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

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

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

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

SCHOOL NAME: <u>Gateway Elementary School</u>

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023** *(one year)*

Required Signature Page
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.
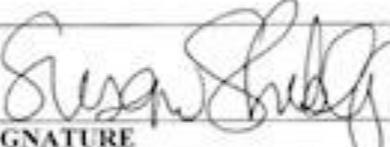
Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.
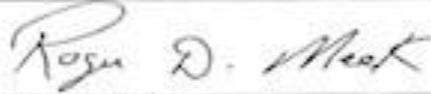
SUPERINTENDENT
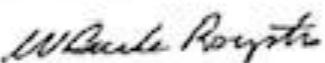
Dr. W. Burke Royster	*[signature]*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Susan Stubley	*[signature]*	3-10-22
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek	*[signature]*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jay Owens	*[signature]*	3/10/2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD
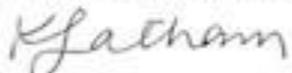
Kelly Latham	*[signature]*	3-10-22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 200 Hawkins Rd., Travelers Rest, SC 29690

SCHOOL TELEPHONE: (864) 355-5200

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

Position

Name

1.   Principal   Susan Stubley

2.   Teacher   Reagan Watson

3.   Parent/Guardian   Maggie Johnson

4.   Community Member   Leigh Johnson

5.   Paraprofessional   Kiszy Repshis

6.   School Improvement Council Member   Jay Owens

7.   Read to Succeed Reading Coach   Kelly Latham

8.   School Read To Succeed Literacy Leadership Team Lead   Kelly Latham

9.   School Read to Succeed Literacy Leadership Team Member   Molly Mosley

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

POSITION   *NAME*

Assistant Principal   *Barbara Bingham*

Instructional Coach   *Molly Mosley*

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 RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 *et seq*. (Supp. 2004)]

__X___   Academic Assistance, PreK–3

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

__X___   Academic Assistance, Grades 4–12

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

__X__   Parent Involvement

    The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

__X__   Staff Development

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

__X_   Technology

    The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

__X__   Innovation

    The district funds innovative activities to improve student learning and accelerate the performance of all students.

__X__   Collaboration

    The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health

departments, First Steps, and the family court system.

__X__ <u>Developmental Screening</u>

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

__X__ <u>Half-Day Child Development</u>

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

__X__ <u>Developmentally Appropriate Curriculum for PreK–3</u>

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

__X__ <u>Parenting and Family Literacy</u>

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

__X__ <u>Recruitment</u>

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

__X__ <u>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</u>

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Table of Contents

INTRODUCTION

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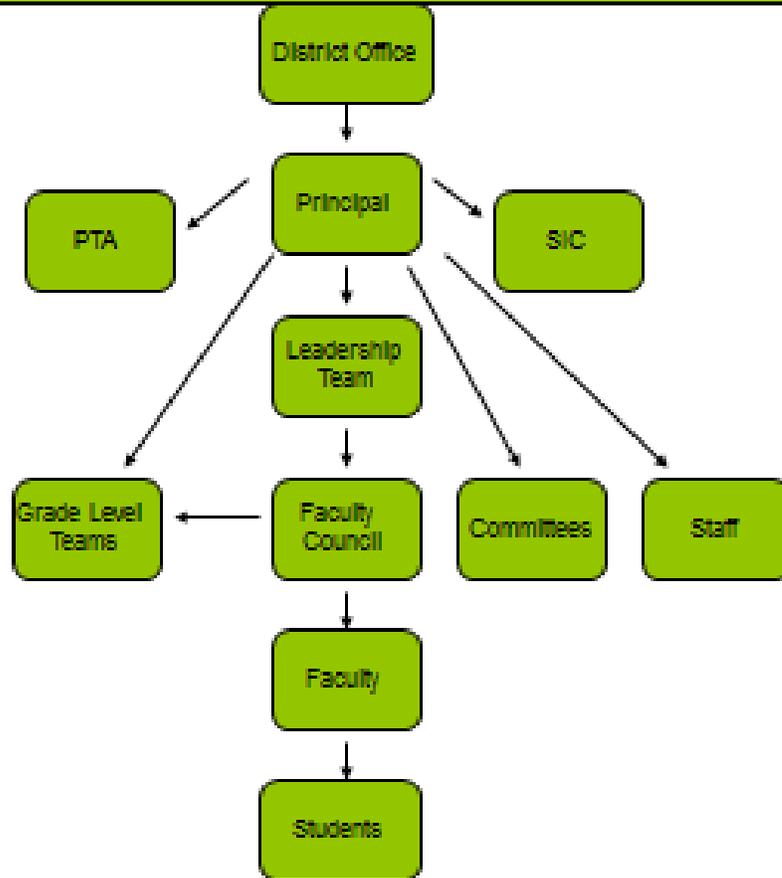

Internal Structure

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 and is still in effect today.

Gateway Elementary School
Organizational Chart

District Office

Principal

PTA

SIC

Leadership Team

Grade Level Teams

Faculty Council

Committees

Staff

Faculty

Students

Gateway Elementary School
Committees 2021-2022

Committee 1	Committee 2	Committee 3	Committee 4	Committee 5
Faculty Council	Teacher of the Year	Volunteer Breakfast	Red Ribbon Week	Technology
Strategic Plan: • Action Plan • Performance Goals Chart Pages 61-97	Strategic Plan: • Introduction Page 8 • Executive Summary Pages 13-15 • Academic and Behavioral Features (includes all subjects and character ed) Pages 25-30	Strategic Plan: • Assessment • Programs & Initiatives • Student Support System • School Beliefs, Mission, Vision Pages 30-35 • Student Achievement and Needs Assessment Writing Pages 36-38	Strategic Plan: • School Community • School Characteristics • Parental & Community Involvement • Personeel Data • Student Population Data Pages 16-25 • School Climate Needs Assessment Page 60	Strategic Plan: • Proof-Reading all sections and add additional thoughts • Assure Gateway's instructional technology curriculum and initiatives are well stated and infused throughout the document.
Members *Susan Stubley Barbara Bingham Molly Mosley Cindy Howard Kelly Latham Jessi Conner Amanda Link Nichole Leopard Lynnette Bumgarner Shannon Vance Shannon Cox	Members *Kelli Wallen Libby Zadoorian Mary Ellen Baker Melanie Huff Renee Fleming Kerri Gardner Ashley Konopacke Brittany Clay Marion Garabedian	Members *Nicole Carmenates Holly Sanders Bri Simpson Carolyn Joye Alex Bennett Vicki Godbey Reagan Watson Audrey Smith Kelly Kepley	Members *Amber Moore Lorilee Horton Melissa Rainey Misty Sammons Carrie Owens Tara Guy Nyia Richardson Betsy Riddle Clare Hill	Members *Amanda Jackson Ashley Creely Kara Garrison Amanda Montaruli Jennifer Reyes

Maegan Watts Reagan Landreth Jennifer Winslette Eric Guth Lynn Crane				

EXECUTIVE SUMMARY

This section consists 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 demographic data collection.

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:

- PALS– Four year old Kindergarten
- KRA- Five year old Kindergarten (Initial Benchmark used for planning of differentiated instruction through the year)
- FastBridge- K5 – second grade, and selected special needs students
- IOWA/Cog-AT – second grade
- SC Ready (ELA and Math)-third through fifth grade
- SC PASS (Science) – fourth grade
- MAP Testing -first grade
- TE.21 Mastery Connect Benchmark Assessments- second through fifth grades
- Standards Based Common Formative Assessments including Mastery Connect Items – 4K through fifth grade
- Fountas and Pinnell Benchmarking Assessment-K5 through fifth grade

SC Ready 2017 Results:

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

SC Ready 2018 Results:

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

SC Ready 2019 Results:

ELA-61.1% of students met or exceeded standard
Math-70.5% of students met or exceeded standard

SC Ready 2021 Results:

ELA-56.3% of students met or exceeded standard
Math-57.9% 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 (discontinued in 2020)

SC PASS 2018 Results:

Science- 66% of students met or exceeded standard
Social Studies- 79% of students met or exceeded standard (discontinued in 2020)

SC PASS 2019 Results:

Science- 67.6% of students met or exceeded standard
Social Studies- 88.0% of students met or exceeded standard (discontinued in 2020)

SC PASS 2021 Results:

Science- 63.5% 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 partial annual teacher, and 47 continuing contract level teachers. Additionally, we have 2 administrators whose past experiences in the field of education includes curriculum coordinator experiences at the district level, K-12 special education experience both in the classroom and district level, working with state and district RTI initiatives, and one was a member 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 curriculum writing, 1:1 initiative training, STEAM training, MLcertification, special education, career development, and GCS Leadership Council for Teacher Forum. Talents and experiences within our teaching body include administration certification, post graduate degrees, post graduate coursework, National Board certification, curriculum specialist certifications, ML certification and one teacher holds a master Promethean trainer certification and is a Clemson University Master Teacher. Several of our teachers conduct professional development training sessions at area schools, in Summer Academy sessions, and serve on curriculum writing teams for Greenville County Schools. Our principal and former instructional coach were selected to present our school's ongoing work in aligning the student centered coaching initiative to administrative observations during SCASA's 2020 Innovative Ideas Institute.

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

- A nurturing, protective and caring atmosphere
- Trusting relationships between students, parents, teachers and the community
- Maintaining a clean building and grounds

- Instruction which focuses on higher level thinking skills for students of all ability levels
- Adequate and current resources for teachers and students

Key factors in assuring that our students receive an exemplary educational experience are sustainability of 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 past few years, the most significant being the academic deficit noted in our students due to conditions related to the COVID19 pandemic. Areas of focus include attendance recovery initiatives such as before and after school remediation programs, summer school programs, Social and Emotional Learning (SEL) classroom sessions, as well as small group sessions with our guidance counselor to address social and emotional concerns. Additionally, we are also integrating additional multicultural experiences for our diverse population. Travelers Rest is a growing city and due to this growth, our student population represents a more diverse culture that sometimes presents unique learning challenges. Additionally, class size concerns in K5, 4th and 5th grade is a consistent issue. We have begun to explore curriculum and growth mindset initiatives as well as opportunities for additional push in interventions to meet the needs of our new and growing population.

Awards and Accomplishments

Beginning with the 2011-2012 school year, for the first time in our school's history, Gateway Elementary School earned an absolute rating of "*Excellent"* on our school report card, and an ESEA rating of "*A".* Subsequently, Gateway continued a tradition of excellence in academic performance with "*Excellent"* absolute ratings on our 2012-2013 and 2013-2014 state report cards. There were no ratings issued on the 2014-2015 school report cards, nor were ESEA school letter grades issued. In 2018, Gateway received an overall rating of "Good" on our school report card. Gateway made significant progress in 2019, which resulted in an overall report card rating of "Excellent", as well as "Excellent" ratings on our overall academic achievement, student progress and student engagement indicators.

Gateway Elementary School has earned the prestigious Palmetto Gold Award for academic excellence for 2012, 2013, 2014 and 2019 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. Additionally, there was no state testing or overall ratings issued in 2020. Please see the cumulative listing of awards and accomplishments for Gateway Elementary School below:

Awards and Accomplishments:

- "Excellent" Overall South Carolina School Report Card Rating 2019
- "Excellent" Absolute Rating South Carolina School Report Card Rating 2012, 2013, 2014
- "Good" Overall South Carolina School Report Card Rating 2018
- Palmetto Gold Award (2018-2019)
- Palmetto Gold Award (2013 – 2014)
- Palmetto Gold Award (2012-13)
- Palmetto Silver Award (2011-2012)
- Palmetto Gold Award (2010-2011)
- Closing the Gap Silver Award (2010-2011)
- Palmetto Silver Award (2008-2009)
- Red Carpet Award (2002-2003)
- Parents as Partners Grant (2001-2002, 2002, 2003)

- Palmetto's Finest Finalist (1997-1998)

GATEWAY ELEMENTARY SCHOOL PROFILE
SUCCESS BEGINS HERE!

Community Description

Gateway Elementary School is one of 51 elementary schools in Greenville County, South Carolina's most populous county with over 450,000 residents. Greenville County School District is the largest district in the state and the 44th largest in the nation with 73,897 students. District honors include: 14 National Blue Ribbon Schools, 48 Red Carpet Schools, 29 National PTA Schools of Excellence, 9 Newsweek Magazine's Best High School award winners, and 20 Palmetto's Finest Schools, which is the state's top award for schools. Programs include 12 International Baccalaureate schools, 12 magnet academies, 51 elementary, 19 middle schools, 14 high schools, 6 Child Development Centers, 4 Career Centers, a Fine Arts High School, Washington Center, the Charles Towne Gifted Center, Roper Mountain Science Center; the Math and Science HUB, alternative programs, magnet programs, and satellite schools for students who require specialized services for orthopedic, vision and/or hearing needs. Special education programs are available system-wide and serve approximately 9,200 students on regular school campuses or at the Washington Center; a special needs school for students with more significant disabilities. To provide parents a choice due to the COVID-19 pandemic, during the 2021-2022 school year Greenville County Schools continued to offer a Virtual Academy, serving students in 5K through 12th grades. 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 7,788. Gateway and Heritage Elementary School, 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 four parks within its city limits, including Gateway Park, Poinsett Park, Trailblazer Park and Travelers Rest City Park, as well as a nature trail at Gateway Elementary School. The Swamp Rabbit Trail is a 22 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.

2021-2022 Quick Facts about Travelers Rest*

Education Levels			
High School	89.7%		
Baccalaureate degree or higher	26.2%		
Household Info			
Median Household Income	$68,535		
Poverty Rate	19.2%		
Diversity/ Ethnic Culture			
Caucasian	74.5%	Hispanic	8%
African American	16.1%	Other	5.16%
Asian or Pacific Islander	3.11%	Two or More Races	1.2%

*Information based on the U.S. Census Bureau, 2021

School Characteristics

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

As the Travelers Rest community continued to grow, our student enrollment has fluctuated to its present enrollment of 695 students in pre-kindergarten through fifth grade (which includes 21 students currently attending the Virtual Academy). Gateway's student population is reflective of the diversity of the community. We have a varied population of children from diverse socio-economic backgrounds. The majority of our students come from a rural setting. Students are transported to school by car or on four regular education buses and two special needs buses. In addition to our on-site extended day program, several local daycare facilities transport students to aftercare facilities. Many of our students live in families parented by grandparents or other relatives, single parents, and by the traditional mother/father-parenting structure.

Currently, Gateway has 33 homeroom classes which include the following: two pre-kindergarten, four kindergarten, six first grades, five second grades, five third grades, four fourth grades, five fifth grades, and two self-contained classrooms. In addition, our students receive one period a week in each related arts class. These related arts classes include art, music, physical education, technology lab, STEAM lab and the media center. In addition to these enrichment programs within our school, we also extend educational learning opportunities beyond our classroom walls. This school year, due to CARES act funding, we are offering a remediation program before and after school, as well as during the summer months. Gateway Elementary School houses a 33 acre nature trail and adjoining outdoor classroom which is located behind our school campus. An endangered plant, the *Bunched Arrowhead*, exists in this area, which is one of the few places the plant is found in North America.

Gateway Elementary School has a total of 92 dedicated and talented staff members serving our students. The staff total includes administrators, certified teachers, itinerant staff, instructional assistants, custodians, office and nursing staff, and cafeteria employees. The experience levels of our teachers range from second year teachers to those with over 30 years of experience. All teachers are provided rigorous and relevant professional development sessions annually. Each spring, our faculty and staff members complete a professional development survey, to allow each teacher to provide input into the following year's professional development plan. Survey results, combined with in-depth data analysis of the most recent school report card determine our focus for the coming year. Our school wide goals are developed in tandem with our professional development plan. Gateway thrives on a

learning lab professional development environment as many of our in-house professional development sessions are led by our teachers and leadership staff.

Gateway has 1 principal, 1 assistant principal, 1instructional coach, 1 school counselor, 1 part time challenge teacher, 2 resource teachers, 6 kindergarten paraprofessionals, 4 full time special education paraprofessionals, 3 part time RTI interventionists, 1 full time instructional aide, 1 Read to Succeed Literacy Coach, 1 full time and 1 part time CARES Act interventionists, 1 full time speech-language pathologist, 1 part time speech-language pathologist, 1 part time (.2) ESOL teacher, 1 media specialist, 1 part time media paraprofessional, 1 technology lab manager, 1 STEAM lab manager, 1.2 music teachers, 1.2 physical education teachers, 1.2 art teacher, 1 part time school psychologist, 1 part time occupational therapist, and 1 part time physical therapist.

Parental and Community Involvement

Family and community involvement is important at Gateway, and communication is a vital component of this valuable partnership. Staff members communicate on a regular basis with families through weekly/monthly newsletters regarding suggested study skills and educational apps, Google classrooms, web-sites, weekly work folders, individual daily reports, parent conferences, telephone conferences, communication apps, e-mail, PTA meetings, as well as annual open houses. Some teachers maintain an updated class Instagram page. 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. We have been thrilled to partner with The Cliff's Communities for the past 6 years. This special group of volunteers have provided food for our underprivileged students over the weekends including summer and holiday food cards, dry erase desks and tables for our classrooms, Chromebooks, and Fountas and Pinnell Literacy Libraries for students, SEL snack carts and microphone headsets for our teachers. Additionally, we have partnered with The Bank of Travelers Rest to provide students with real-world financial literacy instruction and projects which included in-house guest speakers and field trips in years that allowed visitors in the building. The Bank of Travelers Rest also generously supported a faculty luncheon for our teachers and staff before Christmas break.

In an effort to increase parent involvement and student engagement in our impoverished areas, our faculty visits the Brookside Community. The last two years, due to the pandemic, our visits were halted. In the past during these visits, parents are informed about current school topics, casual conversations with teachers and administrators serve as impromptu question and answer sessions, children's books are distributed to build home libraries, and most importantly lasting relationships are formed with parents who are unable to travel to our school. In addition, Gateway Elementary provides an inhouse mentor program to support at-risk students by providing a role model and advocate for these students. Our staff recognizes that parent involvement is one of the greatest contributors to student achievement. We are dedicated to providing information regarding valuable school and community resources and ongoing two way communication to our families so that they, in turn, can support their child's education. As a result, Gateway provides a number of services to our parents. These offerings include: parenting workshops, access to available resources at school and within our community, interpreters to facilitate effective parent teacher communication, an award winning website, a school newsletter, and school intervention for families in crisis. Additionally, Gateway houses a school-based Greenville Mental Health counselor onsite.

Gateway Elementary School understands the importance of giving back to our community and providing our students and staff with the opportunity to reach out to others. Partnerships with community service organizations help project a positive public image and give students experience in providing service to the community. Our Beta Club students select a community involvement project annually. Additionally, we have established partnerships with local nursing homes, environmental agencies, local colleges, charitable organizations, local food pantries, the local animal shelter, and local churches as well as providing assistance to families during the holidays.

School Personnel Data

Gateway Elementary School's staff profile data is below:

The ethnic makeup of the Gateway faculty and staff consists of 4 African-American, 1 multi-racial, 4 other, and 74 Caucasians. The primary language of the study respondents is English. The following level of academic degree information among the Gateway faculty is 30% Bachelor's degrees and 70% Master's degrees. Currently Gateway Elementary houses the following faculty members: two four-year-old kindergarten teachers, four five-year-old kindergarten teachers, six first grade teachers, five second grade teachers, five third grade teachers, four fourth grade teachers, five fifth grade teachers, and two special education self-contained teachers, two resource teachers, one full time speech-language pathologist and one part time-speech language pathologist. Please note that these numbers do not include the Virtual Academy teachers. Additionally, there are five special education paraprofessionals, three RTI interventionist, three RTI instructional paraprofessionals, two part time CARES Act interventionists, one ESOL teacher, one instructional coach, one school counselor, one challenge teacher, and four full time and two part time related arts teachers, one STEAM lab and one Tech lab paraprofessionals, one school psychologist and one occupational therapist. The years of experience at Gateway indicate that 20% teachers have taught between zero and six years, 22% between seven and eleven years, 22% between 12 and 16 years, 28% between 17 and 26 years, 6% between 27 and 31 years and 20% with thirty-one plus years of experience.

2021-2022 Certified Teachers' Years of Experience

How many years of experience does your teaching certificate show?
50 responses

- 0-6 years
- 7-11 years
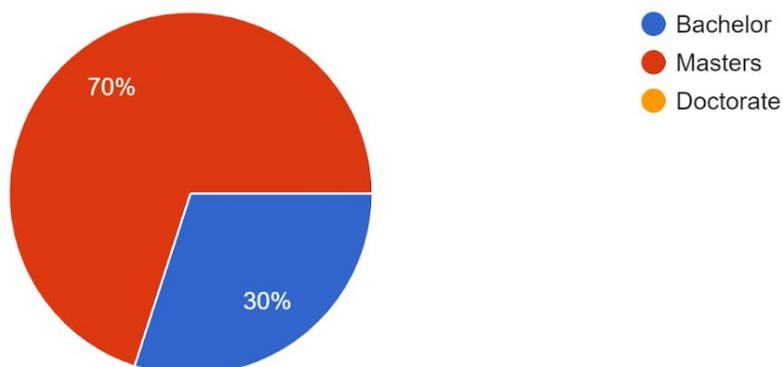- 12-16 years
- 17-26 years
- 27-31 years
- 31+ years
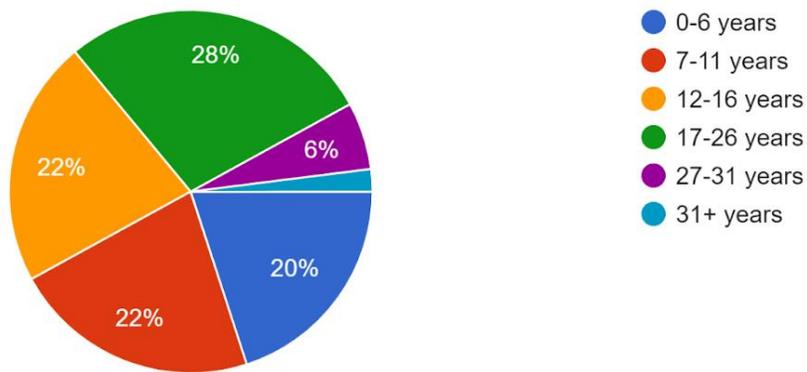
Our certified staff is highly qualified, with 70% of our teachers holding a Master's Degree. In addition, we have five teachers who hold National Board certification.

What is your highest degree of education?

50 responses

- Bachelor
- Masters
- Doctorate

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	34	Down from 44
Teacher attendance rate	92.9	N/A
Average teacher salary	$56,722	Up from $54,535
Percent of teachers returning from previous year - current year	76.9	Down from 92.3
Percent of teachers returning from previous year - three year average	83.8	Down from 89.7
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	87.7	N/A
Student-teacher ratio in core subjects	26.5 to 1	N/A
Percent of inexperienced teachers teaching in core classes	0.0	Down from 10
Number of inexperienced teachers teaching in core classes	0	Down from 3
Percent of out-of-field teachers teaching in core classes	0.0	No change
Number of out-of-field teachers teaching in core classes	0	No change

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

Student Population Data

Gateway Elementary is the pride of the Travelers Rest community! In 1982, the new facility opened with a student population of approximately 500. As the Travelers Rest community continues to grow, our student enrollment has increased to our present enrollment of 695 students in 4K through fifth grade. This includes two multicategorical special needs

classes, as well as students who are served in Resource, Speech, ML, RTI and GT. We currently serve 95 students with disabilities, 25 students with 504s, 19 ML, and 53 GT students in K4-5th grade. Gateway's student population is reflective of the diversity within our community.
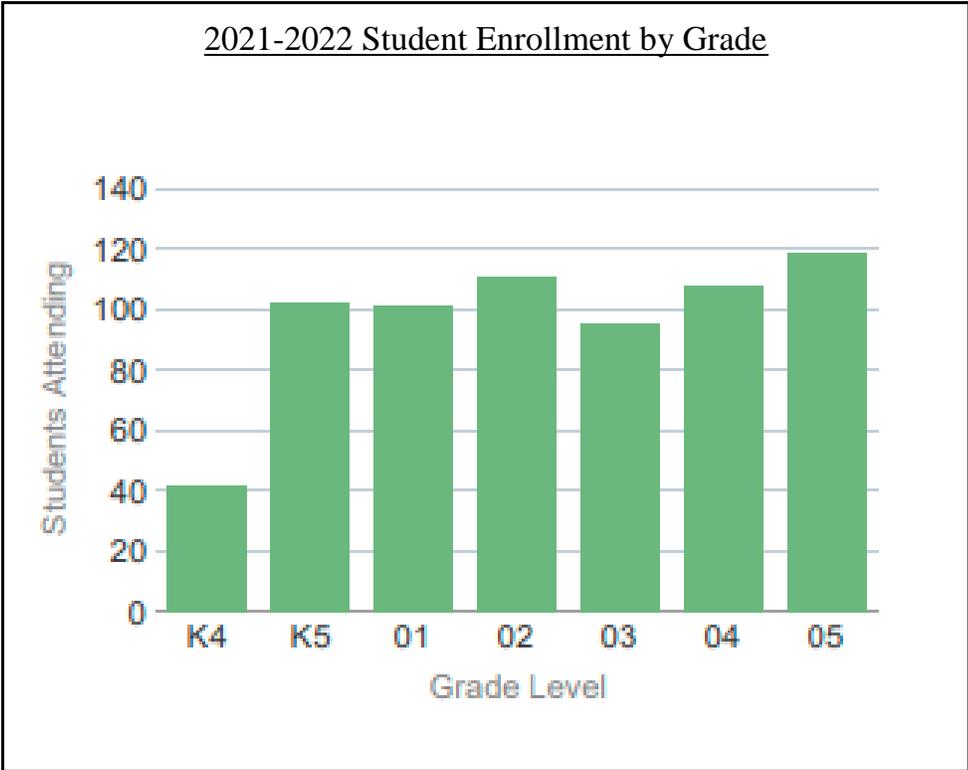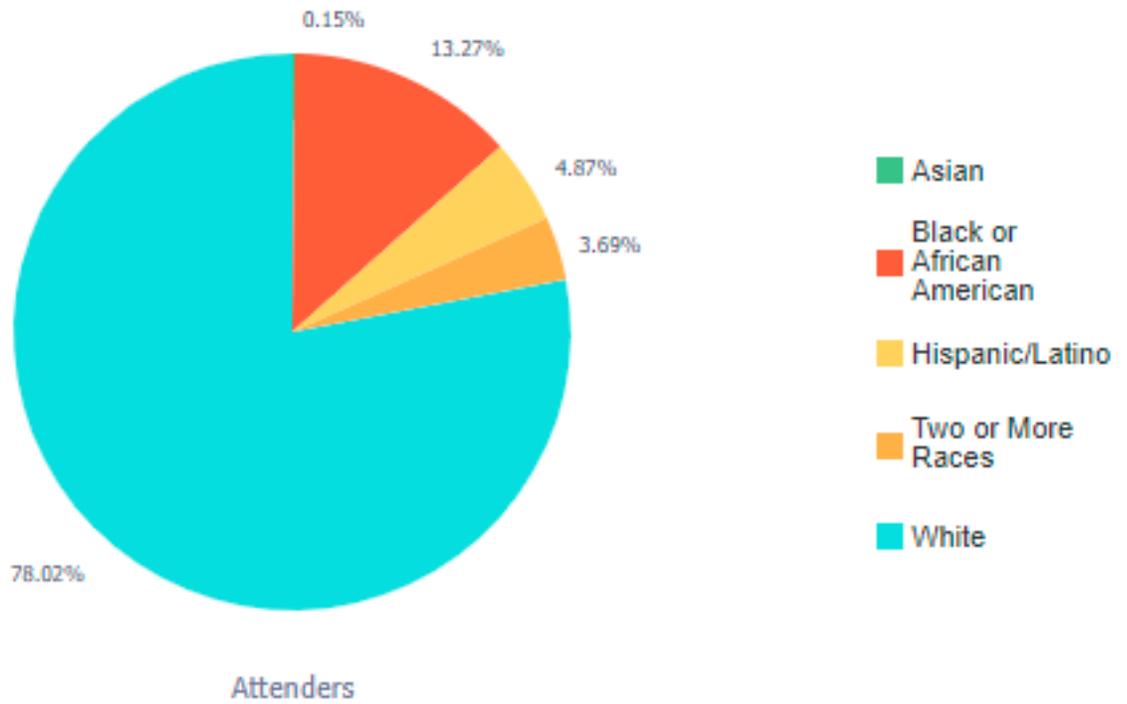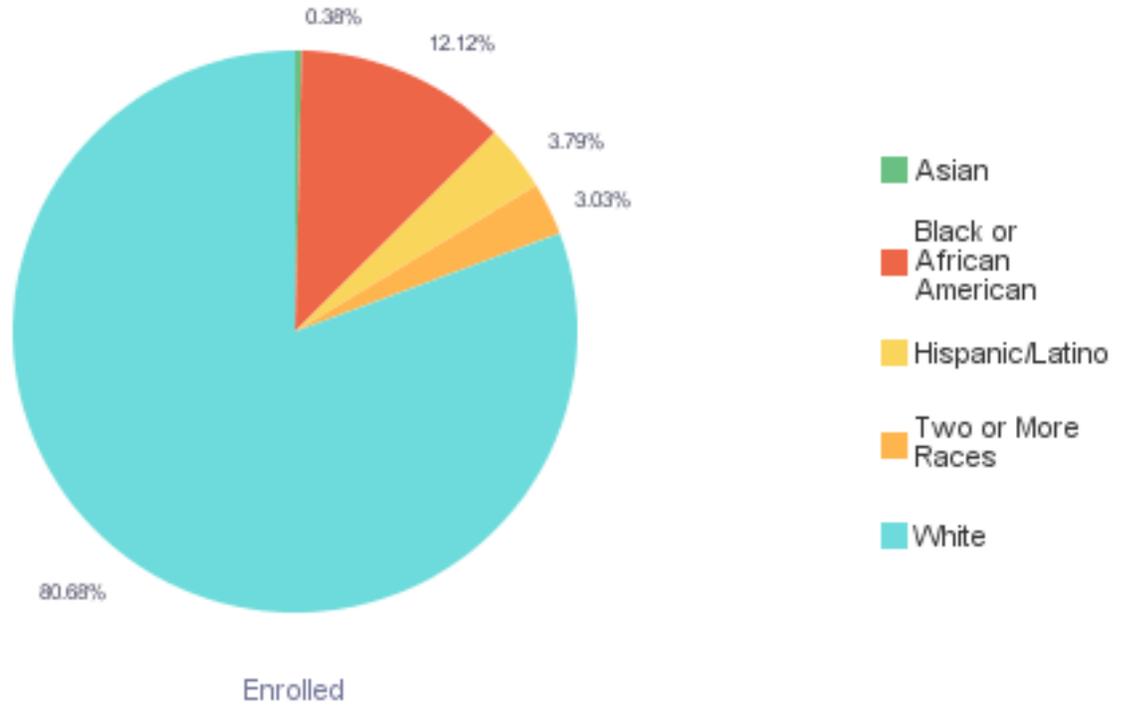
Figure 1:

2021-2022 Student Enrollment by Grade

Figure 2:

2021-2022 Student Enrollment by Ethnicity

Students by Ethnicity

0.38%

12.12%

3.79%

3.03%

80.68%

Legend:
- Asian
- Black or African American
- Hispanic/Latino
- Two or More Races
- White

Enrolled

0.15%

13.27%

4.87%

3.69%

78.02%

Legend:
- Asian
- Black or African American
- Hispanic/Latino
- Two or More Races
- White

Attenders

Students with Disabilities

The number of students with disabilities at Gateway Elementary School has decreased from a total population of 171 in 2010-2011 to 95 in 2021-2022. This number does not include students in the Virtual Academy. The number of students served in speech represents our greatest decline. We have five full time special education teachers which includes: 1 full time speech-language pathologist, 1 part time speech-language pathologist, 2 multi-categorical teachers, 2 resource teachers, and 5 special needs paraprofessionals. Additionally, Gateway serves 26 students with 504 plans.

2021-2022 Students by Disability
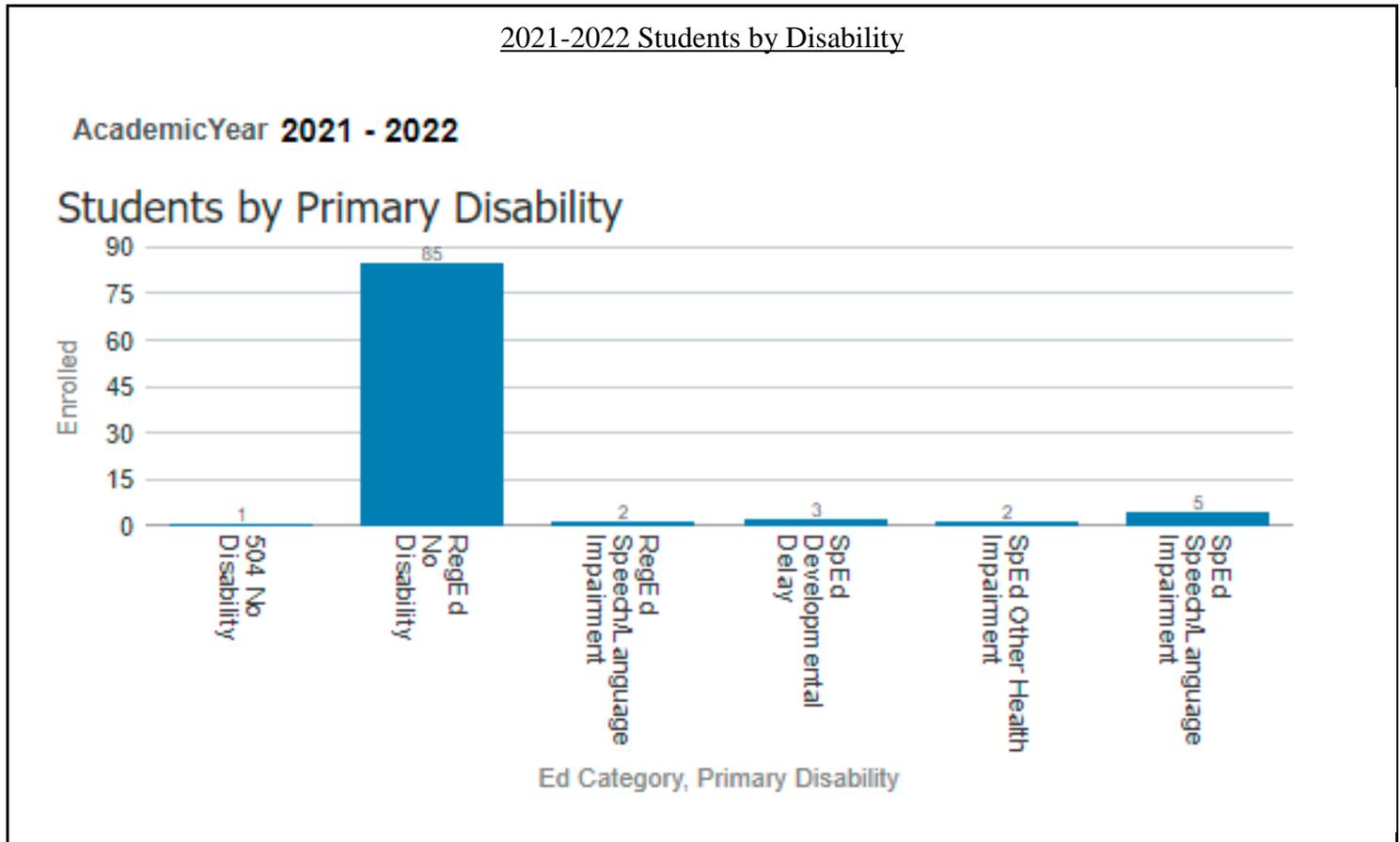
Gifted and Talented Population

For the 2021-2022 school year, a total number of 53 students are enrolled in our Gifted and Talented (GT) program: 11 students from 3rd grade, 23 from 4th grade, and 19 from 5th grade.

2021-2022 Students Enrolled in the GT Program by Grade
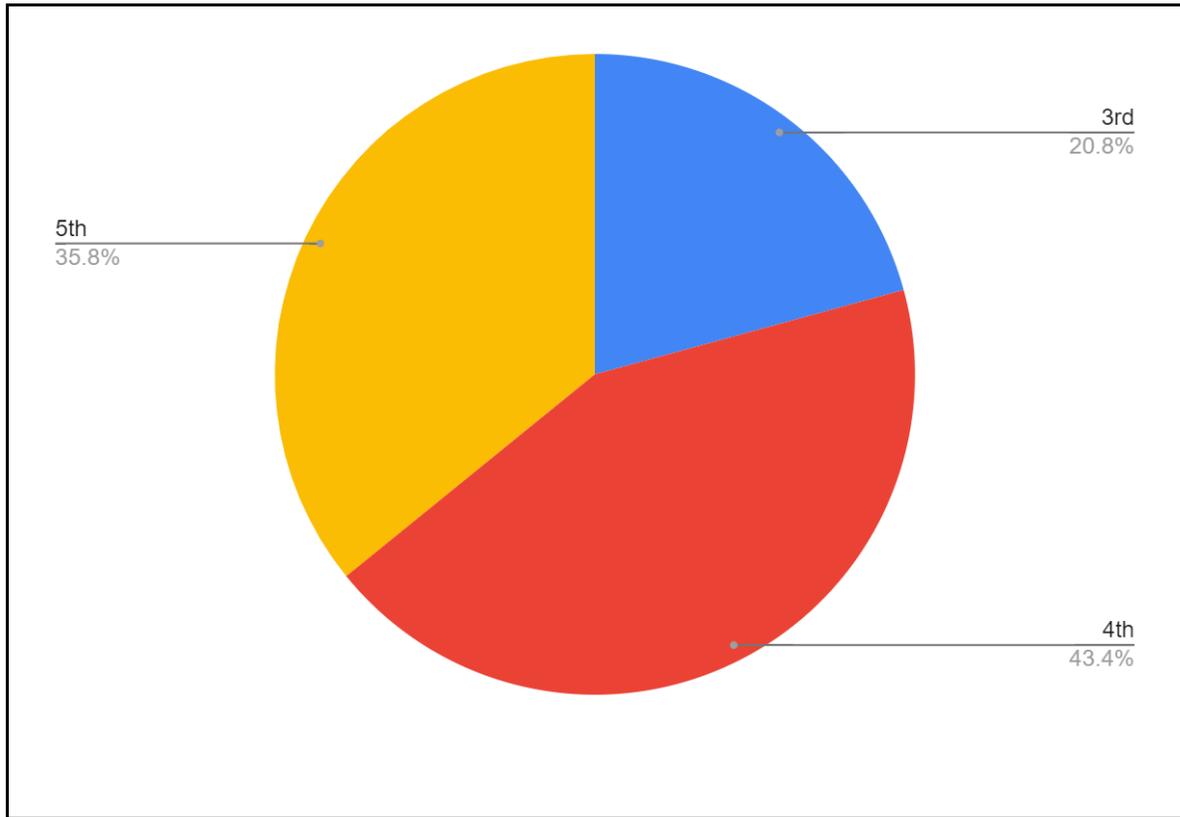
Free and Reduced Lunch Population

The lunch status of students has changed slightly over the past six years. This year, Greenville County Schools offered a universal breakfast and lunch program to all schools. This means that none of our students paid for meals at school. However, for the 2021-2022 school year, 59% of our students would have paid full price for their meals, while the percentage of students qualifying for free or reduced lunch status would have been 41% for the 2021-2022 school year.

2021-2022 Student Lunch Status

59% Full Pay, 36% Free, 5% Reduced

36.0%

59.0%

5.0%
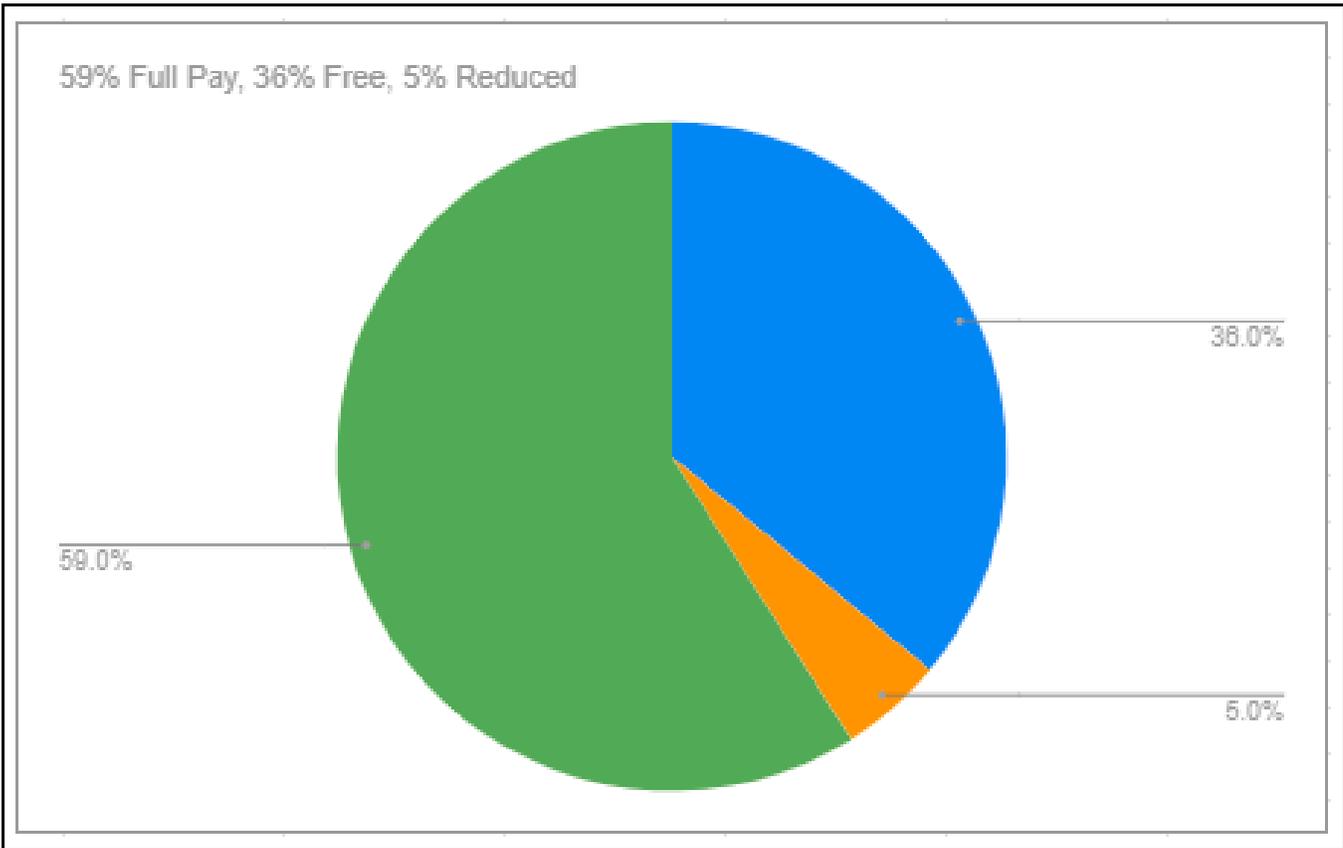
Academic and Behavioral Features

The professional teaching staff at Gateway Elementary School continuously seeks opportunities to strengthen our instructional delivery. Gateway partners with community agencies and our local school district in order to provide our students with an exemplary educational environment. For example, Gateway Elementary partnered with Greenville County Schools, The Cliff's Communities and our local PTA to provide a Chromebook to all students in 4K through 5ᵗʰ grade. This innovative 1:1 initiative continues to allow us to teach our students how to use technology as an instructional tool from a very early age. Specific emphasis is also being placed on standards-based instruction that includes targeted intervention. This instruction is delivered to all students within the classroom through small group "strategy group" lessons. This fluid delivery method allows us to teach each student at their specific achievement level as we progress throughout the school year.

 Additionally, Gateway remains focused on increasing student engagement and rigor with an emphasis on utilizing non-tech teaching tools. An example is our school-wide accountable talk delivery model. Our staff engages each student in lessons that are directly correlated to our South Carolina College and Career Ready standards for the year through multiple approaches. Some standards require longer and deeper time frames, and most standards are revisited through spiral review throughout the school year to assure mastery. Gateway Elementary teachers implement state standards across the curriculum in all subject areas. Our teachers plan grade level, student-centered instruction based on South Carolina state standards, and centered on unit and lesson learning outcomes that align to student friendly learning targets for the day. Our staff plans and implements classroom instruction in compliance with the "Knows" and "Do's" as well as the "Clarifying Statements" included on our district's Landing Page curriculum support document. The related arts team and school counselor collaborate to plan authentic, real world lessons and learning experiences in relation to the South Carolina College and Career Ready standards. Our related arts team also plans weekly lessons that specifically integrate academic standards for each grade level.

 Students are a vital component in achieving their success! Our students track their progress, develop personal learning goals, and collaborate with instructional staff to meet and exceed their academic goals. For example, our

students track their progress on TE21 benchmark results (grades 2-5) and participate in rigorous academic conversations through the accountable talk delivery model. Students also participate in goal setting conferences with their teachers to ensure they know their target areas of academic growth. Special education teachers are highly invested in teaching state standards as well as the goals and objectives of the individual education plans of their students. A special emphasis is placed annually on our at-risk student population as well as low performing sub groups. These students have been identified through on-going analysis of current and historical common formative and summative assessment data, and small group lessons are specifically designed to address deficit areas. Summer strategies are employed to reduce the number of students who may regress academically over the summer months. During the 2020 summer, Gateway hosted "Leap Week," which provided academic enrichment to students following the school closure in spring 2020. In the summer of 2021, Gateway identified students to participate in a 4 week summer school opportunity to further close the achievement gap due to school closures and hybrid schedule models. Ongoing benchmark and incremental progress data is used to identify students in kindergarten through fifth grades who will receive RTI small group pull-out services in the area of reading and math throughout the school year. Gateway Elementary School also offers additional skills practice sessions for selected students in reading and math that are held at lunch, before and after school.

Literacy/ Language Arts

Teachers at Gateway Elementary School are fully trained in the *Fountas and Pinnell* Balanced Literacy delivery model. The Fountas and Pinnell Balanced Literacy program focuses on teaching students through a comprehensive workshop model that includes guided reading instruction delivered in a small group setting. This small group instruction is directly aligned to the students' instructional reading levels. Additionally, an emphasis is placed on reading and comprehending text from a variety of genres. Our staff utilizes our Mentor Text Library, classroom libraries, online resources, and our school's grade level Fountas and Pinnell Classroom Libraries to assure that students receive instruction at and slightly above their instructional level. Conferring and observing students in small group guided reading sessions are essential components of the reading delivery method. This practice allows our staff to observe how each student obtains and processes information, providing remediation and acceleration through targeted strategy group lessons based on teacher observation, common formative assessment data and historical and current summative test data. All classrooms in grades K5-5 use this program with fidelity. Beginning in 2021 all 4K classes began using 2 components of the model.

In addition to implementing the Reading Horizons curriculum model to qualifying students, select special education and RTI reading teachers use the *Leveled Literacy Intervention program.* This is a core ELA program that was specifically developed as a companion curriculum to the *Fountas and Pinnell* delivery model serving at-risk learners in a more in-depth manner. Additionally, depending upon the specific strengths and weaknesses of the students, special education teachers also use SPIRE, Sounds Sensible, Making Connections, Explode the Code, iReady, Reading Horizons, and Wordly Wise curriculum models. All lessons are taught through direct instruction that concentrates on phonics and comprehension skills. 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.

To assure that student progress is monitored in an ongoing manner, *Fountas and Pinnell* benchmark assessments, TE.21 assessments, cold reads, district ELA assessments, such as the FastBridge Screening Tool, teacher and district made common formative assessments and unit tests are used to assess students' progress. Holistic scoring of compositions, skills and vocabulary are included. During the 2021-2022 school year, teachers evaluated and assessed student progress in writing through standards based writing rubrics. Teachers in K4, K5, 1 grade, and some 3 grade (particularly students identified by our state's Read to Success guidelines), gather artifacts to document student progress that culminate into an annual portfolio for every child.

Flocabulary, Freckle, NewsELA, ReadWorks, Reading A-Z, Raz Kids, Epic, PebbleGo, DreamBox, Brainzy, Teach Your Monster to read, BoomCards, eSpark, MobyMax, and IXL among others, are examples of instructional technology programs used to strengthen student comprehension. These online programs are used to motivate students to read for understanding and pleasure by exposing them to books and articles that encompass a wide variety of genres. Many of these programs can be accessed from the students' homes on their individual Chromebooks, or family owned tech tools. This allows for all students to experience growth over time due to a notable increase in the actual time spent reading with the added component of student choice.

Some of our special education students are best served through inclusion services in the area of ELA. Our special education resource teachers primarily use the "co-teach" model. The inclusion program has been very successful at Gateway as evidenced in our student achievement scores, most specifically in our most recent student progress data. We recognize that inclusion is not an appropriate approach for all special needs students, as needs and ability levels vary greatly. In this instance, special education teachers use LLI, SPIRE, Explode the Code, Making Connections, Reading Horizons, Wordly Wise, and Sound Sensible reading curriculum. All skills and strategies are taught through direct instruction that concentrates only on necessary skills. Each program is based on cumulative skill development and provides detailed data on student performance.

Mathematics

Greenville County Schools adopted the *Big Ideas* curriculum for math beginning with the 20-21 school year. Teachers supplement the use of the district adopted curriculum with guided math instruction. This includes the use of concrete and virtual manipulatives, true student collaboration with daily opportunities for accountable talk, and targeted strategy groups, while using technology on the Promethean Boards, Chromebooks, iPads, and in student-centered technology stations. This program incorporates many opportunities to strengthen the students' critical and analytical thinking skills.

As mentioned above in the ELA section of this document, Gateway Elementary School also implements inclusive practices in the area of math for qualifying students. As mentioned above, the inclusion program has been very successful at Gateway as evidenced in our student achievement scores. To assure that each student is appropriately placed in an inclusion classroom, our leadership team, special education resource teachers and our school's special education district specialist, conduct a meeting every spring to discuss placement options for each student. During this meeting historical and current data is examined from an item analysis standpoint along with the student's progress on their IEP goals and classroom performance. A specialized curriculum is selected for each student based on his or her strengths and areas of weakness in both inclusion and resource pull-out models.

Our classes also use a spiral math review for morning work and Freckle (a self paced, differentiated instructional technology tool), as well as a daily review of grade level appropriate "Fast Facts" fluency practice to strengthen core skills in all classrooms. 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 of the program to study 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 *Math4Today* and *iReady* lessons to reinforce previously learned skills in money, measurement, basic place value concepts and geometry. An additional supplemental tool used to reinforce number sense in all settings is the *Number Talks* program.

Gateway Elementary School also purchases subscriptions for exemplary online math programs. BoomCards, Dreambox, Boddle, Generation Genius, MobyMax, eSpark, and IXL are purchased for all students in kindergarten through 5th grade and allow students to practice solving standards-based math problems for every strand. These

programs, can be accessed at home as well as in school and provide valuable problem solving and math fluency skills reinforcement.
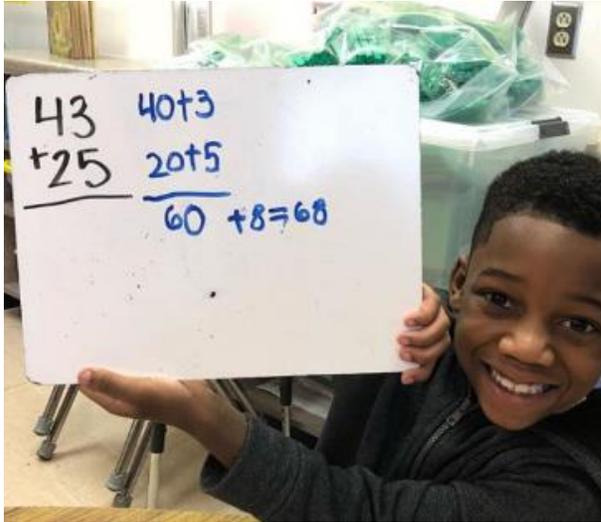
Social Studies, Science, and Health

Social studies, science, and health instruction provide opportunities for collaboration through discovery, experimentation and unit specific projects. Students in all grade levels are immersed in a curriculum that focuses on engineering practices, reenactments of historical events, virtual and community field trips to provide relevance and real-life connections to the curriculum. Gateway Elementary School also hosts school-wide special events to promote the social studies curriculum. This includes inviting guest speakers for Veterans Day, expanding cultural awareness through International Day celebrations, bringing history to life through Living Museums, in-house field trips, virtual field trips, and Immigration Day, and exploring the concept of supply and demand through Market Day and Bartering Day experiences. Our curriculum at Gateway Elementary School follows South Carolina College and Career Ready Standards, and the pacing within Greenville County School's curriculum landing page. This online curriculum resource includes units of study for each grade level. Science kits are provided by the district and compliment the curriculum with hands-on experiments. Gateway Elementary School has a full service Tech Lab that includes a large screen interactive TV for all grade levels to access virtual field trips, as well as materials and equipment needed for experiments. Additionally, Gateway houses a STEAM lab experience that integrates science, technology, engineering, the arts and math into hands-on problem solving experiences for all students.
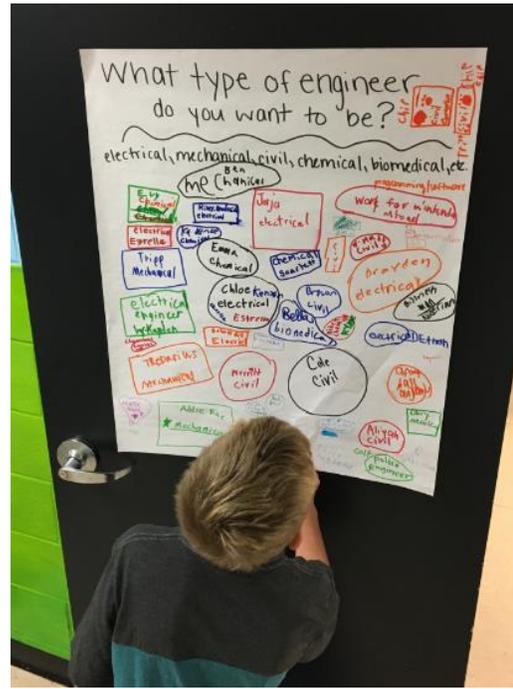
Character Education

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

through quarterly House celebrations for the House with the largest amount of tokens for the quarter. Individual students are rewarded with a "Golden Token" that is used to select a book from our book vending machine. Additionally, during the 2021-2022 school year, teachers began integrating weekly Social Emotional Learning (SEL) lessons using the Rethink Ed curriculum. This has proven effective for students and teachers in all grades, helping them with strategies for their everyday lives.

Supplemental programs are incorporated into the school counselors' class lessons. Our school counselor creates lessons that reinforce Sean Covey's *Seven Habits of Happy Kids*, *Gateway's Essential 21,* as well as College and Career Ready standards that are components of Greenville County School's *Building a Better Graduate* initiative. The school counselor collaborates with grade levels and related arts teachers to create Project Based Learning (PBL) experiences for all students. Some examples include: highlighting community helpers in kindergarten sessions, career exploration with first grade, government careers with second grade, "Going Places" with third grade, "Doing Hard Things" with fourth grade, Peace Week with fourth and fifth grade, and career capstone projects with fifth graders. Our teachers and students have welcomed the new ReThink Ed curriculum into our classrooms with great excitement.. Teachers now have wonderful resources easily accessible online to generate lively discussions with students in the area of social-emotional learning. These SEL classroom discussions are teacher led and offer another special layer of support to our students. Our school counselor supplements these lessons with other Tier 2 and Tier 3 supports from ReThink Ed and small group, individual and classroom lessons.

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

Assessment

Gateway Elementary School uses TE.21 assessments as one data source to measure student progress throughout the school year for students in 2nd through 5th grades. The TE.21 benchmarks are administered to 2nd grade students 3 times a year and to 3rd-5th grade students three times a year. These benchmarks are used to monitor progress throughout the year in relation to the SC Ready/SC PASS assessment, which is aligned to our South Carolina College and Career ready Standards. In the fall of the 20-21 school year, 3rd - 5th grade students took an additional TE.21 Pre-Assessment provided by the State. This assessment provided teachers with data about their students current ability levels on the upcoming grade level. The Winter TE.21 Benchmark was replaced by a State Post Assessment in the 20-21 school year. Teachers analyze current and historic TE.21 results, along with additional teacher-made common formative and summative assessments during grade level "Data Dives". This on-going data analysis allows teachers to place students in targeted "strategy groups" to address individual instructional needs. These strategy groups are fluid and provide targeted on grade level remediation and enrichment instruction for students. Students in kindergarten and 1st grade are monitored by a number of common formative, summative and portfolio assessment measures. This includes MasteryConnect common formative assessments that are similar in format to the TE.21 assessment questions and Fast Bridge Assessments.

Teachers continue to use a variety of assessment methods to measure student understanding throughout each unit of study. Examples include: analysis of common formative assessments such as MasteryConnect and TE.21 assessments, teacher observation of how students are processing information in small and whole group settings, major assessments such as district unit tests and projects and incremental progress data such as quizzes and daily grades. 4K through 1st grade teachers use work sampling and portfolio methods to gather relevant artifacts throughout the school year as evidence of student progress. The state scoring scale is used which includes numerical scores and letter grades:

PreK

+ Exceeds Standard
= Meets Standard
Making Sufficient Progress
- Not Yet Making Progress
- **If left blank, this standard was not addressed or assessed during this reporting period**

K5-1ˢᵗ Grade

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

2ⁿᵈ-5ᵗʰ Grade

A   90 -100
B   80 - 90
C   70 - 80
D   60 - 70
F   Below 60

Teachers often use rubrics to assess projects and student writing. This grading system assures that all students are aware of the expectations within each assignment, and also helps students evaluate their own progress. As mentioned above, Grade level teams develop and analyze quarterly common formative assessments in reading and in math through "Data Dive" sessions that align to our school's academic goals. Gateway is using RTI (Response to Intervention) as an additional means of differentiated group instruction in reading and math for all grade levels. Grade level differentiation is described below:

Kindergarten (K4/K5)
K4 students are selected after an intensive screening process. Students with the highest "at risk" factors are invited to enroll in Greenville County Schools' full day 4 year old kindergarten. Many factors, such as the results of the Speed DIAL 4 test, poverty index, educational level of the parents, etc. are considered in the selection process. Gateway Elementary School houses two 4k classes.

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

First/Second Grade

First grade students are identified for small group RTI classes by the FastBridge mass screening tool. Reading benchmark assessments with FastBridge are done 3 times per year- fall, winter, and spring. Students in RTI reading are also progress monitored every ten days.   As the students progress and move out of the RTI class, wait-listed students are added.   The Reading Horizons curriculum model is used to instruct students in first grade and the LLI (Leveled Literacy Intervention) curriculum is used in second grade RTI settings.

3ʳᵈ – 5ᵗʰ Grade RTI

RTI classes are offered to qualifying students in grades 3-5 in Math and Reading. These students are selected by a combination of methods such as teacher input and data analysis that includes student performance on TE21 assessments, high stakes summative assessments such as SC Ready and quarterly report card grades. Students are taught using differentiated instruction and guided comprehension delivery models in small group settings and push-in settings. Classroom and RTI teachers collaborate regularly to share student progress in an effort to ensure that RTI instruction results in improved classroom performance.

Student Support Systems

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

- *Two special education resource teachers, four special education paraprofessionals, two multi categorical teachers, one part time occupational therapist, one school psychologist, and one full time and one part time speech-language pathologist*

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

- *Gateway offers the "Let's Think" program for second grade students. This is taught by our GT teacher. Due to classroom space limitations during the 2020-21 school year, Gateway suspended its practice of "Let's Think" program for our 2nd grade students. This practice will continue when social distancing guidelines allow.*

- *One full time RTI interventionist, Four part time RTI interventionists and one full time instructional aide who work with K5-5ᵗʰ grades in the area of math and reading.*

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

- *One part-time ML teacher provides instruction in the area of English language acquisition.*

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

Professional Development

The Gateway Elementary School staff engage in a number of professional development sessions to improve our practice and increase student achievement. These sessions are planned to align with our school wide student achievement goals, and a number of delivery models are used. Based on the teacher Professional Development surveys, Gateway's staff prefers a learning lab approach in professional development delivery. Prior to the COVID19 safety protocols, every teacher at Gateway Elementary School visited a school based on grade level and school-wide goals, as indicated in SC Ready data, teacher input and other relevant student performance indicators. Teachers have taken advantage of staff development opportunities that are offered in-house and virtually, within our district and through nearby colleges, conferences, and state workshops.

Gateway Elementary School began to embed Diane Sweeney's *Student-Centered Coaching* initiative into our professional development plan in the fall of 2017. During these student-centered coaching cycles, the administration, instructional coach, and teachers work together in an "all-in" approach to support student learning and increase student achievement. The team analyzes student data to determine the specific needs of the students in order to plan

the unit. The instructional coach team teaches and plans daily lessons with the teacher during the coaching cycle. This includes the development of focused, daily Learning Targets and instructional strategies that promote student engagement. The team analyzes daily formative assessments to determine next steps for each student.

MISSION, VISION AND BELIEFS

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

We believe…

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

Purpose

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

Mission

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

Shared Vision

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

DATA ANALYSIS AND NEEDS ASSESSMENT

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

-Carl Glickman

Student Achievement Needs Assessment

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

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

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

Analysis of our school's SC READY and SC PASS data as well as a number of additional formative and summative assessment data is an ongoing, fluid process. Due to annual changes in our student demographic population and diverse student learning styles, we recognize that we must adapt our instructional strategies to reflect the current academic challenges represented in our student population.

Staff and leadership analyze TE.21 and MasteryConnect results during monthly "Data Dive" sessions. Teachers collaborate with students to create individual student goals for reading and math. Each student in grades 2-5 develops a plan of action to meet their winter and spring TE.21 goals. This plan includes strategies to increase their

understanding of our reading and math content areas, which results in meeting their TE.21 goals in the spring. Our students work very hard to achieve their goals and all levels of improvement are celebrated!

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

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

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

Gateway vs. District - Whole School Met/Exceed %

ELA	Math	Science	Social Studies
Gateway 20-21: **56%** Gateway 18-19: **61%**	Gateway 20-21: **58%** Gateway 18-19: **71%**	Gateway 20-21: **64%** Gateway 18-19: **68%**	Gateway 20-21: **NA** Gateway 18-19: **88%**
Spring 2019 Analysis			
District: **59%** Gateway: **61%** Our School Goal: **55%** Like Schools: **58%** **+3%**	District: **63%** Gateway: **71%** Our School Goal: **67%** Like Schools: **62%** **+9%**		
Spring 2021 Analysis			
District: **50%** Gateway: **56%** Our School Goal: **64%** Like Schools: **56%** **+0%**	District: **44%** Gateway: **58%** Our School Goal: **74%** Like Schools: **53%** **+5%**	District: **52%** Gateway: **64%** Our School Goal: **71%** Like Schools: **62%** **+2%**	

2020-2021 School Year Scores, 2018-2019 School Year Scores
Growth/Decline Percentages from 18/19 and 20/21

ELA Met and Exceed Percentages			Math Met and Exceed Percentages			Sci/SS Met/Exceed	
3rd Grade	4th Grade	5th Grade	3rd Grade	4th Grade	5th Grade	4th Grade	5th Grade
20/21 53%	61%	53%	59%	60%	52%	63%	NA
18/19 60%	63%	61%	75%	67%	69%	68%	88%
+/- -7%	-2%	-7%	-16%	-7%	-17%	5%:	NA

Gateway Math Data by Strand

	Number Sense	Fractions	Algebraic Thinking	Geometry	Measurement & Data
High	36.8%	38.6%	36.8%	39.4%	45.6%
Middle	29.9%	25.9%	25.8%	31.3%	22.7%
Low	33.3%	35.5%	37.4%	29.3%	31.7%

District Percentages by Grade Level and Strand
3rd Grade Math

3rd Grade	Number Sense	Fractions	Algebraic Thinking	Geometry	Measurement & Data
High	36.4%	53.6%	36.4%	48.2%	48.2%
Middle	35.5%	19.1%	25.5%	23.6%	20%
Low	28.2%	27.3%	38.2%	28.2%	31.8%

4th Grade Math

4th Grade	Number Sense	Fractions	Algebraic Thinking	Geometry	Measurement & Data
High	37.1%	34.5%	37.9%	30.2%	40.5%
Middle	30.2%	33.6%	23.3%	38.8%	25%
Low	32.8%	31.9%	38.8%	31%	34.5%

5th Grade Math

5th Grade	Number Sense	Fractions	Algebraic Thinking	Geometry	Measurement & Data
High	37%	27.8%	36.1%	39.8%	48.1%
Middle	24.1%	25%	28.7%	31.5%	23.1%
Low	38.9%	47.2%	35.2%	28.7%	28.7%

Gateway ELA Strand Data

	Literacy Text			Informational Text			Writing			Inquiry
	Literacy Text	Meaning & Context	Lang, craft, & Structure	Info Text	Meaning & Context	Lang, craft, & Structure	Writing	Meaning, Context, & Craft	Language	Inquiry
High	41%	30.5%	43.3%	39.8%	32.1%	23.2%	32%	21.7%	28.5%	29.3%
Medium	25.9%	35.3%	26.9%	26.4%	32.1%	44.6%	27%	42.1%	37.0%	44.6%
Low	33.1%	34.2%	29.8%	33.8%	35.8%	32.2%	41%	36.2%	34.5%	26.1%

Gateway ELA Strand Data by Grade Level

3rd	Literacy Text			Informational Text			Writing			Inquiry
	Literacy Text	Meaning & Context	Lang, craft, & Structure	Info Text	Meaning & Context	Lang, craft, & Structure	Writing	Meaning, Context, & Craft	Language	Inquiry
High	40.4%	32.1%	45.0%	35.8%	33.0%	20.2%	25.7%	24.8%	17.4%	20.2%
Medium	32.1%	30.3%	30.3%	37.6%	30.3%	49.5%	33.9%	34.9%	43.1%	53.2%
Low	27.5%	40.4%	24.8%	26.6%	36.7%	30.3%	40.4%	40.4%	39.4%	26.6%

4th	Literacy Text			Informational Text			Writing			Inquiry
	Literacy Text	Meaning & Context	Lang, craft, & Structure	Info Text	Meaning & Context	Lang, craft, & Structure	Writing	Meaning, Context, & Craft	Language	Inquiry
High	47.4%	36.2%	52.6%	50.0%	31.9%	32.8%	37.9%	19.8%	31.9%	25.0%
Medium	21.6%	29.3%	19.0%	12.1%	33.6%	38.8%	25.9%	51.7%	33.6%	47.4%
Low	31.0%	34.5%	28.4%	37.9%	34.5%	28.4%	36.2%	28.4%	34.5%	27.6%

5th	Literacy Text			Informational Text			Writing			Inquiry
	Literacy Text	Meaning & Context	Lang, craft, & Structure	Info Text	Meaning & Context	Lang, craft, & Structure	Writing	Meaning, Context, & Craft	Language	Inquiry
High	35.2%	23.1%	32.4%	33.3%	31.5%	16.7%	32.4%	20.4%	36.1%	42.6%
Medium	24.1%	47.2%	31.5%	29.6%	32.4%	45.4%	21.3%	39.8%	34.3%	33.3%
Low	40.7%	29.6%	36.1%	37.0%	36.1%	38.0%	46.3%	39.8%	29.6%	24.1%

Gateway Science Strand Data - 4th Grade

	Engineering	Weather	Astronomy	Light & Sound	Life Science
Shows Strength	34.5%	33.6%	33.6%	44%	32.8%
Additional Activities Needed	35.3%	44.8%	32.8%	31%	38.8%
Shows Weakness	30.2%	21.6%	33.6%	25%	28.4%

Teacher and Administrator Quality

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

ELA Annual Focus Meaning and Context (Literary and Informational text), Language, Craft, and Structure

Math Annual Focus: Algebraic Thinking & Operations, Number Sense and Operations - Fractions

Additional Areas of Focus: Increasing student engagement through non-tech teaching

Monthly PD					
Faculty PD and/or Committees: 1st & 3rd Wednesdays	Grade Level: 2nd & 4th Wednesdays	Data Dives: 2nd Friday Grade Level Mini Sessions: TBD Monthly	OnTrack: 1st & 3rd Mondays	Gator Club 1st Thursday	Faculty Council 3rd Wednesday as a Committee
Additional PD					
Learning Lab	RTI or SPED Data	School Visit	Instructional Round	Data Walk	SEL
Common Planning: As a team, please schedule 1 day each week to devote your common planning time to team planning. This time will begin promptly and remain uninterrupted by conferences, meetings, phone calls, etc. Thank you! :)					

Date and Time	Type of PD	Focus	Presenter & Location	Agenda	Portal Link, Agenda & Code
August					
7/26/21 8:00 - 11:30	Grade Level Mini Sessions	Planning for the 21-22 School Year	Stubley, Bingham, Mosley	K5-2nd, Potts, Latham, Howard	

			Insert Location	Grade Level Jump Start Retreat & SEL Training	
7/26/21 11:30 - 3:00	Grade Level Mini Sessions	Planning for the 21-22 School Year	Stubley, Bingham, Mosley Insert Location	3rd - 5th, Resource, Bennett, RA, Smith, Crane, Latham, Howard, Garabedian Grade Level Jump Start Retreat & SEL Training	
7/29/21 9:00 - 2:00	Faculty Council	Planning for the 21-22 School Year	Stubley, Bingham, Mosley Insert Location	Gateway Leadership Retreat	PD Link: Agenda Code:
8/3/21	Gator Club	Team Building	Stubley & Mosley Insert Location	Welcome to Gateway! Gator Club Introductions & Expectations	
8/9/21 Time TBA	Full Faculty Back to School!	Back to School Logistics	Stubley, Bingham, Mosley Insert Location	Back to School Meeting	PD Link: Agenda Code:
8/9/21 12:30 - 3:00	Faculty PD	SEL & Student Intervention	Ellen Hampshire	ACES & TIPS (Trauma Informed Practices) Training	PD Link: Agenda Code:
8/10/21 12:00 - 3:00	Faculty PD	Student Intervention	Gerald Tilson & SPED Department	UDL (Universal Design for Learning) Training	PD Link: Agenda Code:
8/16/21	RTI Data	RTI Planning & Student Intervention	Stubley	RTI Data Review, Planning for September Start Date	

8/25/21	SEL Team	SEL	K-2: Stubley, Mosley, Howard, Riddle, Latham 3-5: Stubley, Mosley, Howard, Bingham, Zadoorian, Landreth	SEL: Rethink Ed Team Planning Sessions	None
8/31/21	Grade Level Mini Session/SEL	SEL	K-2: Stubley, Mosley, Bingham, Riddle, Latham 3-5: Stubley, Mosley, Bingham, Zadoorian, Landreth	SEL: Rethink Ed Grade Level Planning Sessions (In house coverage will be provided)	None
September					
9/1/21 3:00 - 4:30	Faculty PD			Informational Stations (Challenge, 504, OnTrack, Safety)	PD Link & Agenda Code:
9/2/21	Gator Club	New Teacher Support	Gator Club	SLO in Depth- Requirements, What to Expect	
9/8/21 3:00- 4:30	Grade Level Meeting	PLC Data & Planning	Grade Level Teams	Unit Planning Using Backward Design	None
9/10/21	Grade Level Mini Session	Data Analysis	Stubley & Mosley PD Room	First Quarter Data Dives Q1 Pre-Assessment Data Analysis	None
9/13/21	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
9/8/21	Data Walk	Data Gathering & Analysis	Stubley, Bingham, Mosley	Data Walks	None
9/15/21 3:00 - 4:30	Faculty PD	PD	Mosley, Crane	Stations: 1. DreamBox Math Program	PD Link & Agenda

				2. ActivPanel Promethean Training	Code:
9/27/21	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
9/22/21 3:00-4:30	Grade Level Meeting				None
No Meeting: September 29th!					
October					
10/4/21	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
10/7/21	Gator Club	New Teacher Support	Gator Club		
10/8/21	Grade Level Mini Session	Data Analysis	Stubley & Mosley PD Room	First Quarter Data Dives Q1 Post-Assessment Data Analysis	None
10/13/21 3:00-4:30	Grade Level Meeting Faculty Council Meets from 2:45 - 3:30				None
10/15/21	RTI Data	RTI Planning & Student Intervention	Stubley	RTI Data Dives	
10/20/21 3:00 - 4:30	Faculty PD			Stations: 1. Data Walk Follow Up 2. Yearly Goals 3. Non-Tech Teaching	PD Link & Agenda Code:
10/25/21 (Due to Exchange Day on 10/18)	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None

10/27/21 3:00-4:30	Vertical Teams/Grade Level			Vertical Teams in place of Grade Level for 2nd - 5th ELA Teachers Grade Level for All Other Teachers	None
November					
11/1/21	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
11/3/21 3:00 - 4:30	Faculty PD			Stations: *Yoga Introduction - Abbey Garcia TE21 Benchmark Scores SEL Updates	PD Link & Agenda Code:
11/4/21	Gator Club	New Teacher Support	Gator Club		
11/5/21	Grade Level Mini Session	Professional Development	Stubley & Mosley PD Room	<u>K-2 and 3-5 Half Day Sessions</u> Reigniting a Love for Hands on Learning with Jed Dearybury	None
11/9/21	Grade Level Mini Session	Data Analysis	Stubley & Mosley PD Room	TE21 Data Analysis Math and Reading	None
11/10/21 3:00-4:30	Grade Level Meeting				None
11/12/21	Grade Level Mini Session	Data Analysis	Stubley & Mosley PD Room	Second Quarter Data Dives Q2 Pre-Assessment Data Analysis	None
11/15/21	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None

11/17/21 3:00 - 4:30	Committees/ Faculty Council				PD Link & Agenda Code:
11/22/21	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
11/29/21	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
Thanksgiving Break: 11/24 - 11/26					
December					
12/1/21 3:00 - 4:30	Faculty PD			PLC Reflections	PD Link & Agenda Code:
12/2/21	Gator Club	New Teacher Support	Gator Club		
12/6/21	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
12/8/21 3:00- 4:30	Grade Level Meeting				None
12/10/21	Grade Level Mini Session		Stubley & Mosley PD Room	Grade Level Mini Session	None
12/13/21	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
No Meeting 12/15/21 ~ Happy Holidays! Winter Break: 12/21 - 1/1					
January					
1/3/22	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None

1/7/22 3:00 - 4:30	Faculty PD			Grade Level Mini Sessions: Academic Overlays	PD Link & Agenda Code:
1/6/22	Gator Club	New Teacher Support	Gator Club		
1/12/22 3:00- 4:30	Grade Level Meeting			ELA Vertical Teams *Bring TE21 TDA Writing Samples	None
1/12/22	RTI Data	RTI Planning & Student Intervention	Stubley	RTI Data Dives	
1/13/22	Grade Level Mini Session	Data Analysis	Stubley & Mosley PD Room	Second Quarter Data Dives Q2 Post-Assessment Data Analysis	None
1/19/21 3:00 - 4:30	Committees/ Faculty Council				PD Link & Agenda Code:
1/24/22 (Due to MLK Day on 1/17)	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
1/26/22 3:00- 4:30	Grade Level Meeting				None
February					
2/2/22 3:00 - 4:30	Faculty PD			Faculty Meeting: ELA and MAth Vertical Teams: TDA Strategies Math Focus Areas	PD Link & Agenda Code:
2/3/22	Gator Club	New Teacher Support	Gator Club	Mid year updates, Q&A	

2/7/22	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
2/9/22 3:00-4:30	Grade Level Meeting			Zadoorian Shower	None
2/9/22	Instructional Rounds			In House Instructional Rounds during Grade Level Planning - Non Tech Teaching Strategies	
2/11/22	Grade Level Mini Session	Data Analysis	Stubley & Mosley PD Room	Third Quarter Data Dives Q3 Pre-Assessment Data Analysis	None
2/16/21 3:00 - 4:30	Committees/ Faculty Council			School Portfolio Updates	PD Link & Agenda Code:
2/23/22 3:00-4:30	Grade Level Meeting				None
2/28/22 (Due to Pres. Day on 2/21)	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
March					
3/2/22 3:00 - 4:30	Faculty PD			Teacher Request Stations Math: Discovery/Inquiry Questions Math: Real world word problems (strategies & resources) Math: Understanding Dreambox?	PD Link & Agenda Code:

				ELA: The Explain part of RACE ELA:	
3/3/22	Gator Club	New Teacher Support	Gator Club		
3/7/22	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
3/9/22 3:00-4:30	Grade Level Meeting				None
3/11/22	Grade Level Mini Session	Data Analysis	Stubley & Mosley PD Room	Third Quarter Data Dives Q3 Post-Assessment Data Analysis	None
3/17/22	RTI Data	RTI Planning & Student Intervention	Stubley	RTI Data Dives	
3/16/21 3:00 - 4:30	Committees/ Faculty Council				PD Link & Agenda Code:
Spring Break 4/18 - 4/25					
3/28/22 (Due to Spring Break on 3/21)	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
March 30: No Meeting!					
April					
4/4/22	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
4/6/22 3:00 - 4:30	Faculty PD			Stations: Strategies for Improving final	PD Link & Agenda Code:

				benchmark weak areas	
4/7/22	Gator Club	New Teacher Support	Gator Club		
4/13/22 3:00-4:30	Grade Level Meeting				None
4/15/22	Grade Level Mini Session	Data Analysis	Stubley & Mosley PD Room	Fourth Quarter Data Dives Q4 Pre-Assessment Data Analysis	None
4/20/21 3:00 - 4:30	Committees/ Faculty Council				PD Link & Agenda Code:
4/25/22 (Due to Easter on 4/18)	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
4/27/22 3:00-4:30	Grade Level Meeting				None
4/29/22	Grade Level Mini Sessions	Scheduling	PD Room	22-23 Scheduling Meeting	None
May					
5/2/22	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
5/4/22 3:00 - 4:30	Faculty PD			Class Placement Cards	PD Link & Agenda Code:
5/5/22	Gator Club	New Teacher Support	Gator Club		

5/11/22 3:00- 4:30	Grade Level Meeting Faculty Council meets from 2:45-3:30				None
5/13/22	Grade Level Mini Session	Data Analysis	Stubley & Mosley PD Room	Fourth Quarter Data Dives Q4 Post-Assessment Data Analysis	None
5/16/22	On Track	Student Intervention	Bingham PD Room	On Track Meetings	None
5/18/22 3:00 - 4:30	Grade level PD				PD Link & Agenda Code:
5/20/22	RTI Data	RTI Planning & Student Intervention	Stubley	RTI Data Dives	
5/25/22 3:00- 4:30	Grade Level Meeting				None

School Climate Needs Assessment

2019-2020 School Report Card

2020-2021 School Report Card

Key factors in assuring that our students receive an exemplary educational experience are sustaining high morale, ensuring student and staff safety, maintaining effective communication, and consistently working together to assure the well-being of our staff, students and parents. The chart below illustrates our efforts in each area. In assessing the survey results, we continued to see an area needing improvement regarding parent satisfaction for home school relations. During the 2018-19 and 2019-20 school years, our staff worked to improve the level of satisfaction in all areas indicated below. To address the home school relations component, we conducted several conversations with our PTA, SIC and within our faculty. Additionally, we continued our "Gateway on the Go" parent involvement and community outreach initiative. As a result, greater communication efforts included: sending frequent School Messenger phone calls with upcoming school information, continued presence on social media with a Gateway Elementary Instagram account as well as other classroom accounts, 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.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	35	87	86
Percent satisfied with learning environment	88.6%	97.7%	90.5%
Percent satisfied with social and physical environment	91.4%	95.3%	84.7%
Percent satisfied with school-home relations	88.6%	97.6%	78.8%

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 intent of the mission and vision tangible; an identification of outcomes; a plan for evaluation and continuous improvement; an action plan that identifies the procedural steps needed to implement the goals, including timelines, responsibility, accountability; and an estimation of budget needs based on the action plan.

Refining the Guiding Principles of Gateway

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

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

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

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:
- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History
- and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver
- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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 58.7% 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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	48.5% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	**49.7**	**50.9**	**52.1**	**57.5**	**58.7**
		School Actual Elementary 50.7	**61.1**	*waiver*	**56.3**		
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 52**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary 52	**58**	*waiver*	**52**		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of preschool students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-2021	Director of Early Intervention and Student Support			Waiver
Delivering a comprehensive, balanced literacy model in grades PreK – 5th Grade a. Monitor standards-based, rigorous instructional strategies in PreK-5th grade b. Deliver the Fountas and Pinnell framework including the interactive read aloud and shared reading components for 4K c. Continue to provide Fountas and Pinnell training for teachers d. Implement Leveled Literacy Intervention component of Fountas and Pinnell in appropriate 1st– 5th grade resource & RTI settings. e. Implement Special Education curriculum as appropriate for special needs students. f. Provide all students in 4K through 5th grade a print rich environment that includes expansive classroom libraries with literature from all genres	2018-2023	Leadership Team, Teachers	$96,000	*School Local funds, District funds	*Fountas and Pinnell Benchmark Assessment *Balanced Literacy teacher lesson plans *School PD Calendar *LLI Implementation *Reading Horizons Implementation *IEP Documentation *Special Education Lesson Plan Documentation (Wordly Wise, Explode the Code, SPIRE, Making Connections, Reading Horizons)

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Implement interdisciplinary teaching in support of South Carolina College and Career Ready Standards	2018-2023	Teachers	*None	*None	*Teacher lesson plans *Classroom Observation data
Continue to integrate instructional technology through our one to one initiative defined by SC College & Career Ready Standards	2018-2023	Teachers, Leadership team	*None	*None	* Teacher lesson plans *Classroom Observation data *PD Calendar *Fixed Assets Document
Integrate instructional strategies to support the implementation of the South Carolina College & Career Ready Standards to prepare students for critical thinking required for the state assessment system	2018-2023	Teachers, Leadership Team	*None	*None	*Teacher observation data *Teacher lesson plans *Faculty Council and grade level meeting minutes *Faculty meeting and agendas *PD Calendar *DOK Training and Classroom Integration *TE.21 Benchmark Results *Quarterly Common Formative Assessments *Training on non-tech teaching strategies/creative thinking *Monthly Data Team Documentation
Implement a comprehensive, balanced literacy writing model in grades PreK – 5th Grade	2018-2023	Leadership Team, District Academic Specialist, Classroom Teachers	$439	*Local funds	*Grade level curriculum maps *Teacher lesson plans *Classroom observation data *PD Calendar

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

PERFORMANCE GOAL 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	59.1 % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	**59.7**	**60.4**	**61**	**61.6**	**62.2**
		School Actual Elementary 62.4	**70.5**	*waiver*	57.9		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 57**	**62**	**64**	**66**	**68**	**69**
		District Actual Elementary 60	63	*waiver*	53		

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 *In house Instructional Rounds documentation
Implement interdisciplinary teaching in support of South Carolina College and Career Ready Standards	2018-2023	Teachers	*None	*None	*Teacher lesson plans *Classroom Observation data
Continue to integrate instructional technology through one to one initiative defined by SC College & Career Ready Standards	2018-2023	Teachers, Leadership team	*None	*PTA, district and local funds	* Teacher lesson plans *Classroom Observation data *PD Calendar

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):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**

SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	68	71	74	77	80
		School Actual Elementary 64.8	67.6	waiver	62.9		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	waiver	56		

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	$24,000	*District Funds & Local Funds	*Lesson plan development and collaboration with district science academic specialist * School Visits *Two STEAM Related Arts classroom rotations
Implement interdisciplinary teaching in support of South Carolina College and Career Ready Standards	2018-2023	Teachers	*None	*None	*Teacher lesson plans *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	*None	*None	*Teacher lesson plans *Classroom observation data *PD Calendar

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**24.7**	**27.4**	**30.1**	**32.8**	**35.5**
SC READY ELA SC SDE Website		**School Actual Hispanic**	**50**	*waiver*	NA		

SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic** **36**	36	39	42	45	48
SC READY ELA SC SDE Website		**District Actual** **Hispanic** 34	40	*waiver*	36		
SC READY ELA SC SDE Website	26 % Meets Expectations and Exceeds Expectations	**School Projected AA**	28.4	30.8	33.2	35.6	38
SC READY ELA SC SDE Website		**School Actual AA** 28	31	*waiver*	27		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**District Projected AA** **25**	25	28	31	34	37
SC READY ELA SC SDE Website		**District Actual AA** **25**	31	*waiver*	28		
SC READY ELA SC SDE Website	10 % Meets Expectations and Exceeds Expectations	**School Projected SWD**	12.9	15.8	18.7	21.6	24.5

SC READY ELA SC SDE Website		**School Actual SWD** 9	14	*waiver*	19.3		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD** 14	14	17	20	23	26
SC READY ELA SC SDE Website		**District Actual SWD** 12	21	*waiver*	19		
SC READY ELA SC SDE Website	17 % Meets Expectations and Exceeds Expectations	**School Projected LEP**	19.9	22.8	25.7	28.6	31.5
SC READY ELA SC SDE Website		**School Actual LEP** 27	63	*waiver*	NA		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP** 35	35	38	41	44	47
SC READY ELA SC SDE Website		**District Actual LEP** 33	44	*waiver*	32		

SC READY ELA SC SDE Website	39.8 % Meets Expectations and Exceeds Expectations	**School Projected PIP**	**41.5**	**43.2**	**44.9**	**46.6**	**48.3**
SC READY ELA SC SDE Website		**School Actual PIP** 39	**51**	*waiver*	**44**		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected PIP** 38	38	41	44	47	50
SC READY ELA SC SDE Website		**District Actual PIP** 33	45	*waiver*	37		
SC READY Math SC SDE Website	47 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	48.3	49.6	50.9	52.2	53.5
SC READY Math SC SDE Website		**School Actual Hispanic** 65	56	*waiver*	N/A		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic** 39	39	42	45	48	51

SC READY Math SC SDE Website		**District Actual Hispanic** 42	43	*waiver*	41		
SC READY Math SC SDE Website	33 % Meets Expectations and Exceeds Expectations	**School Projected AA**	35.1	37.2	39.3	41.4	43.5
SC READY Math SC SDE Website		**School Actual AA** 35	43	*waiver*	**44**		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA** 27	27	30	33	36	39
SC READY Math SC SDE Website		**District Actual AA** 28	30	*waiver*	25		
SC READY Math SC SDE Website	22 % Meets Expectations and Exceeds Expectations	**School Projected SWD**	24.7	27.4	30.1	32.8	35.5
SC READY Math SC SDE Website		**School Actual SWD** 15	25	*waiver*	**19.0**		

SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD** 18	**18**	**21**	**24**	**27**	**30**
SC READY Math SC SDE Website		**District Actual SWD** 16	20	*waiver*	24		
SC READY Math SC SDE Website	39 % Meets Expectations and Exceeds Expectations	**School Projected LEP**	40.7	42.4	44.1	45.8	47.5
SC READY Math SC SDE Website		**School Actual LEP** 64	75	*waiver*	N/A		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP** 40	**40**	**43**	**46**	**49**	**52**
SC READY Math SC SDE Website		**District Actual LEP** 42	46	*waiver*	40		
SC READY Math SC SDE Website	51.5 % Meets Expectations and Exceeds Expectations	**School Projected PIP**	52.2	53.3	54.4	55.5	56.6

SC READY Math SC SDE Website		**School Actual PIP** **54.3**	61	*waiver*	44		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected PIP** **36**	36	39	42	45	48
SC READY Math SC SDE Website		**District Actual PIP** **38**	43	*waiver*	38		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** **(Start and End Dates)**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Continue to close the achievement gaps in learning and increase learning outcomes for traditionally underperforming demographic groups through partnerships and additional resources.	2018-2023	School Counselor, Teachers, Leadership, SIC, Community Stakeholders	*$1,200	*District, Community and Local Funds	*Donated school supplies & food *Mentoring program & Community *Outreach documentation for mentor Initiative *Standardized test scores for selected students *Baseline exchange documentation *Gateway on the Go agendas
Continue to implement intensive intervention and support for traditionally underperforming	2018-2023	Teachers, Interventionists,	*None	*None	*RTI lesson plans *RTI data dive documentation *Parent-teacher conferences

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.		Leadership, School Counselor			*Baseline exchange documentation
Continue to implement additional (outside of school hours) support for traditionally underperforming demographic groups through partnerships and additional resources.	2018-2023	Teachers, Interventionists, Leadership, School Counselor, Media Specialist	*$72,500	*Local Funds and district (CARES Act)	*Morning and afternoon tutoring log *EDP enrichment roster *Summer enrichment program *Summer parent/child book club signup log

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 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):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**School Projected**		Kindergarten through Grade 5 =68%	Kindergarten through Grade 5 =70%	Kindergarten through Grade 5 =72%	Kindergarten through Grade 5 =74%

	Meets and Exceeds	**School Actual**	Kindergarten through Grade 5 = 67%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	Kindergarten through Grade 5 =56%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**School Projected**		Kindergarten = 41% Grade 1 = 53%	Kindergarten = 43% Grade 1 = 55%	Kindergarten = 45% Grade 1 = 57%	Kindergarten = 47% Grade 1 = 59%
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile)	**School Actual**	Kindergarten = Grade 1 = 51%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	Kindergarten = 8% Grade 1 =49%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		Grade 2 – 43% Grade 5 – 43%	Grade 2 – 46% Grade 5 – 46%	Grade 2 – 49% Grade 5 – 49%	Grade 2 – 52% Grade 5 – 52%
South Carolina MAP Linking Study – February 2018	2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile	**School Actual**	Grade 2 – 40% Grade 5 – 36%	Grade 2 – 36% Grade 5 – 39%	Grade 2 – 43% *5th grade data point not available - School Board decision to waive 5th grade testing*	Grade 2 – 35% *5th grade data point not available - School Board decision to waive 5th grade testing*	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**District Projected**		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above

		District Actual	K-5 69%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	K-5 %		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**District Projected**		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile)	**District Actual**	5K – 50% Grade 1 – 55%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	5K – % Grade 1 – %		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**District Projected**		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile 2020 2nd grade criteria RIT = 188 72nd percentile 5th grade criteria RIT = 227 65th percentile	**District Actual**	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.	Grade 2 – % 5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.	

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-21	Director of Early Intervention and Student Support			Waiver
Delivering a comprehensive, balanced literacy model in grades PreK – 5th Grade a. Monitor standards-based, rigorous instructional strategies in PreK-5th grade b. Deliver the Fountas and Pinnell framework c. Continue to provide Fountas and Pinnell training for teachers d. Implement Leveled Literacy Intervention component of Fountas and Pinnell in appropriate 1st – 5th grade resource & RTI settings. e. Implement new Special Education curriculum as appropriate for special needs students	2018-2023	Leadership Team, Teachers	$29,000	*School Local funds, District funds, and Community Donations	*Fountas and Pinnell Benchmark assessment data *Balanced Literacy teacher lesson plans *School PD Calendar *LLI Implementation *IEP Documentation *Special Education Lesson Plan Documentation (Wordly Wise, Explode the Code, SPIRE, Making Connections, Reading Horizons)
Implement interdisciplinary teaching in support of South Carolina College and Career Ready Standards	2018-2023	Teachers	*None	*None	*Teacher lesson plans *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	*None	*None	*Teacher lesson plans *Classroom observation data *PD Calendar
Integrate instructional strategies to support the implementation of the South Carolina College & Career Ready Standards to prepare students for critical thinking required for the state assessment system	2018-2023	Teachers, Leadership Team	*None	*None	*Teacher observation data *Teacher lesson plans *Faculty Council and grade level meeting minutes *Faculty meeting and agendas *PD Calendar *DOK Training and Classroom Integration *TE.21 Benchmark Results *Quarterly Common Formative Assessments

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity =yes/no Ethnic Diversity = yes/no	Gender Diversity =yes/no Ethnic Diversity = yes/no	Gender Diversity =yes/no Ethnic Diversity = yes/no	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%	Gender Diversity = % Ethnic Diversity = %	

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

	ACTION PLAN FOR STRATEGY #1:				EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Utilize effective and innovative professional development models that will result in highly qualified personnel. a. Mentoring/coaching b. Learning Lab Experiences c. School Visits d. Authentic professional learning communities e. District and School based professional development sessions	2018-2023	Leadership Team, Grade Level Teams, Teacher Mentors	*$5000	*District PD funds and Local funds	*School and PD Calendar *District portal print-out *PD Agendas
Provide instructional technology training and resources to teachers in order to help them integrate technology into curriculum, instruction, and assessment.	2018-2023	Lynnette Bumgarner, Amanda Jackson, Leadership Team, DLC Team, and PLA Team	*None	*None	*Portal print out *PD calendar *PD Session Agendas
Provide information regarding ongoing Read to Succeed training as well as training to teachers for the implementation of South Carolina State Standards.	2018-2023	Leadership Team, Classroom Teachers, District Academic Specialists, Reading Specialist	*None	*None	*PD Calendar *Portal printouts
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 *Special Education data team spreadsheet documentation

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	78	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 92	92	*waiver*	95.4		
SC SDE School Report Card Survey	100	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100	100	*waiver*	88.6		
SC SDE School Report Card Survey	94.9	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents 94.10	94.3	*waiver*	96.5		
SC SDE School Report Card Survey	92	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	*waiver*	93		
SC SDE School Report Card Survey	98	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	*waiver*	98		
SC SDE School Report Card Survey	91	**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	*waiver*	92		

	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 *Backpack notifications *Student Handbook documentation
Increase communication with all parents and students to make them aware of educational opportunities a. Develop strategies to effectively communicate through a variety of genres and electronic media. b. Develop workshops for parents on various topics (reading in the home and home school support) c. Continue to provide resources for student home libraries to increase student achievement through literacy	2018-2023	Administration and Faculty, SIC, PTA Board	*None	*None		*Backpack notifications *PTA and SIC Board Minutes *Gateway Gazette *Classroom Newsletters *Annual Report to the Community *Gateway Instagram *PTA Gateway Facebook Page *Various Communication Apps *Teacher Websites *International Day *PreK Parent Literacy Workshop *Book Parade *Parent Conferences *PEP Book Fair *Greenville Drive *Reading All-Star *Library cards issued at Back to School Night *Educational Planning meetings,

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					On Track meetings, IEP meetings, and 504 meetings
Communicate academic expectations to all stakeholders	2018-2023	Administration and Faculty	*None	*None	*Annual Report to Community *Student agendas *Parent newsletters *Parent Lunch and Learn *School Tour Brochure and Frequently Asked Questions Documentation *Curriculum Night, All Arts Night, K5 Orientation, and New Student Orientation *Book Parade *Parent Conferences *SIC and PTA Board meeting minutes
Continue to support the social and emotional development of all students using the Rethink Ed curriculum for all *students*, 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 *SEL curriculum (Rethink Ed) documentation in teacher lesson plans *Mid and end of year behavior celebrations

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**		**INDICATORS OF IMPLEMENTATION**
						*Quarterly House celebrations and special events *Special Olympics Unified Champions program

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		**School Actual** 0	0	0	0		

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**School Actual** 0	0	0	0		
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03	.004		

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 student engagement, and de-escalation interventions.	2018-2022	Faculty Council, Special Education Team, Teachers	*$2,700	*Local funds and District Professional Development funds	*Upstate Schools Consortium *Ron Clark Visits *PD Sessions *CPI Trainings
Continue to support the social and emotional development of all students using *Rethink Ed SEL curriculum, , R*on Clark's Essential 55 Rules for Discovering the Successful Student, and Growth Mindset education program.	2018-2023	Administration and Faculty, Greenville Mental Health	*$2500	*Local funds	*School counselor lesson plans and small group schedule *Counselor Website *Parent/Counselor Conferences *Mentor Program *In school Mentor Buddy Program * Zones of Regulation Curriculum for students with social/emotional IEP goals *Mid and end of year behavior celebrations *School-wide Cookout *Ron Clark House Parties (Quarterly)
Begin to implement inter school community groups for community building and team collaborations.	2018-2023	School Staff	*$900	*Local funds	*Professional Development *Team Points Data *Climate and Culture Survey Results *Teacher Lesson Plans *Greenville Mental Health referrals

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 Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):			2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**90**	**90**	**90**	**90**	**90**	**90**
		School Actual **91**	91	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	90	90	90	90	90
		District Actual **89**	90	92	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

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 Jr. 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 *Positive Quotes Paintings and Displays *Essentials Videos *Quarterly House Parties
Continue to publicize growth mindset quotes and positive student and staff shout outs during the morning announcements and in the Gateway Connection staff publication.	2018-2023	Teachers, Leadership, School Counselor	*None	*None	*Morning Announcement Shout outs *Gateway Connection Memo Documentation

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

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

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

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

	(2016-17) 95.3	**School Projected**	**95**	**95**	**95**	**95**	**95**
180th day Attendance Report		**School Actual 95.7**	95.7	97	94		
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
180th day Attendance Report		**District Actual 95**	95	96	92		

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 Cognia 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):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**Afraid ≤ 3.5 Lonely ≤ 9.5 Angry ≤ 8.5**	**Afraid ≤ 3 Lonely ≤ 9 Angry ≤ 8**	**Afraid ≤ 2.5 Lonely ≤ 8.5 Angry ≤ 7.5**	**Afraid ≤ 2 Lonely ≤ 8 Angry ≤ 7**	**Afraid ≤ 1.5 Lonely ≤ 7.5 Angry ≤ 6.5**
		School Actual Afraid – 4% Lonely – 10% Angry – 9%	Afraid 4≤ Lonely 10≤ Angry 9≤	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic*	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	**Afraid – 5% Lonely – 10% Angry – 8%**	**Afraid – 5% Lonely – 10% Angry – 7%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

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 *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