



## **School Portfolio**

2013-2014 through 2017-2018

Spring 2016 Edition

### **Gateway Elementary School**

200 Hawkins Road

Travelers Rest, SC 29690

(864) 355-5200

*Susan Stuble*, Principal

*Dr. W. Burke Royster*, Superintendent

**Greenville County Schools**

# SCHOOL RENEWAL PLAN COVER PAGE

## SCHOOL INFORMATION AND REQUIRED SIGNATURES

### SCHOOL

#### GREENVILLE COUNTY SCHOOL DISTRICT

#### SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

#### SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*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

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

#### SUPERINTENDENT

Dr. W. Burke Royster		3/23/2016
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Heather Bolt		
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Susan Stublely		
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amy Clark		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: \_\_\_\_\_

\_\_\_\_\_

SCHOOL'S TELEPHONE: ( ) \_\_\_\_\_

PRINCIPAL'S E-MAIL ADDRESS: \_\_\_\_\_

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u><b>POSITION</b></u>  | <u><b>NAME</b></u>  |
|---|---------------------|
| 1. PRINCIPAL _____  | Susan Stubley _____ |
| 2. TEACHER _____  | Reagan Watson _____ |
| 3. PARENT/GUARDIAN _____  | Audrey Smith _____  |
| 4. COMMUNITY MEMBER _____   | Zack Hall _____     |
| 5. SCHOOL IMPROVEMENT COUNCIL _____   | Heather Bolt _____  |
| 6. Read to Succeed Reading Coach _____  | Amy Clark _____     |
| 7. School Read to Succeed Literacy Leadership Team Lead _____   | Amy Clark _____     |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |                     |
| ** Must include the School Read to Succeed Literacy Leadership Team.  |                     |

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

# ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

## Act 135 Assurances

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

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### **Academic Assistance, PreK–3**

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

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### **Academic Assistance, Grades 4–12**

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

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### **Parent Involvement**

The district 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.

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### **Staff Development**

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

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### **Technology**

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

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### **Innovation**

The district 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.

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### **Collaboration**

The district (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).

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### **Developmental Screening**

The district 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.

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### **Half-Day Child Development**

The district 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.

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### **Developmentally Appropriate Curriculum for PreK–3**

The district 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.

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### **Parenting and Family Literacy**

The district 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 from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

**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 no 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.

**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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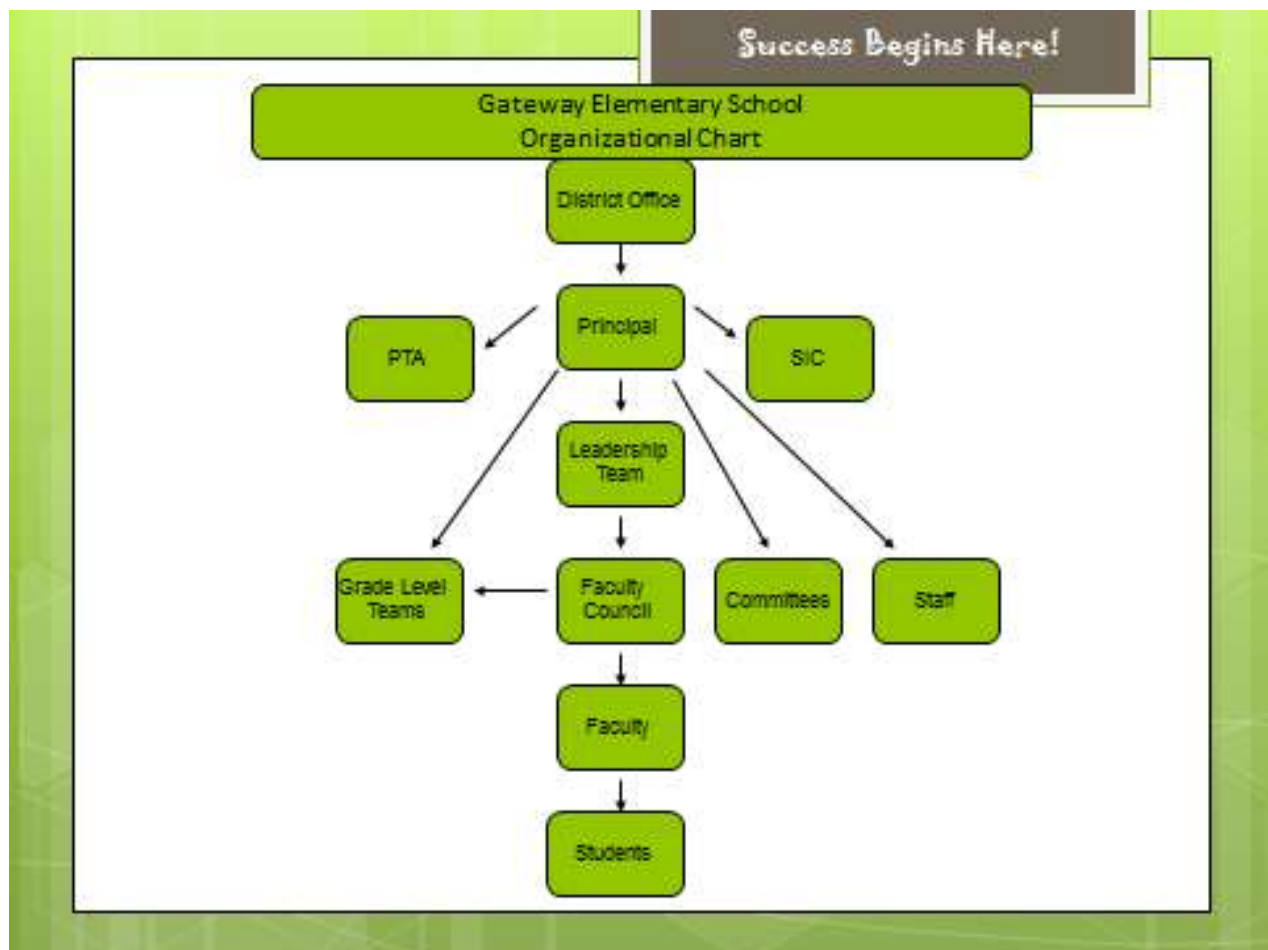
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# INTRODUCTION

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 2015-2016



### **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  
Amanda Montaruli  
Stephanie Wooten  
Melissa Rainey  
Betsy Freeman  
Vicki Godbey  
Kim Dorrity  
Allison Campbell  
Katie James  
Lorilee Horton  
Melanie Synakowski  
Jennifer Winslette  
Amber La Lande  
Rachel Chamberlin

## **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.

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

### **Members:**

Karen Epps  
Holly Yacavone  
Michelle Slieff  
Amanda Jackson  
Reagan Watson

## **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  
Melinda Shockley  
Evelyn Duncan  
Tiffany Mitchell  
Holly Gosnell  
Janet Bochino



#### **4. Data Analysis and Needs Assessment**

##### **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  
Jordan Osteen  
Reagan Watson  
Nichole Leopard  
Kathryn Wilson  
Shannon Cox  
Jacinta Livingston  
Sally Tucker  
Amanda Jackson  
Bri Simpson

#### **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 Stubleby:Chair  
Janet Calvage  
Kristin Schulze  
Amy Clark  
Lynn Crane  
Melanie Huff  
Renee Fleming  
Maggie Daley  
Jenger Southern  
Ashley Creely  
Lisa Corbin  
Lynnette Bumgarner  
Tara Guy  
Cindy Howard

# 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

Gateway Elementary School  
Spring 2015 ACT Aspire  
Grades 3-5 Comparative Data  
% Ready

%Ready	English	Math	Reading	Writing
GES	69%	62%	29%	16%
District	73%	54%	43%	28%
National	68.6%	61.6%	28.6%	16.6%

ACT Aspire  
Spring 2015  
Strengths and Weaknesses By Grade Level

### 3<sup>rd</sup> Grade

#### Overall Strengths-50% or more in the Act Readiness Range

English – Production of Writing  
English – Conventions of Standard English (Skill Focus)  
Math – Foundation  
Math – Justification and Explanation  
Math-Modeling  
Math Number and Operations in Base 10

#### Weaknesses-(in order with weakest area last)

Reading – Key Ideas and Details  
Reading – Craft and Structure  
Reading – Integration of Knowledge and Ideas (Skill Focus)  
Math – Operations and Algebraic Thinking  
Math – Number and Operations – Fractions  
Math – Geometry  
Math – Measurement and Data (Skill Focus)  
Writing- Overall Weakness  
Ideas and Analysis (Skill Focus)

Strengths and Weaknesses by Grade Level

**4<sup>th</sup> Grade**

**Strengths: Overall Strengths-50% or more in the Act Readiness Range**

Math – Measurement and Data

Math – Geometry

Math – Number and Operations in Base 10

Math – Modeling

Math – Justification and Explanation

Math – Grade Level Progress

Math – Foundation

Math – Operations and Algebraic Thinking

English – Knowledge of Language

English – Production of Writing

English – Conventions of Standard English (Skill Focus)

**Weaknesses: (in order with weakest area last)**

Math – Number and Operations – Fractions (Skill Focus)

Reading – Integration of Knowledge and Ideas

Reading – Craft and Structure

Reading – Key Ideas and Details (Skill Focus)

Writing-Writing- Overall Weakness

Development and Support (Skill Focus)

Strengths and Weaknesses By Grade Level

**5<sup>th</sup> Grade Data**

**Strengths: Overall Strengths-50% or more in the Act Readiness Range**

English: Production of Writing

English: Conventions of Standard English

Math – Justification and Explanation

Math – Grade Level Progress

**Weaknesses: (in order with weakest area last)**

English – Knowledge of Language (Skill Focus)

Reading – Craft and Structure

Reading – Integration of Knowledge and Ideas

Reading – Key Ideas and Details (Skill Focus)

Math – Geometry (Skill Focus)

Math – Foundation

Writing- Overall Weakness

Organization (Skill Focus)

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 DRA2+
- DRA2+ - Five 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 – K5 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), is based on our student centered learning initiative, guides our practice and allows us to utilize teacher talents in developing and strengthening curriculum at Gateway Elementary School. Within this structure, we have 1 induction level teachers, 3 annual level teachers, and 38 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 = 38)

65.8	Percentage of teachers with advanced degrees	Down from 72.5%	63.8
81.6	Percentage of teachers on continuing contract	Down from 85.0%	84.0
Down from 92.8%	91.0	89.4	Teachers returning from previous year
Teacher attendance rate	92.2	Down from 95.6%	94.8
Average teacher salary*	\$47,632	Up 0.1%	\$49,860
16.3 days	Up from 15.7 days	11.6 days	Professional development days / teacher
Percentage of teacher vacancies for more than 9 weeks	0.0	N/A	0.3

## School Climate

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

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

Key factors in assuring that our students receive an 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 95.0% or higher result which represents an increase over our 94.1% score last year. 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	30	86	64
Percent satisfied with learning environment	100.0	92.0	95.0
Percent satisfied with social and physical environment	100.0	90.0	95.0
Percent satisfied with school-home relations	97.0	93.0	84.0

## Significant Challenges

Gateway Elementary School is fortunate to receive an enormous amount of support from our school district and local Travelers Rest community. However, significant challenges have presented themselves during the course of the past few school years. In addition to striving to improve areas as cited on our survey results, we have experienced an enormous amount of growth in our student numbers. 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 and growing population.

## Awards and Accomplishments

Beginning with the 2011-2012 school year, for the first time in our school's history, Gateway Elementary School earned an absolute rating of ***“Excellent”*** on our school report card, and an ESEA rating of ***“A”***. Subsequently, Gateway has continued a tradition of excellence in academic performance with ***“Excellent”*** absolute ratings on our 2012-2013 and 2013-2014 state report cards. There were no ratings issued on the 2014-2015 school report cards, nor were ESEA school letter grades issued. Additionally, Gateway Elementary School has earned the prestigious Palmetto Gold Award for academic excellence for the 2012, 2013 and 2014 school years, and The Palmetto Silver Award for academic excellence for the 2011 school year. There were no Palmetto Gold or Silver Awards issued for the 2014-2015 school year. Please see the 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 (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 51<sup>st</sup> 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*

High School	81.6%
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### *Household Info*

Median Household Income	\$51,087
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### *Diversity/ Ethnic Culture*

Baccalaureate degree	20.7%
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Caucasian	77.4%
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Graduate degree	9.6%
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African American	15.2%
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Asian or Pacific Islander	.4%
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### *Family Structure*

Hispanic	5%
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Traditional	72.1%
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Other	1.8%
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Households with Unmarried partner	5.8%
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## 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 1<sup>st</sup> 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

*Gateway Elementary School*



through self-selected coursework. Gateway has a principal, assistant principal, instructional coach, literacy specialist, school counselor, challenge teacher, 2 resource teachers, an assistant devoted to our SSA program, 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. 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. A counselor from Greenville Mental Health provides services to our students and families on-site four days each week.

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 providing assistance to families 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 **36** 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 **37** Caucasians. Gender data indicates **38** 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: **13 Bachelor's degrees, 25 Master's degrees and 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, **five** third grade, four fourth grade, four fifth grade, **6** special education, two administrators, and **5** specialists, and **3 full time and 3 part time** related arts teachers make up the teaching faculty at Gateway Elementary **School**.

The years of experience at Gateway indicate that **ten** teachers have taught between **1 and 6 years, thirteen between 7 and 11 years, five between 12 and 16 years, three between 17 and 26 years, six between 27 and 31 years and one with thirty-one plus years of experience.**

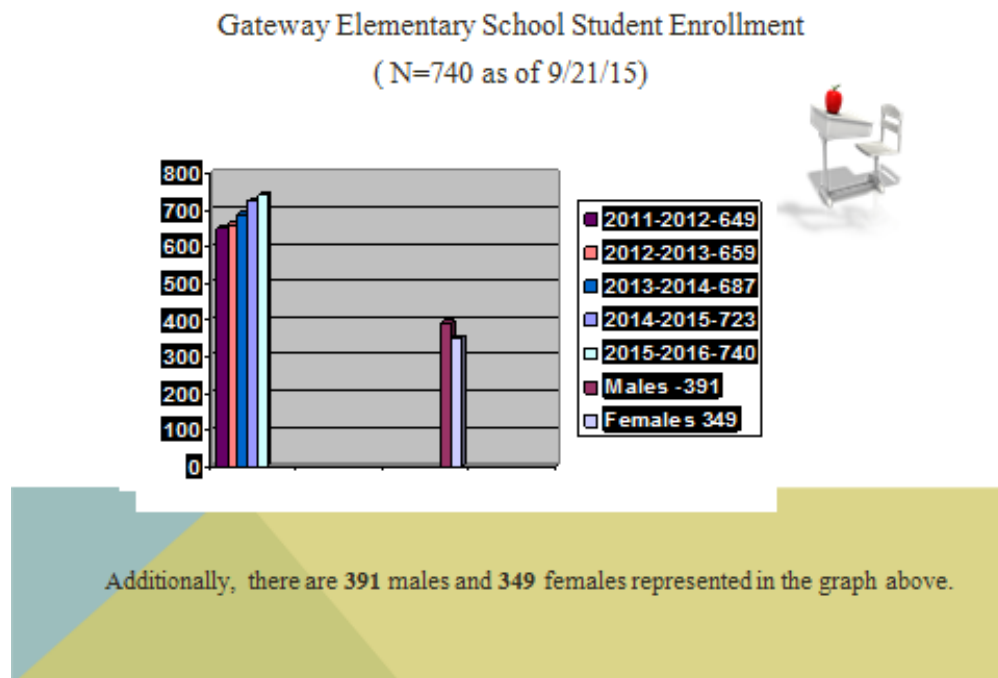
Teachers (n= 38)		
Percentage of teachers with advanced degrees	65.8	Down from 72.5%
Percentage of teachers on continuing contract	81.6	Down from 85.0%
Teachers returning from previous year	91.0	Down from 92.8%
Teacher attendance rate	92.2	Down from 95.6%
Average teacher salary*	\$47,632	Up 0.1%
Professional development days / teacher	16.3 days	Up from 15.7 days
Percentage of teacher vacancies for more than 9 weeks	0.0	N/A

## Student Population Data

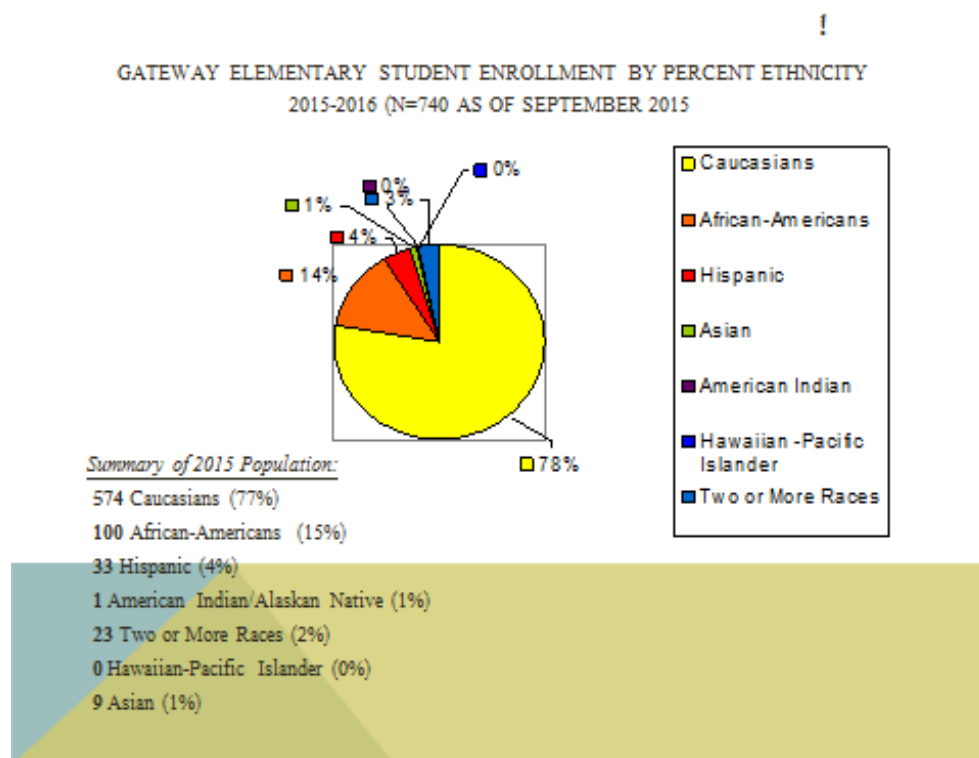
Gateway Elementary is the pride of the community! In 1982 the new facility opened with a student population of approximately 500. As the Travelers Rest community continued to grow, our student enrollment has fluctuated to its present enrollment of **740** students in pre-kindergarten through fifth grades. This includes one developmentally disabled classroom, as well as students who are served in resource, speech, ESOL, RTI and GT. Additionally, Gateway became an Autistic Satellite School in 2012-13. ***We currently serve 106 disabled students (unduplicated count) with and 30 ELL, and 48 GT students in K5-5<sup>th</sup> grades.***

Gateway's student population is reflective of the diversity of the community. The majority of our students come from a rural setting.

**Figure 1: Gateway Elementary School Student Enrollment 2011-2016**



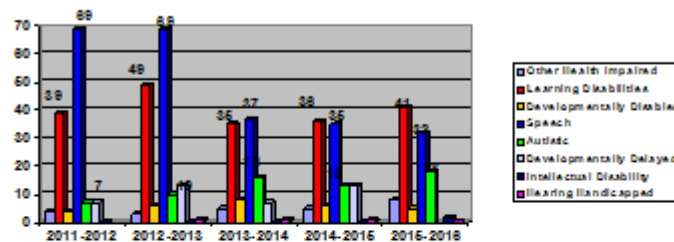
**Figure 2: Gateway Elementary Student Enrollment by Percent Ethnicity 2015-2016**



The above graph represents our 2015-16 student demographic data. Based on our 2015-16 enrollment data, Caucasians represent 77% of our student body, followed by 15% African Americans, 4% Hispanic, 1% American Indian/Alaskan native and 1% Asian.

**Figure 3: Number of Students with Disabilities: 2011-2016**

**Number of Students with Disabilities 2011- 2015**



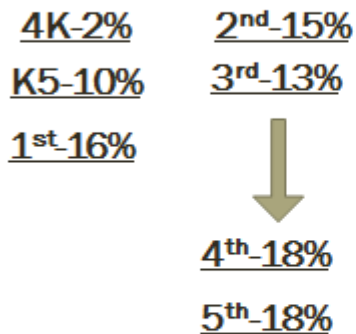
We have 2.5 full time resource teachers, one full time Developmentally Delayed teacher, 1.4 speech teachers and 3 special needs paraprofessionals. (includes 1 SSA paraprofessional). Additionally, Gateway is designated as an autism satellite school. We serve 7 SSA students in 1<sup>st</sup> through 5<sup>th</sup> grades.

Total number of Disabilities Served:				
2011-12	2012-13	2013-14	2014-15	2015-16
127	114	103	101	106

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 **106 in 2015**. The number of students served in speech represents our greatest decline. We have two full time resource teachers, **one half time resource teacher**, one full time Developmentally Delayed teacher, **1.4** 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 1<sup>st</sup> through 5<sup>th</sup> grades.

Total number of Disabilities Served by School Year:					
2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016
171	127	114	103	101	106

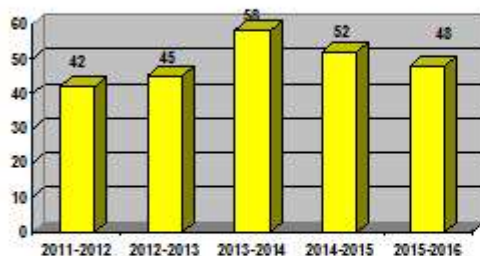
## Percentage of Special Education Students by Grade Level



As a result of our Stetson Inclusion Initiative, GES has extended our inclusion efforts for the 2015-16 school year. We currently have an inclusion math program in 1<sup>st</sup>-5<sup>th</sup> grades with one reading inclusion program in 4<sup>th</sup> grade.

**Figure 4: Number of Gifted and Talented Students 2011-2015**  
N=48

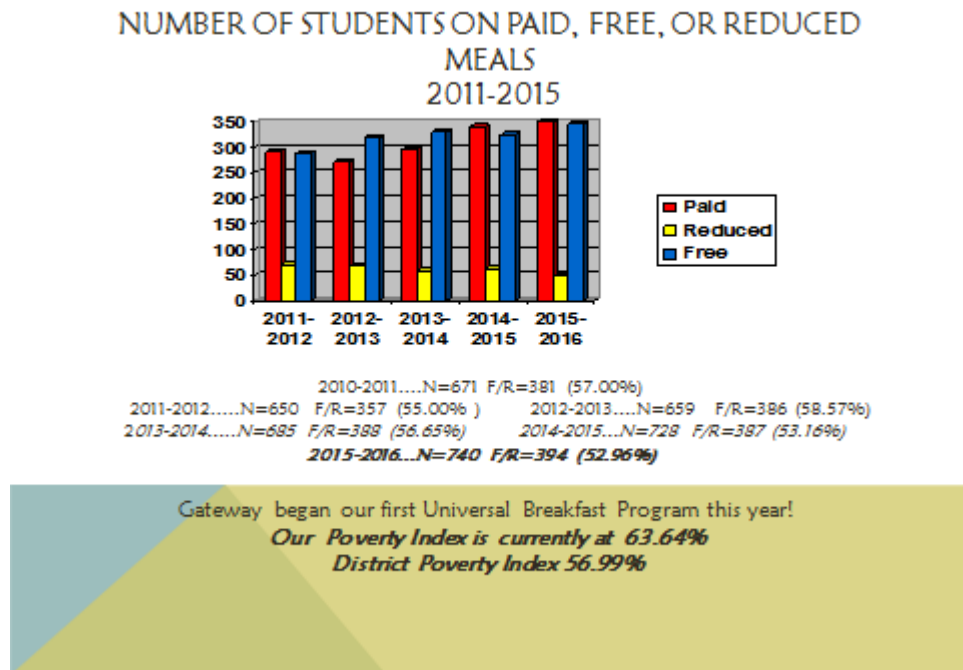
## GATEWAY ELEMENTARY SCHOOL NUMBER OF GIFTED AND TALENTED STUDENTS N=48



Gateway 's gifted and talented numbers rose for the 2013-14 school year due to a large number of rising 3<sup>rd</sup> graders with qualifying scores.

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. **For the 2015-16 school year, 48 students are enrolled in our GT program.**

**Figure 5: Number of Students on Paid, Free, or Reduced Meals 2011-2015**



The lunch status of students has changed slightly over the past six years. For the 2015-2016 school year, 47.04% of our students pay full price for their meals. The percentage of students with a free or reduced lunch status is 52.96% for the 2015-16 school year.

## Academic and Behavioral Features

The teaching staff at Gateway Elementary School continually seeks opportunities to strengthen our practice. Specific emphasis has been directed toward looking at each standard individually and teaching with increased rigor. The goal is to teach all South Carolina College and Career Ready standards for the year, fully and through multiple approaches. 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. Our staff plans and implements classroom instruction in compliance with the “Knows” and Do’s” as well as the “Clarifying Statements” in our district’s Atlas Rubicon curriculum support document. 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 align each lesson with a standards based focus. 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 (s) as well as for the goals and objectives of the individual education plans of their students. A special emphasis this year is our 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 kindergarten through fifth grades receive differentiated group instruction three times a week on various standards recognized as an area needing improvement. Additionally, selected students in kindergarten through fifth grades receive RTI small group pull-out services in the area of reading and math. Gateway also offers a morning “study group” for selected students in the core areas of reading and math.

### ***Literacy/ Language Arts***

All of the general education teaching staff at Gateway have been trained in the *Fountas and Pinnell* Balanced Literacy program **and all staff have been trained in the *Lucy Calkins Units of Study* writing initiative.** The Fountas and Pinnell Balanced Literacy 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, however our staff utilizes our Mentor Text Library and school Leveled Libraries in most cases. 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. **Our staff is completing year two of our Lucy Calkins Units of Study Writing Initiative training. This rigorous program includes a comprehensive, consistent lesson design for teaching writing to all students in kindergarten through fifth grades.**

**Our special education teachers and selected RTI reading teachers use the *Leveled Literacy Intervention* program. This is a core ELA 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 in the same inclusive, comprehensive manner and provide students with specific targeted lessons. Our data reveals significant progress among the population of students with learning exceptionalities with this delivery method.** Special education teachers also use components of SRA and Fountas and Pinnell approaches to meet all literacy and language arts needs of their students.

In reading, the Fountas and Pinnell benchmark assessments 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. As stated above, teachers have received extensive on-site professional development regarding the implementation for the Lucy Calkins writing program, which is an in-depth curriculum covering a variety of writing genres 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 grades. 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, collaboration in small groups and in collaborative pairs, while using

technology on the Promethean Boards. This program incorporates many opportunities to strengthen the students' critical and analytical thinking skills.

Beginning in the 2014-15 school year, Gateway Elementary School began to implement inclusive practices in the area of math. This program has been very successful and we were able to extend this best practice to offer inclusion math settings in grades one through five. We are expecting to increase the number of classrooms offering this service in the 2016-2017 school year. For some special education students, inclusion is not an appropriate approach. In this instance, special education teachers use the *SRA* math series. 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. The lessons within the *SRA* model are scripted to provide teacher and student responses as well as correction procedures.

Our classes also use the digital *Every Day Counts Calendar Math* program. This program provides 10 to 15 minutes of supplementary math instruction each day. Components of the program include a calendar, a counting tape to count the days of school and other items such as clocks, coin counters, and graphs. Each day students use current data from the various components to get a new angle on mathematical relationships. Students at every grade level get the opportunity to analyze data, perceive patterns, explore mathematical relationships, and communicate their thinking. Special education classes also use *Calendar Math* as well as *Drop in the Bucket* lessons to reinforce previously learned skills in money, measurement, basic concepts and geometry. Our Special Ed department piloted *Number Worlds* during the 2010-2011 school year and continues to use this program for selected students. Gateway Elementary School also purchases student subscriptions for two exemplary online math programs. Reflex and First in math are purchased annually for students in Kindergarten through grade five as appropriate. Both programs can be accessed at home as well as in school, and provide valuable problem solving and math fluency skills instruction. Students design *Avatars* and earn virtual stickers as they progress in math competency.

### ***Social Studies, Science, and Health***

Social studies, science, and health are taught in unit and discovery 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 conduct research using Media Center materials, note taking, computer technology, home and classroom materials, hands-on activities with experiments, projects, drama, field trips, role play and cooperative activities are used in all grades. We have school-wide special events to promote our social studies curriculum like guest speakers for Veterans Day, Multicultural celebrations, Native American week, and Immigration. On Grandparents and Special Friends Day, any grandparent that served in a war is invited to be in the spotlight in the classroom. Students are encouraged to ask questions and the grandparents enjoy sharing time with the children. 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. Gateway Elementary School has a full service science lab that includes a large screen interactive TV for all grade levels to utilize in implementing hands-on science instruction. Some special education students in the self-contained classrooms are mainstreamed into the regular education classrooms for science and social studies in addition to math and ELA.



## ***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, we have a large "Gator Swamp" mural that highlights students using one of the habits in a positive way throughout the school year.

## ***Assessment***

Teachers continue to use conventional forms of assessment: teacher observation, daily performance, homework assignments, unit pretests and posttests, teacher prepared tests, and project grading using rubrics. 4K 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-1<sup>st</sup> Grade**

#### **ACADEMIC SKILLS INDICATORS**

**M The student consistently meets or exceeds end-of-year expectations for this standard**

**P The student shows expected growth/progress in meeting this end-of-year standard**

**B The student is beginning to progress toward meeting this end-of-year standard**

**N The student needs intensive support at school and home to develop this end-of-year standard**

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

### **2<sup>nd</sup>-5<sup>th</sup> Grade**

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

Teachers use rubrics to assess units of study and gather work samples as appropriate in student portfolios to measure student progress over time. Rubrics serve as guides for students to work towards curriculum goals and also help students evaluate their own progress. Our teachers design assessments as authentic as possible and design assessments that measure the transference of skills from one topic or subject to the next as well as to measure acquisition of skills in isolation for a particular unit of study. Grade level teams also develop and analyze a monthly common assessment in reading and in math. This practice assists in planning targeted, differentiated instruction in the form of remediation, on grade level and advanced instruction to our students. Special education teachers also use SRA Placement Test as well as AIMSweb to place students according to their instructional level in order to measure student progress.

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

### **Kindergarten (K4/K5)**

K4 students are selected based on need. The 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 and LLI are the intervention curriculums 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, and two optional subjects of language and science. 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 Ready, SC PASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year.

### **3<sup>rd</sup> – 5<sup>th</sup> Grade (RTI Classroom Delivery Models)**

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 (tests) to determine the standards to be addressed as well as for determining the make-up of each group. These groups take place 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 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, ACT Aspire, SC PASS, Number Worlds and SOAR Screening Assessments, and MAP data. This opportunity gives these students extra assistance in their needed areas.

### **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 one 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, and accommodations.
- *Self-Contained:* IEP, Accommodations for their present level, and Benchmark testing.

- Resource students can also participate in the 3<sup>rd</sup>-5<sup>th</sup> RTI program.
- *Inclusion:* Gateway became a part of the GCS Stetson Inclusion initiative in the fall of 2014. We currently implement inclusion in first through 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 most recent best practices and innovative delivery methods our goal at Gateway Elementary School. Teachers have taken advantage of staff development opportunities that are offered in-house, within our district and through nearby colleges, conferences, and state workshops. Teachers are encouraged to use a variety of instructional strategies to address different learning styles of students.

Students in grades K-5 are involved in Differentiated Groups three times a week for 30 min. Students are divided into ability groups based on MAP results and the most recent monthly common assessment results. This allows students to receive targeted instruction based on their individual needs and ability levels. Teachers create common assessments which allow them to have a better understanding of where their students are academically compared to other students within their grade level.

Gateway Elementary School began to explore and embed Student Centered Learning initiatives into our school design in the fall of 2015. The use of Learning Focused strategies paired with the peer collaboration and coaching model included in our Student Centered Learning initiatives enables our team to deliver high levels of instruction on a consistent and inclusive basis. 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. Student Centered Learning coaching cycles as well as faculty collaboration and vertical articulation across grade levels have improved our practice and strengthened our instructional program at Gateway Elementary School.

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 as well as at home and in their classrooms. Our extended day students are granted access to these programs after school.

## ***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 – 2<sup>nd</sup> 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 3<sup>rd</sup>-5<sup>th</sup> grades in the areas of math and reading.
- We added a 1.0 Literacy Specialist this year. This teacher provides reading intervention for students in K5 – 5<sup>th</sup> 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 2015-16**

- RTI in K through 5<sup>th</sup> grades in reading ( targeted fluency and comprehension) and math
- Updated (August 2015) SOAR/Number Worlds /ERI/Comprehension Toolkit-RTI Curriculum in K5-5<sup>th</sup> grades
- Digital Calendar Math Instruction-School-wide
- LLI- Leveled Literacy Intervention-Selected special needs students (grades 1-5)
- Learning Focused Strategies –K5-5<sup>th</sup> grades



## ACADEMIC MENU FOR 2015-16 (CONTINUED)

- Fountas and Pinnell Balanced Literacy Delivery Model in grades 4K-5
- Lucy Calkins Units of Study Writing Delivery in grades K-5
- Student Centered Learning Initiatives:
  1. Differentiated group instruction (3Xweekly) for grades K-5 in Reading or Math
  2. Common Assessments developed monthly in grades K-5 in Reading or Math
  3. Student Centered Vertical Sharing Sessions (planned conversations, grade level vertical articulation monthly)
- Stetson Inclusion Model in grades 1,2,3,4 and 5(math focus). 4<sup>th</sup> Grade 1 pilot (reading focus)
- Instructional Technology- Reflex, First in Math. Goals Based AR, iPad cart, 3 Laptop carts, Chromebook Lab



# 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 21<sup>st</sup> 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**

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



## 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 ACT Aspire and SC PASS data. With ever-changing student demographics and diversity in individual learning styles, we recognize that we must adapt our instructional strategies to reflect the academic challenges represented in our student population.

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 collaborate with students to create individual student goals for both reading and math. Each student in grades 2-5 develops a plan of action to meet their spring MAP goals. This plan includes reasonable strategies to increase their understanding of our reading and math content areas, which results in meeting their MAP “goal” score in the spring. Our students work very hard to achieve their goals and all levels of improvement are celebrated!

Our staff will continue to plan weekly in grade level meetings to collaborate and improve our implementation of standards based instruction. This process is ongoing and has been particularly challenging this year with so many new standards in all content areas. At each grade level, teachers are encouraged to work together as a team, while also revising and making adaptations to the grade level plan to suit the specific needs of the students in their classroom. Additional planning time should be used for

vertical teams to ensure a continuum of learning that makes sense for the students. These vertical teaming sharing sessions are built into our whole faculty, committee and faculty council meetings.

Differentiated group instruction addresses the needs of students at their individual instructional level. Teachers analyze ACT Aspire, 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 a variety of manipulatives and hands-on exploration (Debbie Donovan), and attending workshops and seminars in our state as grade level and leadership teams. After returning from these sessions, our teachers present the information learned to our entire faculty.

Gateway Elementary School  
Spring 2015 ACT Aspire  
Grades 3-5 Comparative Data  
% Ready

%Ready	English	Math	Reading	Writing
GES	69%	62%	29%	16%
District	73%	54%	43%	28%
National	68.6%	61.6%	28.6%	16.6%

Gateway Elementary School  
Spring 2015 ACT Aspire  
Current Progress Comparative Data  
Grade 3

Current Average	English	Math	Reading	Writing
GES	416 Ready	414 Ready	411 Close	422 Close
District	417 Ready	414 Ready	413 Close	423 Close



Gateway Elementary School  
Spring 2015 ACT Aspire  
Current Progress Comparative Data  
Grade 4

Current Average	English	Math	Reading	Writing
GES	420 Ready	417 Ready	414 Close	424 Close
District	420 Ready	417 Ready	415 Close	425 Close



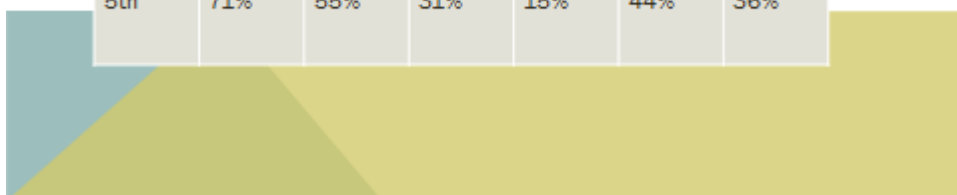
Gateway Elementary School  
Spring 2015 ACT Aspire  
Current Progress Comparative Data  
Grade 5

Current Average	English	Math	Reading	Writing
GES	423 Ready	418 Ready	417 Close	423 Close
District	424 Ready	419 Ready	418 Close	424 Close



Gateway Elementary School  
Spring 2015 ACT Aspire  
Comparison By Grade Level  
% Ready

% Ready	English	Math	Reading	Writing	ELA	Test Completeness
3rd	64%	71%	27%	18%	34%	33%
4th	71%	59%	28%	17%	43%	30%
5th	71%	55%	31%	15%	44%	36%



Gateway Elementary School  
Spring 2015 ACT Aspire  
3<sup>rd</sup> Grade Comparison Scores  
% Ready

%Ready	English	Math	Reading	Writing
GES	64%	71%	27%	18%
District	70%	67%	39%	19%
National Percentile Rank	43rd	76th	48th	63rd

Gateway Elementary School  
Spring 2015 ACT Aspire  
4<sup>th</sup> Grade Comparison Scores  
% Ready

%Ready	English	Math	Reading	Writing
GES	71%	59%	28%	17%
District	71%	58%	39%	23%
National Percentile Rank	55th	74th	57th	65th

Gateway Elementary School  
Spring 2015 ACT Aspire  
5th Grade Comparison Scores  
% Ready

%Ready	English	Math	Reading	Writing
GES	71%	55%	31%%	15%
District	73%	56%	40%	21%
National Percentile Rank	60th	70th	55th	58th

ACT Aspire  
Spring 2015  
Strengths and Weaknesses By Grade Level

**3<sup>rd</sup> Grade**

**Overall Strengths-50% or more in the Act Readiness Range**

English – Production of Writing  
English – Conventions of Standard English (Skill Focus)  
Math – Foundation  
Math – Justification and Explanation  
Math-Modeling  
Math Number and Operations in Base 10

**Weaknesses-(in order with weakest area last)**

Reading – Key Ideas and Details  
Reading – Craft and Structure  
Reading – Integration of Knowledge and Ideas (Skill Focus)  
Math – Operations and Algebraic Thinking  
Math – Number and Operations – Fractions  
Math – Geometry  
Math – Measurement and Data (Skill Focus)  
Writing- Overall Weakness  
Ideas and Analysis (Skill Focus)

Strengths and Weaknesses by Grade Level

**4<sup>th</sup> Grade**

**Strengths: Overall Strengths-50% or more in the Act Readiness Range**

Math – Measurement and Data

Math – Geometry

Math – Number and Operations in Base 10

Math – Modeling

Math – Justification and Explanation

Math – Grade Level Progress

Math – Foundation

Math – Operations and Algebraic Thinking

English – Knowledge of Language

English – Production of Writing

English – Conventions of Standard English (Skill Focus)

**Weaknesses: (in order with weakest area last)**

Math – Number and Operations – Fractions (Skill Focus)

Reading – Integration of Knowledge and Ideas

Reading – Craft and Structure

Reading – Key Ideas and Details (Skill Focus)

Writing- Writing- Overall Weakness

Development and Support (Skill Focus)

Strengths and Weaknesses By Grade Level

**5<sup>th</sup> Grade Data**

**Strengths: Overall Strengths-50% or more in the Act Readiness Range**

English: Production of Writing

English: Conventions of Standard English

Math – Justification and Explanation

Math – Grade Level Progress

**Weaknesses: (in order with weakest area last)**

English – Knowledge of Language (Skill Focus)

Reading – Craft and Structure

Reading – Integration of Knowledge and Ideas

Reading – Key Ideas and Details (Skill Focus)

Math – Geometry (Skill Focus)

Math – Foundation

Writing- Overall Weakness

Organization (Skill Focus)

Gateway Elementary School  
 Grades 3-5 Combined  
 MAP DATA  
 % Meeting Growth Projection

% Meeting/ Exceeding Growth Projection (fall to spring)	12-13	13-14	14-15
Reading 3-5	57%	52%	49.8%
Math 3-5	54%	53%	48.1%

2014-2015 Comparative MAP Data by Grade Level, Subject and Strand

3 <sup>rd</sup> Grade Reading	Low/ Low Average	Average	Hi Avg/ Hi
Literature	40%	32%	28%
Informational Text	44%	24%	32%
Vocabulary Acquisition and Use	52%	22%	27%

\*\*\*Strongest in Literature, weakest in  
 Vocabulary Acquisition and Use\*\*\*  
 \*\*\* 44.7% of third grade students meeting  
 reading growth projection.



### 2014-2015 Comparative MAP Data by Grade Level, Subject and Strand

3 <sup>rd</sup> Grade Math	Low/ Low Average	Average	Hi Avg/ Hi
Operations and Algebraic Thinking	57%	15%	21%
Number and Operations	54%	24%	22%
Measurement and Data	41%	31%	28%
Geometry	38%	24%	38%

\*\*\* Strongest in Geometry (this was a weakness in ACT Aspire), weakest in Operations and Algebraic Thinking (this was a similar weakness in ACT Aspire) \*\*\*  
 \*\*\*52.4 % of third grade students meeting Math Growth Projection.

### 2014-2015 Comparative MAP Data by Grade Level, Subject and Strand

4 <sup>th</sup> Grade Reading	Low/ Low Average	Average	Hi Avg/ Hi
Literature	42%	18%	40%
Informational Text	41%	25%	34%
Vocabulary Acquisition and Use	43%	30%	27%

Reading  
 \*\*\*Strongest in Literature, weakest in Vocabulary Acquisition and Use\*\*\*  
 \*\* 49.5% of 4<sup>th</sup> grade students meeting Reading Growth Projection.

#### 2014-2015 Comparative MAP Data by Grade Level, Subject and Strand

4 <sup>th</sup> Grade Math	Low/ Low Average	Average	Hi Avg/ Hi
Operations and Algebraic Thinking	50%	16%	34%
Number and Operations	42%	29%	29%
Measurement and Data	48%	30%	21%
Geometry	32%	17%	50%

##### Math

\*\*\* Strongest in Geometry(similar strength in ACT Aspire), weakest in Measurement and Data \*\*\*

\*\*32.7% of 4<sup>th</sup> grade students meeting Math Growth Projection.

#### 2014-2015 Comparative MAP Data by Grade Level, Subject and Strand

5 <sup>th</sup> Grade Reading	Low/ Low Average	Average	Hi Avg/ Hi
Literature	33%	24%	39%
Informational Text	36%	28%	36%
Vocabulary Acquisition and Use	40%	25%	35%

\*\*\*Strongest in Literature, weakest in Vocabulary Acquisition and Use\*\*\*

\*\*\* 56% of 5<sup>th</sup> grade students meeting Reading Growth projection

### 2014-2015 Comparative MAP Data by Grade Level, Subject and Strand

5 <sup>th</sup> Grade Math	Low/ Low Average	Average	Hi Avg/ Hi
Operations and Algebraic Thinking	49%	20%	31%
Number and Operations	49%	19%	31%
Measurement and Data	56%	15%	30%
Geometry	33%	14%	54%

#### **Math**

\*\*\* Strongest in Geometry (this was a weakness in ACT Aspire), weakest in Measurement and Data \*\*\*

\*\*\* 60.4% of 5<sup>th</sup> grade students meeting Math Growth Projection

### **2014-2015 MAP 3-5**

#### **Overall Common Strengths and Weaknesses**

- **Reading** – Strong in Literature, weaker in Vocabulary Acquisition and Use
- **Math** – Strongest in Geometry, weaker in Measurement and Data/ Operations and Algebraic Thinking

# Grade Level 4 Year Comparative Data

	SCIENCE	PASS Science					
		4TH	NM	M	E4	E5	M/E
N-105	2012	18...17.2%	58...55.2%	7...6.7%	22...21.0%		82.90%
N-86	2013	9...10.4%	54...62.8%	13...15.1%	10...11.6%		89.50%
N-91	2014	16...17.6%	59...64.9%	5...5.5%	11...12.0%		82.40%
N-109	2015	22...20.0%	68...62%	4...4.0%	15...14.0%		80.00%
	5TH	NM	M	E4	E5	M/E	
N-53	2012	18...33.9%	28...52.9%	5...9.4%	2...3.8%		66.10%
N-48	2013	10...20.7%	24...50.0%	5...10.4%	9...18.8%		79.20%
N-46	2014	6...13.0%	23...50.0%	4...8.7%	13...28.3%		87.00%
N-94	2015	20...21%	51...54.0%	7...7.0%	16...17%		79.00%

# GRADE LEVEL 4 YEAR COMPARATIVE DATA

	SOCIAL STUDIES	PASS SOCIAL STUDIES					
		4TH	NM	M	E4	E5	M/E
N-105	2012	15...14.3%	48...45.7%	14...13.3%	28...26.7%		85.70%
N-86	2013	17...19.7%	33...38.4%	9...10.5%	27...31.4%		80.30%
N-91	2014	8...8.8%	36...39.6%	20...22.0%	27...30.0%		91.60%
N-109	2015	12...10%	55...50.0%	22...21.0%	20...19.0%		90.00%
	5TH	NM	M	E4	E5	M/E	
N-56	2012	9...16.1%	23...41.1%	2...3.6%	22...39.3%		84.00%
N-51	2013	10...19.6%	16...31.4%	6...11.8%	19...37.3%		80.50%
N-43	2014	12...27.9%	11...25.6%	10...23.3%	10...23.3%		72.20%
N-94	2015	9...9.0%	37...40.0%	9...9.0%	39...42.0%		91.00%

2015 calculations include all students and are rounded to the nearest 100<sup>th</sup>.

	English Language Arts						Mathematics			Cognitive Composite	Social Studies	Science	Cognitive Composite
	Reading	Language	Vocabulary	ELA Total	Word Analysis	Listening	Mathematics	Computation	Math Total				
Gateway Elem 2501027 Level: 7 Iowa Assessments/CogAT													
Number of Stride-its Included	100						102		102				
Average Standard Score (SS)	162.1						156.8		156.8				
Average Predicted Standard Score (PSS)	155.8						152.8		152.8				
Difference (SS-PSS)	6.3						4.0		4.0				
National Percentile Rank of Average SS	67						54		54				
National Percentile Rank of Average PSS	52						43		43				
Difference (NPR-PNPR)	15						11		11				
Iowa Assessments													
Number of Stride-its Tested = 109													
Number of Stride-its Included	101						103		103				
Average Standard Score (SS)	161.9						156.5		156.5				
National Percentile Rank of Average SS	67						53		53				
Percent of Stride-its in NPR Range 75-99	38						26		26				
50-74	29						33		33				
25-49	21						24		24				
1-24	13						17		17				
National Stanine of Average SS	6						5		5				

## 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 2015-2016



*\* 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, 2015	8:30 – 10:00	Back to School Meeting	Susan Stublely Janet Calvage	All Faculty and Staff
August 13, 2015	1:00 – 3:00 PM	Gator Club Orientation	Susan Stublely Janet Calvage Kristin Schulze	New Teachers and Teachers New to Gateway
August 12, 2015	9:00 – Noon	Back to School Orientation Meeting	Susan Stublely	Faculty and Staff
August 17, 2015	10:00 – 10:30	Mandatory Safety Meeting & Video	Janet Calvage	All Staff

August 26, 2015	3:00 – 4:00	Faculty Meeting: SLO training	Susan Stublely Janet Calvage Kristin Schulze	All Faculty
August 31, 2015	8:00 – 2:30	Lucy Calkins Writing Training Overview	Kristy Jennings	K4 – 5 <sup>th</sup> grade teachers
August 31, 2015	3:00 – 5:00	RTI Eligibility Vertical Team Meeting: K-2	Susan Stublely	K5 – 2 <sup>nd</sup> grade teachers; resource & RTI teachers
September 1, 2015	3:00 – 5:00	RTI Eligibility Vertical Team Meeting: 3 – 5	Susan Stublely	2 <sup>nd</sup> – 5 <sup>th</sup> grade teachers; resource & RTI teachers
September 4, 2015	Grade level planning time	MAP Proctor Training & Power Teacher Gradebook Set up	Kristin Schulze	2 <sup>nd</sup> – 5 <sup>th</sup> grade teachers
September 4, 2015	8:00 – 2:30	Lucy Calkins Narrative Writing: Grades 3 - 5	Kristy Jennings	3 – 5 <sup>th</sup> grade teachers
September 11, 2015	8:00 – 2:30	Lucy Calkins Narrative Writing: Grades K - 2	Kristy Jennings	K – 2 teachers
September 16, 2015	3:00 – 3:45	Faculty Meeting:	Susan Stublely	All Faculty
September 16, 2015	3:45 – 4:30	Committees	Committee Chairs	All Faculty
September 23, 2015	3:00 – 4:30	F&P Benchmarking Vertical Teaming Session	Kristin Schulze Lynette Bumgarner Holly Gosnell	All Faculty
September 28, 2015	Grade level planning throughout day	A-Team Presentation	Emma Merry	K5 – 5 <sup>th</sup> teachers
October 5, 2015	K5, 1 <sup>st</sup> and 2 <sup>nd</sup> grade planning time	K5-2 <sup>nd</sup> RTI Leadership Meetings	Kristin Schulze	Administration, school psychologist, K5 – 2 <sup>nd</sup> teachers
October 7, 2015	3:00 – 4:00	Faculty Meeting	Susan Stublely	Faculty
October 14, 2015	3:00 – 4:00	Grade Level Meetings	Grade level & Department chairs	All Faculty
October 19, 2015	8:00 – 2:30	K-2 Lucy Calkins Informational Writing	Kristy Jennings	K – 2 <sup>nd</sup> grade teachers
October 20, 2015	8:00 – 2:30	3 – 5 Lucy Calkins Opinion Writing	Kristy Jennings	3 <sup>rd</sup> – 5 <sup>th</sup> grade teachers
October 20, 2015	3:00 – 5:00	Google training	Lynnette Bumgarner	All interested faculty
October 21, 2015	3:00 – 4:00	Committee Meetings	Committee Chairs	All Faculty
October 27,	Grade level	Grade level Mini PD	Kristin Schulze	K5 – 5 <sup>th</sup>

2015	Planning throughout day			
October 27, 2015	3:00 – 5:00	Google Training	Lynnette Bumgarner	All interested faculty
October 28, 2015	3:00 – 4:00	Grade Level Meetings	Grade Level and Department chairs	All Faculty
November 3, 2015	3:00 – 5:00	Google Training	Lynnette Bumgarner	All interested Faculty
November 4, 2015	3:00 – 5:00	Video Conferencing and Virtual Field Trips	Tim Van Heule	All Faculty
November 5, 2015	3:00 – 4:00 PM	Faculty Meeting	Susan Stublely	Faculty
November 10, 2015	8:00 – 2:30	Lucy Calkins Informational Writing: 3 - 5	Kristy Jennings	3 <sup>rd</sup> – 5 <sup>th</sup> teachers grade teachers
November 11, 2015	3:00 – 4:00	Grade level Meetings	Grade level and department chairs	All faculty
November 17, 2015	3:00 – 5:00	Google Training	Lynnette Bumgarner	All interested faculty
November 17, 2015	Grade level planning times	Grade level mini-PDs	Kristin Schulze	K5- 5 <sup>th</sup> grade teachers
December 2, 2015	3:00 – 4:00	Faculty Meeting	Susan Stublely	All Faculty
December 8, 2015	Grade level planning times	Grade level mini-PDs	Kristin Schulze	K5 – 5 <sup>th</sup> teachers
December 9, 2015	3:00 – 4:00 PM	Grade level meetings	Grade level and Department chairs	All Faculty
December 16, 2015	3:00 – 3:30 PM	Committee Meetings	Committee Chairs	All Faculty
January 6, 2016	3:00 – 4:00	Faculty Meeting	Susan Stublely	All Faculty
January 9, 2015	Grade level planning times	Grade level mini-pds	Kristin Schulze	K5 – 5 <sup>th</sup> grade teachers
January 10, 2016	3:00 – 4:00	Grade level meetings	Grade level and department chairs	All Faculty
January 17, 2016	3:00 – 4:00	Committee Meetings	Committee chairs	All Faculty
January 24, 2016	3:00 – 4:00	Grade level Meetings	Grade level and department chairs	All Faculty
February 2, 2016	8:00 – 2:30	Debbie Donovan Math PD	Debbie Donovan	K4 – 5 <sup>th</sup> & resource teachers
February 3, 2016	8:00 – 2:30	Debbie Donovan Math PD	Debbie Donovan	K4 – 5 <sup>th</sup> & resource teachers
February 3, 2016	3:00 – 4:00 PM	Faculty Meeting PDI2 Math Retraining	Susan Stublely Various Teachers	All Faculty
February 9,	Grade level	Grade level mini-	Kristin Schulze	K5 – 5 <sup>th</sup> grade

2016	planning times	pds		teachers
February 10, 2016	3:00 – 4:00	Grade level meetings	Grade level and department chairs	All Faculty
February 17, 2016	3:00 – 4:00	Committee Meetings	Committee chairs	All Faculty
February 24, 2016	3:00 – 4:00	Grade level Meetings	Grade level and department chairs	All Faculty
March 2, 2016	3:00 – 4:00 PM	Faculty Meeting Reading Strategies PD	Susan Stublely Amy Clark & Kristin Schulze	All Faculty
March 3, 2016	Grade level Planning	Mini PD Sessions	Kristin Schulze	1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup>
March 9, 2016	9:05 – 9:35	Third Grade mini PD	Kristin Schulze	3 <sup>rd</sup> grade teachers
March 9, 2016	3:00 – 4:00	Grade level meetings	Grade level and department chairs	All Faculty
March 10, 2016	Grade level planning times	Math Q & A with Cathy Hale	Cathy Hale	K4 – 5 <sup>th</sup> grade teachers
March 16, 2016	3:00 – 4:00	Committee Meetings	Committee chairs	All Faculty
March 23, 2016	3:00 – 4:00	Grade level Meetings	Grade level and department chairs	All Faculty
March 24, 2016	12:35 – 1:05	Kindergarten Mini PD	Kristin Schulze	Kindergarten Teachers
April 6, 2016	3:00 – 4:00 PM	Faculty Meeting	Susan Stublely	All Faculty
April 12, 2016	Grade level planning times	Grade level mini-pds	Kristin Schulze	K5 – 5 <sup>th</sup> grade teachers
April 13, 2016	3:00 – 4:00	Grade level meetings	Grade level and department chairs	All Faculty
April 20, 2016	3:00 – 4:00	Committee Meetings	Committee chairs	All Faculty
April 27, 2016	3:00 – 4:00	Grade level Meetings	Grade level and department chairs	All Faculty
May 4, 2016	3:00 – 4:00 PM	Faculty Meeting	Susan Stublely	All Faculty
May 10, 2016	Grade level planning times	Grade level mini-pds	Kristin Schulze	K5 – 5 <sup>th</sup> grade teachers
May 11, 2016	3:00 – 4:00	Grade level meetings	Grade level and department chairs	All Faculty
May 18, 2016	3:00 – 4:00	Committee Meetings	Committee chairs	All Faculty
May 25, 2016	3:00 – 4:00	Grade level Meetings	Grade level and department chairs	All Faculty



## 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	30	86	64
Percent satisfied with learning environment	100.0	92.0	95.0
Percent satisfied with social and physical environment	100.0	90.0	95.0
Percent satisfied with school-home relations	97.0	93.0	84.0

# ACTION PLAN



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

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

All organizations need a vision. All organizations must plan for the vision, or the vision will never be realized. A well-defined and well-executed school improvement effort begins with a comprehensive school-wide strategic plan that provides a logical framework for clarifying and achieving the vision. The school plan includes: an assessment of where the school is today and what factors can be expected to influence it in the future; a mission statement describing the school's purpose and function; a vision that reflects the values and beliefs of the individuals who make up the organization; long-range goals that make the 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**

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 2013-14 through 2017-18

☒ 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 SC Ready.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in writing as measured by SC Ready.

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

	<b>Baseline 2015-16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X		
<b>School Actual</b>			
<b>District Projected</b>	X		
<b>District Actual</b>			

\*Baseline data to be established in 2015-16.\*



## SC READY READING

☒ 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 SC READY.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in reading as measured by SC READY.

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

	<b>Baseline 2015-16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X		
<b>School Actual</b>			
<b>District Projected</b>	X		
<b>District Actual</b>			

\*Baseline data to be established in 2015-16.\*

☒ 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 SC READY.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by SC READY.

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

	<b>Baseline 2015-16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X		
<b>School Actual</b>			
<b>District Projected</b>	X		
<b>District Actual</b>			

\*Baseline data to be established in 2015-16.\*

☒ 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 SC READY.

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

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	95.0	95.0	95.0	95.0
<b>Actual Performance</b>				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			



Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 2014-15.\*

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

\*SC SDE did not provide baseline data for 2014-15.\*

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

\*SC SDE did not provide baseline data for 2014-15.\*

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

\*SC SDE did not provide baseline data for 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 (SCPASS).

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

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

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X			
<b>School Actual</b>	78.7			
<b>District Projected</b>	X			
<b>District Actual</b>	72.9			

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

## SCPASS 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 (SCPASS).

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

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

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X			
<b>School Actual</b>	90.1			
<b>District Projected</b>	X			
<b>District Actual</b>	81.2			

\*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 50<sup>th</sup> 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 50<sup>th</sup> 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	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	59 <sup>th</sup> percentile	47 <sup>th</sup> percentile		

Reading	2014-15	2015-16	2016-17	2017-18
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District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile	62 <sup>nd</sup> percentile		

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

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	49 <sup>th</sup> percentile	59 <sup>th</sup> percentile		

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	52 <sup>nd</sup> percentile	51 <sup>st</sup> percentile		

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



<b>STRATEGY / Activity</b> (Academic)	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b>Indicators of Implementation</b>
Implement a comprehensive, balanced literacy model in grades PreK – 5 <sup>th</sup> 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 1 <sup>st</sup> -5 <sup>th</sup> grade resource & RTI 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
Implement interdisciplinary teaching in support of South Carolina College and Career Ready 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 College & Career Ready 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 College & Career Ready 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 – 5 <sup>th</sup> 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

## PROFESSIONAL DEVELOPMENT

☐ 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):**

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

<b><u>STRATEGY / Activity</u></b> (Professional Development)	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
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 ATTENDANCE

☐ 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	95.0	95.0	95.0	95.0	95.0
<b>School Actual</b>	96.8	96.4	96.3	95.3			
<b>District Projected</b>	X	X	95.0	95.0	95.0	95.0	95.0
<b>District Actual</b>	95.9	95.6	95.0	95.6			

## PARENT SATISFACTION – LEARNING ENV.

☐ 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	94.2	95.2	96.2	97.2	98.2
<b>School Actual</b>	93.2	93.2	95.0	95.0			
<b>District Projected</b>	X	X	89.0	89.5	90.0	90.5	91.0
<b>District Actual</b>	88.0*	88.1	88.1	89.8			

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – LEARNING ENV.

☐ 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	94.9	95.9	96.9	97.9	98.9
<b>School Actual</b>	97.0	93.9	96.5	92.00			
<b>District Projected (ES, MS, and HS)</b>	X	X	83.5	84.0	84.5	85.0	85.5
<b>District Actual (ES and MS)</b>	83.8	82.7	81.6	83.9 (ES, MS, & HS)			



## TEACHER SATISFACTION – LEARNING ENV.

☐ 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 .2 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	96.4	96.8	97	97.2	97.4
<b>School Actual</b>	91.4	96.0	100.00	100.00			
<b>District Projected</b>	X	X	92.5	93.0	93.5	94.0	94.5
<b>District Actual</b>	98.0	92.6	93.5	93.3			

## PARENT SATISFACTION – SAFETY

☐ 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 98.0% in 2012 to 98.5% 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	95.5	96.0	96.5	97.0	97.5
<b>School Actual</b>	98.0	95.0	97.6	95.0			
<b>District Projected</b>	X	X	93.9	94.3	94.7	95.1	95.5
<b>District Actual</b>	93.5*	92.8	93.1	91.7			

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – SAFETY

☐ 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% in 2012 to 98.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .5 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	95.5	96.0	96.5	97.0	97.5
<b>School Actual</b>	98.0	95.0	97.6	90.0			
<b>District Projected</b>	X	X	91.9	92.3	92.7	93.1	93.5
<b>District Actual</b>	90.9	90.2	89.2	91.3			

## TEACHER SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase 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

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

<b><u>STRATEGY /Activity</u></b> (School Climate)	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Increase communication with all parents and students to make them aware of educational opportunities <ul style="list-style-type: none"> <li>a. Develop strategies to effectively communicate through a variety of genres and electronic media.</li> <li>b. Develop workshops for parents on various topics (reading in the home, behavior management)</li> </ul>	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 <i>The Seven Habits of Happy Kids</i> Character education program.	2013-2018	Administration and Faculty	\$1000	Local funds	Gator Swamp data, School counselor lesson plans