

School Renewal Plan Cover Page

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

School Name:	Gilbert Middle
SIDN:	3201054
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 01
Address 1:	120 Rikard Circle
Address 2:	
City:	Gilbert, SC
Zip Code:	29054
School Renewal Plan Contact Person:	Kyle Meetze
School Plan Contact Phone:	803-821-1700
School Plan E-mail Address:	kmeetze@lexington1.net


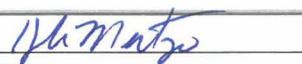


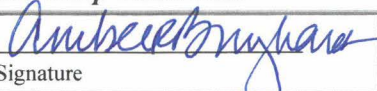
Required Signature Page

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

<i>Superintendent</i>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Principal</i>		
<u>Dr. Kyle Meetze</u> Printed Name	 Signature	<u>3/13/2023</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Anne Marie Greene</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Jessica Handy</u> Printed Name	 Signature	<u>3/13/23</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Amber Buzhardt</u> Printed Name	 Signature	<u>3/13/23</u> Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
Yes	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Dr. Kyle Meetze
2.	Teacher	Sarah Price
3.	Parent/Guardian	Jackie Chester
4.	Community Member	Willeana Kearse
5.	Paraprofessional	Angie Derrenbacher
6.	School Improvement Council Member	Allison Powell
7.	Read to Succeed Reading Coach	Dr. Jessica Vicari
8.	School Read To Succeed Literacy Leadership Team Lead	Amber Buzhardt
9.	School Read To Succeed Literacy Leadership Team Member	Amy Crutchfield
	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	
	Assistant Principal	Chip Spradley
	Assistant Principal	Tomian Geddings

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 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 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.



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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.**








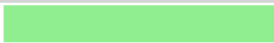









System Commitments














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.

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Middle School	Number of Students
ELA	21-22	All	All	37.5%		(309 / 824)
		ELL	Not ELL	39.6%		(307 / 775)
			ELL	4.1%		(2 / 49)
		Gender	Female	40.5%		(158 / 390)
			Male	34.8%		(151 / 434)
		InstrSetting	Not Special Ed	42.3%		(306 / 723)
			Special Ed	3.0%		(3 / 101)
		Race	Black / Latinx	21.3%		(40 / 188)
	White / Other		42.3%		(269 / 636)	
	20-21	All	All	36.4%		(284 / 781)
		ELL	Not ELL	38.3%		(283 / 738)
			ELL	2.3%		(1 / 43)
		Gender	Female	40.2%		(151 / 376)
			Male	32.8%		(133 / 405)
		InstrSetting	Not Special Ed	40.9%		(281 / 687)
			Special Ed	3.2%		(3 / 94)
		Race	Black / Latinx	23.4%		(37 / 158)
	White / Other		39.6%		(247 / 623)	
	18-19	All	All	38.5%		(293 / 761)
		ELL	Not ELL	40.5%		(289 / 713)
			ELL	8.3%		(4 / 48)
		Gender	Female	47.1%		(176 / 374)
			Male	30.2%		(117 / 387)
		InstrSetting	Not Special Ed	45.2%		(291 / 644)
			Special Ed	1.7%		(2 / 117)
		Race	Black / Latinx	19.6%		(30 / 153)
	White / Other		43.3%		(263 / 608)	
	17-18	All	All	35.8%		(268 / 748)
		ELL	Not ELL	37.4%		(258 / 690)
			ELL	17.2%		(10 / 58)
		Gender	Female	43.5%		(154 / 354)
			Male	28.9%		(114 / 394)
		InstrSetting	Not Special Ed	42.0%		(266 / 633)
Special Ed			1.7%		(2 / 115)	
Race		Black / Latinx	19.6%		(31 / 158)	
	White / Other	40.2%		(237 / 590)		
16-17	All	All	32.2%		(238 / 739)	
	ELL	Not ELL	33.4%		(232 / 694)	
		ELL	13.3%		(6 / 45)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Middle School	Number of Students
ELA	16-17	Gender	Female	38.0%		(134 / 353)
			Male	26.9%		(104 / 386)
		InstrSetting	Not Special Ed	37.3%		(237 / 635)
			Special Ed	1.0%		(1 / 104)
		Race	Black / Latinx	14.8%		(20 / 135)
			White / Other	36.1%		(218 / 604)
	15-16	All	All	43.4%		(326 / 752)
		ELL	Not ELL	45.1%		(320 / 709)
			ELL	14.0%		(6 / 43)
		Gender	Female	49.2%		(176 / 358)
			Male	38.1%		(150 / 394)
		InstrSetting	Not Special Ed	49.2%		(322 / 654)
			Special Ed	4.1%		(4 / 98)
		Race	Black / Latinx	27.3%		(35 / 128)
White / Other	46.6%			(291 / 624)		







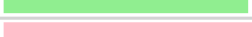






	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Middle School	Number of Students
Math	21-22	All	All	26.0%		(214 / 823)
		ELL	Not ELL	27.3%		(211 / 774)
			ELL	6.1%		(3 / 49)
		Gender	Female	25.9%		(101 / 390)
			Male	26.1%		(113 / 433)
		InstrSetting	Not Special Ed	29.3%		(212 / 724)
			Special Ed	2.0%		(2 / 99)
		Race	Black / Latinx	12.3%		(23 / 187)
	White / Other		30.0%		(191 / 636)	
	20-21	All	All	25.6%		(201 / 784)
		ELL	Not ELL	27.0%		(200 / 740)
			ELL	2.3%		(1 / 44)
		Gender	Female	25.3%		(95 / 376)
			Male	26.0%		(106 / 408)
		InstrSetting	Not Special Ed	29.2%		(201 / 689)
			Special Ed	0.0%		(0 / 95)
		Race	Black / Latinx	13.0%		(21 / 161)
	White / Other		28.9%		(180 / 623)	
	18-19	All	All	35.6%		(272 / 763)
		ELL	Not ELL	37.8%		(270 / 715)
			ELL	4.2%		(2 / 48)
		Gender	Female	39.3%		(147 / 374)
			Male	32.1%		(125 / 389)
		InstrSetting	Not Special Ed	42.0%		(271 / 646)
			Special Ed	0.9%		(1 / 117)
		Race	Black / Latinx	17.0%		(26 / 153)
	White / Other		40.3%		(246 / 610)	
	17-18	All	All	32.3%		(242 / 749)
		ELL	Not ELL	33.9%		(234 / 691)
			ELL	13.8%		(8 / 58)
		Gender	Female	33.9%		(120 / 354)
			Male	30.9%		(122 / 395)
		InstrSetting	Not Special Ed	37.6%		(238 / 633)
Special Ed			3.4%		(4 / 116)	
Race		Black / Latinx	17.6%		(28 / 159)	
	White / Other	36.3%		(214 / 590)		
16-17	All	All	29.1%		(215 / 740)	
	ELL	Not ELL	30.4%		(211 / 694)	
		ELL	8.7%		(4 / 46)	
	Gender	Female	31.2%		(110 / 353)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Gilbert Middle School	Number of Students
Math	16-17	Gender	Male	27.1%		(105 / 387)
		InstrSetting	Not Special Ed	33.8%		(215 / 636)
			Special Ed	0.0%		(0 / 104)
		Race	Black / Latinx	14.0%		(19 / 136)
			White / Other	32.5%		(196 / 604)
	15-16	All	All	37.0%		(279 / 754)
		ELL	Not ELL	38.3%		(271 / 708)
			ELL	17.4%		(8 / 46)
		Gender	Female	35.6%		(128 / 360)
			Male	38.3%		(151 / 394)
		InstrSetting	Not Special Ed	41.7%		(274 / 657)
			Special Ed	5.2%		(5 / 97)
		Race	Black / Latinx	23.7%		(31 / 131)
			White / Other	39.8%		(248 / 623)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Gilbert Middle School	Number of Students
Science	21-22	All	All	38.2%		(100 / 262)
		ELL	Not ELL	40.2%		(99 / 246)
			ELL	6.3%		(1 / 16)
		Gender	Female	37.0%		(47 / 127)
			Male	39.3%		(53 / 135)
		InstrSetting	Not Special Ed	43.9%		(98 / 223)
			Special Ed	5.1%		(2 / 39)
		Race	Black / Latinx	14.1%		(10 / 71)
	White / Other		47.1%		(90 / 191)	
	20-21	All	All	38.0%		(97 / 255)
		ELL	Not ELL	40.3%		(96 / 238)
			ELL	5.9%		(1 / 17)
		Gender	Female	38.3%		(46 / 120)
			Male	37.8%		(51 / 135)
		InstrSetting	Not Special Ed	42.2%		(95 / 225)
			Special Ed	6.7%		(2 / 30)
		Race	Black / Latinx	23.2%		(13 / 56)
	White / Other		42.2%		(84 / 199)	
	18-19	All	All	49.0%		(251 / 512)
		ELL	Not ELL	51.1%		(246 / 481)
			ELL	16.1%		(5 / 31)
		Gender	Female	50.4%		(131 / 260)
			Male	47.6%		(120 / 252)
		InstrSetting	Not Special Ed	56.4%		(247 / 438)
			Special Ed	5.4%		(4 / 74)
		Race	Black / Latinx	25.3%		(24 / 95)
	White / Other		54.4%		(227 / 417)	
	17-18	All	All	46.9%		(238 / 508)
		ELL	Not ELL	49.3%		(231 / 469)
			ELL	17.9%		(7 / 39)
		Gender	Female	47.8%		(118 / 247)
			Male	46.0%		(120 / 261)
		InstrSetting	Not Special Ed	54.7%		(234 / 428)
Special Ed			5.0%		(4 / 80)	
Race		Black / Latinx	28.4%		(31 / 109)	
	White / Other	51.9%		(207 / 399)		
16-17	All	All	51.3%		(378 / 737)	
	ELL	Not ELL	53.3%		(368 / 691)	
		ELL	21.7%		(10 / 46)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Gilbert Middle School	Number of Students
Science	16-17	Gender	Female	54.8%		(193 / 352)
			Male	48.1%		(185 / 385)
		InstrSetting	Not Special Ed	58.4%		(370 / 634)
			Special Ed	7.8%		(8 / 103)
		Race	Black / Latinx	29.6%		(40 / 135)
			White / Other	56.1%		(338 / 602)
	15-16	All	All	74.4%		(562 / 755)
			ELL	Not ELL	75.5%	
		ELL	ELL	58.7%		(27 / 46)
		Gender	Female	75.8%		(273 / 360)
			Male	73.2%		(289 / 395)
		InstrSetting	Not Special Ed	82.8%		(544 / 657)
			Special Ed	18.4%		(18 / 98)
		Race	Black / Latinx	63.4%		(83 / 131)
	White / Other		76.8%		(479 / 624)	
	14-15	All	All	75.8%		(544 / 718)
			ELL	Not ELL	77.0%	
		ELL	ELL	55.8%		(24 / 43)
		Gender	Female	78.5%		(270 / 344)
			Male	73.3%		(274 / 374)
		InstrSetting	Not Special Ed	83.3%		(523 / 628)
			Special Ed	23.3%		(21 / 90)
		Race	Black / Latinx	58.4%		(66 / 113)
	White / Other		79.0%		(478 / 605)	
	13-14	All	All	78.8%		(382 / 485)
			ELL	Not ELL	78.8%	
		Gender	Female	82.0%		(191 / 233)
			Male	75.8%		(191 / 252)
		InstrSetting	Not Special Ed	84.2%		(353 / 419)
			Special Ed	43.9%		(29 / 66)
Race		Black / Latinx	60.8%		(48 / 79)	
		White / Other	82.3%		(334 / 406)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Gilbert Middle School	Number of Students
Social Studies	18-19	All	All	57.3%		(142 / 248)
		ELL	Not ELL	58.9%		(136 / 231)
			ELL	35.3%		(6 / 17)
		Gender	Female	56.1%		(64 / 114)
			Male	58.2%		(78 / 134)
		InstrSetting	Not Special Ed	64.9%		(133 / 205)
			Special Ed	20.9%		(9 / 43)
		Race	Black / Latinx	45.6%		(26 / 57)
	White / Other		60.7%		(116 / 191)	
	17-18	All	All	56.7%		(136 / 240)
		ELL	Not ELL	57.9%		(128 / 221)
			ELL	42.1%		(8 / 19)
		Gender	Female	55.1%		(59 / 107)
			Male	57.9%		(77 / 133)
		InstrSetting	Not Special Ed	63.9%		(131 / 205)
			Special Ed	14.3%		(5 / 35)
		Race	Black / Latinx	40.8%		(20 / 49)
	White / Other		60.7%		(116 / 191)	
	16-17	All	All	64.0%		(472 / 737)
		ELL	Not ELL	65.1%		(450 / 691)
			ELL	47.8%		(22 / 46)
		Gender	Female	65.6%		(231 / 352)
			Male	62.6%		(241 / 385)
		InstrSetting	Not Special Ed	71.5%		(453 / 634)
			Special Ed	18.4%		(19 / 103)
		Race	Black / Latinx	51.1%		(69 / 135)
	White / Other		66.9%		(403 / 602)	
	15-16	All	All	76.1%		(573 / 753)
		ELL	Not ELL	77.2%		(546 / 707)
			ELL	58.7%		(27 / 46)
		Gender	Female	78.9%		(284 / 360)
			Male	73.5%		(289 / 393)
		InstrSetting	Not Special Ed	83.4%		(547 / 656)
			Special Ed	26.8%		(26 / 97)
		Race	Black / Latinx	60.3%		(79 / 131)
	White / Other		79.4%		(494 / 622)	
14-15	All	All	75.6%		(543 / 718)	
	ELL	Not ELL	76.6%		(517 / 675)	
		ELL	60.5%		(26 / 43)	
	Gender	Female	76.5%		(263 / 344)	
























	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Gilbert Middle School	Number of Students
Social Studies	14-15	Gender	Male	74.9%		(280 / 374)
		InstrSetting	Not Special Ed	82.3%		(517 / 628)
			Special Ed	28.9%		(26 / 90)
		Race	Black / Latinx	63.7%		(72 / 113)
			White / Other	77.9%		(471 / 605)
	13-14	All	All	67.5%		(328 / 486)
		ELL	Not ELL	67.5%		(328 / 486)
		Gender	Female	73.8%		(166 / 225)
			Male	62.1%		(162 / 261)
		InstrSetting	Not Special Ed	77.0%		(314 / 408)
			Special Ed	17.9%		(14 / 78)
		Race	Black / Latinx	52.5%		(42 / 80)
			White / Other	70.4%		(286 / 406)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert Middle School	Number of Students
Algebra 1	21-22	All	All	97.8%		(45 / 46)
		ELL	Not ELL	97.8%		(45 / 46)
		Gender	Female	95.0%		(19 / 20)
			Male	100.0%		(26 / 26)
		InstrSetting	Not Special Ed	97.8%		(45 / 46)
		Race	Black / Latinx	100.0%		(4 / 4)
			White / Other	97.6%		(41 / 42)
	20-21	All	All	88.9%		(56 / 63)
		ELL	Not ELL	88.9%		(56 / 63)
		Gender	Female	93.9%		(31 / 33)
			Male	83.3%		(25 / 30)
		InstrSetting	Not Special Ed	88.9%		(56 / 63)
		Race	Black / Latinx	80.0%		(4 / 5)
			White / Other	89.7%		(52 / 58)
	18-19	All	All	97.9%		(46 / 47)
		ELL	Not ELL	97.9%		(46 / 47)
		Gender	Female	100.0%		(27 / 27)
			Male	95.0%		(19 / 20)
		InstrSetting	Not Special Ed	97.9%		(46 / 47)
		Race	Black / Latinx	100.0%		(1 / 1)
			White / Other	97.8%		(45 / 46)
	17-18	All	All	96.4%		(53 / 55)
		ELL	Not ELL	96.4%		(53 / 55)
		Gender	Female	96.8%		(30 / 31)
			Male	95.8%		(23 / 24)
		InstrSetting	Not Special Ed	96.4%		(53 / 55)
		Race	Black / Latinx	100.0%		(2 / 2)
			White / Other	96.2%		(51 / 53)
	16-17	All	All	100.0%		(49 / 49)
		ELL	Not ELL	100.0%		(49 / 49)
		Gender	Female	100.0%		(25 / 25)
			Male	100.0%		(24 / 24)
		InstrSetting	Not Special Ed	100.0%		(49 / 49)
Race		Black / Latinx	100.0%		(2 / 2)	
		White / Other	100.0%		(47 / 47)	
15-16	All	All	94.9%		(75 / 79)	
	ELL	Not ELL	94.9%		(74 / 78)	
		ELL	100.0%		(1 / 1)	







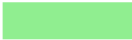














	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert Middle School	Number of Students
Algebra 1	15-16	Gender	Female	94.3%		(33 / 35)
			Male	95.5%		(42 / 44)
		InstrSetting	Not Special Ed	94.9%		(74 / 78)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	100.0%		(9 / 9)
			White / Other	94.3%		(66 / 70)
	14-15	All	All	98.6%		(68 / 69)
		ELL	Not ELL	98.5%		(66 / 67)
			ELL	100.0%		(2 / 2)
		Gender	Female	100.0%		(35 / 35)
			Male	97.1%		(33 / 34)
		InstrSetting	Not Special Ed	98.6%		(68 / 69)
		Race	Black / Latinx	83.3%		(5 / 6)
			White / Other	100.0%		(63 / 63)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert Middle School	Number of Students
English 1	18-19	All	All	98.1%		(53 / 54)
		ELL	Not ELL	98.1%		(53 / 54)
		Gender	Female	97.4%		(37 / 38)
			Male	100.0%		(16 / 16)
		InstrSetting	Not Special Ed	98.1%		(53 / 54)
		Race	Black / Latinx	100.0%		(2 / 2)
			White / Other	98.1%		(51 / 52)
	17-18	All	All	97.5%		(77 / 79)
		ELL	Not ELL	97.4%		(75 / 77)
			ELL	100.0%		(2 / 2)
		Gender	Female	97.7%		(42 / 43)
			Male	97.2%		(35 / 36)
		InstrSetting	Not Special Ed	97.5%		(77 / 79)
		Race	Black / Latinx	100.0%		(6 / 6)
	White / Other		97.3%		(71 / 73)	
	16-17	All	All	100.0%		(65 / 65)
		ELL	Not ELL	100.0%		(65 / 65)
		Gender	Female	100.0%		(39 / 39)
			Male	100.0%		(26 / 26)
		InstrSetting	Not Special Ed	100.0%		(65 / 65)
		Race	Black / Latinx	100.0%		(4 / 4)
			White / Other	100.0%		(61 / 61)
	15-16	All	All	100.0%		(88 / 88)
		ELL	Not ELL	100.0%		(88 / 88)
		Gender	Female	100.0%		(46 / 46)
			Male	100.0%		(42 / 42)
		InstrSetting	Not Special Ed	100.0%		(88 / 88)
		Race	Black / Latinx	100.0%		(9 / 9)
			White / Other	100.0%		(79 / 79)
	14-15	All	All	98.7%		(77 / 78)
		ELL	Not ELL	98.7%		(74 / 75)
			ELL	100.0%		(3 / 3)
		Gender	Female	100.0%		(46 / 46)
Male			96.9%		(31 / 32)	
InstrSetting		Not Special Ed	98.7%		(77 / 78)	
Race		Black / Latinx	100.0%		(6 / 6)	
	White / Other	98.6%		(71 / 72)		

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert Middle School	Number of Students
Accelerated/ Eagles	21-22	All	All	19.1%		(168 / 881)
		ELL	Not ELL	20.1%		(159 / 790)
			ELL	9.9%		(9 / 91)
		Gender	Female	20.5%		(85 / 415)
			Male	17.8%		(83 / 466)
		InstrSetting	Not Special Ed	21.8%		(166 / 761)
			Special Ed	1.7%		(2 / 120)
		Race	Black / Latinx	11.4%		(28 / 246)
	White / Other		22.0%		(140 / 635)	
	20-21	All	All	14.5%		(127 / 878)
		ELL	Not ELL	15.2%		(121 / 794)
			ELL	7.1%		(6 / 84)
		Gender	Female	13.9%		(58 / 418)
			Male	15.0%		(69 / 460)
		InstrSetting	Not Special Ed	16.8%		(127 / 755)
			Special Ed	0.0%		(0 / 123)
		Race	Black / Latinx	6.3%		(14 / 222)
	White / Other		17.2%		(113 / 656)	
	19-20	All	All	17.5%		(150 / 856)
		ELL	Not ELL	18.4%		(141 / 766)
			ELL	10.0%		(9 / 90)
		Gender	Female	19.3%		(78 / 405)
			Male	16.0%		(72 / 451)
		InstrSetting	Not Special Ed	20.5%		(148 / 722)
			Special Ed	1.5%		(2 / 134)
		Race	Black / Latinx	6.5%		(13 / 201)
	White / Other		20.9%		(137 / 655)	
	18-19	All	All	19.4%		(155 / 798)
		ELL	Not ELL	20.1%		(145 / 722)
			ELL	13.2%		(10 / 76)
		Gender	Female	19.9%		(77 / 387)
			Male	19.0%		(78 / 411)
InstrSetting		Not Special Ed	23.1%		(154 / 668)	
		Special Ed	0.8%		(1 / 130)	
Race		Black / Latinx	9.6%		(17 / 177)	
	White / Other	22.2%		(138 / 621)		
17-18	All	All	18.4%		(143 / 779)	
	ELL	Not ELL	19.4%		(138 / 712)	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert Middle School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	7.4%		(5 / 68)
		Gender	Female	19.1%		(71 / 371)
			Male	17.6%		(72 / 408)
		InstrSetting	Not Special Ed	21.7%		(142 / 654)
			Special Ed	0.8%		(1 / 126)
		Race	Black / Latinx	6.3%		(11 / 174)
	White / Other		21.8%		(132 / 605)	
	16-17	All	All	17.8%		(138 / 774)
		ELL	Not ELL	18.7%		(136 / 726)
			ELL	4.2%		(2 / 48)
		Gender	Female	20.1%		(73 / 363)
			Male	15.8%		(65 / 411)
		InstrSetting	Not Special Ed	20.9%		(138 / 659)
			Special Ed	0.0%		(0 / 115)
		Race	Black / Latinx	4.8%		(7 / 145)
	White / Other		20.8%		(131 / 629)	
	15-16	All	All	16.9%		(134 / 793)
		ELL	Not ELL	17.9%		(133 / 745)
			ELL	2.1%		(1 / 48)
		Gender	Female	19.1%		(72 / 377)
			Male	14.9%		(62 / 416)
		InstrSetting	Not Special Ed	19.6%		(134 / 684)
			Special Ed	0.0%		(0 / 109)
		Race	Black / Latinx	5.0%		(7 / 140)
White / Other	19.4%			(127 / 653)		

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert Middle School	Number of Students
Honors	21-22	All	All	10.6%		(93 / 881)
		ELL	Not ELL	10.8%		(85 / 790)
			ELL	8.8%		(8 / 91)
		Gender	Female	10.4%		(43 / 415)
			Male	10.7%		(50 / 466)
		InstrSetting	Not Special Ed	12.2%		(93 / 761)
			Special Ed	0.0%		(0 / 120)
		Race	Black / Latinx	4.9%		(12 / 246)
	White / Other		12.8%		(81 / 635)	
	20-21	All	All	11.5%		(101 / 878)
		ELL	Not ELL	11.3%		(90 / 794)
			ELL	13.1%		(11 / 84)
		Gender	Female	13.9%		(58 / 418)
			Male	9.3%		(43 / 460)
		InstrSetting	Not Special Ed	13.0%		(98 / 755)
			Special Ed	2.4%		(3 / 123)
		Race	Black / Latinx	8.1%		(18 / 222)
	White / Other		12.7%		(83 / 656)	
	19-20	All	All	13.2%		(113 / 856)
		ELL	Not ELL	12.5%		(96 / 766)
			ELL	18.9%		(17 / 90)
		Gender	Female	14.3%		(58 / 405)
			Male	12.2%		(55 / 451)
		InstrSetting	Not Special Ed	15.5%		(112 / 722)
			Special Ed	0.7%		(1 / 134)
		Race	Black / Latinx	12.4%		(25 / 201)
	White / Other		13.4%		(88 / 655)	
	18-19	All	All	10.8%		(86 / 798)
		ELL	Not ELL	11.2%		(81 / 722)
			ELL	6.6%		(5 / 76)
		Gender	Female	13.2%		(51 / 387)
			Male	8.5%		(35 / 411)
		InstrSetting	Not Special Ed	12.9%		(86 / 668)
Special Ed			0.0%		(0 / 130)	
Race		Black / Latinx	4.5%		(8 / 177)	
	White / Other	12.6%		(78 / 621)		
17-18	All	All	10.7%		(83 / 779)	
	ELL	Not ELL	11.1%		(79 / 712)	
		ELL	5.9%		(4 / 68)	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert Middle School	Number of Students
Honors	17-18	Gender	Female	12.4%		(46 / 371)
			Male	9.1%		(37 / 408)
		InstrSetting	Not Special Ed	12.7%		(83 / 654)
			Special Ed	0.0%		(0 / 126)
		Race	Black / Latinx	3.4%		(6 / 174)
			White / Other	12.7%		(77 / 605)
	16-17	All	All	9.3%		(72 / 774)
			ELL	9.9%		(72 / 726)
		Gender	ELL	0.0%		(0 / 48)
			Female	11.3%		(41 / 363)
		InstrSetting	Male	7.5%		(31 / 411)
			Not Special Ed	10.9%		(72 / 659)
		Race	Special Ed	0.0%		(0 / 115)
			Black / Latinx	3.4%		(5 / 145)
	15-16	All	White / Other	10.7%		(67 / 629)
			All	12.4%		(98 / 793)
		ELL	Not ELL	12.9%		(96 / 745)
			ELL	4.2%		(2 / 48)
		Gender	Female	13.0%		(49 / 377)
			Male	11.8%		(49 / 416)
		InstrSetting	Not Special Ed	14.2%		(97 / 684)
			Special Ed	0.9%		(1 / 109)
	Race	Black / Latinx	7.9%		(11 / 140)	
		White / Other	13.3%		(87 / 653)	

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Gilbert Middle School	Number of Students
Chronic Absences	21-22	All	All	32.8%		(291 / 886)
		ELL	Not ELL	32.9%		(263 / 800)
			ELL	32.6%		(28 / 86)
		Gender	Female	35.2%		(147 / 418)
			Male	30.8%		(144 / 468)
		InstrSetting	Not Special Ed	30.6%		(234 / 765)
			Special Ed	47.1%		(57 / 121)
		Race	Black / Latinx	39.3%		(95 / 242)
	White / Other		30.4%		(196 / 644)	
	20-21	All	All	28.9%		(254 / 878)
		ELL	Not ELL	28.5%		(228 / 801)
			ELL	33.8%		(26 / 77)
		Gender	Female	28.9%		(121 / 418)
			Male	28.9%		(133 / 460)
		InstrSetting	Not Special Ed	27.9%		(211 / 755)
			Special Ed	35.0%		(43 / 123)
		Race	Black / Latinx	39.2%		(87 / 222)
	White / Other		25.5%		(167 / 656)	
	19-20	All	All	12.3%		(105 / 856)
		ELL	Not ELL	12.4%		(100 / 809)
			ELL	10.6%		(5 / 47)
		Gender	Female	14.3%		(58 / 405)
			Male	10.4%		(47 / 451)
		InstrSetting	Not Special Ed	11.4%		(82 / 722)
			Special Ed	17.2%		(23 / 134)
		Race	Black / Latinx	15.9%		(32 / 201)
	White / Other		11.1%		(73 / 655)	
	18-19	All	All	11.4%		(91 / 798)
		ELL	Not ELL	11.9%		(89 / 749)
			ELL	4.1%		(2 / 49)
		Gender	Female	11.4%		(44 / 387)
			Male	11.4%		(47 / 411)
		InstrSetting	Not Special Ed	11.1%		(74 / 668)
Special Ed			13.1%		(17 / 130)	
Race		Black / Latinx	9.6%		(17 / 177)	
	White / Other	11.9%		(74 / 621)		
17-18	All	All	14.0%		(110 / 788)	
	ELL	Not ELL	14.3%		(106 / 742)	

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Gilbert Middle School	Number of Students
Chronic Absences	17-18	ELL	ELL	5.3%		(3 / 57)
		Gender	Female	13.0%		(49 / 376)
			Male	14.8%		(61 / 412)
		InstrSetting	Not Special Ed	11.6%		(77 / 663)
			Special Ed	18.3%		(23 / 126)
		Race	Black / Latinx	14.1%		(25 / 177)
	White / Other		13.9%		(85 / 611)	
	16-17	All	All	9.1%		(71 / 776)
		ELL	Not ELL	9.1%		(66 / 728)
			ELL	10.4%		(5 / 48)
		Gender	Female	6.9%		(25 / 364)
			Male	11.2%		(46 / 412)
		InstrSetting	Not Special Ed	8.0%		(53 / 661)
			Special Ed	15.7%		(18 / 115)
		Race	Black / Latinx	10.3%		(15 / 145)
	White / Other		8.9%		(56 / 631)	
	15-16	All	All	7.5%		(61 / 811)
		ELL	Not ELL	7.9%		(60 / 762)
			ELL	2.0%		(1 / 49)
		Gender	Female	7.5%		(29 / 385)
			Male	7.5%		(32 / 426)
		InstrSetting	Not Special Ed	6.2%		(43 / 698)
			Special Ed	15.9%		(18 / 113)
		Race	Black / Latinx	4.9%		(7 / 143)
	White / Other		8.1%		(54 / 668)	
	14-15	All	All	8.0%		(61 / 763)
		ELL	Not ELL	8.4%		(60 / 718)
			ELL	2.2%		(1 / 45)
		Gender	Female	6.6%		(24 / 363)
			Male	9.3%		(37 / 400)
InstrSetting		Not Special Ed	7.1%		(47 / 660)	
		Special Ed	13.6%		(14 / 103)	
Race		Black / Latinx	5.7%		(7 / 123)	
	White / Other	8.4%		(54 / 640)		

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Gilbert Middle School	Number of Students
Chronic Absences	21-22	All	All	32.8%		(291 / 886)
		ELL	Not ELL	32.9%		(263 / 800)
			ELL	32.6%		(28 / 86)
		Gender	Female	35.2%		(147 / 418)
			Male	30.8%		(144 / 468)
		InstrSetting	Not Special Ed	30.6%		(234 / 765)
			Special Ed	47.1%		(57 / 121)
		Race	Black / Latinx	39.3%		(95 / 242)
	White / Other		30.4%		(196 / 644)	
	20-21	All	All	28.9%		(254 / 878)
		ELL	Not ELL	28.5%		(228 / 801)
			ELL	33.8%		(26 / 77)
		Gender	Female	28.9%		(121 / 418)
			Male	28.9%		(133 / 460)
		InstrSetting	Not Special Ed	27.9%		(211 / 755)
			Special Ed	35.0%		(43 / 123)
		Race	Black / Latinx	39.2%		(87 / 222)
	White / Other		25.5%		(167 / 656)	
	19-20	All	All	12.3%		(105 / 856)
		ELL	Not ELL	12.4%		(100 / 809)
			ELL	10.6%		(5 / 47)
		Gender	Female	14.3%		(58 / 405)
			Male	10.4%		(47 / 451)
		InstrSetting	Not Special Ed	11.4%		(82 / 722)
			Special Ed	17.2%		(23 / 134)
		Race	Black / Latinx	15.9%		(32 / 201)
	White / Other		11.1%		(73 / 655)	
	18-19	All	All	11.4%		(91 / 798)
		ELL	Not ELL	11.9%		(89 / 749)
			ELL	4.1%		(2 / 49)
		Gender	Female	11.4%		(44 / 387)
			Male	11.4%		(47 / 411)
		InstrSetting	Not Special Ed	11.1%		(74 / 668)
Special Ed			13.1%		(17 / 130)	
Race		Black / Latinx	9.6%		(17 / 177)	
	White / Other	11.9%		(74 / 621)		
17-18	All	All	14.0%		(110 / 788)	
	ELL	Not ELL	14.3%		(106 / 742)	

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Gilbert Middle School	Number of Students
Chronic Absences	17-18	ELL	ELL	5.3%		(3 / 57)
		Gender	Female	13.0%		(49 / 376)
			Male	14.8%		(61 / 412)
		InstrSetting	Not Special Ed	11.6%		(77 / 663)
			Special Ed	18.3%		(23 / 126)
		Race	Black / Latinx	14.1%		(25 / 177)
	White / Other		13.9%		(85 / 611)	
	16-17	All	All	9.1%		(71 / 776)
		ELL	Not ELL	9.1%		(66 / 728)
			ELL	10.4%		(5 / 48)
		Gender	Female	6.9%		(25 / 364)
			Male	11.2%		(46 / 412)
		InstrSetting	Not Special Ed	8.0%		(53 / 661)
			Special Ed	15.7%		(18 / 115)
		Race	Black / Latinx	10.3%		(15 / 145)
	White / Other		8.9%		(56 / 631)	
	15-16	All	All	7.5%		(61 / 811)
		ELL	Not ELL	7.9%		(60 / 762)
			ELL	2.0%		(1 / 49)
		Gender	Female	7.5%		(29 / 385)
			Male	7.5%		(32 / 426)
		InstrSetting	Not Special Ed	6.2%		(43 / 698)
			Special Ed	15.9%		(18 / 113)
		Race	Black / Latinx	4.9%		(7 / 143)
	White / Other		8.1%		(54 / 668)	
	14-15	All	All	8.0%		(61 / 763)
		ELL	Not ELL	8.4%		(60 / 718)
			ELL	2.2%		(1 / 45)
		Gender	Female	6.6%		(24 / 363)
			Male	9.3%		(37 / 400)
		InstrSetting	Not Special Ed	7.1%		(47 / 660)
			Special Ed	13.6%		(14 / 103)
Race		Black / Latinx	5.7%		(7 / 123)	
	White / Other	8.4%		(54 / 640)		

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			29	51.7%		
	18-19			50	76.0%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			29	79.3%		
	18-19			50	76.0%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			53	79.2%		
	20-21			29	96.5%		
	18-19			50	98.0%		
I feel supported by administrators at my school.	21-22			54	96.3%		
	20-21			29	75.9%		
	18-19			50	76.0%		
The faculty and staff at my school have a shared vision.	21-22			53	79.2%		
	20-21			29	55.1%		
	18-19			50	74.0%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			53	71.7%		
	20-21			29	96.6%		
	18-19			50	96.0%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			53	81.1%		
	20-21			29	68.9%		
	18-19			50	74.0%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			53	88.6%		
	20-21			29	72.4%		
	18-19			50	82.0%		
My decisions in areas such as instruction and student progress are supported.	21-22			53	81.1%		
	20-21			29	79.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and student learning are based on research and data.	18-19			50	90.0%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			53	88.6%		
	20-21			29	86.2%		
	18-19			50	92.0%		
I feel comfortable raising issues and concerns that are important to me.	21-22			53	81.1%		
	20-21			29	72.4%		
	18-19			50	82.0%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			54	83.3%		
	20-21			29	86.2%		
	18-19			50	94.0%		
My class sizes allow me to meet the educational needs of my students.	21-22			54	68.5%		
	20-21			29	37.9%		
	18-19			50	42.0%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			54	83.3%		
	20-21			29	86.2%		
	18-19			50	76.0%		

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	688	93.1%			32	62.5%
	20-21	187	85.6%	29	75.8%	68	67.7%
	18-19	159	84.3%	50	72.0%	48	60.5%
My parent knows what I am expected to learn in school.	21-22	722	91.7%			36	47.2%
	20-21	187	81.3%			68	70.6%
	18-19	160	80.1%			47	63.9%
My parent knows how well I am doing in school.	21-22	725	95.7%				
	20-21	187	92.0%				
	18-19	160	90.0%				
My school informs parents about school programs and activities.	21-22	718	92.4%	53	92.4%		
	20-21	187	88.3%	29	89.6%		
	18-19	159	84.9%	50	98.0%		
Parents at my school know their children's homework assignments.	21-22	671	73.8%	53	66.0%		
	20-21	187	61.5%	29	65.5%		
	18-19	160	59.4%	50	70.0%		
My parent helps me with my homework when I need it.	21-22	698	82.9%				
	20-21	187	78.7%				
	18-19	160	73.7%				
Parents are welcomed at my school.	21-22	683	92.2%				
	20-21	187	89.8%				
	18-19	160	90.7%				
Parents volunteer and participate in activities at my school.	21-22	674	74.3%	46	52.2%		
	20-21	187	67.4%	29	31.0%		
	18-19	160	86.3%	50	40.0%		
My child's teachers contact me to say good things about my child.	21-22					37	45.9%
	20-21					68	79.4%
	18-19					48	50.1%
My child's teachers tell me how I can help my child learn.	21-22					36	44.5%
	20-21					65	50.8%
	18-19					48	43.7%

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					35	82.8%
	20-21					66	56.0%
	18-19					46	28.2%
My child's school returns my phone calls or e-mails promptly.	21-22					34	85.3%
	20-21					67	71.6%
	18-19					48	79.2%
Parents are involved in school decisions.	21-22			54	55.5%		
	20-21			29	72.4%	67	77.6%
	18-19			50	74.0%	48	64.6%
My child's school considers changes based on what parents say.	21-22					34	67.7%
	20-21					68	38.2%
	18-19					46	60.9%
My child's school schedules activities at times that I can attend.	21-22					34	67.7%
	20-21					68	63.2%
	18-19					47	80.8%
My child's school treats all students fairly.	21-22					32	90.6%
	20-21					68	94.1%
	18-19					48	64.6%
The principal at my child's school is available and welcoming.	21-22					33	84.9%
	20-21					68	72.1%
	18-19					47	93.7%
Parents at my school are aware of school policies.	21-22			52	78.8%		
	20-21			29	79.3%		
	18-19			50	90.0%		
Parents at my school understand the school's instructional programs.	21-22			52	73.1%		
	20-21			29	72.4%		
	18-19			50	84.0%		
Parents at my school support instructional decisions regarding their children.	21-22			51	76.5%		
	20-21			29	65.5%		
	18-19			50	74.0%		
Parents attend conferences requested by teachers at my school.	21-22			50	76.0%		

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			29	69.0%		
	18-19			50	74.0%		
Parents at my school cooperate regarding discipline problems.	21-22			51	72.6%		
	20-21			29	75.9%		
	18-19			50	72.0%		
Parents attend school meetings and other school events.	21-22			48	75.0%		
	20-21			29	69.0%		
	18-19			50	82.0%		

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	709	86.8%	54	77.7%	39	76.9%
	20-21	187	79.1%	29	79.3%	68	72.1%
	18-19	160	68.8%	50	78.0%	48	79.1%
My classes are challenging (not too easy; they make me think).	21-22	735	75.4%	54	94.4%	39	92.3%
	20-21	187	70.0%	29	89.7%	68	91.2%
	18-19	160	83.2%	50	94.0%	47	85.1%
My teachers want me to understand what I am learning, not just remember facts.	21-22	741	93.4%	54	96.3%		
	20-21	187	87.7%	29	96.6%		
	18-19	160	78.8%	50	92.0%		
My teachers expect students to learn.	21-22	743	97.6%	54	92.6%	38	89.5%
	20-21	187	97.8%	29	93.1%	68	92.7%
	18-19	160	91.9%	50	90.0%	48	87.5%
My teachers expect students to behave.	21-22	737	97.4%				
	20-21	187	97.9%				
	18-19	160	97.5%				
My teachers spend enough time helping me learn.	21-22	732	88.8%	54	90.7%		
	20-21	187	84.0%	29	82.7%		
	18-19	160	66.9%	50	78.0%		
My teachers help students when they do not understand something.	21-22	742	94.2%	52	80.7%	37	78.3%
	20-21	187	92.0%	29	79.3%	68	79.4%
	18-19	160	81.9%	50	78.0%	48	75.0%
My teachers do a good job teaching me mathematics.	21-22	739	92.5%				
	20-21	187	89.3%				
	18-19	159	74.9%				
My teachers do a good job teaching me English language arts.	21-22	740	93.7%				
	20-21	187	90.9%				
	18-19	160	84.4%				
My teachers give tests on what I learn in class.	21-22	744	97.7%				
	20-21	187	96.8%				
	18-19	160	91.3%				

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	689	55.4%			34	64.7%
	20-21	187	61.5%			68	72.0%
	18-19	160	56.3%			48	77.1%
My classes are interesting and fun.	21-22	723	72.4%				
	20-21	187	56.1%				
	18-19	160	48.8%				
Students at my school believe they can do good work.	21-22	700	76.4%				
	20-21	187	66.8%				
	18-19	160	51.9%				
My teachers praise students when they do good work.	21-22	706	76.5%				
	20-21	187	62.6%				
	18-19	160	68.2%				
Work done by students can be seen on the walls of my school.	21-22	721	80.2%				
	20-21	187	69.0%				
	18-19	160	55.7%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	704	65.9%				
	20-21	187	42.8%				
	18-19	160	45.0%				
The media center at my school has a good selection of books.	21-22	704	89.1%	51	100.0%		
	20-21	186	77.9%	29	100.0%		
	18-19	160	81.3%	50	90.0%		
I use computers and other technology at my school to help me learn.	21-22	735	96.4%	54	83.3%		
	20-21	187	94.6%	29	96.5%		
	18-19	160	91.9%	50	92.0%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			53	100.0%		
	20-21			29	100.0%		
	18-19			50	92.0%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			53	86.8%		
	20-21			29	89.7%		
	18-19			50	84.0%		
My school offers effective programs for students with disabilities.	21-22			53	79.2%		

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			29	89.7%		
	18-19			50	92.0%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			52	84.6%		
	20-21			29	89.7%		
	18-19			50	86.0%		
The level of teacher and staff morale is high at my school.	21-22			54	64.8%		
	20-21			29	62.0%		
	18-19			50	62.0%		
Teachers respect each other at my school.	21-22			54	90.8%		
	20-21			29	96.6%		
	18-19			50	94.0%		
Teachers at my school are recognized and appreciated for good work.	21-22			53	75.5%		
	20-21			29	69.0%		
	18-19			50	80.0%		
Students at my school are motivated and interested in learning.	21-22			54	63.0%		
	20-21			29	62.1%		
	18-19			50	66.0%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			54	81.5%		
	20-21			29	89.6%		
	18-19			50	94.0%		
Our school has sufficient computers for instructional use.	21-22			54	90.8%		
	20-21			29	93.1%		
	18-19			50	94.0%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			53	73.6%		
	20-21			29	75.9%		
	18-19			50	90.0%		
The school administration communicates clear instructional goals for the school.	21-22			54	75.9%		
	20-21			29	72.4%		
	18-19			50	80.0%		
The school administration sets high standards for students.	21-22			54	63.0%		
	20-21			29	68.9%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			50	76.0%		
The school administration has high expectations for teacher performance.	21-22			53	90.5%		
	20-21			29	82.8%		
	18-19			50	90.0%		
The school administration provides effective instructional leadership.	21-22			53	71.7%		
	20-21			29	65.5%		
	18-19			50	72.0%		
Student assessment information is used to set goals and plan programs for my school.	21-22			50	84.0%		
	20-21			29	65.5%		
	18-19			50	86.0%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			50	86.0%		
	20-21			29	82.8%		
	18-19			50	88.0%		
School administrators visit classrooms to observe instruction.	21-22			53	83.0%		
	20-21			29	79.3%		
	18-19			50	82.0%		
The school administration arranges for collaberative planning and decision making.	21-22			54	83.4%		
	20-21			29	75.8%		
	18-19			50	92.0%		

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	707	84.3%	53	81.2%	36	69.4%
	20-21	187	81.8%	29	86.2%	29	75.9%
	18-19	160	75.0%	50	84.0%	47	83.0%
The grounds around my school are kept clean.	21-22	721	86.7%	54	87.1%		
	20-21	187	79.7%	29	100.0%		
	18-19	160	77.5%	49	98.0%		
The hallways at my school are kept clean.	21-22	734	91.1%	54	83.3%	32	90.6%
	20-21	186	90.9%	29	100.0%	68	67.7%
	18-19	160	83.7%	50	94.0%	47	89.3%
The bathrooms at my school are kept clean.	21-22	720	62.6%	54	72.2%		
	20-21	187	51.9%	29	96.5%		
	18-19	160	45.6%	50	82.0%		
Broken things at my school get fixed.	21-22	711	85.4%	54	79.6%		
	20-21	187	76.0%	29	96.6%		
	18-19	160	86.3%	50	94.0%		
There is enough room for students to learn at my school.	21-22	732	88.2%	54	50.0%		
	20-21	187	86.1%	29	55.1%		
	18-19	160	86.9%	50	76.0%		
Students at my school behave well in class.	21-22	712	60.7%	53	81.1%		
	20-21	187	57.2%	29	96.5%	68	89.7%
	18-19	160	48.7%	50	70.0%	46	67.4%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	701	56.0%	53	81.1%		
	20-21	187	57.2%	29	86.2%		
	18-19	160	41.9%	50	56.0%		
Students at my school know the rules and what happens when students break the rules.	21-22	726	88.1%	53	47.2%		
	20-21	187	81.8%	29	62.1%		
	18-19	160	86.3%	50	54.0%		
The rules about how students should behave in my school are fair.	21-22	721	83.4%	52	73.1%		
	20-21	187	75.4%	29	89.6%		
	18-19	160	73.1%	50	72.0%		

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	692	89.2%	54	42.6%		
	20-21	187	87.2%	29	65.5%		
	18-19	160	91.9%	50	46.0%		
I feel safe at my school before and after school hours.	21-22	726	91.0%	54	98.2%		
	20-21	187	84.0%	29	100.0%		
	18-19	160	79.4%	50	98.0%		
I feel safe at my school during the school day.	21-22	725	90.0%	54	96.3%	34	85.3%
	20-21	187	84.0%	29	100.0%	68	54.4%
	18-19	160	85.0%	50	96.0%	46	84.8%
I feel safe going to or coming from my school.	21-22	726	94.4%	54	98.1%		
	20-21	187	87.2%	29	96.5%		
	18-19	160	90.0%	50	98.0%		
Students from different backgrounds get along well at my school.	21-22	710	84.8%	54	85.2%		
	20-21	187	79.7%	29	86.2%		
	18-19	160	75.6%	50	100.0%		
Teachers and students get along well with each other at my school.	21-22	720	88.2%	54	94.4%		
	20-21	187	79.7%	29	96.6%		
	18-19	160	74.4%	50	92.0%		
Teachers work together to help students at my school.	21-22	713	91.4%	54	90.7%		
	20-21	187	85.1%	29	93.1%		
	18-19	160	76.9%	50	96.0%		
**I have seen or know of another student being bullied.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	700	46.9%	52	17.3%		
	20-21	187	44.9%	29	20.6%		
	18-19	159	59.1%	50	20.0%		
**I have been bullied at the school during the school day.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	705	26.5%				
	20-21	187	24.6%				
	18-19	160	32.5%				
**I have bullied another student at my school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	720	9.6%	53	16.9%		
	20-21	187	14.4%	29	20.7%		
	18-19	160	11.9%	50	26.0%		

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	709	13.1%				
	20-21	187	14.5%				
	18-19	160	14.4%				
	**(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	716	14.4%				
	20-21	187	15.0%				
	18-19	160	18.1%				
Adults at my school prevent bullying from happening.	21-22	706	75.9%	53	77.3%	29	58.6%
	20-21	187	71.1%	29	86.2%	68	47.1%
	18-19	160	63.1%	50	90.0%	47	61.7%
I can always go to adults at my school if I am being bullied.	21-22	709	83.5%				
	20-21	187	77.6%				
	18-19	160	70.6%				
An adult at my school has talked to me about bullying.	21-22	694	73.8%				
	20-21	187	71.1%				
	18-19	160	81.9%				
My child's teachers care about my child as an individual.	21-22					30	73.4%
	20-21					68	86.8%
	18-19					47	78.7%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					30	73.4%
	20-21					68	72.1%
	18-19					47	51.0%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					30	80.0%
	18-19					48	91.7%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					30	76.6%
	18-19					48	95.9%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21					63	55.6%
	18-19					48	95.9%

Executive Summary of Needs Assessment Data Findings

School Name: Gilbert Middle School

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.

<p>Student Achievement</p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p>Based on our 2021-2022 state school report card:</p> <ul style="list-style-type: none"> - 37.3% of Gilbert Middle School (GMS) students scored “met” or “exceeds” on ELA SCReady. This is below the state (46.6%) and district averages (52%). - 45.1% of English Language Learners met progress towards proficiency targets. - 25.8% of GMS students scored “met” or “exceeds” on math SCReady. This is below the state (38.9%) and district averages (43.7%). <p>Based on 2022-2023 i-Ready diagnostic data, as of January 2023, our median percent progress towards typical growth in reading was 67%, while our median percent progress towards typical growth in math was 56%. Our goal is to be at 100% for both areas by the end of the year.</p> <p>Student Engagement</p> <p>Percent of students served by gifted and talented program - 16.5%, down from 17.8%</p> <p>Percent of students retained - 0.0%, down from 0.2%</p> <p>Chronic Absenteeism Rate - 19.3%, up from 7% (hybrid year)</p>
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Executive Summary of Needs Assessment Data Findings

	<p>Percent of 8th Graders with Individual Graduation Plan (IGP) - 100%</p> <p>A relative strength for GMS is ELA. On the 2022 SCReady, 37% of GMS students scored “met” or “exceeds”. An area of growth for GMS is math. On the 2022 SCReady, 26% of students scored “met” or “exceeds”.</p>
<p>Teacher/Administrator Quality</p>	<p>In 2021-2022 GMS had 65 teachers, an increase of 3 teachers from the previous year, with an average teacher attendance rate of 92.1%.</p> <ul style="list-style-type: none"> - 77% of GMS teachers returned from the previous year. - Over 3 years, an average of 85% of teachers return from previous years. - The student-teacher ratio in core classes was 23.8:1. - 96.0% of core teachers were teaching in their field. <p>On the 2021-2022 SCDE survey, teachers indicated the following areas of strength:</p> <ul style="list-style-type: none"> - 79% had access to reliable communication technology - 71.7% were familiar with local, state, and national policies and how they affect teaching and learning. - 88.6% report that school leadership makes a sustained effort to address teacher concerns. - 96.3% felt supported by administrators at my school - 88.6% felt that teachers at my school are encouraged to develop innovative solutions to problems. - 83.3% reported sufficient resources are available to allow teachers to take advantage of professional development activities. - 83.3% stated, “I am satisfied with my current working conditions.” - 81/1% agreed that, “I feel comfortable raising issues and concerns that are important to me.” - 79.2% agreed that, “The faculty and staff at my school have a shared vision.” - <p>On the 2021-2022 SCDE survey, teachers indicated the following areas of growth:</p> <ul style="list-style-type: none"> - 68.5% agreed that “My class sizes allow me to meet the educational needs of my students.” - 52.2% agreed that, “Parents volunteer and participate in activities at my school.

Executive Summary of Needs Assessment Data Findings

<p>School Climate</p>	<p>Based on the 2021-2022 school climate survey:</p> <ul style="list-style-type: none"> - 87% of students, 78% of teachers, and 77% of parents are satisfied with the learning environment at GMS. - 80% of teachers, 84% of students, and 69% of parents are satisfied with the social and physical environment. - 93% of students, and 63% of parents are satisfied with school-home relations. Data for teachers was not available. - 85% of parents report that “my child feels safe at school.” - 98% of teachers report that “I feel safe at my school before and after hours.” <p>Based on a school-based survey given in the spring of 2022, 89% of students responded that they felt that they belonged at GMS. Eleven percent of students responded that they did not feel that they belonged at GMS. Our goal for 2022-2023 is to increase the percentage of students who feel that they belong at GMS. The final results for the 2022-2023 school year are not yet in.</p> <p>As stated in the 2021-22 school report card, student safety data as reported Incident Management System indicated:</p> <p>6 incidents (0.7%) of threats of physical attach w/out weapon 142 Students (16.5%) with in-school suspensions 79 Students (9.2%) with out of school suspensions 0 Students expelled</p>

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
Middle	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 6-8	35.8%	37.8%	39.8%	41.8%	43.8%	45.8%
			(Actual)	38.5%		36.4%	37.5%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 6-8	32.3%	34.3%	36.3%	38.3%	40.3%	42.3%
			(Actual)	35.7%		25.6%	26.0%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 0.5 points.	Grade 8	9.3%	8.7%	8.2%	5.2%	4.7%	4.1%
			(Actual)	5.1%	5.7%	8.7%	16.2%	

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 2019-2020 Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2018 - June 2021	Principal, Assistant Principals	None	n/a	Student engagement survey 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
Middle	Accelerated/honors course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.371	0.401	0.431	0.461	0.491	0.521
			(Actual)	0.377	0.357	0.410	0.438	

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.

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
Middle	% scoring Exceeds on SC READY ELA subject test will increase by 1.5 points annually	Grades 6-8	12.3%	13.8%	15.3%	13.4%	14.9%	16.4%
			(Actual)	11.2%		13.3%	14.3%	
	% scoring Exceeds on SC READY Math subject test will increase by 1.5 points annually	Grades 6-8	12.7%	14.1%	15.6%	17.1%	18.6%	20.1%
			(Actual)	13.0%		7.9%	10.6%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1.5 points annually	Grades 6-8	20.7%	22.1%	23.6%	30.6%	32.1%	33.5%
			(Actual)	19.7%		12.9%	19.1%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1.5 points annually	Grades 6-8	21.3%	22.7%	24.2%	28.3%	29.8%	31.2%
			(Actual)	27.0%				

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

coursework.					to 2018-2019.
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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
Middle	% of students chronically absent will decrease by 0.5 points annually.	Grades 6-8	15.4%	14.8%	14.3%	11.8%	11.3%	10.7%
			(Actual)	11.4%	12.3%	28.9%	32.8%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 6-8	10.9%	10.3%	9.8%	9.3%	8.8%	8.3%
			(Actual)	9.7%	5.7%	3.6%	8.8%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.561	0.591	0.621	0.593	0.623	0.653
			(Actual)	0.494		0.587	0.529	

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,	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling,			Status updates from School Wellness Teams and school-level directors of school counseling

suspension, etc.		Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator			
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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
Middle	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		98.0%	98.0%	98.0%	98.0%	98.0%	98.0%
		(Actual)		94.0%		86.2%	83.3%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		90.2%	92.8%	95.4%	98.0%	98.0%	98.0%
		(Actual)		92.0%		86.2%	88.6%	

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
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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
Middle	% 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.		80.0%	87.5%	95.0%	95.0%	95.0%	95.0%
			(Actual)	76.8%		81.0%	83.6%	
	% 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.		77.6%	86.3%	95.0%	95.0%	95.0%	95.0%
			(Actual)	78.8%		80.8%	91.7%	

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