

History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Heyward Gibbes Middle (4001037) Public School - School Renewal Plan - Rev 0[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
8/21/2024 11:57:29 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
4/26/2024 12:44:07 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/26/2024 12:44:02 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/26/2024 12:43:57 PM	Carol Miner	Status changed to 'School Renewal Plan Completed'.	S
4/26/2024 11:52:04 AM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/18/2024 3:39:53 PM	Gregory Pickett	Status changed to 'School Renewal Plan Completed'.	S
3/19/2024 9:12:55 AM	Carol Miner	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:16 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Heyward Gibbes Middle (4001037) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

* Plan Submission

- ☐ School does not utilize Cognia
☒ School utilizes Cognia

* Phase of Plan

- ☒ Initial 5-year plan
☐ Update 1
☐ Update 2
☐ Update 3
☐ Update 4
☐ Update (due to Waiver)

* State and Federal School Improvement Status - if applicable

Priority ▼

School Plan Contact Information

* Name

Angela Palmer-Williams

* Phone

8033482942

* Email

angela.palmer-willia@richlandone.org

* Principal's Name

Dr. Gregory Pickett

* Board of Trustees Chairperson's Name

Rev. Dr. Aaron Bishop

* Date of Plan Approval by the Board

04/23/2024 

Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2025 - Heyward Gibbes Middle (4001037) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Dr. Gregory T. Pickett
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Teacher

Name	*	Mary Lewis
Name	*	James Seymore
Name	*	Vita Segars

Parent/Guardian

Name	*	Barbara Tiller
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Community Member

Name	*	Dr. Glen Brown
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School Level Administrators

Name	*	Dr. Angela Palmer Williams
Name	*	Dr. Charity Ntiasagwe
Name	*	Dr. Nathaniel Nelson

School Read to Succeed Literacy Leadership Team Lead

Name	*	Mary Lewis
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School Read to Succeed Literacy Leadership Team Member

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Name	*	Kamon Singleton
Name	*	Ebony Johnson

School Improvement Council Member(s)		
Name	*	Barbara Tiller

School Gifted and Talented Coordinator		
Name	*	Ebony Johnson

School Federal Programs Coordinator		
Name	*	Terri Marriot-Riley

Other Stakeholders	
Position	Name
Executive Director of Schools	Inger Ferguson

(Optional) Enter mission, vision, beliefs, and/or values.

Mission Statement:

The mission of Heyward Gibbes Middle School is to develop 21st century skills, life-long learning, and a sense of school pride among students as we prepare them for a successful future in a globally competitive society.

Vision:

Heyward Gibbes Middle School will focus on "The Five 'Cs' of Success" (Culture, Climate, Communication, Collaboration, and Celebration) to create a learning environment where our students thrive academically, our faculty and staff grow personally and professionally, and our school achieves its goals.

Motto:

"HGMS Eagles S.O.A.R. with Pride and Success"

S- Safe

O- On Task

A- Accountable

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Heyward Gibbes Middle (4001037) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9NDAwMTAzNw>

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

ELA

Grade	Year	Number	Does Not Meet Expectations %	Approaches Expectations %	Meets Expectations %	Exceeds Expectations %	Meets and Exceeds Expectation %
All	2023	242	43.8	33.1	15.7	7.4	23.1
6	2023	76	50.0	31.6	11.8	6.6	18.4
7	2023	79	38.0	35.4	21.5	5.1	26.6
8	2023	87	43.7	32.2	13.8	10.3	24.1

The 2023 SC Ready English Language Arts data shows that school wide 43.8% of the students scored Does Not Meet Expectations, 33.1 % scored Approaches Expectations, 15.7% of the students scored Meets Expectations, and 7.4 % of the students scored Exceeds Expectations. The chart also disaggregates the data by grade level. In 2022 48% of the students scored Does Not Meet Expectations. The 2023 students who scored "Does Not Meet" decreased by 4.2% from the 2022 data. The decrease in students scoring in the "Does Not Meet Expectations" indicates that the focus on researched based instructional practices have been impactful. However, only 23.1% of the students are scoring in the "Meets and Exceeds Expectations" category indicates that sufficient work must continue.

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The 2023 Fall to Winter Reading student growth scores (STAR testing) are below. The data indicates 60% of students are showing Typical or High growth.

		Growth Level							
	Total Tested Both Administrations	Low		Typical		High		Typical or High	
group	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	225	90	40.0	74	32.9	61	27.1	135	60.0
Grades 6-8	225	90	40.0	74	32.9	61	27.1	135	60.0
Grade 6	88	43	48.9	30	34.1	15	17.0	45	51.1
Grade 7	70	27	38.6	22	31.4	21	30.0	43	61.4
Grade 8	67	20	29.9	22	32.8	25	37.3	47	70.1
Male	106	36	34.0	34	32.1	36	34.0	70	66.0
Female	119	54	45.4	40	33.6	25	21.0	65	54.6
White	4	N	N	N	N	N	N	N	N
African-American	210	84	40.0	68	32.4	58	27.6	126	60.0
Other Race	11	3	27.3	6	54.5	2	18.2	8	72.7
White Male	2	N	N	N	N	N	N	N	N
White Female	2	N	N	N	N	N	N	N	N
African-American Male	98	33	33.7	30	30.6	35	35.7	65	66.3
African-American Female	112	51	45.5	38	33.9	23	20.5	61	54.5
Other Race Male	6	1	16.7	4	66.7	1	16.7	5	83.3
Other Race Female	5	2	40.0	2	40.0	1	20.0	3	60.0
Multilingual	6	2	33.3	2	33.3	2	33.3	4	66.7
Not Multilingual	219	88	40.2	72	32.9	59	26.9	131	59.8
Special Education	30	16	53.3	4	13.3	10	33.3	14	46.7
Not Special Education	195	74	37.9	70	35.9	51	26.2	121	62.1
Gifted/Talented Academic (State and Local)	40	15	37.5	15	37.5	10	25.0	25	62.5
Not Gifted/Talented Academic (State and Local)	185	75	40.5	59	31.9	51	27.6	110	59.5

Math

Grade	Year	Number	Does Not Meet Expectations %	Approaches Expectations %	Meets Expectations %	Exceeds Expectations %	Meets and Exceeds Expectation %
All	2023	249	65.9	26.9	6.0	1.2	7.2
6	2023	81	63.0	27.2	9.9	0.0	9.9
7	2023	80	62.5	31.3	6.3	0.0	6.3
8	2023	88	71.6	22.7	2.3	3.4	5.7

The 2023 SC Ready Mathematics data shows that school wide 65.9% of the students scored Does Not Meet Expectations, 26.9 % scored Approaches Expectations, 6% of the students scored Meets Expectations, and 6.0 % of the students scored Exceeds Expectations. The chart also disaggregates the data by grade level. In 2022 67.8 of the students scored Does Not Meet Expectations. The 2023 students who scored “Does Not Meet” decreased by 1.9%% from the 2022 data. The decrease in students scoring in the “Does Not Meet Expectations” indicates that the focus on researched based instructional practices have been impactful. However, only 7.2% of the students are scoring in the “Meets and Exceeds Expectations” category indicates that sufficient work must continue. The Algebra I EOCEP pass rate for 2023 was 66.7% which was a decline from the 77.8% pass rate in 2022.

The 2023 Fall to Winter Math student growth scores (STAR testing) are below. The data indicates 68.8% of students are showing Typical or High growth.

		Growth Level							
	Total Tested Both Administrations	Low		Typical		High		Typical or High	
group	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	218	68	31.2	71	32.6	79	36.2	150	68.8
Grades 6-8	218	68	31.2	71	32.6	79	36.2	150	68.8
Grade 6	83	31	37.3	26	31.3	26	31.3	52	62.7
Grade 7	70	24	34.3	26	37.1	20	28.6	46	65.7
Grade 8	65	13	20.0	19	29.2	33	50.8	52	80.0
Male	101	27	26.7	34	33.7	40	39.6	74	73.3
Female	117	41	35.0	37	31.6	39	33.3	76	65.0
White	4	N	N	N	N	N	N	N	N
African-American	203	65	32.0	65	32.0	73	36.0	138	68.0
Other Race	11	2	18.2	4	36.4	5	45.5	9	81.8
White Male	2	N	N	N	N	N	N	N	N
White Female	2	N	N	N	N	N	N	N	N
African-American Male	93	25	26.9	31	33.3	37	39.8	68	73.1
African-American Female	110	40	36.4	34	30.9	36	32.7	70	63.6
Other Race Male	6	1	16.7	2	33.3	3	50.0	5	83.3
Other Race Female	5	1	20.0	2	40.0	2	40.0	4	80.0
Multilingual	5	2	40.0	2	40.0	1	20.0	3	60.0
Not Multilingual	213	66	31.0	69	32.4	78	36.6	147	69.0
Special Education	27	10	37.0	11	40.7	6	22.2	17	63.0
Not Special Education	191	58	30.4	60	31.4	73	38.2	133	69.6
Gifted/Talented Academic (State and Local)	40	7	17.5	16	40.0	17	42.5	33	82.5
Not Gifted/Talented Academic (State and Local)	178	61	34.3	55	30.9	62	34.8	117	65.7

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Heyward Gibbes Middle (4001037) Public School - School Renewal Plan - Rev 0

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 report card 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 school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

N/A

* Elementary/Middle (3-8)

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ELA

<i>Grade</i>	<i>Year</i>	<i>Number</i>	<i>Does Not Meet Expectations %</i>	<i>Approaches Expectations %</i>	<i>Meets Expectations%</i>	<i>Exceeds Expectations%</i>	<i>Meets and Exceeds Expectation %</i>
All	2023	242	43.8	33.1	15.7	7.4	23.1
6	2023	76	50.0	31.6	11.8	6.6	18.4
7	2023	79	38.0	35.4	21.5	5.1	26.6

8	2023	87	43.7	32.2	13.8	10.3	24.1
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The 2023 SC Ready English Language Arts data shows that school wide 43.8% of the students scored Does Not Meet Expectations, 33.1 % scored Approaches Expectations, 15.7% of the students scored Meets Expectations, and 7.4 % of the students scored Exceeds Expectations. The chart also disaggregates the data by grade level. In 2022 48% of the students scored Does Not Meet Expectations. The 2023 students who scored “Does Not Meet” decreased by 4.2% from the 2022 data. The decrease in students scoring in the “Does Not Meet Expectations” indicates that the focus on researched based instructional practices have been impactful. However, only 23.1% of the students are scoring in the “Meets and Exceeds Expectations” category indicates that sufficient work must continue.

6th Grade

ELA

Grade	Year	Number	Does Not Meet Expectations %	Approaches Expectations %	Meets Expectations%	Exceeds Expectations%	Meets and Exceeds Expectation %
All	2023	76	50.0	31.6	11.8	6.6	18.4
Males		38	55.3	23.7	13.2	7.9	21.1
Females		38	44.7	39.5	10.5	5.3	15.8
Hispanic or Latino		1	0.0	100.0	0.0	0.0	0.0
American Indian or Alaska Native		0	N	N	N	N	N

Asian	0	N	N	N	N	N
Black or African American	71	52.1	29.6	11.3	7.0	18.3
Native Hawaiian or Other Pacific Islander	0	N	N	N	N	N
White	2	0.0	50.0	50.0	0.0	50.0
Two or More Races	2	50.0	50.0	0.0	0.0	0.0
Disabled	5	80.0	20.0	0.0	0.0	0.0
Not Disabled	5	80.0	20.0	0.0	0.0	0.0
Migrant	0	N	N	N	N	N
Non- Migrant	76	50.0	31.6	11.8	6.6	18.4
Limited English Proficient	1	0.0	100.0	0.0	0.0	0.0
Non-LEP	75	50.7	30.7	12.0	6.7	18.7

Gifted & Talented	10	10.0	20.0	50.0	20.0	70.0
Not Gifted & Talented	66	56.1	33.3	6.1	4.5	10.6

The above chart disaggregates the school wide data by 6th grade level. In 2023 50% of the 6th grade students scored in the “Does Not Meet Expectations” category. 55.3% of the males scored “Does Not Meet Expectations”. The females are outperforming the males with 44.7% in the “Does Not Meets Expectations” category. However, the overall performance of 18.4% scoring in the “Meets and Exceeds Expectations” category indicates a deficiency in Tier 1 instruction.

7 th Grade		ELA					
Grade	Year	Number	Does Not Meet Expectations %	Approaches Expectations %	Meets Expectations %	Exceeds Expectations %	Meets and Exceeds Expectation %
All	2023	79	38.0	35.4	21.5	5.1	26.6
Males		41	51.2	29.3	17.1	2.4	19.5
Females		38	23.7	42.1	26.3	7.9	34.2
Hispanic or Latino		2	0.0	50.0	50.0	0.0	50.0
American Indian or		0	N	N	N	N	N

Alaska Native							
Asian	0	N	N	N	N	N	
Black or African American	75	38.7	34.7	21.3	5.3	26.7	
Native Hawaiian or Other Pacific Islander	0	N	N	N	N	N	
White	0	N	N	N	N	N	
Two or More Races	2	50.0	50.0	0.0	0.0	0.0	
Disabled	12	91.7	8.3	0.0	0.0	0.0	
Not Disabled	67	28.4	40.3	25.4	6.0	31.3	
Migrant	0	N	N	N	N	N	
Non-Migrant	79	38.0	35.4	21.5	5.1	26.6	
Limited English Proficient	0	N	N	N	N	N	

Non-LEP	79	38.0	35.4	21.5	5.1	26.6
Gifted & Talented	10	0.0	20.0	70.0	10.0	80.0
Not Gifted & Talented	69	43.5	37.7	14.5	4.3	18.8

The above chart disaggregates the school wide data by 7th grade level. In 2023 38% of the 7th grade students scored in the “Does Not Meet Expectations” category. 51.2% of the males scored “Does Not Meet Expectations”. The females are outperforming the males with 23.7% in the “Does Not Meets Expectations” category. However, the overall performance of 26.6% scoring in the “Meets and Exceeds Expectations” category indicates a deficiency in Tier 1 instruction.

8 th Grade		ELA					
Grade	Year	Number	Does Not Meet Expectations %	Approaches Expectations %	Meets Expectations %	Exceeds Expectations %	Meets and Exceeds Expectation %
All	2023	87	43.7	32.2	13.8	10.3	24.1
Males		39	59.0	28.2	7.7	5.1	12.8
Females		48	31.3	35.4	18.8	14.6	33.3
Hispanic or Latino		1	0.0	0.0	0.0	100.0	100.0

American Indian or Alaska Native	0	N	N	N	N	N	
Asian	0	N	N	N	N	N	
Black or African American	81	45.7	33.3	11.1	9.9	21.0	
Native Hawaiian or Other Pacific Islander	0	N	N	N	N	N	
White	0	N	N	N	N	N	
Two or More Races	4	25.0	0.0	75.0	0.0	75.0	
Disabled	18	88.9	5.6	0.0	5.6	5.6	
Not Disabled	69	31.9	39.1	17.4	11.6	29.0	
Migrant	0	N	N	N	N	N	
Non-Migrant	87	43.7	32.2	13.8	10.3	24.1	
Limited English	0	N	N	N	N	N	

Proficient						
Non-LEP	87	43.7	32.2	13.8	10.3	24.1
Gifted & Talented	18	5.6	22.2	38.9	33.3	72.2
Not Gifted & Talented	69	53.6	34.8	7.2	4.3	11.6

The above chart disaggregates the school wide data by 8th grade level. In 2023 43.7% of the 8th grade students scored in the “Does Not Meet Expectations” category. 59% of the males scored “Does Not Meet Expectations”. The females are outperforming the males with 31.3% in the “Does Not Meets Expectations” category. However, the overall performance of 24.1% scoring in the “Meets and Exceeds Expectations” category indicates a deficiency in Tier 1 instruction.

Math

<i>Grade</i>	<i>Year</i>	<i>Number</i>	<i>Does Not Meet Expectations %</i>	<i>Approaches Expectations %</i>	<i>Meets Expectations %</i>	<i>Exceeds Expectations %</i>	<i>Meets and Exceeds Expectation %</i>
All	2023	249	65.9	26.9	6.0	1.2	7.2
6	2023	81	63.0	27.2	9.9	0.0	9.9
7	2023	80	62.5	31.3	6.3	0.0	6.3
8	2023	88	71.6	22.7	2.3	3.4	5.7

The 2023 SC Ready Mathematics data shows that school wide 65.9% of the students scored Does Not Meet Expectations, 26.9 % scored Approaches Expectations, 6% of the students scored Meets Expectations, and 6.0 % of the students scored Exceeds Expectations. The chart also disaggregates the data by grade level. In 2022 67.8 of the students scored Does Not Meet Expectations. The 2023 students who scored “Does Not Meet” decreased by 1.9%% from the 2022 data. The decrease in students scoring in the “Does Not Meet Expectations” indicates that the focus on researched based instructional practices have been impactful. However, only 7.2% of the students are scoring in the “Meets and Exceeds Expectations” category indicates that sufficient work must continue. The Algebra I EOCEP pass rate for 2023 was 66.7% which was a decline from the 77.8% pass rate in 2022.

6 th Grade		Math						
Grade	Year	Number	Does Not Meet Expectations %	Approaches Expectations %	Meets Expectations%	Exceeds Expectations%	Meets and Exceeds Expectation %	
All	2023	81	63.0	27.2	9.9	0.0	9.9	
Males		42	59.5	26.2	14.3	0.0	14.3	
Females		39	66.7	28.2	5.1	0.0	5.1	
Hispanic or Latino		1	0.0	0.0	0.0	100.0	100	
American Indian or Alaska Native		0	N	N	N	N	N	
Asian		0	N	N	N	N	N	

Black or African American	76	65.8	26.3	7.9	0.0	7.9
Native Hawaiian or Other Pacific Islander	0	N	N	N	N	N
White	2	0.0	50.0	50.0	0.0	50.0
Two or More Races	2	50.0	50.0	0.0	0.0	0.0
Disabled	6	100.0	0.0	0.0	0.0	0.0
Not Disabled	75	60.0	29.3	10.7	0.0	10.7
Migrant	0	N	N	N	N	N
Non-Migrant	81	63.0	27.2	9.9	0.0	9.9
Limited English Proficient	1	0.0	0.0	0.0	100.0	100
Non-LEP	80	63.8	27.5	8.8	0.0	8.8
Gifted &	10	10.0	30.0	60.0	0.0	60.0

Talented

Not Gifted
& Talented

71

70.4

26.8

2.8

0.0

2.8

The above chart disaggregates the school wide data by 6th grade level. In 2023 63% of the 6th grade students scored in the “Does Not Meet Expectations” category. 66.7% of the females scored “Does Not Meet Expectations”. The males are outperforming the females with 66.7% in the “Does Not Meets Expectations” category. However, the overall performance of 9.9% scoring in the “Meets and Exceeds Expectations” category indicates a deficiency in Tier 1 instruction. 100% of the students identified with disabilities scored in the “Does Not Meet Expectations” category.

7th Grade

Math

Grade	Year	Number	Does Not Meet Expectations %	Approaches Expectations %	Meets Expectations%	Exceeds Expectations%	Meets and Exceeds Expectation %
All	2023	80	62.5	31.3	6.3	0.0	6.3
Males		42	73.8	19.0	7.1	0.0	7.1
Females		38	50.0	44.7	5.3	0.0	5.3
Hispanic or Latino		2	50.0	0.0	50.0	0.0	50.0
American Indian or		0	N	N	N	N	N

Alaska Native							
Asian	0	N	N		N	N	N
Black or African American	76	63.2	31.6		5.3	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	N	N		N	N	N
White	0	N	N		N	N	N
Two or More Races	2	50.0	50.0		0.0	0.0	0.0
Disabled	12	91.7	0.0		8.3	0.0	8.3
Not Disabled	68	57.4	36.8		5.9	0.0	5.9
Migrant	0	N	N		N	N	N
Non-Migrant	80	62.5	31.3		6.3	0.0	6.3
Limited English Proficient	0	N	N	N	N	N	N

Non-LEP	80	62.5	31.3	6.3	0.0	6.3
Gifted & Talented	10	10.0	50.0	40.0	0.0	40.0
Not Gifted & Talented	70	70.0	28.6	1.4	0.0	1.4

The above chart disaggregates the school wide data by 7th grade level. In 2023 62.5% of the 7th grade students scored in the “Does Not Meet Expectations” category. 73.8% of the males scored “Does Not Meet Expectations”. The females are outperforming the males with 50% in the “Does Not Meets Expectations” category. However, the overall performance of 6.3% scoring in the “Meets and Exceeds Expectations” category indicates a deficiency in Tier 1 instruction. 91.7% of the students identified with disabilities scored in the “Does Not Meet Expectations” category.

8th Grade

Math

Grade	Year	Number	Does Not Meet Expectations %	Approaches Expectations %	Meets Expectations%	Exceeds Expectations%	Meets and Exceeds Expectation %
All	2023	88	71.6	22.7	2.3	3.4	5.7
Males		39	71.8	23.1	0.0	5.1	5.1
Females		39	71.8	23.1	0.0	5.1	5.1
Hispanic or Latino		1	0.0	100.0	0.0	0.0	0.0

American Indian or Alaska Native	0	N	N	N	N	N
Asian	0	N	N	N	N	N
Black or African American	82	72.0	22.0	2.4	3.7	6.1
Native Hawaiian or Other Pacific Islander	0	N	N	N	N	N
White	0	N	N	N	N	N
Two or More Races	4	75.0	25.0	0.0	0.0	0.0
Disabled	18	100.0	0.0	0.0	0.0	0.0
Not Disabled	70	64.3	28.6	2.9	4.3	7.1
Migrant	0	N	N	N	N	N
Non-Migrant	88	71.6	22.7	2.3	3.4	5.7

Limited English Proficient	0	N	N	N	N	N	N
Non-LEP	88	71.6	22.7		2.3	3.4	5.7
Gifted & Talented	18	22.2	55.6		11.1	11.1	22.2
Not Gifted & Talented	70	84.3	14.3		0.0	1.4	1.4

The above chart disaggregates the school wide data by 8th grade level. In 2023 71.6% of the 8th grade students scored in the “Does Not Meet Expectations” category. 71.8% of the males scored “Does Not Meet Expectations”. The data suggest that the males and females are performing equally at 71.8 % in the “Does Not Meets Expectations” category. 22.2% of the Gifted students scored in the “Does Not Meet Expectation” category. 100% of the students identified with disabilities scored in the “Does Not Meet Expectations” category. The overall performance of 5.7% scoring in the “Meets and Exceeds Expectations” category indicates a deficiency in Tier 1 instruction.

* High School (9-12)

N/A

* Teacher/Administrator Quality

Teacher Attendance		
2021	2022	2023
96.4%	90.5%	94.0%

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Non-Professional Development Absences				
Instructional	Non-Instructional	Total	Professional Development	Rate
247.50	6	253.30	30.50	94%

HGMS has a professional staff of educators committed to the educational, social, and emotional development of our students. According to the 2023 South Carolina School Report Card, the average core content class size is 15.5 to 1, the average teacher salary is \$56,128 and the school spends 60.3% of funds for instruction while spending 54.8% for teacher salaries. 69.6% of teachers hold an advanced degree and the faculty has a 94% attendance rate.

95.7% of teachers are on a continuing contract and 56.3% returned from the previous year. The three-year average for teachers returning from the previous year is 75.3%. 19% of teacher vacancies are open for more than 9 weeks. HGMS has 3 inexperienced teachers, representing 11.1% of the faculty, and 3 out-of-field teachers representing 11.1% of the faculty.

The school team focused on professional learning to help build the faculty's instructional capacity. Professional learning is ongoing at the school, district, and state level. The school has invested in on-campus Visible Learning training and Math Department training from an education consultant. Further, the Math and ELA departments attended their respective state conferences to gain new information and ideas in their content areas. The administration and other faculty members have also attended conferences to improve professional capacity.

Professional learning communities occur weekly to help teachers disaggregate data, explore instructional practices, and collaborate to share ideas with colleagues. PLCs for the 2023-2024 school year are focused on developing a data driven culture and promoting professional ownership and accountability for student learning outcomes.

* School Climate

School wide discipline data indicates a decrease in student violations of the Code of Conduct in 2023-2024. Total referrals, percentage of students with a referral, average referrals per day, and students with 3+ office referrals are down from two preceding school years. While the data is trending in a positive direction, it still indicates a substantial need for investment in social-emotional learning and behavior intervention to mitigate maladaptive behaviors in students.

Three Year Discipline Comparison by Referrals

Category	2021-2022	2022-2023	2023-2024 (as of April 15, 2024)
Total Office Referrals	973	805	515
Percentage of Students with a Referral	49.75%	46.04%	35.70%
Average Referrals Per Day	3.73	3.08	2.50
Students with 3+ Office Referrals	120	103	73

When disaggregated by grade level and gender, the data indicates that the school should continue to focus behavior intervention efforts across all grade levels with emphasis on 7th grade (rising 8th graders) and male students.

2023-2024 Referrals by Grade Level and Gender

To improve climate and culture, data has been collected, which outlines safety offenses by frequency. Safety offenses include (009) Fighting, (020) Major Disruption of the Educational Environment, (407) Confrontation/Altercation, (014) Hit/Kick/Push, and (520) Assault/Battery. Data indicates a decrease in these offenses from 2022-2023 to 2023-2024. However, the data indicates a need for increased investment in social emotional learning programs, peer mediation, group counseling, mental health counseling, or other related services to help students manage anger, fear, and aggression as the school seeks to continually decrease violent and unsafe behaviors on campus.

Safety Violations by Offense Code

Offense	2022 - 2023	2023 – 2024 (as of April 15, 2024)

(009) Fighting	78	51
(020) Major Disruption of the Educational Environment	48	42
(407) Confrontation/Altercation	38	26
(014) Hit/Kick/Push	44	25
(420) Assault/Battery	11	0
Total	219	144

The school team has prioritized utilizing In-School Suspension (ISS) as a short term intervention model to help students reflect on their misbehavior and refocus on the behavior standards and expectations at HGMS. The team works collaboratively with the ISS supervisor to monitor all-day ISS assignments. The data indicates a slight decrease in all day ISS assignments from 2022-2023 to 2023-2024. When disaggregated by gender, month, and grade level, the data reveals that 7th grade males and 6th grade females have the highest incidence of all day ISS for 2023-2024.

While in ISS, students verbally “walk back & replay” their infraction to explore alternative choices and solutions with the ISS Supervisor. System 44 level books are available for student reading and all-day students are escorted/directed to teachers for classwork assignments.

However, the school does not utilize a standard social-emotional learning curriculum for intervention. The data suggests a need for investment in a social-emotional learning curriculum, peer/group mediation resources, and individual counseling resources for use in the ISS room to support student reflection and a quick, successful return to the general education classroom.

All Day ISS by Month

Month	2022-2023	2023-2024 (as of April 15, 2024)
May	9	NA
Apr.	25	4

Mar.	3	26
Feb.	7	32
Jan.	9	13
Dec.	6	5
Nov.	13	9
Oct.	23	0
Sept.	21	5
Aug.	28	0
Total	115	94

All Day ISS by Gender, Month, and Grade Level

	Males	6 th	7 th	8 th	Females	6 th	7 th	8 th
May								
Apr.	2	0	1	1	2	2	0	0

Mar.	7	3	3	1	19	7	9	3
Feb.	15	2	12	1	17	10	4	3
Jan.	6	1	3	2	7	4	2	1
Dec.	1	1	0	0	4	2	0	2
Nov.	10	3	7	0	5	3	1	1
Oct.	0	0	0	0	0	0	0	0
Sept.	0	0	0	0	5	0	4	1
Aug.	0	0	0	0	0	0	0	0
	41	10	26	5	59	28	20	11

In March 2024, students completed the Renaissance Fundamentals Survey, which is a multi-factorial measure of students' attitudes to school, learning and success. The data it yields can be used to establish baselines and to support effective planning and implementation of interventions at individual, group and whole school levels. The survey provides data on the following factors:

Factor 1 – Feelings about school: Measures students' sense of well-being, safety and comfort in school.

Factor 2 – Perceived learning capability: Measures students' views of how positive and successful they feel in their specific capabilities as learners.

Factor 3 – Self-regard as a learner: Measures the impact of their learning on their concept of self-more generally.

Factor 4 – Preparedness for learning: Measures students' perceptions of their behavior and attitude in learning situations (including metacognitive skills).

Factor 5 – Attitudes to teachers: Measures students' perceptions of their relationships with teachers.

Factor 6 – General work ethic: Measures students' attitudes and responses to work in general.

Factor 7 – Confidence in learning: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks and includes associated feelings such as a 'high' anxiety element.

Factor 8 – Attitudes to attendance: Measures students' attitudes to attendance at school. **Factor 9** – Response to curriculum demands: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

The data revealed a need to focus on social-emotional development for all students in **Factor 1 – Feelings about school, Factor 8 – Attitudes to attendance, and Factor 9 – Response to curriculum demands.**

A holistic review of the climate and culture data indicates positive shifts in student behavior relative to the two previous school years. However, substantial work remains to mitigate unsafe behaviors, decrease ISS and OSS numbers, and improve students' perceptions of about school, attendance, and curriculum demands. This data supports an increased investment in social-emotional learning, mental health services, group and individual counseling, and peer mediation to positively affect student learning outcomes at HGMS.

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Other (such as school priorities)

Parent and Family Engagement

Family, school, and community engagement in education is a critical component in promoting college and career readiness so that students can successfully compete in today's global society. School districts throughout the country are beginning to recognize that parent and family engagement should be an integral part of school reform.

Richland One has implemented a "Cluster Support Model" for parent and family engagement designed to ensure that school, parent, and community partnerships are integrated and aligned with each school's mission and are an integral part of school reform. The Cluster Support Model is based on Joyce Epstein's Framework of Six Types of Involvement which are: Parenting, Communication, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Heyward Gibbes Middle School has active parent leadership committees. The Parent Advisory Council and NNPS Action Team for Partnerships meet monthly to determine the effectiveness of the parent and family engagement of the school and to strategize and create new activities to address the school's needs.

Working Conditions, Recruitment, and Retention

In addition to parent education sessions there are many other efforts that assist the school with engaging families and the community. The Parent and Family Engagement Specialist continuously meet one-on-one with parents to assist with needs as identified by the school or by parent request. Community and business partners are a crucial asset in meeting the needs of these individual families. Parent and Family Engagement Specialists work closely with school Social Workers and Guidance Counselors to ensure families are supported and informed.

The school team focused on professional learning to help build the faculty's instructional capacity. Professional learning is ongoing at the school, district, and state level. The school has invested in on-campus Visible Learning training and Math Department training from an education consultant. Further, the Math and ELA departments attended their respective state conferences to gain new information and ideas in their content areas. The administration and other faculty members have also attended conferences to improve professional capacity.

Professional learning communities occur weekly to help teachers disaggregate data, explore instructional practices, and collaborate to share ideas with colleagues. PLCs for the 2023-2024 school year are focused on developing a data driven culture and promoting professional ownership and accountability for student learning outcomes.

In the 2022-2023 school year, teachers expressed general dissatisfaction with the Instructional Focus, Working Conditions, and Safety of HGMS. These perceptions could have negatively impacted faculty morale hereby decreasing professional capacity to promote and sustain student achievement. Recruitment and retention of highly qualified teachers remains challenging for HGMS, which is exacerbated by teacher dissatisfaction with the Instructional Focus, Working Conditions, and Safety at HGMS. The data indicates vacancies have existed for a long time and the school employs non-certified teachers to fill vacancies as long-term substitutes. The administration believes that the enhanced focus on student behavior, instruction, and school climate will improve teacher satisfaction and make working at HGMS a more enjoyable experience for professional educators. This may positively impact recruitment, retention, and professional capacity of the faculty.

The administrative team has prioritized participation in job fairs and other recruitment strategies to attempt to fill all vacancies with certified teachers in the 2024-2025 school year. The data indicates a need to focus on effective recruitment strategies to identify and hire qualified teachers. Recruitment efforts center on communicating the benefits of working at HGMS including smaller core content classes, a robust enrichment program, access to emerging instructional technology, and supportive administration. By improving the working conditions of HGMS, the administrative team seeks to make it more likely for qualified teachers to choose HGMS and remain employed at HGMS long-term. The administration has also experienced success in employing three retired educators to fill vacancies at HGMS. Retired educators may prove to be a sustainable pipeline to acquire highly qualified educators at HGMS.

* Gifted and Talented

- Data shows that the African- American and ESOL subgroups, in particular, continue to be underrepresented in the district's Gifted and Talented programs at the elementary and secondary levels.
- The turnover rate of teachers negatively impacts the percentage of teachers who are highly skilled in teaching advanced academic programs.

4001 - Richland County School District One (4001) Public District - FY 2025 - Heyward Gibbes Middle (4001037) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, the percentage of students scoring meets and exceeds on the SC Ready Exam will be 60% in ELA, Math, and Science.

PM 1.1 For the 2024-2025 school year, students in 6-8th grade passing in ELA will increase by 5 percentage points as measured by SC READY.

Analysis of Actual vs. Projected Data:

The ELA percentage of students meeting the standards (Meets and Exceeds) increased from 16.3% in 2021 to 17.4% in 2022. The percentage of students scoring Exceeds has increased from 2.7% in 2021 to 4.3% in 2022. In 2021, 18.6% of the seventh grade students met expectation but decreased to 17% in 2022. More than 80% of students did not meet expectations in 2021 or 2022. Although we did experience gains in almost all areas (Approaches, Met, and Exceeds), we will continue to utilize the strategies in the Richland One strategic plan until all students exceed the state's target scores.

S 1.1.1 SC Ready, District Benchmark Assessments

Evidence-Based Research:

There is an inherent need for a strong core instructional framework that supports flexibility and differentiation for all students. Research also supports the idea that lack of differentiation and traditional approaches to teaching do not yield success for students. We also know that best practice in education demands that teachers measure, track and steer learning as students prepare for summative assessments like SC Ready. Scholars in the area of educational assessment generally agree that when students are evaluated frequently for monitoring learning and guiding instruction, they are more likely to be successful learners" (Stiggins, 1998)."It is the failure of schools to provide education appropriate to different needs that lead students to fail (Faubert, 2012).

AS 1.1.1.1 Soaring in Excellence in ELA

Action Step:

Improving SC Ready Scores to meet proficient levels in ELA

Person Responsible:

Gregory Pickett

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/6/2025

2 Student Achievement*

Performance Goal:

By 2029, 100% of students will pass the End of Course Examination Program assessment in Algebra I.

PM 2.1 During the 2023- 2024 school year, 100% of students in Algebra I will pass the Algebra I EOCEP.

Analysis of Actual vs. Projected Data:

The percentage of students passing the Algebra I EOCEP decreased to 77.8% in 2022.

S 2.1.1 EOCEP Student Achievement Results, ALEKS Data, District Benchmark Data, Math Inventory

Evidence-Based Research:

We also know that best practice in education demands that teachers measure, track and steer learning as students prepare for summative assessments like SC Ready. Scholars in the area of educational assessment generally agree that when students are evaluated frequently for monitoring learning and guiding instruction, they are more likely to be successful learners" (Stiggins, 1998). Alignment comes with teachers' understanding of learning expectations for students at each grade level and in each content area. To be effective, teachers must engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students." (Fisher, 2019).

AS 2.1.1.1 Soaring in Excellence in Algebra I

Action Step:

Improving SC EOCEP scores to meet proficient levels in Algebra 1

Person Responsible:

Gregory Pickett

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

3 School Climate

Performance Goal:

By 2029, the out of school suspension (OSS) rate will be reduced by 40% as a result of implementing the Positive Behavioral Interventions & Supports (PBIS).

PM 3.1 By 2024- 2025, the percent of students behaving appropriately will increase by 5%.

Analysis of Actual vs. Projected Data:

Gibbes data reporting system for discipline summary indicates that "Refusal to Obey" is the most frequent referral. The second most frequent referral was "Cutting Class". GMS faculty has received training in Positive Behavior Intervention System (PBIS) program. They subsequently began to implement year one of the program by establishing a matrix of expected behavior. However, the school PBIS team has implemented school-wide incentives for rewarding students for positive behaviors

§ 3.1.1 Discipline Reports

Evidence-Based Research:

We want to make sure those consequences actually have a high probability that the negative behavior will be reduced and also that we don't create enormous barriers for students, through missed instruction, so that they cannot be successful (J.L.O'Connor 2016).

AS 3.1.1.1 Soaring in Behavior Excellence

Action Step:

Continue to embed character education in the core subject areas, provide town hall meetings to discuss appropriate expectations and implement PBIS.

Person Responsible:

Gregory Pickett

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

4 Teacher/Administrator Quality*

Performance Goal:

By 2029, teacher retention rate will increase to 76.3%

PM 4.1 By 2024-2025, teacher retention rate will increase by 3% to 60%

Analysis of Actual vs. Projected Data:

Baseline 2023 data: 56.3 Projected 2024-2025 data: 60% Actual Data:

§ 4.1.1 SC Report Card

Evidence-Based Research:

Minority Teacher Recruitment and Retention Strategies :Janet Kearney-Gissendaner Exploring Teacher Recruitment and Retention
Contextual Challenges from International Perspectives: Tanya Ovenden-Hope, Rowena Passy

AS 4.1.1.1 Teacher recognitions

Action Step:

Recognize teacher attendance, teacher of the month, etc. to increase teacher satisfaction.

Person Responsible:

Angela Palmer-Williams

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Assurances

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

* N/A ▼	Academic Assistance, PreK-3
	The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes ▼	Academic Assistance, Grades 4-12
	The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes ▼	Parent Involvement
	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* Yes ▼	Staff Development
	The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* Yes ▼	Technology
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes ▼	Innovation
	The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes ▼	Collaboration
	The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* Yes ▼	Developmental Screening
	The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

* N/A ▼	Half-Day Child Development
	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* N/A ▼	Developmentally Appropriate Curriculum for PreK-3
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* N/A ▼	Parenting and Family Literacy
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* N/A ▼	Recruitment
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes ▼	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.