

School Renewal Plan Cover Page

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

School Name:	Gilbert Middle
SIDN:	3201054
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 1
Address 1:	120 Rikard Circle
Address 2:	
City:	Gilbert, SC
Zip Code:	29054
School Renewal Plan Contact Person:	Kyle Meetze
School Plan Contact Phone:	803-821-1701
School Plan E-mail Address:	kmeetze@lexington1.net

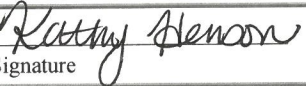
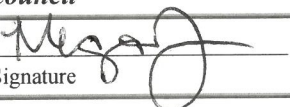
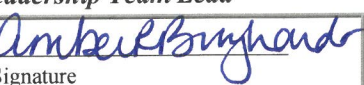
Required Signature Page

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

Superintendent		
<u>Gerrita Postlewait</u> Printed Name	 Signature	<u>3-27-25</u> Date
Principal		
<u>Kyle Meetze</u> Printed Name	 Signature	<u>2/24/25</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>Megan Jaco</u> Printed Name	 Signature	<u>2/21/25</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Amber Buzhardt</u> Printed Name	 Signature	<u>2-24-25</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	Kyle Meetze
2.	Teacher	Melissa Hooker
3.	Parent/Guardian	Harriet Coker
4.	Community Member	Mark Sanders
5.	Paraprofessional	Tracy Taylor
6.	School Improvement Council Member	Megan Jaco
7.	Read to Succeed Reading Coach	Amber Buzhardt
8.	School Read To Succeed Literacy Leadership Team Lead	Amber Buzhardt
9.	School Read To Succeed Literacy Leadership Team Member	Peggy Haertel
	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/>

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)	Lexington County School District One received a waiver for SBE Regulation 43-232 from the S.C. Department of Education to allow grade six dual language immersion students to earn high school credit when they demonstrate appropriate proficiency at the end of their language course. This waiver allows dual immersion students who have been on an accelerated pathway for language acquisition in elementary school to progress on time with the requisite skills for the next level of their language proficiency.
6. Other (Include the SBE Regulation number to be waived)	



LEXINGTON SCHOOL DISTRICT ONE

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

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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 Middle School Report Card](#)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Middle School	Number of Students
ELA	23-24	All	All	46.5%		(383 / 823)
		ELL	Not ELL	49.7%		(374 / 753)
			ELL	12.9%		(9 / 70)
		Gender	Female	53.6%		(229 / 427)
			Male	38.9%		(154 / 396)
		InstrSetting	Not Special Ed	54.1%		(380 / 703)
			Special Ed	2.5%		(3 / 120)
		Race	Black / Latinx	28.4%		(59 / 208)
			White / Other	52.7%		(324 / 615)
	22-23	All	All	46.4%		(381 / 822)
		ELL	Not ELL	48.9%		(372 / 761)
			ELL	14.8%		(9 / 61)
		Gender	Female	52.5%		(220 / 419)
			Male	40.0%		(161 / 403)
		InstrSetting	Not Special Ed	52.7%		(377 / 716)
			Special Ed	3.8%		(4 / 106)
		Race	Black / Latinx	26.4%		(55 / 208)
			White / Other	53.1%		(326 / 614)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Middle School	Number of Students
Math	23-24	All	All	31.8%		(262 / 823)
		ELL	Not ELL	34.4%		(259 / 753)
			ELL	4.3%		(3 / 70)
		Gender	Female	31.6%		(135 / 427)
			Male	32.1%		(127 / 396)
		InstrSetting	Not Special Ed	37.1%		(261 / 703)
			Special Ed	0.8%		(1 / 120)
		Race	Black / Latinx	16.3%		(34 / 208)
			White / Other	37.1%		(228 / 615)
	22-23	All	All	30.4%		(250 / 822)
		ELL	Not ELL	32.5%		(247 / 761)
			ELL	4.9%		(3 / 61)
		Gender	Female	31.3%		(131 / 419)
			Male	29.5%		(119 / 403)
		InstrSetting	Not Special Ed	34.2%		(245 / 716)
			Special Ed	4.7%		(5 / 106)
		Race	Black / Latinx	15.9%		(33 / 208)
			White / Other	35.3%		(217 / 614)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetGilbert Middle School	Number of Students
Math	23-24	All	All	15.5%		(123 / 796)
		ELL	Not ELL	16.0%		(113 / 706)
			ELL	11.1%		(10 / 90)
		Gender	Female	15.2%		(63 / 415)
			Male	15.7%		(60 / 381)
		InstrSetting	Not Special Ed	16.2%		(110 / 680)
			Special Ed	11.2%		(13 / 116)
		Race	Black / Latinx	10.7%		(21 / 197)
			White / Other	17.0%		(102 / 599)
	22-23	All	All	12.5%		(99 / 795)
		ELL	Not ELL	12.5%		(89 / 710)
			ELL	11.8%		(10 / 85)
		Gender	Female	12.3%		(50 / 408)
			Male	12.7%		(49 / 387)
		InstrSetting	Not Special Ed	13.4%		(93 / 696)
			Special Ed	6.1%		(6 / 99)
		Race	Black / Latinx	12.1%		(24 / 198)
			White / Other	12.6%		(75 / 597)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetGilbert Middle School	Number of Students
Reading	23-24	All	All	23.6%		(187 / 793)
		ELL	Not ELL	24.7%		(174 / 704)
			ELL	14.6%		(13 / 89)
		Gender	Female	23.1%		(95 / 412)
			Male	24.1%		(92 / 381)
		InstrSetting	Not Special Ed	24.7%		(167 / 677)
			Special Ed	17.2%		(20 / 116)
		Race	Black / Latinx	16.8%		(33 / 196)
			White / Other	25.8%		(154 / 597)
	22-23	All	All	18.0%		(144 / 802)
		ELL	Not ELL	18.4%		(132 / 716)
			ELL	14.0%		(12 / 86)
		Gender	Female	19.6%		(81 / 413)
			Male	16.2%		(63 / 389)
		InstrSetting	Not Special Ed	18.8%		(132 / 703)
			Special Ed	12.1%		(12 / 99)
		Race	Black / Latinx	13.6%		(27 / 199)
			White / Other	19.4%		(117 / 603)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert Middle School	Number of Students
Algebra 1	23-24	All	All	98.8%		(83 / 84)
		ELL	Not ELL	98.8%		(83 / 84)
		Gender	Female	100.0%		(42 / 42)
			Male	97.6%		(41 / 42)
		InstrSetting	Not Special Ed	98.8%		(83 / 84)
	22-23	All	All	98.6%		(73 / 74)
		ELL	Not ELL	98.6%		(73 / 74)
		Gender	Female	100.0%		(30 / 30)
			Male	97.7%		(43 / 44)
		InstrSetting	Not Special Ed	98.6%		(73 / 74)
		Race	White / Other	100.0%		(1 / 1)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert Middle School	Number of Students
Accelerated/ Eagles	23-24	All	All	25.3%		(220 / 869)
		ELL	Not ELL	27.5%		(206 / 749)
			ELL	11.7%		(14 / 120)
		Gender	Female	27.8%		(123 / 443)
			Male	22.8%		(97 / 426)
		InstrSetting	Not Special Ed	29.9%		(219 / 732)
			Special Ed	0.7%		(1 / 137)
		Race	Black / Latinx	13.4%		(35 / 261)
			White / Other	30.4%		(185 / 608)
	22-23	All	All	23.3%		(200 / 860)
		ELL	Not ELL	25.0%		(189 / 756)
			ELL	10.6%		(11 / 104)
		Gender	Female	27.3%		(119 / 436)
			Male	19.1%		(81 / 424)
		InstrSetting	Not Special Ed	26.8%		(198 / 739)
			Special Ed	1.7%		(2 / 121)
		Race	Black / Latinx	13.1%		(33 / 252)
			White / Other	27.5%		(167 / 608)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert Middle School	Number of Students
Honors	23-24	All	All	13.0%		(113 / 869)
		ELL	Not ELL	13.1%		(98 / 749)
			ELL	12.5%		(15 / 120)
		Gender	Female	14.2%		(63 / 443)
			Male	11.7%		(50 / 426)
		InstrSetting	Not Special Ed	15.3%		(112 / 732)
			Special Ed	0.7%		(1 / 137)
		Race	Black / Latinx	11.1%		(29 / 261)
			White / Other	13.8%		(84 / 608)
	22-23	All	All	11.6%		(100 / 860)
		ELL	Not ELL	12.2%		(92 / 756)
			ELL	7.7%		(8 / 104)
		Gender	Female	10.6%		(46 / 436)
			Male	12.7%		(54 / 424)
		InstrSetting	Not Special Ed	13.5%		(100 / 739)
			Special Ed	0.0%		(0 / 121)
		Race	Black / Latinx	7.5%		(19 / 252)
			White / Other	13.3%		(81 / 608)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Gilbert Middle School	Number of Students
Chronic Absences	23-24	All	All	20.8%		(181 / 870)
		ELL	Not ELL	21.5%		(166 / 771)
			ELL	15.2%		(15 / 99)
		Gender	Female	20.3%		(90 / 444)
			Male	21.4%		(91 / 426)
		InstrSetting	Not Special Ed	19.0%		(139 / 732)
			Special Ed	30.4%		(42 / 138)
		Race	Black / Latinx	23.4%		(61 / 261)
			White / Other	19.7%		(120 / 609)
	22-23	All	All	17.6%		(151 / 860)
		ELL	Not ELL	17.5%		(135 / 773)
			ELL	18.4%		(16 / 87)
		Gender	Female	17.2%		(75 / 436)
			Male	17.9%		(76 / 424)
		InstrSetting	Not Special Ed	16.4%		(121 / 739)
			Special Ed	24.8%		(30 / 121)
		Race	Black / Latinx	18.7%		(47 / 252)
			White / Other	17.1%		(104 / 608)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert Middle School	Number of Students
Referrals	23-24	All	All	41.0%		(356 / 869)
		ELL	Not ELL	40.0%		(308 / 770)
			ELL	48.5%		(48 / 99)
		Gender	Female	28.9%		(128 / 443)
			Male	53.5%		(228 / 426)
		InstrSetting	Not Special Ed	35.8%		(262 / 732)
			Special Ed	68.6%		(94 / 137)
		Race	Black / Latinx	55.0%		(122 / 222)
			White / Other	36.2%		(234 / 647)
	22-23	All	All	34.5%		(297 / 860)
		ELL	Not ELL	34.8%		(269 / 773)
			ELL	32.2%		(28 / 87)
		Gender	Female	23.2%		(101 / 436)
			Male	46.2%		(196 / 424)
		InstrSetting	Not Special Ed	32.3%		(239 / 739)
			Special Ed	47.9%		(58 / 121)
		Race	Black / Latinx	43.6%		(95 / 218)
			White / Other	31.5%		(202 / 642)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert Middle School	Number of Students
In School Suspensions	23-24	All	All	21.4%		(186 / 869)
		ELL	Not ELL	21.3%		(164 / 770)
			ELL	22.2%		(22 / 99)
		Gender	Female	10.8%		(48 / 443)
			Male	32.4%		(138 / 426)
		InstrSetting	Not Special Ed	17.5%		(128 / 732)
			Special Ed	42.3%		(58 / 137)
		Race	Black / Latinx	28.8%		(64 / 222)
			White / Other	18.9%		(122 / 647)
	22-23	All	All	25.9%		(223 / 860)
		ELL	Not ELL	25.7%		(199 / 773)
			ELL	27.6%		(24 / 87)
		Gender	Female	16.5%		(72 / 436)
			Male	35.6%		(151 / 424)
		InstrSetting	Not Special Ed	23.8%		(176 / 739)
			Special Ed	38.8%		(47 / 121)
		Race	Black / Latinx	35.3%		(77 / 218)
			White / Other	22.7%		(146 / 642)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert Middle School	Number of Students
Out of School Suspensions	23-24	All	All	14.6%		(127 / 869)
		ELL	Not ELL	15.2%		(117 / 770)
			ELL	10.1%		(10 / 99)
		Gender	Female	9.7%		(43 / 443)
			Male	19.7%		(84 / 426)
		InstrSetting	Not Special Ed	11.2%		(82 / 732)
			Special Ed	32.8%		(45 / 137)
		Race	Black / Latinx	18.5%		(41 / 222)
			White / Other	13.3%		(86 / 647)
	22-23	All	All	10.7%		(92 / 860)
		ELL	Not ELL	10.9%		(84 / 773)
			ELL	9.2%		(8 / 87)
		Gender	Female	5.5%		(24 / 436)
			Male	16.0%		(68 / 424)
		InstrSetting	Not Special Ed	10.0%		(74 / 739)
			Special Ed	14.9%		(18 / 121)
		Race	Black / Latinx	14.7%		(32 / 218)
			White / Other	9.3%		(60 / 642)

Executive Summary of Needs Assessment Data Findings

School Name: Gilbert Middle 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 53.09% by 2029.	43.1%	43.1%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 63.5% by 2029.	53.5%	45.4%
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 59% by 2029.	54.0%	44.1%
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 54% by 2029.	49.0%	59.2%
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	2.89

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	Based on our 2023-2024 state school report card: - 46.4% of Gilbert Middle School (GMS) students scored “met” or “exceeds” on ELA SCReady. This is about the same rate as 2022-2023. This is below state (54.1%) and district (59.5%) averages for 2023-2024. - 32.5% of GMS students scored “met” or “exceeds” on math SCReady. This is an increase of 1.9% from 2022-2023. However, this is below the state (42.8%) and district (48.5%) averages for 2023-2024. - 29.2% of English Language Learners met progress towards proficiency targets. - GMS earned 45.4% of progress points, which was higher than the average percentage of progress points earned by the district (44.9%) and state (45.0%). Based on 2024-2025 i-Ready diagnostic data at our mid year review, as of January 2024: The Median percent progress towards typical growth in reading was 83%. Additionally, 18% of our students had met their stretch growth goals as of the winter diagnostic. We are on track to meet or exceed our school goal of 32.4% of our students reaching stretch growth in reading for the year. - The median percent progress towards typical growth in math was 50%. Additionally, 8% of our students had met their stretch growth goals as of the winter diagnostic. We are not quite on track to meet our school goal of 23.3% of our students reaching stretch growth in math for the year. Based on these data, a strength for GMS is accelerating student growth, particularly in ELA. We need to continue this work in ELA and concentrate on accelerating student growth in math as well. Accelerating student growth will also help us close existing gaps in those areas and raise overall achievement. As a school our work this year has centered on two main goals to support student growth: - In content area PLCs, we will intentionally and consistently engage in a backwards design process to design, implement, and assess student learning. - We will bolster a relentless focus on high expectations for all students without exception.
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Executive Summary of Needs Assessment Data Findings

Teacher/Administrator Quality	Based on 2023-2024 School Report Card Data: - GMS had an average teacher attendance rate of 92.8%, up from 92.3%. - 86% of GMS teachers returned from the previous year, up from 81%. - Over 3 years, an average of 81.4% of teachers return from previous years, down from 84.2%. - The student-teacher ratio in core classes was 23.7:1, up from 22.8:1. This year our professional learning has centered around implementing instructional consistencies across our intentional backwards-design planning, and setting the structures for teachers to work in PLCs with others who teach the same content and grade level. Administrators and department chairs have attended multi-day conferences to learn about the PLC process. More teachers will be attending this year. Additionally, this year all of our math teachers are participating in Ongoing Assessment Project (OGAP) training to strengthen their mathematical pedagogy. Our Mid-Year Review walkthrough provided the following data. There is an increase in the frequency of PLC teams teaching the same content at the same time, to maximize opportunities for collaboration. This indicates that our teachers have been intentionally planning units together. - This semester our focus is administering common formative assessments, and then analyzing data from those assessments to inform our instruction and in-the-moment interventions.
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Executive Summary of Needs Assessment Data Findings

School Climate	Based on the 2023-2024 school climate survey: - 83.0% of students, 82.3% of teachers, and 87.5% of parents are satisfied with the learning environment at GMS. - 82.3% of teachers, 85.1% of students, and 80.9% of parents are satisfied with the social and physical environment. - 82.3% of teachers, 95.2% of students, and 86% of parents are satisfied with school-home relations. - 93.8% of parents report that “my child feels safe at school.” - 98.4% of teachers report that “I feel safe at my school before and after hours.” - GMS teacher perceptions of working conditions (5.30) was below the state(7.53) and district (7.48) levels, but was up from last year’s rating (2.74). - GMS teacher perceptions of instructional focus (5.77) was below the state (7.77) and district levels (7.64), but was up from last year’s rating (4.3). This year’s school climate data score of 5.92, is an increase over the previous year’s score of 4.93. In addition to listening to teacher feedback from the 2022-2023 school year, our team conducts school climate protocols to get input from our staff regarding what is going well in our school and areas in which we can improve. As stated in the 2023-2024 school report card, student safety data as reported Incident Management System indicated: 19 incidents (2.3%) of bullying or harassment 191 Students (22.9%) with in-school suspensions 127 Students (15.3%) with out of school suspensions 8 Students expelled (1%)
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Location: Gilbert Middle

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 53.09% by 2029.	43.09%	45.1%	47.1%	49.1%	51.1%	53.1%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 63.5% by 2029.	53.50%	55.50%	57.50%	59.50%	61.50%	63.50%
Actual Data (Academic Ach.)				43.1%				
Actual Data (Progress)				45.4%				

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.	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
Develop a school-based professional learning plan based on the district-level plan.					
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)				2.89				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
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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 54% by 2029.	49.0%	50.0%	51.0%	52.0%	53.0%	54.0%
Actual Data				59.2%				

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 59% by 2029.	54.0%	55.0%	56.0%	57.0%	58.0%	59.0%
Actual Data				44.1%				

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 practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.					
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.	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 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)