

Duncan Chapel Elementary



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

SCHOOL RENEWAL PLAN COVER PAGE

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

Dr. 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. Chelsey Troutman
3. PARENT/GUARDIAN	Mrs. Sheila Motes
4. COMMUNITY MEMBER	Mrs. Karen McCarter
5. SCHOOL IMPROVEMENT COUNCIL	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	Mrs. Danielle Lee
Instructional Coach	Mrs. Nicki Thompson
Instructional Coach	Mrs. Tawanda Bowie
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.
- 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-appropriate 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 self-study was conducted to evaluate our strengths and weaknesses in order to develop necessary goals and strategies. This ongoing self-assessment process allows us to review our goals, sustain communication with all stakeholders, provide an opportunity for continuous improvement, and maintain accountability.

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

Leadership Team	Responsibilities
Chair: Stephanie Lowry Members: <ul style="list-style-type: none"> ● Danielle Lee ● Lynn Collins ● Heather Gettys ● Tawanda Bowie ● Nicki Thompson ● Bettina Elder ● Amelia Stefanelli ● Christina Becker ● Erica Drew ● Aimee Hovis ● Chelsey Troutman ● Julie Humphreys ● Shavaun Webb ● Shannon Story ● Jennifer Sanders 	<ul style="list-style-type: none"> ➤ The Leadership committee will be comprised of grade level/department chairs and led by the principal. ➤ The team will meet monthly to discuss and plan upcoming grade level events and specific committee-led functions. ➤ The primary function of leadership is to provide leadership to grade level/school teams. Disseminate information and ensure consistency among teams. ➤ Additional functions may be assigned by principal. ➤ Smaller committees can be formed within the committee as needed to carry out specific functions or address specific school needs.
Student Services/Activities Committee	Functions/Events
Chair: Danielle Lee Members: <ul style="list-style-type: none"> ● Bettina Elder ● Dennis Walker ● Becky Kirby 	<ul style="list-style-type: none"> ● Career Day ● Field Day

<ul style="list-style-type: none"> ● Shavaun Webb ● Robert Taylor ● Erica Drew ● Vicki Drew ● Inga Puffer ● Chelsey Troutman ● Celeste Schultz ● Taylor Long ● Alex Payne ● Bridget Kinsey ● Nina Guza ● Shannon Westfield ● Jennifer Sanders ● Brittany Fowler ● Sheila Motes ● Kelli Wright 	<ul style="list-style-type: none"> ● Winter Chorus Concert, Spring Chorus Concert, Veterans Day Sing-Along, Winter Sing-Along, Black History Month Sing-Along, End of Year Sing-Along ● Wellness Activities ● Literacy Night ● Math and Science ● Red Ribbon Week ● SC Walk to School Day ● Fall Book Fair, Spring Book Fair ● Silver Celebration ● Health and Wellness Night
Staff & Faculty Services/Activities	Functions/Events
<p>Chair: Jenni Dunagan</p> <p>Members:</p> <ul style="list-style-type: none"> ● Arlene Bernstein ● Ryan Taylor ● Cathleen Taylor ● Lauren Armstrong ● Haley Holliday ● Caroline Davidson ● Kristen Devlin ● Patricia Graham ● Lindsey Thompson ● Ashley Spencer ● Julie Humphreys ● Caroline Martyn ● Michelle Twaddle ● Christina Becker ● Mary Brown* ● Mary Frericks* ● Megan Griesse ● Nicole Parsons ● Kristen Williams ● Lisa Head* ● Felicia Walker* <p>*As needed, not required to attend meetings</p>	<ul style="list-style-type: none"> ● Sunshine Committee ● Secret Pal/Seasonal ● Affirmation Station ● New Teacher Focus Group ● Fall Family Fun Night ● Faculty Christmas Party ● Health and Wellness Night/Food ● DC Fun Run/PTA ● Spring Carnival ● Relay for Life ● End of Year Teacher Banquet ● Volunteer Appreciation
Community Collaboration Committee	Functions/Events

<p>Chair: Heather Gettys</p> <p>Members:</p> <ul style="list-style-type: none"> • Brian Morgan • Jodi Garrett • Lori Small • Shannon Story • Karey Wengert • Aimee Hovis • Jennifer Surin • Lisa Riddle • Dana Tinklepaugh • Caitlyn Walker • Natalie Richards • Shannon O'Brien • Shelley Weber • Samantha Kelly • Amanda Sopko • Amber Daigle • Amelia Stefanelli • Corinne Jones • Charles Gary* <p>*As needed, not required to attend meetings</p>	<ul style="list-style-type: none"> • Food Bags • Empty Bowls • "Love Gives" • Tech Week - snacks/flyer • Math & Science Night - food/food setup/flyers • Health & Wellness Fair - food setup/service/flyers • Literacy Night - food/food setup/service/flyers • Classroom Spotlights
PTA Board	School Improvement Council
<ul style="list-style-type: none"> • President - Jennifer Sanders • Vice President - Jodi Garrett • Secretary - Erika Hollis • Treasure - Karen McCarter 	<ul style="list-style-type: none"> • Russell Watson • Shelia Motes • Ricky Motes • Cathy Grills • Karen McCarter • Chelsey Troutman • Heather Gettys • Stephanie Lowry • Tawanda Bowie

Executive Summary

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

Summary of Findings for Student Achievement

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

Summary of Findings for Teacher and Administrator Quality

The faculty is structured into teams/committees to involve all members in the decision making process. These teams/committees are:

Administrative Team

- Consists of principal, assistant principal, Title I facilitator and Instructional Coaches

Leadership Team

- Consists of administrative team members, grade-level, related arts, & specialists team leaders

Grade Level/Speciality Area Teams

- Consist of team leader and teachers from the grade level of speciality area (Intervention, Related Arts, SpEd, etc...)

Special Committees (Community Collaboration, Staff/Faculty Services/Activities, Student Services/Activities)

- Consist of members from administration, grade levels and speciality areas

Summary for School Climate

Duncan Chapel Elementary, a kindergarten through grade five public school in Greenville SC, has a current enrollment of 685 students. Our students represent a wide range of cultures and ethnicities, and it is important to us to make sure every student, family and visitor feels welcome.

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

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

Challenges

Our student population is extremely diverse. This great diversity brings rich experiences and numerous opportunities. Yet our diversity challenges us to provide more individualized and targeted instruction to meet the varying needs of our students. Our current enrollment of 680 students consists of 25% Hispanic, 29% African American, 38% Caucasian and 8% representing other ethnicities. With over 74% of the student population qualifying for the Free/Reduced Lunch program, Duncan Chapel receives Federal Title I funding. We also serve students with various disabilities including emotional, learning, speech-language and other health impairments.

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

Accomplishments and Results

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

recognized for the greatest percentage of participation in the Reading All-Stars Program

- In 2015, 2016 and 2017 we were selected to participate in the “Make Summer Count” reading initiative with Public Education Partners
- In 2014, we received a \$400,000 Safe Routes to School grant in conjunction with community partners to improve the infrastructure around our school.
- In 2014, 2015 and 2016 several of our teachers received Donors Choose Grants and the school 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 continues to partner with First Baptist Church, Greenville to implement the Mission Backpack weekend food bag program.

Profile of Duncan Chapel Elementary

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

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

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

In our continuing efforts to provide leadership in our community, we have partnered with Live Well Greenville, B2 (Breathe Better) and the Safe Routes to School programs to educate and support our students and families in the area of health and wellness. We have extended our on-going partnership with Communities In Schools to further impact our students through after-school and summer enrichment programs, and have created a model environment.

Partnerships

Active community involvement as well as strong parental support are essential to our school’s mission of providing students with models of how to become contributing members in a global society. Many surrounding businesses, such as Papa John’s, Zaxby’s, Stax’s, Ingles, and Publix provide financial support as well as offer donations to support school events. We have a long standing partnership with YMCA, which

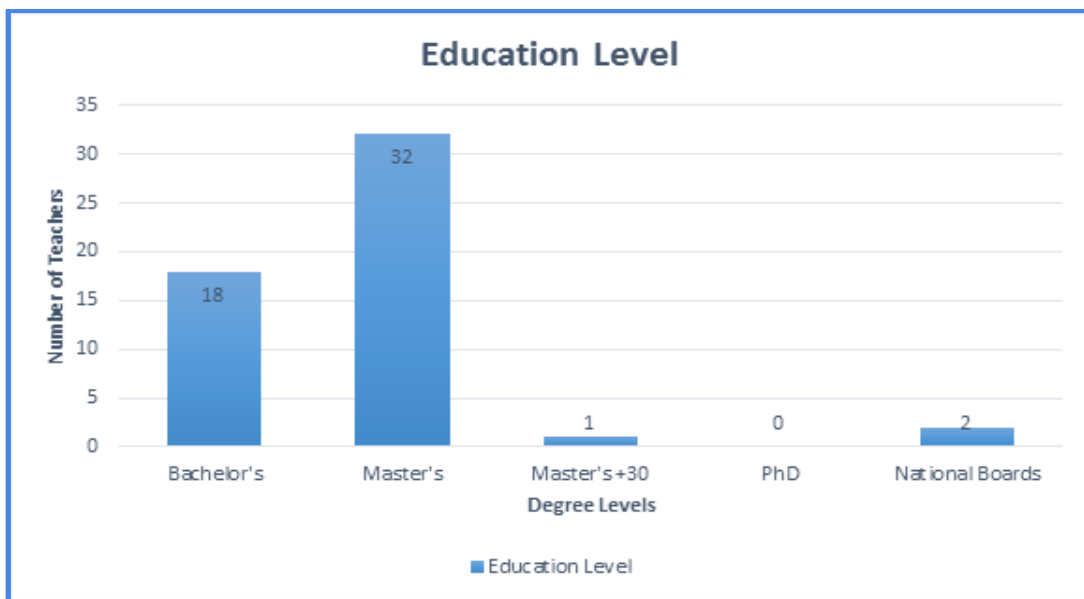
supports our students academically and socially through our after school care. Communities and Schools (CIS), an after-school program, utilizes college students from Furman to assist with mentoring and focused projects. Through Junior Achievement, local business partners provide students an understanding of the world through consumer awareness. Volunteers from local churches assist the school in a variety of ways. For instance, Church at Cherrydale leads our Good News Club every Monday from 2:45 - 5:00pm and Reedy River Baptist church support projects for our teachers. We partner with First Baptist Church and Share Homeless Services to create outreach possibilities for our parents and students. Every Monday after school, children prepare bag lunches for the homeless. Parents, teachers, and students donate items such as lunch/plastic bags, cookies, juice boxes, sandwich bread, cheese/peanut butter crackers, etc. suitable for bag lunches. Duncan Chapel's students strengthen our community as they begin a lifelong commitment to helping others and fulfill our mission.

Community Partners and Community Supported Activities		
Chic-Fil-A	Publix	Walmart
Papa John's	SC Children's Theatre	Bank of Traveler's Rest
Kiwanis Club of Greenville	The Crossing Church	Furman University
YMCA	First Baptist Church	North Greenville University
Share Homeless Services	Ingles	Reedy River Baptist

Duncan Chapel Staff

The staff at Duncan Chapel includes 31 regular education teachers and 3 special education teachers, one of which is in a self-contained class for students with developmental delays. We have 2 speech therapists (1 full-time and 1 half-time), 6 interventionist (4 RTI teachers, 1 behavior interventionist, and 1 challenge teacher) , and 3 ESOL teachers (1 full time and 2 half-time teachers). Our related arts team includes 6 teachers: guidance counselor, media specialist, technology facilitator, physical education teacher, music teacher, and an art instructor.

All of our teachers are highly qualified in the areas in which they teach. We have 65% of our staff with advanced degrees, and there are 2 teachers that have received National Board Certification.



Teacher Attendance	
2016 –2017	TBD
2015 – 2016	94.2
2014 – 2015	92.3
2013 – 2014	95.4

2012 - 2013	93.1
-------------	------

Additional personnel include, three office personnel, one school nurse, a plant engineer, four custodians, eleven assistants, media center clerk, and seven food services workers. We also have a CIS director and four additional workers that serve students after school. Several bus drivers and utility workers also provide services to students. Other district personnel serve as support to the instructional program and are available to assist in meeting the needs of the Duncan Chapel population.

Our Leaders

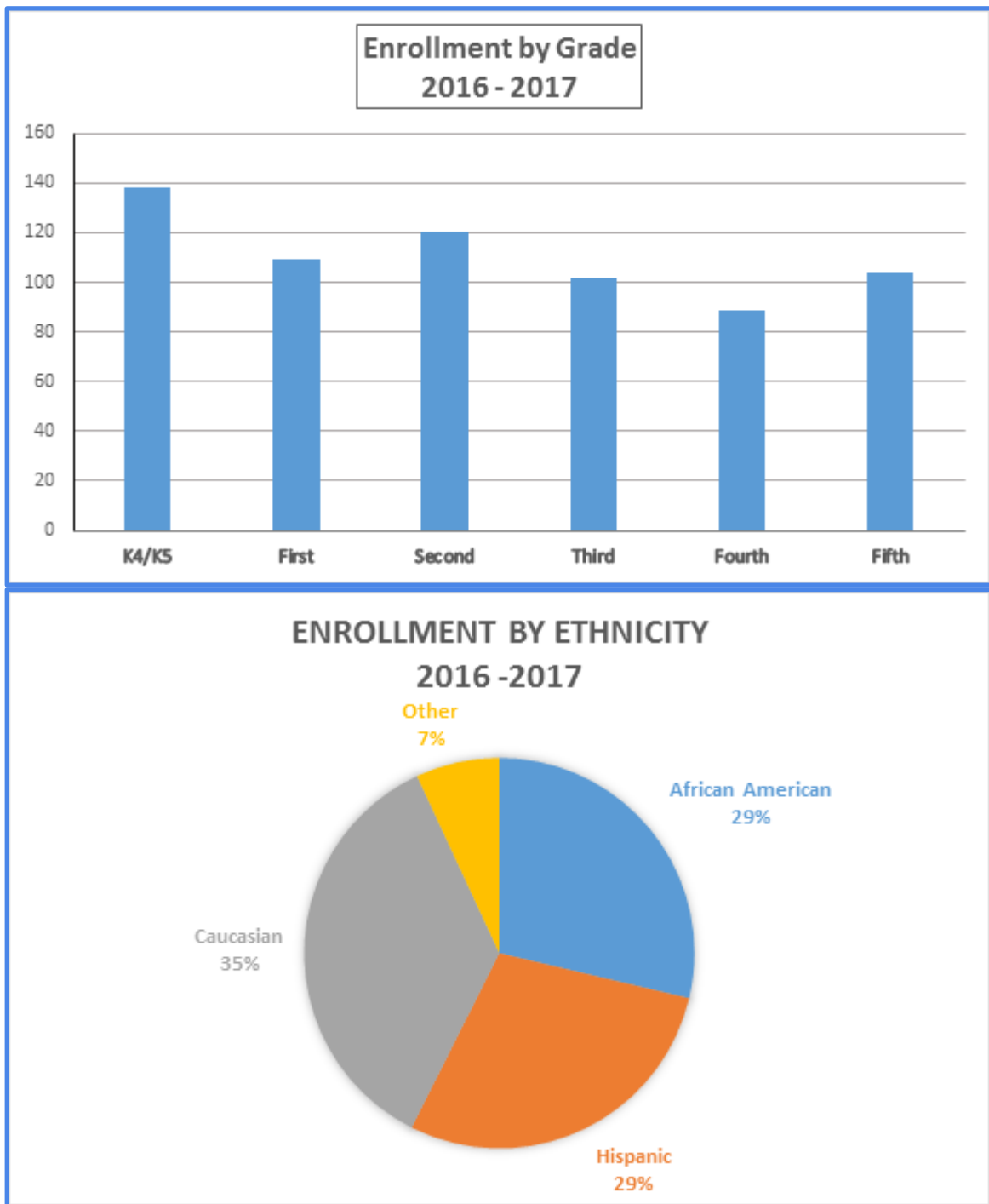
Our principal, Stephanie Lowry, has been an educator for 26 years. Dr. Lowry was named principal of Duncan Chapel Elementary in July 2013. She is a graduate of the University of North Carolina at Pembroke where she received both, her Bachelor's of Education and Master's of Education. In addition, she earned her National Board Certification in Early Adolescent ELA in 2000 and her Masters +30 in the area of Gifted Education in 2001. In 2013, Dr. Lowry earned her PhD in educational leadership through Capella University. Prior to joining the Duncan Chapel team, Dr. Lowry served as an Assistant Principal and Instructional Coach in Greenville County. Other experiences include, teacher specialist on-site for the State Department of Education and gifted & talented teacher.

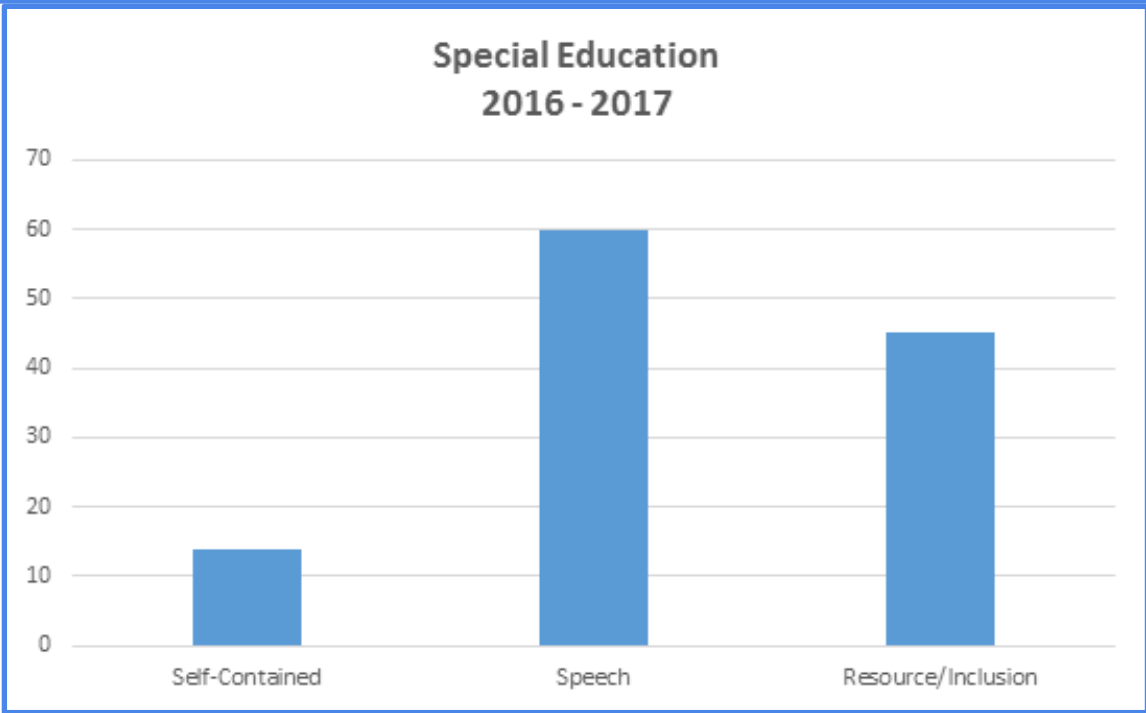
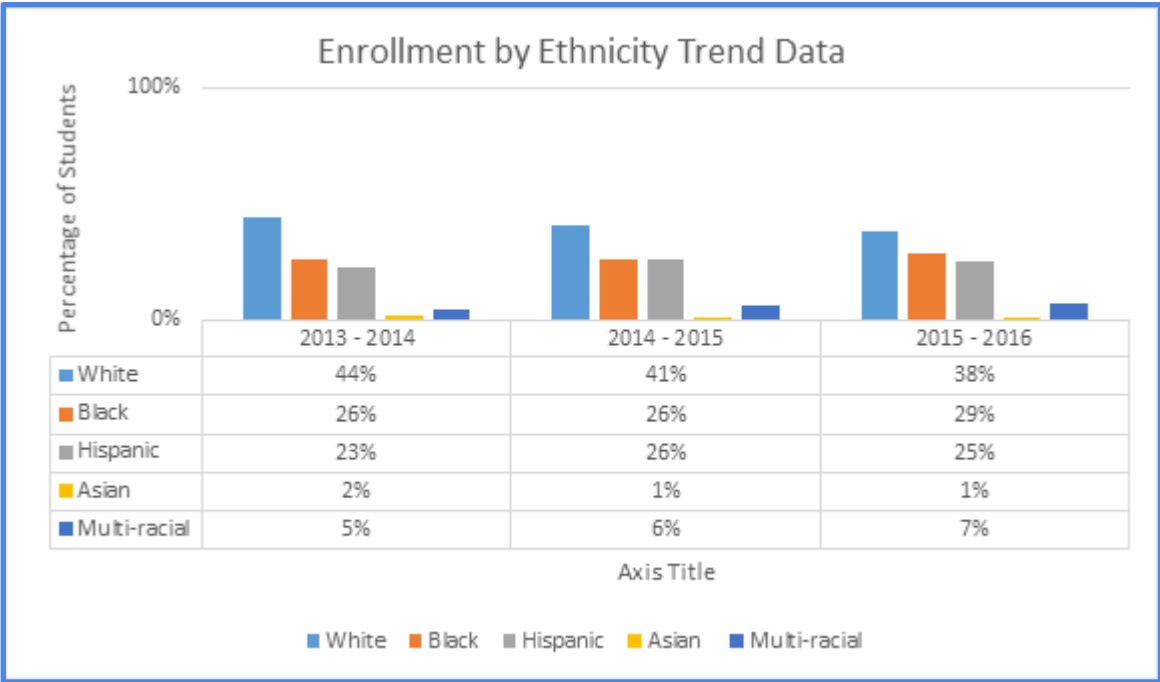
Our assistant principal, Danielle Lee, has been in education 11 years. Mrs. Lee has served in various administrative roles and became assistant principal at Duncan Chapel in 2016. She is a graduate of Clemson University where she received both her Bachelor's degree in English and her Master of Arts in Teaching. She also holds a second Master's degree in educational leadership from the University of South Carolina. Prior to joining the Duncan Chapel team, Mrs. Lee served as an Early Warning and Response System Coordinator, BELL Summer Program Manager, Alternative Program Coordinator, Assistant Principal and English teacher.

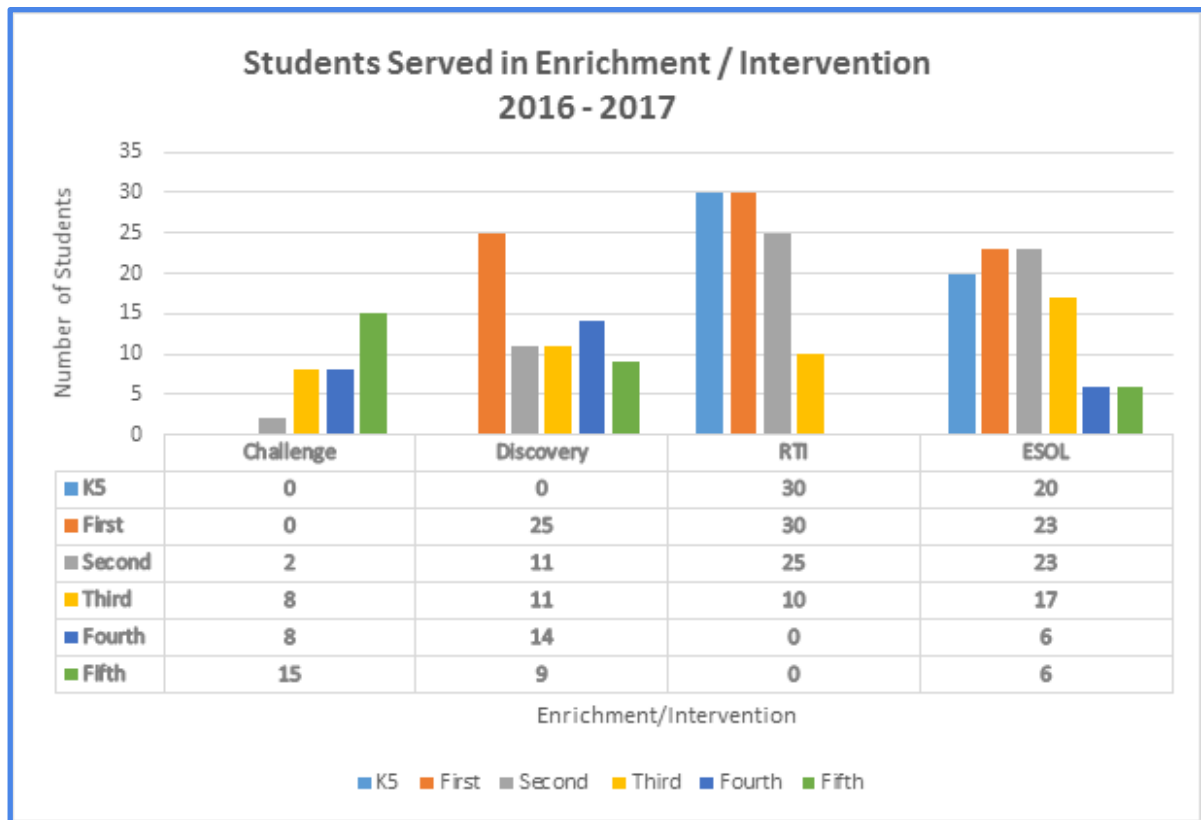
Student Population

Our student population is extremely diverse. Our current enrollment of 680 students consists of 25% Hispanic, 29% African American, 38% Caucasian and 8% representing other ethnicities. With over 79% of the student population qualifying for the Free/Reduced Lunch program, Duncan Chapel receives Federal Title I funding. We also serve over 110 students with various disabilities including emotional, learning, speech-language and other health impairments.

Student Enrollment







Student Attendance	
2016 – 2017	TBD
2015 – 2016	95.8
2014 – 2015	95.7
2013 – 2014	96.5
2012 - 2013	96.3

Academic Features

Curriculum/Instruction

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

A Balanced Literacy Model is implemented through the school district literacy framework, which supports instruction in reading workshop, writing workshop, and language & word study. Approximately two hours of instruction is allocated to the literacy framework components. The leveled bookroom, along with the Houghton-Mifflin Harcourt Basal Reading Series, is used to support the literacy curriculum. Teachers benchmark students in the fall to determine students' instructional and independent reading levels. With this data, teachers form small guided reading groups to differentiate literacy instruction. Students are also provided their lexile range as a result of the MAP assessment. In addition to Fountas and Pinnell training, teachers have also had training sessions with various consultants, such as Susan Zimmerman (Mosaic of Thought), Hiedi Bishop (Orton-Gillingham) and Tina Gordon. To improve reading comprehension, Duncan Chapel also implements the online version of Scholastic's Reading Counts programs (Grades K-5). This program is highly motivating as students are reading at their independent, as well as their instructional levels.

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

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

Social Studies, like the other content areas, is driven by the state standards and

district curriculum guides. Many grade levels support learning in social studies with interactive notebooking, which allows for a more hands-on approach. In addition, the Pearson's - My World working textbook is utilized as a supplemental tool. Real-life experiences such as trips to Charleston and Columbia, allow students to connect to the social studies curriculum. Various books and publications like Social Studies Weekly, provide additional resources that connect with social studies concepts. The amount of time for both science and social studies is approximately 45 minutes. In addition, teachers often integrate ideas from both, science and social studies, in reading and writing research.

Technology is utilized throughout the school day as a tool to enhance learning. All teachers have a Promethean Board, document camera and a class set of iPads or laptops. In 2015-2016 we implemented the personalized learning or 1 to 1 initiative in all grade levels. This allows us to provide technology devices to all students (iPads in kindergarten through second grade and laptops in grades three, four and five). Our Title I Technology Facilitator continually assists teachers with the implementation of various programs and technology tools based on student needs. In addition, students receive weekly technology instruction in the technology lab as a Related Arts. There, they hone their keyboarding skills, experience coding and learn to use various platforms such as Google classroom and SeeSaw.

Assessment

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

In the fall and spring, teachers administer Measures of Academic Progress (MAP) to all students in second through fifth grade. Adapting to each student's learning level, MAP offers a Rasch Unit (RIT) score that allows for individual goal setting to attain during spring testing. In addition to the above assessments, each year teachers administer our state assessments, SC Ready and South Carolina Palmetto Assessment of State Standards (PASS). SC Ready evaluates students in the area of reading, writing, and math, whereas, PASS assesses science and social studies.

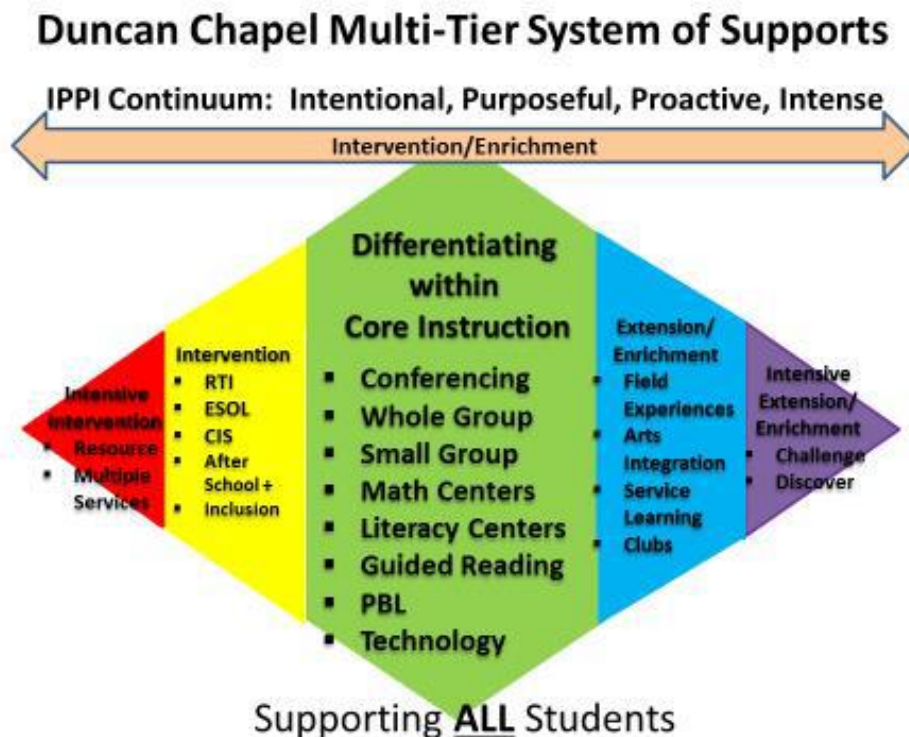
We use a continuous process to determine verifiable improvement in students learning, including readiness and success in the next level. Teachers meet monthly with the Instructional Coach to communicate comprehensive information about student learning, analyze data from common assessments, and identify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

growth along with strategies to improve student learning.

Intervention/Enrichment

In order to maximize total instructional time for core instruction, we utilize a school-wide schedule that includes a sixty minute block for Intervention/Enrichment at every grade level. During this time, students are pulled in small groups for the following services:

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



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

After-school Programs

Communities In Schools (CIS) is a private, non-profit agency that supports families and students by providing after-school academic support and enrichment. The goal of the program is to help “at-risk” students gain necessary skills to continue their academic pursuits and prepare them to become productive members of society. The program serves fifteen students in each grade (2 through 5) and operates Monday through Thursday, from 2:30-5:00.

School Plus is our in-house after-school support program. Through this Title-I funded initiative, we serve twenty-four students (grades 1 & 2) Monday through Thursday from 2:30-5:00. The focus of this initiative is to provide homework support and academic intervention in math and reading.

Other Initiatives

Best Practices	Implementation	Monitor
Team Planning	• Common planning daily for all grade levels	• Admin. & Instructional Coaches participation
Vertical Articulation		
Data Driven Professional Development	• Monthly, targeted cross grade level sessions	• Team Minutes
Standards Based Instruction	• Teacher attendance at District/School PD	• Observations
Strategic Scheduling	• Lesson Planning	• Review and give feedback on lesson plans

Best Practices	Implementation	Monitor
<p><u>Research Based Strategies</u></p> <ul style="list-style-type: none"> Balanced Literacy Math Instruction Differentiated Instruction Intervention Practices <ul style="list-style-type: none"> Before the Bell Computer Clubs 	<ul style="list-style-type: none"> Lesson Planning Observation Class Schedules Peer Visits (In-House) Literacy Coaching Data Analysis Meetings <ul style="list-style-type: none"> RIT Bands Item Analysis of Common Assessments / Benchmarks Student Goal Setting RTI/ERI English in a Flash Compass Accelerated Math 	<ul style="list-style-type: none"> Lesson plan review Direct Observation and Admin. Participation Written Summaries Literacy Coaching feedback Academic Specialist feedback Observations Individual Student Data Notebooks Progress Monitoring Reports - AIMSweb, English in a Flash, Compass, Reflex Math, IXL

Implementing District Initiatives		
Graduation +	Student-Centered Learning	Inclusive Practices
<ul style="list-style-type: none"> Kindergarten + <ul style="list-style-type: none"> 5K screenings 5K summer camp 1st Grade + <ul style="list-style-type: none"> After-school academic assistance CIS Partnership <ul style="list-style-type: none"> After-school academic assistance Grades 2-5 Intervention K-3 <ul style="list-style-type: none"> ERI LLI Enrichment <ul style="list-style-type: none"> Daily Challenge & Discover Classes Field Experiences Arts Integration College/Career Ready <ul style="list-style-type: none"> Bi-weekly Guidance Lessons Student-led Conferences Career Day Weekly Technology class 	<ul style="list-style-type: none"> School-wide Schedule Daily Common Planning Common Assessments Student-led Conferences Student Data Notebooks Personalized Learning PLCs Resources <ul style="list-style-type: none"> Mental Health Social Worker Universal Breakfast Weekend food bags After School Assistance 	<ul style="list-style-type: none"> Participation in Stetson training Strategic scheduling for all Special Ed students (summer planning session with instructional coaches & special ed teachers)

Mission

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

Belief Statements

At Duncan Chapel Elementary...

- We believe that teachers, administrators, support personnel, parents, students, and the community share in the responsibility for advancing our school's mission.
- We believe that each student is a valued individual with unique physical, social, emotional, cultural, and intellectual needs.
- We believe that all students can learn, achieve, and experience success.
- We believe that a safe and physically comfortable environment promotes student learning.
- We believe that students learn best when they are actively engaged in the learning process.
- We believe that students learn best when they receive active encouragement and support from parents and guardians.
- We believe that curriculum and instruction should incorporate a variety of learning activities and opportunities to accommodate differences in learning styles.
- We believe that learning is the primary focus and chief priority for all our decisions.

Vision Statements

The Vision for Duncan Chapel Elementary includes:

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

Data Analysis and Needs Assessments

NWEA Measures of Academic Progress (MAP) is a district-wide assessment tool for students in 2nd through 5th grade. Students are tested in the fall and spring in the areas of reading and math. Teachers analyze fall data and plan targeted small group instruction based on student strengths and weaknesses. They guide students in setting goals based on the recommended growth targets (RIT) set by NWEA. This is instrumental in our focus on establishing a growth mindset among our school community.

The following chart shows the percentage of students at each grade level who have met their target growth goals in reading and math for the past three years. The chart also includes the mean RIT for each grade level from fall and spring.

	2013-2014			2014-2015			2015-2016		
	% meeting growth projections	Fall Mean RIT	Spring Mean RIT	% meeting growth projections	Fall Mean RIT	Spring Mean RIT	% meeting growth projections	Fall Mean RIT	Spring Mean RIT
Grade 2									
Reading	60.2%	170.2	186.1	56.8%	174	188.8	57%	172.7	188.3
Math	59.8%	172.5	186.7	73.9%	174.7	191.6	73.5%	174.6	192.6
Grade 3									
Reading	55.9%	186.5	197.8	61.9%	186.2	197.9	64%	188	199
Math	58.4%	187.1	198.2	57.7%	187.9	199.7	58%	190.1	202.2
Grade 4									
Reading	71.7%	195.7	205.9	54.4%	198	205.2	43.7%	199.1	204.5
Math	56.7%	199.0	208.5	61.2%	200.3	209.6	59%	201.3	211.6
Grade 5									
Reading	64.0%	203.8	211.7	65.7%	204.3	211.6	66%	206.8	214.1
Math	54.7%	207.1	215.7	40%	210.8	217.4	42%	209.5	216.2

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

The following chart compares Duncan Chapel Elementary student performance to GCSD student performance based on the 2016 test administration.

	2016			
	% Approaches	% Meets	% Exceeds	% Meets & Exceeds
ELA				
Grade 3	36/ 32	31/ 32	11/ 19	42/ 50
Grade 4	39/ 30	24/ 32	13/ 19	37/ 51
Grade 5	44/ 32	27/ 31	8/ 17	35/ 48
TOTAL	39.8/ 31.4	27.5/ 31.6	10.9/ 18.3	38.4/ 49.9
Math				
Grade 3	29/ 23	35/ 35	28/ 26	63/ 61
Grade 4	31/ 28	31/ 27	29/ 29	60/ 56
Grade 5	40/ 30	22/ 27	14/ 25	36/ 52
TOTAL	33.2/ 27.0	29.0/ 29.9	23.4/ 26.4	52.4/ 56.4
	Blue=DCES, Red=GC			

SC PASS is a statewide assessment that is administered to our 4th and 5th graders to determine their mastery of state standards in the areas of social studies and science.

The following chart compares Duncan Chapel Elementary student performance to

	2014	2015	2016
	% Met & Exemplary	% Met & Exemplary	% Met & Exemplary
Science			
Grade 3	60.7/ 70.1 / 63.5		
Grade 4	82.4/ 75.1 / 69.9	79.4/ 74.6 / 69.9	74.0/ 71.4 / 65.0
Grade 5	70.0/ 77.1 / 68.4	64.8/ 74.1 / 66.3	72.3/ 71.7 / 65.7
Social Studies			
Grade 3	80.0/ 81.7 / 77.2		
Grade 4	94.1/ 87.5 / 83.7	90.7/ 88.6 / 85.3	92.7/ 85.4 / 81.3
Grade 5	78.9/ 79.3 / 72.0	68.6/ 78.0 / 71.4	75.5/ 77.0 / 71.5
	Blue=DCES, Red=GC, Green=SC		

GCSD and statewide student performance for the past three years.

Additional Data Information

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

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

The 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 2016-2017 school year.

Beginning of Year	Below (Pre-A – C)	Meeting(D-E)	Exceeding (F and above)	Total Students:
	56 (52%)	28 (26%)	24 (22%)	108
Mid-Year	Below (G and below)	Meeting (H)	Exceeding (I and above)	Total Students:
	51 (47%)	26 (24%)	32 (29%)	109

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 2016-2017 school year:

Beginning of Year	Below (Pre-A – C)	Meeting(D-E)	Exceeding (F and above)	Total Students:
	48 (41%)	14 (12%)	56 (47%)	118
Mid-Year	Below (G and below)	Meeting (H)	Exceeding (I and above)	Total Students:
	35 (30%)	11 (10%)	69 (60%)	115

ITBS SCHOOL SUMMARY

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

South Carolina Grade 2 Gifted and Talented Testing Progr



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

School: Duncan Chapel Elem
District: GREENVILLE COUNTY

Form-Level: P-7
Test Date: 11/2016
Norms: 09/23 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	Mathe- matics	Compu- tation*	MATH TOTAL			
Duncan Chapel Elem 2301051 Level: 7 Iowa Assessments/CogAT													
Number of Students Included	123		2					123		123			
Average Standard Score (SS)	155.7		112.0					151.8		151.8			
Average Predicted Standard Score (PSS)	154.5		143.5					151.4		151.4			
Difference (SS-PSS)	1.2		-31.5					0.4		0.4			
National Percentile Rank of Average SS	51		1					41		41			
National Percentile Rank of Average PSS	48		28					40		40			
Difference (NPR-PNPR)	3		-25					1		1			
Iowa Assessments													
Number of Students Tested = 124													
Number of Students Included	124		2					124		124			
Average Standard Score (SS)	155.5		112.0					151.5		151.5			
National Percentile Rank of Average SS	51		1					40		40			
Percent of Students in NPR Range 75-99	23							19		19			
50-74	28							27		27			
25-49	19							27		27			
1-24	30		100					27		27			
National Stanine of Average SS	5		1					4		4			



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

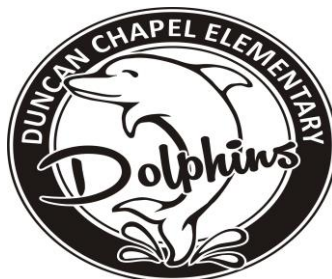
School: Duncan Chapel Elem
 District: GREENVILLE COUNTY

Form-Level: 7-8
 Test Date: 11/2016
 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	1	25	50	75	99
Duncan Chapel Elem	Verbal	123	173.5	97.8	45	5	51	5	45		◇		
Level: 8	Quantitative	123	173.1	97.9	45	5	56	5	45		◇		
	Nonverbal	123	177.4	98.2	46	5	51	5	46		◇		
Number of Students Tested = 124	Composite (VQN)	123	174.6	97.7	44	5	49	5	44		◇		

Professional Development

With a growth mindset, we develop an annual professional development plan based on current initiatives and needs. Our approach serves both the individual teacher's goals for professional growth, while assisting all teachers in implementing the district's and the school's vision. The professional development plan includes at least 12 hours of planned inservices that are required and 12 hours that a teacher chooses, which aligns to personal/professional goals.



Professional Development Calendar 2016-2017

August 2016		
Tuesday, August 2	Kindergarten Planning/OG Handwriting Training (PLC)	8:30 AM – 3:00 PM
Monday, August 8	New Teacher Orientation	8:30-12:00
Monday, August 8	Fourth Grade Planning (PLC)	2:00-5:00
Monday, August 15	Literacy 1: “First Days” New Teachers (Webb and Payne)	3:00-4:30
Wednesday, August 24	Google 1: Introduction: Docs Set Up (Access, Share, Collaborate) Shane Peek	3:00-4:30
Wednesday, August 31	Literacy 2: Classroom Libraries and Environment	3:00-4:30
September 2016		
Thursday, September 1	Literacy 3: Benchmarking 101 <i>*Required for all new classroom teachers</i>	Grade Level Planning
Friday, September 9 (<i>Tentative</i>)	Word Work Session with K4 - K5 assistances (Heidi Bishop)	3:00-4:00
Friday, September 16	Literacy: Orton Gillingham Training Day 1 (Cohort #3)	8:00-4:00

Tuesday, September 27	Mentor/Mentee “Get Together” Review PAS-T Portfolio Process and Q & A	3:00-4:00
Wednesday, September 28	Student Led Conferences <i>*Classroom teachers only</i>	3:00 - 4:30
Friday, September 30	Literacy: Orton Gillingham Training Day 2 +HW Assignment	8:00-4:00
October 2016		
Thursday, October	Balanced Literacy Training with New Teachers	Classrooms and Planning Sessions
Wednesday, October 19	Review of Title I Plan and Assistance Team	3:00-4:30
Friday, October 21	Literacy: Orton Gillingham Training Day 3	8:00-4:00
November 2016		
Thursday, November 3	SeeSaw Training	Grade Level Planning (*K5 and 1st only)
Friday, November 4	Calendar Math Training	Grade Level Planning (*K5 - 2nd teachers)
Friday, November 4	Literacy: Orton-Gillingham Training Day 4	3:00pm – 5:00
Thursday, November 10	See Saw/Google Classroom Training	Grade Level Planning
Friday, November 11	Literacy: Orton-Gillingham Training Day 5	3:00-5:00
Wednesday, November 18	Literacy: Orton Gillingham Training Day 6 and Celebration	3:00 –5:00
Tuesday, November 22	Calendar Math Training	Grade Level Planning (*3rd - 5th teachers)
Tuesday, November 29	Literacy Lab Training: Interactive Read Aloud with Paula	All Day (*1st and 5th teachers only)
Wednesday, November 30	Vertical Planning (K5/1st)	3:00 - 4:00
December 2016		
December 7, 2016	Tech Share - Various teacher presenters	3:00 - 4:00
January 2017		

January 11, 2017	Benchmark Assessment System Training (F&P)	3:00 - 4:15 (*3rd - 5th teachers)
Thursday, January 12	Data Analysis: Interpreting CogAT Scores	2nd Grade Planning
Wednesday, January 25	PAS-T Notebook PD#1 *Required for all new teachers	3:00 - 4:00
Thursday, January 26	Math Instruction: Children Mathematics with Dr. Hawthorne	During Planning *K - 2 Teachers
February 2017		
Wednesday, February 1	Mentors Training <i>*only mentors that currently have mentees</i>	3:00 - 4:00
Friday, February 3	Literacy: Orton Gillingham	8:00-4:00
Wednesday, February 8	Co-teaching with Susan Chick *Selected teachers only	3:00 - 4:00
Friday, February 17	Literacy: Orton Gillingham	8:00 - 4:00
Wednesday, February 22	PAS-T Notebook PD #2 *Required for all new teachers	3:00 - 4:00
Friday, February 24	Literacy: Orton Gillingham	8:00 - 4:00
March 2017		
March 2	Accountable Talk	3:15 - 4:30
March 3	Literacy: Orton Gillingham	3:00 - 5:00
March 8	Text Dependent Analysis	3:00 - 4:30
March 10	Orton Gillingham	3:00 - 5:00
March 15	Orton Gillingham	3:00 - 5:00
March 23	New Device Set *Primary Grade teachers	During Planning
April 2017		
April	Testing Inservice-Gr.3-5	3-4:30
May 2017		
May 18	EOY Procedures	During Planning

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

School Climate

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

Evaluations by Teachers, Students, and Parents 2015-16			
	Teachers	Students*	Parents*
Number of surveys returned	48	88	48
Percent satisfied with learning environment	83.4%	97.8%	93.7%
Percent satisfied with social and physical environment	89.6%	96.6%	95.7%
Percent satisfied with school-home relations	72.9%	100.0%	77.1%

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

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 ELA as measured by SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in ELA as measured by SC Ready.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	43.4%	48.4%
School Actual	38.4%		
District Projected	X	53	56
District Actual (ES only)	50		

Baseline data to be established in 2015-16.

☒ 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 SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	55.4%	58.4%
School Actual	52.4%		
District Projected	X	59	63
District Actual (ES only)	56		

Baseline data to be established in 2015-16.

SC READY % 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 SC READY.

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

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

% Tested ELA – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100		
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested ELA – District Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100		
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100		
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

% Tested Math – District – Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100		
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 73.2%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 73.2%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	73.2	73.2	73.2
School Actual	72.9	73.2		
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

*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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 84.3%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 84.3%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	84.3	84.3	84.3
School Actual	80.3	84.3		
District Projected	X	82.2	83.2	84.2
District Actual (ES & MS)	81.2	78.8		

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

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the IOWA Test.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

DATA SOURCE(S): Fall IOWA/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	percentile		51%	

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	percentile		40%	

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	62 nd percentile	60 th percentile	

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	51 st percentile	48 th percentile	

<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>
Analysis of MAP data to assist with instruction	2013-2018	Teachers, ICs, Principal	N/A	N/Ae	Data Charts
Provide targeted instruction based on student needs through daily five rotations, math centers and guided math and reading groups	2013-2018	Teachers	N/A	N/A	Classroom observations, lesson plans
Continue use of instructional apps and software to enhance instruction and provide individualized instruction.	2013-2018	Teachers, Principal, ICs	\$3,000	Title I & General Funds	Classroom observations, lesson plans
Share best practices through PLCs, peer visits and teacher-led PD	2013-2018	Principal, teachers, ICs	N/A	N/A	Teacher reflections, and PD notes
Continued use of continuous improvement tools for quality improvement in all grade levels, for all subjects and related support areas.	2013-2018	Teachers	N/A	N/A	Observations, lesson plans
Provide support through various after school initiatives (CIS, School Plus)	2013-2018	After School Coordinators and Teachers	\$30 per hour	CIS, Title I	Attendance, post testing

Continue full implementation of Balanced Literacy methodology	2013-2018	Teachers, Literacy Mentors, Literacy Specialist	N/A	N/A	Lesson plans, training for new teachers, observations
Implement a school wide schedule that provides a 60 minute block for Intervention/ Enrichment at every grade level	2013-2018	Principal, Admin team	N/A	N/A	schedule
Provide instructional support for students in need of intervention or enrichment through (ESOL, RTI, Challenge, Discover, Resource)	2013-2018	ICs, Interventionists, Sp Ed teachers, ESOL teachers	\$5000 for materials	Title I and General Funds	schedule, lesson plans
Use common assessments (pre & post tests, benchmarks, unit tests, etc.) to monitor student progress toward mastery of standards	2013-2018	Teachers, ICs	copy costs	General Funds	lesson plans, item analyses, charts/graphs of student progress
Promote participation in school wide Reading Counts program with emphasis on lexile levels and comprehension of 80%	2013-2018	Teachers, Media Specialist	\$300.00 for incentives, end of year celebration	Local Funds	Graphs to track individual, grade level progress, comprehension

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	x	x	100%	100%	100%	100%	
Actual	100%	100%	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	96.3	96.5	95.7	95.8		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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 94.6 % by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results – 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	92.6	93.1	93.6	94.1	94.6
School Actual	92.6	94.5	97.9	86	93.7		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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 94.2% by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results – 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	92.2	92.7	93.2	93.7	94.2
School Actual	92.2	91	95.9	83.3	97.8		
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	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

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 92.6% in 2012 to 95.1% by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results – 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	93.1	93.6	94.1	94.6	95.1
School Actual	92.6	97.7	100	92.1	83.4		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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 90% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .3 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 #20

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.4	94.7	94.9	95.2	95.5
School Actual	90	90	97.8	94.6	89.1		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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 96.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .3 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	95.6	95.9	96.2	96.5	96.8
School Actual	95.3	95.6	96	94.7	95.5		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

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 96% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 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 #42

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94	94.5	95	95.5	96
School Actual	93.5	94.0	100	94.6	95.8		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

<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>
Utilize a school wide behavior management system to increase consistency and demonstrate clear expectations	2013-2018	Teachers, staff, administration	None	N/A	Discipline logs in classrooms, student data notebooks, and referral records
Plan and conduct monthly parent engagement activities and/or PTA functions to increase parent involvement in the school community	2013-2018	All Personnel, PTA	None	N/A	Monthly calendar to include PTA functions with student performances, Attendance at functions
Provide Parent Involvement Coordinator to assist parents and increase parent involvement	2013-2018	Parent Involvement Coordinator, Title I Facilitator	Coordinator salary	Title I	Involvement of parents at conferences, events, programs and PTA
Increase student involvement in service learning and leadership activities: Student Council, Red Ribbon Week Activities, DCTV, Safety Patrols, Chorus, Bag Lunch Team, Recycling Team, PE Helpers, Empty Bowls Soup Night, Relay for Life, etc.	2013-2018	Various faculty members and staff	None	N/A	Participation and observation
Provide bi-weekly character education/guidance lessons and programs in classrooms	2013-2018	Guidance Counselor	None	N/A	Observation
Use a variety of communication tools (website, Remind 101, School Messenger, Facebook, Twitter, Newsletters, conferences, etc.) to make sure parents are informed and updated about school activities	2013-2018	All Personnel, PTA	None	N/A	communication documents

Please click on the link below to view the 2016 SC Report Card for Duncan Chapel Elementary School.

<http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=E&s=051>