



## **School Portfolio**

2013-2014 through 2017-2018  
Spring 2014 Edition

### **Gateway Elementary School**

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



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

# SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL:** Gateway Elementary School

**SCHOOL DISTRICT:** Greenville County Schools

**SCHOOL RENEWAL PLAN FOR YEARS:** 2013-14 through 2017-18  
**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2014-2015 (*one year*)

## Assurances

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

## CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

## SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

## CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kristen Short		
PRINTED NAME	SIGNATURE	DATE

## PRINCIPAL

Susan Stuble		
PRINTED NAME	SIGNATURE	DATE

SCHOOLADDRESS: 200 Hawkins Road, Travelers Rest, SC 29690

SCHOOL'S TELEPHONE: (864) 355-5200

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

## Stakeholder Involvement

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

<i><b>POSITION</b></i>	<i><b>NAME</b></i>
1. PRINCIPAL	Susan Stuble
2. INSTRUCTIONAL COACH	Sheila Moss
3. PARENT/GUARDIAN	Sandra Parrales
4. COMMUNITY MEMBER	Debbie White
5. SCHOOL IMPROVEMENT COUNCIL	Kristen Short
<b>6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)</b>	

<i><b>POSITION</b></i>	<i><b>NAME</b></i>
PTA President	Kristin Chadwell
PTA Treasurer	Cynthia Clark

## **ASSURANCES FOR SCHOOL RENEWAL PLANS**

### **(Mandated Component)**

#### **Act 135 Assurances**

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

- ✓ **Academic Assistance, PreK–3**  
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Academic Assistance, Grades 4–12**  
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Parent Involvement**  
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- ✓ **Staff Development**  
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.
- ✓ **Technology**  
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- ✓ **Innovation**  
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- ✓ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.



#### **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).



#### **Developmental Screening**

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



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

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



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

The school ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.



#### **Parenting and Family Literacy**

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

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

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

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

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## Gateway Elementary School Committees 2013-2014

*Each committee can access their portion of the Strategic Plan/School Portfolio on Gateway's Staff Drive*

### **1. School Beliefs, Vision, Mission:**

- **Responsible for pages 34-35 of the Strategic Plan**

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

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

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

**Committee #1-TOY Reception, Volunteer Appreciation, Bus Driver Appreciation:**

**Holly Yacavone  
Jenger Southern  
Misty Sammons  
Betsy Freeman  
Tiffany Mitchell  
Melissa Rainey**



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

- **Responsible for pages 20-26 of the Strategic Plan**
- **Responsible for Teacher of the Year Recognition and Volunteer Appreciation**

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

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

### **Members:**

**K – Huff/Johnson**

**1<sup>st</sup> Grade – Bumgarner**

**2<sup>nd</sup> Grade – Sandlin**

**3<sup>rd</sup> Grade – Dorrity**

**4<sup>th</sup> Grade – Guy**

**5<sup>th</sup> Grade – Gosnell**

**Special Ed. – Sibley**

## **3. School Profile: Academic and Behavioral Programs**

- **Responsible for pages 27-33 of the Strategic Plan**
- **Responsible for Red Ribbon Week and American Education Week**

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

**Committee #3- Safe Kids Program Components, Student Behavior Celebrations, Submissions to Greenville County's *Class Acts* and Greenville News *Kids Page*, Nurse Appreciation Day:**

**Cindy Howard  
Jessi Conner  
Melinda Shockley  
Karen Epps  
Maggie Daley  
Mark Loach  
Stephanie Sandlin  
Janet Bochino  
Lynn Crane  
Karine Glass  
Evelyn Duncan**

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

- a. Responsible for pages 36-45 of the Strategic Plan**
- b. Responsible for Safe Kids Program Components and Academic Night**

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

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

**Faculty Council (Committee #4)- PLC discussions pertaining to grade level suggestions, ideas and suggestions for continuous school improvement, Retirement Receptions, Staff Morale Boosters (Seasonal Parties, special events for faculty, etc.):**

**\*TBD- grade level chairs for 2013-14 will serve on this committee**

*\*Committee members are responsible for sharing all discussion topics with their grade level or team, as well as explaining details of the Faculty Council minutes. Discussion of ideas and concerns will be discussed with all faculty members during the next scheduled faculty meeting.*

**Grade Level Chairs-TBD**

**Susan Stubley, Janet Calvage-Administration**

**Sheila Moss-IC**

**Marcie Bunch-Classified Representative**

**Greg Hash-Maintenance Representative**

**Jan Moate-Cafeteria Representative**

**5. Action Plan:**

- **Responsible for pages 53-88 of the Strategic Plan**
- **Responsible for Retirement Receptions, Christmas Party, Awards Day and End of Year celebration**

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

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

**Members: Faculty Council-Consists of grade level chairs**

**Committee#5- School Website Maintenance and Updates, Internet Safety Implementation (posters in computer lab as references, fact sheet for staff, etc.), Maintenance Staff Appreciation, Gateway Gazette (one publication in March 2014):**

**Ashley Creely  
Suzy Dover  
Jordan Osteen  
Reagan Watson  
Nichole Leopard  
Katie Wilson  
Shannon Cox  
Jacinta Livingston  
Amy Clark**

## **6. Website**

- a. Responsible for American Education Week**
- b. Internet Safety – Cindy Howard, Suzy Dover**

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

**Members: Grade Level Representation**

**K – Osteen/Watson**

**1<sup>ST</sup> Grade: Leopard**

**2<sup>nd</sup> Grade: Wilson**

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

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

**5<sup>th</sup> Grade: Clark**

**Specialist: Creely**

**Gateway Elementary School**

**AdvanceEd Standards Committees  
Spring, 2014**

**Standard 1: Purpose and Direction**

*The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.*

K5 - Amanda Johnson  
First Grade – Nichole Leopard  
Second Grade – Stephanie Sandlin  
Third Grade – Vicki Godbey  
Fourth Grade – Janet Bochino  
Fifth Grade – Amy Clark  
Sp Ed – Kate Burris  
Susan Chandler  
Lynn Turner  
Heather Bolt

## **Standard 2: Governance/Leadership**

*The school operates under governance and leadership that promote and support student performance and school effectiveness.*

K5 – Jenifer Griffis  
First Grade – Holly Yacavone  
Second Grade – Karen Epps  
Third Grade – Kim Dorrity  
Fourth Grade – Tara Guy  
Fifth Grade – Lynn Crane  
Sp Ed – Lisa Corbin  
Specialist – Suzy Dover  
Angie Black  
SIC - Kristen Short

## **Standard 3: Teaching and Assessing for Learning**

*The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.*

K5 – Melanie Huff  
First Grade – Lynnette Bumgarner  
Melinda Shockley  
Second Grade – Renee Fleming  
Fourth Grade – Mark Loach  
Fifth Grade – Holly Gosnell  
Sp Ed – Jennifer Sibley  
Specialist – Ashley Creely  
Lori Elsner  
SIC – Justin Smith  
Administrator – Susan Stublely  
Instructional Coach – Sheila Moss

## **Standard 4: Resources and Support Systems**

### **Standard 4A: Early Learning Standard (All schools with 4K Programs)**

*The school has resources and provides services that support its purpose and direction to ensure success for all students.*

K4 – Jenger Southern  
K5 – Jordan Osteen  
First Grade – Katie Williamson  
Second Grade – Tiffany Mitchell  
Third Grade – Shannon Cox  
Fourth Grade – Jacinta Livingston  
Sp Ed – Lisa Corbin  
Specialist – Joanne Hogeboom  
Cindy Howard  
SIC – Murray Dodd

## **Standard 5: Using Results for Continuous Improvement**

*The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.*

K4 – Jessi Conner  
K5 – Reagan Watson  
First Grade – Melissa Rainey  
Second Grade – Katie Wilson  
Third Grade – Misty Sammons  
Fifth Grade – Natalie Phillips  
Sp Ed – Karine Glass  
Specialist - Evelyn Duncan  
Janet Calvage  
SIC – Debbie White

# **Executive Summary**

## **School Profile, Instructional Effectiveness, and Organizational Effectiveness**

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

### **Mission**

The mission of Gateway Elementary School is to provide a diverse educational environment along with experiences that develop, guide and facilitate students into confident, creative problem solvers and responsible life-long learners. Our dedication to this mission will produce active, engaged members of society and leaders of tomorrow.

### **Vision**

The focus for our vision at Gateway Elementary School emphasizes the ability to recognize strengths within ourselves and in others. Through competent and caring guidance, we provide meaningful experiences that enable students to utilize critical thinking skills by accessing and analyzing data, and using 21<sup>st</sup> century technology as a tool for learning.

### **Beliefs:**

- We believe all students should be valued and treated with respect and dignity.
- We believe a safe environment is essential to the learning process.
- We believe all children should be challenged to view life from different perspectives.
- We believe self-respect, discipline, and social skills should be reinforced at school.
- We believe family engagement in the learning process is an essential component for student success.
- We believe differentiated curriculum and instruction should accommodate individual learning styles to meet the needs of all students.
- We believe educational experiences should enable students to communicate ideas, solve problems, think critically and creatively, and consistently reflect on their own thinking.
- We believe a community partnership is essential for school success.



- We believe a PLC (Professional Learning Community) empowers all stakeholders to make informed decisions and provides experiences through data driven planning to ensure the success of each student.
- We believe each member of our school community can be a successful life-long learner.

## **Student Learning Data**

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

- DIAL -3 - Four year old Kindergarten
- ITBS/Cog-AT – Second grade
- PASS – Third grade through Fifth grade
- MAP Testing –Second grade through Fifth grade
- School Letter Grade
- AIMSweb – K5 through Fifth Grade, Special Ed
- Standards Based Monthly Common Assessments – Third through Fifth Grade

\*During the 2011-2012 school year, Gateway Elementary earned an absolute rating of ***Excellent*** on our school report card, and an ESEA rating of A.

## **Curriculum**

The curriculum at Gateway Elementary is designed to help students demonstrate the South Carolina state standards. The curriculum must be:

- Fountas and Pinnell Benchmarking Assessment
- Standards-based
- Integrated
- Real-world relevant
- Adaptive to student needs in an effort to close the gap
- Based on high expectations and character development
- Based on goal-setting to optimize achievement

## **Instruction**

The instruction at Gateway Elementary must be direct and clear, and indicative of best practices. Instruction must include:

- Application of creative and critical thinking skills
- Guided discovery and hands-on learning
- Field trips – including virtual trips online
- Varied, engaging, research-based strategies
- Guest speakers
- Consideration of student learning styles
- Guided comprehension across the curriculum

## **Assessment**

Assessment practices at Gateway Elementary will be fair and just, appropriate to the standards set at each grade level and compliant with the policy of Greenville County Schools and cognizant of individual differences. Assessment must be:

- Varied
- Ongoing within and across grade levels
- Used to drive classroom instruction
- Communicated in a clear and timely manner to students, parents, teachers and the community
- Linked to the content and standards
- Meaningful

## **Environment**

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

- A family-like, protective and caring atmosphere
- Trusting relationships between students, parents, teachers and the community
- Maintaining a clean building and grounds
- Instruction which focuses on higher level thinking skills
- Adequate resources for teachers and students
- An emphasis on integrating technology

## **Action Plan**

In previous years, the faculty, staff and stakeholders of Gateway Elementary School participated in many conversations as we worked to define our values, beliefs, purpose, mission and vision. This dialogue provided the foundation as we developed a comprehensive school wide strategic plan with student achievement as our primary focus. This action plan clarifies the goals and strategies designed to address our strengths and weaknesses in the area of student achievement. This plan also clarifies our intentions to strengthen our school environment in order that Gateway Elementary will be a safe and supportive place in which learning thrives. Currently we continue to construct, clarify, and adjust the strategic plan in an effort to further student progress.

# **GATEWAY ELEMENTARY SCHOOL PROFILE**

***SUCCESS BEGINS HERE!***

## **DISTRICT PROFILE**

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 67,903 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 51<sup>st</sup> largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. The District facilities include 6 child development centers, 49 elementary schools, 18 middle schools, 14 high schools, 4 career centers, and 7 special focus centers. Among the elementary, middle, and high schools, 12 International Baccalaureate programs and 11 magnet academics operate, providing unique educational opportunities, including concentrations in foreign language, communication arts, pre-engineering, and science and technology.

GCS has 16 schools receiving federal funding from Title I. Title I funds allow schools to provide opportunities for children to acquire the knowledge and skills contained in the challenging state content standards. The GCS Title I program provides enriched and accelerated educational programs. These programs include school-wide programs which provide additional staffing, professional development, and parent involvement programs to help parents participate in the education of their children at home and at school.

GCS serves a culturally diverse population of students. The ethnic make-up of students in GCS in 2008-2009 was 59.9% white, 26.0% African-American, 10.4% Hispanic, 2.6% Asian, and 0.2% Native American. Dedicated to meeting the educational needs of all students, GCS serves over 10,790 (15.9%) students with disabilities. Of those, over 8,434 are students with disabilities more severe than speech and an additional 2,360 are students with speech disabilities. Additionally, 8,771 (12.9%) GCS students participate in the District's gifted and talented program. GCS also serves over 5,800 (8.5%) students who meet the state specifications for English for Speakers of Other Languages (ESOL). GCS stresses the importance of daily attendance for all students and teachers. As reported in the 2007-2008 Annual Report Card, GCS had an average student attendance rate of 96.2% and a teacher attendance rate of 95.6%. The annual student dropout rate was 3.8%.

There are 4,864 teachers in the District; 60.1% hold Master's degrees or higher, while 500 are National Board Certified. The average teacher salary is \$44,197. Thirteen Greenville County schools have been named National Blue Ribbon Schools of Excellence. Over the last thirty years, 18 schools have been designated Palmetto's Finest Schools, our state's highest honor for schools. In May 2009, three GCS schools were identified as Red Carpet Schools for their effort to provide the highest level of customer service to their parents and

school community. In the past six years, over 40 schools have received the honor at least once. Twenty-nine schools are part of the PTA National Schools of Excellence, and 34 schools have been identified as Baldrige Model Schools.

Finally, 88% of our graduates in 2009 went on to pursue higher education. In 2008-2009, Greenville County Schools earned National Accreditation from the AdvancED Accreditation Commission, recognizing GCS as a high quality school district and granting full accreditation to the school district and all of its schools.

### ***DEMOGRAPHICS: SCHOOL COMMUNITY***

Gateway Elementary School is one of 50 elementary schools in Greenville County, South Carolina's most populous county with over 450,000 residents. Greenville County School District is the largest district in the state and the 51<sup>st</sup> largest in the nation with more than 69,000 students. District honors include: 13 National Blue Ribbon Schools, 48 Red Carpet Schools, 29 National PTA Schools of Excellence, 9 Newsweek Magazine's Best High School award winners, and 20 Palmetto's Finest Schools which is the state's top award for schools. Programs include 12 International Baccalaureate schools, 12 magnet academies, 50 elementary, 18 middle schools, 14 high schools, 6 Child Development Centers, 4 Career Centers, a Fine Arts High School, the Charles Towne Gifted Center, the Roper Mountain Science Center, the Math and Science HUB, alternative programs, magnet programs, satellite schools for students who require specialized services for orthopedic, vision and/or hearing needs. Special education programs are available system wide and serve approximately 9,200 students on regular school campuses or at Washington Center; a special needs school for students with more significant disabilities. There are many options for higher education in and around the Greenville area including Bob Jones University, Furman University, Clemson University, North Greenville University, the University Center of Greenville, which has partnerships with eight South Carolina colleges and universities, and the University of South Carolina Upstate. ITT Technical Institute and Greenville Technical College are also located in the Greenville area.

Gateway Elementary School is located in the upper corner of Greenville County on Hawkins Road in Travelers Rest, total population 4,303. Gateway and Heritage Elementary Schools, Northwest Middle School, and Travelers Rest High School serve the Travelers Rest area.

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

As a community, Travelers Rest still plays a role as a restful stopping place for adventurers of the mountains. Hiking, camping, fishing, kayaking, rappelling, hunting, horseback riding, mountain biking, swimming and boating are all enjoyed at the nearby state and national parks. Travelers Rest has three parks within its city limits, including Gateway Park, Poinsett Park, and Travelers Rest City Park, as well as a nature trail at

Gateway Elementary School. The Swamp Rabbit Trail is a 13.55 mile walking/biking trail that runs along the Reedy River connecting Travelers Rest with the city of Greenville. Travelers Rest still maintains its small town flavor and friendliness while also offering contemporary conveniences.

### ***Quick Facts about Travelers Rest***

<b><i>Education Levels</i></b>			
Less than Grade 12	16%	<b><i>Household Info</i></b>	
High School	32%	Median Household Income	\$48,535
Some college	19%		
Associates degree	8%	<b><i>Diversity/ Ethnic Culture</i></b>	
Baccalaureate degree	15%	Caucasian	81%
Graduate degree	10%	African American	11%
		Asian or Pacific Islander	1%
<b><i>Family Structure</i></b>		Hispanic	5%
Family Households	76%	Other	2%
Non-family Households	24%		

### ***SCHOOL CHARACTERISTICS***

Gateway Elementary is the pride of the community. It had its inception in 1982 out of the need for a more modern facility that would accommodate the projected growth in the area. The school's name, Gateway, originated from the city's campaign to promote the area as "The Gateway to the Blue Ridge Mountains." When the new facility opened, our student population was approximately 500.

As the Travelers Rest community continued to grow, our student enrollment has fluctuated to its present enrollment of 687 students in grades pre-kindergarten through fifth grade. Gateway's student population is reflective of the diversity of the community. We have a varied population of children from diverse socio-economic backgrounds. The majority of our students come from a rural setting. Students are transported to school on four regular education buses and three special needs buses. Several local day-care facilities transport students. A greater part of our student population is transported by car. Many of our students live in families parented by grandparents, single parent, and by the traditional mother/father-parenting structure. Approximately 73% of our parents

work in nearby plants or have service jobs and 27% are employed in professional or supervisory occupations.

Currently, Gateway has 32 classes which include the following: two pre-kindergarten, five kindergarten, six first grades, five second grades, five third grades, four fourth grades, four fifth grades, one reading and one math 3<sup>rd</sup> – 5<sup>th</sup> grade intervention class, and one developmentally delayed class. In addition, our students receive one period a week in each of the related arts classes. These related arts classes include art, music, physical education, computer lab, and library. There are a total of 85 staff members to serve the students and bring about the best possible school environment for learning. The staff total includes members of the certified administrative and teaching group, instructional assistants, custodial, and cafeteria teams. Experience levels of our teachers range from first year teachers to those with over 30 years of experience. All teachers are provided an opportunity to update skills and competencies through in-services provided by the district/school and through self-selected coursework. Gateway has a principal, assistant principal, instructional coach, guidance counselor, challenge teacher, 2 resource teachers, 1.5 speech pathologists, a part-time ESOL teacher, 1.0 media center specialist, 1.0 music teacher, 1.0 physical education teacher, and 1.0 art teacher.

## ***PARENTAL AND COMMUNITY INVOLVEMENT***

Family involvement is important at Gateway, and communication is the key. Staff members communicate on a regular basis with families through daily/monthly newsletters with suggested study skills, web-sites, weekly work folders, individual daily reports, parent conferences, telephone conferences, e-mail, PTA meetings, as well as yearly open houses. Home visits are used to foster positive parent-teacher relationships and encourage school involvement. We support the needs and concerns of our parents by making our campus available after school and evenings to community groups. Our school welcomes community involvement through business partnerships. The activities of the school support the school mission statement that includes the phrase “lifelong learner.”

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

We have identified students with achievement gaps in learning and have assisted these students by using the talents, time and resources of our parents, business, and community

partnerships. Such resources include the donation of school supplies, mentoring, tutoring, and enrichment activities. We have developed a partnership plan, as a part of our comprehensive school wide improvement plan, to ensure that our business partners have the opportunity to contribute to and benefit from these endeavors. It is our belief that our students have much to give as well as to learn from local businesses.

Gateway Elementary has created successful community partnerships. Partnerships with community service organizations help project a positive public image and give students experience in providing service to the community. We have established partnerships with local nursing homes, special education facilities, environmental agencies, charitable organizations, local food pantries, the local animal shelter, local churches as well as adopting needy children at Christmas. Parent and teacher questionnaires identified the need for the following: intensive intervention for students struggling academically, homework assistance, basic supervision, and home visits.

### ***Personnel Data***

The Teacher Profile returned by 41 members of the faculty and 2 members of administration revealed the following data:

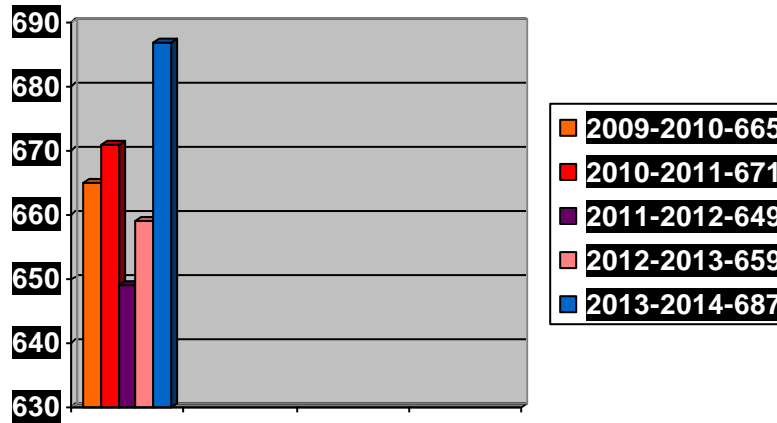
The ethnic makeup of the Gateway faculty who completed the teacher profile consists of 1 African-American and 42 Caucasians. Gender data indicates 42 female and 1 male members of the faculty responded to the questionnaire. The primary language of the study respondents is English. The survey revealed the following level of academic degree information among the Gateway faculty: 12 Bachelor's degrees and 31 Master's degrees. Included in these degrees are two teachers with National Board Certification. The results of data concerning the current grade level taught at Gateway Elementary reveal two K-4, five K-5, six first grade, five second grade, four third grade, four fourth grade, four fifth grade, four special education, two administrators, and six specialists, and three Related Arts teachers make up the teaching faculty at Gateway Elementary.

The years of experience at Gateway indicate that five teachers have taught between 1 and 5 years, thirteen between 6 and 10 years, eight between 11 and 15 years, seven between 16 and 20 years, five between 21 and 25 years, five between 26 and 30 years.

## Student Population Data

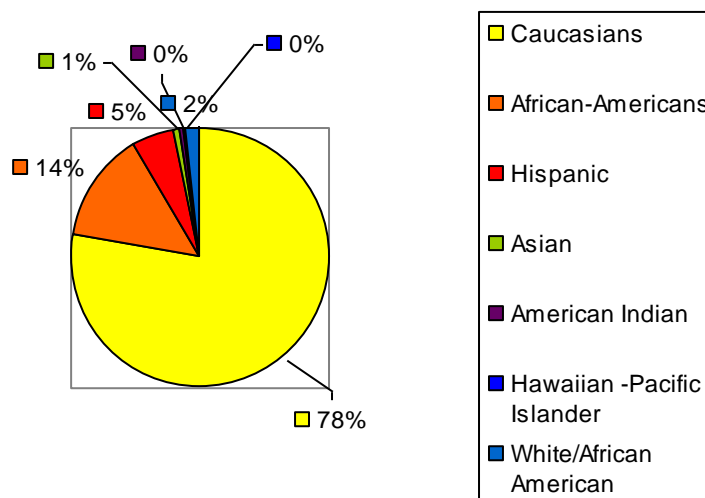
Gateway currently serves 678 students. Figure 1 shows that student enrollment has been as high as 682 in 2008-2009 and as low as 654 in 2011–2012.

**Figure 1: Gateway Elementary School Student Enrollment**



Gateway's ethnic student population consists of 516 Caucasians (78%), 95 African-Americans (15.4%), 34 Hispanics (4%), 3 Two or More Races (1%), 6 Asian (0.8%), 0 American Indian (0.0%), 4 Native Hawaiian or Pacific Islander (0.6%). (Figure 2).

**Figure 2: Gateway Elementary Student Enrollment by Percent Ethnicity 2013-2014**

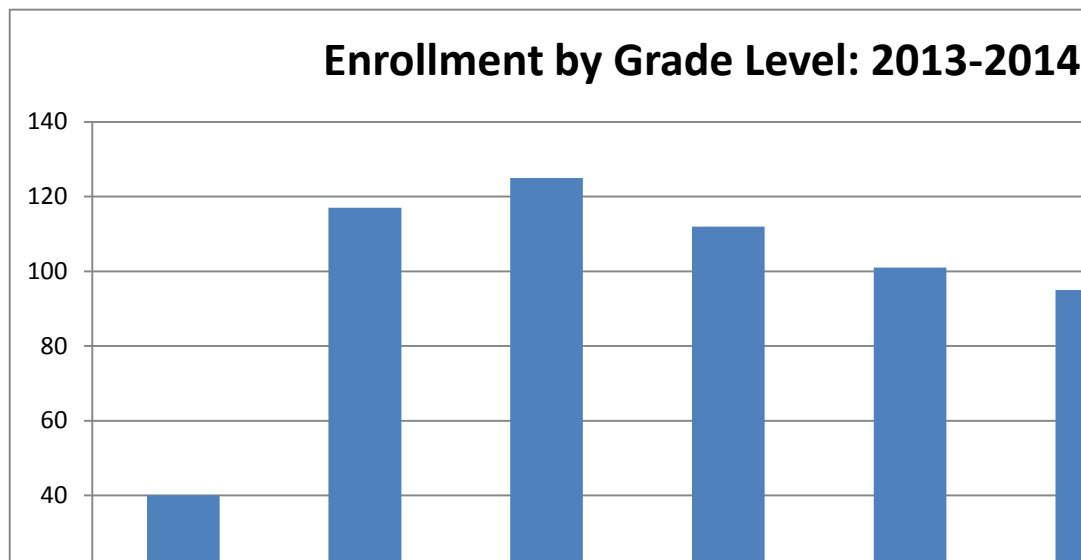


Over the past five years, the number of African-American students has decreased from 159 to 95. The number of White students has decreased from 538 to 516. Our Asian population has remained about the same for the last five years. Our Hispanic population had continued to increase for the last five years to the current population of 34. We added the category of 'Native Hawaiian' within the past two years.



In figure 3, one can see student population this year in each grade level. Pre-K and K5 enrollment stayed about the same. 2<sup>nd</sup> and 5<sup>th</sup> grade population increased slightly while 1<sup>st</sup> and 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades' population decreased slightly.

**Figure 3: Enrollment by Grade Level: 2013-2014**



Gateway serves a multicultural student population. Figure 4 illustrates how each grade level houses diversity. This is an asset in providing the best education for our students. There are thirty-four students who are considered English Speakers of Other Languages (ESOL). We have one part-time ESOL teacher.

**Figure 4: Gateway Elementary School Ethnicity by Grade Level 2013-2014**

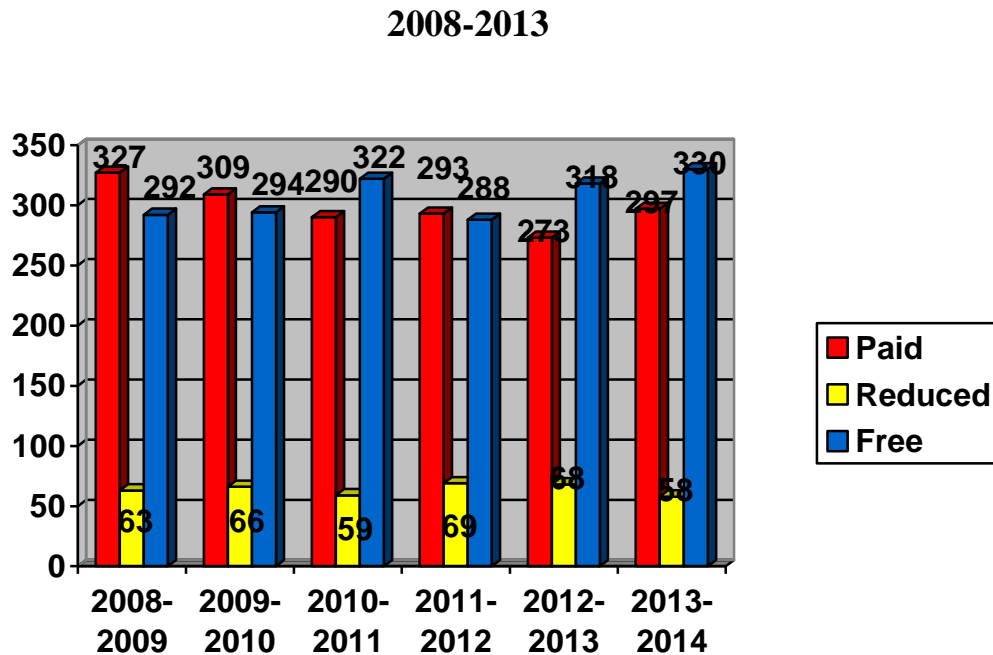
	Pre-K	K5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Asian	0	2	3	3	1	1	1
African American	5	17	18	13	9	16	9
Hispanic	2	5	3	3	1	1	1
Caucasian	33	88	97	91	83	74	72
Hawaiian Pacific	0	0	0	0	0	0	1
American Indian	0	2	0	0	0	0	0
Two or More Races	1	5	4	1	0	1	0
	<b>Pre- K</b>	<b>K5</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Male	27	64	57	63	55	56	53
Female	13	53	68	49	46	39	38

We have one full time Developmentally Delayed teacher, 2 resource teachers, and 1½ speech teachers. These teachers provide support for our students with individual education programs. For our self-contained class, this support is provided in the child's classroom setting. Resource students receive services in the resource classroom. During Speech classes, students with language disabilities are serviced in a small group or one-on-one. For the 2013-2014 school year, the number of students with a learning disability

is 65 and the number with a speech disability is 60. Additionally, Gateway Elementary has 44 gifted and talented students with 25 males and 19 females.

The lunch status of students has changed over the past five years as indicated in Figure 5. The number of students who pay full price for meals has decreased over the past 5 years. For 2013-2014, we have 297 students who pay full price for their meals. The number of students with reduced status is 58 in 2013-2014. The number of students with free lunch is 330 for the 2013-2014 school year.

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



## **Academic and Behavioral Features**

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

## **Literacy/ Language Arts**

All of the general education teaching staff at Gateway have been trained in the *Fountas and Pinnell* Balanced Literacy program. This program focuses on guided reading instruction delivered in a small group setting tailored to the students' reading levels. Additionally, an emphasis is placed on reading and comprehending text from a variety of genres. Basal readers can be used as well as selected children's literature. Teachers conferencing with and listening to student's reading progress are required components of this program. All classrooms in grades K5-5 use this program with some modifications and creative enhancements.

Our special education teachers use the *Leveled Literacy Intervention* program. This is a core program. All skills and strategies are taught through direct instruction that concentrates only on necessary skills, not the nuances. Each program is based on cumulative skill development and provides detailed data on student performance. Both

decoding and comprehension programs are used in reading. Writing skills are taught. Significant progress has been seen among the population of students with learning exceptionalities. Special education teachers also use components of SRA and Fountas and Pinnell approaches to meet all literacy and language arts needs of their students.

In reading, the Fountas and Pinnell benchmark assessments and other district ELA assessments are used to assess students' progress and needs for remediation. Holistic scoring of compositions and skills and vocabulary are included. Language Arts progress is also evaluated using writing samples collected two times a year.

Accelerated Reader is a computerized program used to assess student comprehension of specific books and is used by kindergarten through fifth grade. This program is used to motivate students to read for understanding and is a favorite reading program for many of our students. The AR program has been modified for students to set personal goals to reach. This allows for more students to have growth over time and the love of reading has increased.

### ***Mathematics***

Greenville County Schools adopted the *Math Connects* text for math. Teachers often supplement math instruction with hands-on activities while using technology on the Promethean Boards. This program incorporates many opportunities to strengthen the students' critical and analytical thinking skills.

Special education teachers use the *SRA* math series. Each program is a core program. All skills and strategies are taught through direct instruction that concentrates only on necessary skills, not the nuances. Each program is based on cumulative skill development and provides detailed data on student performance. The lessons are scripted to provide teacher and student responses as well as correction procedures.

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

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

Social studies, science, and health are taught in unit format. A variety of opportunities for different learning styles are afforded to all students. Most texts in upper grades, third through fifth, are used primarily for resource purposes. Students do research using Media Center materials, note taking, computer technology, home and classroom materials, hands-on activities with experiments, projects, drama, field trips, and cooperative activities are used in all grades. We have school-wide special events to promote social studies curriculum like guest speakers for Veterans Day, Multicultural celebrations, Native American week, and Immigration. On Grandparents Day, any grandparent that served in a war is invited to be in the spotlight in the classroom. Students get to ask questions and the grandparents enjoy sharing time with the children. The Greenville County school system requires four major units of study for each grade level. Project science kits provided by the district supplement the units of study. Fifth grade team teaches Social Studies and Science while fourth grade uses the departmentalized model in order to capitalize on a teacher's interest and strengths allowing students to learn and enjoy these subjects more. Some special education students in the self-contained classrooms are mainstreamed into the regular education classrooms for science and social studies.

### ***Character Education***

Gateway's Character Education program uses Sean Covey's **7 Habits of Happy Kids** as its foundation. Each month, from October until April, we study one of the 7 Habits by reading various texts to build knowledge of the various life skills and/or habits. Students participate in guidance lessons that reinforce the HABIT of the month. Our students, teachers and parents have begun to use the language and implement these habits in the classroom and at home.

### **Assessment**

Teachers continue to use the conventional forms of assessment: teacher observation, daily performance, homework assignments, unit pretests and posttests, teacher prepared tests and project grading. 4K teachers use the work sampling and portfolio method for assessment. The state scoring scale is used which includes numerical scores and letter grades:

### **Pre K-1<sup>st</sup> Grade**

+ Consistently demonstrates (93-100)\*\*

✓\* Sometimes demonstrates (77-92)\*\*

- Rarely or does not yet demonstrate (76 or below)\*\*

I or blank – Not introduced yet

\* On report cards 1<sup>st</sup> grade parents will see on the key a # sign.

\*\*Numerical Grades only apply to 1<sup>st</sup> Grade. PreK and K5 do not use numerical grades in their assessments.

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

A 93-100

B 85-92

C 77-84

D 70-76

U Below 70

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

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

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

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

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

### **First/Second Grade**

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

### **2nd – 5th Grade**

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

### **3<sup>rd</sup> – 5<sup>th</sup> Grade**

Third through fifth grade students are taught using the differentiated instruction delivery model. The teachers use MAP test data as well as monthly teacher-made common assessments (tests) to determine the standards to be addressed as well as for determining the make-up of each group. These groups take place 2 times a week for 30 to 45 minutes and are taught by the classroom teacher. The make-up of student groups can change often (sometimes monthly) depending on the on-going evaluation of monthly common assessments, teacher observation, and weekly grade level discussions. Teachers play the most crucial role in delivering this instruction for the monthly standards addressed as well as the delivery method. In addition to the regular classroom curriculum, some students were chosen to participate in RTI classes in Math and Reading. These students were selected with teacher input, PASS and MAP data. This opportunity gives these students extra assistance in their needed areas.

### **Special Needs**

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

- *Speech:* IEP, interventions, activities that are language based, individual goals, and by continuously evaluating students' progress.
- *Resource:* The use of AIMSweb, on-going testing, IEP, and accommodations.
- *Self-Contained:* IEP, Accommodations for their present level, and Benchmark testing.
- Resource students can also participate in the 3<sup>rd</sup>-5<sup>th</sup> RTI program.

### ***Environment***

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

- A family-like, protective and caring atmosphere
- Trusting relationships between students, parents, teachers, and the community
- Instruction which focuses on higher level thinking skills
- Adequate resources for teachers and students
- An emphasis on integrating technology

### ***Programs/Initiatives***

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

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

Students in grades 3-5 are also involved in Differentiated Groups two times a week for 30 min. Students are divided into group based on MAP results and common assessment



results. This allows students to get instruction based on their individual needs. Teachers create common assessments which allow them to get a better understanding of where their students are academically compared to other students.

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

The Accelerated Reader program should be continued with the emphasis shifted from points earned to comprehension of the stories read and setting personal goals. Students should be encouraged to take tests on their reading levels, and once they are able to read and comprehend at their current level, they should be encouraged to move to a higher reading level. Students are given a reading level based on the Lexile Range. Once they read 3-4 books on that level and make 80% or higher on the AR test, they are given a new goal. They continue this process all year.

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

Opportunities for drill of math facts should be provided regularly. *First in Math* is a great way to drill math facts. Students are expected to use *First in Math* at least every other week in the computer lab.

### ***Student Support Systems***

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

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

## **Gateway Elementary School Beliefs, Purpose, Mission, and Vision**

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about school and how we think school should operate. At the beginning of the 2011-2012 school year, our staff revised and updated our core beliefs about how instruction, curriculum, and assessment will increase our students' learning.

### **We believe...**

- We believe all students should be valued and treated with respect and dignity.
- We believe a safe environment is essential to the learning process.
- We believe all children should be challenged to view life from different perspectives.
- We believe self-respect, discipline, and social skills should be reinforced at school.
- We believe family engagement in the learning process is an essential component for student success.
- We believe differentiated curriculum and instruction should accommodate individual learning styles to meet the needs of all students.
- We believe educational experiences should enable students to communicate ideas, solve problems, think critically and creatively, and consistently reflect on their own thinking.
- We believe a community partnership is essential for school success.
- We believe a PLC (Professional Learning Community) empowers all stakeholders to make informed decisions and provides experiences through data driven planning to ensure the success of each student.
- We believe each member of our school community can be a successful life-long learner.

## ***Purpose***

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

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

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

## ***Mission***

The mission of Gateway Elementary School is to provide a diverse educational environment along with experiences that develop, guide and facilitate students into confident, creative problem solvers and responsible life-long learners. Our dedication to this mission will produce active, engaged members of society and leaders of tomorrow.

## ***Shared Vision***

The focus for our vision at Gateway Elementary School emphasizes the ability to recognize strengths within ourselves and in others. Through competent and caring guidance, we provide meaningful experiences that enable students to utilize critical thinking skills by accessing and analyzing data, and using 21<sup>st</sup> century technology as a tool for learning.

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

# STUDENT LEARNING DATA ANALYSIS AND NEEDS ASSESSMENT

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

**-Carl Glickman**

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

## STUDENT LEARNING DATA

The focus of school improvement is on creating a comprehensive learning organization that understands, cares about, and works for students. In a comprehensive learning organization focused on students, leadership works to prevent student failure as opposed to reactively implementing the latest innovations or taking a fire-fighting approach to making decisions that affect student learning. A focus on students causes leadership to move teachers from roles as providers of information to researchers who understand and can predict the impact of their actions on students and student achievement; and students from recipients of knowledge delivery to goal-setting, self-assessors who produce independent, quality products. In schools where students and student learning are clearly the focus, expected student outcomes are known; teachers collaborate and are skilled in action research, in knowing, predicting, and acting on the impact of their actions to increase student achievement.

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

It is often stated in the literature that it takes about five years from the time a school starts to rebuild for increased student achievement to the time it will see sustainable increases in student achievement directly attributable to school improvement efforts. This time can be decreased if the *entire school* is committed to the school improvement effort and understands the following at the school level and at the individual teacher level —

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

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

## Grade Level- PASS

### MATH-2013

	Third	Fourth	Fifth
Not Met	16.7	16.3	14.1
Met	17.9	40.7	39.4
Exemplary	65.5	43.0	46.5

Percentage

### ELA-2013

	Third	Fourth	Fifth
Not Met	6.0	15.1	18.2
Met	25.0	44.2	33.3
Exemplary	69.0	40.7	48.5

Percentage

### WRITING-2013

	Third	Fourth	Fifth
Not Met	22.4	23.6	23.2
Met	32.9	50.6	39.4
Exemplary	44.7	25.8	37.4

Percentage

### SCIENCE-2013

	Third	Fourth	Fifth
Not Met	16.7	10.5	20.8
Met	57.1	62.8	50.0
Exemplary	26.2	26.7	29.2

Percentage

### SOCIAL STUDIES-2013

	Third	Fourth	Fifth
Not Met	9.5	19.8	19.6
Met	21.4	38.4	31.4
Exemplary	69.0	41.9	49.0

Percentage

## Grade Level PASS – Spring 2012 MATH-2012

	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>
<b>Not Met</b>	14.8	18.8	21.4
<b>Met</b>	25.9	40.6	39.8
<b>Exemplary</b>	59.3	40.6	38.8

Percentage

## ELA - 2012

	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>
<b>Not Met</b>	9.9	18.8	25.2
<b>Met</b>	25.9	31.3	45.6
<b>Exemplary</b>	64.2	50.0	29.1

Percentage

## Science-2012

Half of our third – fifth graders were randomly selected to take the PASS Science test.

	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>
<b>Not Met</b>	30.2	18.8	33.3
<b>Met</b>	32.6	52.1	52.9
<b>Exemplary</b>	37.2	29.2	13.7

Percentage

## Social Studies-2012

Half of our third – fifth graders were randomly selected to take the PASS Social Studies test.

	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>
<b>Not Met</b>	13.2	13.5	15.4
<b>Met</b>	36.8	44.8	38.5
<b>Exemplary</b>	50.0	41.7	46.2

Percentage

## Writing-2012

	<b>Fifth</b>
<b>Not Met</b>	25.2
<b>Met</b>	46.6
<b>Exemplary</b>	28.2

Percentage



## Grade Level- PASS

### MATH-2011

	Third	Fourth	Fifth
Not Met	26.5	18.2	15.2
Met	22.1	44.5	49.5
Exemplary	51.3	37.3	35.4

Percentage

### ELA-2011

	Third	Fourth	Fifth
Not Met	19.5	20.0	22.2
Met	18.6	46.4	49.5
Exemplary	61.9	33.6	28.3

Percentage

### WRITING-2011

	Third	Fourth	Fifth
Not Met			20.6
Met			42.3
Exemplary			37.1

Percentage

### SCIENCE-2011

	Third	Fourth	Fifth
Not Met	32.1	25.5	25.5
Met	48.2	64.5	64.7
Exemplary	19.6	10.0	9.8

Percentage

### SOCIAL STUDIES-2011

	Third	Fourth	Fifth
Not Met	24.6	16.4	18.8
Met	22.8	46.4	37.5
Exemplary	52.6	37.3	43.8

Percentage

**PASS-- Spring 2011  
Met and Exemplary**

**Math-2011**

	<b>Met</b>	<b>Exemplary</b>	<b>Pass</b>
	<b>%</b>	<b>%</b>	<b>%</b>
<b>Grade 3</b>	<b>22.1</b>	<b>51.3</b>	<b>73.4</b>
<b>Grade 4</b>	<b>44.5</b>	<b>37.3</b>	<b>81.8</b>
<b>Grade 5</b>	<b>49.5</b>	<b>35.4</b>	<b>84.9</b>

**ELA-2011**

	<b>Met</b>	<b>Exemplary</b>	<b>Pass</b>
	<b>%</b>	<b>%</b>	<b>%</b>
<b>Grade 3</b>	<b>18.6</b>	<b>61.9</b>	<b>80.5</b>
<b>Grade 4</b>	<b>46.4</b>	<b>33.6</b>	<b>80.0</b>
<b>Grade 5</b>	<b>49.5</b>	<b>28.3</b>	<b>77.8</b>

### WRITING-2011

	<b>Met</b>	<b>Exemplary</b>	<b>Pass</b>
	<b>%</b>	<b>%</b>	<b>%</b>
<b>Grade 3</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Grade 4</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Grade 5</b>	<b>42.3</b>	<b>37.1</b>	<b>79.4</b>

### SCIENCE-2011

	<b>Met</b>	<b>Exemplary</b>	<b>Pass</b>
	<b>%</b>	<b>%</b>	<b>%</b>
<b>Grade 3</b>	<b>48.2</b>	<b>19.6</b>	<b>67.8</b>
<b>Grade 4</b>	<b>64.5</b>	<b>10.0</b>	<b>74.5</b>
<b>Grade 5</b>	<b>64.7</b>	<b>9.8</b>	<b>74.5</b>

## SOCIAL STUDIES-2011

	<b>Met</b>	<b>Exemplary</b>	<b>Pass</b>
	<b>%</b>	<b>%</b>	<b>%</b>
<b>Grade 3</b>	<b>22.8</b>	<b>52.6</b>	<b>75.4</b>
<b>Grade 4</b>	<b>46.4</b>	<b>37.3</b>	<b>83.7</b>
<b>Grade 5</b>	<b>37.5</b>	<b>43.8</b>	<b>81.3</b>

### Needs Assessment

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

Teachers review student test data and note student levels. Teachers use differentiated groups to meet the needs of all students. Higher-level students may need enrichment and/or more challenging activities, while lower-level students need remediation and practice.

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

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

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

To ensure that we continue to meet our high academic goals, we are currently focusing on providing our teachers with relevant, research-based professional development sessions both in-house and at the district level. Our teachers attend trainings that are specific to our school-wide goals, such as teaching mathematics to students with special needs, and visiting exemplar schools in our area as grade level and leadership teams. After returning from these sessions, our teachers present the information learned to our entire faculty.

### **ESEA / Federal Accountability System**

Gateway Elementary School earned a school letter grade of “B” with an overall weighted points total of 87.7 for the 2012-2013 school year. This grade indicates academic performance that exceeds the state’s expectations.

In the fall of 2010, due to the collaborative efforts of our teachers, parents, and support staff, Gateway Elementary was awarded the prestigious Palmetto Gold Achievement and Silver Closing the Gap awards based on academic gains made by students in the following subgroups: African American students, Hispanic students, students in federal free or reduced price lunch programs and students with non-speech disabilities.

In the spring of 2012, Gateway was recognized by the State Department of Education as we received the Palmetto Silver Award for Academic Excellence.

During the 2012-2013 school year, Gateway was recognized by the State Department of Education as we received the Palmetto Gold Award for academic excellence.

### **Root Cause for AYP Results**

The Gateway faculty has analyzed our MAP (Measures of Academic Progress) and PASS (Palmetto Assessment of State Standards) data. With ever-changing student demographics and diversity in individual learning styles, we recognize that we must adapt our instructional strategies to reflect the academic challenges represented in our student population.

### **School Climate**

School climate includes parent involvement, a safe and healthy learning environment, and high qualified teachers that motivate student attendance. During the 2012-2013 school year, our attendance goal was to maintain an attendance rate of 95.% for all students. The actual attendance for 2012-2013 was 96.4%. We exceeded our attendance goal.

## PROFESSIONAL DEVELOPMENT

Schools committed to improvement must reculture themselves for change. They must establish new systems for teamwork, communication and collaboration. These schools must create new norms of behavior, and must develop leadership and continuous improvement skills in all employees. This process of creating a new school culture requires that teachers, principals, and staff be able to work well together — to communicate clearly and effectively with each other and to trust and respect each other.

In effect, most schools working to improve are asking staff to significantly change the manner in which they work — how they make decisions; analyze and use data; plan for change; teach; monitor student achievement; evaluate and train personnel; and, assess the impact of new approaches to instruction and student assessment.

Improving schools also ask staff to significantly change the manner in which they think about work — to replace assumptions and hunches, especially about students and their learning, with facts; to open up their classroom doors and work with colleagues in teams; to consider their every action in terms of its impact on others and the school organization.

On-going professional development activities that are planned in congruence with the school goals and calendar provide school staff with opportunities both to improve personal performance and to learn the new skills they need to reform the school culture and support the development of a true learning organization.

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.

# Professional Development

## Approach

As we reviewed our mission and vision statements and looked at areas in our program needing improvement, it was evident that our professional development efforts should have a common focus. Professional development opportunities are based upon grade level interests and needs as well as our school-wide endeavor to support our school goals.

Using the findings listed in previous sections of our portfolio, we decided on several strategies and activities that would help implement our vision and that would help close the gap in student achievement. We looked at the goals from the Quality Planning section and used those as our basic outline for determining professional development.

## Content

We focused our professional development this year on increasing student achievement with an emphasis on students with special needs in language arts and mathematics. This year we have spent our local professional development hours studying best practices, Common Core Standards, common assessments, differentiated group instruction and our continuing implementation of the Quality Tools model, Learning Focused strategies, Fountas and Pinnell Balanced Literacy and Calendar Math.

School-wide emphasis has been placed on implementing the state standards with emphasis on creating a deeper understanding of the levels of learning in accordance with Bloom's Taxonomy. This ensures that lessons and supplemental activities reflect effective teaching techniques, increase rigor within the instructional day thus enhancing student learning. Teachers work together as a grade level in developing quality lesson plans that meet the standards. Teachers participate in grade level conversations on assessing student learning and improving delivery of instruction. Teachers are utilizing "Curriculum Connections" on the Greenville County School District Web Portal, and the S3 documents on the State Department website. These sites contain exemplar lesson plans and resources which correlate with the state standards.

## Impact

We are seeing a more unified effort to raise student achievement and incorporate new teaching strategies in the classroom setting. Grade levels are working together to support each other to ensure that skills flow from one grade to the next and that our program is consistent school wide. We also discuss strategies that work and don't work.

## Teacher and Administrator Quality

Our teacher and administrator quality goal was met.

# Gateway Elementary School Professional Development Calendar 2013-2014



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

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



September 26, 2013	8:15 – 8:45 AM	AIMSweb	Sheila Moss	K5, First and Second Grade Teachers
October 1, 2013	7:00 – 7:30 AM	Gator Club: Parents as Partners	Sheila Moss	New Teachers
October 2, 2013	3:00 – 4:00 PM	Faculty Meeting/PD	Susan Stuble Janet Calvage	PAS-T Goals
October 14, 2013	8:00 – 2:00 PM	Balanced Literacy PD	Laurie Baker	Classroom Teachers
October 15, 2013	10:40 -11:25 AM	Rubicon Atlas	Sheila Moss	3 <sup>rd</sup> Grade Teachers
October 16, 2013	3:00 – 3:30 PM	Certificate Renewal	Stacy Forrester	Teachers Renewing Certificates in 2014
October 22, 2013	11:55 – 12:35 PM	Rubicon Atlas	Sheila Moss	4 <sup>th</sup> Grade Teachers
October 30, 2013	12:45 – 1:30 PM	Rubicon Atlas	Sheila Moss	5 <sup>th</sup> Grade Teachers
November 5, 2013	7:00 – 7:30 AM	Gator Club: Technology for Teaching	Sheila Moss	New Teachers
November 5, 2013	8:15 – 8:45 AM	Rubicon Atlas	Sheila Moss	K5 Teachers
November 13, 2013	8:50 – 9:35 AM	Rubicon Atlas	Sheila Moss	First Grade Teachers
November 15, 2013	8:00 – 2:00 PM	Balanced Literacy PD	Laurie Baker	Classroom Teachers
November 19, 2013	9:40 – 10:35 AM	Rubicon Atlas	Sheila Moss	2 <sup>nd</sup> Grade Teachers
December 3, 2013	7:00 -7:30 AM	Gator Club: Ten Tips for Halfway There!	Sheila Moss	New Teachers
December 4, 2013	3:00 – 4:00 PM	Faculty Meeting/PD		
December 10, 2014	9:40 – 10:25	PD Mini-Session	Sheila Moss	2 <sup>nd</sup> Grade Teachers
December 10, 2014	10:45 – 11:15	PD Mini-Session	Sheila Moss	3 <sup>rd</sup> Grade Teacher
January 7, 2014	7:00 – 7:30 AM	Gator Club: Reflective Practice	Sheila Moss	New Teachers
January 8, 2014	3:00 – 4:00 PM	Faculty Meeting/PD: Math	T. Guy, N. Phillips, R.	Faculty

		Common Core Update	Fleming	
January 14, 2014	8:15 – 8:45 AM	PD Mini-session	Sheila Moss	K5 teachers
January 14, 2014	8:50 – 9:30 AM	PD Mini-session	Sheila Moss	1 <sup>st</sup> Grade Teachers
January 24, 2014	8:00 – 2:00 PM	Balanced Literacy Writing	Laurie Baker	Classroom Teachers
January 28, 2014	10:45 – 11:30 AM	PD Mini-session	Sheila Moss	3 <sup>rd</sup> Grade Teachers
February 3, 2014	8:00 – 2:00 PM	Balanced Literacy PD	Laurie Baker	Classroom Teachers
February 4, 2014	7:00 – 7:30 AM	Gator Club: The Energy to Teach	Sheila Moss Susan Stublely	New Teachers
February 4, 2014	12:00 – 12:45 PM	PD Mini-session	Sheila Moss	4 <sup>th</sup> Grade Teachers
February 5, 2014	3:00 – 4:00 PM	Faculty Meeting/PD: Social Studies Integration/Common Core	Amy Clark	Faculty
February 11, 2014	12:45 – 1:30 PM	PD Mini-session	Sheila Moss	5 <sup>th</sup> Grade Teachers
February 20, 2014	Planning Periods	Compass Learning Training	Karen Holt	K5-5 <sup>th</sup> Classroom Teachers, Christi Belue
February 26, 2014	8:00 – 2:00 PM	Balanced Literacy In/Out Observations	Laurie Baker	Classroom Teachers
March 4, 2014	7:00 – 7:30 AM	Gator Club: Student Achievement	Sheila Moss	New Teachers
March 5, 2014	3:00 – 4:00 PM	CCSS/SC Standards Alignment	Susan Stublely Sheila Moss	Teachers in Grades 3-5
March 12, 2014	3:00 – 4:00 PM	PASS Training	Cindy Howard Janet Calvage	Teachers in Grades 3-5
March 19, 2014	3:00 – 4:00 PM	Informational Writing	District Academic Specialists	Teachers in Grades 3-5
March 20,	3:00 – 4:00	Informational	District	Teachers in K5

2014	PM	Writing	Academic Specialists	– 2 <sup>nd</sup> Grade
April 2, 2014	3:00 – 4:00 PM	Faculty Meeting/PD Nature Trail/Outdoor Classroom		
April 8, 2014	7:00 – 7:30 AM	Gator Club: PAS-T	Sheila Moss Susan Stublely	New Teachers
May 6, 2014	7:00 – 7:30 AM	Gator Club: End of Year Preview	Sheila Moss Susan Stublely	New Teachers
May 7, 2014	3:00 – 4:00 PM	Faculty Meeting/PD		

## Summary of Progress

2012-2013 was a highly productive year! We collaborated with all major stakeholders to design a curriculum that addressed our weaknesses and channeled funding specifically to support this endeavor. We have added additional support in reading for low-achieving students, broadened hands-on learning in the classrooms, and created partnerships with local agencies to support student and family needs. As a *Closing the Gap* school in previous years, we learned to study our student achievement results along with our school processes. The self-study and reflection inherent in the process made us aware of where we presently stand as a school community and the path we must take in order to provide a high quality experience for our students at Gateway.

### Next Steps

Our work is quite focused, and there is broad buy-in to our vision. Our goal is to implement the vision throughout the school and in every classroom. To accomplish this, we:

- Conduct grade level meetings at least twice a month on Wednesday afternoons to:
  1. share effective instructional strategies
  2. share assessment strategies
  3. provide opportunities for teachers to track former students as requested
  4. develop and analyze results of common assessments
- Collaborate with each other across grade levels to share ideas and strategies for improving student learning and test scores.
- Implement “Best Practice,” “Quality Tools,” “Focused Learning,” “The Seven Habits of Happy Kids,” and “Differentiated” instructional strategies in the classroom to increase student motivation toward learning.
- Request evaluations of standardized tests subtests to identify specific deficiencies to inform instruction.
- Participate in weekly common planning.

- Provide systematic implementation of South Carolina State Standards and Common Core State Standards as available while including Essential Questions in the lesson plans for all subject areas.
- Attend workshops and conferences that address our specific needs in areas such as discipline, learning strategies, technology, and other subject areas. The school will provide funding when available.
- Continue to maintain 100% highly qualified status of our administration and faculty.
- Provide recognition quarterly and yearly of perfect attendance. Attendance conferences are held as needed.

Our strategies addressing Adequate Yearly Progress and overall test scores can be found in the Quality Planning Section.

**Research is based on:**

*Classroom Instruction That Works*

*Qualities of Effective Teachers*

*Worksheets Don't Grow Dendrites*

*Teaching the Best Practice Way*

*Integrating Differentiated Instruction and Understanding by Design*

*Quality Tools*

*Focused Learning*

*What Great Teachers Do Differently*

*The Leader in Me*

# ACTION PLAN

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

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

# ACTION PLAN

All organizations need a vision. All organizations must plan for the vision, or the vision will never be realized. A well-defined and well-executed school improvement effort begins with a comprehensive school-wide strategic plan that provides a logical framework for clarifying and achieving the vision. The school plan includes: an assessment of where the school is today and what factors can be expected to influence it in the future; a mission statement describing the school's purpose and function; a vision that reflects the values and beliefs of the individuals who make up the organization; long-range goals that make the intents of the mission and vision tangible; an identification of outcomes; a plan for evaluation and continuous improvement; an action plan that identifies the procedural steps needed to implement the goals, including timelines, responsibility, accountability; and an estimation of budget needs based on the action plan.

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# **ACTION PLAN**

## **Refining the Guiding Principles of Gateway**

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

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

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

## **Gateway Elementary Performance Goals**

## **Student Achievement**

**Goal 1:** The percentage of third – fifth grade students scoring Met and Exemplary on the PASS Math test will increase from 81.7% in 2012 to 87.7% in 2018.

**Objective:** The percentage of third - fifth grade students scoring Met and Exemplary on the PASS Math test will increase from 84.3% in 2012-13 to 85% in 2014.

**Goal 2:** The percentage of third – fifth grade students scoring Met and Exemplary on the PASS ELA test will increase from 82% in 2012-2013 to 89% in 2018.

**Objective:** The percentage of third-fifth grade students scoring Met and Exemplary on the PASS ELA test will increase from 82% in 2012-2013 to 87% in 2014.

**Goal 3:** The percentage of third - fifth grade students scoring Met and Exemplary on the PASS Writing test will increase from 76.9% in 2012-2013 to 80.8% in 2018.

**Objective:** The percentage of third - fifth grade students scoring Met and Exemplary on the PASS Writing test will increase from 76.9% in 2012-2013 to 78% in 2014.

## **School Climate**

**Goal 4:** Maintain at least a 96.8% attendance rate for all students and all student subgroups from 2012 through 2018.

**Objective:** Maintain at least a 96.8% attendance rate for all students and all student subgroups for the 2013-2014 year.

## **Teacher and Administrator Quality**

**Goal 5:** Maintain 100% of teachers as highly qualified from 2012-2018.

**Objective:** Meet qualification criteria for 100% of teachers in all areas of certification.



## SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 74.8% in 2012 to 80.8% in 2018.

**ANNUAL OBJECTIVE:** Annually increase by 1 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	75.8	78.0	78.8	79.0	79.8	80.8
<b>School Actual</b>	74.8	76.9					
<b>District Projected</b>	X	X	78.8	79.8	80.8	81.8	82.8
<b>District Actual</b>	77.8	78.8					

Baseline data from 2011-12 is based upon 5<sup>th</sup> and 8<sup>th</sup> grade scores only. Projected performance is based upon 3<sup>rd</sup> through 8<sup>th</sup> grade scores.

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS % ELA**

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 82% in 2012 to 88% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	87.0	87.5	88.0	88.5	89.0
<b>School Actual</b>	82.0	86.9					
<b>District Projected</b>	X	X	79.0	80.0	81.0	82.0	83.0
<b>District Actual</b>	78.0	80.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

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

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	667	672.9					
Male	661.3	670.5					
Female	673.3	676.4					
White	672.8	678.0					
African-American	648.8	664.0					
Asian/Pacific Islander	NA	N/A					
Hispanic	NA	N/A					
American Indian/Alaskan	NA	N/A					
Disabled	622.8	621.5					
Limited English Proficient	NA	N/A					
Subsidized Meals	655.3	663.8					

<b>ELA - District - Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	671.1	672					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

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

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 81.7% in 2012 to 87.7% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	85.0	85.5	86.0	86.7	87.7
<b>School Actual</b>	81.7	84.3					
<b>District Projected</b>	X	X	78.4	79.4	80.4	81.4	82.4
<b>District Actual</b>	77.4	77.3					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

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

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	666	668.7					
Male	663.7	668.4					
Female	668.5	669.2					
White	674.0	674.0					
African-American	641.0	650.6					
Asian/Pacific Islander	NA	N/A					
Hispanic	NA	N/A					
American Indian/Alaskan	NA	N/A					
Disabled	619.2	612.2					
Limited English Proficient	NA	N/A					
Subsidized Meals	651.3	656.1					

<b>Math - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	664.8	664.0					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS % TESTED

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

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	95.0	95.0	95.0	95.0	95.0	95.0	95.0
<b>Actual Performance</b>							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	NA	N/A					
Hispanic	NA	N/A					
American Indian/Alaskan	NA	N/A					
Disabled	100	100					
Limited English Proficient	NA	N/A					
Subsidized Meals	100	100					



<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0	95.0	95.0	95.0
<b>Actual Performance</b>							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	100.0					
White	99.9	100.0					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

<b>% Tested Math – School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0	95.0	95.0	95.0
<b>Actual Performance</b>							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	NA	N/A					
Hispanic	NA	N/A					
American Indian/Alaskan	NA	N/A					
Disabled	100	100					
Limited English Proficient	NA	N/A					
Subsidized Meals	100	100					

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0	95.0	95.0	95.0
<b>Actual Performance</b>							
All Students	100.0	100.0					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	100.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS % SCIENCE**

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

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 72.6% in 2012 to 86.5% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	72.0	84.5	85.0	85.5	86.0	86.5
<b>School Actual</b>	72.6	84.0					
<b>District Projected</b>	X	X	76.9	77.9	78.9	79.9	80.9
<b>District Actual</b>	75.9	77.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

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

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	639.2	639					
Male	637.7	636.7					
Female	640.7	642.0					
White	645.8	646.9					
African-American	609.5	617.1					
Asian/Pacific Islander	NA	N/A					
Hispanic	NA	N/A					
American Indian/Alaskan	NA	N/A					
Disabled	597.0	596.5					
Limited English Proficient	NA	N/A					
Subsidized Meals	628.2	625.7					

<b>Science - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	632.8	633.0					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644.0					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS % SOCIAL STUDIES

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

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 86% in 2012 to 92% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	88.0	89.0	90.0	91.0	92.0
<b>School Actual</b>	86.0	83.7					
<b>District Projected</b>	X	X	79.9	80.9	81.9	82.9	83.9
<b>District Actual</b>	78.9	79.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS AVG. SOCIAL STUDIES**

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

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	657.4	655.8					
Male	660.2	658.4					
Female	653.6	652.3					
White	662.9	661.1					
African-American	646.1	649.8					
Asian/Pacific Islander	NA	N/A					
Hispanic	NA	N/A					
American Indian/Alaskan	NA	N/A					
Disabled	615.9	600.9					
Limited English Proficient	NA	N/A					
Subsidized Meals	648.3	649.0					



<b>Social Studies - District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640.0					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

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

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

**FIVE YEAR PERFORMANCE GOAL:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

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

**DATA SOURCE(S):** Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension Actual	67 <sup>th</sup> %tile	69 <sup>th</sup> %tile					
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	51 <sup>st</sup> %tile	57 <sup>th</sup> %tile					
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems Actual	60 <sup>th</sup> %tile	64 <sup>th</sup> %tile					

<b>District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Reading Comprehension Projected</b>			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
<b>Reading Comprehension Actual</b>	67 <sup>th</sup> %tile	66 <sup>th</sup> %tile					
<b>Mathematics Concepts Projected</b>			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
<b>Mathematics Concepts Actual</b>	52 <sup>nd</sup> %tile	50 <sup>th</sup> %tile					
<b>Mathematics Problems Projected</b>			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
<b>Mathematics Problems Actual</b>	58 <sup>th</sup> %tile	55 <sup>th</sup> %tile					

<b>STRATEGY</b> Activity	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b>Indicators of Implementation</b>
Implement a comprehensive, balanced literacy model in grades PreK – 5 <sup>th</sup> Grade  a. Monitor standards-based, rigorous instructional strategies in PreK-5th grade b. Implement the Fountas and Pinnell framework c. Continue to provide Fountas and Pinnell training for teachers d. Implement Leveled Literacy Intervention component of Fountas and Pinnell in appropriate 1 <sup>st</sup> -5 <sup>th</sup> grade resource settings.	2012-2018	Susan Stublely, Sheila Moss, Classroom Teachers	\$2,800          d.\$8000		
Continue to implement interdisciplinary teaching in support of Common Core State Standards	2012-2018	Classroom Teachers			
Accelerate the intentional use of technology to meet the performance standards as defined by Common Core	2013-2018	Classroom Teachers			
Integrate instructional strategies to support the implementation of the Common Core State Standards to prepare students for critical thinking required for the Smarter Balanced Assessment System a. technology enhanced b. constructed response	2013-2018	Classroom Teachers			

c. selected response d performance tasks					

## PROFESSIONAL DEVELOPMENT

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

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:**

**ANNUAL OBJECTIVE:**

**DATA SOURCE(S):**

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

<b>STRATEGY</b> <b>Activity</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b>Indicators of Implementation</b>
Utilize effective and innovative professional development models, including the following: a. Mentoring/coaching b. Online learning c. Distance learning d. Learning-on-Demand e. Authentic professional learning communities f. Teacher-leader models	2013-2018	Susan Stubley, Janet Calvage, Sheila Moss			
Provide training and resources to teachers in order to help them integrate technology into curriculum, instruction, and assessment.	2013-2018	Sheila Moss, Suzy Dover			
Provide ongoing training to teachers for the implementation of Common Core State Standards a. Unpack Common Core State Standards b. Provide training for cross-curricular integration c. Provide training on the cognitive rigor matrices and their implications for instruction and assessment (Smarter Balanced Assessment system)	2013-2018	Sheila Moss, District Academic Specialists			
Provide training and ongoing support for the Fountas and Pinnell Balanced Literacy	2013-2018	Susan Stubley,			

initiative.		Sheila Moss			
Provide ongoing training and support on inclusive practices, inclusive models for service delivery, and shared ownership between regular educators and special educators for outcomes of all students.	2013-2018	Susan Stublely, District Academic Support Specialist			



## STUDENT ATTENDANCE

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

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

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

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

**DATA SOURCE(S):** SDE School Report Card

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

## PARENT SATISFACTION – LEARNING ENV.

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

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

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

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #5

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

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

## STUDENT SATISFACTION – LEARNING ENV.

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

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

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

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

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

## TEACHER SATISFACTION – LEARNING ENV.

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

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

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

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #27

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	96.4	96.8	97.0	97.2	97.4
<b>School Actual</b>	91.4	96.0					
<b>District Projected</b>	X	X	92.5	93.0	93.5	94.0	94.5
<b>District Actual</b>	98.0	92.6					

## PARENT SATISFACTION – SAFETY

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

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

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

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

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

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

## STUDENT SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 98.0% in 2012 to 97.5% by 2018.

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

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #30

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

## TEACHER SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 98.2% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain annually teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	96.6	97.0	97.4	97.8	98.2
<b>School Actual</b>	100	96.2					
<b>District Projected</b>	X	X	98.5	98.5	98.5	98.5	98.5
<b>District Actual</b>	98.9	98.3					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Increase communication with all parents and students to make them aware of educational opportunities  a. Develop strategies to effectively communicate through a variety of genres and electronic media. b. Develop workshops for parents on various topics (reading in the home, behavior management)	2013-2018	Administration and Faculty			
Communicate academic expectations to all stakeholders	2013-2018	Administration and Faculty			
Continue to support the social and emotional development of all students using <i>The Seven Habits of Happy Kids</i> Character education program.	2013-2018	Administration and Faculty			





## Gateway Elementary School

200 Hawkins Road  
Travelers Rest, SC 29690

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	627 Students	
<b>Principal</b>	Susan Stublely	864-355-5200
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Chuck Saylor	803-360-3527

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good</b>
2012	Excellent	Good
2011	Good	Average
2010	Average	Excellent
2009	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- **Good** – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- **Average** – School performance meets the standards for progress toward the 2020 SC Performance Vision
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- **At-Risk** – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

## Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

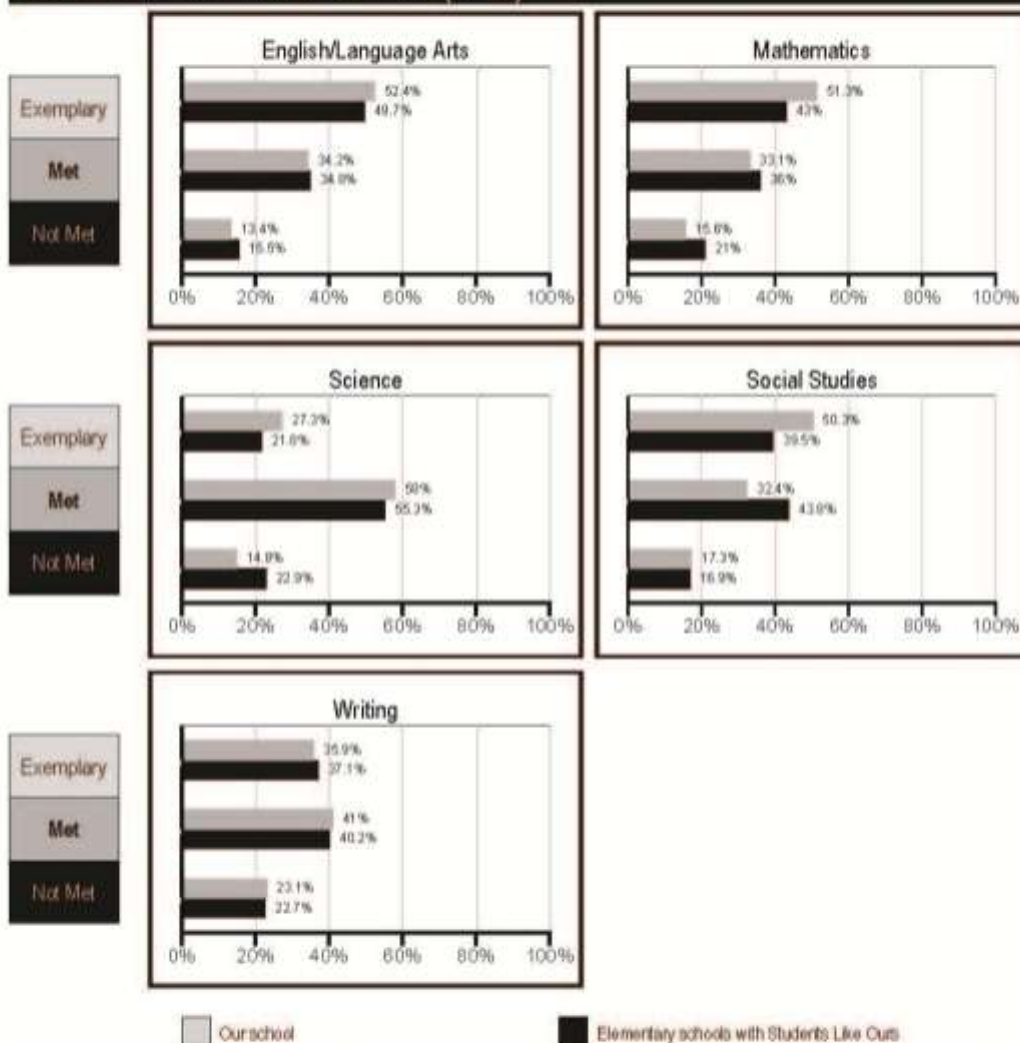
98.4%

## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
42	37	24	0	1

\* Ratings are calculated with data available by 12/14/2013.

## Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

## Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

## Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=627)</b>				
First graders who attended full-day kindergarten	94.0%	Down from 98.2%	100.0%	100.0%
Retention rate	1.8%	No Change	1.1%	0.9%
Attendance rate	96.4%	Down from 96.8%	96.3%	96.3%
Served by gifted and talented program	7.0%	N/A	9.3%	7.2%
With disabilities	12.6%	N/A	12.3%	12.4%
Older than usual for grade	2.0%	N/A	1.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	68.4%	Down from 70.3%	63.9%	62.5%
Continuing contract teachers	89.5%	Down from 97.3%	86.3%	83.3%
Teachers returning from previous year	89.6%	Down from 91.8%	89.7%	88.3%
Teacher attendance rate	95.3%	Up from 94.8%	95.0%	95.0%
Average teacher salary*	\$47,114	Up 0.3%	\$49,228	\$48,193
Professional development days/teacher	14.5 days	Down from 15.7 days	11.5 days	11.0 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	6.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.3 to 1	20.6 to 1	20.1 to 1
Prime instructional time	90.0%	Down from 90.5%	90.2%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,284	Up 3.9%	\$7,013	\$7,364
Percent of expenditures for instruction**	67.0%	Up from 66.6%	68.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Up from 65.7%	66.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Gateway Elementary School is an award winning elementary school that provides a positive environment for all learners. Situated in northern Greenville County, the school serves approximately 665 students in 4K through 5th grades. At Gateway Elementary School, our goal is to ignite a curiosity and unique love of learning in all of our students, building the necessary foundation that will allow them to become creative, twenty first century learners, and successful adults. Our classrooms are equipped with internet-accessible computers, instructional iPads and interactive Promethean or Smart Boards. All students have regular access to two computer labs, two portable laptop labs, an iPad library as well as a number of online academic programs.

Gateway Elementary School has been recognized by a number of awards and distinctions for academic excellence over the years. In the past three years, we have celebrated recognition at the state level as recipients of the prestigious Palmetto Gold and Silver Awards as well as The Closing the Gap Silver Award. Additionally, Gateway was recognized for academic excellence by the federal government as we received a school letter grade of "A".

At Gateway Elementary School, we believe that the success of our students is rooted in the strong bond that we enjoy with our surrounding community, and other major stakeholders. It is important that our students are active participants in community outreach projects that stretch beyond and within our walls. This year students and faculty members participated in Jump Rope for Heart, Box Tops for Education, St. Jude Math-a-Thon, Autism Speaks, Greenville Humane Society's "Humane Education" community food drives, The United Way of Greenville County annual campaign, Roper Mountain Holiday Lights and St. Francis Festival of Trees.

Gateway Elementary School collaborates with the Carolina First Center of Excellence to implement "Quality Learning Tools" for continuous improvement. This model puts accountability for learning in the student's hands as they develop academic and personal goals, and become active participants in tracking their individual successes. During the 2012 -13 school year, Gateway became fully immersed in the Fountas and Pinnell Balanced Literacy delivery method for kindergarten through 5th grade students. Our teachers accessed a fully stocked leveled library to engage our young learners in reading with a wide variety of literary genres. Additionally, Gateway Elementary School implements an RtI (Response to Intervention) program that assists qualifying students in kindergarten through fifth grades with supplemental instruction using proven research based delivery models.

Gateway Elementary School is committed to providing our students with a high quality, student centered educational program that represents a true learning community. We will continue to cultivate relationships within our community and provide opportunities for all students to become productive citizens and exceptional individuals.

Susan Stuble, Principal  
Amy Johnston, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	<b>25</b>	<b>99</b>	<b>59</b>
<b>Percent satisfied with learning environment</b>	<b>96%</b>	<b>93.9%</b>	<b>93.2%</b>
<b>Percent satisfied with social and physical environment</b>	<b>96.2%</b>	<b>95%</b>	<b>93.2%</b>
<b>Percent satisfied with school-home relations</b>	<b>92.3%</b>	<b>91.8%</b>	<b>95%</b>

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

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**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>87.7</b>
<b>Overall Grade Conversion</b>	<b>B</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations.

**Accountability Indicator for Title I Schools**

Gateway Elementary School has been designated as a:

- ☐ Title I Reward School for Performance – among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0% *	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	672.9	668.7	639.0	655.8	100.0	100.0
Male	670.5	668.4	636.7	658.4	100.0	100.0
Female	676.4	669.2	642.0	652.3	100.0	100.0
White	678.0	674.0	646.9	661.1	100.0	100.0
African American	664.0	650.6	617.1	649.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	621.5	612.2	596.5	600.9	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	663.8	656.1	625.7	649.0	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	88	100	9.9	25.9	64.2	90.1
	4	105	100	18.8	31.3	50	81.3
	5	109	100	25.2	45.6	29.1	74.8
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
2013	3	93	100	6	25	69	94
	4	91	100	15.1	44.2	40.7	84.9
	5	104	100	19.2	33.3	48.5	81.8
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
Mathematics							
2012	3	88	100	14.8	25.9	59.3	85.2
	4	105	100	18.8	40.6	40.6	81.3
	5	109	100	21.4	39.8	38.8	78.6
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
2013	3	93	100	16.7	17.9	65.5	83.3
	4	91	100	16.3	40.7	43	83.7
	5	104	100	14.1	39.4	46.5	85.9
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
Science							
2012	3	45	100	30.2	32.6	37.2	69.8
	4	105	100	18.8	52.1	29.2	81.3
	5	53	100	33.3	52.9	13.7	66.7
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
2013	3	45	100	16.7	57.1	26.2	83.3
	4	91	100	10.5	62.8	26.7	89.5
	5	52	100	20.8	50	29.2	79.2
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	43	100	13.2	36.8	50	86.8
	4	105	100	13.5	44.8	41.7	86.5
	5	56	100	15.4	38.5	46.2	84.6
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
2013	3	48	100	9.5	21.4	69	90.5
	4	91	100	19.8	38.4	41.9	80.2
	5	52	100	19.6	31.4	49	80.4
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/A/V	N/A	N/A	N/A	N/A
	4	N/A	N/A/V	N/A	N/A	N/A	N/A
	5	108	100	25.2	46.6	28.2	74.8
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
2013	3	93	100	22.4	32.9	44.7	77.6
	4	90	100	23.6	50.6	25.8	76.4
	5	107	100	23.2	39.4	37.4	76.8
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A

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## 2012 - ESEA / Federal Accountability System

### GREENVILLE > GATEWAY ELEMENTARY

<b>Overall Weighted Points Total</b>	<b>94.6</b>
<b>Overall Grade Conversion</b>	<b>A</b>
Points Total - Elementary Grades	94.6

#### Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

KEY	Index Score	Grade	Description
	90-100	A	Performance substantially exceeds the state's expectations.
	80-89.9	B	Performance exceeds the state's expectations.
	70-79.9	C	Performance meets the state's expectations.
	60-69.9	D	Performance does not meet the state's expectations.
	Less than 60	F	Performance is substantially below the state's expectations.

#### 2012 Annual Measurable Objectives (AMO)

	Elementary School	Middle School	High School
English Language Arts (ELA)	630	624	223
Math	630	624	220
Science / Biology	630	624	76
Social Studies / History	630	624	71
ELA - Percent Tested	95	95	95
Math - Percent Tested	95	95	95
Graduation Rate	N/A	N/A	73.1

## ELEMENTARY SCHOOL MATRIX

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	1	1	1	1
Male	1	1	1	1	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American	1	1	0.7	1	1	1
Asian / Pacific Islander						
Hispanic						
American Indian / Alaskan						
Disabled	0.8	0.3	0.9	0.2	1	1
LEP						
Subsidized Meals	1	1	0.9	1	1	1

<b>Total Number of Points</b>	<b>6.8</b>	<b>6.3</b>	<b>6.5</b>	<b>6.2</b>	<b>7</b>	<b>7</b>
<b>Total Number of Objectives</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>Percent of Objectives Met</b>	<b>97.14</b>	<b>90</b>	<b>92.86</b>	<b>88.57</b>	<b>100</b>	<b>100</b>
<b>Weight</b>	<b>0.35</b>	<b>0.35</b>	<b>0.05</b>	<b>0.05</b>	<b>0.1</b>	<b>0.1</b>
<b>Weighted Points Subtotal</b>	<b>34</b>	<b>31.5</b>	<b>4.64</b>	<b>4.43</b>	<b>10</b>	<b>10</b>
<b>Points Total</b>	<b>94.6</b>					

Note:

SC-ALT scores were included in the calculations where appropriate.

\* - 4 = Insufficient sample size (fewer than 30 students)

\* - 6 = There is no available test data for this school