

# Gilbert High School

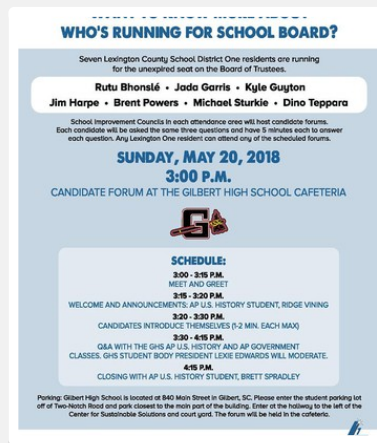
## 2018 School Improvement Council Annual Report to Parents

### GHS School Improvement Council Hosts Lexington 1 School Board Candidate's Forum

The School Improvement Council of Gilbert High School hosted six candidates at its candidate forum on Sunday, May 20, 2018. Candidates were given an opportunity to introduce themselves and discuss their platform, answer three questions developed from Advanced Placement Government and Advanced Placement U.S. History students, and then give a closing statement. GHS Advanced Placement students Lexie Edwards, Brett Spradley, and Ridge Vining moderated and approximately 90 community members attended the event. Please remember that there are two very important elections days coming up: The 2018 South Carolina Primary Election on Tuesday, June 12, from 7 a.m. to 7 p.m. The Special Election for Lexington One's vacant unexpired board seat on Tuesday, June 19, from 7 a.m. to 7 p.m. For more information, go to [scvotes.org](http://scvotes.org)



GHS Student Moderators Pose with School Board Candidates.



District Notice of Candidates Forum at Gilbert High School



2018 Board Candidates Forum hosted by Gilbert High School SIC

### Crew Community Projects Build Indian Pride and a Sense of Community for GHS Students

"Be the change you wish to see in the world."-Ghandi

Within the theory of EL Education and of Crew, GHS was charged to look at the world around us and be change makers. Gilbert High School follows the EL Education Core Practices and Core Practice 6 is "Incorporating Fieldwork, Experts, and Service Learning". It further states that, "Service Learning is not an afterthought or an add-on. It is an extension of the ethic of kindness and service that permeates the school. Students and teachers regularly discuss ways they contribute to a better world. As such, service learning is a prime vehicle to teach and take action centered on social justice" (p.24, EL Education). Junior and Senior Crews had the opportunity to design community service projects that aimed at being the change we wish to see in the world. October Crew lessons focused on the development and implementation of the components of the project.

Each Crew was tasked to do the following:

1. **Assess** the communities with whom you'd like to work to identify a need or a problem.
2. **Plan** a service project that will leave a meaningful impact on your community partner (not to include project that exclusively collection or donation based).
3. **Evaluate** and present a proposal of your project to a panel of adults for approval.
4. **Act** and engage in meaningful service to impact a problem or need that affects your community partner.
5. **Reflect and Showcase** a presentation that conveys a reflection on the community partnership, the service provided, the impact made on an existing problem or need, and the learning that occurred during this process.

Each Crew created a digital presentation proposal of their Crew Community Project and presented to a committee for approval. After approval, the projects were completed between November 14, 2017 - March 29, 2018. After completing the project, students shared a reflection and showcased their projects to other Crews between April 10, 2018 and May 1, 2018. Some of the projects included volunteering at Pet Shelters, raising funds for Service Dogs for Vets, volunteer work at Cotton Branch Animal Sanctuary, creating memory jars for the elderly at Generations of Batesburg and many other service projects activities that were carried out by our students.

Students were finally able to showcase their projects on May 4, 2018, which was designated as "Creating a Better World Day" by our EL Education partners. It is our hope that students will find that serving others is not only impactful to our community and neighbors, but extremely rewarding. As principal, I am proud of the good work by our student Crews and Crew Leaders and how it fosters our vision of Gilbert High School which is to create leaders through character development, rigorous instruction, and self-discovery.



Coach Cagle's 11th Grade Crew served at LMC Extended Care



Creating a Better World Through Community Service



Mrs. Peterson's 12th Grade Crew Present their Project for May 4th Better World Day



# Gilbert High School

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## GHS Continues Quest to EL Education Credential

Gilbert High School continues Phase 2 of its partnership with EL Education after three complete years of implementation of the EL Education Core Practices. In order to receive the EL Education Credential, a recognition of exemplary outcomes and mastery across three dimensions of student achievement must be obtained through a strong credentialing portfolio that tells our school's unique impact story. Over time, our school collects multi-year evidence that shows how student achievement is improving across each dimension of achievement. The system of credentialing is how our school implements systems and structures intentionally designed to routinely collect, analyze, and collectively reflect upon patterns of achievement and progress towards annual performance benchmarks and multi-year impact goals as written in our Annual EL Education Work Plan. Each year, Gilbert High School creates a work plan with goals that are supported through professional learning and progress monitoring. We conduct a mid-year review, continue the professional learning and support for teachers while monitoring progress. We re-evaluate our progress again in early May with an End-of-Year Review. According to Mark Conrad, Chief School Officer at EL Education, "The EL Education Credential marks a milestone on each school's journey to put character and quality work side-by-side with mastery of knowledge and skills. Now, more than ever, our country needs models of schools that fuse academics and character, building an ethic of service as well as grit and tenacity."

Redefining how performance is measured in K-12 education, EL Education in 2014 began recognizing schools that demonstrated high levels of implementation and achievement with a credential. Again, EL Education defines achievement as mastery in three areas, all of which are powerfully associated with success in college and career:

- **Master of Knowledge and Skills.** Students show evidence of proficiency and deep understanding of a subject, critical thinking, the ability to communicate clearly, and application of their learning. Performance on state assessments over a period of several years is one measure.
- **Character.** EL Education schools establish consistent school-wide "Habits of Scholarship" (such as perseverance and time management), which are then tracked by students and teachers to provide evidence of growth over time.
- **High-Quality Student Work.** Schools present evidence showing how the quality, depth, and authenticity of student work has improved during the school's multi-year partnership with EL Education.

### About EL Education

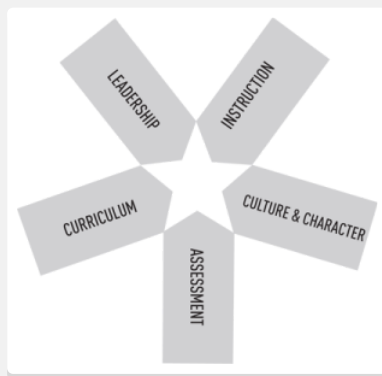


EL Education (formerly Expeditionary Learning) creates great public schools where they are needed most, inspiring teachers and students to achieve more than they thought possible.

Created over 25 years ago through the collaboration of the Harvard Graduate School of Education and Outward Bound, EL Education's research-based approach challenges and empowers teachers and students. The model focuses on ensuring that all students master rigorous content, develop positive character, and produce high-quality work.

EL Education transforms classrooms in thousands of schools and districts across the country through a unique combination of challenge and joy in learning. Students' impressive results encompass high academic achievement and college readiness, pride in the mastery of complex, authentic work, and a passion and capacity to contribute to a better world.

EL Education works with all kinds of public schools: district and charter, from pre-K through 12th grade, serving populations that reflect the diversity of our country. It creates powerful resources--including masterful coaching and professional development, and shares a portfolio of award-winning, educator-developed materials. One reason for its success: its work is informed by decades of learning in its national network of over 150 high-achieving schools. For more information, visit <http://www.ELeducation.org>



## ACTION-IMPACT-MOMENTUM (AIM): Supporting Our Striving Students

At the beginning of the 2017-2018 school year, a group of 35 seniors were identified as “striving seniors” based on having 16-18 credits entering their senior year (24 credits are needed to earn a diploma). A team was developed made up of school counselors, administrators, teachers, crew leaders, and instructional coaches to regularly meet with these students to check in on their grades, attendance, significant life events and to provide regular encouragement and support. This committee of support was named the AIM committee which stands for “take **A**ction today that will make an **I**mpact on yourself and others and build **M**omentum for future success”. Because of this focus on intentional advocacy for these students, 33 of the 35 students walked across the stage at the GHS graduation on June 1st. The remaining students will finish their diploma this summer through Lexington One Adult Education's diploma program. We look forward to expanding these efforts to provide support for more students next school year as we fulfill the Lexington School District One Vision Statement to “Empower each child to design the future”!





## 2017-18 School Improvement Council Members

### **Elected & Appointed Members:**

Melissa Baker  
Nancy Best  
Teresa Blankenship  
Angie Flitter  
Marianne Haney  
Tammy Harman  
Teresa Johnson  
Mindy Keisler  
Donald Kirk  
Randy Loper  
Toyanna McElhenny  
Candace Parsley  
Shannon Perry  
Stacie Randall  
Karen Sooter  
Jessica Velders  
Scott Vining

### **Student Leaders:**

Alexia Edwards, Student Body President  
Tanner Watson, Senior Class President

### **Ex-officio Members:**

Ann O'Cain, Principal  
Elizabeth Abbott, Assistant Principal

Rodney Craps, Assistant Principal  
Jacob Nelson, Assistant Principal

