

School Renewal Plan Information

0701 - Beaufort County School District (0701) Public District - FY 2022 - Beaufort Elementary (0701008) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** Plan Submission**

- School does not utilize Cognia
- School utilizes Cognia

*** Phase of Plan**

- Initial 5-year plan
- Update 1
- Update 2
- Update 3
- Update 4
- Update (due to Waiver)

*** State and Federal School Improvement Status - if applicable**

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School Plan Contact Information

*** Name**

Melissa Holland

*** Phone**

843-322-2675

*** Email**

melissa.holland@beaufort.k12.sc.us

*** Principal's Name**

Melissa Holland

*** Board of Trustees Chairperson's Name**

Christina Gwodz

*** Date of Plan Approval by the Board**

04/06/2000



Stakeholders and Mission and Vision

0701 - Beaufort County School District (0701) Public District - FY 2022 - Beaufort Elementary (0701008) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name

* Melissa Holland

Teacher

Name

* Mendy Gannon

Parent/Guardian

Name

* Robin Johnson

Community Member

Name

* John Leadem

School Level Administrators

Name

* Wendy Oels-Small

School Read to Succeed Literacy Leadership Team Lead

Name	* Sheryl Mack
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School Read to Succeed Literacy Leadership Team Member

Name	* Angela Peterson
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School Improvement Council Member(s)

Name	* Erin Somerall
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School Gifted and Talented Coordinator

Name	* Meredith Rhoden
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School Federal Programs Coordinator

Name	* Deborah Smith
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Other Stakeholders

Position	Name
Parent	Carmalita Lawton

(Optional) Enter mission, vision, beliefs, and/or values.

The mission of Beaufort Elementary School, in partnership with Beaufort County Schools, is to develop our community of learners into responsible, world class citizens through diverse curricula that fosters creativity, collaboration, critical thinking, and communication.

Beaufort Elementary School Core Beliefs

1. We believe our role, as the teacher, is to be the partner, advocate, nurturer, facilitator, guide, inquirer, and co-learner. We must provide children with meaningful opportunities to manipulate, explore, and discover their world in an unhurried environment.
2. We believe it is important to provide children with a rich interactive learning environment. We recognize the importance of utilizing our natural and community resources to support our children's interests and inquiry.
3. We believe in the power of parents as partners. Parents are considered co-learners, educators, decision makers, advocates and a resource for all children.
4. We believe in the "whole child" and allowing them to express themselves through creative activities such as art, music, movement, and STEM (Science, Technology, Engineering & Math).
5. We believe that all children are powerful, capable, and competent learners. We believe children and teachers need flexible time to research, explore, collaborate, and test theories about topics of interest together.
6. We believe the child is the center of the learning process with his or her own unique talents, abilities, and needs.

Needs Assessment Data

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State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9RSZzaWQ9MDCwMTAwOA>

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

NWEA MAP Grades K-2, Reading & Math

WINTER 2021- Percent of students at or above 50th percentile

READING:

Kindergarten- 48.9%

First Grade- 32.6%

Second Grade- 51.0%

MATH

Kindergarten-44.4%

First Grade- 41.9%

Second Grade- 44.9%

NWEA MAP Grades 3-5, Reading & Math

WINTER 2021- Percent of students at or above 50th percentile

READING

Third Grade- 54.7%

Fourth Grade- 50.7%

Fifth Grade- 48.3%

MATH

Third Grade- 42.2%

Fourth Grade- 41.8%
Fifth Grade- 38.3%

Panorama Education Social Emotional: Student Competency and Well Being Measures

**Out of 144 student responses in grade 3-5:
(Our Percentage/National Percentage Range)**

Self-Management: 73%/60%-79%

Social Awareness-73%/60%-79%

Self-efficacy-56%/40%-59%

Teacher-Student Relationships-81%/80%-99%

Sense of Belonging-74%/80%-99%

Executive Summary of Needs Assessment Data

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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 report card 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 school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

NWEA MAP Assessment data indicates that we need to increase the number of students scoring at or above the 50th percentile in both reading and math for grades Kindergarten to grade 2. Through MTSS model, interventions in both reading and math are needed to support academic growth and overall student achievement. Full time interventionists provide additional instruction through the use of Fountas and Pinnell LLI program and SIPPS. Students in second grade receive small group instruction with the use of Brain Booster program by the GT Lead Teacher and Numeracy Coach to support an increasing enrollment in our gifted and talented program. Additionally, all students with disabilities receive iReady curriculum in both reading and math. Social/Emotional lessons are

taught on a regular basis by our two behavior management specialist and counselor.

*** Elementary/Middle (3-8)**

2019 SC READY assessment data indicates that we need to increase the number of students scoring at the Meets or Exceeds expectations in both reading and math for grades 3 to 5. To do this, students performing below grade level in the area of reading and/or math are provided intervention services through the MTSS model by interventionists using the Fountas and Pinnell LLI kits and SPPS program. In addition, all students with disabilities receive iReady curriculum in both reading and math. Social/Emotional lessons are taught on a regular basis by our two behavior management specialist and counselor. Small group, differentiated instruction is provided in all content areas. GT endorsed teachers provide instruction in our AMES program for high ability and gifted learners. Such curriculum models as M2/M3, Junior Great Books, and Brain Boosters are included in these classrooms. STEM based learning is evident in all classrooms, as well as with the use of FOSS kids, to address the need for growth in our SCPASS Science results from 2019.

*** High School (9-12)**

- n/a

*** Teacher/Administrator Quality**

Beaufort Elementary School aims to increase teacher quality by 100% of teachers becoming Read to Succeed endorsed by the year 2024. At this time, eight out of forty-nine certified staff have earned the SC Read to Succeed Endorsement; however sixty-six courses have been completed overall. Twelve certified staff (out of thirty-eight certified classroom teachers) have earned the SC Gifted and Talented Endorsement, which is another area to monitor to help increase our GT enrollment to support student achievement.

*** School Climate**

Our 2019 school report card indicates there is a need to improve student engagement as measured by the AdvancED School Quality Survey. The need for schoolwide study of school engagement through book study and classroom lessons are strategies to improve this area. Classroom observation data and self-surveys in grades 3-5 will help identify areas of improvement. Our Panorama Education results listed in the Needs Assessment Data area indicate that our greatest weakness is in the Sense of Belonging indicator. Panorama provides instructional tools and resources that our Behavior Management Specialists and school counselor can utilize in small groups.

Other (such as school priorities)

n/a

* Gifted and Talented

n/a

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Plan Items

1 Student Achievement*

Performance Goal:

1. By the year 2024, Beaufort Elementary school will increase the number of Grade 3 to 5 students scoring meets or exceeds expectations from 37% to 50% meets or exceeds expectations on the Math SC READY Assessment.

PM 1.1 By the year 2022, students will increase from 37% meets or exceeds expectations to 46.2% meets or exceeds expectations on the Math SC READY Assessment.

Analysis of Actual vs. Projected Data:

2019 SC READY scores = 44.7% Meets or Exceeds expectations.

S 1.1.1 NWEA MAP Assessment Projection data

Evidence-Based Research:

NWEA Linking Study <https://www.nwea.org/resources/2018-linking-study-predicting-performance-sc-ready-nwea-map-growth/>

AS 1.1.1.1 Multi Tiered System of Support (MTSS) aka Response to Intervention (Rtl)

Action Step:

Teachers create individualized plans of intervention to include specific learning targets, specific instructional strategies, and progress monitoring.

Person Responsible:

Teachers, Rtl Coordinators, & Administrators

Estimated Begin Date:

9/7/2021

Estimated Completion Date:

5/27/2022

Funding Application	Grant	Notes	Amount
Additional Targeted Support and Improvement (ATSI)	Additional Targeted Support and Improvement (ATSI)		\$0.00

AS 1.1.1.2 Small group instruction in Brain Boosters for high-ability students in the second grade.

Action Step:

Identified high-ability students will receive instruction using the Brain Boosters curriculum to support an increase of gifted and talented enrollment.

Person Responsible:

Teachers, Numeracy Coach, GT Lead Teacher

Estimated Begin Date:

9/7/2021

Estimated Completion Date:

5/27/2022

Funding Application	Grant	Notes	Amount
Additional	Additional Targeted Support and Improvement (ATSI)		\$0.00

Targeted Support and Improvement (ATSI)

AS 1.1.1.3 iReady curriculum will be implemented with fidelity to all students with disabilities.

Action Step:

All students with disabilities will be provided daily instruction using the iReady Math curriculum and progress monitored through classroom observations and assessment data.

Person Responsible:

Classroom teachers, SPED teachers, Administration

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

5/27/2022

Funding Application	Grant	Notes	Amount
Additional Targeted Support and Improvement (ATSI)	Additional Targeted Support and Improvement (ATSI)		\$0.00

2 Student Achievement*

Performance Goal:

2. By the year 2024, Beaufort Elementary school will increase the number of Grade 3 to 5 students scoring meets or exceeds expectations from 35.1% meets or exceeds expectations to 50.1% meets or exceeds expectations on the ELA SC READY Assessment.

PM 2.1 By the year 2022, students will increase from 35.1% meets or exceeds expectations to 40.1% meets or exceeds expectations on the ELA SC READY Assessment.

Analysis of Actual vs. Projected Data:

2019 SC READY scores= 37.7% Meets or Exceeds expectations

S 2.1.1 NWEA MAP data Projections

Evidence-Based Research:

NWEA Linking Study correlates student performance on SCREADY

<https://www.nwea.org/resources/2018-linking-study-predicting-performance-sc-ready-nwea-map-growth/>

AS 2.1.1.1 Multi-Tiers System of Support (MTSS) aka Response to Intervention (RtI)

Action Step:

Teachers will develop individual plans of intervention to include specific learning goals, targeted strategies of instruction, and progress monitoring.

Person Responsible:

Teachers, RtI Coordinators, & Administrators

Estimated Begin Date:

9/7/2021

Estimated Completion Date:

5/27/2022

AS 2.1.1.2 Implement Fountas & Pinnell Classroom Literacy Instruction model

Action Step:

Teachers trained in use of Fountas & Pinnell Classroom Literacy Instruction model in February 2019. Full implementation of instruction model in August 2019. Instructional Coaches will support implementation through observations, feedback, and professional development sessions.

Person Responsible:

Teachers, Instructional Coaches, & Administrators

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

5/27/2022

AS 2.1.1.3 iReady curriculum will be implemented with fidelity to all students with disabilities.

Action Step:

All students with disabilities will be provided daily instruction using the iReady Math curriculum and progress monitored through classroom observations and assessment data.

Person Responsible:

Classroom teachers, SPED teachers, Administration

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

5/27/2022

3 Student Achievement*

Performance Goal:

3. By the year 2024, Beaufort Elementary will increase the number of Kindergarten, First grade, and Second grade students scoring at the 50th percentile or above on NWEA MAP Math assessment from 49.1% to 59.1%.

PM 3.1 By the year 2022, Beaufort Elementary will increase the number of students in Kindergarten, First Grade, and Second grade scoring at the 50th percentile or above on NWEA MAP Math assessment from 43.7% to 53.7%

Analysis of Actual vs. Projected Data:

2021 WINTER MAP results=43.7% at or above the 50th%tile

S 3.1.1 NWEA MAP data from Fall and Winter Administration Sessions

Evidence-Based Research:

NWEA Linking Study <https://www.nwea.org/resources/2018-linking-study-predicting-performance-sc-ready-nwea-map-growth/>

AS 3.1.1.1 Multi-Tiered System of Support (MTSS)

Action Step:

Teachers will develop individual plans of intervention to include specific learning goals, targeted strategies of instruction, and progress monitoring

Person Responsible:

Teachers

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

5/27/2022

AS 3.1.1.2 Small group instruction in Brain Boosters for high-ability students in the second grade.

Action Step:

Identified high-ability students will receive instruction using the Brain Boosters curriculum to support an increase of gifted and talented enrollment.

Person Responsible:

Melissa Holland

Estimated Begin Date:

9/7/2021

Estimated Completion Date:

5/27/2022

AS 3.1.1.3 iReady curriculum will be implemented with fidelity to all students with disabilities.

Action Step:

All students with disabilities will be provided daily instruction using the iReady Math curriculum and progress monitored through classroom observations and assessment data.

Person Responsible:

Classroom teachers, SPED teachers, Administration

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

5/27/2022

4 Student Achievement*

Performance Goal:

4. By 2024, Beaufort Elementary School will increase the number of students in Kindergarten, First grade, and Second grade scoring in the 50th percentile or above on NWEA MAP Reading assessment from 49.77% to 59.77%.

PM 4.1 By 2022, Beaufort Elementary School will increase the number of students in Kindergarten, First grade, and Second grade scoring in the 50th percentile or above on NWEA MAP Reading assessment from 44.1% to 54.1%.

Analysis of Actual vs. Projected Data:

Spring WINTER 2021 MAP results = 44.1% at or above the 50th%tile.

S 4.1.1 NWEA MAP Data from Fall and Winter administrations

Evidence-Based Research:

NWEA Linking Study <https://www.nwea.org/resources/2018-linking-study-predicting-performance-sc-ready-nwea-map-growth/>

AS 4.1.1.1 Multi-Tiered systems of support (MTSS) aka Response to Intervention (Rti)

Action Step:

Teachers will create individualized plans of intervention to included targeted learning goals, specific strategies of instruction and progress monitoring.

Person Responsible:

Teachers

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

5/27/2022

AS 4.1.1.2 iReady curriculum will be implemented with fidelity to all students with disabilities.

Action Step:

All students with disabilities will be provided daily instruction using the iReady Math curriculum and progress monitored through classroom observations and assessment data.

Person Responsible:

Classroom teachers, SPED teachers, Administration

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

5/27/2022

S 4.1.2 Increase number of students score "on grade level" as measured by Fountas & Pinnell Reading Benchmark Assessment.

Evidence-Based Research:

<https://www.fountasandpinnell.com/research/default#bas>

AS 4.1.2.1 Implement Fountas & Pinnell Classroom Literacy Instruction model

Action Step:

Teachers trained in use of Fountas & Pinnell Classroom Literacy Instruction model in February 2019. Full implementation of instruction model in August 2019.

Person Responsible:

Teachers

Estimated Begin Date:

8/17/2021

Estimated Completion Date:

5/27/2022

5 Student Achievement*

Performance Goal:

By 2024, Beaufort Elementary School will increase the number of students scoring Meets or Exceeds from 42.2% to 52.2% on SC PASS Science assessment.

PM 5.1 By 2022, Beaufort Elementary School will increase the number of 4th-grade students scoring Meets or Exceeds from 42.2% to 44.7% on SC PASS Science assessment.

Analysis of Actual vs. Projected Data:

Spring 2019 results = 42.2% Meets or Exceeds expectations.

S 5.1.1 Sign-in sheets for professional development participation and review of long range plans.
Evidence-Based Research:

The SCDE, in partnership with SEDL, developed the Academic Standards and Performance Indicators for Science utilizing a number of resources. Central among these resources were the South Carolina Science Academic Standards 2005. Other resources include: American Association for the Advancement of Science, 2001. Atlas of Science Literacy. Washington, D.C.: Project 2061 and the National Science Teachers Association. 4 American Association for the Advancement of Science. 2009. Benchmarks for Science Literacy. Project 2061. Available at <http://www.project2061.org/publications/bsl/online/index.php>.

AS 5.1.1.1 Teacher-led SC Science Standard Review Panel professional development.

Action Step:

Lead teachers who have participated in the SCDE Science Standard Review Panel will facilitate ongoing professional development for science teachers to increase professional content knowledge of new standards.

Person Responsible:

Melissa Holland

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

5/27/2022

S 5.1.2 Lesson plan review, observations by administration and instructional coaches.

Evidence-Based Research:

<https://www.fossweb.com/Research>

AS 5.1.2.1 Increase use of hands on STEM activities and lessons and field experiences.

Action Step:

Use FOSS Science kits on a regular basis. Implement STEM lessons from a STEM lesson bank.

Person Responsible:

Melissa Holland

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

5/27/2022

6 Teacher/Administrator Quality*

Performance Goal:

5. By 2024 Beaufort Elementary will increase the number of Read to Succeed courses completed from a baseline of 39 completed to 119 courses completed (176 courses completed = 100% endorsement).

PM 6.1 By 2022, Beaufort Elementary will Increase the number of Read to Succeed course completed from 66 to 100.

Analysis of Actual vs. Projected Data:

Spring teacher survey indicates teachers have completed 66 courses documented in MyLearningPlan.

S 6.1.1 Read to Succeed Class Completion in My Learning Plan.

Evidence-Based Research:

SC Read to Succeed Act <https://ed.sc.gov/educators/certification-resources/read-to-succeed-requirements-for-educators/> https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf Effective Teacher Professional Development

AS 6.1.1.1 School Based Read to Succeed Course offerings throughout the school year.

Action Step:

Read to Succeed coursework will be offered at the school level with trained Literacy Coach.

Person Responsible:

Teachers

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

5/27/2022

7 School Climate*

Performance Goal:

6. By 2024, Beaufort Elementary will increase the percentage of students scoring "committed" on the Student engagement survey from 64.3% (Spring 2018) to 74.3% as measured by the AdvancEd School Quality Survey.

PM 7.1 By 2022, Beaufort Elementary will increase the percentage of students scoring "committed" on the Student engagement survey from 64.3% (Spring 2018) to 70.6.3% as measured by the AdvancEd School Quality Survey.

Analysis of Actual vs. Projected Data:

2019 AdvancedEd School Quality Survey results = 69.10% 'committed'.

S 7.1.1 Walk through observations

Evidence-Based Research:

Marzano Research: The Highly Engaged Classroom
https://www.marzanoresearch.com/resources/tips/hec_tips_archive#tip24

AS 7.1.1.1 Walk through observation data

Action Step:

Administrators and Instructional Coaches will use a student engagement rubric to measure student engagement during routine walk-through observations. Data will be reviewed with leadership team and school staff each quarter to reflect on areas of improvement and determine additional professional development needed.

Person Responsible:

Melissa Holland

Estimated Begin Date:

9/7/2021

Estimated Completion Date:

5/27/2022

AS 7.1.1.2 Professional Development about Student Engagement Strategies

Action Step:

Instructional coaches will facilitate professional development during weekly professional learning cluster meetings to include book studies focused on strategies to increase student engagement.

Person Responsible:

Instructional Coaches

Estimated Begin Date:

8/17/2021

Estimated Completion Date:

5/27/2022

S 7.1.2 Interim Student Survey (school created)

Evidence-Based Research:

Marzano Research: The Highly Engaged Classroom
https://www.marzanoresearch.com/resources/tips/hec_tips_archive#tip24

AS 7.1.2.1 Administer Student Assessment of Engagement Survey

Action Step:

Each semester 4th and 5th grade students participate in a self-assessment of student engagement. Teachers and students analyze data to reflect on areas of improvement.

Person Responsible:

Melissa Holland

Estimated Begin Date:

10/4/2021

Estimated Completion Date:

4/1/2022

S 7.1.3 PBIS & Responsive Classroom initiatives

Evidence-Based Research:

IS SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT AN EVIDENCE-BASED PRACTICE? Robert H. Horner, George Sugai and Timothy Lewis April, 2015 https://assets-global.website-files.com/5d3725188825e071f1670246/5d79730226acc65b8ce8a9a6_2014%2007-07%20evidence%20base%20for%20swpbs.pdf

AS 7.1.3.1 Houseboats

Action Step:

Students are assigned to 'houseboat' teams. Students earn points based on behaviors identified on the SOAR Matrix (Self-Control, On Task, Achieving Goals, Respect). Each month students are celebrated for earning individual goals and team winners are celebrated at our school-wide meeting (HUDDLE).

Person Responsible:

Melissa Holland

Estimated Begin Date:

8/17/2021

Estimated Completion Date:

5/27/2022

AS 7.1.3.2 Behavior Management Specialists

Action Step:

Behavioral Management Specialist will help to create an instructional environment that promotes the students' academic achievement through the development of school-appropriate social and emotional skills.

Person Responsible:

Melissa Holland

Estimated Begin Date:

8/17/2021

Estimated Completion Date:

5/27/2022