

Gilbert High School

Annual Report to Parents

June 30, 2016



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Gilbert School Improvement Council Members

Parents

Tammy Harman, Chair
Becky Berry
Teresa Blankenship
Michelle Decker
Kim Keisler
Deana McGee
Nancy Moore
Sharman Oswald
Stacy Randall
Stacy Ann Sikas
Shelley Thomas
Tiffany Vining

Students

Mary Beth O'Cain
Helena Peterson

Appointed Members

Cindy Bostic
Nick Duvall
Barbara Harmon
Ron Hill
Angie Lewis
Lynn McGee
Tracy Pound
Susan Reeves
Yvette Richardson

Faculty

Colleen Hilton
Julie Rojek
Christina Bosserman
Adam Kelly
Lisa Myrick

Ex-Officio Members

Ann O'Cain
Casey Calhoun
Elizabeth Abbott
Jacob Nelson

Annual Message from Ann O'Cain, Principal

Gilbert High School was named a Palmetto Gold School for Academic Excellence and Improvement for 2015-16. School improvement is vital in providing not only high expectations but the most innovative, rigorous, and engaging instruction possible for our students to prepare them for life beyond high school. In our implementation year with *EL Education*, our focus continues to be on increased rigor and experiences marked by purposeful learning, challenge, collaboration and perseverance.

Gilbert High School takes very seriously the responsibility of preparing students for the 21st century. Our data reflects that we have shown great improvement in our 4 year graduation rate, reaching 89% in 2015. We will continue to focus on subgroups of students to remediate for on-time graduation and continue our efforts in drop-out prevention.

We just completed our third successful year of *The ZONE* (Zeroed-in On Ninth-grade Excellence), a freshmen experience. The freshmen ZONE was designed to assist first time 9th graders as they adjust to the demands of high school. In order to lay a solid foundation for high school, a support system is in place to help students graduate in four years. It is our hope that The ZONE will engage freshmen in a rigorous curriculum, foster student achievement and develop positive student/teacher/parent relationships. The ZONE supports our vision of providing a nurturing, caring, and safe environment for our incoming 21st century learners.

In order to build a community of learners and allow students to do better work and be better citizens, GHS has set clear, school wide expectations for student character and behavior. These expectations are supported by a structure known as *Crew*. Crew took the place of our TRIBE Time and is similar to advisory in some schools. Crew is mandatory and meets daily. Crew is in place to forge productive relationships between teachers and students over time to support their achievement and build positive connections with their peers and with their Crew leader. There is a specific and personalized curriculum for Crew that is written by our teachers and includes lessons in relational and performance character, academic progress, fitness and wellness, as well as preparing for life after high school. Our state report card has a character development measurement and we are proud to support that effort by embedding lessons of character not only in our classroom instruction but also in all areas of school life. We are crew, not passengers!

Throughout the 2015-16 school year, teachers participated in weekly professional learning practicing the best instructional strategies and techniques to support mastery of knowledge and skills so that students could be engaged in their learning, apply their learning, think critically, and communicate clearly. Teachers also crafted standards based, student friendly learning targets to communicate specific learning outcomes. Teachers, students, and parents all

had the unique opportunity to participate in 9th grade Student-Led Conferences, 10th Grade Portfolio Presentations, 11th grade Service Learning Crew Presentations as well as the Senior Experience research presentations. This new practice allows students the opportunity to communicate their own achievement to parents and the community. Students can speak to their own strengths, struggles, goals and processes of learning.

Through innovative and creative scheduling, students were also provided with support systems such as *Independent Learning Time (ILT)*, Learning Labs and Edgenuity. ILT allows students to work on assignments outside the classroom, complete projects and research papers, make up work due to absences, or to study independently or collaboratively with peers. Students can also make arrangements to meet their teacher during ILT. Students are expected to take ownership of their learning, demonstrate proficiency and have a deeper understanding in each academic discipline.

It is a pleasure to work with your children. I would like to thank parents and the community for their continued support of GHS!

E. Ann O'Cain, Principal



The mission of Gilbert High School, in collaboration with the Gilbert Community, is to develop self-directed, innovative, healthy citizens by providing a safe, nurturing, learning environment, in preparation to meet the challenges of a globally competitive society.



Initiatives and Strategies for School Improvement

- Partnership with EL Education www.eleducation.org
- *ATTEST* SAT/ACT Workshops for students twice a year
- Continue our focus on raising the 4-year on-time graduation rate which was 89% in 2015
- Innovative, new responsibilities and expectations for Teacher Leadership Council
- Creation of daily Crew character curriculum
- Independent Learning Time (ILT) in every student's schedule; Learning Labs in core areas
- School wide professional learning to provide support for teachers in developing a rigorous and supportive curriculum, instruction, assessments, and feedback through EL Education Design Principles and Core Practices; Faculty Crew
- Student Led Conferences in 9th grade (96% of our parents attended); Portfolio Presentations in 10th grade; Service Learning Crew presentation in 11th grade; Senior Experience presentations in English IV

School Highlights: Academics

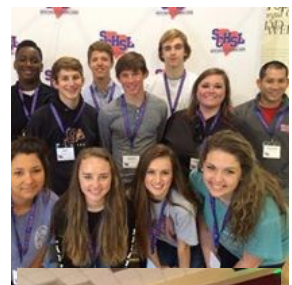
- Gilbert High School awarded Palmetto Gold School for Academic Excellence and Improvement
- Gilbert High School just completed Year 1 of EL Education Implementation
- 144 out of 168 graduates of the Class of 2016 attending college in the Fall
- \$5.7 million in scholarship money for the Class of 2016
- FFA Forestry Team won 1st place in National FFA Forestry Career and Development Competition
- FFA Silver Emblem at National FFA Forestry Career & Development Event
- 1st place in Skills USA State Competition in Building and Construction
- 1st Place in Imagination Foundation Global Cardboard Challenge at LTC
- Gilbert HOSA earned 8 Medals at State Competition along with a State Officer

School Highlights: Communications and Fine Arts

- Marching Band placed 7th in 3A State Marching Finals; 1st Place 2A in River Bluff Swamp Classic; 1st Place 3A Irmo Esprit de Corps
- 13 All-Region, 28 Solo/Ensemble, and 4 All-State band participants
- Overall Performance Award (OPA) for the 7th consecutive year
- GHS Winter Guard placed 1st in Silver Division at the CWEA finals
- Chamber Choir finished 1st place and Bel Canto 2nd in AAA SCMEA State Concert Festival
- 35 Chorus students were selected through audition to perform in Epcot's Candlelight Processional Concert
- 2 SCMEA All-State Chorus participants
- 5 Southern Division ACDA High School Women's Honor Choir participants in Chattanooga, TN
- 2 SCTA All-Star Cast Members
- 2 All-Region, 1 Lexington One District Honors Orchestra, and 5 Guitar Fest strings student participants
- 3 Peach Festival Art Contest Winners
- 100% passage rate in AP Studio Art

School Highlights: Athletics

- 11 senior student athletes in top 10% of Class of 2016
- One WLTX Player of the Week in softball
- In Athletics, 11 out of 15 varsity athletic teams qualified for the playoffs
- Gilbert won 2 Region Championships including boys golf and baseball.
- 29 student athletes were named *Scholar Athletes* by the South Carolina High School League
- 31 student athletes were named to All-Region Teams.
- 5 student athletes were named to All-State Teams
- 8 student athletes signed college athletic scholarships or are continuing their athletic career at the college level
- 2 student athletes participated in North/South and 1 student athlete on the SC Select Team
- 5 student athletes were selected for All-State
- Midlands Golfer of the Year 2016

**School Highlights: Community Service**

- GHS hosts the *Annual Battle of the Badges* for the Lexington County Sheriff's Department
- GHS students work the Annual Lexington County Peach Festival every July 4th
- SIC assisted with GMS Color Run
- GHS FFA hosts the Annual Farm Day for Gilbert Primary School
- School-wide community service collecting items for "Necessity Packs" for flood victims
- 11th Grade Crews conducted individual service learning projects
- School-wide thank you letters to past and present military through "A Million Thanks"
- School-wide thank you letters to local first responders and businesses who assisted flood victims
- Main Street Players perform for GPS 2nd graders each spring
- Chorus sang at Annual Gilbert Carol Lighting
- Gilbert HOSA named "Gold Level" at HOSA State Leadership for National Service Project for Leukemia and Lymphoma Society

**School Highlights: Faculty and Staff Honors**

- Derrick Cooper named Most Influential Teacher of the Class of 2016
- Barry Harley, Region 5 AAA Athletic Director of the Year
- Erica Armstrong named GHS Teacher of the Year
- Barry Harley, SCAAA 3A Athletic Director of the Year
- Principal Ann O'Cain, Region 5 AAA Principal of the Year
- Tracy Pound named GHS Support Staff Member of the Year
- Renee Padgett, SC/NSPRA Reward for Excellence





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EL Education: Dimensions of Student Achievement

EL Education believes that to prepare for success in college, career, citizenship, and life we must embrace a broader and deeper vision of what high achievement means. Good test scores are just a starting place. Mastery of knowledge and skills, character, and high quality work are all critical for success.

MASTERY OF KNOWLEDGE AND SKILLS

Students

- Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline
- Apply their learning: transfer knowledge and skills to novel, meaningful tasks
- Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives
- Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines

Teachers and Leaders

- Ensure that curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards
- Use assessment practices that position students as leaders of their own learning
- Use meaningful data for both teachers and students to track progress toward learning goals
- Engage all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems

CHARACTER

Students

- Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)
- Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)
- Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)

Teachers and Leaders

- Elevate student voice and leadership in classrooms and across the school
- Make habits of scholarship visible across the school and in daily instruction
- Model a school-wide culture of respect and compassion
- Prioritize social and emotional learning, along with academic learning, across the school

HIGH-QUALITY WORK

Students

- Create complex work: demonstrate higher-order thinking, multiple perspectives and transfer of understanding
- Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution
- Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school

Teachers and Leaders

- Design tasks that ask students to apply, analyze, evaluate and create as part of their work
- Use models of excellence, critique, and multiple drafts to support all students to produce work of exceptional quality
- Connect students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning

Source: *EL Education Core Practices: A Vision for Improving Schools*



Expeditionary Learning partners with school districts and charter boards to open new schools and transform existing schools at all levels, pre-K–12, and in all settings—urban, rural, and suburban. The EL model challenges students to think critically and take active roles in their classrooms and communities, resulting in higher achievement and greater engagement in school. EL provides schools with professional development, coaching, and online tools to improve curriculum design, instruction, school culture, leadership, and assessment practices. The national network of EL schools and professional colleagues includes more than 150 schools, 4,000 teachers, and 45,000 students. Gilbert High School initiated the EL Education Partnership in 2014 and is in Phase 2 of schoolwide implementation. It is our plan to become an EL Education Credentialed School.

We are crew, not passengers!

Source: *EL Education Core Practices: A Vision for Improving Schools*

Lexington County School District One does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in admission to, access to, treatment in or employment in its programs and activities. The following people have been designated to handle inquiries or complaints. The Chief Human Resources Officer handles inquiries/complaints regarding Title IX. The Director of Middle Schools handles inquiries/complaints regarding Section 504. The Mathematics Coordinator handles inquiries/complaints regarding Title II. Contact these people if you have questions regarding these issues at 100 Tarrar Springs Road, Lexington, SC 29072 and telephone number (803) 821-1000.