School Portfolio
2013-2014 through 2017-2018
Spring 2015 Edition

Gateway Elementary School
200 Hawkins Road
Travelers Rest, SC 29690
(864) 355-5200

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

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Gateway Elementary School

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-2016 *(one year)*

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq*. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Ms. Lisa Wells		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Heather Bolt		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Susan Stubley		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOLADDRESS: 200 Hawkins Road, Travelers Rest, SC 29690

SCHOOL'S TELEPHONE: (864) 355-5200

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

Stakeholder Involvement

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION	*NAME*
1. PRINCIPAL	Susan Stubley
2. INSTRUCTIONAL COACH	Kristin Schulze
3. PARENT/GUARDIAN	Elisabeth Ingram
4. COMMUNITY MEMBER	Kristen Short
5. SCHOOL IMPROVEMENT COUNCIL	Heather Bolt

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
PTA President	Kelly Drew
PTA Treasurer	April Allen

ASSURANCES FOR SCHOOL RENEWAL PLANS

(Mandated Component)

Act 135 Assurances

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

✓ **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).

✓ **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).

✓ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

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

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

✓ **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

✓ **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): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

✓ **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).

✓ **Developmental Screening**
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

✓ **Half-Day Child Development**
The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

✓ **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.

✓ **Parenting and Family Literacy**
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their   Children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover form dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

✓ **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.

_____   _____
Signature of Superintendent   Date

_____   _____
Signature of Principal   Date

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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 web site; 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.
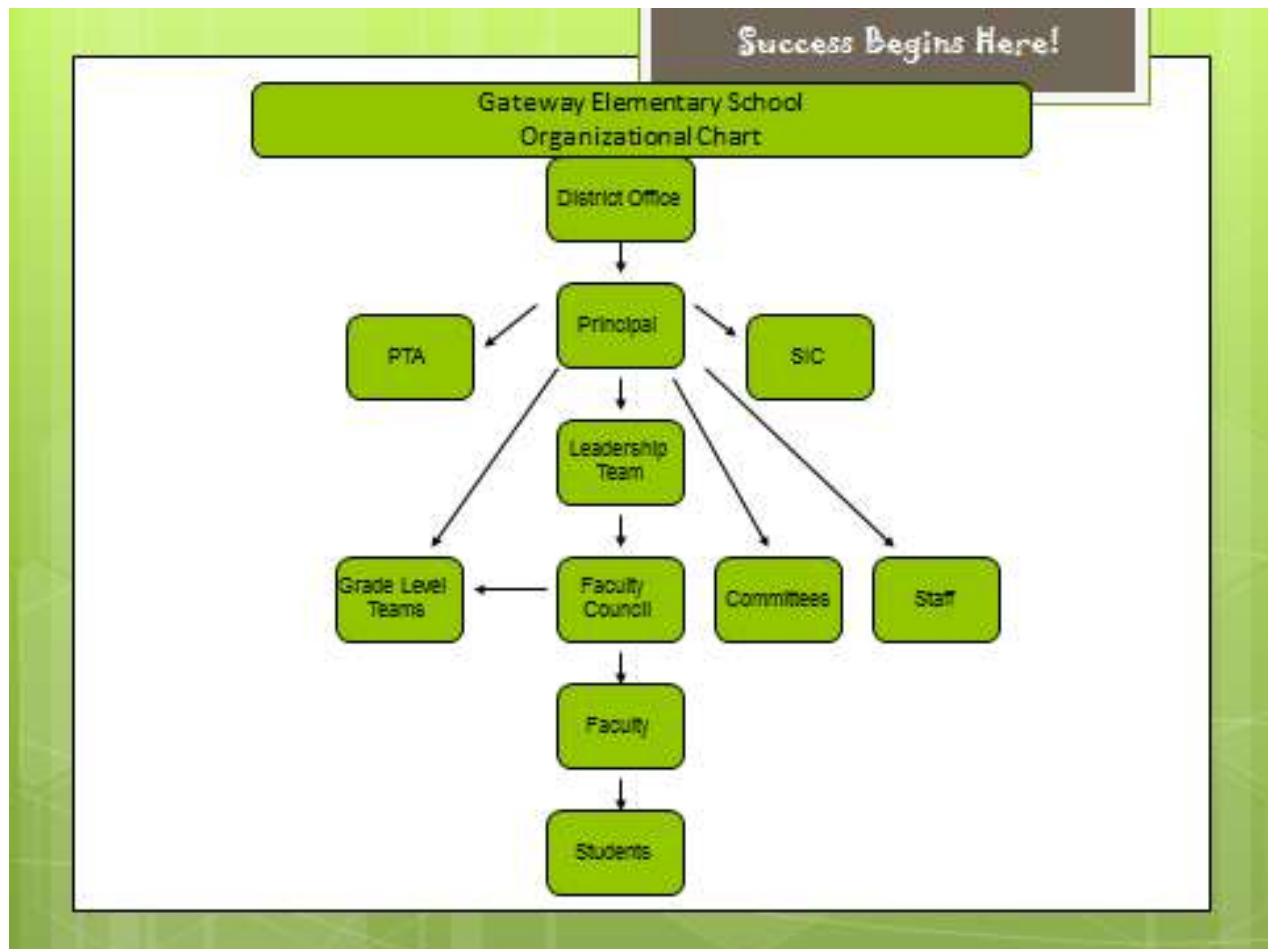
Gateway Elementary School
Committees 2014-2015

1. ## School Beliefs, Vision, Mission:
   - **Responsible for pages 34-35 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:
Katie Williamson: Chair
Jenger Southern
Misty Sammons
Vicki Godbey
Renee Fleming
Tiffany Mitchell
Melissa Rainey
Holly Yacavone
Heather Bolt
Allison Campbell
Stephanie Bryan

2. School Profile: School Community, Personnel Data, Student Population Data

- **Responsible for pages 20-26 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.

AdvancEDAccreditation 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:
Melanie Huff: Chair
Amanda Montaruli
Lynnette Bumgarner
Stephanie Sandlin
Kim Dorrity
Tara Guy
Holly Gosnell
Jennifer Winslette
Kristen Short
Lisa Corbin
Katie James

3. School Profile: Academic and Behavioral Programs

- **Responsible for pages 27-33 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:
Jessi Conner: Chair
Melinda Shockley
Karen Epps
Maggie Daley
Janet Bochino

Lynn Crane
Michelle Slieff
Evelyn Duncan
Kelly Drew
April Allen
Brianna Cox
Betsy Freeman

4. <u>Data Analysis and Needs Assessment</u>
a. Responsible for pages 36-45 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.

Members:
Ashley Creely: Chair
Amanda Jackson
Jordan Osteen
Reagan Watson
Nichole Leopard
Katie Wilson
Shannon Cox
Jacinta Livingston
Amy Clark
Elisabeth Ingram
Lorilee Horton

5. Action Plan:

- **Responsible for pages 53-88 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
Janet Calvage
Kristin Schulze
Sheila Moss
Cindy Howard
Marcie Bunch
Deborah Bowles
Jamie Lowe
Jan Moate

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

Success Begins Here!

Areas of Strength/Areas Needing Improvement by Grade Level

3rd Grade
Strengths: Reading and Comprehending Literary and Informational Texts-75.8%, 60.6 %, Operations and Algebraic Thinking-61.6%, Geometry-70.7%
Weaknesses: American Revolution and The New Nation-21.7%, Conventions-21.2%, Researching-21.2%

4th Grade
Strengths: Reading and Comprehending Literary and Informational Texts-76.8%, 61.1%, Numbers and Operations:Fractions-68.4%, Civil War-65.5%
Weaknesses: Numbers and Operations in Base 10-21.1%, Scientific Inquiry-21.1%, Organization-15.8%

5th Grade
Strengths: Conventions-65.9%, Reading and Comprehending Literary Texts-69.2%, Forces and Motion-65.2%, Fractions-69.2%, Data-69.2%
Weaknesses: Researching-18.7%, Conventions-16.5%, Informational Texts-17.6, Numbers and Operations :Fractions-20.9%, Cold War Era-28.9%, Developments since 1989-26.9%, U.S. as a World Power-26.6%, The 1920's-1940's-22.2%

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:

- DIAL -4 - Four year old Kindergarten
- ITBS/Cog-AT – Second grade
- SC PASS – Third grade through Fifth grades
- MAP Testing –Second grade through Fifth grades
- ESEA School Letter Grade
- AIMSweb – K5 through Fifth Grades, Special Ed
- Standards Based Monthly Common Assessments – Third through Fifth Grades
- Fountas and Pinnell Benchmarking Assessment-K5 through Fifth Grades

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), 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 teachers, 3 annual level teachers, and 34 continuing contract level teachers. Additionally, we have 2 administrators whose past experiences in the field of education includes curriculum writing, curriculum coordinator experiences at the 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, guidance counselor and literacy specialist bring valuable experiences in the area of reading/coach/ endorsements, Reading Recovery certification, career development, ESOL 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. Additionally, several of our teachers conduct trainings at area schools, in Summer Academy sessions, and serve on curriculum writing teams for Greenville County Schools.

Teachers (n = 40)				
Teachers with advanced degrees	72.5%	Up from 68.4%	64.2%	62.3%
Continuing contract teachers	85.0%	Down from 89.5%	85.7%	81.2%
Teachers returning from previous year	92.8%	Up from 89.6%	90.2%	88.4%
Teacher attendance rate	95.6%	Up from 95.3%	95.2%	95.3%
Average teacher salary*	$47,588	Up 1.0%	$50,020	$47,902
Professional development days/teacher	15.7 days	Up from 14.5 days	11.8 days	10.9 days

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 family-like, 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 timely resources for teachers and students

Key factors in assuring that our students receive an exemplar educational experience is sustaining, high morale, safety, effective communication, and well-being of our staff, students and parents. The chart below illustrates our efforts in each area. In assessing the survey results we began to see an area needing improvement regarding parent satisfaction for home school relations. During the 2014-2015 school year, our staff worked to maintain the level of satisfaction in all areas indicated below with a 94.1% or higher result. To address the home school relations component, we conducted several conversations with our PTA and SIC boards, and within our faculty. As a result, greater communication efforts followed, including sending information via text, email, social media and phone calls, inviting parents to volunteer on a more regular basis and to establish two way communication avenues for all staff and parent exchanges.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	86	61
Percent satisfied with learning environment	100.0%	96.5%	95.0%
Percent satisfied with social and physical environment	100.0%	94.1%	95.0%
Percent satisfied with school-home relations	100.0%	95.3%	75.0%

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

Significant Challenges

Gateway Elementary School is fortunate in that we 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. With this growth brought a more diverse culture with learning challenges and class size concerns. Our school also became an SSA (Autism Satellite Site) in the fall of 2013. We have begun to explore curriculum to meet the needs of our new 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 has continued a tradition of excellence in academic performance with "*Excellent*" absolute ratings on our 2012-2013 and 2013-2014 state report cards. Additionally, Gateway Elementary School has earned the prestigious Palmetto Gold Award for academic excellence for the 2012 and 2013 school years, and The Palmetto Silver Award for academic excellence for the 2011 school year. Please see the accumulative listing of awards and accomplishments for Gateway Elementary School below:

Awards and Accomplishments:

"Excellent" Absolute Rating - SC Report Card 2012, 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 51 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 51st largest in the nation with more than 72,000 students. District honors include: 13 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, 50 elementary, 18 middle schools, 14 high schools, 6 Child Development Centers, 4 Career Centers, a Fine Arts High School, the Charles Towne Gifted Center, the Roper Mountain Science Center, the Math and Science HUB, alternative programs, magnet programs, 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 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, total population 4,843. 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 Indians all settled in the area now known as Travelers Rest. Until after the Revolutionary War, the road called Hawkins Road was used by the Indians 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

Household Info

High School	84.5%	Median Household Income	$39,939
Some college	19%		
Associates degree	8%	***Diversity/ Ethnic Culture***	
Baccalaureate degree	20.7%	Caucasian	77.4%
Graduate degree	12.8%	African American	15.2%
		Asian or Pacific Islander	.4%
Family Structure		Hispanic	5%
Traditional	47%	Other	2%
Traditional	53%		

School Characteristics

Gateway Elementary School is the pride of the community. It had its inception in 1982 out of the need for a more modern facility that would accommodate the projected growth in the area. 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 723 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 on four regular education buses and three special needs buses. In addition to our on-site extended day program, several local daycare facilities transport students to aftercare facilities. A greater part of our student population is transported by car. Many of our students live in families parented by grandparents, single parent, and by the traditional mother/father-parenting structure.

Currently, Gateway has 32 homeroom classes which include the following: two pre-kindergarten, five kindergarten, seven first grades, five second grades, five third grades, four fourth grades, four fifth grades, and one developmentally delayed class serving students from kindergarten through 1st grade. In addition, our students receive one period a week in each related arts class, which includes computer lab staffed by an instructional aide. These related arts classes include art, music, physical education, computer 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. There are a total of 87 staff members to serve the students and bring about the best possible school environment for learning. The staff total includes members of the certified administrative and

teaching group, instructional assistants, custodial, and cafeteria teams. Experience levels of our teachers range from first year teachers to those with over 30 years of experience. All teachers are provided an opportunity to update skills and competencies through in-services provided by the district/school and through self-selected coursework. Gateway has a principal, assistant principal, instructional coach, literacy specialist, school counselor, challenge teacher, 2 resource teachers, 2 instructional assistants, 5 kindergarten assistants, 2 special education assistants , assistant devoted to our SSA program, 1.4 speech pathologists, a .2 ESOL teacher, media specialist, 1.2 music teachers, 1.2 physical education teachers, and 1.2 art teachers.

Parental and Community Involvement

Family involvement is important at Gateway, and communication is the key. Staff members communicate on a regular basis with families through daily/monthly newsletters with suggested study skills, web-sites, weekly work folders, individual daily reports, parent conferences, telephone conferences, e-mail, PTA meetings, as well as yearly open houses. Home visits are used to foster positive parent-teacher relationships and encourage school involvement. 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 to provide food for our underprivileged students over the weekend, and the Travelers Rest YMCA, to provide reduced rates and scholarships for summer programs. Additionally, we have partnered with the Furman University athletes to provide PSA's that focus on positive character traits and are broadcast on our morning news. The activities of the school support the school mission statement that includes the phrase "lifelong learner."

Recognizing that parental involvement is one of the greatest contributors to student success in school, our staff decided to convene a team to develop strategies for increased parent involvement. We have determined, given our community's demographic profile that we need to provide some well-placed support for our students' families so that they, in turn, can support their children's education. We have parenting workshops, access to resources at school and in the community, interpreters for parent teacher communication, an award winning website, a school newsletter, chaperones for school-sponsored field trips, and school intervention for families in crisis.

We have identified students with achievement gaps in learning and have assisted these students by using the talents, time and resources of our parents, business, and community partnerships. Such resources include the donation of school supplies, mentoring, tutoring, and enrichment activities. We have developed a partnership plan, as a part of our comprehensive school wide improvement plan, to ensure that our business partners have the opportunity to contribute to and benefit from these endeavors. It is our belief that our students have much to give as well as to learn from local businesses.

Gateway Elementary has created successful community partnerships. 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, special education facilities, environmental agencies, charitable organizations, local food pantries, the local animal shelter, local churches as well as adopting needy children at Christmas. Parent and teacher questionnaires identified the need for the following: intensive intervention for students struggling academically, homework assistance, basic supervision, and home visits.

School Personnel Data

The teacher profile returned by 43 members of the faculty and 2 members of administration revealed the following data:

The ethnic makeup of the Gateway faculty who completed the teacher/administration profile consists of 1 African-American and 44 Caucasians. Gender data indicates 45 female members of the faculty responded to the questionnaire. The primary language of the study respondents is English. The survey revealed the following level of academic degree information among the Gateway faculty: 12 Bachelor's degrees, 26 Master's degrees and 7 Master's plus 30. Included in these degrees are two teachers with National Board Certification. The results of data concerning the current grade level taught at Gateway Elementary reveal two K-4, five K-5, seven first grade, five second grade, four third grade, four fourth grade, four fifth grade, four special education, two administrators, and six specialists, and three Related Arts teachers make up the teaching faculty at Gateway Elementary.

The years of experience at Gateway indicate that ten teachers have taught between 1 and 5 years, fifteen between 6 and 10 years, six between 11 and 15 years, one between 16 and 20 years, seven between 21 and 25 years, five between 26 and 30 years and two with thirty-one plus years of experience.

Teachers (n = 40)				
Teachers with advanced degrees	72.5%	Up from 68.4%	64.2%	62.3%
Continuing contract teachers	85.0%	Down from 89.5%	85.7%	81.2%
Teachers returning from previous year	92.8%	Up from 89.6%	90.2%	88.4%
Teacher attendance rate	95.6%	Up from 95.3%	95.2%	95.3%
Average teacher salary*	$47,588	Up 1.0%	$50,020	$47,902
Professional development days/teacher	15.7 days	Up from 14.5 days	11.8 days	10.9 days

Student Population Data

Gateway Elementary School currently serves 723 students. Figure 1 shows that student enrollment has been as high as 723 in 2014-2015 and as low as 654 in 2011–2012. Additionally, there are **388** males and **335** females represented in the graph below.

Figure 1: Gateway Elementary School Student Enrollment 2010-2015
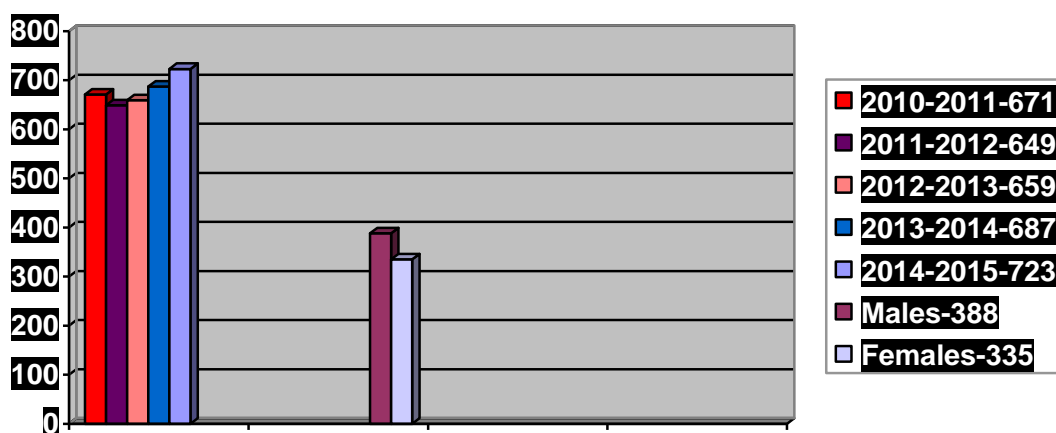
Figure 2: Gateway Elementary Student Enrollment by Percent Ethnicity 2014-2015
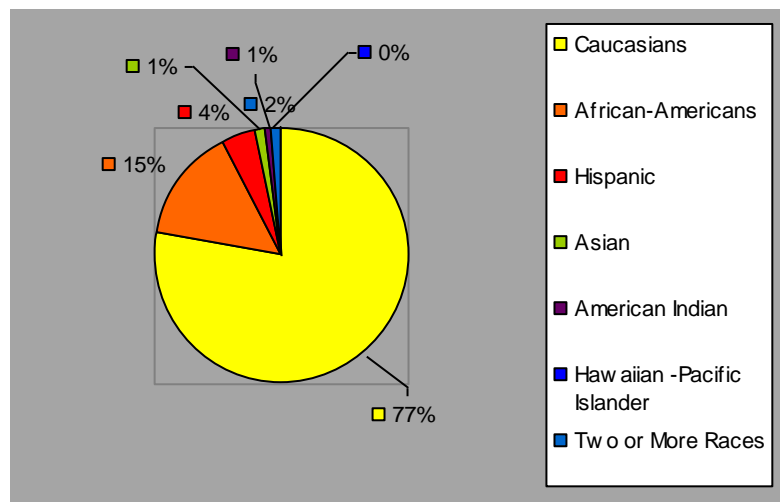
Our current enrollment includes 562 Caucasians (77%), 106 African Americans (15%), 31 Hispanic (4%), 4 American Indian/Alaskan Native (1%), 11 Two or More Races (2%) and 9 Asian Students (1%)

Figure 3: Number of Students with Disabilities: 2010-2015
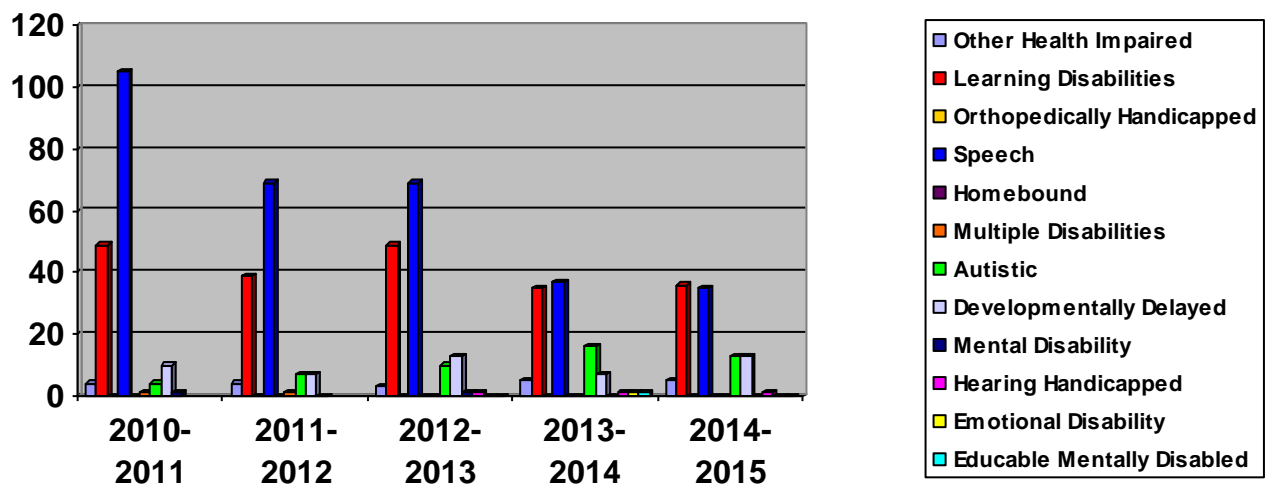
 The number of students with disabilities at Gateway Elementary School has decreased significantly over the past five years from a total population of 171 in 2010 to 101 in 2015. The number of students served in speech represents our greatest decline. We have two full time resource teachers, one full time Developmentally Delayed teacher, 1.2 speech teachers and 3 special needs paraprofessionals (Includes 1 SSA paraprofessional). Additionally, Gateway is designated as an autism satellite school. We serve 7 SSA students in 1st through 5th grades.

Total number of Disabilities Served by School Year:

2010-11	2011-12	2012-13	2013-14	2014-15
171	127	114	103	101

Figure 4: Number of Gifted and Talented Students 2010-2015
N=52 (50 Academic, 2 Artistic)
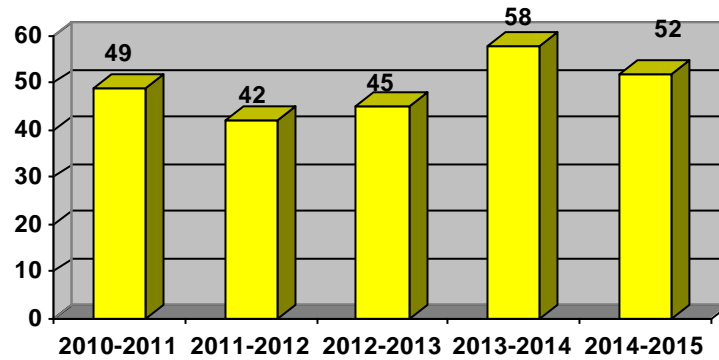
Gateway 's gifted and talented numbers rose for the 2013-14 school year due to a large number of rising third graders with qualifying scores. Several of those students entered Charles Towne Center making the total count at GES somewhat lower for 2014-15, with a total count of 52 students in 2015 as opposed to 58 in 2014.

Figure 5: Number of Students on Paid, Free, or Reduced Meals 2010-2015
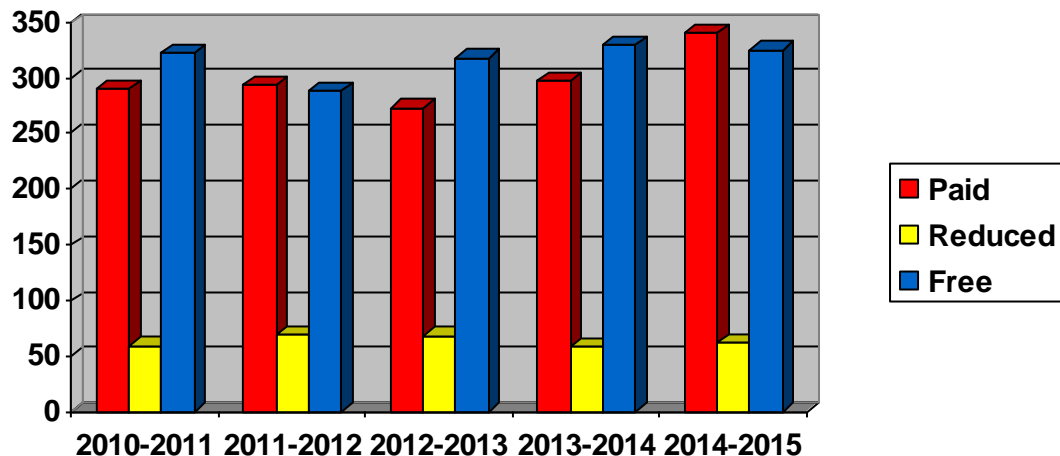
2009-2010...N=669 F/R=360 (54.00%)   2010-2011...N=671 F/R=381 (57.00%)
2011-2012....N=650 F/R=357 (55.00%)   2012-2013…N=659 F/R=386 (58.57%)
2013-2014….N=685 F/R=388 (56.65%)   2014-2015…N=728 F/R=387 (53.16%)

The lunch status of students has changed slightly over the past six years. For the 2014-2015 school year, 46.84% of our students pay full price for their meals. The percentage of students with a free or reduced lunch status is the lowest in six years with 53.16% of our students qualifying for free or reduced lunches in 2014-15.

Our poverty index is currently at 68.91%.
Our retention data for the 2013-2014 school year was 2%.

Academic and Behavioral Features

Although the teaching staff at Gateway Elementary School made genuine efforts in teaching grade level curricula in the past, more specific emphasis has been directed toward looking at each standard individually and teaching with rigor. The goal is to teach all South Carolina State standards for the year. Some standards require a longer length of study, and some standards have to be revisited in order for students to be successful. Gateway Elementary teachers implement state standards across the curriculum in all subject areas. The teachers are required to plan grade level, student-centered instruction based on state standards, centered around unit and lesson essential questions that students should be able to answer at the end of the lesson or unit. In planning, documentation is appropriate as our administration feels these standards are to be well known by the teachers and communicated to the students. Our focus is on a school-wide awareness of the standards, and all staff is expected to utilize them in each day's academic setting. Students are also expected to be mindful of these learning standards as well as their individual goals for the calendar year. Special education teachers must teach state standards for the applicable grade level as well as for the goals and objectives of the individual education plans of their students. A special emphasis this year is the at-risk student population. These students have been identified and plans have been established to increase their learning. 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. Furthermore, students in grades three through five receive differentiated group instruction two-three times a week on various standards recognized as an area needing improvement.

Literacy/ Language Arts

All of the general education teaching staff at Gateway has been trained in the *Fountas and Pinnell* Balanced Literacy program. This program focuses on guided reading instruction delivered in a small group setting tailored to the students' reading levels. Additionally, an emphasis is placed on reading and comprehending text from a variety of genres. Basal readers can be used as well as selected children's literature. Teachers conferencing with and listening to student's reading progress are required components of this program. All classrooms in grades K5-5 use this program with some modifications and creative enhancements. Additionally, our staff began initial training in the Lucy Calkins Units of Study model for writing instruction. This program includes a comprehensive, rigorous lesson design for teaching writing to all students in kindergarten through fifth grades.

Our special education teachers use the *Leveled Literacy Intervention program.* This is a core program. All skills and strategies are taught through direct instruction that concentrates only on necessary skills, not the nuances. 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. Significant progress has been seen among the population of students with learning exceptionalities. 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 and other district ELA assessments are used to assess students' progress and needs for remediation. Holistic scoring of compositions and skills and vocabulary are included. Language Arts progress is also evaluated using writing samples collected two times a year. Additionally, 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 from grades Kindergarten through fifth grade.

Accelerated Reader is a computerized program used to assess student comprehension of specific books and is used by kindergarten through fifth grade. This program is used to motivate students to read for understanding and is a favorite reading program for many of our students. The AR program has been modified for students to set personal goals to reach. 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* text for math. Teachers often supplement math instruction with hands-on activities while using technology on the Promethean Boards. This program incorporates many opportunities to strengthen the students' critical and analytical thinking skills.

 The Special education teacher in our DD classroom uses the *Go Math* program as well. All resource math instruction follows the inclusion model in all other grade levels. Each program is a core program. All skills and strategies are taught through direct instruction that concentrates only on necessary skills, not the nuances. Each program is based on cumulative skill development and provides detailed data on student performance.

Our classes also use *Every Day Counts Calendar Math.* 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* to reinforce previously learned skills in money, measurement, basic concepts and geometry. Our supplemental RTI (Response to Intervention) program in grades 3-5 utilizes the *Number Worlds* curriculum for selected students.

Social Studies, Science, and Health

Social studies, science, and health are taught in unit format. A variety of opportunities for different learning styles are afforded to all students. Most texts in upper grades, third through fifth, are used primarily for resource purposes. Students do research using Media Center materials, note taking, computer technology, home and classroom materials, hands-on activities with experiments, projects, drama, field trips, and cooperative activities are used in all grades. We have school-wide special events to promote social studies curriculum like guest speakers for Veterans Day, Multicultural celebrations, and Immigration. Grandparents and local community veterans that served in a war are invited in to share their experiences with our students. The Greenville County school system requires four major units of study for each grade level. Project science kits provided by the district supplement the units of study. Our fourth and fifth grade teams as well as one third grade team of teachers, teach Social Studies and Science via the team teaching model of instruction. This facilitates the best practice of capitalizing on a teacher's inherent strengths, and positively affects student achievement in both core content areas. Some special education students in the self-contained classroom (DD class) are mainstreamed into the regular education classrooms for science and social studies.

Character Education

Gateway's Character Education program uses Sean Covey's **7 Habits of Happy Kids** as its foundation. Each month, from October until April, we study one of the 7 Habits by reading various texts to build knowledge of the various life skills and/or habits. Students participate in counseling lessons that reinforce the habit of the month. Our students, teachers and parents have begun to use the language and implement these habits in the classroom and at home. Additionally, our school formed a partnership with the athletic department at Furman University. The student athletes attending Furman tape PSA's that are shown to our students on our morning news program. The taped PSA's specifically address and reinforce one of Sean Covey's 7 Habits for the month and help to strengthen our Character Education Program at Gateway Elementary School.

Assessment

Teachers continue to use the conventional forms of assessment: teacher observation, daily performance, homework assignments, unit pretests and posttests, teacher prepared tests, and project grading using rubrics. Additionally, our teachers use all district assessments as indicated on Rubicon Atlas. 4K, K5 and 1st grade teachers use the work sampling and portfolio method for assessment. The state scoring scale is used which includes numerical scores and letter grades:

Pre K-1st Grade

Student Skills Key:

+ *Exceeds Standard* – <u>independently</u> uses/applies knowledge with little or no support; indicates unusually high achievement

= *Meets Standard* – demonstrates grade expectations for concepts and skills; has achieved end-of-year goals for the grade level

Making Sufficient Progress – making progress toward achieving skills and learning end-of-year goals

- *Not Yet Making Progress* – struggles to demonstrate progress; needs additional support/extra review

Blank Skill has not been assessed or introduced

2nd-5th Grade

A	93-100
B	85-92
C	77-84
D	70-76
U	Below 70

Some teachers use rubrics for units of study and some utilize student portfolios. Rubrics serve as guides for students to work towards curriculum goals and also help students evaluate their own progress. The interest among our teachers is to make assessments as authentic as possible and to measure the transference of skills from one topic or subject to the next one. Special education teachers also use the Fountas and Pinnell Benchmarks and AIMSweb to place students according to their instructional level in order to measure student progress.

Gateway is using RTI (Response to Intervention) as a means of differentiated group instruction. Grade level differentiation is described below:

Kindergarten (K4/K5)

K4 students are selected based on need. The Speed DIAL 4 test in correlation with a number of additional factors such as poverty, educational level of the parents, etc. are also considered in the selection process.

K5 students are identified for small group RTI classes by the AIMSweb mass screening tool. The screening takes place periodically throughout the year. As students progress and move out of the RTI class, wait-listed students are added. The classes are taught by the kindergarten paraprofessionals. Instruction takes place in Reading through the ERI (Early Reading Intervention) curriculum.

First/Second Grade

First grade students are identified for small group RTI classes by the AIMSweb mass screening tool. The screening takes place periodically throughout the year and as students progress and move out of the RTI class, wait-listed students are added. The classes are taught by classroom teachers. Instruction takes place in reading. SOAR is the curriculum adopted for instruction in Reading.

2nd – 5th Grade (Mass Screening Tool)

In 2005-06, the Measures of Academic Progress (MAP) testing began as an additional assessment tool. This computerized system of testing is administered two to three times a year in every school in reading, and mathematics. MAP correlates with national and state curriculum and standards and is nationally norm-referenced. The difficulty of each test adjusts to individual students' performance; meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the SC PASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. All second grade students are assessed in the fall of each year with the CogAt and Iowa assessments. The results are used for challenge placement purpose only.

3rd – 5th Grade (RTI through Differentiated Grouping- Classroom Delivery Model)

Third through fifth grade students are taught using the differentiated instruction and guided comprehension delivery models across all core areas. The teachers use MAP test data as well as monthly teacher-made common assessments to determine the standards to be addressed as well as for determining the make-up of each group. These groups take place 2-3 times a week for 30 to 45 minutes and are taught by the classroom teacher. The make-up of student groups can change often (sometimes monthly) depending on the on-going evaluation of monthly common assessments, teacher observation, and weekly grade level discussions. Teachers play the most crucial role in delivering this instruction for the monthly standards addressed as well as in the delivery method. In addition to the regular classroom curriculum, some students were chosen to participate in RTI classes in Math and Reading. These students were selected with teacher input, SC PASS, Number worlds and SOAR Screening Assessments, and MAP data. This opportunity gives these students extra assistance in their needed areas. Our standardized test for the 2014-2015 school year is the ACT Aspire assessment for English, Reading, Writing and math in grades 3-5. In grades 4-5 our students will also be assessed by the SC PASS in the areas of science and social studies.

* One combined group of students in K5/1st, 2nd/3rd and 4th /5th grades receive RTI services from our Literacy Specialist daily.

Special Needs

Special Needs classes are by nature of the IEP (Individual Education Plan), a form of delivering differentiated instruction. At Gateway we accommodate these students additionally in Speech, Resource, and Self-contained setting by:

- *Speech*: IEP, interventions, activities that are language based, individual goals, and by continuously evaluating students' progress.
- *Resource*: The use of AIMSweb, on-going testing, IEP, LLI Reading Assessment (Leveled Literacy Intervention) and accommodations.
- *Self-Contained (DD class)*: IEP, Accommodations for their present level, and Benchmark testing.
- Resource students can also participate in the 3rd-5th RTI program.
- *Inclusion:* Gateway became a part of the GCS Stetson Inclusion initiative in the fall of 2014. We currently implement inclusion in second, third, fourth and fifth grades in the content area of math.
- In an attempt to continue to offer instruction to our neediest population that mirrors best practices in regular education settings, Gateway implements the LLI (Leveled Literacy Intervention) curriculum in the area of Language Arts for resource students in first through fifth grades.

Programs/Initiatives

Staying abreast of the latest methods of delivering instruction is a goal of the teachers at Gateway. Teachers have taken advantage of staff development opportunities that are offered in the district and through nearby colleges, conferences, and district workshops. Teachers are encouraged to use a variety of instructional strategies to address the different learning styles of students.

Teachers at Gateway incorporate Quality Tools into the curriculum as a way of tracking student and class data. Some students have their own personal data notebooks where they can take responsibility and action for their learning by tracking grades, attendance, etc.

Students in grades 3-5 are also involved in Differentiated Groups two times a week for 30 min. Students are divided into group based on MAP results and common assessment results. This allows students to get instruction based on their individual needs. Teachers create common assessments which allow them to get a better understanding of where their students are academically compared to other students.

The use of Learning Focused strategies enables teachers to deliver high levels of instruction. Essential questions are posed to students as a way to organize and set the focus of the lesson and/or unit and help teachers gather evidence of student learning.

The Accelerated Reader program continues with the emphasis shifted from points earned to comprehension of the stories read and setting personal goals. Students are encouraged to take tests on their reading levels, and once they are able to read and comprehend at their current level, they are encouraged to move to a higher reading level. Students are given a reading level based on the Lexile

Range. Once they read 3-4 books on that level and make 80% or higher on the AR test, they are given a new goal. They continue this process all year.

Compass Learning software is used for individualized learning path lessons on a bi-weekly basis.

Opportunities for drill of math facts are provided regularly using *First in Math* and *Reflex*. These programs are a great way to drill math facts. Students are expected to use these programs at least every other week in the computer lab.

Student Support Systems

Recognizing that some students need support beyond that available in the classroom, Gateway Elementary has worked with the district to provide a variety of special services.

- We have 2 resource teachers to work with students with learning exceptionalities. These teachers work in collaboration with classroom teachers and pull out students to work on skills.
- We have one self-contained class: a developmentally delayed class which serves students in K5 – 2nd grade.
- We have 1 and ½ teachers to work with students who have speech handicaps.
- Gateway also offers a gifted and talented program for identified students in grades 3-5
- We have 2 RTI teachers who work with 3rd-5th grades in the areas of math and reading.
- We added a .5 Literacy Specialist this year. This teacher provides reading intervention for students in K5 – 5th grades.
- We have 1 ESOL teacher who aids in evaluation of ESOL students. The teacher provides instruction for those who qualify.
- We have one SSA Assistant and one itinerant occupational therapist.

A bulleted list of our academic menu follows:

Academic Menu for 2014-15

Success Begins Here!

- RTI in 4K through 5th grades
- SOAR/Number Worlds "We Double Dip" in grades 3-5
- Daily SOAR instruction for at-risk students in grades 1-2
- Reading Recovery based delivery model in a small group setting (Literacy Interventionist- K-1, 2-3 and 4-5 focus. 4 groups total)
- ERI small group instruction for K5
- Digital Calendar Math Instruction-School-wide
- LLI- Leveled Literacy Intervention-Selected special needs students (grades 1-5)
- SRA Signature Series Pilot- Selected special needs students

Academic Menu for 2014-15 (continued)

- Fountas and Pinnell Balanced Literacy Delivery Model in grades K-5
- Lucy Calkins Units of Study Writing Delivery in grades K-5
- Differentiated group instruction (2Xweekly) for grades 3-5 in Reading or Math
- Common Assessments developed monthly in grades 3-5 in Reading or Math
- Stetson Inclusion Model in one classroom in grades 2,3,4 and 5(Math focus)
- Instructional Technology-Instructional Apps, increase inventory of student iPads, iPod Touch, i-Pad minis, laptops

MISSION, VISION AND BELIEFS

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. At the beginning of the 2011-2012 school year, our staff revised and updated our core beliefs about how instruction, curriculum, and assessment will increase our students' learning.

We believe…

- We believe all students should be valued and treated with respect and dignity.

- We believe a safe environment is essential to the learning process.

- We believe all children should be challenged to view life from different perspectives.

- We believe self-respect, discipline, and social skills should be reinforced at school.

- We believe family engagement in the learning process is an essential component for student success.

- We believe differentiated curriculum and instruction should accommodate individual learning styles to meet the needs of all students.

- We believe educational experiences should enable students to communicate ideas, solve problems, think critically and creatively and consistently reflect on their own thinking.

- We believe a community partnership is essential for school success.

- We believe a PLC (Professional Learning Community) empowers all stakeholders 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 life-long learner.

Purpose

The purpose of Gateway Elementary School is to educate, prepare and empower our children to become tomorrow's leaders.

All major stakeholders at Gateway Elementary School will perform to the best of their ability and seek opportunities for personal and professional growth in our quest for continuous improvement.

Our children will become effective communicators, learning to use appropriate social and decision-making skills by collaborating with others in a diverse society.

Mission

The mission of Gateway Elementary School is to provide a diverse educational environment along with experiences that develop, guide and facilitate students into confident, creative problem solvers and responsible life-long learners. Our dedication to this mission will produce active, engaged members of society and 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. Through competent and caring guidance, we provide meaningful experiences that enable students to utilize critical thinking skills by accessing and analyzing data, and using 21st century technology as a tool for learning.

The staff at Gateway Elementary School embraces the shared vision and accepts the responsibility of implementation. As we prepare for an understanding of the school portfolio process and the ultimate publication of our school's stance, we began to look at our purpose, goals, beliefs, and mission more carefully. Our vision is strong and it is becoming a collaborative effort as we all see the need for improvement. The vision statement will be reviewed annually.

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 on creating a comprehensive learning organization that understands, cares about, and works for students. In a comprehensive learning organization focused on students, leadership works to prevent student failure as opposed to reactively implementing the latest innovations or taking a fire-fighting approach to making decisions that affect student learning. A focus on students causes 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.

Until teachers are able to predict the impact of their actions on students, change their actions based on these predictions, corroborate the effect of their actions with students, and work with peers to build a comprehensive learning organization, any increases in student achievement and changes in the classroom will be temporary.

It is often stated in the literature that it takes about five years from the time a school starts to rebuild for increased student achievement to the time it will see sustainable increases in student achievement directly attributable to school improvement efforts. This time can be decreased 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 —

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

The Gateway faculty has analyzed our 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.

Teachers review student test data and note student levels. Teachers use differentiated 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.

Based on MAP scores, teachers created a Data Wall for both reading and math. Each student in grades 2-5 has a data card placed on the wall according to where their score aligned with state SC PASS testing-Not Met, Met, or Exemplary. Teachers used this wall to note areas of strength and weakness, as well as "bubble students" who are close to scoring in the next category. Improvement was noted from one testing session to another!

The staff will continue to set aside time for grade level meetings to collaborate on strategies for implementing the state standards in our daily instruction. At each grade level, teachers are encouraged to work together as a team. Additional planning time should be used for vertical teams to ensure a continuum of learning that makes sense for the students. These teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do.

Differentiated group instruction addresses the needs of students at their instructional level. Teachers analyze SC PASS data, MAP data, and daily student work as they develop common assessments to drive their instructional planning.

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 and at the district level. Our teachers attend trainings that are specific to our school-wide goals, such as teaching mathematics to students with special needs, and visiting exemplar schools in our area as grade level and leadership teams. After returning from these sessions, our teachers present the information learned to our entire faculty.

Success Begins Here!

Comparative PASS Data
(based on actual score percentages-including students NCE)

PASS Mean Comparisons [Scale Scores]

	ELA			Math			Science			Social Studies		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
All Students	*647.7	*654.5	*653.7	*648.5	*653.4	*654.6	*635.0	*639.0	*644.7	*653.3	*655.8	*652.7
District Avg.	*652.2	*653.1	*652.9	*648.0	*647.8	*656.2	*631.3	*630.8	*634.7	*646.3	*652.0	*651.2
State Avg.	*645.9	*646.1	*643.9	*640.0	*638.5	*644.2	*625.1	*624.3	*625.5	*638.5	*643.5	*642.0
Female	*654.3	*658.1	*663.5	*651.7	*653.9	*660.1	*638.3	*642.0	*648.0	*648.8	*652.3	*653.7
Male	*642.9	*652.0	*646.3	*646.6	*653.1	*650.4	*632.8	*636.7	*642.6	*636.7	*658.4	*651.8
African Am	*622.4	*645.5	*624.7	*619.64	*635.2	*627.0						
White	*653.1	*659.6	*662.0	*656.2	*658.7	*661.1	*641.6	*646.9	*652.3	*658.3	*661.1	*658.5
Disabled	*612.0	*602.8	*593.0	*604.4	*597.0	*592.4						
Subs. Meals	*636.5	*645.3	*644.5	*634.4	*640.8	*639.3	*625.5	*625.7	*636.1	*645.0	*649.0	*643.6

Areas of Strength/Areas Needing Improvement by Grade Level

3rd Grade
Strengths: Reading and Comprehending Literary and Informational Texts-75.8%, 60.6 %, Operations and Algebraic Thinking-61.6%, Geometry-70.7%

Weaknesses: American Revolution and The New Nation-21.7%, Conventions-21.2%, Researching-21.2%

4th Grade
Strengths: Reading and Comprehending Literary and Informational Texts-76.8%, 61.1%, Numbers and Operations:Fractions-68.4%, Civil War-65.5%

Weaknesses: Numbers and Operations in Base 10-21.1%, Scientific Inquiry-21.1%, Organization-15.8%

5th Grade
Strengths: Conventions-65.9%, Reading and Comprehending Literary Texts-69.2%, Forces and Motion-65.2%, Fractions-69.2%, Data-69.2%

Weaknesses: Researching-18.7%, Conventions-16.5%, Informational Texts-17.6, Numbers and Operations :Fractions-20.9%, Cold War Era-28.9%, Developments since 1989-26.9%, U.S. as a World Power-26.6%, The 1920's-1940's-22.2%

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3 Comparative PASS Data cont.

5th Grade Writing (PASS Mean Data)

Writing	GES 2012	District	State	GES 2013	District	State	GES 2014	District	State
5th grade only	*624.7	*641.5	*635.1	*631.3	*636.1	*628.6	*637.4	*644.2	*636.6

3 Year Comparative Test Population Data

Population	Poverty Index
2012-302	2012*68.59
2013-269	2013*71.0
2014-272	2014TBD

Grade Level 2 Year Comparative Data
PASS Writing

WRITING

3RD		NM1	NM2	M	E4	E5	M/E
N-85	2013	2...2.4%	17...20.0%	28...33.0%	24...28.2%	14...16.5%	77.70%
N-92	2014	2...2.2%	22...24.0%	17...18.5%	32...35.0%	19...21.0%	74.50%

4TH		NM1	NM2	M	E4	E5	M/E
N-89	2013	2...2.3%	19...21.4%	45...51.0%	14...15.7%	9...10.1%	76.80%
N-91	2014	1...1.1%	13...14.3%	45...49.5%	18...19.8%	14...15.4%	84.70%

5TH		NM1	NM2	M	E4	E5	M/E
N-99	2013	5...5.1%	18...18.2%	39...39.4%	19...19.2%	18...18.2%	76.80%
N-89	2014	3...3.4%	15...16.9%	29...32.6%	15...16.9%	27...30.4%	79.90%

Grade Level 3 Year Comparative Data
PASS ELA

ELA

3RD		NM1	NM2	M	E4	E5	M/E
N-88	2012	2...2.2%	8...9.0%	23...26.1%	8...9.0%	47...53.4%	88.50%
N-84	2013	1...1.1%	4...4.8%	21...25.0%	11...13.1%	47...56.0%	94.10%
N-92	2014	8...8.7%	9...9.8%	17...18.5%	10...10.9%	48...52.2%	81.60%

4TH		NM1	NM2	M	E4	E5	M/E
N-105	2012	4....3.8%	16...15.2%	35...33.3%	19...18.1%	31...29.5%	80.90%
N-86	2013	7....8.1%	6....7.0%	38...44.1%	12...14.0%	23...26.7%	84.80%
N-91	2014	3....3.3%	5....5.5%	30...33.0%	17...18.7%	36...40.0%	91.70%

5TH		NM1	NM2	M	E4	E5	M/E
N-109	2012	10...9.2%	19...17.4%	49...45.0%	9....8.3%	22...20.2%	73.50%
N-99	2013	5....5.0%	13...13.1%	33...33.3%	12...12.1%	36...36.4%	81.80%
N-89	2014	11....12.4%	5....5.6%	35...39.3%	18...20.2%	20...22.5%	82.00%

Grade Level 3 Year Comparative Data
PASS Math

MATH

3RD		NM1	NM2	M	E4	E5	M/E
N-88	2012	4...4.6%	10...11.4%	23...26.1%	14...15.9%	37...42.0%	84.00%
N-84	2013	5...6.0%	9...10.7%	15...17.9%	24...28.6%	31...37.0%	83.50%
N-92	2014	6...6.5%	11...12.0%	23...25.0%	17...18.5%	35...38.0%	81.50%
4TH		NM1	NM2	M	E4	E5	M/E
N-105	2012	9...8.6%	10...9.5%	44...42.0%	17...16.2%	25...24.0%	82.20%
N-86	2013	5...5.9%	9...10.5%	35...41.0%	22...25.6%	15...17.4%	84.00%
N-91	2014	8...8.8%	**7...7.7%**	37...40.7%	15...16.5%	**24...26.4%**	83.60%
5TH		NM1	NM2	M	E4	E5	M/E
N-109	2012	6...5.5%	18...16.5%	44...40.4%	24...22.0%	17...15.6%	78.00%
N-99	2013	7...7.1%	7...7.1%	39...39.4%	23...23.2%	23...23.2%	85.80%
N-89	2014	9...10.1%	13...14.6%	19...21.4%	18...20.2%	**30...33.7%**	75.30%

Grade Level 3 Year Comparative Data
PASS Science

SCIENCE

3RD		NM1	NM2	M	E4	E5	M/E
N-45	2012	2...4.4%	12...26.7%	14...31.1%	4...8.9%	13...28.9%	68.90%
N-42	2013	0...0.0%	8...19.0%	23...54.8%	8...19.0%	3...7.1%	80.90%
N-38	2014	2...5.3%	8...21.1%	20...52.6%	2...5.3%	6...15.8%	73.70%
4TH		NM1	NM2	M	E4	E5	M/E
N-105	2012	9...8.6%	9...8.6%	58...55.2%	7...6.7%	22...21.0%	82.90%
N-86	2013	2...2.3%	7...8.1%	54...62.8%	13...15.1%	10...11.6%	89.50%
N-91	2014	4...4.4%	12...13.2%	**59...64.9%**	5...5.5%	11...12.0%	82.40%
5TH		NM1	NM2	M	E4	E5	M/E
N-53	2012	8...15.0%	10...18.9%	28...52.9%	5...9.4%	2...3.8%	66.10%
N-48	2013	4...8.3%	6...12.5%	24...50.0%	5...10.4%	9...18.8%	79.20%
N-46	2014	3...6.5%	3...6.5%	23...50.0%	4...8.7%	**13...28.3%**	**87.00%**

Grade Level 3 Year Comparative data
PASS Social Studies

SOCIAL STUDIES							
	3RD	**NM1**	**NM2**	**M**	**E4**	**E5**	**M/E**
N-43	2012	1...2.3%	4...9.3%	19...44.2%	6...14.0%	13...30.2%	88.40%
N-42	2013	3...7.1%	1...2.4%	9...21.4%	13...31.0%	16...38.1%	90.50%
N-44	2014	5...11.4%	4...9.1%	19...43.2%	8...18.2%	8...18.2%	79.60%
	4TH	**NM1**	**NM2**	**M**	**E4**	**E5**	**M/E**
N-105	2012	9...8.6%	6...5.7%	48...45.7%	14...13.3%	28...26.7%	85.70%
N-86	2013	10...11.6%	7...8.1%	33...38.4%	9...10.5%	27...31.4%	80.30%
N-91	2014	**4...4.4%**	**4...4.4%**	36...39.6%	**20...22.0%**	27...30.0%	**91.60%**
	5TH	**NM1**	**NM2**	**M**	**E4**	**E5**	**M/E**
N-56	2012	3...5.4%	6...10.7%	23...41.1%	2...3.6%	22...39.3%	84.00%
N-51	2013	2...3.9%	8...15.7%	16...31.4%	6...11.8%	19...37.3%	80.50%
N-43	2014	8...18.6%	**4...9.3%**	11...25.6%	**10...23.3%**	10...23.3%	72.20%

MAP Testing Results
Averages for Grades 2-5
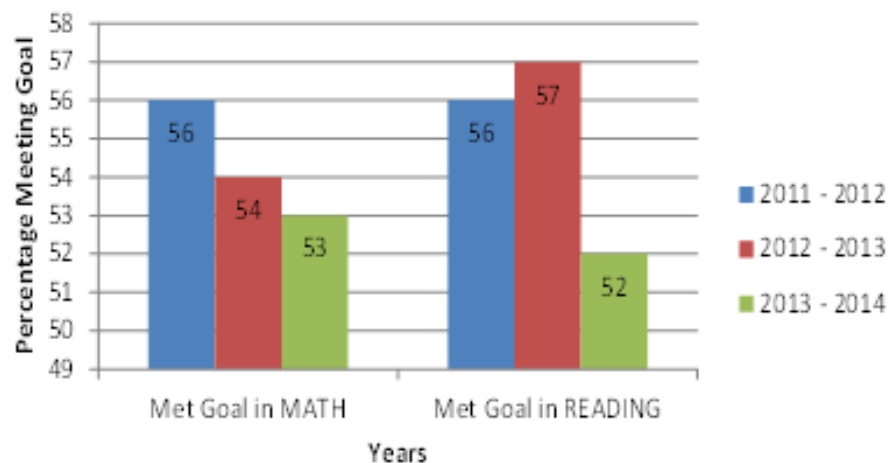
ESEA 2014

TITLE	ELA Prof. Met/Improved	Math Prof. Met/Improved	Science Prof. Met/Improved	Social Studies Prof. Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	1	1	1	1
Male	1	1	1	1	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American	0.8	0.8			1	1
Disabled	0	0			1	1
LEP						
Subsidized Meals	1	0.9	0.9	1	1	1
Total Number of Points	5.8	5.7	4.9	5	7	7
Total Number of Objectives	7	7	5	5	7	7
Percent of Objectives Met	82.86	81.43	98	100	100	100
Weight	0.4	0.4	0.05	0.05	0.05	0.05
Weighted Points Subtotal	33.14	32.57	4.9	5	5	5
Points Total	85.6					

Overall Weighted Points Total **85.6**

Overall Grade Conversion **B**

Points Total - Elementary Grades **85.6**

CogAT®

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

School: Gateway Elem
District: GREENVILLE COUNTY
Form-Level: 7-8
Test Date: 11/2014
Norms: Fall 2011
Grade: 2   Page: 1

		Number of Students Included	Average USS	Average SAS	AGE SCORES PR	AGE SCORES S	GRADE SCORES PR	GRADE SCORES S		APR of Building Average Graph 1	25	50	75	99
Gateway Elem	Verbal	113	174.4	98.9	47	5	53	5	47			◇		
Level: 8	Quantitative	113	174.0	99.6	49	5	58	5	49			◇		
Number of Students Tested = 114	Nonverbal	113	177.2	98.3	46	5	50	5	46			◇		
	Composite (VQN)	113	175.2	98.6	48	6	50	6	48			◇		

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 two professional development calendar follows below:

Gateway Elementary School
Professional Development Calendar
2013-2014

* The first Wednesday of each month is reserved for full staff faculty meetings. The second and fourth Wednesdays are reserved for grade level team meetings. The third Wednesday is reserved for committees and faculty council meetings.

Date	Time	Title	Presenter	Target Audience
August 13, 2013	9:30 – 11:00 AM	Gator Club Orientation	Sheila Moss Susan Stubley	New Teachers and Teachers New to Gateway
August 14, 2013	8:00 – Noon	Back to School Orientation Meeting	Susan Stubley	Faculty and Staff
August 15, 2013	8:30 – 11:30 AM	Balanced Literacy Writing	Laurie Baker	K-2 Teachers
August 15, 2013	12 Noon – 3:00 PM	Balanced Literacy Writing	Laurie Baker	3 -5 Teachers
August 16, 2013		Grade Curriculum Planning Session	Susan Stubley, Janet Calvage, Sheila Moss	
August 28, 2013	3:00 – 4:00 PM	PowerTeacher Gradebook Set Up	Sheila Moss Deborah Bowles	Teachers in Grades 2-5, Related Arts
September 3, 2013	7:00 – 7:30 AM	Gator Club: Navigating the First Year	Sheila Moss	New Teachers
September 4, 2013	3:00 – 4:00 PM	Faculty Meeting/PD: Religion in Schools, Safe Schools Climate Act, Information Assurance / Math Common Core Update	Susan Stubley Renee Fleming Tara Guy Natalie Phillips	Faculty and Staff
September 9, 2013	3:00 – 4:00 PM	Accelerated Reader	Suzy Dover, Sheila Moss Susan Stubley	Faculty
September 11, 2013	3:00 – 3:30 PM	Permanent Records Information	Cindy Howard	Faculty
September 17, 2013	3:00 – 4:00 PM	PAS-T	Susan Stubley	Teachers
September 26, 2013	8:15 – 8:45 AM	AIMSweb	Sheila Moss	K5, First an Second GradeTeachers
October 1, 2013	7:00 – 7:30 AM	Gator Club: Parents as Partners	Sheila Moss	New Teachers

October 2, 2013	3:00 – 4:00 PM	Faculty Meeting/PD	Susan Stubley Janet Calvage	PAS-T Goals
October 14, 2013	8:00 – 2:00 PM	Balanced Literacy PD	Laurie Baker	Classroom Teachers
October 15, 2013	10:40 -11:25 AM	Rubicon Atlas	Sheila Moss	3rd Grade Teachers
October 16, 2013	3:00 – 3:30 PM	Certificate Renewal	Stacy Forrester	Teachers Renewing Certificates in 2014
October 22, 2013	11:55 – 12:35 PM	Rubicon Atlas	Sheila Moss	4th Grade Teachers
October 30, 2013	12:45 – 1:30 PM	Rubicon Atlas	Sheila Moss	5th Grade Teachers
November 5, 2013	7:00 – 7:30 AM	Gator Club: Technology for Teaching	Sheila Moss	New Teachers
November 5, 2013	8:15 – 8:45 AM	Rubicon Atlas	Sheila Moss	K5 Teachers
November 13, 2013	8:50 – 9:35 AM	Rubicon Atlas	Sheila Moss	First Grade Teachers
November 15, 2013	8:00 – 2:00 PM	Balanced Literacy PD	Laurie Baker	Classroom Teachers
November 19, 2013	9:40 – 10:35 AM	Rubicon Atlas	Sheila Moss	2nd Grade Teachers
December 3, 2013	7:00 -7:30 AM	Gator Club: Ten Tips for Halfway There!	Sheila Moss	New Teachers
December 4, 2013	3:00 – 4:00 PM	Faculty Meeting/PD		
December 10, 2014	9:40 – 10:25	PD Mini-Session	Sheila Moss	2nd Grade Teachers
December 10, 2014	10:45 – 11:15	PD Mini-Session	Sheila Moss	3rd Grade Teacher
January 7, 2014	7:00 – 7:30 AM	Gator Club: Reflective Practice	Sheila Moss	New Teachers
January 8, 2014	3:00 – 4:00 PM	Faculty Meeting/PD: Math Common Core Update	T. Guy, N. Phillips, R. Fleming	Faculty
January 14, 2014	8:15 – 8:45 AM	PD Mini-session	Sheila Moss	K5 teachers
January 14, 2014	8:50 – 9:30 AM	PD Mini-session	Sheila Moss	1st Grade Teachers
January 24, 2014	8:00 – 2:00 PM	Balanced Literacy Writing	Laurie Baker	Classroom Teachers
January 28, 2014	10:45 – 11:30 AM	PD Mini-session	Sheila Moss	3rd Grade Teachers
February 3, 2014	8:00 – 2:00 PM	Balanced Literacy PD	Laurie Baker	Classroom Teachers

February 4, 2014	7:00 – 7:30 AM	Gator Club: The Energy to Teach	Sheila Moss Susan Stubley	New Teachers
February 4, 2014	12:00 – 12:45 PM	PD Mini-session	Sheila Moss	4th Grade Teachers
February 5, 2014	3:00 – 4:00 PM	Faculty Meeting/PD: Social Studies Integration/Common Core	Amy Clark	Faculty
February 11, 2014	12:45 – 1:30 PM	PD Mini-session	Sheila Moss	5th Grade Teachers
February 20, 2014	Planning Periods	Compass Learning Training	Karen Holt	K5-5th Classroom Teachers, Christi Belue
February 26, 2014	8:00 – 2:00 PM	Balanced Literacy In/Out Observations	Laurie Baker	Classroom Teachers
March 4, 2014	7:00 – 7:30 AM	Gator Club: Student Achievement	Sheila Moss	New Teachers
March 5, 2014	3:00 – 4:00 PM	CCSS/SC Standards Alignment	Susan Stubley Sheila Moss	Teachers in Grades 3-5
March 12, 2014	3:00 – 4:00 PM	PASS Training	Cindy Howard Janet Calvage	Teachers in Grades 3-5
March 19, 2014	3:00 – 4:00 PM	Informational Writing	District Academic Specialists	Teachers in Grades 3-5
March 20, 2014	3:00 – 4:00 PM	Informational Writing	District Academic Specialists	Teachers in K5 – 2nd Grade
April 2, 2014	3:00 – 4:00 PM	Faculty Meeting/PD Nature Trail/Outdoor Classroom		
April 8, 2014	7:00 – 7:30 AM	Gator Club: PAS-T	Sheila Moss Susan Stubley	New Teachers
May 6, 2014	7:00 – 7:30 AM	Gator Club: End of Year Preview	Sheila Moss Susan Stubley	New Teachers
May 7, 2014	3:00 – 4:00 PM	Faculty Meeting/PD		

Gateway Elementary School
Professional Development Calendar
2014-2015

* The first Wednesday of each month is reserved for full staff faculty meetings. The second and fourth Wednesdays are reserved for grade level team meetings. The third Wednesday is reserved for committees and faculty council meetings.

Date	Time	Title	Presenter	Target Audience
August 11, 2014	1:00 – 3:00 PM	Gator Club Orientation	Susan Stubley Janet Calvage Sheila Moss	New Teachers and Teachers New to Gateway
August 12, 2014	9:00 – Noon	Back to School Orientation Meeting	Susan Stubley	Faculty and Staff
September 3, 2014	3:00 – 4:00 PM	Faculty Meeting: Safety Review, Revision of Walkthroughs and Informal Observation Forms, FERPA, Sexual Harassment & Internet	Susan Stubley Janet Calvage	All Faculty
September 8, 2014	8:15 – 9:00 AM	Mini PD: Diff Groups	Susan Stubley	4th grade
September 8, 2014	10:45 – 11:30 AM	Mini PD: Diff Groups	Susan Stubley	3rd Grade
September 8, 2014	1:30 – 2:20 PM	Mini PD: Diff Groups	Susan Stubley	5th Grade
September 9, 2014	9:10 – 9:40 AM	Mini PD: K5 Grade Report Cards	Susan Stubley	K5 teachers
September 10, 2014	12:45 – 1:30 PM	Mini PD: 1st Grade Report Cards	Susan Stubley	1st Grade teachers
September 10, 2014	3:00 – 4:00 PM	Grade Level Meetings	N/A	All Faculty
September 15, 2014	8:30 – 2:30 PM	Lucy Calkins Writing Training	Kristy Jennings	K – 2 Teachers
September 16, 2014	8:30 – 2:30 PM	Lucy Calkins Writing Training	Kristy Jennings	Gr. 3 -5 Teachers
September 17, 2014	3:00 – 4:00 PM	Faculty Meeting: Wal-Mart, AR by Goals, Interactive	Susan Stubley	Faculty

		Word Walls, & Natalie O'Dell – Mental Health Counselor		
September 18, 2014	3:00 – 3:30 PM	Gator Club: Getting Started	Leadership	New Teachers
September 23, 2014	8:15 – 9:00 AM	4th Grade Reading RTI	Elisabeth Ingram	4th Grade teachers Administration
September 23, 2014	1:35 – 2:20 PM	5th Grade RTI Math and Reading	Heather Bolt Elisabeth Ingram	5th Grade teachers Administration
September 24, 2014	10:45 – 11:30 AM	3rd Grade Math and Reading RTI	Heather Bolt Elisabeth Ingram	3rd Grade Teachers Administration
September 24. 2014	3:00 – 4:00 PM	Grade Level Meetings	N/A	Faculty
September 29, 2014	8:15 – 9:00 AM	4th Grade Math & Reading RTI	Elisabeth Ingram & Heather Bolt	4th Grade teachers Administration
September 30, 2014	9:50 – 10:35 AM	2nd Grade Mini PD	Leadership	2nd Grade Teachers
October 1, 2014	3:00 – 4:00 PM	Faculty Meeting: PAS-T	Susan Stubley	Faculty
October 1, 2014	8:30 – 4:00 PM	Inclusion Training	Stetson Associates	Inclusion Team
October 2, 2014	8:30 – 4:00 PM	Inclusion Training	Stetson Associates	Inclusion Team
October 7, 2014	7:15 – 7:45 AM	Gator Club: Parent Conferences & MAP progress Reports	Leadership	New Teachers
October 7, 2014	8:15 – 9:00 AM	4th Grade Mini PD: Editors checklist and Interactive WW	Leadership	4th Grade Teachers
October 7, 2014	1:35 – 2:20 PM	5th Grade Mini PD: Editors checklist and Interactive WW	Leadership	5th Grade Teachers
October 8, 2014	3:00 – 3:30	Faculty "mini-meeting"	Susan Stubley	Faculty
October 8, 2014	3:30 – 5:00	RTI Vertical Teaming	Susan Stubley	2nd – 5th Grade Teachers Administration
October 8, 2014	3:30 – 4:00 PM	Grade level Meetings		K4, K5, 1st Grade
October 10, 2014	11:30 – 3:00	Vertical Teaming :Inclusion	Susan Stubley	Inclusion Training
October 14, 2014	9:10 – 9:40 AM	K5 Mini PD: Editors checklist and Interactive WW	Leadership	K5 Teachers
October 14, 2014	12:45 – 1:30 PM	1st Grade Mini PD: Editors checklist and Interactive WW	Leadership	1st Grade Teachers

October 21, 2014	9:50 – 10:35 AM	2nd Grade Mini PD: Editors checklist and Interactive WW	Leadership	2nd Grade Teachers
October 21, 2014	10:45 – 11:30 AM	3rd Grade Mini PD: Editors checklist and Interactive WW	Leadership	3rd Grade Teachers
October 22, 2014	3:00 – 4:00 PM	Grade Level Meeting		Faculty
November 5, 2014	3:00 – 4:00 PM	Faculty Meeting		Faculty
November 5, 2014	8:15 – 9:00 AM	4th Grade Mini PD: split sessions: Mini-lessons & Math instruction best practices	Leadership	4th Grade teachers
November 5, 2014	1:35 – 2:20 PM	5th Grade Mini PD: split sessions: mini-lessons & math instruction	Leadership	5th Grade teachers
November 11, 2014	9:10 – 9:40 AM	K5 Mini PD: Lucy Calkins Narrative Writing	Leadership	K5 teachers
November 11, 2014	12:45 – 1:30 PM	1st Grade Mini PD: Literacy Centers/ ERI time	Leadership	1st Grade Teachers
November 12, 2014	8:30 – 4:00 PM	Inclusion Training	Stetson Associates	Inclusion Team
November 12, 2014	3:00 – 4:00 PM	Grade Level Meetings		Faculty
November 13, 2014	3:00 – 3:30 PM	Gator Club: Surviving your first year of teaching	Leadership	New Teachers
November 17, 2014	8:15 – 9:00 AM	4th Grade RTI progress monitoring	Susan Stubley	Admin 4th Grade teachers
November 17, 2014	10:45 – 11:30	3rd Grade RTI progress monitoring	Susan Stubley	Admin 3rd Grade teachers
November 18, 2014	8:30 – 2:30 PM	Lucy Calkins Writing Training	Kristy Jennings	Gr 3 - 5 Teachers
November 19, 2014	9:50 – 10:35 AM	2nd Grade Mini PD: Lucy Calkins Narrative Writing	Leadership	2nd grade teachers
November 19, 2014	10:45 – 11:30 AM	3rd Grade Mini PD: Instructional Planning - Math	Leadership	3rd grade teachers
November 19, 2014	3:00 – 4:00 PM	Committee Meetings		Faculty
November 20, 2014	1:35 – 2:20 PM	5th Grade RTI Progress Monitoring	Susan Stubley	Admin 5th Grade teachers
December 2, 2014	1:35 – 2:20 PM	5th Grade Mini PD: Extended PASS	Leadership	5th Grade Teachers

		Review		
December 3, 2014	3:00 – 4:00 PM	Faculty Meeting		Faculty
December 9, 2014	3:00 – 3:30 PM	Gator Club: Not for Rookies Only	Leadership	New Teachers
December 10, 2014	3:00 – 4:00 PM	Grade Level Meetings		Faculty
December 17, 2014	3:00 – 4:00 PM	Committee Meetings		Faculty
January 6, 2015	8:15 – 9:00 AM	4th Grade Mini PD: Student Centered Coaching	Leadership	4th Grade Teachers
January 6, 2015	1:35 – 2:20 PM	5th Grade Mini PD: Student Centered Coaching	Leadership	5th Grade Teachers
January 7, 2015	3:00 – 4:00 PM	Faculty Meeting		
January 8, 2015	3:00 – 3:30 PM	Gator Club: Growing Professionally through Reflective Practice	Leadership	New Teachers
January 13, 2015	9:50 – 10:35 AM	2nd Grade Mini PD: Student Centered Coaching	Leadership	2nd Grade Teachers
January 13, 2015	10:45 – 11:30 AM	3rd Grade Mini PD: Student Centered Coaching	Leadership	3rd Grade Teachers
January 14, 2015	3:00 – 4:00 PM	Grade Level Meetings		Faculty
January 20, 2015	8:30 – 2:30 PM	Lucy Calkins Writing Training	Kristy Jennings	K – 2 Teachers
January 21, 2015	8:15 – 9:00 AM	4th Grade RTI progress monitoring	Susan Stubley	Admin 4th Grade teachers
January 21, 2015	9:10 – 9:40 AM	K5 Mini PD: Student Centered Coaching	Leadership	K5 Teachers
January 21, 2015	10:45 – 11:30 AM	3rd Grade RTI Progress Monitoring	Susan Stubley	Admin 3rd Grade Teachers
January 21, 2015	12:45 – 1:30 AM	1st Grade Mini PD: Student Centered Coaching	Leadership	K5 Teachers
January 21, 2015	3:00 – 4:00 PM	Committee Meetings		Faculty
January 22, 2015	8:30 – 2:30 PM	Lucy Calkins Writing Training	Kristy Jennings	Gr 3 – 5 Teachers
January 26, 2015	1:35 – 2:20 PM	5th Grade RTI Progress Monitoring	Susan Stubley	Admin 5th Grade teachers
January 27, 2015	All Day	Stetson Inclusion Visit	Stetson & Associates	Inclusion Team
February 4, 20	3:00 – 4:00 PM	Faculty Meeting		Faculty

February 10, 2015	8:15 – 9:00 AM	4th Grade Mini PD: Diff Groups planning	Leadership	4th Grade teachers
February 10, 2015	1:35 – 2:20 PM	5th Grade Mini PD: Diff groups planning	Leadership	5th Grade teachers
February 11, 2015	3:00 – 4:00 PM	Grade Level meetings		Faculty
February 18, 2015	9:50 – 10:35 AM	2nd Grade Teachers Mini PD: RTI Leadership	Leadership	2nd Grade Teachers
February 18, 2015	10:45 – 11:30 AM	3rd Grade Mini PD: Diff Groups Planning	Kristin Schulze	3rd Grade Teachers
February 18 , 2015	3:00 – 4:00	Math Book Study	Janet Calvage	Math Leadership
February 18, 2015	3:00 – 4:00 PM	Committee Meetings		Faculty
February 19, 2015	3:00 – 3:30 PM	Gator Club: Cindy Howard – The role of the Guidance Counselor	Leadership	New Teachers
February 24, 2015	9:10 – 9:30 AM	K5 Mini PD: RTI Leadership Meeting	Leadership	K5 teachers
February 24, 2015	12:45 – 1:30 PM	1st Grade Mini PD: RTI Leadership Meetin	Leadership	1st Grade Teachers
February 25, 2015	3:00 – 4:00 PM	Grade level Meetings		Faculty
March 4, 2015	3:00 – 4:00 PM	Faculty Meeting		Faculty
March 10, 2015	8:15 – 9:00 AM	4th Grade Mini PD: Diff Group Data Analysis	Leadership	4th Grade Teachers
March 10, 2015	1:35 – 2:20 PM	5th Grade Mini PD: Diff Group Data Analysis	Leadership	5th Grade Teachers
March 11, 2015	3:00 – 4:00 PM	Grade Level Meetings		Faculty
March 18, 2015	3:00 – 4:00 PM	Committee Meetings		Faculty
March 18, 2015	3:00 – 4:00	Math Book Study	Janet Calvage	Math Leadership Team
March 19, 2015	9:50 – 10:35 AM	2nd Grade Mini PD: Data Analysis	Leadership	2nd Grade Teachers
March 19, 2015	10:45 – 11:30 AM	3rd Grade Teachers: Diff Group Data Analysis	Leadership	3rd Grade Teachers
March 19, 2015	3:00 – 3:30 PM	Gator Club: Student Achievement	Leadership	New Teachers
March 24, 2015	9:10 – 9:50 AM	K5 Mini PD: Data Analysis	Leadership	K5 teachers
March 24, 2015	12:45 – 1:30 PM	1st Grade Mini PD: Data Analysis	Leadership	1st Grade Teachers

March 25, 2015	3:00 – 4:00 PM	Grade Level Meetings		Faculty
April 8, 2015	3:00 – 4:00 PM	Faculty Meeting		
April 14, 2015	8:15 – 9:00 AM	4th Grade Mini PD: Mini PD Planning – 15-16	Leadership	4th Grade Teachers
April 14, 2015	1:35 – 2:20 PM	5th Grade Mini PD Mini PD Planning – 15-16	Leadership	5th Grade Teachers
April 15, 2015	3:00 – 4:00 PM	Grade Level Meetings		Faculty
April 15, 2015	8:30 AM – 2:30 PM	Lucy Calkins Writing Training	Kristy Jennings	K-2 teachers
April 15, 2015	3:00 – 4:00	Math Book Study	Janet Calvage	Math Leadership team
April 16, 2015	8:30AM – 2:30PM	Lucy Calkins Writing Training	Kristy Jennings	3 – 5 teachers
April 16, 2015	3:00 – 3:30 PM	Gator Club: End of Year Preview	Leadership	New Teachers
April 21, 2015	9:50 – 10:35 AM	2nd Grade Mini PD: Mini PD Planning – 15-16	Leadership	2nd Grade Teachers
April 21, 2015	10:45 – 11:30 AM	3rd Grade Mini PD: Mini PD Planning – 15-16	Leadership	3rd Grade Teachers
April 22, 2015	3:00 – 4:00 PM	Committee Meetings		Faculty
April 28, 2915	9:10 – 9:40 AM	K5 Mini PD: Mini PD Planning – 15-16	Leadership	K5 Teachers
April 28, 2015	12:45 – 1:30 PM	1st Grade Mini PD: Mini PD Planning – 15-16	Leadership	1st Grade Teachers
April 29, 2015	3:00 – 4:00 PM	Grade Level Meetings		Faculty
May 6, 2015	3:00 – 4:00 PM	Faculty Meeting – End of Year Reminders	Janet Calvage Susan Stubley	Faculty
May 13, 2015	3:00 – 4:00 PM	Grade Level Meetings		Faculty
May 20, 2015	3:00 – 4:00 PM	Committee Meetings		Faculty
May 21, 2015	3:00 - 3:30 PM	Gator Club: End of Year Updates	Leadership	New Teachers
May 27, 2015	3:00 – 4:00 PM	Grade Level Meetings		Faculty

Gateway Elementary School
Professional Development Calendar
2015-2016
(To Be Determined)

School Climate Needs Assessment

Key factors in assuring that our students receive an exemplar educational experience is sustaining, high morale, safety, effective communication, and well-being of our staff, students and parents. The chart below illustrates our efforts in each area. In assessing the survey results we began to see an area needing improvement regarding parent satisfaction for home school relations. During the 2014-2015 school year, our staff worked to maintain the level of satisfaction in all areas indicated below with a 94.1% or higher result. To address the home school relations component, we conducted several conversations with our PTA and SIC boards, and within our faculty. As a result, greater communication efforts followed, including sending information via text, email, social media and phone calls, inviting parents to volunteer on a more regular basis and to establish two way communication avenues for all staff and parent exchanges.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	86	61
Percent satisfied with learning environment	100.0%	96.5%	95.0%
Percent satisfied with social and physical environment	100.0%	94.1%	95.0%
Percent satisfied with school-home relations	100.0%	95.3%	75.0%

* Only students at the highest elementary school grade level 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

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 intents 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 Elementary School

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. 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.

SCHOOL RENEWAL PLAN FOR 2013-2014 THROUGH 2017-18

ACT ASPIRE WRITING

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

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in English each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

*Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SC SC PASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SC SC PASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SC SC PASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SC SC PASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	59 percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	49 percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile			

*Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile			

Fall 2014 students began taking a new form of the ITBS

STRATEGY /Activity (Academic)	Timeline	Person Responsible	Estimated Cost	Funding Sources	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 settings.	2013-2018	Leadership Team, Classroom Teachers	$2,800 d.$8000	*District and local funds	*Fountas and Pinnell Benchmark Assessment *Balanced Literacy teacher lesson plans *School PD Calendar
Continue to implement interdisciplinary teaching in support of Common Core State Standards	2013-2018	Classroom Teachers	*None	*N/A	*Teacher lesson plans *Classroom Observation data
Accelerate the intentional use of technology to meet the performance standards as defined by SC state standards	2013-2018	Classroom Teachers, Leadership team	*$12,000	*PTA, district and local funds	* Teacher lesson plans *Classroom Observation data *PD Calendar

Integrate instructional strategies to support the implementation of the South Carolina State Standards to prepare students for critical thinking required for the state assessment system	2013-2018	Classroom Teachers, Leadership Team	$7,000	*Local funds	*Teacher observation data *Teacher lesson plans *Faculty Council and grade level meeting minutes *Faculty meeting and agendas
Implement a comprehensive, balanced literacy writing model in grades PreK – 5th Grade	2013-2018	Leadership Team, District Academic Specialist, Classroom Teachers	$6,000	District and Local funds	**Grade level curriculum maps, teacher lesson plans, classroom observation data
Strengthen internal capacity in the area of mathematics	2013-2018	Leadership Team, Classroom Teachers, District Academic Specialist	$2,000	District and local funds	Grade level curriculum maps, professional development calendar

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x					
Actual	100	100	100	100			

STRATEGY / Activity (Professional Development)	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Utilize effective and innovative professional development models, including the following: a. Mentoring/coaching b. Online learning c. Distance learning d. Learning-on-Demand e. Authentic professional learning communities f. Teacher-leader models	2013-2018	Leadership Team	$1500	*District PD funds	*School and PD Calendar *District portal print-out
Provide training and resources to teachers in order to help them integrate technology into curriculum, instruction, and assessment.	2013-2018	Lynnette Bumgarner, Amanda Jackson,Leadership Team	none	none	Portal print out PD calendar
Provide ongoing training to teachers for the implementation of South Carolina State Standards	2013-2018	Leadership Team, Classroom Teachers, District Academic Specialists	none	none	PD Calendar, Portal print outs
Provide training and ongoing support for the Fountas and Pinnell Balanced Literacy initiative.	2013-2018	Leadership Team, District Academic Specialist, Literacy Mentors	none	none	Faculty meeting agenda, PD calendar
Provide ongoing training and support on inclusive practices, inclusive models for service delivery, and shared ownership between regular educators and special educators for outcomes of all students.	2013-2018	Stetson Inclusion Team, District Special Education Support Personnel	none	none	Stetson feedback documentation , teacher lesson plans

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

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.8	96.4	96.3				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 93.2% in 2012 to 98.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.2	95.2	96.2	97.2	98.2
School Actual	93.2	93.2	95.0				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 97% in 2012 to 98.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.9	95.9	96.9	97.9	98.9
School Actual	97.0	93.9	96.5				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 91.4% in 2012 to 97.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.4	96.8	97	97.2	97.4
School Actual	91.4	96.0	100.0				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 94.7% in 2012 to 98.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1% percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.2	95.2	96.2	97.2	98.2
School Actual	94.7	93.2	100				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 98.0% in 2012 to 98.5% in 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.5	96.0	96.5	97.0	97.5
School Actual	98.0	95.0	97.6				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _____ percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	96.2	100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY /Activity (School Climate)	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
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	2013-2018	Administration and Faculty	None	none	School Messenger data, Gateway Gazette, Classroom Newsletters, Annual Report to the Community
Communicate academic expectations to all stakeholders	2013-2018	Administration and Faculty	none	none	Student agendas, parent newsletters
Continue to support the social and emotional development of all students using *The Seven Habits of Happy Kids* Character education program.	2013-2018	Administration and Faculty	$1000	Local funds	Gator Swamp data, School counselor lesson plans

Website Link to 2013-14 School Report Card:
https://ed.sc.gov/data/report-cards/2014/elem/c/e2301027.pdf

Website link to 2013-2014 ESEA (Federal Accountability Rating System:
https://ed.sc.gov/data/esea/2014/school.cfm?SID=2301027