



LEXINGTON SCHOOL DISTRICT ONE

Gilbert Elementary School 2024 - 2025 Strategic Plan

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[Gilbert Elementary 2022-23 Report Card](#)

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Gilbert Elementary School	Number of Students
Reading Grades 1-5	22-23	All	All	64.4%		(395 / 613)
		ELL	Not ELL	66.7%		(357 / 535)
			ELL	48.7%		(38 / 78)
		Gender	Female	69.6%		(192 / 276)
			Male	60.2%		(203 / 337)
		InstrSetting	Not Special Ed	72.3%		(349 / 483)
			Special Ed	35.4%		(46 / 130)
		Race	Black / Latinx	60.1%		(104 / 173)
			White / Other	66.1%		(291 / 440)


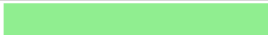

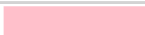





	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Elementary School	Number of Students
ELA	22-23	All	All	38.5%		(141 / 366)
		ELL	Not ELL	40.5%		(136 / 336)
			ELL	16.7%		(5 / 30)
		Gender	Female	35.6%		(58 / 163)
			Male	40.9%		(83 / 203)
		InstrSetting	Not Special Ed	44.6%		(128 / 287)
			Special Ed	16.5%		(13 / 79)
		Race	Black / Latinx	38.8%		(33 / 85)
			White / Other	38.4%		(108 / 281)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Elementary School	Number of Students
Math	22-23	All	All	31.4%		(115 / 366)
		ELL	Not ELL	33.0%		(111 / 336)
			ELL	13.3%		(4 / 30)
		Gender	Female	23.9%		(39 / 163)
			Male	37.4%		(76 / 203)
		InstrSetting	Not Special Ed	35.2%		(101 / 287)
			Special Ed	17.7%		(14 / 79)
		Race	Black / Latinx	28.2%		(24 / 85)
White / Other	32.4%			(91 / 281)		

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Gilbert Elementary School	Number of Students
Science	22-23	All	All	31.8%		(41 / 129)
		ELL	Not ELL	36.0%		(41 / 114)
			ELL	0.0%		(0 / 15)
		Gender	Female	23.1%		(12 / 52)
			Male	37.7%		(29 / 77)
		InstrSetting	Not Special Ed	32.7%		(37 / 113)
			Special Ed	25.0%		(4 / 16)
		Race	Black / Latinx	11.1%		(4 / 36)
			White / Other	39.8%		(37 / 93)










	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Gilbert Elementary School	Number of Students
Math	22-23	All	All	24.2%		(166 / 686)
		ELL	ELL	25.9%		(22 / 85)
			Not ELL	24.0%		(144 / 601)
		Gender	Female	25.2%		(78 / 309)
			Male	23.3%		(88 / 377)
		InstrSetting	Not Special Ed	25.5%		(136 / 533)
			Special Ed	19.6%		(30 / 153)
		Race	Black / Latinx	24.9%		(42 / 169)
			White / Other	24.0%		(124 / 517)










	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Gilbert Elementary School	Number of Students
Reading	22-23	All	All	29.3%		(201 / 686)
		ELL	ELL	23.8%		(20 / 84)
			Not ELL	30.1%		(181 / 602)
		Gender	Female	23.9%		(74 / 309)
			Male	33.7%		(127 / 377)
		InstrSetting	Not Special Ed	30.3%		(161 / 532)
			Special Ed	26.0%		(40 / 154)
		Race	Black / Latinx	25.4%		(43 / 169)
			White / Other	30.6%		(158 / 517)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert Elementary School	Number of Students
Accelerated/ Eagles	22-23	All	All	7.9%		(30 / 381)
		ELL	Not ELL	9.1%		(30 / 331)
			ELL	0.0%		(0 / 50)
		Gender	Female	4.8%		(8 / 166)
			Male	10.2%		(22 / 215)
		InstrSetting	Not Special Ed	8.9%		(26 / 291)
			Special Ed	4.4%		(4 / 90)
		Race	Black / Latinx	1.9%		(2 / 108)
			White / Other	10.3%		(28 / 273)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Gilbert Elementary School	Number of Students
Chronic Absences	22-23	All	All	25.3%		(213 / 843)
		ELL	Not ELL	25.1%		(185 / 738)
			ELL	26.7%		(28 / 105)
		Gender	Female	24.3%		(89 / 366)
			Male	26.1%		(124 / 476)
		InstrSetting	Not Special Ed	22.7%		(138 / 607)
			Special Ed	31.8%		(75 / 236)
		Race	Black / Latinx	29.7%		(76 / 256)
			White / Other	23.3%		(137 / 587)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert Elementary School	Number of Students
Referrals	22-23	All	All	6.8%		(57 / 844)
		ELL	Not ELL	7.3%		(54 / 739)
			ELL	2.9%		(3 / 105)
		Gender	Female	1.4%		(5 / 367)
			Male	10.9%		(52 / 476)
		InstrSetting	Not Special Ed	5.8%		(35 / 608)
			Special Ed	9.3%		(22 / 236)
		Race	Black / Latinx	7.7%		(17 / 222)
			White / Other	6.4%		(40 / 622)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert Elementary School	Number of Students
In School Suspensions	22-23	All	All	2.1%		(18 / 844)
		ELL	Not ELL	2.2%		(16 / 739)
			ELL	1.9%		(2 / 105)
		Gender	Female	0.5%		(2 / 367)
			Male	3.4%		(16 / 476)
		InstrSetting	Not Special Ed	1.8%		(11 / 608)
			Special Ed	3.0%		(7 / 236)
		Race	Black / Latinx	2.7%		(6 / 222)
			White / Other	1.9%		(12 / 622)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert Elementary School	Number of Students
Out of School Suspensions	22-23	All	All	2.0%		(17 / 844)
		ELL	Not ELL	2.2%		(16 / 739)
			ELL	1.0%		(1 / 105)
		Gender	Female	0.3%		(1 / 367)
			Male	3.4%		(16 / 476)
		InstrSetting	Not Special Ed	1.3%		(8 / 608)
			Special Ed	3.8%		(9 / 236)
		Race	Black / Latinx	3.2%		(7 / 222)
			White / Other	1.6%		(10 / 622)

Executive Summary of Needs Assessment Data Findings

School Name: *Gilbert Elementary School*

Goal Area	Goal	2024 Baseline
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 47.88% by 2029.	37.9%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 33.6% by 2029.	23.6%
Gifted and Talented (Academic)	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 28.8% by 2029.	23.8%
Gifted and Talented (Other)	Overall survey response percentage of either "somewhat agree," "agree," or "strongly agree" on the Lexington 1 Gifted and Talented Student Survey will increase to TBD by 2029.	TBD
School Climate	The percent of School Climate points earned on the state report card will reach 74% by 2029.	69.0%
Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:

<http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate. **Use the questions in each box to guide your reflection.**

Executive Summary of Needs Assessment Data Findings

<p>Student Achievement</p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p>When reviewing our school report card data, we saw increased progress in our English Learners' Progress. Our English Learners' increased from 54.3% to 60.2%. Overall as a school we saw an achievement increase in ELA from 36.1% to 38.7%. An area of growth from the report card data is with math overall as a school. Our student achievement in math dropped from 42.4% to 32.3%. Our mid-year data showed very good growth overall as a school in math. The percentage of students on grade level or above grew from fall to winter. In the fall, students on grade level or above was 9% and by the winter 30% of students school-wide were on or above grade level.</p> <p>Our school has focused on improving and strengthening our math instruction (math workshop) across the entire school kindergarten to 5th grade. We have provided a lot of professional development and professional learning to teachers around the practice of math workshop, academic language, and how math builds from grade level to grade level. We have intentionally focused on student achievement data and analyzed the data to help us make small group learning effective. Formative assessments and "real time" data collection has also helped in this process.</p>
<p>Teacher/Administrator Quality</p>	<p>The administration, faculty, and staff at GES are committed to continuous improvement and leadership excellence. At GES our teacher leaders have numerous formal and informal opportunities for leadership development. These opportunities include team data meetings, grade level leader positions, school leadership team, high quality professional learning, academic achievement meetings with service providers, and committee meetings.</p> <p>In reviewing our mid-year pulse check, 18.75% of teachers strongly agreed that our school provides challenging instructional programs for our students. Overall this is an area that we work on each day; increasing the rigor in our daily instruction.</p>

Executive Summary of Needs Assessment Data Findings

School Climate

At GES we consistently deal with the number of students who are chronically absent from school. This affects the growth of our students and overall student success when they are missing valuable core instruction. Our data from 2022-2023 was 29.9% of students chronically absent from school. We have implemented a number of attendance interventions to help us lower this number. As of March 1, 2024 our chronic absenteeism rate was 21.86%.

Additionally, 94.1% of parents reported that they were satisfied with the social/physical environment at GES up from 86.6% last year.

GES also saw an increase of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school". The increase was from 90.0% to 94.3%. In the chart below you see survey results from all three stakeholder groups.

	Teachers	Students	Parents
Satisfaction with the learning environment	98.4%	88%	93.2%
Satisfaction with the physical environment	96.8%	85.5%	94.1%
Satisfaction with home/school relations	95.2%	90.0%	94.3%

Location: Gilbert Elementary

Level	Area	Goal	2024 (From 2023 Report Card)	2025 (From 2024 Report Card)	2026 (From 2025 Report Card)	2027 (From 2026 Report Card)	2028 (From 2027 Report Card)	2029 (From 2028 Report Card)
Elementary/Middle	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 47.88% by 2029.	37.88%	39.9%	41.9%	43.9%	45.9%	47.9%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 33.6% by 2029.	23.60%	25.60%	27.60%	29.60%	31.60%	33.60%
Actual Data (Academic Ach.)								
Actual Data (Progress)								

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Develop a school-based professional learning plan based on the district-level plan.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised school work plan process that is aligned to the strategic plan and school renewal plan.	July 2024-June 2029	School Leadership Team and Teacher Leaders	NA	NA	- Completed school work plans - Completed the school work plan review process yearly
Identify student intervention needs and implement appropriate supports as needed.	July 2024-June 2029	School Leadership Team and Teacher	NA	NA	- Increase in students reaching typical and stretch growth targets on interim assessments - Revised staffing and scheduling to match changes in intervention program

Level	Area	Goal	2023-2024 Observation Data	2024-2025 Observation Data	2025-2026 Observation Data	2026-2027 Observation Data	2027-2028 Observation Data	2028-2029 Observation Data
Elementary/Middle	Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.10	3.20	3.30	3.40	3.50
Actual Data (4.0 Rubric)								

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
- Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. - Implement practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	-Closer alignment of curriculum to standard and instruction to standard, -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Develop and implement school work plan that is aligned to the strategic plan and respective school renewal plans.	July 2024-June 2029	School Leadership Team	NA	NA	- Completed school work plans - Updated agendas for beginning, middle, and end of year meetings

Level	Area	Goal	2024 (from 2023 Report Cards)	2025 (from 2024 Report Cards)	2026 (From 2025 Report Cards)	2027 (From 2026 Report Cards)	2028 (From 2027 Report Cards)	2029 (From 2028 Report Cards)
Elementary/Middle	School Climate	The percent of School Climate points earned on the state report card will reach 74% by 2029.	69.0%	70.0%	71.0%	72.0%	73.0%	74.0%
Actual Data								

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised policies and procedures that prioritize safety, promote positive student behavior, and support the mental well-being of our students and staff.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey - Increase in satisfaction as assessed on the SC Teacher Working Conditions Survey
Implement the district's strategic communications and engagement plan.	July 2024-June 2029	School Leadership Team	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey

Level	Area	Goal	2024 (2023 SC Ready)	2025 (2024 SC Ready)	2026 (2025 SC Ready)	2027 (2026 SC Ready)	2028 (2027 SC Ready)	2029 (2028 SC Ready)
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Elementary/Middle	Gifted and Talented (Academic)	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 28.8% by 2029.	23.8%	24.8%	25.8%	26.8%	27.8%	28.8%
Actual Data								

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Implement practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
Elementary/Middle	Gifted and Talented (Other)	Overall survey response percentage of either "somewhat agree," "agree," or "strongly agree" on the Lexington 1 Gifted and Talented Student Survey will increase to TBD by 2029.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Actual Data								

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers			- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)