Duncan Chapel Elementary

Dr. Stephanie Lowry
Greenville County Schools
Dr. Burke Royster
2018-2019 through 2022-2023

SCHOOL NAME: Duncan Chapel Elementary
SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*
SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 *(one year)*

Required Signature Page
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.
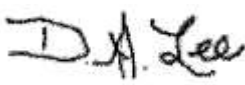
SUPERINTENDENT

Dr. W. Burke Royster	*WBurke Royster*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Stephanie Lowry		
PRINTED NAME	SIGNATURE	DATE
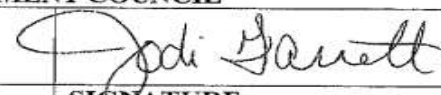
ASSISTANT PRINCIPAL

Ms. Danielle Lee *Per Procurationem of Dr. Stephanie Lowry*	*D.A. Lee*	March 16, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek	*Roger D. Meek*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Jodi Garrett	*Jodi Garrett*	March 16, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Charissa Kelly	*Charissa Kelly*	March 16, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 210 Duncan Chapel Road   Greenville, South Carolina 29617

SCHOOL TELEPHONE: (864) 355-2700

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

POSITION	*NAME*
1. PRINCIPAL	Dr. Stephanie Lowry
2. TEACHER	Mrs. Shavaun Webb
3. PARENT/GUARDIAN	Mrs. Shannon Story
4. COMMUNITY MEMBER	Mrs. Russell Watson
5. PARAPROFESSIONAL	Mrs. Felicia Walker
6. SCHOOL IMPROVEMENT COUNCIL	Mrs. Jodi Garrett
7. READ TO SUCCEED READING COACH	Mrs. Charissa Kelly
8. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD	Mrs. Charrisa Kelly
9. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM MEMBER	Mrs. Tawanda Bowie

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

POSITION	*NAME*
Assistant Principal	Mrs. Danielle Lee
Interventionist	Mrs. Arlene Bernstein
Family Engagement Coordinator	Mrs. Paula Valencia
School Social Worker	Ms. Karla Birkel

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
[S.C. Code Ann §59-139-10 *et seq*. (Supp. 2004)]

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

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

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

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

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

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

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

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

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

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

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

√ **Recruitment**
The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

√ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Table of Contents

Introduction

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

Through a collaborative effort, we have established a faculty council and committee teams to sustain and evaluate the process, which encourages reflective discussion among staff members. With continuous self-assessment, we understand that we need a continuous leadership or decision-making structure that would help us implement the vision. A decision-making structure was designed to clarify how decisions would be made and by whom. Co-chairs from each of these groups, along with the Principal, Assistant Principal, and Instructional Coaches make up the Faculty Council team, which meets monthly to discuss pertinent information and make decision. In addition to this building structure, parents are also involved in the school improvement plan through School Improvement Council and Title 1 planning meetings as well as surveys.

School Leadership	Responsibilities
Chair: Stephanie Lowry **Members:** ● Danielle Lee ● Tawanda Bowie ● Charissa Kelly ● Christina Becker ● Taylor Long ● Erica Drew ● Aubrey Cunningham ● Wren Ballou ● Shavaun Webb ● Natalie Richards	➢ The Leadership committee will be comprised of grade level/department chairs and led by the principal. ➢ The team will meet monthly to discuss and plan upcoming grade level events and specific committee-led functions. ➢ The primary function of leadership is to provide leadership to grade level/school teams. Disseminate information and ensure consistency among teams. ➢ Additional functions may be assigned by principal. ➢ Smaller committees can be formed within the committee as needed to carry out specific functions or address specific school needs.
Instructional Leadership Team	
Chair: Tawanda Bowie **Members:** ● Stephanie Lowry ● Danielle Lee ● Heather Gettys ● Charissa Kelly	
Wellness Committee	**Chair**: Inga Puffer
Numeracy	**Chair**: Katy Clarke
Family and Community Engagement	**Chair**: Danielle Lee and Paula Valencia
Literacy	**Chair**: Tawanda Bowie and Charissa Kelly

Diversity, Equity, and Inclusion	**Chair**: Vanessa Hill

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 necessary 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)
- Absolute rating of Average (2018)

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

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

School Leadership Team
- Consists of administrative team members, instructional coach, literacy specialist, grade-level & specialists team leaders

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

Special Committees (Literacy, Math, Health and Wellness, etc.)
- Consist of members from administration, grade levels and specialty areas

Summary for School Climate
Duncan Chapel Elementary, a kindergarten through grade five public school in Greenville SC, has a current enrollment of 587 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 service learning and community outreach projects that demonstrate our commitment to the students and families in our community. Our students are active leaders and participants in school-wide recycling, making weekly lunches for the homeless, gathering canned goods for food banks, Relay for Life, Jump Rope for Heart, Empty Bowls Soup Night, and many more.

Challenges
Over the past three years, our school has experienced a great deal of change as we worked to manage the challenges of the COVID-19 pandemic and address the learning loss that it created. Poverty, ethnic diversity, and transiency also continue to present unique challenges for student achievement. With a poverty rating of 83%, Duncan Chapel is fortunate to receive Federal Title I funding to support student achievement and close the gaps related to reading and math. The closing presented a great challenge for our students accessing reading material that supported their continued success and development as readers. Due to this and the already existing gap, reading and the work around literacy has been a great challenge. We also serve students with various abilities. This includes 4% of students that receive Gifted and Talented services as well as 11% of students that receive Special Education services. Our student population is extremely diverse and quite transient. This great diversity brings rich experiences and numerous opportunities. Yet our diversity as well as transiency challenges us to provide more individualized and targeted instruction to meet the varying needs of our students. Our current enrollment of **587** students consists of 32% Hispanic, 38% African American, 29% Caucasian and 1% representing other ethnicities.

To help us better meet the diverse needs of our students, we utilize a school wide schedule that provides an hour block for Intervention/Enrichment at every grade level. This block of time is used to provide direct instruction to small groups of students based on specific areas of need (language acquisition, reading, math, speech, gifted & talented, etc.), without compromising the core instructional time.

Accomplishments and Results

- In 2014-15 → Palmetto Gold Award for Student Achievement
- In 2014, 2015 and 2016 → Safe Schools Award
- In 2014, 2015 and 2016 → Hall of Fame and recognized for the greatest percentage of participation in the Reading All-Stars Program
- From 2014 - present, we were selected to participate in the "Make Summer Count" reading initiative with Public Education Partners
- In 2014, we received a $400,000 Safe Routes to School grant in conjunction with community partners to improve the infrastructure around our school.
- From 2014 - Present several of our teachers received Donors Choose Grants, which has

assisted our teachers in obtaining additional instructional materials.
- Duncan Chapel continues to partner with First Baptist Church-Greenville, to implement the Mission Backpack weekend food bag program.

Profile of Duncan Chapel Elementary

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

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

Despite the challenges presented by the pandemic, we continue to "set the bar high" in all aspects related to student achievement, and our students continue to rise to the occasion for excellence! 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. On-going Title I funding has enabled us to sustain lower student-teacher ratios in multiple grades and provide additional support in reading and math through resources as well as Academic Intervention.

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

Partnerships
Active community involvement as well as strong parental support are essential to our school's mission of providing students with models of how to become contributing members in a global society. Many surrounding businesses, such as Papa John's Zaxby's, Stax's, Ingles, and Publix provide financial support as well as offer donations to support school events. Volunteers from local churches assist the school in a variety of ways. For instance, prior to COVID Reedy River Church partnered with us every Monday to assist our Bag Lunch program, which prepares lunch bags for a local homeless shelter. Due to restrictions pertaining to COVID, we have not working in this capacity. However, Reedy River Church has offered supports to our teachers by providing motivational support throughout the year.
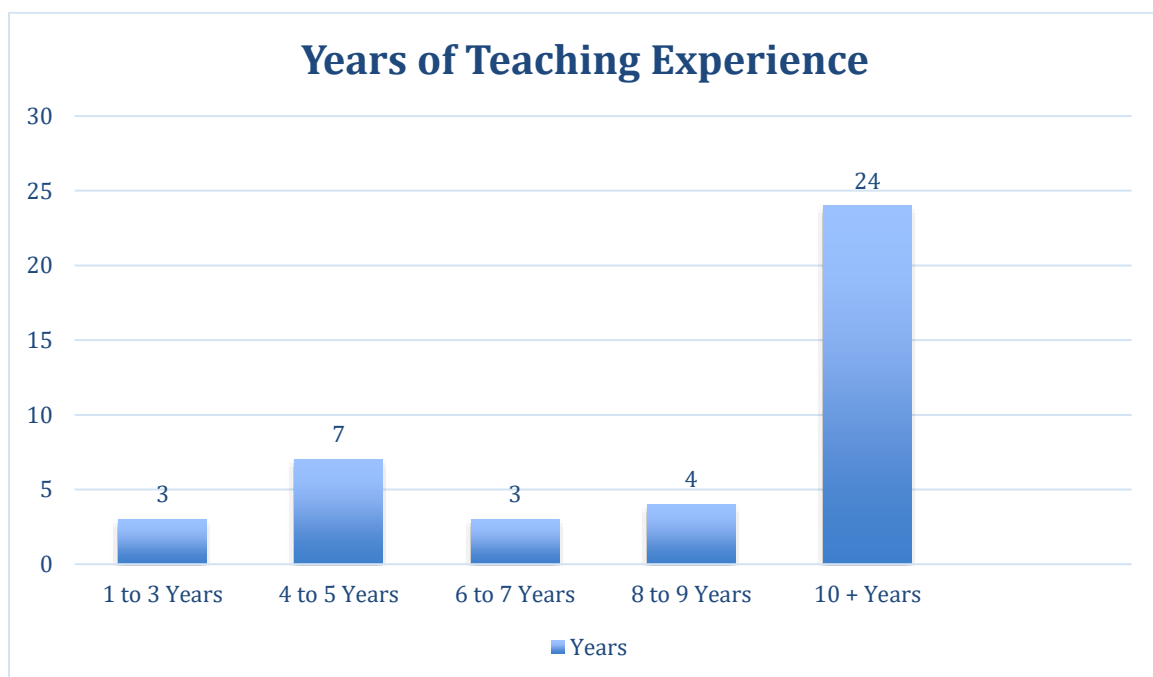
Through the generous support and donations of weekend food bags from First Baptist Church, many of our less fortunate students do not worry about food during the weekend. Over the past few years with the help of PTA, Student Activity Funds, and contributions from community partners, we were able to update two of our playground areas with state-of-the-art equipment.

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

Duncan Chapel Staff

The staff at Duncan Chapel includes 30 regular education teachers and 6 special education teachers, two of which are in a self-contained class for students with developmental delays. We have 2 speech therapists (1 full-time and 1 half-time), 4 interventionists (3 RTI teachers and 1 challenge teacher), and 2 ESOL teachers (2 full time teachers). Our related arts team includes 6 teachers: guidance counselor, media specialist, physical education teacher, music teacher, technology lab and an art instructor.

We have 59% of our instructional staff with advanced degrees, and there are 3 teachers that have received National Board Certification.

Years of Teaching Experience

Category	Years
1 to 3 Years	3
4 to 5 Years	7
6 to 7 Years	3
8 to 9 Years	4
10 + Years	24

■ Years

Education Level of Teachers

Education Level	Number of Teachers
Bachelors	21
Masters	33
PhD	1
National Board Certified	3
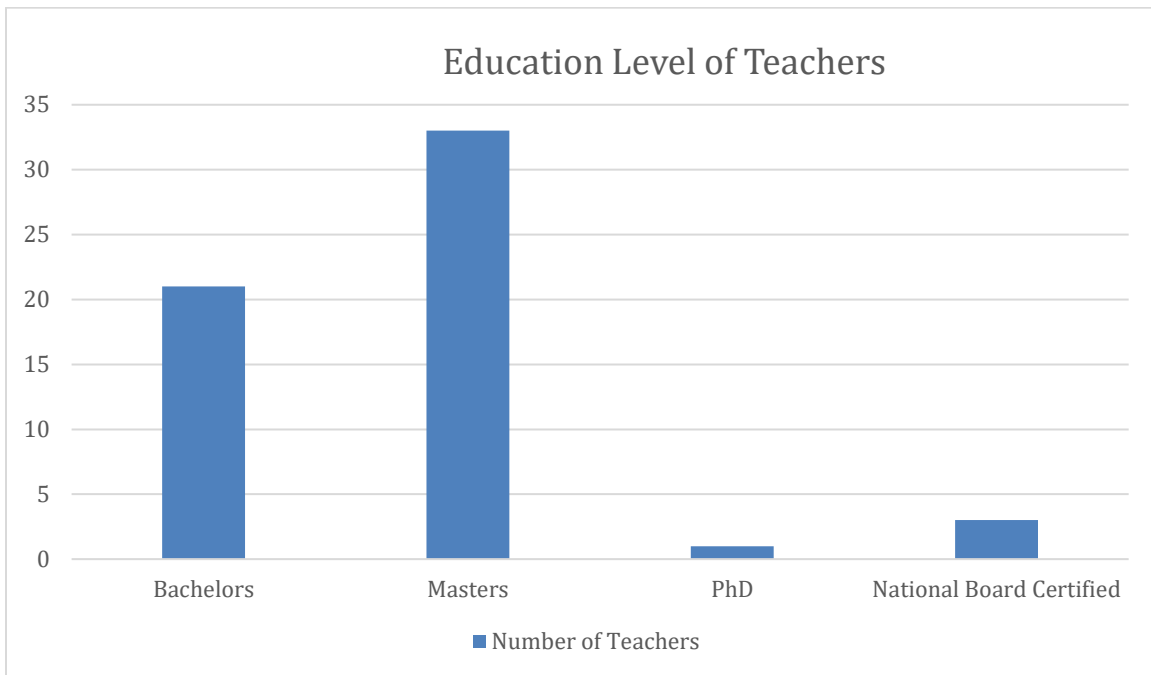
Teacher Attendance	
2020 - 2021	95.5
2019 - 2020	**N/A**
2018-2019	93
2017-2018	90
2016 –2017	91.9
2015 – 2016	94.2
2014 – 2015	92.3
2013 – 2014	95.4
2012 - 2013	93.1

Additional staff include three office personnel, one school nurse, a plant engineer, four custodians,

eight assistants, two instructional aides, media center clerk, and seven food services workers. Other district personnel serve as support to the instructional program and are available to assist in meeting the needs of the Duncan Chapel population.
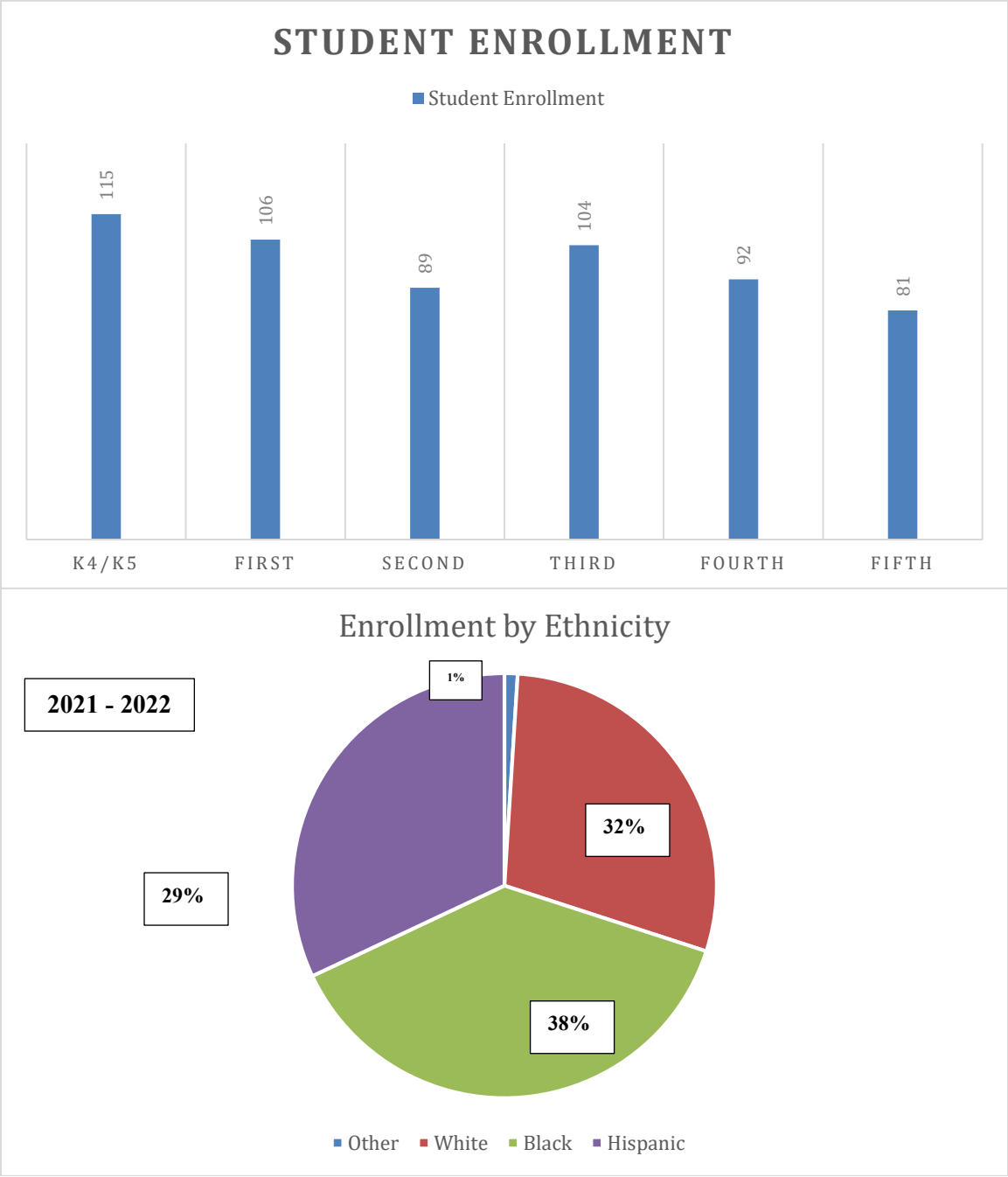
Our Leaders
Our principal, Stephanie Lowry, has been an educator for 30+ years. Dr. Lowry was named principal of Duncan Chapel Elementary in July 2013. She is a graduate of the University of North Carolina at Pembroke where she received both her Bachelor of Education and a Masters of Education. In addition, she earned her National Board Certification in Early Adolescent ELA in 2000 and her Masters +30 in the area of Gifted Education in 2001. In 2013, Dr. Lowry earned her PhD in educational leadership through Capella University. Prior to joining the Duncan Chapel team, Dr. Lowry served as an Assistant Principal and Instructional Coach in Greenville County. Other experiences include, teacher specialist on-site for the State Department of Education and gifted & talented teacher.

Our assistant principal, Danielle Lee, has been in education for 15+ years. Mrs. Lee has served in various administrative roles and became assistant principal at Duncan Chapel in 2016. She is a graduate of Clemson University where she received both her Bachelor's degree in English and her Master of Arts in Teaching. She also holds a second Master's degree in educational leadership from the University of South Carolina. Prior to joining the Duncan Chapel team, Mrs. Lee served as an Early Warning and Response System Coordinator, BELL Summer Program Manager, Alternative Program Coordinator, Assistant Principal and middle school English teacher.

Student Population
Our student population is extremely diverse. Our current enrollment of 587 students consists of 32% Hispanic, 38% African American, 29% Caucasian and 1% representing other ethnicities. With a poverty index of 83%, Duncan Chapel receives Federal Title I funding. We also serve students with various disabilities including emotional, learning, speech-language and other health impairments.

Student Enrollment

STUDENT ENROLLMENT

■ Student Enrollment

Grade	Enrollment
K4/K5	115
FIRST	106
SECOND	89
THIRD	104
FOURTH	92
FIFTH	81

Enrollment by Ethnicity

2021 - 2022

1%
32%
38%
29%

■ Other ■ White ■ Black ■ Hispanic

Student Attendance	
2021	
2020	*COVID Impact
2019	95
2018	95
2017	95.1
2016	95.8
2015	95.7
2014	96.5
2013	96.3

Academic Features

Curriculum/Instruction

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

The district generated Balanced Literacy Framework is implemented at every grade level, 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 other supplemental resources are 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 and truly meet learners where they are along the literacy continuum. In addition to Fountas and Pinnell training, teachers have also had training sessions with various consultants, such as Reading Horizons, Susan Zimmerman (Mosaic of Thought), Hiedi Bishop (Orton-Gillingham) and Tina Gordon. To improve reading comprehension and grow a love for reading, Duncan Chapel utilizes RAZ Kids, sponsored by Reading A to Z as well as other digital reading platforms, such as Starfall, IXL, Newsela, and Epic. These programs are highly motivating as students are reading at their independent level, as well as their instructional levels.

Our mathematics program is academically challenging and integrated with other curriculum areas. Math instruction is based on standards and support from the scope sequence resources generated by our District Academic Math Specialist. The Big Ideas series and Every Day Counts Calendar Math provides opportunities for preview, review, practice, and discussion of critical math concepts. In addition, teachers implement math talks to support the development of critical thinking as well as communication skills. Approximately 50 minutes is scheduled for math each day, which emphasizes problem solving and hands-on strategies, allowing for real life connections. To provide support for math fluency students also use a variety of apps and computer programs, such as IXL and Reflex Math.

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

Social Studies, like the other content areas, is driven by the state standards and district curriculum guides. Many grade levels support learning in social studies with interactive note booking, which allows for a more hands-on approach. In addition, the Pearson's - My World working consumable 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. Due to time constraints and in an effort to maximize experience in both contents, teachers often rotate teaching each content area by units.

Technology is utilized throughout the school day as a tool to enhance learning. All teachers have a Promethean Board/Activ Panel and a document camera. In 2015-2016, we implemented the personalized learning or 1 to 1 initiative in all grade levels. This allows us to provide technology devices to all students (iPads in kindergarten through second grade and laptops in grades three, four and five). In 2019, each student (K4 – 5th) also received a Chromebook to support virtual learning. Our Title I Technology Facilitator continually assists teachers with the implementation of various programs and technology tools based on student needs.

Assessment
We believe that learning is actively constructed as children are engaged with meaningful experiences that meet their individual needs. In order to meet these needs, teachers not only provide a comprehensive program through instruction and intervention, but continuous assessment plays a large role. Staff members continuously collect and analyze a range of data sources. The Fountas & Pinnell Benchmark Assessment System and district created assessments, as well as TE 21(MasteryConnect), 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 all content areas. These assessments provide on-going data, which supports teacher instructional decisions.
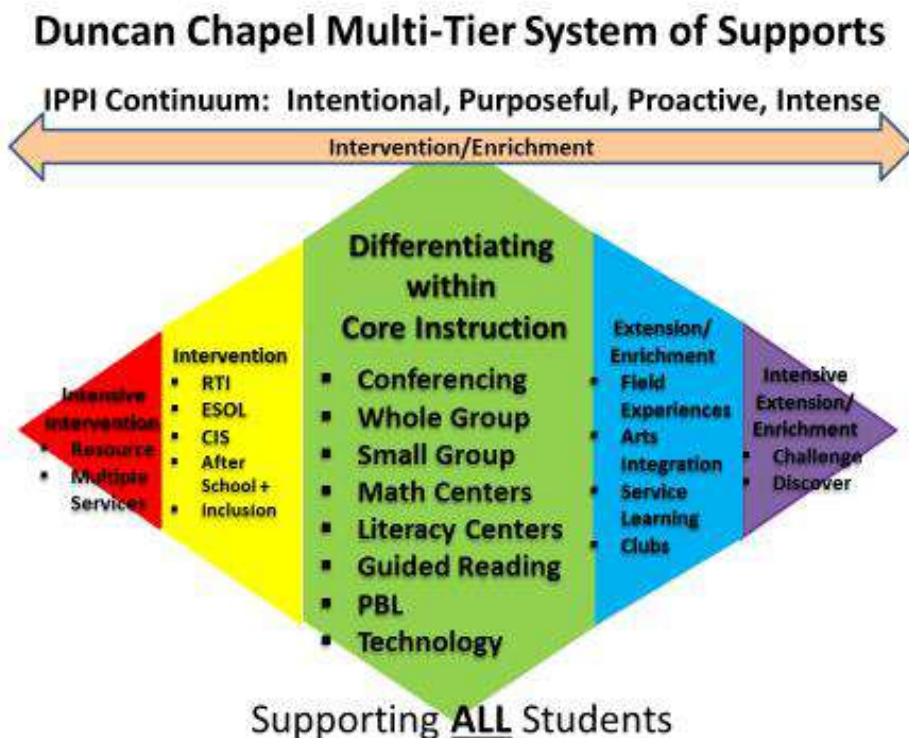
In three times a year, teachers in first through second grade administer assessments to measure student progress. Adapting to each student's learning level, MAP offers a Rasch Unit (RIT) score for first grade teachers to tailor instruction to their class as well as individual students. Teachers in 2nd - 5th grade utilize Mastery Connect every nine weeks as a tool to guide and shape their instruction. Each year teachers in 3rd – 5th grades 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 acquisition for our fourth graders.

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

Intervention/Enrichment
In order to maximize total instructional time for core instruction, we utilize a school-wide schedule that includes a sixty-minute block for Intervention/Enrichment at every grade level. During this time, students are pulled in small groups for the following services:
- English as a Second Language (ESL)
- Response to Intervention-Reading (RTI)
- Specialized instruction in reading and/or math through Special Education pull-out
- Speech services
- Challenge (Gifted and Talented program)
- Discover (thinking/problem solving for higher performing students)

Duncan Chapel Multi-Tier System of Supports

IPPI Continuum: Intentional, Purposeful, Proactive, Intense

Intervention/Enrichment

Differentiating within Core Instruction

Intensive Intervention
- Resource
- Multiple Services

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

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

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

Intensive Extension/ Enrichment
- Challenge
- Discover

Supporting **ALL** Students

Our OnTrack Team support teachers in planning and implementing various strategies to support individual student attendance, behavioral and academic needs. These teams meet twice a month 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

Our in-house before and after-school tutoring services provide opportunities for identified students to receive additional content area support in reading or math. Through this initiative, we are able to serve students in 1st - 5th grade. Many grade levels serve students twice a week, yet there are some grade levels that support students four days a week. The focus of this initiative is to provide academic intervention in math and reading. In addition, we also have an Extended Day Program to support families with after-school care.

Other Initiatives

Implementing Best Practices

Best Practices	Implementation	Monitoring
Long Range Planning & Pacing with District Scope and Sequence Balanced Literacy Framework Hands-on Math Instruction Differentiated Instruction	• Collaborative Lesson Planning • Vertical Team Planning • Class Schedules • Lab Classrooms / Peer Visits • Coaching the Core • Coaching Cycles • Data Analysis Meetings ○ Item Error Analysis • Intervention / Enrichment Block	• Lesson Review • Direct Observation and Administration Participation • Written Summaries • In/Out Coaching • Observations • Instructional Rounds • Instructional Walks • Guided Planning sessions with Instructional Coach and/or Literacy Coach

Implementing Best Practices

Best Practices	Implementation	Monitoring
Team Planning **Standards Based Instruction**	• Common Planning - daily for all grade levels, SpEd, Specialist, and Related Arts • Teacher attendance at District/School Professional Development sessions • Lesson Planning using resources and suggestions from the Landing Page	• Schedule for weekly planning and PLC's (Administration and Coaches participation) • Team Minutes • Observations • Review and give feedback on lesson plans

Implementing District Initiatives

Graduation +	Student-Centered Learning	Inclusive Practices

• Kindergarten +
  ◦ 5K Screenings
• After & Before School Tutoring
• Intervention K - 3
  ◦ Making Connections
  ◦ Spire
  ◦ LLI
• Enrichment
  ◦ Daily Gifted & Challenge
  ◦ Discover Classes
  ◦ Field Experiences/Arts Integration
• College/Career Ready
  ◦ Daily Guidance Lessons
  ◦ Student-Led Conferences
  ◦ Career Day
  ◦ Personalized Learning Devices
	• School-wide Schedule
	• Daily Common Planning
	• Common Assessments
	• Student-Led Conferences
	• Student Data Tracking
	• Personalized Learning
	• PLC's
	• Resources
	  ○ Mental Health
	  ○ Social Worker
	  ○ Universal Lunch & Breakfast
	  ○ Weekend Food Bags
	  ○ After School Assistance
		• Strategic scheduling for all students that receive Special Education Services (summer planning session with instructional coaches & special education teachers)

Mission

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

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

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

Data Analysis and Needs Assessments

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

SC READY ELA (%Meets & Exceeds)

Legend: Third Gr. | Fourth Gr. | Fifth Gr.

Year	Third Gr.	Fourth Gr.	Fifth Gr.
2016	41.8	37.8	35.8
2017	40.8	37.9	33
2018	38	37	46
2021	24.7	34.1	25.3
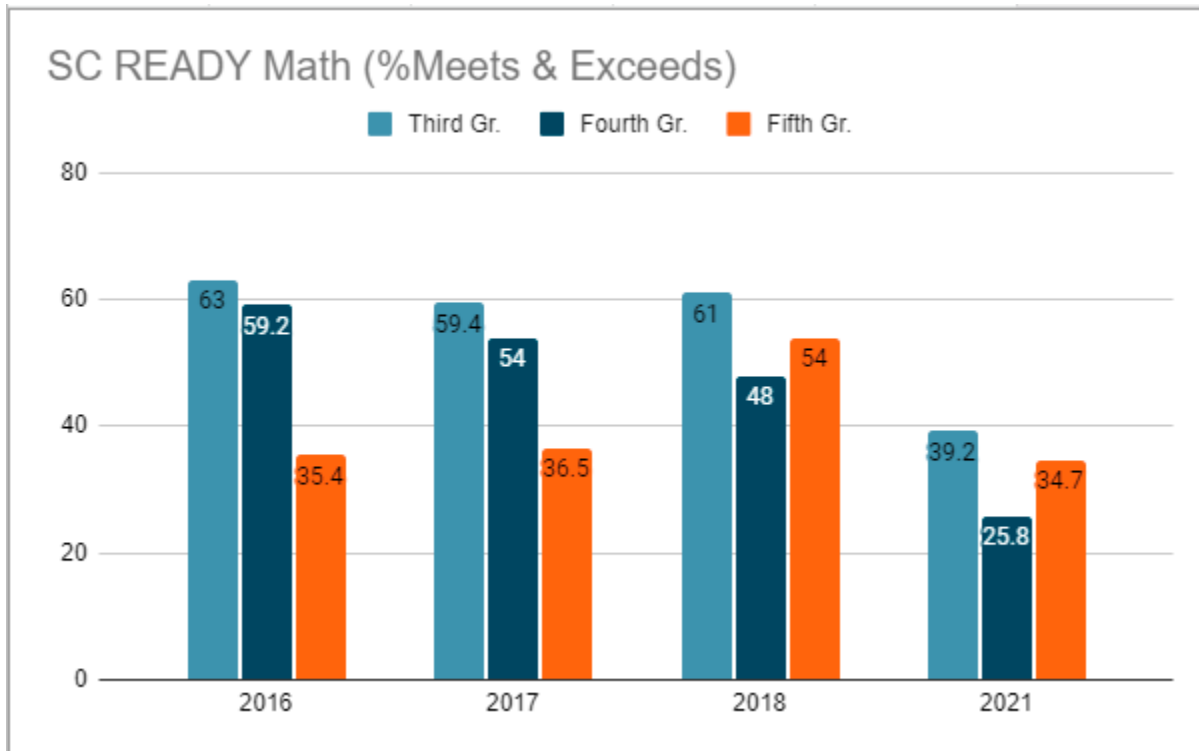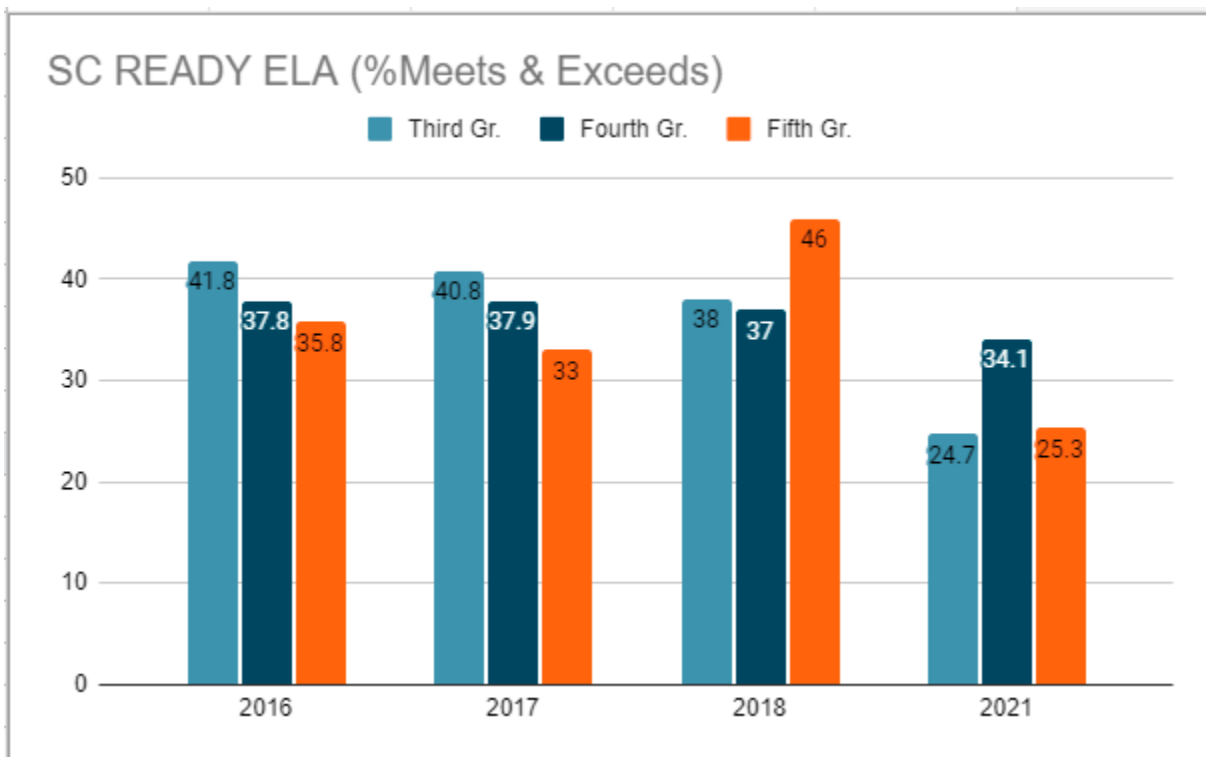
SC PASS is a statewide assessment that is administered to our 4th and 5th graders to determine their mastery of state standards in the areas of social studies and science.
The following chart compares Duncan Chapel Elementary student performance to GCSD and statewide student performance for the past three years.

SC PASS Science (%Meets & Exceeds)

Legend: Fourth Gr. | GCS

Year	Fourth Gr.	GCS
2016	73	71
2017	45	53
2018	46	60
2021	41	56.4
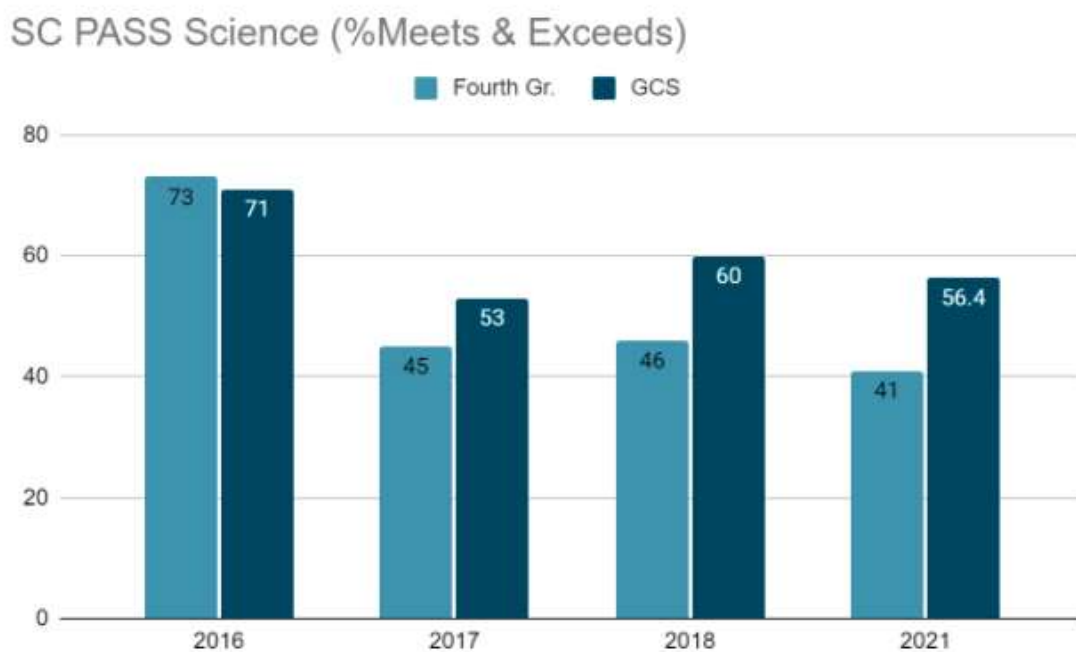
Additional Data Information

In our ongoing effort to improve students' ability to read and understand a variety of texts, we use data in a systematic way to guide and inform our instructional decisions. We review our data from FastBridge and the Fountas and Pinnell benchmark assessments on a regular basis to determine student needs, identify students in need of intervention as well as to support planning 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, all of students performing below expectation are receiving additional services in reading.

The graph below indicates the percentage of students within each grade level that are performing on or above grade level expectation during the Fountas and Pinnell Spring benchmark administration of the 2021 school year.
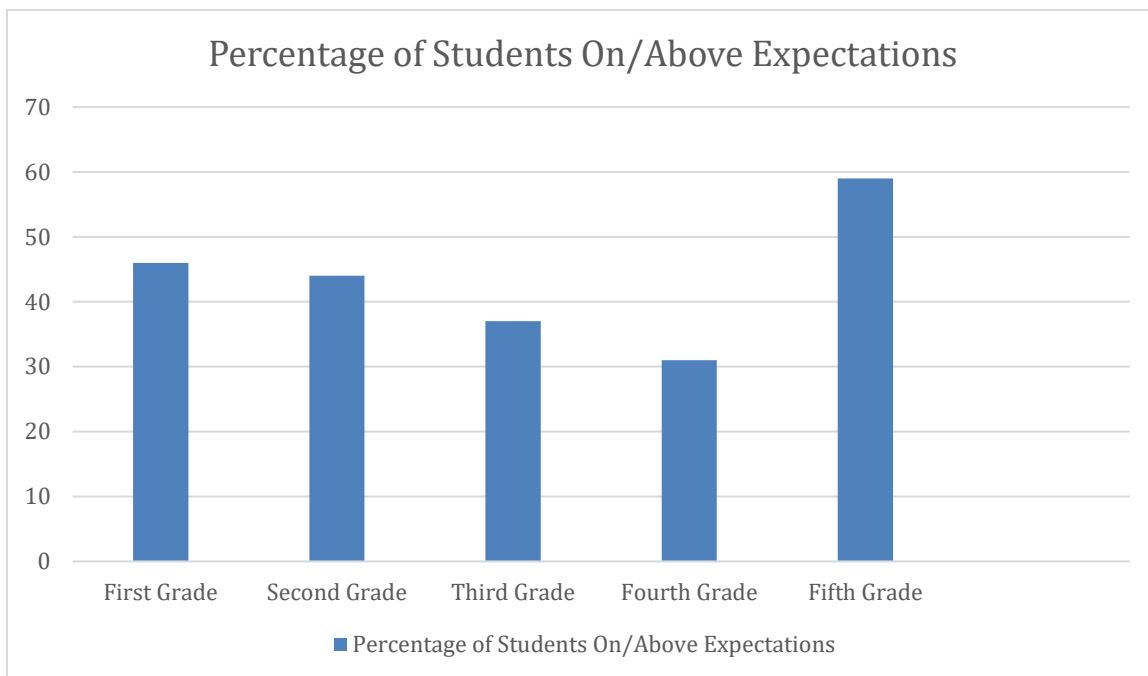
The graph below indicates the percentage of kindergarten and first grade students performing on or above expectation for the FastBridge assessment during the Spring administration of the 2021 school year.
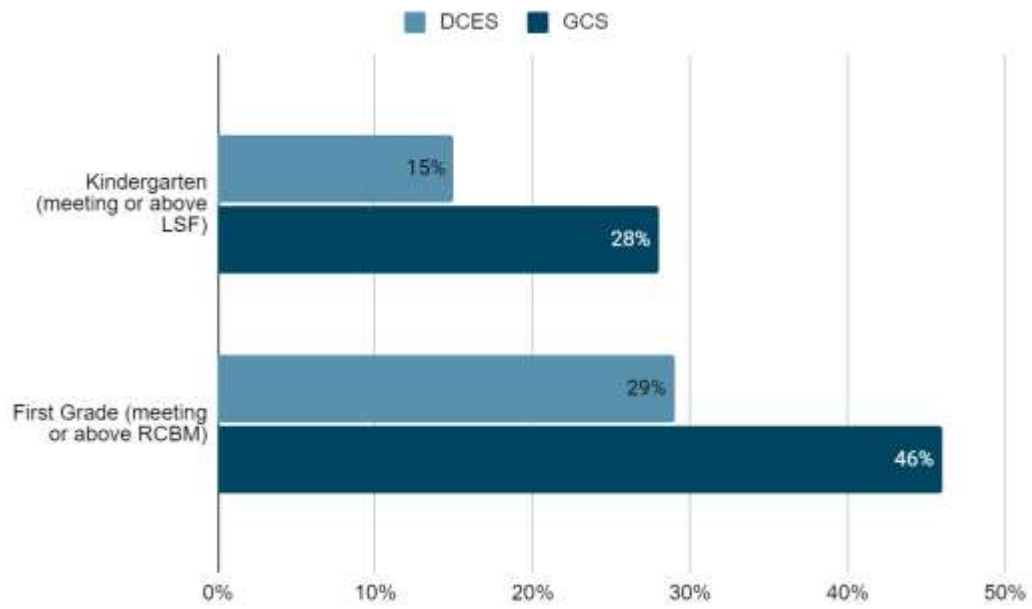
Professional Development

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

Annual Focus Based on SC Ready/SC PASS: Conferencing; Building Numeracy

To bring focus to our work and streamline everything in one document, all PD and meetings will be listed on the PD plan. Every fourth Wednesday of each month, we will use the "Pick Your PD" method, allowing you to select the PD session that will be most impactful in sharpening your craft. We will also have days where you can choose a different tier of technology training to attend based on your mastery level.

Pick Your PD Wednesday/Faculty   Leadership Team   Vertical PLC Teams   New Diver Club   Grade Level Mini-Session   OnTrack/RTI   Instructional Rounds/Learning Walk   BookStudy/Cohorts   Evaluation Support Session   PD in PJ's

District Math Collaborative Cohort PD Plan 2nd - 5th
Academics District Professional Development (all areas)

Date and Time	Type of PD	Focus	Presenter & Location	Agenda	Portal Link, Agenda & Code
August					
8/9/21	All Teachers (Grade level sessions)	ACES	Ellen Hampshire	ACES & Trauma-Informed Practices PD	IN Progress
8/16/21	New Diver Club	New Teacher Support	Bowie Coach's Corner	Mentor Meet & Greet	IN Progress
8/16/21 10am	Leadership	Leadership	ILT Coach's Corner	Leadership in the Making	Attendance Recorded
8/19/21 Common Planning	Grade Level Mini-Session K5 - 5th; RA	Grading	Bowie Coach's Corner	Everything Grades: Grade Book Setup/Expectations	NO PD Credit
8/23/21	OnTrack K4-2nd	Student Intervention	OnTrack Team Coach's Corner	Establishing the OnTrack Process	PD Link & Agenda

Common Planning					Code
8/30/21 Common Planning	OnTrack 3rd - 5th	Student Intervention	OnTrack Team Coach's Corner	Establishing the OnTrack Process	[PD Link](#) & Agenda Code
8/30/21 2:45 - 3:45	Evaluation Support Session	PAS-T	Bowie Coach's Corner	PAS-T Party: Establishing Digital Portfolio and Performance Standard Support	[PD Link](#) & Agenda Code:
8/30 - 9/7 PD in Pj's (All Teachers)	Learning Walk				[PD Link](#) & Agenda Code:
September					
9/2 - 9/10 (Classroom Teachers)	[WIDA and ILAP's](#)				[PD Link](#) & Agenda Code:
9/13 - 9/22 PD in Pj's (Classroom Teachers)	[Establishing a Supportive Classroom Library](#) *classroom teachers only (Gen. Ed. & Self-contained)*				[PD Link](#) & Agenda Code:
9/6 - 9/15 PD in Pj's	[ReThink Ed](#)				PD Link & Agenda Code:
9/9/21 Common Planning	OnTrack K4-2nd	Student Intervention	OnTrack Team Coach's Corner	OnTrack	Agenda
9/8/21 3:00	Leadership	Leadership	ILT Coach's Corner	Leadership in the Making	[PD Link](#) & Agenda Code
9/13/21 Common Planning	OnTrack 3rd - 5th	Student Intervention	OnTrack Team Coach's Corner	OnTrack	Agenda
9/20/21 3:00	New Diver Club	New Teacher Support	Bowie Coach's Corner	Setting up for Success /[Greenville County Instructional Protocol Instrument](#) / Student Learning Objectives	[PD Link](#) & Agenda Code:
9/22/21 3:00	Second Grade	Student Interventions	Media Center	Supporting Literacy: In-Classroom Interventions	[PD Link](#) & Agenda Code:
9/23/21 Common Planning	Grade Level Mini-Session K5-5th	Core Instruction	Bowie Coach's Corner	Supporting Classroom Libraries	[PD Link](#) & Agenda Code:
9/27/21 2:45 - 3:45	Evaluation Support Session	PAS-T	Bowie Coach's Corner	PAS-T Party: Performance Standard Support	[PD Link](#) & Agenda Code:

9/29/21 **3:00 - 4:00**	Pick Your PD Wednesday	PD Menu Link	Various Locations @DCES	[PD Menu Link](#) ***Sign-up Link ABOVE**	[PD Link](#) & Agenda Code:
9/30 - 10/07 **PD in PJ's**	PD in PJ's **(3rd - 5th Gr.)**	Baseline Data	PD in Pj's	Data Analysis and Classroom Implications	[PD Link](#) & Agenda Code:
October					
10/4/21 **Common Planning**	OnTrack K4 - 2nd	Student Intervention	OnTrack Team Coach's Corner	OnTrack	
10/11/21 **Common Planning**	OnTrack 3rd - 5th	Student Intervention	OnTrack Team Coach's Corner	OnTrack	
10/11/21 **3:00**	New Diver Club	New Teacher Support	Bowie Coach's Corner	Student Led Conferences / SLO	[PD Link](#) & Agenda Code:
10/13/21 **3:00**	Leadership	Leadership	ILT Coach's Corner	Leadership in the Making	[PD Link](#) & Agenda Code
10/21/21 **CANCELLED**	~~Grade Level Mini-Session K4 - 1st~~	~~Core Instruction~~	~~Bowie Coach's Corner~~	~~Interactive Writing In Action~~	~~PD Link & Agenda Code:~~
10/21/21 **CANCELLED**	~~Grade Level Mini-Session 2nd - 5th~~	~~Core Instruction~~	~~Bowie Coach's Corner~~	~~Building Numeracy / Utilizing TE21 to Design Higher Order Questions~~	~~PD Link & Agenda Code:~~
10/25/21 **2:45 - 3:45**	Evaluation Support Session	PAS-T	Bowie Coach's Corner	PAS-T Party: Performance Standard Support	[PD Link](#) & Agenda Code:
10/27/21 **3:00 - 4:00**	Pick Your PD Wednesday	PD Menu Link	Various Locations @DCES	PD Menu Link ***Sign-up Link available 10/26/21 @ 4pm**	[PD Link](#) & Agenda Code:
10/28/21	Grade Level Mini-Session K5 - 5th	Core Instruction	Bowie Coach's Corner	Balanced Literacy Support: Utilizing ELA Unit Plan Template to Support Core Instruction	[PD Link](#) & Agenda Code:
November					
11/1/21 **Schedule**	Identified Grades		ILT / Leadership	Instructional Rounds/Learning Walk	
11/1/21	OnTrack K4-2nd	Student	OnTrack Team	OnTrack	
11/4 - 11/16 **PD in PJ's**	PD in PJ's	MC#1 Data Analysis and Classroom Implications			[PD Link](#) & Agenda Code:
11/8/21 **Common Planning**	OnTrack 3rd - 5th	Student Intervention	OnTrack Team Coach's Corner	OnTrack	

Date	Group	Focus	Facilitator	Topic	Resource
11/8/21 2:45 - 3:30	Identified Grade Level (3rd Gr.)	Core Instruction	ILT / Academic Specialist	Coaching the Core Celebration	PD Link & Agenda Code
11/10/21 3:00	Leadership	Leadership	ILT Coach's Corner	Leadership in the Making	PD Link & Agenda Code
11/15/21 3:00	New Diver Club	New Teacher Support	Bowie Coach's Corner	Understanding Mastery Connect	PD Link & Agenda Code:
11/18/21 Common Planning	Grade Level Mini-session K5 - 5th	Core Instruction	Bowie Coach's Corner	Data Dive and MC#1 Analysis	PD Link & Agenda Code:
11/29/21 2:45 - 3:45	Evaluation Support Session	PAS-T	Bowie Coach's Corner	PAS-T Party: Performance Standard Support	PD Link & Agenda Code:
December					
12/6 - 12/9 Schedule	Identified Grades		ILT / Leadership	Instructional Rounds/Learning Walk	
12/6/21	OnTrack K4-2nd	Student	OnTrack Team	OnTrack	
12/8/21 3:00	Leadership	Leadership	ILT Coach's Corner	Leadership in the Making	PD Link & Agenda Code
12/13/21 Common Planning	OnTrack 3rd - 5th	Student Intervention	OnTrack Team Coach's Corner	OnTrack	
January					
1/10/22 Common Planning	OnTrack 3rd - 5th	Student Intervention	OnTrack Team Coach's Corner	OnTrack	
1/12/22 3:00	Leadership	Leadership	ILT Coach's Corner	Leadership in the Making	PD Link & Agenda Code
1/24/22	OnTrack K4-2nd	Student	OnTrack Team	OnTrack	
1/24/22 3:00	New Diver Club	New Teacher Support	Bowie Coach's Corner	Understanding Mastery Connect	PD Link & Agenda Code:
1/26/22 3:00 - 4:00	Pick Your PD Wednesday	PD Menu Link	Various Locations @DCES	PD Menu Link *CHOICE BOARD* *Sign-up Link available 1/25/22 @ 4pm	PD Link & Agenda Code:

1/27/22 Common Planning	Grade Level Mini-session K5 - 5th	Core Instruction	Bowie Coach's Corner	Reading and Writing Conferences	PD Link & Agenda Code:
1/31/22 2:45 - 3:45	Evaluation Support Session	PAS-T	Bowie Coach's Corner	PAS-T Party: Performance Standard Support	PD Link & Agenda Code:
February					
2/7/22	OnTrack K4-2nd	Student	OnTrack Team	OnTrack	
2/9/22 3:00	Leadership	Leadership	ILT Coach's Corner	Leadership in the Making	PD Link & Agenda Code
2/14/22 Common Planning	OnTrack 3rd - 5th	Student Intervention	OnTrack Team Coach's Corner	OnTrack	
2/22 - 2/25 2:45 - 3:45	Evaluation Support Session	PAS-T	Bowie Coach's Corner	Individual Sessions Performance Standard Support	PD Link & Agenda Code:
~~**2/23/22 3:00 - 4:00**~~	~~Pick Your PD Wednesday~~	~~PD Menu Link~~	~~Various Locations @DCES~~	~~PD Menu Link~~ ==*Sign up Link available 2/22/22 @ 4pm==	~~PD Link & Agenda Code:~~
2/24/22 Common Planning	Grade Level Mini-session K5 - 5th	Core Instruction	Bowie Coach's Corner	Reading and Writing Conferences	PD Link & Agenda Code:
2/28/22 3:00	New Diver Club	New Teacher Support	Bowie Coach's Corner	Understanding Mastery Connect	PD Link & Agenda Code:
March					
3/7/22	OnTrack K4-2nd	Student	OnTrack Team	OnTrack	
3/10 - 3/18 PD in PJ's	PD in PJ's	Data Dive: K – 2Gr.			PD Link & Agenda Code:
3/9/22 3:00	Leadership	Leadership	ILT Coach's Corner	Leadership in the Making	PD Link & Agenda Code
3/14/22 Common Planning	OnTrack 3rd - 5th	Student Intervention	OnTrack Team Coach's Corner	OnTrack	
3/17/22 Common Planning	Grade Level Mini-session K5 - 5th	Core Instruction	Bowie Coach's Corner	Reading and Writing Conferences	PD Link & Agenda Code:
April					

4/4/22	OnTrack K4-2nd	Student	OnTrack Team	OnTrack	
4/11/22 Common Planning	OnTrack 3rd - 5th	Student Intervention	OnTrack Team Coach's Corner	OnTrack	
4/13/22 3:00	Leadership	Leadership	ILT Coach's Corner	Leadership in the Making	PD Link & Agenda Code
4/21/22 Common Planning	Grade Level Mini-session K5 - 2nd	Core Instruction	Bowie Coach's Corner	Closing the Year Assessments	PD Link & Agenda Code:
4/25/22 3:00	New Diver Club	New Teacher Support	Bowie Coach's Corner	Understanding Mastery Connect	PD Link & Agenda Code:
4/28/22 Common Planning	Grade Level Mini-session 3rd - 5th	Core Instruction	Bowie Coach's Corner	Closing the Year Assessments	PD Link & Agenda Code:
May					
5/11/22 3:00	Leadership	Leadership	ILT Coach's Corner	Leadership in the Making	PD Link & Agenda Code
5/16/22 3:00	New Diver Club	New Teacher Support	Bowie Coach's Corner	Closing the Year Reflections	PD Link & Agenda Code:
5/19/22 Common Planning	Grade Level Mini-session K5 - 5th	Core Instruction	Bowie Coach's Corner	Year End Closing	PD Link & Agenda Code:

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.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	28	55	57
Percent satisfied with learning environment	92.9%	89.0%	100.0%
Percent satisfied with social and physical environment	96.4%	94.3%	91.3%
Percent satisfied with school-home relations	92.9%	74.1%	82.5%

[Duncan Chapel Elementary School Report Card Link](#)

Impact of COVID-19:

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

For spring 2020, South Carolina did not administer any of the following assessment programs:
- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History
- and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver
- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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

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

PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 37% in 2016-17 to 52% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	37% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 40**	**40**	**43**	**46**	**49**	**52**
		School Actual Elementary 40	48.6	*waiver*	36.3		

SC READY ELA SC READY test data file	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	*waiver*	52		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Admin. IC Literacy Specialist	$0	NA	Evidence of data driven conversations from school meetings
2. Provide professional learning opportunities for instructional strategies for diverse learners.	2018-2023	Admin. IC Literacy Specialist Teacher Leaders	$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings

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

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

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

PERFORMANCE GOAL 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 50% in 2016-17 to 65% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	50% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 53**	**53**	**56**	**59**	**62**	**65**
		School Actual Elementary 54	59	*waiver*	33		

SC READY Math SC READY test data file	54% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 57**	**62**	**64**	**66**	**68**	**69**
		District Actual Elementary 60	63	*waiver*	53		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Admin. IC	$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Admin. IC Teachers	$0	NA	MasteryConnect Reports and review of lesson plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018-2023	Admin. IC Teachers	$0	NA	Mastery Connect/TE21

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

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

PERFORMANCE GOAL 3: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually. (TBD)

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	**50**	**53**	**56**	**59**	**62**
		School Actual Elementary 47	51	*waiver*	41		
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**63**	**66**	**69**	**72**	**75**

		District Actual Elementary 60	64	*waiver*	56		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Admin. IC	$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Admin. IC Teachers	$0	NA	MasteryConnect Reports
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018-2023	Admin. IC Teachers	$0	NA	Mastery Connect/TE21

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

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

PERFORMANCE GOAL 4: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	29% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 32**	**32**	**35**	**38**	**41**	**43**
SC READY ELA SC SDE Website		**School Actual Hispanic 31**	**44**	*waiver*	**21**		

SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	**36**	**39**	**42**	**45**	**48**
SC READY ELA SC SDE Website		**District Actual Hispanic 34**	**40**	*waiver*	**36**		
SC READY ELA SC SDE Website	17 % Meets Expectations and Exceeds Expectations	**School Projected AA 20**	**20**	**23**	**26**	**32**	**35**
SC READY ELA SC SDE Website		**School Actual AA 20**	**34**	*waiver*	**17**		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**District Projected AA 25**	**25**	**28**	**31**	**34**	**37**
SC READY ELA SC SDE Website		**District Actual AA 25**	**31**	*waiver*	**28**		

SC READY ELA SC SDE Website	12% Meets Expectations and Exceeds Expectations	**School Projected SWD 15**	**15**	**18**	**21**	**24**	**27**
SC READY ELA SC SDE Website		**School Actual SWD 4**	14	*waiver*	6		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD 14**	**14**	**17**	**20**	**23**	**26**
SC READY ELA SC SDE Website		**District Actual SWD 12**	21	*waiver*	19		
SC READY ELA SC SDE Website	18 % Meets Expectations and Exceeds Expectations	**School Projected LEP 21**	**21**	**24**	**27**	**30**	**33**
SC READY ELA SC SDE Website		**School Actual LEP 29**	42	*waiver*	20		

SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35**	**35**	**38**	**41**	**44**	**47**
SC READY ELA SC SDE Website		**District Actual LEP 33**	44	*waiver*	32		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**School Projected PIP 38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**School Actual PIP 37**	42	*waiver*	25		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected PIP 38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**District Actual PIP 33**	45	*waiver*	37		

SC READY Math SC SDE Website	44% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 47**	**47**	**50**	**53**	**56**	**59**
SC READY Math SC SDE Website		**School Actual Hispanic 57**	56	*waiver*	40		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 39**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**District Actual Hispanic 42**	43	*waiver*	41		
SC READY Math SC SDE Website	28 % Meets Expectations and Exceeds Expectations	**School Projected AA 31**	**31**	**34**	**37**	**40**	**43**
SC READY Math SC SDE Website		**School Actual AA 30**	44	*waiver*	14		

SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA 27**	**27**	**30**	**33**	**36**	**39**
SC READY Math SC SDE Website		**District Actual AA 28**	30	*waiver*	25		
SC READY Math SC SDE Website	23 % Meets Expectations and Exceeds Expectations	**School Projected SWD 26**	**26**	**29**	**32**	**35**	**38**
SC READY Math SC SDE Website		**School Actual SWD 17**	16	*waiver*	17		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD 18**	**18**	**21**	**24**	**27**	**30**
SC READY Math SC SDE Website		**District Actual SWD 16**	20	*waiver*	24		

SC READY Math SC SDE Website	34 % Meets Expectations and Exceeds Expectations	**School Projected LEP 37**	**37**	**40**	**43**	**46**	**49**
SC READY Math SC SDE Website		**School Actual LEP 55**	54	*waiver*	39		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP 40**	**40**	**43**	**46**	**49**	**52**
SC READY Math SC SDE Website		**District Actual LEP 42**	46	*waiver*	40		
SC READY Math SC SDE Website	45% Meets Expectations and Exceeds Expectations	**School Projected PIP**	**48**	**51**	**54**	**57**	**60**
SC READY Math SC SDE Website		**School Actual PIP 50**	55	*waiver*	31		

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Admin. IC Literacy Specialist Teacher Leaders	$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Provide support for implementing data driven reflective conversations to improve teaching practice and in-class interventions (district, school, and individual data).	2018-2023	Admin. Literacy Specialist IC	$0	NA	Evidence of data driven conversations from school meetings
3. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2023	Admin.	$0	$0	Evidence of EWRS conversations and logs

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

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

PERFORMANCE GOAL 5: Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**School Projected**		**Kindergarten through Grade 5 =48% or above**	**Kindergarten through Grade 5 =51% or above**	**Kindergarten through Grade 5 =54% or above**	**Kindergarten through Grade 5 =57% or above**
	Meets and Exceeds	**School Actual**	**Kindergarten through Grade 5 =45%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	**Kindergarten through Grade 5 =45%**		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**School Projected**		<mark>Kindergarten= 33% or above Grade 1= 33% or above</mark>	<mark>Kindergarten= 36% or above Grade 1= 36% or above</mark>	<mark>Kindergarten= 39% or above Grade 1= 39% or above</mark>	<mark>Kindergarten= 42% or above Grade 1= 42% above</mark>

Assessment	Criteria						
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more...	**School Actual**	Kindergarten= 30% Grade 1 = 30%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19...*	Kindergarten= 15% Grade 1 = 29%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC	**School Projected**		Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %
South Carolina MAP Linking Study – February 2018	2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile	**School Actual**	Grade 2 – 19% Grade 5 –30%	Grade 2 –14% Grade 5 –31%	*Grade 2- 20% 5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*	Grade 2 – 14% *5th grade data point not available – School Board decision to waive 5th grade testing*	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**District Projected**		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	K-5 %		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**District Projected**		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above

	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more	**District Actual**	5K – 50% Grade 1 – 55%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19*	5K – % Grade 1 – %		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC	**District Projected**		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile	**District Actual**	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements*	Grade 2 – % *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements*	

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation					
2. Implement a framework for common planning across all grade levels to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Admin. Literacy Specialist Instructional Coach Teacher Leaders	$0	$0	Collaborative planning, data analysis, unit planning, protected planning times. Evidence of Common Planning reflected in school schedule
3. Implementation of a professional learning plan to support teachers in building capacity for consistent implementation of all the GCS Balanced Literacy Framework. components	2018-2023	Admin. Literacy Specialist IC Teacher Leaders	$0	$0	Evidence of school-based trainings and implementation of GCS Frameworks for Literacy

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

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

PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	Baseline will be established at the end of the 2018-19 school year	**School Projected**			**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**	**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**	**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**
GCS Human Resources Department	Baseline established in 2019-2020	**School Actual**		Gender Diversity =yes/no Ethnic Diversity = yes/no	Gender Diversity =yes/no Ethnic Diversity = yes/no	Gender Diversity =**yes**/no Ethnic Diversity = **yes**/no	
Employment report		**District Projected**	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%

GCS Human Resources Department	Baseline established in 2017-2018	**District Actual** Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%	Gender Diversity = 100% Ethnic Diversity = 97%	

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**		**INDICATORS OF IMPLEMENTATION**
1. Identify areas where there is limited or no diversity.	2018-2023	Admin.	$0	NA		Ongoing focus
2. Identify quality candidates who are diverse.	2018-2023	Admin.	$0	NA		Ongoing identification of candidates
3.						

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

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

PERFORMANCE GOAL 1: Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	93.1	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 90	**90**	*waiver*	**89**		
SDE School Report Card Survey	100	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		School Actual Teachers 100	**100**	*waiver*	**93**		
SDE School Report Card Survey	94.8	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 95	96	*waiver*	100		
SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86	**89**	*waiver*	**93**		
SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		District Actual Teachers 97	97	*waiver*	98		
SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	*waiver*	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Admin.	$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas

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

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority
Gifted and Talented Requires Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic* ☐Gifted and Talented: Other
PERFORMANCE GOAL 2: The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population. **PERFORMANCE GOAL 3:** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) **0**	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
GCS Expulsion Report		**School Actual 0**	0	0	0		
	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**

		District Actual 0.8	1.5	0.9	0.3		
GCS Expulsion Report							

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) **0**	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**School Actual 0**	0	0	0		
	(2016-17) **.04**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**District Actual .04**	**.10**	**.03**	**.004**		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.					
2.					
3.					

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required) ☐District Priority *Gifted and Talented Requires*   ☐Gifted and Talented: Academic   ☐ Gifted and
Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL 5: Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**

180th day Attendance Report	(2016-17) x	School Projected	x	x	x	x	x
180th day Attendance Report		School Actual x	x	x	x		
	(2016-17) 95	District Projected	95	95	95	95	95
180th day Attendance Report		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.					
2.					
3.					