Duncan Chapel Elementary

Danielle Lee
Greenville County Schools
Dr. Burke Royster
2024-25 through 2028-29

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Duncan Chapel Elementary

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 *(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	W Burke Royster	**4/8/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Danielle Lee	D. A. Lee	**3/14/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn J. Styles	**4/8/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ashly Coggins	Ashly Coggins	**3/14/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Shannon Story	S Story	**3/14/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 210 Duncan Chapel Rd. Greenville, SC 29617
SCHOOL TELEPHONE: (864)355-2700
PRINCIPAL EMAIL ADDRESS: dalee@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

POSITION	***NAME***
1. PRINCIPAL	Danielle Lee
2. TEACHER	Mrs. Shannon Westfield
3. PARENT/GUARDIAN	Mrs. Shannon Story
4. COMMUNITY MEMBER	Mrs. Monica Phillips
5. PARAPROFESSIONAL	Mrs. Felicia Walker
6. SCHOOL IMPROVEMENT COUNCIL	Mrs. Tawanda Bowie
7. READ TO SUCCEED READING COACH	Mrs. Shannon Story
8. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD	Mrs. Shannon Story
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. Audrey Bayne
Interventionist	Mrs. Lisa Riddle
Family Engagement Coordinator	Mrs. Diana Murillo
School Social Worker	Ms. Karla Birkel

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

_N/A_ 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).

YES 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).

YES Parent Involvement
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental 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.

YES 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.

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

YES Innovation
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

YES 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).

YES 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.

YES 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. However, they may be housed at locations with other grade levels or completely separate from schools.

YES **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.

YES **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 how to be 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 is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.

YES **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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.

YES **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 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 decisions. 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.

Faculty Council/Guiding Coalition	**Responsibilities**
Chair: Danielle A. Lee **Members:** ● Danielle Lee ● Tawanda Bowie ● Taylor Long ● Alexandra Payne ● Erica Drew ● Hilary Hutchinson ● Tamara Webb ● Wren Ballou ● Aubrey Cunningham ● Michelle Twaddle ● Eddie Floyd ● Detra Dawkins-Jefferies ● Valrie Graham	➢ The Faculty Council includes grade level/department chairs and is led by the principal. ➢ The team meets monthly to discuss and plan upcoming grade level events and specific committee-led functions. ➢ The primary function of the Faculty Council is to provide leadership to grade level/school teams. They also 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:** ● Danielle Lee ● Audrey Bayne ● Shannon Story ● Katherine Clarke	
Wellness Committee	**Chair**:Wren Ballou/ Inga Puffer
Numeracy	**Chair**: Katy Clarke
Family and Community Engagement	**Chair**: Shannon Story

Literacy	**Chair**: Tawanda Bowie
Diversity, Equity, and Inclusion	**Chair**: Aracely Tello

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. We always take into consideration the student's social and emotional needs in making decisions. In addition, we foster a growth mindset with our students through personal goal setting and monitoring of target acquisition. We emphasize the importance of being Safe, Always Respectful, In Control and Learning Ready throughout the day each day. 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

- Overall rating of **Below Average** (2024 Annual School Report Card)
- Overall rating of **Average** (2023 SC Annual School Report Card)
- Overall rating of **Excellent** (2022 SC Annual School Report Card)
- Overall rating of **Good** (2019 SC Annual School Report Card)

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:

<u>Administrative Team</u>

- Consists of principal and assistant principal

<u>Instructional Leadership Team</u>

- Consists of principal, assistant principal, instructional coach, literacy specialist, math interventionist

<u>Faculty Council</u>

- Consists of administrative team members, instructional coach, literacy specialist, grade-level & specialists team leaders, additional team members from each grade level

<u>Grade Level/Specialty Area Teams</u>

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

<u>Special Committees</u> (Literacy, Numeracy, Diversity and Inclusion, Health and Wellness, Parent Engagement)

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

Summary for School Climate

Duncan Chapel Elementary, a pre-K through grade five public school in Greenville SC, has a current enrollment of **621** 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 Letter Buddies, Reading Buddies, Bag Lunch Program (making lunches weekly for the homeless), gathering canned goods for food banks and Jump Rope for Heart.

Challenges

Over the past three years, our school has experienced a great deal of change as we have worked to address the learning loss that the COVID-19 pandemic created. Poverty, ethnic diversity, and transiency also continue to present unique challenges for student achievement. With a poverty rating of 77.5%, Duncan Chapel has been fortunate to receive Federal Title I funding to support student achievement and close the gaps related to reading and math.For the 25-26 school year, we will no longer be designated a Title I school. We also serve students with various abilities. This includes **3%** of students that receive Gifted and Talented services as well as **22%** 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 **621** students consists of 41% Hispanic, 26% African American, 25% Caucasian, 6% Two or more races, and 1% representing other ethnicities.

To help us better meet the diverse needs of our students, we utilize a school wide schedule that provides a 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

- Superintendent's Award for Top 10% for achieving highest growth in the subject area of ELA from Spring 2021 to Spring 2022
- Superintendent's Award for Top 10% for achieving highest growth in the subject area of Math from Spring 2021 to Spring 2022
- Top Performer and Hall of Fame school for the Reading All-Stars 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, Letter Buddies, Reading Buddies, making lunches weekly for the homeless through the Bag Lunch program, gathering canned goods for food banks and Jump Rope for Heart. 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 communicate high expectations 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 SCREADY continues to show pockets of growth and movement towards our goals. On-going Title I funding has enabled us to sustain lower student-teacher ratios in multiple grades while also providing 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 Prisma Health through the Healthy and Ready to Learn initiative to educate and support our students and staff 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. With the support of our PTA and SIC, we have been able to strengthen our base of community support and secure donations and sponsorships to benefit our students. Volunteers from local churches assist the school in a variety of ways. A local church partners with us every Monday to assist our Bag Lunch program, which prepares lunch bags for a local homeless shelter. Another local church supports weekly food bags for students in need. 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 on the weekends. Several business sponsorships allowed our PTA to provide field trip shirts for every student in our school. 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.

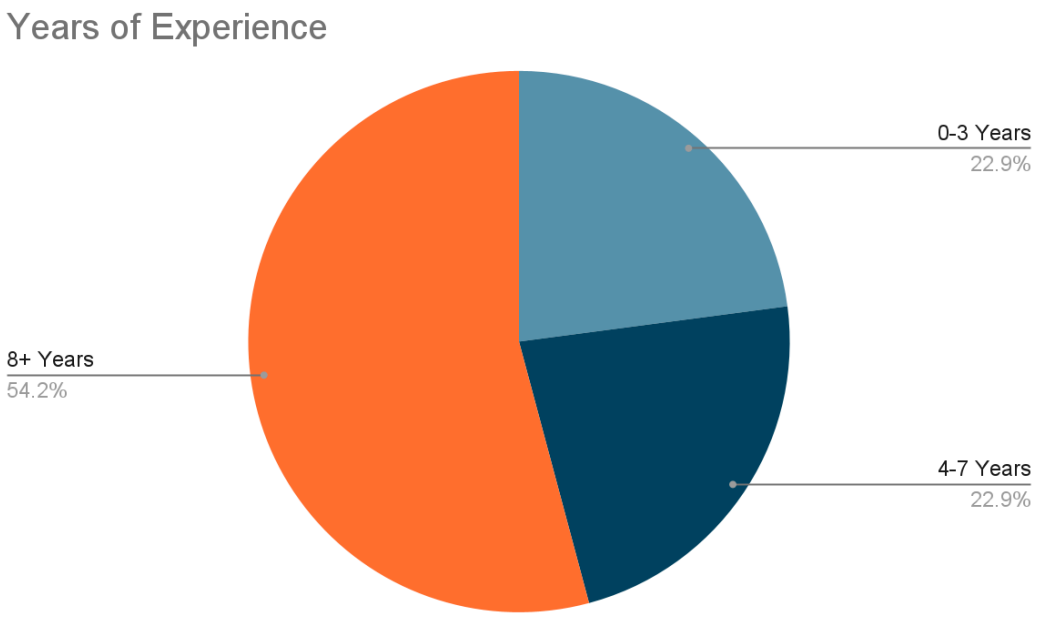
Community Partners and Community Supported Activities		
Bank of Travelers Rest	Publix	Walmart
Papa John's	The Crossing Church	First Baptist Church

Palmetto Family Orthodontics	Prisma Health	Reedy River Baptist
Dave's of Berea Restaurant	Davis Orthodontics	Hunts Orthodontics
Metrocon	Rob Ianuario Law	WE Willis
Truliant Credit Union	Willimon Towing	Sumter Utilities
Jessica's Exquisite Delights	State Farm - Dylan Schaefer	Paris Mountain Country Club
Clare's Creamery	The Children's Museum of the Upstate	Chicora Alley of Travelers Rest
DEFY	Kroc Center	Hawaii Fluid Art
Color Clay Cafe	Stax Original on Poinsett	TR Makers Co.

Duncan Chapel Staff

The staff at Duncan Chapel includes **27** regular education teachers and **4** special education teachers, two of which are in a self-contained class for students with developmental delays. We have **2** speech therapists (1 full-time and 1 half-time), **5** interventionists (3 RTI teachers and 1 challenge teacher), and **2.5** MLP teachers (2 full time teachers and a .5). Our related arts team includes 6 teachers: guidance counselor, media specialist, physical education teacher, music teacher, technology lab and an art instructor.

We have 61% of our instructional staff with advanced degrees, and there are 3 teachers that have received National Board Certification.



Teacher Attendance	
2023-2024	94.1
2022-2023	93
2021-2022	95.8
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: 1 principal, 1 assistant principal, 1 Title I Facilitator, 1 Parent Engagement Coordinator, 1 Title I Social Worker, **2** office clerks, **1** school nurse, **1** plant engineer, **5** custodians, 12 paraprofessionals, and 7 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

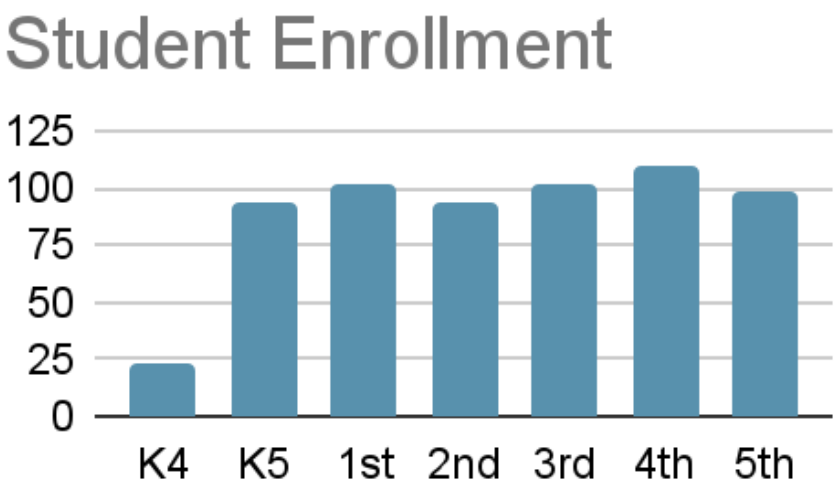
Our principal, Danielle Lee, has been an educator for 19+ years in the school district and child care settings. Mrs.Lee was named principal of Duncan Chapel Elementary in June 2022 and served as acting principal from February 2022 to May 2022 . She is a graduate of Clemson University where she received 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. Mrs. Lee has served in various administrative roles and served as assistant principal at Duncan Chapel for 6 years from 2016-2022. 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.

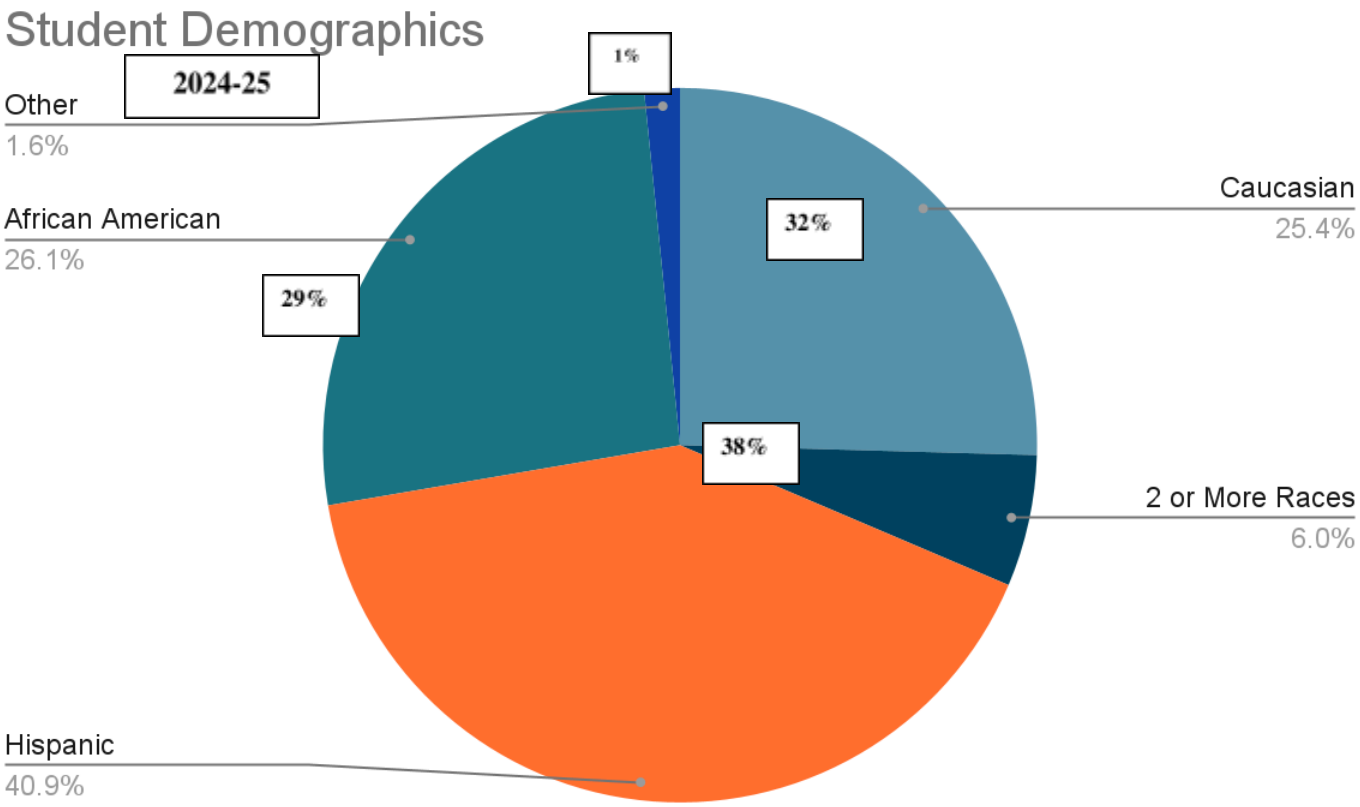
Our assistant principal, Audrey 'Kristi' Bayne, has been an educator in Greenville County for 20+ years. Prior to being named the assistant principal of Duncan Chapel Elementary in 2024, Mrs. Bayne previously served as an early childhood teacher as well as a middle school reading interventionist. She is a graduate of Clemson University, where she received a Bachelors in Early Childhood Education. Afterwards, she went on to receive her Master's degree from Furman University in Educational Leadership.

Student Population

Our student population is extremely diverse. Our current enrollment of 621 students consists of 41% Hispanic, 26% African American, 25% Caucasian, 6% Two or more races, and 1% representing other ethnicities. With a poverty index of 77.5 %, Duncan Chapel previously received Federal Title I funding but will no longer be considered Title I for the 25-26 school year. We also serve students with various disabilities including emotional, learning, speech-language and other health impairments.

Student Enrollment





Student Attendance	
2024	92
2023	92
2022	92
2021	89.6
2020	*COVID Impact
2019	95
2018	95

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.

Science of Reading 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 support literacy components. As mandated by the State Department of Education, every grade level has at minimum 45 minutes of directed instruction to support phonics and word study. The Houghton Mifflin Harcourt (HMH) textbook and resources, leveled bookroom, and other supplemental resources are used to support the literacy curriculum. Teachers utilize the AMIRA system to benchmark students three times a year to determine performance in a variety of literacy components. With this data, teachers form small groups to differentiate literacy instruction and truly meet learners where they are along the literacy continuum. In addition to district-led professional development on the utilization and implementation of HMH, teachers in kindergarten through second grade have also had training sessions on implementing Reading Horizons. To improve reading comprehension and grow a love for reading, Duncan Chapel utilizes digital reading platforms, such as AMIRA and Lexia. These programs are highly motivating as students are completing their minutes of tutoring with the AI enhanced AMIRA system. Students have an opportunity to engage in 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 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 and other mathematical concepts, students utilize Dreambox on a daily basis.

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.

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 30 minutes per day. 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/ActivPanel 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) received a Chromebook to support virtual learning, which allows us to transition some grade levels from iPad use to Chromebook devices. 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 AMIRA System and district created assessments, as well as Mastery View Predictive Assessments (MVPA) 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.

Three times a year, teachers in first 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 View Predictive Assessments (MVPA) 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 in reading, writing, math, and fourth graders also participate in science.

We use a continuous process to determine verifiable improvement in students' learning, including readiness and success in the next level. Teachers meet with the Instructional Coach 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 core instructional time, we utilize a school-wide schedule that includes a thirty to sixty-minute block for all grade levels. This schedule allows a dedicated time for Intervention/Enrichment at every grade level. During this time, students are pulled in small groups for the following services:

- Multilingual Program (ML)
- Response to Intervention-Reading (RTI)
- Specialized instruction in reading and/or math through Special Education pull-out
- Speech services
- Challenge (Gifted and Talented program)

Our OnTrack Team supports teachers in planning and implementing various strategies to support individual student attendance, behavioral and academic needs. These teams meet once 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 are driven by information and data analysis.
- Strategic, ongoing, systematic, and school-wide quality planning.
- Fun, innovative, relevant, student-centered, and rigorous learning
- Comprehensive, ongoing evaluation and assessments used to improve student achievement.
- Professional development and continuous learning by all stakeholders is systematic and focuses on need, reflection, and accountability.
- Parent, business, and community involvement is a systematic partnership to enhance learning and growth of students and personnel.
- Interactions and communications between students, teachers, support personnel, parents, and community support our mission.
- A safe, clean, and beautiful school environment stimulates and promotes growth and learning.
- Use of technology is evident and integral in all instructional environments.
- Acknowledgement and celebration of cultural diversity
- Parental involvement is authentic, productive, and sustained parental involvement throughout all areas of education (school and home).

Data Analysis and Needs Assessments

SC Ready is a statewide assessment that is administered to our 3rd through 5th graders to determine their mastery of state standards in the areas of English language arts, science, 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 and statewide student performance for the past years.

SC READY ELA				
Year	3rd	4th	5th	**Overall**
2019	50.6	54.3	40.6	48.6
2020	**No Standardized Tests**			
2021	24.7	34.1	25.3	28.1
2022	36.8	46.2	45.9	43.0
2023	33.7	55.8	44.9	44
2024	35.8	41.9	46.2	**45.1**

SC READY MATH				
Year	3rd	4th	5th	**Overall**
2019	67.5	58.1	53.1	59
2020	**No Standardized Tests**			
2021	39.2	25.8	34.7	33.3
2022	47.7	53.8	36	46.0
2023	46.5	46.8	38.8	44.0
2024	44.2	38.5	35.9	**43.0**

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 Amira 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.

Currently we do not have a full year of data from Amira since we are in the initial implementation year. The table below shows beginning of year and mid year data for all students.

Amira: BOY to MOY Benchmark Results

Red = Less than the 25th Percentile
Yellow = From the 25th to 50th Percentile (Includes 25th Percentile)
Green = From the 50th to 75th Percentile (Includes 50th Percentile)
Blue = Greater than the 75th Percentile (Includes the 75th Percentile)

BOY Red (PR < 25)

Grade	*# of Students*
Fifth Grade	21
First Grade	37
Fourth Grade	40
Kindergarten	36
Second Grade	26
Third Grade	48
Grand Total	**208**

→

MOY Red (PR < 25)

Grade	*# of Students*
Fifth Grade	22
First Grade	29
Fourth Grade	40
Kindergarten	29
Second Grade	29
Third Grade	39
Grand Total	**188**

→

Change Totals from BOY to MOY

Grade	*Change in # Students in Red*
Fifth Grade	1
First Grade	-8
Fourth Grade	0
Kindergarten	-7
Second Grade	3
Third Grade	-9
Total Change	**-20**

BOY Yellow (PR ≥ 25 and <50)

Grade	*# of Students*
Fifth Grade	20
First Grade	34
Fourth Grade	20
Kindergarten	29
Second Grade	22
Third Grade	19
Grand Total	**144**

→

MOY Yellow (PR ≥ 25 and <50)

Grade	*# of Students*
Fifth Grade	24
First Grade	21
Fourth Grade	21
Kindergarten	23
Second Grade	18
Third Grade	24
Grand Total	**131**

→

Change Totals from BOY to MOY

Grade	*Change in # Students in Yellow*
Fifth Grade	4
First Grade	-13
Fourth Grade	1
Kindergarten	-6
Second Grade	-4
Third Grade	5
Total Change	**-13**

Grade	*# of Students*
Fifth Grade	29
First Grade	18
Fourth Grade	23
Kindergarten	18
Second Grade	21
Third Grade	17
Grand Total	**126**

→

Grade	*# of Students*
Fifth Grade	28
First Grade	22
Fourth Grade	30
Kindergarten	18
Second Grade	18
Third Grade	27
Grand Total	**143**

→

Grade	*Change in # Students in Light Green*
Fifth Grade	-1
First Grade	4
Fourth Grade	7
Kindergarten	0
Second Grade	-3
Third Grade	10
Total Change	**17**

BOY Blue (PR ≥ 75)

Grade	# of Students
Fifth Grade	24
First Grade	10
Fourth Grade	22
Kindergarten	2
Second Grade	17
Third Grade	19

→

MOY Blue (PR ≥ 75)

Grade	# of Students
Fifth Grade	22
First Grade	29
Fourth Grade	18
Kindergarten	14
Second Grade	24
Third Grade	15

→

Change Totals from BOY to MOY

Grade	Change in # Students in Blue
Fifth Grade	-2
First Grade	19
Fourth Grade	-4
Kindergarten	12
Second Grade	7
Third Grade	-4

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 & Learning Walks:

LEIRS

Teacher Clarity and the Use of Success Criteria (Metacognition)

Reading: Informational Text

Math: Number Sense and Base Ten

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.

Pick Your PD Wednesday/Faculty | Vertical PLC Teams | New Diver Club | Grade Level Mini-Session | Faculty Council | Instructional Rounds/Learning Walk | MLP Sheltered/CoTeach | Evaluation Support Session | PD in PJs | LETRS Training

Title I Math Collaborative Cohort PD Plan K5 - 5th

Date and Time	Type of PD	Focus	Presenter & Location	Agenda	Portal Link, Agenda & Code
August 2024					
8/12- 8/19 PD in Pj's *(All Teachers)*	**Learning Walk: Math** *Check Google Classroom for assignment details.*				PD Attendance Recorded
8/22 - 8/29 PD in Pj's *(Content Teachers)*	**Deep Data Dive** *Check Google Classroom for assignment details.*				PD Attendance Recorded
8/22/24 8:30 - 11am	Math Classrooms		Instructional Leadership Team / Guest	Math Learning Walks ***Instructional Leadership and Guest will be visiting classrooms***	
8/28/24	All Staff	Faculty Meeting	Oslager/Lee/ Bowie	**Safety: Raptor School Data Overview**	SAFETY
8/29/24 Common Planning	Grade Level Mini-Session K5 - 5th	Data	Bowie Coach's Corner	**Data Dive: Beginning of Year Class Data**	PD Attendance Recorded
September 2024					
9/3 - 9/10 PD in Pj's *(Content Teachers)*	**Support 504 Plans** *Check Google Classroom for assignment details.*				PD Link
9/9/24 3:00pm	New Divers Club	New DCES Staff/Teacher Support	Bowie Coach's Corner	Setting up for Success /Greenville County Instructional Protocol Instrument / Student Learning Objectives	PD Link & Agenda:
9/11/24 3:00pm	Faculty Council	Team Leaders & Guiding Coalition	Lee Coach's Corner	Faculty Council	PD Link & Agenda
9/13/24 Common Planning	OnTrack	Student Intervention	OnTrack Team Story's Rm.	The OnTrack Process	PD Link
9/16 - 9/23 PD in Pj's *(Math Teachers)*	**Supporting Big Ideas** *Check Google Classroom for assignment details.*				PD Link
9/19/24 Common Planning	Grade Level Mini-Session K4 - 5th	Monthly	Bowie Coach's Corner	Literacy / Math Core Support: SLO	PD Link & Agenda:
9/23/24 3:00 - 3:45	Evaluation Support Session	PAS-T	Bowie Coach's Corner	PAS-T Party: Performance Standard Support	PD Link & Agenda:

9/23 -9/30 PD in Pj's *(Math Teachers)*	Dreambox Teacher Dashboard *Check Google Classroom for assignment details.*				PD Link
9/25/24 3:00 – 4:00	Pick Your PD	PD Menu Link	Various Locations at DCES	PD Menu Link	PD Link & Agenda:
~~9/26/24 Common Planning~~	~~Grade Level Mini-Session K4 – 5th; RA~~	~~Technology~~	~~Bowie Coach's Corner~~	~~Magic School~~	~~PD Link & Agenda:~~
October 2024					
~~10/7/24 3:00~~	~~New Diver Club~~	~~New Teacher Support~~	~~Bowie Coach's Corner~~	~~Instructional Protocol / SLO's / Student Led Conferences~~	~~PD Link & Agenda Code:~~
~~10/9/24 3:00~~	~~Faculty Council~~	~~Team Leaders & Guiding Coalition~~	~~Lee Coach's Corner~~	~~Faculty Council~~	~~PD Link & Agenda~~
~~10/14/24 8:30 – 3:00~~	~~LETRS~~	~~K-3, SpEd, MLP, and ILT~~	~~LETRS Gateway ES~~	~~LETRS Training #3~~	~~Agenda~~
10/17/24 Common Planning	Grade Level Mini-Session K4 – 5th	Tier 1 Support	Bowie Coach's Corner	Literacy / Math Core Support: Ellevations	PD Link & Agenda:
~~10/23/24 Common Planning~~	~~Pick Your PD Wednesday~~		~~Various Locations @DCES~~	~~PD Menu Link~~ ~~*Menu will be available 10/23~~	~~PD Link & Agenda:~~
10/28/24 3:00 – 3:45	Evaluation Support Session	PAS-T	Bowie Coach's Corner	PAS-T Party: Performance Standard Support	PD Link & Agenda:
10/29/24 3:00 – 5:30	LETRS	K-3, SpEd, MLP, and ILT	LETRS Duncan Chapel ES Media Center	LETRS Training #3	Agenda
10/30/24 3:00 – 5:30	LETRS	K-3, SpEd, MLP, and ILT	LETRS Duncan Chapel ES Media Center	LETRS Training #3	Agenda
November 2024					
11/4/24 8:00 – 1:00	New Diver Club	New Teacher Support	Bowie Coach's Corner	Check-In **Exchange Day*	PD Link & Agenda Code:
11/6/24 3:00	Faculty Council	Team Leaders & Guiding Coalition	Lee Coach's Corner	Faculty Council	PD Link & Agenda
11/7/24	Grade Level	Data	Bowie	Math Data Dive 2nd – 5th	PD Link

Common Planning	Mini-Session 2nd – 5th		Coach's Corner	Analyzing MC#1 Benchmark Data	
11/14/24 Common Planning	Grade Level Mini-Session K4 – 5th	Data	Bowie Coach's Corner	ELA Data Dive 2nd – 5th Analyzing MC#1 Benchmark Data	PD Link & Agenda:
11/25/24 3:00 – 3:45	Evaluation Support Session	PAS-T	Bowie Coach's Corner	PAS-T Party: Performance Standard Support	PD Link & Agenda:
December 2023					
12/2 – 12/9 PD in PJ's *(All Classroom Teachers)*	**Success Criteria Playbook** *Check Google Classroom for assignment details.*				**PD Link**
12/9/24 3:00 – 4:00	New Diver Club	New Teacher Support	Bowie Coach's Corner	GCS Instructional Protocol	PD Link & Agenda Code:
12/12/24	Grade Level Mini-Session	Technology Support	Hamm	Magic School AI	**PD Link**
12/19/24 Common Planning	Grade Level Mini-Session K4 – 5th	Success Criteria PD Series	Bowie Coach's Corner	Literacy / Math Core Support: Success Criteria Module 1	**PD Link** & Agenda:
January 2025					
1/6 – 1/13 PD in PJ's *(All Classroom Teachers)*	**Success Criteria Playbook** *Check Google Classroom for assignment details.*				**PD Link**
1/8 & 1/13 3:00 – 5	LETRS	K-3, SpEd, MLP, and ILT	LETRS Gateway ES	LETRS Training #4	**Agenda**
~~**1/8/25 3:00**~~	~~Faculty Council~~	~~Team Leaders & Guiding Coalition~~	~~Lee Coach's Corner~~	~~Faculty Council~~	PD Link ~~**& Agenda**~~
1/9/25 Common Planning	Grade Level Mini-Session 2nd – 5th	Data	Bowie Coach's Corner	MVPA #2 ELA Data Dive	**PD Link** & Agenda:
~~**1/13/25 3:00 – 4:00**~~	~~New Diver Club~~	~~New Teacher Support~~	~~Bowie Coach's Corner~~	~~GCS Instructional Protocol~~	PD Link ~~& Agenda Code:~~
1/6 – 1/13 PD in PJ's *(All Classroom Teachers)*	**PD in PJ's: Digging Into Access** *Check Google Classroom for assignment details.*				**PD Link**

1/16/24 Common Planning	Grade Level Mini-Session 2nd & 4th Gr.	Data Triangulation	Bowie Coach's Corner	Literacy / Math Core Support: Triangulation of ELA Data	**PD Link** & Agenda:
1/17/25 Common Planning	Grade Level Mini-Session K4 – 5th	Data	Bowie Coach's Corner	MVPA #2 Math Data Dive	PD Link & Agenda:
1/27/25 3:00 – 3:45	Evaluation Support Session	PAS-T	Bowie Coach's Corner	PAS-T Party: Performance Standard Support	PD Link & Agenda:
1/29/25 3:00 – 4:00	Pick Your PD Wednesday	PD Menu Link	Various Locations @DCES	PD Menu Link ***Sign-up Link available 1/23**	PD Link & Agenda:
1/30/25 Common Planning	Grade Level Mini-Session K4 – 5th	Success Criteria PD Series	Bowie Coach's Corner	Literacy / Math Core Support: Success Criteria Module 2&3	**PD Link** & Agenda:
February 2025					
2/3 – 2/17 PD in Pj's *(All Classroom Teachers)*	**Success Criteria Playbook: Module 7 & 8** *Check Google Classroom for assignment details.*				**PD Link**
2/10/25 3:00 – 4:00	New Diver Club	New Teacher Support	Bowie Coach's Corner	GCS Instructional Protocol	PD Link & Agenda Code:
2/12/25 3:00	Faculty Council	Team Leaders & Guiding Coalition	Lee Coach's Corner	Faculty Council	PD Link **& Agenda**
2/20/25 Common Planning	Grade Level Mini-Session K4 – 5th	Success Criteria PD Series	Bowie Coach's Corner	Literacy / Math Core Support: Success Module Modules 7 & 8	**PD Link** & Agenda:
2/24/25 3:00 – 3:45	Evaluation Support Session	PAS-T	Bowie Coach's Corner	PAS-T Party: Performance Standard Support	PD Link & Agenda:
2/26/25 3:00 – 4:00	Pick Your PD Wednesday	PD Menu Link	Various Locations @DCES	PD Menu Link ***Sign-up Link available 2/25**	PD Link & Agenda:
2/27/25 Common Planning	Grade Level Mini-Session K4 – 5th	Success Criteria PD Series	Bowie Coach's Corner	Literacy / Math Core Support: Success Module Modules 11	**PD Link** & Agenda:
March 2024					
3/6/25 Common Planning	Grade Level Mini-Session K4 – 5th	Success Criteria PD Series	Bowie Coach's Corner	Literacy / Math Core Support: Success Module Modules 12	**PD Link** & Agenda:

3/10/25 3:00 – 4:00	New Diver Club	New Teacher Support	Bowie Coach's Corner	GCS Instructional Protocol/Reflection *(Google Classroom)*	PD Link & Agenda Code:
3/26/25 3:00 – 4:00	Pick Your PD Wednesday	PD Menu Link	Various Locations @DCES	PD Menu Link *Sign-up Link available 2/25	PD Link & Agenda:
April 2025					
4/3/25	All Faculty	Behavior	Media Center	FACULTY MEETING	PD Link
4/17/25	Grade Level Mini-session	Math	Coach's Corner	MVPA #3 Data Dive	PD Link
4/30/25 3:00 – 4:00	Pick Your PD Wednesday	PD Menu Link	Various Locations @DCES	PD Menu Link *Sign-up Link available 2/25	PD Link & Agenda:

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

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 44% in 2022-23 to 59% in 2028-29.

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)	SY23 Baseline	SY24	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	47%	50%	53%	56%	59%
	44%	43%	Actual (ES)					
	59.9%	61.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	☐Administration ☐Instructional Leadership Team	$0	N/A	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	☐Administration ☐Instructional Leadership Team ☐PLC - Collaborative Teams	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	☐Instructional Coaches ☐PLC - Collaborative Teams	$0	N/A	C
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	☐ Instructional Leadership Team ☐ District Appointed Academic Specialist	$0	N/A	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	☐ PLC - Collaborative Teams ☐ Instructional Leadership Team ☐ Instructional Coach	$0	N/A	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	☐ PLC - Collaborative Teams ☐ Instructional Coach ☐ District Appointed Academic Specialist	$0	N/A	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	☐ Instructional Leadership Team ☐ District Appointed Academic Specialist ☐ PLC - Collaborative Teams	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	Instructional Leadership Team District Appointed Academic Specialist	$0	N/A	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	Instructional Leadership Team Instructional Coach	$0	N/A	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Instructional Leadership Team Instructional Coach District Appointed Academic Specialist	$0	N/A	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	Instructional Leadership District Appointed Academic Specialist	$0	N/A	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	Instructional Leadership Team Teachers Parent Involvement Coordinator	$0	N/A	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Title 1 Facilitator Parent Involvement Coordinator	$0	N/A	C

Activity	**Timeline**	**Person(s) Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation** *C=Continue, M=Modify, F=Finish*
		☐ Instructional Leadership Team ☐ Instructional Coach			

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 44% in 2022-23 to 60% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 5% annually.

Data Source(s)	SY23 Baseline	SY24	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	49%	52%	55%	58%	60%
	44%	45.1%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and support necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	☐Instructional Leadership Team	$0	N/A	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	☐Instructional Leadership ☐District Appointed Academic Specialist	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	☐On Track Team ☐PLC - Collaborative Teams ☐Instructional Leadership Team	$0	N/A	C
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	☐Interventionist ☐PLC - Collaborative Teams ☐Teachers	$0	N/A	C
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	☐Challenge Teacher ☐PLC - Collaborative Teams ☐Teachers	$0	N/A	C
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	☐Instructional Leadership Team ☐PLC - Collaborative Teams ☐District Appointed Academic Specialist	$0	N/A	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	☐ Instructional Leadership Team ☐ PLC - Collaborative Teams ☐ District Appointed Academic Specialist	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	☐Instructional Leadership Team ☐District Appointed Academic Specialist	$0	N/A	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	☐Instructional Leadership Team ☐District Appointed Academic Specialist	$0	N/A	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	☐PLC - Collaborative Teams ☐Interventionist ☐Instructional Coach	$0	N/A	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	☐Instructional Leadership Team ☐District Appointed Academic Specialist	$0	N/A	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	☐Instructional Leadership Team ☐District Appointed Academic Specialist ☐PLC - Collaborative Teams	$0	N/A	C
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs	2024-2025	☐Director of Early Intervention and Student Support	$0	N/A	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SUN 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	Instructional Leadership Team PLC - Collaborative Team	$0	N/A	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	PLC - Collaborative Team Teachers Literacy Specialist Instructional Coach	$0	N/A	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	PLC - Collaborative Team Interventionist Literacy Specialist Instructional Coach	$0	N/A	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	PLC - Collaborative Team Interventionist Instructional Coach Literacy Specialist	$0	N/A	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Instructional Leadership Team District Appointed Academic Specialist	$0	N/A	C
6. Provide diverse and multimedia-rich materials for teaching language arts,	2024-2029	Instructional Leadership Team	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
including audio, visuals, and interactive texts to accommodate various learning styles.		Instructional Coach Literacy Specialist			
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	Instructional Leadership Team Instructional Leadership Literacy Specialist	0%	N/A	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Instructional Leadership Team Instructional Coach PLC - Collaborative Teams	0%	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	Instructional Leadership Team	0%	N/A	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Instructional Coach Literacy Specialist PLC - Collaborative Teams	0%	N/A	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Leadership Team Instructional Coach Literacy Specialist MLP Teachers SPED Teachers	0%	N/A	C

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	☐Administration ☐Instructional Leadership Team			C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher	2024-2029	☐Administration ☐Instructional Leadership Team ☐School Counselor			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
placements and other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	School Counselor			C

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	10.5%	10.0%	9.5%	9.0%	8.5%
	11%	5%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implementation and refinement of the new teacher onboarding process (New Divers Club)					
1. Research and implement best practices in teacher mentorship.	2024-2029	Instructional Leadership Team	$500 annually	Local Funds	C

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	59.11%	57.11%	55.11%	53.11%	51.11%
	53.8%	61.11%	Actual (School)					

**On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a	2024-2029	☐Instructional Leadership Team	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	☐Conscious Discipline Action Team	$0	N/A	C
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	☐Social Worker ☐School Counselor ☐Mental Health Counselor ☐Instructional Leadership Team	$0	N/A	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	☐Behavior Interventionist ☐School Administration ☐District Behavior Specialist	$0	N/A	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	☐OnTrack Team	$0	N/A	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	☐School Counselor	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	☐ All Stakeholders	$0	N/A	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	☐ Instructional Leadership Team	$0	N/A	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	☐ Teachers ☐ Title One Facilitator ☐ Parent Engagement Coordinator	$0	N/A	C
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	☐ Title One Facilitator ☐ Administrative Team	$1,000	Local Funds	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	☐ All Stakeholders ☐ Instructional Leadership Team	$0	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	☐ Mental Health Counselor ☐ Behavior Interventionist	$1,000	Local Funds	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	☐Administrative Team ☐School Counselor ☐Behavior Interventionist	$0	N/A	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	☐Administrative Team ☐School Counselor ☐Behavior Interventionist	$0	N/A	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	☐Administrative Team ☐School Counselor ☐Behavior Interventionist	$0	N/A	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	☐Administrative Team ☐School Counselor ☐Behavior Interventionist ☐Teachers	$0	N/A	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	☐OnTrack Team ☐Administrative Team ☐School Counselor ☐Behavior Interventionist ☐Teachers	$0	N/A	C

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9	Actual (District					
			Projected (School)	29.83%	27.83%	25.83%	23.83%	21.83%
	31.83%	30.03%	Actual (School					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	☐Attendance Clerk ☐Nurse ☐Social Worker	$0	N/A	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	☐Social Worker	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	☐Social Worker ☐Attendance Clerk	$0	N/A	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	☐District Level Specialist	$0	N/A	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	☐Social Worker ☐Attendance Clerk ☐Teacher ☐Instructional Leadership	$0	N/A	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	☐Social Worker ☐Title I Facilitator	$0	N/A	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	☐Nurse ☐Administrative Team	$0	N/A	C

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	2,804	2,888	2,974	3,063	3,154
		2,723	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	☐Front office staff	$0	N/A	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	☐Title One Facilitator ☐Instructional Leadership Team ☐Family Engagement Committee Members	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		☐Parent and Family Engagement Coordinator			
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	☐Front Office Staff ☐Parent and Family Engagement Coordinator ☐Social Worker ☐Title One Facilitator	$0	N/A	C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	☐Social Worker ☐Title I Facilitator ☐Teachers ☐School Administration	$0	N/A	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	☐ Social Worker ☐ Title I Facilitator ☐ Teachers ☐ School Administration	$0	N/A	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	☐ Social Worker ☐ Title I Facilitator ☐ Teachers ☐ School Administration	$0	N/A	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to	2024-2029	☐Social Worker ☐Title One Facilitator ☐Parent and Engagement Involvement Coordinator	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
language, transportation, and event or conference timing).					
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	☐ Instructional Leadership Team ☐ Title One Facilitator ☐ Social Worker ☐ Parent and Engagement Involvement Coordinator	$0	N/A	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	☐ Instructional Leadership Team	$0	N/A	C