4	59.8%	172.5	186.7
Grade 3									
Reading	55.1%	188.3	199.1	60.0%	186.1	198.3	55.9%	186.5	197.8
Math	78.9%	187.3	200.6	63.0%	187.9	200.8	58.4%	187.1	198.2
Grade 4									
Reading	58.1%	201.3	208.8	52.6%	199.7	206.8	71.7%	195.7	205.9
Math	53.8%	203.6	212.4	59.5%	199.8	209.5	56.7%	199.0	208.5
Grade 5									
Reading	66.7%	206.4	214.9	61.4%	209.1	216.1	64.0%	203.8	211.7
Math	59.3%	211.4	220.8	55.2%	213.3	222.0	54.7%	207.1	215.7



School Goals

- **During the 2014-2015 school year, the percentage of students (grades 2-5) meeting/exceeding Target RIT on MAP reading will be maintained at 62.9% (259 out of 412) or will increase.**
- **During the 2014-2015 school year, the percentage of students (grades 2-5) meeting/exceeding Target RIT on MAP math will be maintained at 57.5% (236.9 out of 412) or will increase.**

Student Data Analysis (Previous-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 2012-2014 (PASS Spring Scores)

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. However, in the Spring of 2014, we received an “A” rating.

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

	2012	2013	2014
ELA			
Grade 3	84.2	82.8	84.3
Grade 4	80.4	79.7	81.4
Grade 5	77.5	87.5	84.6
Math			
Grade 3	76.3	69.7	78.0
Grade 4	80.4	81	76.5
Grade 5	78.8	83	79.5
Science			
Grade 3	71.1	65.3	60.7
Grade 4	89.2	77.2	82.4
Grade 5	70.7	81	70.0
Social Studies			
Grade 3	86.8	94.1	80.0
Grade 4	91.4	88.6	94.1
Grade 5	74.4	69.6	78.9
Grade 3		66	79.1
Grade 4		70.9	54.5
Grade 5	82.7	80.7	85.0

Our district leaders have changed the “measure” of analyzing our success. This year (2015) we had school goals that were based on PASS scores. When this was changed mid-year, our school developed goals around the MAP assessment.

Additional Data Information

Due to increased accountability for intermediate grade students and more stringent state reading legislation, it has become apparent that we must look at the primary grade data in a more systematic way. Data from AIMSWeb and the reading benchmark, Fountas and Pinnell, has helped us make more informed instructional decisions as well as identify students that may need additional support and/or intervention.

Taking these factors into consideration, we have worked diligently to create a schedule that maximizes intervention services without interrupting core instruction. According to the mid-year data and records for first grade, the majority of students performing below grade level are receiving additional services in reading. These services vary from ESOL, RTI, and/or resource

(pull-out and/or inclusion). Students receive this help on top of the individualized instruction from their classroom teacher.

The chart below indicates the percentage of first grade students performing below, on, and above grade level expectation from the beginning of the year (Fall) to Mid-Year (Winter) for the 2014-2015 school year.

Beginn g of Year	Below (Pre-A – C)	Meeting(D-E)	Exceeding (F and above)	Total Students:
	71 (61%)	19 (16%)	27 (23%)	118
Mid- Year	Below (G and below)	Meeting (H)	Exceeding (I and above)	Total Students:
	65 (56%)	9 (8%)	43 (37%)	117

The chart below indicates the percentage of second grade students performing below, on, and above grade level expectation from the beginning of the year (Fall) to Mid-Year (Winter) for the 2014-2015 school year:

Beginn g of	Below (Pre-A – C)	Meeting(D-E)	Exceeding (F and above)	Total Students:
	46 (47%)	21 (21%)	31 (32%)	98
Mid- Year	Below (G and below)	Meeting (H)	Exceeding (I and above)	Total Students:
	39 (42%)	20 (22%)	33 (36%)	92

We include this data for primary grades because we know we have to “build” achievement and success, one year at a time.

Our district leaders have changed the “measure” of analyzing our success. This year (2015) we had school goals that were based on PASS scores. When this was changed mid-year, our school developed goals around the MAP assessment.

IOWA SCHOOL SUMMARY

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

South Carolina Grade 2 Gifted and Talented Testing Program



SCHOOL SUMMARY
Iowa Assessments™
 South Carolina Grade 2 Gifted and Talented Testing Program

School: Duncan Chapel Elem
 District: GREENVILLE COUNTY

Form Level: F-7
 Test Date: 11/20/14
 Norms: 06/23/2011
 Grade: 2 Page: 1

	English Language Arts						Mathematics			CORE COM- POSITE	Social Studies	Science	COM- PLETE COM- POSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Math- matics	Compu- tation	MATH TOTAL			
Duncan Chapel Elem 2301051 Level: 7													
Iowa Assessments/CogAT													
Number of Students Included	96							95					
Average Standard Score (SS)	155.4							155.1					
Average Predicted Standard Score (PSS)	154.8							151.9					
Difference (SS-PSS)	0.6							3.2					
National Percentile Rank of Average SS	51							49					
National Percentile Rank of Average PSS	49							41					
Difference (NPR-PNPR)	2							8					
Iowa Assessments													
Number of Students Tested = 101													
Number of Students Included	97							96					
Average Standard Score (SS)	155.5							155.4					
National Percentile Rank of Average SS	51							50					
Percent of Students in NPR Range 75-99	24							26					
50-74	26							28					
25-49	23							29					
1-24	28							17					
National Stanline of Average SS	5							5					



SCHOOL SUMMARY
Cognitive Abilities Test™ (CogAT®)
 South Carolina Grade 2 Gifted and Talented Testing Program

School: Duncan Chapel Elem
 District: GREENVILLE COUNTY

Form Level: 7-8
 Test Date: 11/20/14
 Norms: Fall 2011
 Grade: 2 Page: 1

	Number of Students Included	Average USS	AGE SCORES				GRADE SCORES				APR of Building Average Graph			
			Average SAS	PR	S	PR	S	PR	S		25	50	75	99
Duncan Chapel Elem	97	172.7	95.3	46	5	49	5	46						
Level: 8	96	171.9	96.6	47	5	52	5	47						
Number of Students Tested = 101	97	179.0	103.4	51	5	54	5	51						
Composite (VQR)	96	174.4	98.7	47	5	48	5	47						

ITBS 2014

Scores in 2014 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.

In addition, in looking at the limited data from ITBS, it is noted that our students are performing at an average rate, commensurate with national norms. Our reading achievement scores are slightly higher than our math scores. In the CogAT report, our students (2nd grade only) seem to overall higher nonverbal ability compared to verbal ability. This is true to what we see in most of our students; their learning styles and how they approach tasks require more hands on and movement activity than strictly paper and pencil to be successful. It would be interesting to see if we gave this test in 4th or 5th grade if results continue to reflect this data.

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 two special education resource teachers to work with special needs students. These resource teachers work primarily in collaboration with classroom teachers, providing both inclusion and pull out programming. 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. This is an ancillary, reinforcing program to serve as a motivation to continually read. Each grade level has set goals for students to reach.
- 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 program is web based and students are able to move at their own pace and advance through the objectives as they are able. Teachers can monitor and adjust assignments as needed.
- We have RTI (Response to Intervention) program for reading in Kindergarten, 1st, and 2nd 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. This year, the State Dept also gave us a part time literacy teacher who assists with Kindergarten students.
- 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. We have had several webinars related to Project Read to train new teachers as well.
- For additional support beyond the school day, our school has an *After School Program, Communities in Schools*, for 2nd, 3rd, 4th and 5th graders who performed below basic on the PASS test the previous year, or who are recommended by classroom teachers. 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 other experiences in

health, and self improvement skills. They have several field trips (in house and outside) during the school year.

Reading and Language Arts Instruction

A balanced reading/language arts program 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. In the fall of 2013 we were trained by Susan Zimmerman, who co-authored Mosaic of Thought. As follow up, we had several sessions with Tina Gordon, also from Heinemann Company who concentrated on the Keys to Comprehension, as well as the reading and writing connection. We feel like these trainings were extremely beneficial. 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.

We use information from the Atlas Rubicon portal that the district provides, as well as our current reading series from Houghton Mifflin.

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, 3rd ed. New York: Allyn Bacon, 2003.

7 Keys to Comprehension

Mosaic of Thought

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. We will now move again to new standards during the 2015-2016 school year. Teachers will be expected to attend district trainings.

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.

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. Many have been trained in Framing your Thoughts, which is applied writing techniques. We hope to offer this DVD series again for other interested teachers.

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. 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.

Vertical Articulation

Our teachers in grades 2 and 3 realized early in the school year some gaps that were evident in the teaching of writing. Coaches have worked together to provide time for these teachers to "study" the issues, and come up with common continuum and focus for writing. Another goal is for teachers to use "common language" and procedures as they teach writing. We hope that this will provide more consistency for students. The "group" has met together 4 times so far and will have 2 more meetings to come to consensus about how to have a more seamless curriculum between grade levels. Next year, 2015-2016, we hope to expand these groups to include a 3-4 group and a 1st and 2nd grade group. This type of "PLC" (Professional Learning Community) provides the time for teachers to teach teachers, and work together for a common purpose.

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 is a web based program and 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, and student goal setting. 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. All teachers have a Promethean Board, document camera and lap tops. We have 2 technology labs, one serving as a Related Arts and is taught by a certified teacher. Several teachers participated in the I-pad initiative which gave 5 I-pads to the classroom teacher to use in her instruction. These were provided by Title I monies. Next year, 2015-2016, we have been chosen by the district to have one-to one initiatives in all grade levels. This will mean personal technology devices for all students. In kindergarten through second grade, the technology will be I-pads. In grades three, four and five, students will have a lap top assigned to them. Our Title I district technology professional, Charlotte Sauls, will help us develop the plan for this initiative as we “roll out” the technology to students. This will require additional professional development for all teachers.

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, Learn360, 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 2014-2015

July/August 2014		
July 29 & 31, 2014	K5 Screening Assessment Training/Administering	8:00 – 9:00
August 5 & 7, 2014	K5 Screening Assessment Training/Administering	8:00 – 9:00
August 11, 2014	New Teacher Orientation	9:00-11:30
August 14, 2014	Duncan Chapel Behavior Plan	3:00-4:30
August 28, 2014	Fountas and Pinnell Benchmark Assessment Training	Primary Teachers, 3:00 – 4:00
September 2014		
September 2014	Assistance Team Meeting	During Grade Level Planning
September 17, 2014	Special Education: Inclusion Models	3:00-4:30
September 18, 2014	Winning Webpages	3:00-4:30
September 25, 2014	Debbie Jarrett: Web 2.0 Tools	During Grade Level Planning
October 2014		
October 15, 2014	Technology Survey with Title I Technology Coordinator	During Grade Level Planning
October 20, 2014	Accelerated Math	3:00-4:30
October 22, 2014	Technology Round Tables	3:00-4:30
November 2014		
November 5, 2014	Fountas and Pinnell Literacy Observations	Scheduled during the day
November 11, 2014	Project Read Webinar: Report Form (Informational Text)	During the day, TBD ^{1st} , 2 nd , and teachers: Neubauer, O'Brien, Tinklepaugh, and Auger
November 17, 2014	Math Observations/Coaching with Stephanie Burdette (District Math Coach)	During the day 8 - 2(math instruction); 2 nd and 3 rd teachers
November 18, 2014	Math Talk with Stephanie Burdette (District Math Specialist)	3:00 – 4:00
November 19, 2014	Balanced Literacy observation/grade level coaching with Paula Burgess (District ELA Specialist)	During the day; Kindergarten teachers
November 20, 2014	Book Room Scavenger Hunt	Primary Teachers, 3-4:30

December 2014		
December 2, 2015	Vertical Articulation: Math	3 – 4; 2 nd and 3 rd teachers
January 2015		
January 14, 2015	Guided Reading Model Lesson with Paula Burgess (District ELA Specialist)	11:45 – 12:00; 1 st teachers
January 29, 2015	Vertical Articulation: Writing	3 – 4:30; 2 nd and 3 rd teachers
February 2015		
March 2015		
March 4, 2015	Vertical Articulation: Writing	3 – 4:30; 2 nd and 3 rd
March 18, 2015	Project Read: Story Form Webinar	8 – 2; 1 st , 2 nd , and select teachers (Neubauer, O'Brien, Tinklepaugh, and Auger)
March 24, 2015	Balanced Literacy Coaching with Debbie Magoulick (Heinemann Consultant)	Selected teachers from K5, 2 nd , and 3 rd
March 25, 2015	Vertical Articulation: Writing Instruction	3 – 4:30; 2 nd and 3 rd teachers
April 2015		
April 20, 2015	ACT Test Training	3 – 4:00, Intermediate Teachers and Proctors
April 29, 2015	Vertical Articulation: Writing	3 – 4:30; 2 nd and 3 rd
May 2015		
May 4, 2015	PASS In-Service	3 – 4; Intermediate Teachers and Proctors
May 6, 2015	Personal Learning Initiative Vision Training	3 – 4; Primary Teachers
May 13, 2015	Personal Learning Initiative Vision Training	3 – 4; Intermediate Teachers

Leadership

Our principal, Stephanie Lowry, has been an educator for 24 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.

Summary of Progress

Duncan Chapel has made great strides in establishing a vision and providing an effective leadership structure. Our 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 receive each year. These funds are used for professional development, technology, personnel to assist families and teachers and purchase reading and math materials.

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.

Activity	Frequency
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"> • Bosses' Day • Teacher's Appreciation Day • Secretary's Day • Nurses' Day • Food Service Workers' Appreciation • Custodian Appreciation Day • Volunteer Appreciation Day 	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 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 (2014) was our ninth year for “meet the teacher” activities! With our theme of “SAIL (Serve, Achieve, Inspire, Learn) Into Success” 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.

ACT ASPIRE 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 each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	Baseline 2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE READING

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	Baseline 2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE 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: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

% Tested ELA – School	Baseline 2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				

American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				

Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				

American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				

Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

SCPASS 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: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

SCPASS 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: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

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: Meet or exceed the national norm of 50th 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 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	51%			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	50%			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile			

Fall 2014 students began taking a new form of the ITBS

<u>STRATEGY</u>					
<u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Math					
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
Implement new standards as well as the Common Core Standards in all grade levels with rigor and high expectations	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 web based version.	All year	Teachers, Principal, IC	\$3,000	Local	Classroom observations, lesson plans, AM reports
Implement one-on-one technology "Personalized Learning" initiative	All Year	Principal	N/A	District	Participation in PD, lesson plans, student work,
Share best practices through PLCs, 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 continuous improvement 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
Continued use of EveryDay Counts math program; hands on instruction techniques	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
Vertical planning groups	All Year	Teachers, Instructional Coaches	N/A	None	Attendance, Participation
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
“On the Spot” Professional Development in the classroom	Continue district and school based training	Stephanie Burdette District Math Coordinator	None	If any, Title I or After school monies	Teacher participation and implementation in the classroom determined by observations of Stephanie Burdette along with Instructional Coaches
Implement a 5-Ipad classroom initiative	All Year	Principal, select teachers, ICs, Title I technology facilitator	\$12,000	Title I	Lesson plans, student work, observation
ELA (Reading, Writing, English)					
Professional Development in standards with grades K5-3 rd	Continue district and school based training	Paula Burgess, District Title I ELA Coordinator	Minimal	If any, Title I or After school monies	Teacher participation and implementation in the classroom determined by observations of Paula Burgess along with Instructional Coaches
Implementation of best practices 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 meeting 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 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 th Grade teachers, students	N/A	None	Performance at PTA meeting

SCHOOL NAME Duncan Chapel Elem

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
Implement one-on-one technology "Personalized Learning" initiative	All Year	Principal	N/A	District	Participation in PD, lesson plans, student work,
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 (2 RTI Teachers)	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	Full time ESL	N/A	District Monies	Goals of students: Moving from one level to the next
Implement a 5-Ipad classroom initiative	All Year	Principal, select teachers, ICs, Title I technology facilitator	\$12,000	Title I	Lesson plans, student work, observation
Project Read Implementation (Report/Story Forms)	All Year	ICs, Teachers	\$5600	Title I and local funds	Lesson plans, observation, student work
Social Studies					
Use of current language arts standards, indicators and support documents for instructional integration/ planning	All year	Principal, Teachers, IC	N/A	N/A	Lesson plans
Science Use of Science virtual science lab	All Year:	Principal, District personnel	No cost	District	Increase in science achievement scores; Unit tests, PASS

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: To maintain a 100% highly qualified faculty and staff.

ANNUAL OBJECTIVE: To hire "new" teachers and professional staff that are highly qualified.

DATA SOURCE(S): Personnel records, professional development, hiring practices

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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
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 – School Profile page – Students section

	Baseline 2011- 12	Planning Year 2012-13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.0 %	96.3%	96.5				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

PARENT SATISFACTION – LEARNING ENV.

☐ 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% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 96% percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	93%	96%	96%	96%	96%
School Actual	92.6	94.5%	96.5%				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 92.2% in 2012 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 95% percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X		95%	95%	95%	95%
School Actual	92.2%	91%	95.5%				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

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 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1% percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	93%	94%	95%	95%	95%
School Actual		95.3%	100%				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

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 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 95% or higher percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	91.4%				
School Actual		90%	97.9%				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, we will maintain 95% or higher percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #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%	95%	95%	95%
School Actual	95.3%	95.6%	97.9%				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

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, we will maintain a 95% or higher percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	98%	98%	98%	98%	98%
School Actual	93.5%	94.0%	100%				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
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
Meet the Teacher Night	August	All teachers, faculty, staff, parents	\$500	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 Hispanic and other families	All Year	Parent Involvement Coordinator, Title I Coordinator	Coordinator salary	Title I	Involvement of parents at conferences, events, programs and PTA
Implement CHAMPS leadership program	All Year	Assistant Principal	None	N/A	Student attendance and involvement
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
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
Increase number of business/community partners	All Year	PTA, Title I Coordinator, Social Worker, Counselor	N/A	None	Participation and attendance
Continue “Bag Lunch” program to feed the homeless	All Year	Brian Morgan, students, parents	Donations	PTA business partners	Participation and attendance
Participate in the Empty Bowls project in support of community SHARE.	January	Brian Morgan, students, teachers, parents	Donations of soup dinner, and supplies	PTA, Business and community partners	Participation and attendance

Encourage participation in family activities: *Pastries for Parents *Health and Safety Night *Terrific Kids	Through the Year	Principal, SIC, CIS	\$500.00	Title I, Local Funds	Participation, Photos on Website
Distribution of Duncan Chapel Newsletter	Monthly	PTA	\$1500	PTA Funds	Newsletter distribution
Participation in School wide Recycling Program	Weekly	Brian Morgan, teachers, students, and parent volunteers	Cost of bins	Greenville County Grant Funds	Participation by classes, schools, data collection, competitions, and announcements
Student Led Parent Conference Evening Hours	Twice a year: Fall, Spring	Principal, teachers	None	N/A	Participation logs of teachers
Parent Workshops on various topics	All Year	Title I Coordinator and staff	\$1,000	Title I Funds	Participation of events
Weekly grade level newsletters	All Year	Teachers	None	N/A	Copies of newsletters
School website to inform parents	All Year	Webmaster, Cathleen Taylor	None	N/A	Viewing of updated website
Book bag food program for identified low income students.	All Year	Heather Gettys, First Baptist Church of Greenville	None	First Baptist Church of Greenville	Participation and attendance

For our School Report card and ESEA Accountability reports, see link:

<http://www.ed.sc.gov/data/esea/2014/school.cfm?SID=2301051%20>

<http://www.ed.sc.gov/data/report-cards/2014/district.cfm?ID=2301>