



School Portfolio

2024-25 through 2028-29

Spring 2025 Edition

Gateway Elementary School

200 Hawkins Road

Travelers Rest, SC 29690

(864) 355-5200

"Success Begins Here!"

Susan Stuble, Principal

Dr. W. Burke Royster, Superintendent

Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: **Gateway E.S.**

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (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. §§59-139-149 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 chairpersons 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		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Susan Stublely		3.11.25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Elizabeth Steifle		3.11.25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kelly Latham		5.11.25
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: (864)-355-5200

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

Stakeholder Involvement for School Renewal

Position

Name

- | | | |
|----|--|--------------------|
| 1. | Principal | Susan Stublely |
| 2. | Teacher | Amanda Link |
| 3. | Parent/Guardian | Savannah Hightower |
| 4. | Community Member | Stephanie Martin |
| 5. | Paraprofessional | Kiszy Repshis |
| 6. | School Improvement Council Member | Betsy Steifle |
| 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 | Reagan Landreth |

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

Jake Gambrell

Instructional Coach

Reagan Landreth

School Counselor

Dixie Neff, Ellison Hargis

***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.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes No N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes No N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes No N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes No N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes No N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>

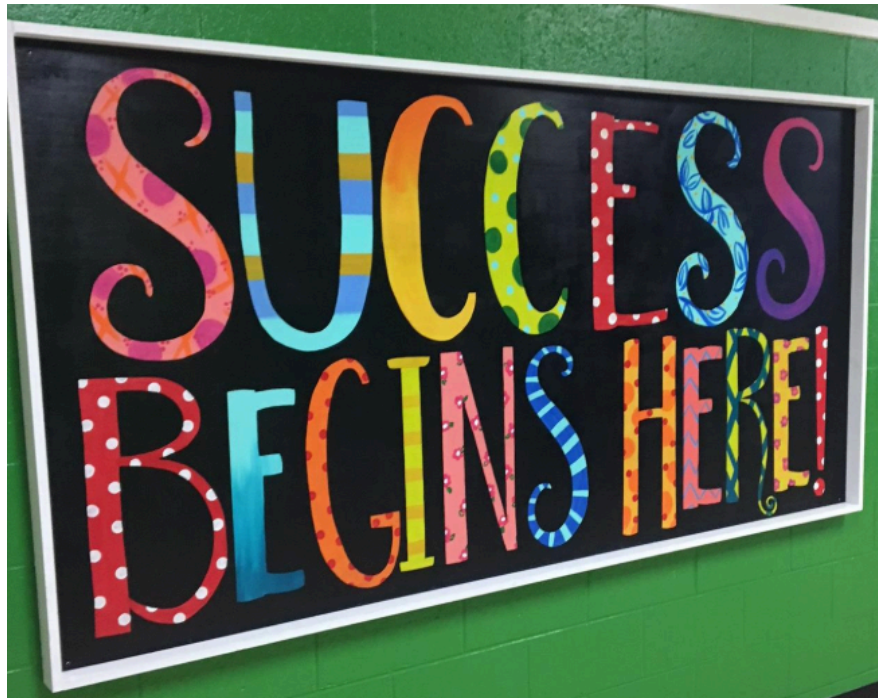
Yes No N/A	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes No N/A	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes No N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

Introduction	p. 8-11
Executive Summary	p. 11-13
School Profile	p. 14-31
Mission, Vision, & Beliefs	p. 33-34
Data Analysis and Needs Assessment	p. 35-59
Action Plan	p. 60-79

INTRODUCTION

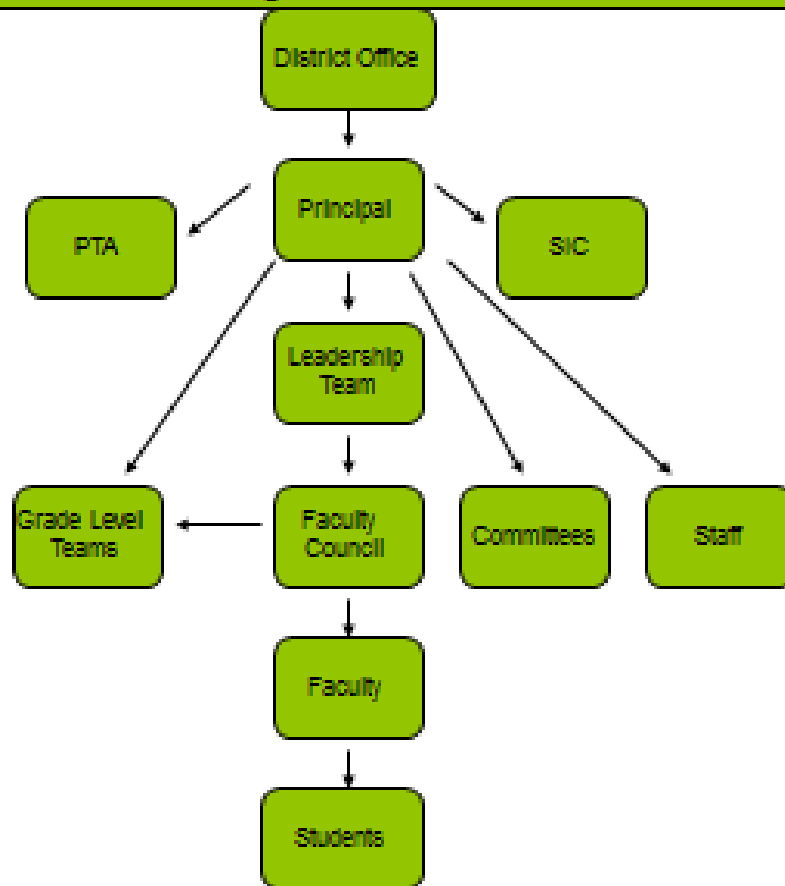
The strategic planning process at Gateway Elementary School is ongoing, inclusive and a major component of our PLC (Professional Learning Community). We believe that in order for our plan to be reflective of our Mission, Vision, and Beliefs, it must include the effective collaboration efforts of all 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



2024-2025 GATEWAY COMMITTEES



Committee 1	Committee 2	Committee 4	Committee 5	Committee 6
Faculty Council/International Day/STEAM Day	Teacher of the Year/Volunteer Breakfast	Red Ribbon Week/Rock Your School	Yearbook/Social Media (Instagram)	SEL/Behavior/Ron Clark
<p>Strategic Plan:</p> <ul style="list-style-type: none"> Action Plan Performance Goals Chart <p>Pages 48-66</p>	<p>Strategic Plan:</p> <ul style="list-style-type: none"> Introduction Page 8 Executive Summary Pages 11-13 Academic and Behavioral Features (includes all subjects and character ed) Pages 23-27 	<p>Strategic Plan:</p> <ul style="list-style-type: none"> School Community School Characteristics Parental & Community Involvement Personnel Data Student Population Data <p>Pages 14-22</p> <ul style="list-style-type: none"> School Climate Needs Assessment Pages 46-47 	<p>Strategic Plan:</p> <ul style="list-style-type: none"> Proof-Reading all sections and add additional thoughts Assure Gateway's instructional technology curriculum and initiatives are well stated and infused throughout the document. 	<p>Strategic Plan:</p> <ul style="list-style-type: none"> Assessment Programs & Initiatives Student Support System School Beliefs, Mission, Vision Pages 29-33 Student Achievement and Needs Assessment Writing Pages 34-36
<p>*Susan Stuble Jake Gambrell Reagan Landreth Ellison Hargis Dixie Neff Kelly Latham Jessi Conner Reagan Watson Ashley Konopacke Melanie Huff Carolyn Joye Maegan Watts</p>	<p>Rachel Chamberlin Kerri Lowe Brittany Clay Nichole Leopard Amber Moore Holly Roane Shannon Cox Grace Eskew</p>	<p>Lorilee Horton Melissa Rainey Tara Guy Madeline Smith Amanda Link Audrey Smith Tiffany Pifer Kelli Wallen Amber Daigle</p>	<p>Lynnette Bumgarner-Yearbook Chair Katelyn West-Social Media Chair Nicole Carmenates Amanda Jackson Shannon Vance Mary Peacock Eric Guth Renee Fleming Nicole Carmenates</p>	<p>Carrie Owens Clare Hill Misty Sammons Caitlyn Morgan Kim Gunnell Gigi Varghese Marion Garabedian Bri Simpson Kim Goodman</p>

Kim Gunnell Brian Van Antwerp Kara Garrison Jennifer Winslette			Assist with Yearbook Only: Jessi Conner*also on FC Maegan Watts*also on FC Reagan Watson*also on FC	
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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 3 years in order to adjust strategies to improve student achievement. Presented in this section are findings from the data used. The assessments used include:

- myIGDIs– Four year old Kindergarten
- KRA- Five year old Kindergarten (Initial Benchmark used for planning of differentiated instruction through the year)
- CogAT/IOWA– second grade
- SC Ready (ELA and Math)-third through fifth grade
- SC Ready (Science) – fourth grade
- MAP Testing
- MVPA Mastery Connect Benchmark Assessments- second through fifth grade
- Standards Based Common Formative Assessments including Mastery Connect Items – 4K through fifth grade
- Amira Benchmarking-K5 through fifth grade

SC Ready ELA/Math 2022 Results:

ELA-64.5% of students met or exceeded standard
Math-65.7% of students met or exceeded standard

SC Ready ELA/Math 2023 Results:

ELA-72.1% of students met or exceeded standard
Math-75.9% of students met or exceeded standard

SC Ready ELA/Math 2024 Results:

ELA- 75.6% of students met or exceeded standard

Math- 78.2% of students met or exceeded standard

SC PASS Science 2022 Results:

Science-64.2% of students met or exceeded standard

SC READY Science 2023 Results:

Science- 81.6% of students met or exceeded standard

SC READY Science 2024 Results:

Science- N/A due to field test

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 5 Annual level teachers, 1 Induction level teacher, 1 speech teacher, 2 guidance counselors 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 and working with state and district RTI initiatives. In addition, one administrator earned National Board certification prior to entering administration, and one administrator was a member of the Greenville County Fellows 3 consortium. Other members of the leadership team, including the instructional coach, school counselors, and literacy specialist bring valuable experiences in the areas of curriculum writing, administrative and middle level math certification, ML certification, Orton-Gillingham training, career development, and GCS Leadership Council for Teacher Forum. Talents and experiences within our teaching body include numerous post graduate degrees, post graduate coursework, National Board certifications, curriculum specialist certifications, and ML certifications. In addition, one teacher holds a master Promethean trainer certification and has served as a Clemson University Master Teacher. Another teacher is also a Magic School AI certified trainer. Several of our teachers conduct professional development training sessions within our school, in Summer Academy sessions, and serve on summer 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

[School Profile Link](#)

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, Gateway's primary challenges are centered around providing emotional support to all students in need, and providing the vast variety of support needed for our ML and refugee population. Areas of focus include Character and Resilience Education (CARE) classroom sessions, as well as small group sessions with our guidance counselor to address social and emotional concerns. Gateway continues to receive assistance in accommodating the wide range of needs due to multiple language barriers from our ML instructional coach and ML teacher. 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. There were no ratings issued on the 2019-2020 report cards. Gateway has maintained excellence by receiving "Excellent" overall ratings for the 2021, 2022, 2023 and 2024 report cards.

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, 2021, 2022, 2023, 2024
- "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 (2012-2013)
- 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)

GATEWAY ELEMENTARY SCHOOL PROFILE

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Community Description

[Link to School Profile](#)

Gateway Elementary School is one of 51 elementary schools (excluding one under construction) in Greenville County, South Carolina's most populous county with over 550,000 residents. Greenville County School District is the largest district in the state and the 44th largest in the nation with over 77,000 students. District honors include various distinctions such as: Schools to Watch, Blue Ribbon Schools, Model Schools, Leader in Me Lighthouse Schools, PTA Schools of Excellence, Baldrige quality schools and Palmetto's Finest finalists and winners. Programs include International Baccalaureate schools, magnet academies, 51 elementary, 24 middle schools, 18 high schools, 5 Child Development Centers, 5 Career Centers, a Fine Arts Center, the Washington Center, the Charles Towne Gifted Center, the Roper Mountain Science Center; the Math and Science HUB, alternative programs, magnet programs, and satellite schools for students who require specialized services for orthopedic, vision and/or hearing needs. Special education programs are available system-wide and serve approximately 12,500 students on 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, Greenville County Schools began to offer a Virtual Academy, serving students in 5K through 12th grades. Gateway currently has 5 students enrolled in the Virtual Academy. 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 of South Carolina Upstate, and the University Center of Greenville, which has partnerships with eight South Carolina colleges and universities. 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 8,750. 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 popular landmarks such 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 28 mile walking/biking trail that runs along the Reedy River connecting Travelers Rest with the city of Greenville. Travelers Rest still maintains its small town flavor and friendliness while also offering contemporary conveniences.

Quick Facts about Travelers Rest*

Education Levels

High School	89.5%
Baccalaureate degree or higher	45.4%

Household Info

Median Household Income	\$49,655
Poverty Rate	22.5%

Diversity/ Ethnic Culture

Caucasian	75.8%	Hispanic	5.2%
African American	15.7%		
Asian	0.7%	Two or More Races	4.0%

*Information based on the U.S. Census Bureau

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 644 students in pre-kindergarten through fifth grade (which includes 5 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 one special needs bus. 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 32 homeroom classes which include the following: two pre-kindergarten, four kindergarten, six first grades, four second grades, five third grades, four fourth grades, four fifth grades, and two multicategorical 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. 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 85 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 induction level 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 and benchmark assessment data, determine our focus for the coming year. Our school 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, 1 instructional coach, 2 part time school counselors, 1 part time challenge teacher, 2 resource teachers, 7 kindergarten paraprofessionals, 4 full time special education paraprofessionals, 3 part time RTI interventionists, 1 full time RTI interventionist, 2 full time RTI teachers who also serve our students as part time instructional aides, 1 Read to Succeed Literacy Coach, 1 full time speech-language pathologist, 1 part time (.4) 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 teachers, 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 on a weekly/monthly basis through a variety of measures. This includes a weekly parent message from the office, classroom newsletters and classroom apps, Google classrooms, teacher and school web-sites, weekly work folders, individual daily reports, in person, virtual and telephone parent conferences, e-mails, PTA meetings, as well as annual open house events. Some teachers and our school 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 7 years. This special group of volunteers has provided food for our underprivileged students over the weekends including summer and holiday food cards, dry erase desks and tables for our classrooms, Chromebooks, Literacy Libraries for students, and 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 an effort to increase parent involvement and student engagement in our impoverished areas, our faculty visits the Brookside Community. During these visits, parents are informed about current school topics, participate in casual conversations with teachers, and have the opportunity to ask questions of our School Resource Officer and administrators. In addition, children's books are distributed to build home libraries. Most importantly, lasting relationships are formed with parents who are unable to travel to our school. In addition, Gateway Elementary provides an in-house 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 several community involvement projects annually. For example, during the 2024-2025 school year, Gateway participated in the Rotary Club shoe drive, held a canned food drive for those in need, and held a toy drive for siblings of patients in our hospital's NICU. 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 provided assistance to families during the holidays.

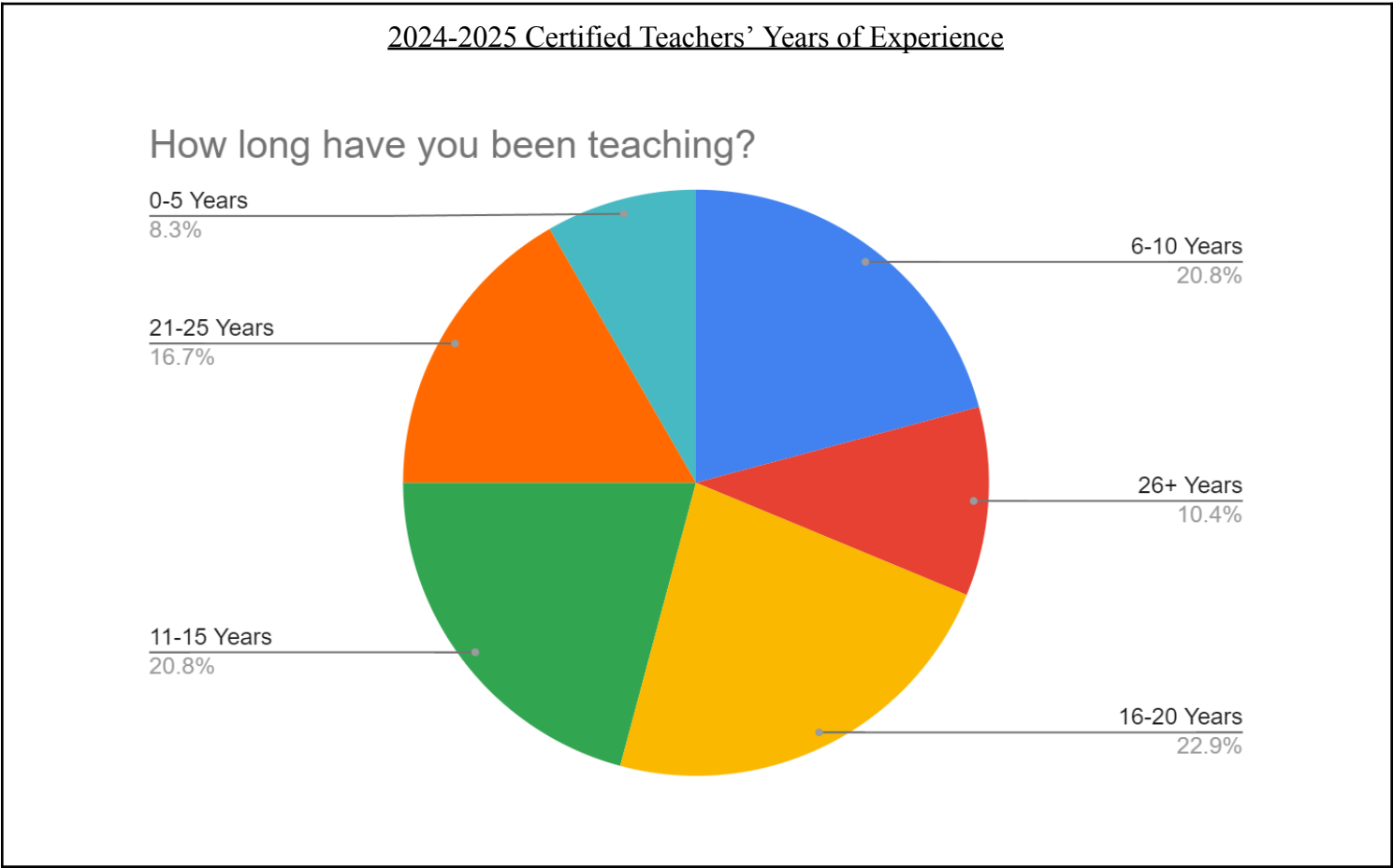
School Personnel Data



Gateway Elementary School's staff profile data is below:

The ethnic makeup of the 80 Gateway faculty and staff members consists of 1 native American/Indian, 2 Asian, 4 "other," 1 Latino, and 73 Caucasians. The primary language of the study respondents is English. The following level of academic degree information among the Gateway faculty is 25% Bachelor's degrees, 2.1% Bachelors +18, 58.3% Master's degrees, and 14.6% Masters +30. Currently Gateway Elementary houses the following faculty members: two four-year-old kindergarten teachers, four five-year-old kindergarten teachers, six first grade teachers, four second grade teachers, five third grade teachers, four fourth grade teachers, four fifth grade teachers, and two special education self-contained (multi-categorical) teachers, two resource teachers, one full time speech-language pathologist, 1 part time OT/PT therapist. Additionally, there are four special education paraprofessionals, three RTI interventionists, one part time ESOL teacher, one instructional coach, two school counselors, one literacy specialist, one gifted and talented teacher, four full time and three part time related arts teachers, one STEAM Lab and one Tech Lab paraprofessional, one school psychologist, and one Greenville Mental Health counselor on site. The years of experience at Gateway indicate that 8.3%

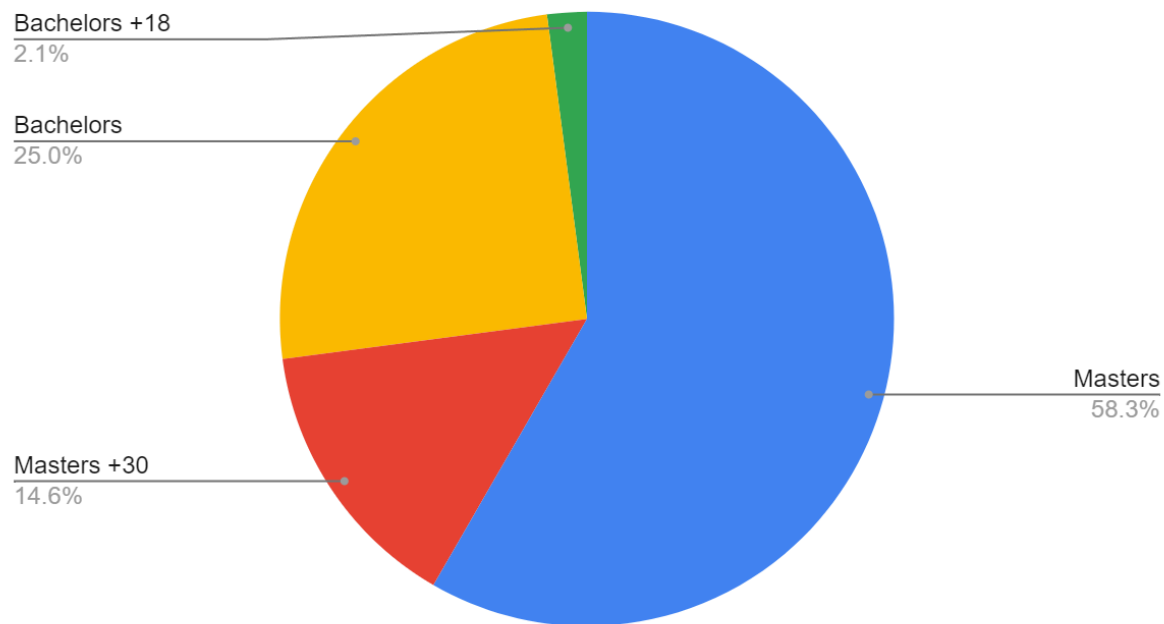
teachers have taught between zero and five years, 20.8% between six and ten years, 20.8% between 11 and 15 years, 22.9% between 16 and 20 years, 16.7% between 21 and 25 years, and 10.4% over 26 years of experience.



Our certified staff is highly qualified, with 58.3% of our teachers holding a Master’s Degree. In addition, we have six teachers who hold National Board certification.

2024-2025 Teachers' Highest Degree of Education

What is the highest degree level that you've earned?



Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	34	Down from 37
Percent of teachers with advanced degrees	70.6	Up from 70.3
<u>Teacher attendance rate</u>	93.5	Up from 91.8
Average teacher salary	\$62,551	Up from \$59,003
Percent of teachers on continuing contract	100.0	No change
Percent of teachers returning from previous year - current year	89.5	Down from 93.9
Percent of teachers returning from previous year - three year average	94.5	Up from 90.3
Percent of teacher vacancies for more than 9 weeks	0.0	No change
<u>Prime instructional time</u>	87.8	Up from 85.7
<u>Student-teacher ratio in core subjects</u>	15.4 to 1	Down from 21.4 to 1
Percent of inexperienced teachers	4.3	Down from 12.5
Number of inexperienced teachers	2	Down from 5
Percent of out-of-field teachers	2.1	Down from 10
Number of out-of-field teachers	1	Down from 4
Percent of inexperienced school leaders	50.0	N/A
Number of inexperienced school leaders	1	N/A

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 649 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 84 students with disabilities, 24 students with 504s, 27 ML, and 60 GT students in K4-5 grade. Gateway's student population is reflective of the diversity within our community.

Figure 1:

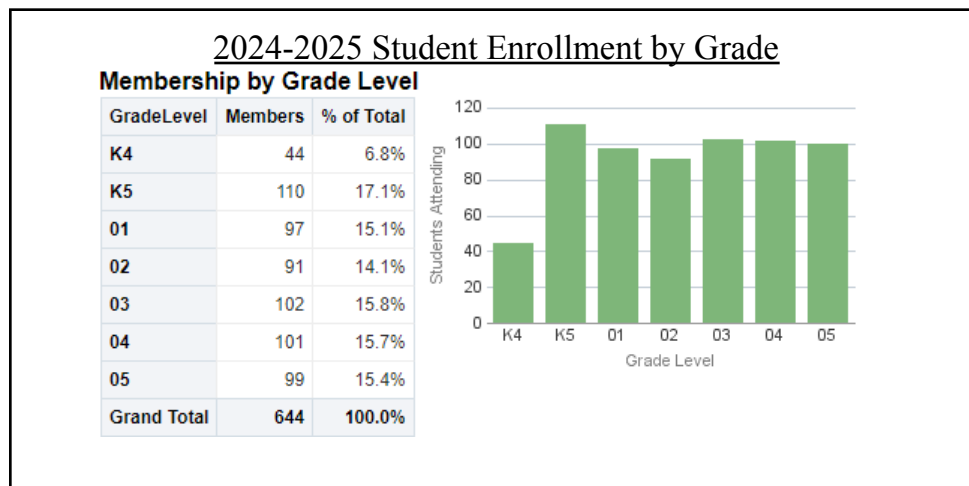
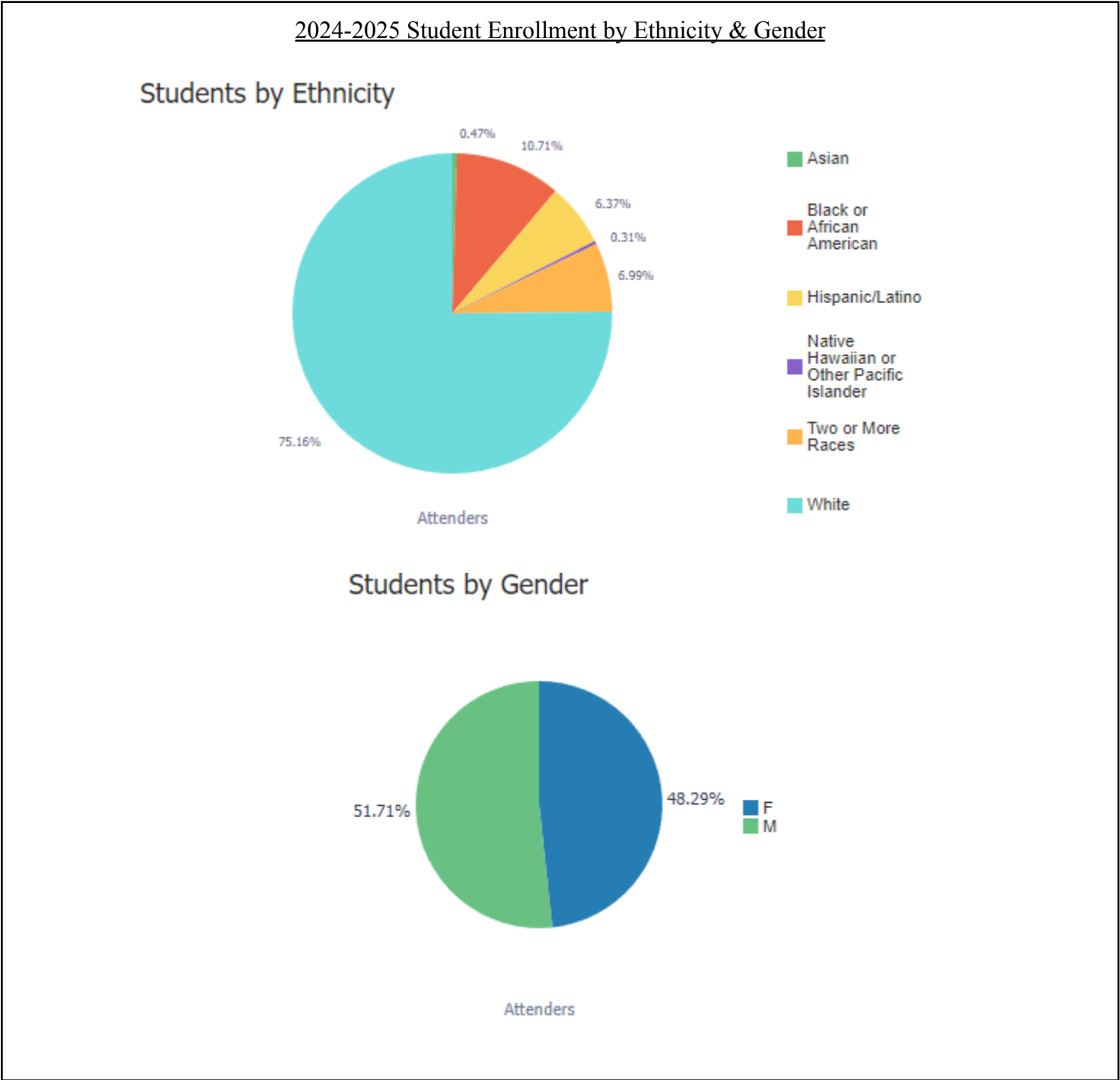


Figure 2:



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 84 in 2024-2025. 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, 2 multi-categorical teachers, 2 resource teachers, and 4 special needs paraprofessionals. Additionally, Gateway serves 24 students with 504 plans.

2024-2025 Students by Disability

Student Demographics by Primary Disability

2024 - 2025

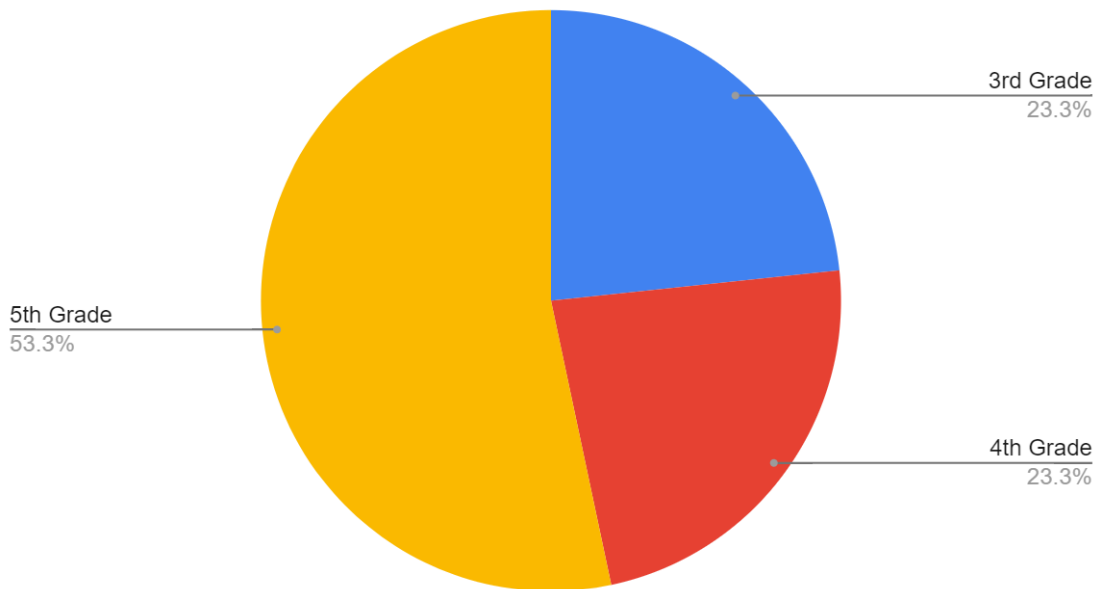
	504					RegEd	SpEd											Enrolled Total
Grade Level	Autism Spectrum Disorder	Developmental Delay	No Disability	Specific Learning Disability	No Disability	Autism Spectrum Disorder	Deaf and Hard of Hearing	Developmental Delay	Emotional Disability	Intellectual Disability (mild)	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech/Language Impairment	Traumatic Brain Injury		
01		1	2		88	1							2	1	1	1		97
02	1	1	4		72	1	1	2					2	4	4			92
03			2	1	85	2								10	2			102
04			4		84				1	3			1	7	2			102
05			7		76	1					2		4	10	2			102
K4					42										2			44
K5			1		95	3						1	1		9			110
Grand Total	1	2	20	1	542	8	1	2	1	3	2	1	10	32	22	1		649

Gifted and Talented Population

For the 2024-2025 school year, a total number of 60 students are enrolled in our Gifted and Talented (GT) program: 14 students from 3rd grade, 14 from 4th grade, and 32 including 1 virtual student from 5th grade.

2024-2025 Students Enrolled in the GT Program by Grade

2024-2025 Students in the GT Program



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 Cliffs 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 “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. These plans are 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 Mastery View Predictive Assessments 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 meeting 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. Ongoing benchmark and incremental progress data is used to identify students in kindergarten through fifth grades who will receive RTI small group pull-out or push in 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 or are in the process of completing the training, in the Science of Reading and HMH delivery models. Our 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, the AMIRA online resource, and our school’s grade level Classroom Libraries to ensure 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 one of these programs with fidelity. Beginning in June 2024, select staff members began Lexia LETRS (Language Essentials for Teachers of Reading and Spelling) training that has provided them with the deep knowledge needed to be literacy and language experts in the science of reading.

Beginning in 2022, Reading Horizons curriculum was implemented in K5 classrooms at Gateway, followed by first grade classrooms in 2023 and second grade classrooms in 2024. Reading Horizons teaches the elements of structured literacy using instruction that is explicit, systematic, cumulative, and diagnostic. This curriculum model allows teachers to identify and target students' specific learning needs in order to close achievement gaps in reading. Reading Horizons is also used with qualifying RTI and special education students.

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 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. 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, AMIRA benchmark assessments, Mastery View Predictive Assessments, cold reads, district ELA assessments, district made common formative assessments, and unit tests are used to assess students' progress. Holistic scoring of compositions, skills and vocabulary are included. Teachers evaluate and assess student progress in writing through standards based writing rubrics. Teachers in K4, K5, first grade gather artifacts to document student progress that culminate into an annual portfolio for every child.

NewsELA, PebbleGo, MobyMax, Amira, 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.

Mathematics

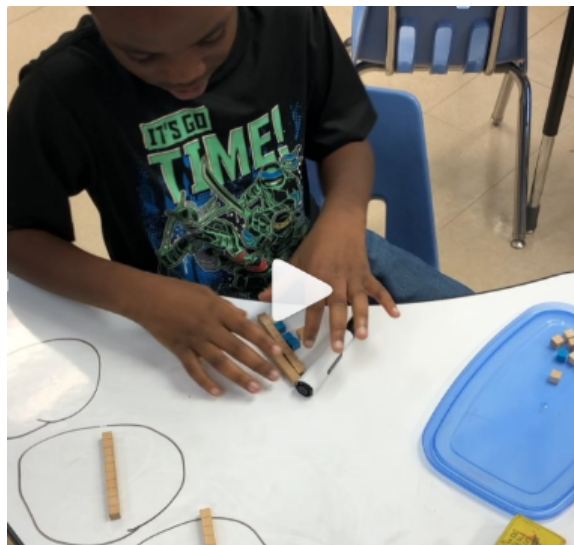
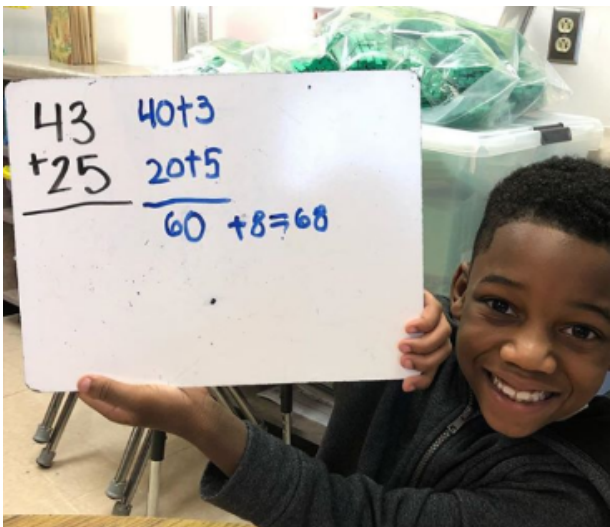
Greenville County Schools adopted the *Big Ideas* curriculum for math beginning in the 20-21 school year. Teachers supplement the use of the district adopted curriculum with guided math instruction. This includes the use of concrete and virtual manipulatives, true student collaboration with daily opportunities for accountable talk, and targeted strategy groups, while using technology on the Promethean Boards, Chromebooks, 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.

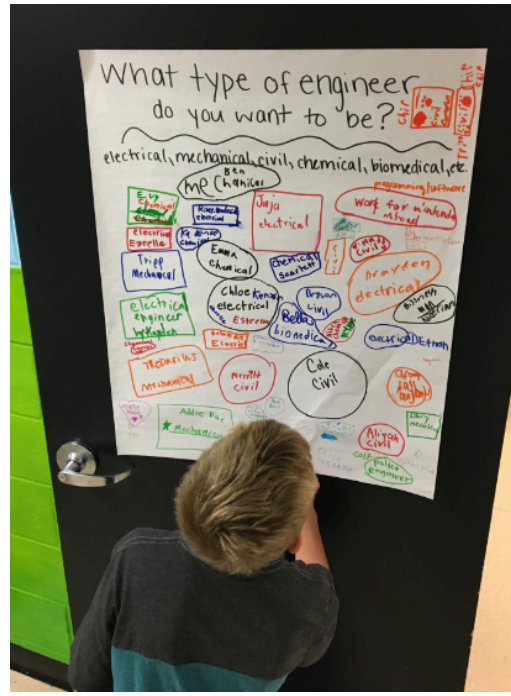
Our classes also use a spiral math review for morning work and DreamBox (a self paced, differentiated instructional technology tool), as well as a daily review of grade level appropriate IXL practice to strengthen core skills in all classrooms. DreamBox and IXL allow students to progress in their math skills at their differentiated level and with grade level specific competencies. Special education classes also use *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. BrainPop Jr., MobyMax, and IXL are purchased to 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, expanding cultural awareness through International Day celebrations, bringing history to life through Living Museums, in-house field trips, virtual field trips, 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 and STEAM 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. Additionally a student from each grade level exhibiting exemplary character is selected to receive the LEAD award each month. 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 through classroom meetings and displayed on posters in each classroom. 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 points for the quarter. Individual students are rewarded with a “Golden Token” that is used to select a book from our book vending machine.

GATEWAY'S **ESSENTIAL**



Supplemental programs are incorporated into the school counselors' class lessons. Our school counselors create 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 *Graduation Plus* initiative. The school counselors collaborate 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 every grade level and using books and our library for bibliotherapy to build coping skills for anger management, anxiety and stress. Our counselors also work with students to explore and model mindfulness techniques such as visualization, deep breathing and calming our brains. 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 counselors supplement these lessons with other Tier 2 and Tier 3 support from Quaver 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 MVPA assessments as one data source to measure student progress throughout the school year for students in 2nd through 5th grades. The MVPA 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 assessment, which is aligned to our South Carolina College and Career ready Standards. Teachers analyze current and historic MVPA results, along with additional teacher-made common formative and summative assessments during grade level professional learning communities (PLCs). 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 Mastery Connect common formative assessments that are similar in format to the MVPA assessment questions.

Teachers continue to use a variety of assessment methods to measure student understanding throughout each unit of study. Examples include: analysis of common formative assessments such as Mastery Connect and MVPA 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:

K4-1- 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

2-5 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 common formative assessments in reading and in math through PLC 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) RTI

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 poverty index, educational level of the parents, etc. are considered in the selection process. Gateway Elementary School houses two K4 classes.

K5 students are identified for small group RTI classes by the AMIRA benchmark and Reading Horizons skill check data. Amira benchmarks 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 RTI

First grade students are identified for small group RTI classes by the Amira. Reading benchmark assessments with Amira are done 3 times per year- fall, winter, and spring. Second grade students are identified for small group RTI classes by the MVPA assessment and their Amira Reading Mastery score. 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 and second grades. Comprehension-based groups use resources such as *Reading Strategies 2.0* from Jennifer Seravallo.

3-5 Grade RTI

RTI classes are offered to qualifying students in grades 3-5 in math and in reading. These students are selected by a combination of methods such as teacher input and data analysis that includes student performance on MVPA 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 speech-language pathologist*
- *Gateway offers a gifted and talented program for identified students in grades 3-5*
- *One full-time and two part-time RTI interventionists who work with K5-5th grades in the areas 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.*
- *Two part-time school counselors 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. A variety of delivery models are used for these sessions. Based on the teacher Professional Development surveys, Gateway's staff prefers school visits (based on grade level needs and data), stations by interest, flipped PD and guest presenters in professional development delivery. 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. Examples of this include attending the IXL Symposium training in Greenville. At the Furman Consortium in the 23-24 school year, the leadership team and an RTI teacher attended professional development with LeAnn Nickelsen. She has since come to Gateway to deliver more professional development and kicked off the 24-25 school year with a full day session. She also came in December to facilitate grade level teams in analyzing student work and providing effective differentiation. Her "Instructional Cha-Chas" tightly align with Gateway's school-wide goals. Teachers have been receiving training in Magic School AI and ways to utilize this technology resource to develop rigorous reading passages and instructional activities.

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

MISSION, VISION AND BELIEFS

(Updated fall 2023)

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, dignity, and equity.
- We believe a physically and emotionally safe environment is essential to the learning process.
- We believe students should feel emotionally safe to make mistakes and build confidence.
- We believe in positive behavior support for students including Gateway's Essential 21 and Gateway's House system.
- We believe students should all have the opportunity to learn.
- We believe all children and adults should be challenged to view life from different perspectives.
- We believe social-emotional learning, discipline, and self-respect should be modeled and reinforced at school.
- We believe family and community involvement in the learning process is an essential component for student success.
- We believe students should collaborate productively, communicate ideas, solve problems, and think critically and creatively while consistently reflecting on their own thinking and learning.
- We believe in providing experiences through data-driven planning to ensure that students are engaged in a rigorous curriculum that challenges each student.
- We believe each member of our school community can be a successful, lifelong learner.

Purpose

The purpose of Gateway Elementary School is to educate, prepare, and empower our students to become productive members of society. We, as the Gateway community, will lead and seek opportunities for personal and professional growth so that we can prepare students for success. Our students will gain the skills and knowledge to effectively communicate by developing socially and emotionally. They will foster and acquire problem-solving skills by collaborating with others.

Mission

Gateway Elementary School provides a diverse educational experience for each student. We develop, guide, empower, and mentor students to be confident, innovative, collaborative, and strategic thinkers. We provide our students with an atmosphere that models and teaches empathy and respect. We empower students with academic and social-emotional learning strategies so that they can be successful at Gateway and beyond. Gateway

Elementary School partners with our students' families and the community to support our students in all areas. Our dedication to this mission propels our students to meet their potential.

Shared Vision

Our vision at Gateway Elementary School is for students to develop a love for learning by thinking critically and creatively so that they can utilize strategies that will help them reach success in their lives beyond Gateway. In addition, our desire is that students will be able to recognize their social-emotional needs and be equipped with the tools to manage these challenges. Our goal is for students to be motivated to set their own goals and track their understanding as a tool for success so that our students are prepared for middle school, high school, and beyond.



DATA ANALYSIS AND NEEDS ASSESSMENT

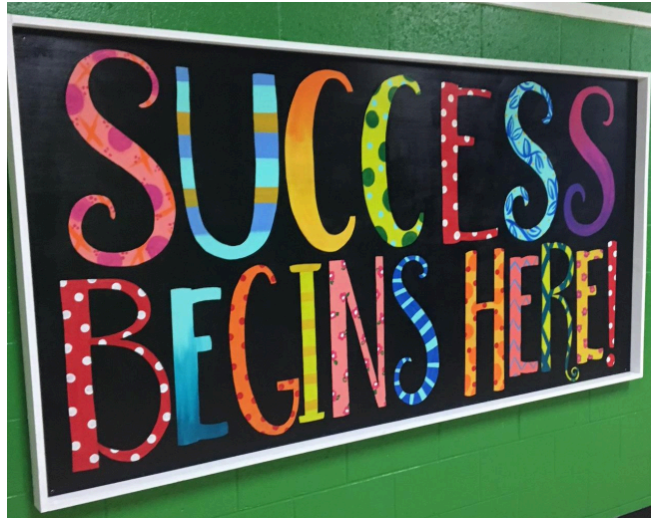


“To fully educate a student, teachers need to do their best during their temporary time together and to care just as much about the educational experiences that the student had before coming and experiences that the student will have after leaving. To believe that the job of a classroom teacher is to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

-Carl Glickman

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

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 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 MVPA and MasteryConnect results during grade level professional learning community (PLC) 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 MVPA goals. This plan includes strategies to increase their understanding of our reading and math content areas, which results in meeting their MVPA 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, including RTI and SPED, 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 monthly for RTI and SPED 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, MVPA data, MAP 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 teacher clarity with learning target alignment and clear goal intentions, student use of success criteria, and timely feedback to students. To support these initiatives, our teachers have participated in professional development with LeAnn Nickelsen. Teachers have also participated in Student-Centered Coaching with the Instructional Coach and additional coaching sessions with the Literacy Specialist. Additionally, our staff attends professional development sessions in grade and leadership teams. For example, members of our Gateway faculty attended the IXL Symposium, LETRS Training, Magic School AI, and professional development sessions for new textbook resources. After returning from these professional development sessions, our teachers present the information learned to our entire faculty.

[2024 SDE School Report Card](#)

SC Ready Testing Data Glimpse:

Grades 3-5		
ELA	Math	Science (grade 4)
Spring 2024 Analysis		
%Does Not Meet/Approaches: 24.4% %Meets/Exceeds: 75.6%	%Does Not Meet/Approaches: 21.8% %Meets/Exceeds: 78.2%	*2023 data due to field test in 2024.* %Does Not Meet/Approaches: 18.4% %Meets/Exceeds: 81.6%

Third Grade

ELA	Math
Spring 2024 Analysis	
%Does Not Meet/Approaches: 33% %Meets/Exceeds: 67%	%Does Not Meet/Approaches: 21.3% %Meets/Exceeds: 78.7%

Fourth Grade

ELA	Math	Science
Spring 2024 Analysis		
%Does Not Meet/Approaches: 23.8% %Meets/Exceeds: 76.2%	%Does Not Meet/Approaches: 22.8% %Meets/Exceeds: 77.2%	*2023 data due to field test in 2024.* %Does Not Meet/Approaches: 18.4% %Meets/Exceeds: 81.6%

Fifth Grade

ELA	Math
Spring 2024 Analysis	
%Does Not Meet/Approaches: 17.6% %Meets/Exceeds: 82.4%	%Does Not Meet/Approaches: 21.3% %Meets/Exceeds: 78.7%

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 and historic benchmark and assessment results, 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 in draft format.

2025–2026 Gateway Professional Development Plan

ELA Annual Focus: Reading Literary Text, with a specific focus on Meaning and Context and Language, Craft, and Structure. Writing/Inquiry
Strategies include Elaboration and Organization, Clear Goal Intentions (Learning Targets aligned to the standard and student work) with Teacher Clarity, and Success Criteria with high student expectations.

Math Annual Focus: Number Sense and Fractions, Number Sense and Base Ten.
Strategies include Daily Checks for Understanding, Accountable Talk Discussions, Clear Goal Intentions (Learning Targets aligned to the standard and student work) with Teacher Clarity, and Success Criteria with high student expectations. Number Talks

Breakdown of PD								
Full Faculty PD	Grade Level	PLC Meetings	RTI/Resource Data Dives	Gator Club	Instructional Rounds/Learning Walks	Committees	School Visits	LETRS Training

Strategy Group planning sessions to follow each PLC meeting the following day with the IC.

Date and Time	Type of PD	Presenter(s)	Topic(s)	Agenda
June				
6/30/25	LETRS Training		Unit 5: The Mighty Word: Oral Language and Vocabulary	N/A
July				

7/23/25	Grade Level Retreats (K-2, RA)	Stubley Gambrell Landreth Latham Howard Neff	Grade Level Jump Start Retreat	
7/23/25	Grade Level Retreats (3-5, RTI, SPED)	Stubley Gambrell Landreth Latham Howard Neff	Grade Level Jump Start Retreat	
August				
8/4/25 8:00	Full Faculty Back to School!	Stubley Gambrell	Back to School Logistics	
8/6/25	LETRS Training		Unit 6: Digging for Meaning: Understanding Reading Comprehension	N/A
8/14/25	RTI Data Dive	Stubley Gambrell Landreth Latham	Planning for the Upcoming Year	
8/14/25 3:00-3:30	Optional Faculty PD	Landreth	Mastery Connect and PowerTeacher Gradebook Setup	
8/20/25	Committees	Committee Chairs	Committee Teams and Faculty Council	
8/27/25 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
September				
9/2/25	5th Grade ELA PLC	Stubley Gambrell	Backwards Design and Data	

		Landreth Latham	Analysis	
9/3/25	4th Grade ELA, K4 ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
9/3/25 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
9/4/25	1st Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
9/4/25 3:00	Gator Club	Stubley Gambrell Landreth Neff Hargis Latham		
9/8/25	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
9/9/25	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
9/10/25	4th Grade Math, K5 ELA PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
9/10/25 3:00	Full Faculty PD	Stubley Gambrell Latham Neff Hargis		
9/11/25	2nd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	

9/11/25	SPED Data Dives	Stubley Gambrell Latham	Planning and Student Intervention	None- See SPED data sheet
9/15/25	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
9/16/25	5th Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
9/17/25	4th Grade ELA, K4 Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
9/17/25 3:00	Committees	Committee Chairs	Committee Teams and Faculty Council	
9/18/25	1st Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
9/22/25	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
9/23/25	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
9/24/25	4th Grade Math, K5 Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
9/24/25 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
9/25/25	2nd Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	

9/29/25	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
9/30/25	5th Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
October				
10/1/25	4th Grade ELA, K4 ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
10/1/25 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
10/2/25	1st Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
10/6/25	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
10/7/25	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
10/8/25	4th Grade Math, K5 ELA PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
10/8/25 3:00	Full Faculty PD	Stubley Gambrell Latham Neff Hargis		
10/9/25	2nd Grade ELA PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	

		Latham		
10/9/25	RTI/SPED Data Dive	Stubley Gambrell Latham	RTI/SPED Planning and Student Intervention	None- See RTI and SPED data sheets
10/13/25	LETRS Training		Unit 7: Text-Driven Comprehension Instruction	N/A
10/14/25	5th Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
10/15/25	4th Grade ELA, K4 Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
10/15/25 3:00	Committees	Committee Chairs	Committee Teams and Faculty Council	
10/16/25	1st Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
10/20/25	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
10/21/25	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
10/22/25	4th Grade Math, K5 Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
10/22/25 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None

10/23/25	2nd Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
10/23/25 3:00	Gator Club	Stubley Gambrell Neff Hargis Latham		
10/27/25	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
10/28/25	5th Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
10/29/25	4th Grade ELA, K4 ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
10/30/25	1st Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
November				
11/3/25	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
11/4/25	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
11/5/25	4th Grade Math, K5 ELA PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
11/5/25 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None

11/6/25	2nd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
11/10/25	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
11/11/25	5th Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
11/12/25	4th Grade ELA, K4 Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
11/12/25 3:00	Full Faculty PD	Stubley Gambrell Latham Neff Hargis		
11/13/25	1st Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
11/13/25	RTI/SPED Data Dives	Stubley Gambrell Latham	RTI/SPED Planning and Student Intervention	None- See RTI and SPED data sheets.
11/17/25	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
11/18/25	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
11/19/25	4th Grade Math, K5 Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	

11/19/25 3:00	Committees	Committee Chairs	Committee Teams and Faculty Council	
11/20/25	2nd Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
11/24/25	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
11/26/25	Thanksgiving Break			
December				
12/1/25	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
12/2/25	5th Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
12/3/25	4th Grade ELA, K4 ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
12/3/25 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
12/4/25	1st Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
12/8/25	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
12/9/25	5th Grade Math PLC	Stubley Gambrell	Backwards Design and Data	

		Landreth	Analysis	
12/10/25	4th Grade Math, K5 ELA PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
12/10/25 3:00	Full Faculty PD	Stubley Gambrell Landreth Latham Neff Hargis		
12/11/25	2nd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
12/15/25	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
12/16/25	5th Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
12/17/25	4th Grade ELA, K4 Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
12/17/25 3:00	Committees	Committee Chairs	Committee Teams and Faculty Council	
12/18/25	1st Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
12/24/25 and 12/31/25	Winter Break			
January				
1/5/26	LETRS Training		Unit 8: The Reading-Writing Connection	N/A

1/7/26 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
1/12/26	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
1/13/26	5th Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
1/14/26	4th Grade Math, K5 Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
1/14/26 3:00	Full Faculty PD	Stubley Gambrell Landreth Latham Neff	RH- K-2 Strategy Group Planning- 3-5	None
1/15/26	2nd Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
1/15/26 3:00	Gator Club	Stubley Gambrell Landreth Neff Hargis Latham		
1/15/26	RTI/SPED Data Dives	Stubley Gambrell Landreth Latham	RTI/SPED Planning and Student Intervention	None- See RTI and SPED data sheets.
1/19/26	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
1/20/26	5th Grade ELA	Stubley	Backwards	

	PLC	Gambrell Landreth Latham	Design and Data Analysis	
1/21/26	4th Grade ELA, K4 ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
1/21/26 3:00	Committees	Committee Chairs	Committee Teams and Faculty Council	
1/22/26	1st Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
1/26/26	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
1/27/26	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
1/28/26	4th Grade Math, K5 ELA PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
1/28/26 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
1/29/26	2nd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
February				
2/2/26	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
2/3/26	5th Grade ELA	Stubley	Backwards	

	PLC	Gambrell Landreth Latham	Design and Data Analysis	
2/4/26	4th Grade ELA, K4 Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
2/4/26 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
2/5/26	1st Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
2/9/26	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
2/10/26	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
2/11/26	4th Grade Math, K5 Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
2/11/26 3:00	Full Faculty PD	Stubley Gambrell Landreth Latham Neff Hargis		
2/12/26	2nd Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
2/12/26	RTI/SPED Data Dives	Stubley Gambrell Landreth Latham	RTI/SPED Planning and Student Intervention	None- See RTI and SPED data sheets.

2/17/26	5th Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
2/18/26	4th Grade ELA, K4 ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
2/18/26 3:00	Committees	Committee Chairs	Committee Teams and Faculty Council	
2/19/26	1st Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
2/23/26	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
2/24/26	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
2/25/26	4th Grade Math, K5 ELA PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
2/25/26 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
2/26/26	2nd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
March				
3/2/26	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	

3/3/26	5th Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
3/4/26	4th Grade ELA, K4 Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
3/4/26 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
3/5/26	1st Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
3/9/26	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
3/10/26	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
3/11/26	4th Grade Math, K5 Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
3/11/26 3:00	Full Faculty PD	Stubley Gambrell Landreth Latham		
3/12/26	2nd Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
3/12/26	RTI/SPED Data Dives	Stubley Gambrell Landreth Latham	RTI/SPED Planning and Student Intervention	None-See RTI and SPED data sheets.
3/19/25	Spring Break			

3/23/26	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
3/24/26	5th Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
3/25/25	4th Grade ELA, K4 ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
3/25/26 3:00	Grade Level/LETRS	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
3/26/26	1st Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
3/26/26 3:00	Gator Club	Stubley Gambrell Landreth Neff Hargis Latham		
3/30/26	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
3/31/26	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
April				
4/1/26	4th Grade Math, K5 ELA PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
4/1/26 3:00	Grade Level	Grade Level Teams	PLC Data & Planning/Unit	None

			Planning using Backward Design	
4/2/26	2nd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
4/6/26	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
4/7/26	5th Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
4/8/26	4th Grade, K4 Math ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
4/8/26 3:00	Full Faculty PD	Stubley Gambrell Landreth Latham Neff Hargis		
4/9/26	1st Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
4/9/26	RTI/SPED Data Dives	Stubley Gambrell Landreth Latham	RTI/SPED Planning and Student Intervention	None-See RTI and SPED data sheets.
4/13/26	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
4/14/26	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	

4/15/26	4th Grade Math, K5 Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
4/15/26 3:00	Committees	Committee Chairs	Committee Teams and Faculty Council	
4/16/26	2nd Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
4/20/26	3rd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
4/21/26	5th Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
4/22/26	4th Grade ELA, K4 ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
4/23/26	1st Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
4/22/26 3:00	Grade Level	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
4/27/26	3rd Grade Math PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
4/28/26	5th Grade Math PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	
4/29/26	4th Grade Math, K5 ELA PLC	Stubley Gambrell Landreth	Backwards Design and Data Analysis	

4/30/26	2nd Grade ELA PLC	Stubley Gambrell Landreth Latham	Backwards Design and Data Analysis	
May				
5/6/26 3:00	Grade Level	Grade Level Teams	PLC Data & Planning/Unit Planning using Backward Design	None
5/7/26	RTI/SPED Data Dives	Stubley Gambrell Landreth Latham	RTI/SPED Planning and Student Intervention	None- See RTI and SPED data sheets.
5/13/26 3:00	Full Faculty PD	Stubley Gambrell Landreth Latham		

School Climate Needs Assessment

[2023-2024 School Report Card](#)

[Link to School Profile](#)

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, although all areas were rated relatively high in terms of percentage satisfied, we noted a lower percentage comparatively, of students responding to “percent satisfied with social and physical environment” (88.9%). During the 24-25 school year, our staff worked to improve the level of satisfaction in the area mentioned above. To address percent of students satisfied with the social and physical environment at Gateway, the home school relations component, we engaged in the following interventions. To address the emotional environment issues, our guidance counselors conducted monthly class lessons and more small group sessions with various grade levels of students, and our staff participated in a professional development session with Greenville Mental Health. To address the social component of this response, our team scheduled additional opportunities for students. An example included adding to our annual STEAM Day experience for all grade levels.

Student Behavior Data 23-24

Number of Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
671	101	60	59.41%

Attendance, Absenteeism, and Truancy 23-24

Number of Students	Chronic Absenteeism Student Count	Chronic Absenteeism Rate
653	110	16.85%

Parent/Teacher Conferences

Year	2022-2023	2023-2024 to date
Number of Parent/Teacher Conferences	656 (approximate number based on current teachers)	795

Volunteer Hours 22-23

Start Date	End Date	Total Hours
7/11/2022	5/31/2023	3,644

Volunteer Hours 23-24 to Date

Start Date	End Date	Total Hours
7/10/2023	3/26/2024	3,184

Backpack Accounts/Logins: TBD

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	46	323	19
Percent satisfied with learning environment	97.8%	94.9%	94.1%
Percent satisfied with social and physical environment	97.8%	93.6%	100%
Percent satisfied with school-home relations	95.7%	93%	100%

Action Plan

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 75.9% in 2022-23 to 87.9% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card		77.9%	Projected (ES)	79.9%	81.9%	83.9%	85.9%	87.9%
	75.9%	78.2%	Actual (ES)					
	60%	53.3%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Academic Faculty <input type="checkbox"/> Administration	N/A	N/A	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., Utilize the RAISE strategy in K5-5th grade, incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> GCS Academics Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Update the GCS Curriculum Maps to identify essential standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> GCS Academics Team <input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
2. Ensure that classroom delivery models encompass John Hattie's high yield effect sizes.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction that is aligned to the Learning Targets and standards.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty (During in-house Instructional Rounds)	N/A	N/A	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<input type="checkbox"/> Leadership Team	N/A	N/A	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Grade Level Teams	N/A	N/A	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Contracted Speakers <input type="checkbox"/> GCS Academics Team	\$5,000 annually	Local Funds District PD Funds	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Grade Level and Department Teams	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Community Process by monitoring for fidelity.					
4. Foster a collaborative relationship between school and parents by conducting in-house parent information sessions and providing strategies for improving student learning outcomes at home.	2024-2029	<input type="checkbox"/> School Counselors <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Leadership Team <input type="checkbox"/> RTI Coaches	\$500 annually	Local Funds District Funds	C
5. Provide resources and workshops in high poverty neighborhoods to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Gateway Faculty	\$500 annually	Local Funds District Funds	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 72.1% in 2022-23 to 84.1 % in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card		74.1%	Projected (ES)	76.1%	78.1%	80.1%	82.1%	84.1%
	72.1%	75.6%	Actual (ES)					
	64%	61.7%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> GCS Academics Team <input type="checkbox"/> 4K-3rd Grade Teachers <input type="checkbox"/> LETRS Training Staff <input type="checkbox"/> RTI Coaches	N/A for GES	N/A	C
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty <input type="checkbox"/> GCS Academics Team	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> RTI Staff <input type="checkbox"/> Academic Faculty	N/A	N/A	C
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	<input type="checkbox"/> Academic Faculty <input type="checkbox"/> Leadership Team	N/A	N/A	C
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage essential standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> GCS Academics team <input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<input type="checkbox"/> Academic Team <input type="checkbox"/> Leadership Team	N/A	N/A	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> Academic Faculty <input type="checkbox"/> Leadership Team	N/A	N/A	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
5. Implement a range of assessment methods paired with student goal setting that measure student understanding.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<input type="checkbox"/> Academic Faculty <input type="checkbox"/> Leadership Team	N/A	N/A	C
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data.	2024-2025	<input type="checkbox"/> Director of Early Intervention and Student Support <input type="checkbox"/> Gateway 4K Teachers <input type="checkbox"/> Leadership Team	N/A for Gateway	N/A	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 4K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources, standards alignment and strategies, etc.).	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
4. Utilize formative and predictive assessment data to design unit and lesson plans to align instructional delivery to individual student needs.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic Faculty	N/A	N/A	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom Mosaic observations.	2024-2029	<input type="checkbox"/> Leadership Team	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts from multiple genres to accommodate various learning styles.	2024-2029	<input type="checkbox"/> Leadership Team	2,000	District Funds	C
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students through standards alignment needed to build necessary reading skills.	2024-2029	<input type="checkbox"/> Leadership Team	\$2500	District Funds Local Funds	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> Leadership Team	N/A	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> GCS Academics Team	N/A	N/A	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Academic faculty	N/A	N/A	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework, checking for understanding, utilizing Learning Targets and student self-assessment techniques	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Outside Speakers	5,000	District Funds Local Funds	C

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share details regarding pathways and alternative pathways to education with students and community members.	2024-2029	<input type="checkbox"/> Leadership team <input type="checkbox"/> Guidance Counselors <input type="checkbox"/> Academic Staff	\$500	Local Funds District Funds	C
2. Partner with community members to present an Annual STEAM Day for students showcasing various career opportunities	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> School Committees <input type="checkbox"/> SIC Board <input type="checkbox"/> PTA Board	\$500	Local Funds District Funds	C
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Guidance Counselors <input type="checkbox"/> Cooperating Teachers	N/A	N/A	C

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	5.5%	5%	4.5%	4%	3.5%
	6%	11%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement strategies to include opportunities for teachers to voice ideas and provide needed classroom support.					
1. Follow the PLC protocol in grade level meetings, Data Dives and full faculty meetings	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Guiding Coalition <input type="checkbox"/> GES Faculty and Staff	N/A	N/A	C

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	55.76%	53.76%	51.76%	49.76%	47.76%
	57.76%	59.41%	Actual (School)					

*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> GES Faculty and Staff	N/A	N/A	C
2. Establish consistency in teaching and reinforcing expectations and building	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Guiding Coalition	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
positive relationships, while allowing custom, school-based programming to meet this goal.		<input type="checkbox"/> GES Faculty and Staff			
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Outside Speakers	\$500	District Funds Local Funds	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Guidance Counselors	N/A	N/A	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<input type="checkbox"/> Administrative Team <input type="checkbox"/> Guidance Counselors	N/A	N/A	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<input type="checkbox"/> Guidance Counselors <input type="checkbox"/> Academic Faculty <input type="checkbox"/> SIC Board <input type="checkbox"/> PTA Board	N/A	N/A	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Guiding Coalition <input type="checkbox"/> SIC Board <input type="checkbox"/> PTA Board	\$200	District Funds Local Funds	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<input type="checkbox"/> Guidance Counselors <input type="checkbox"/> Leadership Team	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Guidance Counselors <input type="checkbox"/> Academic Faculty <input type="checkbox"/> Administrative Team	N/A	N/A	C
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through scholarships for fees/trips, etc.	2024-2029	<input type="checkbox"/> Administrative Team	N/A	N/A	C
2. Increase leadership opportunities for students within the school during the school day.	2024-2029	<input type="checkbox"/> GES Faculty involved in student job selection	N/A	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Leadership team <input type="checkbox"/> SIC Board <input type="checkbox"/> PTA Board <input type="checkbox"/> Guiding Coalition	N/A	N/A	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<input type="checkbox"/> GES On Track Team <input type="checkbox"/> Leadership Team <input type="checkbox"/> Guidance Counselors <input type="checkbox"/> GES Faculty and Staff	N/A	N/A	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<input type="checkbox"/> GES On Track Team <input type="checkbox"/> Leadership Team <input type="checkbox"/> Guidance Counselors <input type="checkbox"/> GES Faculty and Staff	N/A	N/A	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<input type="checkbox"/> GES Faculty and Staff <input type="checkbox"/> Leadership Team <input type="checkbox"/> Administrative Team	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> Guidance Counselors <input type="checkbox"/> GMH Counselor <input type="checkbox"/> GES Faculty and Staff	N/A	N/A	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site responses to develop healthy regulation and decision-making skills.	2024-2029	<input type="checkbox"/> On Track Team <input type="checkbox"/> Leadership team <input type="checkbox"/> GMH Counselor <input type="checkbox"/> GES Faculty and Staff	N/A	N/A	C

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	20.5%	18.5%	16.5%	14.5%	12.5%
	22.5%	16.85%	Actual (School)					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<input type="checkbox"/> Office Staff <input type="checkbox"/> Administrative Team <input type="checkbox"/> Guiding Coalition	N/A	N/A	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> GES Faculty and Staff	N/A	N/A	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<input type="checkbox"/> Office Staff <input type="checkbox"/> Administrative Team <input type="checkbox"/> On Track Team	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide ongoing training for Attendance Clerks	2024-2025	<input type="checkbox"/> GCS Staff	N/A	N/A	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<input type="checkbox"/> Guidance Counselors <input type="checkbox"/> Academic Faculty <input type="checkbox"/> Administrative Team <input type="checkbox"/> GCS Attendance Services Staff	N/A	N/A	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> Guiding Coalition <input type="checkbox"/> PTA Board <input type="checkbox"/> SIC Board <input type="checkbox"/> GES Committees	N/A	N/A	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	<input type="checkbox"/> Office Staff <input type="checkbox"/> Nursing Staff <input type="checkbox"/> Administrative Team	\$200	District Funds	C

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	5,447	5,610	5,778	5,951	6,129
		5,289	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	<input type="checkbox"/> Office Staff <input type="checkbox"/> Administrative Team	N/A	N/A	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Guidance Counselors <input type="checkbox"/> Leadership Team <input type="checkbox"/> GES Faculty and Staff	N/A	N/A	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Office Staff <input type="checkbox"/> Administrative Team	N/A	N/A	C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health	2024-2029	<input type="checkbox"/> Guiding Coalition <input type="checkbox"/> SIC Board	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.		<input type="checkbox"/> PTA Board <input type="checkbox"/> Guidance Counselors			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> Guiding Coalition <input type="checkbox"/> PTA Board <input type="checkbox"/> SIC Board <input type="checkbox"/> GES Committees	N/A	N/A	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> Guiding Coalition <input type="checkbox"/> PTA Board <input type="checkbox"/> SIC Board <input type="checkbox"/> GES Committees	N/A	N/A	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	<input type="checkbox"/> GES Faculty and Staff	N/A	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Guiding Coalition <input type="checkbox"/> PTA Board <input type="checkbox"/> SIC Board <input type="checkbox"/> GES Committees	N/A	N/A	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Guiding Coalition <input type="checkbox"/> PTA Board	N/A	N/A	C



*“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.