



April 30, 2012

LCSD1

Gilbert High School



**GHS 2011-12 Theme:**

**Growing a Green  
Future**

**Inside this issue:**

Whatever It Takes	2
AdvancED	2
Lex Learns	3
LexLeads	3
LexLives	3
SIC Members	4
Personal Mobile Computing	4



## Gradual Release of Responsibility

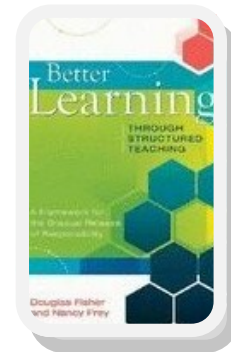
The vision of Gilbert High School states that students will leave high school prepared for life in the 21st Century. We believe one of the key components for our students competing in a 21st century globally competitive world is becoming a self-directed learner. Becoming a self-directed learner, however, isn't a skill that students master by the time they enter the 9th grade. At GHS, we believe it is our job to help develop our students into collaborative, creative, and critically thinking self-directed learners.

This year, to begin the process of developing self-directed learners, GHS adopted the Gradual Release of Learning Model with teachers and students. The Gradual Release Model is a process that over time allows students to take more of active role in the learning process. The first step of

this process is to first receive teacher led instruction or modeling. Learning takes place with the teacher and class together, where the teacher helps to facilitate the learning. The next step is learning with focus on collaboration with their peers. Finally, the last step in the Gradual release Model is allowing the students to independently seek out the learning. This model has allowed our teachers to gradually release the responsibility of learning from teacher based instruction to student driven learning.

Administrators, teachers, and students have each played a role in successfully implementing the Gradual Release Model at GHS. Every certified employee in Lexington School District One participated in a book study. The book was *Better Learning Through Structured*

*Teaching* by Douglas Fisher and Nancy Frey. Administrators completed professional development at the district level last summer. Teachers were involved in professional development throughout the school year, which in turn led to the model being implemented in the classroom. By taking more responsibility during the learning process, we feel that our students will become more self-directed and thus, better prepared for life in the 21st Century.



## HSTW Technical Assistance Visit

In early December a team of ten professionals from across South Carolina visited Gilbert High School in December 2011 to assess Gilbert's progress toward meeting the High Schools That Work program goals. Gilbert was fortunate to have an excellent team of professionals who provided valuable feedback for planning and improving our school. The final report recommended the strengths of Gilbert and provided aggregated data regarding classroom visits. Some of the promising practices observed by the team were evidence of common planning and coherent curriculum, extensive writing assignments, an effective credit and unit recovery program as well as opportunities for extra help.

The most useful information gleaned from the report were recommendations to help Gilbert High School improve. The TAV team observed the need for increased rigor in most classes. The team recommended collaborative efforts among teachers to develop quality rubrics for every major assessment. Another recommendation was to expand the current literacy program that provides reading instruction daily for all students. Another recommendation was to have teachers observe each other and increase the likelihood of quality instruction spreading throughout the school. The team also suggested that teachers use data in their classrooms. Many of these suggestions are already being acted upon, such as the addition of a Literacy Coach for next school year. The visit and report have been most helpful to all staff members and administration has spent much time communicating the findings to the entire staff.

## Whatever It Takes

Dr. Anne Elam, Academic Officer of Innovation for Lexington One, continues to provide training to department representatives from every high school on how to grade for learning. This process began in 2009, and the district continues to make great progress toward creating quality common assessments.

The trained school representatives have disseminated the strategies and information acquired to the rest of the faculty at Gilbert High School. This year the "Whatever it Takes" focus trained representatives on the use and importance of formative assessments. The team is learning how to use formative

assessments to help students learn and create quality work. This is a process for all stakeholders, and the training is invaluable to improving the learning for all students.

## AdvancED

On April 3, 2012, Gilbert High School was visited by an AdvancED Quality Assurance Review (QAR) Team. The district hosted the eight-member on-site QAR Team from Sunday, April 1, through Wednesday, April 4 as part of the district five-year-cycle accreditation process. The team reviewed the district's self-assessment document, profile data, student achievement results, school improvement plans, and other documents before coming to the district. While here, they

visited the District Office, observed classrooms and student activities in eight of the district's 27 schools including Gilbert High School.

The team interviewed 323 stakeholders including board members, administrators, teachers, support staff, parents, community members, business partners and students. Out of the four possible ratings of "Not Evident," "Evident," "Operational," and "Highly Functional," the QAR Team rated

Lexington School District One "highly functional" in six of the seven areas evaluated against AdvancED's seven standards of vision and purpose; governance and leadership; teaching and learning; documenting and using results; resource and support systems; stakeholder communications and relationships; and commitment to continuous improvement.

An external AdvancED team review the district's accreditation status every five years to determine reaccreditation.

### Lexington School District One Non-Discrimination Statement

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, Mary Walker, handles inquiries/complaints regarding Title IX. The Director of Middle Schools, Mike Stacy handles inquiries/complaints regarding Section 504. The Mathematics Coordinator, Diane Steelman, 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.



## **LexLearns**

- Self-directed Learning Model
- Innovative School Operations and Curriculum
- STEM Initiative K-12
- World Languages
- Centers of Study
- Systematic Intervention/Personalized Learning
- 21st Century Tolls for Work and Learning

**Gilbert High  
Schools Center  
for Sustainable  
Solutions will  
open in August of  
2013**



## **LexLeads**

- Leadership 21
- K-12 Leadership Curriculum
- Leadership Institutes

## **LexLives**

- Integrated health/wellness/fitness strategies and curriculum
- School-based health and wellness Services
- School-based community and family learning services

## Gilbert High School

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### Empowering 21st Century Learners



### 2011-2012 GHS School Improvement Members

Andy Harmon  
Ann O'Cain, Principal  
Anne Henley  
Casey Calhoun, Assistant Administrator  
Chris Klaes, Center Lead Teacher  
Cindy Bostic, Chair  
Eliza Spence  
Jay Hartley, Student Body President  
Laura Covington, Assistant Principal  
Libby Newman  
Matthew Warren, Assistant Principal  
Monica Motes  
Nan Rikard  
Tavarus Rowe, Senior Class President  
Teresa Johnson



## Personal Mobile Computing

Last year (the 2010–2011 school year), Lexington County School District One successfully executed a personal mobile computing pilot at Gilbert High School as part of our ongoing search for ways to provide students with the tools they need to support their learning and to prepare them for higher education opportunities and careers. The mobile computing initiative was extremely successful and this year was expanded to all the high

schools in our district. Last November, all of our students were issued iPad's which has allowed our students to acquire the digital competence they need for our increasingly electronic- and technology-driven world. Our hope is for them to learn the essential skills they will need as consumers, citizens and workers. These devices have allowed our students to become active learners with immediate access to a wealth of information. Students have

been able to complete and turn in assignments, homework, projects or research electronically. Interactive applications have allowed them to improve their reading fluency, build mathematics skills or create their own study cards. All disciplines have benefited from these devices and our teachers have become facilitators, personalizing the learning for all of our students.

