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

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

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

SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Gateway Elementary

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019** *(one year)*

**Required Signature Page**
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

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

**SUPERINTENDENT**

| Dr. W. Burke Royster | *W Burke Royster* | 5-21-18 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

**PRINCIPAL**
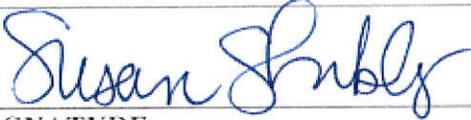
| Susan Stubley | *Susan Stubley* | 5-21-18 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

**CHAIRPERSON, BOARD OF TRUSTEES**
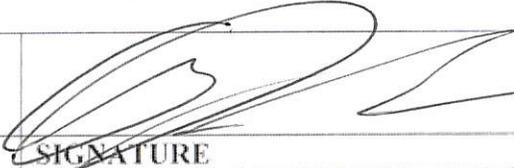
| Charles J. Saylors | *signature* | 5-21-18 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

| Michael Geran | *signature* | 5-21-18 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

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

| Amy Clark | *Amy Clark* | 5-21-18 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

School Address: 200 Hawkins Rd, Travelers Rest, SC 29690
School Telephone: (864) 355-5200
Principal Email Address: SStubley @ greenville.K12.SC.US

**Stakeholder Involvement for School Renewal**

| Position | | Name |
|---|---|---|
| 1. | Principal | Susan Stubley |
| 2. | Teacher | Reagan Watson |
| 3. | Parent/Guardian | Vanessa Simmons |
| 4. | Community Member | Kristen Short |
| 5. | Paraprofessional | Kiszy Repshis |
| 6. | School Improvement Council Member | Michael Geran |
| 7. | Read to Succeed Reading Coach | Amy Clark |
| 8. | School Read To Succeed Literacy Leadership Team Lead | Amy Clark |
| 9. | School Read To Succeed Literacy Leadership Team Member | Katie Dell'Oso |

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

| *POSITION* | *NAME* |
|---|---|
| *Assistant Principal* | *Janet Calvage* |
| *Instructional Coach* | *Katie Dell'Oso* |
| *School Counselor* | *Cindy Howard* |

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

# ASSURANCES FOR SCHOOL PLAN

## (Mandated Component)

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

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

| | |
|---|---|
| ● Yes<br>○ No<br>○ N/A | **Academic Assistance, PreK–3**<br>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). |
| ● Yes<br>○ No<br>○ N/A | **Academic Assistance, Grades 4–12**<br>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). |
| ● Yes<br>○ No<br>○ N/A | **Parent Involvement**<br>The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. |
| ● Yes<br>○ No<br>○ N/A | **Staff Development**<br>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development. |
| ● Yes<br>○ No<br>○ N/A | **Technology**<br>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. |
| ● Yes<br>○ No<br>○ N/A | **Innovation**<br>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. |
| ● Yes<br>○ No<br>○ N/A | **Collaboration**<br>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system). |
| ● Yes<br>○ No | **Developmental Screening**<br>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location. |

| | |
|---|---|
| ○ N/A | |
| ● Yes<br>○ No<br>○ N/A | **Half-Day Child Development**<br>The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools. |
| ● Yes<br>○ No<br>○ N/A | **Developmentally Appropriate Curriculum for PreK–3**<br>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context. |
| ● Yes<br>○ No<br>○ N/A | **Parenting and Family Literacy**<br>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening. |
| ● Yes<br>○ No<br>○ N/A | **Recruitment**<br>The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect. |
| ● Yes<br>○ No<br>○ N/A | **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**<br>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities. |

# Introduction

# 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.
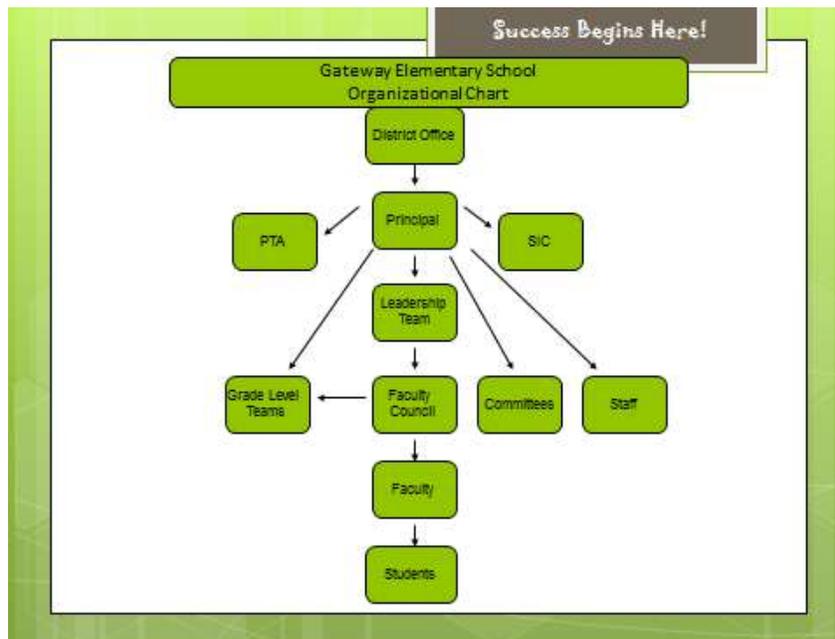
# Gateway Elementary School
# Committees 2017-18
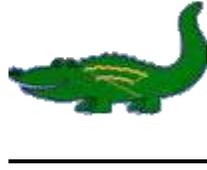
1. ## School Beliefs, Vision, Mission:

   - **Responsible for pages 29-30 of the Strategic Plan**

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

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

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

**Members:**

> Karen Epps: Chair
> Holly Yacavone
> Kelli Wallen
> Reagan Watson
> Nicole Carmenates
> Libby Zadoorian
> Shannon Cox
> Alex Bennett

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

   - **Responsible for pages 16-21 of the Strategic Plan**

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

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

**Members:**
> Betsy Freeman
> Melissa Rainey
> Amber La Lande
> Lisa Corbin
> Blair Hardin
> Carolyn Joye
> Melanie Synakowsky
> Mary Powell
> Jodi Imes
> Stephanie Bryan
> Allison Campbell
> Brittany Blackburn

## 3. <u>School Profile: Academic and Behavioral Programs</u>

- **Responsible for pages 21-29 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:**
> Melinda Shockley
> Tiffany Mitchell
> Janet Bochino
> Reagan Bachour

Ashley Creely
Misty Sammons
Evelyn Duncan
Patty Moody
Renee Fleming

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

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

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

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

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

**AdvancED Accreditation Standard 7: Commitment to Continuous Improvement** A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the

school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

**Members:**

Susan Stubley: Chair
Janet Calvage
Katie Dell'Oso
Amy Clark
Cindy Howard
Brianna Simpson
Jessica Conner
Jordan Osteen
Maggie Daley
Nichole Leopard
Lynnette Bumgarner
Melanie Huff
Vicki Godbey
Tara Guy
Lynn Crane
Holly Gosnell
Jennifer Winslette
Amanda Montaruli
Amanda Jackson

# EXECUTIVE SUMMARY

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

**Student Achievement**

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

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

**SC Ready 2017 Results:**

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

**SC PASS 2017 Results:**

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

**Teacher and Administrator Quality**

Our teachers and support staff comprise the school level academic team of Gateway Elementary School. Our experiences and strengths vary, which allows us to provide a rigorous academic experience for our students. Our PLC (Professional Learning Community), which is based on our student centered learning initiative, guides our practice and allows us to utilize teacher talents in developing and strengthening curriculum at Gateway Elementary School. Within this structure, we have 1 induction level teacher, 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, school counselor and literacy specialist bring valuable experiences in the area of Project Based Learning training, 1:1 Initiative training, Google Applications training, career development, National Board certification, and participation in ongoing graduate coursework.

Talents and experiences within our teaching body include administration certification, post graduate course work, national board certification, curriculum specialist certifications, ESOL certification and one teacher holds a master Promethean trainer certification. Additionally, several of our teachers conduct trainings at area schools, in Summer Academy sessions, and serve on curriculum writing teams for Greenville County Schools.

**School Climate**

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

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

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

**Significant Challenges**

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

**Awards and Accomplishments**

Beginning with the 2011-2012 school year, for the first time in our school's history, Gateway Elementary School earned an absolute rating of "***Excellent"*** on our school report card, and an ESEA rating of **"*A".*** Subsequently, Gateway 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 52 elementary schools in Greenville County, South Carolina's most populous county with over 450,000 residents. Greenville County School District is the largest district in the state and the 44th largest in the nation with 76,951 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, 52 elementary, 24 middle schools, 15 high schools, 6 Child Development Centers, 4 Career Centers, a Fine Arts High School, the Charles Towne Gifted Center, the Roper Mountain Science Center, the Math and Science HUB, alternative programs, magnet programs, and satellite schools for students who require specialized services for orthopedic, vision and/or hearing needs. Special education programs are available system wide and serve approximately 9,200 students on regular school campuses or at the Washington Center; a special needs school for students with more significant disabilities. There are many options for higher education in and around the Greenville area including Bob Jones University, Furman University, Clemson University, North Greenville University, the University Center of Greenville, which has partnerships with eight South Carolina colleges and universities, and the University of South Carolina Upstate. ITT Technical Institute and Greenville Technical College are also located in the Greenville area.

Gateway Elementary School is located in the northwest corner of Greenville County on Hawkins Road in Travelers Rest, which has a total population of 4,903. Gateway and Heritage Elementary Schools, Northwest Middle School, and Travelers Rest High School serve the Travelers Rest area.

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

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

**Quick Facts about Travelers Rest**

| *Education Levels* | | | |
|---|---|---|---|
| | | *Household Info* | |
| High School | 22.94% | Median Household Income | $52,684 |

| | | ***Diversity/ Ethnic Culture*** | |
|---|---|---|---|
| Baccalaureate degree | 25.24% | Caucasian | 77.4% |
| Graduate degree | 10.36% | African American | 15.2% |
| | | Asian or Pacific Islander | 1.1% |
| ***Family Structure*** | | Hispanic | 4.5% |
| Traditional | 72.1% | Other | 1.8% |
| Households with Unmarried partner | 5.8% | | |

**School Characteristics**

Gateway Elementary School is the heart of the city of Travelers Rest. 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 759 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 two special needs buses. In addition to our on-site extended day program, several local daycare facilities transport students to aftercare facilities. The largest sector of our student population travels to and from school by car. Many of our students live in families parented by grandparents or other relatives, single parents, and by the traditional mother/father-parenting structure.

Currently, Gateway has 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 2 self-contained classrooms. In addition, our students receive one period a week in each related arts class, which includes a computer lab staffed by an instructional aide under the supervision of our media specialist, and a Chromebook Lab experience on an A/B schedule. These related arts classes include art, music, physical education, computer lab/Chromebook Lab, and media center. In addition to these enrichment programs within our school, we also extend educational learning opportunities beyond our classroom walls. Gateway Elementary School houses a 33 acre nature trail and adjoining outdoor classroom which is located behind our school campus. An endangered plant, the *Bunched Arrowhead*, exists in this area, which is one of the few places the plant is found in North America. There are a total of 86 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, office and nursing staff, and cafeteria teams. Experience levels of our teachers range from first year teachers to those with over 30 years of experience. All teachers are provided an opportunity to update skills and competencies through in-services provided by the district/school and through self-selected coursework. In fact, many of our in-house professional development sessions are led by our teachers and leadership staff. Gateway has a principal, assistant principal, instructional coach, literacy specialist, school counselor, challenge teacher, 3 resource teachers, an assistant devoted to our special needs

students, 5 kindergarten assistants, 4 special education assistants, 4.5 RTI interventionists (includes 1 R2S Literacy Coach), 1.4 speech pathologists, a .2 ESOL teacher, 1 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 weekly/monthly newsletters regarding suggested study skills, web-sites, weekly work folders, individual daily reports, parent conferences, telephone conferences, e-mail, PTA meetings, as well as annual 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 with 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 school-based counselor from Greenville Mental Health provides services to our students and families on-site five 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, food, 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. In August of the 2016-2017 school year, the entire Gateway staff participated in a community scavenger hunt. During this time, the staff visited community business and service organizations. Partnerships with community service organizations help project a positive public image and give students experience in providing service to the community. We have established partnerships with local nursing homes, special education facilities, environmental agencies, charitable organizations, local food pantries, the local animal shelter, and 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 information is listed below:

The ethnic makeup of the Gateway faculty consists of 3 African-American and 71 Caucasians.  The primary language of the study respondents is English.  The following level of academic degree information among the

Gateway faculty: 13 Bachelor's degrees and 23 Master's degrees. Included in these degrees are three 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, seven special education, two administrators, five specialists, and three full time and three part time related arts teachers that make up the teaching faculty at Gateway Elementary School. The years of experience at Gateway indicate that 14 teachers have taught between one and six years, 11 between seven and eleven years, four between 12 and 16 years, seven between 17 and 26 years, three between 27 and 31 years and four with thirty-one plus years of experience.

| Teachers (n = 44) | | |
|---|---|---|
| Percentage of teachers with advanced degrees | 61.4 | Down from 69.2 |
| Percentage of teachers on continuing contract | 81.8 | Down from 87.2 |
| Teachers returning from previous year | 92.9 | Down from 93.8 |
| Teacher attendance rate | 90.8 | Down from 92.5 |
| Average teacher salary | $50,119 | Up from $49,092 |
| Professional development days/teacher | 10.2 | Down from 12.2 |
| Percentage of teacher vacancies for more than 9 weeks | 0.0 | No change |

## 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 758 students in pre-kindergarten through fifth grades. This includes two developmentally disabled classrooms, as well as students who are served in resource, speech, ESOL, RTI and GT. We currently serve 110 disabled students (unduplicated count), 20 ELL, and 60 GT students in K5-5th grades. Gateway's student population is reflective of the diversity of the community.

# Figure 1: 2017-2018 Student Enrollment by Grade Level

## Membership by Grade Level

| GradeLevel | Members | % of Total |
|---|---|---|
| K4 | 44 | 5.8% |
| K5 | 107 | 14.1% |
| 01 | 138 | 18.2% |
| 02 | 128 | 16.9% |
| 03 | 117 | 15.4% |
| 04 | 109 | 14.4% |
| 05 | 115 | 15.2% |
| **Grand Total** | **758** | **100.0%** |
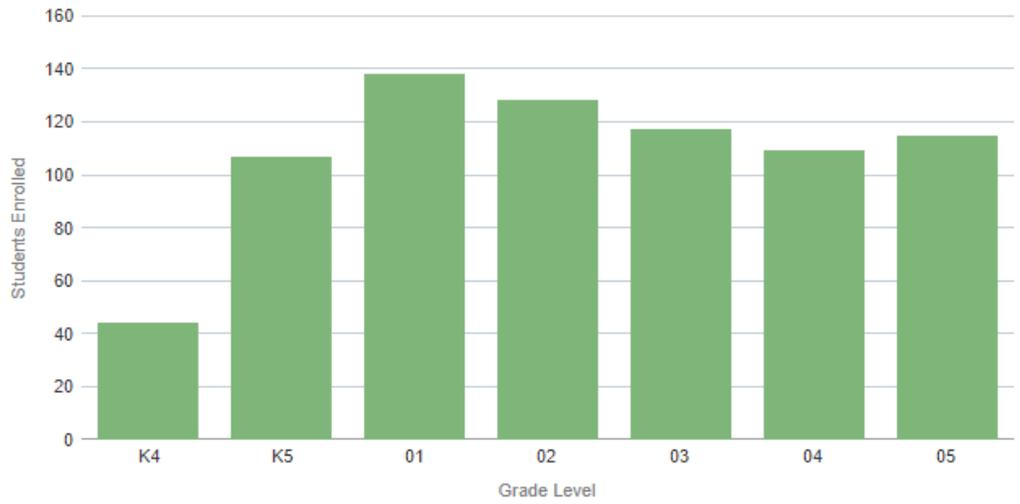


# Figure 2:  Student Enrollment by Ethnicity 2017-2018
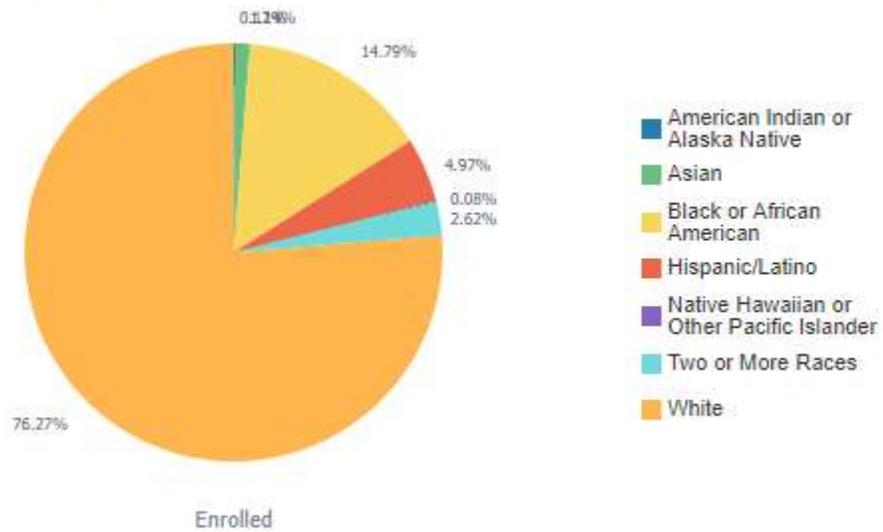


**Students with Disabilities**

The number of students with disabilities at Gateway Elementary School has decreased significantly over the past five years from a total population of 171 in 2010-2011 to 110 in 2017-2018. The number of students served in speech represents our greatest decline. We have six full time special education teachers, 1.4 speech teachers and 4 special needs paraprofessionals.

## Students With Disabilities 2012-2017

| Year | Other Health Impaired | Specific Learning Disability | Developmentally Delayed | Speech Language | Autistic | Intellectual Disability | Emotional Disability |
|------|------|------|------|------|------|------|------|
| 2012-2013 | 8 | 49 | 6 | 69 | 10 | 00 | |
| 2013-2014 | 5 | 35 | 8 | 37 | 16 | 00 | |
| 2014-2015 | 5 | 36 | 6 | 35 | 13 | 00 | |
| 2015-2016 | 8 | 41 | 5 | 32 | 18 | 20 | |
| 2016-2017 | 8 | 39 | 14 | 42 | 16 | 11 | |
| 2017-2018 | 16 | 47 | 12 | 34 | 11 | | 32 |
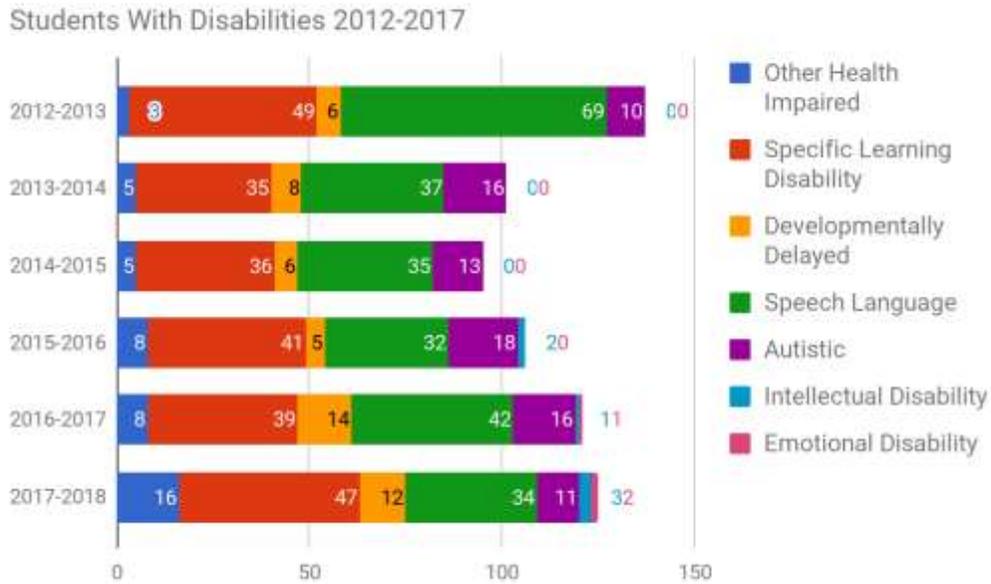
**Gifted and Talented Population**

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 2017-2018 school year, 60 students are enrolled in our GT program.

| Year | Percentage |
|------|------|
| 2013-2014 | 21.5% |
| 2014-2015 | 19.3% |
| 2015-2016 | 17.8% |
| 2016-2017 | 21.1% |
| 2017-2018 | 20.4% |
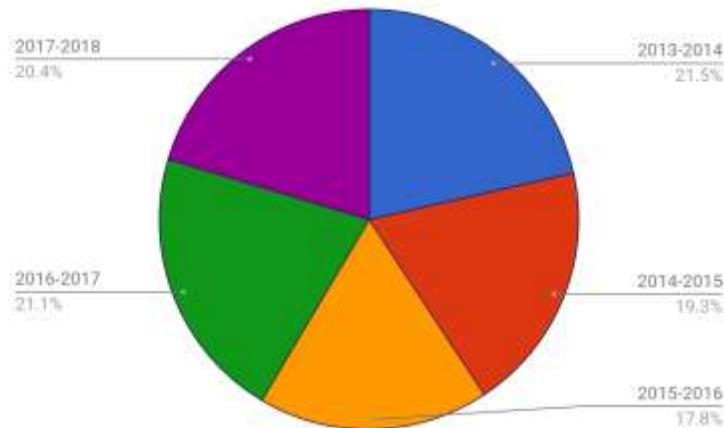
**Free and Reduced Lunch Population**

The lunch status of students has changed slightly over the past six years. For the 2017-2018 school year, 47.09% of our students pay full price for their meals. The percentage of students with a free or reduced lunch status is 52.91% for the 2017-2018 school year.

F/R Lunch percentages 2013-2017

| School Year | Percentage |
|---|---|
| 2013-2014 | 56.65 |
| 2014-2015 | 53.16 |
| 2015-2016 | 52.96 |
| 2016-2017 | 51.27 |
| 2017-2018 | 52 |
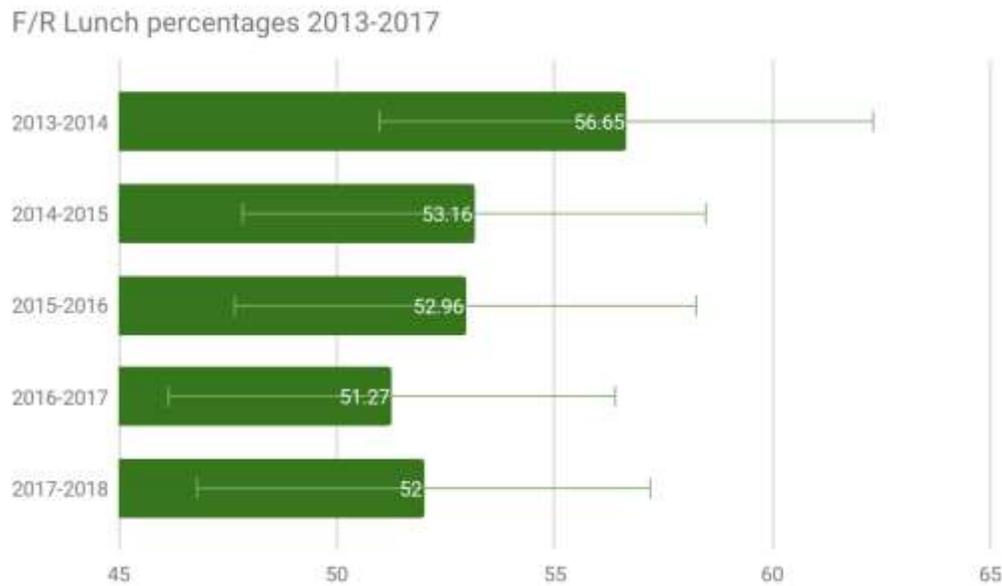
**Academic and Behavioral Features**

The teaching staff at Gateway Elementary School continually seeks opportunities to strengthen our practice. Gateway Elementary is excited to partner with Greenville County Schools to provide a Chromebook to all students from 4K through 5th grades. This initiative will allow us to teach our students how to use technology as an instructional tool from a very early age. Specific emphasis has been directed toward looking at each standard individually and teaching with increased rigor. Our staff engages each student in lessons that are directly correlated to our South Carolina College and Career Ready standards for the year through multiple approaches. Some standards require longer and deeper time frames, and 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 on 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 school-wide rigorous, standards-based instruction, and all staff is expected to align each lesson with differentiated strategy group sessions to target strengths and weaknesses of all students. The related arts team and school counselor collaborate together to plan authentic, real world lessons and Project Based Learning experiences in relation to the South Carolina College and Career Ready standards. Our team also plans lessons to align to the core instruction of each grade level. Students are also expected to be partners in their learning process and create individual learning goals each school year. Special education teachers must teach state standards as well as the goals and objectives of the individual education plans of their students. A special emphasis is placed annually on our at-risk student population. 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, all 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 areas 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**

The general education teaching staff at Gateway is fully trained in the *Fountas and Pinnell* Balanced Literacy program, and all staff is 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. Anthology readers are sometimes 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 observing students in small group guided reading sessions are essential components of this reading delivery method. This practice allows our staff to observe how our students learn, providing remediation and acceleration in "real time." All classrooms in grades K5-5 use this program with fidelity. Many classrooms have incorporated Literacy Circles, with an emphasis on Text Dependent Questions.  Our reading specialist, instructional coach, and media specialist have worked with teacher-selected students to implement above grade level literacy circles in a pull out setting.  Our staff is completing year four 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 that was specifically developed to be a companion curriculum serving at-risk learners in a more in-depth manner. All skills and strategies are taught through direct instruction that concentrates on necessary skills.  Select RTI reading teachers also implement the Soar to Success Reading Program. This program focuses on delivering reading instruction to small groups of students. Some students have been identified to need comprehension strategies as opposed to fluency instruction. One RTI interventionist incorporates the use of the Comprehension Toolkit instructional design for these students.  This program focuses on building the strategies needed to improve student reading comprehension.  Students read in whole group settings, small group settings, with partners, individually and with the teacher.   Each program is based on cumulative skill development and provides detailed data on student performance. Both decoding and comprehension programs are used in reading. Writing skills are taught in the same inclusive, comprehensive manner and provide students with specific targeted lessons. Our data reveals significant progress among the population of students with learning exceptionalities with this delivery method. Special education teachers also use components of SRA and Fountas and Pinnell approaches to meet all literacy and language arts needs of their students.

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

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

**Mathematics**

Greenville County Schools adopted the *Go Math* curriculum for math. Teachers supplement math instruction with hands-on activities, collaboration in small groups and in collaborative pairs, while using technology on the Promethean Boards, Chromebooks, iPads, and in student centered technology stations, which is consistent with the guided math workshop model. This program incorporates many opportunities to strengthen the students' critical and analytical thinking skills.

Beginning in the 2014-15 school year, Gateway Elementary School began to implement inclusive practices in the area of math. We will continue to extend this practice to include ELA. This program has been very successful, and we were able to extend this best practice to offer inclusion math settings. We are expecting to continue to increase the number of classrooms offering this service in the 2018-2019 school year. For some special education students, inclusion is not an appropriate approach. In this instance, special education teachers use the *SRA* math series and the LLI, SPIRE, Explode the Code, Making Connections, Wordly Wise, Edmark, and Sound Sensible reading curriculum. Each program is a core program. All skills and strategies are taught through direct instruction that concentrates only on necessary skills. Each program is based on cumulative skill development and provides detailed data on student performance. The lessons within the SRA model are scripted to provide teacher and student responses as well as correction procedures.

Our classes also use the digital *Every Day Counts Calendar Math* program. This program provides 10 to 15 minutes of supplementary math instruction each day. Components of the program include a calendar, a counting tape to count the days of school and other items such as clocks, coin counters, and graphs. Each day students use current data from the various components to get a new angle on mathematical relationships. Students at every grade level get the opportunity to analyze data, perceive patterns, explore mathematical relationships, and communicate their thinking. Special education classes also use *Calendar Math* as well as *Drop in the Bucket* lessons to reinforce previously learned skills in money, measurement, basic concepts and geometry. Our Special Education department piloted *Number Worlds* during the 2010-2011 school year and continues to use this program along with core instruction that is developed with the inclusion teachers. 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.

**Social Studies, Science, and Health**

Social studies, science, and health are taught in unit and discovery format. Instruction encompasses a variety of delivery methods to address the various learning styles of our students. Most texts in upper grades, third through fifth, are used primarily for resource purposes. Students in all grades conduct research using media center resources, interactive note taking, technology, various materials, hands-on activities and experimentation, projects, drama, field trips, role play and cooperative activities. We have school-wide special events to promote our social studies curriculum like guest speakers for Veterans Day, multicultural celebrations such as International Day, Living Museums, Camp Flintlock, Native American Week, Immigration Simulation, and Decades Day among others. 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 their history with the children.

 The Greenville County school system requires four major science 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.
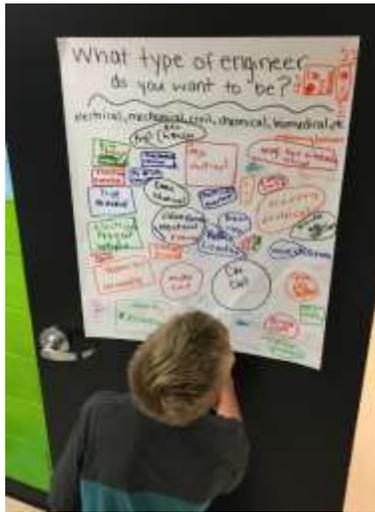
## Character Education

Gateway's Character Education program uses Sean Covey's **7 Habits of Happy Kids** as its foundation. We encourage students to display the characteristic in school, at home and in the community. Students also complete book studies with "Going Places" and "Doing Hard Things." Students participate in counseling lessons that reinforce the habits as well as other "Building a Better Graduate" characteristics. Our students, teachers and parents have begun to use the language and implement these habits in the classroom and at home. Students that display exceptional behavior are invited to a fall and spring behavior celebration event. The school counselor collaborates with grade levels and related arts teachers to define specific standards that are suitable for Project Based Learning (PBL). Some examples include: community helpers with kindergarten, career exploration with first grade, government careers with second grade, going places with third grade, do hard things with fourth grade, peace week with fourth and fifth grade, and career capstone with fifth grade. During morning announcements, quotes and examples of using a growth mindset are shared with the school. Throughout the school building, decorations and encouraging quotes inspired by 7 Habits of Happy Kids and Growth Mindset are on display.



## Assessment

Teachers continue to use conventional and authentic forms of assessment: teacher observation, daily performance, homework assignments, common formative assessments, district unit tests, pretests and posttests, teacher prepared tests, digital assignments 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-1ˢᵗ Grade**

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

**2ⁿᵈ-5ᵗʰ Grade**
A       90 -100
B       80 - 90
C       70 - 80
D       60 - 70
U       Below 60

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 authentic lessons and 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 FastBridge to place students according to their instructional level in order to measure student progress.

Gateway is using RTI (Response to Intervention) and targeted strategy groups 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 FastBridge Screening Tool. Reading benchmark assessments with FastBridge are done 3 times per year- fall, winter, and spring.  Students in RTI reading are also progress monitored every ten days to monitor progress made.  Assessments and progress monitoring data is used to help identify students for RTI or A-team. As the 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 FastBridge mass screening tool. Reading benchmark assessments with FastBridge are done 3 times per year- fall, winter, and spring.  Students in RTI

reading are also progress monitored every ten days to monitor progress made. Assessments and progress monitoring data is used to help identify students for RTI or A-team. As the students progress and move out of the RTI class, wait-listed students are added.

**TE.21 Mastery Connect**

In 2017-2018, Greenville County Schools implemented the TE.21 Mastery Connect program. The TE.21 benchmarks are administered to 2nd grade through 5th grade three times a year. These benchmarks are used to monitor progress throughout the year in relation to the SC Ready/SC PASS assessment. During "Data Dives," teachers place students in strategy groups for acceleration and intervention. For students who do not have prior assessment results, teacher recommendation is the primary referral tool for RTI services.

**3rd – 5th 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 Mastery Connect test data as well as monthly teacher-made common formative assessments to determine the standards to be addressed as well as for determining the makeup of each group. These groups take place 3 times a week for 30 to 45 minutes and are taught by the classroom teacher. The student groups are fluid and therefore can change often (sometimes monthly) depending on the on-going evaluation of monthly common formative assessments, teacher observation, student classroom performance 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, SC Ready, SC PASS, Number Worlds and SOAR Screening Assessments, and TE.21 data. This opportunity gives these students extra assistance in their needed areas.

**Special Education**

The special education curriculum addresses each student's IEP (Individual Education Plan). The following services are offered:

- *Speech*
- *Resource*
- *Self-Contained*
- *Inclusion*

**Programs/Initiatives**

The staff at Gateway Elementary School engages in a number of professional development trainings annually to improve our practice. Based on the teacher Professional Development surveys, our staff prefers a learning lab approach in professional development delivery. As a result, every teacher at Gateway Elementary School visited a school based on needs as indicated in SC Ready data, teacher input and other student performance indicators. 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 all learning styles of our students.

Students in grades K-5 are involved in targeted strategy group sessions that occur in the classroom, three times weekly. Students are divided into ability groups based on TE.21 results and the most recent monthly common formative assessment results. This instructional strategy allows students to receive targeted instruction based on their individual needs and ability levels. Teachers create common formative 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 these strategies paired with the peer collaboration and coaching model included in Student Centered Learning initiatives enables our team to deliver high levels of instruction on a consistent and inclusive basis. Learning Targets 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.

### *Student Support Systems*

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

- *We have five special education 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 full and one part time teacher 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 five RTI teachers who work with K5-5th grades in the areas of math and reading.*
- *We added a 1.0 Literacy Specialist last year. This teacher provides reading intervention for students in K5 – 5th grades.*
- *We have 1 part time ESOL teacher who aids in evaluation of ESOL students. The teacher provides instruction for those who qualify.*
- *We have one special education assistant devoted to students with special needs across grade levels and one itinerant occupational therapist.*
- *We have one school-based counselor and one part time mental-health counselor.*

# 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.

**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 lifelong 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$^{st}$ century technology as a tool for learning.

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

# DATA ANALYSIS AND NEEDS ASSESSMENT



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

# Student Achievement Needs Assessment



The focus of school improvement is on creating a comprehensive learning organization that understands, cares about, and works for students and with teachers. In a comprehensive learning organization focused on student engagement, 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.

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 student achievement
- • What the school community expects students to know and be able to do

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

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.

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

Our staff will continue to plan weekly in grade level meetings to collaborate and improve our implementation of standards based instruction with a focus on student engagement. At each grade level, teachers are encouraged to work together as a team, while also revising and making adaptations to the grade level plan to suit the specific needs of the students in their classroom. Additional planning time 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 SC Ready, SC PASS data, TE.21 data and daily student work as they develop common formative 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 and leadership team attend trainings, workshops and seminars that are specific to our district and school-wide goals, such as increasing rigor through Depth of Knowledge questioning, STEAM methods with Jessica Morton, increasing activating strategies in the classroom, Balanced Literacy methodology through the Clemson Institute featuring Jennifer Serravallo, and Google Applications and technology integration for the classroom. After returning from these sessions, our teachers present the information learned to our entire faculty.

### 2017 SC Ready/PASS School Data GES/GCS

| % Met/Exceed Grades 3-5 | ELA | Math | Social Studies | Science |
|---|---|---|---|---|
| GES | 49% | 59% | 83% | 62% |
| GCS | 49% | 54% | 82% | 53% |
| Like Schools | 45% | 49% | 81% | 50% |

# Comparative SC Ready School Data Math

| 15-16 Math | 16-17 Math | Analysis |
|---|---|---|
| MATH ■ Exceeds ■ Meets ■ Approaching ■ Does Not Meet | MATH ■ Exceeds ■ Meets ■ Approaching ■ Does Not Meet | |
| Math E, M = 57% A. DNM = 43% 14% 26% 29% 31% | Math E, M = 59% A. DNM = 41% 14% 29% 27% 30% | The percentage of students who Exceeds or Met increased by 2% from 15-16 year to 16-17 year. |

# Comparative SC Ready School Data ELA

| 15-16 ELA | 16-17 ELA | Analysis |
|---|---|---|
| ELA ■ Exceeds ■ Meets ■ Approaching ■ Does Not Meet | ELA ■ Exceeds ■ Meets ■ Approaching ■ Does Not Meet | |
| ELA E, M = 44% A. DNM = 56% 16% 13% 40% 31% | ELA E, M = 49% A. DNM = 51% 22% 14% 29% 35% | The percentage of students who Exceeds or Met increased by 5% from 15-16 year to 16-17 year. |

# 2017 SC Ready School Data Reading

| 3rd Grade | 4th Grade | 5th Grade |
|---|---|---|
| READING ■ Exceeds ■ Meets ■ Approaching ■ Does Not Meet | READING ■ Exceeds ■ Meets ■ Approaching ■ Does Not Meet | READING ■ Exceeds ■ Meets ■ Approaching ■ Does Not Meet |
| 3rd - Read E, M = 57% A. DNM = 43% 13% 22% 30% 35% | 4th - Read E, M = 53% A. DNM = 47% 23% 27% 24% 26% | 5th - Read E, M = 33% A. DNM = 67% 10% 11% 22% 37% |
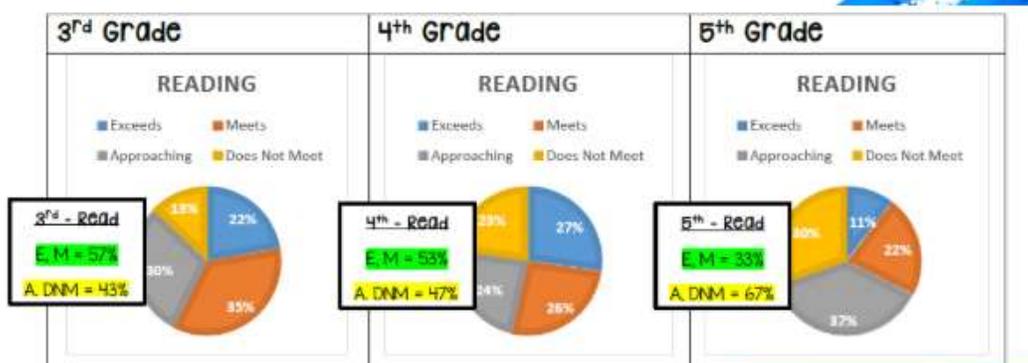
# SC Ready Grade Level ELA

| GES District | ELA DNM | ELA M/E |
|---|---|---|
| 3rd GES<br>3rd District | 39%<br>49% | 61%<br>51% |
| 4th GES<br>4th District | 50%<br>51% | 50%<br>50% |
| 5th GES<br>5th District | 65%<br>54% | 35%<br>46% |

# SC Ready Grade Level Reading

*3 Students were identified per RTS criteria

| GES District | Reading DNM | Reading M/E |
|---|---|---|
| 3rd GES<br>Informational Text: Meaning and Context | 43% | 57% |
| 4th GES<br>Literary Text: Language, Craft, Structure | 47% | 53% |
| 5th GES<br>Informational Text: Language, Craft, Structure | 67% | 33% |

# SC Ready ELA     GT/RTI/SWD

| SC Ready ELA | ELA DNM | ELA App | ELA M | ELA EXC |
|---|---|---|---|---|
| 3rd GT | 0% | 0% | 25% | 75% |
| 3rd SWD | 40% | 30% | 20% | 10% |
| 3rd RTI | 31% | 56% | 13% | 0% |
| 4th GT | 0% | 4.5% | 50% | 4% |
| 4th SWD | 90% | 10% | 0% | 0% |
| 4th RTI | 60% | 40% | 0% | 0% |
| 5th GT | 5% | 5% | 60% | 30% |
| 5th SWD | 76% | 24% | 0% | 0% |
| 5th RTI | 70% | 30% | 0% | 0% |

# SC Ready Reading     GT/RTI/SWD

| SC Ready ELA | Reading DNM | Reading App | Reading M | Reading EXC |
|---|---|---|---|---|
| 3rd GT | 0% | 6% | 18% | 75% |
| 3rd SWD | 30% | 40% | 20% | 10% |
| 3rd RTI | 31% | 57% | 13% | 0% |
| 4th GT | 4.5% | 4.5% | 18% | 81% |
| 4th SWD | 80% | 20% | 0% | 0% |
| 4th RTI | 60% | 30% | 10% | 0% |
| 5th GT | 4% | 15% | 40% | 40% |
| 5th SWD | 65% | 35% | 0% | 0% |
| 5th RTI | 60% | 40% | 0% | 0% |

# SC Ready Grade Level Math

| District | Math DNM | Math M/E |
|---|---|---|
| 3rd GES<br>3rd District | 26%<br>40% | 74%<br>60% |
| 4th GES<br>4th District | 37%<br>46% | 63%<br>55% |
| 5th GES<br>5th District | 60%<br>53% | 40%<br>47% |

# SC Ready Grade Level Math

| District | Math DNM | Math M/E |
|---|---|---|
| 3rd GES<br>Measurement and Data | 26% | 74% |
| 4th GES<br>Number Sense and Base 10 | 37% | 63% |
| 5th GES<br>Number Sense and Base 10 | 60% | 40% |

# SC Ready Math GT/RTI/SWD

| SC Ready | Math DNM | Math App | Math M | MaTH EXC |
|---|---|---|---|---|
| 3rd GT | 0% | 0% | 0% | 100% |
| 3rd SWD | 30% | 40% | 10% | 20% |
| 3rd RTI | 18% | 64% | 18% | 0% |
| 4th GT | 0% | 0% | 13% | 86% |
| 4th SWD | 40% | 40% | 20% | 0% |
| 4th RTI | 18% | 56% | 27% | 0% |
| 5th GT | 0% | 0% | 25% | 75% |
| 5th SWD | 76% | 24% | 0% | 0% |
| 5th RTI | 12% | 88% | 0% | 0% |

# SC Ready School Data Social Studies

| 15-16 Social Studies | 16-17 Social Studies | Analysis |
|---|---|---|
| SOCIAL STUDIES<br>■ Exceeds ■ Meets ■ Does Not Meet<br>Social Studies<br>E, M = 79%<br>DNM = 21%<br>21% / 35% / 44% | SOCIAL STUDIES<br>■ Exceeds ■ Met ■ NM<br>Social Studies<br>E, M = 86%<br>DNM = 18%<br>18% / 36% / 46% | The percentage of students who Exceeds or Met increased by 7% from 15-16 year to 16-17 year. |
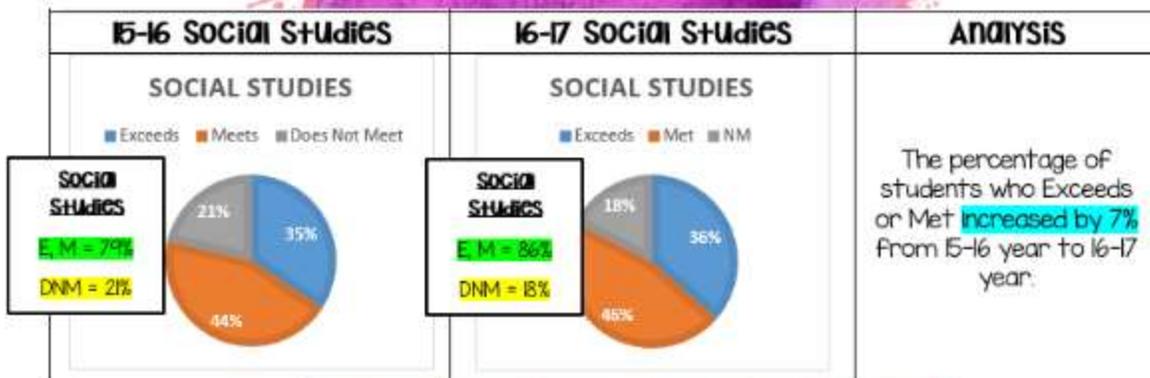
# SC PASS Grade Level Social Studies

| GES District | Social Studies DNM | Social Studies M/E |
|---|---|---|
| 4th GES | 13% | 87% |
| 4th District | 14% | 86% |
| Westward Expansion | | |
| 5th GES | 22% | 78% |
| 5th District | 20% | 79% |
| Developments Since 1989 | | |

# SC Ready School Data Science

| 15-16 Science | 16-17 Science |
|---|---|
| SCIENCE | SCIENCE |
| ■ Exceeds ■ Meets ■ Does Not Meet | ■ Exceeds ■ Meets ■ Does Not Meet |

**15-16 Science**

SCIENCE
Science
E, M = 76%
DNM = 24%

24%  25%
51%

**16-17 Science**

SCIENCE
Science
E, M = 48%
DNM = 52%

18%  52%  30%
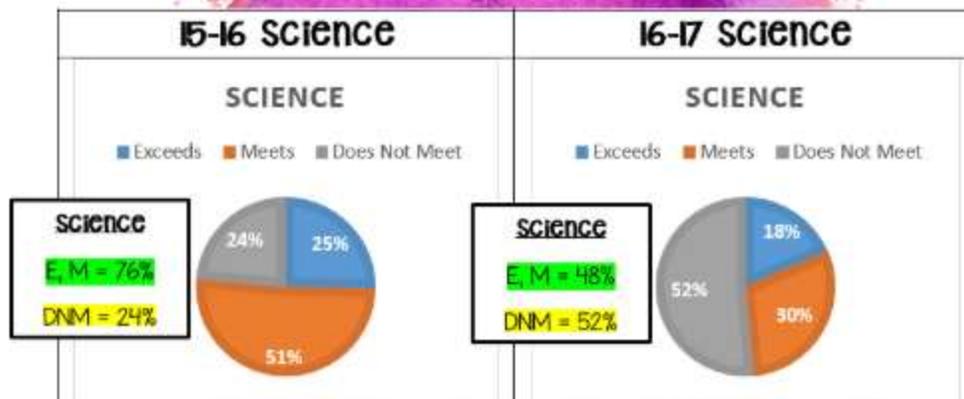
## * Data not comparable.

# SC PASS Grade Level Science

| GES District | Science DNM | Science M/E |
|---|---|---|
| 4th GES <br> 4th District <br><br> Science and Engineering Practices | 47% <br> 47% | 53% <br> 53% |
| 5th GES <br> 5th District <br><br> Science and Engineering Practices | 56% <br> 47% | 44% <br> 54% |

# MAP Data: Percent Meeting Growth Projections

| % Meeting or Exceeding Growth Projections (Fall to Spring) | 14-15 | 15-16 | 16-17 |
|---|---|---|---|
| Reading 3-5 | 49.8% | 53.5% | 59.7% |
| Math 3-5 | 48.1% | 54.9% | 57.7% |

# MAP Data: Percent Meeting Growth Projections

| MAP READING | 14-15 | 15-16 | 16-17 |
|---|---|---|---|
| Grade 3 | 37% | 45% | 57% |
| Grade 4 | 44% | 48% | 57% |
| Grade 5 | 48% | 54% | 65% |

# MAP Data: Percent Meeting Growth Projections

| MAP MATH | 14-15 | 15-16 | 16-17 |
|---|---|---|---|
| Grade 3 | 43% | 54% | 59% |
| Grade 4 | 18% | 26% | 54% |
| Grade 5 | 48% | 50% | 60% |

# Spring 2017 Comparative MAP Data by Grade Level, Subject and Strand

| 3rd Grade Reading | Low/ Low Average | Average | High Average, High |
|---|---|---|---|
| Informational Text: Language, Craft, Structure | 23% | 23% | 54% |
| Vocabulary: Determine and Clarify Word Meaning | 29% | 19% | 52% |
| Literacy Text: Language, Craft, and Structure | 25% | 19% | 56% |
| Informational Text: Meaning and Context | 25% | 15% | 60% |
| Literacy Text: Meaning and Context | 25% | 15% | 60% |
| Reading Overall Performance | 23% | 19% | 59% |

# Spring 2017 Comparative MAP Data by Grade Level, Subject and Strand

| 3rd Grade Math | Low/ Low Average | Average | High Average, High |
|---|---|---|---|
| Geometry | 32% | 31% | 37% |
| Number Sense and Operations | 28% | 35% | 36% |
| Algebraic Thinking and Operations | 28% | 21% | 51% |
| Measurement and Data Analysis | 26% | 18% | 57% |
| Mathematics Overall Performance | 27% | 26% | 47% |

# Spring 2017 Comparative MAP Data by Grade Level, Subject and Strand

| 4th Grade Reading | Low/ Low Average | Average | High Average, High |
|---|---|---|---|
| Informational Text: Language, Craft, Structure | 31% | 26% | 43% |
| Vocabulary: Determine and Clarify Word Meaning | 37% | 18% | 45% |
| Literacy Text: Language, Craft, and Structure | 34% | 16% | 50% |
| Informational Text: Meaning and Context | 29% | 22% | 48% |
| Literacy Text: Meaning and Context | 31% | 19% | 49% |
| Reading Overall Performance | 30% | 16% | 54% |

# Spring 2017 Comparative MAP Data by Grade Level, Subject and Strand

| 4th Grade Math | Low/ Low Average | Average | High Average, High |
|---|---|---|---|
| Geometry | 28% | 27% | 45% |
| Number Sense and Operations | 38% | 27% | 35% |
| Algebraic Thinking and Operations | 33% | 22% | 45% |
| Measurement and Data Analysis | 32% | 19% | 49% |
| Mathematics Overall Performance | 35% | 19% | 47% |

## Spring 2017 Comparative MAP Data by Grade Level, Subject and Strand

| 5th Grade Reading | Low/ Low Average | Average | High Average, High |
|---|---|---|---|
| Informational Text: Language, Craft, Structure | 43% | 21% | 36% |
| Vocabulary: Determine and Clarify Word Meaning | 40% | 24% | 36% |
| Literary Text: Language, Craft, and Structure | 37% | 20% | 42% |
| Informational Text: Meaning and Context | 34% | 28% | 37% |
| Literary Text: Meaning and Context | 34% | 28% | 37% |
| Reading Overall Performance | 37% | 19% | 44% |

## Spring 2017 Comparative MAP Data by Grade Level, Subject and Strand

| 5th Grade Math | Low/ Low Average | Average | High Average, High |
|---|---|---|---|
| Geometry | 34% | 21% | 44% |
| Number Sense and Operations | 43% | 21% | 35% |
| Algebraic Thinking and Operations | 50% | 22% | 28% |
| Measurement and Data Analysis | 42% | 21% | 36% |
| Mathematics Overall Performance | 41% | 25% | 33% |

## Teacher and Administrator Quality

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

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

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

Monthly Schedule: opportunity

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

| Date | Leader | Agenda |
| --- | --- | --- |
| August 23, 2017 | Full: DLC Team | Code of Conduct, Common Vocabulary, Fair Consequence (Internet) |
| August 30, 2017 | S. Stubley Grades 3-5: 3-4:30 (Bring Laptop to PD Room) | Curriculum Map SAMR, Lesson Plan Format, Strategy Groups for Math, Placement (EQ, Editor's Checklist, Teacher Schedules), Ignore the Door, Test Data, GC Source |
| September 6, 2017 | Full: Howard Whole Group (PD Room)  Rotations: Calvage (Media) Lynnette & Holly (Teacher's Room) Howard & SPED (PD Room) | Reporting Child Abuse (15 min), Serravallo Q&A (10 min)  3:30-3:50 and 3:50-4:10 and 4:10-4:30 Bus Expectations, Incentives, Behavior ELA 2 Learning Lab Breakout Session for Goal/Compliment Needs of SPED Population and 504 |
| September 13, 2017 | Full Presentation: Drennon & Cox  Grade Level | Mastery Connect: Login, Purpose, Benefits, Importance of GCS Curriculum Maps, Online PD, Testing Schedule Handout  Explore Mastery Connect with Grade Teams: Create a Tracker from Curriculum Map, Create a Tracker Video (1:32), Import Students to Tracker, Tracker Basics Video (5:11) |
| September 20, 2017 | Committees: Faculty Council | A Note from Mrs. Stubley- Parent Conference Expectations, Master Lesson Plan Template |
| October 4, 2017 | Full: PLA/DLC | General Session: RA Buddy Talk Stations: Google Team Drive (DLC) RTS Teacher Requirements (Clark), Writing Rubrics (Holly and Lynnette) Rigor with Assessments (Fleming) |
| October 11, 2017 | Grade Level | Mastery Connect Assessment Creation Work Time |

| October 18, 2017 | Committees | Teacher of the Year Banquet |
|---|---|---|
| October 25, 2017 | | Boosterthon Teacher Pep Rally at 3:15 |
| November 1, 2017 | Full: PLA/DLC | Jackson Whole Group: Breakout PD (20 min)<br>Stations: DLC: Presentation Tools<br>Smith/Clark- Challenge/RTI<br>Stubley- Growth Mindset Intro Ch. 1  (Teaching is a Practice, Not a Perfection)<br>Science Lab w/ Drennon- Flowcabulary and Science A-Z |
| November 15, 2017 | Committees | Faculty Council- Behavior, ELEOT, SAMR, TDA, Mastery Connect |
| November 29, 2017 | Grade Level | Full Faculty: Mastery Connect Student Reports for Benchmark, Teacher Charts, Finding Assessments in the Community, Mastery Connect Now What Yellow Sheet<br><br>Assignment:<br>1. Organize groups for 2$^{nd}$ quarter standards based on this data. Identify the standard or question type that is of biggest concern for your class.<br>2. Create an assessment on Mastery Connect using the one you brought, Find an assignment in the community for a different standard in need |
| December 6, 2017 | Full: PLA/DLC | ELEOT Standards, Accreditation Surveys, DLC: Google Classroom Tiered Support |
| December 13, 2017 | Grade Level | International Day Planning: Foreign Language Requirement |
| January 10, 2018 | Full: Dell'Oso | TE.21 TDA Rubric Analysis and Training |
| January 24, 2018 | Committees | International Day, School Tours, TE.21 |
| January 29, 2018 | | Woodruff Elementary School Visit- Focus on Science and Engineering Standards in 4th Grade as well as increasing rigor |
| January 30, 2018 | Grade Level | Common Formative Assessment Analysis |
| February 7, 2018 | Full: Dell'Oso | Accommodations, Modifications, and Interventions |
| February 9, 2018 | | Stone Academy School Visits- Focus on Arts Integration in Kindergarten |

| | | |
|---|---|---|
| February 13,, 2018 | Fisher Middle School Visit- Focus on PBL in Math and Science and Engineering Standards as well as increasing rigor | |
| February 14, 2018 | Full: Dell'Oso | Reflection and Presentation for School Tours |
| February 15, 2018 | East North Street School Visit- Focus on ELA and Intervention | |
| February 21, 2018 | Full | CPI at Gateway with Chris Abee |
| February 23, 2018 | Full | Jessica Morton STEAM |
| February 26, 2018 | Monarch Elementary School Visit- Focus on PBL in Kindergarten | |
| February 27, 2018 | Tigerville Elementary School Visit- Focus on Best Practices in ELA, Math, and Data Analysis | |
| March 7, 2018 | Full: SPED | Susan Chick: The Role of the Gen Ed Teacher in an IEP |
| March 9, 2018 | Calhoun Academy of the Arts School Visit- Focus on Arts Integration in ELA, Writing, and Science as well as Ron Clark Behavior Plan | |
| March 14, 2018 | Grade Level | Rigor of Math Activities |
| March 19, 2018 | Faculty Council | Faculty Council Meeting |
| March 21, 2018 | Full | School Tour Presentations |
| March 2018 | Optional Virtual PD | Helping All Learners with ESOL Strategies |
| March 28, 2018 | Grade Level | Increasing Rigor in Writing |
| April 11, 2018 | Full: Admin | SC Ready and SC PASS Testing Training Chromebook Check STEM and Math Resources Exploration |
| April 12, 2018 | Plain Elementary School Visit- Focus on Best Practice in ELA and Math | |
| April 18, 2018 | Grade Level | Planning- Coming to Consensus with the Read to Succeed Plan |
| April 2018 | Optional Virtual PD | Increasing Rigor through Upper DOK level activities and questioning |
| April 25, 2018 | Full | ESSA, School Report Cards, Field Trips |
| May 2, 2018 | Full | Class Cards, Student Conversations |
| May 9, 2018 | Grade Level | Planning |

| May 2018 | Optional Virtual PD | Increasing Student Engagement with Activating Strategies |
|----------|---------------------|---------------------------------------------------------|
| May 16, 2018 | Committees | School Portfolio Committee Meeting |
| May 23, 2018 | Grade Level | Planning |

# 2017-2018 Technology Tuesday

| Date | Leader | Leader | Leader |
|------|--------|--------|--------|
| November 14, 2017 | DLC Rep/Prosody: Emoji | Drennon: Socrative and Mastery Connect Assessments | Jackson: Biblionasium |
| December 12, 2017 | Montaruli: ChatterPix | Drennon: Mastery Connect Analysis | Daley: QR Codes |
| January 16, 2017 | The Organized Classroom- Google Apps Daley/Montaruli | | |
| February 13, 2017 | All About Beebots Montaruli | | |
| March 13, 2017 | All About the QBall Zadoorian  BreakoutEDU Daley | | |
| April 16, 2017 | Montaruli- Digital Dictionaries, Visual Vocabulary with Google Drawing and piccollage Daley-Flipgrid, NewseumEd, Confer App Watson- SeeSaw | | |

# 2017-2018 Grade Level Mini Sessions

| | | |
|---|---|---|
| August 25, 2017 | Drennon<br>Grade 2 Only | PowerTeacher Questions and Gradebook Setup |
| August 29, 2017 | Stubley:<br>Grades K-2<br>Only<br>PD Room | Grades K-2: Curriculum Map SAMR, Lesson Plan Format, Strategy Groups for Math, Placement (EQ, Editor's Checklist, Teacher Schedules), Ignore the Door, GC Source |
| August 29, 2017 | Drennon<br>Grades 3-5, RA<br>Grade Level<br>Clusters | PowerTeacher Questions and Gradebook Setup Gr 3-5 |
| September 14, 2017 (B) | 3rd and 5th Grade | Teachers Bring: 10 question multiple choice assessment for your subject<br><br>Overview of Testing Assessments, Testing Calendar, Lesson Plans, Mastery Connect Expectations/Tool Bar/Create Assessment/Find Assessment |
| September 18, 2017 (A) | 2nd and 4th Grade | Teachers Bring: 10 question multiple choice assessment for your subject<br><br>Overview of Testing Assessments, Testing Calendar, Lesson Plans, Mastery Connect Expectations/Tool Bar/Create Assessment/Find Assessment |
| October 2, 2017 (A) | 2nd and 4th Grade | Mastery Connect: Student Login and Benchmark Practice |

| | | |
|---|---|---|
| October 9, 2017 (B) | 3rd and 5th Grade | Mastery Connect: Student Login and Benchmark Practice |
| October- Grade Level Choice | Drennon | Common Formative Pre-Assessment Meeting |
| November 8, 2017 | Drennon | Mastery Connect Help for Grade Level Teams |
| November- Grade Level Choice | Drennon | Common Formative Post-Assessment Meeting |
| December 11, 2017 | Drennon | Mastery Connect… What Next? Assessment Help |
| December- Grade Level Choice | Drennon | ½ Day Grade Level Planning Sessions Using TE.21 to guide instruction and form differentiated groups |
| January 4, 2018 | Drennon | Benchmark 2 will be provided Jan. 10-24 Benchmark 3 will be provided Mar. 12-30 Questions from Teachers<br><br>Data Dive for Winter TE.21 |
| January 10, 2018 | Drennon | Mastery Connect Support- Using Mastery Connect for Common Formative 10 Question Assessments |
| January 19, 2018 | Drennon | Grading TDA Grade Level Support |
| January- Grade Level Choice | Drennon | Common Formative Pre-Assessment Meeting |
| February 1, 2018 | RTI, Classroom Teachers | Student Support Analysis for RTI |

| February 23, 2018 | Jessica Morton | STEAM |
|---|---|---|
| February- Grade Level Choice | Drennon | Common Formative Post-Assessment Meeting |

## School Climate Needs Assessment

Key factors in assuring that our students receive an exemplar educational experience are 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 continued to see an area needing improvement regarding parent satisfaction for home school relations. During the 2017-2018 school year, our staff worked to improve the level of satisfaction in all areas indicated below. To address the home school relations component, we conducted several conversations with our PTA, SIC and within our faculty. As a result, greater communication efforts included: sending frequent School Messenger phone calls with upcoming school information, beginning a Gateway Elementary Instagram account, raising funds for a new electronic message center for the school entrance, and inviting parents to volunteer on a more regular basis using SignUpGenius to establish two way communication avenues for all staff and parent exchanges. Parents are also invited to Parent Lunch and Learns for information about technology integration and home literacy strategies. Our PTA meeting attendance has improved this year due to targeted efforts involving student participation during specialized activities.

**Evaluations by Teachers, Students, and Parents**

| Evaluations by Teachers, Students, and Parents | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 10 | 100 | 39 |
| Percent satisfied with learning environment | 90.0% | 82.0% | 94.8% |
| Percent satisfied with social and physical environment | 100.0% | 82.0% | 89.5% |
| Percent satisfied with school-home relations | 100.0% | 80.0% | 83.8% |

# 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.

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

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

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

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

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

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

*Gateway Elementary School*                           p.1

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

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Continue to integrate instructional technology through our one to one initiative defined by SC College & Career Ready Standards | 2018-2023 | Teachers, Leadership team | *$400,000+ | *PTA, District and Local funds | * Teacher lesson plans<br>*Classroom Observation data<br>*PD Calendar<br>*SAMR Planning<br>*Fixed Assets Document |
| Integrate instructional strategies to support the implementation of the South Carolina College & Career Ready Standards to prepare students for critical thinking required for the state assessment system | 2018-2023 | Teachers, Leadership Team | *None | *None | *Teacher observation data<br>*Teacher lesson plans<br>*Faculty Council and grade level meeting minutes<br>*Faculty meeting and agendas<br>*PD Calendar<br>*DOK Training and Classroom Integration<br>*TE.21 Benchmark Results<br>*Monthly Common Formative Assessments |
| Implement a comprehensive, balanced literacy writing model in grades PreK – | 2018-2023 | Leadership Team, District | *Possible New Kits for | *District and Local | *Grade level curriculum maps |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 5th Grade | | Academic Specialist, Classroom Teachers | Additional Staff | funds | *Teacher lesson plans *Classroom observation data *Lucy Calkins Units of Study |

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

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

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

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

| DATA SOURCE(s): | AVERAGE BASELINE | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations **59.1** (2016-17) | **School Projected Elementary** | **59.7** | **60.4** | **61** | **61.6** | **62.2** |
|---|---|---|---|---|---|---|---|
| | SC SDE School Report Card | **School Actual Elementary** | | | | | |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations **54** (2016-17) | **District Projected Elementary** | **57** | **60** | **63** | **66** | **69** |
| | SC SDE School Report Card | **District Actual Elementary** | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Strengthen internal capacity in the area of mathematics and review/revise instruction based on current best practices | 2018-2023 | Leadership Team, Classroom Teachers, District Academic Specialist | *$1,000 | *District and local funds | *Grade level curriculum maps *PD Calendar *School Visits *Guided Math Model |
| Implement interdisciplinary teaching in | 2018-2023 | Teachers | *None | *None | *Teacher lesson |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| support of South Carolina College and Career Ready Standards | | | | | plans *Classroom Observation data |
| Continue to integrate instructional technology through one to one initiative defined by SC College & Career Ready Standards | 2018-2023 | Teachers, Leadership team | *$400,000+ | *PTA, district and local funds | * Teacher lesson plans *Classroom Observation data *PD Calendar *SAMR Planning Documentation |

| Performance Goal Area: | ☒Student Achievement*  ☐Teacher/Administrator Quality*  ☐School Climate (Parent Involvement, Safe and Healthy |
|---|---|
| Schools, etc.)* *(* required)* | ☐District Priority |
| *Gifted and Talented Requires* | ☐Gifted and Talented: Academic  ☐Gifted and Talented: Artistic  ☐Gifted and Talented: Social and Emotional  *1 Academic* |
| *Goal and 1 Additional Goal* | ☐Gifted and Talented: Other |

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

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

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grade 4 only | **School Projected Elementary** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | SC SDE School Report Card | **School Actual Elementary** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grade 4 only | **District Projected Elementary** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | SC SDE School Report Card | **District Actual Elementary** | | | | | |

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

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

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

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

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

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grade 5 only | **School Projected Elementary** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | SC SDE School Report Card | **School Actual Elementary** | | | | | |
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grade 5 only | **District Projected Elementary** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | SC SDE School Report Card | **District Actual Elementary** | | | | | |

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

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

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

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

**INTERIM PERFORMANCE GOAL:**  Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations **22** (2016-17) Annual Increase = 2.7 | **Projected Hispanic** | **24.7** | **27.4** | **30.1** | **32.8** | **35.5** |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = | **Actual Hispanic** | | | | | |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations **26** (2016-17) Annual Increase = 2.4 | **Projected AA** | **28.4** | **30.8** | **33.2** | **35.6** | **38** |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = | **Actual AA** | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations **10** (2016-17) Annual Increase = 2.9 | **Projected SWD** | 12.9 | 15.8 | 18.7 | 21.6 | 24.5 |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = | **Actual SWD** | | | | | |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations **17** (2016-17) Annual Increase = 2.9 | **Projected LEP** | 19.9 | 22.8 | 25.7 | 28.6 | 31.5 |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = | **Actual LEP** | | | | | |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations **39.8** (2016-17) Annual Increase = 1.7 | **Projected SIP** | 41.5 | 43.2 | 44.9 | 46.6 | 48.3 |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = | **Actual SIP** | | | | | |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations **47** (2016-17) Annual Increase = 1.3 | **Projected Hispanic** | 48.3 | 49.6 | 50.9 | 52.2 | 53.5 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations<br><br>$\overline{\phantom{(20}}$(2016-17)<br>Annual Increase = | **Actual Hispanic** | | | | | |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations<br>**33**<br>(2016-17)<br>Annual Increase = 2.1 | **Projected AA** | **35.1** | **37.2** | **39.3** | **41.4** | **43.5** |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations<br><br>$\overline{\phantom{(20}}$(2016-17)<br>Annual Increase = | **Actual AA** | | | | | |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations<br>**22**<br>(2016-17)<br>Annual Increase = 2.7 | **Projected SWD** | **24.7** | **27.4** | **30.1** | **32.8** | **35.5** |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations<br><br>$\overline{\phantom{(20}}$(2016-17)<br>Annual Increase = | **Actual SWD** | | | | | |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations<br>**39**<br>(2016-17)<br>Annual Increase =   1.7 | **Projected LEP** | **40.7** | **42.4** | **44.1** | **45.8** | **47.5** |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations<br><br>$\overline{\phantom{(20}}$(2016-17)<br>Annual Increase = | **Actual LEP** | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations **51.1** (2016-17) Annual Increase = 1.1 | **Projected SIP** | **52.2** | **53.3** | **54.4** | **55.5** | **2.2** |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations $\overline{\phantom{xx}}$ (2016-17) Annual Increase = | **Actual SIP** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Projected Hispanic** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Actual Hispanic** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Projected AA** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Actual AA** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Projected SWD** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Actual SWD** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Projected LEP** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Actual LEP** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Projected SIP** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Actual SIP** | | | | | |
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grades 5 only | **Projected Hispanic** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grades 5 only | **Actual Hispanic** | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grades 5 only | **Projected AA** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grades 5 only | **Actual AA** | | | | | |
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grades 5 only | **Projected SWD** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grades 5 only | **Actual SWD** | | | | | |
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grades 5 only | **Projected LEP** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grades 5 only | **Actual LEP** | | | | | |
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grades 5 only | **Projected SIP** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |

| | | | | | | |
|---|---|---|---|---|---|---|
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grades 5 only | **Actual SIP** | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Continue to close the achievement gaps in learning and increase learning outcomes for traditionally underperforming demographic groups through partnerships and additional resources. | 2018-2023 | School Counselor, Teachers, Leadership, SIC, Community Stakeholders | *$1,200 | *District Funds | *Donated school supplies *Mentoring Program Documentation for Community and Teacher Mentor Initiatives *Standardized test scores for selected students *Baseline Exchange Documentation |
| Continue to implement intensive intervention and support for traditionally underperforming demographic groups through partnerships and additional resources. | 2018-2023 | Teachers, Interventionists, Leadership, School Counselor | *$1,200 | *District Funds | *RTI Lesson Plans *Home Visits *Parent-Teacher Conferences *Baseline Exchange Documentation |
| Continue to implement additional outside of school hours support for traditionally underperforming | 2018-2023 | Teachers, Interventionists, Leadership, School | *$11,000 | *Local Funds | *Morning Tutoring Log *EDP Enrichment Roster *2 week Summer |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| demographic groups through partnerships and additional resources. | | Counselor, Media Specialist | | | Jumpstart Program Roster *Summer Parent/Child Book Club Signup *Summer Family Reading Night |

| Performance Goal Area: | ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy |
|---|---|
| Schools, etc.)* *(* required)* | ☐District Priority |
| *Gifted and Talented Requires* | ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic* |
| *Goal and 1 Additional Goal* | ☐Gifted and Talented: Other |

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| Fountas and Pinnell | TBD | School Projected | TBD | TBD | TBD | TBD | TBD |
| | | School Actual | | | | | |
| Fastbridge | TBD | School Projected | TBD | TBD | TBD | TBD | TBD |
| | | School Actual | | | | | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| MAP | **TBD** | **School Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **School Actual** | | | | | |
| Fountas and Pinnell | **TBD** | **District Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **District Actual** | | | | | |
| Fastbridge | **TBD** | **District Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **District Actual** | | | | | |
| MAP | **TBD** | **District Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |

| | | District Actual | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Continue to integrate instructional technology through one to one initiative defined by SC College & Career Ready Standards | 2018-2023 | Teachers, Leadership team, Interventionist | *$400,000+ | *PTA, district and local funds | *Teacher lesson plans<br>*Classroom Observation data<br>*PD Calendar<br>*SAMR Planning Documentation |
| Integrate instructional strategies to support the implementation of the South Carolina College & Career Ready Standards to prepare students for critical thinking required for the state assessment system | 2018-2023 | Teachers, Leadership Team | *None | *N/A | *Teacher observation data<br>*Teacher lesson plans<br>*Faculty Council and grade level meeting minutes<br>*Faculty meeting and agendas<br>*PD Calendar<br>*DOK Training and Classroom Integration<br>*TE.21 Benchmark Results<br>*Monthly Common Formative Assessments |

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| Employment report | % of diverse teachers 2017-18 | **School Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **School Actual** | | | | | |
| Employment report | % of diverse teachers 2017-18 | **District Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **District Actual** | | | | | |

| ACTION PLAN FOR STRATEGY #1: | EVALUATION |
|---|---|

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| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
|---|---|---|---|---|---|
| Continue to interview and hire qualified candidates that will allow our teachers to more closely represent our student population. | 2018-2023 | School Administration, Interview Team, GSCD Human Resources Department | *None | *None | *Hiring Log and Rationale<br>*Consulting GCS Recruiting Specialists to identify exemplary minority candidates |
| Utilize effective and innovative professional development models that will result in highly qualified personnel.<br>  a. Mentoring/coaching<br>  b. Learning Lab Experiences<br>  c. School Visits<br>  d. Authentic professional learning communities<br>  e. District and School based professional development sessions | 2018-2023 | Leadership Team, Grade Level Teams, Teacher Mentors | *$5000 | *District PD funds and Local funds | *School and PD Calendar<br>*District portal print-out<br>*PD Agendas |
| Provide instructional technology training and resources to teachers in order to help them integrate technology into curriculum, instruction, and assessment. | 2018-2023 | Lynnette Bumgarner, Amanda Jackson, Leadership Team, DLC Team, and PLA Team | *None | *None | *Portal print out<br>*PD calendar<br>*PD Session Agendas |
| Provide information regarding ongoing Read to Succeed training as well as training to teachers for the | 2018-2023 | Leadership Team, Classroom | *None | *None | *PD Calendar<br>*Portal print outs |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| implementation of South Carolina State Standards | | Teachers, District Academic Specialists, Reading Specialist | | | |
| Provide training and ongoing support for the Fountas and Pinnell Balanced Literacy initiative. | 2018-2023 | Leadership Team, District Academic Specialist, Literacy Mentors | *None | *None | *Faculty meeting agendas *PD calendar *Portal Registration Documentation |
| Provide ongoing training and support of inclusive practices, inclusive models for service delivery, and shared ownership between regular educators and special educators for outcomes of all students. | 2018-2023 | Special Education Team, District Special Education Support Personnel | *None | *None | *Inclusion feedback documentation *Teacher lesson plans *School Visit Documentation |

| Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority |
|---|
| *Gifted and Talented Requires Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic* ☐Gifted and Talented: Other |
| **PERFORMANCE GOAL: 1** Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey. |
| **INTERIM PERFORMANCE GOAL:** Meet annual targets below. |

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 94.9 | School Projected Parents | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | School Actual Parents | | | | | |
| SDE School Report Card Survey | 91 | District Projected Students | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | District Actual Students | | | | | |
| | 94 | District Projected Teachers | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | District Actual Teachers | | | | | |
| | 88 | District Projected Parents | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |

| | | District Actual Parents | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Establish a "moment for safety" in our faculty meetings quarterly to openly discuss concerns that may present themselves. | 2018-2023 | Administration and Faculty | *None | *None | *Agenda Minutes |
| Continue to make parents aware of school and district initiatives regarding student safety. | 2018-2023 | Administration and Faculty | *TBD | *District Funds | *New Security Cameras *Office Glass Section *School Messengers |
| Increase communication with all parents and students to make them aware of educational opportunities<br><br>  a. Develop strategies to effectively communicate through a variety of genres and electronic media.<br>  b. Develop workshops for parents on various topics (reading in the home, behavior management<br>  c. Continue to provide resources for student home libraries to increase student achievement | 2018-2023 | Administration and Faculty, SIC, PTA Board | *None | *None | *School Messenger data *PTA and SIC Board Minutes *Gateway Gazette *Classroom Newsletters *Annual Report to the Community *Gateway Instagram *PTA Gateway Facebook Page *Various Communication Apps |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| through literacy | | | | | *Teacher Websites<br>*International Day<br>*PreK Parent Literacy Workshop *Book Parade<br>*Parent Conferences<br>*PEP Book Fair<br>*Greenville Drive<br>*Reading All-Star<br>*Speakers from local library<br>*Library cards issued at Back to School Night<br>*A-Team Meetings, IEP Meetings, and 504 Meetings |
| Communicate academic expectations to all stakeholders | 2018-2023 | Administration and Faculty | *None | *None | *Annual Report to Community<br>*Student agendas<br>*Parent newsletters<br>*Parent Lunch and Learn<br>*School Tour Brochure and Frequently Asked Questions Documentation<br>*Curriculum Night, All Arts Night, K5 |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| | | | | | Orientation, and New Student Orientation<br>*Book Parade<br>*Parent Conferences |
| Continue to support the social and emotional development of all students using *The Seven Habits of Happy Kids* Character, Ron Clark's *Essential 55 Rules for Discovering the Successful Student*, and Growth Mindset education programs. Begin to implement inter school community groups to promote team collaboration. | 2018-2023 | Administration and Faculty | *$2500 | *Local funds | *School counselor lesson plans and small group schedule<br>*Counselor Website<br>*Mentor Program<br>*In school Book bag Buddy Program<br>*Zones of Regulation Curriculum for students with social/emotional IEP goals<br>*Mid and end of year behavior celebrations<br>*Growth Mindset book study<br>*School Community Group Rosters |

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.


Percent Recommended for Expulsion

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) **0** | **School Projected** | **≤1.0** | **≤1.0** | **≤1.0** | **≤1.0** | **≤1.0** |
| | | **School Actual** | | | | | |
| ESSA Federal Accountability and SDE School Report Card | (2016-17) **0.7** | **District Projected** | **≤1.0** | **≤1.0** | **≤1.0** | **≤1.0** | **≤1.0** |
| | | **District Actual** | | | | | |

Annual Expulsion Rate

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) **0** | **School Projected** | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 |
| | | **School Actual** | | | | | |
| ESSA Federal Accountability and SDE School Report Card | (2016-17) | **District Projected** | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 |
| | | **District Actual** | | | | | |

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

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| management and de-escalation interventions. | | Team, Teachers | | Professional Development funds | *Ron Clark Visits<br>*PD Sessions |
| Continue to support the social and emotional development of all students using *The Seven Habits of Happy Kids* Character, Ron Clark's Essential 55 Rules for Discovering the Successful Student, and Growth Mindset education program. | 2018-2023 | Administration and Faculty, Greenville Mental Health | *$2500 | *Local funds | *School counselor lesson plans and small group schedule<br>*Counselor Website<br>*Parent/Counselor Conferences<br>*Mentor Program<br>*In school Mentor Buddy Program<br>* Zones of Regulation Curriculum for students with social/emotional IEP goals<br>*Mid and end of year behavior celebrations<br>*Growth Mindset book study<br>*School-wide Cookout |
| Begin to implement inter school community groups for community building and team collaborations. | 2018-2023 | School Staff | *$900 | *Local funds | *Professional Development<br>*Team Points Data<br>*Climate and Culture Survey Results |

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

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

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

**INTERIM PERFORMANCE GOAL:**  Meet annual targets below.

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

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

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

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

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

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

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) **95.3** | **School Projected** | **95** | **95** | **95** | **95** | **95** |
| | | **School Actual** | | | | | |
| | (2016-17) **95** | **District Projected** | **95** | **95** | **95** | **95** | **95** |
| | | **District Actual** | | | | | |

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| AdvancED Culture & Climate Surveys | Afraid – % Lonely – % Angry – % Incomplete Sample- 1 respondent | **School Projected** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** |
| | | **School Actual** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** |
| AdvancED Culture & Climate Surveys | Afraid – 5% Lonely – 10% Angry – 8% | **District Projected** | **Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7** | **Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7** | **Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6** | **Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6** | **Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5** |
| | | **District Actual** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** |

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