

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Andrew C. McMillan
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Chapman High School
(As it should appear in the official records)

School Mailing Address 1420 Compton Bridge Road
(If address is P.O. Box, also include street address.)

City Inman State SC Zip Code+4 (9 digits total) 29349-8479

County Spartanburg

Telephone (864) 472-2836 Fax (864) 472-0914

Web site/URL
http://www.spart1.org/chapmanhigh_home.aspx E-mail andrew.mcmillan@spart1.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Ronald Garner E-mail ron.garner@spart1.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Spartanburg One Tel. (864) 472-2846

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Travis Sloan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 10 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	146	118	264
10	124	120	244
11	103	120	223
12 or higher	102	109	211
Total Students	475	467	942

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 2.9 % Asian
 - 8.9 % Black or African American
 - 7.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 78.9 % White
 - 1.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 7%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	70
(4) Total number of students in the school as of October 1, 2018	967
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. Specify each non-English language represented in the school (separate languages by commas):

Ukrainian, Russian, Spanish, Slavic, Khmer

English Language Learners (ELL) in the school: 13 %
119 Total number ELL

7. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 510

8. Students receiving special education services: 12 %

116 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>8</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>61</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>9</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	52
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	13

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	92%	92%	93%	93%	93%
High school graduation rate	94%	91%	93%	90%	90%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	196
Enrolled in a 4-year college or university	30%
Enrolled in a community college	56%
Enrolled in career/technical training program	7%
Found employment	1%
Joined the military or other public service	1%
Other	5%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The mission of Chapman High School is to "Find A Way" to educate and prepare ALL students for their future success.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Located in Inman, SC, a predominantly rural area in the upstate region of South Carolina, Chapman High School (CHS) is a vibrant public high school whose student body comes from several smaller communities within northern Spartanburg County. Established in 1955, and named after a local textile mill family, our area has recently experienced significant growth as a rebirth of manufacturing and businesses have expanded, bringing in an increasingly diverse population. Chapman High School serves approximately 942 students in grades nine through 12. The student population is 78.9 percent white, 8.9 percent black, 7.4 percent Hispanic and 2.9 percent Asian. The remaining 1.9 percent is comprised of American Indian and students of two or more races.

Although the cultural landscape is changing, families in our area still value hard work and emphasize active participation in the community. Chapman High School's reputation for academic, artistic, and athletic excellence contributes to our steady increase in student population. Our mission is "Find A Way," and our school strives for our students to graduate, prepared for college or career, and successful in the 4 E's: Enrolled, Enlisted, Entrepreneur, or Employed. Our community members are active participants in our educational ideals and beliefs. We have experienced great success due to the devotion of all stakeholders. Our leaders, teachers, and students have made it their mission to "Find A Way" to be successful and excel in and out of the classroom. We believe in opportunities for ALL students, whether it be through Advanced Placement, Dual Enrollment offerings through local colleges and universities, or career credential certificates. Increasing and maintaining student achievement continues to be the instructional focus of our school. Our teachers are deeply rooted in the ideals of doing whatever it takes to maintain a culture and climate where high expectations exist for all students. We work diligently to ensure all students can find a way to graduate and apply skills learned in high school to real-world situations.

We seek to provide opportunities for students, including creative scheduling and course additions which have increased student achievement, engagement, and success. Through intentional partnerships with local colleges, our dual enrollment course offerings and students taking those courses have multiplied. Additionally, our school was recognized by The College Board for increasing access to Advanced Placement courses for underrepresented students while simultaneously maintaining or increasing the percentage of students earning AP exam scores of 3 or higher.

When providing opportunities for students, we have sought to be both creative and innovative. Our school implements an Individual Learning Time (ILT) period called Panther Flex, which is designed to be a 25-minute flexible time of personalized learning with built-in student choice. All staff and stakeholders are critical to the success of Panther Flex. For example, teachers have three days of "office hours," specific time set aside for them to work in their classrooms with students who need additional help outside of their regular classroom time. The community we serve is working-class, and over 375 of our students depend on bus transportation, meaning after-school tutoring and help are not easily available for those students. Now, those students are more easily served. When teachers aren't in their classrooms, they are either supervising or participating in common departmental planning, which in high school is extremely rare. During Panther Flex, students can access key supplemental resources such as guidance and mental health or participate in club meetings. The opportunity for students to engage in personalized learning and make choices regarding their education aligns with our Multi-Tiered System of Supports (MTSS) structure, which has been prevalent for years. Programs, activities, and assemblies that help create and produce well-rounded students are always offered. These programs include the Reality Fair, where students are exposed to real-world experiences including housing, banking, and general economic best-practices as they become functioning members of society.

At Chapman High School, not only do we strive to tailor our school to students' academic needs, we also meet them on their social and emotional levels. An example of this is the L.I.F.E. (Learning It From Experience) Cafe. In this student-led entrepreneurship model, students with disabilities solely operate, organize, implement, and deliver various breakfast, lunch, and snack items, along with assorted beverages to our faculty and staff. In the L.I.F.E. Cafe, students are challenged to learn and demonstrate employable job skills as we prepare them for a fulfilling life of self-worth and employment. Within the Special Services Department, a full-time transition coach works closely with seniors to place them in jobs, help with resumes, help with interview skills, and provide transportation to and from work for students who need it.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Chapman High School’s core curriculum focuses on the implementation and execution of standards-based and data-driven coursework which prepares our graduates for their next steps, whether that be college bound or career ready. The state of South Carolina requires high school graduates to earn at least four units of English, four units of math, three units of science, and three units of social studies as part of the mandatory 24 total credits needed for a high school diploma. Because of our increased course offerings, virtual lab learning platform, and Successfully Understanding Rigorous Goals for Education (SURGE) program, many of our students far exceed the minimal requirements set forth by the state of South Carolina.

We believe data drives instruction, and our teachers are trained to use both quantitative and qualitative data to improve the lives and the education of our students. Quantitative data allows our teachers to prepare targeted and direct assessments, while planning appropriate instruction for students. This data, which comes in the form of local, state, and national assessments is crucial to our teachers’ planning because it provides them with an overview of where their respective classes are beginning. At the building level, quantitative data allows administrators and instructional leaders the opportunity to look at patterns and trends which influence and inform professional development. Data not only guides our instruction but also drives our professional development for teachers and staff. Instructional leaders review what the data shows and then offer workshops and planning period meetings designed to help teachers close gaps. If administrators and instructional leaders notice, for example, a trend that suggests students are struggling with English I, they are quick to act, helping English I teachers refine their practices to ensure student successes.

We value qualitative data equally. We understand test scores are important, but we are also concerned with our students as people. We are not a school that disciplines thoughtlessly. Our guidance counselors, teachers, and administrators get to know students on a personal level and they work with students, not against them. We make time to understand why students act in certain ways, and rather than become angry or frustrated, we offer sympathetic and empathetic ears. We offer students help with study skills and with coping skills. We want them to achieve on tests, but we also want them to know we care about them as people.

1b. Reading/English language arts

CHS offers students a variety of course offerings in English Language Arts. Our typical course progression is English I (genre), II (world literature), III (American literature), and IV (British literature). These courses are standards-based and data-driven. English courses provide study and practice with vocabulary, writing, grammar, and reading while focusing on language, craft, and structure of both literary and informational texts including short stories, poetry, nonfiction articles, technical writing, plays, and novels. All English courses include inquiry standards which require students to transact with texts, examine context, evaluate information, and analyze ideas.

Students in English classes develop skills for informative, narrative, and argumentative styles of writing. Students also focus on conventions of standard English as it is important for communication and articulation of ideas and perspectives. In preparation for college and career, students in each course engage in research, evaluation of sources, and communication of information and ideas through reading, writing, and speaking. We offer an honors track for our students which includes honors-level English I, II, and III, AP Language and Composition, AP Literature and Composition, and English 101 and 102, which are offered in conjunction with a local university. In addition to these traditional courses, we also offer a variety of electives including Introduction to Film, Creative Writing, Public Speaking, and Introduction to Journalism. For students wishing to pursue journalism further, we offer a newspaper course where, under the supervision of a faculty advisor, students create and run an online newspaper, The Prowl, and a yearbook course, where, also under the supervision of a faculty advisor, students create the yearbook, Panorama, which is an award-

winning yearbook. Notably, our yearbook advisor was recognized in 2019 as Jostens' National Yearbook Advisor of the Month.

1c. Mathematics

Mathematics instruction at CHS has evolved over the last several years. Our traditional course progression is Algebra 1, Geometry, Algebra 2, and some combination of Algebra 3, Pre-Calculus, and/or Statistics. We have courses available for students who struggle in math as well as courses for students who are incredibly successful in math. To meet the needs of our students, some of whom have shown the ability to handle senior-level math in eighth or ninth grade, we have expanded our course offerings to include AP Calculus AB and BC and dual credit math courses offered in conjunction with a local university. In addition, curricula such as Project Lead the Way offer students a hands-on, non-traditional approach to math education. All of these courses develop mathematically literate students who are able to solve complex problems, use reason and abstract thinking, critically evaluate models, connect concepts to real-world scenarios, and use a variety of mathematical tools effectively. Our teachers are technologically literate, capitalizing on our 1:1 Chromebook initiative and implementing tools such as Kuta and Desmos to enhance learning.

1d. Science

Science curriculum at CHS fosters learning, inquiry, creativity, and innovation. Students are offered a multitude of science courses including traditional lab sciences such as chemistry and biology, and creative offerings for those interested in specific aspects of science including genetics; forensics; microbiology; anatomy and physiology; introduction to engineering and design; and earth science. The curriculum in these courses introduces students to STEM concepts such as experimental design, engineering, analyzing and interpreting data, and problem solving. The courses offered provide choices for students whose interest in the sciences varies from life science to physical science.

Beyond presenting the course content, teachers make intentional efforts to connect content to relevant, real-world experiences through partnerships with local genetics centers, universities, and guest speakers. Additionally, with the help of our Career Development Facilitator(CDF), students interested in careers in medicine or healthcare participate in an interactive event where local healthcare professionals inform students about job requirements, expectations, and obligations. During these forums, students learn the practical applications of their classroom learning. Students who prefer a hands-on approach to learning find success in Integrated Science, a science course with a curriculum that focuses on Project-Based Learning. In this course, students adapt physics, chemistry, and robotics concepts to various styles of learning centered on inquiry, experimental design, critical thinking, and engineering. Student projects include Lego Robotics, wood-working, and roller-coaster building, all in an environment suited to individual student needs.

In all science courses, students learn and apply science and engineering practices as they develop and use models; plan and conduct investigations; apply mathematical thinking; use evidence for scientific argument; and obtain, evaluate, and communicate information. As students work through the science curriculum, they gain not only knowledge of scientific concepts and principles, but also application of these to real-world issues.

1e. Social studies/history/civic learning and engagement

The State of South Carolina requires all graduates to take a course in US History and the Constitution; Government and Economics; and one other social studies course. Chapman students are keenly aware of their world and often take additional social studies courses. For students who wish to engage in social studies at a higher level, we offer AP Government, AP Human Geography, and AP United States history as well as dual enrollment Western Civilization, which is offered in conjunction with a local university. Chapman students demonstrate civic engagement through both formal and informal assessments including a state-mandated civics exam that is required of all 10th graders. Our school routinely has a 100% passage rate. In addition to our social studies curriculum, we promote civic engagement and service through our Air Force Junior ROTC program. Cadets in this program learn critical leadership, service, and character skills all while developing a better understanding of our state and nation. Our cadets help organize our Veteran's

Day Assembly and luncheon, place American flags on veterans' gravestones at our local cemetery, participate in Adopt-a-Highway clean-up, and organize, facilitate, and assist with Upstate Stand Down, an event designed for local veterans to receive basic health and wellness services. Chapman students who express an interest in state and local government can join the Mayor's Youth Council, a leadership program where students learn and participate in local government, not only in our town, but across the state of South Carolina. Students participating in this organization gain a better understanding of local and state statutes, organizational policy, and the process of elected government.

1f. For secondary schools:

CHS strongly believes in helping students develop world-class skills and characteristics while fostering inquisitiveness that will enable them to explore and learn beyond the classroom. We want our students to succeed in every way, and being college and career ready is a heightened focus for us. CHS guidance counselors help students develop Individual Graduation Plans (IGPs) that assist students with researching and aligning future college and career opportunities. Many of our students take classes at our district career center where students are taught by experts in their respective fields including cosmetology, graphic design, culinary arts, welding, electrical operations, drafting and design, and automotive mechanics among many others. As a school, we work diligently to build community partnerships with colleges and universities as well as businesses that provide co-op opportunities. These co-op opportunities provide students with full-time employment as they transition to the local workforce.

We believe it is crucial for students to interact with local professionals. Our school employs a full-time Career Development Facilitator (CDF), whose job responsibilities include building relationships with local businesses, community leaders, and local outlets to further expose our students to real-world job opportunities. This exposure occurs through classroom presentations, informational workshops, college and career fairs, and campus lunch visits. We also encourage our students to job shadow. We offer, at minimum, four times each year for students to job shadow. All four grade levels may participate in job shadowing. Over 400 students per year participate, shadowing employees of businesses that represent each of the sixteen national career clusters. Students who are unable to job shadow are not denied the opportunity to meet representatives from local businesses. We invite representatives from local businesses to visit and explain how certain jobs fit within students' career clusters and what types of education the students should pursue.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Chapman High School offers a wide collection of other curriculum areas and the true value of our school is in what we offer to ALL students. We believe all students deserve the opportunity to participate and succeed regardless of their background or socioeconomic status. With that in mind, we have implemented multiple ways for every student to be involved in student activities. Our Academic Arts offerings are second to none. Students at our school are exposed to a variety of arts classes, including performing arts such as band, theater, orchestra, and chorus, as well as visual arts classes. Students are able to take these courses for ninety minutes a day, every day throughout an entire semester (90 days). Additionally, students can earn honors credits for demonstrating excellence, scholarship, and performance in upper level arts classes. Through flexible scheduling, students are able to participate in as many arts classes as they wish, and our directors and teachers work closely with one another to allow for collaboration through all arts mediums.

The CHS Career and Technology Department (CATE) offers unique and relevant classes for students in all grades. These courses include Personal Finance, Entrepreneurship, Professional and Leadership Development, Digital Multimedia, Web Page Design, Fundamentals of Computing, and AP Principles of Computer Science. Additionally, through a partnership with our local career center, students can enroll in advanced curriculum specific to their interests like Culinary Arts, Health Sciences, Networking, Fire and Protective Services, Automotive Collision, Engineering; Drafting and Design, Graphic Communications, Horticulture Sciences, Machine Tool, and Welding. These are offered to students in all grades, with these programs affording students opportunities to earn nationally recognized industry credentials and college credits.

CHS teachers are supported by our Media Center, a student friendly, innovative space where students, teachers, and classes collaborate in learning. In addition to providing tailored resources for individual classes and content, our Media Specialist leads and facilitates multiple student and staff programs, break-out sessions, and teaches lessons on research, evaluating sources for bias and validity, overviews on intellectual property, and fair use agreements. For teachers, the media center is a professional development hub for teacher-led PD such as Wired Wednesday, and houses technology resources like collaboration stations for small-group analysis of materials and TVs for classroom instruction and modeling of assignments/assessment expectations are available for student presentations.

The CHS Foreign Language department consists of three teachers, all teaching Spanish classes from level one to four, and their curriculum follows the American Council on the Teaching of Foreign Language national standards focusing on “can do” statements as students are immersed in culture, vocabulary, fluency, and the art of Spanish conversation. Language courses address competencies such as interpretive listening, reading, and communication, as well as providing students opportunities to investigate cultural products and practices, perspectives, and interaction where students bridge their own culture with the one they are studying. Furthermore, CHS utilizes our Virtual Lab to offer and facilitate online learning in foreign language courses in which no teacher is available through the traditional setting. This virtual setting allows students access to multiple courses in various content settings, and expands our network of learning for all students. Several world languages are offered through the virtual lab with students currently enrolled in German, Latin, and Mandarin Chinese.

Because of the limitations of our faculty and staff size, not all classes are offered in the traditional setting, and we understand that students occasionally need alternative methods of instruction either for initial credit or for credit recovery. With our 1:1 Chromebook initiative and flexible scheduling, many students take advantage of our Virtual Lab, and through guidance, enroll in classes through APEX and SC Virtual online learning systems. Students utilize virtual learning for either recovery credit or initial credit. The credit recovery component is one that allows students who did not earn passing grades in a set course to recover the credit and continue on an on-time graduation track. Over the course of several years, the virtual lab program has progressed from students solely enrolled to recover credit, to now serving as a flagship program of virtual education as students elect to enroll in courses to receive initial credit towards graduation. This year, students have taken advantage of virtual classes enrolling in various coursework including Physical Education, 3D animation, 3D game design, Accounting, AP Psychology, Economics, Government, German, Mandarin Chinese, Health Science, Business and Technology, and Probability and Statistics.

The CHS Physical Education Department is organized into various levels of Physical Education and Strength and Conditioning classes. Students in all grade levels are able to take a required unit of Physical Education as mandated by the state of South Carolina, and are able to take additional levels of PE. Our PE program supports student fitness and healthy lifestyles, and also serves as an extension of our award-winning athletic teams. With a full-time certified strength and conditioning coach available, students in Strength and Conditioning classes learn advanced lifting techniques such as Olympic lifts, body-weight exercises, and a more intense level of physical fitness. Moreover, students are able to earn their Physical Education credit while enrolled in our award-winning Air Force JROTC Program. Recognized as a unit of distinction multiple times, our AFJROTC program teaches character, citizenship, and leadership. Students enrolled in these courses not only satisfy their PE credit, but are able to earn honors credit for advanced AFJROTC classes.

3. Academic Supports:

3a. Students performing below grade level

We recognize that, for a variety of reasons, students learn at different rates. To accommodate these differences, we have made multiple decisions to help our students succeed. We have made it a priority to align instruction to college-and-career-readiness standards, and we are constantly refining curricula to ensure rigor for all students. For students who are struggling, we have a support system called Academic Overtime. Each teacher has at least one day where they are on campus in the early morning or late

afternoon, with many of our faculty here early everyday to help students. If a student's grade drops below passing, or is missing assignments, or needs extra assistance, teachers can assign them Academic Overtime. With the help of our administrative team, students know when they are assigned.

With the addition of Panther Flex Time each school day, students have the opportunity to visit teachers for individualized or small group tutoring. Teachers can also request that specific students attend scheduled help sessions during Panther Flex Time. We have seen great success throughout this support system, particularly with those students who so often fall through the cracks. Within the model of Panther Flex Time, opportunities are presented for students who are performing below grade level to participate in peer tutoring and other academic assistance structures organized through our student-led clubs and groups. We have seen great success in our students learning and actively engaged with support from their peers and teachers.

3b. Students performing above grade level

Beginning in sixth grade, students who demonstrate exceptional scholastic aptitude are targeted and identified for participation in an accelerated learning program called SURGE. In this cohort model, students begin earning high school credits as early as 7th grade, and can potentially enter their 9th grade year in high school with six high school credits. This accelerated track allows for SURGE students to complete state requirements and take advantage of multiple AP and dual credit course offerings. Students in this cohort model can potentially earn up to 42 college credits during their high school career. In addition to the SURGE model, honors courses are available to all students in every course, including Academic Arts classes.

3c. Special education

CHS has successfully implemented an inclusion model of teaching for multiple years. Inclusion classes have a regular education teacher and a special education teacher co-teaching the class, which ensures all accommodations are met, all instruction is appropriately modified to meet student needs, and every student is given the chance to succeed. The special education teacher supports the entire class population, providing daily class notes and supplemental material on Google Classroom. The special education teacher offers oral accommodations and small group testing for all students in the class. The special education teacher is available to help any and all students regardless of their special education status. They make themselves available to everyone. Our co-teaching, inclusion model, although highly successful, requires a tremendous amount of commitment from both teachers to find the perfect balance and relationship for their students. This model is a source of pride among faculty, and greatly demonstrates the collegiality between teachers.

Students who receive special services are either enrolled in an Academic Enrichment course where they are able to work in a small-group setting with a certified special education teacher or are identified as consultation students and are encouraged to meet with special education teachers on an as-needed basis. In the Academic Enrichment setting, students are allowed to finish or retake tests and quizzes, receive small-group instruction, and reinforce concepts and practices learned in the regular classroom. Our Special Education teachers are highly sensitive to the needs of their students. Students are closely monitored by their case managers, who check students' grades, behaviors, and any other relevant information. Special education teachers take great care not to single out students in a general education setting. They encourage their students to self-monitor their emotions and utilize the resources available to them. Regular education and special education teachers work together to ensure every student is receiving a fair, equitable education, one that allows them to thrive despite learning challenges.

3d. ELLs, if a special program or intervention is offered

CHS offers a high-quality, student-centered English Language Learner (ELL) program for students which provides both academic and social support. CHS utilizes a full-time ELL teacher who works very closely with classroom teachers to make sure students are getting the information they need and are given the best chance to be successful regardless of language barrier. The ELL teacher employs both push-in and pull-out models designed to assist students with course content. Additionally, students utilize Panther Flex Time during the school day for assistance in completing assignments. Because of our 1:1 Chromebook program,

ELL students have access to resources which further supplement their classroom instruction. With input from the ELL teacher, faculty collaborate to identify best-practices for each student to be successful in their respective classrooms.

Our ELL teacher is instrumental in building school-home relationships with members of our community who are non-native English speakers. With diversity increasing in our community, ELL services are critically important and crucial to student success. Our ELL program serves as a bridge which connects families and students to Chapman High School, so that together, all parties involved work towards student achievement. Overall, the ELL program ensures all students have an equitable playing field that allows for sustained success at our school.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Chapman High School promotes a positive, safe, and welcoming school culture where students, staff, and community make up Panther Nation. CHS prides itself on the feeling of community, with many residents in our area having graduated from CHS, including multiple staff members. This unique sense of pride allows our school tremendous support from our community at large. CHS fields 33 athletic teams with 450 students regularly participating in athletics. Students have the opportunity to participate in a myriad of clubs which are both academic and/or community service based including Art Club, Beta Club, Fellowship of Christian Athletes, Interact Club, National Honors Society, Spanish Club, and Tri-M Music Honor Society, among many others. The Interact Club, sponsored by Rotary International, is devoted to helping the community and members live by the motto “Service Above Self.” Students who wish to serve in leadership roles can join the CHS Student Council, or Mayor’s Youth Council. Student Council students lead their peers in both school service and community service projects. Through their participation in the Mayor’s Youth Council, students gain a better understanding of local and state statutes, organizational policy, and the process of elected government.

Students interested in military service can join the AFJROTC program, which has a mission to educate and train high school cadets in citizenship; promote community service; and instill responsibility, character, and self-discipline. The AFJROTC allows students to participate in extracurricular activities, which include color guard, honor guard, drill team, awareness presentation team, marksmanship team, and orienteering.

We are extremely proud of the level of creativity displayed by our students. Our students have the opportunity to take courses which allow them to express their many talents. Courses include introduction to journalism, newspaper, yearbook, and creative writing, along with multiple levels of art, band, chorus, orchestra, and theater. This coursework and clubs like Art Squad, Anime Club, and Ethical Case Debate Team provide outlets for students’ creative expression both in and out of school. Through these opportunities for involvement and classroom experiences, students enjoy a positive environment which supports their academic, social, and emotional growth and well-being.

2. Engaging Families and Community:

At Chapman High School, we believe cooperation between school and home is necessary to create a positive and personal learning experience for students. These partnerships are encouraged through multiple programs and opportunities for family involvement. Before the school year starts, freshman students and new students to CHS regardless of grade levels are invited to Mission Transition, an event designed to acclimate new students to our campus through tours, informational sessions on student clubs and organizations, and model classrooms which showcase technology use and Chromebook best practices. This event eases the fear, anxiety, and nervousness of starting school in a new building.

Open House and other events such as registration, Senior Night, and IGPs provide opportunities for informing parents about school requirements and expectations. Additionally, online communication tools including our school web page, teacher web pages, and emails are all used by teachers to share lesson plans and resources for students and parents. Parents have access to grades and progress reports through PowerSchool. Letters and print media are also provided as new initiatives are introduced or to announce upcoming events. Our school utilizes multiple social media outlets including Facebook, Twitter, and Instagram to further promote our school and the events taking place. We value community involvement, and seek to utilize as many forms of communication as possible.

Advanced Placement and Dual Credit Night is held in February of each year for parents and students to hear about course offerings and gain insight and knowledge as they plan their academic course career at CHS. During this event, parents and students learn more about the in-depth requirements of each course of study, and AP and Dual Credit night is conveniently held in conjunction with 8th Grade Visit Day and the course selection process for rising 9th graders.

At CHS, one of our core goals is to be a school the community is proud of. We work in conjunction with community leaders and organizations to provide the best possible educational experience for students. These partnerships provide essential resources for meeting the needs of all students. It is our belief that the combined efforts of school and community result in a quality educational program for students and a positive impact on the local community. An example of this would be the CHS School Improvement Council, a representative body which includes members from all stakeholder groups: local business leaders, staff, students, and parents. This SIC group meets regularly to discuss new initiatives, strategic planning, and identify areas both of success and in need of improvement.

The CHS guidance department and career development facilitator routinely invite community groups, college staff, and business leaders into the school for programs such as Financial Aid Night, All In For My Future, and Reality Fair. All In For My Future is an initiative targeted to junior students who learn more about the pathways available based on ACT and SAT scores, GPA, and career interests. Representatives from local colleges, military, businesses, and other professionals consult with students during the assembly and later individually, during scheduled Lunch and Learn sessions. Additionally, CHS has partnered with a local business to work with students in high school on skills needed to be employable upon graduation. Most recently, a co-op was established for students to work part-time after school at a local mill and full-time during the summer. These students will be hired upon graduation. This opportunity to work directly with business leaders is invaluable. Throughout the year, special events are sponsored with community leaders. An example of this is the Veterans Day ceremony. Veterans are invited to campus to share their experiences with students. To further that connection, our students wrote and delivered more than 1,000 Christmas cards to Veterans expressing our students' gratitude for their service.

3. Creating Professional Culture:

The school culture of CHS values innovation, collaboration, and determination. CHS teachers are risk takers, always willing to try new things if it means students may benefit. Two things are always prevalent in the fabric of CHS: teaching and learning. The consistent success of our students is a direct result of the quality teaching and instruction delivered by professional staff at CHS. Each year, administration sets the tone for the school year with a one-word focus, with the most recent being "Intentional." This focus serves as a catalyst for the beginning of each school year.

CHS teachers feel valued, supported, and empowered because their voice and input matter. At the end of each year, staff feedback is collected through an anonymous survey where all staff are encouraged to provide their thoughts on the past school year. Additionally, needs assessments are collected to guide the professional development plan for the upcoming school year. Teachers identify specific needs for professional growth, and the administrative team designs plans to address expressed needs. The professional development plan includes topics valuable for all teachers as well as specific topics targeted to different groups of teachers. Topics have included Ensuring Equitable Grading Practice, ACT Standards Alignment, and Integrating Instructional Technology. Within these topics, teachers examine best practices for instruction and assessment as well as alignment of curriculum to meet needs for college and career readiness. Professional development sessions are planned by a team of stakeholders including administration, lead teachers, and student support personnel. Teachers meet by departments during designated days where the common professional development is presented by lead teachers. This departmental approach allows for the flexibility and specificity needed to address departmental differences while still maintaining overall consistency in the professional learning.

In addition to these topics, Professional Learning Communities (PLC) provide support and skill development for teachers. One particular PLC, Novice Network, is designed to mentor and support first, second, and third-year teachers. Topics for these sessions include: maximizing instructional time, evaluating assessments, providing quality feedback, building positive relationships, Maslow's approach to teaching, and self-care for educators. Another PLC, the CHS Data Review team works together to identify trends in assessment data including ACT, Pre-ACT, SAT, and End-of-Course (EOC) exam data. The team evaluates data and works with administration and faculty to identify content needs, address skills gaps, and develop plans for improvement.

Additionally, throughout the year teachers participate in Peer Share opportunities where teachers present instructional strategies, technology tools, and various other ideas to each other. These teacher-led professional development opportunities are essential to teacher empowerment and have served as catalysts for engagement in the work necessary for continued improvement in curriculum, instruction, and student achievement.

4. School Leadership:

Chapman High School exhibits a shared leadership collaborative model with a structured hierarchy of organizational leadership. The leadership team consists of administration, guidance counselors, athletic director, school resource officer, media specialist, and eight teachers serving as department heads representing each individual department. Monthly leadership team meetings are scheduled to discuss upcoming events, initiatives, programs, and policy. Department heads are called upon to serve as a voice for their department, giving administration valuable input and feedback necessary to provide quality, student-centered education.

The CHS administrative team brings a wealth of experience to the education profession. Three out of the four administrators are CHS graduates, further adding to the unique perspective and insight they bring into their daily work. Their mastery of relationship building is what sets them apart from other administrators and schools around the state and country. CHS administration wholeheartedly demonstrates servant leadership, with the mantra of “if serving is beneath you, leadership is beyond you.”

The principal is the instructional leader who exemplifies intentional, purposeful leadership while serving all students, staff, and stakeholders. Responsible for all aspects of the total school program, the principal is accountable for coordinating and supervising a staff of over 110, maintaining school finances with multiple budgets, formal and informal evaluation of all staff, and public relations and community and business partnerships. Through structured, organizational leadership tailored to each individual’s strengths, each assistant principal has specific duty assignments; however, each one is also cross-trained in other responsibilities to provide assistance when necessary. Oftentimes, CHS administrators are seen working together to address and resolve situations, and do so in a collegial manner. The leadership team strives to model respect and professionalism for all to observe.

The ninth grade assistant principal is in charge of facilities, operations, maintenance, and discipline for freshman students. The tenth grade assistant principal serves as lead curriculum and instruction director, and is responsible for teacher observation and feedback, AP, honors, and dual enrollment curriculum, professional development planning, Novice Network initiative, and induction and mentor level training. The 11th and 12th grade assistant principal is responsible for all student services works, including database management, attendance, truancy, school grading policies and procedures, junior and senior discipline, master schedule, and senior graduation requirements. Additionally, the school athletic director serves as a critical link between students and athletic programs, overseeing athletic budgets, scheduling, events, athletic facilities, and all athletic operations.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Chapman High School has been on a journey to excellence for some time. During this time, one specific practice has allowed for our school to become the flagship model to which all other high schools strive to attain. This practice is our Response to Intervention (RTI) model which directly impacts all students in all grade levels. In this model, every teacher is expected to analyze quantitative and qualitative data from their students and identify strategies, accommodations, and interventions to help those who are struggling academically, socially, or both. Using Google Tools for Education, CHS administrators have running spreadsheets of collected student data available during observations, discipline conferences, or check-ins with students containing vital information from classroom teachers, helping administrators individualize and tailor discipline, encouragement, or redirection to specific students. Because of the success of our model, Chapman High School serves as a pilot school for the district-wide Multi Tiered System of Supports (MTSS) initiative, a source of pride based on our years of commitment to our Response to Intervention (RTI) model.

At Chapman High School, our RTI model has evolved from identifying struggling learners academically to now identifying students in a more comprehensive MTSS model where student's academic, social and emotional, and physical needs are identified, addressed, and met. This sole practice of addressing the whole child has led to unprecedented success in our school history, with record-breaking graduation rates, high-performing assessment scores, and the creation of a culture and climate in which students know their every need is being met. In this RTI model, our teachers work tremendously hard encouraging students to find a way to be successful in the classroom, on the field or on stage, and in life. The RtI model comes to life because of dedicated and focused administrators, involved and engaged guidance counselors, hard-working custodians who know each person, both student and staff, by name, front-office staff who exemplify kindness and an eagerness to assist, and a faculty which boasts some of the most talented, intelligent, and caring individuals around.

The belief that students matter and that they are not merely a combination of GPAs and test scores but that they are living, breathing, complex, and important people, drives our RTI/MTSS program. Our teachers work constantly to find a way to improve their instruction, arrive early and stay late, and organize their busy lives to accommodate the students that they believe in and love. CHS believes that relationships matter, and every instructional decision is made in the best interest of students. Our students are bright, curious, and determined. Most importantly, they are happy. They are happy because they are treated equitably and fairly. They are happy because they know they are safe at Chapman High School, and can come to school and feel loved. For the faculty and staff at our school, student-centered is not a hollow catchphrase; it is a way of life. Each and every day, these adults find a way to best serve their students.

When students leave us, they do so knowing they have received the best education possible from the best teachers possible with leadership and support from the best administrators possible and with guidance and help from the best staff possible. Our school is a place where every person who enters can and will see what a high school can and should be. Already a Palmetto's Finest High School, the highest award bestowed upon schools in South Carolina, we know there is no high school better than us in South Carolina. Now, we seek to solidify our position as one of the nation's best high schools with this year's National Blue Ribbon School application.