School Portfolio
2018-2019 through 2022-23
Spring 2019 Edition

Gateway Elementary School
200 Hawkins Road
Travelers Rest, SC 29690
(864) 355-5200
"Success Begins Here!"

Susan Stubley, Principal
Dr. W. Burke Royster, Superintendent
Greenville County Schools

<div align="center">SCHOOL RENEWAL PLAN COVER PAGE</div>

SCHOOL NAME: Gateway Elementary

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(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.
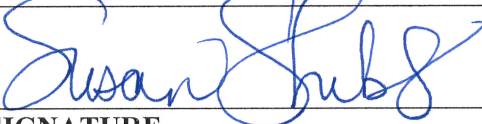
Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	*(signature)*	4/23/19
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Susan Stubley	*(signature)*	3/25/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors	*(signature)*	4/23/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Michael Geran	*(signature)*	3-26-19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amy Clark	*(signature)*	3/25/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 200 Hawkins Road, Travelers Rest, SC 29690

SCHOOL TELEPHONE: (864) 355-5200

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

Stakeholder Involvement for School Renewal

Position   **Name**

1.   Principal   Susan Stubley

2.   Teacher   Reagan Watson

3.   Parent/Guardian   Vanessa Simmons

4.   Community Member   Kristen Short

5.   Paraprofessional   Kiszy Repshis

6.   School Improvement Council Member   Michael Geran

7.   Read to Succeed Reading Coach   Amy Clark

8.   School Read To Succeed Literacy Leadership Team Lead   Amy Clark

9.   School Read to Succeed Literacy Leadership Team Member   Katie Dell'Oso

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)
** Must include the School Literacy Leadership Team for Read to Succeed

POSITION	*NAME*
Assistant Principal	*Barbara Bingham*
Instructional Coach	*Katie Dell'Oso*
School Counselor	*Cindy Howard*

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances
Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

|		
Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))		
◉ Yes ○ No ○ 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 ○ No ○ N/A	**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 ○ No ○ N/A	**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 ○ No ○ N/A	**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 ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.	
◉ Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.	
◉ Yes ○ No ○ N/A	**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 ○ No	**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.	

○ N/A	
● Yes ○ No ○ N/A	**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 ○ No ○ N/A	**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 ○ No ○ N/A	**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 ○ No ○ N/A	**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 ○ No ○ N/A	**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.

Introduction

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Action Plan	**p. 65**

INTRODUCTION

The strategic planning process at Gateway Elementary School is ongoing, inclusive and a major component of our PLC (Professional Learning Community). We believe that in order for our plan to be reflective of our Mission, Vision and Beliefs, it must include the effective collaboration efforts of all major stakeholders. The committees listed within this plan outline membership representatives that include teachers, paraprofessionals, SIC (including community stakeholders) and PTA board members, clerical staff, maintenance and cafeteria representatives. While the periodic review and update of our plan is divided into committee responsibilities by sections prior to being presented to all major stakeholders as a whole, the development and ongoing monitoring of the plan in its entirety is an inclusive practice that is shared throughout the school annually by our complete school community. To facilitate this practice, in addition to establishing school wide data teams and planning committees, our school posts regular updates to our community on our school website; we conduct two- way monthly PTA and SIC discussions of our goals and progress, and we seek reciprocal community involvement and input by way of membership on our local YMCA Board and a partnership with The Cliffs Communities.
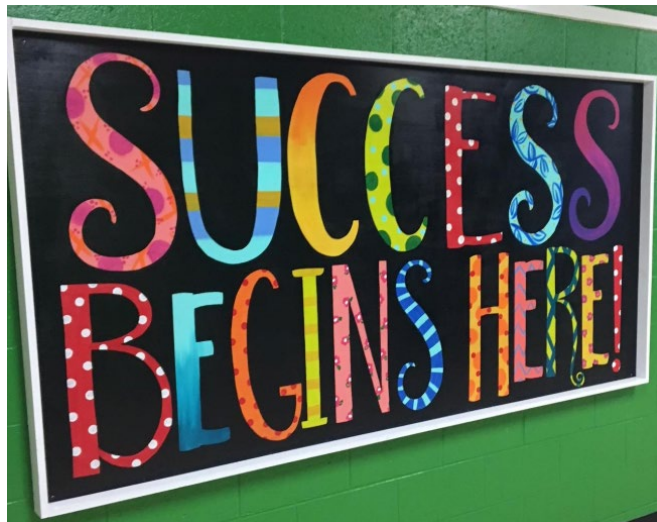
Internal Structure

We strongly believe that we will achieve our school-wide and individual goals through our commitment to a shared leadership structure. Without this system in place, we would not be able to offer our students an exemplary early educational experience. Our organizational chart was redesigned to allow for ongoing communication in the fall of 2010.
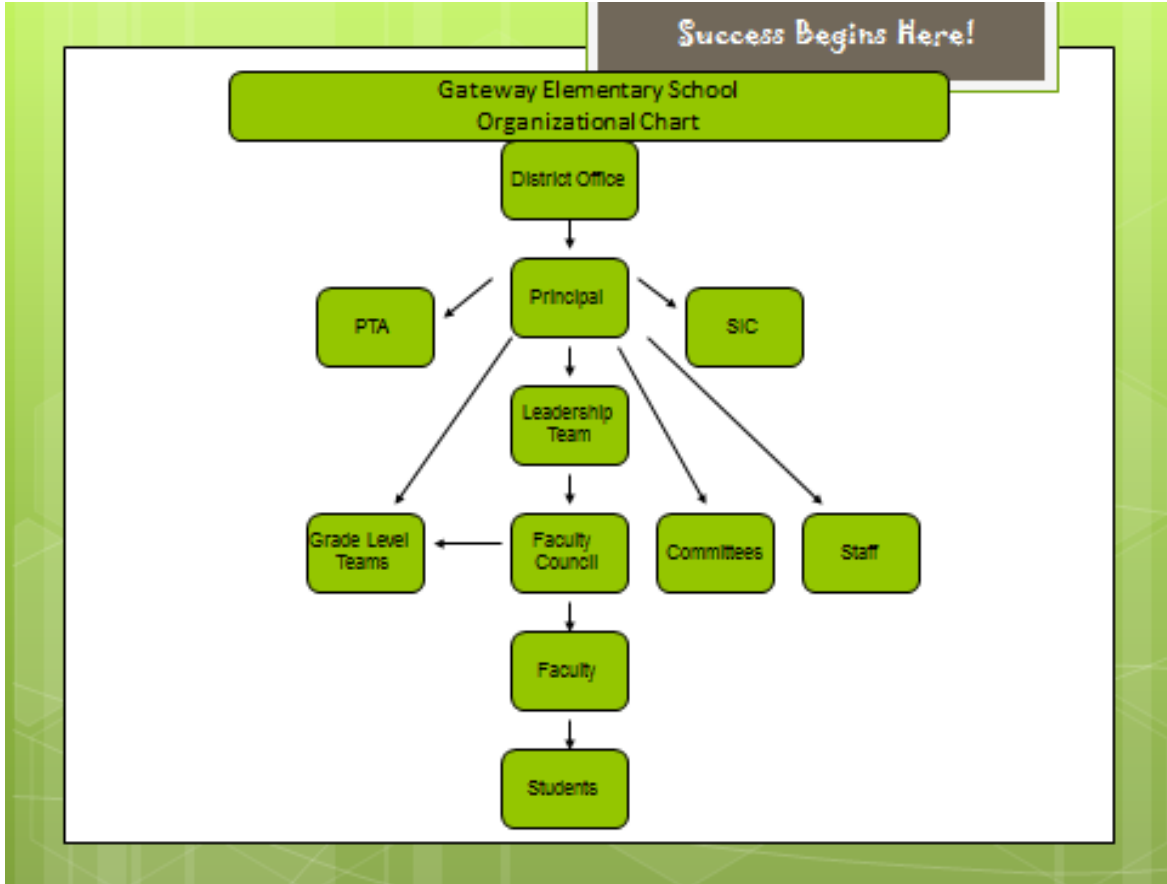
Gateway Elementary School
Committees 2018-19
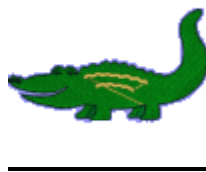
1. ## School Beliefs, Vision, Mission:
   - **Responsible for pages 29-30 of the Strategic Plan**

AdvancED Accreditation Standard 1: Vision and Purpose A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

AdvancED Accreditation Standard 2: Governance and Leadership A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

*All faculty and staff participated in the development of Gateway's beliefs, purpose, vision and mission.

Members:
> Holly Sanders
> Kelli Wallen
> Reagan Watson
> Nicole Carmenates
> Libby Zadoorian
> Shannon Cox
> Alex Bennett

2. ## School Profile: School Community, Personnel Data, Student Population Data
   - **Responsible for pages 16-21 of the Strategic Plan**

AdvancED Accreditation Standard 5: Resources and Support Systems A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

AdvancED Accreditation Standard 6: Stakeholders Communication and Relationships A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Members:

Betsy Freeman
Melissa Rainey
Lisa Corbin
Melanie Synakowski
Lorilee Horton
Jennifer Winslette
Misty Sammons
Patty Moody
Kelly Maclachlan
Carrie Owens
Shannon Vance

3. **School Profile: Academic and Behavioral Programs**

- **Responsible for pages 26-31 of the Strategic Plan**

AdvancED Accreditation Standard 3: Teaching and Learning A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Members:

Shannon Cox
Reagan Watson
Janet Bochino
Jessi Conner
Tara Guy
Eric Guth
Alex Bennett
Ashley Frandsen

Holly Sanders
Renee Fleming

4. **<u>Data Analysis and Needs Assessment</u>**
   a. **Responsible for pages 32-51 of the Strategic Plan**

AdvancED Accreditation Standard 3: Teaching and Learning A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

AdvancED Accreditation Standard 7: Commitment to Continuous Improvement A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

5. **<u>Action Plan:</u>**
   ● **Responsible for pages 52-93 of the Strategic Plan**

AdvancED Accreditation Standard 4: Documenting and Using Results A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

AdvancED Accreditation Standard 7: Commitment to Continuous Improvement A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Members:
Susan Stubley: Chair
Barbara Bingham
Katie Dell'Oso

Amy Clark
Cindy Howard
Brianna Simpson
Mary Powell
Maggie Daley
Kelli Wallen
Lynnette Bumgarner
Melanie Huff
Vicki Godbey
Libby Zadoorian
Nichole Carmenates
Amber La Lande
Amanda Montaruli
Ashley Creely
Reagan Bachour

EXECUTIVE SUMMARY

This section is comprised of data describing our school profile. We interpreted and analyzed the demographics of our local community and student population. As part of an ongoing effort to identify Gateway's strengths and weaknesses, data was collected from various sources such as test scores, surveys and the NSSE (National Study of School Evaluation).

Student Achievement

The Student Learning Data section examines data over a period of 5 years in order to adjust strategies to improve student achievement. Presented in this section are findings from the data used. The assessments used include:

- Speed Dial 4- Four year old Kindergarten
- PALS– Four year old Kindergarten
- KRA- Five year old Kindergarten (Initial Benchmark used for planning of differentiated instruction through the year)
- Fast Bridge- K5 – Second grades
- IOWA/Cog-AT – Second grade
- SC Ready (ELA and Math)-Third through Fifth grades
- SC PASS (Social Studies and Science) – Fourth and Fifth grades
- MAP Testing –Second grade and Fifth grade
- TE.21 Mastery Connect Benchmark Assessments- Kindergarten through Fifth grades
- Standards Based Common Formative Assessments – K5 through Fifth grades
- Fountas and Pinnell Benchmarking Assessment-K5 through Fifth grades

SC Ready 2017 Results:

ELA- 49% of students met or exceeded standard
Math- 59% of students met or exceeded standard

SC Ready 2018 Results:

ELA- 51% of students met or exceeded standard
Math- 63.7% of students met or exceeded standard

SC PASS 2017 Results:

Science- 62% of students met or exceeded standard
Social Studies- 83% of students met or exceeded standard

SC PASS 2018 Results:

Science- 66% of students met or exceeded standard
Social Studies- 79% of students met or exceeded standard

Teacher and Administrator Quality

Our teachers and support staff comprise the school level academic team of Gateway Elementary School. Our experiences and strengths vary, which allows us to provide a rigorous academic experience for our students. Our PLC (Professional Learning Community), which is based on our student centered learning initiative, guides our practice and allows us to utilize teacher talents in developing and strengthening curriculum at Gateway Elementary

School. Within this structure, we have 3 induction level teacher, 3 annual level teachers, and 39 continuing contract level teachers. Additionally, we have 2 administrators whose past experiences in the field of education includes curriculum coordinator experiences at the district level, K-12 special education experience both in the classroom and district level, working with state and district RTI initiatives, and being members of the Greenville County Fellows 3 consortium. Other members of the leadership team, including the instructional coach, school counselor and literacy specialist bring valuable experiences in the area of Project Based Learning training, curriculum writing, 1:1 Initiative training, STEAM training, Google Applications training, career development, National Board certification, and participation in ongoing graduate coursework. Talents and experiences within our teaching body include administration certification, post graduate course work, National Board certification, curriculum specialist certifications, ESOL certification and one teacher holds a master Promethean trainer certification and is a Clemson Master Teacher. Additionally, several of our teachers conduct trainings at area schools, in Summer Academy sessions, and serve on curriculum writing teams for Greenville County Schools.

School Climate

The learning environment at Gateway Elementary will be safe and nurturing and will provide individuals the opportunity to learn and to reach their full potential. The learning environment will include:

- A nurturing, protective and caring atmosphere
- Trusting relationships between students, parents, teachers and the community
- Maintaining a clean building and grounds
- Instruction which focuses on higher level thinking skills for students of all ability levels
- Adequate and current resources for teachers and students

Key factors in assuring that our students receive an exemplary educational experience is sustaining, high morale, safety, effective communication, and well-being of our staff, students and parents.

Significant Challenges

Gateway Elementary School is fortunate to receive an enormous amount of support from our school district and local Travelers Rest community. However, significant challenges have presented themselves during the course of the past few school years. In addition to striving to improve areas as cited on our survey results, we have experienced an enormous amount of growth in our student numbers. Along with this growth, Gateway embraced a more diverse culture with learning challenges and class size concerns. We have begun to explore curriculum and growth mindset initiatives to meet the needs of our new and growing population.

Awards and Accomplishments

Beginning with the 2011-2012 school year, for the first time in our school's history, Gateway Elementary School earned an absolute rating of "*Excellent*" on our school report card, and an ESEA rating of "*A*". Subsequently, Gateway continued a tradition of excellence in academic performance with "*Excellent*" absolute ratings on our 2012-2013 and 2013-2014 state report cards. There were no ratings issued on the 2014-2015 school report cards, nor were ESEA school letter grades issued. Gateway received an overall rating of "Good" on our most recent (2018) school report card.
Additionally, Gateway Elementary School has earned the prestigious Palmetto Gold Award for academic excellence for 2012, 2013 and 2014 school years, and The Palmetto Silver Award for academic excellence for the 2011 school year. There were no Palmetto Gold or Silver Awards issued for the 2014-2015 school year. Please see the cumulative listing of awards and accomplishments for Gateway Elementary School below:

Awards and Accomplishments:

- "Good" Overall South Carolina School Report Card Rating 2018
- "Excellent" Absolute Rating South Carolina School Report Card Rating 2012, 2013, 2014
- Palmetto Gold Award (2013 – 2014)
- Palmetto Gold Award (2012-13)
- Palmetto Silver Award (2011-2012)
- Palmetto Gold Award (2010-2011)
- Closing the Gap Silver Award (2010-2011)
- Palmetto Silver Award (2008-2009)
- Red Carpet Award (2002-2003)
- Parents as Partners Grant (2001-2002, 2002, 2003)
- Palmetto's Finest Finalist (1997-1998)

GATEWAY ELEMENTARY SCHOOL PROFILE
SUCCESS BEGINS HERE!

Community Description

Gateway Elementary School is one of 52 elementary schools in Greenville County, South Carolina's most populous county with over 450,000 residents. Greenville County School District is the largest district in the state and the 44th largest in the nation with 76,000 students. District honors include: 14 National Blue Ribbon Schools, 48 Red Carpet Schools, 29 National PTA Schools of Excellence, 9 Newsweek Magazine's Best High School award winners, and 20 Palmetto's Finest Schools, which is the state's top award for schools. Programs include 12 International Baccalaureate schools, 12 magnet academies, 52 elementary, 24 middle schools, 15 high schools, 6 Child Development Centers, 4 Career Centers, a Fine Arts High School, the Charles Towne Gifted Center, Roper Mountain Science Center; the Math and Science HUB, alternative programs, magnet programs, and satellite schools for students who require specialized services for orthopedic, vision and/or hearing needs. Special education programs are available system wide and serve approximately 9,200 students on regular school campuses or at the Washington Center; a special needs school for students with more significant disabilities. There are many options for higher education in and around the Greenville area including Bob Jones University, Furman University, Clemson University, North Greenville University, the University Center of Greenville, which has partnerships with eight South Carolina colleges and universities, and the University of South Carolina Upstate. ITT Technical Institute and Greenville Technical College are also located in the Greenville area.

Gateway Elementary School is located in the northwest corner of Greenville County on Hawkins Road in Travelers Rest, which has a total population of 5,108. Gateway and Heritage Elementary Schools, Northwest Middle School, and Travelers Rest High School serve the Travelers Rest area.

Nestled in the valley of the Reedy River, Travelers Rest is a thoroughfare along the road to such popular landmarks as Caesar's Head and Table Rock. It is the only municipality in the northern region of Greenville County. Originally, the Catawba, Creek, and Cherokee Native Americans all settled in the area now known as Travelers Rest. Until after the Revolutionary War, the road called Hawkins Road was used by the Native Americans as a path for racing horses.

As a community, Travelers Rest still plays a role as a restful stopping place for adventurers of the mountains. Hiking, camping, fishing, kayaking, rappelling, hunting, horseback riding, mountain biking, swimming and boating are all enjoyed at the nearby state and national parks. Travelers Rest has three parks within its city limits, including Gateway Park, Poinsett Park, and Travelers Rest City Park, as well as a nature trail at Gateway Elementary School. The Swamp Rabbit Trail is a 13.55 mile walking/biking trail that runs along the Reedy River connecting Travelers Rest with the city of Greenville. Travelers Rest still maintains its small town flavor and friendliness while also offering contemporary conveniences.

Quick Facts about Travelers Rest

Education Levels			
High School	88.5%		
Baccalaureate degree or higher	21.8%		
Household Info			
Median Household Income	$51,250		
Diversity/ Ethnic Culture			
Caucasian	82.3%	Hispanic	8.9%
African American	12.6%	Other	1.4%
Asian or Pacific Islander	2.8%		
Family Structure			
Married Couples with children	60.2%		
Single Parent	23.3%		
Non-Children Families	16.5%		

School Characteristics

Gateway Elementary School is the heart of the city of Travelers Rest. In 1982, out of the need for a more modern facility that would accommodate the projected growth in the area, Gateway Elementary School was built, replacing "Travelers Rest Elementary School". The school's name, Gateway, originated from the city's campaign to promote the area as "The Gateway to the Blue Ridge Mountains." When the new facility opened, our student population was approximately 500.

As the Travelers Rest community continued to grow, our student enrollment has fluctuated to its present enrollment of 728 students in pre-kindergarten through fifth grade. Gateway's student population is reflective of the diversity of the community. We have a varied population of children from diverse socio-economic backgrounds. The majority of our students come from a rural setting. Students are transported to school by car or on four regular education buses and two special needs buses. In addition to our on-site extended day program, several local daycare facilities transport students to aftercare facilities. Many of our students live in families parented by grandparents or other relatives, single parents, and by the traditional mother/father-parenting structure.

Currently, Gateway has 34 homeroom classes which include the following: two pre-kindergarten, five kindergarten, six first grades, six second grades, five third grades, four fourth grades, four fifth grades, and two self-contained classrooms.   In addition, our students receive one period a week in each related arts class. These related

arts classes include art, music, physical education, computer lab/Chromebook lab, and media center. In addition to these enrichment programs within our school, we also extend educational learning opportunities beyond our classroom walls. Gateway Elementary School houses a 33 acre nature trail and adjoining outdoor classroom which is located behind our school campus. An endangered plant, the *Bunched Arrowhead*, exists in this area, which is one of the few places the plant is found in North America.

Gateway Elementary School has a total of 87 dedicated and talented staff members serving our students. The staff total includes administrators, certified teachers, itinerant staff, instructional assistants, custodians, office and nursing staff, and cafeteria employees. The experience levels of our teachers range from first year teachers to those with over 30 years of experience. All teachers are provided rigorous and relevant professional development sessions annually. Each spring, our faculty and staff members complete a professional development survey, to allow each teacher to provide input into the following year's professional development plan. Survey results, combined with in depth data analysis of the most recent school report card determine our focus for the coming year. Our school wide goals are developed in tandem with our professional development plan. Gateway thrives on a learning lab professional development environment as many of our in-house professional development sessions are led by our teachers and leadership staff.

Gateway has a principal, assistant principal, instructional coach, literacy specialist, 1 school counselor, 1 challenge teacher, 3 resource teachers, an instructional aide devoted to our special needs students, 5 kindergarten assistants, 4 special education assistants who serve our self-contained population, 1 full time RTI interventionist (R2S Literacy Coach), 3 part time RTI interventionists, 2 part time RTI instructional aides, 1.4 speech pathologists, a .2 ESOL teacher, 1 media specialists, 1.2 music teachers, 1.2 physical education teachers, and 1.2 art teachers.

Parental and Community Involvement

Family and community involvement is important at Gateway, and communication is a vital component of this valuable partnership. Staff members communicate on a regular basis with families through weekly/monthly newsletters regarding suggested study skills, web-sites, weekly work folders, individual daily reports, parent conferences, telephone conferences, communication apps, e-mail, PTA meetings, as well as annual open houses. In addition to enjoying the benefits of a strong SIC, PTA and parent volunteer base, Gateway Elementary School enjoys a number of business and community partnerships. Most recently, we have been thrilled to add partnerships with The Cliff's Communities! This special group of volunteers, have provided food for our underprivileged students over the weekend and provided dry erase desks and tables for students. Additionally, we have partnered with The Bank of Travelers Rest to provide students with real-world financial literacy instruction and projects which included in school guest speakers and activities. Second grade students attended a field trip to The Bank of Travelers Rest where they cycled through five rotations about financial instruction including a station where they were able to pay for a snack with a student "debit card" provided by the bank. This year, teachers and administration have planned several home

visits to the Brookside Community. During these visits, parents are informed about school readiness, how to best help their child at home, building inexpensive home libraries for their children and perhaps most importantly, building a lasting relationship with parents who are unable to travel to our school. In addition, Gateway Elementary provides a school mentor program to support at-risk students by providing a role model and advocate for these students. Our staff recognizes that parent involvement is one of the greatest contributors to student achievement. We are dedicated to providing information regarding valuable school and community resources and ongoing two way communication to our families so that they, in turn, can support their child's education. As a result, Gateway provides a number of services to our parents. These offerings include: parenting workshops, access to available resources at school and within our community, interpreters to facilitate effective parent teacher communication, an award winning website, a school newsletter, and school intervention for families in crisis. Additionally, Gateway houses a school-based Greenville Mental Health counselor onsite.

Gateway Elementary School understands the importance of giving back to our community and providing our students and staff with the opportunity to reach out to others. In August of the 2016-2017 school year, the entire Gateway staff participated in a community scavenger hunt. During this time, the staff visited community business and service organizations. Partnerships with community service organizations help project a positive public image and give students experience in providing service to the community. We have established partnerships with local nursing homes, environmental agencies, local colleges, charitable organizations, local food pantries, the local animal shelter, and local churches as well as providing assistance to families during the holidays.

School Personnel Data

Gateway Elementary School's staff profile data is below:

The ethnic makeup of the Gateway faculty and staff consists of 4 African-American, 3 Latino and 80 Caucasians. The primary language of the study respondents is English. The following level of academic degree information among the Gateway faculty: 23.6% Bachelor's degrees and 76.4% Master's degrees. The results of data concerning the current grade level taught at Gateway Elementary reveal two K-4, five K-5, six first grade, six second grade, five third grade, four fourth grade, four fifth grade, seven special education, two administrators, six specialists, and five full time and three part time related arts teachers that make up the teaching faculty at Gateway Elementary School. The years of experience at Gateway indicate that 20.0% teachers have taught between zero and six years, 18.2% between seven and eleven years, 27.3% between 12 and 16 years, 21.8% between 17 and 26 years, 9.1% between 27 and 31 years and 3.6% with thirty-one plus years of experience.

Years of Experience

31+ years
3.6%

7-11 years
18.2%

12-16 years
27.3%

17-26 years
21.8%

27-31 years
9.1%

0-6 years
20.0%
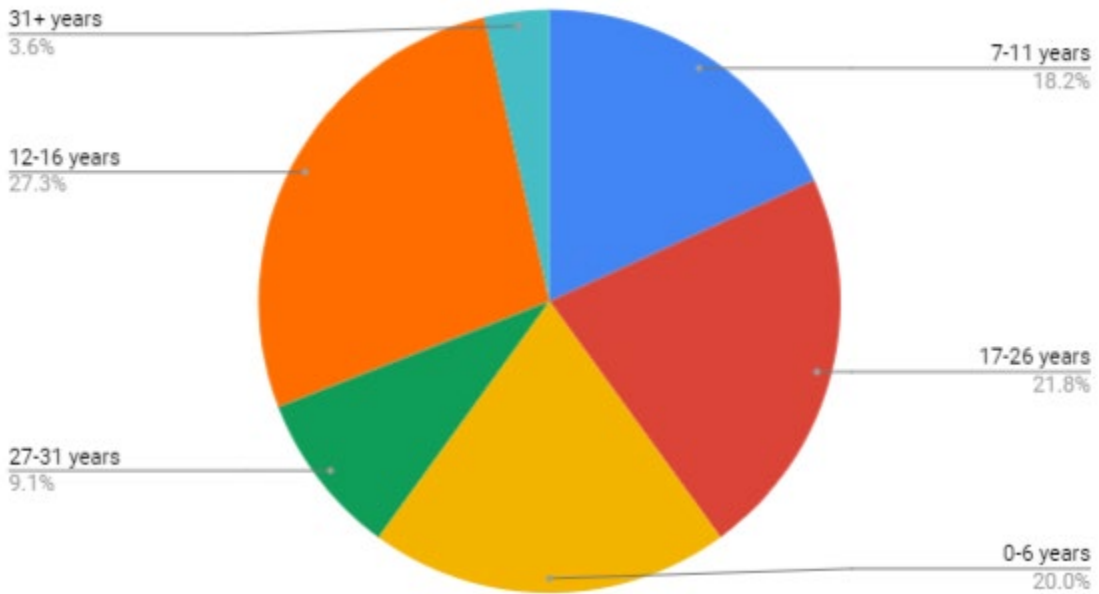
Our certified staff is highly qualified, with the majority of the teachers having a Master's Degree. In addition, we have seven teachers who hold their National Board certificate.

Highest Degree of Education

Bachelor
23.6%

Masters
76.4%
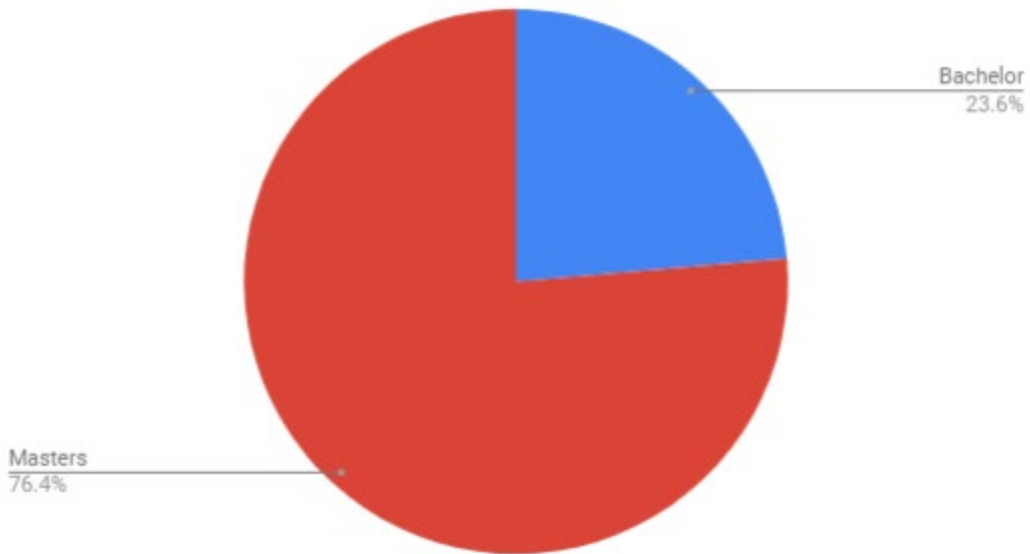
Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	44.0	No change
Percent of teachers with advanced degrees	75.0	Up from 61.4
Teacher attendance rate	91.6	Up from 90.8
Average teacher salary	$51,897	Up from $50,119
Percent of teachers on continuing contract	86.4	Up from 81.8
Percent of teachers returning from previous year - current year	94.9	N/A
Percent of teachers returning from previous year - three year average	95.6	Up from 92.9
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	87.1	Up from 85.9
Student-teacher ratio in core subjects	22.7 to 1	Down from 26.2 to 1
Percent of inexperienced teachers teaching in core classes	16.7	N/A
Number of inexperienced teachers teaching in core classes	5	N/A
Percent of out-of-field teachers teaching in core classes	0.0	N/A
Number of out-of-field teachers teaching in core classes	0	N/A

Student Population Data

Gateway Elementary is the pride of the community! In 1982, the new facility opened with a student population of approximately 500. As the Travelers Rest community continued to grow, our student enrollment has fluctuated to its present enrollment of 728 students in pre-kindergarten through fifth grades. This includes two multicategorical classrooms, as well as students who are served in resource, speech, ESOL, RTI and GT. We currently serve 123 disabled students (unduplicated count), 22 ELL, and 54 GT students in K5-5th grades. Gateway's student population is reflective of the diversity of the community.

Figure 1: 2018-2019 Student Enrollment by Grade Level

Number of Students per Grade Level
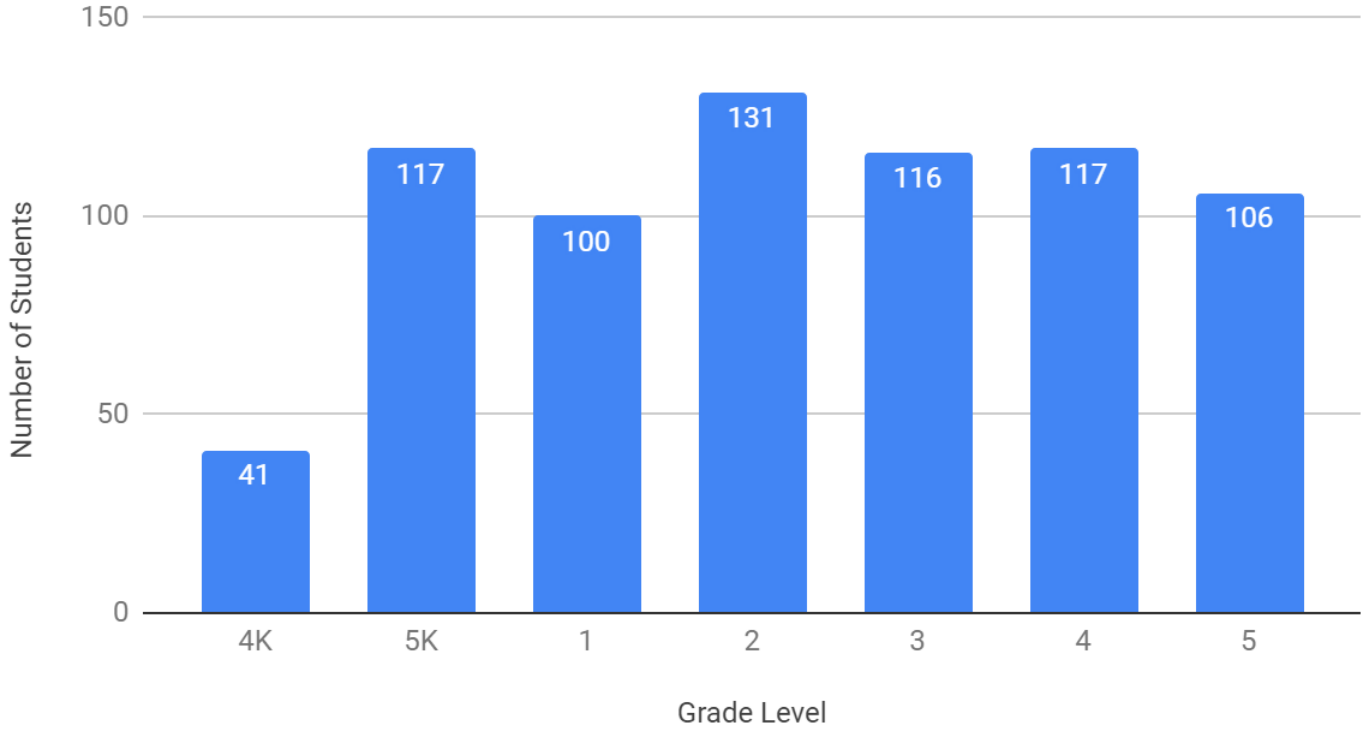
Figure 2: Student Enrollment by Ethnicity 2018-2019

Students by Ethnicity

- Asian — 0.83%
- Black or African American — 15.68%
- Hispanic/Latino — 3.71%
- Two or More Races — 5.23%
- White — 74.55%

Enrolled
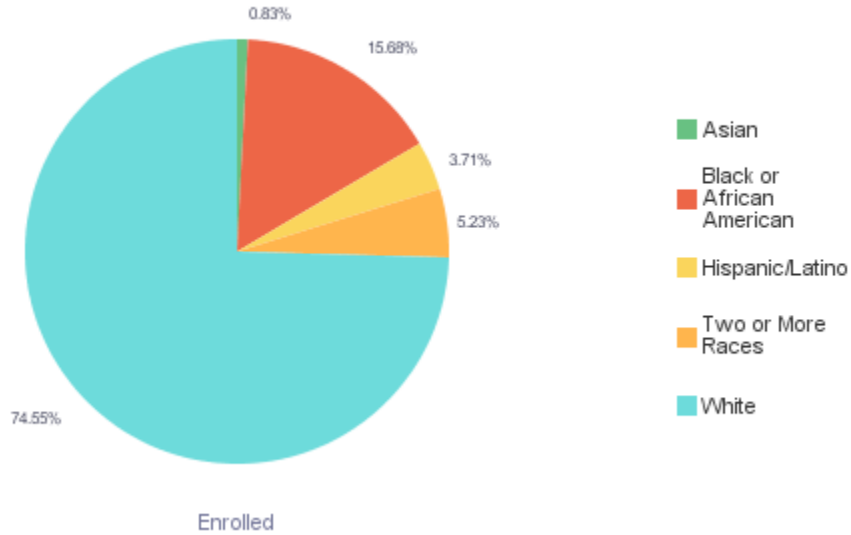
Students with Disabilities

The number of students with disabilities at Gateway Elementary School has decreased significantly over the past five years from a total population of 171 in 2010-2011 to 123 in 2018-2019. The number of students served in speech represents our greatest decline. We have five full time special education teachers, 1.4 speech teachers and 5 special needs paraprofessionals.

Legend:
- 504
- RegEd
- Autism
- Developmental Delay
- Emotional Disability
- Intellectual Disability (mild)
- Intellectual Disability (moderate)
- Multiple Disabilities
- Other Health Impairment
- Specific Learning
- Speech or Language
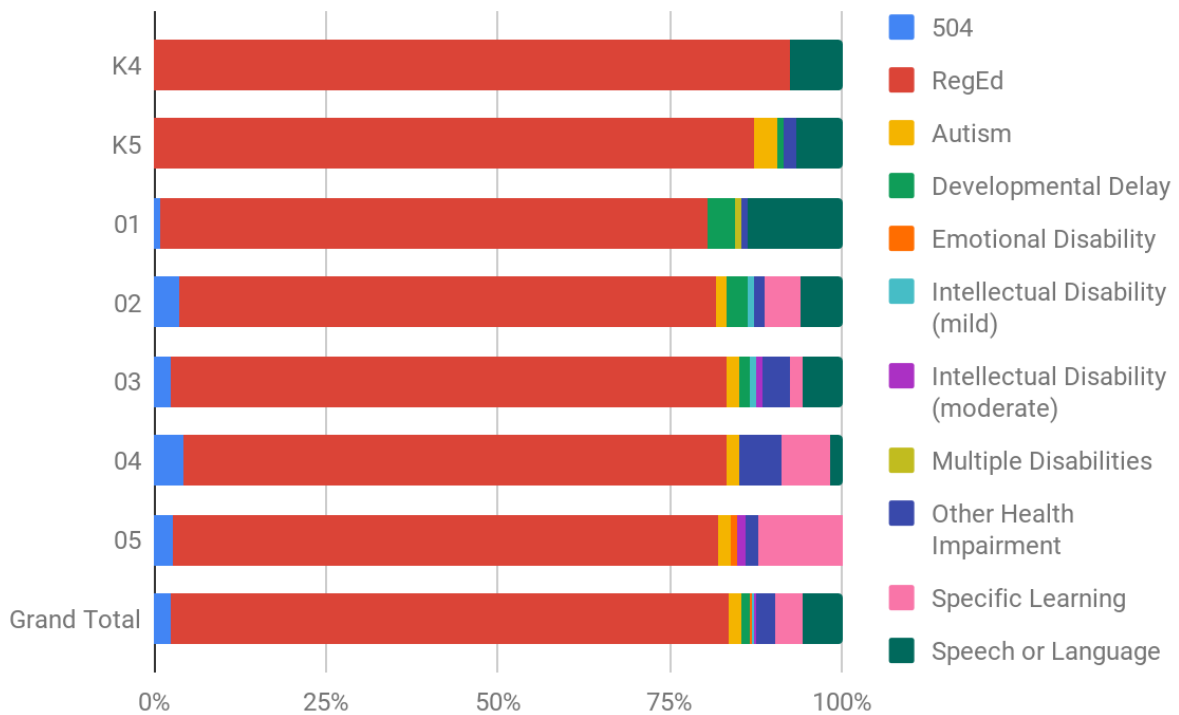
Gifted and Talented Population

For the 2018-2019 school year, 54 students are enrolled in our GT program. For the 2018-2019 school year, there are 22.6% students in GT for third grade, fourth grade has 34% and fifth grade has 43.4%.

GT 2018-2019

5th Grade
43.4%

3rd Grade
22.6%

4th Grade
34.0%
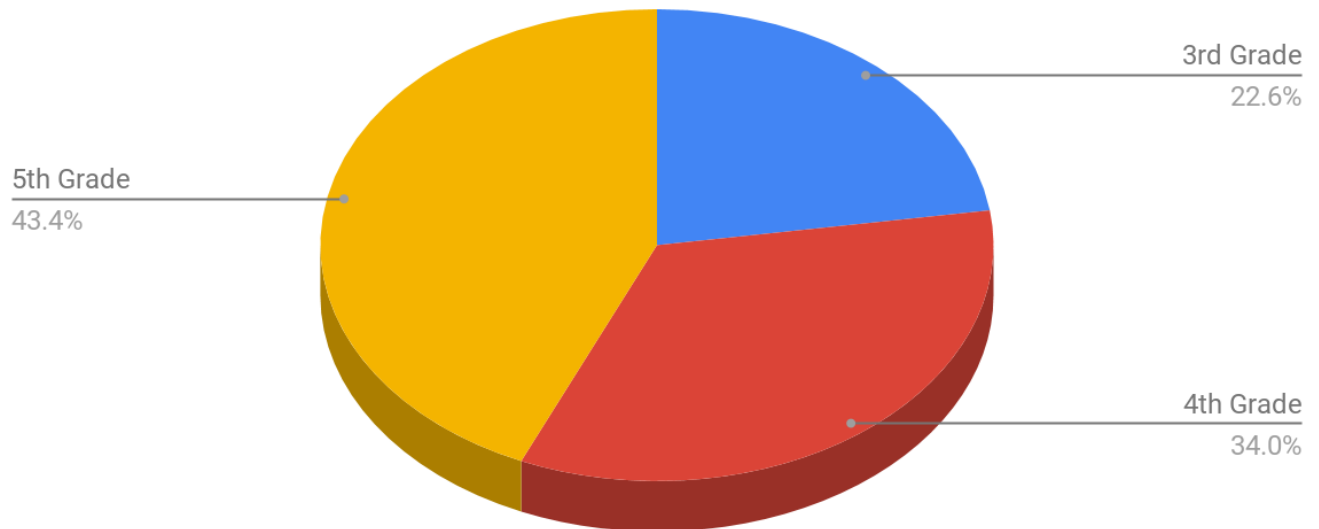
Free and Reduced Lunch Population

The lunch status of students has changed slightly over the past six years. For the 2018-2019 school year, 51% of our students pay full price for their meals. The percentage of students with a free or reduced lunch status is 49% for the 2018-2019 school year.

Students Receiving Free/Reduced Lunch as of 9/11/18

Full Pay
51.0%

Free
43.0%

Reduced
6.0%
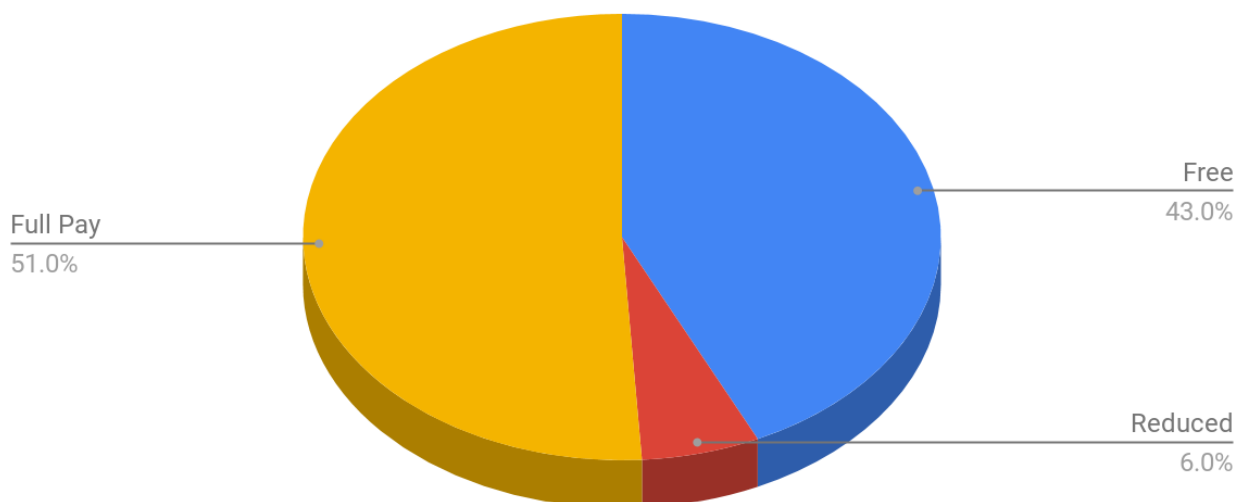
Academic and Behavioral Features

The teaching staff at Gateway Elementary School continually seeks opportunities to strengthen our practice. Gateway Elementary was excited to partner with Greenville County Schools, The Cliff's Communities and our PTA to provide a Chromebook to all students from 4K through 5th grades. This initiative continues to allow us to teach our students how to use technology as an instructional tool from a very early age. Specific emphasis is also being directed toward looking at each standard individually and teaching with increased rigor. Our staff engages each student in lessons that are directly correlated to our South Carolina College and Career Ready standards for the year through multiple approaches. Some standards require longer and deeper time frames, and most standards are revisited through spiral review throughout the school year to assure mastery. Gateway Elementary teachers implement state standards across the curriculum in all subject areas. Our teachers plan grade level, student-centered instruction based on state standards, and centered on unit and lesson learning outcomes that align to student friendly learning targets for the day. Our staff plans and implements classroom instruction in compliance with the "Knows" and "Do's" as well as the "Clarifying Statements" in our district's Landing Page curriculum support document. Our focus is on school-wide rigorous, standards-based instruction, and all staff are trained to align each lesson with targeted strategy group sessions to address strengths and weaknesses of all students. The related arts team and school counselor collaborate together to plan authentic, real world lessons and Project Based Learning experiences in relation to the South Carolina College and Career Ready standards. Our related arts team also plans lessons to integrate the core instruction of each grade level. Students are a vital component in their own success! Our students are highly engaged assuring that they progress to their next level each school year. For example, our students create individual learning goals each school year, track their progress on TE21 benchmark results (grades 2-5) and participate in rigorous conversations through the accountable talk delivery model. Special education teachers are highly invested in teaching state standards as well as the goals and objectives of the individual education plans of their students. A special emphasis is placed annually on our at-risk student population as well as low performing sub groups. These students have been identified and plans have been established to increase their learning. For example, Gateway sponsors a two week "Jump Start" enrichment program free of cost to our students each summer. Strategies are being used in the classrooms to accommodate multiple intelligences and learning styles as

we strive to meet the learning needs of all students. Ongoing benchmark and incremental progress data is used to identify students in kindergarten through fifth grades who will receive RTI small group pull-out services in the areas of reading and math. Gateway also offers "study groups" for selected students in the core areas of reading and math that are held at lunch, before and after school.

Literacy/ Language Arts

The teaching staff at Gateway Elementary School is fully trained in *Fountas and Pinnell* Balanced Literacy program, and all staff are trained in the *Lucy Calkins Units of Study* writing initiative. The Fountas and Pinnell Balanced Literacy program focuses on teaching students through a comprehensive workshop model that includes guided reading instruction delivered in a small group setting. This small group instruction is directly aligned to the students' instructional reading levels. Additionally, an emphasis is placed on reading and comprehending text from a variety of genres. Our staff utilizes our Mentor Text Library, classroom libraries, online resources, and our school's Leveled Libraries to assure that students receive instruction on their level. Teachers conferencing with students and observing students in small group guided reading sessions are essential components of this reading delivery method. This practice allows our staff to observe the process involved in how each student learns, providing remediation and acceleration in "real time" based on observations during the day's lessons. All classrooms in grades K5-5 use this program with fidelity.

Our special education teachers and selected RTI reading teachers use the *Leveled Literacy Intervention program.* This is a core ELA program that was specifically developed as a companion curriculum to the *Fountas and Pinnell* delivery model serving at-risk learners in a more in-depth manner. All skills and strategies are taught through direct instruction that concentrates on necessary skills. One RTI interventionist incorporates the use of the Comprehension Toolkit instructional design for these students. This program focuses on building the strategies needed to improve student reading comprehension. Students read in whole group settings, small group settings, with partners, individually and with the teacher. Each program is based on cumulative skill development and provides detailed data on student performance. Both decoding and comprehension programs are used in reading. Writing skills are taught in the same inclusive, comprehensive manner and provide students with specific targeted lessons. Our data reveals significant progress among the population of students with learning exceptionalities with this delivery method. Special education teachers also use components of SRA and Fountas and Pinnell approaches to meet all literacy and language arts needs of their students.

In reading, the *Fountas and Pinnell* benchmark assessments, TE.21 assessments, cold reads, and district ELA assessments, such as FastBridge Screening Tool in the primary grades and unit tests in all grade levels are used to assess students' progress and needs for remediation. Holistic scoring of compositions, skills and vocabulary are included. Language Arts progress is also evaluated using writing samples collected two times a year. Teachers in K4, K5, and 1st grade (some 3rd grade) gather artifacts to document student progress that culminate into an annual portfolio for every child. As stated above, teachers have received extensive on-site professional development regarding the implementation for the Lucy Calkins writing program, which is an in-depth curriculum covering a variety of writing genres in kindergarten through fifth grade.

ReadWorks, Reading A-Z, Epic and IXL are computerized programs used to strengthen student comprehension. These online programs are used to motivate students to read for understanding and pleasure. Many of these programs can be accessed from the students' homes. This allows for more students to have growth over time and the love of reading has increased.

Mathematics

Greenville County Schools adopted the *Go Math* curriculum for math. Teachers supplement the use of this program with guided math instruction. This includes the use of concrete and virtual manipulatives, true student collaboration

such as in opportunities for accountable talk, and targeted strategy groups, while using technology on the Promethean Boards, Chromebooks, iPads, and in student centered technology stations. This program incorporates many opportunities to strengthen the students' critical and analytical thinking skills.

Beginning in the 2014-15 school year, Gateway Elementary School began to implement inclusive practices in the area of math. We have now extended that practice to include ELA. The inclusion program has been very successful at Gateway as evidenced in our student achievement scores. We recognize that inclusion is not an appropriate approach for all special needs students, as needs and ability levels vary greatly. In this instance, special education teachers use the *SRA* math series and the LLI, SPIRE, Explode the Code, Making Connections, Wordly Wise, Edmark, and Sound Sensible reading curriculum. All skills and strategies are taught through direct instruction that concentrates only on necessary skills. Each program is based on cumulative skill development and provides detailed data on student performance. The lessons within the SRA model are scripted to provide teacher and student responses as well as correction procedures.

Our classes also use the digital *Every Day Counts Calendar Math* program. This program provides 10 to 15 minutes of supplementary math instruction each day. Components of the program include a calendar, a counting tape to count the days of school and other items such as clocks, coin counters, and graphs. Each day students use current data from the various components to get a new angle on mathematical relationships. Students at every grade level get the opportunity to analyze data, perceive patterns, explore mathematical relationships, and communicate their thinking. Special education classes also use *Calendar Math* as well as *Math4Today* lessons to reinforce previously learned skills in money, measurement, basic place value concepts and geometry. An additional supplemental tool used to reinforce number sense is the *Number Talks* program. Additionally, our RTI department partnered with Greenville County Schools in piloting *Bridges* during the 2018-2019 school year. This program is used along with core instruction that is delivered to RTI students in small group settings.

Gateway Elementary School also purchases subscriptions for exemplary online math programs. First in Math is purchased annually for students in kindergarten through grade five as appropriate. IXL is purchased for all students in kindergarten through 5th grade and allows students to practice solving standards based math problems for every strand. These programs can be accessed at home as well as in school and provide valuable problem solving and math fluency skills reinforcement.
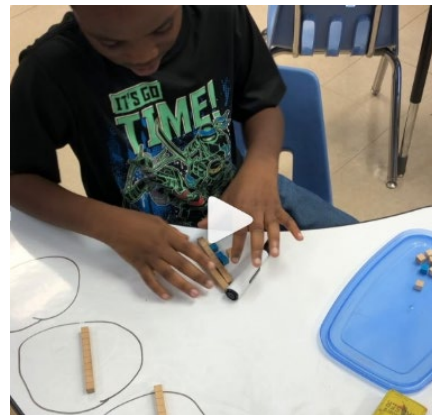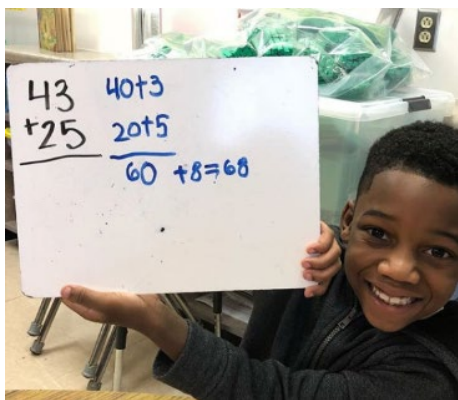
Social Studies, Science, and Health

Social studies, science, and health instruction provide opportunities for collaboration through discovery, experimentation and unit specific projects. Students in all grades are immersed in a curriculum that focuses on engineering practices, reenactments of historical events, and community field trips to provide relevance to the curriculum. Gateway Elementary School also hosts school-wide special events to promote the social studies curriculum such as inviting guest speakers for Veterans Day, expanding cultural awareness through International Day

celebrations, bringing history to life through Living Museums, reenactments such as the Camp Flintlock in-house field trip and Immigration Day. On Grandparents' and Special Friends' Day, any grandparent that served in a war is invited to share their experience with our students.

The Greenville County School's curriculum landing page includes units of study for each grade level. Science kits are provided by the district and compliment the curriculum with hands-on experiments. Gateway Elementary School has a full service science lab that includes a large screen interactive TV for all grade levels to access virtual field trips, as well as materials and equipment needed for experiments.
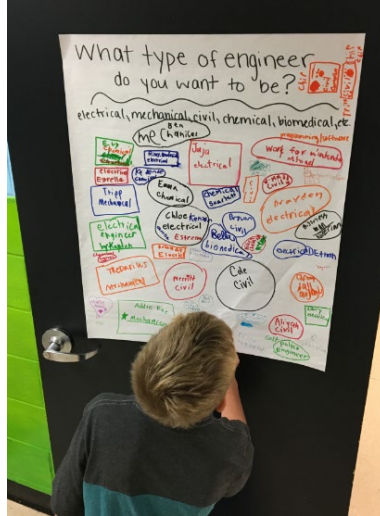
Character Education

Gateway Elementary School embraces a growth mindset in every aspect of our school identity. Our inspiring Character Education program uses a school-wide Ron Clark House Initiative as its foundation, and each grade level enhances this philosophy with additional grade level specific initiatives. Every staff member and student is assigned to a "House". Each house was named to highlight a specific character trait and are assigned a specific house color. The Green House of Peace, Purple House of Perseverance, Yellow House of Integrity and Orange House of Leadership were created by our staff to encourage a sense of community across all grade levels. The guiding principles and school-wide "rules" were revised at the beginning of the 2018-2019 school year to closely align to our house system. Our faculty and staff created a list of 21 essential qualities for student success. The "Gateway Essential 21" list incorporates soft skills that are needed at every stage of life. We challenge students to model these skills and embed them into home, school and community behavior. During morning announcements, quotes and examples of using a growth mindset along with "Gateway's Essential 21" are shared with the school. Throughout the school building, decorations and encouraging quotes inspired by 7 Habits of Happy Kids, Growth Mindset, and Ron Clark Initiative are on display.

Supplemental programs are incorporated into guidance lessons. Our guidance counselor creates lessons that reinforce Sean Covey's *Seven Habits of Happy Kids*, *Gateway's Essential 21,* as well as College and Career Ready standards that are components of Greenville County School's *Building a Better Graduate* initiative. For example, students also complete book studies with "Going Places" and "Doing Hard Things." The school counselor collaborates with grade levels and related arts teachers to create Project Based Learning (PBL) experiences for all students. Some examples include: highlighting community helpers in kindergarten sessions, career exploration with first grade, government careers with second grade, "Going Places" with third grade, "Doing Hard Things" with fourth grade, Peace Week with fourth and fifth grade, and career capstone projects with fifth graders.

We celebrate exceptional behavior at Gateway Elementary School! Students who display exceptional behavior are invited to a winter and spring behavior celebration event held annually in their honor. Additionally, the "House" awarded the most tokens for following our 21 Essentials is rewarded with a party at the end of every nine weeks.

Assessment

In 2017-2018, Greenville County Schools implemented the TE.21 Mastery Connect program. The TE.21 benchmarks are administered to 2nd-5th grade students three times a year. These benchmarks are used to monitor progress throughout the year in relation to the SC Ready/SC PASS assessment. Teachers analyze the results during "Data Dives" and place students in "strategy groups" for targeted instruction and intervention.

Teachers continue to use a variety of assessment methods to measure student understanding throughout each unit of study. Examples include: analysis of common formative assessments such as Mastery Connect and TE21 assessments, teacher observation of how students are processing information in small and whole group settings, major assessments such as district unit tests and projects and incremental progress data such as quizzes and daily grades. 4K through 1st grade teachers use work sampling and portfolio methods to gather relevant artifacts throughout the school year as evidence of student progress. The state scoring scale is used which includes numerical scores and letter grades:

PreK

+ Exceeds Standard

= Meets Standard

\# Making Sufficient Progress

- Not Yet Making Progress

- o **If left blank, this standard was not addressed or assessed during this reporting period**

K5-1ˢᵗ Grade

Academic Indicators

- **M**   **The student consistently meets or exceeds end-of-year expectations for this standard**
- **P**   **The student shows expected growth/progress in meeting this end-of-year standard**
- **B**   **The student is beginning to progress toward meeting this end-of-year standard**
- **N**   **The student needs intensive support at school and home to develop this end-of-year standard**
  - o **If left blank, this standard was not addressed or assessed during this reporting period**

2ⁿᵈ-5ᵗʰ Grade

A   90 -100

B   80 - 90

C   70 - 80

D   60 - 70

F   Below 60

Teachers often use rubrics to assess projects and student writing. This grading system assures that all students are aware of the expectations within each assignment, and also helps students evaluate their own progress. Grade level teams also develop and analyze quarterly common formative assessments in reading and in math through "Data Dive" sessions that align to our school-wide goals. This practice assists in planning targeted, differentiated instruction in the form of remediation, on grade level and advanced instruction to our students through "strategy groups" that are included in weekly lesson plans. Gateway is using RTI (Response to Intervention) as an additional means of differentiated group instruction in reading and math for all grade levels. Grade level differentiation is described below:

Kindergarten (K4/K5)

K4 students are selected based on student need. Many factors, such as the results of the Speed DIAL 4 test, poverty index, educational level of the parents, etc. are considered in the selection process.

K5 students are identified for small group RTI classes by the FastBridge Screening Tool. Reading benchmark assessments with FastBridge are administered 3 times annually- fall, winter, and spring. Students in RTI reading are also progress monitored every ten days. As the students progress and move out of the RTI class, wait-listed students are added. The ERI (Early Reading Intervention) curriculum is used to instruct students in kindergarten RTI settings.

First/Second Grade

First grade students are identified for small group RTI classes by the FastBridge mass screening tool. Reading benchmark assessments with FastBridge are done 3 times per year- fall, winter, and spring. Students in RTI reading are also progress monitored every ten days.   As the students progress and move out of the RTI class, wait-

listed students are added. SOAR and LLI (Leveled Literacy Intervention), curriculum models are used to instruct students in first and second grade RTI settings.

3rd – 5th Grade RTI

In addition to the regular classroom curriculum, selected students are chosen to participate in RTI classes in Math and Reading. These students are selected by a combination of methods such as teacher input and student performance on TE21 assessments, high stakes tests such as SC Ready and SC PASS and quarterly grades. Students are taught using differentiated instruction and guided comprehension delivery models in small group and push in settings. Classroom and RTI teachers collaborate to share student progress in an effort to ensure that RTI instruction results in improved classroom performance.

Student Support Systems

Recognizing that some students need support beyond the traditional classroom setting, Gateway Elementary provides a variety of special services:

- *Seven special education teachers, and five special education paraprofessionals: three resource teachers, two multi categorical teachers and two speech pathologists*

- *Gateway offers a gifted and talented program for identified students in grades 3-5*

- *Three RTI teachers and two RTI instructional aides who work with K5-5th grades in the areas of math and reading*

- *One Literacy Specialist - this teacher provides reading intervention for students in K5 – 5th grades*

- *One part-time ESOL teacher - this teacher provides instruction in the area of English language acquisition*

- *One school-based counselor and one part time Greenville Mental Health counselor on site*

Professional Development

The Gateway Elementary School staff engages in a number of professional development sessions to improve our practice and increase student achievement. These sessions are planned to align with our school wide student achievement goals, and a number of delivery models are used. Based on the teacher Professional Development surveys, Gateway's staff prefers a learning lab approach in professional development delivery. As a result, every teacher at Gateway Elementary School visited a school based on grade level and school wide goals, as indicated in SC Ready data, teacher input and other relevant student performance indicators. Teachers have taken advantage of staff development opportunities that are offered in-house and virtually, within our district and through nearby colleges, conferences, and state workshops.

Gateway Elementary School began to embed Diane Sweeney's *Student-Centered Coaching* initiative into our professional development plan in the fall of 2017. During these student-centered coaching cycles, the administration, instructional coach, and teachers work together in an "all-in" approach to support student learning and increase student achievement. The team analyzes student data to determine the specific needs of the students in order to plan the unit. The instructional coach team teaches and plans daily lessons with the teacher during the coaching cycle. This includes the development of focused, daily Learning Targets and instructional strategies that promote student engagement. The team analyzes daily formative assessments to determine next steps for each student.

MISSION, VISION AND BELIEFS

Revised in 2018-2019

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about school and how we think school should operate.

We believe…

- We believe all students and staff should be valued and treated with respect and dignity.
- We believe a safe environment is essential to the learning process.
- We believe all children and adults should be challenged to view life from different perspectives.
- We believe self-respect, discipline, and social skills should be modeled and reinforced at school.
- We believe family and community engagement in the learning process is an essential component for student success.
- We believe instruction should meet the needs of all students.
- We believe students should communicate ideas, collaborate productively, solve problems, think critically and creatively while consistently reflecting on their own thinking and learning.
- We believe that an effective learning community empowers all educators to make informed decisions and provides experiences through data driven planning to ensure the success of each student.
- We believe each member of our school community can be a successful, global citizen and 21st century lifelong learner.

Purpose

The purpose of Gateway Elementary School is to educate, prepare, and empower our students to become tomorrow's leaders. We, as the Gateway community, will lead and educate to the best of our ability and seek opportunities for personal and professional growth in our mission for continuous improvement. Our students will become effective communicators, developing appropriate social and decision-making skills by collaborating with others.

Mission

The mission of Gateway Elementary School is to provide a diverse and individualized educational environment along with experiences that develop, guide, empower and mentor students to be confident, creative, collaborative problem solvers and responsible lifelong learners. We strive to provide our students with an atmosphere that models and teaches empathy, respect, and strategies for productive problem solving and developing a growth mindset. Our dedication to this mission will foster active, productive members of society and career ready leaders of tomorrow.

Shared Vision

The focus for our vision at Gateway Elementary School emphasizes the ability to recognize strengths within ourselves and in others. We provide meaningful experiences that empower students to analyze data, track their learning progress and utilize critical thinking and technology as tools for learning.

DATA ANALYSIS AND NEEDS ASSESSMENT

"To fully educate a student, teachers need to do their best during their temporary time together and to care just as much about the educational experiences that the student had before coming and experiences that the student will have after leaving. To believe that the job of a classroom teacher is to operate solely in the present with his or her immediate charge is to deny a school the opportunity to provide a cumulative, purposeful effect."

-Carl Glickman

Student Achievement Needs Assessment

The focus of school improvement is to create an organization of true learners, committed to students and to each other with a common focus on student achievement, and guiding students as they become the very best college and career ready citizens that they can be. In a comprehensive learning organization focused on student engagement, leadership works to prevent student failure as opposed to reactively implementing the latest innovations that may negatively affect student learning. Maintaining a student-centered focus allows leadership to move teachers from roles as providers of information to researchers who understand and can predict the impact of their actions on students and student achievement; and students from recipients of knowledge delivery to goal-setting, self-assessors who produce independent, quality products. In schools where students and student learning are clearly the focus, expected student outcomes are known; teachers collaborate and are skilled in action research, in knowing, predicting, and acting on the impact of their actions to increase student achievement.

Student achievement is increased if the *entire school* is committed to the school improvement effort and understands the following at the school level and at the individual teacher level.

- Whom the school's clients are, and how they learn best
- The impact of current processes on student achievement
- What the school community expects students to know and be able to do

The Gateway faculty has analyzed our SC Ready and SC PASS data. With ever-changing student demographics and diversity in individual learning styles, we recognize that we must adapt our instructional strategies to reflect the academic challenges represented in our student population.

Staff and leadership analyze TE.21 and Mastery Connect results during "Data Dive" sessions. Teachers collaborate with students to create individual student goals for reading and math. Each student in grades 2-5 develops a plan of action to meet their winter and spring TE.21 goals. This plan includes strategies to increase their understanding of our reading and math content areas, which results in meeting their TE.21 goals in the spring. Our students work very hard to achieve their goals and all levels of improvement are celebrated!

Our staff will continue to plan weekly in grade level meetings to collaborate and improve our implementation of standards-based instruction with a focus on student engagement. At each grade level, teachers are encouraged to

work together as a team, while also revising and making adaptations to the grade level plan to suit the specific needs of the students in their classroom. Additional planning time is used for vertical team collaboration to ensure a continuum of learning that makes sense for the students and provides teachers with a vast knowledge of the expectations in various grade levels. These vertical teaming sharing sessions are built into our whole faculty, committee, in-house instructional rounds, and faculty council meetings. For example, our staff meets monthly for OnTrack meetings and quarterly for RTI collaboration meetings to discuss students on an individual basis. This allows our team to develop strategies to support at-risk students in the areas of academics, behavior, and attendance.

Differentiated instruction through strategy groups addresses the needs of students at their individual instructional level. Teachers analyze SC Ready, SC PASS data, TE.21 data and daily student work as they develop common formative assessments to drive their instructional planning. Teachers review student test data and note student levels. Teachers plan and implement instruction for targeted strategy groups to meet the needs of all students. Higher-level students may need enrichment and/or more challenging activities, while lower-level students need remediation and practice.

To ensure that we continue to meet our high academic goals, we are currently focusing on providing our teachers with relevant, research-based professional development sessions both in-house, within our community, at the district level, as well as in surrounding states. Our teachers and leadership team attend professional development sessions, workshops and seminars that are specific to our district and school-wide goals. Our focus this year includes initiatives such as increasing rigor through Depth of Knowledge questioning, increasing student engagement through Accountable Talk, collaborative instructional technology strategies with Stephanie Williams, STEAM instruction with Jessica Morton, and using Google Applications for technology integration for the classroom. To support these initiatives, our teachers have participated in Student-Centered Coaching with the Instructional Coach and additional coaching sessions with the Literacy Specialist. Our faculty indicated that school visits within and outside of our county are most beneficial to them as adult learners. Additionally, our staff attends professional development sessions in grade and leadership teams. For example, members of our Gateway faculty attended the Furman Consortium sessions, The Ron Clark Academy in Atlanta, and "Get Your Teach On" among others during the 2018-2019 school year. After returning from these visits, our teachers present the information learned to our entire faculty. All teachers attend one school visit based on data analysis, school wide goals, and individual grade level needs.

SC Ready and SC PASS Testing Data Glimpse:

Gateway vs. District - Whole School Met/Exceed %

ELA	Math	Science	Social Studies
District: **51%** Gateway: **51%** Our School Goal: **52%** Like Schools: **45.5%**	District: **60%** Gateway: **62%** Our School Goal: **62%** Like Schools: **55.5%**	District: **55%** Gateway: **65%** Our School Goal: **65%*** Like Schools: **57.3%**	District: **74%** Gateway: **78%** Our School Goal: **86%*** Like Schools: **75%**
Gateway 2016: **49%**	Gateway 2016: **59%**	Gateway 2016: **62%***	Gateway 2016: **83%***

*Taylors, Greenbrier, Mauldin, & Fountain Inn- Like Schools

2017-18 School Year Scores, 2016-17 School Year Scores, Growth/Decline Percentages

ELA Met and Exceed Percentages			Math Met and Exceed Percentages			Sci/SS Met/Exceed	
3rD Grade	4th Grade	5th Grade	3rD Grade	4th Grade	5th Grade	4th Grade	5th Grade
17/18 51.3%	**58.3%**	**42.6%**	**62.4%**	**65.7%**	**59.1%**	**64.8%**	**78.3%**
Previous year Met and Exceed Percentages & Growth/Decline Percentages							
16/17 61%	**50%**	**35%**	**74%**	**63%**	**40%**	**53%**	**78%**
-9.7%	**+8.3%**	**+7.6%**	**-11.5%**	**+2.7%**	**+19.1%**	**+11.8%**	**+0.3%**

District Percentages by Grade Level

ELA Met and Exceed Percentages			Math Met and Exceed Percentages			Sci/SS Met/Exceed	
3rD Grade	4th Grade	5th Grade	3rD Grade	4th Grade	5th Grade	4th Grade	5th Grade
17/18 55%	**53%**	**47%**	**65%**	**60%**	**56%**	**60%**	**78%**
-2.7%	**+5.2%**	**-2.9%**	**-2%**	**+7%**	**+5.3%**	**+6%**	**+1.3%**

Gateway Math Data by Strand

	Number Sense	Fractions	Algebraic Thinking	Geometry	Measurement & Data
High	**32.3%**	**37.1%**	**32.8%**	**36.5%**	**41.8%**
Middle	**35.1%**	**28.4%**	**31%**	**40.3%**	**34.6%**
Low	**32.5%**	**34.5%**	**36.2%**	**23%**	**23.4%**

District Percentages by Grade Level and Strand
3rd Grade Math

3rd Grade	Number Sense	Fractions	Algebraic Thinking	Geometry	Measurement & Data
High	**29.3%**	**32.8%**	**37.9%**	**37.9%**	**44.8%**
Middle	**39.7%**	**31%**	**39.7%**	**39.7%**	**32.8%**
Low	**31%**	**36.2%**	**22.4%**	**22.4%**	**22.4%**

4th Grade Math

4th Grade	Number Sense	Fractions	Algebraic Thinking	Geometry	Measurement & Data
High	43.1%	39.4%	42.2%	50.5%	29.4%
Middle	26.6%	35.8%	24.8%	33.9%	45.9%
Low	30.3%	24.8%	33%	15.6%	24.8%

5th Grade Math

5th Grade	Number Sense	Fractions	Algebraic Thinking	Geometry	Measurement & Data
High	24.5%	25.5%	35.5%	21%	51%
Middle	39%	36.3%	27.3%	48.1%	25.5%
Low	36.3%	38.2%	37.3%	31%	23%

Gateway ELA Strand Data

	Literacy Text			Informational Text			Writing			Inquiry
	Literacy Text	Meaning & Context	Lang, craft, & Structure	Info Text	Meaning & Context	Lang, craft, & Structure	Writing	Meaning, Context, & Craft	Language	Inquiry
High	32.2%	23.8%	26.4%	35.1%	23.6%	24.6%	29.5%	17.2%	20.6%	30%
Medium	34.3%	39.6%	37.6%	26.5%	41%	38%	26.5%	41.2%	43.4%	40%
Low	33.4%	36.6%	36%	38.4%	35.3%	37.4%	44.1%	41.6%	36%	30%

Gateway ELA Strand Data by Grade Level

3rd	Literacy Text			Informational Text			Writing			Inquiry
	Literacy Text	Meaning & Context	Lang, craft, & Structure	Info Text	Meaning & Context	Lang, craft, & Structure	Writing	Meaning, Context, & Craft	Language	Inquiry
High	33.6%	36.1%	26.1%	38.7%	28.5%	27.7%	36.1%	22.7%	16%	37.8%

Medium	32.8%	25.2%	35.3%	23.5%	42.9%	31.1%	23.5%	34.5%	43.7%	37%
Low	33.6%	38.7%	38.7%	37.8%	28.6%	41.2%	40.3%	42.9%	40.3%	25.2%

4th	Literacy Text			Informational Text			Writing			Inquiry
	Literacy Text	Meaning & Context	Lang, craft, & Structure	Info Text	Meaning & Context	Lang, craft, & Structure	Writing	Meaning, Context, & Craft	Language	Inquiry
High	31.5%	27.9%	20.7%	36.0%	24.3%	35.1%	31.5%	18%	21.6%	42.3%
Medium	36%	38.7%	50.5%	30.6%	46.8%	37.8%	34.2%	53.1%	42.3%	36.9%
Low	32.4%	33.3%	28.8%	33.3%	28.8%	27%	34.2%	28.8%	36%	20.7%

5th	Literacy Text			Informational Text			Writing			Inquiry
	Literacy Text	Meaning & Context	Lang, craft, & Structure	Info Text	Meaning & Context	Lang, craft, & Structure	Writing	Meaning, Context, & Craft	Language	Inquiry
High	31.5%	7.2%	32.4%	30.6%	18%	10.8%	20.7%	10.8%	24.3%	9.9%
Medium	34.2%	55%	27%	25.2%	33.3%	45%	21.6%	36%	44.1%	45.9%
Low	34.2%	37.8%	40.5%	44.1%	48,6%	44.1%	57.7%	53.1%	31.5%	44.1%

District Percentages by Grade Level and Strand
4th Grade Science

	Engineering	Weather	Astronomy	Light & Sound	Life Science
Shows Strength	**31.5%**	**29.6%**	**41.7%**	**19.4%**	**36%**
Additional Activities Needed	**32.4%**	**56.5%**	**44.4%**	**54.6%**	**38%**
Shows Weakness	**36%**	**13.9%**	**13%**	**25.9%**	**26%**

District Percentages by Grade Level and Strand
5th Grade Social Studies

	Reconstruction	Westward Expansion	US as a World Power	1920s-1940s	Cold War	Since 1989

Shows Strength	**44.5%**	**38.2%**	**59.1%**	**43.6%**	**50.9%**	**33.6%**
Additional Activities Needed	**52.7%**	**48.2%**	**31.8%**	**45.5%**	**38.2%**	**46.4%**
Shows Weakness	**2.7%**	**13.6%**	**9.1%**	**10.9%**	**10.9%**	**20%**

Gateway vs. District - Grades 2-5 School Final TE.21 Percentages

ELA	Math	Science	Social Studies
District: 49.8% **Gateway 2-5: 44.4%** **Gateway 3-5: 42%** **Our School Goal 3-5: 52%**	**District: 57.9%** **Gateway 2-5: 53.3%** **Our School Goal 3-5: 62%** **Gateway 3-5: 53.4%**	**District: 63.6%** **Gateway 4th: 67.3%**	**District: 72%** **Gateway 5th: 68.2%**

*Taylors, Greenbrier, Mauldin, & Fountain Inn- Like Schools

Subgroup ELA Data

Subgroup	Met/Exceed %	Approaches %	DNM/Approaches %	Met/Exceed/Approach
SWD	9%	24%	91%	33%
504	50%	50%	50%	100%
Gifted & Talented	100% (57.3% Exceed)	0%	0%	100%
African American	28%	39%	72%	67%
RTI	29%	45%	71%	74%

Subgroup Math Data

Subgroup	Met/Exceed %	Approaches %	DNM/Approaches %	Met/Exceed/Approach
SWD	15%	27%	85%	42.4%
504	50%	50%	50%	100%
Gifted & Talented	98.4% (82% Exceed)	n/a	1.6%	n/a
African American	35%	34%	65%	69%

RTI	21%	34%	79%	55%

State Reported By Grade Level Data
ELA Male, Female, white, SIP

%	Male	Female	White	SIP	AA
3rd M/E	46.2%	58%	61%	41%	n/a
3rd E	19%	25%	26%	9%	n/a
4th M/E	48%	67%	65%	51%	38.5%
4th E	12%	31%	27%	11%	7.7%
5th M/E	35%	51%	55%	27%	25%
5th E	7%	19%	17%	7%	3.6%

Math Male, Female, white, SIP

%	Male	Female	White	SIP	AA
3rd M/E	60%	65%	72%	50%	n/a
3rd E	31%	21%	30%	19%	n/a
4th M/E	56%	74%	72%	64%	42.3%
4th E	34%	47%	47%	37%	23.1%
5th M/E	53%	65%	68%	49%	39.3%
5th E	26%	35%	36%	24%	29.4%

Teacher and Administrator Quality

The faculty and staff of Gateway Elementary School complete professional development surveys at the end of each school year. After analyzing summer test data, the survey results are compiled to create the professional development calendar for the upcoming school year. Copies of our most recent professional development calendars

follows below:

2018-2019 Gateway PD Plan

Annual Focus Based on SC Ready/SC PASS: Vocabulary, Word Study, Writing Meaning and Context, Rigor, Algebraic Thinking

As a whole staff we have decided to "build and refine" on our existing programs this year. For some trainings, we will be using the station approach to provide different trainings in one PD session. We will also have days where you can choose a different tier of technology training to attend based on your mastery level.

Monthly schedule:

Full Faculty Professional Development
Grade Level Meeting 1 with Faculty Council
Committees & Full Faculty Professional Development
Grade Level Meeting 2

Date	Leader	Agenda
August 22, 2018 Goal Focus: ELA/Math	Rotation 1-Stubley Rotation 2- Bingham & Howard Rotation 3- Delloso	Rotation 1- **Mission, Vision, and Beliefs Revision & Committee Revision:** I can explain the vision, mission and beliefs of our school to any audience, by being an active participant in the revision process. Rotation 2- **School Safety:** (Ignore the door, Badge Protocol, Drills Protocol, Safety Plans, Emergency Sub Plans, Suicide and Unusual Behavior Flowchart, Mandatory Reporting) Rotation 3- **Student-Centered Coaching**: I can explain the reason for student-centered coaching and reflect on areas of possible coaching.
August 29, 2018- Grade Level Meeting Goal Focus: Closing the Gap Strategies	Grade Chairs	Faculty Council (2:40-3:20) then Grade Level Classroom Management & House Points Distribution Policy; Vision, Mission and Belief
September 5, 2018- Grade Level Meeting Goal Focus: Instructional Protocol	Grade Chairs	Backwards Design and Collaborative Unit Planning

September 12, 2018 PD Rotations Goal Focus: Instructional Protocol and Word Study	1. Delloso, Jackson, Montaruli, Bumgarner 2. Howard 3. Huff/Watson 4. Stubley	SPED Findings from Audit and Training Rotation 1- 1:1 Management**:** I can managing age appropriate 1:1 in the classroom by using the Gateway Code of Conduct and other management strategies. Rotation 2- 504 Requirements Rotation 3- Language (Grammar) Resource & SeeSaw Rotation 4- ELEOT Requirements and Lesson Plan for Accreditation on October 15 and 16
September 19, 2018- Choose one class to attend based on mastery tier. Goal Focus: ELA/Math Closing the Gap strategy: Student engagement	**DLC Team** Learning Target: I can begin 1:1 in the classroom by implementing Google Classroom.	1. Beginner (Daley & Yacavone) 2. Approaching Intermediate (Montaruli & Creely) 3. Intermediate (Bumgarner & Clay) 4. Approaching Advanced (Zadoorian, Dell'Oso, Jackson) *Please refer to survey definitions for each level when choosing the class to attend. *Brief announcement by Caridad Garcia about ESOL
September 26, 2018- Grade Level Meeting Goal Focus: Instructional Protocol	Faculty Council and Grade Level Mini Sessions	*3:00- Full Staff, including parapros, Meet in the PD Room first to discuss United Way plans, update Vision, Mission, Beliefs *3:15- Faculty Council Meeting while team goes back to clusters to work on ELEOT lesson plans MasteryConnect Grade Level Schedules Creation Go Over Literacy and Instructional Protocol Notes
October 3, 2018	Q1 Committee Meeting	Planning
October 10, 2018- Grade Level Meeting	Grade Levels	Review Blueprint Handbook for AdvanceEd visit next Monday, October 15.

October 4, 2018 In House Grammar and Word Work, DOK Levels PD	Dell'Oso Grades 3-5: 11:15-3:00	Word Study
October 11, 2018 In House Grammar and Word Work, DOK Levels PD	Dell'Oso Grades K-2: 11:15-3:00	Word Study
October 17, 2018 *Bring the unit plan from GCS Curriculum for one upcoming unit as well as the major assessment you will be using. Goal Focus: Rigor, Instructional Protocol	**Joye & Osteen** Learning Target: I can write a learning target for an upcoming lesson that includes the content and condition components.	Block 1: (3:10-3:30) 3 Components of Learning Targets Presentation -Content, Condition, and Criteria Block 2: (3:30-4:15) Grade Levels will work on breaking down the standards for an upcoming unit to create Learning Targets that contain the Content and Condition. Grades that team teach can split into two groups to work on a subject.
October 24, 2018- Grade Level Meeting Goal Focus: Word Study	Grade Chairs	Faculty Council (2:40-3:20) then Grade Level Go Over Word Study Review from Training
November 7, 2018 Goal Focus:, Rigor DOK level 3 questioning	Clark, Stubley/Bingham, Dell'Oso, Smith	1. Clark/Delloso- F & P Benchmarking Notes 2. Stubley/Bingham- Classroom Instructional Visit Tool & School Goals 3. Smith- GT Info
November 14, 2018- Grade Level Meeting	Grade Chairs	Grade Level Planning
November 28, 2018- Grade Level Meeting	Grade Chairs	Faculty Council (2:40-3:20) then Grade Level 2nd-5th meet in PD room for TE.21 Data Dives at 3:20
December 12, 2018 Goal Focus: Instructional Strategies for SIP	Leadership	Students in Poverty in TR Awareness and Instructional Strategies: 1. Poverty and the Brain 2. Reaching the Wounded Student 3. Instructional Strategies for SIP

December 19, 2018	Q2 Committee Meetings	Planning
January 9, 2019- Grade Level Meeting Goal Focus: Balanced Literacy	Grade Chairs	Reading Workshop Notes from Principal/IC Meeting
January 16, 2019	Full Faculty	Students in Poverty in TR Awareness and Instructional Strategies: 4. Poverty and the Brain 5. Reaching the Wounded Student 6. Instructional Strategies for SIP
January 23, 2019- Grade Level Meeting	Grade Chairs	Faculty Council (2:40-3:20) then Grade Level
February 6, 2019- Grade Level Meeting Goal Focus: Balanced Literacy	Grade Chairs	Reading Workshop Notes 1st Grade: Meet in PD room for Reading Mini Lesson PD
February 13, 2019 Goal Focus: Rigor, Level 3 DOK Questions, Instructional Protocol	**DLC Team** Learning Target: I can increase the instructional use of technology in the classroom to increase student achievement by exploring other teachers' personal experiences and assessment strategies.	Block 1: (3:10-3:40) Assessments (MC, IXL, Socrative) 1. K-1 Personal Experience (QR Codes, Student Support with Logins) 2. 2-3 Personal Experience (reuse of above assessments) 3. 4-5 Personal Experience (reuse of above assessments) Block 2: (3:40-4:10) Planning and Implementation Work Time with Support in PD Room
February 20, 2019	Q3 Committee Meetings	School Strategic Planning
February 27, 2019- Grade Level Meeting	Grade Chairs	Faculty Council (2:40-3:20) then Grade Level TE.21 Data Dive and Reflection
March 6, 2019- Grade Level Meeting	Grade Chairs	Team Planning

March 13, 2019
Choose one class to attend based on teacher interest.
 	
Goal Focus: Rigor, Instructional Protocol
	DLC Team
	Learning Target: I can increase student achievement by implementing activities, assessments and projects that integration Google Apps.
		Block 1: (3:00-3:30) - Maggie Daley and Accountable Talk
		Block 2: (3:30-4:00) - Choose a Topic Below
		  1. Google Docs
		  2. Google Slides
		  3. Google Maps with Amanda Jackson
		  4. Basic Google Overview (Beginners Intro)
		Block 2: (4:00-4:20)
		Planning and Implementation Work Time with Support in PD Room

March 20, 2019 Choose one class to attend based on instructional grade level. Goal Focus: Instructional Protocol Engagement	**DLC Team** Learning Target: I can increase the instructional use of technology in the classroom to increase student achievement by exploring standards based activities that integrate new technology tools.	Amanda Jackson Intro- 3:00-3:20 Block 1: (3:20-3:50) Accountable Talk - Next Steps and Student Work Analysis Block 2: (3:50-4:20) Planning and Implementation Work Time with Support in PD Room from DLC
March 27, 2019- Grade Level Meeting	Grade Chairs	Faculty Council (2:40-3:20) then Grade Level
April 3, 2019- Grade Level Meeting	Grade Chairs	Team Planning
April 10, 2019	Dell'Oso	SC Ready and SC PASS Training
April 24, 2019	Q4 Committee Meetings	Planning
May 1, 2019- Grade Level Meeting	Grade Chairs	Faculty Council (2:40-3:20) then Grade Level
May 8, 2019	Stubley and Dell'Oso	Class Cards and End of Year Procedures
May 15, 2019	Stubley	Collaboration of Class Rosters
May 22, 2019- Grade Level Meeting	Grade Chairs	Faculty Council (2:40-3:20) then Grade Level

2018-2019 Grade Level Mini Sessions

Date	Leader	Agenda
August 1, 7, & 9, 2018 Aug. 1- 4th, 5th, Challenge Aug. 7- K4, K5, 1st, RTI Aug. 9- 2nd, 3rd, SPED Goal Focus: Vocabulary, Meaning and Context, Rigor, Instructional Protocol	Stubley, Delloso, Morton	Best Practices & Planning STEAM Integration Engineering Planning Resource Planning
August 14, 2018 9:15 K4, K5 & 1st 10:15 2nd, 3rd, & RTI 11:15 4th, 5th, SPED, & RA	Stubley & Bingham Grades K4 - 5th	Room Placement Expectations (Learning Targets, Editor's Checklist, Teacher Schedules, SAMR, Lesson Plan Requirements), Safety (Ignore the Door, No badge sharing), GC Source, Emergency Sub Plans, Classroom Management PD
August 16, 2018 8:15 am Grades 2-5 9:15 Related Arts	Dell'Oso: Grades 2-5 & Related Arts	PowerTeacher Pro Training and Gradebook Setup
August 17, 2018 9:00-10:00 4th Grade 10:00-11:00 5th Grade Goal Focus: Vocabulary, Meaning and Context, Rigor, Instructional Protocol	Jessica Morton	STEAM Integration Engineering Planning Resource Planning
August 31, 2018 Goal Focus: ELA/Math	Dell'Oso Grades K4 - 5th	Curriculum Maps, Test Data, Student-Centered Coaching Goals & Learning Targets
September 14, 2018	Dell'Oso Grades K4 - 5th	TE.21 Tracker Setup & IXL Training

		Testing Calendar
September 28, 2018 Goal Focus: Rigor	Dell'Oso Grades K4 - 5th	MasteryConnect Expectations- Toolbar/Create Assessment/Find Assessment Teachers Bring: 10 question multiple choice assessment for your first common formative assessment or assessment for your subject
September Goal Focus: Vocabulary, Meaning and Context, Rigor, Instructional Protocol	Dell'Oso	STEAM Co-Teaching in Science Lab
September	Leadership	Data Walks for Instructional Protocol
October 4, 2018 Goal Focus: Word Study, Rigor, Instructional Protocol	Dell'Oso, Stubley, Clark	Grades 3-5 Word Study Block Training (Grammar & Word Work) 11:15-3:00
October 11, 2018 Goal Focus: Word Study, Rigor, Instructional Protocol	Dell'Oso, Stubley, Clark	Grades K-2 Word Study Block Training (Grammar & Word Work) 11:15-3:00
October 19, 2018 Goal Focus: Rigor	Dell'Oso	MasteryConnect Student Login, Benchmark Practice, and Teacher Questions
October 2018- Grade Level Choice Goal Focus: Rigor, Instructional Protocol	Stubley, Bingham, Dell'Oso K5 & 1st	Common Formative Pre-Assessment Meeting
October 2018	Leadership	Instructional Rounds Fall
November 9, 2018 Goal Focus: Word Study, Rigor, Instructional Protocol	Morton Grades K4 - 5th	Planning STEAM Co-Teach Lesson

November 15-17 Goal Focus: Word Study, Rigor, Instructional Protocol	Morton Grades K4 - 5th	Co-Teach STEAM Lesson
November- Grade Level Choice	Stubley, Bingham, Dell'Oso K5 & 1st	Common Formative Post-Assessment Meeting
November 2018	Dell'Oso Grades 2-5	Mastery Connect Data Dive
December 4, 2018 Goal Focus: Rigor, Instructional Protocol	Stephanie Williams-Grade Level Mini Session	Grade Level Planning Sessions with Stephanie: Using Technology as a Tool to Increase Student Achievement on our SLO Data
December 11, 2018 Goal Focus: Rigor, Instructional Protocol	Co-Teach Sessions K-5 with Stephanie Williams	Co-Teaching Sessions with Stephanie: Using Technology as a Tool to Increase Student Achievement on our SLO Data
January 2019	Dell'Oso Grades 2-5	Data Dive for Winter TE.21 and Common Formative Pre-Assessment Meeting
January- Grade Level Choice	Stubley, Bingham & Dell'Oso K5 and 1st Grade	Common Formative Pre-Assessment Meeting
January Goal Focus: Algebraic Thinking, Instructional Protocol	Dell'Oso	Math Workshop Co-Teaching
February 1, 2019 Goal Focus: Word Study, Rigor, Instructional Protocol	Grades K5-5	Work and Grammar Part 2 K-2 from 8:15-11:15 3-5 from 11:45-2:45
February 5, 2019	RTI, Classroom Teachers	Student Support Analysis for RTI
February 20, 2019 Goal Focus: Rigor, Instructional Protocol	Stephanie Williams	Grade Level Planning Sessions with Stephanie: Using Technology as a Tool to Increase Student Achievement on our SLO Data

February 26, 2019 Goal Focus: Rigor, Instructional Protocol	Stephanie Williams	Grade Level Co-Teach Sessions with Stephanie: Using Technology as a Tool to Increase Student Achievement on our SLO Data
February 2019 Goal Focus: Meaning and Context, Vocabulary, Rigor, Instructional Protocol	Jessica Morton	Integrating Literacy with Science Support
February- Grade Level Choice	Dell'Oso K5 - 5th	Common Formative Post-Assessment Meeting
March 2019	Dell'Oso Grades 2-5	Final TE.21 Data Dives and Pre-Assessment Meeting
March	Leadership	Instructional Rounds
March - Grade Level Choice	Stubley, Bingham, & Dell'Oso K5 and 1st	Common Formative Pre-Assessment Meeting
April- Grade Level Choice	Stubley, Bingham, & Dell'Oso	Common Formative Post-Assessment Meeting
May	Dell'Oso	Grade Level Planning with Instructional Coach- Needs for 2018-2019 School Year, PD Survey and Padlet

RTI/OnTrack Collaboration Meetings

Date	Leader	Agenda
Sept. 11 @ 3-4:30 3:00-3:30- K5 3:30-4:00- 1st 4:00-4:30- 2nd	RTI Collaboration	RTI: K5, 1st Grade, & 2nd
Sept. 6 @ 3-4:30 3:00-3:30- 3rd 3:30-4:00- 4th 4:00-4:30- 5th	RTI Collaboration	After School: RTI: 3rd, 4th, and 5th

October 2 8:00-2:45	OnTrack Collaboration	During the Day: OnTrack Collaboration
November 27 8:00-2:45	OnTrack Collaboration	During the Day: OnTrack Collaboration
January 28 @ 3-4:30 3:00-3:30- 2nd 3:30-4:00- K5 4:00-4:30- 1st	RTI Collaboration	After School: RTI: K5, 1st Grade, 2nd Grade
January 29 @ 3-4:30 3:00-3:30- 5th 3:30-4:00- 3rd 4:00-4:30- 4th	RTI Collaboration	After School: RTI: 3rd, 4th, and 5th Grade
January 29 8:00-2:30	OnTrack Collaboration	During the Day: OnTrack Collaboration
May 28 @ 3:00-4:30 3:00-3:30- 1st 3:30-4:00- 2nd 4:00-4:30- K5	RTI Collaboration	After School: RTI: K5, 1st, 2nd Grade
May 29 @ 3:00-4:30 3:00-3:30- 4th 3:30-4:00- 5th 4:00-4:30- 3rd	RTI Collaboration	After School: RTI: 2nd and 3rd Grade

2018-2019 Gator Club Sessions

Date	Leader	Agenda
August 13, 2018 12:30-2:30	Stubley, Bingham, Clark, Delloso, Howard	Introductions to Gateway (Faculty and Staff, Logistics, Professionalism, Back to School Night Details, Mentor Assignments, Instructional Information, Technology, PD, Duty, Drills, Lesson Plan Expectations, PAS-T, Classroom Management, Walkthroughs)
September 4, 2018 3:00-4:00	Stubley, Bingham, Clark, Delloso, Howard	Gateway Class Environment, Coaching Menu, Learning Targets, Staff Handbook Questions, Behavior, and Routines (Prevent Behavior Problems through shared rules and procedures, give clear directions, be organized, arrange the room appropriately, plan thoroughly, reach out to parents, ask questions, dress with pride, enjoy the job and show it, and don't just survive but thrive!)
October 2, 2018 3:00-4:00	Stubley, Bingham, Clark, Delloso, Howard	Preparation and Guidelines for Parent/Teacher Conferences (Plan conference times with siblings, arrange for support personnel if needed, review the permanent record, gather data, be prepared, arrange conference environment, no interruptions, prepare responses, sign up form, etc.) Possible Pre-Conference Parent Survey- Consider making something original on Google Forms
November 13, 2018 3:00-4:00	Stubley, Bingham, Clark, Delloso, Howard	SLO in Depth- Requirements, What to Expect
December 4, 2018 3:00-4:00	Stubley, Bingham, Clark, Delloso, Howard	Mastery Connect Data Analysis and Printing
January 8, 2019 3:00-4:00	Stubley, Bingham, Clark, Delloso, Howard	Technology: SAMR at Gateway

February 5, 2019 3:00-4:00	Stubley, Bingham, Clark, Delloso, Howard	School Visits and What to Expect
March 5, 2018 3:00-4:00	Stubley, Bingham, Clark, Delloso, Howard	Midyear SLO Conferences Expectations- Bring your data and let's work together!
April 2, 2018 3:00-4:00	Stubley, Bingham, Clark, Delloso, Howard	Mastery Connect Data Analysis
May 7, 2018 3:00-4:00	Stubley, Bingham, Clark, Delloso, Howard	End of Year Celebration Lunch

2017-2018 BES Professional Development
Annual Focus: Technology, Vocabulary, Word Work, Rigor, Number Sense/Base 10, and Measurement/Data

As a whole staff we have decided to "build and refine" on our existing programs this year. For some trainings, we will be using the station approach to provide different trainings in one PD session. We will also have days where you can choose a different tier of technology training to attend based on your mastery level.

Monthly Schedule: opportunity

1st Wednesday– Full Faculty Meeting: Professional Development
2nd Wednesday– Grade Level Meetings
3rd Wednesday– Committees/Council
4th Wednesday– Grade Level Meetings

Date	Leader	Agenda
August 23, 2017	Full: DLC Team	Code of Conduct, Common Vocabulary, Fair Consequence (Internet)
August 30, 2017	S. Stubley Grades 3-5: 3-4:30 (Bring Laptop to PD Room)	Curriculum Map SAMR, Lesson Plan Format, Strategy Groups for Math, Placement (EQ, Editor's Checklist, Teacher Schedules), Ignore the Door, Test Data, GC Source
September 6, 2017	Full: Howard Whole Group (PD Room)	Reporting Child Abuse (15 min), Serravallo Q&A (10 min)

	Rotations: Calvage (Media) Lynnette & Holly (Teacher's Room) Howard & SPED (PD Room)	3:30-3:50 and 3:50-4:10 and 4:10-4:30 Bus Expectations, Incentives, Behavior ELA 2 Learning Lab Breakout Session for Goal/Compliment Needs of SPED Population and 504
September 13, 2017	Full Presentation: Drennon & Cox Grade Level	Mastery Connect: Login, Purpose, Benefits, Importance of GCS Curriculum Maps, Online PD, Testing Schedule Handout Explore Mastery Connect with Grade Teams: Create a Tracker from Curriculum Map, Create a Tracker Video (1:32), Import Students to Tracker, Tracker Basics Video (5:11)
September 20, 2017	Committees: Faculty Council	A Note from Mrs. Stubley- Parent Conference Expectations, Master Lesson Plan Template
October 4, 2017	Full: PLA/DLC	General Session: RA Buddy Talk Stations: Google Team Drive (DLC) RTS Teacher Requirements (Clark), Writing Rubrics (Holly and Lynnette) Rigor with Assessments (Fleming)
October 11, 2017	Grade Level	Mastery Connect Assessment Creation Work Time
October 18, 2017	Committees	Teacher of the Year Banquet
October 25, 2017		Boosterthon Teacher Pep Rally at 3:15
November 1, 2017	Full: PLA/DLC	Jackson Whole Group: Breakout PD (20 min) Stations: DLC: Presentation Tools Smith/Clark- Challenge/RTI Stubley- Growth Mindset Intro Ch. 1 (Teaching is a Practice, Not a Perfection) Science Lab w/ Drennon- Flowcabulary and Science A-Z
November 15, 2017	Committees	Faculty Council- Behavior, ELEOT, SAMR, TDA, Mastery Connect
November 29, 2017	Grade Level	Full Faculty: Mastery Connect Student Reports for Benchmark, Teacher Charts, Finding Assessments in the Community, Mastery Connect Now What Yellow Sheet Assignment: 1. Organize groups for 2nd quarter standards based on this data. Identify the standard or question type that is of biggest concern for your class.

		2. Create an assessment on Mastery Connect using the one you brought, Find an assignment in the community for a different standard in need
December 6, 2017	Full: PLA/DLC	ELEOT Standards, Accreditation Surveys, DLC: Google Classroom Tiered Support
December 13, 2017	Grade Level	International Day Planning: Foreign Language Requirement
January 10, 2018	Full: Dell'Oso	TE.21 TDA Rubric Analysis and Training
January 24, 2018	Committees	International Day, School Tours, TE.21
January 29, 2018	Woodruff Elementary School Visit- Focus on Science and Engineering Standards in 4th Grade as well as increasing rigor	
January 30, 2018	Grade Level	Common Formative Assessment Analysis
February 7, 2018	Full: Dell'Oso	Accommodations, Modifications, and Interventions
February 9, 2018	Stone Academy School Visits- Focus on Arts Integration in Kindergarten	
February 13,, 2018	Fisher Middle School Visit- Focus on PBL in Math and Science and Engineering Standards as well as increasing rigor	
February 14, 2018	Full: Dell'Oso	Reflection and Presentation for School Tours
February 15, 2018	East North Street School Visit- Focus on ELA and Intervention	
February 21, 2018	Full	CPI at Gateway with Chris Abee
February 23, 2018	Full	Jessica Morton STEAM
February 26, 2018	Monarch Elementary School Visit- Focus on PBL in Kindergarten	
February 27, 2018	Tigerville Elementary School Visit- Focus on Best Practices in ELA, Math, and Data Analysis	
March 7, 2018	Full: SPED	Susan Chick: The Role of the Gen Ed Teacher in an IEP

March 9, 2018	Calhoun Academy of the Arts School Visit- Focus on Arts Integration in ELA, Writing, and Science as well as Ron Clark Behavior Plan	
March 14, 2018	Grade Level	Rigor of Math Activities
March 19, 2018	Faculty Council	Faculty Council Meeting
March 21, 2018	Full	School Tour Presentations
March 2018	Optional Virtual PD	Helping All Learners with ESOL Strategies
March 28, 2018	Grade Level	Increasing Rigor in Writing
April 11, 2018	Full: Admin	SC Ready and SC PASS Testing Training Chromebook Check STEM and Math Resources Exploration
April 12, 2018	Plain Elementary School Visit- Focus on Best Practice in ELA and Math	
April 18, 2018	Grade Level	Planning- Coming to Consensus with the Read to Succeed Plan
April 2018	Optional Virtual PD	Increasing Rigor through Upper DOK level activities and questioning
April 25, 2018	Full	ESSA, School Report Cards, Field Trips
May 2, 2018	Full	Class Cards, Student Conversations
May 9, 2018	Grade Level	Planning
May 2018	Optional Virtual PD	Increasing Student Engagement with Activating Strategies
May 16, 2018	Committees	School Portfolio Committee Meeting
May 23, 2018	Grade Level	Planning

2017-2018 Technology Tuesday

Date	Leader	Leader	Leader
November 14, 2017	DLC Rep/Prosody: Emoji	Drennon: Socrative and Mastery Connect Assessments	Jackson: Biblionasium

December 12, 2017	Montaruli: ChatterPix	Drennon: Mastery Connect Analysis	Daley: QR Codes
January 16, 2017	The Organized Classroom- Google Apps Daley/Montaruli		
February 13, 2017	All About Beebots Montaruli		
March 13, 2017	All About the QBall Zadoorian BreakoutEDU Daley		
April 16, 2017	Montaruli- Digital Dictionaries, Visual Vocabulary with Google Drawing and piccollage Daley-Flipgrid, NewseumEd, Confer App Watson- SeeSaw		

2017-2018 Grade Level Mini Sessions

August 25, 2017	Drennon Grade 2 Only	PowerTeacher Questions and Gradebook Setup
August 29, 2017	Stubley: Grades K-2 Only PD Room	Grades K-2: Curriculum Map SAMR, Lesson Plan Format, Strategy Groups for Math, Placement (EQ, Editor's Checklist, Teacher Schedules), Ignore the Door, GC Source

August 29, 2017	Drennon Grades 3-5, RA Grade Level Clusters	PowerTeacher Questions and Gradebook Setup Gr 3-5
September 14, 2017 (B)	3rd and 5th Grade	Teachers Bring: 10 question multiple choice assessment for your subject Overview of Testing Assessments, Testing Calendar, Lesson Plans, Mastery Connect Expectations/Tool Bar/Create Assessment/Find Assessment
September 18, 2017 (A)	2nd and 4th Grade	Teachers Bring: 10 question multiple choice assessment for your subject Overview of Testing Assessments, Testing Calendar, Lesson Plans, Mastery Connect Expectations/Tool Bar/Create Assessment/Find Assessment
October 2, 2017 (A)	2nd and 4th Grade	Mastery Connect: Student Login and Benchmark Practice
October 9, 2017 (B)	3rd and 5th Grade	Mastery Connect: Student Login and Benchmark Practice
October- Grade Level Choice	Drennon	Common Formative Pre-Assessment Meeting
November 8, 2017	Drennon	Mastery Connect Help for Grade Level Teams
November- Grade Level Choice	Drennon	Common Formative Post-Assessment Meeting

December 11, 2017	Drennon	Mastery Connect… What Next? Assessment Help
December- Grade Level Choice	Drennon	½ Day Grade Level Planning Sessions Using TE.21 to guide instruction and form differentiated groups
January 4, 2018	Drennon	Benchmark 2 will be provided Jan. 10-24 Benchmark 3 will be provided Mar. 12-30 Questions from Teachers Data Dive for Winter TE.21
January 10, 2018	Drennon	Mastery Connect Support- Using Mastery Connect for Common Formative 10 Question Assessments
January 19, 2018	Drennon	Grading TDA Grade Level Support
January- Grade Level Choice	Drennon	Common Formative Pre-Assessment Meeting
February 1, 2018	RTI, Classroom Teachers	Student Support Analysis for RTI
February 23, 2018	Jessica Morton	STEAM
February- Grade Level Choice	Drennon	Common Formative Post-Assessment Meeting

School Climate Needs Assessment

Key factors in assuring that our students receive an exemplary educational experience are sustaining high morale, ensuring student and staff safety, maintaining effective communication, and consistently working together to assure the well-being of our staff, students and parents. The chart below illustrates our efforts in each area. In assessing the survey results, we continued to see an area needing improvement regarding parent satisfaction for home school relations. During the 2017-2018 and 2018-19 school years, our staff worked to improve the level of satisfaction in all areas indicated below. To address the home school relations component, we conducted several conversations

with our PTA, SIC and within our faculty. Additionally, we began our "Gateway on the Go" parent involvement initiative. As a result, greater communication efforts included: sending frequent School Messenger phone calls with upcoming school information, beginning a Gateway Elementary school wide (and additional classroom and staff) Instagram accounts, raising funds for a new electronic message center for the school entrance, and inviting parents to volunteer on a more regular basis using SignUpGenius to establish two way communication avenues for all staff and parent exchanges. Parents are also invited to Parent Lunch and Learns for information about technology integration and home literacy strategies. Our PTA meeting attendance has improved this year due to targeted efforts involving student participation during specialized activities.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	42	114	53
Percent satisfied with learning environment	90.50%	93.90%	92.50%
Percent satisfied with social and physical environment	92.90%	90.40%	92.30%
Percent satisfied with school-home relations	88.10%	84.20%	81.10%

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

ACTION PLAN

"Vision without action is merely a dream.
Action without vision just passes the time.
Vision with action can change the world."
-Joel A. Barker

Note. From The School Portfolio: A Comprehensive Framework for School Improvement, Second Edition (p.27), by Victoria L. Bernhardt, 1999, Larchmont, NY: Eye on Education. Copyright © 1999 Eye on Education, Inc.

      All organizations need a vision. All organizations must plan for the vision, or the vision will never be realized. A well-defined and well-executed school improvement effort begins with a comprehensive school-wide strategic plan that provides a logical framework for clarifying and achieving the vision. The school plan includes: an assessment of where the school is today and what factors can be expected to influence it in the future; a mission statement describing the school's purpose and function; a vision that reflects the values and beliefs of the individuals who make up the organization; long-range goals that make the intent of the mission and vision tangible; an identification of outcomes; a plan for evaluation and continuous improvement; an action plan that identifies the procedural steps needed to implement the goals, including timelines, responsibility, accountability; and an estimation of budget needs based on the action plan.

Refining the Guiding Principles of Gateway

The staff participates in on-going discussions as we work to define our values, beliefs, purpose, mission and vision. These guiding principles are reviewed and refined annually.

Our dialogue focuses on what we want our students to know and be able to do, based on their individual talents, strengths and input. We work to clarify our purpose based on the values and beliefs of our staff and community. Our collective thoughts merge into a description of who we are and what we value and believe. Our purpose clearly states the overall aim of our school. The mission focuses on unifying our efforts. Our shared vision emerged, and we extended our mission and confirmed our image.

From this vision, we developed goals, objectives and strategies for our staff and students. These are detailed in our school action plan which identifies the procedural steps for achieving our goals.

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 48.5% in 2016-17 to 55.7% in 2022-23.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.2% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	**48.5**% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	**49.7**	**50.9**	**52.1**	**53.3**	**54.5**
	SC SDE School Report Card	**School Actual Elementary 50.7**					
SC READY ELA SC READY test data file	**49**% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 52**	**52**	**55**	**58**	**61**	**64**
	SC SDE School Report Card	**District Actual Elementary 52**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Implement a comprehensive, balanced literacy model in grades PreK – 5th Grade a. Monitor standards-based, rigorous instructional strategies in PreK-5th grade b. Implement the Fountas and Pinnell framework c. Continue to provide Fountas and Pinnell training for teachers d. Implement Leveled Literacy Intervention component of Fountas and Pinnell in appropriate 1st-5th grade resource & RTI settings. e. Implement new Special Education curriculum as appropriate for special needs students	2018-2023	Leadership Team, Teachers	$1200	*District funds	*Fountas and Pinnell Benchmark Assessment *Balanced Literacy teacher lesson plans *School PD Calendar *LLI Implementation *IEP Documentation *Special Education Lesson Plan Documentation (Wordly Wise, Explode the Code, SPIRE, Making Connections)
Implement interdisciplinary teaching in support of South Carolina College and Career Ready Standards	2018-2023	Teachers	*None	*None	*Teacher lesson plans *Classroom Observation data

Continue to integrate instructional technology through our one to one initiative defined by SC College & Career Ready Standards	2018-2023	Teachers, Leadership team	*None	*PTA, District and Local funds, Community donations	* Teacher lesson plans *Classroom Observation data *PD Calendar *SAMR Planning *Fixed Assets Document
Integrate instructional strategies to support the implementation of the South Carolina College & Career Ready Standards to prepare students for critical thinking required for the state assessment system	2018-2023	Teachers, Leadership Team	*None	*None	*Teacher observation data *Teacher lesson plans *Faculty Council and grade level meeting minutes *Faculty meeting and agendas *PD Calendar *DOK Training and Classroom Integration *TE.21 Benchmark Results *Monthly Common Formative Assessments
Implement a comprehensive, balanced literacy writing model in grades PreK – 5th Grade	2018-2023	Leadership Team, District Academic Specialist, Classroom Teachers	*Possible New Kits for Additional Staff	*District and Local funds	*Grade level curriculum maps *Teacher lesson plans *Classroom observation data *Lucy Calkins Units of Study

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 59.1% in 2016-17 to 62.8% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 0.6% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	**59.1**% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary** 59.7	**60.4**	**61**	**61.6**	**62.2**	
	SC SDE School Report Card	**School Actual Elementary** 62.4					
SC READY Math SC READY test data file	**54**% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary** 57	**57**	**60**	**63**	**66**	**69**
	SC SDE School Report Card	**District Actual Elementary** 60					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Strengthen internal capacity in the area of mathematics and review/revise instruction based on current best practices	2018-2023	Leadership Team, Classroom Teachers, District Academic Specialist	*$1,000	*District and local funds	*Grade level curriculum maps *PD Calendar *School Visits *Guided Math Model
Implement interdisciplinary teaching in support of South Carolina College and Career Ready Standards	2018-2023	Teachers	*None	*None	*Teacher lesson plans *Classroom Observation data
Continue to integrate instructional technology through one to one initiative defined by SC College & Career Ready Standards	2018-2023	Teachers, Leadership team	*None	*PTA, district and local funds	* Teacher lesson plans *Classroom Observation data *PD Calendar *SAMR Planning Documentation

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only 62%	**School Projected Elementary 65%**	**68%**	**71%**	**74%**	**77%**	**80%**
	SC SDE School Report Card	**School Actual Elementary 64.8**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**63**	**66**	**69**	**72**	**75**
	SC SDE School Report Card	**District Actual Elementary 60**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to integrate STEAM instruction in support of SC College and Career Ready Standards.	2018-2023	Teachers, Leadership team, District Academic Specialist	*None	*None	*PD Minutes of Jessica Morton grade level planning sessions *Co-teaching with Instructional Coach *Target School Visits
Implement interdisciplinary teaching in support of South Carolina College and Career Ready Standards	2018-2023	Teachers	*None	*None	*Teacher lesson plans *Classroom Observation data
Continue to integrate instructional technology through one to one initiative defined by SC College & Career Ready Standards	2018-2023	Teachers, Leadership team	*$400,000+	*PTA, district and local funds	*Teacher lesson plans *Classroom Observation data *PD Calendar *SAMR Planning

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Met and Exemplary on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Met and Exemplary on SCPASS Social Studies will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only 83%	**School Projected Elementary**	85	86	87	88	89
	SC SDE School Report Card	**School Actual Elementary** 78.3					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary**	81	84	87	90	93
	SC SDE School Report Card	**District Actual Elementary** 78					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to implement International Day in support of South Carolina College and Career Ready Standards	2018-2023	Teachers, Leadership team	*$500	*Local Funds	*Teacher lesson plans *International Day Observations
Implement interdisciplinary teaching in support of South Carolina College and Career Ready Standards	2018-2023	Teachers	*None	*None	*Teacher lesson plans *Classroom Observation data *STEAM Lesson Plans *Jed Dearybury PD
Continue to integrate instructional technology through one to one initiative defined by SC College & Career Ready Standards	2018-2023	Teachers, Leadership team	*$400,000+	*PTA, district and local funds	*Teacher lesson plans *Classroom Observation data *PD Calendar *SAMR Planning

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**24.7**	**27.4**	**30.1**	**32.8**	**35.5**
SC READY ELA SC SDE Website		**School Actual** **Hispanic**					

SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic** **36**	**36**	**39**	**42**	**45**	**48**
SC READY ELA SC SDE Website		**District Actual** **Hispanic** **34**					
SC READY ELA SC SDE Website	26% Meets Expectations and Exceeds Expectations	**School Projected AA**	**28.4**	**30.8**	**33.2**	**35.6**	**38**
SC READY ELA SC SDE Website		**School Actual AA** **28**					

SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**District Projected AA** **25**	**25**	**28**	**31**	**34**	**37**
SC READY ELA SC SDE Website		**District Actual AA** **25**					
SC READY ELA SC SDE Website	10% Meets Expectations and Exceeds Expectations	**School Projected SWD**	**12.9**	**15.8**	**18.7**	**21.6**	**24.5**
SC READY ELA SC SDE Website		**School Actual SWD** 9					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD** **14**	**14**	**17**	**20**	**23**	**26**

SC READY ELA SC SDE Website		**District Actual SWD** **12**					
SC READY ELA SC SDE Website	17 % Meets Expectations and Exceeds Expectations	**School Projected LEP**	**19.9**	**22.8**	**25.7**	**28.6**	**31.5**
SC READY ELA SC SDE Website		**School Actual LEP**					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP** **35**	**35**	**38**	**41**	**44**	**47**
SC READY ELA SC SDE Website		**District Actual LEP** **33**					
SC READY ELA SC SDE Website	39.8% Meets Expectations and Exceeds Expectations	**School Projected SIP**	**41.5**	**43.2**	**44.9**	**46.6**	**48.3**

SC READY ELA SC SDE Website		**School Actual SIP** **39**					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected SIP** **38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**District Actual SIP** **33**					
SC READY Math SC SDE Website	47% Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**48.3**	**49.6**	**50.9**	**52.2**	**53.5**
SC READY Math SC SDE Website		**School Actual** **Hispanic**					

SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic** **39**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**District Actual** **Hispanic** **42**					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**School Projected AA**	**35.1**	**37.2**	**39.3**	**41.4**	**43.5**
SC READY Math SC SDE Website		**School Actual AA** **35**					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA** **27**	**27**	**30**	**33**	**36**	**39**

SC READY Math SC SDE Website		**District Actual AA** **28**					
SC READY Math SC SDE Website	22% Meets Expectations and Exceeds Expectations	**School Projected SWD**	**24.7**	**27.4**	**30.1**	**32.8**	**35.5**
SC READY Math SC SDE Website		**School Actual SWD** **15**					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD** **18**	**18**	**21**	**24**	**27**	**30**
SC READY Math SC SDE Website		**District Actual SWD** **16**					

SC READY Math SC SDE Website	39% Meets Expectations and Exceeds Expectations	**School Projected LEP**	**40.7**	**42.4**	**44.1**	**45.8**	**47.5**
SC READY Math SC SDE Website		**School Actual LEP**					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP** **40**	**40**	**43**	**46**	**49**	**52**
SC READY Math SC SDE Website		**District Actual LEP** **42**					
SC READY Math SC SDE Website	51.1% Meets Expectations and Exceeds Expectations	**School Projected SIP** **54**	52.2	53.3	54.4	55.5	56.6

SC READY Math SC SDE Website		**School Actual SIP** **54.3**					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected SIP** **36**	**36**	**39**	**42**	**45**	**48**
SC READY Math SC SDE Website		**District Actual SIP** **38**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Continue to close the achievement gaps in learning and increase learning outcomes for traditionally underperforming demographic groups through partnerships and additional resources.	2018-2023	School Counselor, Teachers, Leadership, SIC, Community Stakeholders	*$1,200	*District Funds	*Donated school supplies *Mentoring Program Documentation for Community and Teacher Mentor Initiatives *Standardized test

					scores for selected students *Baseline Exchange Documentation *Gateway on the Go Agenda
Continue to implement intensive intervention and support for traditionally underperforming demographic groups through partnerships and additional resources.	2018-2023	Teachers, Interventionists, Leadership, School Counselor	*$1,200	*District Funds	*RTI Lesson Plans *Parent-Teacher Conferences *Baseline Exchange Documentation
Continue to implement additional outside of school hours support for traditionally underperforming demographic groups through partnerships and additional resources.	2018-2023	Teachers, Interventionists, Leadership, School Counselor, Media Specialist	*$11,000	*Local Funds	*Morning Tutoring Log *EDP Enrichment Roster *2 week Summer Jumpstart Program Roster *Summer Parent/Child Book Club Signup *Summer Family Reading Night

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

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

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	Criterion Reference Measure	**School Projected**					
		School Actual	**Baseline will be established in Spring 2019**				
Fastbridge	Norm Reference Measure	**School Projected**					

		School Actual	**Baseline will be established in Spring 2019**				
MAP Winter Reading	40% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**	Grade 2 – 40% Grade 5 – 40%	Grade 2 – 43% Grade 5 – 43%	Grade 2 – 46% Grade 5 –46 %	Grade 2 – 49% Grade 5 – 49%	Grade 2 – 52% Grade 5 – 52%
South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**School Actual**	Grade 2 – 40% Grade 5 – 40%				
Fountas and Pinnell		**District Projected**					

		District Actual	**Baseline will be established in Spring 2019**				
Fastbridge		**District Projected**					
		District Actual	**Baseline will be established in Spring 2019**				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**District Projected**		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above

South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**District Actual**	Grade 2 – 40% Grade 5 – 42%					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Implement a comprehensive, balanced literacy model in grades PreK – 5th Grade f. Monitor standards-based, rigorous instructional strategies in PreK-5th grade g. Implement the Fountas and Pinnell framework h. Continue to provide Fountas and Pinnell training for teachers i. Implement Leveled Literacy Intervention component of Fountas and Pinnell in appropriate 1st-5th grade resource & RTI settings.	2018-2023	Leadership Team, Teachers, Interventionist	*$1200	*District funds	*Fountas and Pinnell Benchmark Assessment *Balanced Literacy teacher lesson plans *School PD Calendar *LLI Implementation *IEP Documentation *Special Education Lesson Plan Documentation (Wordly Wise, Explode the Code, SPIRE, Making Connections)

j. Implement new Special education curriculum as appropriate for special needs students					
Implement interdisciplinary teaching in support of South Carolina College and Career Ready Standards	2018-2023	Teachers	*None	*N/A	*Teacher lesson plans *Classroom Observation data
Continue to integrate instructional technology through one to one initiative defined by SC College & Career Ready Standards	2018-2023	Teachers, Leadership team, Interventionist	*$400,000+	*PTA, district and local funds	*Teacher lesson plans *Classroom Observation data *PD Calendar *SAMR Planning Documentation
Integrate instructional strategies to support the implementation of the South Carolina College & Career Ready Standards to prepare students for critical thinking required for the state assessment system	2018-2023	Teachers, Leadership Team	*None	*N/A	*Teacher observation data *Teacher lesson plans *Faculty Council and grade level meeting minutes *Faculty meeting and agendas *PD Calendar *DOK Training and Classroom Integration *TE.21 Benchmark Results *Monthly Common Formative Assessments

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	Baseline will be established at the end of the 2018-19 school year	**School Projected**		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	**District Projected**		TBD	TBD	TBD	TBD

		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Continue to interview and hire qualified candidates that will allow our teachers to more closely represent our student population.	2018-2023	School Administration, Interview Team, GSCD Human Resources Department	*None	*None	*Hiring Log and Rationale *Consulting GCS Recruiting Specialists to identify exemplary minority candidates

Utilize effective and innovative professional development models that will result in highly qualified personnel.
  a. Mentoring/coaching
  b. Learning Lab Experiences
  c. School Visits
  d. Authentic professional learning communities
  e. District and School based professional development sessions
	2018-2023	Leadership Team, Grade Level Teams, Teacher Mentors	*$5000	*District PD funds and Local funds	*School and PD Calendar *District portal print-out *PD Agendas

Provide instructional technology training and resources to teachers in order to help them integrate technology into curriculum, instruction, and assessment.	2018-2023	Lynnette Bumgarner, Amanda Jackson, Leadership Team, DLC Team, and PLA Team	*None	*None	*Portal print out *PD calendar *PD Session Agendas
Provide information regarding ongoing Read to Succeed training as well as training to teachers for the implementation of South Carolina State Standards	2018-2023	Leadership Team, Classroom Teachers, District Academic Specialists, Reading Specialist	*None	*None	*PD Calendar *Portal print outs
Provide training and ongoing support for the Fountas and Pinnell Balanced Literacy initiative.	2018-2023	Leadership Team, District Academic Specialist, Literacy Mentors	*None	*None	*Faculty meeting agendas *PD calendar *Portal Registration Documentation
Provide ongoing training and support of inclusive practices, inclusive models for service delivery, and shared ownership between regular educators and special educators for outcomes of all students.	2018-2023	Special Education Team, District Special Education Support Personnel	*None	*None	*Inclusion feedback documentation *Teacher lesson plans *School Visit Documentation

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	78	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 92					
SDE School Report Card Survey	100	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100					

SDE School Report Card Survey	94.9	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 94.10					
SDE School Report Card Survey	92	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86					
	98	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97					
	91	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		District Actual Parents 88				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Establish a "moment for safety" in our faculty meetings quarterly to openly discuss concerns that may present themselves.	2018-2023	Administration and Faculty	*None	*None	*Agenda Minutes
Continue to make parents aware of school and district initiatives regarding student safety.	2018-2023	Administration and Faculty	*TBD	*District Funds	*New Security Cameras *Office Glass Section *School Messengers

Increase communication with all parents and students to make them aware of educational opportunities
 	
  a. Develop strategies to effectively communicate through a variety of genres and electronic media.
  b. Develop workshops for parents on various topics (reading in the home, behavior management
	2018-2023	Administration and Faculty, SIC, PTA Board	*None	*None	*School Messenger data
					*PTA and SIC Board Minutes
					*Gateway Gazette
					*Classroom Newsletters
					*Annual Report to the Community
					*Gateway Instagram
					*PTA Gateway Facebook Page

c. Continue to provide resources for student home libraries to increase student achievement through literacy					*Various Communication Apps *Teacher Websites *International Day *PreK Parent Literacy Workshop *Book Parade *Parent Conferences *PEP Book Fair *Greenville Drive *Reading All-Star *Speakers from local library *Library cards issued at Back to School Night *A-Team Meetings, IEP Meetings, and 504 Meetings
Communicate academic expectations to all stakeholders	2018-2023	Administration and Faculty	*None	*None	*Annual Report to Community *Student agendas *Parent newsletters *Parent Lunch and Learn *School Tour Brochure and Frequently Asked Questions Documentation *Curriculum Night, All Arts Night, K5 Orientation, and New Student Orientation *Book Parade *Parent Conferences

Continue to support the social and emotional development of all students using *The Seven Habits of Happy Kids* Character, Ron Clark's *Essential 55 Rules for Discovering the Successful Student*, and Growth Mindset education programs. Begin to implement inter school community groups to promote team collaboration.	2018-2023	Administration and Faculty	*$2500	*Local funds	*School counselor lesson plans and small group schedule *Counselor Website *Mentor Program *In school Book bag Buddy Program *Zones of Regulation Curriculum for students with social/emotional IEP goals *Mid and end of year behavior celebrations *Growth Mindset book study *School Community Group Rosters

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

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

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
GCS Expulsion Report	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8					

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Annual Expulsion Rate

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to provide professional development related to classroom	2018-2022	Faculty Council, Special Education Team, Teachers	*$2,700	*Local funds and District Professional	*Upstate Schools Consortium

				Development funds	*Ron Clark Visits *PD Sessions
management and de-escalation interventions.					
Continue to support the social and emotional development of all students using *The Seven Habits of Happy Kids* Character, Ron Clark's Essential 55 Rules for Discovering the Successful Student, and Growth Mindset education program.	2018-2023	Administration and Faculty, Greenville Mental Health	*$2500	*Local funds	*School counselor lesson plans and small group schedule *Counselor Website *Parent/Counselor Conferences *Mentor Program *In school Mentor Buddy Program * Zones of Regulation Curriculum for students with social/emotional IEP goals *Mid and end of year behavior celebrations *Growth Mindset book study *School-wide Cookout
Begin to implement inter school community groups for community building and team collaborations.	2018-2023	School Staff	*$900	*Local funds	*Professional Development *Team Points Data *Climate and Culture Survey Results

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

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

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	89	**School Projected**	**90**	**90**	**90**	**90**	**90**
		School Actual 91					
AdvancED Culture & Climate Surveys	89	**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual 90					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to offer The Beta Club and other afterschool enrichment programs.	2018-2023	Teachers, Leadership, School Counselor, EDP Staff	*None	*None	*EDP Enrichment Roster *The Beta Club Community Service Projects
Continue to support the social and emotional development of all students using *The Seven Habits of Happy Kids* Character, Ron Clark's *Essential 55 Rules for Discovering the Successful Student*, and Growth Mindset education program.	2018-2023	Teachers, Leadership, School Counselor	*None	*None	*7 Habits Guidance Lesson Documentation *Mentor Program Roster *Behavior Celebrations Calendar Dates *Growth Mindset Book Study PD Registration *Positive Quotes Paintings and Displays
Continue to publicize growth mindset quotes and positive student and staff shout outs during the morning announcements and in Monday Memo staff publication.	2018-2023	Teachers, Leadership, School Counselor	*None	*None	*Morning Announcement Shout outs *Monday Memo Documentation

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) **95.3**	**School Projected**	95	95	95	95	95
180th day Attendance Report		**School Actual**	95.73				
	(2016-17) **95**	**District Projected**	95	95	95	95	95
180th day Attendance Report		**District Actual** **95**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to have attendance conferences for students missing more than 10 days of school.	2018-2023	Attendance Clerk, Assistant Principal, District Attendance Personnel	*None	*None	*Documentation of Attendance Conferences
Continue to recognize students for perfect attendance at Awards Day.	2018-2023	Leadership, Teachers	*None	*None	*Awards Day Program
Continue to call parents and guardians daily for student absences.	2018-2023	Attendance Clerk, Assistant Principal	*None	*None	*Documentation of Attendance Calls

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

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – % Lonely – % Angry – % *Incomplete - 1 Sample	**School Projected**	Afraid 3.5≤ Lonely 9.5≤ Angry 8.5≤	Afraid 3≤ Lonely 9≤ Angry 8≤	Afraid 2.5≤ Lonely 8.5≤ Angry 7.5≤	Afraid 2.0≤ Lonely 8.0≤ Angry 7.0≤	Afraid 1.5≤ Lonely 7.5≤ Angry 6.5≤
		School Actual Afraid – 4% Lonely – 10% Angry – 9%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to support the social and emotional development of all students using *The Seven Habits of Happy Kids* Character, Ron Clark's *Essential 55 Rules for Discovering the Successful Student*, and Growth Mindset education programs. Begin to implement inter school community groups to promote team collaboration.	2018-2023	Administration and Faculty	*$2500	*Local funds	*School counselor lesson plans and small group schedule *Counselor Website *Mentor Program *In school Book bag Buddy Program *Zones of Regulation Curriculum for students with social/emotional IEP goals *Mid and end of year behavior celebrations *Growth Mindset book study *School Community Group Rosters
Continue to provide small group counseling for targeted students.	2018-2023	School Counselor, Teachers	*None	*None	*School counselor lesson plans and small group *Mentor Buddy Program *Counselor Website *Small Group Agenda