

School Renewal Plan Cover Page

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

School Name:	Gilbert High
SIDN:	3201001
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Lexington 1
Address 1:	840 Main Street
Address 2:	
City:	Gilbert, SC
Zip Code:	29054
School Renewal Plan Contact Person:	David Dixon
School Plan Contact Phone:	803-821-1901
School Plan E-mail Address:	ddixon@lexington1.net

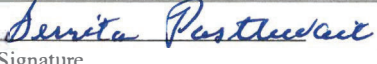
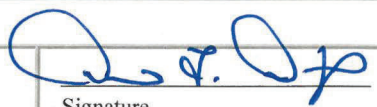
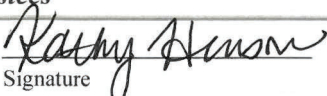
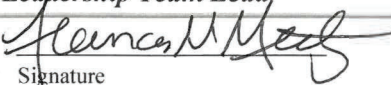
Required Signature Page

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 assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>3-27-25</u> Date
<i>Principal</i>		
<u>Mr. David F. Dixon</u> Printed Name	 Signature	<u>11 Feb 2025</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Mrs. Kathryn W. Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Mrs. Tina Price</u> Printed Name	 Signature	<u>2/11/2025</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Mrs. Frances Meetze</u> Printed Name	 Signature	<u>2/11/25</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))	
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. 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	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.
N/A	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.
N/A	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.
Yes	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	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.

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	Mr. David F. Dixon
2.	Teacher	Mrs. Mihaela Gutu
3.	Parent/Guardian	Mrs. Tina Price
4.	Community Member	Pastor Mark Sanders
5.	Paraprofessional	Ms. Tracy Pound
6.	School Improvement Council Member	Mr. Ricky Tillmon
7.	Read to Succeed Reading Coach	Mrs. Frances Meetze
8.	School Read To Succeed Literacy Leadership Team Lead	Mrs. Frances Meetze
9.	School Read To Succeed Literacy Leadership Team Member	Pauli von Moltke
	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	
	Teacher	Mrs. Kelsey Covell
	Parent/Guardian	Mrs. Amanda Gutherie
	Parent/Guardian	Mrs. Jennifer Millard
	Parent/Guardian	Mr. Nathan Taylor
	Community Member	Mrs. Tammy Harmon
	Assistant Principal	Mr. Ryan Carpenter
	Student	Ms. Ella Leaphart
	Student	Mr. Wilson Oxner

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 Wavier 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 (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
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 High School
Strategic Renewal Plan
School Plan: 2024/25 - 2028/29
School Year: Update 1 - 2025/26

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2023-24 Report Card Link

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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 High School Report Card](#)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
All	2023- 2024	All	All	20.0%		(5 / 25)
		ELL	Not ELL	20.0%		(5 / 25)
		Gender	Female	23.5%		(4 / 17)
			Male	12.5%		(1 / 8)
		InstrSetting	Not Special Ed	20.0%		(5 / 25)
		Race	Black / Latinx	0.0%		(0 / 3)
			White / Other	22.7%		(5 / 22)
	2022- 2023	All	All	10.1%		(8 / 79)
		ELL	Not ELL	10.5%		(8 / 76)
			ELL	0.0%		(0 / 3)
		Gender	Female	8.8%		(3 / 34)
			Male	11.1%		(5 / 45)
		InstrSetting	Not Special Ed	11.1%		(8 / 72)
			Special Ed	0.0%		(0 / 7)
		Race	Black / Latinx	8.3%		(1 / 12)
			White / Other	10.4%		(7 / 67)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
English	2023- 2024	All	All	64.0%		(16 / 25)
		ELL	Not ELL	64.0%		(16 / 25)
		Gender	Female	70.6%		(12 / 17)
			Male	50.0%		(4 / 8)
		InstrSetting	Not Special Ed	64.0%		(16 / 25)
		Race	Black / Latinx	100.0%		(3 / 3)
			White / Other	59.1%		(13 / 22)
	2022- 2023	All	All	34.2%		(27 / 79)
		ELL	Not ELL	35.5%		(27 / 76)
			ELL	0.0%		(0 / 3)
		Gender	Female	26.5%		(9 / 34)
			Male	40.0%		(18 / 45)
		InstrSetting	Not Special Ed	37.5%		(27 / 72)
			Special Ed	0.0%		(0 / 7)
		Race	Black / Latinx	16.7%		(2 / 12)
			White / Other	37.3%		(25 / 67)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
Math	2023-2024	All	All	28.0%		(7 / 25)
		ELL	Not ELL	28.0%		(7 / 25)
		Gender	Female	29.4%		(5 / 17)
			Male	25.0%		(2 / 8)
		InstrSetting	Not Special Ed	28.0%		(7 / 25)
		Race	Black / Latinx	0.0%		(0 / 3)
			White / Other	31.8%		(7 / 22)
	2022-2023	All	All	15.2%		(12 / 79)
		ELL	Not ELL	15.8%		(12 / 76)
			ELL	0.0%		(0 / 3)
		Gender	Female	11.8%		(4 / 34)
			Male	17.8%		(8 / 45)
		InstrSetting	Not Special Ed	16.7%		(12 / 72)
			Special Ed	0.0%		(0 / 7)
		Race	Black / Latinx	8.3%		(1 / 12)
			White / Other	16.4%		(11 / 67)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
Reading	2023- 2024	All	All	48.0%		(12 / 25)
		ELL	Not ELL	48.0%		(12 / 25)
		Gender	Female	64.7%		(11 / 17)
			Male	12.5%		(1 / 8)
		InstrSetting	Not Special Ed	48.0%		(12 / 25)
		Race	Black / Latinx	66.7%		(2 / 3)
			White / Other	45.5%		(10 / 22)
	2022- 2023	All	All	25.3%		(20 / 79)
		ELL	Not ELL	26.3%		(20 / 76)
			ELL	0.0%		(0 / 3)
		Gender	Female	17.6%		(6 / 34)
			Male	31.1%		(14 / 45)
		InstrSetting	Not Special Ed	27.8%		(20 / 72)
			Special Ed	0.0%		(0 / 7)
		Race	Black / Latinx	16.7%		(2 / 12)
			White / Other	26.9%		(18 / 67)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
Science	2023- 2024	All	All	40.0%		(10 / 25)
		ELL	Not ELL	40.0%		(10 / 25)
		Gender	Female	47.1%		(8 / 17)
			Male	25.0%		(2 / 8)
		InstrSetting	Not Special Ed	40.0%		(10 / 25)
		Race	Black / Latinx	100.0%		(3 / 3)
			White / Other	31.8%		(7 / 22)
	2022- 2023	All	All	21.5%		(17 / 79)
		ELL	Not ELL	22.4%		(17 / 76)
			ELL	0.0%		(0 / 3)
		Gender	Female	23.5%		(8 / 34)
			Male	20.0%		(9 / 45)
		InstrSetting	Not Special Ed	23.6%		(17 / 72)
			Special Ed	0.0%		(0 / 7)
		Race	Black / Latinx	16.7%		(2 / 12)
			White / Other	22.4%		(15 / 67)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for Gilbert High School	Number of Students
Evidence-Based Reading and Writing	23-24	All	All	65.3%		(173 / 265)
		ELL	Not ELL	67.6%		(161 / 238)
			ELL	44.4%		(12 / 27)
		Gender	Female	62.7%		(106 / 169)
			Male	69.8%		(67 / 96)
		InstrSetting	Not Special Ed	67.3%		(173 / 257)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	42.9%		(15 / 35)
			White / Other	67.5%		(102 / 151)
	22-23	All	All	68.1%		(147 / 216)
		ELL	Not ELL	71.6%		(139 / 194)
			ELL	36.4%		(8 / 22)
		Gender	Female	71.7%		(86 / 120)
			Male	63.5%		(61 / 96)
		InstrSetting	Not Special Ed	69.8%		(143 / 205)
			Special Ed	36.4%		(4 / 11)
		Race	Black / Latinx	42.9%		(21 / 49)
			White / Other	75.4%		(126 / 167)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for Gilbert High School	Number of Students
Math	23-24	All	All	29.1%		(77 / 265)
		ELL	Not ELL	29.8%		(71 / 238)
			ELL	22.2%		(6 / 27)
		Gender	Female	29.0%		(49 / 169)
			Male	29.2%		(28 / 96)
		InstrSetting	Not Special Ed	30.0%		(77 / 257)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	20.0%		(7 / 35)
			White / Other	31.1%		(47 / 151)
	22-23	All	All	31.0%		(67 / 216)
		ELL	Not ELL	31.4%		(61 / 194)
			ELL	27.3%		(6 / 22)
		Gender	Female	25.8%		(31 / 120)
			Male	37.5%		(36 / 96)
		InstrSetting	Not Special Ed	32.7%		(67 / 205)
			Special Ed	0.0%		(0 / 11)
		Race	Black / Latinx	18.4%		(9 / 49)
			White / Other	34.7%		(58 / 167)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for Gilbert High School	Number of Students
Ready to Work	2023-2024	All	All	52.1%		(170 / 326)
		ELL	Not ELL	55.5%		(157 / 283)
			ELL	30.2%		(13 / 43)
		Gender	Female	49.7%		(83 / 167)
			Male	54.7%		(87 / 159)
		InstrSetting	Not Special Ed	58.7%		(165 / 281)
			Special Ed	11.1%		(5 / 45)
		Race	Black / Latinx	25.0%		(19 / 76)
			White / Other	60.4%		(151 / 250)
	2022-2023	All	All	61.0%		(178 / 292)
		ELL	Not ELL	63.2%		(156 / 247)
			ELL	48.9%		(22 / 45)
		Gender	Female	61.2%		(85 / 139)
			Male	60.8%		(93 / 153)
		InstrSetting	Not Special Ed	68.8%		(174 / 253)
			Special Ed	10.3%		(4 / 39)
		Race	Black / Latinx	44.0%		(33 / 75)
			White / Other	66.8%		(145 / 217)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
Algebra 1	23-24	All	All	66.8%		(165 / 247)
		ELL	Not ELL	66.7%		(150 / 225)
			ELL	68.2%		(15 / 22)
		Gender	Female	72.6%		(85 / 117)
			Male	61.5%		(80 / 130)
		InstrSetting	Not Special Ed	72.6%		(154 / 212)
			Special Ed	31.4%		(11 / 35)
	22-23	All	All	55.3%		(146 / 264)
		ELL	Not ELL	58.4%		(142 / 243)
			ELL	19.0%		(4 / 21)
		Gender	Female	58.0%		(69 / 119)
			Male	53.1%		(77 / 145)
		InstrSetting	Not Special Ed	58.3%		(140 / 240)
			Special Ed	25.0%		(6 / 24)
		Race	Black / Latinx	50.0%		(4 / 8)
			White / Other	67.4%		(29 / 43)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
Biology 1	23-24	All	All	68.6%		(210 / 306)
		ELL	Not ELL	70.2%		(200 / 285)
			ELL	47.6%		(10 / 21)
		Gender	Female	67.3%		(101 / 150)
			Male	69.9%		(109 / 156)
		InstrSetting	Not Special Ed	73.7%		(202 / 274)
			Special Ed	25.0%		(8 / 32)
	22-23	All	All	57.8%		(186 / 322)
		ELL	Not ELL	60.9%		(184 / 302)
			ELL	10.0%		(2 / 20)
		Gender	Female	57.9%		(84 / 145)
			Male	57.6%		(102 / 177)
		InstrSetting	Not Special Ed	60.7%		(181 / 298)
			Special Ed	20.8%		(5 / 24)
		Race	Black / Latinx	53.3%		(8 / 15)
			White / Other	74.7%		(56 / 75)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
English 2	23-24	All	All	82.2%		(273 / 332)
		ELL	Not ELL	85.7%		(263 / 307)
			ELL	40.0%		(10 / 25)
		Gender	Female	86.3%		(120 / 139)
			Male	79.3%		(153 / 193)
		InstrSetting	Not Special Ed	87.1%		(264 / 303)
			Special Ed	31.0%		(9 / 29)
	22-23	All	All	85.9%		(231 / 269)
		ELL	Not ELL	86.8%		(224 / 258)
			ELL	63.6%		(7 / 11)
		Gender	Female	90.4%		(122 / 135)
			Male	81.3%		(109 / 134)
		InstrSetting	Not Special Ed	90.1%		(218 / 242)
			Special Ed	48.1%		(13 / 27)
		Race	Black / Latinx	84.6%		(11 / 13)
			White / Other	94.0%		(94 / 100)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
US History	23-24	All	All	62.4%		(148 / 237)
		ELL	Not ELL	66.4%		(148 / 223)
			ELL	0.0%		(0 / 14)
		Gender	Female	61.5%		(75 / 122)
			Male	63.5%		(73 / 115)
		InstrSetting	Not Special Ed	67.4%		(145 / 215)
			Special Ed	13.6%		(3 / 22)
	22-23	All	All	58.4%		(170 / 291)
		ELL	Not ELL	60.1%		(166 / 276)
			ELL	26.7%		(4 / 15)
		Gender	Female	61.9%		(91 / 147)
			Male	54.9%		(79 / 144)
		InstrSetting	Not Special Ed	62.5%		(163 / 261)
			Special Ed	23.3%		(7 / 30)
		Race	Black / Latinx	52.4%		(22 / 42)
			White / Other	66.7%		(80 / 120)

	Year	Group	Subgroup	%	On Time Graduation Rate for Gilbert High School	Number of Students
GradRate	23-24	All	All	87.4%		(242 / 277)
		ELL	ELL	76.5%		(13 / 17)
			Not ELL	88.1%		(229 / 260)
		Gender	Female	89.8%		(114 / 127)
			Male	85.3%		(128 / 150)
		InstrSetting	Not Special Ed	89.4%		(220 / 246)
			Special Ed	71.0%		(22 / 31)
		Race	Black / Latinx	84.1%		(53 / 63)
			White / Other	88.3%		(189 / 214)
	22-23	All	All	88.3%		(235 / 266)
		ELL	Not ELL	88.3%		(235 / 266)
		Gender	Female	92.1%		(116 / 126)
			Male	85.0%		(119 / 140)
		InstrSetting	Not Special Ed	90.2%		(220 / 244)
			Special Ed	68.2%		(15 / 22)
		Race	Black / Latinx	81.0%		(17 / 21)
			White / Other	89.0%		(218 / 245)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert High School	Number of Students
Honors	23-24	All	All	55.9%		(665 / 1189)
		ELL	Not ELL	56.7%		(593 / 1045)
			ELL	50.0%		(72 / 144)
		Gender	Female	64.2%		(366 / 570)
			Male	48.3%		(299 / 619)
		InstrSetting	Not Special Ed	60.6%		(647 / 1067)
			Special Ed	14.8%		(18 / 122)
		Race	Black / Latinx	47.2%		(142 / 301)
			White / Other	58.9%		(523 / 888)
	22-23	All	All	51.3%		(592 / 1155)
		ELL	Not ELL	52.2%		(533 / 1021)
			ELL	44.0%		(59 / 134)
		Gender	Female	60.9%		(333 / 547)
			Male	42.6%		(259 / 608)
		InstrSetting	Not Special Ed	56.3%		(580 / 1030)
			Special Ed	9.6%		(12 / 125)
		Race	Black / Latinx	37.2%		(102 / 274)
			White / Other	55.6%		(490 / 881)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert High School	Number of Students
AP/IB	23-24	All	All	12.1%		(144 / 1189)
		ELL	Not ELL	12.4%		(130 / 1045)
			ELL	9.7%		(14 / 144)
		Gender	Female	14.4%		(82 / 570)
			Male	10.0%		(62 / 619)
		InstrSetting	Not Special Ed	13.5%		(144 / 1067)
			Special Ed	0.0%		(0 / 122)
		Race	Black / Latinx	7.0%		(21 / 301)
			White / Other	13.9%		(123 / 888)
	22-23	All	All	10.1%		(117 / 1155)
		ELL	Not ELL	10.6%		(108 / 1021)
			ELL	6.7%		(9 / 134)
		Gender	Female	11.2%		(61 / 547)
			Male	9.2%		(56 / 608)
		InstrSetting	Not Special Ed	11.4%		(117 / 1030)
			Special Ed	0.0%		(0 / 125)
		Race	Black / Latinx	5.5%		(15 / 274)
			White / Other	11.6%		(102 / 881)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert High School	Number of Students
Dual Credit	23-24	All	All	15.1%		(180 / 1189)
		ELL	Not ELL	15.5%		(162 / 1045)
			ELL	12.5%		(18 / 144)
		Gender	Female	19.8%		(113 / 570)
			Male	10.8%		(67 / 619)
		InstrSetting	Not Special Ed	16.9%		(180 / 1067)
			Special Ed	0.0%		(0 / 122)
		Race	Black / Latinx	9.6%		(29 / 301)
			White / Other	17.0%		(151 / 888)
	22-23	All	All	13.6%		(157 / 1155)
		ELL	Not ELL	14.4%		(147 / 1021)
			ELL	7.5%		(10 / 134)
		Gender	Female	17.6%		(96 / 547)
			Male	10.0%		(61 / 608)
		InstrSetting	Not Special Ed	15.1%		(156 / 1030)
			Special Ed	0.8%		(1 / 125)
		Race	Black / Latinx	8.4%		(23 / 274)
			White / Other	15.2%		(134 / 881)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Gilbert High School	Number of Students
Chronic Absences	23-24	All	All	22.5%		(267 / 1189)
		ELL	Not ELL	22.7%		(249 / 1099)
			ELL	20.0%		(18 / 90)
		Gender	Female	23.7%		(135 / 570)
			Male	21.3%		(132 / 619)
		InstrSetting	Not Special Ed	21.7%		(232 / 1067)
			Special Ed	28.7%		(35 / 122)
		Race	Black / Latinx	22.9%		(69 / 301)
			White / Other	22.3%		(198 / 888)
	22-23	All	All	24.3%		(281 / 1155)
		ELL	Not ELL	23.6%		(252 / 1068)
			ELL	33.3%		(29 / 87)
		Gender	Female	24.5%		(134 / 547)
			Male	24.2%		(147 / 608)
		InstrSetting	Not Special Ed	23.1%		(238 / 1030)
			Special Ed	34.4%		(43 / 125)
		Race	Black / Latinx	33.9%		(93 / 274)
			White / Other	21.3%		(188 / 881)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert High School	Number of Students
Referrals	23-24	All	All	34.9%		(415 / 1189)
		ELL	Not ELL	34.8%		(382 / 1099)
			ELL	36.7%		(33 / 90)
		Gender	Female	27.2%		(155 / 570)
			Male	42.0%		(260 / 619)
		InstrSetting	Not Special Ed	33.0%		(352 / 1067)
			Special Ed	51.6%		(63 / 122)
		Race	Black / Latinx	46.5%		(126 / 271)
			White / Other	31.5%		(289 / 918)
	22-23	All	All	34.1%		(394 / 1155)
		ELL	Not ELL	34.3%		(366 / 1068)
			ELL	32.2%		(28 / 87)
		Gender	Female	26.5%		(145 / 547)
			Male	41.0%		(249 / 608)
		InstrSetting	Not Special Ed	31.7%		(327 / 1030)
			Special Ed	53.6%		(67 / 125)
		Race	Black / Latinx	44.0%		(109 / 248)
			White / Other	31.4%		(285 / 907)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert High School	Number of Students
In School Suspensions	23-24	All	All	11.6%		(138 / 1189)
		ELL	Not ELL	11.1%		(122 / 1099)
			ELL	17.8%		(16 / 90)
		Gender	Female	8.4%		(48 / 570)
			Male	14.5%		(90 / 619)
		InstrSetting	Not Special Ed	11.1%		(118 / 1067)
			Special Ed	16.4%		(20 / 122)
		Race	Black / Latinx	17.7%		(48 / 271)
			White / Other	9.8%		(90 / 918)
	22-23	All	All	15.2%		(176 / 1155)
		ELL	Not ELL	15.1%		(161 / 1068)
			ELL	17.2%		(15 / 87)
		Gender	Female	8.8%		(48 / 547)
			Male	21.1%		(128 / 608)
		InstrSetting	Not Special Ed	13.4%		(138 / 1030)
			Special Ed	30.4%		(38 / 125)
		Race	Black / Latinx	24.2%		(60 / 248)
			White / Other	12.8%		(116 / 907)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert High School	Number of Students
Out of School Suspensions	23-24	All	All	5.6%		(66 / 1189)
		ELL	Not ELL	5.4%		(59 / 1099)
			ELL	7.8%		(7 / 90)
		Gender	Female	1.6%		(9 / 570)
			Male	9.2%		(57 / 619)
		InstrSetting	Not Special Ed	5.0%		(53 / 1067)
			Special Ed	10.7%		(13 / 122)
		Race	Black / Latinx	7.4%		(20 / 271)
			White / Other	5.0%		(46 / 918)
	22-23	All	All	7.6%		(88 / 1155)
		ELL	Not ELL	7.8%		(83 / 1068)
			ELL	5.7%		(5 / 87)
		Gender	Female	5.1%		(28 / 547)
			Male	9.9%		(60 / 608)
		InstrSetting	Not Special Ed	6.6%		(68 / 1030)
			Special Ed	16.0%		(20 / 125)
		Race	Black / Latinx	10.5%		(26 / 248)
			White / Other	6.8%		(62 / 907)

Executive Summary of Needs Assessment Data Findings

School Name: *Gilbert High 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 49.92% by 2029.	39.9%	46.8%
Academic Achievement	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 80.1% by 2029.	70.1%	81.4%
Gifted and Talented (Academic)	The percent of Gifted and Talented identified students in the graduation cohort demonstrating college readiness (as defined by SCDE) will reach 83.4% by 2029.	78.4%	83.3%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.60	4.60
School Climate	The percent of School Climate points earned on the state report card will reach 39% by 2029.	34.0%	74.0%
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	3.40

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

Student Achievement Primary School (K - 2) Student Elementary/ Middle School (3 - 8) Student High School (9 - 12) Student	• What were areas of strength and growth related to student achievement on your school's report card last year? • What did your mid-year review of your school's work plan indicate regarding student achievement now? • Based on your review, what is your school's priority area of need in this area? <i>Gilbert High School demonstrated notable improvements in several key areas of student achievement on the 2023-24 school report card. The overall school rating increased from 57 (Average) to 62 (Good), reflecting progress in multiple academic and readiness categories.</i> <i>Significant growth was observed in Algebra 1 proficiency (46% from 31.4%) and Biology proficiency (48% from 32.9%), indicating stronger student performance in STEM-related subjects. Similarly, U.S. History proficiency increased to 44.9% from 36.8%, showing gains in social studies comprehension.</i> <i>College and career readiness continues to be a strength, with Career Ready students rising from 66.4% to 77.7% and College OR Career Ready students increasing to 78% from 70.1%. Additionally, the Graduation Rate improved to 91.3% from 87.7%, reinforcing the school's commitment to student success beyond high school.</i> <i>Upon the conclusion of our mid-year review of the school's work plan, our data suggests that while progress has been made in most academic areas, English 2 scores have remained relatively stable (68% vs. 68.7%), signaling a need for continued focus. A major area of concern is Multilingual Learner (ML) performance, which declined significantly from 40.3% to 21.2%, highlighting a gap in support and instruction for this student population.</i> <i>Based on this review, the primary area of need is supporting Multilingual Learners (ML) and improving English 2 achievement. The decline in ML performance suggests a need for enhanced intervention strategies, targeted instructional support, and additional resources to close the achievement gap. Maintaining momentum in math and science while ensuring all students receive adequate language acquisition support will be critical to sustaining overall academic growth. By prioritizing targeted interventions for ML students and reinforcing English instruction, Gilbert High School can continue building on its upward trajectory while ensuring equitable academic success for all students.</i>
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Executive Summary of Needs Assessment Data Findings

Teacher/Administrator Quality	• What were areas of strength and growth related to teacher/admin quality on the SCDE staff and student survey last year? • What did your mid-year review and the staff pulse check survey data indicate regarding teacher/admin quality now? • Based on your review, what is your school's priority area of need in this area? <i>Gilbert High School has made significant strides in enhancing teacher and administrator quality, as reflected in the SCDE staff and student survey data from last year. Strengths identified include strong instructional leadership, effective professional development, and a culture of collaboration. The implementation of the PDSA Cycle for data-driven instructional decisions has improved teachers' ability to analyze student performance and adjust strategies accordingly. Additionally, the interdisciplinary PLC approach has fostered better cross-curricular planning and instructional alignment. Areas of growth included increasing teacher engagement in structured professional development and ensuring consistency in instructional practices across all content areas. The introduction of LEAD time for enrichment and remediation and Club Day to enhance student connections have contributed to improved student-teacher relationships and increased engagement in learning.</i> <i>The mid-year review and staff pulse check survey indicate that teachers feel more supported in their instructional practices due to the structured PLC model, with each administrator facilitating grade-level teams. The PDSA professional development sessions led by the instructional coach and principal have provided clarity on intervention strategies, yet feedback suggests the need for more targeted support for differentiation and tiered interventions.</i> <i>Based on the review, the primary area of need is enhancing teacher capacity in differentiated instruction and tiered interventions while maintaining manageable workload expectations. Strengthening the implementation of the PDSA Cycle to ensure all teachers are confident in using data for instructional decisions will be key. Additionally, refining professional development to be more targeted and actionable will further improve teacher effectiveness.</i> <i>By continuing to leverage PLCs, structured professional learning, and student engagement initiatives, Gilbert High School will further enhance teacher and administrator quality, ensuring that all students receive high-quality instruction and support.</i>
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Executive Summary of Needs Assessment Data Findings

School Climate	• What were areas of strength and growth related to school climate on the SCDE staff and student survey last year? • What did your mid-year review and the student/staff pulse check survey data indicate regarding school climate now? • Based on your review, what is your school's priority area of need in this area? <i>The SCDE staff and student survey data from last year indicate that Gilbert High School has made notable progress in strengthening the social and physical environment, as well as teacher satisfaction.</i> <i>Teacher ratings for satisfaction with the learning environment increased significantly from 86% to 95.3%, reflecting a stronger focus on instructional support and professional collaboration. Additionally, parent satisfaction with the learning environment improved from 81.5% to 89.5%, demonstrating greater confidence in the school's academic and extracurricular offerings.</i> <i>Student perceptions of the social and physical environment increased from 84.2% to 85.77%, and both parent and teacher ratings in this category also saw positive growth. These gains align with the school's initiatives, such as LEAD time for academic support, Club Day to foster student connections, and interdisciplinary PLCs that strengthen instructional consistency and student engagement.</i> <i>However, there was a slight decline in student satisfaction with the learning environment (84.82% from 86%) and a more significant drop in parent satisfaction with home-school relations (81.4% from 86.2%). These areas indicate a need for improved communication and engagement strategies between the school and its students and families.</i> <i>The mid-year review and pulse check surveys suggest that while the overall school climate remains strong, there are growing concerns from students regarding their engagement and connection to the academic environment. Staff continue to feel positive about the school's direction, as reflected in the rising teacher satisfaction ratings across all areas. However, parent concerns regarding home-school communication suggest a need for more proactive outreach and transparency in student progress and school initiatives.</i> <i>Based on the review, the primary area of focus should be strengthening student engagement in the learning environment and improving home-school communication. Gilbert High School can continue fostering a positive, inclusive and engaging school environment that supports student success, strengthens family-school partnerships and enhances overall school climate.</i>
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Location: Gilbert High

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)
High	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 49.92% by 2029.	39.9%	41.9%	43.9%	45.9%	47.9%	49.9%
High	Academic Achievement	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 80.1% by 2029.	70.10%	72.10%	74.10%	76.10%	78.10%	80.10%
Actual Data (Academic Ach.)				46.8%				
Actual Data (CCR)				81.4%				

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 ability to earn or receive academic credit in a course and remain on track to graduate - 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
High	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)				3.40				

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)
High	School Climate	The percent of School Climate points earned on the state report card will reach 39% by 2029.	34.0%	35.0%	36.0%	37.0%	38.0%	39.0%
Actual Data				74.0%				

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 CCR Data	2025 CCR Data	2026 CCR Data	2027 CCR Data	2028 CCR Data	2029 CCR Data
High	Gifted and Talented (Academic)	The percent of Gifted and Talented identified students in the graduation cohort demonstrating college readiness (as defined by SCDE) will reach 83.4% by 2029.	78.4%	79.4%	80.4%	81.4%	82.4%	83.4%
Actual Data				83.3%				

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 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 graduation.

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
All	Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.60	4.60	4.65	4.70	4.75	4.80
Actual Data				4.60				

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 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 graduation.