

School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2024/25 to 2028/29
Upcoming School Year: 2025/26**

School Name:	Gilbert Elementary
SIDN:	3201005
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	520 Main Street
Address 2:	
City:	Gilbert, SC
Zip Code:	29054
School Renewal Plan Contact Person:	Stephen Deyo
School Plan Contact Phone:	803-821-1601
School Plan E-mail Address:	sdeyo@lexington1.net

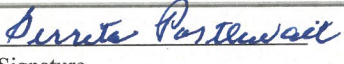
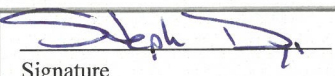
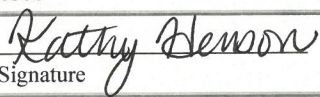

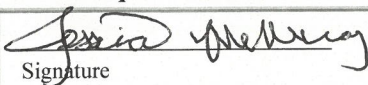
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Gerrita Postlewait</u> Printed Name	 Signature	<u>3-27-25</u> Date
Principal		
<u>Stephen Deyo</u> Printed Name	 Signature	<u>01.29.2025</u> Date
Chairperson, District Board of Trustees		
<u>Kathryn W. Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
Chairperson, School Improvement Council		
<u>Helen Parks</u> Printed Name	 Signature	<u>1/30/2025</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Jessica McMurray</u> Printed Name	 Signature	<u>1-30-25</u> Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	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. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for 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 (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>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.</p>
Yes	<p>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. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p>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.</p>
Yes	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>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.</p>

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Stephen Deyo
2.	Teacher	Amy Butler
3.	Parent/Guardian	Chelsea Miller
4.	Community Member	Kayla Connolly
5.	Paraprofessional	Lucy Ortiz
6.	School Improvement Council Member	Helen Parks
7.	Read to Succeed Reading Coach	Jessica McMurray
8.	School Read To Succeed Literacy Leadership Team Lead	Jessica McMurray
9.	School Read To Succeed Literacy Leadership Team Member	Allison Granish-Lee
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (SBE Regulation 43-261) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

Not Applicable

District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (SBE Regulation 43-261)	
2. Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3. Teachers teaching more than 4 preps (SBE Regulation 43-205)	
4. High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	



LEXINGTON SCHOOL DISTRICT ONE

Gilbert Elementary School
Strategic Renewal Plan
School Plan: 2024/25 - 2028/29
School Year: Update 1 - 2025/26

Table of Contents

2023-24 Report Card Link

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

COMPREHENSIVE NEEDS ASSESSMENT DATA

Per State Board of Education (SBE) Regulation 43-261:(A)(6)(a), the annual needs assessment will provide a 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.

Directions: Provide all relevant needs assessment data, including both formative and summative assessments, used to gauge student learning, teacher and administrator quality, and school climate. Needs assessment data should not be limited to State Report Card data. Districts and schools must use other relevant data not found in the State Report Card. Data may be represented by the form of charts, graphs, etc.

Provide the link to your district or school's most recent State Report Card:

[Gilbert Elementary School Report Card](#)


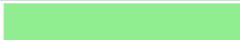









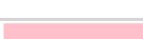





	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Gilbert Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	64.9%		(400 / 616)
		ELL	Not ELL	67.6%		(356 / 527)
			ELL	49.4%		(44 / 89)
		Gender	Female	65.9%		(182 / 276)
			Male	64.1%		(218 / 340)
		InstrSetting	Not Special Ed	71.6%		(361 / 504)
			Special Ed	34.8%		(39 / 112)
		Race	Black / Latinx	59.1%		(110 / 186)
	White / Other		67.4%		(290 / 430)	
	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	23-24	All	All	44.6%		(162 / 363)
		ELL	Not ELL	46.8%		(156 / 333)
			ELL	20.0%		(6 / 30)
		Gender	Female	46.8%		(74 / 158)
			Male	42.9%		(88 / 205)
		InstrSetting	Not Special Ed	50.2%		(152 / 303)
			Special Ed	16.7%		(10 / 60)
		Race	Black / Latinx	39.4%		(37 / 94)
	White / Other		46.5%		(125 / 269)	
	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)		


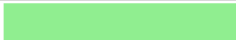








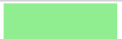







	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Elementary School	Number of Students
Math	23-24	All	All	36.1%		(131 / 363)
		ELL	Not ELL	38.1%		(127 / 333)
			ELL	13.3%		(4 / 30)
		Gender	Female	30.4%		(48 / 158)
			Male	40.5%		(83 / 205)
		InstrSetting	Not Special Ed	38.9%		(118 / 303)
			Special Ed	21.7%		(13 / 60)
		Race	Black / Latinx	29.8%		(28 / 94)
	White / Other		38.3%		(103 / 269)	
	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	%	iReady Meeting or Exceeding Stretch Growth Target Gilbert Elementary School	Number of Students
Math	23-24	All	All	33.7%		(227 / 674)
		ELL	Not ELL	33.0%		(192 / 582)
			ELL	38.0%		(35 / 92)
		Gender	Female	26.9%		(80 / 297)
			Male	39.0%		(147 / 377)
		InstrSetting	Not Special Ed	33.9%		(184 / 542)
			Special Ed	32.6%		(43 / 132)
		Race	Black / Latinx	38.5%		(72 / 187)
	White / Other		31.8%		(155 / 487)	
	22-23	All	All	24.2%		(166 / 686)
		ELL	Not ELL	24.0%		(144 / 601)
			ELL	25.9%		(22 / 85)
		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	23-24	All	All	38.2%		(257 / 672)
		ELL	Not ELL	39.2%		(228 / 581)
			ELL	31.9%		(29 / 91)
		Gender	Female	36.7%		(109 / 297)
			Male	39.5%		(148 / 375)
		InstrSetting	Not Special Ed	41.9%		(226 / 540)
			Special Ed	23.5%		(31 / 132)
		Race	Black / Latinx	36.6%		(68 / 186)
	White / Other		38.9%		(189 / 486)	
	22-23	All	All	29.3%		(201 / 686)
		ELL	Not ELL	30.1%		(181 / 602)
			ELL	23.8%		(20 / 84)
		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	23-24	All	All	7.6%		(30 / 393)
		ELL	Not ELL	8.0%		(27 / 336)
			ELL	5.3%		(3 / 57)
		Gender	Female	6.3%		(11 / 174)
			Male	8.7%		(19 / 219)
		InstrSetting	Not Special Ed	8.7%		(28 / 322)
			Special Ed	2.8%		(2 / 71)
		Race	Black / Latinx	2.6%		(3 / 114)
	White / Other		9.7%		(27 / 279)	
	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	23-24	All	All	19.9%		(173 / 870)
		ELL	Not ELL	19.1%		(143 / 748)
			ELL	24.6%		(30 / 122)
		Gender	Female	19.9%		(78 / 391)
			Male	19.8%		(95 / 479)
		InstrSetting	Not Special Ed	19.0%		(126 / 662)
			Special Ed	22.6%		(47 / 208)
		Race	Black / Latinx	25.2%		(71 / 282)
	White / Other		17.3%		(102 / 588)	
	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	23-24	All	All	13.3%		(116 / 869)
		ELL	Not ELL	15.1%		(113 / 747)
			ELL	2.5%		(3 / 122)
		Gender	Female	5.6%		(22 / 390)
			Male	19.6%		(94 / 479)
		InstrSetting	Not Special Ed	14.0%		(93 / 662)
			Special Ed	11.1%		(23 / 207)
		Race	Black / Latinx	10.7%		(27 / 252)
	White / Other		14.4%		(89 / 617)	
	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	23-24	All	All	4.1%		(36 / 869)
		ELL	Not ELL	4.7%		(35 / 747)
			ELL	0.8%		(1 / 122)
		Gender	Female	0.8%		(3 / 390)
			Male	6.9%		(33 / 479)
		InstrSetting	Not Special Ed	4.1%		(27 / 662)
			Special Ed	4.3%		(9 / 207)
		Race	Black / Latinx	2.4%		(6 / 252)
	White / Other		4.9%		(30 / 617)	
	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	23-24	All	All	1.0%		(9 / 869)
		ELL	Not ELL	1.2%		(9 / 747)
			ELL	0.0%		(0 / 122)
		Gender	Female	0.3%		(1 / 390)
			Male	1.7%		(8 / 479)
		InstrSetting	Not Special Ed	1.2%		(8 / 662)
			Special Ed	0.5%		(1 / 207)
		Race	Black / Latinx	0.8%		(2 / 252)
	White / Other		1.1%		(7 / 617)	
	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	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 47.88% by 2029.	37.9%	44.1%
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%	48.5%
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%	32.7%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.40	5.40
School Climate	The percent of School Climate points earned on the state report card will reach 74% by 2029.	69.0%	84.5%
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	3.14

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 an achievement increase in ELA from 38.7% to 46.5%. An area of growth that we will continue to focus on from the report card data is with math overall as a school. Our student achievement in math increased from 32.3% to 37.7%. Our mid-year data showed very good growth overall as a school in ELA. The percentage of students on grade level or above grew from fall to winter. In the fall, the percentage of students on grade level or above was 21%, and by the winter, 43% of students school-wide were on or above grade level. 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 professional development and hands-on learning to teachers by strategically offering teachers who are not being LETRS trained, training in math OGAP (Ongoing Assessment Project). Implementation of flex grouping within grade levels to help target standards and areas of need. We have intentionally focused on student achievement data (assessments) 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 and gives our teachers a quick and easy way to track student progress.</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 (PLC Summit, LETRS, OGAP, School Counselor Annual Conference, academic achievement meetings with service providers, and committee meetings). In reviewing our mid-year pulse check, 46.09% 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. 61% of the staff at GES strongly agree that our teachers focus instruction on students understanding concepts and not just memorizing facts. One area of growth that we were able to determine based on the mid-year pulse check was the area of meeting the needs of academically gifted students. Our team is working with our Eagles teacher and our DLT to help implement strategies so those students continue to grow more even though they score high on assessments.</p>

Executive Summary of Needs Assessment Data Findings

<p>School Climate</p>	<p>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 2023-2024 was 19.91% of students chronically absent from school. We have implemented a number of attendance interventions to help us continue to make sure students are present at school. As of February 11, 2025 our chronic absenteeism rate was 21.02%. Additionally, 91.2% of parents reported that they were satisfied with the social/physical environment at GES. 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 94.3% to 96.6%. In the chart below you see survey results from all three stakeholder groups.</p>															
<table border="1"> <thead> <tr> <th data-bbox="565 716 776 783">2023-24</th> <th data-bbox="776 716 995 783">Teachers</th> <th data-bbox="995 716 1208 783">Students</th> <th data-bbox="1208 716 1419 783">Parents</th> </tr> </thead> <tbody> <tr> <td data-bbox="565 783 776 947">Satisfaction with the learning environment</td> <td data-bbox="776 783 995 947">100%</td> <td data-bbox="995 783 1208 947">91.2%</td> <td data-bbox="1208 783 1419 947">85.7%</td> </tr> <tr> <td data-bbox="565 947 776 1110">Satisfaction with the physical environment</td> <td data-bbox="776 947 995 1110">100%</td> <td data-bbox="995 947 1208 1110">95.1%</td> <td data-bbox="1208 947 1419 1110">91.2%</td> </tr> <tr> <td data-bbox="565 1110 776 1274">Satisfaction with home/school relations</td> <td data-bbox="776 1110 995 1274">94.4%</td> <td data-bbox="995 1110 1208 1274">93.9%</td> <td data-bbox="1208 1110 1419 1274">96.6%</td> </tr> </tbody> </table>	2023-24	Teachers	Students	Parents	Satisfaction with the learning environment	100%	91.2%	85.7%	Satisfaction with the physical environment	100%	95.1%	91.2%	Satisfaction with home/school relations	94.4%	93.9%	96.6%
2023-24	Teachers	Students	Parents													
Satisfaction with the learning environment	100%	91.2%	85.7%													
Satisfaction with the physical environment	100%	95.1%	91.2%													
Satisfaction with home/school relations	94.4%	93.9%	96.6%													

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.)				44.1%				
Actual Data (Progress)				48.5%				

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)				3.14				

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				84.5%				

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)
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				32.7%				

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 agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.40	5.40	5.45	5.50	5.55	5.60
Actual Data				5.40				

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)