School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2023/24
Upcoming School Year: 2023/24

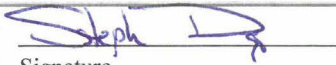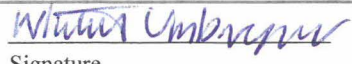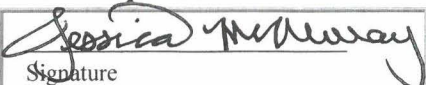|	
School Name:	Gilbert Elementary
SIDN:	3201005
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 01
Address 1:	520 Main Street
Address 2:	
City:	Gilbert, SC
Zip Code:	29054
School Renewal Plan Contact Person:	Stephen Deyo
School Plan Contact Phone:	803-821-1601
School 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 assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
Dr. Gerrita Postlewait Printed Name	Signature	4-11-23 Date
Principal		
Stephen Deyo Printed Name	Signature	03.10.2023 Date
Chairperson, District Board of Trustees		
Anne Marie Green Printed Name	Signature	4-11-23 Date
Chairperson, School Improvement Council		
Whitney Umbarger Printed Name	Signature	3-10-2023 Date
School Read To Succeed Literacy Leadership Team Lead		
Jessica McMurray Printed Name	Signature	3/10/23 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 *et seq.* (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	**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.
Yes	**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.
Yes	**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**	Stephen Deyo
2.	**Teacher**	Brittany Porth
3.	**Parent/Guardian**	Crystal Murphy
4.	**Community Member**	Mark Sanders
5.	**Paraprofessional**	Lucy Ortiz
6.	**School Improvement Council Member**	Whitney Umbarger
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**	Maggie Williams
	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 School 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 (*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*)	Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(1), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education, which gives our students enrolled in the Lexington One Online Learning Academy access to a flexible pathway to the next grade level that is not bound by pace, place, or time. This waiver empowers students to demonstrate mastery of standards through synchronous and asynchronous teaching and learning experiences.
6. Other (*Include the SBE Regulation number to be waived*)	

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Lexington District One Vision

Empower each child to design the future.

Lexington District One Mission

Our mission is to cultivate
a caring community
where ALL learners
are extraordinary communicators,
collaborators, creators and critical thinkers.

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

2. Teaching and learning develop power skills in all students.

3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

[GES 2021-22 Report Card](#)

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Gilbert Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	63.5%		(380 / 598)
		ELL	ELL	50.0%		(46 / 92)
			Not ELL	66.0%		(334 / 506)
		Gender	Female	66.0%		(186 / 282)
			Male	61.4%		(194 / 316)
		InstrSetting	Not Special Ed	71.6%		(330 / 461)
			Special Ed	36.5%		(50 / 137)
		Race	Black / Latinx	59.3%		(102 / 172)
			White / Other	65.3%		(278 / 426)
	20-21	All	All	55.3%		(347 / 628)
		ELL	Not ELL	57.3%		(309 / 539)
			ELL	42.7%		(38 / 89)
		Gender	Female	58.9%		(179 / 304)
			Male	51.9%		(168 / 324)
		InstrSetting	Not Special Ed	61.8%		(310 / 502)
			Special Ed	29.4%		(37 / 126)
		Race	Black / Latinx	47.5%		(86 / 181)
			White / Other	58.4%		(261 / 447)
	19-20	All	All	67.0%		(420 / 627)
		ELL	Not ELL	68.6%		(381 / 555)
			ELL	54.2%		(39 / 72)
		Gender	Female	73.7%		(244 / 331)
			Male	59.5%		(176 / 296)
		InstrSetting	Not Special Ed	77.1%		(404 / 524)
			Special Ed	15.5%		(16 / 103)
		Race	Black / Latinx	55.5%		(86 / 155)
			White / Other	70.8%		(334 / 472)
	18-19	All	All	64.1%		(489 / 763)
		ELL	Not ELL	65.0%		(452 / 695)
			ELL	54.4%		(37 / 68)
		Gender	Female	71.1%		(256 / 360)
			Male	57.8%		(233 / 403)
		InstrSetting	Not Special Ed	72.4%		(477 / 659)
			Special Ed	11.5%		(12 / 104)
		Race	Black / Latinx	52.2%		(96 / 184)
			White / Other	67.9%		(393 / 579)
	17-18	All	All	59.0%		(443 / 751)
		ELL	Not ELL	61.7%		(397 / 643)
			ELL	42.6%		(46 / 108)
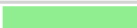
	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Gilbert Elementary School	Number of Students
Reading Grades 1-5	17-18	Gender	Female	61.9%		(227 / 367)
			Male	56.3%		(216 / 384)
		InstrSetting	Not Special Ed	64.9%		(424 / 653)
			Special Ed	19.4%		(19 / 98)
		Race	Black / Latinx	45.5%		(75 / 165)
			White / Other	62.8%		(368 / 586)
	16-17	All	All	41.6%		(254 / 611)
		ELL	Not ELL	43.6%		(228 / 523)
			ELL	29.5%		(26 / 88)
		Gender	Female	44.4%		(135 / 304)
			Male	38.8%		(119 / 307)
		InstrSetting	Not Special Ed	46.0%		(244 / 531)
			Special Ed	12.5%		(10 / 80)
		Race	Black / Latinx	23.7%		(28 / 118)
			White / Other	45.8%		(226 / 493)
	15-16	All	All	33.9%		(145 / 428)
		ELL	Not ELL	36.1%		(140 / 388)
			ELL	12.5%		(5 / 40)
		Gender	Female	40.3%		(87 / 216)
			Male	27.4%		(58 / 212)
		InstrSetting	Not Special Ed	39.3%		(139 / 354)
			Special Ed	8.1%		(6 / 74)
		Race	Black / Latinx	20.5%		(17 / 83)
			White / Other	37.1%		(128 / 345)
	14-15	All	All	39.0%		(103 / 264)
		ELL	Not ELL	40.0%		(94 / 235)
			ELL	31.0%		(9 / 29)
		Gender	Female	48.8%		(61 / 125)
			Male	30.2%		(42 / 139)
		InstrSetting	Not Special Ed	46.5%		(100 / 215)
			Special Ed	6.1%		(3 / 49)
		Race	Black / Latinx	33.3%		(17 / 51)
			White / Other	40.4%		(86 / 213)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Elementary School	Number of Students
ELA	21-22	All	All	37.0%		(132 / 357)
		ELL	Not ELL	40.4%		(126 / 312)
			ELL	13.3%		(6 / 45)
		Gender	Female	37.3%		(62 / 166)
			Male	36.6%		(70 / 191)
		InstrSetting	Not Special Ed	42.6%		(120 / 282)
			Special Ed	16.0%		(12 / 75)
		Race	Black / Latinx	26.4%		(24 / 91)
			White / Other	40.6%		(108 / 266)
	20-21	All	All	27.1%		(95 / 351)
		ELL	Not ELL	29.7%		(92 / 310)
			ELL	7.3%		(3 / 41)
		Gender	Female	32.8%		(58 / 177)
			Male	21.3%		(37 / 174)
		InstrSetting	Not Special Ed	31.4%		(89 / 283)
			Special Ed	8.8%		(6 / 68)
		Race	Black / Latinx	16.3%		(15 / 92)
			White / Other	30.9%		(80 / 259)
	18-19	All	All	40.9%		(312 / 763)
		ELL	Not ELL	42.7%		(300 / 702)
			ELL	19.7%		(12 / 61)
		Gender	Female	47.5%		(172 / 362)
			Male	34.9%		(140 / 401)
		InstrSetting	Not Special Ed	46.2%		(302 / 653)
			Special Ed	9.1%		(10 / 110)
		Race	Black / Latinx	22.9%		(35 / 153)
			White / Other	45.4%		(277 / 610)
	17-18	All	All	39.7%		(296 / 746)
		ELL	Not ELL	41.4%		(284 / 686)
			ELL	20.0%		(12 / 60)
		Gender	Female	44.1%		(162 / 367)
			Male	35.4%		(134 / 379)
		InstrSetting	Not Special Ed	45.2%		(289 / 639)
			Special Ed	6.5%		(7 / 107)
		Race	Black / Latinx	26.3%		(42 / 160)
			White / Other	43.3%		(254 / 586)
	16-17	All	All	34.3%		(239 / 697)
		ELL	Not ELL	36.7%		(231 / 630)
			ELL	11.9%		(8 / 67)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Elementary School	Number of Students
ELA	16-17	Gender	Female	38.7%		(134 / 346)
			Male	29.9%		(105 / 351)
		InstrSetting	Not Special Ed	38.7%		(234 / 604)
			Special Ed	5.4%		(5 / 93)
		Race	Black / Latinx	16.8%		(22 / 131)
			White / Other	38.3%		(217 / 566)
	15-16	All	All	45.2%		(306 / 677)
		ELL	Not ELL	47.9%		(297 / 620)
			ELL	15.8%		(9 / 57)
		Gender	Female	49.4%		(171 / 346)
			Male	40.8%		(135 / 331)
		InstrSetting	Not Special Ed	51.8%		(296 / 571)
			Special Ed	9.4%		(10 / 106)
		Race	Black / Latinx	24.2%		(31 / 128)
			White / Other	50.1%		(275 / 549)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Elementary School	Number of Students
Math	21-22	All	All	43.1%		(154 / 357)
		ELL	Not ELL	44.9%		(140 / 312)
			ELL	31.1%		(14 / 45)
		Gender	Female	37.3%		(62 / 166)
			Male	48.2%		(92 / 191)
		InstrSetting	Not Special Ed	48.2%		(136 / 282)
			Special Ed	24.0%		(18 / 75)
		Race	Black / Latinx	39.6%		(36 / 91)
			White / Other	44.4%		(118 / 266)
	20-21	All	All	32.8%		(115 / 351)
		ELL	Not ELL	35.5%		(110 / 310)
			ELL	12.2%		(5 / 41)
		Gender	Female	28.7%		(51 / 178)
			Male	37.0%		(64 / 173)
		InstrSetting	Not Special Ed	37.9%		(107 / 282)
			Special Ed	11.6%		(8 / 69)
		Race	Black / Latinx	19.6%		(18 / 92)
			White / Other	37.5%		(97 / 259)
	18-19	All	All	48.2%		(367 / 762)
		ELL	Not ELL	50.1%		(351 / 701)
			ELL	26.2%		(16 / 61)
		Gender	Female	49.2%		(178 / 362)
			Male	47.3%		(189 / 400)
		InstrSetting	Not Special Ed	53.8%		(351 / 653)
			Special Ed	14.7%		(16 / 109)
		Race	Black / Latinx	29.4%		(45 / 153)
			White / Other	52.9%		(322 / 609)
	17-18	All	All	48.6%		(362 / 745)
		ELL	Not ELL	50.2%		(344 / 685)
			ELL	30.0%		(18 / 60)
		Gender	Female	50.1%		(184 / 367)
			Male	47.1%		(178 / 378)
		InstrSetting	Not Special Ed	54.2%		(346 / 638)
			Special Ed	15.0%		(16 / 107)
		Race	Black / Latinx	33.8%		(54 / 160)
			White / Other	52.6%		(308 / 585)
	16-17	All	All	44.1%		(308 / 699)
		ELL	Not ELL	46.0%		(290 / 630)
			ELL	26.1%		(18 / 69)
		Gender	Female	42.7%		(148 / 347)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Elementary School	Number of Students
Math	16-17	Gender	Male	45.5%		(160 / 352)
		InstrSetting	Not Special Ed	49.5%		(300 / 606)
			Special Ed	8.6%		(8 / 93)
		Race	Black / Latinx	28.6%		(38 / 133)
			White / Other	47.7%		(270 / 566)
	15-16	All	All	52.0%		(352 / 677)
		ELL	Not ELL	54.5%		(338 / 620)
			ELL	24.6%		(14 / 57)
		Gender	Female	53.5%		(185 / 346)
			Male	50.5%		(167 / 331)
		InstrSetting	Not Special Ed	58.1%		(332 / 571)
			Special Ed	18.9%		(20 / 106)
		Race	Black / Latinx	26.6%		(34 / 128)
			White / Other	57.9%		(318 / 549)
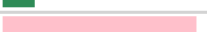
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Gilbert Elementary School	Number of Students
Science	21-22	All	All	26.0%		(32 / 123)
		ELL	Not ELL	28.8%		(32 / 111)
			ELL	0.0%		(0 / 12)
		Gender	Female	16.0%		(8 / 50)
			Male	32.9%		(24 / 73)
		InstrSetting	Not Special Ed	28.3%		(26 / 92)
			Special Ed	19.4%		(6 / 31)
		Race	Black / Latinx	20.7%		(6 / 29)
			White / Other	27.7%		(26 / 94)
	20-21	All	All	38.5%		(42 / 109)
		ELL	Not ELL	42.9%		(39 / 91)
			ELL	16.7%		(3 / 18)
		Gender	Female	39.7%		(25 / 63)
			Male	37.0%		(17 / 46)
		InstrSetting	Not Special Ed	42.2%		(38 / 90)
			Special Ed	21.1%		(4 / 19)
		Race	Black / Latinx	27.6%		(8 / 29)
			White / Other	42.5%		(34 / 80)
	18-19	All	All	45.9%		(117 / 255)
		ELL	Not ELL	48.3%		(115 / 238)
			ELL	11.8%		(2 / 17)
		Gender	Female	46.5%		(59 / 127)
			Male	45.3%		(58 / 128)
		InstrSetting	Not Special Ed	50.9%		(112 / 220)
			Special Ed	14.3%		(5 / 35)
		Race	Black / Latinx	23.5%		(12 / 51)
			White / Other	51.5%		(105 / 204)
	17-18	All	All	46.2%		(116 / 251)
		ELL	Not ELL	47.3%		(107 / 226)
			ELL	36.0%		(9 / 25)
		Gender	Female	46.3%		(50 / 108)
			Male	46.2%		(66 / 143)
		InstrSetting	Not Special Ed	50.2%		(111 / 221)
			Special Ed	16.7%		(5 / 30)
		Race	Black / Latinx	25.5%		(14 / 55)
			White / Other	52.0%		(102 / 196)
	16-17	All	All	47.3%		(221 / 467)
		ELL	Not ELL	50.6%		(214 / 423)
			ELL	15.9%		(7 / 44)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Gilbert Elementary School	Number of Students
Science	16-17	Gender	Female	45.8%		(114 / 249)
			Male	49.1%		(107 / 218)
		InstrSetting	Not Special Ed	52.9%		(213 / 403)
			Special Ed	12.5%		(8 / 64)
		Race	Black / Latinx	23.9%		(22 / 92)
			White / Other	53.1%		(199 / 375)
	15-16	All	All	68.0%		(308 / 453)
		ELL	Not ELL	72.5%		(300 / 414)
			ELL	20.5%		(8 / 39)
		Gender	Female	67.1%		(145 / 216)
			Male	68.8%		(163 / 237)
		InstrSetting	Not Special Ed	75.1%		(286 / 381)
			Special Ed	30.6%		(22 / 72)
		Race	Black / Latinx	41.4%		(36 / 87)
			White / Other	74.3%		(272 / 366)
	14-15	All	All	70.9%		(329 / 464)
		ELL	Not ELL	73.5%		(316 / 430)
			ELL	38.2%		(13 / 34)
		Gender	Female	70.4%		(157 / 223)
			Male	71.4%		(172 / 241)
		InstrSetting	Not Special Ed	77.5%		(303 / 391)
			Special Ed	35.6%		(26 / 73)
		Race	Black / Latinx	48.7%		(38 / 78)
			White / Other	75.4%		(291 / 386)
	13-14	All	All	67.8%		(312 / 460)
		ELL	Not ELL	67.8%		(312 / 460)
		Gender	Female	67.8%		(154 / 227)
			Male	67.8%		(158 / 233)
		InstrSetting	Not Special Ed	74.7%		(295 / 395)
			Special Ed	26.2%		(17 / 65)
		Race	Black / Latinx	54.8%		(40 / 73)
			White / Other	70.3%		(272 / 387)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Gilbert Elementary School	Number of Students
Social Studies	18-19	All	All	71.4%		(190 / 266)
		ELL	Not ELL	72.5%		(179 / 247)
			ELL	57.9%		(11 / 19)
		Gender	Female	71.1%		(81 / 114)
			Male	71.7%		(109 / 152)
		InstrSetting	Not Special Ed	76.6%		(177 / 231)
			Special Ed	37.1%		(13 / 35)
		Race	Black / Latinx	63.0%		(29 / 46)
			White / Other	73.2%		(161 / 220)
	17-18	All	All	70.6%		(178 / 252)
		ELL	Not ELL	72.4%		(168 / 232)
			ELL	50.0%		(10 / 20)
		Gender	Female	68.1%		(94 / 138)
			Male	73.7%		(84 / 114)
		InstrSetting	Not Special Ed	77.0%		(167 / 217)
			Special Ed	31.4%		(11 / 35)
		Race	Black / Latinx	57.1%		(28 / 49)
			White / Other	73.9%		(150 / 203)
	16-17	All	All	74.9%		(349 / 466)
		ELL	Not ELL	75.4%		(318 / 422)
			ELL	70.5%		(31 / 44)
		Gender	Female	75.5%		(188 / 249)
			Male	74.2%		(161 / 217)
		InstrSetting	Not Special Ed	79.9%		(321 / 402)
			Special Ed	43.8%		(28 / 64)
		Race	Black / Latinx	66.3%		(61 / 92)
			White / Other	77.0%		(288 / 374)
	15-16	All	All	78.6%		(356 / 453)
		ELL	Not ELL	79.5%		(329 / 414)
			ELL	69.2%		(27 / 39)
		Gender	Female	78.2%		(169 / 216)
			Male	78.9%		(187 / 237)
		InstrSetting	Not Special Ed	85.6%		(326 / 381)
			Special Ed	41.7%		(30 / 72)
		Race	Black / Latinx	70.1%		(61 / 87)
			White / Other	80.6%		(295 / 366)
	14-15	All	All	78.9%		(366 / 464)
		ELL	Not ELL	80.0%		(344 / 430)
			ELL	64.7%		(22 / 34)
		Gender	Female	80.7%		(180 / 223)
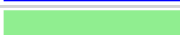
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Gilbert Elementary School	Number of Students
Social Studies	14-15	Gender	Male	77.2%		(186 / 241)
		InstrSetting	Not Special Ed	84.9%		(332 / 391)
			Special Ed	46.6%		(34 / 73)
		Race	Black / Latinx	64.1%		(50 / 78)
			White / Other	81.9%		(316 / 386)
	13-14	All	All	78.4%		(364 / 464)
		ELL	Not ELL	78.4%		(364 / 464)
		Gender	Female	83.8%		(186 / 222)
			Male	73.6%		(178 / 242)
		InstrSetting	Not Special Ed	85.6%		(334 / 390)
			Special Ed	40.5%		(30 / 74)
		Race	Black / Latinx	65.3%		(49 / 75)
			White / Other	81.0%		(315 / 389)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert Elementary School	Number of Students
Accelerated/ Eagles	21-22	All	All	8.1%		(31 / 383)
		ELL	Not ELL	9.6%		(30 / 313)
			ELL	1.4%		(1 / 70)
		Gender	Female	6.9%		(12 / 173)
			Male	9.0%		(19 / 210)
		InstrSetting	Not Special Ed	9.9%		(30 / 303)
			Special Ed	1.3%		(1 / 80)
		Race	Black / Latinx	4.0%		(5 / 125)
			White / Other	10.1%		(26 / 258)
	20-21	All	All	13.0%		(50 / 386)
		ELL	Not ELL	14.9%		(49 / 329)
			ELL	1.8%		(1 / 57)
		Gender	Female	12.7%		(25 / 197)
			Male	13.2%		(25 / 189)
		InstrSetting	Not Special Ed	15.8%		(48 / 304)
			Special Ed	2.4%		(2 / 82)
		Race	Black / Latinx	4.3%		(5 / 117)
			White / Other	16.7%		(45 / 269)
	19-20	All	All	13.5%		(104 / 770)
		ELL	Not ELL	15.2%		(103 / 677)
			ELL	1.1%		(1 / 93)
		Gender	Female	12.6%		(51 / 405)
			Male	14.5%		(53 / 365)
		InstrSetting	Not Special Ed	15.8%		(103 / 653)
			Special Ed	0.9%		(1 / 117)
		Race	Black / Latinx	4.4%		(9 / 203)
			White / Other	16.8%		(95 / 567)
	18-19	All	All	15.0%		(118 / 788)
		ELL	Not ELL	16.0%		(115 / 717)
			ELL	4.2%		(3 / 71)
		Gender	Female	14.2%		(53 / 373)
			Male	15.7%		(65 / 415)
		InstrSetting	Not Special Ed	17.4%		(117 / 671)
			Special Ed	0.9%		(1 / 117)
		Race	Black / Latinx	4.6%		(9 / 195)
			White / Other	18.4%		(109 / 593)
	17-18	All	All	14.1%		(107 / 759)
		ELL	Not ELL	15.4%		(100 / 651)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert Elementary School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	6.5%		(7 / 107)
		Gender	Female	13.3%		(50 / 377)
			Male	14.9%		(57 / 382)
		InstrSetting	Not Special Ed	15.7%		(103 / 657)
			Special Ed	4.0%		(4 / 101)
		Race	Black / Latinx	4.1%		(7 / 170)
			White / Other	17.0%		(100 / 589)
	16-17	All	All	12.5%		(92 / 734)
		ELL	Not ELL	14.3%		(90 / 631)
			ELL	1.9%		(2 / 103)
		Gender	Female	11.7%		(43 / 369)
			Male	13.4%		(49 / 365)
		InstrSetting	Not Special Ed	14.4%		(91 / 633)
			Special Ed	1.0%		(1 / 101)
		Race	Black / Latinx	3.5%		(5 / 142)
			White / Other	14.7%		(87 / 592)
	15-16	All	All	13.4%		(94 / 702)
		ELL	Not ELL	14.3%		(92 / 642)
			ELL	3.3%		(2 / 60)
		Gender	Female	13.1%		(46 / 352)
			Male	13.7%		(48 / 350)
		InstrSetting	Not Special Ed	15.4%		(91 / 592)
			Special Ed	2.7%		(3 / 110)
		Race	Black / Latinx	1.5%		(2 / 137)
			White / Other	16.3%		(92 / 565)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Gilbert Elementary School	Number of Students
Chronic Absences	21-22	All	All	30.3%		(256 / 844)
		ELL	Not ELL	29.7%		(217 / 731)
			ELL	34.5%		(39 / 113)
		Gender	Female	28.2%		(107 / 380)
			Male	32.1%		(149 / 464)
		InstrSetting	Not Special Ed	29.6%		(176 / 595)
			Special Ed	32.1%		(80 / 249)
		Race	Black / Latinx	33.6%		(85 / 253)
			White / Other	28.9%		(171 / 591)
	20-21	All	All	26.5%		(228 / 862)
		ELL	Not ELL	26.3%		(198 / 754)
			ELL	27.8%		(30 / 108)
		Gender	Female	25.8%		(105 / 407)
			Male	27.0%		(123 / 455)
		InstrSetting	Not Special Ed	25.5%		(162 / 636)
			Special Ed	29.2%		(66 / 226)
		Race	Black / Latinx	31.9%		(80 / 251)
			White / Other	24.2%		(148 / 611)
	19-20	All	All	12.1%		(93 / 770)
		ELL	Not ELL	12.7%		(88 / 692)
			ELL	6.4%		(5 / 78)
		Gender	Female	12.3%		(50 / 405)
			Male	11.8%		(43 / 365)
		InstrSetting	Not Special Ed	10.7%		(70 / 653)
			Special Ed	19.7%		(23 / 117)
		Race	Black / Latinx	10.8%		(22 / 203)
			White / Other	12.5%		(71 / 567)
	18-19	All	All	11.0%		(87 / 788)
		ELL	Not ELL	11.3%		(82 / 727)
			ELL	8.2%		(5 / 61)
		Gender	Female	10.2%		(38 / 373)
			Male	11.8%		(49 / 415)
		InstrSetting	Not Special Ed	9.4%		(63 / 671)
			Special Ed	20.5%		(24 / 117)
		Race	Black / Latinx	11.3%		(22 / 195)
			White / Other	11.0%		(65 / 593)
	17-18	All	All	10.5%		(80 / 764)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Gilbert Elementary School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	9.5%		(69 / 723)
			ELL	3.4%		(2 / 59)
		Gender	Female	10.0%		(38 / 379)
			Male	10.9%		(42 / 385)
		InstrSetting	Not Special Ed	8.5%		(56 / 662)
			Special Ed	15.7%		(16 / 102)
		Race	Black / Latinx	8.7%		(15 / 172)
			White / Other	11.0%		(65 / 592)
	16-17	All	All	10.0%		(74 / 739)
		ELL	Not ELL	10.2%		(68 / 666)
			ELL	8.2%		(6 / 73)
		Gender	Female	10.8%		(40 / 372)
			Male	9.3%		(34 / 367)
		InstrSetting	Not Special Ed	9.6%		(61 / 638)
			Special Ed	12.9%		(13 / 101)
		Race	Black / Latinx	7.7%		(11 / 143)
			White / Other	10.6%		(63 / 596)
	15-16	All	All	8.2%		(69 / 840)
		ELL	Not ELL	8.2%		(54 / 655)
			ELL	1.7%		(1 / 59)
		Gender	Female	9.5%		(38 / 401)
			Male	7.1%		(31 / 439)
		InstrSetting	Not Special Ed	8.0%		(57 / 710)
			Special Ed	9.2%		(12 / 130)
		Race	Black / Latinx	7.7%		(12 / 155)
			White / Other	8.3%		(57 / 685)
	14-15	All	All	6.2%		(59 / 953)
		ELL	Not ELL	6.1%		(40 / 653)
			ELL	1.6%		(1 / 62)
		Gender	Female	6.2%		(27 / 438)
			Male	6.2%		(32 / 515)
		InstrSetting	Not Special Ed	5.9%		(47 / 797)
			Special Ed	7.7%		(12 / 156)
		Race	Black / Latinx	3.5%		(6 / 172)
			White / Other	6.8%		(53 / 781)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert Elementary School	Number of Students
Referrals	21-22	All	All	3.4%		(29 / 843)
		ELL	Not ELL	3.6%		(26 / 730)
			ELL	2.7%		(3 / 113)
		Gender	Female	1.3%		(5 / 380)
			Male	5.2%		(24 / 463)
		InstrSetting	Not Special Ed	2.9%		(17 / 595)
			Special Ed	4.8%		(12 / 248)
		Race	Black / Latinx	3.8%		(8 / 212)
			White / Other	3.3%		(21 / 631)
	20-21	All	All	2.6%		(22 / 861)
		ELL	Not ELL	2.9%		(22 / 753)
			ELL	0.0%		(0 / 108)
		Gender	Female	0.5%		(2 / 407)
			Male	4.4%		(20 / 454)
		InstrSetting	Not Special Ed	1.9%		(12 / 636)
			Special Ed	4.4%		(10 / 225)
		Race	Black / Latinx	1.4%		(3 / 210)
			White / Other	2.9%		(19 / 651)
	19-20	All	All	13.9%		(107 / 770)
		ELL	Not ELL	14.6%		(99 / 678)
			ELL	8.7%		(8 / 92)
		Gender	Female	8.6%		(35 / 405)
			Male	19.7%		(72 / 365)
		InstrSetting	Not Special Ed	12.4%		(81 / 653)
			Special Ed	22.2%		(26 / 117)
		Race	Black / Latinx	17.2%		(30 / 174)
			White / Other	12.9%		(77 / 596)
	18-19	All	All	20.7%		(163 / 788)
		ELL	Not ELL	21.9%		(157 / 717)
			ELL	8.5%		(6 / 71)
		Gender	Female	11.5%		(43 / 373)
			Male	28.9%		(120 / 415)
		InstrSetting	Not Special Ed	18.2%		(122 / 671)
			Special Ed	35.0%		(41 / 117)
		Race	Black / Latinx	22.3%		(35 / 157)
			White / Other	20.3%		(128 / 631)
	17-18	All	All	19.5%		(155 / 796)
		ELL	Not ELL	19.7%		(144 / 730)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert Elementary School	Number of Students
Referrals	17-18	ELL	ELL	16.7%		(11 / 66)
		Gender	Female	9.2%		(36 / 390)
			Male	29.3%		(119 / 406)
		InstrSetting	Not Special Ed	18.0%		(123 / 682)
			Special Ed	28.1%		(32 / 114)
		Race	Black / Latinx	23.2%		(33 / 142)
			White / Other	18.7%		(122 / 654)
	16-17	All	All	16.1%		(119 / 739)
		ELL	Not ELL	16.7%		(111 / 666)
			ELL	11.0%		(8 / 73)
		Gender	Female	8.1%		(30 / 372)
			Male	24.3%		(89 / 367)
		InstrSetting	Not Special Ed	15.5%		(99 / 638)
			Special Ed	19.8%		(20 / 101)
		Race	Black / Latinx	23.8%		(34 / 143)
			White / Other	14.3%		(85 / 596)
	15-16	All	All	10.1%		(85 / 840)
		ELL	Not ELL	10.2%		(79 / 775)
			ELL	9.2%		(6 / 65)
		Gender	Female	4.2%		(17 / 401)
			Male	15.5%		(68 / 439)
		InstrSetting	Not Special Ed	8.7%		(62 / 710)
			Special Ed	17.7%		(23 / 130)
		Race	Black / Latinx	12.7%		(20 / 157)
			White / Other	9.5%		(65 / 683)
	14-15	All	All	9.9%		(94 / 953)
		ELL	Not ELL	10.4%		(91 / 878)
			ELL	4.0%		(3 / 75)
		Gender	Female	3.7%		(16 / 438)
			Male	15.1%		(78 / 515)
		InstrSetting	Not Special Ed	7.7%		(61 / 797)
			Special Ed	21.2%		(33 / 156)
		Race	Black / Latinx	13.2%		(23 / 174)
			White / Other	9.1%		(71 / 779)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert Elementary School	Number of Students
In School Suspensions	21-22	All	All	0.1%		(1 / 843)
		ELL	Not ELL	0.1%		(1 / 730)
			ELL	0.0%		(0 / 113)
		Gender	Female	0.0%		(0 / 380)
			Male	0.2%		(1 / 463)
		InstrSetting	Not Special Ed	0.0%		(0 / 595)
			Special Ed	0.4%		(1 / 248)
		Race	Black / Latinx	0.0%		(0 / 212)
			White / Other	0.2%		(1 / 631)
	20-21	All	All	0.0%		(0 / 861)
		ELL	Not ELL	0.0%		(0 / 753)
			ELL	0.0%		(0 / 108)
		Gender	Female	0.0%		(0 / 407)
			Male	0.0%		(0 / 454)
		InstrSetting	Not Special Ed	0.0%		(0 / 636)
			Special Ed	0.0%		(0 / 225)
		Race	Black / Latinx	0.0%		(0 / 210)
			White / Other	0.0%		(0 / 651)
	19-20	All	All	2.9%		(22 / 770)
		ELL	Not ELL	3.2%		(22 / 678)
			ELL	0.0%		(0 / 92)
		Gender	Female	1.2%		(5 / 405)
			Male	4.7%		(17 / 365)
		InstrSetting	Not Special Ed	2.5%		(16 / 653)
			Special Ed	5.1%		(6 / 117)
		Race	Black / Latinx	2.3%		(4 / 174)
			White / Other	3.0%		(18 / 596)
	18-19	All	All	7.4%		(58 / 788)
		ELL	Not ELL	7.9%		(57 / 717)
			ELL	1.4%		(1 / 71)
		Gender	Female	2.4%		(9 / 373)
			Male	11.8%		(49 / 415)
		InstrSetting	Not Special Ed	6.0%		(40 / 671)
			Special Ed	15.4%		(18 / 117)
		Race	Black / Latinx	7.0%		(11 / 157)
			White / Other	7.4%		(47 / 631)
	17-18	All	All	7.2%		(57 / 796)
		ELL	Not ELL	7.8%		(57 / 730)
			ELL	0.0%		(0 / 66)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert Elementary School	Number of Students
In School Suspensions	17-18	Gender	Female	1.8%		(7 / 390)
			Male	12.3%		(50 / 406)
		InstrSetting	Not Special Ed	6.2%		(42 / 682)
			Special Ed	13.2%		(15 / 114)
		Race	Black / Latinx	4.9%		(7 / 142)
			White / Other	7.6%		(50 / 654)
	16-17	All	All	4.6%		(34 / 739)
		ELL	Not ELL	4.8%		(32 / 666)
			ELL	2.7%		(2 / 73)
		Gender	Female	0.5%		(2 / 372)
			Male	8.7%		(32 / 367)
		InstrSetting	Not Special Ed	4.2%		(27 / 638)
			Special Ed	6.9%		(7 / 101)
		Race	Black / Latinx	7.0%		(10 / 143)
			White / Other	4.0%		(24 / 596)
	15-16	All	All	2.5%		(21 / 840)
		ELL	Not ELL	2.7%		(21 / 775)
			ELL	0.0%		(0 / 65)
		Gender	Female	0.5%		(2 / 401)
			Male	4.3%		(19 / 439)
		InstrSetting	Not Special Ed	1.8%		(13 / 710)
			Special Ed	6.2%		(8 / 130)
		Race	Black / Latinx	1.3%		(2 / 157)
			White / Other	2.8%		(19 / 683)
	14-15	All	All	3.6%		(34 / 953)
		ELL	Not ELL	3.9%		(34 / 878)
			ELL	0.0%		(0 / 75)
		Gender	Female	0.5%		(2 / 438)
			Male	6.2%		(32 / 515)
		InstrSetting	Not Special Ed	2.5%		(20 / 797)
			Special Ed	9.0%		(14 / 156)
		Race	Black / Latinx	6.3%		(11 / 174)
			White / Other	3.0%		(23 / 779)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert Elementary School	Number of Students
Out of School Suspensions	21-22	All	All	0.9%		(8 / 843)
		ELL	Not ELL	1.0%		(7 / 730)
			ELL	0.9%		(1 / 113)
		Gender	Female	0.5%		(2 / 380)
			Male	1.3%		(6 / 463)
		InstrSetting	Not Special Ed	0.7%		(4 / 595)
			Special Ed	1.6%		(4 / 248)
		Race	Black / Latinx	0.9%		(2 / 212)
			White / Other	1.0%		(6 / 631)
	20-21	All	All	0.3%		(3 / 861)
		ELL	Not ELL	0.4%		(3 / 753)
			ELL	0.0%		(0 / 108)
		Gender	Female	0.0%		(0 / 407)
			Male	0.7%		(3 / 454)
		InstrSetting	Not Special Ed	0.0%		(0 / 636)
			Special Ed	1.3%		(3 / 225)
		Race	Black / Latinx	0.0%		(0 / 210)
			White / Other	0.5%		(3 / 651)
	19-20	All	All	1.9%		(15 / 770)
		ELL	Not ELL	2.2%		(15 / 678)
			ELL	0.0%		(0 / 92)
		Gender	Female	0.7%		(3 / 405)
			Male	3.3%		(12 / 365)
		InstrSetting	Not Special Ed	2.0%		(13 / 653)
			Special Ed	1.7%		(2 / 117)
		Race	Black / Latinx	1.1%		(2 / 174)
			White / Other	2.2%		(13 / 596)
	18-19	All	All	3.9%		(31 / 788)
		ELL	Not ELL	4.3%		(31 / 717)
			ELL	0.0%		(0 / 71)
		Gender	Female	0.8%		(3 / 373)
			Male	6.7%		(28 / 415)
		InstrSetting	Not Special Ed	3.0%		(20 / 671)
			Special Ed	9.4%		(11 / 117)
		Race	Black / Latinx	5.7%		(9 / 157)
			White / Other	3.5%		(22 / 631)
	17-18	All	All	3.5%		(28 / 796)
		ELL	Not ELL	3.7%		(27 / 730)
			ELL	1.5%		(1 / 66)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert Elementary School	Number of Students
Out of School Suspensions	17-18	Gender	Female	1.5%		(6 / 390)
			Male	5.4%		(22 / 406)
		InstrSetting	Not Special Ed	2.3%		(16 / 682)
			Special Ed	10.5%		(12 / 114)
		Race	Black / Latinx	4.2%		(6 / 142)
			White / Other	3.4%		(22 / 654)
	16-17	All	All	3.1%		(23 / 739)
		ELL	Not ELL	3.2%		(21 / 666)
			ELL	2.7%		(2 / 73)
		Gender	Female	0.8%		(3 / 372)
			Male	5.4%		(20 / 367)
		InstrSetting	Not Special Ed	3.1%		(20 / 638)
			Special Ed	3.0%		(3 / 101)
		Race	Black / Latinx	2.8%		(4 / 143)
			White / Other	3.2%		(19 / 596)
	15-16	All	All	2.7%		(23 / 840)
		ELL	Not ELL	2.7%		(21 / 775)
			ELL	3.1%		(2 / 65)
		Gender	Female	0.5%		(2 / 401)
			Male	4.8%		(21 / 439)
		InstrSetting	Not Special Ed	2.7%		(19 / 710)
			Special Ed	3.1%		(4 / 130)
		Race	Black / Latinx	5.7%		(9 / 157)
			White / Other	2.0%		(14 / 683)
	14-15	All	All	3.4%		(32 / 953)
		ELL	Not ELL	3.6%		(32 / 878)
			ELL	0.0%		(0 / 75)
		Gender	Female	0.7%		(3 / 438)
			Male	5.6%		(29 / 515)
		InstrSetting	Not Special Ed	2.8%		(22 / 797)
			Special Ed	6.4%		(10 / 156)
		Race	Black / Latinx	4.0%		(7 / 174)
			White / Other	3.2%		(25 / 779)

SCDE Survey Results

0 - 74.9% Red   75 - 84.9% Yellow   85% plus Green

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
CURRENT WORKING CONDITIONS							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			57	77.2%		
	18-19			52	78.9%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			57	78.9%		
	18-19			52	82.7%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			64	87.5%		
	20-21			57	100.0%		
	18-19			52	98.1%		
I feel supported by administrators at my school.	21-22			63	96.8%		
	20-21			57	87.7%		
	18-19			52	98.1%		
The faculty and staff at my school have a shared vision.	21-22			64	87.5%		
	20-21			57	93.0%		
	18-19			52	98.0%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			63	76.2%		
	20-21			56	100.0%		
	18-19			52	98.1%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			64	65.7%		
	20-21			56	91.1%		
	18-19			52	77.0%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			62	90.3%		
	20-21			57	86.0%		
	18-19			52	96.2%		
My decisions in areas such as instruction and student progress are supported.	21-22			64	65.7%		
	20-21			57	96.4%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and stude	18-19			52	96.1%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			62	90.3%		
	20-21			57	94.7%		
	18-19			52	98.1%		
I feel comfortable raising issues and concerns that are important to me.	21-22			64	65.7%		
	20-21			57	75.5%		
	18-19			52	96.2%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			64	85.9%		
	20-21			57	94.8%		
	18-19			52	98.1%		
My class sizes allow me to meet the educational needs of my students.	21-22			61	68.8%		
	20-21			57	77.2%		
	18-19			52	69.2%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			64	85.9%		
	20-21			57	87.7%		
	18-19			52	96.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	291	89.7%			29	96.6%
	20-21	107	78.5%	57	87.7%	141	79.5%
	18-19	268	87.7%	52	96.2%	120	84.2%
My parent knows what I am expected to learn in school.	21-22	301	91.3%			32	96.9%
	20-21	112	86.6%			141	89.3%
	18-19	268	95.5%			116	84.5%
My parent knows how well I am doing in school.	21-22	305	96.1%				
	20-21	112	95.6%				
	18-19	268	97.8%				
My school informs parents about school programs and activities.	21-22	302	94.0%	64	100.0%		
	20-21	112	92.8%	56	100.0%		
	18-19	268	95.9%	52	100.0%		
Parents at my school know their children's homework assignments.	21-22	276	80.5%	63	69.8%		
	20-21	110	81.0%	57	84.2%		
	18-19	267	85.8%	52	90.3%		
My parent helps me with my homework when I need it.	21-22	300	84.6%				
	20-21	110	90.0%				
	18-19	268	90.6%				
Parents are welcomed at my school.	21-22	301	97.3%				
	20-21	106	82.1%				
	18-19	268	95.9%				
Parents volunteer and participate in activities at my school.	21-22	281	78.0%	58	68.9%		
	20-21	105	67.7%	57	43.8%		
	18-19	268	89.9%	52	75.0%		
My child's teachers contact me to say good things about my child.	21-22					32	87.5%
	20-21					141	83.7%
	18-19					121	88.4%
My child's teachers tell me how I can help my child learn.	21-22					33	91.0%
	20-21					138	81.1%
	18-19					120	87.5%

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					32	96.9%
	20-21					139	84.1%
	18-19					118	61.9%
My child's school returns my phone calls or e-mails promptly.	21-22					30	96.6%
	20-21					138	89.2%
	18-19					118	90.6%
Parents are involved in school decisions.	21-22			64	64.0%		
	20-21			57	91.2%	141	93.7%
	18-19			52	96.1%	120	80.0%
My child's school considers changes based on what parents say.	21-22					30	93.3%
	20-21					141	68.1%
	18-19					118	68.6%
My child's school schedules activities at times that I can attend.	21-22					30	93.3%
	20-21					141	74.5%
	18-19					121	83.5%
My child's school treats all students fairly.	21-22					30	100.0%
	20-21					141	95.0%
	18-19					120	82.5%
The principal at my child's school is available and welcoming.	21-22					31	100.0%
	20-21					141	90.8%
	18-19					121	86.8%
Parents at my school are aware of school policies.	21-22			64	93.8%		
	20-21			57	100.0%		
	18-19			52	96.2%		
Parents at my school understand the school's instructional programs.	21-22			64	86.0%		
	20-21			57	93.0%		
	18-19			52	92.3%		
Parents at my school support instructional decisions regarding their children.	21-22			63	87.3%		
	20-21			57	89.5%		
	18-19			52	96.1%		
Parents attend conferences requested by teachers at my school.	21-22			64	81.2%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			57	91.2%		
	18-19			52	88.4%		
Parents at my school cooperate regarding discipline problems.	21-22			62	77.5%		
	20-21			57	87.7%		
	18-19			52	92.3%		
Parents attend school meetings and other school events.	21-22			64	71.9%		
	20-21			57	80.7%		
	18-19			52	96.2%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	295	89.1%	64	87.6%	32	90.7%
	20-21	113	86.7%	57	92.9%	141	72.3%
	18-19	268	92.6%	52	96.1%	120	95.0%
My classes are challenging (not too easy; they make me think).	21-22	296	73.0%	64	96.9%	32	93.8%
	20-21	117	72.6%	57	100.0%	141	94.4%
	18-19	268	74.2%	52	100.0%	120	95.0%
My teachers want me to understand what I am learning, not just remember facts.	21-22	303	93.4%	64	95.3%		
	20-21	117	92.3%	57	94.7%		
	18-19	268	98.1%	52	100.0%		
My teachers expect students to learn.	21-22	306	96.4%	64	96.9%	33	93.9%
	20-21	116	96.5%	57	100.0%	141	96.4%
	18-19	268	98.5%	52	98.0%	121	98.3%
My teachers expect students to behave.	21-22	311	93.9%				
	20-21	117	93.2%				
	18-19	268	98.9%				
My teachers spend enough time helping me learn.	21-22	304	90.5%	64	96.9%		
	20-21	117	92.3%	57	96.5%		
	18-19	268	95.9%	52	96.2%		
My teachers help students when they do not understand something.	21-22	311	94.9%	64	92.2%	33	90.9%
	20-21	117	95.7%	57	98.2%	141	88.7%
	18-19	268	99.3%	52	96.1%	121	90.1%
My teachers do a good job teaching me mathematics.	21-22	310	94.5%				
	20-21	116	94.8%				
	18-19	268	98.9%				
My teachers do a good job teaching me English language arts.	21-22	300	96.7%				
	20-21	117	95.8%				
	18-19	268	96.3%				
My teachers give tests on what I learn in class.	21-22	309	93.8%				
	20-21	116	97.4%				
	18-19	268	98.9%				

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My teachers give homework assignments that help me learn better.	21-22	296	72.6%			30	83.4%
	20-21	115	82.6%			141	85.9%
	18-19	268	91.5%			121	90.9%
My classes are interesting and fun.	21-22	310	80.3%				
	20-21	116	82.7%				
	18-19	268	88.0%				
Students at my school believe they can do good work.	21-22	289	82.0%				
	20-21	116	80.2%				
	18-19	268	90.6%				
My teachers praise students when they do good work.	21-22	299	87.6%				
	20-21	116	76.7%				
	18-19	267	87.2%				
Work done by students can be seen on the walls of my school.	21-22	297	84.9%				
	20-21	111	76.5%				
	18-19	268	90.7%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	302	79.5%				
	20-21	113	77.9%				
	18-19	268	83.2%				
The media center at my school has a good selection of books.	21-22	298	89.6%	64	96.9%		
	20-21	109	82.5%	57	98.2%		
	18-19	268	93.7%	52	98.0%		
I use computers and other technology at my school to help me learn.	21-22	309	95.5%	64	89.0%		
	20-21	113	90.3%	57	98.2%		
	18-19	268	94.8%	52	88.5%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			63	98.4%		
	20-21			57	94.7%		
	18-19			52	100.0%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			63	92.1%		
	20-21			57	96.5%		
	18-19			52	98.1%		
My school offers effective programs for students with disabilities.	21-22			62	98.4%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	20-21			57	96.5%		
	18-19			52	100.0%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			63	96.8%		
	20-21			57	98.3%		
	18-19			52	96.1%		
The level of teacher and staff morale is high at my school.	21-22			64	65.6%		
	20-21			57	66.7%		
	18-19			52	96.2%		
Teachers respect each other at my school.	21-22			64	95.3%		
	20-21			57	93.0%		
	18-19			52	96.2%		
Teachers at my school are recognized and appreciated for good work.	21-22			64	87.5%		
	20-21			57	78.9%		
	18-19			52	96.2%		
Students at my school are motivated and interested in learning.	21-22			64	81.3%		
	20-21			57	92.9%		
	18-19			52	98.0%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			64	93.8%		
	20-21			56	98.2%		
	18-19			52	92.3%		
Our school has sufficient computers for instructional use.	21-22			64	98.4%		
	20-21			57	98.3%		
	18-19			52	78.9%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			64	90.6%		
	20-21			57	89.4%		
	18-19			52	96.1%		
The school administration communicates clear instructional goals for the school.	21-22			64	86.0%		
	20-21			57	96.5%		
	18-19			52	98.1%		
The school administration sets high standards for students.	21-22			64	92.2%		
	20-21			57	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for s	18-19			52	100.0%		
The school administration has high expectations for teacher performance.	21-22			64	95.3%		
	20-21			57	98.2%		
	18-19			52	100.0%		
The school administration provides effective instructional leadership.	21-22			64	82.8%		
	20-21			57	93.0%		
	18-19			52	98.1%		
Student assessment information is used to set goals and plan programs for my school.	21-22			63	98.4%		
	20-21			57	100.0%		
	18-19			52	100.0%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			62	96.8%		
	20-21			57	98.2%		
	18-19			52	98.0%		
School administrators visit classrooms to observe instruction.	21-22			64	84.4%		
	20-21			57	94.8%		
	18-19			52	98.1%		
The school administration arranges for collaborative planning and decision making.	21-22			64	85.9%		
	20-21			57	84.2%		
	18-19			52	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	296	85.8%	64	90.7%	32	93.8%
	20-21	108	84.3%	57	89.5%		
	18-19	268	92.2%	52	96.2%	119	89.1%
The grounds around my school are kept clean.	21-22	303	84.5%	64	100.0%		
	20-21	107	85.0%	57	100.0%		
	18-19	268	85.0%	52	100.0%		
The hallways at my school are kept clean.	21-22	308	92.8%	64	100.0%	30	100.0%
	20-21	107	96.3%	57	98.2%	141	83.0%
	18-19	268	94.0%	52	100.0%	121	95.1%
The bathrooms at my school are kept clean.	21-22	305	59.7%	64	98.4%		
	20-21	108	70.4%	57	98.3%		
	18-19	268	65.3%	52	94.2%		
Broken things at my school get fixed.	21-22	305	84.2%	64	96.9%		
	20-21	106	88.7%	57	96.5%		
	18-19	268	89.2%	52	78.8%		
There is enough room for students to learn at my school.	21-22	308	93.5%	64	57.8%		
	20-21	109	88.1%	57	84.3%		
	18-19	268	94.4%	52	80.8%		
Students at my school behave well in class.	21-22	294	54.7%	64	82.8%		
	20-21	112	63.4%	57	96.4%	141	94.3%
	18-19	268	75.0%	52	96.1%	121	75.2%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	284	52.8%	64	82.8%		
	20-21	106	68.9%	57	94.8%		
	18-19	268	72.4%	52	90.4%		
Students at my school know the rules and what happens when students break the rules.	21-22	297	85.1%	64	70.3%		
	20-21	112	91.1%	57	89.5%		
	18-19	268	95.1%	52	100.0%		
The rules about how students should behave in my school are fair.	21-22	301	88.1%	63	92.1%		
	20-21	113	84.1%	57	98.3%		
	18-19	268	90.3%	52	98.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	286	86.3%	63	74.6%		
	20-21	109	88.0%	57	92.9%		
	18-19	268	94.1%	52	96.2%		
I feel safe at my school before and after school hours.	21-22	301	90.3%	64	98.5%		
	20-21	111	91.0%	57	98.2%		
	18-19	268	90.3%	52	100.0%		
I feel safe at my school during the school day.	21-22	306	90.9%	64	98.4%	31	100.0%
	20-21	108	92.6%	57	100.0%	141	75.1%
	18-19	268	92.9%	52	100.0%	119	93.3%
I feel safe going to or coming from my school.	21-22	297	90.2%	64	100.0%		
	20-21	104	90.4%	57	100.0%		
	18-19	268	95.1%	52	100.0%		
Students from different backgrounds get along well at my school.	21-22	295	79.7%	64	98.4%		
	20-21	108	90.8%	57	100.0%		
	18-19	268	87.3%	52	98.1%		
Teachers and students get along well with each other at my school.	21-22	302	86.5%	64	98.4%		
	20-21	110	93.7%	57	100.0%		
	18-19	268	95.1%	52	100.0%		
Teachers work together to help students at my school.	21-22	306	95.4%	64	93.8%		
	20-21	111	94.6%	57	94.8%		
	18-19	268	95.5%	52	100.0%		
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have seen or know of another student being bullied.	21-22	297	54.6%	61	13.1%		
	20-21	109	40.4%	57	12.3%		
	18-19	268	49.6%	52	5.7%		
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied at the school during the school day.	21-22	293	38.6%				
	20-21	111	28.8%				
	18-19	268	31.8%				
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have bullied another student at my school.	21-22	298	12.7%	60	8.3%		
	20-21	111	13.5%	57	8.8%		
	18-19	267	8.6%	52	0.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
		**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red					
**I have been bullied while going to or from school.	21-22	279	24.0%				
	20-21	111	17.1%				
	18-19	268	23.9%				
		**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red					
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	21-22	285	16.2%				
	20-21	111	10.8%				
	18-19	268	10.4%				
Adults at my school prevent bullying from happening.	21-22	307	85.1%	64	85.9%	28	89.3%
	20-21	112	88.4%	57	100.0%	141	63.8%
	18-19	268	88.4%	52	98.1%	118	76.3%
I can always go to adults at my school if I am being bullied.	21-22	301	88.4%				
	20-21	113	85.8%				
	18-19	268	91.1%				
An adult at my school has talked to me about bullying.	21-22	303	88.7%				
	20-21	113	81.4%				
	18-19	268	78.0%				
My child's teachers care about my child as an individual.	21-22					27	92.6%
	20-21					141	94.3%
	18-19					120	96.7%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					27	92.6%
	20-21					141	84.4%
	18-19					120	55.8%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21						
	18-19					80	40.1%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19					79	35.5%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					81	44.5%

Executive Summary of Needs Assessment Data Findings

School Name: <mark>Gilbert Elementary School</mark>

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.

Student Achievement <mark>Primary School (K - 2) Student</mark> <mark>Elementary/ Middle School (3 - 8) Student</mark> High School (9 - 12) Student	At Gilbert Elementary the faculty, staff, and community stakeholders remain committed to ensuring success for all of our students. The goal for ELA for students who met or exceeded standard was 44.3% and 37% met this goal. For ELA Exceeds, our goal was 14.6% and 13.2% achieved this goal. In math our goal for students who met or exceeded standard was 56.5% and 43.1% met this goal. In the math exceeds category, the goal was 22.9% and 14% met this goal. Additionally, our goal was to increase Gifted enrollment for minority students by having an increase of 0.03 annually. Unfortunately, we did not meet this goal. Our baseline was 0.527 while our actual score was 0.247 only increasing by 0.01. When looking at students in K-2 who were meeting or exceeding standard on end-of-year text levels. Scores will increase annually by 2 points. Baseline was 69% and actual scores were 55.5%, up 4 points, but did not meet our goal. We also had a goal where students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point. Our goal was 11.5% and we met this goal by achieving 10.3% of students receiving these levels of intervention.
Teacher/Administrator Quality	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

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	team, high quality professional learning, academic achievement meetings with service providers, and committee meetings. Additionally, 86.6% 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 79.1% to 90.3%.
School Climate	GES is continually working to promote a school climate where academic success, positive behavior, and overall well-being are our focus. One goal in this area that we are working on is to decrease the number of discipline referrals to decrease from 0.5 points annually. We have implemented a number of positive behavior supports and Our goal was 4.2% and as a school we reduced the percentage to 0.3%. This continues a trend in the right direction of lower referral percentage rates. Additionally, 85.9% of teachers responded that sufficient resources are available to allow teachers to take advantage of professional development activities. 90.3%of teachers responded that they are encouraged to develop innovative solutions to problems.

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

2. Teaching and learning develop power skills in all students.

3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis

- Literacy and Numeracy
- High Impact Teaching and Learning
- Leadership Development
- Opportunity and Access

South Carolina State Department of Education Required Goal Categories

- Student Achievement
- Teacher and Administrator Quality
- School Climate
- Gifted and Talented

Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

2. The district will implement strategies to improve equity in high level coursework.

3. The district will implement strategies to improve performance in high level coursework.

4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

Performance Goal 1 : The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

System Commitment(s): 1

State Department Category: Student Achievement

Strategic Area of Emphasis: Literacy and numeracy, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of students meeting or exceeding standard on end-of-year text levels will increase annually by 2 points.	Grades K-2	61.4%	63.3%	65.3%	67.3%	69.3%	71.3%
			(Actual)	58.7%	61.9%	51.9%	55.5%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	39.7%	41.6%	43.6%	42.3%	44.3%	46.3%
			(Actual)	40.9%		27.1%	37.0%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	48.6%	50.5%	52.5%	54.5%	56.5%	58.5%
			(Actual)	48.2%		32.8%	43.1%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	15.7%	14.7%	13.7%	12.5%	11.5%	10.4%
			(Actual)	17.0%	27.1%	19.8%	10.3%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services, implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	May 2018 - June 2019	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 – June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to	May 2018 –	Principal, Assistant	None	n/a	Student engagement survey

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empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	June 2021	Principals			results, professional learning plans based upon observation data

Performance Goal 2 : The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	Gifted enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.160	0.189	0.219	0.497	0.527	0.556
			(Actual)	0.238	0.195	0.237	0.247	

Action Plan for Performance Goal 2:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Director of Assessment and Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Director of Accountability, Principal	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2018 – June 2019	Principal, ELA Coordinator, Math Coordinator,GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

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Performance Goal 3 : The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% scoring Exceeds on SC READY ELA subject test will increase by 1 point annually	Grades 3-5	11.9%	12.9%	13.9%	13.6%	14.6%	15.6%
			(Actual)	16.0%		12.3%	13.2%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	18.9%	19.9%	20.9%	21.9%	22.9%	23.9%
			(Actual)	21.5%		8.8%	14.0%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	17.1%	18.1%	19.1%	20.1%	21.1%	22.1%
			(Actual)	16.5%		11.0%	8.1%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	26.2%	27.1%	28.1%	29.3%	30.3%	31.3%
			(Actual)	24.8%				

Action Plan for Performance Goal 3:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Principal, Director of Accountability	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework.	May 2018 – August 2018	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018

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coursework.				to 2018-2019.

Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of students chronically absent will decrease by 0.5 points annually.	Grades K-5	11.2%	10.7%	10.2%	9.7%	9.2%	8.7%
			(Actual)	11.0%	12.1%	26.3%	29.2%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	6.3%	5.7%	5.2%	4.7%	4.2%	3.7%
			(Actual)	5.7%	2.5%	0.3%	0.3%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.661	0.690	0.720	0.750	0.780	0.810
			(Actual)	0.587		0.600	0.823	

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2018	Principal, Director of School Counseling, Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2018 to Fall of 2019	Principal, Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2018- Ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2018- Ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness, suspension, etc.	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling, Director of			Status updates from School Wellness Teams and school-level directors of school counseling

		Elementary Schools, Director of Secondary Schools, District RTI Coordinator			

Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		92.6%	94.4%	96.2%	98.0%	98.0%	98.0%
			(Actual)	98.1%		94.8%	85.9%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		98.2%	98.0%	98.0%	100.0%	98.0%	98.0%
			(Actual)	98.1%		94.7%	90.3%	

Action Plan for Performance Goal 5:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2018 - December 2018	Principal, Director of Professional Learning and Leadership Development	$22,400	General Budget	School Professional Learning Plan
3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals.	May 2018 - June 2019	Principal, Director of Professional Learning and Leadership Development, Director of Human Resources	$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2018 – Nov. 2018	Principal, Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2018
5. Create model classrooms and labsites for visible	2018-2019 PK-	ELA Coordinator,	None	n/a	Professional learning

| implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12 | 8 ELA and Math; 2019-2020 Secondary | Math Coordinator, ELA and Math Leadership Teams | | | experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data |

Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement.

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		87.4%	91.2%	95.0%	95.0%	95.0%	95.0%
			(Actual)	91.3%		84.3%	86.6%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		77.7%	86.3%	95.0%	95.0%	95.0%	95.0%
			(Actual)	86.6%		79.1%	90.3%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the school's ongoing improvement meetings with central services.	August 2018 - ongoing	Principal, Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2018	Principal, Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2018 - ongoing	Principal, Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard