From: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Subject: Re: Agenda Request
To: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Sent: October 24, 2021 12:52 PM (UTC-04:00)

Thanks. Hopefully this will help keep the conversation from drifting off

david striebinger
Beaufort County Board of Education
District 2 representative

From: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Sent: Saturday, October 23, 2021 2:48 PM
To: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Subject: Re: Agenda Request

Yes, how are the responses being used? (Ie there are questions that deal with race, that I've received questions about… are the responses being used to plan diversity committee Discussions.) also how was this instrument chosen from the list of recommended tools to assess MTSS social/ emotional issues.

Cathy G. Robine
Beaufort County Board of Education
District 8
610-888-5296

From: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Sent: Saturday, October 23, 2021 2:42:04 PM
To: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Subject: Re: Agenda Request

Cathy, is there something specific that you want focus on?

david striebinger
Beaufort County Board of Education
District 2 representative

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To: Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Subject: Agenda Request

Officers I'd like to request that the Panorama survey be on our next agenda.

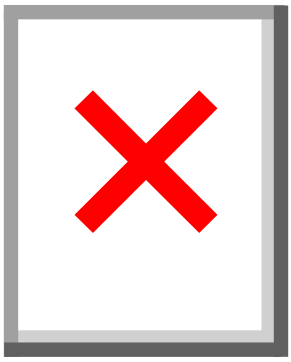
Thanks for your consideration.

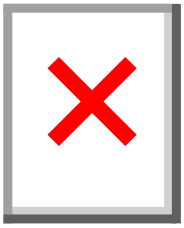
Cathy G. Robine
Beaufort County Board of Education
District 8
610-888-5296

From: Education Week <newsletters@edweek.org>
Subject: Insights from Education Week: College & Career Readiness
To: david.striebinger@beaufort.k12.sc.us <david.striebinger@beaufort.k12.sc.us>
Sent: February 16, 2021 9:00 AM (UTC-05:00)

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Inights on College & Career Readiness: Must Reads From Education Week





Insights on College & Career Readiness: Must Reads from Education Week

OPINION

Straight Up Conversation: Panorama CEO on Measuring College, Career, and Life Readiness

Rick talks with the CEO of Panorama Education, an ed-tech company whose college- and career-readiness tools are currently used each year in 11,500 schools. Read More.

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Are Today's Students Set Up for Success? Nation Earns B-Minus in Latest EdWeek Index
The grade represents steady progress on a range of academic and socioeconomic factors, but the pandemic's full impact has yet to be felt. Review Here.

SPECIAL REPORT
State Grades on Chance for Success: 2021 Map and Rankings
Examine the grades and scores for states and the nation on the socioeconomic and other indicators in the Chance-for-Success Index. Review Here.

OPINION
I'm a First-Generation American. Here's What Helped Me Make It to College

OPINION
Students Respond to Adults' Fixation on 'Learning Loss'

FROM THE NEWS ROOM
New Media Literacy Standards Aim to Combat 'Truth Decay'

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6935 Arlington Road, Suite 100, Bethesda, MD 20814

From: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Subject: Fw: Agenda Request
To: Rodriguez, Francisco <Francisco.Rodriguez@beaufort.k12.sc.us>
Sent: October 24, 2021 2:07 PM (UTC-04:00)

david striebinger
Beaufort County Board of Education
District 2 representative

From: Boatright, Ingrid D <Ingrid.Boatright@beaufort.k12.sc.us>
Sent: Sunday, October 24, 2021 2:03 PM
To: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>; Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Subject: Re: Agenda Request

David,

Still playing the newbie card.

I would love a quick explanation of the survey process. Are they required? How often? What is done with the data? Who are they sent to? What is the purpose? How do we choose? I know the Panorama survey was approved by the state so I deduce there is some sort of survey repository…. I think it may have something to do with MTSS.

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Thanks!

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Get Outlook for iOS

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Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>

Subject: Agenda Request

Officers I'd like to request that the Panorama survey be on our next agenda.

Thanks for your consideration.

Cathy G. Robine
Beaufort County Board of Education
District 8
610-888-5296

From: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Subject: Agenda Request
To: Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Striebinger,David R <David.Striebinger@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Sent: October 22, 2021 1:02 PM (UTC-04:00)

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Thanks for your consideration.

Cathy G. Robine
Beaufort County Board of Education
District 8
610-888-5296

From: David Cook <[redacted]>
Subject: Re: survey
To: Wheeler, Tanja R <Tanja.Wheeler@beaufort.k12.sc.us>
Cc: Chalk, Maelda M <Maelda.Chalk@beaufort.k12.sc.us>; Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Bruder-Brasseur, Candace L <Candace.Bruder-Brasseur@beaufort.k12.sc.us>; Cox, Chad D <Chad.Cox@beaufort.k12.sc.us>
Sent: October 6, 2021 9:16 AM (UTC-04:00)

Good morning. Thanks so much for sending me the follow up surveys. I guess my biggest question is I thought schools were meant to teach math science reading writing history art music. We donâ€™t need to teach kids how to be emotional in our schools we donâ€™t need to be teaching them a belief system in the schools thatâ€™s what parents do. We teach them about emotions and how to react and manage their emotions. Because weâ€™re not equipped to teach the studies that are in the schools. I think it be a good idea if we eliminate the survey program, because basically the way I see it along with a lot of parents is that it raises the issue of race to the forefront of social issues and that is divisive and itâ€™s counterproductive for what weâ€™re trying to do now. You know it, and I know it, so does the Board of Education and the superintendent as well as more than half the people in the school district that have their kids in our schools.

Again I appreciate you taking the time and have a great week!
Sent from my iPad

> On Oct 4, 2021, at 2:59 PM, Wheeler, Tanja R <Tanja.Wheeler@beaufort.k12.sc.us> wrote:
>
> ï»¿
> Good afternoon Mr. Cook,
>
> This is a survey that is done throughout the district to give our school counselors a snapshot of studentsâ€™ social emotional learning needs. Here is a document that includes more information about the survey as well as the questions (questions begin on page 8). Please note that questions for grades 3-5 and 6-12 are both included in the document:
> https://panorama-www.s3.amazonaws.com/files/panorama-student-survey/User-Guide.pdf?__hstc=17850406.beb2b2e5764f2a367b89b7efdfd1639f.1633014767793.1633014767793.1633014767793.1&__hssc=17850406.1.1633014767794&__hsfp=3010780102&hsCtaTrackf6c2-474a-9d37-0a95a80b09ae%7C36a69aba-bb58-4f6a-addf-89c106ad7b85
>
> I hope this addresses all of your concerns. If you have anymore questions please feel free to contact me at your convenience. Enjoy the rest of your day.
>
> Regards,
>
> Tanja
>
> ***Dr. Tanja R. Wheeler, Principal***
> ***Hilton Head Island Middle School***
> ***Beaufort County School System***
> ***Tanja.wheeler@beaufort.k12.sc.us***
> ***â€œYou Just Canâ€™t Hide that Stingray Prideâ€***
>
> ---
>
> **From:** David Cook <[redacted]>
> **Sent:** Monday, October 4, 2021 2:46 PM
> **To:** Chalk, Maelda M <Maelda.Chalk@beaufort.k12.sc.us>
> **Cc:** Wheeler, Tanja R <Tanja.Wheeler@beaufort.k12.sc.us>; Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
> **Subject:** survey
>
> **WARNING:** This email originated from outside of Beaufort County School Districtâ€™s email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.
>
> Good afternoon,
> I hope you are doing well today.
> I was notified [redacted] of a survey conducted Sept 30th, by Panorama.
> I was told there was some questionable content/material in the survey and as such, my wife and I want to review it.
>
> May I please see a copy of the survey?
>
> If there is anything you need from us, please contact me via my phone number or you can send the survey to me at this email address.
>
> Thank you. Have a wonderful day!
> Regards,
>
> David Cook
> [redacted]
>
> [redacted]

From: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Subject: Fw: Agenda Request
To: Rodriguez, Francisco <Francisco.Rodriguez@beaufort.k12.sc.us>
Sent: October 23, 2021 2:50 PM (UTC-04:00)

david striebinger
Beaufort County Board of Education
District 2 representative

From: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Sent: Saturday, October 23, 2021 2:48 PM
To: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Subject: Re: Agenda Request

Yes, how are the responses being used? (Ie there are questions that deal with race, that I've received questions about… are the responses being used to plan diversity committee Discussions.) also how was this instrument chosen from the list of recommended tools to assess MTSS social/ emotional issues.

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District 8
610-888-5296

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Subject: Re: Agenda Request
To: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>; Robine,Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
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Get Outlook for iOS

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Cathy G. Robine
Beaufort County Board of Education
District 8
610-888-5296

From: BCSD TechnologyAlert -Do Not Reply <BCSDTechnologyAlert@beaufort.k12.sc.us>
Subject: Upcoming Scheduled Classlink maintenance June 21st-25th
To:
Sent: June 14, 2021 1:53 PM (UTC-04:00)

BCSD Technology Alert - Do Not Reply

What's happening?

In an effort to increase resilience and unify our network systems, we are moving ClassLink fully to the cloud this summer. We will make this change beginning on Monday, June 21st. **This will mean that the ClassLink launchpad will be fully offline, and district applications that are connected to ClassLink will be unavailable until the upgrade is complete.**

ClassLink applications that will be unavailable until the completion of the upgrade:		
Achieve3000 Literacy	i-Ready & Ready Math Classroom	Rally Education Analytics
Achieve Math	Learning A-Z	Reading Plus
Big Ideas Math	Learning Blade	SAFARI Montage
Code.org	Legends of Learning	Savvas Easybridge
DBQ Online	Math Nation	Schoology
Discovery Education	McGraw Hill Education	SCOIR
DreamBox	NoRedInk	Sora
Edgenuity	Newsela	Typing Agent
Flocabulary	Panorama Education	USATestprep
Follett Destiny	Passport by Carnegie Learning	Vista Higher Learning
Gizmos	Performance Matters	

Unaffected websites

The following applications are still available during the ClassLink upgrade. Note that you can access these via the following URLs, but you will need to know your login:

PowerSchool (Teacher)	https://pschool.beaufort.k12.sc.us/teachers/home.html
PowerSchool (Admin)	https://pschool.beaufort.k12.sc.us/admin/pw.html
PowerSchool (Student and Parent Portal)	https://pschool.beaufort.k12.sc.us/public/
Google Classroom	https://classroom.google.com/h
Google Drive	https://drive.google.com/drive/my-drive

Outlook Webmail	https://outlook.office.com/owa/?realm=beaufortsd.onmicrosoft.com
Web Help Desk	https://webhelpdesk.beaufort.k12.sc.us/helpdesk/WebObjects/Helpdesk.woa
Zoom	https://beaufort-k12-sc-us.zoom.us/
Munis	https://ess.beaufort.k12.sc.us/MSS/login.aspx
Frontline Education	https://app.frontlineeducation.com/ec-dashboard/
Absence Management	https://login.frontlineeducation.com/login?signin=2980dc80f325d18737e73452e95037d7&productId=ABSMGMT&clientId=ABSMGMT#/login
BrightArrow	https://target.brightarrow.com/bcsd20
EdTech in BCSD Website	http://bit.ly/edtechinbcsdwebsite
Educator's Handbook	https://incidents.educatorshandbook.com/
Enrich	https://enrich.beaufort.k12.sc.us/SignIn.aspx?ReturnUrl=%2f
Follett Destiny (Admin)	https://destiny.beaufort.k12.sc.us/
InfoSnap	https://registration.powerschool.com/admin/login/login.rails?ReturnUrl=%2fadmin
SC Discus	https://www.scdiscus.org/

When will this happen?

The upgrade will begin on June 21st, and will continue until all applications are restored. To check the status of the upgrade and availability of ClassLink launchpad applications, please visit the dashboard found here.

How will this impact me?

The way that you will log into ClassLink launchpad is changing. Instead of using your network username (which is the credential now used for ClassLink), you'll use your *networkusername@beaufort.k12.sc.us* (students will use their email address). You will still use your network password.

All existing ClassLink launchpad settings, custom applications, and saved passwords in password locker applications will be gone. When ClassLink is restored, you will have a completely new launchpad and will need to make any custom settings and applications again.

Beaufort County Schools
Technology Department
Help Desk

843-322- (HELP) 4357

From: Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
Subject: Re:
To: Heidi Fingar <[redacted]>
Sent: May 19, 2022 12:32 PM (UTC-04:00)

Good afternoon, All very good points. I have made a request for a link to the curriculum and course offerings. I will let you know as soon as I receive it!

Get Outlook for iOS

From: Heidi Fingar <[redacted]>
Sent: Wednesday, May 18, 2022 9:42:06 PM
To: Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
Subject: Re:

Hi Rachel,

Well, I guess you know how to get things done! I am truly grateful for your work in getting this course eliminated from the offerings for this summer. Yet, I think I was foolish to send the description of only that one course and not place a more appropriate emphasis on the organization that is offering all of these summer courses.

SEL School Consulting is the name of the group and I am concerned that they are part of the initiative to infiltrate our school system with the divisive, leftist agenda that we, as conservatives, are standing against.

I have been studying Critical Race Theory (CRT) and SEL (Social Emotional Learning) is the term used in conjunction with CRT.

I have studied the website of SEL and am including the link here: https://casel.org/what-is-sel/

Though the program does not come out directly stating that it is connected or in support of CRT, this is a common practice of CRT curriculum. It is well cloaked as a program that is compassionate and thought provoking, a program that is for children less fortunate.

Take a look at the following articles that explain the direct link between SEL and CRT:

https://www.breitbart.com/politics/2021/03/09/social-emotional-learning-now-a-vehicle-for-critical-race-theory/

One of the curriculums that **SEL School Consulting** uses is called, "Second Step" - this is listed on their website. The following quote is from an article in the Washington Post in which it describes what two moms found when studying this "Second Step" course:

"This past summer, she and another mom pored over the Second Step curriculum and then detailed 25 pages of objections.

Among their concerns: the curriculum included "narratives of white power and white privilege," which teach students that some people experience power or privilege based on race, gender or class. They said the curriculum encouraged students to defend the "ideologies" of "gay and transgender issues" and sought to turn children into "social justice activists."

They also objected to a lesson urging students to "disrupt" and to challenge attitudes that "make bullying and harassment socially acceptable." The term "disrupt," they wrote, is

"often associated with movements like Antifa and Black Lives Matter."

"It is extremely clear that Casel and curriculum like Second Step want to use SEL to reprogram our children into social justice activists for particular causes, causes that make them question objective reality, reject familial cultural or religious beliefs, favor socialism over capitalism, and push them to believe that racial, gender or class identity matters more than unifying as a human race. And that's not good for them or for our country," Bruns told the school board.

She succeeded. The district dropped the Second Step curriculum, citing one particular objection: a slide provided a link to a website about healthy sexual relationships that included tips on having sex for the first time, including the need to feel safe, protect your health, prevent pregnancy and be clear on consent. The website also advised users to clear their browser history after visiting."

Besides the overarching motivations of CRT, I have other issues, one of which was spelled out by a Beaufort County teacher that says, "Why am I being asked to spend time on this stuff when I barely have time to teach the subjects I have been hired to teach?" She was referring to the Panorama Surveys that have been adopted by Beaufort County School District since last year (another SEL program).

Another concern I have is that there are topics discussed in SEL that should be discussed in the home environment, with parents and caregivers. Why are these subjects a responsibility of a teacher? SEL is encouraging teachers to be counselors, psychologists, spiritual guides. And it is therefore discouraging students from getting this sort of Whole Child guidance from their own caregivers at home.

Is there any way that parents and local taxpayers could take a look at the curriculum that is being taught in these summer offerings? I will gather a group of volunteers to study these courses and give a comprehensive evaluation of the pages that are there.

Thank you for your thoughtful consideration in this matter and the time you are taking to address my concern.

Heidi Fingar
[redacted]

On Wed, May 18, 2022 at 4:38 PM Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us> wrote:

> Good afternoon, I looked into this and was informed that the acronym CRT was being used to describe culturally responsive teaching but nevertheless the session has been removed from the courses entirely.
>
> Get Outlook for iOS
>
> ---
>
> **From:** Heidi Fingar <[redacted]>
> **Sent:** Tuesday, May 17, 2022 8:00:25 PM
> **To:** Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
> **Subject:**
>
> **WARNING:** This email originated from outside of Beaufort County School District's email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.
>
> Hi Rachel,
>
> Do you know that the "SEL Summer Institute" is offering courses to our Beaufort County teachers at May River

High School? I have attached a description of one such course which clearly outlines teaching Critical Race Theory as one of its objectives! What the heck? Teachers would be paid to take these courses!

Heidi Fingar

[redacted]

From: David Cook <[redacted]>
Subject: survey
To: maelda.chalk@beaufort.k12.sc.us <maelda.chalk@beaufort.k12.sc.us>
Cc: Tanja.Wheeler@beaufort.k12.sc.us <Tanja.Wheeler@beaufort.k12.sc.us>; Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Sent: October 4, 2021 2:46 PM (UTC-04:00)

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I was told there was some questionable content/material in the survey and as such, my wife and I want to review it.

May I please see a copy of the survey?

If there is anything you need from us, please contact me via my phone number or you can send the survey to me at this email address.

Thank you. Have a wonderful day!
Regards,

David Cook
[redacted]

[redacted]

From: Joseph Castagnino <[redacted]>
Subject: Fwd: Parental rights bill sponsor
To: Frank Rodriguez <francisco.rodriguez@beaufort.k12.sc.us>; Mary Stratos <mary.stratos@beaufort.k12.sc.us>; Mary Barton <mbarton@governor.sc.gov>; Rachel Wisnefski <rachel.wisnefski@beaufort.k12.sc.us>; Candace Bruder-Brasseiur <candace.Bruder-Brasseur@beaufort.k12.sc.us>; agwilson@scag.gov <agwilson@scag.gov>
Sent: December 19, 2022 9:07 AM (UTC-05:00)

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---------- Forwarded message ---------
From: **Joseph Castagnino** <[redacted]>
Date: Mon, Dec 19, 2022, 9:02 AM
Subject: Re: Parental rights bill sponsor
To: Tom Davis <[redacted]>
Cc: David Cook <[redacted]>, Angela Rosillo <[redacted]>

I will be filing a formal complaint with the US Department of Education regarding the school district, school board and Frank Rodriguez refusing to comply with 20 US Code 1232h, Protection of Pupils Rights.

I have given the district more than enough time for fullfill this request. I have given them numerous methods to fullfill the request. To this point, there only response was to attempt to charge an illegal fee to obtain the materials.

This is also another violation in an increasing list that our district where they feel laws do not apply to them. Perhaps the US Department of Education will help them fullfill.

Thanks.

On Tue, Dec 13, 2022, 12:53 PM Joseph Castagnino <[redacted]> wrote:

> Mr Davis,
>
> With all due respect, the request was for us to receive the full materials in order for parents to exercise their right to review the material that is being used to design curriculum in the school district, not for it to be discussed behind closed doors (again) with no transparency to parents.
>
> Since we have still been denied this request, our federally protected rights continue to be violated. Based on the fact that Dr Rodriguez continues to operate in secrecy, it's evident that the program in question is something the district does not want parents to have visibility to.
>
> Also, just to be clear, the program that was taught at May River High School in August was based on SEL/CRT. It is not possible that a "professional development" session that is based on SEL/CRT does not violate a Proviso that bans SEL/CRT.
>
> My original FOIA request was submitted in August, which is well outside the 15 day timeline that is legally allowed. I think you would agree that we have been more than patient to this point, but we are now in December and have been stonewalled on this by our district staff and every level.
>
> On Tue, Dec 13, 2022 at 10:44 AM Tom Davis <[redacted]> wrote:
>
> > I went down to the district office a couple months ago and reviewed the materials with Dr. Rodriguez. As I

advised in my email below and, putting to the side the question of whether the SEL materials are necessary or meaningful, determined they did not violate the terms of the proviso. That said, there will be bills considered in the 2023 legislative session that touch on this issue. I will keep you posted. Tom

From: Tom Davis
Sent: Thursday, October 20, 2022 4:48 PM
To: Angela Rosillo <[redacted]>; Joseph Castagnino <[redacted]>; David Cook <[redacted]>
Subject: Follow up on my inquiry re: South Carolina budget proviso 1.93

All:

Per the email below, I met this morning with Dr. Frank Rodriguez, the Beaufort County School District (BCSD) Superintendent, to determine whether the BCSD had expended any state-appropriated funds in violation of South Carolina budget proviso 1.93; in particular, I asked him about the Social Emotional Learning (SEL) aspects of the professional development meetings that the BCSD held for teachers this past August at May River High School. Below is summary of what I learned.

On May 18, 2018, Governor McMaster signed into law Act 213; see https://www.scstatehouse.gov/sess122_2017-2018/prever/4434_20180508.htm. This law provides, in part, as follows:

> "Section 59-33-520. (A)(1) The State Department of Education shall establish and provide training and support for a statewide MTSS framework that must contain a common data-based problem-solving model, on-going student assessment, and a layered continuum of supports using evidence-based practices. As part of the assessment, ***a universal screening process must be used to identify students who may be at risk of*** experiencing academic difficulties in reading, math, or writing, and who also may be at risk of ***experiencing difficulties in social-emotional development.***" (Emphasis mine.)

On September 8, 2020, Molly Spearman, the Superintendent of the South Carolina Department of Education (SDE), sent a memorandum (copy attached) to all school district superintendents advising them of the SEL requirements of Act 213 and providing an approved list of "screeners" to assist with identifying students who were experiencing SEL difficulties. From the list of approved screeners, the BCSD selected Panorama Ed.

I reviewed in Dr. Rodriguez's office today the "Panorama Education SEL Screener" slide deck that was used at the professional development meetings that the BCSD held for teachers this past August at May River High School, and I did not see any materials that violated the budget proviso. I don't offer an opinion as to whether these SEL materials are necessary or meaningful, just that they do not appear to violate the terms of the proviso.

In this latter regard, I will do further research to determine whether screening for possible social-emotional development difficulties is worthwhile. If it is not, then the legislature should reconsider the portion of Act 213 that mandates it. I serve on the South Carolina Senate Finance Committee's K-12 subcommittee, and I will make inquiries about SEL during the budget-hearing process.

Thanks for sharing with your concerns about the SEL screenings. I appreciate your involvement in the BCSD public schools at the grassroots level and ask that you continue to share with me what you learn.

Tom

From: David Cook <[redacted]>
Sent: Tuesday, December 13, 2022 10:32 AM
To: Tom Davis <[redacted]>
Cc: Angela Rosillo <[redacted]>; Joseph Castagnino <[redacted]>
Subject: Re: Parental rights bill sponsor

Good morning,

I hope you're doing well.

Routinely the district tries to charge for FOIA requests.

However they always fail in providing complete agenda packages in advance of board meetings.

Can you tell me why we've been refused the Summer Institute materials you mentioned you could get for us?

Will you be getting these materials for us as promised in our meeting?

I look forward to hearing from you.

Thank you very much!

On Tue, Oct 4, 2022, 11:08 AM Tom Davis <[redacted]> wrote:

> Also, the relevant CRT proviso in the current budget is 1.93 (see below).
>
> **1.93.** (SDE: Partisanship Curriculum) For the current fiscal year, of the funds allocated

by the Department of Education to school districts, no monies shall be used by any school district or school to provide instruction in, to teach, instruct, or train any administrator, teacher, staff member, or employee to adopt or believe, or to approve for use, make use of, or carry out standards, curricula, lesson plans, textbooks, instructional materials, or instructional practices that serve to inculcate any of the following concepts: (1) one race or sex is inherently superior to another race or sex; (2) an individual, by virtue of his race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously; (3) an individual should be discriminated against or receive adverse treatment solely or partly because of his race or sex; (4) an individual's moral standing or worth is necessarily determined by his race or sex; (5) an individual, by virtue of his race or sex, bears responsibility for actions committed in the past by other members of the same race or sex; (6) an individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his race or sex; (7) meritocracy or traits such as a hard work ethic are racist or sexist, or were created by members of a particular race to oppress members of another race; and (8) fault, blame, or bias should be assigned to a race or sex, or to members of a race or sex because of their race or sex. Nothing contained herein shall be construed as prohibiting any professional development training for teachers related to issues of addressing unconscious bias within the context of teaching certain literary or historical concepts or issues related to the impacts of historical or past discriminatory policies.

From: David Cook <[redacted]>
Sent: Tuesday, October 4, 2022 10:20 AM
To: Tom Davis <[redacted]>
Cc: Angela Rosillo <[redacted]>; Joseph Castagnino <[redacted]>
Subject: Parental rights bill sponsor

Good morning Senator Davis,

Thanks so much for the meeting today. I greatly appreciate your hard work and dedication.

The parental rights bill is going to be refiled by Loftis.

It was initially filed by Loftis and Kimbrell last year.

We are your team. We will help any way we can to help you get a parental Bill of Rights passed and bring more transparency to our children's education.

Please let me know if there is anything else you need. My phone number is [redacted].

Thanks again for everything and look forward to seeing you soon.

From: Joseph Castagnino <[redacted]>
Subject: Re: REQUEST - Standardized Testing/Survey Materials
To: Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
Cc: Bornscheuer, Joseph T <Joseph.Bornscheuer@beaufort.k12.sc.us>; franciso.rodriguez@beaufort.k12.sc.us <franciso.rodriguez@beaufort.k12.sc.us>; Frida Castagnino <[redacted]>; tomdavis@scsenate.gov <tomdavis@scsenate.gov>
Sent: May 30, 2022 10:55 AM (UTC-04:00)

Thank you.

I want to also make you aware I have filed a formal complaint with the US Department of Education for the school violating my written and signed request numerous times [redacted] This is a FERPA violation.

Documentation has been submitted and the investigation is underway.

I am also submitting a formal complaint to the South Carolina Department of Education.

I have escalated violations of parents rights and students rights enough times to the school and the board. You have chosen to ignore the law.

On Mon, May 30, 2022, 10:48 AM Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us> wrote:

> Good morning Mr. Castagnino,
>
> I hope you are having a nice Memorial Day.
>
> FOIA requests can be made on the district website here: https://www.beaufortschools.net/about-us/public-infofoia-request/foiafoia-requests
>
> I am not positive who the appropriate administrator is to disseminate each of the requested pieces of information, but I don't believe it is Mr. Bornscheuer. I hope this information is helpful.
>
> Warmest regards,
> Rachel
>
> Get Outlook for iOS
>
> ---
>
> **From:** Joseph Castagnino <[redacted]>
> **Sent:** Friday, May 27, 2022 10:58:43 AM
> **To:** Bornscheuer, Joseph T <Joseph.Bornscheuer@beaufort.k12.sc.us>
> **Cc:** franciso.rodriguez@beaufort.k12.sc.us <franciso.rodriguez@beaufort.k12.sc.us>; Frida Castagnino <[redacted]>; Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>; tomdavis@scsenate.gov <tomdavis@scsenate.gov>
> **Subject:** REQUEST - Standardized Testing/Survey Materials
>
> **WARNING:** This email originated from outside of Beaufort County School District's email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.
>
> Mr Bornscheuer,
>
> I have previously asked this from your school before, and I will request this one last time before I escalate.
>
> Can you please send me ***ALL of the following materials*** that have been given to students during the school year that started August 2021, and concluded May 2022:

- Standardized and state testing (ALL)
    - Materials
    - Dates each was assigned to students
- Surveys (this includes SEL, Panorama, etc.)
    - Materials
    - Dates each was assigned to students

Under FOIA, I am also allowed to know where the results of ***each of the above*** items were sent. In other words:

- Who managed collection of the data
- What organization received the results of the data
- What was the final destination of the data

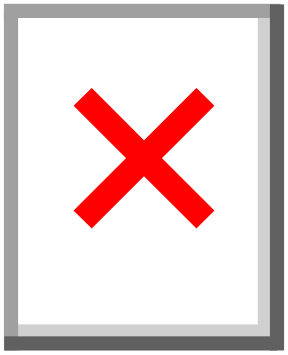
I have requested these items throughout the school year, and my requests were ignored or denied. Under SC State Law and Federal Law, I am entitled to these materials. I expect you will fulfill this request before your administrative office closes for the year, or within the next 5 business days (whichever comes first).

Joseph Castagnino
[redacted]

From: Education Week <events@mail.edweek.org>
Subject: SEL + trauma-informed practices for acceleration
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: April 25, 2022 10:01 AM (UTC-04:00)

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Help your students build skills needed to deal with toxic stress and overcome difficult life circumstances.



A Trauma-Informed Approach To Accelerate Learning With Social-Emotional Learning

This session looks at driving learning acceleration through student programs focused on social-emotional learning and trauma-informed practices.

You will explore how to:

- Use SEL to design learning environments to help students stay regulated and engaged
- Prioritize teacher-student relationships, school climate, and sense of belonging

Monday, April 25, 2022, 2 - 3 p.m. ET

Can't attend? **Registrants** will have on-demand access.
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From: Bornscheuer, Joseph T <Joseph.Bornscheuer@beaufort.k12.sc.us>
Subject: RE: REQUEST - Standardized Testing/Survey Materials
To: Joseph Castagnino <[redacted]>
Cc: franciso.rodriguez@beaufort.k12.sc.us <franciso.rodriguez@beaufort.k12.sc.us>; Frida Castagnino <[redacted]>; Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>; tomdavis@scsenate.gov <tomdavis@scsenate.gov>
Sent: June 1, 2022 2:55 PM (UTC-04:00)

Good afternoon,

The assessments that the district manages are state level assessments that fall under state contract. Requests to see any assessment or any level of detail as to who collects, analyzes, or uses the data should be directed to the South Carolina Department of Education.

As for the other requested materials, please fill out the FOIA request form on the district website. Your request will be handled accordingly by the district in the timeframe allocated by law: https://www.beaufortschools.net/about-us/public-infofoia-request/foiafoia-requests/foia-online-request-form.

Thank you.

Joseph "Todd" Bornscheuer
Principal, MRHS
843-836-4900

This email message (including all attachments) is intended only for the person or entity to which it is addressed. It may contain confidential and/or privileged information and material that may be protected by HIPAA, the Electronic Communications Privacy Act, and other federal and state confidentiality laws. Communications sent to or from the sender are subject to the SC Freedom of Information Act. Any review, retransmission, dissemination or other use of, or taking of any action in reliance upon this information by persons or entities other than the intended recipient is strictly prohibited and punishable to the fullest extent of the law. If you are not the intended recipient, please contact the sender by return email and destroy all copies of the original message. Email correspondence to this account may be read by a third party.

From: Joseph Castagnino <[redacted]>
Sent: Friday, May 27, 2022 10:59 AM
To: Bornscheuer, Joseph T <Joseph.Bornscheuer@beaufort.k12.sc.us>
Cc: franciso.rodriguez@beaufort.k12.sc.us; Frida Castagnino <[redacted]>; Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>; tomdavis@scsenate.gov
Subject: REQUEST - Standardized Testing/Survey Materials

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Mr Bornscheuer,

I have previously asked this from your school before, and I will request this one last time before I escalate.

Can you please send me ***ALL of the following materials*** that have been given to students during the school year that started August 2021, and concluded May 2022:

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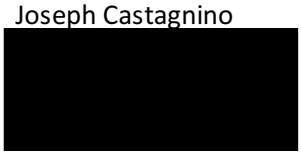
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I have requested these items throughout the school year, and my requests were ignored or denied. Under SC State Law and Federal Law, I am entitled to these materials. I expect you will fulfill this request before your administrative office closes for the year, or within the next 5 business days (whichever comes first).

Joseph Castagnino



From: Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
Subject: Re: REQUEST - Standardized Testing/Survey Materials
To: Joseph Castagnino <[redacted]>; Bornscheuer, Joseph T <Joseph.Bornscheuer@beaufort.k12.sc.us>
Cc: franciso.rodriguez@beaufort.k12.sc.us <franciso.rodriguez@beaufort.k12.sc.us>; Frida Castagnino <[redacted]>; tomdavis@scsenate.gov <tomdavis@scsenate.gov>
Sent: May 30, 2022 10:48 AM (UTC-04:00)

Good morning Mr. Castagnino,

I hope you are having a nice Memorial Day.

FOIA requests can be made on the district website here: https://www.beaufortschools.net/about-us/public-infofoia-request/foiafoia-requests

I am not positive who the appropriate administrator is to disseminate each of the requested pieces of information, but I don't believe it is Mr. Bornscheuer. I hope this information is helpful.

Warmest regards,
Rachel

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From: Joseph Castagnino <[redacted]>
Sent: Friday, May 27, 2022 10:58:43 AM
To: Bornscheuer, Joseph T <Joseph.Bornscheuer@beaufort.k12.sc.us>
Cc: franciso.rodriguez@beaufort.k12.sc.us <franciso.rodriguez@beaufort.k12.sc.us>; Frida Castagnino <[redacted]>; Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>; tomdavis@scsenate.gov <tomdavis@scsenate.gov>
Subject: REQUEST - Standardized Testing/Survey Materials

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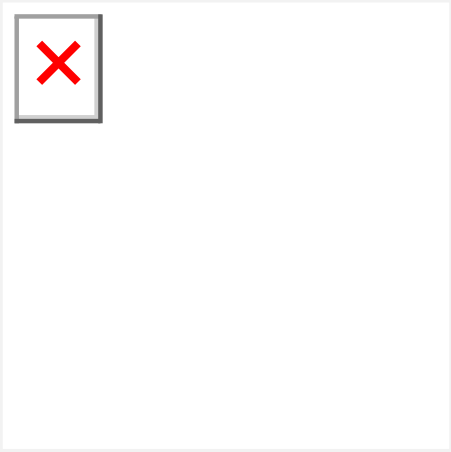
I have requested these items throughout the school year, and my requests were ignored or denied. Under SC State Law

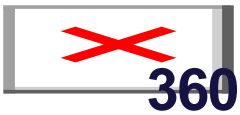
and Federal Law, I am entitled to these materials. I expect you will fulfill this request before your administrative office closes for the year, or within the next 5 business days (whichever comes first).



From: Panorama Education - Education Week Advertiser <insights@mail.edweek.org>
Subject: Free Download: Climate Feedback Surveys
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: August 24, 2022 12:04 PM (UTC-04:00)

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360° Climate Feedback Surveys

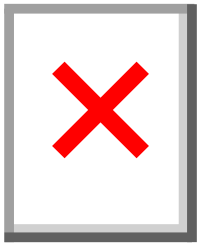
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Back-to-school season is a time of new beginnings. You may be welcoming new students, families, and staff into your district, or perhaps you are starting a new role yourself. As you chart a course forward this school year, understanding your community's needs will be vital.

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Download the free survey starter pack so you can get the information you need to better serve your district.



The climate survey starter pack includes:

- Panorama's **Student**, **Family**, and **Teachers and Staff** feedback surveys
- **Research** and **validation** behind each instrument
- **Best practices** for running an effective stakeholder survey program

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From: Panorama Education - Education Week Advertiser <insights@mail.edweek.org>
Subject: Check in with your students in 2022-23
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: June 15, 2022 12:05 PM (UTC-04:00)

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Student Check-Ins Question Bank

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How are you feeling today?
How have you been sleeping recently?
What was the best part of the past week for you?

Create a culture of support in 2022-23 with check-in questions. By checking in with students early and often, you can identify who needs extra help academically, socially, and emotionally—and connect them with the support they need *right now*.

Panorama Education's **Student Check-Ins Question Bank** includes 80 free response and multiple choice questions for students in grades 3-12. These questions were developed using **best practices in survey design** and have been downloaded by **over 20,000 educators.**



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Student Check-Ins Question Bank

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From: Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
Subject: Re: Upcoming Panorama Survey
To: Heidi Fingar <[redacted]>
Sent: April 2, 2023 11:32 AM (UTC-04:00)

Good morning Heidi, Thank you very much for your email and patience in my reply. I was out of town when your email was sent. You should be able to receive a copy of the actual survey document by making a request of the school. I know some of the other schools have automatically included a link to the survey document in their emails for parents to review, if desired. The survey that I reviewed was very mundane. If you have any issues receiving the survey document or opting out, please do let me know!

It is my understanding that the state department of education has approved the survey documents and districts are within their authority to remove any other questionable survey content.

Rachel

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From: Heidi Fingar <[redacted]>
Sent: Thursday, March 30, 2023 12:49:03 PM
To: Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
Subject: Fwd: Upcoming Panorama Survey

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Hello Rachel,

I received this forwarded email from [redacted] last night and read it this morning. [redacted] I have studied Panorama Survey and the group that puts out this product. I believe their agenda includes CRT and SEL. I have contacted other parents that have students in BCSD and I have heard that May River High School has NOT sent out an opt out form to parents and they are not aware of this survey taking place. Do you have any information on this?

I was so sorry to have a conflict on my schedule for attending your meeting with guest speaker, Mailyn Salabarria. I hope it was well received from local parents?

Heidi Fingar

--------- Forwarded message ---------
From: [redacted] <Notification@target10112.brightarrow.com>
Date: Wed, Mar 29, 2023 at 5:03 PM
Subject: Upcoming Panorama Survey
To: <[redacted]>

[redacted]

Next week, April 3-6, all Beaufort County students in grades 3-12 will be asked to participate in an online survey regarding their school experiences. More specifically, the survey will ask students to

self-reflect on self-efficacy, self-management, social awareness, teacher-student relationships, and sense of belonging. The survey shouldn't take more than 20-30 minutes to complete and responses are kept confidential.

If you wish to opt your child out of taking the survey, please fill out the attached form and return it to the school by the end of day Friday, March 31st. If you prefer to scan and email the opt out form, you may send it to Assistant Principal, [redacted]

Thank you and as alway [redacted]

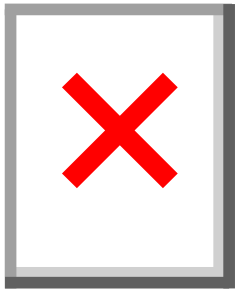
Opt-Out Form (English)

Opt-Out Form (Spanish)

From: Panorama Education - Education Week Advertiser <insights@mail.edweek.org>
Subject: Downloadable Toolkit from Panorama Education: Building Family Understanding of SEL
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: May 11, 2022 12:04 PM (UTC-04:00)

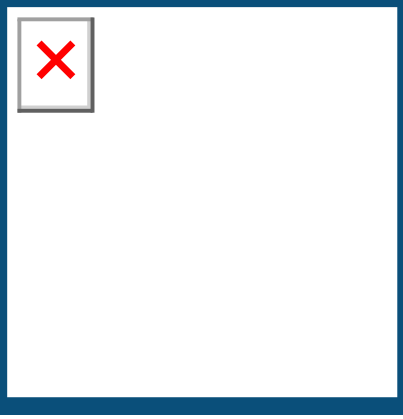
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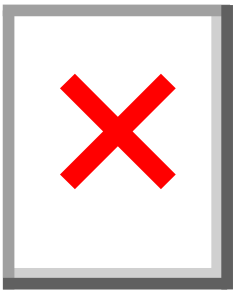
Building Family Understanding of Social-Emotional Learning

SEL Director's Toolkit



As an educator, you understand the value of social-emotional growth for students—and you also see firsthand that many families want to understand what social-emotional learning means for their children.

Panorama Education's new **downloadable toolkit** provides **resources for communicating with families** about social-emotional learning, including guiding principles, talking points, and website language.



Download the toolkit:
Building Family Understanding of Social-Emotional Learning

Here's what's inside:

- ✔ **Cheatsheet:** R. Keeth Matheny, aka “Coach Rudy”: Four Principles for Partnering With Families on SEL
- ✔ **Template:** SEL Language for Your School or District Website
- ✔ **Customizable Slide Deck:** Social-Emotional Learning Presentation for Families
- ✔ **Tip Sheet:** 20 Tips for Building Family Buy-In for SEL Surveys

Have a colleague who would like this resource?
Forward this email, or share the toolkit on Twitter!

Panorama Education, 24 School St, Floor 4, Boston, MA 02108, USA

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6935 Arlington Road, Suite 100, Bethesda, MD 20814

From: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Subject: Fw: Agenda Request
To: Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>; Gwozdz,Christina S <Christina.Gwozdz@beaufort.k12.sc.us>
Sent: October 23, 2021 5:22 PM (UTC-04:00)

david striebinger
Beaufort County Board of Education
District 2 representative

From: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Sent: Saturday, October 23, 2021 2:48 PM
To: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Subject: Re: Agenda Request

Yes, how are the responses being used? (Ie there are questions that deal with race, that I've received questions about… are the responses being used to plan diversity committee Discussions.) also how was this instrument chosen from the list of recommended tools to assess MTSS social/ emotional issues.

Cathy G. Robine
Beaufort County Board of Education
District 8
610-888-5296

From: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Sent: Saturday, October 23, 2021 2:42:04 PM
To: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Subject: Re: Agenda Request

Cathy, is there something specific that you want focus on?

david striebinger
Beaufort County Board of Education
District 2 representative

From: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Sent: Friday, October 22, 2021 1:02 PM
To: Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Subject: Agenda Request

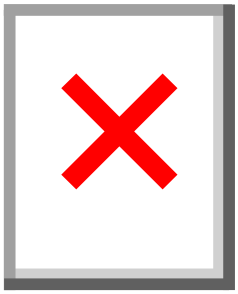
Officers I'd like to request that the Panorama survey be on our next agenda.

Thanks for your consideration.

Cathy G. Robine
Beaufort County Board of Education
District 8
610-888-5296

From: Education Week Research Advisor <learn@mail.edweek.org>
Subject: Data, Digital Learning, Special Education
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: July 23, 2022 10:04 AM (UTC-04:00)

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Provided by Easterseals | **Read Now**

New Arrival ≫ 6 Ways to Support Your Intervention Team
Provided by Istation | **Read Now**

Evidence-Based Strategies to Boost Student Engagement and Success
Provided by Defined | **Read Now**

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Provided by Illuminate Education | **Read Now**

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Provided by Open Up Resources | **Read Now**

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Provided by Varsity Tutors | **Read Now**

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Provided by Cambium Learning Group | **Read Now**

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The Transformation From Human to Digital to Human + Digital Instruction
Provided by Varsity Tutors | **Read Now**

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Provided by Dreambox Learning | **Read Now**

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Provided by Panorama Education | **Read Now**

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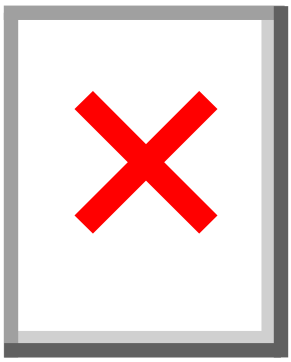
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From: EdWeek Events <events@mail.edweek.org>
Subject: Your Invitation | K-12 Essentials Forum
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: September 22, 2022 8:01 AM (UTC-04:00)

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Effective Communication for School Leaders

Thu., Oct. 13, 2022
2:00 - 4:30 p.m. ET

View Agenda

Your invitation has arrived. **Attend virtual discussions** on motivating staff, making the most of social media, and becoming an effective communicator. Because **being a leader isn't easy** and sometimes you just need some advice from others *experiencing the same*.

The beginning of a school year can bring excitement for what's to come. *Maintaining the momentum* can be a challenge. **Get tips** on keeping the motivation going for the next ten months.

Social media isn't for everyone but it does *broaden a leader's reach*. Hear from leaders who have mastered platforms and built impressive followings. **Discover best practices** you can use now.

Attendees can **engage in real-time** with colleagues from across the country during the **interactive session** on effective communication.

REGISTER NOW

Can't attend live?
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From: David Cook <[redacted]>
Subject: Re: survey
To: [redacted]
Cc: [redacted]; Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Bruder-Brasseur, Candace L <Candace.Bruder-Brasseur@beaufort.k12.sc.us>; Cox, Chad D <Chad.Cox@beaufort.k12.sc.us>
Sent: October 5, 2021 8:26 AM (UTC-04:00)

Good morning [redacted]
Thanks so much for sending me this information it's very helpful. Is it possible for me to see a copy of the survey from last week? That's really what I was looking for because that's where there was questionable content.
Thank you!

On Mon, Oct 4, 2021, 2:59 PM [redacted] wrote:

> Good afternoon Mr. Cook,
>
> This is a survey that is done throughout the district to give our school counselors a snapshot of students' social emotional learning needs. Here is a document that includes more information about the survey as well as the questions (questions begin on page 8). Please note that questions for grades 3-5 and 6-12 are both included in the document:
>
> https://panorama-www.s3.amazonaws.com/files/panorama-student-survey/User-Guide.pdf?__hstc=17850406.beb2b2e5764f2a367b89b7efdfd1639f.1633014767793.1633014767793.1633014767793.1&__hssc=17850406.1.1633014767794&__hsfp=3010780102&hsCtaTracking=ef4fd9f4-f6c2-474a-9d37-0a95a80b09ae%7C36a69aba-bb58-4f6a-addf-89c106ad7b85
>
> I hope this addresses all of your concerns. If you have anymore questions please feel free to contact me at your convenience. Enjoy the rest of your day.
>
> Regards,
>
> [redacted]

From: David Cook <[redacted]>
Sent: Monday, October 4, 2021 2:46 PM
To: [redacted]
Cc: [redacted]; Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Subject: survey

WARNING: This email originated from outside of Beaufort County School District's email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good afternoon,

I hope you are doing well today.

I was notified [redacted] of a survey conducted Sept 30th, by Panorama.

I was told there was some questionable content/material in the survey and as such, my wife and I want to review it.

May I please see a copy of the survey?

If there is anything you need from us, please contact me via my phone number or you can send the survey to me at this email address.

Thank you. Have a wonderful day!

Regards,

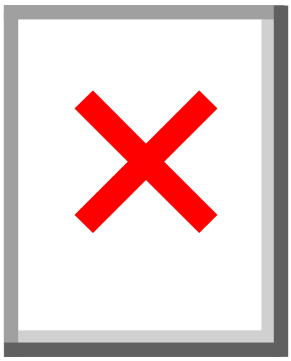
David Cook
[redacted]

[redacted]

From: Education Week <events@mail.edweek.org>
Subject: [Virtual Event Invite] K-12 Essentials Forum - Get a Strong Start to the New School Year
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: August 10, 2022 8:03 AM (UTC-04:00)

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The 2022-23 school year could be a fresh start
register then engage for insights on how



Get a Strong Start to the New School Year

Thu., August 18, 2022
2:00 - 4:30 p.m. ET

View Agenda

Forums are **2-hour virtual mini-conferences** on the *topics essential to you*. Hear from seasoned guests, reporters from the EdWeek newsroom, and **esteemed experts** in the education space.

Start Registering

Your Event Snapshot

Welcome and Introduction

Industry Perspective - *provided by Promethean*

Panel Discussion: Creating a Safe Learning Space

Industry Perspective - *provided by Panorama*

Panel Discussion: Re-energizing Your Teachers

Industry Perspective - *provided by Texthelp*

Interactive Session: Student Confidence

Closing Thoughts

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Register for on-demand access.

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From: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Subject: Re: Agenda Request
To: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Sent: October 23, 2021 2:49 PM (UTC-04:00)

Yes, how are the responses being used? (Ie there are questions that deal with race, that I've received questions about… are the responses being used to plan diversity committee Discussions.) also how was this instrument chosen from the list of recommended tools to assess MTSS social/ emotional issues.

Cathy G. Robine
Beaufort County Board of Education
District 8
610-888-5296

From: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Sent: Saturday, October 23, 2021 2:42:04 PM
To: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Subject: Re: Agenda Request

Cathy, is there something specific that you want focus on?

david striebinger
Beaufort County Board of Education
District 2 representative

From: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Sent: Friday, October 22, 2021 1:02 PM
To: Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Subject: Agenda Request

Officers I'd like to request that the Panorama survey be on our next agenda.

Thanks for your consideration.

Cathy G. Robine
Beaufort County Board of Education
District 8
610-888-5296

From: BCSD TechnologyAlert -Do Not Reply <BCSDTechnologyAlert@beaufort.k12.sc.us>
Subject: REMINDER - Scheduled Classlink maintenance June 21st-25th
To:
Sent: June 21, 2021 8:12 AM (UTC-04:00)

BCSD Technology Alert - Do Not Reply

What's happening?

In an effort to increase resilience and unify our network systems, we are moving ClassLink fully to the cloud this summer. We will make this change beginning on Monday, June 21st. **This will mean that the ClassLink launchpad will be fully offline, and district applications that are connected to ClassLink will be unavailable until the upgrade is complete.**

ClassLink applications that will be unavailable until the completion of the upgrade:		
Achieve3000 Literacy	i-Ready & Ready Math Classroom	Rally Education Analytics
Achieve Math	Learning A-Z	Reading Plus
Big Ideas Math	Learning Blade	SAFARI Montage
Code.org	Legends of Learning	Savvas Easybridge
DBQ Online	Math Nation	Schoology
Discovery Education	McGraw Hill Education	SCOIR
DreamBox	NoRedInk	Sora
Edgenuity	Newsela	Typing Agent
Flocabulary	Panorama Education	USATestprep
Follett Destiny	Passport by Carnegie Learning	Vista Higher Learning
Gizmos	Performance Matters	

Unaffected websites

The following applications are still available during the ClassLink upgrade. Note that you can access these via the following URLs, but you will need to know your login:

PowerSchool (Teacher)	https://pschool.beaufort.k12.sc.us/teachers/home.html
PowerSchool (Admin)	https://pschool.beaufort.k12.sc.us/admin/pw.html
PowerSchool (Student and Parent Portal)	https://pschool.beaufort.k12.sc.us/public/
Google Classroom	https://classroom.google.com/h
Google Drive	https://drive.google.com/drive/my-drive

Outlook Webmail	https://outlook.office.com/owa/?realm=beaufortsd.onmicrosoft.com
Web Help Desk	https://webhelpdesk.beaufort.k12.sc.us/helpdesk/WebObjects/Helpdesk.woa
Zoom	https://beaufort-k12-sc-us.zoom.us/
Munis	https://ess.beaufort.k12.sc.us/MSS/login.aspx
Frontline Education	https://app.frontlineeducation.com/ec-dashboard/
Absence Management	https://login.frontlineeducation.com/login?signin=2980dc80f325d18737e73452e95037d7&productId=ABSMGMT&clientId=ABSMGMT#/login
BrightArrow	https://target.brightarrow.com/bcsd20
EdTech in BCSD Website	http://bit.ly/edtechinbcsdwebsite
Educator's Handbook	https://incidents.educatorshandbook.com/
Enrich	https://enrich.beaufort.k12.sc.us/SignIn.aspx?ReturnUrl=%2f
Follett Destiny (Admin)	https://destiny.beaufort.k12.sc.us/
InfoSnap	https://registration.powerschool.com/admin/login/login.rails?ReturnUrl=%2fadmin
SC Discus	https://www.scdiscus.org/

When will this happen?

The upgrade will begin on June 21st, and will continue until all applications are restored. To check the status of the upgrade and availability of ClassLink launchpad applications, please visit the dashboard found here.

How will this impact me?

The way that you will log into ClassLink launchpad is changing. Instead of using your network username (which is the credential now used for ClassLink), you'll use your *networkusername@beaufort.k12.sc.us* (students will use their email address). You will still use your network password.

All existing ClassLink launchpad settings, custom applications, and saved passwords in password locker applications will be gone. When ClassLink is restored, you will have a completely new launchpad and will need to make any custom settings and applications again.

Beaufort County Schools
Technology Department
Help Desk

843-322- (HELP) 4357

From: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Subject: Re: Agenda Request
To: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Sent: October 23, 2021 2:42 PM (UTC-04:00)

Cathy, is there something specific that you want focus on?

david striebinger
Beaufort County Board of Education
District 2 representative

From: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Sent: Friday, October 22, 2021 1:02 PM
To: Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Subject: Agenda Request

Officers I'd like to request that the Panorama survey be on our next agenda.

Thanks for your consideration.

Cathy G. Robine
Beaufort County Board of Education
District 8
610-888-5296

From: [redacted]
Subject: RE: survey
To: David Cook <[redacted]>; [redacted]
Cc: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Bruder-Brasseur,Candace L <Candace.Bruder-Brasseur@beaufort.k12.sc.us>; Cox, Chad D <Chad.Cox@beaufort.k12.sc.us>
Sent: October 4, 2021 2:59 PM (UTC-04:00)

Good afternoon Mr. Cook,

This is a survey that is done throughout the district to give our school counselors a snapshot of students' social emotional learning needs. Here is a document that includes more information about the survey as well as the questions (questions begin on page 8). Please note that questions for grades 3-5 and 6-12 are both included in the document: https://panorama-www.s3.amazonaws.com/files/panorama-student-survey/User-Guide.pdf?__hstc=17850406.beb2b2e5764f2a367b89b7efdfd1639f.1633014767793.1633014767793.1633014767793.1&__hssc=17850406.1.1633014767794&__hsfp=3010780102&hsCtaTracking=ef4fd9f4-f6c2-474a-9d37-0a95a80b09ae%7C36a69aba-bb58-4f6a-addf-89c106ad7b85

I hope this addresses all of your concerns. If you have anymore questions please feel free to contact me at your convenience. Enjoy the rest of your day.

Regards,

[redacted]

From: David Cook <[redacted]>
Sent: Monday, October 4, 2021 2:46 PM
To: [redacted]
Cc: [redacted]; Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Subject: survey

WARNING: This email originated from outside of Beaufort County School District's email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good afternoon,
I hope you are doing well today.
I was notified [redacted] of a survey conducted Sept 30th, by Panorama.
I was told there was some questionable content/material in the survey and as such, my wife and I want to review it.

May I please see a copy of the survey?

If there is anything you need from us, please contact me via my phone number or you can send the survey to me at this email address.

Thank you. Have a wonderful day!
Regards,

David Cook
[redacted]

[redacted]

[redacted]

From: Swinton, Lakinsha R <LaKinsha.Swinton@beaufort.k12.sc.us>
Subject: Panorama Survey
To: Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
Sent: October 11, 2021 9:26 AM (UTC-04:00)

Good morning Dr. Wisnefski,

Dr. Rodriguez reached out to me on Thursday and shared that you have some questions about the Panorama SEL survey. I'll be in the office all day if you have time to connect so that I can hopefully answer any questions you may have.

Thanks, KeKe

Lakinsha R. Swinton
Beaufort County School District
Director of Student Services
Post Office Drawer 309
2900 Mink Point Boulevard
Beaufort, SC 29901
(843) 322-5451- V
(843) 441-4648- C
(843) 322-5425- F
Lakinsha.Swinton@beaufort.k12.sc.us





Ask me how you can help meet our students needs through our new initiative!

purposity


UNIVERSITY OF SOUTH FLORIDA MUMA COLLEGE OF BUSINESS
DIVERSITY, EQUITY
AND INCLUSION IN
THE WORKPLACE
CERTIFICATE

From: Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
Subject: Re: Agenda Request
To: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Sent: October 22, 2021 1:50 PM (UTC-04:00)

I support this request.

Get Outlook for iOS

From: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Sent: Friday, October 22, 2021 1:02:29 PM
To: Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Subject: Agenda Request

Officers I'd like to request that the Panorama survey be on our next agenda.

Thanks for your consideration.

Cathy G. Robine
Beaufort County Board of Education
District 8
610-888-5296

From: Joseph Castagnino <[redacted]>
Subject: REQUEST - Standardized Testing/Survey Materials
To: [redacted]
Cc: franciso.rodriguez@beaufort.k12.sc.us <franciso.rodriguez@beaufort.k12.sc.us>; Frida Castagnino <[redacted]>; rachel.wisnefski@beaufort.k12.sc.us <rachel.wisnefski@beaufort.k12.sc.us>; tomdavis@scsenate.gov <tomdavis@scsenate.gov>
Sent: May 27, 2022 10:59 AM (UTC-04:00)

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[redacted]

I have previously asked this from your school before, and I will request this one last time before I escalate.

Can you please send me ***ALL of the following materials*** that have been given to students during the school year that started August 2021, and concluded May 2022:

- Standardized and state testing (ALL)
  - Materials
  - Dates each was assigned to students
- Surveys (this includes SEL, Panorama, etc.)
  - Materials
  - Dates each was assigned to students

Under FOIA, I am also allowed to know where the results of ***each of the above*** items were sent. In other words:

- Who managed collection of the data
- What organization received the results of the data
- What was the final destination of the data

I have requested these items throughout the school year, and my requests were ignored or denied. Under SC State Law and Federal Law, I am entitled to these materials. I expect you will fulfill this request before your administrative office closes for the year, or within the next 5 business days (whichever comes first).

Joseph Castagnino
[redacted]

From: Rodriguez, Francisco <Francisco.Rodriguez@beaufort.k12.sc.us>
Subject: Re: Agenda Request
To: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Sent: October 24, 2021 2:37 PM (UTC-04:00)

Thanks for sending.
Frank

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From: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Sent: Sunday, October 24, 2021 2:06:58 PM
To: Rodriguez, Francisco <Francisco.Rodriguez@beaufort.k12.sc.us>
Subject: Fw: Agenda Request

david striebinger
Beaufort County Board of Education
District 2 representative

From: Boatright, Ingrid D <Ingrid.Boatright@beaufort.k12.sc.us>
Sent: Sunday, October 24, 2021 2:03 PM
To: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>; Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Subject: Re: Agenda Request

David,

Still playing the newbie card.

I would love a quick explanation of the survey process. Are they required? How often? What is done with the data? Who are they sent to? What is the purpose? How do we choose? I know the Panorama survey was approved by the state so I deduce there is some sort of survey repository…. I think it may have something to do with MTSS.

I feel like there is more to understand about the survey process and in this environment, the board should probably be aware since I know this survey generated some controversy. It will help me to be more responsive to my constituents.

Thanks!

Ingrid

Get Outlook for iOS

From: Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>
Sent: Saturday, October 23, 2021 2:42:04 PM
To: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Subject: Re: Agenda Request

Cathy, is there something specific that you want focus on?

david striebinger
Beaufort County Board of Education
District 2 representative

From: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>
Sent: Friday, October 22, 2021 1:02 PM
To: Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Striebinger, David R <David.Striebinger@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Cc: BOEOnly <BOEOnly@beaufort.k12.sc.us>
Subject: Agenda Request

Officers I'd like to request that the Panorama survey be on our next agenda.

Thanks for your consideration.

Cathy G. Robine
Beaufort County Board of Education
District 8
610-888-5296

From: Bruder-Brasseur, Candace L <Candace.Bruder-Brasseur@beaufort.k12.sc.us>
Subject: News update
To: BOE <BOE@beaufort.k12.sc.us>
Cc: BCSD Senior Staff DL <BCSDSeniorStaffDL@beaufort.k12.sc.us>
Sent: October 8, 2021 7:47 PM (UTC-04:00)

TO: Board members

- The Hilton Head Island School for the Creative arts briefly evacuated this afternoon due to an unfamiliar odor. The fire department quickly cleared the building for reentry, having determined the odor to be non-hazardous, originating from outside of the building.
- The IP/BG interviewed Director of Protective Services Dave Grissom as part of a follow-up article about the security guard contract, which we also provided to them as per their request.
- WJCL interviewed Secondary Education Director Chad Cox about the nationwide TikTok challenges.
- On Sept. 28, Beaufort High School reported their Driver's Ed Vehicle was missing. Law enforcement is investigating.
- In response to some parent questions about the Panorama Survey, we have shared the following:
  - This survey, which measures students' perceptions and gathers feedback about their classroom experiences, is endorsed by the South Carolina Department of Education: https://ed.sc.gov/instruction/early-learning-and-literacy/multi-tiered-system-of-supports-mtss/.
  - Students' perceptions strongly correlate with learning outcomes and can be an important educational tool for schools.
  - The Beaufort County School District does NOT receive any monetary compensation for students taking this survey.
  - Parents can reach out to their school's administration if they prefer their child not participate in this survey.
- In response to a request from the IP/BG for current Covid numbers, we explained that from this point forward Dr. Rodriguez will be providing districtwide Covid number updates at each board meeting. And, that we will be referring people to the DHEC dashboard for school specific Covid positive cases, quarantines, and quarantine to positive data.

Candace Bruder, Ed.D.
Director of Communications
Beaufort County School District
843-322-2432 (office)
843-941-9178 (cell)
candace.bruder@beaufort.k12.sc.us

From: Heidi Fingar <[redacted]>
Subject: Fwd: Upcoming Panorama Survey
To: Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
Sent: March 30, 2023 12:49 PM (UTC-04:00)

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Hello Rachel,

I received this forwarded email from [redacted] I have studied Panorama Survey and the group that puts out this product. I believe their agenda includes CRT and SEL. I have contacted other parents that have students in BCSD and I have heard that May River High School has NOT sent out an opt out form to parents and they are not aware of this survey taking place. Do you have any information on this?

I was so sorry to have a conflict on my schedule for attending your meeting with guest speaker, Mailyn Salabarria. I hope it was well received from local parents?

Heidi Fingar

--------- Forwarded message ---------
From: [redacted] <Notification@target10112.brightarrow.com>
Date: Wed, Mar 29, 2023 at 5:03 PM
Subject: Upcoming Panorama Survey
To: <[redacted]>

[redacted]

Next week, April 3-6, all Beaufort County students in grades 3-12 will be asked to participate in an online survey regarding their school experiences. More specifically, the survey will ask students to self-reflect on self-efficacy, self-management, social awareness, teacher-student relationships, and sense of belonging. The survey shouldn't take more than 20-30 minutes to complete and responses are kept confidential.

If you wish to opt your child out of taking the survey, please fill out the attached form and return it to the school by the end of day Friday, March 31st. If you prefer to scan and email the opt out form, you may send it to [redacted]

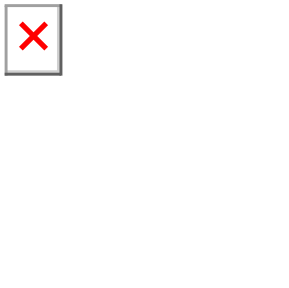
Thank you and as always, [redacted]

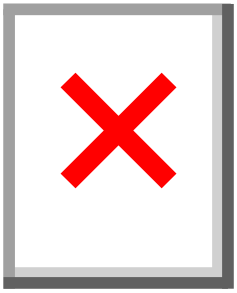
Opt-Out Form (English)

Opt-Out Form (Spanish)

From: Panorama Education - Education Week Advertiser <insights@mail.edweek.org>
Subject: Struggling to implement PBIS? You're not alone
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: August 10, 2022 12:04 PM (UTC-04:00)

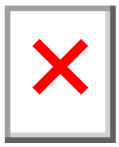
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If you're struggling to implement PBIS in your district, you're not alone. Positive behavior supports have the power to build healthy school climates, but getting started with these practices can be difficult.

In Panorama's newest guide, **Getting PBIS off the Ground: How District Leaders Are Rising To Meet the Biggest Challenges,** we tackle the three toughest problems educators face when implementing PBIS—and the solutions. Explore **proven strategies and tactics, expert advice from school and district leaders**, and **resource lists** to help you take the next steps.



In this guide, you'll learn how to:

- *Streamline behavior data collection*
- *Shift adult mindsets to make a big impact on behavior*
- *Create a framework for interpreting behavior data*

Download the guide

Looking for proactive, universal supports for improved student behavior? **Panorama for Positive Behavior** is a systems-focused solution that builds educator capacity and improves school climate and learning outcomes for every student.
Ready to learn more? Schedule a meeting with our team!

Panorama Education, 24 School St, Floor 4, Boston, MA 02108, USA

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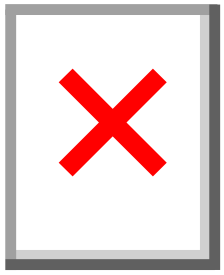
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From: Panorama - Education Week Advertiser <newsletters@edweek.org>
Subject: Build your district's MTSS with Panorama Education's Interventions and Progress Monitoring Toolkit
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: April 13, 2022 2:00 PM (UTC-04:00)

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Are you looking to build or strengthen **intervention planning** and **progress monitoring** processes within your district's MTSS or RTI?

Panorama Education's **Interventions and Progress Monitoring Toolkit** is based on our work with hundreds of districts across the country and has already been downloaded by over **9,000 educators**.

Inside, you'll find **20+ interventions** across academics and social-emotional learning and **templates, worksheets,** and **forms** on how to:

- **build a tiered intervention menu**
- **create a goal-based intervention plan**
- **progress monitor interventions with data**
- **assess the overall health of your MTSS/RTI program**



Download: Interventions and Progress Monitoring Toolkit [PDF]

Panorama Education, 24 School St, Floor 4, Boston, MA 02108, USA

This message was intended for [ingrid.boatright@beaufort.k12.sc.us].

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From: Heidi Fingar <[redacted]>
Subject: Re:
To: Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
Sent: May 18, 2022 9:42 PM (UTC-04:00)

Hi Rachel,

Well, I guess you know how to get things done! I am truly grateful for your work in getting this course eliminated from the offerings for this summer. Yet, I think I was foolish to send the description of only that one course and not place a more appropriate emphasis on the organization that is offering all of these summer courses.

SEL School Consulting is the name of the group and I am concerned that they are part of the initiative to infiltrate our school system with the divisive, leftist agenda that we, as conservatives, are standing against.

I have been studying Critical Race Theory (CRT) and SEL (Social Emotional Learning) is the term used in conjunction with CRT.

I have studied the website of SEL and am including the link here: https://casel.org/what-is-sel/

Though the program does not come out directly stating that it is connected or in support of CRT, this is a common practice of CRT curriculum. It is well cloaked as a program that is compassionate and thought provoking, a program that is for children less fortunate.

Take a look at the following articles that explain the direct link between SEL and CRT:

https://www.breitbart.com/politics/2021/03/09/social-emotional-learning-now-a-vehicle-for-critical-race-theory/

One of the curriculums that **SEL School Consulting** uses is called, "Second Step" - this is listed on their website. The following quote is from an article in the Washington Post in which it describes what two moms found when studying this "Second Step" course:

"This past summer, she and another mom pored over the Second Step curriculum and then detailed 25 pages of objections.

Among their concerns: the curriculum included "narratives of white power and white privilege," which teach students that some people experience power or privilege based on race, gender or class. They said the curriculum encouraged students to defend the "ideologies" of "gay and transgender issues" and sought to turn children into "social justice activists."

They also objected to a lesson urging students to "disrupt" and to challenge attitudes that "make bullying and harassment socially acceptable." The term "disrupt," they wrote, is "often associated with movements like Antifa and Black Lives Matter."

"It is extremely clear that Casel and curriculum like Second Step want to use SEL to reprogram our children into social justice activists for particular causes, causes that make them question objective reality, reject familial cultural or religious beliefs, favor socialism over capitalism, and push them to believe that racial, gender or class identity matters more than unifying as a human race. And that's not good for them or for our country," Bruns told the school board.

She succeeded. The district dropped the Second Step curriculum, citing one particular objection: a slide provided a link to a website about healthy sexual relationships that included tips on having sex for the first time, including the need to feel safe, protect your health, prevent pregnancy and be clear on consent. The website also advised users to clear their browser history after visiting."

Besides the overarching motivations of CRT, I have other issues, one of which was spelled out by a Beaufort County teacher that says, "Why am I being asked to spend time on this stuff when I barely have time to teach the subjects I have been hired to teach?" She was referring to the Panorama Surveys that have been adopted by Beaufort County School District since last year (another SEL program).

Another concern I have is that there are topics discussed in SEL that should be discussed in the home environment, with parents and caregivers. Why are these subjects a responsibility of a teacher? SEL is encouraging teachers to be counselors, psychologists, spiritual guides. And it is therefore discouraging students from getting this sort of Whole Child guidance from their own caregivers at home.

Is there any way that parents and local taxpayers could take a look at the curriculum that is being taught in these summer offerings? I will gather a group of volunteers to study these courses and give a comprehensive evaluation of the pages that are there.

Thank you for your thoughtful consideration in this matter and the time you are taking to address my concern.

Heidi Fingar

[redacted]

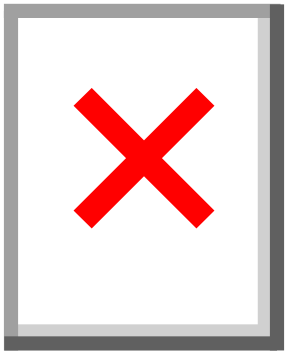
On Wed, May 18, 2022 at 4:38 PM Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us> wrote:

> Good afternoon, I looked into this and was informed that the acronym CRT was being used to describe culturally responsive teaching but nevertheless the session has been removed from the courses entirely.
>
> Get Outlook for iOS
>
> ---
>
> **From:** Heidi Fingar <[redacted]>
> **Sent:** Tuesday, May 17, 2022 8:00:25 PM
> **To:** Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
> **Subject:**
>
> **WARNING:** This email originated from outside of Beaufort County School District's email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.
>
> Hi Rachel,
>
> Do you know that the "SEL Summer Institute" is offering courses to our Beaufort County teachers at May River High School? I have attached a description of one such course which clearly outlines teaching Critical Race Theory as one of its objectives! What the heck? Teachers would be paid to take these courses!
>
> Heidi Fingar
>
> [redacted]

From: Education Week <events@mail.edweek.org>
Subject: PBIS practices for student success
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: May 6, 2022 10:10 AM (UTC-04:00)

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Help your students build skills needed to deal with toxic stress and overcome difficult life circumstances.



Praise for Improvement: Supporting Student Behavior through Positive Feedback and Interventions

Discover how to equip your PBIS (Positive Behavioral Interventions and Supports) teams and classroom educators with meaningful, evidence-based practices to help students achieve success in all areas of their education.

Learn how district and school leaders strengthen PBIS in schools to improve classroom behavior, and more.

Tuesday, May 17, 2022, 2 - 3 p.m. ET



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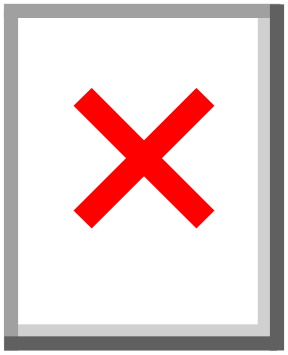
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From: Education Week <events@mail.edweek.org>
Subject: SEL + trauma-informed practices for acceleration
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: April 18, 2022 10:06 AM (UTC-04:00)

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Help your students build skills needed to deal with toxic stress and overcome difficult life circumstances. - View This Email Online



A Trauma-Informed Approach To Accelerate Learning With Social-Emotional Learning

This session looks at driving learning acceleration through student programs focused on social-emotional learning and trauma-informed practices.

You will explore how to:

- Use SEL to design learning environments to help students stay regulated and engaged
- Prioritize teacher-student relationships, school climate, and sense of belonging

Monday, April 25, 2022, 2 - 3 p.m. ET

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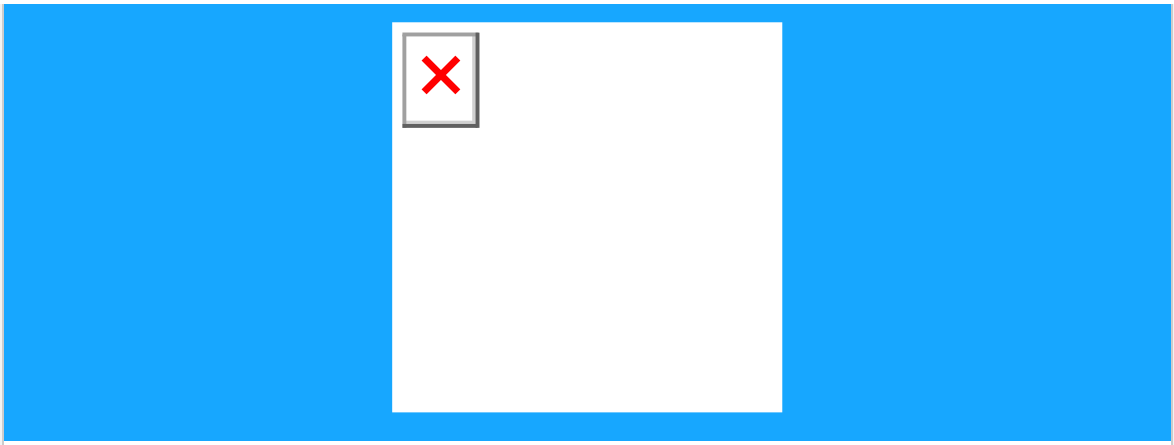
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From: Panorama Education - Education Week Advertiser <insights@mail.edweek.org>
Subject: Downloadable resources to support adult SEL
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: May 25, 2022 12:06 PM (UTC-04:00)

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Adult SEL Toolkit for 2022-23

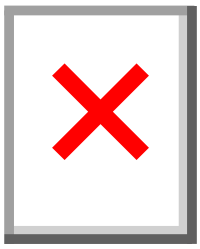
Activities, Protocols, and Professional Learning Resources



All educators and staff deserve to feel supported and valued. How can your district attend to the social-emotional development of caring adults?

Panorama's **Adult SEL Toolkit** can help your district take a major step forward in supporting adult capacity for SEL.

Downloaded by more than 24,000 educators since its original release in 2019, we've enhanced the toolkit for the 2022-23 school year. Explore **adult SEL activities**, **protocols**, and **professional learning resources** to help your district's educators build community and foster resilience.



Download the resource pack:

Adult SEL Toolkit for 2022-23

Here's what's inside:

- ✔ *Panorama's Adult SEL Measures (includes 15 survey topics)*
- ✔ *5 Adult SEL Strategies from Panorama's Playbook*
- ✔ *Adult Growth Circles Protocol*
- ✔ *Adult Self-Reflection Worksheets*
- ✔ *40 Inclusive Get-To-Know-You Questions for Educators*

Have a colleague who would like this resource?
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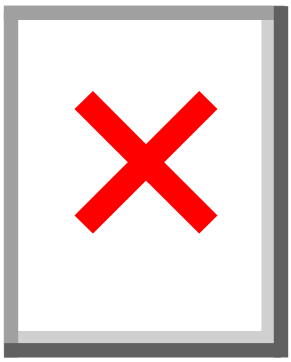
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From: Education Week <edweekevents@mail.edweek.org>
Subject: Planning for post-ESSER support: Strategies to address the whole child
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: June 5, 2023 10:02 AM (UTC-04:00)

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Register: Learn about addressing the whole child using data-informed practices



Leverage New Funding Sources with Data-Informed Practices

As we approach the end of the ESSER funds, it's important to plan for long-term support of the whole child.

Join this webinar to:

- Address the whole child using data-informed practices that may have been out of reach previously
- Hear from district leaders who've successfully unlocked new funding for initiatives that support students well past the ESSER cliff
- Gain valuable insights and learn strategies that can benefit your district

Register now to reserve your spot and take the first step in securing long-term support for your students.

TUES., June 13, 2023
2 - 3:00 P.M. ET

REGISTER NOW

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From: Cushingberry, Robyn L <Robyn.Cushingberry@beaufort.k12.sc.us>
Subject: Beaufort County Renewal Plan
To: BOE <BOE@beaufort.k12.sc.us>
Cc: Stratos, Mary E <Mary.Stratos@beaufort.k12.sc.us>; Rodriguez,Francisco <Francisco.Rodriguez@beaufort.k12.sc.us>; Mercado, Amelia B <Amelia.Mercado@beaufort.k12.sc.us>
Sent: April 5, 2021 7:50 PM (UTC-04:00)
Attached: Beaufort County School District-School Renewal Plan Summaries.pdf

Good Evening,
I have attached the Renewal Plan. Dr. Stratos had sent this document on Thursday, but I do apologized, it was mistakenly deleted on Thursday from BoardDocs, and it didn't get added back.

Robyn

Robyn L. Cushingberry
Executive Assistant to the Board
Beaufort County School District
2900 Mink Point Blvd
Post Office Box 309
Beaufort, South Carolina 29901
robyn.cushingberry@beaufort.k12.sc.us
(843) 322-2357 Phone
(843) 812-9761 Cell
(843) 322-2342 Fax

Mission
The Beaufort County School District through a personalized learning approach will prepare graduates who compete and succeed in an ever- changing global society and career market place.

Battery Creek High School

Principal: Dr. Chad Cox

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Achieve an annual 2% reduction in failure rate, by restructuring advisory to offer individualized support based on student need. Increase the percentage of stakeholders demonstrating an understanding of grading practices, by establishing a baseline in 2019-20, with semester data reviews, and increasing annually for the next five years.

Increase the percentage of college and career-ready students by 2% annually.

Increase the number of students successfully completing advanced and college-level courses by 2% annually.

Increase EOCE pass rate by 2% annually. Increase the graduation rate by 2% annually.

Interim Goals (2021-2022)

Achieve 2% reduction in failure rate, by restructuring advisory to offer individualized support based on student need.

Plan sessions (for teachers and administrators) and provide information (for students and parents) at least two times to provide opportunity for discussion and collaboration about research-based effective and equitable grading practice.

Increase the percentage of college and career ready students by 2%.

Increase the number of students successfully completing advanced and college-level courses by 2%. Increase EOCE pass rate by 2%.

Increase the graduation rate by 2%.

Brief Description

Improving student achievement is our primary focus and these goals address all areas of academics and all student ability levels. The goals engage all school stakeholders in contributing to the increasing success of all students.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

Provide instruction to ensure educational equity, as evidenced by detailed and intentional lesson plans, PLC attendance and participation, and observation data, which will be reviewed quarterly; improve each target area by 5% annually.

Plan and announce multiple opportunities to renew certifications annually.

Improve staff retention rate to and remain at 95% within five years. 2018 - 73%.

Create and complete Cambridge instruction training for faculty annually.

Interim Goals (2021-2022)

Provide instruction to ensure educational equity, as evidenced by detailed and intentional lesson plans, PLC attendance and participation, and observation data, which will be reviewed quarterly; improve each target area by 5%.

Plan and announce multiple opportunities to renew certifications.

Improve staff retention rate to, and remain at, 95% within five years.

Create and complete Cambridge instruction training for faculty to increase trained staff by 5%.

Brief Description

Hiring, retaining and developing highly qualified educators is essential. This ensures that every student has the opportunity to learn from effective and innovative educators who will support his/her achievement of the SC Profile of a Graduate standards.

Performance Goal -School Climate

5 Year Goals (2019-2024)

Review mission and vision statements annually through a systematic process to ensure alignment of practice and procedures. Improve the average daily attendance rate by 1% annually to achieve 95% by June 2024. 2018 90.2%

Increase a sense of belonging and pride through Leader In Me implementation of courses 1-4 through 2022. Ongoing cyclical implementation to continue so that every BCHS graduate may earn a LIM Diploma starting with the 9GR19. Baseline - Year 1 implemented 2018-2019

Reduce discipline infractions and referrals by 2% annually, with clear expectations and the implementation of clear consequences for target Level 1 and 2 behaviors.

Develop a 15-member Student Athletic Advisory Council by June of 2022.

Increase engagement of athletic social media platforms by 10% annually.

Interim Goals (2021-2022)

Review mission and vision statements through a systematic process to ensure alignment of practice and procedures; to include School, Athletic, Counseling Department.

Improve the average daily attendance rate by 1% to achieve 95% by June 2024.

Increase a sense of belonging and pride through Leader In Me implementation of courses 1-4 through 2022. Ongoing cyclical implementation to continue so that every BCHS graduate may earn a LIM Diploma starting with the 9GR19.

Reduce discipline infractions and referrals by 2%, with clear expectations and the implementation of clear consequences for target Level 1 and 2 behaviors.

Develop a 15-member Student Athletic Advisory Council by June of 2022. Increase engagement of athletic social media platforms by 10%.

Brief Description

School climate impacts how the students and adults within the community view and engage in the school daily operations and overall performance. These goals emphasize the need for a concise, clear vision and productive engagement of all members of the school.

School Improvement Council Meeting Dates:

October 5, 2021 November 2, 2020 December 7, 2020 February 1, 2021 March 1, 2021 April 5th May 3rd June 7th

School Improvement Stakeholders

Chad Cox, Principal Michelle Morgan, SIC Chair Cresta Bernhisel, SIC Teacher Kay Busby, SIC Parent Frank Koehn, SIC Community Member Denise Lessard, API CaTia Gilbert, AP Gil Sanchez, AP Ayanna Anderson, Instructional Coach Ryan Copeland, Read to Succeed Lead Crystal Moore, SIC Parent Bernadette Hampton, SIC Teacher Julie Wittschen-Price, SIC Parent Tanya Jeanette-Thomas, SIC Parent Eric Nakamura, SIC Parent Dusty Lanning, SIC Community Member Barbara Cortes, SIC Parent Logan Morgan, Student Latoshia Middleton, Lead School Counselor

All Curriculum Leaders helped document evidence

*New 2021 - all classified staff have joined teachers to collaborate weekly on SRP action steps during PLN sessions

Beaufort Elementary School

Principal: Melissa Holland

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

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.

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.

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%.

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%.

5. 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.

Interim Goals (2021-2022)

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.

2. 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.

3. 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%

4. 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%.

5. 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.

Brief Description

1-2 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 SIPPS 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.

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

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.

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.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

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).

Interim Goals (2021-2022)

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

Brief Description

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.

Performance Goal -School Climate

5 Year Goals (2019-2024)

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.

Interim Goals (2021-2022)

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.

Brief Description

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.

School Improvement Council Meeting Dates:

The 3rd Thursday of each month

School Improvement Stakeholders

The SIC will be made up of the following representatives: 1. 2 parents elected by parents of students enrolled in the school. 2. 2 teachers elected by teachers assigned to the school 3. 2 members of the local community appointed by the Principal.

Beaufort High School

Principal: Charity Summers

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

1: By 2023-2024, the Algebra I End of Course Exams student performance will increase by 8 percentage points for students achieving a grade of C or better.

2: By 2023-2024, the English II End of Course Exams student performance will increase by 8 percentage points for students achieving a grade of C or better.

3: By 2023-2024, the Biology I End of Course Exams student performance will increase by 10 percentage points. for students achieving a grade of C or better.

4: By 2023-2024, the US History End of Course Exams student performance will increase by 12 percentage points from 36% to 48% for students achieving a grade of C or better.

5: By 2023-2024, the percent of students performance who graduate in 4 years will increase by 10 percentage points.

Interim Goals (2021-2022)

1: By 2020-2021, the Algebra I EOC Exam student performance with scores of a C or better will be 30.8% or above.

2: By 2020-2021, the English II EOC Exam student performance with scores of a C or better will be 67.3% or above.

3: By 2020-2021, the Biology I EOC Exam student performance with scores of a C or better will be 49.2% or above.

4: By 2020-2021, the US History EOC Exam student performance with scores of a C or better will be 42% or above

5: By 2020-2021, the percent of students performance who graduate in 4 years will increase to 87%.

Brief Description

We were able to internally evaluate our performance on the graduation rate goals. The graduation rate decreased considerably for the 2020 Cohort of Graduates. Our Graduation Rate showed a decline from 84.4% to the current Graduation Rate, 81.1%. The decrease can be attributed to several factors. One of the primary factors was record keeping, coding and documentation errors stemming from the 2016-2017 school year. The errors were not corrected, and the graduation rate documentation was not secured in any of the subsequent academic years to include 2017-2018, 2018-2019 or 2019-2020. To avoid such errors the school must code all students who withdraw and retrieve the proper documentation as evidence that the student is attending another

school. Student withdrawals to attend other diploma granting school programs do not negatively impact the graduation rate when documentation is accurately compiled and coding is entered correctly.

An additional factor that impacted our graduation rate was that numerous students withdrew to enroll in adult education and G.E.D. programs. Generally students withdraw to attend G.E.D. and Adult Education Programs when they are not successful in traditional high school programs. Beaufort High School interventions must be implemented at the school level to combat underlying problems that contribute to the lack of student success. We must design and implement programs to effectively address student attendance, truancy, literacy and academic deficiencies.

As a result of COVID-19, SCDE suspended all EOC and Other SC State Standardized Assessments for Spring 2020 and Fall 2019. SC State Standardized Assessments were not included in the evaluation of school performance of SC School Report Cards for the 2019-2020 academic year. Therefore, we do not have the data needed to progress monitor our goals. However, past trend data indicates that many students come to Beaufort High School unprepared for the rigor of work at a high school level in writing. Providing assistance to our students in writing will require the continued allocation of resources for programs focused on remediation.

Beaufort High School has proposed a STEAM based choice program that will integrate CTE and the Fine Arts for approval to the Beaufort County School District. It is a priority to implement the STEAM focused program with fidelity. Since, completing the BHS Fine Arts Career Education (FACE) Program will award students a CTE Completer Certificate as well as a proposed District Credential Certificate for FACE. The purpose of the FACE program is to provide a challenging and supportive educational environment where Fine Arts, Career Education and Academics engage students toward their college and career goals. The Beaufort High FACE Program proposed placing students in small cohorts here they will take classes, perform, complete projects, and graduate highly skilled and as a CTE Completer. This type of small group identity in a much larger school will increase students' engagement with school and feelings of belonging which will translate into improved possibility of graduation. Students' experiences in the areas of CTE and the Arts will increase achievement in the core academics as well as increasing readiness for advanced level courses and performance on standardized assessments. In addition, overall school culture will be improved through the increased engagement and school spirit of the FACE students.

We are proposing the implementation of the F.A.C.E. Program to:

1. South Carolina Profile of a High School Graduate has the expectation that all SC High School Graduates meet the College and Career Readiness (CCR) requirements. The F.A.C.E. Program seeks to provide opportunities for students to meet the CCR requirement.

2. The F.A.C.E Program seeks to provide opportunities for a high-quality education that prepares students to earn STEAM degrees and succeed in professional STEAM careers.

3. The F.A.C.E. Program seeks to increase the graduation rate by providing a program that is of high interest to students. Thereby, fostering high engagement

4. The F.A.C.E. Program seeks to increase the number of graduates who are accepted into a college or university in a S.T.E.A.M. related major field of studies.

Gifted and Talented We currently offer an Advanced Studies Academy Program as an option to our students who were identified as Gifted and Talented. Students are enrolled in AP and Dual Credit Courses. BHS Programmatic Umbrella implemented a College and Career Readiness Focus. Advanced Studies Academy (ASA) includes:

A. PLTW Pre-engineering

B. PLTW Bio-Medical Sciences

C. AP Capstone

D. Honors/AP Readiness

E. Technical College of the Lowcountry/University of South Carolina Beaufort ***Students must meet all SC High School Graduation Requirements. *** Additionally, we offer a variety of high-quality learning opportunities in Fine Arts Curriculum, Programs and Extra Curricular Activities to include Theater, Dance, Visual Arts, Chorus, Band, Orchestra, and Marching Band.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2023-2024, Beaufort High School will increase the Teacher Effectiveness score from 3.25 to 3.5 as measured by SCTS 4.0 Ratings.

Interim Goals (2021-2022)

By 2020-2021 will increase the Teacher Effectiveness score to 3.35 as measured by SCTS 4.0 Ratings

Brief Description

Most teachers in the school are Highly Qualified and all are certified in all courses they teach. There is an increased focus on district-wide and school wide staff development with building teacher capacity. Beaufort High School will seek to increase teacher capacity by providing high quality professional development opportunities. Beaufort High School professional development will focus on supporting and improving student learning outcomes for graduation rate, college and career readiness, and high stakes examinations to include EOC, AP, SAT/ACT, and WIN testing. We recognize that this year a significant professional development need exists to address all faculty and staff social and emotional needs for the 2020-2021 SY. This year's academic initiative will also spotlight the quality assessment practices based on strong data analysis in order to drive student improvement in the classroom. Beaufort High School will provide ongoing classroom observations and feedback to reinforce effective instructional practices.

Performance Goal -School Climate

5 Year Goals (2019-2024)

School Report Card Stakeholder Engagement Surveys will increase from 25% of students completing surveys to 85% of students completing surveys by 2023-2024.

Interim Goals (2021-2022)

7.2 School Report Card Stakeholder Engagement Surveys will increase to 65% of students completing surveys by 2020-2021.

Brief Description

As a result of COVID-19, SCDE did not evaluate the performance of schools based on Stakeholder Engagement. Therefore, we did not have the data needed to progress monitor our goals.

School Improvement Council Meeting Dates:

BHS 10/20/2020 Beaufort Cluster 11/17/2020 BHS 1/12/2021 BHS 3/9/2021 BHS 4/8/2021 BHS 5/11/2021 BHS 6/6/2021

School Improvement Stakeholders

Paula Corbett, Wendy Lacombe, Carol Ruff, Tyler Riechel, Warren Gibson, Dawn Peebles, Holland Perryman, Ryan Christian, Evie Trask

Beaufort Middle School

Principal: Alvida Graham

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

The South Carolina College-and Career-Ready Assessment (SC READY) data indicates that we need to implement effective instructional strategies and interventions that will increase the number of students scoring at expectations in both ELA and Math.

The most recent SC READY from 2018-19 data indicates that 42% of BMS students scored Meets or Exceeds Expectations in each area. The goal for 2019-2024 was initially set to increase from 42% to 52% Meets or Exceeds in ELA and Math.

Interim Goals (2021-2022)

BMS will increase student achievement in Reading/ELA and Math by 2% per year, with a baseline of 42% in both areas. Goal Scores are as follows: 2019-20 44%, 2020-21 46%, and 2021-22 48%. Due to COVID, SC READY progress may be delayed, and for 2021-22, BMS will exceed the Spring MAP (2021) scores by 2%: Grade 6 Math 33% Reading 28% Grade 7 Math 24% Reading 20% Grade 8 Math 28% Reading 25%

Brief Description

BMS will focus on improving Tier 1 instruction and providing opportunities for all students by implementing best practices and affording additional support for Tier 2 and 3 students during the regular school day.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

Beaufort Middle School understands that culturally responsive teaching can positively impact student engagement and achievement and ensure that high-quality, diverse teachers commit to the long term. In order to continue to build capacity within our staff, we will increase the percentage of teachers trained in culturally responsive teaching from a 2018-19 baseline of 51% to 71% in 2023-24, as evidenced by training certificates.

Interim Goals (2021-2022)

BMS will increase the percentage of teachers trained in culturally responsive/relevant teaching from 51% in 2018-19 to 57% in 2021-22 as evidenced by professional development certificates. In addition, the teacher attrition rate, indicated at 30% in 2020-2021 will reduce from 30% to 28% or less in 2021-22.

Brief Description

BMS will continue to provide professional development on best practices, support the mentor/mentee relationship, as well as focus on culturally responsive training and follow up support.

Performance Goal -School Climate

5 Year Goals (2019-2024)

The data analyzed from the South Carolina School Report Card indicated the need for Beaufort Middle School to maintain an engaging learning environment as evidenced by a goal to increase from 2018-19 at 51% to 71% in 2023-24 for the indicator for School Quality.

Interim Goals (2021-2022)

BMS earned a climate score with a 2018-19 baseline of 51%. The Indicator for School Quality on the School Report Card should have increased to 57% in 2021-22. Due to COVID, School Report Card is not yet available, so the following baseline has been established by an independent BMS Parent Input Survey administered January 2021: Each indicator already noted at 4.5 or above will be maintained, and all other indicators will increase by .5 on the average rating by the end of the 2021-22 school year.

Brief Description

BMS will coordinate with parent groups to facilitate a greater response to the climate survey and seek input from students, teachers, and other stakeholders on continuous improvement of the school culture.

School Improvement Council Meeting Dates:

10/12/21, 11/2/20, 12/7/20, 1/4/21, 2/1/21, 3/8/21, 4/5/21, 5/3/2, 6/7/21(?)

School Improvement Stakeholders

Alvilda Graham, Yolanda Goethe, Daniel Tooman, Carol Ruff, Amy Achurch, Cynthia Ytuarte, Tracy Sands, Roger Jaklin, Mary Fran Quindlen, Amanda Trimpey, Emily Raymonda, Latoi Clark Smith, Krystal Singleton, Gale Gardner, and Erica Brown

Bluffton Elementary School

Principal: Christine Wright-Brown

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2024, 70% of students in grades 3-5 will perform at "Meets" or "Exceeds" as measured by the SC Ready assessments. On the 2018 SC Ready, 57.60% performed at Meets or Exceeds in math and 45.60% performed at Meets or Exceeds in ELA. To achieve the goal of 70% of students in grades 3-5 performing at Meets or Exceeds on the SC Ready, we will need to increase 12.4% in Math and 24.4% in ELA.

By 2024, 75% of K-2 students will perform at or above the 50th percentile, as measured by the MAP Reading and Math assessments. According to 2018 MAP Data, in Kindergarten, 37.1% of students are performing at or above 50th percentile in Math, so an increase of 37.9% is needed. In Kindergarten, 31.9% of students are performing at or above 50th percentile in ELA, so an increase of 43.1% is required. In First Grade, 37.5% of our students are performing at or above the 50th percentile in Math, so an increase in 37.5% is needed. In First Grade, 43.3% of students are currently performing at or above the 50th percentile in ELA, so an increase of 31.7% is needed. In Second Grade, 53.6% of students are performing at or above 50th percentile in Math, so an increase of 21.4% is needed. In Second Grade, 43.1% of students are performing at or above the 50th percentile, so an increase of 31.9% is needed

Interim Goals (2021-2022)

By the end of the 2021-2022 school year, at least 50% of students will score at "Meets" or "Exceeds" on the SC Ready assessment. This represents an increase in Third Grade ELA of 9.8%, and 3.8% in Fifth Grade ELA. While 4th grade has currently met the goal, the expectation would be a 55% for reading and math. This goal was interrupted by the pandemic and will be missing one year of data.

By the end of the 2021-2022 school year, 75% of students will meet or exceed their yearly growth targets as measured by MAP Reading and Math assessments. This represents growth of 16% in Kindergarten Math, 19% in Kindergarten Reading, 13% in First Grade Math, 30% in First Grade Reading, 19% in Second Grade Math, and 23% in Second Grade Reading.

Brief Description

Utilizing a clear instructional approach supported by our instructional coaches, teachers will focus on aligning instruction to standards, teaching with fidelity, backwards by design common assessments and differentiated instruction.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

Currently, 16% of teachers at Bluffton Elementary have completed their Read to Succeed certification. By 2024, we plan to increase this by 59% to 75% of teachers at holding the Read to Succeed certification. The courses required for Read to Succeed certification will provide teachers with valuable knowledge and practice opportunities in literacy, improving their ability to support literacy in their students, including students at risk. By increasing teacher capacity, we will improve student achievement

Interim Goals (2021-2022) *

60% of Teachers will earn at least 60 additional hours toward the Read to Succeed certification by June 2022 by taking a school-based course with the Literacy Coach.

Brief Description

Teachers are currently working with the Literacy Coach to complete the necessary courses for Read to Succeed.

Performance Goal -School Climate

5 Year Goals (2019-2024)

Due to the changes for the current pandemic, the school climate goal has shifted to teacher-student survey data. The new goal will be: By 2024, Teacher-student relationships will increase from 81% to 95% as measured the Panorama. *Definition -How strong the social connection is between teachers and students within and beyond the classroom.

Interim Goals (2021-2022)

Throughout the 2021-2022 school year, all teachers will utilize strategies to build stronger relationships with students to increase the Panorama survey percentage from 81% to 85%.

Brief Description

The teachers and staff will be working to build relationships with the students to include a focus on social/emotional awareness.

School Improvement Council Meeting Dates:

2020-2021 SIC meetings are held quarterly. The dates are: September 22, November 9, January 12, and May 18.

School Improvement Stakeholders

Members that are involved SIC chair Rachel Lyon Community - Brittany Carter Teacher- Valerie Seldes Parent- Carolyn Gaddis Literacy - Jenny Richardson and Ame Middleton Other - Mary Rozek, Michelle DeBruin, Nicole Sparks (GT)

Bluffton High School

Principal: Denise Donica

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Increase the percent of English Language Learners meeting the language proficiency composite target to increase 3% each year for 5 years using the ACCESS test.

For all four EOC exams, student performance will improve by 2% for each performance level (A, B, C, and D).

By the 2023 - 2024 School Year, the student levels of engagement at BLHS according to the SC School report Card will increase to a minimum of 73%.

Interim Goals (2021-2022)

ESL students are placed into ESOL classes (and Labs) to work on academic achievement for all classes.

EOC teachers are holding virtual review and virtual EOC preps this school year for growth in our EOC scores.

Brief Description

EOC and ESOL Students will work on Academic Achievement so test results can increase.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the end of 2023 - 2024 School year, 75% of certified educators will successfully complete training in a minimum of three of the listed areas below: *Literacy (read to succeed course required for SC certificate) *Endorsement in Gifted *Endorsement in Advance Placement *SIOP (Sheltered Instruction Observation Protocol) training for English Language Learners *Students with disabilities *Working with Students from poverty and or Trauma *Cultural Awareness

Interim Goals (2021-2022)

Teachers attended Virtual PD on SIOP (refresher and initial training)

Brief Description

All teachers attended a Virtual PD for SIOP

Performance Goal -School Climate

5 Year Goals (2019-2024)

By the 2023 - 2024 School Year, the student levels of engagement at BLHS according to the SC School report Card will increase to a minimum of 73%.

Interim Goals (2021-2022)

To have clear communication to our parents, students, and staff about BLHS.

Brief Description

BLHS bi-weekly newsletter goes to all parents and students to inform them about what is happening at BLHS

School Improvement Council Meeting Dates:

Future Dates: April 8, May 6, June 3

School Improvement Stakeholders

Denise Donica, Kevin Sandusky, Karen Balerna, Dr. Loretta Novince, Carol Liff, George Mostilier, Andrea Ingle, Matthew Seelman, Deborah Womble, Katlyn McCormick, Jesse Mignogna, Tyler Shrewsbury, Anthony Senouillett, Dana House, Avery Chen

Bluffton Middle School

Principal: Matthew Hall

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

1. Statewide Testing Achievement By 2023-2024, we will move from 41% to 55% of students who score meets or exceeds on SC Ready ELA.
2. By 2023-2024, we will move from 75% to 85% of students who score approaches, meets or exceeds on SC Ready ELA. SC READY Math By 2023-2024, we will move from 39% to 55% of students who score meets or exceeds on SC Ready Math.
3. By 2023-2024, we will move from 72% to 85% of students who score approaches, meets or exceeds on SC Ready Math. SC PASS Science
4. By 2023-2024, we will move from 47% to 60% of students who score meets or exceeds on SC PASS Science.
5. By 2023-2024, we will move from 74% to 85% of students who score approaches, meets or exceeds on SC PASS Science. SC PASS Social Studies By 2023-2024, we will move from 63% to 70% of students who score meets or exceeds on SC PASS Social Studies.
6. ELL Progress towards Proficiency Targets By 2023-2024, we will move from 34.8% to 60% of ELL students who are meeting their proficiency targets according to the statewide ACCESS assessment.
7. By 2023-2024, we will move from 92% on ELA, 93% on Math, 95% on Science and 83% on SS, to 100% of our GT students scoring A/M/E on all of the statewide assessments.

Interim Goals (2021-2022)

By 2022, we will increase from 47% to 50% of students who score meets or exceeds on SC Ready ELA; 47% to 50% in SC Ready Math; 47% to 50% in SC PASS Science; 63% to 65% in SC PASS Social Studies.

By 2022, we will move from 79% to 81% of students who score approaches, meets or exceeds on SC Ready ELA and from 78% to 81% on SC Ready Math.

By 2021-2022, we will move from 45% to 50% of ELL students who meet progress towards their proficiency goal.

By 2022, 90% of our certified classroom teachers will have the Gifted and Talented Endorsement.

By 2022, we will move from 95% to 97% on ELA, 95% to 97% on Math, 95% to 97% on Science and 90% to 94% on SS of our GT students scoring A/M/E on all of the statewide assessments.

Brief Description

Our goals were determined through multiple leadership team meetings, teacher feedback, and working together with our SIC.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2023-2024, 100% of teachers will be SIOP trained.

By 2023-2024, 100% of our certified classroom teachers will have the Gifted and Talented Endorsement.

By 2023-2024, 90% of teachers will be returning from the previous year- three year average.

Interim Goals (2021-2022)

By 2022, we will move from 70% to 80% of teachers who are SIOP trained.

By 2022, we will move from 80% to 83% of teachers who will be returning from the previous year.

By 2022, 90% of our certified classroom teachers will have the Gifted and Talented Endorsement.

Brief Description

With a high level of ELL's, our staff would greatly benefit from the research based best practices that SIOP offers in regards to instruction of ESOL students. By retaining high quality staff, it increases the consistency of implementation of curriculum and systems within a building that substantially increases student achievement.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023-2024, we will increase from 63.5% to 85% of parents responding favorably (agree/strongly agree) that teachers and school staff prevent or stop bullying at school.

By 2023-2024, we will increase the result of student opinion surveys at the following levels: From 75.4% to 90% who are satisfied with the learning environment. From 76.6% to 90% who are satisfied with the social and physical environment. From 78.7% to 90% who are satisfied with the school-home relations.

Interim Goals (2021-2022)

By 2022, we will increase from 75% to 80% of parents responding favorably (agree/strongly agree) that teachers and school staff prevent or stop bullying at school.

By 2022, we will increase the result of student opinion surveys at the following levels: From 81% to 84% who are satisfied with the learning environment. From 85% to 90% who are satisfied with the social and physical environment. From 85% to 90% who are satisfied with the school-home relations.

Brief Description

Through analyzing parent and student survey data we have determined that by clearly articulating our stance and support for student's social and emotional development and appropriately addressing harassing/intimidating and bullying behavior in a timely manner will help increase our parent's perception towards bullying in the building and student's feeling of satisfaction with their school.

School Improvement Council Meeting Dates:

09/24/20 10/08/20 11/12/20 12/10/20 01/14/21 02/11/21 03/11/21 04/08/21 05/13/21 06/10/21

School Improvement Stakeholders

Principal- Matthew Hall Teacher- Karen McKenzie Parent/ SIC President- Emalee Baker Community Member- Kim Williams Assistant Principal- Heather Bundy Assistant Principal- Keith Stewart Teacher- Corrine Miranda SIC- Emily Paul SIC- Dawn Burke SIC- Carter Hartwell SIC- Meg Scureman SIC-Erika Wynne SIC- Josh Kight SIC- Anne VanZandt

Broad River Elementary School

Principal: Constance Goodwine-Lewis

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By the 2023-2024 school year, SC Ready ELA and Math scores will meet or surpass the district's percentage of 41.7% (ELA) and 46.8% (Math). Baseline data: ELA- 29.55 and Math- 37.3% By the 2024 Spring reading Measurement of Academic Progress (MAP) administration, we decrease the achievement GAP for African-Americans and Hispanic students to -2%. Baseline data: African American: -7% and Hispanic: -9%

Interim Goals (2021-2022)

By the end of the 2021-2022 school year, we will increase the SC Ready ELA score from 33.8% to 36.8% and the math score from 36.6% to 39.6%. We will also decrease the Achievement GAP for Hispanics and African-Americans by 2% as measured by the Measurement of Academic Progress (MAP).

Brief Description

In order to meet this goal, we teachers will collaborate on lesson plans with instructional coaches, instructional coaches will provide model lessons, instructional leadership team will conduct walkthroughs with academic feedback for teachers, instructional leadership team identify areas needing support from walkthroughs and teacher input, Professional Learning Communities will be conducted every Tuesday, site-based professional development will be provided by instructional coaches and outside consultants and data analysis will occur after each benchmark and summative assessment.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the end of the 2023-2024 school year, we will decrease the percentage of inexperienced teachers in our building from 22.2% to 7%.

Interim Goals (2021-2022)

By the end of the 2021-2022 school year, we will decrease the percentage of inexperienced teachers from 31% to 29%.

Brief Description

In order to meet this goal, we will support new teachers by assigning school-based mentors and conducting monthly workshops specially designed for them. We will teach our new teachers to analyze data to make instructional decisions, to understand and execute their planning, daily

instruction, classroom environment and professionalism in accordance with the SC 4.0 Rubric expectations. We also support them with finding balance between their careers and personal life to avoid burnout and frustration.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By the end of the 2023-2024 school year, we will increase opportunities to communicate expectations face-to-face for student learning and goals for improvement to all stakeholders to 1 opportunity per quarter for a total of 4 times per year.

Interim Goals (2021-2022)

By the end of the 2021-2022 school year, we will have 3 face-to-face or virtual events with stakeholders to communicate expectations and results for student learning and goals.

Brief Description

In order to meet this goal, we will conduct three instructional parent meetings, provide a copy of students' goal-setting sheets for parents from NWEA.org reports portals, design activities and provide resources to help parents assist students with mastering grade level standards, purchase additional resources for parents to work with students at home (books, flash cards, etc.) and purchase a school license for Reflex Math.

School Improvement Council Meeting Dates:

September 29, 2020
December 3, 2020
January 26, 2021
February 18, 2021
March 23, 2021
April 27, 2021
May 25, 2021

School Improvement Stakeholders

SIC Members, Teachers and Staff, Parent/Guardians, Community Members

Coosa Elementary School

Principal: Melissa Pender

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

The percentage of students scoring met or exceeds on the SCREADY ELA in grades 3-5 will increase 10% (from 60% to 70%) by the 2023- 2024 school year.

Interim Goals (2021-2022)

The percentage of students scoring met or exceeds on the SCREADY ELA in grades 3-5 will increase 2.5% (from 60% to 62.5%) by Spring 2021.

Brief Description

Overall, we are working towards increasing the percentage of students in grades 3-5 that are meeting or exceeding grade level material. We disaggregated the scores to look for areas of strength and weakness amongst all subgroups and put interventions in place.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the end of the 2023-2024 school year, CES will achieve STEM certification with 100% of certified faculty members incorporating STEM within the classroom.

Interim Goals (2021-2022)

By May 2021, CES will develop a STEM tab on the school website which depicts STEM integration in all subject areas and all faculty members will complete 3 STEM professional development sessions. We will also host a STEM night.

Brief Description

Coosa Elementary has been diligently incorporating STEM best practices into all content arras for the past 3 years. We will be applying for STEM certification at the close of the 2020-2021 school year.

Performance Goal -School Climate

5 Year Goals (2019-2024)

CES will increase the percentage of students scoring "Committed" on the Student Engagement Survey by 20% from a baseline of 66.80 by the end of the 2023-2024 school year.

Interim Goals (2021-2022)

CES will increase the percentage of students scoring "Committed" on the Student Engagement Survey by 5.5% from a baseline of 63.10 by the end of the 2020-2021 school year. The overall

goal is to achieve a committed status of 85% or higher on the Student Engagement Survey by the 2023-2024 school year.

Brief Description

As a school, we firmly believe that students make more academic progress when motivated. The survey is one way that we are monitoring student motivation.

School Improvement Council Meeting Dates:

September 10

October 8

November 12

December 10

January 7

February 11

Joint SIC/School Board meeting -December 3

School Improvement Stakeholders

Maryanne Harrelson, Earl Doe, Madalyn Sandstrom, Marjorie Isley, Stephen Cruikshank, Melissa Pender, Renee Roberts, Robert Sabota, Judith Winslow

H.E. McCracken Middle School

Principal: Lindsey Skirtich

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2023-24, students taking the SC Ready (Math/ELA) will increase by 10% for meet and exceeds.

By the end of 2023-24 school year, 65% of ELL's will meet their projected proficiency target.

Interim Goals (2021-2022)

By the end of the 2021-22 school year, students taking the SC Ready (math/ELA) will increase by 2% in meets and exceeds category. ELA (51.3%) Math (50.2%)

By the end of the 2020-21 school year, 64% of ELLs will meet their progress towards their proficiency target.

Brief Description

We will look at this year's SC Ready Data and compare to next year's SC Ready data. We will work with our ELL population via tutoring, direct instruction, and implementation of SIOP strategies.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2023-2024, at least 88% of the educators will be returning to HEMMS for the following school year.

Interim Goals (2021-2022)

The percentage of teachers who are returning to HEMMS for the 2021-22 school year (3 year average) will increase to 82%

Brief Description

Due to COVID and a variety of reasons, we had more teachers leave mid-year this year.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023-2024, the relationships within the school building and with the community-at-large will improve by 10% as measured by Teacher, Student, and Parent Opinion Surveys on the school report card.

Interim Goals (2021-2022)

By the end of the 2022-23 school year, relationships within the school and with the community-at-large will improve by ~1.5% as measured by Teacher, Student, and Parent Opinion Surveys. (71.4%)

Brief Description

Based on the school report card survey data, we had 63.4% in 2017-2018 and currently 70.1% for the 2018-2019 school year. This is an increase of 6.7%. Due to Covid no information was available last year.

School Improvement Council Meeting Dates:

SIC meetings are held the first Wednesday of each month and we have held one each month since October. Our remaining dates are TBD based on a recent parent survey sent out to gather more information about the time preference.

School Improvement Stakeholders

SIC, administrative team, teachers

Hilton Head Island Early Childhood Center

Principal: Kim Bratt

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2023/24 90% of our Kindergarten students will be at the 50% or above in reading according to Spring NWEA/MAP data.

By 2023/24, 90% of our Kindergarten students will be at the 50th percentile or above in math according to Spring NWEA/MAP data

Interim Goals (2021-2022)

In the school year 2021-2022, 80 percent of our kindergarten students will be at 50th percentile or above in reading according to Spring NWEA/MAP data.

In the school year 2021-2022, 80 percent of our kindergarten students will be at 50th percentile or above in math according to Spring NWEA/MAP data.

Brief Description

Our last Spring NWEA/MAP data was for 2018-2019 it showed 74.2% of our students were at the 50% or above in reading.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

In the school year 2023/24, 92% of our Kindergarten teachers will receive an exemplary rating on the Student Learning Objective (SLO).

Interim Goals (2021-2022)

In the school year 2021/22,100% of our Kindergarten teachers will receive an exemplary rating on the Student Learning Objective (SLO).

Brief Description

In the school year 2019/20, 79% of our Kindergarten teachers received an exemplary rating on the Student Learning Objective (SLO).

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023/24 programs targeting the needs of non-English speaking parents and families will increase from 2 to 6.

Interim Goals (2021-2022)

In 2020-2021, we will implement 4 programs targeting the needs of non-English speaking parents and families.

Brief Description

In 2019-2020, we implemented 3 programs targeting the needs of non-English speaking parents and families. In the year 2020-2021 and 2021-2022, we implemented 2 programs that targeted the needs of non-English speaking parents and families. COVID was the reason for the drop in programs. We will get back on track as soon as it is determined our families can reenter the building safely.

School Improvement Council Meeting Dates:

Our SIC meets one time a month. Due to the turnover of all of our Kindergarten students we start a new SIC team each year. This year this became very difficult to accomplish due to COVID. Our first meeting started in November.

School Improvement Stakeholders

Kim Bratt, Lori Soergel, Marianne Carroll, Lori Surlak, Chris McEwen (The stakeholders have been more limited the last two years due to COVID.)

Hilton Head Island Elementary School

Principal: Dr. Sarah Owen

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2023-24, the number of students who met or exceeded expectations will increase by 10% on SC Ready ELA and SC Ready Math.

Interim Goals (2021-2022)

For 2021-22, the number of students that meet or exceeds expectations will increase by 2% on SC Ready ELA and SC Ready Math

Brief Description

The leadership team will use various assessment results to progress monitor student achievement. MTSS team look at data regularly to determine if interventions are needed. Individual Data Meetings are done with every teacher at least three times annually.

Performance Goal (Professional Development)Teacher/Administrator Quality

Performance Goals/Interim Goals for the 2021-2022. Because of COVID, the 5-Year Performance Goals remain unchanged for this year, and there was no state level data to determine progress toward the overall goal and last year's interim goal. It may be determined that the 5-Year Performance Goals need to be adjusted next year as part of the 2022-2023 plan.

5 Year Goals (2019-2024)

By 2023-24, all continuing-GBE contract teachers will have completed Sheltered Instruction Observation Protocol (SIOP) training (supporting English Learners) and at least Level 2 of Primary Years Programme/International Baccalaureate training.

Interim Goals (2021-2022)

By 2021-22, 90% of continuing GBE contract teachers will be SIOP and level 2 Primary Years Programme/ IB trained.

Brief Description

Number of teachers trained in SIOP and IB/Certificates earned/My Learning Plan

Performance Goal -School Climate

Performance Goals/Interim Goals for the 2021-2022. Because of COVID, the 5-Year Performance Goals remain unchanged for this year, and there was no state level data to determine progress toward the overall goal and last year's interim goal. It may be determined that the 5-Year Performance Goals need to be adjusted next year as part of the 2022-2023 plan.

5 Year Goals (2019-2024)

By 2023-24, the student levels of engagement, as indicated in the SC School Climate Survey, will increase to a score of "8."

Interim Goals (2021-2022)

By 2021-22, student engagement, as indicated on the SC School Climate score, will increase by 1 point from previous year to a score of "6."

Brief Description

Improvement in our School Report Card Climate Score

School Improvement Council Meeting Dates:

8/25/20, 9/3/20, 10/29/20, 11/19/20, 1/21/21, 2/18/21, 4/12/21

School Improvement Stakeholders

Dr. Sarah Owen, Denise Bell, Dawn Washington, Karen Perdue, Melina Magazzu, Michelle Brockway, Heidi Neeson, Mary Flores

Hilton Head High School

Principal: Steve Schidrich

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

In the school year 2017-2018, 205 quality points per 100 students were earned on the English EOCEP. By May 2023 the goal is to increase to 255 quality point per 100 students. In the school year 2017-2018, 130 quality points per 100 students were earned on the Algebra I EOCEP. By May 2023 the goal is to increase to 255 quality point per 100 students.

In the school year 2017-2018, the graduation rate was 91.7% with a 3-Year average of 90.3%. Our goal is to maintain a 3-Year average graduation rate of at least 90.8%.

In the school year of 2017-2018, 37% of EL students had a composite score of at least 4. Our goal is by May 2023 is to have at least 68.5% of EL scoring a composite score of at least 4.

In the school year 2017-2018, 241.4 quality points per 100 students were earned on the Biology EOCEP. By May 2023 the goal is to increase to 248 quality point per 100 students. In the school year 2017-2018, 198.6 quality points per 100 students were earned on the US History and Constitution EOCEP. By May 2023 the goal is to increase to 248 quality point per 100 students.

Interim Goals (2021-2022)

Student Achievement 3-Year Goal: 235 quality points on English 2 EOC 3-Year Goal: 205 quality points on Algebra 1 EOC 3-Year Goal: 90.6% graduation rate Teacher/Administrator Quality 3-Year Goal: 95.5% 3-Year Goal: 23.6 to 1 3- Year Goal: 100% 3-Year Goal 100% 3-Year Goal: 54% 3-Year Goal: 82.3%

3 Year Goal: 50% of ELL receive a composite score of 4.0

3-Year Goal: 245.3 quality points on Biology EOC 3-Year Goal: 228.2 quality points on US History EOC

Brief Description

EOC goals are to reach Excellent rating on SC State Report Card. Five-year focus on reaching Excellent on SC State Report Card for Preparing for Success

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

Teacher/Administrator Quality In 2017-2018, we had a teacher attendance rate of 93.6%. By May 2023, the goal is to increase the teacher attendance rate to 96.8%.

In 2017-2018 there was a 24.9 to 1 student-teacher ratio in core subjects. By May 2023, the goal is to decrease the student-teacher ratio in core subjects to 22.7 to 1.

In the 2017-2018 school year, 100% of current administration attended a leadership conference. By May 2023, we will continue to have 100% of current administration attending a leadership conference. Prior to the school year of 2019-2020 no administrators completed state teacher mentor training. Our goal is to have all administrators complete state mentor training each year.

In the school year of 2017-2018, no teacher was required to obtain the Read to Succeed Endorsement. Our goal is for 90% of our teachers to earn the Read to Succeed Endorsement by 2023.

In the school year of 2017-2018, 70.6% of teachers had obtained SIOP Training. Our goal is for 90% of our teachers to complete SIOP training by 2023.

Interim Goals (2021-2022)

(Included with 5-year goals)

Brief Description

T/A goals reflect developing a talented staff to reach goals.

Performance Goal -School Climate

5 Year Goals (2019-2024)

In the 2017-2018 school year, 48.9% of students scored "Committed" in the Domain of Cognitive. By May 2023, the goal is to increase to 74.5% of students scoring "Committed" in the Domain of Cognitive.

In the 2017-2018 school year, 45.7% of students scored "Committed" in the Domain of Behavioral. By May 2023, the goal is to increase to 72.9% of students scoring "Committed" in the Domain of Behavioral.

In the 2017-2018 school year, 49.6% of students scored "Committed" in the Domain of Emotional. By May 2023, the goal is to increase to 74.8% of students scoring "Committed" in the Domain of Emotional. Preparing for Success

Interim Goals (2021-2022)

School Climate 3- Year Goal: 64.2% Committed in Domain of Cognitive 3-Year Goal: 62.0% Committed in the Domain of Behavioral 3-Year Goal: 64.7% Committed in Domain of Emotional

Brief Description

Focus of this year’s Professional Development

School Improvement Council Meeting Dates:

Held: 8/25, 9/17, 10/15, 11/19, 12/17, 1/21, 3/18 School SIC on 2/18 was cancelled for district SIC. Future: 5/20.

School Improvement Stakeholders

Steve Schidrich - Principal Kristen Karszes - AP Dora Fletcher - Teacher Michelle Hartman - Teacher Jen Fielding - SIC Chair Audrey Clayton - PTSO President Jan Vater-Davis - Community member

Hilton Head Island Middle School

Principal: Patricia Freda

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2019-2024, we will close the achievement gap by reducing the number of African-American, LEP, disabled students scoring in the 'not met' category on SC Ready and SCPASS. We will reduce the percentage of African-American students in 'not met' from 53% to 47.88.2% in ELA and from 57% to 45% in math; LEP will reduce from 43% to 39.8% in math and ELA; students with disabilities will reduce from 81% to 79% in ELA and from 77% to 75% in math.

Interim Goals (2021-2022)

By 2021-2022, Reduce the percentage of students in gap populations scoring 'not met' on SC Ready: - African-American students: Reduce from 53% to 50.4% not met in ELA Reduce from 57% to 54.6% in math - LEP students: Reduce from 43% to 41.4% in math and ELA - Students with disabilities: Reduce from 81% to 80% in ELA Reduce from 77% to 76% in math.

Brief Description

At HHIMS our goal is to gradually close the achievement gaps for our AA, LEP, and Disabled populations. We will utilize support programs to provide additional classes in ELA and math to increase the number of minutes of instruction for each of these groups.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2019-2024 80% of the HHIMS teachers will include a lesson framework to include an opener, lesson objective, mini lesson, gradual release practice, and closure measured by administrator and coach weekly observations.

Interim Goals (2021-2022)

By 2021-2022 65% of the HHIMS teachers will include a lesson framework to include an opener, lesson objective, mini lesson, gradual release practice, and closure measured by administrator and coach weekly observations.

Brief Description

Through professional development sessions built into the yearly PD calendar teachers will continue to learn and review the component parts to be included in their lesson planning. The inclusion of the incorporated pieces will be observed weekly through administrator and coach observations. This ongoing process will allow for new teacher instruction, as well as, veteran teacher review of vital lesson components.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023-2024, we will collaborate with stakeholders to develop a positive school environment, as measured by a minimum of 70% satisfactory rating for each area of the student, teacher, and parent surveys.

Interim Goals (2021-2022)

By 2021-2022, we will increase the percent of students satisfied with the learning environment from 49.4% to 60%.

Brief Description

Our goal it to promote a positive school climate with planned family-friendly events that encourage participation by diverse family partners. Stakeholder focus will be to include meaningful parent involvement and celebration of student achievement/recognition to foster strong community - school relations.

School Improvement Council Meeting Dates:

September Tuesday 9/22/2020 October Tuesday 10/13/2020 November Tuesday 11/10/2020 December Tuesday 12/8/2020 January Tuesday 1/12/2021 February Tuesday 2/9/2021 March Tuesday 3/9/2021 April Tuesday 4/20/2021 May Tuesday 5/11/2021

School Improvement Stakeholders

Barbara Barthelman, Beth Bournias, Angela Bellantone, Amber Clark, Jeanette Davis, Jessika Diaz Armengol, Meredith DiMuzio, Susan Dolan, Patricia Freda, Jessica Howard, Christopher Linkimer, Angela McSwain, Amy Nardi, Anjanette Olander, Keri Olivetti, Jackie Rosswurm, Cara Stephenson, Kyctrell Swinton-Atkins, James Waechter, Brantley Wilson, Catherine Woloszyk, and HHIMS Leadership Team.

Hilton Head Island School for the Creative Arts

Principal: Pamela Lucas

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By the 2023-24 school year, 55.8 % of Creative Arts first and 55.8% of second-grade students will read at or above grade level as measured by the NWEA MAP Assessment MAP as compared to the 47.8% of students reading at/above the 50%ile on the Winter, 2019 MAP assessment.

The percentage of students in grades 3 through 5 who score Meets or Exceeds Expectations in English/Language Arts (ELA) as measured by SCReady will increase from 40.2% on the 2018 SC School Report Card to 65% by 2023-24.

Interim Goals (2021-2022)

By the end of the 2021-2022 school year, the achievement gap that exists between the white student subgroup and both the African American and Hispanic subgroups will decrease by three percentage points in grades one through five in both Reading and Math.

Brief Description

At HHIESCA we are working toward improving student achievement overall in the area of Reading/ELA as evidenced by performance scores on MAP assessments and SC READY. In accordance with the district strategic plan, we seek to reduce a notable achievement gap in the academic performance of students within the African American and Hispanic demographic subgroups as compared to students in the White subgroup in the areas of Reading and Math.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

To close the student achievement gap Creative Arts must maintain the 100% of highly qualified certified staff and paraprofessionals and engage them in an annual plan for targeted professional development to increase the teacher retention rate from the current rate of 83% to 90% by the end of 2024.

Interim Goals (2021-2022)

Improve school climate as measured by student, staff and parent attitudes on home-school relations on the SC School Report Card survey from 79.2% satisfaction by parents to 84%, 85.7% to 90% by students and 90.4% to 95% by teachers by the 2023-24 school year.

Brief Description

HHIESCA seeks to narrow the achievement gap evident when comparing performance of students in African American and Hispanic subgroups to students of the White subgroup by working to retain qualified certified staff members as well as paraprofessional staff members, and

engage these employees in targeted professional development activities to meet the needs of all learners. We also seek to improve school climate, with a goal of increasing the satisfaction rating on the School Report Card survey submitted by parents and students.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By the 2023-2024 school year, the school climate at Hilton Head Island Elementary School for the Creative Arts will be Excellent as measured by the South Carolina Department of Education Report Card Student Engagement Survey Results, increasing from an Average Rating to an Excellent Rating.

Interim Goals (2021-2022)

By the 2020-2021 school report card the SCDE Student Engagement Survey will improve from a score of 6 at an average rating to 7.

Brief Description

At HHIESCA we strive to increase school climate to an Excellent rating as evidenced on the SC Dept. of Education Report Card Student Engagement Survey Results.

School Improvement Council Meeting Dates:

9.29.2020; 10.26.2020; 11.30;2020; 1.25.2021; 2.22.2021; 3.22.2021; FUTURE Meetings - 4.19.2021; 5.17.2021; 6.14.2021.

School Improvement Stakeholders

School Improvement Council (SIC) - Mike Quigley, Chairperson; Aurora Flores (Parent, School Member); Amanda Phillips (PTO Member); Heather Zolton (Parent);Leslie Shaw (Parent); Marasol Jenkins (Parent); Sandra Courtney (Teacher); Mark Sadler (Teacher); Jayme Wilson (Teacher); Justin Vaughn (Teacher); Beverly Ohemeng (Community Member); Kelly Littell (Community Member); Donna Fonseca (Community Member); Judith Clouse (School Member); Alana Adams (PTO and Community Member); Anita Singleton (School Member).

Joseph Shanklin Elementary School

Principal: Elizabeth Rivera

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Student Achievement* By 2023-2024, the percentage of students scoring at the proficiency levels "Met or Exceeds" will increase from 19% to 42% in ELA and from 28% to 45% in Mathematics on SCREADY By 2023-2024, the percentage of students scoring at the proficiency levels "Met or Exceeds" will increase from 25% to 35% in Science and from 34.4% to 40% in Social Studies on SCPASS

Interim Goals (2021-2022)

1) By 2021-2022 the percentage of students scoring at the proficiency levels "Met or Exceeds" will increase from 19% to 23.2% in ELA and from 28.1 % to 31.5% in Mathematics.

2) By 2021-2022 school year, the percentage of students scoring at the proficiency levels "Met or Exceeds" will increase from 25% to 27% in Science and from 34.4% to 35.5% in Social Studies.

Brief Description

JSES has goals to improve the proficiency levels of our students on the SCREADY and SCPASS.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2023-2024, certified staff teachers successfully completing SIOP training will increase from 70 to 90%.

Interim Goals (2021-2022)

By 2021-2022 school year, 50% of certified teaching staff will successfully complete SIOP training.

Brief Description

JSES is committed to addressing the needs of our growing ESOL population. SIOP training provides teachers with a variety of strategies to address the needs of a diverse population.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023-2024, Joseph Shanklin will successfully recertify as a Leader in Me Lighthouse School by moving 10 of the 30 Leader in Me Lighthouse rubric indicators up one level.

Interim Goals (2021-2022)

By 2021-2022, JSES will move up at least one level on 3 of the 30 Leader in Me Lighthouse rubric indicators.

Brief Description

The Lighthouse Rubric from the Leader in Me has areas that address the academics, leadership and culture of the school. Using our initial lighthouse report as a baseline, we are working to move areas up to sustaining on the rubric.

School Improvement Council Meeting Dates:

Dates for meetings 10/22/20, 11/19/20, 12/17/20, 1/28/21, 2/18/21 - with district, 3/25/21, 4/29/21, 5/27/21

School Improvement Stakeholders

SIC Members, Teachers and Staff, Parent/Guardians, Community Members

Lady's Island Elementary School

Principal: Marvelle Ulmer

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Increase % meets/exceeds on SC Ready/SCPASS from 31% in ELA, 31% in Math & 30% in Science to a % exceeding district average for each.

Interim Goals (2021-2022)

Increase SCReady percentage meets/exceeds by 5% and SCPASS by 10% from the prior set of scores.

Brief Description

Reading & Writing Workshop Model, Numeracy Coach, Lit/Math Scope & Sequence, MTSS implementation, Math Workshop, Basic Numeracy Mastery, ReadyMath Curriculum, STEM accreditation, Community Support & Extended Day, Literacy Integration & Arts Integration Resources in Science.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

The % of teachers scoring 3.0 average on the SCTS rubric composite will increase from 50% to 85%.

Interim Goals (2021-2022)

Increase teacher percentage receiving 3.0 composite on SCTS to 60%.

Brief Description

Rubric Indicator Alignment to all PLCs, Learning Walks, Model Lessons, Team Planning, New Hire Mentors, Teacher Leadership Roles, Admin Leadership PD, Job-Alike for Staff, STEM PD.

Performance Goal -School Climate

5 Year Goals (2019-2024)

The % of students rated "committed" on the SC Report Card Student Engagement Survey will increase from 60% to 90%.

Interim Goals (2021-2022)

Increase number of students scoring "committed" on report card survey to 70%.

Brief Description

Full Time BMS using Title I, Hire Dance & Theater Teacher, MTSS Coordinator stipend, outside agency partnerships, trauma-informed PD, hire parent liaison, establish a functioning PTO, participate in Cluster SIC, form public relations committee.

School Improvement Council Meeting Dates:

August 17, Sept 21, Oct 12, Nov 16, Dec 14, Jan 11, Feb 8, Mar 8, Apr 5, May 10, June 7

School Improvement Stakeholders

Marvelle Ulmer, Jason Osborne, Marsha White, Sharyn Taylor-Cox, Shirley Sanders, Julia Rion, Rachel Marsh, Clayton Wynn, Chrystal Brisbane, Latoya Hagood, Kay Keeler, Donna Coxwell

Lady’s Island Middle School

Principal: Dr. Chavon Browne

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By Spring 2024 administration of SC READY Reading, total school achievement will increase from 33.5% meets/exceeds expectations to 50% meets/exceeds expectations.

By Spring 2024 administration of SC READY Math, total school achievement will increase from 32.7% meets/exceeds expectations to 50% meets/exceeds expectations.

Interim Goals (2021-2022)

By Spring 2022 administration of SC READY Reading, total school achievement will increase from 33.5% meets/exceeds expectations to 37% meets/exceeds expectations.

By Spring 2022 administration of SC READY Math, total school achievement will increase from 32.7% meets/exceeds expectations to 36% meets/exceeds expectations.

Brief Description

Based on the Winter 2021 MAP scores, students at Lady's Island Middle School scored below the NWEA Norm in all grades levels and all subject areas (6th, 7th, and 8th in Math and Reading). The percentage of students performing at or above the 50%ile is below the Beaufort county School District percentage in all grade levels and all subject areas (6th, 7th, and 8th in Math and Reading). The percentages decreased from Fall to Winter in all grade levels and all subject areas. Increasing student achievement across all subgroups continues to be a challenge. Based on Semester 1 student averages, Lady's Island Middle School has a high number of students that have failed courses. Of all students enrolled, 79 students failed 2 or more courses. Lady's Island Middle School has the need for additional highly qualified teachers in the areas of reading and math to support student achievement. The data shows that students are struggling with daily content mastery, which impacts their MAP scores, and ultimately their achievement on SCREADY assessments. Full time literacy and math coaches, as well as support/intervention teachers are needed to lower class sizes to address these achievement concerns. Lady's Island Middle School serves a low population of ESOL students, however they are not reading on grade level and would greatly benefit from additional literacy instruction guided with an ESOL certified teacher. 45% of the ESOL students at Lady's Island Middle School scored below a 3.9 on the 2020 ACCESS assessment. Although there are 12 students who scored between a 4.0 and a 4.6, there are also 10 students on the ESOL monitoring list that can benefit from consistent ESOL consults and supporting order to increase and improve their reading proficiency.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2024, 100% of site-based PLC and professional development will clearly align to STEAM initiatives, instructional best practices to close the achievement gap, and school climate.

Interim Goals (2021-2022)

By 2022, School Based Professional Development and PLC plans will demonstrate alignment to school renewal plan goals by utilizing the SRP Indicator.

Brief Description

Data has not been collected to determine the number of additional endorsements teachers at Lady's Island Middle School hold, but due to the high number of Induction teachers, all teachers can benefit from additional professional development in many areas, including Read2Succeed, Gifted and Talented, SIOP, and STEAM, while closing the achievement gap and enriching the academic outcomes of minority students is also necessary.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2024, school discipline referrals will decrease 1,180 office managed incidents to less than 600 office managed incidents.

Interim Goals (2021-2022)

By 2022, decrease Office Referrals from 1180 to less than 1000 office managed incidents. Implement student advisory groups at each level, led by school counselors, administration, and/or Behavior management specialists. MTSS teams to target and develop appropriate intervention for students exhibiting chronic behaviors or indicators of high risk.

Brief Description

Student discipline incidents have a significant impact on the classroom environment resulting in frequent interruptions to learning for teachers and students. African American students are receiving a higher number of discipline referrals resulting in interruption of their learning due to removals from the classroom environment. Disproportionality of incidents is concerning and results in a higher number of days of instruction missed for minority students due to disciplinary infractions.

School Improvement Council Meeting Dates:

October 20, 2020 November 17, 2020 December 15, 2020 January 19, 2021 February 16, 2021 March 16, 2021 April 20, 2021 May 18, 2021

School Improvement Stakeholders

Chavon Browne, Principal Kashta Campbell, Asst. Principal Lori Davis, Asst. Principal Juvonna Chatman-Jenkins, LIMS 20-21 TOY Eileen Bertagna, Parent Linda Navorska, Community Member Jesse Davidson, LIMS R2S Team Lead Susan Floyd, LIMS R2S Team Member Robin Johnson, SIC Member (Parent) Scott Shipsey, SIC Chair Roberta Smalls, SIC Member (Parent)

Deirdre Appleby, SIC Member (Teacher) Vicki Shockley, LIMS 19-20 TOY Natarsha Glover, LIMS SIC Member (Teacher) Haleem Barnes, LIMS 19-20 SOY Christopher Willis, LIMS GT Coordinator LaTanya Floyd, LIMS Title I Contact Tammy Smith, LIMS Title I Contact Ebony Ferguson, PTO President Ruth James, LIMS Parent Liaison

M.C. Riley Elementary School

Principal: Adrienne Sutton

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2023 - 2024, the percentage of students in grades 3-5 exceeding state standards on SC Ready in ELA will meet or exceed the district and state percentages. ELA MCRES 15.7% BCSD 20.4% SC 19.8%

By 2023-2024, the winter mean RIT score for reading and math for students in grades K-2 will meet or exceed that of the district and the NWEA norms. MCRES K MCRES 1st MCRES 2nd Math 143.8 Math 159.4 Math 175.6 Reading 139.7 Reading 155.4 Reading 174.6 BCSD BCSD BCSD Math 150.5 Math 167.4 Math 179.0 Reading 147.1 Reading 162.3 Reading 178.3 NWEA NWEA NWEA Math 150.1 Math 170.2 Math 184.1 Reading 146.3 Reading 165.9 Reading 181.2

Interim Goals (2021-2022)

2021 - 2022 1% increase in 3-5 students exceeding standard on SC Ready in the area of ELA 2021 - 2022 1 point increase in K-2 students mean RIT scores on reading and math MAP

Brief Description

Effective school indicators include student achievement and growth. Measuring student growth over time. Indicate academic rigor and student success.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2023-2024, teacher attendance will increase from 91.3% to 95%.

Interim Goals (2021-2022)

2021 - 2022 - teacher attendance will increase by 1%

Brief Description

Growth in teacher attendance indicates commitment and satisfaction in the school environment.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023-2024, the percentage of teachers, students, and parents satisfied with school-home relations will increase to 90%. Teachers 86.0% Students 83.3% Parents 84.3%

Interim Goals (2021-2022)

2021 - 2022 - 1% increase in the percentage of teachers, students, and parents satisfied with school-home relations

Brief Description

Effective schools indicator is reflected in teacher, student, and parent satisfaction with the school environment.

School Improvement Council Meeting Dates:

10/6/2020 10/27/2020 11/16/2020 12/3/2020 2/8/2021 3/1/2021 4/26/2021 6/7/2021

School Improvement Stakeholders

Faculty, SIC, and PTO (including community members)

May River High School

Principal: Joseph Bornscheuer

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

We will expand Advanced Placement opportunities from 12 in 2018-19 to 20 in 2022-23 through student needs assessments that drive teacher A.P. trainings.

By May 2023, we will improve achievement on End of Course Exams for the African-American males through a systematic approach to MTSS (documentable weekly MTSS team meetings, utilization of Enrich for progress monitoring, creation of lab "recovery" setting, creation of Tier III interventions on campus) and professional development for teachers (data meetings and conferences), as measured by the average gap of the four areas in comparison to school-wide.

Interim Goals (2021-2022)

We will implement the Cambridge Program with the goal of at least 3 offerings in Spring 2022.

Brief Description

We have successfully grown to 17 AP offerings. It is noted that Cambridge provides a more flexible pathway to reach population subgroups.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

Ensure 100% of teaching staff are trained in Sheltered Instruction Observation Protocol by the end of their second year with the school by May 2020 and maintain that level for successive years through 2023.

Interim Goals (2021-2022)

We will schedule and ensure enrollment of faculty (with 2+ years) in SIOP training opportunity.

Brief Description

Our Hispanic (and other demographic) population continues to grow, specifically the "newcomer" population. This goal and training are designed to meet the needs of that (and all) populations.

Performance Goal -School Climate

5 Year Goals (2019-2024)

The percentage of students and parents satisfied with home and school relations will grow from 87.1% and 78.1% (respectively), to at least 90% in each survey by 2023. This will be accomplished through the implementation of a community-accessible calendar, school information in a weekly update, a student agenda and daily announcements through technology ("Daily Fin" News cast), as well as a student app for instant communication.

Interim Goals (2021-2022)

We will engage a year-long professional development pathway in Cultural Competency to challenge higher academic achievement in subgroup populations.

Brief Description

This interim goal was developed over the course of the Fall 2020 year as a need reflected in staff PD survey.

School Improvement Council Meeting Dates:

9/23, 10/13, 11/10, 12/8, 1/12, 2/9, 3/9. Remaining: 4/6, 5/11, 6/8

School Improvement Stakeholders

Barnes, Caroiine; Bernstein, Tanya; Bozman, Madalyn; Carcamo, Ledys; Castera, Emily; Clark, Meghan; Comizio, Joe; Devaney, Addie; Estramadoiro, Sam; Flanagan, Amy; Harden, Kalli; Higuera, Janarith; Jett ,Diamond; Kronimus, Jen; Lanzone ,Julia; Mondragon, Estefany; Morante, Michelle; Rosen, Melissa; Sholly, Kristie; Swanson, Kim; Szwak, Samantha; Tarleton, Huntley; Tuoney, Avery; Walrad, Amanda; Walrad, Piper; Wegard, Dawn; Zendzian, Dana; Exley, Kimberly; Bornscheuer, Joseph; Austin, Clinton; Weaver, Alicia; Carter, Carri;e Jackson, Tyrone

Mossy Oaks Elementary School

Principal: Michelle Sackman

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Increase the number of students scoring at or above the norm on Spring MAP in 1st Grade Reading (65% to 80%) and 2nd grade Reading (61% to 80%) by Spring 2024.

By 2023-24, the number of students scoring Met or Exceeds on SC READY ELA will increase from 36.5% to 50%.

Based on Spring 2019 MAP math data increase the percentage of students scoring at or above the norm on Spring MAP in 1st Grade Math (66.2% to 75%) and 2nd grade Math (55.3% to 70%) by Spring 2024.

The percentage of students scoring Meets or Exceeds on SC READY Math will increase from 45.4% in Spring of 2019 to 65% in Spring 2024.

The percentage of students scoring Meets or Exceeds on SC PASS Science will increase from 34.4% in Spring of 2019 to 65% in Spring 2024.

Interim Goals (2021-2022)

By Winter of 2022, increase Winter MAP scores in Reading for 1st grade from 42.5% in Winter 2021 to 50% at or above the norm, and in 2nd grade from 42.8% in Winter 2021 to 50% at or above the norm.

By Spring 2022, the number of students scoring meets or exceeds on SC READY ELA will increase from 42.3% in Spring of 2019 to 45% in Spring of 2022.

Winter 2022, the percentage of students scoring at or above the norm on Winter MAP in 1st Grade Math will increase from 47.9% to 55% and in 2nd Grade Math from 36.7% to 50%.

The percentage of students scoring meets or exceeds in SC READY Math will increase from 46.7% to 50% in Spring of 2022.

The percentage of students scoring meets or exceeds on SC PASS Science will increase from 34.4% in Spring of 2019 to 40% in Spring of 2022.

Brief Description

Mossy Oaks Elementary has a strong focus on improving student academic achievement. Baseline data for MAP has decreased as one of the many outcomes of this pandemic year, but with each quarter we are showing improved scores in math and reading based on classroom data and formative assessment (MAP) data.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2024 Mossy Oaks Elementary will increase the number of teachers who successfully complete the R2S Course: Instructional Practices Understanding Dyslexia and to Support Struggling Learners from 0% to 50% of all teachers.

Interim Goals (2021-2022)

By Spring of 2022 an additional 5 teachers will successfully complete the R2S Renewal Course: Instructional Practices - Understanding Dyslexia and Supporting Struggling Learners.

Brief Description

At the end of this year, we will have 17 out of 35 teachers who have completed this course, with 2 additional teachers becoming certified in Orton -Gillingham instruction.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2024 Mossy Oaks will research, provide professional development, and implement a evidence based program in order to address student needs and decrease by 50% the number of combined referrals from 983 in Spring 2018 to 490 or fewer by Spring of 2024.

Interim Goals (2021-2022)

By Spring of 2022 combined referrals will be reduced by 10% from 425 to 382 or fewer.

Brief Description

2019 results provide evidence that we will exceed our goal of reducing referrals by 50%. In 2019, Educator Handbook referrals were down to 425 combined referrals. We will continue to focus on this area through character education, increased parent communication and engagement, and practice of the 7 Habits.

School Improvement Council Meeting Dates:

9/28/20, 10/26/20, 11/23/20, 1/25/21, 2/22/21. 3/22/21. 4/26/21, 5/24/21

School Improvement Stakeholders

Kristen Marshall Mattson (SIC Chair) Emily Grissom (PTO President) Brittany Sutton (Parent) Rebecca Schlack - Babb (Instructional Coach and Parent) Rebecca Kirkpatrick (Instructional Coach) Amanda Freeman (Teacher - STEM Lab/ Outdoor Garden Committee Chair) Christopher Crabb (Teacher - ABC Arts Grant Manager/ Arts Steering Committee) Amanda Dudas (Teacher - GT Lead/ 3rd - 5th grade representative) Andrea Riley (Teacher - TOY/ K-2nd grade representative) Tina Johnson (Assistant Principal)

Okatie Elementary School

Principal: Jamie Pinckney

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

The percentage of African American and Hispanic students in K-5 will increase by a minimum of 2% from Fall 2021 to Spring 2022, as measured by math and reading MAP assessments.

Interim Goals (2021-2022)

The percentage of African American and Hispanic students in K-5 will increase by a minimum of 2% from Fall 2021 to Spring 2022, as measured by math and reading MAP assessments.

Brief Description

The focus is to reduce the achievement gap by increasing the scores of AA/His. students yearly, minimum of 2% as based on NWEA. This will be achieved by providing small/individual support in reading and math using varied assessments to identify gaps, using district identified resources such as I-Ready/Dreambox for tiered practice, providing before, during and afterschool Learning Loss support and providing professional development to improve instructional delivery skills and SEL.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

The goal is to increase student engagement and to increase the school rating from Average, 3 points, to Excellent by scoring 9 out of 10 points by 2024-2025 as measured on student surveys. We will increase the percentage of students scoring "Committed" on the Student Engagement Survey from 66.5% to 95%.

Interim Goals (2021-2022)

According to the Domains of Student Engagement on the SC School Report Card, we will increase the school rating by 3 points to move from Average to Good. We will increase the percent of students who scored "Committed" on the Student Engagement Survey by 10%.

Brief Description

Using the Panorama results from the past fall and sharing with our staff, allowed us to narrow our focus to assist students who are not engaged or feeling valued by peers and staff. We have developed an in-house screener that aligns with Panorama that can be administered before spring break and then again at the end of the year. During the interim the school counselor will provide classroom, individual and/or small group lessons and therapy to support students. Teachers will receive training to assist and help engage and motivate students who do not feel engaged or valued. In addition, individual conferences will be held with parents and counseling

sessions to invite more parents to share and discuss ways to boost morale/self-esteem. Also how the signs of disengagement and strategies to help improve. (this is the tip of what we can and will do).

Performance Goal -School Climate

5 Year Goals (2019-2024)

According to the Classroom Environment area of the SC School Report Card, Teacher Attendance increased to 93.4 from 90.1 over the past year. By renewing the importance of teacher attendance, the goal over the next five years is to increase teacher attendance to 95% by 2024-2025.

Interim Goals (2021-2022)

According to the Classroom Environment area of the SC School Report Card, Teacher Attendance decreased from 94.7 to 90.1. We will increase teacher attendance by 1.9%. Analysis of Actual vs. Projected Data:

Brief Description

This has been a moving target due to Covid-19, close-contacts, family illness and different instructional models. We continue to provide incentives to recognize staff attendance. The district provided floating subs this year, this enabled teachers to leave early (up to an hour) or to come in late (up to an hour) with the floating coverage, to handle before or afterschool or even during school appts. for self or family. This has increased teacher attendance thus far this year. We continue to recognize those who have not missed a day all year or within the quarter, PTO has helped provide some gifts to acknowledge. This will continue to be a priority.

School Improvement Council Meeting Dates:

2020-2021 School Year: Oct. 20th, Nov. 24th, Dec. 15th, Jan. 26th, Feb. 16th, Mar. 16th, April 20th and May 18th

School Improvement Stakeholders

SIC Members, Teachers and Staff, Parent/Guardians, and Community Members

Port Royal Elementary School

Principal: Vicki Goude

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By May 2024, Port Royal Elementary School students in grades 3 - 5 will increase the percentage of students scoring met and exceeds on SCREADY by 22% in the areas of ELA, math, and science.

SCREADY ELA scores will increase from 32.5% up to 54.5%. SCREADY Math scores will increase from 31.30% up to 53.3%. SCPASS Science scores will increase from 19.2% up to 41.2%.

Interim Goals (2021-2022)

By May 2022, Port Royal Elementary School students in grades 3 - 5 will increase the percentage of students scoring met and exceeds on SCREADY and SCPASS. ELA scores will increase from 38.9% up to 40.9 %, Math scores will increase from 49.5% up to 51.5%. SCPASS Science scores will increase from 50% up to 52%.

Brief Description

Data from the 2019 SCREADY assessments shows that 38.9% of all students scored met or exceeds in ELA and 49.5% of all students scored met or exceeds in math. Data from the 2019 SCPASS assessments shows that 50% of all students scored met or exemplary in science and 59.9% of all students scored met or exemplary in social studies. Based on this data, our students are performing far below our grade level expectations and are in need of improvement. In 2020, South Carolina Department fo Education decided to suspend testing elementary students in the area of Socials Studies. Goals for achievement measured by SCPASS Social Studies assessment were removed based on this.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By May of 2024, 100% of Port Royal Elementary Schools certified staff members will earn two of three of the following additional SC endorsements to their Educator License: Read to Succeed (required for all), Gifted and Talented (option 1), Project Based Learning (option 2).

Interim Goals (2021-2022)

By May 2022, Port Royal Elementary School teachers that have the Read to Succeed SC endorsement reflected on their professional educator license will increase from 12 teachers to 15 teachers. By May 2022, Port Royal Elementary School teachers that have the Gifted and Talented SC endorsement reflected on their professional educator license will increase from 7 teachers to 10 teachers. By May 2022, Port Royal Elementary School teachers that have the

Project Based Learning SC endorsement reflected on their professional certificate will increase from 2 teachers to 6 teachers.

Brief Description

A review of educator licenses in March of 2021 indicated a need to increase teacher and administrator quality through participating in high quality professional development that increases the teachers' ability to design and implement high quality instruction. Educator endorsements that provide professional knowledge to increase academic achievement in English language arts, math, science and other content include educator endorsement in: SC Read to Succeed Endorsement. SC Gifted and Talented Endorsement, SC Project Based Learning Endorsement.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2024, Port Royal Elementary will increase the percentage of students scoring "committed" on the Student engagement survey from 61.2% (Spring 2019) to 75% as measured by the AdvancEd School Quality Survey.

By June 2022, Port Royal Elementary will increase the percentage of students scoring "committed" on the Student engagement survey from 61.2% (Spring 2018) to 64.2% as measured by the AdvancEd School Quality Survey.

Brief Description

In Spring of 2019, students in grades 3 to 5 participated in the AdvanceEd School Quality Survey to measure levels of student engagement. Results of survey showed that 61.2% of students scored "committed". Our school will work to increase student engagement in all content areas to effect an increase in student achievement.

School Improvement Council Meeting Dates:

10/15/2021 11/17/2021 12/17/2021 01/14/2021 02/11/2021 03/11/2021 *04/08/2021 *05/13/2021 *06/10/2021 *scheduled

School Improvement Stakeholders

School Leadership Team- Vicki Goude, Shelley Krebs, Susan Seckinger, Amy Fallon School Improvement Members: Parents- Wendy Emerich, Kassie Nicknadarvich, Mary Smith, Teachers- Anne Glaze, Valerie Eastabrook, Annie Hunter, Aswan Holmes; Community Member- Kaylin Garst, Anne Bridgers

Pritchardville Elementary School

Principal: Brenda Blue

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2024 we will increase ELA meets/exceeds from 53 to 58%.

By 2024 the percentage of 1st grade students reading in grade level will increase from 69% to 84%.

Interim Goals (2021-2022)

We are maintaining at least 58% of students scoring meets exceed n SC READY We are maintaining 74% of first graders reading on grade level.

Brief Description

We are submitting this twice once in GEMS and once for this doc (respectfully).

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2024, increase the percentage of teachers returning from a previous year from 67 % to 72%

Interim Goals (2021-2022)

We are maintaining 72% of teachers returning.

Brief Description

No response

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2024, we will increase the percentage of parents satisfied will school home relations from 76% to 81%.

Interim Goals (2021-2022)

We will increase the percentage of satisfied parents from 68% to 70% on the parent survey.

Brief Description

NA

School Improvement Council Meeting Dates:

Monthly Sept Oct Nov Dec Jan Feb. We did not meet in Mar. April 20 May 11th

School Improvement Stakeholders

Team Leaders, Specialists, Community members, parents, admin,

Red Cedar Elementary School

Principal: Dr. Kathleen Corley

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By the year 2024, our percentage of students in the exceeds category on the ELA portion of the SC Ready assessment will increase from 13% to 23%.

By the year 2024, the percentage of students in the exceeds category on the SC Ready Mathematics assessment will increase by one percentage point.

By the year 2024, our second-grade Hispanic students will increase from 44% avg/hi-avg/hi to 54%on the Winter administration of the Measures of Academic Performance assessment (MAP.)

By the year 2024, the lowest performing 20% of our students' progress points on the SC Report Card will increase from 54.9% to 74.0% of the possible points.

Interim Goals (2021-2022)

By the year 2022, our percentage of students in the exceeds category on the ELA portion of the SC Ready assessment will increase from 22.6% to 24.6%.

By the year 2022, the percentage of students scoring in the exceeds category of the SC Ready Mathematics assessment will increase from 24.7% to 25.7%.

By the year 2022, our second-grade Hispanic students will increase from 51% avg/hi-avg/hi to 52.5%on the Winter administration of the Measures of Academic Performance assessment (MAP).

By the year 2022, the lowest performing 20% of our students' progress points on the SC Report Card will increase from 57.1% to 63.1% of the possible points.

Brief Description

After examining the data, it was determined that Red Cedar students underperformed both the district and the state in percentage of students scoring in the exceeds category. This reflected our emphasis on increasing the achievement of our struggling students and a need to focus on helping our average students raise their achievement as well.

When analyzing the MAP data for our early childhood students, there was also an achievement gap regarding students scoring in the highest categories but this time it was apparent in the ethnic category of Hispanic.

Our most struggling students need ample support that is sometimes tailored to their individual needs. A goal was set to focus on increasing achievement for those students with action steps that include not only intervention, but also engagement through project-based learning. No data was available to gauge progress, so we maintained the same interim goal for this year.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the year 2024, our teacher quality will improve based on the percentage of teachers returning from the previous year (3 year average) increasing from 81.3% to 88.8%.

Interim Goals (2021-2022)

By the year 2022, our teacher quality will improve based on the percentage of teachers returning from the previous year (3 year average) maintaining our 89.3% as we manage our way through a global pandemic.

Brief Description

Keeping our best and most highly trained teachers in our classrooms allow us to increase student achievement. This goal keeps our target on doing that.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By the year 2024, our student quality as measured by the students scoring “committed” on the student engagement survey will increase from 70.0% to 80.0%.

Interim Goals (2021-2022)

By the year 2022, our student quality as measured by the students scoring “committed” on the student engagement survey will increase from 69.5% to 75.0%. Correct?

Brief Description

Student engagement is at the core of a school’s climate. The entire school staff affects that climate and the expectations for engagement. We use the student engagement survey to gauge progress towards this goal and although that data is not currently available, we will continue with the action steps and use the Panorama data to make decisions.

School Improvement Council Meeting Dates:

October 27, November 17, December 15, January 19, February 16 Future Dates: March 24, April 20, May 25

School Improvement Stakeholders

Dr. Kathleen Corley, Lindsay Binkley, Erin Reichert, Herb Wehner, Cynthia Laizer, Kelly Wersler, Nilla Hesley, Nathan Goff, Virginia Pratt

River Ridge Academy

Principal: Brian Ryman

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Through the utilization and implementation of the Writing Workshop Model, students across all demographic groups will demonstrate an increase in writing proficiency on the SC READY ELA assessment from 52% to 85% scoring "middle" or "high" by 2023-2024.

Interim Goals (2021-2022)

Through the utilization and implementation of the Writing Workshop Model, students across all demographic groups will demonstrate an increase in writing proficiency on the SC READY ELA assessment from 68% to 75% scoring "middle" or "high" by 2021-2022.

Brief Description

At RRA, we are continuing to make progress towards our five year goals. Utilization of the writing workshop model to increase student performance of the SC READY ELA assessment.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

With an instructional focus with supporting our English Language Learners, teachers will complete the Sheltered Instruction Observation Protocol (SIOP) training within their first two years at RRA from 57% to 100% by 2023-2024.

Teachers will complete the Gifted & Talented Endorsement within their first five years at RRA from 38% to 100% by 2023-2024.

By May 2024, 100% of general education teachers will utilize the following instructional strategies to increase student achievement with students identified with disabilities: Gradual Release Model Scaffolding Metacognition Strategies

Interim Goals (2021-2022)

With an instructional focus of supporting our English Language Learners, teachers will complete the Sheltered Instruction Observation Protocol (SIOP) training within their first two years at RRA from 70% to 85% by 2021-2022.

Teachers will complete the Gifted & Talented Endorsement within their first five years at RRA from 38% to 44% by 2021-2022.

During the 2021-2022 school year 100% general education teachers will be trained in the gradual release model.

Brief Description

At RRA, we are continuing to make progress towards our five year goals. Three of our goals fall under the category of teacher/administrator quality. SIOP, GT Endorsement, & Gradual Release Instructional Framework.

Performance Goal -School Climate

5 Year Goals (2019-2024)

Minor behavioral incidents will decrease from 1,061 to 530 or by 50% by 2023-2024 as evidenced of successful implementation of Responsive Classroom.

Interim Goals (2021-2022)

Minor behavioral incidents will decrease from 586 to 469 or by 20% by 2020-2021 as evidenced of successful implementation of Responsive Classroom.

Brief Description

At RRA, we are continuing to make progress towards our five year goals. School Climate Responsive Classroom to decrease minor classroom behavioral infractions.

School Improvement Council Meeting Dates:

10/12/20, 11/9/20, 12/14/20, 1/19/21, 2/8/21, 3/8/21, 4/19/21, 5/10/21

School Improvement Stakeholders

Principal - Brian R. Ryman, Teacher - Christine Pope, Parent/Guardian - Ashley Herrington, Community Member - Arthur O'Neil, School Level Administrators - Brian R. Ryman, Scarlett Mooney, Joe Skirtich, Cindy Rini, School Read to Succeed Literacy Leadership Team Lead - Scarlett Mooney, School Read to Succeed Literacy Leadership Team Member - Blaine Peltier, Stacie Gleva, Kimberly Rios, School Improvement Council Member(s) - Elizabeth Maffei, Bambi Smith, Brian Ryman, Christina Pope, Blaine Peltier, Olivia Cox, Akiel Brown, School Gifted and Talented Coordinator - Samantha Ford, School Federal Programs Coordinator - Scarlett Mooney

Robert Smalls International Academy

Principal: Dr. Celestine Lavan

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Student Achievement* By the end of 2023-2024, the percent of students in 3rd through 8th grade scoring Met and/or Exceeding on SC Ready

ELA will increase from 24% to 50% and on SC Ready Math will increase from 31% to 55%.

Interim Goals (2021-2022)

By the end of 2021-2022, Increase the percentage of third-graders performing at grade on SCReady from 11.8 % (2019) to 60%.

Brief Description

These goals are designed to increase student achievement at RSIA in incremental yet aggressive steps.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the end of 2023-2024, Robert Smalls International will increase from 26% Mature to 100% Mature on all the indicators within Professional Learning of the Leader in Me Lighthouse Rubric.

Interim Goals (2021-2022)

By the end of 2021-2022, Robert Smalls International will increase from 26% Mature to 100% Mature on all the indicators within the Professional Learning of the Leader in Me Lighthouse Rubric.

Brief Description

These goals are designed to increase the overall learning environment at RSIA by developing habits of mind within the staff and students.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By the end of 2023-2024, Robert Smalls International Academy will increase from 12.8% Mature to 100% Mature on all the indicators within Leadership Environment of the Leader in Me Lighthouse Rubric.

Interim Goals (2021-2022)

By the end of 2021-2022 Robert Smalls International will increase from an average of 12.8% Mature to 48% on all the indicators within the Leadership Environment of the Leader in Me Lighthouse Rubric.

Brief Description

These goals are designed to increase the overall learning environment at RSIA by developing the whole child with a focus on the Leader in Me paradigms.

School Improvement Council Meeting Dates:

Feb. 10th, March 3rd, Apr. 7, May 10th.

School Improvement Stakeholders

Violetta Magnus, Mary Dorsey, Jennifer Long, Davina Coleman, Jeremiah Young, Raquel Hernandez-Cardenas

Principal: Dr. Celestine Lavan

St. Helena Elementary School

Principal: Dr. Tara Mack

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

1. By the end of the 2023-2024 school year, SC Ready ELA scores will increase for students in grade 3 from 20.4% to 35.4%, in Grade 4 from 20.9% to 35.9%, and Grade 5 from 24.1% to 39.1% meets or exceeds expectations.

2. By the end of the 2023-2024 school year, SC Ready Math scores will increase for students in Grade 3 from 42.6% to 67.6%, Grade 4 from 25.4 to 50.4%, and Grade 5 from 54.4% to 69.4% scoring meets or exceeds expectations.

3. By the end of the 2023-2024 school year, St. Helena Elementary School will increase the number of Kindergarten through 2nd grade students scoring at the 50% or above on NWEA MAP Reading assessment from: Kindergarten 49.2% to 59.2%; First Grade 41.5% to 51.5%; and Second Grade 25.5% to 35.5%.

4. By the end of the 2023-24 school year, St. Helena Elementary will increase the number of students scoring at the 50% or above on NWEA MAP Math assessment from: Kindergarten: 35% to 45%; First Grade: 54.7% to 64.7%; Second Grade: 31.4% to 41.4%

Interim Goals (2021-2022)

1. By 2021-2022, increase SC Ready ELA scores in Grade 3 from 14.50% to 19.72%, in Grade 4 from 34.0% to 39.0%, and in Grade 5 from 24.3% to 28.0% in meets or exceeds expectations.

2. By the end of the 2021-2022 school year, increase SC Ready Math scores in Grade 3 from 27.30% to 32.30%, in Grade 4 from 37.70% to 41.7%, and in Grade 5 from 28.60% to 33.60% in meets or exceeds expectations.

3. By the end of the 2021-2022 school year, St. Helena Elementary School will increase the number of Kindergarten through 2nd grade students scoring at the 50% or above on NWEA MAP Reading assessment from: Kindergarten from 40.4% to 50.8%; First Grade from 25.5% to 49.0% ; Second Grade from 24.2% to 40.3%.

4. By the end of the 2021-2022 school year, St. Helena Elementary will increase the number of students scoring at the 50% or above on NWEA MAP Math assessment from: Kindergarten: 40.4% to 50.8%; First Grade: 23.5% to 49.0%; Second Grade: 25.8% to 40.3%.

Brief Description

Our academic goals were based off of data from SC Ready and MAP. Of course, due to the pandemic many of our performance/interim goals remained the same.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the end of the 2023-2024 school year, St. Helena Elementary staff will increase from basic to sustaining on the Lighthouse Leader in Me Rubric in the area of Leadership Principles (Professional Learning, Student Learning, and Family Learning).

By the end of the 2023- 2024 school year, St. Helena Elementary staff will increase from basic to sustaining on the Lighthouse Leader in Me Rubric in the area of Leadership Culture (Leadership Environment, Shared Leadership, and Leadership Events).

Interim Goals (2021-2022)

By the end of the 2021-2022 school year, St. Helena Elementary staff will increase from developing to mature on the Lighthouse Leader in Me Rubric in the area of Leadership Culture (Create a Leadership Environment and Shared Leadership).

By the end of the 2021-2022 school year, St. Helena Elementary staff will increase from developing to mature on the Lighthouse Leader in Me Rubric in the area of Leadership Culture (Leadership Environment, Shared Leadership, and Leadership Events).

Brief Description

Our plan is to apply for Lighthouse Status next year as a Leader in Me School so we have been focusing on the Leader in Me Rubric to increase our levels related to academics, culture, and leadership.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By the end of the 2023-2024 school year, St. Helena Elementary will increase the percentage of students scoring "committed" on the Student engagement survey from 60.9% (Spring 2018) to 70.9% as measured by the AdvancEd School Quality Survey.

Interim Goals (2021-2022)

By the end of the 2021-22 school year, St. Helena Elementary will increase the percentage of students scoring "committed" on the Student engagement survey from 73.8% (Spring 2019) to 80% as measured by the AdvancEd School Quality Survey.

Brief Description

The data from this goal remains the same due to students not taking SC Ready last year.

School Improvement Council Meeting Dates:

Sept. 29 Oct. 20 Nov. 17 Cluster SIC Dec. 7 Jan. 12 Feb. 9 March 9 April 6 May 11 June 8

School Improvement Stakeholders

Kim Legree--SIC Chair Carolyn Smalls--Parent Dr. Daffney Bing--AP Carolyn Small--Community Member Whitney Harris--Math Coach Grade Level Teachers--reviewed/provided suggestions

Whale Branch Early College High School

Principal: Mona Lise Dickson

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2023-2024, we will increase our students scoring a C or higher for the Algebra I end of course assessment from 50.4% to meet or exceed the state average of 60.5%.

By 2023-2024, we will increase our students scoring a C or higher for English II end of course test from 66.0% to or to exceed the district's average of

Interim Goals (2021-2022)

By 2021-2022, we will increase our students scoring a C or higher for Algebra I end of course assessment from 50.4% to 53.8%.

Brief Description

See above

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the 2023-24 school term, Whale Branch Early College High School will improve the teacher retention rate from 74.61% to 80.7% based on projected annual increases of 2% per year.

Interim Goals (2021-2022)

By 2021-2022, WBECHS will improve the teacher retention rate from 74.61% to 76.1%.

Brief Description

Please see above

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023-2024, WBECHS will increase the number of students who graduate college or career ready from 71.9% to 90%.

Interim Goals (2021-2022)

By 2021-2022, WBECHS will increase the number of students who graduate college and career ready from 71.9% to 76.4%.

Brief Description

Please see above

School Improvement Council Meeting Dates:

09/28, 10/05,11/09,01/11, 02/08 & 03/01 Upcoming: 04/05 and 05/03

School Improvement Stakeholders

Parents, students, teachers, leadership and administrative teams

Whale Branch Elementary School/James J. Davis Early Childhood Center

Principal: Melissa Vogt

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By spring of 2024, 35% of the second grade students will score at or above the 50th% according to MAP Reading. By spring of 2024, 54.8% of third-grade students taking the SC Ready Reading will score "approaches, meets or exceeds" expectations. By spring of 2024, the number of office referrals will decrease by 12%.

Interim Goals (2021-2022)

By Spring of 2022, the number of second grade students scoring at or above the 50% on MAP Reading will increase by 4%. By Spring of 2022, 39.5% of the third grade students taking SC Ready Math will score "approaches, meets, or exceeds" expectations. By Spring of 2022, 39.5% of the third grade students taking SC Ready Math will score "approaches, meets, or exceeds" expectations.

Brief Description

Currently we have 38% of our students on campus for F2F instruction. We have encountered many challenges navigating a hybrid/F2F/Virtual model. To increase growth in the K-2nd grade band, we will continue to implement Calkins Units of Study in Phonics and Ready Reading Curriculum. We will also utilize Next Step Forward in Guided Reading and the Reading Strategies books for small group instruction. According to the 2019 SC Ready Reading data for 3rd grade, 64.9% of students scored Does Not Meet. To increase growth in the 3rd-4th grades, we will continue to implement Ready Reading Curriculum, focus work on small group instruction (Dr. Lori Poole/Dr. Dickey/Next Step Forward in Guided Reading/Reading Strategies by Serravallo), identifying students for after-school tutoring, and academic goal setting with students. According to the 2019 SC Ready Math data for 3rd grade, 55.4% of students scored Does Not Meet. We will add a Math Interventionist, while relying on Numeracy Coach/Interventionist, and Instructional Assistant(s) for the 2021-2022 school year and continue after school tutoring. We will also focus on Math/Science related clubs, groups, events, and/or activities.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By spring of 2024, teacher retention will increase from 71.8% to 80%.

Interim Goals (2021-2022)

By 2022, the number of teachers retained from the previous year will expand to 75.8%.

Brief Description

To increase teacher retention, we will offer induction support, mentoring, staff development, and continue to utilize the Leader in Me framework to build teacher capacity. Teachers receive guidance and support from Instructional Coaches and curriculum resources.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By Spring of 2024, the number of office referrals will decrease by 12%.

Interim Goals (2021-2022)

By spring of 2022, the number of office referrals will decrease by 5%.

Brief Description

To create a nurturing, rigorous learning environment, we will build capacity for our teachers and students through the Leader in Me framework, restorative practices, and academic goal setting. We will continue to celebrate our students' growth and personal achievements.

School Improvement Council Meeting Dates:

September 28, 2020 October 19, 2020 November 9, 2020 January 11, 2021 February 8, 2021 March 1, 2021 April 5, 2021 May 3, 2021

School Improvement Stakeholders

Lana Bates, Gretchen Fritz, Tomica Hofler Bynum, Mildred Glover, Jenna Abdullah

Feedback from School Improvement Council

Whale Branch Middle School

Principal: Freddie Lawton

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

1. The percentage of fifth through eighth grade students scoring Meets and Exceeds on the ELA portion of SC Ready will increase to 47% by May 2024 as measured by SC Ready.

2. The percentage of 5th through 8th grade students scoring meets or exceeds on the Mathematics portion of the SC Ready will increase from 26.10 % in May of 2018 to 55% by May 2024 as measured by the SC READY.

Interim Goals (2021-2022)

1. For the 2021-2022 school year, the number of students scoring Meets Expectations and Exceeds Expectations will increase to 33%.
2. The percentage of 5th through 8th grade students scoring meets or exceeds on the Mathematics portion of the SC Ready will increase from 26.10 % in May of 2018 to 40% by May 2022 as measured by the SC READY.

Brief Description

We will continue to use sound pedagogical practices to enhance the learning of our students. Using gradual release as a key strategy when instructing our students along with creating learning objectives that are designed to engage students from the start of the lesson unit the end will catapult our students to the next level.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2024, 90% of all certified teachers will be proficient (or above) on Student Learning Objective EOY Results.

Interim Goals (2021-2022)

By 2021, 72% of all certified teachers will be proficient (or above) on Student Learning Objective EOY Results.

Brief Description

By focusing on Student Learning Objectives we will increase academic success rates for our students. COVID-19 has hampered the progress, but it will not deter us from striving for our goal.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2024, to foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning, Whale Branch Middle School will increase the number of (active and approved) volunteers to 30.

By 2024, Whale Branch Middle School will decrease the number of office referrals to 350.

Interim Goals (2021-2022)

By 2022, we will increase the number of active volunteers from four (15) to ten (20).

By 2021, Whale Branch Middle School will annually decrease the number of students receiving referrals to 1,250.

Brief Description

Our goal is to promote family and community engagement to promote equity and student success.

School Improvement Council Meeting Dates:

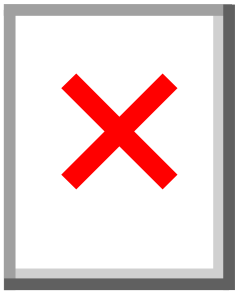
Whale Branch Cluster SIC meetings are held every first Monday of the Month through May.

School Improvement Stakeholders

Stakeholders consists of teachers, community members, students and parents.

From: Education Week Research Advisor <learn@mail.edweek.org>
Subject: Student & District Data, Teaching Strategies, Special Education
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: June 11, 2022 10:07 AM (UTC-04:00)

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Where Tutoring Works: A New Look at Use Cases and Opportunities
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6935 Arlington Road, Suite 100, Bethesda, MD 20814

From: Mercado, Amelia B <Amelia.Mercado@beaufort.k12.sc.us>
Subject: Presentation for Academics Committee
To: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>; Middleton, Angela D <Angela.Middleton@beaufort.k12.sc.us>
Cc: Stratos, Mary E <Mary.Stratos@beaufort.k12.sc.us>; Cushingberry, RobynL <Robyn.Cushingberry@beaufort.k12.sc.us>
Sent: June 17, 2021 12:12 PM (UTC-04:00)
Attached: 2021-2022 ISD Instructional Initiatives 5.31.21.pdf

Good Afternoon,
Please see the attached presentation for the upcoming Academics Committee meeting.

Molly Mercado
Administrative Associate
Beaufort County School District
amelia.mercado@beaufort.k12.sc.us
(843)322-0731

2021-2022
ISD Instructional Initiatives

June 1, 2021

Where Learning Leads the Way!

Description of Tiered Schools

Identifying of schools within a Tiered approach is defined by varied data points including but not limited to:

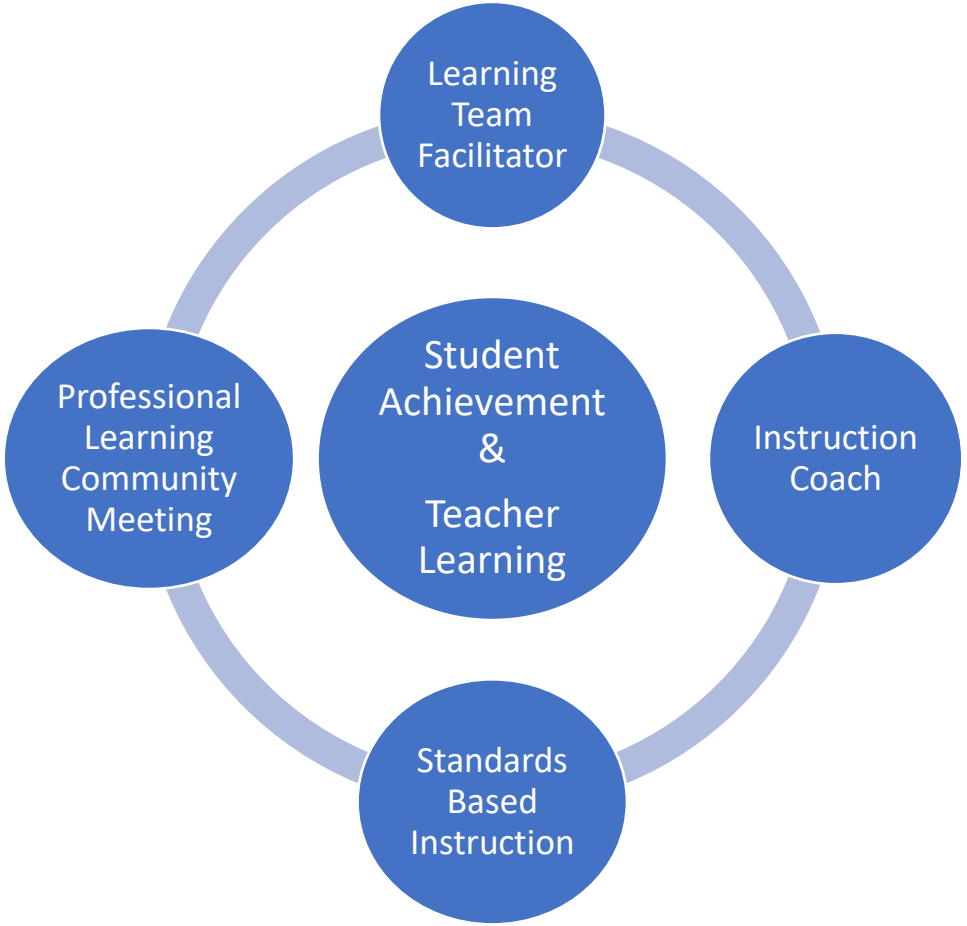
- Diagnostic data
- State standardized test scores (SC Ready/Pass; End-of-Course)
- Student attendance
- High school graduation rate
- Student Discipline

Targeted schools (bottom 10% of district performing schools) are defined by: with combined Does Not Meet and Approaches SC Ready/Pass combined scores and MAP Diagnostic Projection data at or below 54 % of total school population; schools identified by state as Palmetto Schools; and high schools with declining graduation rates.

Partnering Schools

- Beaufort Elementary
- Bluffton Elementary
- Broad River Elementary
- Lady's Island Elementary
- Lady's Island Middle
- Joseph Shanklin Elementary
- MC Riley Elementary
- Mossy Oaks Elementary
- Port Royal Elementary
- Whale Branch Middle School
- Robert Smalls International Academy
- Saint Helena Elementary
- Whale Branch Elementary

Elements in support of Continuous Improvement Model



Tiered School Instructional Personnel:

District Executive Directors District Instructional Coaches District Content Coordinators		
Tier I Access to all District resources on demand Instructional Coaches Interventionist Social Workers Behavior Management Specialist	Tier 2 Phase in Formative Assessments Access to all District resources on demand Instructional Coaches Interventionist Social Workers Behavior Management Specialist Credit Recovery Student Support Team	Tier 3 Formative Assessments Instructional Coaches Interventionist Learning Team Facilitators Social Workers Behavior Management Specialist Credit Recovery Student Support Team Class Size Reduction

Instructional Personnel Professional Development

District Instructional Coaches

District Content Coordinators

Tier I	Tier 2	Tier 3
Access to all District resources on demand	Phase in Formative Assessments	Formative Assessments
Instructional Coaches	Access to all District resources on demand	PLC/LTF
Interventionist	Instructional Coaches	Instructional Coaches
Learning Science Rigor/CASEL walkthrough	Interventionist	Interventionist
	Learning Science Rigor/CASEL walkthrough	Learning Team Facilitators
		Learning Science Rigor/CASEL walkthrough

School Leadership Professional Development

Principal	Assistant Principal	Instructional Coaches Classroom Teachers
Equity & Access	Equity & Access	Equity & Access
Performance Matters	Performance Matters	Performance Matters
Professional Learning Team Meeting	Professional Learning Team Meeting	Professional Learning Team Meeting
	Instructional Initiatives	Instructional Initiatives

Student Success Personnel Professional Development

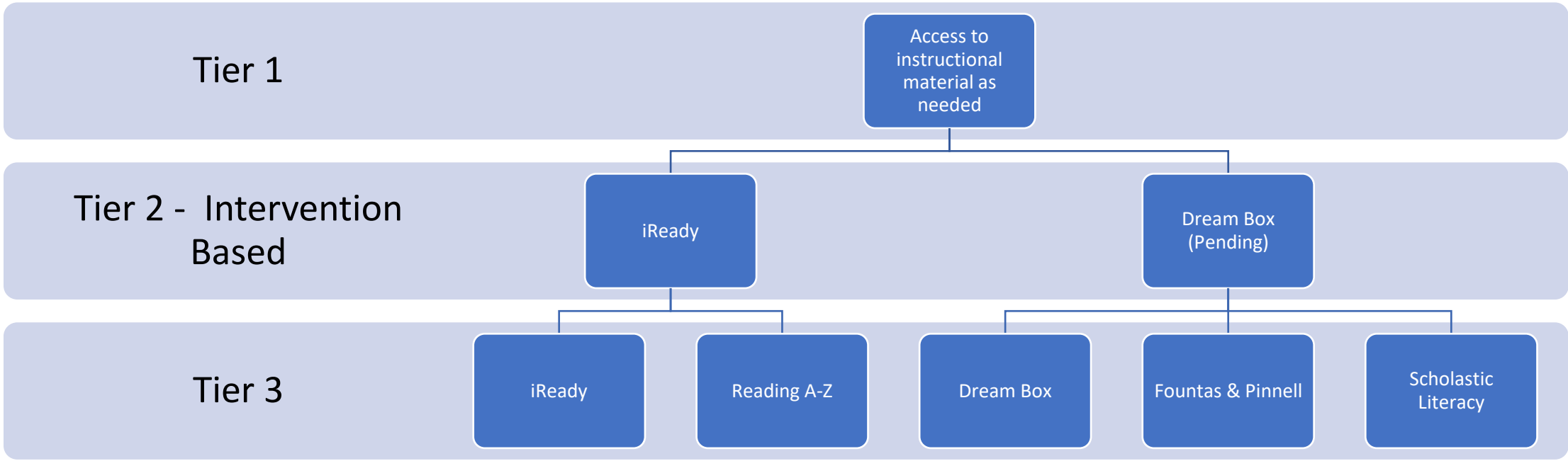
Social Workers

- Trauma Informed Schools
- CASEL Framework

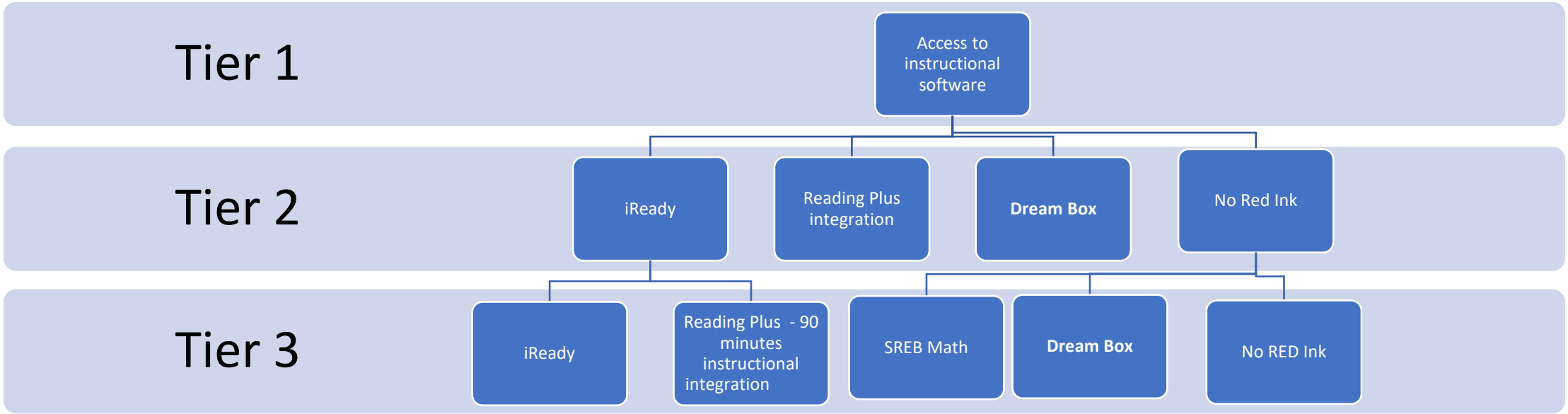
Behavior Management Specialist

- Behavior Interventions
- Panorama
- CASEL

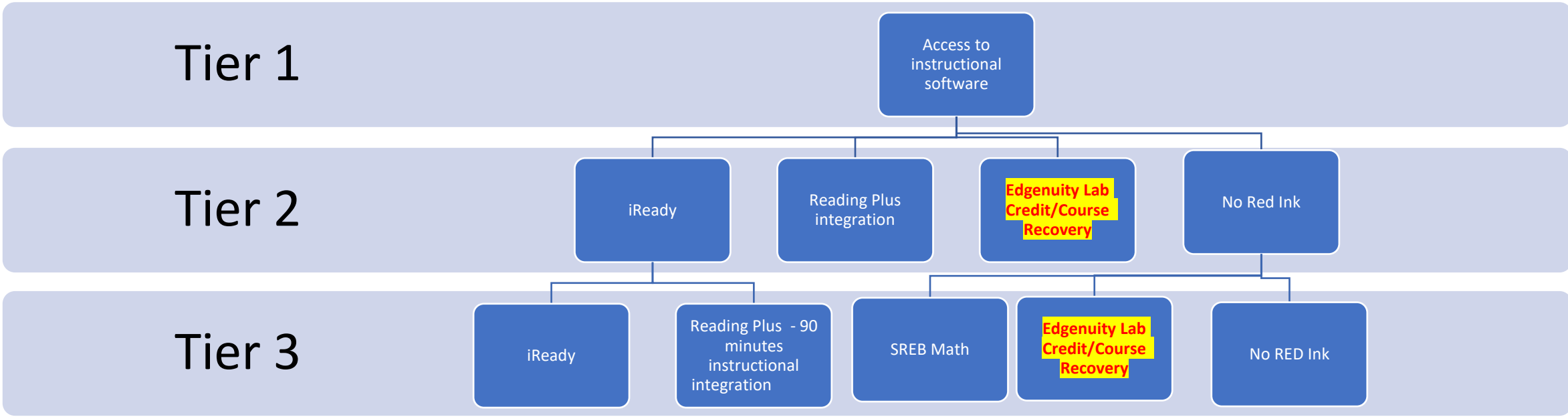
Elementary Instructional Resources



Middle Grades Instructional Resources



High School Instructional Resources



Additional Programs

Elementary

- Accelerated Gifted and Talented
- STEM
- Tutoring

Secondary

- AICE/Cambridge
- STEM
- Tutoring



Non-negotiables

- Standards based instruction
- Focused instruction, not busy work
- School administrators are to conduct a minimum of two classroom walkthroughs per quarter and provide descriptive feedback. THIS is not evaluative* but a coaching model.
- Instructional lead Learning Teams., also referred to as PLCs
- Integration of gradual release model
- Alignment of instructional strategies to meet the learning needs of all students
- Development of a strategic school writing plan based on the needs of the learner
- Implementation and use of formative assessments for learning in a non punitive model
- Equitable and access for all students to higher level instructional course. Teachers are to adapt to the needs of the learner
- Teacher development and use of lesson plans
- Active participation in professional development
- Efficacy of practice
- Administrative review of lesson plans
- Student and parent access to a course outline and per-quarter assignments. Include a grading scale in order that students and parents understand how to earn a grade i.e. Grading scale and assignments value
- School-wide adapted instructional plan in the areas of math and reading, based on results of: MAP Diagnostic data, Formative assessment data review; Learning Team/PLC meetings; and informal/formal observations.

"It is super clear. We teach standards explicitly, we assess students' progress to mastery, we use these assessments and standards to write quality lesson plans, We value teachers planning and their impact on student success, so we have quality PLC, and we give all students equal access to excel."

Quote by Melissa Murray

Director Literacy, BCSD



From: Microsoft Outlook <MicrosoftExchange329e71ec88ae4615bbc36ab6ce41109e@beaufortsd.onmicrosoft.com>
Subject: Undeliverable: Re: REQUEST - Standardized Testing/Survey Materials
To: Rachel.Wisnefski@beaufort.k12.sc.us <Rachel.Wisnefski@beaufort.k12.sc.us>
Sent: May 30, 2022 10:48 AM (UTC-04:00)
Attached: Untitled attachment, Re_ REQUEST - Standardized Testing_Survey Materials.eml

Your message to franciso.rodriguez@beaufort.k12.sc.us couldn't be delivered.

beaufort.k12.sc.us suspects your message is spam and rejected it.

Rachel.Wisnefski	Office 365	beaufort.k12.sc.us
Sender		**Action Required**
		Messages suspected as spam

How to Fix It

Try to modify your message, or change how you're sending the message, using the guidance in this article: Bulk E-mailing Best Practices for Senders Using Forefront Online Protection for Exchange. Then resend your message.

If you continue to experience the problem, contact the recipient by some other means (by phone, for example) and ask them to ask their email admin to add your email address, or your domain name, to their allowed senders list.

Was this helpful? Send feedback to Microsoft.

More Info for Email Admins

Status code: 550 5.7.350

When Office 365 tried to send the message to the recipient (outside Office 365), the recipient's email server (or email filtering service) suspected the sender's message is spam.

If the sender can't fix the problem by modifying their message, contact the recipient's email admin and ask them to add your domain name, or the sender's email address, to their list of allowed senders.

Although the sender may be able to alter the message contents to fix this issue, it's likely that only the recipient's email admin can fix this problem. Unfortunately, Office 365 Support is unlikely to be able to help fix these kinds of externally reported errors.

Original Message Details

Created Date:	5/30/2022 2:47:53 PM
Sender Address:	Rachel.Wisnefski@beaufort.k12.sc.us
Recipient Address:	franciso.rodriguez@beaufort.k12.sc.us
Subject:	Re: REQUEST - Standardized Testing/Survey Materials

Error Details

Reported error:	*550 5.7.350 Remote server returned message detected as spam -> 550 permanent failure for one or more recipients (franciso.rodriguez@beaufort.k12.sc.us:554 5.4.14 Hop count exceeded - possible mail loop ATTR34 [BN8NAM12FT035.eop-na...)*
DSN generated by:	CO1PR08MB7127.namprd08.prod.outlook.com

Message Hops

HOP	TIME (UTC)	FROM	TO	WITH	RELAY TIME
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Original Message Headers


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 header.d=beaufortsd.onmicrosoft.com;dmarc=none action=none
 header.from=beaufort.k12.sc.us;compauth=pass reason=704
Received-SPF: PermError (protection.outlook.com: domain of beaufort.k12.sc.us
 used an invalid SPF mechanism)
Received: from outbound-ip91a.ess.barracuda.com (209.222.82.244) by
 BN8NAM12FT040.mail.protection.outlook.com (10.13.182.129) with Microsoft SMTP
 Server (version=TLS1_2, cipher=TLS_ECDHE_RSA_WITH_AES_256_GCM_SHA384) id
 15.20.5314.6 via Frontend Transport; Mon, 30 May 2022 14:48:18 +0000
Received: from NAM12-MW2-obe.outbound.protection.outlook.com (mail-mw2nam12lp2047.outbound.protection.outlook.com [104.47.66.47]) by mx-outbound11-76
Received: from CO2PR04CA0127.namprd04.prod.outlook.com (2603:10b6:104:7::29)
 by DM5PR08MB2812.namprd08.prod.outlook.com (2603:10b6:3:144::7) with
 Microsoft SMTP Server (version=TLS1_2,
 cipher=TLS_ECDHE_RSA_WITH_AES_256_GCM_SHA384) id 15.20.5293.13; Mon, 30 May
 2022 14:48:11 +0000
Received: from MW2NAM12FT017.eop-nam12.prod.protection.outlook.com
 (2603:10b6:104:7:cafe::67) by CO2PR04CA0127.outlook.office365.com
 (2603:10b6:104:7::29) with Microsoft SMTP Server (version=TLS1_2,
 cipher=TLS_ECDHE_RSA_WITH_AES_256_GCM_SHA384) id 15.20.5293.13 via Frontend
 Transport; Mon, 30 May 2022 14:48:11 +0000
Authentication-Results-Original: spf=permerror (sender IP is 209.222.82.251)
 smtp.mailfrom=beaufort.k12.sc.us; dkim=fail (body hash did not verify)
 header.d=beaufortsd.onmicrosoft.com;dmarc=none action=none
 header.from=beaufort.k12.sc.us;compauth=pass reason=704
Received-SPF: PermError (protection.outlook.com: domain of beaufort.k12.sc.us
 used an invalid SPF mechanism)
Received: from outbound-ip107b.ess.barracuda.com (209.222.82.251) by
 MW2NAM12FT017.mail.protection.outlook.com (10.13.180.84) with Microsoft SMTP
 Server (version=TLS1_2, cipher=TLS_ECDHE_RSA_WITH_AES_256_GCM_SHA384) id
 15.20.5314.6 via Frontend Transport; Mon, 30 May 2022 14:48:10 +0000
Received: from NAM12-DM6-obe.outbound.protection.outlook.com (mail-dm6nam12lp2173.outbound.protection.outlook.com [104.47.59.173]) by mx-outbound20-1
ARC-Seal: i=2; a=rsa-sha256; s=arcselector9901; d=microsoft.com; cv=fail;
 b=nLk2spgPoq8KlwzG5Gd0DUZXcvvsZvyvOjB4edDIylxJTZelAW4/7vTidQAydieIqznBhfordAkXZcFWjZE39l0HkgqjR6UUczVLZP6tWUxMXlQTLNg0+AkJO3GF3Z/HlVWdRBcn2Sun4hKauV
ARC-Message-Signature: i=2; a=rsa-sha256; c=relaxed/relaxed; d=microsoft.com;
 s=arcselector9901;
 h=From:Date:Subject:Message-ID:Content-Type:MIME-Version:X-MS-Exchange-AntiSpam-MessageData-ChunkCount:X-MS-Exchange-AntiSpam-MessageData-0:X-MS-Exc
 bh=RAePrs8DhXOZoxuX0HjAISK2B4v43n29MmYrwcPHgmI=;
 b=ZER38acd0zxDtcgLc9X6p+Kux8HsGkJ3xSaCmxlV6Mf186HZtJ4jyt2gJ8V+nwZ0MATCK3fTHOAdVLvPQSVmoGckMw7LWfFPn0EcfvDqwiwEvYvhNVS3OcNqYqx/EdloS8dbd/o4qUvf2HM7jq
ARC-Authentication-Results: i=2; mx.microsoft.com 1; spf=permerror (sender ip
 is 209.222.82.247) smtp.rcpttodomain=beaufort.k12.sc.us
 smtp.mailfrom=beaufort.k12.sc.us; dmarc=none action=none
 header.from=beaufort.k12.sc.us; dkim=fail (body hash did not verify)
 header.d=beaufortsd.onmicrosoft.com; arc=fail (47)
Received: from BN9PR03CA0183.namprd03.prod.outlook.com (2603:10b6:408:f9::8)
 by BN7PR08MB3970.namprd08.prod.outlook.com (2603:10b6:406:8b::22) with
 Microsoft SMTP Server (version=TLS1_2,
 cipher=TLS_ECDHE_RSA_WITH_AES_256_GCM_SHA384) id 15.20.5293.17; Mon, 30 May
 2022 14:48:01 +0000
Received: from BN8NAM12FT032.eop-nam12.prod.protection.outlook.com
 (2603:10b6:408:f9:cafe::f7) by BN9PR03CA0183.outlook.office365.com
 (2603:10b6:408:f9::8) with Microsoft SMTP Server (version=TLS1_2,
 cipher=TLS_ECDHE_RSA_WITH_AES_256_GCM_SHA384) id 15.20.5293.13 via Frontend
 Transport; Mon, 30 May 2022 14:48:01 +0000
Authentication-Results-Original: spf=permerror (sender IP is 209.222.82.247)
 smtp.mailfrom=beaufort.k12.sc.us; dkim=fail (body hash did not verify)
```

```
 header.d=beaufortsd.onmicrosoft.com;dmarc=none action=none
 header.from=beaufort.k12.sc.us;compauth=pass reason=704
Received-SPF: PermError (protection.outlook.com: domain of beaufort.k12.sc.us
 used an invalid SPF mechanism)
Received: from outbound-ip92b.ess.barracuda.com (209.222.82.247) by
 BN8NAM12FT032.mail.protection.outlook.com (10.13.183.127) with Microsoft SMTP
 Server (version=TLS1_2, cipher=TLS_ECDHE_RSA_WITH_AES_256_GCM_SHA384) id
 15.20.5314.6 via Frontend Transport; Mon, 30 May 2022 14:48:01 +0000
Received: from NAM10-MW2-obe.outbound.protection.outlook.com (mail-mw2nam10lp2109.outbound.protection.outlook.com [104.47.55.109]) by mx-outbound44-2
ARC-Seal: i=1; a=rsa-sha256; s=arcselector9901; d=microsoft.com; cv=none;
 b=VjOJJjrt6dkWPppRNm9ZMrc4kGnSeQZnZkVh86/r1afgL7thG6+GkUi+G2PVzQZiF/nfQ84YfI/yXxH1M5RnwGJ3sxd7r6JrD/cygOE1jkEiS3eJKeNdb7p8aQ6EJrwIzCQ1hvu37qNBQV73rx
ARC-Message-Signature: i=1; a=rsa-sha256; c=relaxed/relaxed; d=microsoft.com;
 s=arcselector9901;
 h=From:Date:Subject:Message-ID:Content-Type:MIME-Version:X-MS-Exchange-AntiSpam-MessageData-ChunkCount:X-MS-Exchange-AntiSpam-MessageData-0:X-MS-Exc
 bh=LnnUzUYS8NTlsCJzfDAj9WZLxpn3RRtfNGEYoGCAsfU=;
 b=JLU9imcBkKiNRur5/OJufhj7J5RTSedCYSLKZSc8bpO1M8jbiYfbJcvfUCrokoiMXAyrg27dkyF8//OrVXZ4l5/fDdKtHfsTI1/DwqCssWPE5KGwL9eWgH2VImyBNHgVmerbbOkfRsVB3lq5Wj
ARC-Authentication-Results: i=1; mx.microsoft.com 1; spf=pass
 smtp.mailfrom=beaufort.k12.sc.us; dmarc=pass action=none
 header.from=beaufort.k12.sc.us; dkim=pass header.d=beaufort.k12.sc.us;
 arc=none
DKIM-Signature: v=1; a=rsa-sha256; c=relaxed/relaxed;
 d=beaufortsd.onmicrosoft.com; s=selector2-beaufortsd-onmicrosoft-com;
 h=From:Date:Subject:Message-ID:Content-Type:MIME-Version:X-MS-Exchange-SenderADCheck;
 bh=LnnUzUYS8NTlsCJzfDAj9WZLxpn3RRtfNGEYoGCAsfU=;
 b=qJJxzNokXUvjAVBkJ78sEeFabJoFv3YtMrs23t8CgqWTWAyddUYOrU3u0M12oHbQqvgT7YEai1ddhOp2S51psfBR6qFsm+t1FAYPMBuVBsaCUKx6kCqJz/VRKLHhKcsJWoXCylKdTwi2APN95Z
Received: from SN6PR08MB4208.namprd08.prod.outlook.com (2603:10b6:805:3b::21)
 by DM6PR08MB4476.namprd08.prod.outlook.com (2603:10b6:5:a6::22) with
 Microsoft SMTP Server (version=TLS1_2,
 cipher=TLS_ECDHE_RSA_WITH_AES_256_GCM_SHA384) id 15.20.5293.18; Mon, 30 May
 2022 14:47:55 +0000
Received: from SN6PR08MB4208.namprd08.prod.outlook.com
 ([fe80::1db9:dd3d:955f:6136]) by SN6PR08MB4208.namprd08.prod.outlook.com
 ([fe80::1db9:dd3d:955f:6136%6]) with mapi id 15.20.5293.019; Mon, 30 May 2022
 14:47:53 +0000
From: "Wisnefski, Rachel K" <Rachel.Wisnefski@beaufort.k12.sc.us>
To: Joseph Castagnino <[redacted]>, "Bornscheuer, Joseph T"
 <Joseph.Bornscheuer@beaufort.k12.sc.us>
CC: "franciso.rodriguez@beaufort.k12.sc.us"
 <franciso.rodriguez@beaufort.k12.sc.us>, Frida Castagnino
 <[redacted]>, "tomdavis@scsenate.gov"
 <tomdavis@scsenate.gov>
Subject: Re: REQUEST - Standardized Testing/Survey Materials
Thread-Topic: REQUEST - Standardized Testing/Survey Materials
Thread-Index: AQHYcdpNiriQF10Z8UqNEgrnG8olhK03gwxB
Date: Mon, 30 May 2022 14:47:53 +0000
Message-ID: <SN6PR08MB4208393554B97A19827EA673F8DD9@SN6PR08MB4208.namprd08.prod.outlook.com>
References: <CABPJjTK8vq+TVPmZpbN2SwMhm9Chsbee2J=H1b+31GG6Xb6ZGQ@mail.gmail.com>
In-Reply-To: <CABPJjTK8vq+TVPmZpbN2SwMhm9Chsbee2J=H1b+31GG6Xb6ZGQ@mail.gmail.com>
Accept-Language: en-US
Content-Language: en-US
X-MS-Has-Attach:
X-MS-TNEF-Correlator:
Authentication-Results-Original: dkim=none (message not signed)
 header.d=none;dmarc=none action=none header.from=beaufort.k12.sc.us;
X-MS-Office365-Filtering-Correlation-Id: 11af57a3-094a-4efd-ce74-08da424b6fa6
x-ms-traffictypediagnostic:
 DM6PR08MB4476:EE_|BN8NAM12FT032:EE_|BN7PR08MB3970:EE_|MW2NAM12FT017:EE_|DM5PR08MB2812:EE_|BN8NAM12FT040:EE_|CO1PR08MB7127:EE_
X-Microsoft-Antispam-Untrusted: BCL:0;
X-Microsoft-Antispam-Message-Info-Original: vrtA9CM6fU2ftxHm1ldZAQLrdN+MAg+VuSpWl7pGMG3BciVipWxV1tJIBk67PRZW+iEk0IZ6mqyyeuyozivwXPYXtsTDOqxdJNIeO7Zvp
X-Forefront-Antispam-Report-Untrusted: CIP:255.255.255.255;CTRY:;LANG:en;SCL:-1;SRV:;IPV:NLI;SFV:SKI;H:SN6PR08MB4208.namprd08.prod.outlook.com;PTR:;C
Content-Type: multipart/alternative;
 boundary="_000_SN6PR08MB4208393554B97A19827EA673F8DD9SN6PR08MB4208namp_"
MIME-Version: 1.0
X-MS-Exchange-Transport-CrossTenantHeadersStamped: DM6PR08MB4476
X-BESS-ID: 1653922077-111493-5332-3962-1
X-BESS-VER: 2019.1_20220523.1816
X-BESS-Apparent-Source-IP: 104.47.55.109
X-BESS-Spam-Status: SCORE=0.00 using account:ESS26274 scores of QUARANTINE_LEVEL=0.0 KILL_LEVEL=5.0 tests=BSF_SC0_MISMATCH_TO, HTML_MESSAGE, BSF_BESS
X-BESS-Outbound-Spam-Status: SCORE=0.00 using global scores of KILL_LEVEL=7.0 tests=BSF_SC0_MISMATCH_TO, HTML_MESSAGE, BSF_BESS_OUTBOUND
X-BESS-Outbound-Spam-Report: Code version 3.2, rules version 3.2.2.240332 [from
 cloudscan19-243.us-east-2b.ess.aws.cudaops.com]
 Rule breakdown below
  pts rule name              description
 ---- ---------------------- --------------------------------
 0.00 BSF_SC0_MISMATCH_TO    META: Envelope rcpt doesn't match header
 0.00 HTML_MESSAGE           BODY: HTML included in message
 0.00 BSF_BESS_OUTBOUND      META: BESS Outbound
X-BESS-Outbound-Spam-Score: 0.00
X-BESS-Spam-Report: Code version 3.2, rules version 3.2.2.240332 [from cloudscan10-
 107.us-east-2a.ess.aws.cudaops.com]
 Rule breakdown below
  pts rule name              description
 ---- ---------------------- --------------------------------
 0.00 BSF_SC0_MISMATCH_TO    META: Envelope rcpt doesn't match header
 0.00 HTML_MESSAGE           BODY: HTML included in message
 0.00 BSF_BESS_OUTBOUND      META: BESS Outbound
X-BESS-Spam-Score: 0.00
X-BESS-BRTS-Status: 1
Return-Path: Rachel.Wisnefski@beaufort.k12.sc.us
X-EOPAttributedMessage: 2
X-EOPTenantAttributedMessage: f761cbb8-ecba-4bf4-bc26-b88f3b29fc30:2
X-MS-Exchange-Transport-CrossTenantHeadersStripped: BN8NAM12FT032.eop-nam12.prod.protection.outlook.com
X-MS-Office365-Filtering-Correlation-Id-Prvs: 77597f53-2548-49e4-964f-08da424b60a3
X-Microsoft-Antispam-Untrusted: BCL:0;
X-Microsoft-Antispam-Message-Info-Original: =?us-ascii?Q?tMPVpOcEd6ygTl/zocIqLV1vRL2ca5xqGKy2QxwaP+9WWVaTfZyQNIGwhb1/?=
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```

```
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X-Forefront-Antispam-Report-Untrusted: CIP:209.222.82.247;CTRY:US;LANG:en;SCL:1;SRV:;IPV:NLI;SFV:NSPM;H:outbound-ip92b.ess.barracuda.com;PTR:outbound
X-MS-Exchange-Transport-CrossTenantHeadersStamped: BN7PR08MB3970
X-BESS-ID: 1653922088-105249-5582-1951-1
X-BESS-VER: 2019.1_20220523.1816
X-BESS-Apparent-Source-IP: 104.47.59.173
X-BESS-Spam-Status: SCORE=0.00 using account:ESS26274 scores of QUARANTINE_LEVEL=0.0 KILL_LEVEL=5.0 tests=BSF_SC0_MISMATCH_TO, HTML_MESSAGE, BSF_BESS
X-BESS-Outbound-Spam-Status: SCORE=0.00 using global scores of KILL_LEVEL=7.0 tests=HTML_MESSAGE, BSF_BESS_OUTBOUND, BSF_SC0_MISMATCH_TO
X-BESS-Outbound-Spam-Report: Code version 3.2, rules version 3.2.2.240332 [from
 cloudscan18-82.us-east-2b.ess.aws.cudaops.com]
 Rule breakdown below
  pts rule name              description
 ---- --------------------- --------------------------------
 0.00 HTML_MESSAGE          BODY: HTML included in message
 0.00 BSF_BESS_OUTBOUND     META: BESS Outbound
 0.00 BSF_SC0_MISMATCH_TO   META: Envelope rcpt doesn't match header
X-BESS-Outbound-Spam-Score: 0.00
X-BESS-Spam-Report: Code version 3.2, rules version 3.2.2.240332 [from cloudscan12-
 7.us-east-2a.ess.aws.cudaops.com]
 Rule breakdown below
  pts rule name              description
 ---- --------------------- --------------------------------
 0.00 BSF_SC0_MISMATCH_TO   META: Envelope rcpt doesn't match header
 0.00 HTML_MESSAGE          BODY: HTML included in message
 0.00 BSF_BESS_OUTBOUND     META: BESS Outbound
X-BESS-Spam-Score: 0.00
X-BESS-BRTS-Status: 1
X-MS-Exchange-Transport-CrossTenantHeadersStripped: MW2NAM12FT017.eop-nam12.prod.protection.outlook.com
X-MS-Office365-Filtering-Correlation-Id-Prvs: 13f23ce8-6f80-4c52-f4ee-08da424b6534
X-Microsoft-Antispam-Untrusted: BCL:0;
X-Microsoft-Antispam-Message-Info-Original: =?us-ascii?Q?rM24m3HsS81ynr9bfe/Fz63uW1plwNZqcy4ncR8+Y8SEM1/C3K8qnF++FVeG?=
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 =?us-ascii?Q?YgHPcH42zOZGL/He81Oi7J5SioAJBjuvo5oGYj399XBDjutXf/xvXQwzjMwp?=
 =?us-ascii?Q?pUKdMZ92u1hNXcXupZnMwArBd+sBWg=3D=3D?=
X-Forefront-Antispam-Report-Untrusted: CIP:209.222.82.251;CTRY:US;LANG:en;SCL:1;SRV:;IPV:NLI;SFV:NSPM;H:outbound-ip107b.ess.barracuda.com;PTR:outboun
X-MS-Exchange-Transport-CrossTenantHeadersStamped: DM5PR08MB2812
X-BESS-ID: 1653922093-102892-5355-9285-1
X-BESS-VER: 2019.1_20220523.1816
X-BESS-Apparent-Source-IP: 104.47.66.47
X-BESS-Spam-Status: SCORE=0.00 using account:ESS26274 scores of QUARANTINE_LEVEL=0.0 KILL_LEVEL=5.0 tests=HTML_MESSAGE, BSF_BESS_OUTBOUND, BSF_SC0_MI
X-BESS-Outbound-Spam-Status: SCORE=0.00 using global scores of KILL_LEVEL=7.0 tests=BSF_SC0_MISMATCH_TO, HTML_MESSAGE, BSF_BESS_OUTBOUND
X-BESS-Outbound-Spam-Report: Code version 3.2, rules version 3.2.2.240332 [from
 cloudscan23-32.us-east-2b.ess.aws.cudaops.com]
 Rule breakdown below
  pts rule name              description
 ---- --------------------- --------------------------------
 0.00 BSF_SC0_MISMATCH_TO   META: Envelope rcpt doesn't match header
 0.00 HTML_MESSAGE          BODY: HTML included in message
 0.00 BSF_BESS_OUTBOUND     META: BESS Outbound
X-BESS-Outbound-Spam-Score: 0.00
X-BESS-Spam-Report: Code version 3.2, rules version 3.2.2.240332 [from cloudscan19-
 230.us-east-2b.ess.aws.cudaops.com]
 Rule breakdown below
  pts rule name              description
 ---- --------------------- --------------------------------
 0.00 HTML_MESSAGE          BODY: HTML included in message
 0.00 BSF_BESS_OUTBOUND     META: BESS Outbound
 0.00 BSF_SC0_MISMATCH_TO   META: Envelope rcpt doesn't match header
X-BESS-Spam-Score: 0.00
X-BESS-BRTS-Status: 1
X-MS-Exchange-Transport-CrossTenantHeadersStripped: BN8NAM12FT040.eop-nam12.prod.protection.outlook.com
X-MS-PublicTrafficType: Email
X-MS-Office365-Filtering-Correlation-Id-Prvs:
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From: Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>
Subject: Re: REQUEST - Standardized Testing/Survey Materials
To: Joseph Castagnino <[redacted]>; Bornscheuer, Joseph T <Joseph.Bornscheuer@beaufort.k12.sc.us>
Cc: franciso.rodriguez@beaufort.k12.sc.us <franciso.rodriguez@beaufort.k12.sc.us>; Frida Castagnino <[redacted]>; tomdavis@scsenate.gov <tomdavis@scsenate.gov>
Sent: May 30, 2022 10:48 AM (UTC-04:00)

Good morning Mr. Castagnino,

I hope you are having a nice Memorial Day.

FOIA requests can be made on the district website here: https://www.beaufortschools.net/about-us/public-infofoia-request/foiafoia-requests

I am not positive who the appropriate administrator is to disseminate each of the requested pieces of information, but I don't believe it is Mr. Bornscheuer. I hope this information is helpful.

Warmest regards,
Rachel

Get Outlook for iOS

From: Joseph Castagnino <[redacted]>
Sent: Friday, May 27, 2022 10:58:43 AM
To: [redacted]
Cc: franciso.rodriguez@beaufort.k12.sc.us <franciso.rodriguez@beaufort.k12.sc.us>; Frida Castagnino <[redacted]>; Wisnefski, Rachel K <Rachel.Wisnefski@beaufort.k12.sc.us>; tomdavis@scsenate.gov <tomdavis@scsenate.gov>
Subject: REQUEST - Standardized Testing/Survey Materials

WARNING: This email originated from outside of Beaufort County School District's email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.

[redacted]

I have previously asked this from your school before, and I will request this one last time before I escalate.

Can you please send me ***ALL of the following materials*** that have been given to students during the school year that started August 2021, and concluded May 2022:

- Standardized and state testing (ALL)
  - Materials
  - Dates each was assigned to students
- Surveys (this includes SEL, Panorama, etc.)
  - Materials
  - Dates each was assigned to students

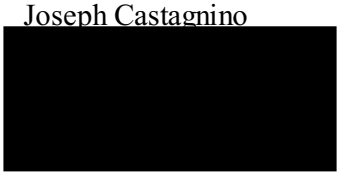
Under FOIA, I am also allowed to know where the results of ***each of the above*** items were sent. In other words:

- Who managed collection of the data
- What organization received the results of the data
- What was the final destination of the data

I have requested these items throughout the school year, and my requests were ignored or denied. Under SC State Law

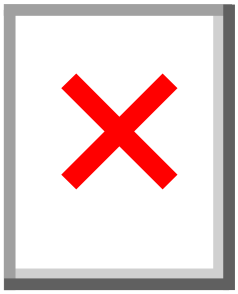
and Federal Law, I am entitled to these materials. I expect you will fulfill this request before your administrative office closes for the year, or within the next 5 business days (whichever comes first).

Joseph Castagnino



From: Education Week Research Advisor <learn@mail.edweek.org>
Subject: Read Whitepaper from Project Education, Kiddom & CyberStart
To: ingrid.boatright@beaufort.k12.sc.us <ingrid.boatright@beaufort.k12.sc.us>
Sent: June 25, 2022 10:04 AM (UTC-04:00)

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Provided by Kiddom | **Read Now**

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Provided by CyberStart | **Read Now**

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Provided by Teachers Pay Teachers | **Read Now**

Centering Kids in the Educational Experience
Provided by Open Up Resources | **Read Now**

Strengthening Social-Emotional Learning Practices for Students and Staff
Provided by Panorama Education | **Read Now**

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Provided by Varsity Tutors | **Read Now**

From the Classroom to the Corner Office
Provided by Cambium Learning Group | **Read Now**

How to Facilitate Systemic Change
Provided by Solution Tree | **Read Now**

Evaluating the Residual Effects of the Pandemic on Learning
Provided by SAS Institute | **Read Now**

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Provided by Emergenetics International | **Read Now**

In Defense of Devices: Developing Tech Fluency for Whole Student Success
Provided by SMART | **Read Now**

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Provided by AllHere | **Read Now**

5 Steps to Choosing The Right Intervention Programs
Provided by Dreambox Learning | **Read Now**

Accelerate Student and Teacher Engagement
Provided by Promethean | **Read Now**

Science Learning Driven by Students' Questions
Provided by Carolina Biological | **Read Now**

Today's Teachers Are Deeply Disillusioned, Survey Data Confirms
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Provided by n2y | **Read Now**

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Provided by iCEV | **Read Now**

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Provided by Varsity Tutors | **Read Now**

The Secret, Simple Literacy Solution Every School Needs
Provided by Gale | **Read Now**

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Provided by Defined Learning | **Read Now**

Best Practices for Implementing a K-12 Math Intervention Program
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6935 Arlington Road, Suite 100, Bethesda, MD 20814

From: Cushingberry, Robyn L <Robyn.Cushingberry@beaufort.k12.sc.us>
Subject: RE: Additional BoardDocs
To: BOE <BOE@beaufort.k12.sc.us>
Cc: Stratos, Mary E <Mary.Stratos@beaufort.k12.sc.us>; Rodriguez,Francisco <Francisco.Rodriguez@beaufort.k12.sc.us>; Mercado, Amelia B <Amelia.Mercado@beaufort.k12.sc.us>
Sent: April 5, 2021 8:17 PM (UTC-04:00)
Attached: 2021-22 BCSD DSP Summary with updates from last year.pdf, April 6 School Board Meeting - DSP and SRPs.pdf, Beaufort County School District-School Renewal Plan Summaries.pdf

Having computer issues. Third time is a charm.

From: Cushingberry, Robyn L
Sent: Monday, April 5, 2021 8:16 PM
To: BOE <BOE@beaufort.k12.sc.us>
Cc: Stratos, Mary E <Mary.Stratos@beaufort.k12.sc.us>; Rodriguez, Francisco <Francisco.Rodriguez@beaufort.k12.sc.us>; Mercado, Amelia B <Amelia.Mercado@beaufort.k12.sc.us>
Subject: Additional BoardDocs

Let me try this again. Here are all the documents for the renewal plans. Mary did send this on Thursday, but once again, I apologized for not having these documents included.
Robyn

Robyn L. Cushingberry
Executive Assistant to the Board
Beaufort County School District
2900 Mink Point Blvd
Post Office Box 309
Beaufort, South Carolina 29901
robyn.cushingberry@beaufort.k12.sc.us
(843) 322-2357 Phone
(843) 812-9761 Cell
(843) 322-2342 Fax

Mission
The Beaufort County School District through a personalized learning approach will prepare graduates who compete and succeed in an ever- changing global society and career market place.

Beaufort County School District

District Strategic Plan Summary (DSP) - Changes since last year's DSP update

Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By the end of the 2023-2024 SY, a minimum of 60% of BCSD students beginning 2nd grade will be reading on grade level as measured by the 50th percentile and above in NWEA MAP.

By the end of the 2023-2024 SY, a minimum of 82% of students in Grades 3-8 will score Approaches, Meets, or Exceeds Expectations on SC Ready in both ELA and Math.

By the end of the 2023-2024 SY, the achievement gap will be reduced by a minimum of 8% when comparing subgroup performance (African American, Hispanic, ELL, SWD, PIP) to the "all" student group as measured by:

- Students scoring Meets or Exceeds on SC READY (ELA and Mathematics)
- C or higher on End of Course Exams (Algebra I, Biology, English II, US History), and
- Meeting College or Career Readiness benchmarks

By the end of the 2023-2024 SY, a minimum of 62% (Algebra 1) and 69% (English 2) of students will score a "C" or higher on end-of-course assessments.

Beginning with the 2018-2019 SY, the percentage of BCSD graduating students who are post-secondary and/or career ready (college, military, or workforce) will increase by a minimum of 5% annually.

Interim Goals (2021-2022)

By the end of the 2021-2022 SY, a minimum of 50% of students beginning 2nd grade will be reading on grade level as measured by the 50th percentile and above in NWEA MAP.

By the end of the 2021-2022 school year, a minimum of 72% of students in grades 3-8 will score Approaches, Meets, or Exceeds Expectations in both ELA and Math.

By the end of the 2021-2022 SY, the achievement gap will be reduced by a minimum of 2%.

By the end of the 2021-2022 SY, a minimum of 57.7% (Algebra 1) and 64.3% (English 2) of students will score a "C" or higher on end-of-course assessments.

By the end of the 2023-2024 SY, BCSD will reach an on-time graduation rate of 91%.

By the end of the 2021-2022 SY, the on-time graduation rate for BCSD will increase from 85.7% to at least 87.5%.

At the end of the 2021-2022 SY, the percentage of BCSD graduating students who are college and/or career ready will increase by 5% from the 2019-2020 SY.

Brief Description

A 3-year review of Winter MAP results were used as state level assessments for Spring 2020 were waived due to the COVID-19 pandemic. Winter 2021 MAP results showed that 45.6% of 1st grade students scored at or above the 50th percentile. For grades 3-5, Winter 2021 MAP results indicate students in the following grade levels Approach/Meet/Exceed projected proficiency:

Grade Level	Mathematics	Reading
3	78.2%	69.2%
4	74.3%	63.5%
5	71.3%	68.0%
6	75.6%	74.9%
7	73.2%	70.3%
8	74.58%	72.7%

Multi-Tiered Systems of Support (MTSS) is in place to provide catch-up growth for learning losses in Mathematics and ELA. The graduation rate from 2019 to 2020 dipped slightly from 86.9% to 85.7%. College and Career Readiness data was not available due to the Spring 2020 COVID-19 waivers.

Performance Goal - Teacher/Administrator Quality

5 Year Goals (2019-2024)

By end of SY 2023-2024, 100% of licensed staff (teachers and administrators) will have had access to a minimum of 25 hours per year professional development qualifying towards their relicensing.

By the end of at 2023-2024 school and district leadership will obtain an overall satisfactory rating school climate of 85% as measured by a Teacher/Climate Turnover survey.

By the end of the 2023-2024 SY, obtain a retention rate of 88% as measured by retention rate indicators.

Interim Goals (2021-2022)

By the end of the 2021-2022 SY, 100% of district licensed staff (teachers and administrators) will have received relicensing notification status requirements.

By the end of the 2021-2022 SY school personnel will have scored at or above a 70% satisfactory rating on school climate as measured by a Teacher/Climate Turnover survey.

By the end of the 2021-2022 SY, a minimum of 85% retention rate will be attained.

Brief Description

Due to the COVID-19 pandemic, professional learning opportunities were limited significantly. What was available was done through a virtual format with much of it focused on addressing social emotional support and student learning needs as a result of the pandemic. The pandemic also impacted the school district's ability to complete a Teacher/Climate Survey for the 2020-2021 School Year. Even with the pandemic, the school district maintained a retention rate of 85.38% for the 2020-2021 school year.

Performance Goal – School Climate

5 Year Goals (2019-2024)

By the 2023-2024 SY, the student levels of engagement in schools according to the SC School Report Card for BCSD will increase to a minimum of 68%

Interim Goals (2021-2022)

By the end of the 2021-2022 SY, the student levels of engagement in schools according to the SC School Report Card for BCSD will increase from 58.7% to a minimum of 62%.

Brief Description

This data was not available from SC DOE due to the COVID-19 pandemic. In lieu of this, other action steps related to Social Emotional Learning and Support are being utilized to maintain conducive and safe learning environments.

Performance Goal – Gifted/Talented

5 Year Goals (2019-2024)

By the end of the 2023-2024 SY, the percentage of academically gifted and talented students scoring "Exceeds Expectations" on SC Ready will increase to a minimum of 80%.

From 2018-2019 to the end of the 2023-2024 SY, increase the number of academic and artistic state identified GT students from under-represented populations (African American, ELL students, poverty) by a minimum of 2% each year.

Interim Goals (2021-2022)

By the end of the 2021-2022 SY, the percentage of academically gifted and talented students scoring "Exceeds Expectations" on SC Ready will increase to a minimum of 73% for ELA and 63% for Math.

By the end of the 2021-2022 SY, increase the number of academic and artistic state identified GT students from under-represented populations (African American, ELL students, poverty) by a minimum of 2% from the 2018-2019 SY.

Brief Description

SC Ready data was not available from the SC DOE due to the COVID-19 pandemic. Initiatives have been put into place to provide further access and equity for students demonstrating strong potential in the academics and the arts. Particular focus is on under-represented populations through providing exposure to academically challenging and engaging instruction to early elementary students, academic and artistic talent development, local identification at schools, and development of two elementary accelerated academies.

District Strategic Plan Stakeholder Review

February 18, 2021

District Strategic Plan Stakeholders

New stakeholders since last year.	
Superintendent:	Dr. Frank Rodriguez
Principals:	Joseph (Todd) Bornscheuer, Chad Cox, MonaLise Dickson, Denise Donica Patricia Freda, Constance Goodwine-Lewis, Alvilda Graham, Matt Hall, Freddie Lawton, Pamela (Nikki) Lucas, Dr. Tara Mack, Dr. Sarah Owen, Melissa Pender, Michelle Sackman, Steven Schidrich, Marvelle Ulmer

Teachers:	Sandra Courtney, Roger Jaklin, VirginiaKaye McKinney, Dawn Peebles, Angela Roberts, Tracy Sands, Latoi Smith, Tarsha Smith
Parent/Guardians:	Amber Clark, Jan Davis-Vater, Laura Jacobi, Crystal Moore, Ronald Nelson, Amanda Phillips, Carol Ruff, Dana Zendzian
Community Members:	Leonard Bogart, Karen Byrum, Amanda Emery, Eileen Johnson, Beverly Ohemeng, Robert Sabota, Evy Trask
District Level Administrators:	Dr. Duke Bradley, Colleen Beck Ungvarsky, Candace Bruder-Brasseur, Dr. N'Kia Campbell, Mark Chauhan, Carmen Dillard, Daniel Fallon, Karen Gilbert, Geraldine Henderson, Dr. Kimberly Hobley, Ashley Hutchison, Melissa Murray, Dr. Mary Stratos, Lakinsha Swinton, Dr. Juliet White
District R2S Literacy Leadership Team Lead:	Melissa Murray
District R2S Literacy Leadership Team Member:	Carmen Dillard
School Improvement Council Member(s):	Kristen Marshall Mattson, Michelle Morante, Kira Swiger
District Gifted and Talented Coordinators:	Carmen Dillard
District Federal Programs Coordinators:	Terry Bennett Denise Mattson
Other Stakeholders: School Board Members Data Support Coordinator ESOL/World Language Coordinator i-Learning Coordinator STEM Coordinator Student Resource Coordinator Instructional Services Office Manager Assessment Coordinator Data Coordinator Special Education Coordinator Assistant Principal – Elementary School Assistant Principal – Middle School Assistant Principal – High School	Christina Gwozdz (Chair), Melvin Campbell (Vice Chair), David Striebinger (Secretary), Ingrid Boatwright, Earl Campbell, Patricia Fidrych, Richard Geier, Cathy Robine, Angela Middleton, William Smith, Dr. Rachel Wisnefski Dr. Brooke Rowe Maelda Chalk John Sullivan Nicole Turnbach Meredith Strmac Ada McDonald Kellie Pendley Brett Fritz Dr. Julia Brissett Tracy Lanese Yolonda Goethe Denise Lessard

Beaufort County School District

District Strategic Plan (DSP)
School Renewal Plans (SRP)

Where Learning Leads the Way!

SC DOE Guidelines for DSP and SRPs

- Plans developed every 5 years and updated annually (S.C. Code Ann §59-139-05 *et seq.*), (S.C. Code Ann §59-18-1300, 1310, and 1510), and the State Board of Education Regulation 43-261
- Each district board of trustees reviews plans annually and ensures annual revision of plans
- Collaborative planning process includes stakeholders for prioritizing efforts on raising student achievement levels for all students

Beaufort County Listen and Learn Sessions – Basis of 5-Year Plan

- **Student Achievement**
  - Equitable viable curriculum for all students
  - Multi-tiered system of supports (MTSS) to ensure all students are receiving the needed academic and emotional reinforcement
- **Administrator/Teacher Quality**
  - Building skill sets to meet the demands of learners
  - A human resources model for selection that builds upon the assets of the candidate to student needs
- **School Climate**
  - Developing foundational skills and systems that engage all participants in positive learning; inclusive of the school community and the community it serves
  - Providing access to a safe learning environment for all

District Dates for DSP Process

- Week of February 22, 2021 – DSP revision based on stakeholder review and feedback (Completed)
- By March 15, 2021 – 2021-2022 Individual School Renewal Plans (SRP) completed and ready for review (Completed)
- By March 22, 2021 – Schools' completion of any needed SRP edits and final review (Completed)
- April 6, 2021 – DSP and SRPs submitted to the BCSD School Board for review - Currently 100% of plans have been reviewed and submitted to the State School Improvement Department
- By April 20, 2021 – DSP and SRPs submitted to SC Dept. of Ed.
- April 30, 2021 – State deadline for all DSPs and SRPs

Battery Creek High School

Principal: Dr. Chad Cox

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Achieve an annual 2% reduction in failure rate, by restructuring advisory to offer individualized support based on student need. Increase the percentage of stakeholders demonstrating an understanding of grading practices, by establishing a baseline in 2019-20, with semester data reviews, and increasing annually for the next five years.

Increase the percentage of college and career-ready students by 2% annually.

Increase the number of students successfully completing advanced and college-level courses by 2% annually.

Increase EOCE pass rate by 2% annually. Increase the graduation rate by 2% annually.

Interim Goals (2021-2022)

Achieve 2% reduction in failure rate, by restructuring advisory to offer individualized support based on student need.

Plan sessions (for teachers and administrators) and provide information (for students and parents) at least two times to provide opportunity for discussion and collaboration about research-based effective and equitable grading practice.

Increase the percentage of college and career ready students by 2%.

Increase the number of students successfully completing advanced and college-level courses by 2%. Increase EOCE pass rate by 2%.

Increase the graduation rate by 2%.

Brief Description

Improving student achievement is our primary focus and these goals address all areas of academics and all student ability levels. The goals engage all school stakeholders in contributing to the increasing success of all students.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

Provide instruction to ensure educational equity, as evidenced by detailed and intentional lesson plans, PLC attendance and participation, and observation data, which will be reviewed quarterly; improve each target area by 5% annually.

Plan and announce multiple opportunities to renew certifications annually.

Improve staff retention rate to and remain at 95% within five years. 2018 - 73%.

Create and complete Cambridge instruction training for faculty annually.

Interim Goals (2021-2022)

Provide instruction to ensure educational equity, as evidenced by detailed and intentional lesson plans, PLC attendance and participation, and observation data, which will be reviewed quarterly; improve each target area by 5%.

Plan and announce multiple opportunities to renew certifications.

Improve staff retention rate to, and remain at, 95% within five years.

Create and complete Cambridge instruction training for faculty to increase trained staff by 5%.

Brief Description

Hiring, retaining and developing highly qualified educators is essential. This ensures that every student has the opportunity to learn from effective and innovative educators who will support his/her achievement of the SC Profile of a Graduate standards.

Performance Goal -School Climate

5 Year Goals (2019-2024)

Review mission and vision statements annually through a systematic process to ensure alignment of practice and procedures. Improve the average daily attendance rate by 1% annually to achieve 95% by June 2024. 2018 90.2%

Increase a sense of belonging and pride through Leader In Me implementation of courses 1-4 through 2022. Ongoing cyclical implementation to continue so that every BCHS graduate may earn a LIM Diploma starting with the 9GR19. Baseline - Year 1 implemented 2018-2019

Reduce discipline infractions and referrals by 2% annually, with clear expectations and the implementation of clear consequences for target Level 1 and 2 behaviors.

Develop a 15-member Student Athletic Advisory Council by June of 2022.

Increase engagement of athletic social media platforms by 10% annually.

Interim Goals (2021-2022)

Review mission and vision statements through a systematic process to ensure alignment of practice and procedures; to include School, Athletic, Counseling Department.

Improve the average daily attendance rate by 1% to achieve 95% by June 2024.

Increase a sense of belonging and pride through Leader In Me implementation of courses 1-4 through 2022. Ongoing cyclical implementation to continue so that every BCHS graduate may earn a LIM Diploma starting with the 9GR19.

Reduce discipline infractions and referrals by 2%, with clear expectations and the implementation of clear consequences for target Level 1 and 2 behaviors.

Develop a 15-member Student Athletic Advisory Council by June of 2022. Increase engagement of athletic social media platforms by 10%.

Brief Description

School climate impacts how the students and adults within the community view and engage in the school daily operations and overall performance. These goals emphasize the need for a concise, clear vision and productive engagement of all members of the school.

School Improvement Council Meeting Dates:

October 5, 2021 November 2, 2020 December 7, 2020 February 1, 2021 March 1, 2021 April 5th May 3rd June 7th

School Improvement Stakeholders

Chad Cox, Principal Michelle Morgan, SIC Chair Cresta Bernhisel, SIC Teacher Kay Busby, SIC Parent Frank Koehn, SIC Community Member Denise Lessard, API CaTia Gilbert, AP Gil Sanchez, AP Ayanna Anderson, Instructional Coach Ryan Copeland, Read to Succeed Lead Crystal Moore, SIC Parent Bernadette Hampton, SIC Teacher Julie Wittschen-Price, SIC Parent Tanya Jeanette-Thomas, SIC Parent Eric Nakamura, SIC Parent Dusty Lanning, SIC Community Member Barbara Cortes, SIC Parent Logan Morgan, Student Latoshia Middleton, Lead School Counselor

All Curriculum Leaders helped document evidence

*New 2021 - all classified staff have joined teachers to collaborate weekly on SRP action steps during PLN sessions

Beaufort Elementary School

Principal: Melissa Holland

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

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.

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.

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%.

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%.

5. 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.

Interim Goals (2021-2022)

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.

2. 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.

3. 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%

4. 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%.

5. 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.

Brief Description

1-2 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 SIPPS 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.

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

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.

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.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

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).

Interim Goals (2021-2022)

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

Brief Description

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.

Performance Goal -School Climate

5 Year Goals (2019-2024)

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.

Interim Goals (2021-2022)

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.

Brief Description

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.

School Improvement Council Meeting Dates:

The 3rd Thursday of each month

School Improvement Stakeholders

The SIC will be made up of the following representatives: 1. 2 parents elected by parents of students enrolled in the school. 2. 2 teachers elected by teachers assigned to the school 3. 2 members of the local community appointed by the Principal.

Beaufort High School

Principal: Charity Summers

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

1: By 2023-2024, the Algebra I End of Course Exams student performance will increase by 8 percentage points for students achieving a grade of C or better.

2: By 2023-2024, the English II End of Course Exams student performance will increase by 8 percentage points for students achieving a grade of C or better.

3: By 2023-2024, the Biology I End of Course Exams student performance will increase by 10 percentage points. for students achieving a grade of C or better.

4: By 2023-2024, the US History End of Course Exams student performance will increase by 12 percentage points from 36% to 48% for students achieving a grade of C or better.

5: By 2023-2024, the percent of students performance who graduate in 4 years will increase by 10 percentage points.

Interim Goals (2021-2022)

1: By 2020-2021, the Algebra I EOC Exam student performance with scores of a C or better will be 30.8% or above.

2: By 2020-2021, the English II EOC Exam student performance with scores of a C or better will be 67.3% or above.

3: By 2020-2021, the Biology I EOC Exam student performance with scores of a C or better will be 49.2% or above.

4: By 2020-2021, the US History EOC Exam student performance with scores of a C or better will be 42% or above

5: By 2020-2021, the percent of students performance who graduate in 4 years will increase to 87%.

Brief Description

We were able to internally evaluate our performance on the graduation rate goals. The graduation rate decreased considerably for the 2020 Cohort of Graduates. Our Graduation Rate showed a decline from 84.4% to the current Graduation Rate, 81.1%. The decrease can be attributed to several factors. One of the primary factors was record keeping, coding and documentation errors stemming from the 2016-2017 school year. The errors were not corrected, and the graduation rate documentation was not secured in any of the subsequent academic years to include 2017-2018, 2018-2019 or 2019-2020. To avoid such errors the school must code all students who withdraw and retrieve the proper documentation as evidence that the student is attending another

school. Student withdrawals to attend other diploma granting school programs do not negatively impact the graduation rate when documentation is accurately compiled and coding is entered correctly.

An additional factor that impacted our graduation rate was that numerous students withdrew to enroll in adult education and G.E.D. programs. Generally students withdraw to attend G.E.D. and Adult Education Programs when they are not successful in traditional high school programs. Beaufort High School interventions must be implemented at the school level to combat underlying problems that contribute to the lack of student success. We must design and implement programs to effectively address student attendance, truancy, literacy and academic deficiencies.

As a result of COVID-19, SCDE suspended all EOC and Other SC State Standardized Assessments for Spring 2020 and Fall 2019. SC State Standardized Assessments were not included in the evaluation of school performance of SC School Report Cards for the 2019-2020 academic year. Therefore, we do not have the data needed to progress monitor our goals. However, past trend data indicates that many students come to Beaufort High School unprepared for the rigor of work at a high school level in writing. Providing assistance to our students in writing will require the continued allocation of resources for programs focused on remediation.

Beaufort High School has proposed a STEAM based choice program that will integrate CTE and the Fine Arts for approval to the Beaufort County School District. It is a priority to implement the STEAM focused program with fidelity. Since, completing the BHS Fine Arts Career Education (FACE) Program will award students a CTE Completer Certificate as well as a proposed District Credential Certificate for FACE. The purpose of the FACE program is to provide a challenging and supportive educational environment where Fine Arts, Career Education and Academics engage students toward their college and career goals. The Beaufort High FACE Program proposed placing students in small cohorts here they will take classes, perform, complete projects, and graduate highly skilled and as a CTE Completer. This type of small group identity in a much larger school will increase students' engagement with school and feelings of belonging which will translate into improved possibility of graduation. Students' experiences in the areas of CTE and the Arts will increase achievement in the core academics as well as increasing readiness for advanced level courses and performance on standardized assessments. In addition, overall school culture will be improved through the increased engagement and school spirit of the FACE students.

We are proposing the implementation of the F.A.C.E. Program to:

1. South Carolina Profile of a High School Graduate has the expectation that all SC High School Graduates meet the College and Career Readiness (CCR) requirements. The F.A.C.E. Program seeks to provide opportunities for students to meet the CCR requirement.

2. The F.A.C.E Program seeks to provide opportunities for a high-quality education that prepares students to earn STEAM degrees and succeed in professional STEAM careers.

3. The F.A.C.E. Program seeks to increase the graduation rate by providing a program that is of high interest to students. Thereby, fostering high engagement

4. The F.A.C.E. Program seeks to increase the number of graduates who are accepted into a college or university in a S.T.E.A.M. related major field of studies.

Gifted and Talented We currently offer an Advanced Studies Academy Program as an option to our students who were identified as Gifted and Talented. Students are enrolled in AP and Dual Credit Courses. BHS Programmatic Umbrella implemented a College and Career Readiness Focus. Advanced Studies Academy (ASA) includes:

A. PLTW Pre-engineering

B. PLTW Bio-Medical Sciences

C. AP Capstone

D. Honors/AP Readiness

E. Technical College of the Lowcountry/University of South Carolina Beaufort ***Students must meet all SC High School Graduation Requirements. *** Additionally, we offer a variety of high-quality learning opportunities in Fine Arts Curriculum, Programs and Extra Curricular Activities to include Theater, Dance, Visual Arts, Chorus, Band, Orchestra, and Marching Band.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2023-2024, Beaufort High School will increase the Teacher Effectiveness score from 3.25 to 3.5 as measured by SCTS 4.0 Ratings.

Interim Goals (2021-2022)

By 2020-2021 will increase the Teacher Effectiveness score to 3.35 as measured by SCTS 4.0 Ratings

Brief Description

Most teachers in the school are Highly Qualified and all are certified in all courses they teach. There is an increased focus on district-wide and school wide staff development with building teacher capacity. Beaufort High School will seek to increase teacher capacity by providing high quality professional development opportunities. Beaufort High School professional development will focus on supporting and improving student learning outcomes for graduation rate, college and career readiness, and high stakes examinations to include EOC, AP, SAT/ACT, and WIN testing. We recognize that this year a significant professional development need exists to address all faculty and staff social and emotional needs for the 2020-2021 SY. This year's academic initiative will also spotlight the quality assessment practices based on strong data analysis in order to drive student improvement in the classroom. Beaufort High School will provide ongoing classroom observations and feedback to reinforce effective instructional practices.

Performance Goal -School Climate

5 Year Goals (2019-2024)

School Report Card Stakeholder Engagement Surveys will increase from 25% of students completing surveys to 85% of students completing surveys by 2023-2024.

Interim Goals (2021-2022)

7.2 School Report Card Stakeholder Engagement Surveys will increase to 65% of students completing surveys by 2020-2021.

Brief Description

As a result of COVID-19, SCDE did not evaluate the performance of schools based on Stakeholder Engagement. Therefore, we did not have the data needed to progress monitor our goals.

School Improvement Council Meeting Dates:

BHS 10/20/2020 Beaufort Cluster 11/17/2020 BHS 1/12/2021 BHS 3/9/2021 BHS 4/8/2021 BHS 5/11/2021 BHS 6/6/2021

School Improvement Stakeholders

Paula Corbett, Wendy Lacombe, Carol Ruff, Tyler Riechel, Warren Gibson, Dawn Peebles, Holland Perryman, Ryan Christian, Evie Trask

Beaufort Middle School

Principal: Alvida Graham

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

The South Carolina College-and Career-Ready Assessment (SC READY) data indicates that we need to implement effective instructional strategies and interventions that will increase the number of students scoring at expectations in both ELA and Math.

The most recent SC READY from 2018-19 data indicates that 42% of BMS students scored Meets or Exceeds Expectations in each area. The goal for 2019-2024 was initially set to increase from 42% to 52% Meets or Exceeds in ELA and Math.

Interim Goals (2021-2022)

BMS will increase student achievement in Reading/ELA and Math by 2% per year, with a baseline of 42% in both areas. Goal Scores are as follows: 2019-20 44%, 2020-21 46%, and 2021-22 48%. Due to COVID, SC READY progress may be delayed, and for 2021-22, BMS will exceed the Spring MAP (2021) scores by 2%: Grade 6 Math 33% Reading 28% Grade 7 Math 24% Reading 20% Grade 8 Math 28% Reading 25%

Brief Description

BMS will focus on improving Tier 1 instruction and providing opportunities for all students by implementing best practices and affording additional support for Tier 2 and 3 students during the regular school day.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

Beaufort Middle School understands that culturally responsive teaching can positively impact student engagement and achievement and ensure that high-quality, diverse teachers commit to the long term. In order to continue to build capacity within our staff, we will increase the percentage of teachers trained in culturally responsive teaching from a 2018-19 baseline of 51% to 71% in 2023-24, as evidenced by training certificates.

Interim Goals (2021-2022)

BMS will increase the percentage of teachers trained in culturally responsive/relevant teaching from 51% in 2018-19 to 57% in 2021-22 as evidenced by professional development certificates. In addition, the teacher attrition rate, indicated at 30% in 2020-2021 will reduce from 30% to 28% or less in 2021-22.

Brief Description

BMS will continue to provide professional development on best practices, support the mentor/mentee relationship, as well as focus on culturally responsive training and follow up support.

Performance Goal -School Climate

5 Year Goals (2019-2024)

The data analyzed from the South Carolina School Report Card indicated the need for Beaufort Middle School to maintain an engaging learning environment as evidenced by a goal to increase from 2018-19 at 51% to 71% in 2023-24 for the indicator for School Quality.

Interim Goals (2021-2022)

BMS earned a climate score with a 2018-19 baseline of 51%. The Indicator for School Quality on the School Report Card should have increased to 57% in 2021-22. Due to COVID, School Report Card is not yet available, so the following baseline has been established by an independent BMS Parent Input Survey administered January 2021: Each indicator already noted at 4.5 or above will be maintained, and all other indicators will increase by .5 on the average rating by the end of the 2021-22 school year.

Brief Description

BMS will coordinate with parent groups to facilitate a greater response to the climate survey and seek input from students, teachers, and other stakeholders on continuous improvement of the school culture.

School Improvement Council Meeting Dates:

10/12/21, 11/2/20, 12/7/20, 1/4/21, 2/1/21, 3/8/21, 4/5/21, 5/3/2, 6/7/21(?)

School Improvement Stakeholders

Alvilda Graham, Yolanda Goethe, Daniel Tooman, Carol Ruff, Amy Achurch, Cynthia Ytuarte, Tracy Sands, Roger Jaklin, Mary Fran Quindlen, Amanda Trimpey, Emily Raymonda, Latoi Clark Smith, Krystal Singleton, Gale Gardner, and Erica Brown

Bluffton Elementary School

Principal: Christine Wright-Brown

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2024, 70% of students in grades 3-5 will perform at "Meets" or "Exceeds" as measured by the SC Ready assessments. On the 2018 SC Ready, 57.60% performed at Meets or Exceeds in math and 45.60% performed at Meets or Exceeds in ELA. To achieve the goal of 70% of students in grades 3-5 performing at Meets or Exceeds on the SC Ready, we will need to increase 12.4% in Math and 24.4% in ELA.

By 2024, 75% of K-2 students will perform at or above the 50th percentile, as measured by the MAP Reading and Math assessments. According to 2018 MAP Data, in Kindergarten, 37.1% of students are performing at or above 50th percentile in Math, so an increase of 37.9% is needed. In Kindergarten, 31.9% of students are performing at or above 50th percentile in ELA, so an increase of 43.1% is required. In First Grade, 37.5% of our students are performing at or above the 50th percentile in Math, so an increase in 37.5% is needed. In First Grade, 43.3% of students are currently performing at or above the 50th percentile in ELA, so an increase of 31.7% is needed. In Second Grade, 53.6% of students are performing at or above 50th percentile in Math, so an increase of 21.4% is needed. In Second Grade, 43.1% of students are performing at or above the 50th percentile, so an increase of 31.9% is needed

Interim Goals (2021-2022)

By the end of the 2021-2022 school year, at least 50% of students will score at "Meets" or "Exceeds" on the SC Ready assessment. This represents an increase in Third Grade ELA of 9.8%, and 3.8% in Fifth Grade ELA. While 4th grade has currently met the goal, the expectation would be a 55% for reading and math. This goal was interrupted by the pandemic and will be missing one year of data.

By the end of the 2021-2022 school year, 75% of students will meet or exceed their yearly growth targets as measured by MAP Reading and Math assessments. This represents growth of 16% in Kindergarten Math, 19% in Kindergarten Reading, 13% in First Grade Math, 30% in First Grade Reading, 19% in Second Grade Math, and 23% in Second Grade Reading.

Brief Description

Utilizing a clear instructional approach supported by our instructional coaches, teachers will focus on aligning instruction to standards, teaching with fidelity, backwards by design common assessments and differentiated instruction.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

Currently, 16% of teachers at Bluffton Elementary have completed their Read to Succeed certification. By 2024, we plan to increase this by 59% to 75% of teachers at holding the Read to Succeed certification. The courses required for Read to Succeed certification will provide teachers with valuable knowledge and practice opportunities in literacy, improving their ability to support literacy in their students, including students at risk. By increasing teacher capacity, we will improve student achievement

Interim Goals (2021-2022) *

60% of Teachers will earn at least 60 additional hours toward the Read to Succeed certification by June 2022 by taking a school-based course with the Literacy Coach.

Brief Description

Teachers are currently working with the Literacy Coach to complete the necessary courses for Read to Succeed.

Performance Goal -School Climate

5 Year Goals (2019-2024)

Due to the changes for the current pandemic, the school climate goal has shifted to teacher-student survey data. The new goal will be: By 2024, Teacher-student relationships will increase from 81% to 95% as measured the Panorama. *Definition -How strong the social connection is between teachers and students within and beyond the classroom.

Interim Goals (2021-2022)

Throughout the 2021-2022 school year, all teachers will utilize strategies to build stronger relationships with students to increase the Panorama survey percentage from 81% to 85%.

Brief Description

The teachers and staff will be working to build relationships with the students to include a focus on social/emotional awareness.

School Improvement Council Meeting Dates:

2020-2021 SIC meetings are held quarterly. The dates are: September 22, November 9, January 12, and May 18.

School Improvement Stakeholders

Members that are involved SIC chair Rachel Lyon Community - Brittany Carter Teacher- Valerie Seldes Parent- Carolyn Gaddis Literacy - Jenny Richardson and Ame Middleton Other - Mary Rozek, Michelle DeBruin, Nicole Sparks (GT)

Bluffton High School

Principal: Denise Donica

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Increase the percent of English Language Learners meeting the language proficiency composite target to increase 3% each year for 5 years using the ACCESS test.

For all four EOC exams, student performance will improve by 2% for each performance level (A, B, C, and D).

By the 2023 - 2024 School Year, the student levels of engagement at BLHS according to the SC School report Card will increase to a minimum of 73%.

Interim Goals (2021-2022)

ESL students are placed into ESOL classes (and Labs) to work on academic achievement for all classes.

EOC teachers are holding virtual review and virtual EOC preps this school year for growth in our EOC scores.

Brief Description

EOC and ESOL Students will work on Academic Achievement so test results can increase.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the end of 2023 - 2024 School year, 75% of certified educators will successfully complete training in a minimum of three of the listed areas below: *Literacy (read to succeed course required for SC certificate) *Endorsement in Gifted *Endorsement in Advance Placement *SIOP (Sheltered Instruction Observation Protocol) training for English Language Learners *Students with disabilities *Working with Students from poverty and or Trauma *Cultural Awareness

Interim Goals (2021-2022)

Teachers attended Virtual PD on SIOP (refresher and initial training)

Brief Description

All teachers attended a Virtual PD for SIOP

Performance Goal -School Climate

5 Year Goals (2019-2024)

By the 2023 - 2024 School Year, the student levels of engagement at BLHS according to the SC School report Card will increase to a minimum of 73%.

Interim Goals (2021-2022)

To have clear communication to our parents, students, and staff about BLHS.

Brief Description

BLHS bi-weekly newsletter goes to all parents and students to inform them about what is happening at BLHS

School Improvement Council Meeting Dates:

Future Dates: April 8, May 6, June 3

School Improvement Stakeholders

Denise Donica, Kevin Sandusky, Karen Balerna, Dr. Loretta Novince, Carol Liff, George Mostilier, Andrea Ingle, Matthew Seelman, Deborah Womble, Katlyn McCormick, Jesse Mignogna, Tyler Shrewsbury, Anthony Senouillett, Dana House, Avery Chen

Bluffton Middle School

Principal: Matthew Hall

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

1. Statewide Testing Achievement By 2023-2024, we will move from 41% to 55% of students who score meets or exceeds on SC Ready ELA.
2. By 2023-2024, we will move from 75% to 85% of students who score approaches, meets or exceeds on SC Ready ELA. SC READY Math By 2023-2024, we will move from 39% to 55% of students who score meets or exceeds on SC Ready Math.
3. By 2023-2024, we will move from 72% to 85% of students who score approaches, meets or exceeds on SC Ready Math. SC PASS Science
4. By 2023-2024, we will move from 47% to 60% of students who score meets or exceeds on SC PASS Science.
5. By 2023-2024, we will move from 74% to 85% of students who score approaches, meets or exceeds on SC PASS Science. SC PASS Social Studies By 2023-2024, we will move from 63% to 70% of students who score meets or exceeds on SC PASS Social Studies.
6. ELL Progress towards Proficiency Targets By 2023-2024, we will move from 34.8% to 60% of ELL students who are meeting their proficiency targets according to the statewide ACCESS assessment.
7. By 2023-2024, we will move from 92% on ELA, 93% on Math, 95% on Science and 83% on SS, to 100% of our GT students scoring A/M/E on all of the statewide assessments.

Interim Goals (2021-2022)

By 2022, we will increase from 47% to 50% of students who score meets or exceeds on SC Ready ELA; 47% to 50% in SC Ready Math; 47% to 50% in SC PASS Science; 63% to 65% in SC PASS Social Studies.

By 2022, we will move from 79% to 81% of students who score approaches, meets or exceeds on SC Ready ELA and from 78% to 81% on SC Ready Math.

By 2021-2022, we will move from 45% to 50% of ELL students who meet progress towards their proficiency goal.

By 2022, 90% of our certified classroom teachers will have the Gifted and Talented Endorsement.

By 2022, we will move from 95% to 97% on ELA, 95% to 97% on Math, 95% to 97% on Science and 90% to 94% on SS of our GT students scoring A/M/E on all of the statewide assessments.

Brief Description

Our goals were determined through multiple leadership team meetings, teacher feedback, and working together with our SIC.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2023-2024, 100% of teachers will be SIOP trained.

By 2023-2024, 100% of our certified classroom teachers will have the Gifted and Talented Endorsement.

By 2023-2024, 90% of teachers will be returning from the previous year- three year average.

Interim Goals (2021-2022)

By 2022, we will move from 70% to 80% of teachers who are SIOP trained.

By 2022, we will move from 80% to 83% of teachers who will be returning from the previous year.

By 2022, 90% of our certified classroom teachers will have the Gifted and Talented Endorsement.

Brief Description

With a high level of ELL's, our staff would greatly benefit from the research based best practices that SIOP offers in regards to instruction of ESOL students. By retaining high quality staff, it increases the consistency of implementation of curriculum and systems within a building that substantially increases student achievement.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023-2024, we will increase from 63.5% to 85% of parents responding favorably (agree/strongly agree) that teachers and school staff prevent or stop bullying at school.

By 2023-2024, we will increase the result of student opinion surveys at the following levels: From 75.4% to 90% who are satisfied with the learning environment. From 76.6% to 90% who are satisfied with the social and physical environment. From 78.7% to 90% who are satisfied with the school-home relations.

Interim Goals (2021-2022)

By 2022, we will increase from 75% to 80% of parents responding favorably (agree/strongly agree) that teachers and school staff prevent or stop bullying at school.

By 2022, we will increase the result of student opinion surveys at the following levels: From 81% to 84% who are satisfied with the learning environment. From 85% to 90% who are satisfied with the social and physical environment. From 85% to 90% who are satisfied with the school-home relations.

Brief Description

Through analyzing parent and student survey data we have determined that by clearly articulating our stance and support for student's social and emotional development and appropriately addressing harassing/intimidating and bullying behavior in a timely manner will help increase our parent's perception towards bullying in the building and student's feeling of satisfaction with their school.

School Improvement Council Meeting Dates:

09/24/20 10/08/20 11/12/20 12/10/20 01/14/21 02/11/21 03/11/21 04/08/21 05/13/21 06/10/21

School Improvement Stakeholders

Principal- Matthew Hall Teacher- Karen McKenzie Parent/ SIC President- Emalee Baker Community Member- Kim Williams Assistant Principal- Heather Bundy Assistant Principal- Keith Stewart Teacher- Corrine Miranda SIC- Emily Paul SIC- Dawn Burke SIC- Carter Hartwell SIC- Meg Scureman SIC-Erika Wynne SIC- Josh Kight SIC- Anne VanZandt

Broad River Elementary School

Principal: Constance Goodwine-Lewis

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By the 2023-2024 school year, SC Ready ELA and Math scores will meet or surpass the district's percentage of 41.7% (ELA) and 46.8% (Math). Baseline data: ELA- 29.55 and Math- 37.3% By the 2024 Spring reading Measurement of Academic Progress (MAP) administration, we decrease the achievement GAP for African-Americans and Hispanic students to -2%. Baseline data: African American: -7% and Hispanic: -9%

Interim Goals (2021-2022)

By the end of the 2021-2022 school year, we will increase the SC Ready ELA score from 33.8% to 36.8% and the math score from 36.6% to 39.6%. We will also decrease the Achievement GAP for Hispanics and African-Americans by 2% as measured by the Measurement of Academic Progress (MAP).

Brief Description

In order to meet this goal, we teachers will collaborate on lesson plans with instructional coaches, instructional coaches will provide model lessons, instructional leadership team will conduct walkthroughs with academic feedback for teachers, instructional leadership team identify areas needing support from walkthroughs and teacher input, Professional Learning Communities will be conducted every Tuesday, site-based professional development will be provided by instructional coaches and outside consultants and data analysis will occur after each benchmark and summative assessment.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the end of the 2023-2024 school year, we will decrease the percentage of inexperienced teachers in our building from 22.2% to 7%.

Interim Goals (2021-2022)

By the end of the 2021-2022 school year, we will decrease the percentage of inexperienced teachers from 31% to 29%.

Brief Description

In order to meet this goal, we will support new teachers by assigning school-based mentors and conducting monthly workshops specially designed for them. We will teach our new teachers to analyze data to make instructional decisions, to understand and execute their planning, daily

instruction, classroom environment and professionalism in accordance with the SC 4.0 Rubric expectations. We also support them with finding balance between their careers and personal life to avoid burnout and frustration.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By the end of the 2023-2024 school year, we will increase opportunities to communicate expectations face-to-face for student learning and goals for improvement to all stakeholders to 1 opportunity per quarter for a total of 4 times per year.

Interim Goals (2021-2022)

By the end of the 2021-2022 school year, we will have 3 face-to-face or virtual events with stakeholders to communicate expectations and results for student learning and goals.

Brief Description

In order to meet this goal, we will conduct three instructional parent meetings, provide a copy of students' goal-setting sheets for parents from NWEA.org reports portals, design activities and provide resources to help parents assist students with mastering grade level standards, purchase additional resources for parents to work with students at home (books, flash cards, etc.) and purchase a school license for Reflex Math.

School Improvement Council Meeting Dates:

September 29, 2020
December 3, 2020
January 26, 2021
February 18, 2021
March 23, 2021
April 27, 2021
May 25, 2021

School Improvement Stakeholders

SIC Members, Teachers and Staff, Parent/Guardians, Community Members

Coosa Elementary School

Principal: Melissa Pender

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

The percentage of students scoring met or exceeds on the SCREADY ELA in grades 3-5 will increase 10% (from 60% to 70%) by the 2023- 2024 school year.

Interim Goals (2021-2022)

The percentage of students scoring met or exceeds on the SCREADY ELA in grades 3-5 will increase 2.5% (from 60% to 62.5%) by Spring 2021.

Brief Description

Overall, we are working towards increasing the percentage of students in grades 3-5 that are meeting or exceeding grade level material. We disaggregated the scores to look for areas of strength and weakness amongst all subgroups and put interventions in place.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the end of the 2023-2024 school year, CES will achieve STEM certification with 100% of certified faculty members incorporating STEM within the classroom.

Interim Goals (2021-2022)

By May 2021, CES will develop a STEM tab on the school website which depicts STEM integration in all subject areas and all faculty members will complete 3 STEM professional development sessions. We will also host a STEM night.

Brief Description

Coosa Elementary has been diligently incorporating STEM best practices into all content arras for the past 3 years. We will be applying for STEM certification at the close of the 2020-2021 school year.

Performance Goal -School Climate

5 Year Goals (2019-2024)

CES will increase the percentage of students scoring "Committed" on the Student Engagement Survey by 20% from a baseline of 66.80 by the end of the 2023-2024 school year.

Interim Goals (2021-2022)

CES will increase the percentage of students scoring "Committed" on the Student Engagement Survey by 5.5% from a baseline of 63.10 by the end of the 2020-2021 school year. The overall

goal is to achieve a committed status of 85% or higher on the Student Engagement Survey by the 2023-2024 school year.

Brief Description

As a school, we firmly believe that students make more academic progress when motivated. The survey is one way that we are monitoring student motivation.

School Improvement Council Meeting Dates:

September 10

October 8

November 12

December 10

January 7

February 11

Joint SIC/School Board meeting -December 3

School Improvement Stakeholders

Maryanne Harrelson, Earl Doe, Madalyn Sandstrom, Marjorie Isley, Stephen Cruikshank, Melissa Pender, Renee Roberts, Robert Sabota, Judith Winslow

H.E. McCracken Middle School

Principal: Lindsey Skirtich

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2023-24, students taking the SC Ready (Math/ELA) will increase by 10% for meet and exceeds.

By the end of 2023-24 school year, 65% of ELL's will meet their projected proficiency target.

Interim Goals (2021-2022)

By the end of the 2021-22 school year, students taking the SC Ready (math/ELA) will increase by 2% in meets and exceeds category. ELA (51.3%) Math (50.2%)

By the end of the 2020-21 school year, 64% of ELLs will meet their progress towards their proficiency target.

Brief Description

We will look at this year's SC Ready Data and compare to next year's SC Ready data. We will work with our ELL population via tutoring, direct instruction, and implementation of SIOP strategies.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2023-2024, at least 88% of the educators will be returning to HEMMS for the following school year.

Interim Goals (2021-2022)

The percentage of teachers who are returning to HEMMS for the 2021-22 school year (3 year average) will increase to 82%

Brief Description

Due to COVID and a variety of reasons, we had more teachers leave mid-year this year.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023-2024, the relationships within the school building and with the community-at-large will improve by 10% as measured by Teacher, Student, and Parent Opinion Surveys on the school report card.

Interim Goals (2021-2022)

By the end of the 2022-23 school year, relationships within the school and with the community-at-large will improve by ~1.5% as measured by Teacher, Student, and Parent Opinion Surveys. (71.4%)

Brief Description

Based on the school report card survey data, we had 63.4% in 2017-2018 and currently 70.1% for the 2018-2019 school year. This is an increase of 6.7%. Due to Covid no information was available last year.

School Improvement Council Meeting Dates:

SIC meetings are held the first Wednesday of each month and we have held one each month since October. Our remaining dates are TBD based on a recent parent survey sent out to gather more information about the time preference.

School Improvement Stakeholders

SIC, administrative team, teachers

Hilton Head Island Early Childhood Center

Principal: Kim Bratt

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2023/24 90% of our Kindergarten students will be at the 50% or above in reading according to Spring NWEA/MAP data.

By 2023/24, 90% of our Kindergarten students will be at the 50th percentile or above in math according to Spring NWEA/MAP data

Interim Goals (2021-2022)

In the school year 2021-2022, 80 percent of our kindergarten students will be at 50th percentile or above in reading according to Spring NWEA/MAP data.

In the school year 2021-2022, 80 percent of our kindergarten students will be at 50th percentile or above in math according to Spring NWEA/MAP data.

Brief Description

Our last Spring NWEA/MAP data was for 2018-2019 it showed 74.2% of our students were at the 50% or above in reading.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

In the school year 2023/24, 92% of our Kindergarten teachers will receive an exemplary rating on the Student Learning Objective (SLO).

Interim Goals (2021-2022)

In the school year 2021/22,100% of our Kindergarten teachers will receive an exemplary rating on the Student Learning Objective (SLO).

Brief Description

In the school year 2019/20, 79% of our Kindergarten teachers received an exemplary rating on the Student Learning Objective (SLO).

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023/24 programs targeting the needs of non-English speaking parents and families will increase from 2 to 6.

Interim Goals (2021-2022)

In 2020-2021, we will implement 4 programs targeting the needs of non-English speaking parents and families.

Brief Description

In 2019-2020, we implemented 3 programs targeting the needs of non-English speaking parents and families. In the year 2020-2021 and 2021-2022, we implemented 2 programs that targeted the needs of non-English speaking parents and families. COVID was the reason for the drop in programs. We will get back on track as soon as it is determined our families can reenter the building safely.

School Improvement Council Meeting Dates:

Our SIC meets one time a month. Due to the turnover of all of our Kindergarten students we start a new SIC team each year. This year this became very difficult to accomplish due to COVID. Our first meeting started in November.

School Improvement Stakeholders

Kim Bratt, Lori Soergel, Marianne Carroll, Lori Surlak, Chris McEwen (The stakeholders have been more limited the last two years due to COVID.)

Hilton Head Island Elementary School

Principal: Dr. Sarah Owen

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2023-24, the number of students who met or exceeded expectations will increase by 10% on SC Ready ELA and SC Ready Math.

Interim Goals (2021-2022)

For 2021-22, the number of students that meet or exceeds expectations will increase by 2% on SC Ready ELA and SC Ready Math

Brief Description

The leadership team will use various assessment results to progress monitor student achievement. MTSS team look at data regularly to determine if interventions are needed. Individual Data Meetings are done with every teacher at least three times annually.

Performance Goal (Professional Development)Teacher/Administrator Quality

Performance Goals/Interim Goals for the 2021-2022. Because of COVID, the 5-Year Performance Goals remain unchanged for this year, and there was no state level data to determine progress toward the overall goal and last year's interim goal. It may be determined that the 5-Year Performance Goals need to be adjusted next year as part of the 2022-2023 plan.

5 Year Goals (2019-2024)

By 2023-24, all continuing-GBE contract teachers will have completed Sheltered Instruction Observation Protocol (SIOP) training (supporting English Learners) and at least Level 2 of Primary Years Programme/International Baccalaureate training.

Interim Goals (2021-2022)

By 2021-22, 90% of continuing GBE contract teachers will be SIOP and level 2 Primary Years Programme/ IB trained.

Brief Description

Number of teachers trained in SIOP and IB/Certificates earned/My Learning Plan

Performance Goal -School Climate

Performance Goals/Interim Goals for the 2021-2022. Because of COVID, the 5-Year Performance Goals remain unchanged for this year, and there was no state level data to determine progress toward the overall goal and last year's interim goal. It may be determined that the 5-Year Performance Goals need to be adjusted next year as part of the 2022-2023 plan.

5 Year Goals (2019-2024)

By 2023-24, the student levels of engagement, as indicated in the SC School Climate Survey, will increase to a score of "8."

Interim Goals (2021-2022)

By 2021-22, student engagement, as indicated on the SC School Climate score, will increase by 1 point from previous year to a score of "6."

Brief Description

Improvement in our School Report Card Climate Score

School Improvement Council Meeting Dates:

8/25/20, 9/3/20, 10/29/20, 11/19/20, 1/21/21, 2/18/21, 4/12/21

School Improvement Stakeholders

Dr. Sarah Owen, Denise Bell, Dawn Washington, Karen Perdue, Melina Magazzu, Michelle Brockway, Heidi Neeson, Mary Flores

Hilton Head High School

Principal: Steve Schidrich

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

In the school year 2017-2018, 205 quality points per 100 students were earned on the English EOCEP. By May 2023 the goal is to increase to 255 quality point per 100 students. In the school year 2017-2018, 130 quality points per 100 students were earned on the Algebra I EOCEP. By May 2023 the goal is to increase to 255 quality point per 100 students.

In the school year 2017-2018, the graduation rate was 91.7% with a 3-Year average of 90.3%. Our goal is to maintain a 3-Year average graduation rate of at least 90.8%.

In the school year of 2017-2018, 37% of EL students had a composite score of at least 4. Our goal is by May 2023 is to have at least 68.5% of EL scoring a composite score of at least 4.

In the school year 2017-2018, 241.4 quality points per 100 students were earned on the Biology EOCEP. By May 2023 the goal is to increase to 248 quality point per 100 students. In the school year 2017-2018, 198.6 quality points per 100 students were earned on the US History and Constitution EOCEP. By May 2023 the goal is to increase to 248 quality point per 100 students.

Interim Goals (2021-2022)

Student Achievement 3-Year Goal: 235 quality points on English 2 EOC 3-Year Goal: 205 quality points on Algebra 1 EOC 3-Year Goal: 90.6% graduation rate Teacher/Administrator Quality 3-Year Goal: 95.5% 3-Year Goal: 23.6 to 1 3- Year Goal: 100% 3-Year Goal 100% 3-Year Goal: 54% 3-Year Goal: 82.3%

3 Year Goal: 50% of ELL receive a composite score of 4.0

3-Year Goal: 245.3 quality points on Biology EOC 3-Year Goal: 228.2 quality points on US History EOC

Brief Description

EOC goals are to reach Excellent rating on SC State Report Card. Five-year focus on reaching Excellent on SC State Report Card for Preparing for Success

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

Teacher/Administrator Quality In 2017-2018, we had a teacher attendance rate of 93.6%. By May 2023, the goal is to increase the teacher attendance rate to 96.8%.

In 2017-2018 there was a 24.9 to 1 student-teacher ratio in core subjects. By May 2023, the goal is to decrease the student-teacher ratio in core subjects to 22.7 to 1.

In the 2017-2018 school year, 100% of current administration attended a leadership conference. By May 2023, we will continue to have 100% of current administration attending a leadership conference. Prior to the school year of 2019-2020 no administrators completed state teacher mentor training. Our goal is to have all administrators complete state mentor training each year.

In the school year of 2017-2018, no teacher was required to obtain the Read to Succeed Endorsement. Our goal is for 90% of our teachers to earn the Read to Succeed Endorsement by 2023.

In the school year of 2017-2018, 70.6% of teachers had obtained SIOP Training. Our goal is for 90% of our teachers to complete SIOP training by 2023.

Interim Goals (2021-2022)

(Included with 5-year goals)

Brief Description

T/A goals reflect developing a talented staff to reach goals.

Performance Goal -School Climate

5 Year Goals (2019-2024)

In the 2017-2018 school year, 48.9% of students scored "Committed" in the Domain of Cognitive. By May 2023, the goal is to increase to 74.5% of students scoring "Committed" in the Domain of Cognitive.

In the 2017-2018 school year, 45.7% of students scored "Committed" in the Domain of Behavioral. By May 2023, the goal is to increase to 72.9% of students scoring "Committed" in the Domain of Behavioral.

In the 2017-2018 school year, 49.6% of students scored "Committed" in the Domain of Emotional. By May 2023, the goal is to increase to 74.8% of students scoring "Committed" in the Domain of Emotional. Preparing for Success

Interim Goals (2021-2022)

School Climate 3- Year Goal: 64.2% Committed in Domain of Cognitive 3-Year Goal: 62.0% Committed in the Domain of Behavioral 3-Year Goal: 64.7% Committed in Domain of Emotional

Brief Description

Focus of this year’s Professional Development

School Improvement Council Meeting Dates:

Held: 8/25, 9/17, 10/15, 11/19, 12/17, 1/21, 3/18 School SIC on 2/18 was cancelled for district SIC. Future: 5/20.

School Improvement Stakeholders

Steve Schidrich - Principal Kristen Karszes - AP Dora Fletcher - Teacher Michelle Hartman - Teacher Jen Fielding - SIC Chair Audrey Clayton - PTSO President Jan Vater-Davis - Community member

Hilton Head Island Middle School

Principal: Patricia Freda

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2019-2024, we will close the achievement gap by reducing the number of African-American, LEP, disabled students scoring in the 'not met' category on SC Ready and SCPASS. We will reduce the percentage of African-American students in 'not met' from 53% to 47.88.2% in ELA and from 57% to 45% in math; LEP will reduce from 43% to 39.8% in math and ELA; students with disabilities will reduce from 81% to 79% in ELA and from 77% to 75% in math.

Interim Goals (2021-2022)

By 2021-2022, Reduce the percentage of students in gap populations scoring 'not met' on SC Ready: - African-American students: Reduce from 53% to 50.4% not met in ELA Reduce from 57% to 54.6% in math - LEP students: Reduce from 43% to 41.4% in math and ELA - Students with disabilities: Reduce from 81% to 80% in ELA Reduce from 77% to 76% in math.

Brief Description

At HHIMS our goal is to gradually close the achievement gaps for our AA, LEP, and Disabled populations. We will utilize support programs to provide additional classes in ELA and math to increase the number of minutes of instruction for each of these groups.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2019-2024 80% of the HHIMS teachers will include a lesson framework to include an opener, lesson objective, mini lesson, gradual release practice, and closure measured by administrator and coach weekly observations.

Interim Goals (2021-2022)

By 2021-2022 65% of the HHIMS teachers will include a lesson framework to include an opener, lesson objective, mini lesson, gradual release practice, and closure measured by administrator and coach weekly observations.

Brief Description

Through professional development sessions built into the yearly PD calendar teachers will continue to learn and review the component parts to be included in their lesson planning. The inclusion of the incorporated pieces will be observed weekly through administrator and coach observations. This ongoing process will allow for new teacher instruction, as well as, veteran teacher review of vital lesson components.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023-2024, we will collaborate with stakeholders to develop a positive school environment, as measured by a minimum of 70% satisfactory rating for each area of the student, teacher, and parent surveys.

Interim Goals (2021-2022)

By 2021-2022, we will increase the percent of students satisfied with the learning environment from 49.4% to 60%.

Brief Description

Our goal it to promote a positive school climate with planned family-friendly events that encourage participation by diverse family partners. Stakeholder focus will be to include meaningful parent involvement and celebration of student achievement/recognition to foster strong community - school relations.

School Improvement Council Meeting Dates:

September Tuesday 9/22/2020 October Tuesday 10/13/2020 November Tuesday 11/10/2020 December Tuesday 12/8/2020 January Tuesday 1/12/2021 February Tuesday 2/9/2021 March Tuesday 3/9/2021 April Tuesday 4/20/2021 May Tuesday 5/11/2021

School Improvement Stakeholders

Barbara Barthelman, Beth Bournias, Angela Bellantone, Amber Clark, Jeanette Davis, Jessika Diaz Armengol, Meredith DiMuzio, Susan Dolan, Patricia Freda, Jessica Howard, Christopher Linkimer, Angela McSwain, Amy Nardi, Anjanette Olander, Keri Olivetti, Jackie Rosswurm, Cara Stephenson, Kyctrell Swinton-Atkins, James Waechter, Brantley Wilson, Catherine Woloszyk, and HHIMS Leadership Team.

Hilton Head Island School for the Creative Arts

Principal: Pamela Lucas

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By the 2023-24 school year, 55.8 % of Creative Arts first and 55.8% of second-grade students will read at or above grade level as measured by the NWEA MAP Assessment MAP as compared to the 47.8% of students reading at/above the 50%ile on the Winter, 2019 MAP assessment.

The percentage of students in grades 3 through 5 who score Meets or Exceeds Expectations in English/Language Arts (ELA) as measured by SCReady will increase from 40.2% on the 2018 SC School Report Card to 65% by 2023-24.

Interim Goals (2021-2022)

By the end of the 2021-2022 school year, the achievement gap that exists between the white student subgroup and both the African American and Hispanic subgroups will decrease by three percentage points in grades one through five in both Reading and Math.

Brief Description

At HHIESCA we are working toward improving student achievement overall in the area of Reading/ELA as evidenced by performance scores on MAP assessments and SC READY. In accordance with the district strategic plan, we seek to reduce a notable achievement gap in the academic performance of students within the African American and Hispanic demographic subgroups as compared to students in the White subgroup in the areas of Reading and Math.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

To close the student achievement gap Creative Arts must maintain the 100% of highly qualified certified staff and paraprofessionals and engage them in an annual plan for targeted professional development to increase the teacher retention rate from the current rate of 83% to 90% by the end of 2024.

Interim Goals (2021-2022)

Improve school climate as measured by student, staff and parent attitudes on home-school relations on the SC School Report Card survey from 79.2% satisfaction by parents to 84%, 85.7% to 90% by students and 90.4% to 95% by teachers by the 2023-24 school year.

Brief Description

HHIESCA seeks to narrow the achievement gap evident when comparing performance of students in African American and Hispanic subgroups to students of the White subgroup by working to retain qualified certified staff members as well as paraprofessional staff members, and

engage these employees in targeted professional development activities to meet the needs of all learners. We also seek to improve school climate, with a goal of increasing the satisfaction rating on the School Report Card survey submitted by parents and students.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By the 2023-2024 school year, the school climate at Hilton Head Island Elementary School for the Creative Arts will be Excellent as measured by the South Carolina Department of Education Report Card Student Engagement Survey Results, increasing from an Average Rating to an Excellent Rating.

Interim Goals (2021-2022)

By the 2020-2021 school report card the SCDE Student Engagement Survey will improve from a score of 6 at an average rating to 7.

Brief Description

At HHIESCA we strive to increase school climate to an Excellent rating as evidenced on the SC Dept. of Education Report Card Student Engagement Survey Results.

School Improvement Council Meeting Dates:

9.29.2020; 10.26.2020; 11.30;2020; 1.25.2021; 2.22.2021; 3.22.2021; FUTURE Meetings - 4.19.2021; 5.17.2021; 6.14.2021.

School Improvement Stakeholders

School Improvement Council (SIC) - Mike Quigley, Chairperson; Aurora Flores (Parent, School Member); Amanda Phillips (PTO Member); Heather Zolton (Parent);Leslie Shaw (Parent); Marasol Jenkins (Parent); Sandra Courtney (Teacher); Mark Sadler (Teacher); Jayme Wilson (Teacher); Justin Vaughn (Teacher); Beverly Ohemeng (Community Member); Kelly Littell (Community Member); Donna Fonseca (Community Member); Judith Clouse (School Member); Alana Adams (PTO and Community Member); Anita Singleton (School Member).

Joseph Shanklin Elementary School

Principal: Elizabeth Rivera

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Student Achievement* By 2023-2024, the percentage of students scoring at the proficiency levels "Met or Exceeds" will increase from 19% to 42% in ELA and from 28% to 45% in Mathematics on SCREADY By 2023-2024, the percentage of students scoring at the proficiency levels "Met or Exceeds" will increase from 25% to 35% in Science and from 34.4% to 40% in Social Studies on SCPASS

Interim Goals (2021-2022)

1) By 2021-2022 the percentage of students scoring at the proficiency levels "Met or Exceeds" will increase from 19% to 23.2% in ELA and from 28.1 % to 31.5% in Mathematics.

2) By 2021-2022 school year, the percentage of students scoring at the proficiency levels "Met or Exceeds" will increase from 25% to 27% in Science and from 34.4% to 35.5% in Social Studies.

Brief Description

JSES has goals to improve the proficiency levels of our students on the SCREADY and SCPASS.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2023-2024, certified staff teachers successfully completing SIOP training will increase from 70 to 90%.

Interim Goals (2021-2022)

By 2021-2022 school year, 50% of certified teaching staff will successfully complete SIOP training.

Brief Description

JSES is committed to addressing the needs of our growing ESOL population. SIOP training provides teachers with a variety of strategies to address the needs of a diverse population.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023-2024, Joseph Shanklin will successfully recertify as a Leader in Me Lighthouse School by moving 10 of the 30 Leader in Me Lighthouse rubric indicators up one level.

Interim Goals (2021-2022)

By 2021-2022, JSES will move up at least one level on 3 of the 30 Leader in Me Lighthouse rubric indicators.

Brief Description

The Lighthouse Rubric from the Leader in Me has areas that address the academics, leadership and culture of the school. Using our initial lighthouse report as a baseline, we are working to move areas up to sustaining on the rubric.

School Improvement Council Meeting Dates:

Dates for meetings 10/22/20, 11/19/20, 12/17/20, 1/28/21, 2/18/21 - with district, 3/25/21, 4/29/21, 5/27/21

School Improvement Stakeholders

SIC Members, Teachers and Staff, Parent/Guardians, Community Members

Lady's Island Elementary School

Principal: Marvelle Ulmer

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Increase % meets/exceeds on SC Ready/SCPASS from 31% in ELA, 31% in Math & 30% in Science to a % exceeding district average for each.

Interim Goals (2021-2022)

Increase SCReady percentage meets/exceeds by 5% and SCPASS by 10% from the prior set of scores.

Brief Description

Reading & Writing Workshop Model, Numeracy Coach, Lit/Math Scope & Sequence, MTSS implementation, Math Workshop, Basic Numeracy Mastery, ReadyMath Curriculum, STEM accreditation, Community Support & Extended Day, Literacy Integration & Arts Integration Resources in Science.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

The % of teachers scoring 3.0 average on the SCTS rubric composite will increase from 50% to 85%.

Interim Goals (2021-2022)

Increase teacher percentage receiving 3.0 composite on SCTS to 60%.

Brief Description

Rubric Indicator Alignment to all PLCs, Learning Walks, Model Lessons, Team Planning, New Hire Mentors, Teacher Leadership Roles, Admin Leadership PD, Job-Alike for Staff, STEM PD.

Performance Goal -School Climate

5 Year Goals (2019-2024)

The % of students rated "committed" on the SC Report Card Student Engagement Survey will increase from 60% to 90%.

Interim Goals (2021-2022)

Increase number of students scoring "committed" on report card survey to 70%.

Brief Description

Full Time BMS using Title I, Hire Dance & Theater Teacher, MTSS Coordinator stipend, outside agency partnerships, trauma-informed PD, hire parent liaison, establish a functioning PTO, participate in Cluster SIC, form public relations committee.

School Improvement Council Meeting Dates:

August 17, Sept 21, Oct 12, Nov 16, Dec 14, Jan 11, Feb 8, Mar 8, Apr 5, May 10, June 7

School Improvement Stakeholders

Marvelle Ulmer, Jason Osborne, Marsha White, Sharyn Taylor-Cox, Shirley Sanders, Julia Rion, Rachel Marsh, Clayton Wynn, Chrystal Brisbane, Latoya Hagood, Kay Keeler, Donna Coxwell

Lady’s Island Middle School

Principal: Dr. Chavon Browne

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By Spring 2024 administration of SC READY Reading, total school achievement will increase from 33.5% meets/exceeds expectations to 50% meets/exceeds expectations.

By Spring 2024 administration of SC READY Math, total school achievement will increase from 32.7% meets/exceeds expectations to 50% meets/exceeds expectations.

Interim Goals (2021-2022)

By Spring 2022 administration of SC READY Reading, total school achievement will increase from 33.5% meets/exceeds expectations to 37% meets/exceeds expectations.

By Spring 2022 administration of SC READY Math, total school achievement will increase from 32.7% meets/exceeds expectations to 36% meets/exceeds expectations.

Brief Description

Based on the Winter 2021 MAP scores, students at Lady's Island Middle School scored below the NWEA Norm in all grades levels and all subject areas (6th, 7th, and 8th in Math and Reading). The percentage of students performing at or above the 50%ile is below the Beaufort county School District percentage in all grade levels and all subject areas (6th, 7th, and 8th in Math and Reading). The percentages decreased from Fall to Winter in all grade levels and all subject areas. Increasing student achievement across all subgroups continues to be a challenge. Based on Semester 1 student averages, Lady's Island Middle School has a high number of students that have failed courses. Of all students enrolled, 79 students failed 2 or more courses. Lady's Island Middle School has the need for additional highly qualified teachers in the areas of reading and math to support student achievement. The data shows that students are struggling with daily content mastery, which impacts their MAP scores, and ultimately their achievement on SCREADY assessments. Full time literacy and math coaches, as well as support/intervention teachers are needed to lower class sizes to address these achievement concerns. Lady's Island Middle School serves a low population of ESOL students, however they are not reading on grade level and would greatly benefit from additional literacy instruction guided with an ESOL certified teacher. 45% of the ESOL students at Lady's Island Middle School scored below a 3.9 on the 2020 ACCESS assessment. Although there are 12 students who scored between a 4.0 and a 4.6, there are also 10 students on the ESOL monitoring list that can benefit from consistent ESOL consults and supporting order to increase and improve their reading proficiency.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2024, 100% of site-based PLC and professional development will clearly align to STEAM initiatives, instructional best practices to close the achievement gap, and school climate.

Interim Goals (2021-2022)

By 2022, School Based Professional Development and PLC plans will demonstrate alignment to school renewal plan goals by utilizing the SRP Indicator.

Brief Description

Data has not been collected to determine the number of additional endorsements teachers at Lady's Island Middle School hold, but due to the high number of Induction teachers, all teachers can benefit from additional professional development in many areas, including Read2Succeed, Gifted and Talented, SIOP, and STEAM, while closing the achievement gap and enriching the academic outcomes of minority students is also necessary.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2024, school discipline referrals will decrease 1,180 office managed incidents to less than 600 office managed incidents.

Interim Goals (2021-2022)

By 2022, decrease Office Referrals from 1180 to less than 1000 office managed incidents. Implement student advisory groups at each level, led by school counselors, administration, and/or Behavior management specialists. MTSS teams to target and develop appropriate intervention for students exhibiting chronic behaviors or indicators of high risk.

Brief Description

Student discipline incidents have a significant impact on the classroom environment resulting in frequent interruptions to learning for teachers and students. African American students are receiving a higher number of discipline referrals resulting in interruption of their learning due to removals from the classroom environment. Disproportionality of incidents is concerning and results in a higher number of days of instruction missed for minority students due to disciplinary infractions.

School Improvement Council Meeting Dates:

October 20, 2020 November 17, 2020 December 15, 2020 January 19, 2021 February 16, 2021 March 16, 2021 April 20, 2021 May 18, 2021

School Improvement Stakeholders

Chavon Browne, Principal Kashta Campbell, Asst. Principal Lori Davis, Asst. Principal Juvonna Chatman-Jenkins, LIMS 20-21 TOY Eileen Bertagna, Parent Linda Navorska, Community Member Jesse Davidson, LIMS R2S Team Lead Susan Floyd, LIMS R2S Team Member Robin Johnson, SIC Member (Parent) Scott Shipsey, SIC Chair Roberta Smalls, SIC Member (Parent)

Deirdre Appleby, SIC Member (Teacher) Vicki Shockley, LIMS 19-20 TOY Natarsha Glover, LIMS SIC Member (Teacher) Haleem Barnes, LIMS 19-20 SOY Christopher Willis, LIMS GT Coordinator LaTanya Floyd, LIMS Title I Contact Tammy Smith, LIMS Title I Contact Ebony Ferguson, PTO President Ruth James, LIMS Parent Liaison

M.C. Riley Elementary School

Principal: Adrienne Sutton

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2023 - 2024, the percentage of students in grades 3-5 exceeding state standards on SC Ready in ELA will meet or exceed the district and state percentages. ELA MCRES 15.7% BCSD 20.4% SC 19.8%

By 2023-2024, the winter mean RIT score for reading and math for students in grades K-2 will meet or exceed that of the district and the NWEA norms. MCRES K MCRES 1st MCRES 2nd Math 143.8 Math 159.4 Math 175.6 Reading 139.7 Reading 155.4 Reading 174.6 BCSD BCSD BCSD Math 150.5 Math 167.4 Math 179.0 Reading 147.1 Reading 162.3 Reading 178.3 NWEA NWEA NWEA Math 150.1 Math 170.2 Math 184.1 Reading 146.3 Reading 165.9 Reading 181.2

Interim Goals (2021-2022)

2021 - 2022 1% increase in 3-5 students exceeding standard on SC Ready in the area of ELA 2021 - 2022 1 point increase in K-2 students mean RIT scores on reading and math MAP

Brief Description

Effective school indicators include student achievement and growth. Measuring student growth over time. Indicate academic rigor and student success.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2023-2024, teacher attendance will increase from 91.3% to 95%.

Interim Goals (2021-2022)

2021 - 2022 - teacher attendance will increase by 1%

Brief Description

Growth in teacher attendance indicates commitment and satisfaction in the school environment.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023-2024, the percentage of teachers, students, and parents satisfied with school-home relations will increase to 90%. Teachers 86.0% Students 83.3% Parents 84.3%

Interim Goals (2021-2022)

2021 - 2022 - 1% increase in the percentage of teachers, students, and parents satisfied with school-home relations

Brief Description

Effective schools indicator is reflected in teacher, student, and parent satisfaction with the school environment.

School Improvement Council Meeting Dates:

10/6/2020 10/27/2020 11/16/2020 12/3/2020 2/8/2021 3/1/2021 4/26/2021 6/7/2021

School Improvement Stakeholders

Faculty, SIC, and PTO (including community members)

May River High School

Principal: Joseph Bornscheuer

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

We will expand Advanced Placement opportunities from 12 in 2018-19 to 20 in 2022-23 through student needs assessments that drive teacher A.P. trainings.

By May 2023, we will improve achievement on End of Course Exams for the African-American males through a systematic approach to MTSS (documentable weekly MTSS team meetings, utilization of Enrich for progress monitoring, creation of lab "recovery" setting, creation of Tier III interventions on campus) and professional development for teachers (data meetings and conferences), as measured by the average gap of the four areas in comparison to school-wide.

Interim Goals (2021-2022)

We will implement the Cambridge Program with the goal of at least 3 offerings in Spring 2022.

Brief Description

We have successfully grown to 17 AP offerings. It is noted that Cambridge provides a more flexible pathway to reach population subgroups.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

Ensure 100% of teaching staff are trained in Sheltered Instruction Observation Protocol by the end of their second year with the school by May 2020 and maintain that level for successive years through 2023.

Interim Goals (2021-2022)

We will schedule and ensure enrollment of faculty (with 2+ years) in SIOP training opportunity.

Brief Description

Our Hispanic (and other demographic) population continues to grow, specifically the "newcomer" population. This goal and training are designed to meet the needs of that (and all) populations.

Performance Goal -School Climate

5 Year Goals (2019-2024)

The percentage of students and parents satisfied with home and school relations will grow from 87.1% and 78.1% (respectively), to at least 90% in each survey by 2023. This will be accomplished through the implementation of a community-accessible calendar, school information in a weekly update, a student agenda and daily announcements through technology ("Daily Fin" News cast), as well as a student app for instant communication.

Interim Goals (2021-2022)

We will engage a year-long professional development pathway in Cultural Competency to challenge higher academic achievement in subgroup populations.

Brief Description

This interim goal was developed over the course of the Fall 2020 year as a need reflected in staff PD survey.

School Improvement Council Meeting Dates:

9/23, 10/13, 11/10, 12/8, 1/12, 2/9, 3/9. Remaining: 4/6, 5/11, 6/8

School Improvement Stakeholders

Barnes, Caroiine; Bernstein, Tanya; Bozman, Madalyn; Carcamo, Ledys; Castera, Emily; Clark, Meghan; Comizio, Joe; Devaney, Addie; Estramadoiro, Sam; Flanagan, Amy; Harden, Kalli; Higuera, Janarith; Jett ,Diamond; Kronimus, Jen; Lanzone ,Julia; Mondragon, Estefany; Morante, Michelle; Rosen, Melissa; Sholly, Kristie; Swanson, Kim; Szwak, Samantha; Tarleton, Huntley; Tuoney, Avery; Walrad, Amanda; Walrad, Piper; Wegard, Dawn; Zendzian, Dana; Exley, Kimberly; Bornscheuer, Joseph; Austin, Clinton; Weaver, Alicia; Carter, Carri;e Jackson, Tyrone

Mossy Oaks Elementary School

Principal: Michelle Sackman

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Increase the number of students scoring at or above the norm on Spring MAP in 1st Grade Reading (65% to 80%) and 2nd grade Reading (61% to 80%) by Spring 2024.

By 2023-24, the number of students scoring Met or Exceeds on SC READY ELA will increase from 36.5% to 50%.

Based on Spring 2019 MAP math data increase the percentage of students scoring at or above the norm on Spring MAP in 1st Grade Math (66.2% to 75%) and 2nd grade Math (55.3% to 70%) by Spring 2024.

The percentage of students scoring Meets or Exceeds on SC READY Math will increase from 45.4% in Spring of 2019 to 65% in Spring 2024.

The percentage of students scoring Meets or Exceeds on SC PASS Science will increase from 34.4% in Spring of 2019 to 65% in Spring 2024.

Interim Goals (2021-2022)

By Winter of 2022, increase Winter MAP scores in Reading for 1st grade from 42.5% in Winter 2021 to 50% at or above the norm, and in 2nd grade from 42.8% in Winter 2021 to 50% at or above the norm.

By Spring 2022, the number of students scoring meets or exceeds on SC READY ELA will increase from 42.3% in Spring of 2019 to 45% in Spring of 2022.

Winter 2022, the percentage of students scoring at or above the norm on Winter MAP in 1st Grade Math will increase from 47.9% to 55% and in 2nd Grade Math from 36.7% to 50%.

The percentage of students scoring meets or exceeds in SC READY Math will increase from 46.7% to 50% in Spring of 2022.

The percentage of students scoring meets or exceeds on SC PASS Science will increase from 34.4% in Spring of 2019 to 40% in Spring of 2022.

Brief Description

Mossy Oaks Elementary has a strong focus on improving student academic achievement. Baseline data for MAP has decreased as one of the many outcomes of this pandemic year, but with each quarter we are showing improved scores in math and reading based on classroom data and formative assessment (MAP) data.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2024 Mossy Oaks Elementary will increase the number of teachers who successfully complete the R2S Course: Instructional Practices Understanding Dyslexia and to Support Struggling Learners from 0% to 50% of all teachers.

Interim Goals (2021-2022)

By Spring of 2022 an additional 5 teachers will successfully complete the R2S Renewal Course: Instructional Practices - Understanding Dyslexia and Supporting Struggling Learners.

Brief Description

At the end of this year, we will have 17 out of 35 teachers who have completed this course, with 2 additional teachers becoming certified in Orton -Gillingham instruction.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2024 Mossy Oaks will research, provide professional development, and implement a evidence based program in order to address student needs and decrease by 50% the number of combined referrals from 983 in Spring 2018 to 490 or fewer by Spring of 2024.

Interim Goals (2021-2022)

By Spring of 2022 combined referrals will be reduced by 10% from 425 to 382 or fewer.

Brief Description

2019 results provide evidence that we will exceed our goal of reducing referrals by 50%. In 2019, Educator Handbook referrals were down to 425 combined referrals. We will continue to focus on this area through character education, increased parent communication and engagement, and practice of the 7 Habits.

School Improvement Council Meeting Dates:

9/28/20, 10/26/20, 11/23/20, 1/25/21, 2/22/21. 3/22/21. 4/26/21, 5/24/21

School Improvement Stakeholders

Kristen Marshall Mattson (SIC Chair) Emily Grissom (PTO President) Brittany Sutton (Parent) Rebecca Schlack - Babb (Instructional Coach and Parent) Rebecca Kirkpatrick (Instructional Coach) Amanda Freeman (Teacher - STEM Lab/ Outdoor Garden Committee Chair) Christopher Crabb (Teacher - ABC Arts Grant Manager/ Arts Steering Committee) Amanda Dudas (Teacher - GT Lead/ 3rd - 5th grade representative) Andrea Riley (Teacher - TOY/ K-2nd grade representative) Tina Johnson (Assistant Principal)

Okatie Elementary School

Principal: Jamie Pinckney

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

The percentage of African American and Hispanic students in K-5 will increase by a minimum of 2% from Fall 2021 to Spring 2022, as measured by math and reading MAP assessments.

Interim Goals (2021-2022)

The percentage of African American and Hispanic students in K-5 will increase by a minimum of 2% from Fall 2021 to Spring 2022, as measured by math and reading MAP assessments.

Brief Description

The focus is to reduce the achievement gap by increasing the scores of AA/His. students yearly, minimum of 2% as based on NWEA. This will be achieved by providing small/individual support in reading and math using varied assessments to identify gaps, using district identified resources such as I-Ready/Dreambox for tiered practice, providing before, during and afterschool Learning Loss support and providing professional development to improve instructional delivery skills and SEL.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

The goal is to increase student engagement and to increase the school rating from Average, 3 points, to Excellent by scoring 9 out of 10 points by 2024-2025 as measured on student surveys. We will increase the percentage of students scoring "Committed" on the Student Engagement Survey from 66.5% to 95%.

Interim Goals (2021-2022)

According to the Domains of Student Engagement on the SC School Report Card, we will increase the school rating by 3 points to move from Average to Good. We will increase the percent of students who scored "Committed" on the Student Engagement Survey by 10%.

Brief Description

Using the Panorama results from the past fall and sharing with our staff, allowed us to narrow our focus to assist students who are not engaged or feeling valued by peers and staff. We have developed an in-house screener that aligns with Panorama that can be administered before spring break and then again at the end of the year. During the interim the school counselor will provide classroom, individual and/or small group lessons and therapy to support students. Teachers will receive training to assist and help engage and motivate students who do not feel engaged or valued. In addition, individual conferences will be held with parents and counseling

sessions to invite more parents to share and discuss ways to boost morale/self-esteem. Also how the signs of disengagement and strategies to help improve. (this is the tip of what we can and will do).

Performance Goal -School Climate

5 Year Goals (2019-2024)

According to the Classroom Environment area of the SC School Report Card, Teacher Attendance increased to 93.4 from 90.1 over the past year. By renewing the importance of teacher attendance, the goal over the next five years is to increase teacher attendance to 95% by 2024-2025.

Interim Goals (2021-2022)

According to the Classroom Environment area of the SC School Report Card, Teacher Attendance decreased from 94.7 to 90.1. We will increase teacher attendance by 1.9%. Analysis of Actual vs. Projected Data:

Brief Description

This has been a moving target due to Covid-19, close-contacts, family illness and different instructional models. We continue to provide incentives to recognize staff attendance. The district provided floating subs this year, this enabled teachers to leave early (up to an hour) or to come in late (up to an hour) with the floating coverage, to handle before or afterschool or even during school appts. for self or family. This has increased teacher attendance thus far this year. We continue to recognize those who have not missed a day all year or within the quarter, PTO has helped provide some gifts to acknowledge. This will continue to be a priority.

School Improvement Council Meeting Dates:

2020-2021 School Year: Oct. 20th, Nov. 24th, Dec. 15th, Jan. 26th, Feb. 16th, Mar. 16th, April 20th and May 18th

School Improvement Stakeholders

SIC Members, Teachers and Staff, Parent/Guardians, and Community Members

Port Royal Elementary School

Principal: Vicki Goude

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By May 2024, Port Royal Elementary School students in grades 3 - 5 will increase the percentage of students scoring met and exceeds on SCREADY by 22% in the areas of ELA, math, and science.

SCREADY ELA scores will increase from 32.5% up to 54.5%. SCREADY Math scores will increase from 31.30% up to 53.3%. SCPASS Science scores will increase from 19.2% up to 41.2%.

Interim Goals (2021-2022)

By May 2022, Port Royal Elementary School students in grades 3 - 5 will increase the percentage of students scoring met and exceeds on SCREADY and SCPASS. ELA scores will increase from 38.9% up to 40.9 %, Math scores will increase from 49.5% up to 51.5%. SCPASS Science scores will increase from 50% up to 52%.

Brief Description

Data from the 2019 SCREADY assessments shows that 38.9% of all students scored met or exceeds in ELA and 49.5% of all students scored met or exceeds in math. Data from the 2019 SCPASS assessments shows that 50% of all students scored met or exemplary in science and 59.9% of all students scored met or exemplary in social studies. Based on this data, our students are performing far below our grade level expectations and are in need of improvement. In 2020, South Carolina Department fo Education decided to suspend testing elementary students in the area of Socials Studies. Goals for achievement measured by SCPASS Social Studies assessment were removed based on this.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By May of 2024, 100% of Port Royal Elementary Schools certified staff members will earn two of three of the following additional SC endorsements to their Educator License: Read to Succeed (required for all), Gifted and Talented (option 1), Project Based Learning (option 2).

Interim Goals (2021-2022)

By May 2022, Port Royal Elementary School teachers that have the Read to Succeed SC endorsement reflected on their professional educator license will increase from 12 teachers to 15 teachers. By May 2022, Port Royal Elementary School teachers that have the Gifted and Talented SC endorsement reflected on their professional educator license will increase from 7 teachers to 10 teachers. By May 2022, Port Royal Elementary School teachers that have the

Project Based Learning SC endorsement reflected on their professional certificate will increase from 2 teachers to 6 teachers.

Brief Description

A review of educator licenses in March of 2021 indicated a need to increase teacher and administrator quality through participating in high quality professional development that increases the teachers' ability to design and implement high quality instruction. Educator endorsements that provide professional knowledge to increase academic achievement in English language arts, math, science and other content include educator endorsement in: SC Read to Succeed Endorsement. SC Gifted and Talented Endorsement, SC Project Based Learning Endorsement.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2024, Port Royal Elementary will increase the percentage of students scoring "committed" on the Student engagement survey from 61.2% (Spring 2019) to 75% as measured by the AdvancEd School Quality Survey.

By June 2022, Port Royal Elementary will increase the percentage of students scoring "committed" on the Student engagement survey from 61.2% (Spring 2018) to 64.2% as measured by the AdvancEd School Quality Survey.

Brief Description

In Spring of 2019, students in grades 3 to 5 participated in the AdvanceEd School Quality Survey to measure levels of student engagement. Results of survey showed that 61.2% of students scored "committed". Our school will work to increase student engagement in all content areas to effect an increase in student achievement.

School Improvement Council Meeting Dates:

10/15/2021 11/17/2021 12/17/2021 01/14/2021 02/11/2021 03/11/2021 *04/08/2021 *05/13/2021 *06/10/2021 *scheduled

School Improvement Stakeholders

School Leadership Team- Vicki Goude, Shelley Krebs, Susan Seckinger, Amy Fallon School Improvement Members: Parents- Wendy Emerich, Kassie Nicknadarvich, Mary Smith, Teachers- Anne Glaze, Valerie Eastabrook, Annie Hunter, Aswan Holmes; Community Member- Kaylin Garst, Anne Bridgers

Pritchardville Elementary School

Principal: Brenda Blue

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2024 we will increase ELA meets/exceeds from 53 to 58%.

By 2024 the percentage of 1st grade students reading in grade level will increase from 69% to 84%.

Interim Goals (2021-2022)

We are maintaining at least 58% of students scoring meets exceed n SC READY We are maintaining 74% of first graders reading on grade level.

Brief Description

We are submitting this twice once in GEMS and once for this doc (respectfully).

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2024, increase the percentage of teachers returning from a previous year from 67 % to 72%

Interim Goals (2021-2022)

We are maintaining 72% of teachers returning.

Brief Description

No response

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2024, we will increase the percentage of parents satisfied will school home relations from 76% to 81%.

Interim Goals (2021-2022)

We will increase the percentage of satisfied parents from 68% to 70% on the parent survey.

Brief Description

NA

School Improvement Council Meeting Dates:

Monthly Sept Oct Nov Dec Jan Feb. We did not meet in Mar. April 20 May 11th

School Improvement Stakeholders

Team Leaders, Specialists, Community members, parents, admin,

Red Cedar Elementary School

Principal: Dr. Kathleen Corley

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By the year 2024, our percentage of students in the exceeds category on the ELA portion of the SC Ready assessment will increase from 13% to 23%.

By the year 2024, the percentage of students in the exceeds category on the SC Ready Mathematics assessment will increase by one percentage point.

By the year 2024, our second-grade Hispanic students will increase from 44% avg/hi-avg/hi to 54%on the Winter administration of the Measures of Academic Performance assessment (MAP.)

By the year 2024, the lowest performing 20% of our students' progress points on the SC Report Card will increase from 54.9% to 74.0% of the possible points.

Interim Goals (2021-2022)

By the year 2022, our percentage of students in the exceeds category on the ELA portion of the SC Ready assessment will increase from 22.6% to 24.6%.

By the year 2022, the percentage of students scoring in the exceeds category of the SC Ready Mathematics assessment will increase from 24.7% to 25.7%.

By the year 2022, our second-grade Hispanic students will increase from 51% avg/hi-avg/hi to 52.5%on the Winter administration of the Measures of Academic Performance assessment (MAP).

By the year 2022, the lowest performing 20% of our students' progress points on the SC Report Card will increase from 57.1% to 63.1% of the possible points.

Brief Description

After examining the data, it was determined that Red Cedar students underperformed both the district and the state in percentage of students scoring in the exceeds category. This reflected our emphasis on increasing the achievement of our struggling students and a need to focus on helping our average students raise their achievement as well.

When analyzing the MAP data for our early childhood students, there was also an achievement gap regarding students scoring in the highest categories but this time it was apparent in the ethnic category of Hispanic.

Our most struggling students need ample support that is sometimes tailored to their individual needs. A goal was set to focus on increasing achievement for those students with action steps that include not only intervention, but also engagement through project-based learning. No data was available to gauge progress, so we maintained the same interim goal for this year.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the year 2024, our teacher quality will improve based on the percentage of teachers returning from the previous year (3 year average) increasing from 81.3% to 88.8%.

Interim Goals (2021-2022)

By the year 2022, our teacher quality will improve based on the percentage of teachers returning from the previous year (3 year average) maintaining our 89.3% as we manage our way through a global pandemic.

Brief Description

Keeping our best and most highly trained teachers in our classrooms allow us to increase student achievement. This goal keeps our target on doing that.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By the year 2024, our student quality as measured by the students scoring “committed” on the student engagement survey will increase from 70.0% to 80.0%.

Interim Goals (2021-2022)

By the year 2022, our student quality as measured by the students scoring “committed” on the student engagement survey will increase from 69.5% to 75.0%. Correct?

Brief Description

Student engagement is at the core of a school’s climate. The entire school staff affects that climate and the expectations for engagement. We use the student engagement survey to gauge progress towards this goal and although that data is not currently available, we will continue with the action steps and use the Panorama data to make decisions.

School Improvement Council Meeting Dates:

October 27, November 17, December 15, January 19, February 16 Future Dates: March 24, April 20, May 25

School Improvement Stakeholders

Dr. Kathleen Corley, Lindsay Binkley, Erin Reichert, Herb Wehner, Cynthia Laizer, Kelly Wersler, Nilla Hesley, Nathan Goff, Virginia Pratt

River Ridge Academy

Principal: Brian Ryman

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Through the utilization and implementation of the Writing Workshop Model, students across all demographic groups will demonstrate an increase in writing proficiency on the SC READY ELA assessment from 52% to 85% scoring "middle" or "high" by 2023-2024.

Interim Goals (2021-2022)

Through the utilization and implementation of the Writing Workshop Model, students across all demographic groups will demonstrate an increase in writing proficiency on the SC READY ELA assessment from 68% to 75% scoring "middle" or "high" by 2021-2022.

Brief Description

At RRA, we are continuing to make progress towards our five year goals. Utilization of the writing workshop model to increase student performance of the SC READY ELA assessment.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

With an instructional focus with supporting our English Language Learners, teachers will complete the Sheltered Instruction Observation Protocol (SIOP) training within their first two years at RRA from 57% to 100% by 2023-2024.

Teachers will complete the Gifted & Talented Endorsement within their first five years at RRA from 38% to 100% by 2023-2024.

By May 2024, 100% of general education teachers will utilize the following instructional strategies to increase student achievement with students identified with disabilities: Gradual Release Model Scaffolding Metacognition Strategies

Interim Goals (2021-2022)

With an instructional focus of supporting our English Language Learners, teachers will complete the Sheltered Instruction Observation Protocol (SIOP) training within their first two years at RRA from 70% to 85% by 2021-2022.

Teachers will complete the Gifted & Talented Endorsement within their first five years at RRA from 38% to 44% by 2021-2022.

During the 2021-2022 school year 100% general education teachers will be trained in the gradual release model.

Brief Description

At RRA, we are continuing to make progress towards our five year goals. Three of our goals fall under the category of teacher/administrator quality. SIOP, GT Endorsement, & Gradual Release Instructional Framework.

Performance Goal -School Climate

5 Year Goals (2019-2024)

Minor behavioral incidents will decrease from 1,061 to 530 or by 50% by 2023-2024 as evidenced of successful implementation of Responsive Classroom.

Interim Goals (2021-2022)

Minor behavioral incidents will decrease from 586 to 469 or by 20% by 2020-2021 as evidenced of successful implementation of Responsive Classroom.

Brief Description

At RRA, we are continuing to make progress towards our five year goals. School Climate Responsive Classroom to decrease minor classroom behavioral infractions.

School Improvement Council Meeting Dates:

10/12/20, 11/9/20, 12/14/20, 1/19/21, 2/8/21, 3/8/21, 4/19/21, 5/10/21

School Improvement Stakeholders

Principal - Brian R. Ryman, Teacher - Christine Pope, Parent/Guardian - Ashley Herrington, Community Member - Arthur O'Neil, School Level Administrators - Brian R. Ryman, Scarlett Mooney, Joe Skirtich, Cindy Rini, School Read to Succeed Literacy Leadership Team Lead - Scarlett Mooney, School Read to Succeed Literacy Leadership Team Member - Blaine Peltier, Stacie Gleva, Kimberly Rios, School Improvement Council Member(s) - Elizabeth Maffei, Bambi Smith, Brian Ryman, Christina Pope, Blaine Peltier, Olivia Cox, Akiel Brown, School Gifted and Talented Coordinator - Samantha Ford, School Federal Programs Coordinator - Scarlett Mooney

Robert Smalls International Academy

Principal: Dr. Celestine Lavan

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

Student Achievement* By the end of 2023-2024, the percent of students in 3rd through 8th grade scoring Met and/or Exceeding on SC Ready

ELA will increase from 24% to 50% and on SC Ready Math will increase from 31% to 55%.

Interim Goals (2021-2022)

By the end of 2021-2022, Increase the percentage of third-graders performing at grade on SCReady from 11.8 % (2019) to 60%.

Brief Description

These goals are designed to increase student achievement at RSIA in incremental yet aggressive steps.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the end of 2023-2024, Robert Smalls International will increase from 26% Mature to 100% Mature on all the indicators within Professional Learning of the Leader in Me Lighthouse Rubric.

Interim Goals (2021-2022)

By the end of 2021-2022, Robert Smalls International will increase from 26% Mature to 100% Mature on all the indicators within the Professional Learning of the Leader in Me Lighthouse Rubric.

Brief Description

These goals are designed to increase the overall learning environment at RSIA by developing habits of mind within the staff and students.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By the end of 2023-2024, Robert Smalls International Academy will increase from 12.8% Mature to 100% Mature on all the indicators within Leadership Environment of the Leader in Me Lighthouse Rubric.

Interim Goals (2021-2022)

By the end of 2021-2022 Robert Smalls International will increase from an average of 12.8% Mature to 48% on all the indicators within the Leadership Environment of the Leader in Me Lighthouse Rubric.

Brief Description

These goals are designed to increase the overall learning environment at RSIA by developing the whole child with a focus on the Leader in Me paradigms.

School Improvement Council Meeting Dates:

Feb. 10th, March 3rd, Apr. 7, May 10th.

School Improvement Stakeholders

Violetta Magnus, Mary Dorsey, Jennifer Long, Davina Coleman, Jeremiah Young, Raquel Hernandez-Cardenas

Principal: Dr. Celestine Lavan

St. Helena Elementary School

Principal: Dr. Tara Mack

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

1. By the end of the 2023-2024 school year, SC Ready ELA scores will increase for students in grade 3 from 20.4% to 35.4%, in Grade 4 from 20.9% to 35.9%, and Grade 5 from 24.1% to 39.1% meets or exceeds expectations.

2. By the end of the 2023-2024 school year, SC Ready Math scores will increase for students in Grade 3 from 42.6% to 67.6%, Grade 4 from 25.4 to 50.4%, and Grade 5 from 54.4% to 69.4% scoring meets or exceeds expectations.

3. By the end of the 2023-2024 school year, St. Helena Elementary School will increase the number of Kindergarten through 2nd grade students scoring at the 50% or above on NWEA MAP Reading assessment from: Kindergarten 49.2% to 59.2%; First Grade 41.5% to 51.5%; and Second Grade 25.5% to 35.5%.

4. By the end of the 2023-24 school year, St. Helena Elementary will increase the number of students scoring at the 50% or above on NWEA MAP Math assessment from: Kindergarten: 35% to 45%; First Grade: 54.7% to 64.7%; Second Grade: 31.4% to 41.4%

Interim Goals (2021-2022)

1. By 2021-2022, increase SC Ready ELA scores in Grade 3 from 14.50% to 19.72%, in Grade 4 from 34.0% to 39.0%, and in Grade 5 from 24.3% to 28.0% in meets or exceeds expectations.

2. By the end of the 2021-2022 school year, increase SC Ready Math scores in Grade 3 from 27.30% to 32.30%, in Grade 4 from 37.70% to 41.7%, and in Grade 5 from 28.60% to 33.60% in meets or exceeds expectations.

3. By the end of the 2021-2022 school year, St. Helena Elementary School will increase the number of Kindergarten through 2nd grade students scoring at the 50% or above on NWEA MAP Reading assessment from: Kindergarten from 40.4% to 50.8%; First Grade from 25.5% to 49.0% ; Second Grade from 24.2% to 40.3%.

4. By the end of the 2021-2022 school year, St. Helena Elementary will increase the number of students scoring at the 50% or above on NWEA MAP Math assessment from: Kindergarten: 40.4% to 50.8%; First Grade: 23.5% to 49.0%; Second Grade: 25.8% to 40.3%.

Brief Description

Our academic goals were based off of data from SC Ready and MAP. Of course, due to the pandemic many of our performance/interim goals remained the same.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the end of the 2023-2024 school year, St. Helena Elementary staff will increase from basic to sustaining on the Lighthouse Leader in Me Rubric in the area of Leadership Principles (Professional Learning, Student Learning, and Family Learning).

By the end of the 2023- 2024 school year, St. Helena Elementary staff will increase from basic to sustaining on the Lighthouse Leader in Me Rubric in the area of Leadership Culture (Leadership Environment, Shared Leadership, and Leadership Events).

Interim Goals (2021-2022)

By the end of the 2021-2022 school year, St. Helena Elementary staff will increase from developing to mature on the Lighthouse Leader in Me Rubric in the area of Leadership Culture (Create a Leadership Environment and Shared Leadership).

By the end of the 2021-2022 school year, St. Helena Elementary staff will increase from developing to mature on the Lighthouse Leader in Me Rubric in the area of Leadership Culture (Leadership Environment, Shared Leadership, and Leadership Events).

Brief Description

Our plan is to apply for Lighthouse Status next year as a Leader in Me School so we have been focusing on the Leader in Me Rubric to increase our levels related to academics, culture, and leadership.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By the end of the 2023-2024 school year, St. Helena Elementary will increase the percentage of students scoring "committed" on the Student engagement survey from 60.9% (Spring 2018) to 70.9% as measured by the AdvancEd School Quality Survey.

Interim Goals (2021-2022)

By the end of the 2021-22 school year, St. Helena Elementary will increase the percentage of students scoring "committed" on the Student engagement survey from 73.8% (Spring 2019) to 80% as measured by the AdvancEd School Quality Survey.

Brief Description

The data from this goal remains the same due to students not taking SC Ready last year.

School Improvement Council Meeting Dates:

Sept. 29 Oct. 20 Nov. 17 Cluster SIC Dec. 7 Jan. 12 Feb. 9 March 9 April 6 May 11 June 8

School Improvement Stakeholders

Kim Legree--SIC Chair Carolyn Smalls--Parent Dr. Daffney Bing--AP Carolyn Small--Community Member Whitney Harris--Math Coach Grade Level Teachers--reviewed/provided suggestions

Whale Branch Early College High School

Principal: Mona Lise Dickson

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By 2023-2024, we will increase our students scoring a C or higher for the Algebra I end of course assessment from 50.4% to meet or exceed the state average of 60.5%.

By 2023-2024, we will increase our students scoring a C or higher for English II end of course test from 66.0% to or to exceed the district's average of

Interim Goals (2021-2022)

By 2021-2022, we will increase our students scoring a C or higher for Algebra I end of course assessment from 50.4% to 53.8%.

Brief Description

See above

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By the 2023-24 school term, Whale Branch Early College High School will improve the teacher retention rate from 74.61% to 80.7% based on projected annual increases of 2% per year.

Interim Goals (2021-2022)

By 2021-2022, WBECHS will improve the teacher retention rate from 74.61% to 76.1%.

Brief Description

Please see above

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2023-2024, WBECHS will increase the number of students who graduate college or career ready from 71.9% to 90%.

Interim Goals (2021-2022)

By 2021-2022, WBECHS will increase the number of students who graduate college and career ready from 71.9% to 76.4%.

Brief Description

Please see above

School Improvement Council Meeting Dates:

09/28, 10/05,11/09,01/11, 02/08 & 03/01 Upcoming: 04/05 and 05/03

School Improvement Stakeholders

Parents, students, teachers, leadership and administrative teams

Whale Branch Elementary School/James J. Davis Early Childhood Center

Principal: Melissa Vogt

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

By spring of 2024, 35% of the second grade students will score at or above the 50th% according to MAP Reading. By spring of 2024, 54.8% of third-grade students taking the SC Ready Reading will score "approaches, meets or exceeds" expectations. By spring of 2024, the number of office referrals will decrease by 12%.

Interim Goals (2021-2022)

By Spring of 2022, the number of second grade students scoring at or above the 50% on MAP Reading will increase by 4%. By Spring of 2022, 39.5% of the third grade students taking SC Ready Math will score "approaches, meets, or exceeds" expectations. By Spring of 2022, 39.5% of the third grade students taking SC Ready Math will score "approaches, meets, or exceeds" expectations.

Brief Description

Currently we have 38% of our students on campus for F2F instruction. We have encountered many challenges navigating a hybrid/F2F/Virtual model. To increase growth in the K-2nd grade band, we will continue to implement Calkins Units of Study in Phonics and Ready Reading Curriculum. We will also utilize Next Step Forward in Guided Reading and the Reading Strategies books for small group instruction. According to the 2019 SC Ready Reading data for 3rd grade, 64.9% of students scored Does Not Meet. To increase growth in the 3rd-4th grades, we will continue to implement Ready Reading Curriculum, focus work on small group instruction (Dr. Lori Poole/Dr. Dickey/Next Step Forward in Guided Reading/Reading Strategies by Serravallo), identifying students for after-school tutoring, and academic goal setting with students. According to the 2019 SC Ready Math data for 3rd grade, 55.4% of students scored Does Not Meet. We will add a Math Interventionist, while relying on Numeracy Coach/Interventionist, and Instructional Assistant(s) for the 2021-2022 school year and continue after school tutoring. We will also focus on Math/Science related clubs, groups, events, and/or activities.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By spring of 2024, teacher retention will increase from 71.8% to 80%.

Interim Goals (2021-2022)

By 2022, the number of teachers retained from the previous year will expand to 75.8%.

Brief Description

To increase teacher retention, we will offer induction support, mentoring, staff development, and continue to utilize the Leader in Me framework to build teacher capacity. Teachers receive guidance and support from Instructional Coaches and curriculum resources.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By Spring of 2024, the number of office referrals will decrease by 12%.

Interim Goals (2021-2022)

By spring of 2022, the number of office referrals will decrease by 5%.

Brief Description

To create a nurturing, rigorous learning environment, we will build capacity for our teachers and students through the Leader in Me framework, restorative practices, and academic goal setting. We will continue to celebrate our students' growth and personal achievements.

School Improvement Council Meeting Dates:

September 28, 2020 October 19, 2020 November 9, 2020 January 11, 2021 February 8, 2021 March 1, 2021 April 5, 2021 May 3, 2021

School Improvement Stakeholders

Lana Bates, Gretchen Fritz, Tomica Hofler Bynum, Mildred Glover, Jenna Abdullah

Feedback from School Improvement Council

Whale Branch Middle School

Principal: Freddie Lawton

School Renewal Plan Performance Goal - Student Achievement

5 Year Goals (2019-2024)

1. The percentage of fifth through eighth grade students scoring Meets and Exceeds on the ELA portion of SC Ready will increase to 47% by May 2024 as measured by SC Ready.

2. The percentage of 5th through 8th grade students scoring meets or exceeds on the Mathematics portion of the SC Ready will increase from 26.10 % in May of 2018 to 55% by May 2024 as measured by the SC READY.

Interim Goals (2021-2022)

1. For the 2021-2022 school year, the number of students scoring Meets Expectations and Exceeds Expectations will increase to 33%.
2. The percentage of 5th through 8th grade students scoring meets or exceeds on the Mathematics portion of the SC Ready will increase from 26.10 % in May of 2018 to 40% by May 2022 as measured by the SC READY.

Brief Description

We will continue to use sound pedagogical practices to enhance the learning of our students. Using gradual release as a key strategy when instructing our students along with creating learning objectives that are designed to engage students from the start of the lesson unit the end will catapult our students to the next level.

Performance Goal (Professional Development)Teacher/Administrator Quality

5 Year Goals (2019-2024)

By 2024, 90% of all certified teachers will be proficient (or above) on Student Learning Objective EOY Results.

Interim Goals (2021-2022)

By 2021, 72% of all certified teachers will be proficient (or above) on Student Learning Objective EOY Results.

Brief Description

By focusing on Student Learning Objectives we will increase academic success rates for our students. COVID-19 has hampered the progress, but it will not deter us from striving for our goal.

Performance Goal -School Climate

5 Year Goals (2019-2024)

By 2024, to foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning, Whale Branch Middle School will increase the number of (active and approved) volunteers to 30.

By 2024, Whale Branch Middle School will decrease the number of office referrals to 350.

Interim Goals (2021-2022)

By 2022, we will increase the number of active volunteers from four (15) to ten (20).

By 2021, Whale Branch Middle School will annually decrease the number of students receiving referrals to 1,250.

Brief Description

Our goal is to promote family and community engagement to promote equity and student success.

School Improvement Council Meeting Dates:

Whale Branch Cluster SIC meetings are held every first Monday of the Month through May.

School Improvement Stakeholders

Stakeholders consists of teachers, community members, students and parents.

From: Stratos, Mary E <Mary.Stratos@beaufort.k12.sc.us>
Subject: correction to page 5 addressed
To: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Boatright, Ingrid D <Ingrid.Boatright@beaufort.k12.sc.us>
Sent: July 27, 2021 1:19 PM (UTC-04:00)
Attached: ESSER Instructional Iniatives 2022 DRAFT.docx

The ability to develop student experiences within public education starts at the core beliefs and practices of a district.

Instructional Services Division ESSER Proposal

ACADEMIC COMMITTEE

July 28, 2021

Dr. Mary E. Stratos

I System Change

1. Extended learning day for ATSI, Priority and key schools within the district.

   In efforts at providing targeted schools with optimum instructional time, the extended day will assist with the delivery of instructional lesson by the addition of one-hour to its 6.5-hour day for a total of 7.5-hours of daily instruction. By extending the instructional day, provisions for students to receive interventions in the areas of math and literacy while providing for a well-rounded range of programs and activities can exists. Additionally, state requirement of the Read to Succeed Act of a 90 minute a day reading session can be fully integrated. This can be accomplished by the requirement of reading into English/language arts classes, and the addition of a reading class for students. The model will not inhibit student access to study of the arts, career education and physical activities.

   Items to consider what is the added cost for 10 schools to have an extended learning day; additional instructional personnel for courses of study in the areas of reading and math support; fluctuation to district-wide transportation schedule; and community support.

2. Need for additional instructional coaches at targeted schools. There is a significant need to address reading development for lower grades, however, the need to address proficiency of young adults cannot be overlooked, resulted with an increased focus of additional personnel to targeted secondary schools.

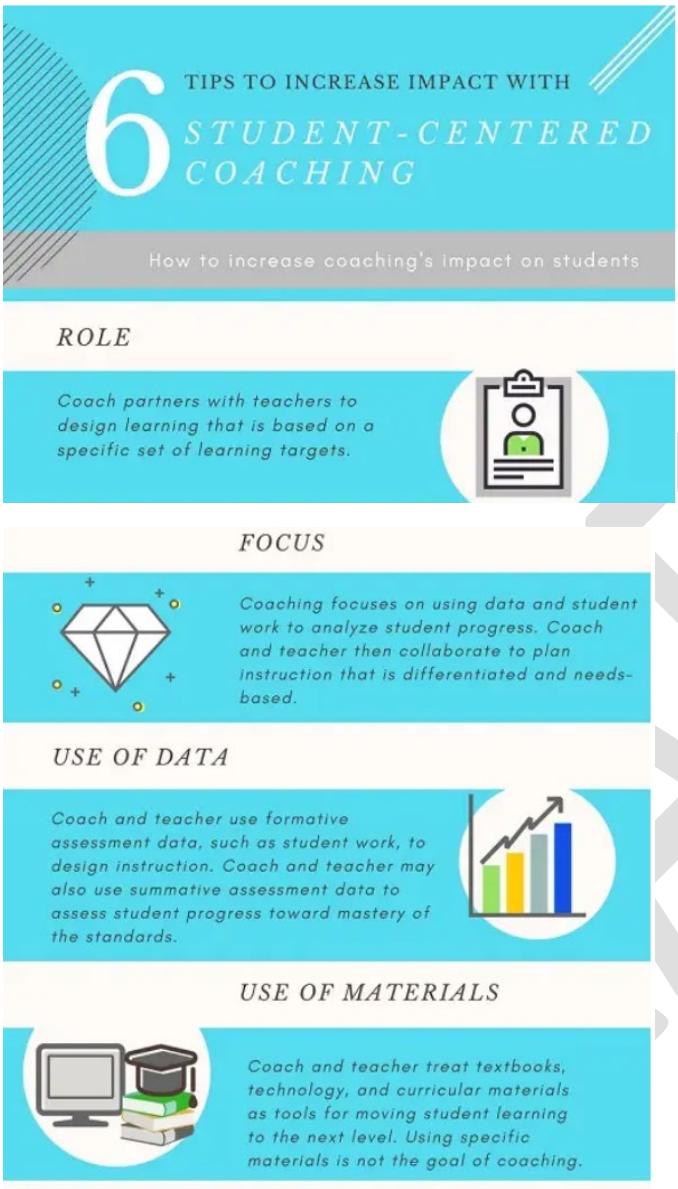
   Providing students with excellence in education starts foremost with the quality of instruction and the teacher in the classroom (Retrieved March 3.13.2021 - Brookings Institution). In contrast to attendance at workshop, where time for authentic practice and integration of targeted instructional practices are provided, the instructional coaching model provides for professional development with immediate opportunities for application, feedback and lend for meaningful conversations between the educator and coach. Instructional coaching must first be rooted in standards-based instruction and the measuring of student achievement. The suggested coaching model for this initiative is the student centered model, although instructional coaching has a total of three models (relationship centered and teacher centered) due to the negative impact made by COVID 19 upon student loss of learning the student centered instructional model is highly recommended. Student centered coaching keeps the conversation between the instructional coach and teachers firmly rooted in student learning (Retrieved on 3.13.2021 Corwin Press- How instructional coaching impacts student achievement). In this model coaches use data- to assist teachers at making more informed decision about their instruction. Coaching is driven by standards and student progress toward mastery of learning objectives. The coach and teacher work as partners with the shared goal of designing instruction to ensure that students have learned to objective of the standards.

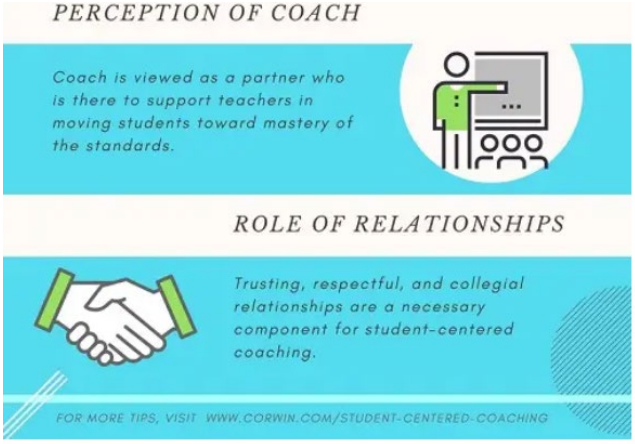
   Insert I defines the roll of the instructional coach under the student-centered model,

   Insert 2 provide evidence from the Northeastern Evaluation Center (NWEA) student learning lost during the COVID 19 pandemic as measured by their Measures of Academic Progress.

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Insert 1: Student Centered Coaching Model





Insert 2: NWEA Student Learning Loss during COVID 19 Pandemic in areas of reading and math

Figure 2. Reading forecast

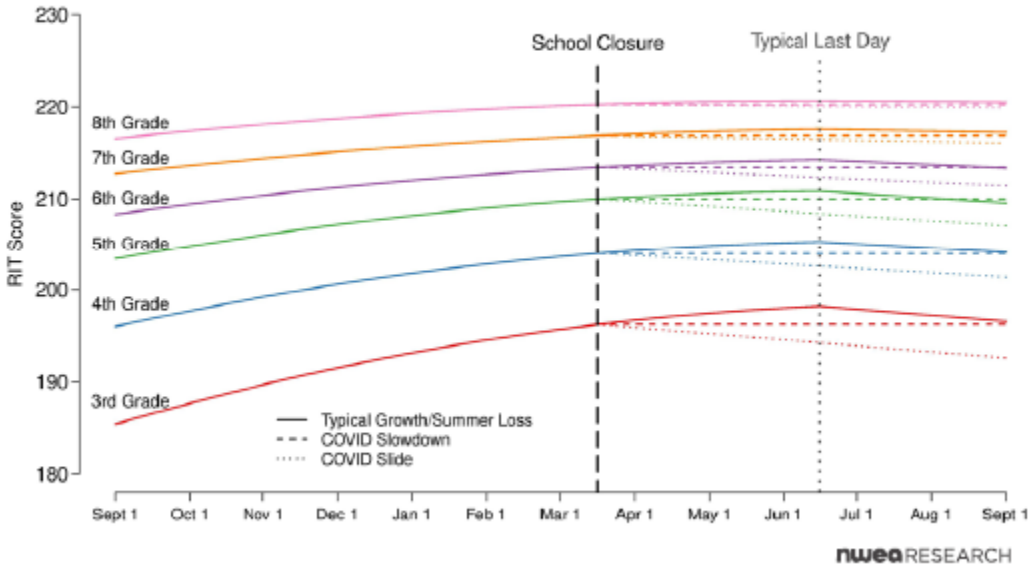
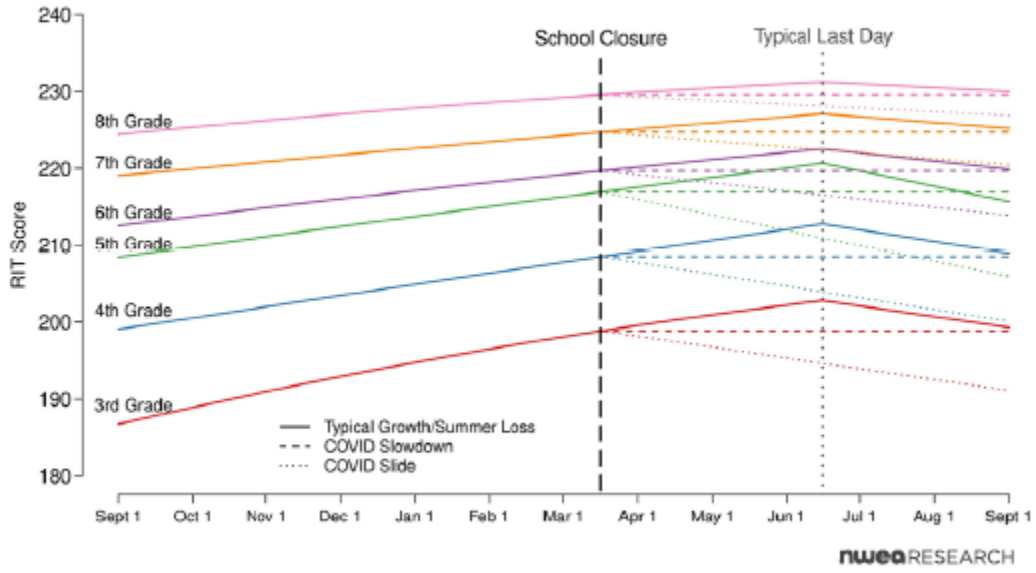


Figure 1. Mathematics forecast



[NWEA Collaborative for Growth]

3. Development of a PreK for all model, including addressing how to work with private industry on the initiative. Note, consistency of instructional delivery and quality of personnel must be addressed.
   Short and simple, research has proven that the attendance of preschool has correlated with a half-standard deviation increase in intelligence for children. This represents a 7 to 8 point boost in IQ test and can have a substantial impact on child's employability and success in school (Barnett, 2008: Retrieved 3.13.2021 - ERIC Files The Long Term Impact of Pre K on student achievement).
   Of the 48 continental states, South Carolina ranks 42 in student achievement with k-12 public education (Retrieved 3.13.2021 - Most Educated States), with a poverty rating of

II Curricular/Instructional Model

1. Standardized Instructional Professional Learning Community Model development. Professional Development targeting system-wide PLC model. The standard can be added to, but not reduced to a lesson planning session.
   - Targeted personnel – instructional coaches (math and reading), school site interventionist (general and special education), assistant principal, and school site recommended personnel.
   - Consultant Contract
   - Professional Development

- K-5 are to incorporate the 6 components of effective reading instruction in their Professional Learning Community practices.

2. Realignment of grades 1-8 math standards to increase student learning of Algebraic thinking and computational skills by 8th grade.
    - Curriculum writing
    - Professional Development
    - Access to aligned resources

3. Curriculum writing teams targeting the following areas:
    - Grades k-8 writing teams to address loss learn. Teams are to embed prior academic grade priority standards into first semester of the current grade level. This will result with next year's 1st-grade teachers reteaching priority standards of kindergarten in their semester, and subsequent grade levels following the same model.
    - Gifted and talented curriculum writing teams to address accelerated instruction for all students. Note - Critical to this is redefining the gifted and talented model at middle schools. This process is under development.
    - Curriculum writing is also needed at for teachers of the fine and performing arts content areas.

      ALL Curriculum writing is to target application of learning and appropriate grade level task and resources.

4. Formative Assessment Integration
    - Performance Matters (PM) Deployment
    - Development of PM formative assessments for targets support schools (Priority, ATSI and pending lower performing schools)
    - Formative Assessment Testing Calendar
    - Personnel for management and development, test development and monitoring of performances.
5. MAP/NWEA District-wide Parent licensing to MAP practice test MAP NWEA Online Test Prep for Parents
6. Anti-Bullying/Social Emotional Support
    - Mental Health Specialist for students
    - Infused Anti-bully curriculum/anti-racism lessons in grades k-6
    - Increased training for Behavior Management Specialist in the areas of: Adverse Childhood Experience (ACE) interventions; use of Panorama instructional lessons (develop a model for BMS to support classroom lessons and instruction with school counselors and media specialist; and increased training on behavior interventions.
    - Access for school counselors for required licensing classes to meet classification as a Licensed Practitioner Counselor (LPC). Potential cost is $70,00.00 funds may have been obtained through special revenue.

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- School Mental Health Counseling for students, professional counseling contract for outside agencies to assist with student counseling needs. American Journal of Medicine

7. Gifted and Talented
    - Development of the Accelerated Model Academy at targeted elementary schools
    - Provision of additional resources – reading materials, z-space lab
    - Increase district-wide GT endorsement of teachers
    - Define GT Local Eligibility (LE) criteria
    - Develop Parent Advisory Board

8. Standard literacy resources grade Pre-K, K-5, 6-8, and high school
    - Cost is pending final input from Senior Staff meeting
    - The need to provide programmatic consistency amongst schools has three provisions for rational: Consistency of monitoring system; unified allocation of resources; and ensures development of specialization of instructional practices. Literacy interventions programs under consideration for BCSD schools are:
    - Early grades Pre-K – Curriculum gold, Raz Reader, and Head Sprouts
    - Grades k-1 – Raz Reader and Head Sprouts (iReady will be used for students receiving special education services).
    - Grades 2-5 – iReady Reading and Scholastic Literacy for schools without a defined English Language Arts resource model.
    - Grades 6-10 – Reading Plus (iReady will be used for students receiving special education services).
    - Special Education literacy model: Orton-Gillingham Reading Model - a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. (Orton Gillingham); iReady and Reading Plus for students.

9. Summer Programs - Effects of Summer School on Student Achievement
   Attendance at summer school program either as a remediation or acceleration model result with students having a greater overall academic achievement and less summer learning loss. Summer FY21 programs are designed to address the following:
    - South Carolina Read to Succeed requirements – targeting 3rd grade students as an intervention for retention. Students will undergo pre and post NWEA MAP testing. Initial data will be used to assist with design of instructional lessons to target learning deficiencies as well as to enhance student experiences of at grade level standards instruction.
    - Gifted and Talented Arts and Academic Summer Program Camp will be conducted north and south of the Broad River. The goal of the program is to provide students with learning experiences to enhance their artistic and academic development. The program will also provide students who have not met Gifted and Talented state requirements access to additional testing to meet state requirements of students meeting a minimum of two domains.

- Dive in 4 Fun is the summer team for learning, and students in grades K-8 will have availability to attend the summer enhanced learning program. Content areas of focus will address math, literacy and science. Teachers will be encouraged to develop instructional lessons that bring the fun back to learning, in order that students will be able to dive into creative learning experiences while being provided grade-level appropriate standards-based instruction.
- Course and Credit recovery for students in grades 6-12. The goal of this program is to provide students with summer access to course recovery necessary for the advancement into the next appropriate grade or necessary credits to meet graduation requirements.
- Dual Enrollment Pilot for rising high school seniors. The Memorandum of Understanding (MOU) is under review to add the option for qualifying rising high school seniors to attend either the Technological College of the Low Country or University South Carolina at Beaufort for a maximum of two summer courses not to exceed six(6) college credits in either academic or Career Technical course of study. School counselors have been informed regarding this option, and both schools of higher education are interested at participating in this summer pilot. Due to the nature of the pilot, there are limitations of 25 students per schools to total 50 students, with a cap of 100 summer courses.
- Access and equity for all students will be a predominate initiative to the summer programs, thus allowing for students of exceptional education and multi-lingual students to attend.
- Summer programs except for Credit and Course recovery will require pre and post assessments administration of MAP Short version in Math and Reading for appropriate grade levels.

10. Organizational Chart – Refer to Organizational chart.

    Rational of request: As a school system, education of students is essential at being the at the core of its purpose. The proposed Instructional Division Organizational chart was prepared with the expectation of providing students and teachers with appropriate assistance and program development to build upon teaching and learning within our district.

III Virtual Program -

In November 2019, Beaufort County School District obtained a designation as a South Carolina Virtual Franchise. To date, the school district has not incurred any cost at this model. Going forward into the Fy22 academic school year BCSD will incur a licensing fee of $100.00 per student licensing, and in the event that the school district operates it's own virtual program, they are potentially faces with a shortage of classroom teachers. As a result the school district is seeking a subscription with the Low Country Education Consortium as a participant in their virtual program. The estimates cost for 300 students including annual membership, student enrollment and professional development is $1, 009,000.00. Membership and is pending a two-step approval process. The firs addresses school Board approval of cost and waiver request to the State Department of Education on legislation restricting flexibility in school hours. Upon receipt of Board approval, participation is pending the State Department of Education waiver approval.

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ESSER REQUEST

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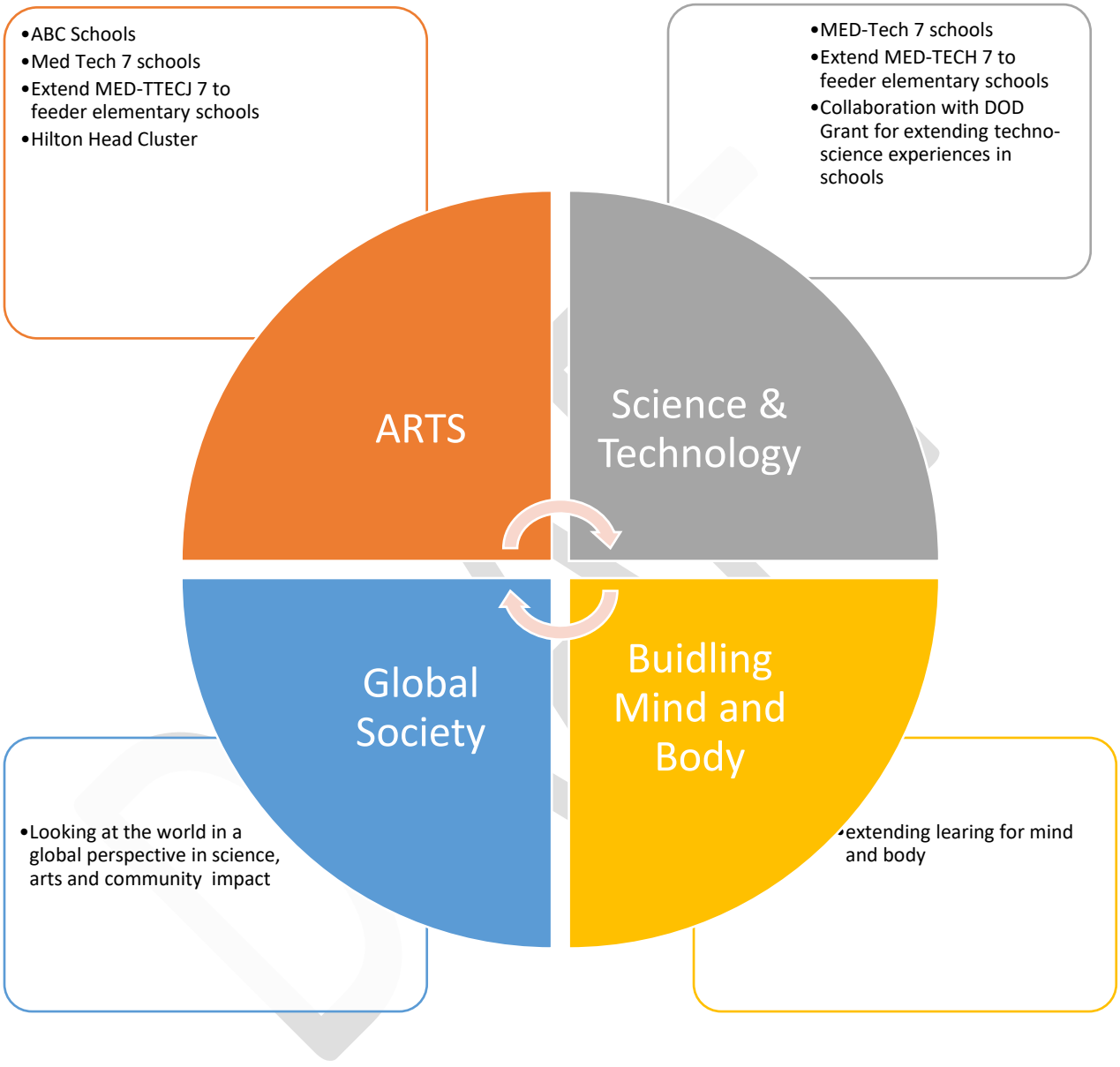
Priority	Description of Request	Rationale (include time frame and calculations)	Category (Choose from the drop-down)
20	Career Technical Education Welding Simulator	Provide students with access to simulated learning in lieu of group demonstration.	Learning Loss
5	Literacy instructional ancillary reading materials	Need for students to have a text rich environment in and out of the classroom	Learning Loss
19	Career Technical Education Automotive Toyota Hybrid Cutaway Trainer	Career Technical Education Automotive Toyota Hybrid Cutaway Trainer	Learning Loss
7	Summer Dual Enrollment	Provision for students for academic advancement	Learning Loss
21	Security personnel to support schools and community relationship development	relationship development. As the new normal is defined there has been an increase in national and local issues that have potential of creating compromising circumstances at schools.	Facilities
22	Communication warning system within district building	Communication of eminent emergency within district building	Facilities
9	Director of After School Community Involvement	Need to expend after school learning beyond that of the traditional instructional day additionally need to have ability to build upon community resources	Learning Loss
8	Data collecting system for classroom walkthrough	collection of data in relation to classroom instruction for use in professional learning team meetings	Learning Loss
10	Data collecting system for classroom walkthrough	collection of data in relation to classroom instruction for use in determining and monitoring Social Emotional School wide climate for use with SEL Support Personnel	Social Emotional
11	Social Emotional Learning Training and implementation support	Student return to school sites subject to COVID have a greater likelihood of experiencing anxiety and transition to school	Social Emotional
6	Classified personnel to assist with students at risk of meeting annual high schools grade level credit targets.	Position assist with Graduation readiness of students in a flexible operational manner. Personnel will work with meeting needs of at-risk students currently enrolled at one	Learning Loss
17	Extended Student Learning support program	provision for school district personnel working beyond their contracted hours assistance with childcare at their student's zoned school	Learning Loss
18	Extended Student Learning school site coordinator	provision to provide supervision and operation of school site after school day care and tutoring supervision and operational assistance.	Learning Loss
12	Multileg Lingual 2 year curriculum (2023-2024)	Provision of a unified k-12 curriculum for students of other languages	Learning Loss
13	Mental Health Counselors for students	Provision for professional licensed mental health counseling for students. Lends for opportunity to extend services through 2024	Social Emotional
3	Extend contend knowledge for teachers in core academic areas and STEM integration	The greater depth of knowledge that an educational professional houses provides intensive opportunities for student learning.	Professional Development
14	Extended learning for highest need schools	increase academic days for schools identifies in academic need	Learning Loss
15	Teacher Professional Development in content area for college credit	increase teacher level of proficiency in content areas	Professional Development
16	Math supplemental software	increase student access to learning	Learning Loss
3	Fine and performing arts supplies	provision for students to have personal instructional materials for fine and performing arts	Learning Loss
4	Professional Development for school leadership, inclusive of principals, teachers, instructional support staff and district personnel	building of human capital as a result of COVID was limited in the areas of school leadership, student development and pedagogy	Professional Development
2	instructional software	increase student access to learning	Learning Loss
1	Professional Development for Learning Team Facilitators and Professional Learning communities	Efficacy of teaching learning	Professional Development

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Instructional Model 1-5-Year Plan

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ESSER Funding building upon school district programs for student engagement



RESOURCES

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Resources:

TED Talk ACE

CDC ACEs Resources

Academy of Violence and Abuse

ACE Connection Resources

The National Child Traumatic Stress Network (Cognitive Behavior Therapy)

Childhood Adversity Resources

Edutopia A Guide for Anti-Racism Instruction

Lesson Planet Lessons for Teaching Anti-Racism

Learning for Justice

Let's Talk Teaching Tolerance

Learning for Justice Power Point Lessons

Multicultural Lessons Teaching Tolerance

South Carolina Department Education Gifted & Talented Resources

U.S. Department of Education Equity

Ed Trust Equity and Access

California Considerations for Creating a Distance Learning Plan

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BEAUFORT COUNTY SCHOOL DISTRICT

Goals Strategies Research

Academic Recovery Plan

For review and submittal to the South Carolina Department of Education – May 28, 2021

DRAFT

Attendees at meeting:

Melissa Murray; Daniel Fallon; Melissa Holland; Melissa Pender; Michelle Sackman; Alvilda Graham; Chavon Brown; Tara Mack; Marvel Ulmer; Charity Summers; Melissa Vogt; Freddie Lawton; Mona Dickson; Chad Cox; Constance Lewis-Goodwine; Brenda Blue; Kathy Corley; Paula Brown; Brian Ryan; Denise Donica; Linsey Skirtich; Matt Hall; Adrienne Sutton; Joseph Bornsheur; Pat Freda and Sara Owen

Goal(s) 1 Multi-Lingual Students:

By June 30, 2022 Multilingual (ML) students in grades 1-8 will increase to 27% from 17% on their **ELA** rating of mid-high/high achievement quartile as measured by SC Rally data analysis tool.

By June 30, 2022 ML students in grades 1-8 will increase to 35% from 25% on their **Math** rating of mid-high/high achievement quartile as measured by SC Rally data analysis tool.

Targeted instructional strategies:

- District-wide implementation of a K-12 curriculum to support multi-language learners
- Increased access to SIOP training for contracted teachers, and pre-onboarding training for new teachers to the district
- Decrease the student teacher ratio of ML:Teacher
- Implementation of Imagine Learning K-12 curriculum
- Increase access of SIOP training for teachers
- Seek the onboarding of bilingual personnel
- Extend the amount of learning opportunities
- Implementation of early warning systems to identify student academic and social emotional needs
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Targeted grade level instruction adapted through instructional strategies to increase student learning and language acquisition
- Reestablishing of grade-level reading materials targeting a broader inclusive model of diversity and topics that support South Carolina instructional standards
- Provision of ML instructional coaches to assist with building teacher capacity and increase student access to learning.
- Integration of a reading block with integration of Computer Assisted Instruction (CAI)
- Implementation of tutorial program during and after school
- Ongoing professional development for administrators – i.e. observation protocols and lesson plan feedback
- Development of sheltered classes to address unique leaning needs of unschooled newcomers
- Integration of classroom walkthrough data collection tool for use with professional learning community meeting
- PreK services for ML students.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

Academic achievement strategies that address Tier-3 students will be targeted through the provision of professional development and the district-wide use of Imagine Learning k-12 curriculum, and

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implementation of professional learning communities meetings. These meetings will be integrated into all schools and will be led by trained Instructional Coaches in the areas of research based best practices. The fidelity of instructional practices will be monitored and supported by the hiring of Multi-Lingual (ML) instructional coaches. In addition, hiring of ML teachers to provide a decrease in student: teacher ratio is a critical assistance to increase student and the adage of focus tutorial learning will be at key schools. The goal and strategies are based on the knowledge that providing students with excellence in education starts foremost with the quality of instruction and the teacher in the classroom (Retrieved March 3.13.2021 - Brookings Institution). In contrast to attendance at workshop, where time for authentic practice and integration of targeted instructional practices are provided, the instructional coaching model provides for professional development with immediate opportunities for application, feedback and lends for meaningful conversations between the educator and coach. Instructional coaching must first be rooted in standards-based instruction and the measuring of student achievement. The suggested coaching model for this initiative is the student centered model, although instructional coaching has a total of three models (relationship centered and teacher centered) due to the negative impact made by COVID 19 upon student loss of learning the student-centered instructional model is highly recommended.

Provision of instructional assistance for Tier 2 and 1 student will be targeted through the continued professional development and implementation of the district wide Imagine Learning curriculum. These students will also have access to school tutorial programs.

Goal(s) 2- Student with Disabilities:

By June 30, 2022 SWD students in grades 1-8 will increase to 26% from 16% on their **ELA** rating of mid-high/high achievement quartile as measured by SC Rally data analysis tool.

By June 30, 2022 SWD students in grades 1-8 will increase to 29% from 19% on their **Math** rating of mid-high/high achievement quartile as measured by SC Rally data analysis tool.

Targeted instructional strategies:

- Provide student access to highly trained personnel in the areas of meeting differentiation of delivery of learning
- Increase training for instructional personnel who work with the academic needs of students
- Hiring of curriculum specialists for special education and focused at supporting teachers with effective delivery of instruction
- Implementation of early warning systems to identify student academic and social emotional needs
- Building teacher content knowledge and delivery of learning skills of teachers to better ‘fit” the learners’ needs
- Use of research based instructional strategies such as Orton Gillingham
- Inclusive practices model such as Stetson
- Ongoing and targeted professional development.
- Integration of a reading block with CAI
- Reestablishing of grade-level reading materials targeting a broader inclusive model of diversity and topics that support South Carolina instructional standards

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- Integration of classroom walkthrough data collection tool for use with professional learning community meeting.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

Due to the nature of special education, instructional support resources in reading will be provided as identified by the student Individual Education Plan (IEP) team determination. Predominantly the Tier 3 special education literacy model focuses on the use of the following instructional resources in a 90-minute instructional block at a minimum of 450 minutes per week: iReady Reading, Reading Plus; Orton Gillingham; and/or reading A-Z.. Students in grades Prek-10 will receive instructional intervention through a diverse toolbox for the learner consisting of: iReady Reading, Reading Plus, Head Sprout/ Reading A-A and the Orton-Gillingham (OG) reading model. OG is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. (Orton Gillingham). OG will be available for Tier 3 students in grades K-10 and as deemed necessary by the SET. This instructional model lends to fundamental language development where iReady Reading and Reading Plus will be available for students with disabilities (SWD) who have acquired fundamental reading skills.

Additionally, the basis of meeting academic learning of all students with disabilities (SWD) will be addressed through differentiation instruction (DI). DI seeks to develop means of tailoring instruction to meet individual learner's needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment, progress monitoring and flexible grouping makes this a successful approach to instruction. Professional Development provided by Stetson Associates will be a targeted model at Tier 3 schools, and training will be accessible for school district certified personnel as determined in collaboration of by the Director Students with Disabilities and the respective school principal. Focal to this training is the instructional approach of Understanding of the Zone of Proximal Development. This approach to learning addresses the difference between what a learner can accomplish alone and what he can do when provided with adapted assistance—then learn how to use the most effective instructional accommodations available.

To provide fidelity of practice and sustainability, the Special Education Services Department will hire two additional instructional coaches to assist with building teacher capacity, student achievement and efficacy at implementation of a continuous improvement model that is inclusive of standards-based progress monitoring. The hiring of instructional coaches is an essential component of an effective professional development program (Elena Aguilar, The Art of Instructional Coaching: https://brightmorningteam.com/coaching-tools/). Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator. Coaching creates a relationship in which a client feels cared for and is therefore able to access and implement new knowledge. A coach can foster conditions in which deep reflection and learning can take place, where a teacher can take risks to change her practice, where powerful conversations can take place and where growth is recognized and celebrated. Finally, a coach holds a space where healing can take place and where resilient, joyful communities can be built.

Goal(s) 3 – Gifted and Talented:

By the end of the 2022 SY, the percentage of academically gifted and talented students scoring "Exceeds Expectations" on SC Ready will increase to a minimum of 75%.

By June 20, 2022 increase the number of academic and artistic state identified GT students from underrepresented populations (African American, ELL students, poverty) will increase by a minimum of 5%.

Targeted instructional strategies:

- Provide student access to highly trained personnel in the areas of meeting differentiation of delivery of learning
- Development of local district Gifted and Talented identifiers
- Greater focus on providing instruction embedding higher level thinking skills for early elementary students and those from underrepresented populations
- Focus on Academic and Artistic Talent Development incorporating curriculum enrichment/acceleration, student strengths and interests that promote engagement, task commitment, and motivation
- Implementation of BCSD G/T MTSS model to address different levels of high potential
- Implementation of early warning systems to identify student academic and social emotional needs
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Reestablishing of grade-level reading materials targeting a broader inclusive model of diversity and topics that support South Carolina instructional standards
- Provide ongoing opportunities for students to hone their strengths and apply and practice knowledge of how to work- with real-world problems and situations to arrive at solutions.
- Provide multiple opportunities throughout the district to screen underrepresented populations
- Use of alternative assessment for GT identification (i.e. Naegleria)
- Use of Brain Boosters Program in 1st and 2nd grade
- Use of identified rigorous GT curriculum at every grade level k-5
- District-wide integration and use of Great Books in middle grades
- Extended professional development opportunities for all teachers within grade bands at use of gifted and talented philosophy of practice and instructional strategies for all students.
- Integration of classroom walkthrough data collection tool for use with professional learning community meeting.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

The most common instructional strategies for gifted and talented students include: the differentiation of lessons to increase depth and complexity; the implementation of pull out programs; and the compacting of curriculum. These traditional methods of reaching our gifted and talented students have provided support for learners, however with the onset of COVID 19 the reality of loss learning and limited access of underrepresented students in Gifted and Talented (GT) classrooms the traditional model may not be resolve loss learning nor increase access to GT for all learners. To address this, the school district has developed local eligibility criteria that is being used to identify students in earlier grades. Two elementary schools are implementing the early identifying model that is based on teacher recommendation, observation, and administration of the IOWA Accelerated Learning Assessment. Additionally, to address

loss learning of not only GT but "ALL" students the school district is seeking to build school leaderships implementation of an instructional approach that transfer the thinking load from the teacher to the student. (TNTP Learning Accelerating Guide; TNTP Teaching Strategies for Loss Learning). The goal of the instructional initiative is to change classroom culture to a release of control from that where students were asked only simple questions that didn't require critical thinking, or where they were given the answer before they had enough time to do the work themselves. To classrooms where students are provided the opportunities to be responsible for "doing the thinking." This simple but effective strategy not only allows students to build their knowledge and skills they need to deeply understand the content but can also build students' motivation in school and lead to deeper engagement in their learning.

On top of starting with grade-appropriate content (a prerequisite for supporting students' academic growth), the following strategies are expected to be implemented in classroom as through the district. These strategies have been identified as providing students with learning skills that engages them with learning of challenging cognitive work during their daily lessons:

- Teachers are to build a classroom "CAN DO" expectation for all learners.
- At the start of the academic school year, school leaders and teachers are to establish clear behavioral and academic expectations for student participation and work. Teachers are to avoid low leave recall questions but are to ask questions and assign tasks that require critical thinking
- Develop a classroom monitoring model that provide all students with a chance to do the work
- Classroom teachers will check for understanding frequently and strategically and provide descriptive feedback
- Implementation of early warning systems to identify student academic and social emotional needs
- Hold high expectations for student responses and ask targeted follow-up questions.
- Facilitate academic discussion and feedback among students
- Build instructional lessons that are grade level and integrate scaffolding strategies to build upon student learning. (Scaffolding Strategies TNTP, Downloadable Scaffolding Strategies TNTP).

TNTP Learning Accelerating Guide
TNTP Teaching Strategies for Loss Learning
Scaffolding Strategies TNTP
Downloadable Scaffolding Strategies TNTP

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

Instructional loss for all students will also be addressed by teachers: reteaching content from previous grades, assigning students texts at their current reading levels, and providing worksheets with tasks broken down into discrete steps, to name a few. While these strategies can assist students complete their assignments more successfully, they often focused on remedial content and can limit students' ability of meeting the demands of grade-level standards. This speaks to a real and widespread need to build upon teacher learning through structured professional development, integration of a continuous improvement model of instruction, and specific use of content area as well as methodology instructional coaching. An approach to learning that will also deepen student learning opportunities is "scaffolding up." The

overarching practice of scaffolding up has teachers focusing at getting students to master the key practices and concepts in grade-level content, with students able to do so increasingly independently over time.

These approaches to teaching in a scaffolding up model are but are not limited to: Keeping equity and rigorous content at the forefront of all decisions of what and how to reach students who are behind grade level.; Set aside planning time to determine when and how to incorporate scaffolds to support student learning.; and tailor instructional lessons to meet the demands of the grade-level standards and student needs. Additional information is accessible at Scaffolding Strategies TNTP.

Goal 4 – Pre-Kindergarten:

By June 30, 2022 90% of early childhood Pre-Kindergarten students will score meeting-or-exceeds on the continuum of learning Teaching Strategies Gold progress monitoring measure.

Overarching instructional strategies:

- Allocation of instructional coaches to assist with building instructional efficacy of use and fidelity of practice of a new district-wide early childhood curriculum
- Purchasing of instructional materials that are consistent within the district
- Development of instructional monitoring tool
- Integration of a reading block with CAI
- Reestablishing of grade-level reading materials targeting a broader inclusive model of diversity and topics that support South Carolina instructional standards
- Continue to increase opportunities for early identification and early intervention for young children and their parents. Connecting children and families to interventions and resources needed to order to improve school readiness and future school success.
- Increase students ready for Kindergarten at by identifying and targeting needed resources for classroom instruction, teacher and paraprofessionals development and reduced teacher student/ratio
- Building of a Literacy Framework for early childhood that is inclusive of :Adult Education, job readiness and workforce skills; Parenting Education; Parent-child interaction development and training; and child care for parents participating in programs
- Integrate use of MAP Fluency assessment for determining effectiveness of instructional strategies and student learning.
- Allocation of instructional coaches to assist with building instructional efficacy of use and fidelity of practice of a new district-wide early childhood curriculum
- Purchasing of instructional materials that are consistent within the district
- Development of instructional monitoring tool
- Integration of a reading block with CAI and grade appropriate student selected text
- Implementation of early warning systems to identify student academic and social emotional needs
- Building teacher content knowledge and delivery of learning skills of teachers to better ‘fit” the learners’ needs
- Systematic Instruction in Phonics and Phonemic Awareness. Implementation will include a blend of virtual, Face to face, consultants modeling in our schools with our students, and learning walks. Initiative will include 19 of our elementary grade schools. Additionally, it

includes a 1:1 Collaborative Coaching cycle for 19 of teachers, with targeted development of a Train-the-Trainer model
- Continue to increase opportunities for early identification and early intervention for young children and their parents. Connecting children and families to interventions and resources needed to order to improve school readiness and future school success.
- Increase students ready for Kindergarten at by identifying and targeting needed resources for classroom instruction, teacher and paraprofessionals development and reduced teacher student/ratio
- Integrate use of MAP Fluency assessment for determining effectiveness of instructional strategies and student learning
- Target pre-K students who measure within the 30th and 50th percentile of readiness or kindergarten as assess through ChildFind (CF) access to a Pre-K summer camp.

Building on summer learning will provide student with a head start to learning. This program will target students who otherwise do not qualify for early assistance to other federal/state funded early childhood programs. "Children have the greatest chance of succeeding in school if they regularly attend a high-quality preschool program (Slaby, Loucks, & Stelwagon, 2005)." This would be a great opportunity to jumpstart their learning experiences with a literacy-rich, engaging, and rigorous program to expose them to the "school" experience.

GOAL 5 – Kindergarten:
By June 30, 2022 more than 65% of all Kindergarten students will score at or above the norm on Spring MAP ELA.

Overarching instructional strategies:
- Prioritize the most critical prerequisite skills and knowledge of each subject area and align instruction to South Carolina Prioritized Standards in accordance with appropriate grade level.
- Diagnose student learning to include prior year instructional standards and skills in order to better align current grade level instructional needs.
- Improve parent learning of Northwest Evaluation Association (NWEA) resources and tools as a means of increasing parent knowledge and involvement in their student's learning.
- Increase student access to Social Emotional Learning tools (Panorama, Check and Connect).
- Increase monitoring of student Social Emotional Learning needs through classroom professional development support and school counselors.
- Coaching, monitoring and support of instructional resources to ensure fidelity of practice.
- Ongoing professional development of Instructional Coaches as a tool of building teacher capacity
- Building of a Literacy Framework for early childhood that is inclusive of :Adult Education, job readiness and workforce skills; Parenting Education; Parent-child interaction development and training; and child care for parents participating in programs
- Ensure grade level assignment and lessons are monitored with the recognition of adjustments to on the spot learning to address prior knowledge gaps.
- Extended learning for students (after school focused tutoring; Saturday learning opportunities).
- Embedded practice of professional learning protocols targeted at student achievement and building of teacher capacity
- Develop a classroom monitoring model that provides all students with the opportunity to meet the rigor of targeted instruction

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- Implementation of early warning systems to identify student academic and social emotional needs
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Systematic Instruction in Phonics and Phonemic Awareness. Implementation will include a blend of virtual, Face to face, consultants modeling in our schools with our students, and learning walks. Initiative will include 19 of our elementary grade schools. Additionally, it includes a 1:1 Collaborative Coaching cycle for 19 of teachers, with targeted development of a Train-the-Trainer model
- Extend hands-on learning with opportunities for increased STEM experiences either by a mobile lad, or development of interactive labs within designated schools
- Use of formative assessment for learning, and realignment of district-wide grading practices
- System-wide administration of MAP Fluency of early grades to as a screener of dyslexia, and as a pre-post tool to measure learning when applicable. The district-wide implementation of scaffolding strategies is based on the preexisting practice that student swill consistently receive grade-level materials, tasks and assignments that will make learning accessible. School leaders and teacher will predominantly focus scaffolding strategies at addressing the greatest learning gaps at the moment of demonstrated need by the student either through direct classroom instruction or results of formative assessments.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

The continued use of just in-time scaffolding strategies will address the necessary content knowledge and skills students require to engage in the most immediate grade-level instruction. While the ultimate goal is to address loss and current grade-level learning the concept of accelerated learning based on scaffolding are heavily based on the science of learning (TNTP Accelerate Learning); US Impact of COVID on Learning APRIL 2021 Report).

To build on learning at all grade levels the school district is developing embedded practices of concepts tiered with a continuous improvement model (CIM). This model involves the understanding of defining the learning or performance problem, defining approaches of improvement, monitoring practice through active reflection and discourse. This work is surrounded in the development and implementation of professional learning communities within all grade level bands in the district (prek-12). Within this model, there is an expectation of classroom instruction that is developed through grade level standards, use of grade level text, and high level of classroom discourse that is aligned with the rigor of the standard. This is primarily referred to as "Text, Task and Talk," (TTT) and is a defined expectation for the school district.

Goal 6 – 1st Grade

By June 30, 2022 65% of 1st graders will measure baseline data point of at or above the 50th percentile in math and reading as measured by the MAP Math and MAP **Reading** Fluency measures.

Overarching instructional strategies:

- Targeting of academic language within and amongst schools
- Usage of prescriptive instructional materials within targeted schools
- Strategic instruction in Phonics and Phonemic Awareness for Tier I and Tier II (Systematic Instruction in Phonics and Phonemic Awareness)

- District-wide Professional Learning Communities Learning Team protocols
- Implementation of early warning systems to identify student academic and social emotional needs
- Systematic Instruction in Phonics and Phonemic Awareness. Implementation will include a blend of virtual, Face to face, consultants modeling in our schools with our students, and learning walks. Initiative will include 19 of our elementary grade schools. Additionally, it includes a 1:1 Collaborative Coaching cycle for 19 of teachers, with targeted development of a Train-the-Trainer model
- Integration of a reading block with computer assisted instruction and grade level student selected text
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Maintain small student to teacher ratios in targeted schools to enhance differentiated learning opportunities
- Monitoring of READY Math units of instruction to ensure fidelity of practice
- Implementation of Continuous Improvement Model in Professional Learning Communities (PLCs) at building instructional practices and student achievement.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

The continued use of just in-time scaffolding strategies will address the necessary content knowledge and skills students require to engage in the most immediate grade-level instruction. While the ultimate goal is to address loss and current grade-level learning the concept of accelerated learning based on scaffolding are heavily based on the science of learning (TNTP Accelerate Learning); US Impact of COVID on Learning APRIL 2021 Report).

To build on learning at all grade levels the school district is developing embedded practices of concepts tiered with a continuous improvement model (CIM). This model involves the understanding of defining the learning or performance problem, defining approaches of improvement, monitoring practice through active reflection and discourse. This work is surrounded in the development and implementation of professional learning communities within all grade level bands in the district (prek-12). Within this model, there is an expectation of classroom instruction that is developed through grade level standards, use of grade level text, and high level of classroom discourse that is aligned with the rigor of the standard. This is primarily referred to as "Text, Task and Talk," (TTT) and is a defined expectation for the school district.

Goal 7 –2nd-5th Grades

By June 30, 2022 65% or more of third -fifth grade student will score at or above the norm on Spring MAP Math and Reading. (This goal includes a sub target goal of 90% or higher 3rd graders meeting state defined promotion requirements; within an estimated 1410 third graders, 200 or less 3rd-gaders requiring summer remediation, as measured by a score of 177 or less on Spring MAP Reading).

Overarching instructional strategies:

- Increase access of training of school personnel to district PLC training, with a plan of action for monitoring and fidelity of practice
- Implementation of Continuous Improvement Model in Professional Learning Communities (PLCs) at building instructional practices and student achievement

- Extend hands-on learning with opportunities for increased STEM experiences either by a mobile lad, or development of interactive labs within designated schools
- Provision of additional instructional staff at targeted schools to reduce class-size and opportunities for differentiated instruction
- Implementation of early warning systems to identify student academic and social emotional needs
- Systematic Instruction in Phonics and Phonemic Awareness. Implementation will include a blend of virtual, Face to face, consultants modeling in our schools with our students, and learning walks. Initiative will include 19 of our elementary grade schools. Additionally, it includes a 1:1 Collaborative Coaching cycle for 19 of teachers, with targeted development of a Train-the-Trainer model
- Summer Reading Camp (State Requirement)
- Rewrite of curriculum maps to focus on priority standards and embedded algebraic thinking concepts
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Development of a mobile science/engineering and arts integration bus to provide learning experiences beyond the traditional classroom
- Professional development targeting building of content area knowledge in the areas of math and science
- Integration of 90-minute reading block with fidelity, and including CAI as well as student grade-level appropriate selected text for reading
- Targeting of academic language within and amongst schools
- Usage of prescriptive instructional materials within targeted schools
- Requirement of grades 2-10 to develop and implement a writing action plan inclusive of Document Based Questions
- Deploy Coaches to facilitate modeling Best Practices
- Providing strategic interventions that address specific needs for improving reading skills
- Ensure grade level assignment and lessons are monitored with the recognition of adjustments to on the spot learning to address prior knowledge gaps
- Extended learning for students (after school focused tutoring; Saturday learning opportunities).
- Embedded practice of professional learning protocols targeted at student achievement and building of teacher capacity
- Develop a classroom monitoring model that provides all students with the opportunity to meet the rigor of targeted instruction
- Use of formative assessment for learning, and realignment of district-wide grading practices.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

The continued use of just in-time scaffolding strategies will address the necessary content knowledge and skills students require to engage in the most immediate grade-level instruction. While the ultimate goal is to address loss and current grade-level learning the concept of accelerated learning based on scaffolding are heavily based on the science of learning (TNTP Accelerate Learning); US Impact of COVID on Learning APRIL 2021 Report).

To build on learning at all grade levels the school district is developing embedded practices of concepts tiered with a continuous improvement model (CIM). This model involves the understanding of defining

the learning or performance problem, defining approaches of improvement, monitoring practice through active reflection and discourse. This work is surrounded in the development and implementation of professional learning communities within all grade level bands in the district (prek-12). Within this model, there is an expectation of classroom instruction that is developed through grade level standards, use of grade level text, and high level of classroom discourse that is aligned with the rigor of the standard. This is primarily referred to as "Text, Task and Talk," (TTT) and is a defined expectation for the school.

Goal 8 – Grads 6-8
By June 30, 2022 42% of sixth-eighth grade students will score **Meets** or **Exceeds** as measured by SC Ready **Reading and Math** assessments.

Overarching instructional strategies:

- Increase access of training of school personnel to district PLC training, with a plan of action for monitoring and fidelity of practice
- Implementation of Continuous Improvement Model in Professional Learning Communities (PLCs) at building instructional practices and student achievement
- Provision of additional instructional staff at targeted schools to reduce class-size and opportunities for differentiated instruction
- Extend hands-on learning with opportunities for increased STEM experiences either by a mobile lad, or development of interactive labs within designated schools
- Implementation of early warning systems to identify student academic and social emotional needs
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Rewrite of curriculum maps to focus on priority standards and embedded algebraic thinking concepts
- Integration of 90-minute reading block with fidelity, and including CAI as well as student grade-level appropriate selected text for reading
- Targeting of academic language within and amongst schools
- Usage of prescriptive instructional materials within targeted schools
- Requirement of grades 2-10 to develop and implement a writing action plan inclusive of Document Based Questions
- Reestablishing of grade-level reading materials targeting a broader inclusive model of diversity and topics that support South Carolina instructional standards
- Deploy Instructional Coaches to facilitate modeling of "Best Practices"
- Providing strategic interventions that address specific needs for improving reading skills
- Development of a mobile science/engineering and arts integration bus to provide learning experiences beyond the traditional classroom
- Professional development targeting building of content area knowledge in the areas of math and science
- Ensure grade level assignment and lessons are monitored with the recognition of adjustments to on the spot learning to address prior knowledge gaps
- Extended learning for students (after school focused tutoring; Saturday learning opportunities).
- Embedded practice of professional learning protocols targeted at student achievement and building of teacher capacity
- Develop a classroom monitoring model that provides all students with the opportunity to meet the rigor of targeted instruction
- Use of formative assessment for learning, and realignment of district-wide grading practices

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- Implementation of early warning systems to identify student academic and social emotional needs.

Goal 9 – Grades 9-12
By June 2022, all students in grades 9-12 will have earned necessary credits to meet grade level classification.

Overarching instructional strategies:
- Increase access of training of school personnel to district PLC training, with a plan of action for monitoring and fidelity of practice
- Implementation of Continuous Improvement Model in Professional Learning Communities (PLCs) at building instructional practices and student achievement
- Provision of additional instructional staff at targeted schools to reduce class-size and opportunities for differentiated instruction
- Instructional support to provide students in End-of Course exams to meet a course grade of "C" or higher
- Extend hands-on learning with opportunities for increased STEM experiences either by a mobile lad, or development of interactive labs within designated schools
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Deployment of graduation readiness lab certified personnel to assist students with credit recovery, as well as accelerate those who have entered the school district deficient of necessary course credit to meet graduation requirements
- Provision of classified personnel trained in career development facilitator (CDF) and student management (Social Emotional and community support) techniques to reengage them at meeting demands of academics and course requirements
- Increased access for all students to higher level instructional courses that are gateways to post-secondary experiences
- Implementation of early warning systems to identify student academic and social emotional needs
- Rewrite of curriculum maps to focus on priority standards and embedded algebraic thinking concepts
- Integration of 90-minute reading block with fidelity, and including CAI as well as student grade-level appropriate selected text for reading
- Targeting of academic language within and amongst schools
- Reestablishing of grade-level reading materials targeting a broader inclusive model of diversity and topics that support South Carolina instructional standards
- Usage of prescriptive instructional materials within targeted schools
- Requirement of grades 2-10 to develop and implement a writing action plan inclusive of Document Based Questions
- Increased opportunities for students to engage in College and Career instructional opportunities in readiness of ACT, SAT and/or ASVAB testing
- Deploy Instructional Coaches to facilitate modeling of "Best Practices"
- Providing strategic interventions that address specific needs for improving reading skills
- Development of a mobile science/engineering and arts integration bus to provide learning experiences beyond the traditional classroom

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- Professional development targeting building of content area knowledge in the areas of math and science
- Ensure grade level assignment and lessons are monitored with the recognition of adjustments to on the spot learning to address prior knowledge gaps
- Extended learning for students (after school focused tutoring; Saturday learning opportunities).
- Embedded practice of professional learning protocols targeted at student achievement and building of teacher capacity
- Develop a classroom monitoring model that provides all students with the opportunity to meet the rigor of targeted instruction
- Use of formative assessment for learning, and realignment of district-wide grading practices
- Implementation of early warning systems to identify student academic and social emotional needs.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

Goal 10 – Grades Pre K-12
By June 30, 2022 students in grades Pre K-12 will increase their proficiency of literacy of sound, movement and visual interpretations trough fine and performing arts (courses of study). How do I measure the loss of learning?

Overarching instructional strategies:

- Professional development targeting arts integration in core content area
- Instructional curriculum writing units of instruction to broaden students' arts experiences and learning
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Integration of experts in field to work collaboratively with arts and other content area teachers at the delivery of instructional standards-based lessons
- Use of arts to develop students' ability to communicate and share insight and knowledge
- Increase student access to arts based instruction is all grade levels.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?
Recently the use of a student poll to determine student engagement in the arts has administered by the state of South Carolina. To examine the connection between arts education and student engagement. Research indicates that engaged students are 25 times more likely to perform with higher grades; 4.5 times more likely to be more hopeful than their peers; and 2.5 times more likely to share that they strongly agree that they do well in school Palmetto Arts Gallup Poll. The 2018 Gallup Poll results indicated that 23 out of 24 items on the Gallup Student Poll, South Carolina students at arts-rich schools outperformed the overall mean. This difference is further highlighted by the six items on the Gallup Poll where students from art-rich schools scored above the overall mean: The adults at my school care about me; I have at least one teacher who makes me feel excited about the future; I have a great future ahead of me; I know I will find a good job in the future; I will invent something that changes the world; and I plan to start my own business. Two additional results that support increased arts integration were defined by the 2018 SC Student Gallup Poll, first there is a link between the amount of time students experience arts enriched lessons and an increase in student engagement and hope. The second significant results revealed that

students in arts rich schools with a free/reduced lunch program rating of 75% or greater scored higher that the overall mean on student engagement and hope.

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Data Reference:

College or Career Ready			
	2018	2019	2020
Percentage CCR	75.4	82.9	82.9

NWEA MAP Projected Proficiency							
MAP Projected Proficiency Levels %Meets/Exceeds				MAP Projected Proficiency Levels %Does Not Meet			
Fall	2018	2019	2020	Fall	2018	2019	2020
Mathematics	44	49.8	39.3	Mathematics	19.7	17	21.5
Reading	35.6	35.9	36.1	Reading	24.8	21.7	25
MAP Projected Proficiency Levels %Meets/Exceeds				MAP Projected Proficiency Levels %Does Not Meet			
Winter	2019	2020	2021	Winter	2019	2020	2021
Mathematics	44.6	48.2	36.1	Mathematics	21.2	20.5	25.4
Reading	36.8	35	32	Reading	23.6	26	31
MAP Projected Proficiency Levels %Meets/Exceeds				MAP Projected Proficiency Levels %Does Not Meet			
Spring	2019	2020	2021	Spring	2019	2020	2021
Mathematics	42.7		31	Mathematics	22.6		31.5
Reading	38.5	35	31.3	Reading	23.9	26	31.7

End of Course Exams % Passing Fall Administration			
	2019	2020	2021
Algebra I	81.4	71.3	62.1
Biology	73.8	67.9	63
US History	61.4	74.9	57.9

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Intervention Summary:

Beaufort County School District Academic School Year 2021-2022									
	Elementary (Pre K-5)			Middle (6-8)			High School (9-12)		
		Instructional Material	System		Instructional Material	System		Instructional Material	System
District Wide Initiatives		Achieve 3000	Class Size Reduction		Achieve 3000	Class Size Reduction		Achieve 3000	Class Size Reduction
		Dreambox	Early Childhood Coaches		Reading Plus	Extended Learning Day		Reading Plus	Delayed Start
Continuous Improvement Model		iReady Reading	Extended Learning Day		SREB Math	Instructional Coaches/ Trained		SREB Math	Extended Learning Day
Executive Directors	**Tier 3 5%**	Head Sprouts	Instructional Coaches/ Trained Learning Team Facilitators	**Tier 3 5%**	Orton Gillingham	Multi-lingual Coaches	**Tier 3 5%**	Orton Gillingham	Instructional Coaches/ Trained Learning Team Facilitators
ML District Wide Curriculum		Orton Gillingham	Multi-lingual Coaches			Professional Development			Multi-lingual Coaches
Instructional PD for Interventionist		Reading A_Z	Professional Development			SWD Coaches			Professional Development
PLC Protocol		Scholastic	SWD Coaches			Tutoring 2.0			SWD Coaches
Pre K District Wide Curriculum			Tutoring 2.0						Tutoring 2.0
Pre K Additional School Year Onboarding Days - Get to know your school			University of Virginia School Education/Darden						Credit Recovery Lab for students not meeting grade-level
Professional Learning in Content Areas of Math and Science	Elementary (PK-5)			Middle (6-8)			High School (9-12)		
Professional Leaning Communities		Achieve 3000	Early Childhood Coaches		Achieve 3000	Multi-lingual Coaches		Achieve 3000	Multi-lingual Coaches
Progress Monitoring		Dreambox	Multi-lingual Coaches		Reading Plus	Professional Development		Reading Plus	Professional Development
Realignment of math standards	**Tier 2 15%**	Head Sprouts	Professional Development	**Tier 2 15%**	SREB Math	SWD Coaches	**Tier 2 15%**	SREB Math	SWD Coaches
SC LOR school integration and PD		iReady Reading	Professional Development		Orton Gillingham	Tutoring 2.0		Orton Gillingham	Tutoring 2.0
SEL Support		Orton Gillingham	SWD Coaches						
SIOP Training		Reading A-Z	Tutoring 2.0						
	Elementary (PK-5)			Middle (6-8)			High School (9-12)		
		Achieve 3000	Early Childhood Coaches		Achieve 3000	Multi-lingual Coaches		Achieve 3000	Multi-lingual Coaches
		Dreambox	Multi-lingual Coaches		Reading Plus	Professional Development		Reading Plus	Professional Development
	Tier 1 80%	Head Sprouts	Professional Development	**Tier 1 80%**	SREB Math	SWD Coaches	**Tier 1 80%**	SREB Math	SWD Coaches
		iReady Reading	Professional Development		Orton Gillingham	Tutoring 2.0		Orton Gillingham	Tutoring 2.0
		Orton Gillingham	SWD Coaches						
		Reading A-Z	Tutoring 2.0						

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From: Stratos, Mary E <Mary.Stratos@beaufort.k12.sc.us>
Subject: Academic Committee
To: Mercado, Amelia B <Amelia.Mercado@beaufort.k12.sc.us>
Cc: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Rodriguez,Francisco <Francisco.Rodriguez@beaufort.k12.sc.us>
Sent: July 26, 2021 3:46 PM (UTC-04:00)
Attached: ESSER Instructional Iniatives 2022 DRAFT.docx, 7.28.21 Academic Committee Long Term Plan .pptx

The ability to develop student experiences within public education starts at the core beliefs and practices of a district.

Instructional Services Division ESSER Proposal

ACADEMIC COMMITTEE

July 28, 2021

Dr. Mary E. Stratos

I System Change

1. Extended learning day for ATSI, Priority and key schools within the district.

   In efforts at providing targeted schools with optimum instructional time, the extended day will assist with the delivery of instructional lesson by the addition of one-hour to its 6.5-hour day for a total of 7.5-hours of daily instruction. By extending the instructional day, provisions for students to receive interventions in the areas of math and literacy while providing for a well-rounded range of programs and activities can exists. Additionally, state requirement of the Read to Succeed Act of a 90 minute a day reading session can be fully integrated. This can be accomplished by the requirement of reading into English/language arts classes, and the addition of a reading class for students. The model will not inhibit student access to study of the arts, career education and physical activities.

   Items to consider what is the added cost for 10 schools to have an extended learning day; additional instructional personnel for courses of study in the areas of reading and math support; fluctuation to district-wide transportation schedule; and community support.

2. Need for additional instructional coaches at targeted schools. There is a significant need to address reading development for lower grades, however, the need to address proficiency of young adults cannot be overlooked, resulted with an increased focus of additional personnel to targeted secondary schools.

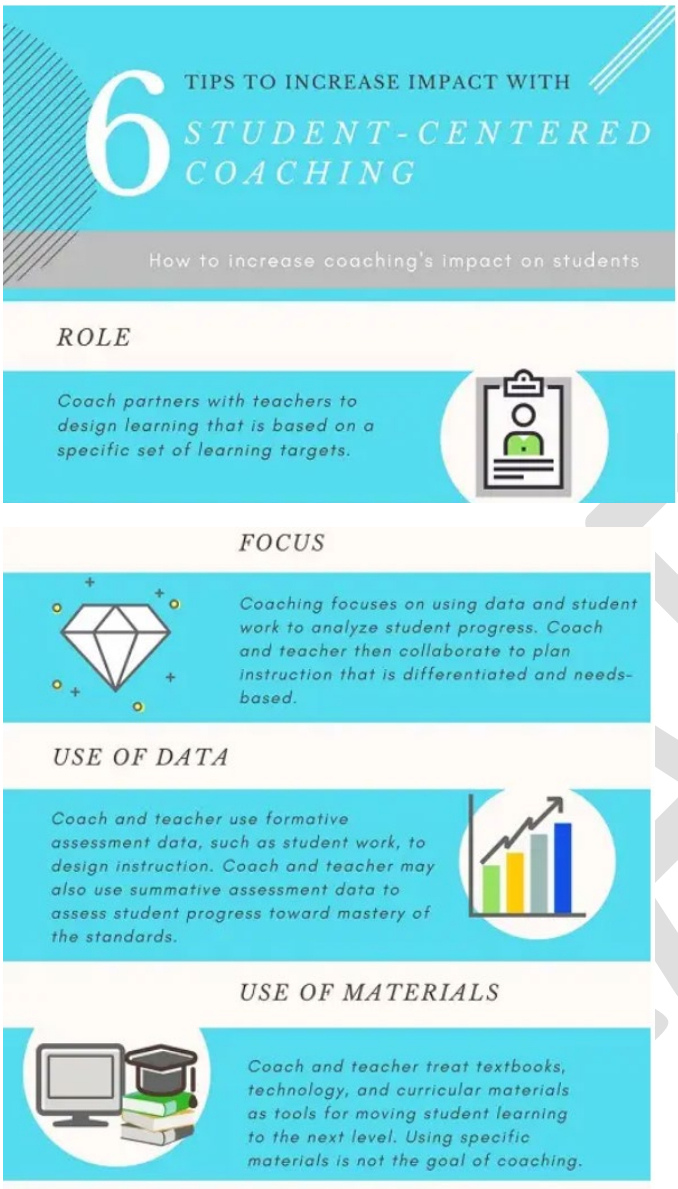
   Providing students with excellence in education starts foremost with the quality of instruction and the teacher in the classroom (Retrieved March 3.13.2021 - Brookings Institution). In contrast to attendance at workshop, where time for authentic practice and integration of targeted instructional practices are provided, the instructional coaching model provides for professional development with immediate opportunities for application, feedback and lend for meaningful conversations between the educator and coach. Instructional coaching must first be rooted in standards-based instruction and the measuring of student achievement. The suggested coaching model for this initiative is the student centered model, although instructional coaching has a total of three models (relationship centered and teacher centered) due to the negative impact made by COVID 19 upon student loss of learning the student centered instructional model is highly recommended. Student centered coaching keeps the conversation between the instructional coach and teachers firmly rooted in student learning (Retrieved on 3.13.2021 Corwin Press- How instructional coaching impacts student achievement). In this model coaches use data- to assist teachers at making more informed decision about their instruction. Coaching is driven by standards and student progress toward mastery of learning objectives. The coach and teacher work as partners with the shared goal of designing instruction to ensure that students have learned to objective of the standards.

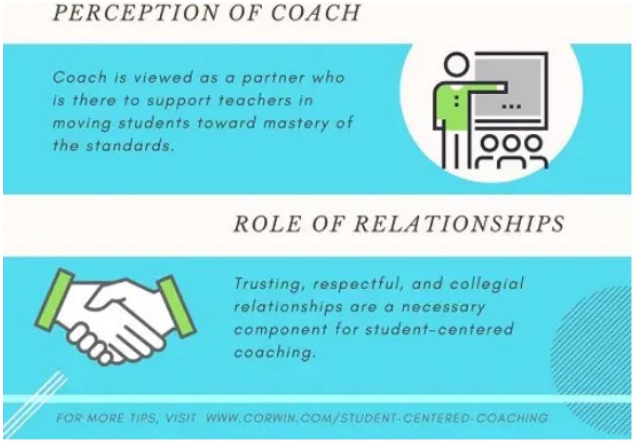
   Insert I defines the roll of the instructional coach under the student-centered model,

   Insert 2 provide evidence from the Northeastern Evaluation Center (NWEA) student learning lost during the COVID 19 pandemic as measured by their Measures of Academic Progress.

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Insert 1: Student Centered Coaching Model





Insert 2: NWEA Student Learning Loss during COVID 19 Pandemic in areas of reading and math

Figure 2. Reading forecast

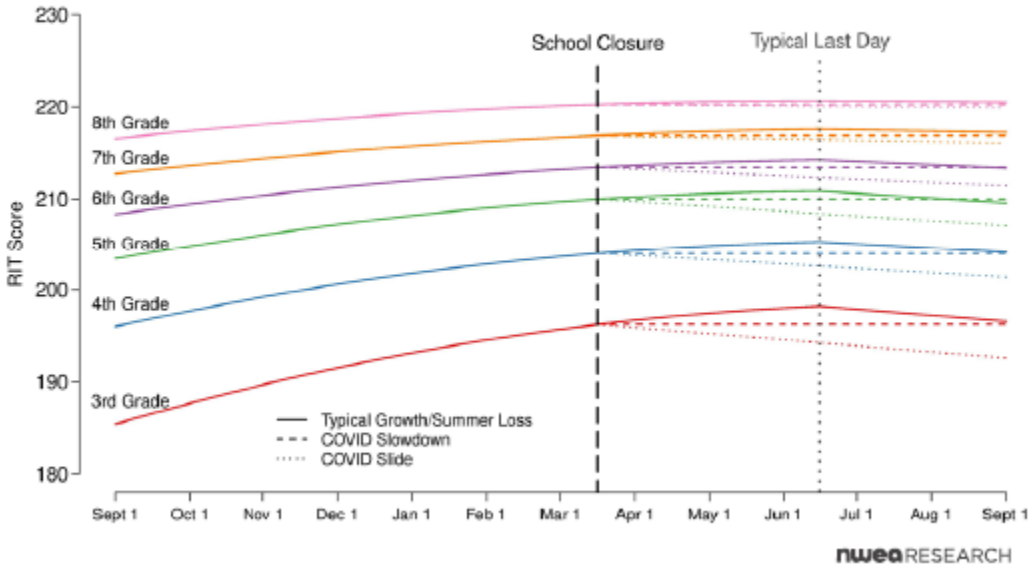
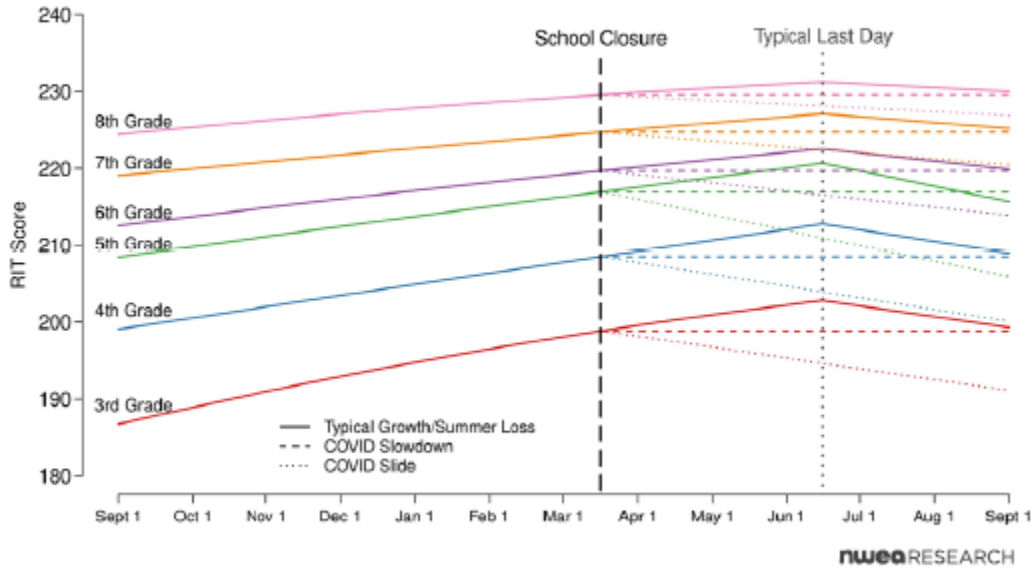


Figure 1. Mathematics forecast



[NWEA Collaborative for Growth]

3. Development of a PreK for all model, including addressing how to work with private industry on the initiative. Note, consistency of instructional delivery and quality of personnel must be addressed.
   Short and simple, research has proven that the attendance of preschool has correlated with a half-standard deviation increase in intelligence for children. This represents a 7 to 8 point boost in IQ test and can have a substantial impact on child's employability and success in school (Barnett, 2008: Retrieved 3.13.2021 - ERIC Files The Long Term Impact of Pre K on student achievement).
   Of the 48 continental states, South Carolina ranks 42 in student achievement with k-12 public education (Retrieved 3.13.2021 - Most Educated States), with a poverty rating of

II Curricular/Instructional Model

1. Standardized Instructional Professional Learning Community Model development. Professional Development targeting system-wide PLC model. The standard can be added to, but not reduced to a lesson planning session.
   - Targeted personnel – instructional coaches (math and reading), school site interventionist (general and special education), assistant principal, and school site recommended personnel.
   - Consultant Contract
   - Professional Development

- K-5 are to incorporate the 6 components of effective reading instruction in their Professional Learning Community practices.

2. Realignment of grades 1-8 math standards to increase student learning of Algebraic thinking and computational skills by 8th grade.
    - Curriculum writing
    - Professional Development
    - Access to aligned resources

3. Curriculum writing teams targeting the following areas:
    - Grades k-8 writing teams to address loss learn. Teams are to embed prior academic grade priority standards into first semester of the current grade level. This will result with next year's 1st-grade teachers reteaching priority standards of kindergarten in their semester, and subsequent grade levels following the same model.
    - Gifted and talented curriculum writing teams to address accelerated instruction for all students. Note - Critical to this is redefining the gifted and talented model at middle schools. This process is under development.
    - Curriculum writing is also needed at for teachers of the fine and performing arts content areas.

      ALL Curriculum writing is to target application of learning and appropriate grade level task and resources.

4. Formative Assessment Integration
    - Performance Matters (PM) Deployment
    - Development of PM formative assessments for targets support schools (Priority, ATSI and pending lower performing schools)
    - Formative Assessment Testing Calendar
    - Personnel for management and development, test development and monitoring of performances.
5. MAP/NWEA District-wide Parent licensing to MAP practice test MAP NWEA Online Test Prep for Parents
6. Anti-Bullying/Social Emotional Support
    - Mental Health Specialist for students
    - Infused Anti-bully curriculum/anti-racism lessons in grades k-6
    - Increased training for Behavior Management Specialist in the areas of: Adverse Childhood Experience (ACE) interventions; use of Panorama instructional lessons (develop a model for BMS to support classroom lessons and instruction with school counselors and media specialist; and increased training on behavior interventions.
    - Access for school counselors for required licensing classes to meet classification as a Licensed Practitioner Counselor (LPC). Potential cost is $70,00.00 funds may have been obtained through special revenue.

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- School Mental Health Counseling for students, professional counseling contract for outside agencies to assist with student counseling needs. American Journal of Medicine

7. Gifted and Talented
    - Development of the Accelerated Model Academy at targeted elementary schools
    - Provision of additional resources – reading materials, z-space lab
    - Increase district-wide GT endorsement of teachers
    - Define GT Local Eligibility (LE) criteria
    - Develop Parent Advisory Board

8. Standard literacy resources grade Pre-K, K-5, 6-8, and high school
    - Cost is pending final input from Senior Staff meeting
    - The need to provide programmatic consistency amongst schools has three provisions for rational: Consistency of monitoring system; unified allocation of resources; and ensures development of specialization of instructional practices. Literacy interventions programs under consideration for BCSD schools are:
    - Early grades Pre-K – Curriculum gold, Raz Reader, and Head Sprouts
    - Grades k-1 – Raz Reader and Head Sprouts (iReady will be used for students receiving special education services).
    - Grades 2-5 – iReady Reading and Scholastic Literacy for schools without a defined English Language Arts resource model.
    - Grades 6-10 – Reading Plus (iReady will be used for students receiving special education services).
    - Special Education literacy model: Orton-Gillingham Reading Model - a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. (Orton Gillingham); iReady and Reading Plus for students.

9. Summer Programs - Effects of Summer School on Student Achievement
   Attendance at summer school program either as a remediation or acceleration model result with students having a greater overall academic achievement and less summer learning loss. Summer FY21 programs are designed to address the following:
    - South Carolina Read to Succeed requirements – targeting 3rd grade students as an intervention for retention. Students will undergo pre and post NWEA MAP testing. Initial data will be used to assist with design of instructional lessons to target learning deficiencies as well as to enhance student experiences of at grade level standards instruction.
    - Gifted and Talented Arts and Academic Summer Program Camp will be conducted north and south of the Broad River. The goal of the program is to provide students with learning experiences to enhance their artistic and academic development. The program will also provide students who have not met Gifted and Talented state requirements access to additional testing to meet state requirements of students meeting a minimum of two domains.

- Dive in 4 Fun is the summer team for learning, and students in grades K-8 will have availability to attend the summer enhanced learning program. Content areas of focus will address math, literacy and science. Teachers will be encouraged to develop instructional lessons that bring the fun back to learning, in order that students will be able to dive into creative learning experiences while being provided grade-level appropriate standards-based instruction.
- Course and Credit recovery for students in grades 6-12. The goal of this program is to provide students with summer access to course recovery necessary for the advancement into the next appropriate grade or necessary credits to meet graduation requirements.
- Dual Enrollment Pilot for rising high school seniors. The Memorandum of Understanding (MOU) is under review to add the option for qualifying rising high school seniors to attend either the Technological College of the Low Country or University South Carolina at Beaufort for a maximum of two summer courses not to exceed six(6) college credits in either academic or Career Technical course of study. School counselors have been informed regarding this option, and both schools of higher education are interested at participating in this summer pilot. Due to the nature of the pilot, there are limitations of 25 students per schools to total 50 students, with a cap of 100 summer courses.
- Access and equity for all students will be a predominate initiative to the summer programs, thus allowing for students of exceptional education and multi-lingual students to attend.
- Summer programs except for Credit and Course recovery will require pre and post assessments administration of MAP Short version in Math and Reading for appropriate grade levels.

10. Organizational Chart – Refer to Organizational chart.

    Rational of request: As a school system, education of students is essential at being the at the core of its purpose. The proposed Instructional Division Organizational chart was prepared with the expectation of providing students and teachers with appropriate assistance and program development to build upon teaching and learning within our district.

III Virtual Program -

In November 2019, Beaufort County School District obtained a designation as a South Carolina Virtual Franchise. To date, the school district has not incurred any cost at this model. Going forward into the Fy22 academic school year BCSD will incur a licensing fee of $100.00 per student licensing, and in the event that the school district operates it's own virtual program, they are potentially faces with a shortage of classroom teachers. As a result the school district is seeking a subscription with the Low Country Education Consortium as a participant in their virtual program. The estimates cost for 300 students including annual membership, student enrollment and professional development is $1, 009,000.00. Membership and is pending a two-step approval process. The firs addresses school Board approval of cost and waiver request to the State Department of Education on legislation restricting flexibility in school hours. Upon receipt of Board approval, participation is pending the State Department of Education waiver approval.

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ESSER REQUEST

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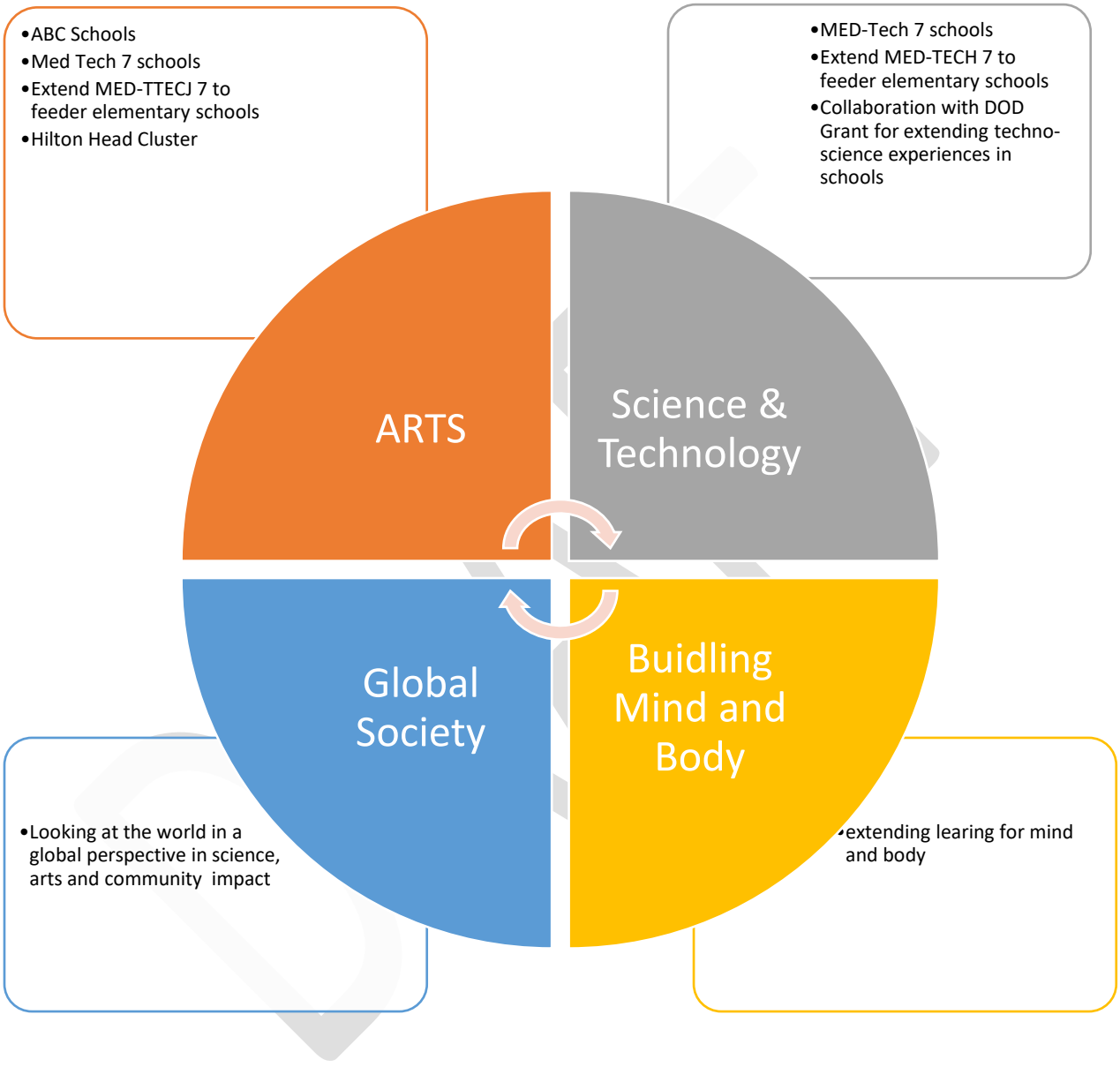
Priority	Description of Request	Rationale (include time frame and calculations)	Category (Choose from the drop-down)
20	Career Technical Education Welding Simulator	Provide students with access to simulated learning in lieu of group demonstration.	Learning Loss
5	Literacy instructional ancillary reading materials	Need for students to have a text rich environment in and out of the classroom	Learning Loss
19	Career Technical Education Automotive Toyota Hybrid Cutaway Trainer	Career Technical Education Automotive Toyota Hybrid Cutaway Trainer	Learning Loss
7	Summer Dual Enrollment	Provision for students for academic advancement	Learning Loss
21	Security personnel to support schools and community relationship development	relationship development. As the new normal is defined there has been an increase in national and local issues that have potential of creating compromising circumstances at schools.	Facilities
22	Communication warning system within district building	Communication of eminent emergency within district building	Facilities
9	Director of After School Community Involvement	Need to expend after school learning beyond that of the traditional instructional day additionally need to have ability to build upon community resources	Learning Loss
8	Data collecting system for classroom walkthrough	collection of data in relation to classroom instruction for use in professional learning team meetings	Learning Loss
10	Data collecting system for classroom walkthrough	collection of data in relation to classroom instruction for use in determining and monitoring Social Emotional School wide climate for use with SEL Support Personnel	Social Emotional
11	Social Emotional Learning Training and implementation support	Student return to school sites subject to COVID have a greater likelihood of experiencing anxiety and transition to school	Social Emotional
6	Classified personnel to assist with students at risk of meeting annual high schools grade level credit targets.	Position assist with Graduation readiness of students in a flexible operational manner. Personnel will work with meeting needs of at-risk students currently enrolled at one	Learning Loss
17	Extended Student Learning support program	provision for school district personnel working beyond their contracted hours assistance with childcare at their student's zoned school	Learning Loss
18	Extended Student Learning school site coordinator	provision to provide supervision and operation of school site after school day care and tutoring supervision and operational assistance.	Learning Loss
12	Multileg Lingual 2 year curriculum (2023-2024)	Provision of a unified k-12 curriculum for students of other languages	Learning Loss
13	Mental Health Counselors for students	Provision for professional licensed mental health counseling for students. Lends for opportunity to extend services through 2024	Social Emotional
3	Extend contend knowledge for teachers in core academic areas and STEM integration	The greater depth of knowledge that an educational professional houses provides intensive opportunities for student learning.	Professional Development
14	Extended learning for highest need schools	increase academic days for schools identifies in academic need	Learning Loss
15	Teacher Professional Development in content area for college credit	increase teacher level of proficiency in content areas	Professional Development
16	Math supplemental software	increase student access to learning	Learning Loss
3	Fine and performing arts supplies	provision for students to have personal instructional materials for fine and performing arts	Learning Loss
4	Professional Development for school leadership, inclusive of principals, teachers, instructional support staff and district personnel	building of human capital as a result of COVID was limited in the areas of school leadership, student development and pedagogy	Professional Development
2	instructional software	increase student access to learning	Learning Loss
1	Professional Development for Learning Team Facilitators and Professional Learning communities	Efficacy of teaching learning	Professional Development

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Instructional Model 1-5-Year Plan

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ESSER Funding building upon school district programs for student engagement



RESOURCES

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Resources:

TED Talk ACE

CDC ACEs Resources

Academy of Violence and Abuse

ACE Connection Resources

The National Child Traumatic Stress Network (Cognitive Behavior Therapy)

Childhood Adversity Resources

Edutopia A Guide for Anti-Racism Instruction

Lesson Planet Lessons for Teaching Anti-Racism

Learning for Justice

Let's Talk Teaching Tolerance

Learning for Justice Power Point Lessons

Multicultural Lessons Teaching Tolerance

South Carolina Department Education Gifted & Talented Resources

U.S. Department of Education Equity

Ed Trust Equity and Access

California Considerations for Creating a Distance Learning Plan

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BEAUFORT COUNTY SCHOOL DISTRICT

Goals Strategies Research

Academic Recovery Plan

For review and submittal to the South Carolina Department of Education – May 28, 2021

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Attendees at meeting:

Melissa Murray; Daniel Fallon; Melissa Holland; Melissa Pender; Michelle Sackman; Alvilda Graham; Chavon Brown; Tara Mack; Marvel Ulmer; Charity Summers; Melissa Vogt; Freddie Lawton; Mona Dickson; Chad Cox; Constance Lewis-Goodwine; Brenda Blue; Kathy Corley; Paula Brown; Brian Ryan; Denise Donica; Linsey Skirtich; Matt Hall; Adrienne Sutton; Joseph Bornsheur; Pat Freda and Sara Owen

Goal(s) 1 Multi-Lingual Students:

By June 30, 2022 Multilingual (ML) students in grades 1-8 will increase to 27% from 17% on their **ELA** rating of mid-high/high achievement quartile as measured by SC Rally data analysis tool.

By June 30, 2022 ML students in grades 1-8 will increase to 35% from 25% on their **Math** rating of mid-high/high achievement quartile as measured by SC Rally data analysis tool.

Targeted instructional strategies:

- District-wide implementation of a K-12 curriculum to support multi-language learners
- Increased access to SIOP training for contracted teachers, and pre-onboarding training for new teachers to the district
- Decrease the student teacher ratio of ML:Teacher
- Implementation of Imagine Learning K-12 curriculum
- Increase access of SIOP training for teachers
- Seek the onboarding of bilingual personnel
- Extend the amount of learning opportunities
- Implementation of early warning systems to identify student academic and social emotional needs
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Targeted grade level instruction adapted through instructional strategies to increase student learning and language acquisition
- Reestablishing of grade-level reading materials targeting a broader inclusive model of diversity and topics that support South Carolina instructional standards
- Provision of ML instructional coaches to assist with building teacher capacity and increase student access to learning.
- Integration of a reading block with integration of Computer Assisted Instruction (CAI)
- Implementation of tutorial program during and after school
- Ongoing professional development for administrators – i.e. observation protocols and lesson plan feedback
- Development of sheltered classes to address unique leaning needs of unschooled newcomers
- Integration of classroom walkthrough data collection tool for use with professional learning community meeting
- PreK services for ML students.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

Academic achievement strategies that address Tier-3 students will be targeted through the provision of professional development and the district-wide use of Imagine Learning k-12 curriculum, and

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implementation of professional learning communities meetings. These meetings will be integrated into all schools and will be led by trained Instructional Coaches in the areas of research based best practices. The fidelity of instructional practices will be monitored and supported by the hiring of Multi-Lingual (ML) instructional coaches. In addition, hiring of ML teachers to provide a decrease in student: teacher ratio is a critical assistance to increase student and the adage of focus tutorial learning will be at key schools. The goal and strategies are based on the knowledge that providing students with excellence in education starts foremost with the quality of instruction and the teacher in the classroom (Retrieved March 3.13.2021 - Brookings Institution). In contrast to attendance at workshop, where time for authentic practice and integration of targeted instructional practices are provided, the instructional coaching model provides for professional development with immediate opportunities for application, feedback and lends for meaningful conversations between the educator and coach. Instructional coaching must first be rooted in standards-based instruction and the measuring of student achievement. The suggested coaching model for this initiative is the student centered model, although instructional coaching has a total of three models (relationship centered and teacher centered) due to the negative impact made by COVID 19 upon student loss of learning the student-centered instructional model is highly recommended.

Provision of instructional assistance for Tier 2 and 1 student will be targeted through the continued professional development and implementation of the district wide Imagine Learning curriculum. These students will also have access to school tutorial programs.

Goal(s) 2- Student with Disabilities:

By June 30, 2022 SWD students in grades 1-8 will increase to 26% from 16% on their **ELA** rating of mid-high/high achievement quartile as measured by SC Rally data analysis tool.

By June 30, 2022 SWD students in grades 1-8 will increase to 29% from 19% on their **Math** rating of mid-high/high achievement quartile as measured by SC Rally data analysis tool.

Targeted instructional strategies:

- Provide student access to highly trained personnel in the areas of meeting differentiation of delivery of learning
- Increase training for instructional personnel who work with the academic needs of students
- Hiring of curriculum specialists for special education and focused at supporting teachers with effective delivery of instruction
- Implementation of early warning systems to identify student academic and social emotional needs
- Building teacher content knowledge and delivery of learning skills of teachers to better ‘fit” the learners’ needs
- Use of research based instructional strategies such as Orton Gillingham
- Inclusive practices model such as Stetson
- Ongoing and targeted professional development.
- Integration of a reading block with CAI
- Reestablishing of grade-level reading materials targeting a broader inclusive model of diversity and topics that support South Carolina instructional standards

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- Integration of classroom walkthrough data collection tool for use with professional learning community meeting.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

Due to the nature of special education, instructional support resources in reading will be provided as identified by the student Individual Education Plan (IEP) team determination. Predominantly the Tier 3 special education literacy model focuses on the use of the following instructional resources in a 90-minute instructional block at a minimum of 450 minutes per week: iReady Reading, Reading Plus; Orton Gillingham; and/or reading A-Z.. Students in grades Prek-10 will receive instructional intervention through a diverse toolbox for the learner consisting of: iReady Reading, Reading Plus, Head Sprout/ Reading A-A and the Orton-Gillingham (OG) reading model. OG is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. (Orton Gillingham). OG will be available for Tier 3 students in grades K-10 and as deemed necessary by the SET. This instructional model lends to fundamental language development where iReady Reading and Reading Plus will be available for students with disabilities (SWD) who have acquired fundamental reading skills.

Additionally, the basis of meeting academic learning of all students with disabilities (SWD) will be addressed through differentiation instruction (DI). DI seeks to develop means of tailoring instruction to meet individual learner's needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment, progress monitoring and flexible grouping makes this a successful approach to instruction. Professional Development provided by Stetson Associates will be a targeted model at Tier 3 schools, and training will be accessible for school district certified personnel as determined in collaboration of by the Director Students with Disabilities and the respective school principal. Focal to this training is the instructional approach of Understanding of the Zone of Proximal Development. This approach to learning addresses the difference between what a learner can accomplish alone and what he can do when provided with adapted assistance—then learn how to use the most effective instructional accommodations available.

To provide fidelity of practice and sustainability, the Special Education Services Department will hire two additional instructional coaches to assist with building teacher capacity, student achievement and efficacy at implementation of a continuous improvement model that is inclusive of standards-based progress monitoring. The hiring of instructional coaches is an essential component of an effective professional development program (Elena Aguilar, The Art of Instructional Coaching: https://brightmorningteam.com/coaching-tools/). Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator. Coaching creates a relationship in which a client feels cared for and is therefore able to access and implement new knowledge. A coach can foster conditions in which deep reflection and learning can take place, where a teacher can take risks to change her practice, where powerful conversations can take place and where growth is recognized and celebrated. Finally, a coach holds a space where healing can take place and where resilient, joyful communities can be built.

Goal(s) 3 – Gifted and Talented:

By the end of the 2022 SY, the percentage of academically gifted and talented students scoring "Exceeds Expectations" on SC Ready will increase to a minimum of 75%.

By June 20, 2022 increase the number of academic and artistic state identified GT students from underrepresented populations (African American, ELL students, poverty) will increase by a minimum of 5%.

Targeted instructional strategies:

- Provide student access to highly trained personnel in the areas of meeting differentiation of delivery of learning
- Development of local district Gifted and Talented identifiers
- Greater focus on providing instruction embedding higher level thinking skills for early elementary students and those from underrepresented populations
- Focus on Academic and Artistic Talent Development incorporating curriculum enrichment/acceleration, student strengths and interests that promote engagement, task commitment, and motivation
- Implementation of BCSD G/T MTSS model to address different levels of high potential
- Implementation of early warning systems to identify student academic and social emotional needs
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Reestablishing of grade-level reading materials targeting a broader inclusive model of diversity and topics that support South Carolina instructional standards
- Provide ongoing opportunities for students to hone their strengths and apply and practice knowledge of how to work- with real-world problems and situations to arrive at solutions.
- Provide multiple opportunities throughout the district to screen underrepresented populations
- Use of alternative assessment for GT identification (i.e. Naegleria)
- Use of Brain Boosters Program in 1st and 2nd grade
- Use of identified rigorous GT curriculum at every grade level k-5
- District-wide integration and use of Great Books in middle grades
- Extended professional development opportunities for all teachers within grade bands at use of gifted and talented philosophy of practice and instructional strategies for all students.
- Integration of classroom walkthrough data collection tool for use with professional learning community meeting.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

The most common instructional strategies for gifted and talented students include: the differentiation of lessons to increase depth and complexity; the implementation of pull out programs; and the compacting of curriculum. These traditional methods of reaching our gifted and talented students have provided support for learners, however with the onset of COVID 19 the reality of loss learning and limited access of underrepresented students in Gifted and Talented (GT) classrooms the traditional model may not be resolve loss learning nor increase access to GT for all learners. To address this, the school district has developed local eligibility criteria that is being used to identify students in earlier grades. Two elementary schools are implementing the early identifying model that is based on teacher recommendation, observation, and administration of the IOWA Accelerated Learning Assessment. Additionally, to address

loss learning of not only GT but "ALL" students the school district is seeking to build school leaderships implementation of an instructional approach that transfer the thinking load from the teacher to the student. (TNTP Learning Accelerating Guide; TNTP Teaching Strategies for Loss Learning). The goal of the instructional initiative is to change classroom culture to a release of control from that where students were asked only simple questions that didn't require critical thinking, or where they were given the answer before they had enough time to do the work themselves. To classrooms where students are provided the opportunities to be responsible for "doing the thinking." This simple but effective strategy not only allows students to build their knowledge and skills they need to deeply understand the content but can also build students' motivation in school and lead to deeper engagement in their learning.

On top of starting with grade-appropriate content (a prerequisite for supporting students' academic growth), the following strategies are expected to be implemented in classroom as through the district. These strategies have been identified as providing students with learning skills that engages them with learning of challenging cognitive work during their daily lessons:

- Teachers are to build a classroom "CAN DO" expectation for all learners.
- At the start of the academic school year, school leaders and teachers are to establish clear behavioral and academic expectations for student participation and work. Teachers are to avoid low leave recall questions but are to ask questions and assign tasks that require critical thinking
- Develop a classroom monitoring model that provide all students with a chance to do the work
- Classroom teachers will check for understanding frequently and strategically and provide descriptive feedback
- Implementation of early warning systems to identify student academic and social emotional needs
- Hold high expectations for student responses and ask targeted follow-up questions.
- Facilitate academic discussion and feedback among students
- Build instructional lessons that are grade level and integrate scaffolding strategies to build upon student learning. (Scaffolding Strategies TNTP, Downloadable Scaffolding Strategies TNTP).

TNTP Learning Accelerating Guide
TNTP Teaching Strategies for Loss Learning
Scaffolding Strategies TNTP
Downloadable Scaffolding Strategies TNTP

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

Instructional loss for all students will also be addressed by teachers: reteaching content from previous grades, assigning students texts at their current reading levels, and providing worksheets with tasks broken down into discrete steps, to name a few. While these strategies can assist students complete their assignments more successfully, they often focused on remedial content and can limit students' ability of meeting the demands of grade-level standards. This speaks to a real and widespread need to build upon teacher learning through structured professional development, integration of a continuous improvement model of instruction, and specific use of content area as well as methodology instructional coaching. An approach to learning that will also deepen student learning opportunities is "scaffolding up." The

overarching practice of scaffolding up has teachers focusing at getting students to master the key practices and concepts in grade-level content, with students able to do so increasingly independently over time.

These approaches to teaching in a scaffolding up model are but are not limited to: Keeping equity and rigorous content at the forefront of all decisions of what and how to reach students who are behind grade level.; Set aside planning time to determine when and how to incorporate scaffolds to support student learning.; and tailor instructional lessons to meet the demands of the grade-level standards and student needs. Additional information is accessible at Scaffolding Strategies TNTP.

Goal 4 – Pre-Kindergarten:

By June 30, 2022 90% of early childhood Pre-Kindergarten students will score meeting-or-exceeds on the continuum of learning Teaching Strategies Gold progress monitoring measure.

Overarching instructional strategies:

- Allocation of instructional coaches to assist with building instructional efficacy of use and fidelity of practice of a new district-wide early childhood curriculum
- Purchasing of instructional materials that are consistent within the district
- Development of instructional monitoring tool
- Integration of a reading block with CAI
- Reestablishing of grade-level reading materials targeting a broader inclusive model of diversity and topics that support South Carolina instructional standards
- Continue to increase opportunities for early identification and early intervention for young children and their parents. Connecting children and families to interventions and resources needed to order to improve school readiness and future school success.
- Increase students ready for Kindergarten at by identifying and targeting needed resources for classroom instruction, teacher and paraprofessionals development and reduced teacher student/ratio
- Building of a Literacy Framework for early childhood that is inclusive of :Adult Education, job readiness and workforce skills; Parenting Education; Parent-child interaction development and training; and child care for parents participating in programs
- Integrate use of MAP Fluency assessment for determining effectiveness of instructional strategies and student learning.
- Allocation of instructional coaches to assist with building instructional efficacy of use and fidelity of practice of a new district-wide early childhood curriculum
- Purchasing of instructional materials that are consistent within the district
- Development of instructional monitoring tool
- Integration of a reading block with CAI and grade appropriate student selected text
- Implementation of early warning systems to identify student academic and social emotional needs
- Building teacher content knowledge and delivery of learning skills of teachers to better ‘fit” the learners’ needs
- Systematic Instruction in Phonics and Phonemic Awareness. Implementation will include a blend of virtual, Face to face, consultants modeling in our schools with our students, and learning walks. Initiative will include 19 of our elementary grade schools. Additionally, it

includes a 1:1 Collaborative Coaching cycle for 19 of teachers, with targeted development of a Train-the-Trainer model
- Continue to increase opportunities for early identification and early intervention for young children and their parents. Connecting children and families to interventions and resources needed to order to improve school readiness and future school success.
- Increase students ready for Kindergarten at by identifying and targeting needed resources for classroom instruction, teacher and paraprofessionals development and reduced teacher student/ratio
- Integrate use of MAP Fluency assessment for determining effectiveness of instructional strategies and student learning
- Target pre-K students who measure within the 30th and 50th percentile of readiness or kindergarten as assess through ChildFind (CF) access to a Pre-K summer camp.

Building on summer learning will provide student with a head start to learning. This program will target students who otherwise do not qualify for early assistance to other federal/state funded early childhood programs. "Children have the greatest chance of succeeding in school if they regularly attend a high-quality preschool program (Slaby, Loucks, & Stelwagon, 2005)." This would be a great opportunity to jumpstart their learning experiences with a literacy-rich, engaging, and rigorous program to expose them to the "school" experience.

GOAL 5 – Kindergarten:
By June 30, 2022 more than 65% of all Kindergarten students will score at or above the norm on Spring MAP ELA.

Overarching instructional strategies:
- Prioritize the most critical prerequisite skills and knowledge of each subject area and align instruction to South Carolina Prioritized Standards in accordance with appropriate grade level.
- Diagnose student learning to include prior year instructional standards and skills in order to better align current grade level instructional needs.
- Improve parent learning of Northwest Evaluation Association (NWEA) resources and tools as a means of increasing parent knowledge and involvement in their student's learning.
- Increase student access to Social Emotional Learning tools (Panorama, Check and Connect).
- Increase monitoring of student Social Emotional Learning needs through classroom professional development support and school counselors.
- Coaching, monitoring and support of instructional resources to ensure fidelity of practice.
- Ongoing professional development of Instructional Coaches as a tool of building teacher capacity
- Building of a Literacy Framework for early childhood that is inclusive of :Adult Education, job readiness and workforce skills; Parenting Education; Parent-child interaction development and training; and child care for parents participating in programs
- Ensure grade level assignment and lessons are monitored with the recognition of adjustments to on the spot learning to address prior knowledge gaps.
- Extended learning for students (after school focused tutoring; Saturday learning opportunities).
- Embedded practice of professional learning protocols targeted at student achievement and building of teacher capacity
- Develop a classroom monitoring model that provides all students with the opportunity to meet the rigor of targeted instruction

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- Implementation of early warning systems to identify student academic and social emotional needs
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Systematic Instruction in Phonics and Phonemic Awareness. Implementation will include a blend of virtual, Face to face, consultants modeling in our schools with our students, and learning walks. Initiative will include 19 of our elementary grade schools. Additionally, it includes a 1:1 Collaborative Coaching cycle for 19 of teachers, with targeted development of a Train-the-Trainer model
- Extend hands-on learning with opportunities for increased STEM experiences either by a mobile lad, or development of interactive labs within designated schools
- Use of formative assessment for learning, and realignment of district-wide grading practices
- System-wide administration of MAP Fluency of early grades to as a screener of dyslexia, and as a pre-post tool to measure learning when applicable. The district-wide implementation of scaffolding strategies is based on the preexisting practice that student swill consistently receive grade-level materials, tasks and assignments that will make learning accessible. School leaders and teacher will predominantly focus scaffolding strategies at addressing the greatest learning gaps at the moment of demonstrated need by the student either through direct classroom instruction or results of formative assessments.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

The continued use of just in-time scaffolding strategies will address the necessary content knowledge and skills students require to engage in the most immediate grade-level instruction. While the ultimate goal is to address loss and current grade-level learning the concept of accelerated learning based on scaffolding are heavily based on the science of learning (TNTP Accelerate Learning); US Impact of COVID on Learning APRIL 2021 Report).

To build on learning at all grade levels the school district is developing embedded practices of concepts tiered with a continuous improvement model (CIM). This model involves the understanding of defining the learning or performance problem, defining approaches of improvement, monitoring practice through active reflection and discourse. This work is surrounded in the development and implementation of professional learning communities within all grade level bands in the district (prek-12). Within this model, there is an expectation of classroom instruction that is developed through grade level standards, use of grade level text, and high level of classroom discourse that is aligned with the rigor of the standard. This is primarily referred to as "Text, Task and Talk," (TTT) and is a defined expectation for the school district.

Goal 6 – 1st Grade

By June 30, 2022 65% of 1st graders will measure baseline data point of at or above the 50th percentile in math and reading as measured by the MAP Math and MAP **Reading** Fluency measures.

Overarching instructional strategies:

- Targeting of academic language within and amongst schools
- Usage of prescriptive instructional materials within targeted schools
- Strategic instruction in Phonics and Phonemic Awareness for Tier I and Tier II (Systematic Instruction in Phonics and Phonemic Awareness)

- District-wide Professional Learning Communities Learning Team protocols
- Implementation of early warning systems to identify student academic and social emotional needs
- Systematic Instruction in Phonics and Phonemic Awareness. Implementation will include a blend of virtual, Face to face, consultants modeling in our schools with our students, and learning walks. Initiative will include 19 of our elementary grade schools. Additionally, it includes a 1:1 Collaborative Coaching cycle for 19 of teachers, with targeted development of a Train-the-Trainer model
- Integration of a reading block with computer assisted instruction and grade level student selected text
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Maintain small student to teacher ratios in targeted schools to enhance differentiated learning opportunities
- Monitoring of READY Math units of instruction to ensure fidelity of practice
- Implementation of Continuous Improvement Model in Professional Learning Communities (PLCs) at building instructional practices and student achievement.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

The continued use of just in-time scaffolding strategies will address the necessary content knowledge and skills students require to engage in the most immediate grade-level instruction. While the ultimate goal is to address loss and current grade-level learning the concept of accelerated learning based on scaffolding are heavily based on the science of learning (TNTP Accelerate Learning); US Impact of COVID on Learning APRIL 2021 Report).

To build on learning at all grade levels the school district is developing embedded practices of concepts tiered with a continuous improvement model (CIM). This model involves the understanding of defining the learning or performance problem, defining approaches of improvement, monitoring practice through active reflection and discourse. This work is surrounded in the development and implementation of professional learning communities within all grade level bands in the district (prek-12). Within this model, there is an expectation of classroom instruction that is developed through grade level standards, use of grade level text, and high level of classroom discourse that is aligned with the rigor of the standard. This is primarily referred to as "Text, Task and Talk," (TTT) and is a defined expectation for the school district.

Goal 7 –2nd-5th Grades

By June 30, 2022 65% or more of third -fifth grade student will score at or above the norm on Spring MAP Math and Reading. (This goal includes a sub target goal of 90% or higher 3rd graders meeting state defined promotion requirements; within an estimated 1410 third graders, 200 or less 3rd-gaders requiring summer remediation, as measured by a score of 177 or less on Spring MAP Reading).

Overarching instructional strategies:

- Increase access of training of school personnel to district PLC training, with a plan of action for monitoring and fidelity of practice
- Implementation of Continuous Improvement Model in Professional Learning Communities (PLCs) at building instructional practices and student achievement

- Extend hands-on learning with opportunities for increased STEM experiences either by a mobile lad, or development of interactive labs within designated schools
- Provision of additional instructional staff at targeted schools to reduce class-size and opportunities for differentiated instruction
- Implementation of early warning systems to identify student academic and social emotional needs
- Systematic Instruction in Phonics and Phonemic Awareness. Implementation will include a blend of virtual, Face to face, consultants modeling in our schools with our students, and learning walks. Initiative will include 19 of our elementary grade schools. Additionally, it includes a 1:1 Collaborative Coaching cycle for 19 of teachers, with targeted development of a Train-the-Trainer model
- Summer Reading Camp (State Requirement)
- Rewrite of curriculum maps to focus on priority standards and embedded algebraic thinking concepts
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Development of a mobile science/engineering and arts integration bus to provide learning experiences beyond the traditional classroom
- Professional development targeting building of content area knowledge in the areas of math and science
- Integration of 90-minute reading block with fidelity, and including CAI as well as student grade-level appropriate selected text for reading
- Targeting of academic language within and amongst schools
- Usage of prescriptive instructional materials within targeted schools
- Requirement of grades 2-10 to develop and implement a writing action plan inclusive of Document Based Questions
- Deploy Coaches to facilitate modeling Best Practices
- Providing strategic interventions that address specific needs for improving reading skills
- Ensure grade level assignment and lessons are monitored with the recognition of adjustments to on the spot learning to address prior knowledge gaps
- Extended learning for students (after school focused tutoring; Saturday learning opportunities).
- Embedded practice of professional learning protocols targeted at student achievement and building of teacher capacity
- Develop a classroom monitoring model that provides all students with the opportunity to meet the rigor of targeted instruction
- Use of formative assessment for learning, and realignment of district-wide grading practices.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

The continued use of just in-time scaffolding strategies will address the necessary content knowledge and skills students require to engage in the most immediate grade-level instruction. While the ultimate goal is to address loss and current grade-level learning the concept of accelerated learning based on scaffolding are heavily based on the science of learning (TNTP Accelerate Learning); US Impact of COVID on Learning APRIL 2021 Report).

To build on learning at all grade levels the school district is developing embedded practices of concepts tiered with a continuous improvement model (CIM). This model involves the understanding of defining

the learning or performance problem, defining approaches of improvement, monitoring practice through active reflection and discourse. This work is surrounded in the development and implementation of professional learning communities within all grade level bands in the district (prek-12). Within this model, there is an expectation of classroom instruction that is developed through grade level standards, use of grade level text, and high level of classroom discourse that is aligned with the rigor of the standard. This is primarily referred to as "Text, Task and Talk," (TTT) and is a defined expectation for the school.

Goal 8 – Grads 6-8
By June 30, 2022 42% of sixth-eighth grade students will score **Meets** or **Exceeds** as measured by SC Ready **Reading and Math** assessments.

Overarching instructional strategies:

- Increase access of training of school personnel to district PLC training, with a plan of action for monitoring and fidelity of practice
- Implementation of Continuous Improvement Model in Professional Learning Communities (PLCs) at building instructional practices and student achievement
- Provision of additional instructional staff at targeted schools to reduce class-size and opportunities for differentiated instruction
- Extend hands-on learning with opportunities for increased STEM experiences either by a mobile lad, or development of interactive labs within designated schools
- Implementation of early warning systems to identify student academic and social emotional needs
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Rewrite of curriculum maps to focus on priority standards and embedded algebraic thinking concepts
- Integration of 90-minute reading block with fidelity, and including CAI as well as student grade-level appropriate selected text for reading
- Targeting of academic language within and amongst schools
- Usage of prescriptive instructional materials within targeted schools
- Requirement of grades 2-10 to develop and implement a writing action plan inclusive of Document Based Questions
- Reestablishing of grade-level reading materials targeting a broader inclusive model of diversity and topics that support South Carolina instructional standards
- Deploy Instructional Coaches to facilitate modeling of "Best Practices"
- Providing strategic interventions that address specific needs for improving reading skills
- Development of a mobile science/engineering and arts integration bus to provide learning experiences beyond the traditional classroom
- Professional development targeting building of content area knowledge in the areas of math and science
- Ensure grade level assignment and lessons are monitored with the recognition of adjustments to on the spot learning to address prior knowledge gaps
- Extended learning for students (after school focused tutoring; Saturday learning opportunities).
- Embedded practice of professional learning protocols targeted at student achievement and building of teacher capacity
- Develop a classroom monitoring model that provides all students with the opportunity to meet the rigor of targeted instruction
- Use of formative assessment for learning, and realignment of district-wide grading practices

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- Implementation of early warning systems to identify student academic and social emotional needs.

Goal 9 – Grades 9-12
By June 2022, all students in grades 9-12 will have earned necessary credits to meet grade level classification.

Overarching instructional strategies:
- Increase access of training of school personnel to district PLC training, with a plan of action for monitoring and fidelity of practice
- Implementation of Continuous Improvement Model in Professional Learning Communities (PLCs) at building instructional practices and student achievement
- Provision of additional instructional staff at targeted schools to reduce class-size and opportunities for differentiated instruction
- Instructional support to provide students in End-of Course exams to meet a course grade of "C" or higher
- Extend hands-on learning with opportunities for increased STEM experiences either by a mobile lad, or development of interactive labs within designated schools
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Deployment of graduation readiness lab certified personnel to assist students with credit recovery, as well as accelerate those who have entered the school district deficient of necessary course credit to meet graduation requirements
- Provision of classified personnel trained in career development facilitator (CDF) and student management (Social Emotional and community support) techniques to reengage them at meeting demands of academics and course requirements
- Increased access for all students to higher level instructional courses that are gateways to post-secondary experiences
- Implementation of early warning systems to identify student academic and social emotional needs
- Rewrite of curriculum maps to focus on priority standards and embedded algebraic thinking concepts
- Integration of 90-minute reading block with fidelity, and including CAI as well as student grade-level appropriate selected text for reading
- Targeting of academic language within and amongst schools
- Reestablishing of grade-level reading materials targeting a broader inclusive model of diversity and topics that support South Carolina instructional standards
- Usage of prescriptive instructional materials within targeted schools
- Requirement of grades 2-10 to develop and implement a writing action plan inclusive of Document Based Questions
- Increased opportunities for students to engage in College and Career instructional opportunities in readiness of ACT, SAT and/or ASVAB testing
- Deploy Instructional Coaches to facilitate modeling of "Best Practices"
- Providing strategic interventions that address specific needs for improving reading skills
- Development of a mobile science/engineering and arts integration bus to provide learning experiences beyond the traditional classroom

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- Professional development targeting building of content area knowledge in the areas of math and science
- Ensure grade level assignment and lessons are monitored with the recognition of adjustments to on the spot learning to address prior knowledge gaps
- Extended learning for students (after school focused tutoring; Saturday learning opportunities).
- Embedded practice of professional learning protocols targeted at student achievement and building of teacher capacity
- Develop a classroom monitoring model that provides all students with the opportunity to meet the rigor of targeted instruction
- Use of formative assessment for learning, and realignment of district-wide grading practices
- Implementation of early warning systems to identify student academic and social emotional needs.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

Goal 10 – Grades Pre K-12
By June 30, 2022 students in grades Pre K-12 will increase their proficiency of literacy of sound, movement and visual interpretations trough fine and performing arts (courses of study). How do I measure the loss of learning?

Overarching instructional strategies:

- Professional development targeting arts integration in core content area
- Instructional curriculum writing units of instruction to broaden students' arts experiences and learning
- Building teacher content knowledge and delivery of learning skills of teachers to better 'fit" the learners' needs
- Integration of experts in field to work collaboratively with arts and other content area teachers at the delivery of instructional standards-based lessons
- Use of arts to develop students' ability to communicate and share insight and knowledge
- Increase student access to arts based instruction is all grade levels.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?
Recently the use of a student poll to determine student engagement in the arts has administered by the state of South Carolina. To examine the connection between arts education and student engagement. Research indicates that engaged students are 25 times more likely to perform with higher grades; 4.5 times more likely to be more hopeful than their peers; and 2.5 times more likely to share that they strongly agree that they do well in school Palmetto Arts Gallup Poll. The 2018 Gallup Poll results indicated that 23 out of 24 items on the Gallup Student Poll, South Carolina students at arts-rich schools outperformed the overall mean. This difference is further highlighted by the six items on the Gallup Poll where students from art-rich schools scored above the overall mean: The adults at my school care about me; I have at least one teacher who makes me feel excited about the future; I have a great future ahead of me; I know I will find a good job in the future; I will invent something that changes the world; and I plan to start my own business. Two additional results that support increased arts integration were defined by the 2018 SC Student Gallup Poll, first there is a link between the amount of time students experience arts enriched lessons and an increase in student engagement and hope. The second significant results revealed that

students in arts rich schools with a free/reduced lunch program rating of 75% or greater scored higher that the overall mean on student engagement and hope.

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Data Reference:

College or Career Ready			
	2018	2019	2020
Percentage CCR	75.4	82.9	82.9

NWEA MAP Projected Proficiency							
MAP Projected Proficiency Levels %Meets/Exceeds				MAP Projected Proficiency Levels %Does Not Meet			
Fall	2018	2019	2020	Fall	2018	2019	2020
Mathematics	44	49.8	39.3	Mathematics	19.7	17	21.5
Reading	35.6	35.9	36.1	Reading	24.8	21.7	25
MAP Projected Proficiency Levels %Meets/Exceeds				MAP Projected Proficiency Levels %Does Not Meet			
Winter	2019	2020	2021	Winter	2019	2020	2021
Mathematics	44.6	48.2	36.1	Mathematics	21.2	20.5	25.4
Reading	36.8	35	32	Reading	23.6	26	31
MAP Projected Proficiency Levels %Meets/Exceeds				MAP Projected Proficiency Levels %Does Not Meet			
Spring	2019	2020	2021	Spring	2019	2020	2021
Mathematics	42.7		31	Mathematics	22.6		31.5
Reading	38.5	35	31.3	Reading	23.9	26	31.7

End of Course Exams % Passing Fall Administration			
	2019	2020	2021
Algebra I	81.4	71.3	62.1
Biology	73.8	67.9	63
US History	61.4	74.9	57.9

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Intervention Summary:

Beaufort County School District Academic School Year 2021-2022									
	Elementary (Pre K-5)			Middle (6-8)			High School (9-12)		
		Instructional Material	System		Instructional Material	System		Instructional Material	System
District Wide Initiatives		Achieve 3000	Class Size Reduction		Achieve 3000	Class Size Reduction		Achieve 3000	Class Size Reduction
		Dreambox	Early Childhood Coaches		Reading Plus	Extended Learning Day		Reading Plus	Delayed Start
Continuous Improvement Model		iReady Reading	Extended Learning Day		SREB Math	Instructional Coaches/ Trained		SREB Math	Extended Learning Day
Executive Directors	**Tier 3 5%**	Head Sprouts	Instructional Coaches/ Trained Learning Team Facilitators	**Tier 3 5%**	Orton Gillingham	Multi-lingual Coaches	**Tier 3 5%**	Orton Gillingham	Instructional Coaches/ Trained Learning Team Facilitators
ML District Wide Curriculum		Orton Gillingham	Multi-lingual Coaches			Professional Development			Multi-lingual Coaches
Instructional PD for Interventionist		Reading A_Z	Professional Development			SWD Coaches			Professional Development
PLC Protocol		Scholastic	SWD Coaches			Tutoring 2.0			SWD Coaches
Pre K District Wide Curriculum			Tutoring 2.0						Tutoring 2.0
Pre K Additional School Year Onboarding Days - Get to know your school			University of Virginia School Education/Darden						Credit Recovery Lab for students not meeting grade-level
Professional Learning in Content Areas of Math and Science	Elementary (PK-5)			Middle (6-8)			High School (9-12)		
Professional Leaning Communities		Achieve 3000	Early Childhood Coaches		Achieve 3000	Multi-lingual Coaches		Achieve 3000	Multi-lingual Coaches
Progress Monitoring		Dreambox	Multi-lingual Coaches		Reading Plus	Professional Development		Reading Plus	Professional Development
Realignment of math standards	**Tier 2 15%**	Head Sprouts	Professional Development	**Tier 2 15%**	SREB Math	SWD Coaches	**Tier 2 15%**	SREB Math	SWD Coaches
SC LOR school integration and PD		iReady Reading	Professional Development		Orton Gillingham	Tutoring 2.0		Orton Gillingham	Tutoring 2.0
SEL Support		Orton Gillingham	SWD Coaches						
SIOP Training		Reading A-Z	Tutoring 2.0						
	Elementary (PK-5)			Middle (6-8)			High School (9-12)		
		Achieve 3000	Early Childhood Coaches		Achieve 3000	Multi-lingual Coaches		Achieve 3000	Multi-lingual Coaches
		Dreambox	Multi-lingual Coaches		Reading Plus	Professional Development		Reading Plus	Professional Development
	Tier 1 80%	Head Sprouts	Professional Development	**Tier 1 80%**	SREB Math	SWD Coaches	**Tier 1 80%**	SREB Math	SWD Coaches
		iReady Reading	Professional Development		Orton Gillingham	Tutoring 2.0		Orton Gillingham	Tutoring 2.0
		Orton Gillingham	SWD Coaches						
		Reading A-Z	Tutoring 2.0						

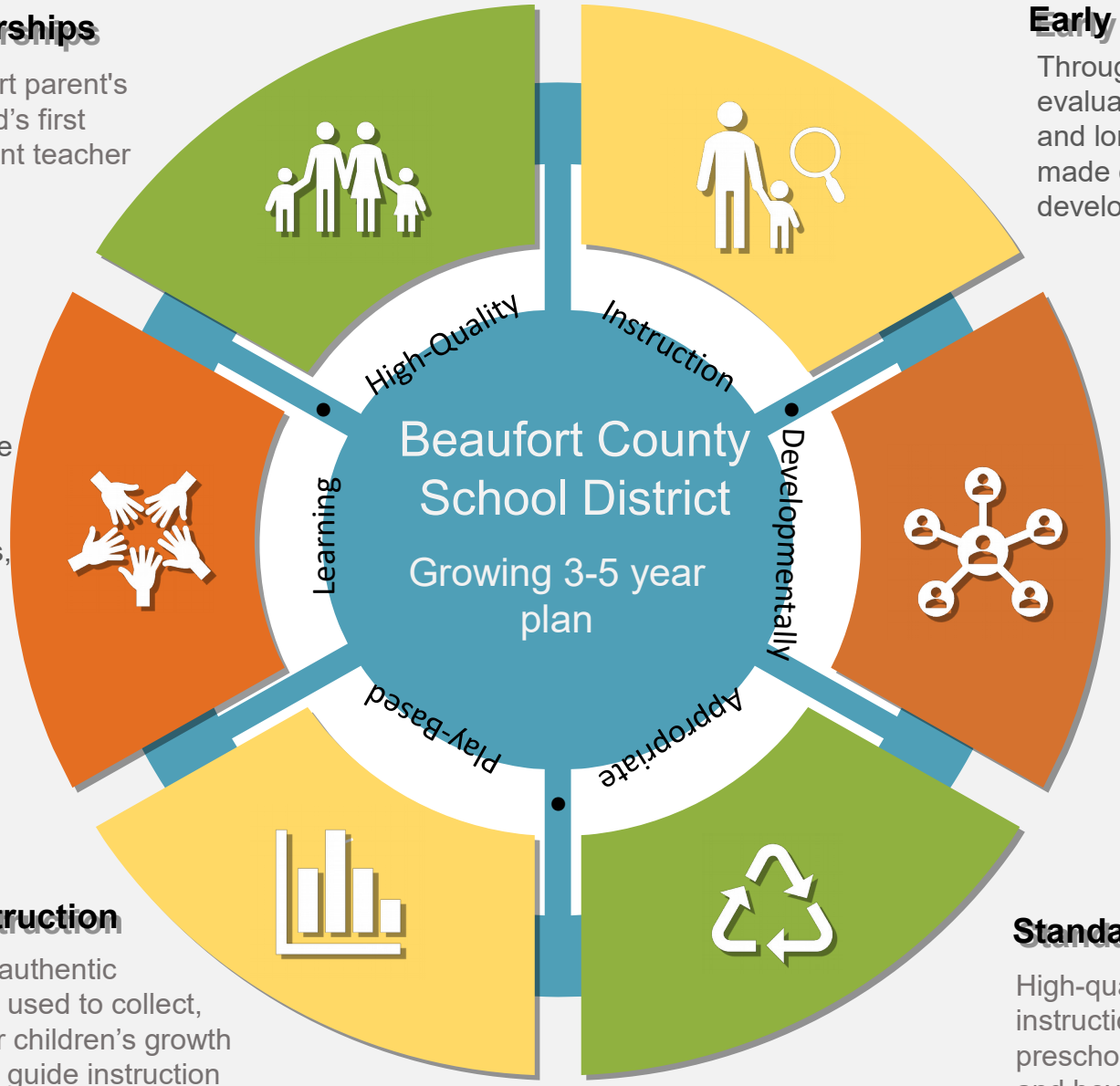
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Beaufort County School District

Academic Committee

July 28, 2021

Dr. M. Stratos



Family Partnerships

Model and support parent's roles as their child's first and most important teacher

Early Identification

Through identification, screening, evaluation and referrals, significant and long-term positive effects are made on children's overall development and school readiness

Diversity & Inclusion

Fostering culturally responsive learning environments to promote positive outcomes for all children including English-Language learners, children with disabilities, and advanced learners

Strong Community Partnerships

Collaborative partnerships with family support agencies, health professionals and childcare providers, including collaborative planning and systems building

Data Driven Instruction

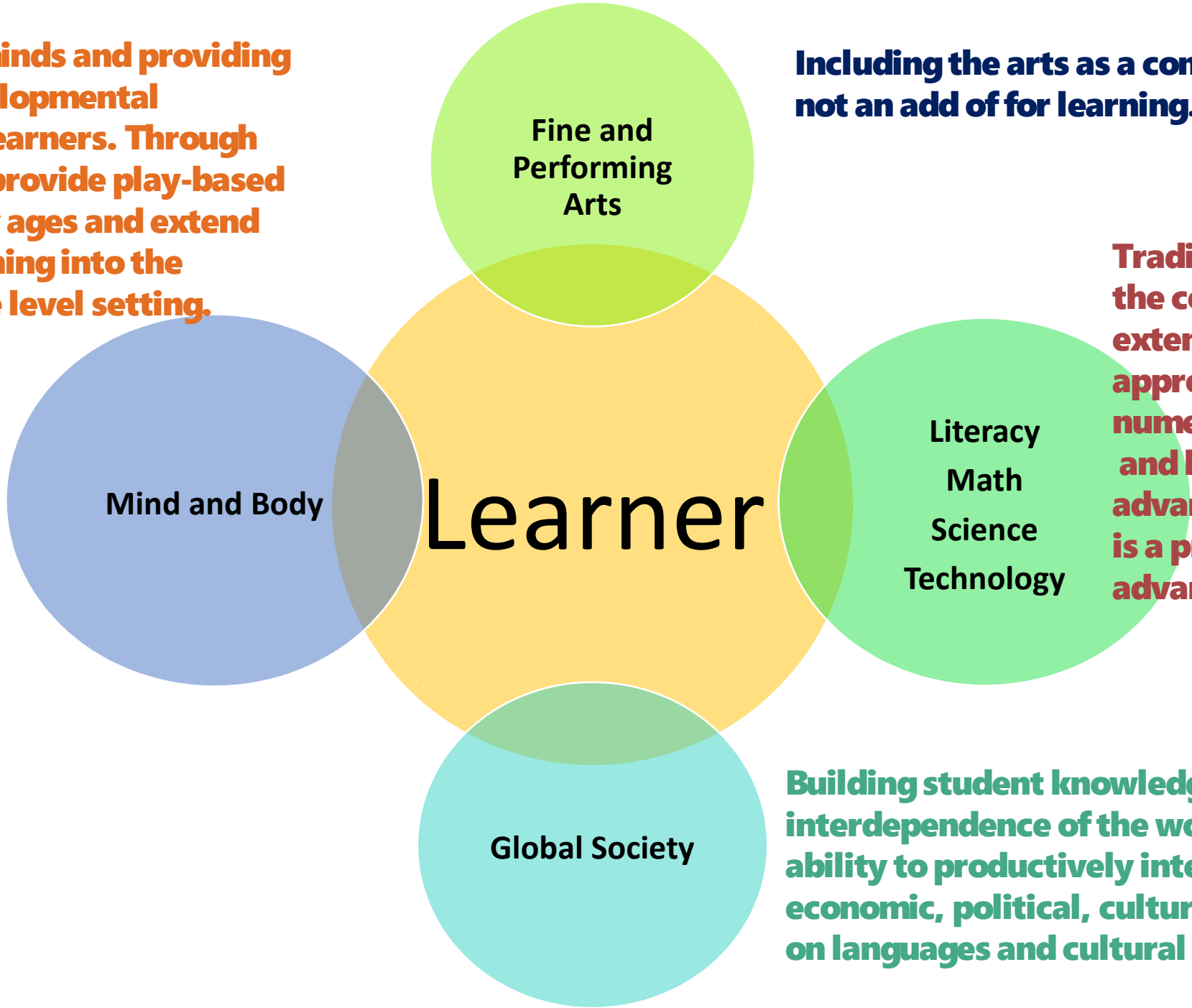
Researched-based authentic assessment system used to collect, analyze and monitor children's growth and development to guide instruction

Standard Based Curriculum and Instruction

High-quality learning experiences and engaging instruction in all areas of development prepares preschool children to be successful in Kindergarten and beyond

A. Hutchison 2/2021

Building young minds and providing appropriate developmental experiences for learners. Through the schools that provide play-based learning for early ages and extend appropriate learning into the traditional grade level setting.



Including the arts as a content area not an add of for learning.

Traditionally, recognized as the core of learning, but extending an integrated approach to building numeracy, inquiry, technic and literacy skills for advancement of knowledge is a precondition for advanced learning.

Building student knowledge of the interdependence of the world we live in and the ability to productively interact within economic, political, cultural frames that builds on languages and cultural historical evidence.

Family Partnerships

Extending parent and family support beyond the traditional school setting:

- Bring resources to the community.
- Strategic Plan – SA, SC

Diversity & Inclusion

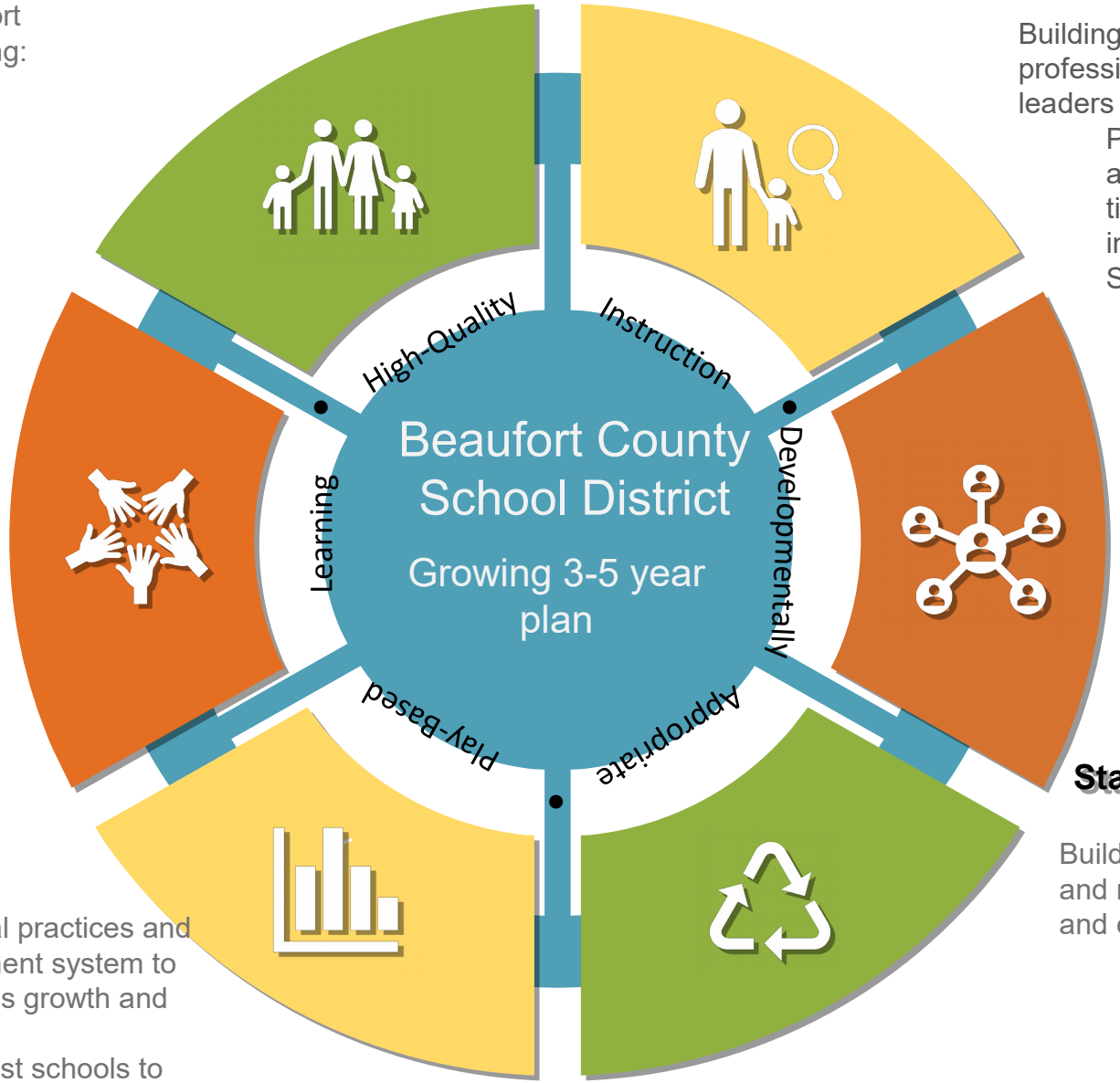
Addressing the whole learner, through academics, language and culturally diversity within our schools and classrooms to meet all learners:.

- Using a lens of differentiating instruction at Tier 1 for all learners
- Providing access to higher level course work with support for learners
- Providing learning environments that promote learning and student development.
- Strategic Plan – SA, SC, GT

Data Driven Practices

Use of evidences based instructional practices and resources supported by an assessment system to collect, analyze and monitor learner's growth and development to guide instruction.
Improve monitoring practices to assist schools to build academic and learning environment.
Strategic Plan – SA, TAQ, SC, GT

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Differentiating Professional Development

Building an integrated approach at planning professional development needs for teachers, school leaders and staff aligned with BCSD 5-yr Strategic Plan:

- Professional Learning Communities; formative assessment; building content knowledge, Multi-tiered System of Support, grading practices; and instructional delivery. Strategic Plan – SA,TAQ, SC.GT

Strong Community Partnerships

Building a community collective impact model for early learning intervention for our youngest learners and developing instructional lessons/knowledge based on local history and landmarks.
Strategic Plan – SA,TAQ, SC.GT

Standard Based Curriculum and Instruction

Building of evidenced bases instructional practices and resources for high-quality learning experiences and engaging instruction:

- Tiered resource support for building of all learners academic and social emotional development. Strategic Plan – SA,TAQ, SC.GT

AC 7.28.21

From: Cushingberry, Robyn L <Robyn.Cushingberry@beaufort.k12.sc.us>
Subject: Academic Committee Documents
To: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>; Middleton, Angela D <Angela.Middleton@beaufort.k12.sc.us>
Cc: Stratos, Mary E <Mary.Stratos@beaufort.k12.sc.us>
Sent: March 22, 2021 5:48 PM (UTC-04:00)
Attached: LBA BOE Meeting March Workshop.pptx, 3.24.2021 Academic Committee Reveiw BCSD DSP 2021-2022 DRAFT-SchoolBoard Review-1.pdf, Active Local Board Approved Courses SY 2020-2021.pdf, District Strategic Plan SRP Timeline.pdf, Inactive Local Board Approved Courses SY 2020-2021.pdf, LBA Course Approved Since 2017.pdf, LBA Memo to Principals Feb 19 2021.pdf, Old Application.pdf, SCHOOL RENEWAL PLAN COVER SHEET.pdf

Good Evening,
Attached are documents for the Academic Committee Meeting. The attached documents are for the LBA Courses.
I will forward the other documents as they become available.
Robyn

Robyn L. Cushingberry
Executive Assistant to the Board
Beaufort County School District
2900 Mink Point Blvd
Post Office Box 309
Beaufort, South Carolina 29901
robyn.cushingberry@beaufort.k12.sc.us
(843) 322-2357 Phone
(843) 812-9761 Cell
(843) 322-2342 Fax

Mission
The Beaufort County School District through a personalized learning approach will prepare graduates who compete and succeed in an ever- changing global society and career market place.

Local Board Approved Courses

Instructional Services Department

Beaufort County School District Board of Trustees Workshop

Where Learning Leads the Way!

Locally Board Approved (LBA) Courses

- NOTE The State Referrers to Local Board Approved Courses as Innovative Courses.
- SBE Regulations 43-231 and 43-232 permit schools to implement an innovative approach in grades K–5 and 6–8 if the innovative approach is approved by the local board of trustees and is incorporated into the district strategic and school renewal plans.
- SBE Regulation 43-234 allows schools with grades 9–12 to award credit for a locally designed subject area course if the course is aligned with current state academic standards for the particular subject area and approved by the local board of trustees. The course will then be reviewed for approval by the State Superintendent of Education.

Locally Board Approved (LBA) Courses

- Each district must maintain a listing of locally approved courses by subject area and subgroups. These activities **must be uniformly numbered** within each school district. **All locally board approved courses must be approved by the district's board of trustees each year and evidenced in the board's minutes. The Office of Federal and State Accountability may ask for Board minutes during a desk audit.**
- A student can earn only one elective credit per local board approved course.

Benefits of LBA Courses

- Flexibility
- Teachers and schools seeking to provide personalized learning experiences for students tailored to meet differing educational needs, environments and interests may seek flexibility. School districts may request and use flexibility to facilitate academic success.

Beaufort County School District ©

Instructional Service Department

To: Principals

From: Dr. Mary Stratos, Chief Instructional Service Officer

Date: February 16, 2021

Re: Annual Review of Active Local Board Approved Courses in Power School

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Per the South Carolina Activity Coding System for the Student Information System Manual, Local School Boards have authority to approve locally designed courses. LBA courses can be used to meet a curriculum need when there is not a "state approved course" available. It is the responsibility of each district to maintain a listing of local board approved courses by subject area and subgroups. Additionally, the list must be uniformly numbered and approved by the district's board of trustees each year and evidenced in the board's minutes. The Office of Federal and State Accountability may ask for board minutes during a desk audit.

I have attached a list of locally board approved courses for the 2020-21 school year that are currently being taught in schools within Beaufort County School District. For those courses highlighted in green, there are application/documentation on file. However, there are no application/documentation on file for the courses highlighted in yellow. These courses were approved prior to 2015. If you have teachers who are currently instructing the courses highlighted in yellow and you plan on offering them next school year (2021/2022), please complete the zoom link below by ***February 24, 2021*** informing us of your intention to offer a currently active LBA course(s). For those LBA courses you intend on offering next year, you will be required to submit a completed LBA Application with the required documents attached to include (syllabus and standards) by Tuesday, ***March 2, 2021*** to Geri Henderson.

The attached documents include the following:

- List of Active and Inactive Local Board Approved Courses (see spreadsheet)
- BCSD Local Board Approved Application

Timeline

Complete Google Link below listing LBA Courses that will be offered next SY (2020/2021) at your school	Email Geri Henderson by Wednesday, February 24, 2021
Submit LBA w/Syllabus to ISD	Email Geri Henderson by Tuesday, March 2, 2021

LBA Course Offering for SY 2021/2022 Google Link:
https://docs.google.com/spreadsheets/d/1krd78WZiqBj89jp7G6eGbARqinAeJyu3LIzNrKtTBIs/edit#gid=0

BEAUFORT COUNTY SCHOOL DISTRICT

BCSD Application Request

To offer State or Current Approved LBA Courses

Revised January 2021

BEAUFORT COUNTY SCHOOL DISTRICT
Local Board Approved Course Application
For New or Innovative Courses

FILE: IS-21-E (2)

Requests to offer SDE Approved Courses or Approved Local Board Courses for must be submitted by December of the year prior to the year of implementation. All requests must be submitted on this application in its entirety before consideration will be given. All requests will be reviewed by the curriculum panel in the Instructional Service Department before a final decision is made by the Chief Instructional Service Officer. It is recommended that a survey be conducted to verify the need/support for this course. **Survey results must be included in the application.** Overall budget, staffing and the schools' fiscal ability to sustain the proposed course of study will be considered in the approval process.

Email the completed Course Application Request to Geri Henderson at geraldine.henderson@beaufort.k12.sc.us. If any questions, please call (843) 322-0732.

BCSD Assigned Course Code (ISD use only):

REQUESTED INFORMATION	
Date Submitted:	
School:	
Application Prepared and Submitted By:	
Name:	
Position:	
Mailing Address:	
Phone Number, including area code:	
E-mail address:	

REQUESTED INFORMATION	
Local Board Course Subject Area	
Name of Course:	
Subject Area:	
Length of Course	Semester Year
Grade Level(s):	
Course Beginning Date:	
Course Ending Date:	
Course Credit to be Awarded:	one unit one-half unit
School(s) Where Course Will Be Implemented	
Teacher of The Local Board Course	
Teacher's Name:	
South Carolina Certification Identification (CID) Number:	
List all area(s) of certification/endorsement that appear on the certification:	
List any specific experience(s) or training(s) the teacher may have in this area of study:	

**Use a separate sheet and answer each question if more than one person will be teaching the course.*

All applicants must complete items 1-7.
1. Provide a short description of the proposed course.
2. Explain how the needs assessment conducted at the local level substantiates the need for the
3. List the criteria for selecting students for the course, including prerequisite courses.
4. List the proposed teaching methodologies to be used in the course
5. Attach a course syllabus or scope and sequence for this proposed course.

Provide evidence via the correlation table below on the local board approved subject area. This page must be completed.

Unit Title	Innovative Course Standard	Quarter	Additional Notes (optional)

All applicants must complete items 1-7.
6. Identify the curriculum, textbooks, and materials that will be used in the course.
7. Cost of textbooks, materials, etc.

REQUIRED SIGNATURES

I certify that this State Approved Course or Local Board Approved Course will be taught by a properly certified teacher. The following course _____ is submitted for approval to offer during the _____school year.

_____ Date_____
Signature of the Teacher of the LBA Course

_____
Print Name

_____ Date_____
Signature of the Principal/Director of School where the course will be offered

_____
Print Name

_____ Date_____
Signature of Chief Instructional Service Officer

_____
Print Name

**Use additional signature sheets, if necessary, and attach it to this application.*

Beaufort County School District ©

Active Local Board Approved Courses

Course#	Course Name	CreditType	Credit Hou	Active	Curriculum on Fil
1299MA0	Engineering/TEC	ELEMENTARY	0	Yes	No
1.3E+07	Engineering/TEC	ELEMENTARY	0	Yes	No
1.3E+07	Engineering/TEC	ELEMENTARY	0	Yes	No
1.3E+07	Engineering/TEC	ELEMENTARY	0	Yes	No
1.3E+07	Engineering/TEC	ELEMENTARY	0	Yes	No
1.3E+07	Engineering/TEC	ELEMENTARY	0	Yes	No
1299PK00	Engineering/TEC-Lego	ELEMENTARY	0	Yes	No
12990K00	Engineering/TEC-Lego	ELEMENTARY	0	Yes	No
1799MA0	EnglishtoSpeakersofOtherLangsLabMu	ELEMENTARY	0	Yes	No
1499MA0	Health and Physical Education Multiage	ELEMENTARY	0	Yes	No
14990K00	Health and Physical Education Kinder	ELEMENTARY	0	Yes	No
1.5E+07	Health and Physical Education 1st Gr	ELEMENTARY	0	Yes	No
1.5E+07	Health and Physical Education 2nd Gr	ELEMENTARY	0	Yes	No
1.5E+07	Health and Physical Education 3rd Gr	ELEMENTARY	0	Yes	No
1.5E+07	Health and Physical Education 4th Gr	ELEMENTARY	0	Yes	No
1.5E+07	Health and Physical Education 5th Gr	ELEMENTARY	0	Yes	No
1.5E+07	Health and Physical Education 6th Gr	ELEMENTARY	0	Yes	No
8990600	Study Hall 6th Gr	ELEMENTARY	0	Yes	No
1.1E+07	Writing through the Arts 1st	ELEMENTARY	0	Yes	No
1.1E+07	Writing through the Arts 2nd	ELEMENTARY	0	Yes	No
1.1E+07	Writing through the Arts 3rd	ELEMENTARY	0	Yes	No
1.1E+07	Writing through the Arts 4th	ELEMENTARY	0	Yes	No
1.1E+07	Writing through the Arts 5th	ELEMENTARY	0	Yes	No
1799MA0	ESOL Lab MA	ELEMENTARY	0	Yes	No
8991200	Study Hall 12th Gr	HIGH SCHOOL	0	Yes	No
309901CW	Advanced Creative Writing	HIGH SCHOOL	1	Yes	Yes
309970HV	Advanced Writing	HIGH SCHOOL	1	Yes	No
309970HV	Advanced Writing	HIGH SCHOOL	1	Yes	No
309913CW	African-American Studies (English)	HIGH SCHOOL	1	Yes	Yes
319909CW	Algebra 1 Enrichment	HIGH SCHOOL	1	Yes	No
339981CW	Criminal Justice	HIGH SCHOOL	1	Yes	No
339900CV	Debate	HIGH SCHOOL	1	Yes	No
309900CV	English 1 Enrichment Seminar	HIGH SCHOOL	1	Yes	No
309910CW	ESOL Lab 1	HIGH SCHOOL	1	Yes	No
309903CV	ESOL Lab 2	HIGH SCHOOL	1	Yes	No
309904CV	ESOL Lab 3	HIGH SCHOOL	1	Yes	No
309905CV	ESOL Lab 4	HIGH SCHOOL	1	Yes	No

Beaufort County School District ©

Active Local Board Approved Courses

Course#	Course Name	CreditType	Credit Hour	Active	Curriculum on File
339902CW	History In Film	HIGH SCHOOL	1	Yes	Yes
379983CW	High School and Life Enrichment 9	HIGH SCHOOL	1	Yes	Yes
379984CW	High School and Life Enrichment 9	HIGH SCHOOL	1	Yes	Yes
379985CW	High School and Life Enrichment 9	HIGH SCHOOL	1	Yes	Yes
379986CW	High School and Life Enrichment 9	HIGH SCHOOL	1	Yes	Yes
349905CW	Interactive Physical Education	HIGH SCHOOL	1	Yes	No
339905CW	Introduction to the American Legal System	HIGH SCHOOL	1	Yes	No
459971CW	Musical Theatre	HIGH SCHOOL	1	Yes	No
309901CH	Mythology	HIGH SCHOOL	0.5	Yes	No
309911CW	Mythology	HIGH SCHOOL	1	Yes	No
379922HW	Personal & Professional Skills 2	HIGH SCHOOL	1	Yes	No
379924CW	Senior Leadership	HIGH SCHOOL	1	Yes	Yes
379924CH	Senior Leadership	HIGH SCHOOL	0.5	Yes	Yes
349902CW	Weightlifting 2	HIGH SCHOOL	1	Yes	No
349903CW	Weightlifting 3	HIGH SCHOOL	1	Yes	No
349904CW	Weightlifting 4	HIGH SCHOOL	1	Yes	No
349900CW	Weightlifting 1	HIGH SCHOOL	1	Yes	No
349901CW	Weightlifting 2	HIGH SCHOOL	1	Yes	No
339907CW	World Religion	HIGH SCHOOL	1	Yes	No
309906CW	Yearbook Production 2	HIGH SCHOOL	1	Yes	No
309907CW	Yearbook Production 3	HIGH SCHOOL	1	Yes	No
309908CW	Yearbook Production 4	HIGH SCHOOL	1	Yes	No
339908CW	Youth in Government	HIGH SCHOOL	1	Yes	No
22990800	Environmental Studies 8th grade	MIDDLE SCHOOL	0	Yes	No
2799MA03	ESOL Reading MA	MIDDLE SCHOOL	0	Yes	No
8990700	Study Hall 7th Gr	MIDDLE SCHOOL	0	Yes	No
8990800	Study Hall 8th Gr	MIDDLE SCHOOL	0	Yes	No

- 65 LBA Active Courses
- 9 LBA Active Courses with Syllabus
- 336 In-Active

Beaufort County School District

2021-2022 District Strategic Plan Update

DRAFT-Pending School Board Review

Table of Contents: *Page #*

Plan Information and Stakeholders 3
Needs Assessment Data
- District Report Card
  https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9RCZzaWQ9MDY0NTAwMA

Student Achievement
- Pre-K – 2nd Grade 5
  - Early Childhood Screenings
  - Teaching Strategies Gold
  - Fountas and Pinnell
  - MAP (Mean, 50%ile and higher, Achievement Gap)
  - Summer Learning Programs
- Grades 3-8 10
  - MAP (Mean, 50%ile and higher, Achievement Gap, Projected Proficiency on SC Ready (2018-2019 only)
  - Gifted/Talented Data
  - Summer Learning Programs (K-8)
- Grades 9-12 18
  - End of Course (EOC) exam results
  - College/Career Readiness (Report Card data, Student data, Federal data)
  - Dual Enrollment Students
  - Cambridge Classes (2020-2021)
  - AP Course Enrollment Students
- Other Student Data 29
  - ACCESS results
  - Students with ESOL Plans (Documentation from Enrich)
  - Students with Active IEPs
  - Students with Multi-Tiered System of Support (MTSS) RtI Plans- (Documentation from Enrich)
  - Discipline Data
  - Significant Disproportionality Study

Teacher/Administrator Quality 35
- Summary Staff Retention Data

School Climate 36
- Panorama Social-Emotional Learning: Student Competency and Well-Being Measures, Fall 2020

Executive Summary of Needs Assessment Data 38
- Pre-K through 2nd Grade
- Grades 3-8
- Grades 9-12
- Administrator Teacher Quality
- School Climate
- Gifted/Talented

Performance Goal – Performance Expectations Correlation 54

Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps 56
Pre-K – 2nd Grade – SA 1.0
Grades 3-8 – SA 1.1, SA 1.2
Grades 9-12 – SA 1.3, SA 1.4, SA 1.5
Teacher/Administrator Quality – TAQ 1.0, TAQ 1.1, TAQ 1.2
School Climate – SC 1.0
Gifted/Talented – GT 1.0, GT 1.1

Gifted and Talented Required Tables 74

Proficiency-Based System 78

Identification of Summer School Program Sites 82

Assurances 83

Waiver 94

Related Documents 95

DRAFT-Pending School Board Review

Plan Information and Stakeholders

Phase of Plan

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

District Plan Contact Information

Name: Dr. Mary Stratos
Phone: 843-322-5931
Email: mary.stratos@beaufort.k12.sc.us

Superintendent's Name

Dr. Frank Rodriguez

Board of Trustees Chairperson's Name

Dr. Christina Gwozdz

Date Plan to Be Reviewed/Approved by the School Board

April 6, 2021

Stakeholder Names

Superintendent:	Dr. Frank Rodriguez
Principals:	Joseph (Todd) Bornscheuer, Chad Cox, MonaLise Dickson, Denise Donica, Patricia Freda, Constance Goodwine-Lewis, Alvilda Graham, Matt Hall, Freddie Lawton, Pamela (Nikki) Lucas, Dr. Tara Mack, Dr. Sarah Owen, Melissa Pender, Michelle Sackman, Steven Schidrich, Marvelle Ulmer
Teachers:	Sandra Courtney, Roger Jaklin, VirginiaKaye McKinney, Dawn Peebles, Angela Roberts, Tracy Sands, Latoi Smith, Tarsha Smith,
Parent/Guardians:	Amber Clark, Jan Davis-Vater, Laura Jacobi, Crystal Moore, Ronald Nelson, Amanda Phillips, Carol Ruff, Dana Zendzian
Community Members:	Leonard Bogart, Karen Byrum, Amanda Emery, Eileen Johnson, Beverly Ohemeng, Robert Sabota, Evy Trask

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District Level Administrators:	Dr. Duke Bradley, Colleen Beck Ungvarsky, Candace Bruder-Brasseur, Dr. N'Kia Campbell, Mark Chauhan, Carmen Dillard, Daniel Fallon, Karen Gilbert, Geraldine Henderson, Dr. Kimberly Hobley, Ashley Hutchison, Melissa Murray, Dr. Mary Stratos, Lakinsha Swinton, Dr. Juliet White
District R2S Literacy Leadership Team Lead:	Melissa Murray
District R2S Literacy Leadership Team Member:	Carmen Dillard
School Improvement Council Member(s):	Kristen Marshall Mattson Michelle Morante Kira Swiger
District Gifted and Talented Coordinators:	Carmen Dillard
District Federal Programs Coordinators:	Terry Bennett Denise Mattson
Other Stakeholders: School Board Members	Christina Gwozdz (Chair), Melvin Campbell (Vice Chair), David Striebinger (Secretary), Ingrid Boatwright, Earl Campbell, Patricia Fidrych, Richard Geier, Cathy Robine, Angela Middleton, William Smith, Dr. Rachel Wisnefski
Data Support Coordinator	Dr. Brooke Rowe
ESOL/World Language Coordinator	Maelda Chalk
i-Learning Coordinator	John Sullivan
STEM Coordinator	Nicole Turnbach
Student Resource Coordinator	Meredith Strmac
Instructional Services Office Manager	Ada McDonald
Assessment Coordinator	Kellie Pendley
Data Coordinator	Brett Firtz
Special Education Coordinator	Dr. Julia Brissett
Assistant Principal – Elementary School	Tracy Lanese
Assistant Principal – Middle School	Yolonda Goethe
Assistant Principal – High School	Denise Lessard

Beliefs and Goals Developed from Listen and Learn Sessions

- Student Achievement
  - Equitable viable curriculum for all students
  - Multi-tiered system of supports (MTSS) to ensure all students are receiving the needed academic and emotional reinforcement
- Administrator/Teacher Quality
  - Building skill sets to meet the demands of learners

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- A human resources model for selection that builds upon the assets of the candidate to student needs
- School Climate
  - Developing foundational skills and systems that engage all participants in positive learning; inclusive of the school community and the community it serves
  - Providing access to a safe learning environment for all

Student Achievement

Pre-K – 2nd Grade

Early Childhood Screenings

Early Childhood Screenings	2018-2019	2019-2020	2020-2021 (through 12/14/2020)
Total Number of Age Eligible Children Screened	1205	1065*	962

*82.7% of children screened were deemed eligible for BCSD Kindergarten

Teaching Strategies GOLD (Pre-K)

2018-2019 Results

Percentage of children meeting and/or exceeding expectations.
Social Emotional – 92%
Physical – 97%
Language – 85%
Cognitive - 88%
Literacy - 94%
Mathematics - 87%

****Note –** Due to COVID school closures during the 2019-2020 school year, the spring TS GOLD assessment was waived by the South Carolina Department of Education.

Fountas and Pinnell – Results - Beginning of School Year to End of School Year

2018-2019	**2019-2020 Results**
Kindergarten – • Average 4.6 levels growth • 75% entered Kindergarten at Pre-A (below kindergarten level)	Due to COVID school closures during the 2019-2020 school year, the spring Fountas and Pinnell assessment was not administered.

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• 23% leave kindergarten below *First Grade –* • Average 4.9 levels growth (six levels of growth are expected) • 51% entered first grade below grade level • 37% leave first grade below *2nd Grade* • Average 3.4 levels growth (three levels of growth are expected) • 45% entered second grade below grade level • 26% leave second grade below	

K-2 MAP Results

Beaufort County School District - Winter Mean RIT Score by Grade and School

	Mathematics				Reading			
Gr.	Winter 2018-2019	Winter 2019-2020	Winter 2020-2021	Winter 20 - Winter 21 Change	Winter 2018-2019	Winter 2019-2020	Winter 2020-2021	Winter 20 - Winter 21 Change
K	149.8	150.3	150.5	0.7	149.7	150.1	147.1	-2.6
1	173.7	173.8	167.4	-6.3	169.6	169.3	162.3	-7.3
2	183.8	184.1	179	-4.8	180.3	180.4	178.3	-2

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Beaufort County School District - Winter MAP Math Domain Mean RIT Score									
Grade	TermName	Algebraic Thinking and Operations	Number Sense	Number Sense and Operations	The Real and Complex Number	Geometry and Measurement	Measurement and Data Analysis	Data Analysis, Statistics, and Probability	Geometry
0	Winter 2018-2019	149	150.5				148.7		150.9
0	Winter 2019-2020	149.9	150.3				149.7		151.5
0	Winter 2020-2021	148.6	149.8				150.6		153
1	Winter 2018-2019	175.8	172.9				174.1		172.1
1	Winter 2019-2020	176.3	173				173.5		172.4
1	Winter 2020-2021	170.6	166.3				166.1		166.5
2	Winter 2018-2019	183.2		183.5			183.1		185.3
2	Winter 2019-2020	183.5		183.8			183.4		185.5
2	Winter 2020-2021	177.1		177.7			179		181.9

Beaufort County School District - Winter MAP Reading Domain Mean RIT Score										
Grade	TermName	Literary Text: Meaning and Context	Principles of Reading	Literary Text: Language, Craft, Structure	Reading: Literary and Informational Text	Informational Text: Meaning and Context	Vocabulary	Informational Text: Language, Craft, Structure	Writing	Vocabulary: Determine, Clarify Word Meaning
0	Winter 2018-2019		150.3		150		149.8		148.4	
0	Winter 2019-2020		150.9		150.5		150.1		149.1	
0	Winter 2020-2021		145.4		148.7		148.5		145.7	
1	Winter 2018-2019		170.1		170.3		169.4		168.4	
1	Winter 2019-2020		170		169.9		169		168.1	
1	Winter 2020-2021		161.6		163.1		162.3		162	
2	Winter 2018-2019	181.4		180.5		180.8		180		179
2	Winter 2019-2020	181.8		180.9		180.7		179.5		179.3
2	Winter 2020-2021	178.6		177.6		179.8		178		177.7

DRAFT-Pending School Board Review

Beaufort County School District - Winter MAP Math Domain Mean RIT Score by Ethnicity

Grade	Ethnicity	TermName	Algebraic Thinking and Operations	Number Sense	Number Sense and Operations	The Real and Complex Number Systems	Geometry and Measurement	Measurement and Data Analysis	Data Analysis, Statistics, and Probability	Geometry
0	Black	Winter 2018-2019	142.6	145.5				143.9		145.1
0	Black	Winter 2019-2020	142.7	145.2				145		146.3
0	Black	Winter 2020-2021	144.3	147.4				148.7		149.8
0	Hispanic	Winter 2018-2019	146.1	147.1				145.9		147.5
0	Hispanic	Winter 2019-2020	146.8	145.5				145		145.9
0	Hispanic	Winter 2020-2021	146.1	146.8				147		148.8
0	White	Winter 2018-2019	155.4	156				153.6		156.8
0	White	Winter 2019-2020	156.5	156.7				155.8		158.4
0	White	Winter 2020-2021	153.9	154.2				155.4		159.5
1	Black	Winter 2018-2019	170.5	168.8				169.6		165.4
1	Black	Winter 2019-2020	169.4	166.1				167.1		163.5
1	Black	Winter 2020-2021	164.6	162.2				162.4		160.3
1	Hispanic	Winter 2018-2019	172.1	167.1				168		165.8
1	Hispanic	Winter 2019-2020	173.4	168.7				169.3		166.2
1	Hispanic	Winter 2020-2021	166.9	161.1				161.2		160.9
1	White	Winter 2018-2019	181.5	179.3				181		180.9
1	White	Winter 2019-2020	182.8	181				180.9		183
1	White	Winter 2020-2021	177.3	172.5				171.9		174.2
2	Black	Winter 2018-2019	178.6		179.5			178.1		180.8
2	Black	Winter 2019-2020	178		179.1			177.6		180.6
2	Black	Winter 2020-2021	170.7		171.6			172.9		176.6
2	Hispanic	Winter 2018-2019	179.4		179.6			179		180.4
2	Hispanic	Winter 2019-2020	179.9		180.4			179.8		181
2	Hispanic	Winter 2020-2021	175.7		175.7			176.7		179
2	White	Winter 2018-2019	188.4		188.6			189		191.6
2	White	Winter 2019-2020	189.2		188.6			188.8		191.2
2	White	Winter 2020-2021	183.1		183.7			185.5		188.4

DRAFT-Pending School Board Review

Beaufort County School District - Winter MAP Reading Domain Mean RIT Score by Ethnicity

Grade	Ethnicity	TermName	Literary Text: Meaning and Context	Principles of Reading	Literary Text: Language, Craft, Structure	Reading: Literary and Informational Text	Informational Text: Meaning and Context	Vocabulary	Informational Text: Language, Craft, Structure	Writing	Vocabulary: Determine, Clarify Word Meaning
0	Black	Winter 2018-2019		146.8		145.8		146.3		145.1	
0	Black	Winter 2019-2020		148.1		147		146.7		146.2	
0	Black	Winter 2020-2021		143.8		146		146.5		144.8	
0	Hispanic	Winter 2018-2019		147.8		147		146.4		145.4	
0	Hispanic	Winter 2019-2020		147		146.4		146		144.9	
0	Hispanic	Winter 2020-2021		142.4		145		144.7		142.6	
0	White	Winter 2018-2019		154.1		154.6		154.5		152.5	
0	White	Winter 2019-2020		155.5		155.4		155.4		153.7	
0	White	Winter 2020-2021		149.3		153.9		153.7		149.2	
1	Black	Winter 2018-2019		166.6		166.7		165.3		165.2	
1	Black	Winter 2019-2020		164.6		163.7		163		163.3	
1	Black	Winter 2020-2021		157.9		159		157.8		159.4	
1	Hispanic	Winter 2018-2019		164.7		165.5		163.1		163.5	
1	Hispanic	Winter 2019-2020		165.1		165.6		163.9		164	
1	Hispanic	Winter 2020-2021		155.7		157.8		156.1		156.8	
1	White	Winter 2018-2019		176.4		176.1		176.2		173.9	
1	White	Winter 2019-2020		177.2		176.8		176.5		174.1	
1	White	Winter 2020-2021		168.3		169.2		169.4		167.7	
2	Black	Winter 2018-2019	177.3		177.4		177.1		175		175.3
2	Black	Winter 2019-2020	176.5		176.7		175.6		173.6		173.9
2	Black	Winter 2020-2021	173.8		172.7		175.5		171.9		171.3
2	Hispanic	Winter 2018-2019	176.2		175.5		175.4		175.2		173.6
2	Hispanic	Winter 2019-2020	176.7		175.9		176		174.4		173.7
2	Hispanic	Winter 2020-2021	174.4		174.1		175.5		174		174.1
2	White	Winter 2018-2019	187.2		185.5		186.3		186.2		184.7
2	White	Winter 2019-2020	188.3		186.8		186.8		186.1		186.1
2	White	Winter 2020-2021	185.6		184.5		186.2		185.8		185.4

DRAFT - Pending School Board Review

Grades 3-8
MAP Results

Beaufort County School District - Winter Mean RIT Score by Grade and School								
	Mathematics				Reading			
Gr.	Winter 2018-2019	Winter 2019-2020	Winter 2020-2021	Winter 20 - Winter 21 Change	Winter 2018-2019	Winter 2019-2020	Winter 2020-2021	Winter 20 - Winter 21 Change
3	196.4	196.3	192.5	-3.9	193	192.9	190.8	-2.2
4	207.8	207.5	202	-5.8	202.8	202.9	198.2	-4.6
5	215.5	216.4	211.4	-4.1	208.5	209.4	205.8	-2.7
6	218.9	217.8	215.4	-3.5	213.7	212.8	210.7	-3
7	223.2	224.9	221.8	-1.4	216.4	217.4	214.6	-1.8
8	229.5	228.9	229.1	-0.4	221.1	220.4	219.3	-1.8

Beaufort County School District - Winter MAP Math Domain Mean RIT Score									
Grade	TermName	Algebraic Thinking and Operations	Number Sense	Number Sense and Operations	The Real and Complex Number Systems	Geometry and Measurement	Measurement and Data Analysis	Data Analysis, Statistics, and Probability	Geometry
3	Winter 2018-2019	197		195.3			196.1		197.2
3	Winter 2019-2020	197.5		195.4			195.5		197
3	Winter 2020-2021	192.2		192.1			191.7		194
4	Winter 2018-2019	208.3		206.7			205.7		210.4
4	Winter 2019-2020	207.6		206.6			205.8		210.2
4	Winter 2020-2021	203.6		201.7			200.5		202.2
5	Winter 2018-2019	214.5		215.7			215.5		216.4
5	Winter 2019-2020	215.2		217.3			216.2		217.1
5	Winter 2020-2021	211.7		212.4			210.4		211.2
6	Winter 2018-2019	219			221.4	219		216.4	
6	Winter 2019-2020	218			220.2	218		214.9	
6	Winter 2020-2021	216.1			217.2	215.8		212.4	
7	Winter 2018-2019	224.6			224.3	221.8		222	
7	Winter 2019-2020	226.3			225.8	223.8		223.8	
7	Winter 2020-2021	223.1			224.1	220.7		219.4	
8	Winter 2018-2019	230.7			229.2	228.9		229.4	
8	Winter 2019-2020	230.5			228.4	227.8		228.9	
8	Winter 2020-2021	229.7			230.2	229.1		227.5	

DRAFT-Pending School Board Review

Beaufort County School District - Winter MAP Reading Domain Mean RIT Score										
Grade	TermName	Literary Text: Meaning and Context	Principles of Reading	Literary Text: Language, Craft, Structure	Reading: Literary and Informational Text	Informational Text: Meaning and Context	Vocabulary	Informational Text: Language, Craft, Structure	Writing	Vocabulary: Determine, Clarify Word Meaning
3	Winter 2018-2019	194		192.8		193.4		192.9		191.8
3	Winter 2019-2020	193.7		193		192.7		193		192.2
3	Winter 2020-2021	191		190.4		190.8		190.7		191
4	Winter 2018-2019	203.2		203		202.6		203.1		201.9
4	Winter 2019-2020	202.9		203.7		202.6		202.9		202.4
4	Winter 2020-2021	198.2		198		197.6		198.4		198.9
5	Winter 2018-2019	208.4		209.3		208.4		208.2		208.4
5	Winter 2019-2020	209.3		210.2		208.9		209.8		209
5	Winter 2020-2021	205.8		206.6		204.4		205.9		206.5
6	Winter 2018-2019	213.2		214.8		213.3		213.9		213.3
6	Winter 2019-2020	212.4		213.6		212.1		213.3		212.7
6	Winter 2020-2021	210.4		211.9		209.8		210.5		210.9
7	Winter 2018-2019	215.6		217.2		216.2		216.8		216.5
7	Winter 2019-2020	216.5		218		216.7		218.3		217.5
7	Winter 2020-2021	214		215.4		213.7		214.5		215.7
8	Winter 2018-2019	219.9		221.9		220.7		221.8		221.3
8	Winter 2019-2020	219.2		221.3		220.4		220.8		220.5
8	Winter 2020-2021	218.1		219.7		218		219.7		220.9

DRAFT-Pending School Board Review

Beaufort County School District - Winter MAP Math Domain Mean RIT Score by Ethnicity

Grade	Ethnicity	TermName	Algebraic Thinking and Operations	Number Sense	Number Sense and Operations	The Real and Complex Number Systems	Geometry and Measurement	Measurement and Data Analysis	Data Analysis, Statistics, and Probability	Geometry
3	Black	Winter 2018-2019	191.1		189.1			188.9		191.4
3	Black	Winter 2019-2020	193		190.4			189.4		192.3
3	Black	Winter 2020-2021	186.9		186.2			184.7		188
3	Hispanic	Winter 2018-2019	194.5		192.2			192.8		193.5
3	Hispanic	Winter 2019-2020	193.3		191.8			191		192.1
3	Hispanic	Winter 2020-2021	188.9		189.2			188		190.5
3	White	Winter 2018-2019	202.5		201.4			202.9		203.5
3	White	Winter 2019-2020	203.4		201.1			202.3		203.1
3	White	Winter 2020-2021	197.5		197.6			198.2		199.7
4	Black	Winter 2018-2019	201.6		199.5			197.7		203.1
4	Black	Winter 2019-2020	200.8		200			198.1		203.7
4	Black	Winter 2020-2021	198.5		196.7			193.4		197.7
4	Hispanic	Winter 2018-2019	206.4		204.9			203.2		209
4	Hispanic	Winter 2019-2020	204.3		203.5			202.2		206.3
4	Hispanic	Winter 2020-2021	200.3		197.6			195.7		197.4
4	White	Winter 2018-2019	213.5		212.1			212.1		215.5
4	White	Winter 2019-2020	214.2		213			213		217.2
4	White	Winter 2020-2021	208.9		207.5			208.3		208.2
5	Black	Winter 2018-2019	207.4		208			206.2		208.9
5	Black	Winter 2019-2020	207.6		208			207		209.2
5	Black	Winter 2020-2021	203.4		204			199.8		203.4
5	Hispanic	Winter 2018-2019	211.7		212.5			212.2		213.4
5	Hispanic	Winter 2019-2020	212.9		214.8			213.3		214.5
5	Hispanic	Winter 2020-2021	209.1		209.1			206.4		207.1
5	White	Winter 2018-2019	221.5		223.5			224.6		223.9
5	White	Winter 2019-2020	221.5		224.8			223.7		223.4
5	White	Winter 2020-2021	218.2		219.5			219.3		218.7
6	Black	Winter 2018-2019	212.5			214.3	212.1		209.2	
6	Black	Winter 2019-2020	211.3			212.1	210.5		206.4	
6	Black	Winter 2020-2021	209.4			209.6	209.3		204.2	
6	Hispanic	Winter 2018-2019	215			217.2	215.4		211.8	
6	Hispanic	Winter 2019-2020	215.1			216.1	215		211.6	
6	Hispanic	Winter 2020-2021	213.7			214	213.6		209	
6	White	Winter 2018-2019	225.6			228.6	225.6		224.1	
6	White	Winter 2019-2020	225.1			229	225.6		223.7	
6	White	Winter 2020-2021	222.2			224.3	221.7		220.2	
7	Black	Winter 2018-2019	217.1			216.3	213.3		213.2	
7	Black	Winter 2019-2020	219.6			217.8	217.2		215.4	
7	Black	Winter 2020-2021	216.3			217.2	213.8		211.4	
7	Hispanic	Winter 2018-2019	221.6			221.3	218.9		218.2	
7	Hispanic	Winter 2019-2020	221.3			220.6	219.2		218	
7	Hispanic	Winter 2020-2021	218.8			219.4	216.6		214.8	
7	White	Winter 2018-2019	232.3			232.6	230		231.3	
7	White	Winter 2019-2020	234.1			234.3	231.3		233	
7	White	Winter 2020-2021	231.1			232.5	229		228.8	
8	Black	Winter 2018-2019	221.7			219.3	218.7		219.3	
8	Black	Winter 2019-2020	222.4			220.1	218.9		220	
8	Black	Winter 2020-2021	223.3			224.8	222.5		219.3	
8	Hispanic	Winter 2018-2019	227.2			226.1	226.6		226	
8	Hispanic	Winter 2019-2020	226.8			224.7	225.1		225	
8	Hispanic	Winter 2020-2021	225.4			225.6	224.7		222.3	
8	White	Winter 2018-2019	238.8			237.6	236.8		238.3	
8	White	Winter 2019-2020	239.1			237.3	236.2		238.3	
8	White	Winter 2020-2021	236.5			236.4	236		235.7	

DRAFT - Pending School Board Review

Beaufort County School District - Winter MAP Reading Domain Mean RIT Score by Ethnicity

Grade	Ethnicity	TermName	Literary Text: Meaning and Context	Principles of Reading	Literary Text: Language, Craft, Structure	Reading: Literary and Informational Text	Informational Text: Meaning and Context	Vocabulary	Informational Text: Language, Craft, Structure	Writing	Vocabulary: Determine, Clarify Word Meaning
3	Black	Winter 2018-2019	187.6		185.9		186.5		186.2		185.6
3	Black	Winter 2019-2020	189.9		187.6		187.1		187.2		187.2
3	Black	Winter 2020-2021	184.5		184.5		184		183.9		185.2
3	Hispanic	Winter 2018-2019	189.7		188.1		189.3		188.7		186.7
3	Hispanic	Winter 2019-2020	187.5		187		187.3		187.8		186.5
3	Hispanic	Winter 2020-2021	185.3		184.7		185.2		185.5		184.8
3	White	Winter 2018-2019	200.7		200		200.4		199.7		198.9
3	White	Winter 2019-2020	200		200		199.7		200.1		198.7
3	White	Winter 2020-2021	198.8		197.6		198.5		198.4		198.5
4	Black	Winter 2018-2019	196.8		196.5		195.7		196.1		195.3
4	Black	Winter 2019-2020	196.3		197.3		195.9		196.4		196.5
4	Black	Winter 2020-2021	192.2		191		191.4		192.5		193.9
4	Hispanic	Winter 2018-2019	200.2		199.5		199.4		200.6		198.3
4	Hispanic	Winter 2019-2020	199.3		199.3		198.7		199.2		198
4	Hispanic	Winter 2020-2021	193.1		192.2		192.4		192.9		192.9
4	White	Winter 2018-2019	208.8		209		208.8		209.1		208.4
4	White	Winter 2019-2020	209.6		210.9		209.2		209.4		209.2
4	White	Winter 2020-2021	205.4		206.1		204.7		205.6		205.9
5	Black	Winter 2018-2019	202.9		203		202.2		202.5		202.5
5	Black	Winter 2019-2020	203.4		203.5		202.4		203.3		202.7
5	Black	Winter 2020-2021	197.6		198.3		196.8		197.6		199.6
5	Hispanic	Winter 2018-2019	204.3		205.1		204.4		204.1		203.1
5	Hispanic	Winter 2019-2020	205.4		205.9		205.7		206.3		205.5
5	Hispanic	Winter 2020-2021	200.3		201.1		200.2		201.5		200.8
5	White	Winter 2018-2019	215.2		217		215.5		215.2		216.3
5	White	Winter 2019-2020	215.4		217.1		215.1		216.1		215.4
5	White	Winter 2020-2021	214.5		215.5		211.8		213.8		214.5
6	Black	Winter 2018-2019	206.8		207		206		206.7		206.8
6	Black	Winter 2019-2020	206.6		207.9		205.9		208.1		207.3
6	Black	Winter 2020-2021	202.3		204.2		202.2		202.9		204
6	Hispanic	Winter 2018-2019	209.5		211.1		209.7		210.7		208.5
6	Hispanic	Winter 2019-2020	208.2		209.1		207.9		208.6		208.2
6	Hispanic	Winter 2020-2021	206.4		208.5		205.9		207		206.5
6	White	Winter 2018-2019	219.7		221.9		220		220.5		220.4
6	White	Winter 2019-2020	219.5		221		219.5		220.4		219.9
6	White	Winter 2020-2021	218.3		219.1		217.4		217.7		218.3
7	Black	Winter 2018-2019	208.1		209.8		208.6		208.8		208.7
7	Black	Winter 2019-2020	211.1		211.3		210.8		211.8		211.9
7	Black	Winter 2020-2021	206.5		208.1		205.7		207		209.4
7	Hispanic	Winter 2018-2019	213.5		214.8		213.8		214.4		213.8
7	Hispanic	Winter 2019-2020	211.4		214		212.3		213.9		212.4
7	Hispanic	Winter 2020-2021	209.8		211.1		209.6		210.7		210.8
7	White	Winter 2018-2019	222.5		224.5		223.7		224		224
7	White	Winter 2019-2020	223.5		224.8		223.3		225.2		224.3
7	White	Winter 2020-2021	222.7		224.2		222.5		223.1		224.1
8	Black	Winter 2018-2019	213.3		214.8		213.1		214.3		214.1
8	Black	Winter 2019-2020	211.6		213.6		213.2		213.4		213.6
8	Black	Winter 2020-2021	210.2		212.1		209.3		211.6		214.9
8	Hispanic	Winter 2018-2019	217.7		218.9		218.1		219.7		218.6
8	Hispanic	Winter 2019-2020	216		219.1		217.7		217.9		216.9
8	Hispanic	Winter 2020-2021	214		216.5		214.4		215.3		215.6
8	White	Winter 2018-2019	225.4		228.4		227.1		227.9		227.5
8	White	Winter 2019-2020	226.9		228.5		227.4		228.1		228
8	White	Winter 2020-2021	224.9		226.3		225.3		227.4		228

DRAFT - Pending School Board Review

Beaufort County School District - Fall - Winter 2020-2021 Projected Proficiency

	Mathematics												Reading											
	Fall 2020						Winter 2021						Fall 2020						Winter 2021					
Gr.	Does Not Meet	Approaches	Meets	Exceeds	A/M/E	M/E	Does Not Meet	Approaches	Meets	Exceeds	A/M/E	M/E	Does Not Meet	Approaches	Meets	Exceeds	A/M/E	M/E	Does Not Meet	Approaches	Meets	Exceeds	A/M/E	M/E
3	19.5% (284)	31.2% (453)	36.8% (535)	12.5% (181)	80.5% (1169)	49.3% (716)	21.8% (323)	32.8% (487)	34.1% (505)	11.3% (168)	78.2% (1160)	45.4% (673)	28.9% (417)	37.3% (538)	25.0% (360)	8.8% (127)	71.1% (1025)	33.8% (487)	30.7% (455)	35.9% (531)	24.7% (366)	8.6% (128)	69.2% (1025)	33.3% (494)
4	20.5% (317)	42.3% (652)	26.0% (401)	11.2% (173)	79.5% (1226)	37.2% (574)	25.7% (401)	40.5% (631)	23.9% (373)	9.9% (154)	74.3% (1158)	33.8% (527)	30.6% (470)	35.9% (552)	23.4% (360)	10.0% (154)	69.3% (1066)	33.4% (514)	36.5% (570)	33.7% (526)	21.7% (338)	8.1% (126)	63.5% (990)	29.8% (464)
5	24.5% (375)	43.9% (672)	21.2% (324)	10.5% (160)	75.6% (1156)	31.7% (484)	28.6% (448)	39.2% (614)	20.3% (318)	11.8% (185)	71.3% (1117)	32.1% (503)	27.7% (426)	42.2% (649)	21.4% (329)	8.7% (134)	72.3% (1112)	30.1% (463)	31.9% (499)	40.3% (630)	19.6% (307)	8.1% (127)	68.0% (1064)	27.7% (434)
6	21.6% (329)	38.7% (590)	25.5% (389)	14.2% (217)	78.4% (1196)	39.7% (606)	24.4% (382)	36.8% (577)	26.9% (421)	11.9% (186)	75.6% (1184)	38.8% (607)	20.4% (308)	40.1% (606)	29.7% (450)	9.8% (149)	79.6% (1205)	39.5% (599)	25.0% (389)	40.2% (625)	24.3% (377)	10.4% (162)	74.9% (1164)	34.7% (539)
7	23.7% (378)	44.3% (706)	19.7% (314)	12.2% (195)	76.2% (1215)	31.9% (509)	26.9% (435)	42.4% (685)	18.4% (297)	12.4% (200)	73.2% (1182)	30.8% (497)	25.4% (396)	37.0% (576)	27.6% (429)	10.0% (156)	74.6% (1161)	37.6% (585)	29.7% (477)	38.3% (615)	21.4% (344)	10.6% (171)	70.3% (1130)	32.0% (515)
8	22.7% (357)	45.9% (721)	17.6% (276)	13.8% (216)	77.3% (1213)	31.4% (492)	25.2% (403)	44.0% (704)	15.3% (245)	15.5% (248)	74.8% (1197)	30.8% (493)	23.3% (363)	36.3% (566)	29.4% (458)	11.0% (172)	76.7% (1196)	40.4% (630)	27.3% (435)	36.2% (576)	25.2% (401)	11.3% (180)	72.7% (1157)	36.5% (581)

Gifted/Talented Students

Report for SCDE for Gifted/Talented		2018-2019				2019-2020* (Update as of 135th day)			
2016-17 to 2019-20		White	Black	Other	Total	White	Black	Other	Total
Referred (Nominated for screening by administrators, teachers, parents, and/or student)		142	18	51	211	94	8	24	126
Screened (Student data reviewed using aptitude [Dim. A], achievement test scores [Dim. B], performance tasks/grades [Dim. C]) Includes referrals and census testing/screening.		5002	3395	4394	12791	4998	3342	4527	12867
Newly Identified/Eligible (Students who met criteria during the SY as referenced in 43-220)		304	29	102	435	375	38	142	555
Academically G/T Program Served		1871	253	685	2809	2245	288	829	3362
		2018-2019				2019-2020* (Update as of 135th day)			
Artistically G/T		White	Black	Other	Total	White	Black	Other	Total
Referred	Dance	10	7	2		14	7	4	
	Drama	0	0	0		13	1	8	
	Music	36	8	18		48	16	10	
	Visual Arts	46	8	23		43	10	9	
Screened	Dance	11	7	2		14	7	4	
	Drama	37	6	10		13	1	8	
	Music	0	0	0		48	16	10	
	Visual Arts	0	0	0		43	10	9	
Newly Eligible	Dance	9	7	1		11	5	3	
	Drama	25	3	6		7	1	8	
	Music	3	3	5		43	14	7	
	Visual Arts	4	1	3		25	5	6	
Total Served	Dance	15	5	3	23	20	13	10	43
	Drama	15	1	3	19	20	7	11	38
	Music	39	18	17	74	24	11	13	48
	Visual Arts	39	10	16	65	27	6	9	42

Summer Learning Programs

2019 Extended Year Summer Reading Program (Grades K-4)

Spring 2019 to Fall 2019 MAP Results:
Number of EYSRP students who were assessed in spring and fall: 1,286
417 students grew from spring to fall (3 points and above on RIT): (32.5%)
452 students maintained from spring to fall (3 point below, at, and above spring RIT score): (35.0%)
417 students regressed from spring to fall (3 points and below on RIT): (32.5%)
67.5% of the students assessed in spring and fall either maintained or grew from spring to fall.

Spring/Summer 2019 to Fall 2019 Fountas and Pinnell (F&P) Results:
Number of EYSRP students who were assessed pre/post EYSRP and again in fall: 1,319
770 students grew from spring/summer to fall (increased one or more text reading levels): (58.0%)
368 students maintained (no change in text reading level): (28.0%)
181 students regressed to a lower text level from spring/summer to fall: (14.0%)
86% of the students maintained or grew from spring/summer to fall.

*Of the 1138 students who maintained/grew according to F&P, 740 of them (65%) also maintained or grew

DRAFT-Pending School Board Review

Summer 2020 Academic Recovery Camp (K-8 Students)

Pending School Board Review

Targeted Audience	Students who were in Kindergarten through 8th Grade during the 2019-2020 SY who scored 30th percentile or lower in reading or math during the 2020 Winter MAP administration	
Total Participants: 657 Percent of students who attended (See below for information by school)	Elementary Grades (K- Gr. 5) Total Participants: 465 7-8 days 68.2% 5-6 days 17.2%	Middle Grades (Gr. 6-8) Total Participants: 192 7-8 days 59.4% 5-6 days 18.2%
Expectations	• All teachers completed training on expectations, resources, and strategies/ skills for instruction in ELA, Math, effective eLearning, and using Zoom Breakout Rooms for small-group instruction • 120 minutes of ELA standards-based instruction per day • 50 minutes of Math standards-based instruction per day • Special Education and English Language Learner teachers supported students during whole group instruction and during breakout sessions	
Standards Covered and Supporting Resources	**ELA** • K-5 – Standards pertaining to writing ○ Kindergarten and 5th (Arguments to support claims); 1st, 2nd, and 4th (Narratives); 3rd (Informative/explanatory text) ○ The Ramped-Up Read Aloud and corresponding books for student to keep • 6-8 – Responding to author's writing, purpose, use of structures ○ Summarizing, interpreting, analyzing/ providing evidence and critiquing ○ Resource – Newsela articles based on standards of focus • All K-8 used "Accessing Complex Texts as a resource (Fisher and Frey)	

	Math • K-5 – Select priority standards based on Algebraic Thinking and Operations and Number Sense • 6-8 – Select priority standards based on Number System, Expressions/Equations/ Inequalities, and Functions (Gr. 8 only) • K-8 Resources - SCDE Support documents, Khan Academy and other online resources, textbook resources
Instructional Feedback	Progress Reports were completed by teachers. These reports included: • Attendance (number of days present during the camp) • Learning Goals for Reading and Math (which included learning targets and skills addressed during the camp) • Suggestions to Parents for Helping their Child (based on individual student needs) • Effort and participation ratings. The purpose of these reports is to provide parents with information about how their child can continue to work on skills and to provide the upcoming teacher with information about the student's progress during the camp.

Elementary Grades	Total #	% of 7-8 Days
Total Elementary	465	68.2%
Middle School Grades	Total #	% of 7-8 Days
Total Middle School	192	59.4%

Lessons learned:

- Get students connected initially, especially K-1 students not accustomed to having a device at home for virtual lessons
- Teachers need more time to follow up with parents and to plan virtual lessons
- Teachers need to continue to have more training in a virtual learning environment
- Summer learning experiences would be even more beneficial if offered beyond 8 days
- More parent training is needed for a virtual learning format
- Students (especially younger students) need instruction for how to access a virtual platform
- Consideration and solutions need to be in place for families who don't have internet access during critical instructional times used for virtual learning
- Alternative plans need to be in place for both teachers and families when there are internet connectivity issues
- Ensure that technical support in firmly in place for students utilizing a virtual learning format

DRAFT Pending School Board Review

Grades 9-12

EOC Results

Fall 2018

		#A	#B	#C	#D	#F	% C or Higher
Beaufort County School District	ALGEBRA 1	41	73	118	126	82	52.7%
	BIOLOGY 1	145	103	136	139	186	54.2%
	ENGLISH 1	66	110	152	134	62	62.6%
	U.S. HISTORY AND THE CONSTITUTION	61	106	124	169	289	38.9%
	Total	313	392	530	568	619	51.0%

Fall 2019

		#A	#B	#C	#D	#F	% C or Higher
Beaufort County School District	ALGEBRA 1	21	83	144	226	192	37.2%
	BIOLOGY 1	133	97	88	157	225	45.4%
	U.S. HISTORY AND THE CONSTITUTION	104	137	169	161	191	53.8%
	Total	258	317	401	544	608	45.9%

Fall 2019-2020

		#A	#B	#C	#D	#F	% Passing
Beaufort County School District	ALGEBRA	22	83	145	227	194	71.1%
	BIOLOGY	133	97	88	161	225	68.0%
	ENGLISH I	2	4	6	12	51	32.0%
	ENGLISH II	137	225	167	155	99	87.4%
	U.S. HISTORY AND THE CONSTITUTION	104	137	169	163	192	74.9%
	Total	398	546	575	718	761	74.6%

Beaufort County School District High School College and Career Readiness (CCR) Data

Targeted Outcomes – State Indicators as noted on the South Carolina High Report Card Accountability Requirements for College & Career Readiness

DRAFT-Pending School Board Review

SC COLLEGE READINESS INDICATOR	SC CAREER READINESS INDICATOR
✓ ACT (20) ✓ SAT (1020) ✓ AP 3 or higher ✓ IB 4 or higher ✓ 6 hrs. of dual credit "C" or higher	✓ Career Readiness Assessment Silver or higher ✓ CATE Completer + Certification ✓ ASVAB 31 or higher ✓ Work Based Learning

***Note on missing data: On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).**

DISTRICT-WIDE COLLEGE READINESS DATA	2017-18	2018-19	*2019-20
Overall Diploma Earners who are college ready	634/1363 46.5%	654/1406 46.5%	/1640 %
Diploma Earners who achieved an ACT composite score of 20 or higher	515/1363 37.8%	470/1406 33.4%	/1640 %
Diploma Earners who achieved an SAT score of 1020 or higher	414/1363 30.4%	436/1406 31.0%	/1640 %
Diploma Earners who earned an Advanced Placement (AP) score of three or higher	231/1363 16.9%	275/1406 19.6%	/1640 %
Diploma Earners who earned an International Baccalaureate (IB) sore of four or higher	99/1363 7.3%	90/1406 6.4%	/1640 %
Diploma Earners who completed six hours of dual credit course work with a grade of C or higher	183/1363 13.4%	270/1406 19.2%	/1640 %

DISTRICT-WIDE CAREER READINESS DATA	2017-18	2018-19	2019-20
Overall Diploma Earners who are Career Ready	**988/1363 72.5%**	**1188/1406 84.5%**	**1215/1640 74.1%**
Diploma Earners who are Career and Technical Completers WITH Industry Certification	**92/1363 6.7%**	**252/1406 17.9%**	**302/1640 18.4%**
Diploma Earners who Completed a State Approved Work-Based Learning Experience**	**1/1363 1%**	**101/1406 7.2%**	**77/1640 4.7%**
Diploma Earners who Earned a Platinum, Gold, or Silver certificate on the Career Readiness Assessments	**912/1363 66.9%**	**1033/1406 73.5%**	**1115/1640 68.0%**
Diploma Earners who took the ASVAB and scored 31 or higher	**119/1363 8.7%**	**163/1406 11.6%**	**129/1640 7.9%**

**Due to COVID-19, students were unable to complete spring internships/clinicals.

DRAFT-Pending School Board Review

ADDITIONAL DATA

2018-2019 Additional College & Career Readiness Student Data

Additional Information

	Our District	Change from Last Year
Number of seniors who have completed FAFSA forms	N/AV	N/A
Percent of seniors completing college applications	69.0	Up from 64.4
Percent of seniors eligible for LIFE scholarship	34.4	N/A
Percent of seniors eligible for Palmetto Fellows scholarship	6.8	N/A
Percentage of Students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation	61.7	Down from 66.0

Career and Technical Education (CTE)

	Number
Students enrolled in CTE courses	4608
CTE completers	717
Total students earning national or state credential	805

2019-2020 Additional College Readiness Data

	Our District	Change from Last Year
Percentage of Students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associate degree, certificate, or diploma in Fall following graduation	64.5	Up from 61.7

	Our District	Change from Last Year
Number of students in the graduation cohort who have completed FAFSA forms	849	N/A
Percent of students in the graduation cohort completing college applications	65.7	Down from 69.0
Percent of students in the graduation cohort eligible for LIFE scholarship	30.1	Down from 34.4
Percent of students in the graduation cohort eligible for Palmetto Fellows scholarship	4.3	Down from 6.8

2019-2020 Dual Enrollment

This measure provides the percentage of students (11th and 12th grade students) enrolled in dual credit / dual enrollment classes during the school year who obtain a grade that provides college credit (grade of C or better).

Number of students enrolled in Dual Enrollment Courses	505
Percent of students enrolled in Dual Enrollment Courses	17.8%
Percent of 11th/12th grade students who completed six hours of dual enrollment course work with a grade of C or higher	79.8%

2019-2020 Percent of Students Meeting ACT College-Ready Benchmarks

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects

36.70	20.20	25.70	21.60	12.70

2019-2020 Percent of Students Meeting SAT College-Ready Benchmarks

	Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
Our District	48.3	530	513	1043
Statewide	56.3	519	499	1019

2019-2020 Advanced Placement Data

	Advanced Placement (AP)	International Baccalaureate ®(IB)
Percent of Exams with Passing Scores (AP: 3 OR higher/IB: 4 or higher)	Data N/A	Data N/A
Number of Students Taking Exam	912	Data N/A
Number of Exams Administered	1556	Data N/A

2019-2020 Additional Career and Technical Education (CTE)

	Number
Students enrolled in CTE courses	4635
CTE completers	887

Total students earning national or state credential	693
Industry Credentials earned by Career Cluster (A student may have earned multiple credentials)	
Agriculture Food and National Resources	0
Architecture & Construction	9
Arts, A/V Technology & Communications	0
Business Management & Administration	1
Education & Training	0
Finance	5
Government & Public Administration	Data N/A
Health Science	403
Hospitality & Tourism	39
Human Services	15
Information Technology	11
Law, Public Safety, Corrections & Security	39
Manufacturing	13
Marketing	0
Science, Technology, Engineering & Mathematics	0
Transportation, Distribution & Logistics	37
Other *	371

Additional Career & Technical Federal Reporting Data (2020 Data Not Yet Released from State)

Under Career & Technical Education (CTE) Perkins V legislation, states are required to report annually on the following core indicators of performance. The Perkins V accountability system evaluates the extent to which a state's CTE

concentrators meet state-determined levels of performance across several secondary and postsecondary indicators of performance.

State office of CTE has not released the 2019-2020 CTE Perkins Data yet.

District	Perkins V Indicator for CTE Concentrators	2018				2017			
		NUM	DEN	%	SC Perf Goal (Perkins IV)	NUM	DEN	%	SC Perf Goal (Perkins IV)
Beaufort	1S1: Four-Year Graduation Rate	456	460	99.13	91.0	397	400	99.25	89.0
Beaufort	2S1: Academic Proficiency in Reading/Language Arts	349	430	81.16	68.0	316	375	84.27	80.0
Beaufort	2S2: Academic Proficiency in Mathematics	375	417	89.93	61.5	334	362	92.27	62.0
Beaufort	2S3: Academic Proficiency in Science**	382	444	86.04	N/A	341	382	89.27	N/A
Beaufort	**3S1: Postsecondary Placement***	374	386	96.89	95.5	408	420	97.14	95.0
Beaufort	4S1: Non-traditional Program Enrollment	55	362	15.19	14.8	29	233	12.45	14.8
Beaufort	5S1: Attained Recognized Postsecondary Credential**	217	468	46.37	N/A	163	400	40.75	N/A

DRAFT-Pending School Board Review

Dual Enrollment Students

(updated January 6, 2021)

Technical College of the Lowcountry	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Totals	254	267	252	252	230	300

University of South Carolina – Beaufort	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Totals	55	62	73	113	82	87

Note: Fall 2017 was the first year of the partnership with the University of South Carolina Beaufort.

Cambridge Classes (2020-2021)

***Biology Honors Semester 1**

Race	
Black	4
Hispanic	8
Two or More Races	2
White	16
Total	**30**

Gender	
Female	14
Male	16
Total	**30**

Combined (S1 & S2) Biology Honors

Black	**15**
Hispanic	**10**
Two or More Races	**2**
White	**27**
Total	**54**

****Biology Honors Semester 2**

Race	
Black	11
Hispanic	2
White	11
Total	**24**

Gender	
Female	15
Male	9
Total	**24**

Female	**29**
Male	**25**
Total	**54**

***English Language CP Semester 1**

Race	
Asian	2
Black	42

Combined (S1 & S2) English Language CP

DRAFT-Pending School Board Review

Hispanic	23	**Gender**		**Asian**	**2**
Two or More Races	2	Female	38	**Black**	**84**
White	17	Male	48	**Hispanic**	**37**
Total	**86**	**Total**	**86**	**Two or More Races**	**7**
				White	**30**
****English Language CP Semester 2**				**Total**	**160**
Race					
Black	42			**Female**	**77**
Hispanic	14	**Gender**		**Male**	**83**
Two or More Races	5	Female	39	**Total**	**160**
White	13	Male	35		
Total	**74**	**Total**	**74**		
***English Language Honors Semester 1**					
Race					
Asian	1				
Black	5			**Combined (S1 & S2) English Language Honors**	
Hispanic	4	**Gender**		**Asian**	**1**
Two or More Races	1	Female	8	**Black**	**12**
White	4	Male	7	**Hispanic**	**15**
Total	**15**	**Total**	**15**	**Two or More Races**	**8**
				White	**20**
****English Language Honors Semester 2**				**Total**	**56**
Race					
Black	7			**Female**	**30**
Hispanic	11	**Gender**		**Male**	**26**
Two or More Races	7	Female	22	**Total**	**56**
White	16	Male	19		
Total	**41**	**Total**	**41**		
***English Literature Honors Semester 1**					

DRAFT-Pending School Board Review

Race			
Black	**12**		
Hispanic	**5**	**Gender**	
Two or More Races	**1**	**Female**	**18**
White	**12**	**Male**	**12**
Total	**30**	**Total**	**30**

****English Literature Honors Semester 2**			
Race			
Asian	**1**		
Black	**10**	**Gender**	
Hispanic	**7**	**Female**	**15**
White	**10**	**Male**	**13**
Total	**28**	**Total**	**28**

***Global Perspectives Honors Semester 1**			
Race			
Asian	**3**		
Black	**21**		
Hispanic	**15**	**Gender**	
Two or More Race	**4**	**Female**	**36**
White	**20**	**Male**	**27**
Total	**63**	**Total**	**63**

****Global Perspectives Honors Semester 2**			
Race			
Black	**14**		
Hispanic	**2**	**Gender**	
Two or More Races	**1**	**Female**	**17**
White	**7**	**Male**	**7**
Total	**24**	**Total**	**24**

Combined (S1 & S2) English Literature Honors	
Asian	1
Black	22
Two or More Races	1
Hispanic	12
White	22
Total	58
Female	33
Male	25
Total	58

Combined (S1 & S2) Global Perspectives Honors	
Asian	3
Black	35
Hispanic	17
Two or More Race	5
White	27
Total	87
Female	53
Male	34
Total	87

DRAFT Pending School Board Review

Advanced Placement Course Enrollment

(updated January 6, 2021)

AP Course Enrollments 20-21 (Duplicated Count)

District	Grand Total
Grand Total	1884

Count of Students Enrolled in AP Courses 20-21 (Distinct Count)

District	A	B	H	I	M	P	W	Grand Total
Grand Total	34	78	206	2	40	4	754	1118

IB Course Enrollments 20-21 (Duplicated Count)	Grand Total
	477

Count of Students Enrolled in IB Courses 20-21 (Distinct Count)	A	B	H	I	M	P	W	Grand Total
	7	2	40	0	6	1	131	187

Other Data:

ACCESS Results

2018-2019

English Proficiency Level	1	2	3	4	5	6	AW	M	Grand Total
Grand Total	363	372	1149	1105	193	5	21	269	3477

2019-2020

English Proficiency Level	1	2	3	4	5	6	AW	M	Grand Total
Grand Total	412	439	1078	909	73	4	36	446	3397

Key:

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1 Entering
2 Emerging
3 Developing
4 Expanding
5 Bridging
6 Reaching
AW Awaiting Identification Screening
M Monitor Status (Year 1 – Year 4))

Number of Students with Active ELL Plans

School	January 2020	January 2021
Total	3183	3144

Number of Students with Active IEPs (by disability)

Disability	Count 2/1/2020	Count 2/1/2021
Autism	136	150
Deaf and Hard of Hearing	20	21
Developmental Delay	289	280
Emotional Disability	29	33
Intellectual Disability (mild)	51	49
Intellectual Disability (moderate)	20	17
Intellectual Disability (severe)	4	4
Multiple Disabilities	71	82
Orthopedic Impairment	12	9
Other Health Impairment	349	319
Specific Learning Disability	933	891
Speech/Language Impairment	508	472
Traumatic Brain Injury	4	5
Visual Impairment	9	11
Total	2435	2343

DRAFT-Pending School Board Review

Students with Multi-Tiered System of Support (RtI) Plans - (Documentation from Enrich)

Domain	Tier 1		Tier 2		Tier 3	
	January 2020	January 2021	January 2020	January 2021	January 2020	January 2021
Behavior	197	74	59	59	80	25
Language Delay	25	11	6	9	0	0
Mathematics	348	166	330	336	88	80
Reading	427	284	816	559	327	260
Totals	927	535	1,335	963	495	365

Discipline Data

BCSD Discipline by highest level of consequence: SOY to February 5 of each year				
School Year	OSS	ISS	ODR	Total
2018-2019	15.7% (1955)	36.0% (4477)	48.3% (6010)	12442
2019-2020	17.5% (2171)	35.3% (4392)	47.2% (5877)	12440
2020-2021	8.3% (120)	9.9% (144)	81.8% (1184)	1448

Percentage and Count of Discipline Incidents by Consequence SOY through February 5, 2021							
		OSS		ISS		ODR	
School Year	Demographic	Row N %	Count	Row N %	Count	Row N %	Count
2018-2019	All Students	15.7%	1955	36.0%	4477	48.3%	6010
	African American	17.3%	1229	33.5%	2378	49.2%	3491
	Hispanic	13.2%	281	43.1%	918	43.7%	932
	White	13.2%	341	36.1%	933	50.7%	1311
	Other	16.6%	104	39.5%	248	43.9%	276
	ELL	10.2%	113	48.8%	538	41.0%	452
	SWD	17.8%	371	32.2%	671	50.0%	1043
	SEI	16.6%	1588	35.1%	3368	48.3%	4632
	Female	12.7%	495	39.1%	1525	48.3%	1885
	Male	17.1%	1460	34.6%	2952	48.3%	4125

DRAFT-Pending School Board Review

		OSS		ISS		ODR	
School Year	**Demographic**	**Row N %**	**Count**	**Row N %**	**Count**	**Row N %**	**Count**
2019-2020	All Students	17.5%	2171	35.3%	4392	47.2%	5877
	African American	18.7%	1308	32.4%	2260	48.9%	3416
	Hispanic	15.9%	376	43.8%	1036	40.3%	952
	White	15.3%	368	36.1%	869	48.7%	1173
	Other	17.4%	119	33.3%	227	49.3%	336
	ELL	14.8%	204	44.3%	612	40.9%	565
	SWD	19.5%	477	29.6%	725	51.0%	1250
	SEI	18.2%	1747	34.6%	3315	47.2%	4531
	Female	16.2%	603	37.6%	1401	46.2%	1722
	Male	18.0%	1568	34.3%	2991	47.7%	4155

		OSS		ISS		ODR	
School Year	**Demographic**	**Row N %**	**Count**	**Row N %**	**Count**	**Row N %**	**Count**
2020-2021	All Students	8.3%	120	9.9%	144	81.8%	1184
	African American	9.1%	47	7.4%	38	83.5%	429
	Hispanic	7.5%	37	8.1%	40	84.5%	419
	White	8.8%	30	15.3%	52	75.9%	258
	Other	6.1%	6	14.3%	14	79.6%	78
	ELL	6.7%	22	7.3%	24	86.0%	283
	SWD	8.9%	21	10.6%	25	80.5%	190
	SEI	8.1%	86	6.5%	69	85.4%	905
	Female	3.7%	18	5.9%	29	90.5%	446
	Male	10.7%	102	12.0%	115	77.3%	738

Key:

OSS	Out of School Suspension	ELL	English Language Learner
ISS	In School Suspension	SWD	Students with Disability
ODR	Other Disciplinary Referral	SEI	Socio-Economic Indicator

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Expulsion Data – First 90 Days of School

School Year	# of Students Expelled	Gender	H	A	B	I	P	W	Bi-Racial	Total
2017-2018	7	Male	1	0	5	0	0	1	0	**7**
		Female	0	0	0	0	0	0	0	**0**
2018-2019	8	Male	1	0	3	0	0	2	0	**6**
		Female	0	0	2	0	0	0	0	**2**
2019-2020	23	Male	3	0	12	0	0	2	1	**18**
		Female	2	0	2	0	0	0	1	**5**
2020-2021	0	Male	0	0	0	0	0	0	0	**0**
		Female	0	0	0	0	0	0	0	**0**

Key:
H Hispanic
A Asian
B Black
I Indian
P Pacific
W White

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Significant Disproportionality Study Results

Significant Disporportionality of Students with Disabilities by Displine	
Root Cause Analsis Self-Assessment	
Positive Behavioral Interventions and Supports, Systems Evaluation	
Decisions about behavioral supports are based on data.	Partially Implemented
Culturally responsive interventions and strategies are used throughout the school or district in particular with the group identified as having disproportionate ISS and OSS.	Planning
Faculty and staff are prepared for linguistic diversity among students and families.	Partially Implemented
The school or district facilitates the participation of all the families that make up the diversity of the school.	Partially Implemented
Core Academic Instruction, Systems Evaluation	
Decisions about academic supports are based on data	Partially Implemented
A consistent, well-articulated curriculum is in place and implemented with fidelity.	Implemented
The instructional program and strategies used in the school are research-based practices.	Implemented
Differentiated instruction is used to address the need of all learners in the school.	Partially Implemented
Families are informed about the core instructional program and how the needs of their child are being met.	Implemented
Development/Implementation of IEPs, Student Level Evaluation	
Progress monitoring is planned and implemented by the school to support the developmental, academic or behavioral progress of each child/student.	Partially Implemented
Families are Informed about screening and progress monitoring results.	Partially Implemented
Self Assessment Findings:	
Across the district, there is inconsistency in how schools review discipline data, delivering interventions and disciplinary practices.	

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Teacher/Administrator Quality

- Summary Staff Retention Data

  Header Definitions
  - # Budgeted – Number of positions budgeted for the current school year.
  - # Resigned – Number of staff that resigned and did not return the next school year.
  - # Retired – Number of staff that retired and did not return the next school year.
  - # Terminated – Number of staff terminated for performance or discipline reasons and/or were not offered a contract renewal for the next school year.
  - # Others – Number of staff that did not return due to other reasons such as disability, retirement, or deceased.
  - # Retained - Number of staff that returned to the district for the next school year.
  - # Budgeted – Number of positions budgeted for the next school year.
  - Retention Rate – Percentage of staff retained in the district from the current school year.

SCHOOL LEVEL	# BUDGETED	NOT RETURNING FOR 2020-2021 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2019-2020	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2020-2021	2020-2021	RATE
Administrative Staff	96.00	5.00	2.00			7.00	89.00	98.00	92.71%
Certified Staff	1762.92	221.00	31.00	3.00	2.00	257.00	1505.92	1777.66	85.42%
Classified Staff	664.70	81.00	16.00	6.00	2.00	105.00	559.70	680.00	84.20%
OVERALL TOTALS:	**2523.62**	**307.00**	**49.00**	**9.00**	**4.00**	**369.00**	**2154.62**	**2555.66**	**85.38%**

RETENTION RATE =	# Retained 2020 - 2021 / # Budgeted 2019 - 2020	85.38%

	BUDGETED 2018-2019	TRANS OUT	NOT RETURNING FOR 2019-2020 SY RESIGNED	RETIRED	TERMINATED	RETURNED 2019-2020	RETENTION RATE
TOTALS:	**1723.00**	**85.00**	**233.00**	**30.00**	**3.00**	**1372.00**	**79.63%**

DRAFT Board Review

School Climate

Panorama Social-Emotional Learning: Student Competency and Well-Being Measures, Fall 2020

Beaufort County
Fall 2020 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures, Grades 3–5

Summary

Topic Description	Results	Benchmark
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	58%	40th - 59th percentile compared to others nationally
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	73%	60th - 79th percentile compared to others nationally
Social Awareness How well students consider the perspectives of others and empathize with them.	73%	60th - 79th percentile compared to others nationally

3,933 responses

DRAFT-Pending Board Review

Beaufort County
Fall 2020 Panorama Equity and Inclusion Survey, Grades 6-12

Summary

Topic Description	Results	Benchmark
Cultural Awareness and Action How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school	59%	60th - 79th percentile compared to others nationally
Diversity and Inclusion How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures	77%	60th - 79th percentile compared to others nationally
Sense of Belonging How much students feel that they are valued members of the school community.	45%	20th - 39th percentile compared to others nationally

7,564 responses

Beaufort County
Fall 2020 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures, Grades 6-12

Summary

Topic Description	Results	Benchmark
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	45%	0th - 19th percentile compared to others nationally
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	73%	60th - 79th percentile compared to others nationally
Social Awareness How well students consider the perspectives of others and empathize with them.	63%	20th - 39th percentile compared to others nationally

8,015 responses

Board Review

Executive Summary:

Early Childhood (Pre-K - 2)

At Beaufort County School District (BCSD), Pre-K is offered full day for qualifying students. The school district has a significant high-needs population inclusive of special needs; English Language Learners (ELL), and students of poverty. Given this, there is a continual need to provide early intervention as young as possible. The impact of the COVID-19 pandemic, has resulted in a reduction in the number of screenings for Pre-K, compared to previous years. During the 2018-2019 school year (SY), 1,205 Childfind development screenings took place for students ages 3-5, as opposed to 1,065 during the 2019-2020 SY, and 962 as of December 14, 2020 for the 2020-2021 SY. Additional budgetary alignment is being augmented to pursue the need for screening and offering services for students who are found to have a disability. Higher focus on family support, including parent education, addressing the social/emotional needs of young learners, and increased exposure to initiating and developing literacy skills is continuing.

To better achieve learning for all students enrolled in Pre-K and Kindergarten, BCSD Early Childhood personnel believe that alignment between Pre-K and Kindergarten instruction needs to be further developed. Currently, all Pre-K students receive *Learning without Tears* instruction and play-based learning experiences. This past year, plans were underway to implement *Learning without Tears* in Kindergarten, however, this has not been possible yet due to budgetary constraints. Work is underway to incorporate a continued standard curriculum alignment through Kindergarten, which will provide Improved developmental support for Kindergarten students.

Prior to the COVID-19 pandemic and subsequent closure of schools, educators were able to assess student literacy proficiency using Fountas and Pinnell (F&P). Since this assessment is designed to be administered 1-on-1 and in-person, teachers have been unable to fully utilize this assessment since March 2020 with all K-2 students. As a result, schools have turned to other assessment data (such as the i-Ready pilot at all elementary schools) to assess learning and gaps in learning.

A 3-year comparison of MAP data was conducted by the Beaufort County School District data service department from winter 2018-2019 SY through winter 2020-2021 SY. The purpose of this data study was to seek out information on how the COVID-19 pandemic has impacted learning for K-8 students. Both the math and reading results show a significant decline in 1st grade learning results across all domains and in RIT scores by ethnicity. It is worth noting that these students were kindergarteners last year when the pandemic caused school closures in March, and these students missed

DRAFT - Pending School Board Review

completing their kindergarten school year with in-person learning to acquire skills that are typically most effectively taught through in-person modeling and discovery. The domains of "Algebraic Thinking and Operations" and "Number Sense and Operations" for 2nd grade students showed a notable decline from Winter 2019-2020 to Winter 2020-2021. Additionally, the "Principles of Reading" domain results for kindergarten decreased from 150.9 in Winter 2020 to 145.4 in Winter 2021.

In the past three years, phonics and phonemic instruction has been identified from the K-5 F&P measures as an area to further develop so that students in grades K-2 are provided with this important building block and foundation for the reading process. All Beaufort County elementary schools are now implementing the *Systematic Instruction in Phonological Awareness, Phonics, and Sight Words* (SIPPS) program as part of Tier II and Tier III intervention. All elementary schools continue to further incorporate phonics instruction as part of their literacy block.

During the 2019-2020 SY, a targeted Birth through 5th Grade Continuum of Children's Literacy Development in Early Reading and Writing was developed by the Director of Child Readiness and the English Language Arts Coordinator. This continuum will be embedded in the district's goals to ensure an equitable and viable curriculum providing an aligned standards-based plan for curricular improvement incorporating:

- Early identification and intervention for children from birth to pre-kindergarten
- Balanced Literacy instructional strategies using components of the Reading/Writing Workshop model
- Continued intervention for students in grades Pre-K - 5 that provides explicit systematic reading instruction.
- Continued collaboration with community partners including Beaufort County Early Childhood Coalition, United Way of the Lowcountry, Beaufort County Public Library, and community volunteers

BCSD continues to work on a more systematic, streamlined, and consistent approach to literacy instruction. According to previous student assessment data from the 2019-2020 SY (Teaching Strategies Gold, F&P, MAP, informal assessment results) and teacher observations using the criteria of the SC 4.0 rubric, the following curricular improvements need to be further developed:

- The South Carolina College and Career Readiness (SCCCR) Standards for ELA will be used to plan grade level instruction using grade level text and common instructional language in classrooms.
- All students will be instructed during guided reading in reading level appropriate word work.
- Schools have added whole group phonics instruction to Tier I and Tier II instruction.

DRAFT-Pending School Board Review

- To prepare teachers with the expertise needed for literacy instruction of students in their early learning years, Pre-K through 2nd grade teachers need to have explicit professional development to acquire the knowledge and proficiency for teaching early childhood students how to read. All early childhood teachers need to be trained in providing a developmentally appropriate, play-based environment to lay a groundwork of engagement and create an enthusiasm for learning. Teachers need to:
- Have an in-depth understanding of the importance of knowing each student's background, abilities, and interests
- Provide learning opportunities for that address those areas
- Be capable of analyzing student data to pinpoint instructional needs.

Additionally, further training in instructional approaches that help students who struggle with reading, writing, and spelling need to continue to be provided.

For students who need further support and assistance with developing proficient reading skills, BCSD continues to refine the Multi-Tiered System of Supports (MTSS) framework and processes to better align with the SC DOE framework released June 2019. Even with the closure of schools in March 2020 and through the 2020-2021 SY, schools continue to work through the challenge of providing intervention support for those students who continue to attend school in a fully virtual setting.

Prior to the 2019-2020 SY, the Extended Year Summer Reading Program – EYSRP (Summer Reading Camp) was offered to students in Kindergarten through 2nd grade in addition to those 3rd grade students who are required to attend based the Read to Succeed Law. The summer of 2020 saw a peak in COVID-19 cases, so the decision was made to conduct a fully virtual Academic Recovery Camp (ARC) for two weeks in July to maintain safety for all. While EYSRP resulted in consistent growth of students attending in previous years, there was also high engagement and participation at each school's ARC, which focused on priority reading and math standards to help students be more prepared for the upcoming school year. There was also SE and ELL support for qualifying students, and all students received books to keep that correlated with the lessons. While there were some minor "bumps in the road" in a fully virtual learning environment, it better prepared teachers, students, and parents for virtual instruction into the 2020-2021 SY and possibly beyond.

With our increasing population of English Language Learners (ELL), more teachers with expertise and training are needed to support those students through their language acquisition process. While many teachers have received training in Sheltered Instruction Observation Protocol (SIOP) in schools where ELL student enrollment is typically high, there continues to be an influx of "Newcomers" along with movement of ELL students to school areas where those populations have not been as large in the past. All educators need SIOP training, which is research-based and proven to be effective

in assisting students with English language acquisition. BCSD offers this training to teachers and has begun the work of developing a unified ELL curriculum.

BCSD continues to develop a continuum for algebra. During summer 2020, a textbook adoption for K-8 schools was implemented and included continued professional learning opportunities for teachers. An important part of this adoption is implementing instruction in algebraic thinking in earlier years. The alignment of instruction and resources with an equitable and viable curriculum needs to start as early as Pre-K through 2nd grade to meet the district goal of having all students' algebra-ready by high school.

Elementary (Grades 3-8)

Since there is limited data this year on the BCSD 2019-2020 Report Card, the school district is utilizing other assessment data to ascertain learning needs of students. According to the BCSD 2018-2019 Report Card and the last available SC Ready results, the overall percentage of students in grades 3-8 meeting and exceeding standards for both English/Language Arts (ELA) and Mathematics was in the mid to upper 40's. (45.5% - ELA and 48% Mathematics). According to the 2020-2021 SY Winter MAP results, the projected proficiency for students meeting and exceeding standards for both ELA and Mathematics has dipped much lower as a result of COVID closures:

Grade	Mathematics	Reading
3	49.3% (716)	33.3% (494)
4	37.2% (574)	29.8% (464)
5	31.7% (484)	27.7% (434)
6	39.7% (606)	34.7% (539)
7	31.9% (509)	32.0% (515)
8	31.4% (492)	36.5% (581)

Significant efforts are underway to provide catch-up growth for learning losses in both ELA and Mathematics as a result of the COVID-19 closures. Some action steps for interim goals have been adjusted to address these effects on student learning and re-establish targeted proficiency goals that are realistically attainable but do not lower expectations for ultimately making up for the impacts of learning loss. Further investigation is needed to pinpoint the root causes of specific challenges that negatively affected student learning as a result of the closures. Examples include technical issues experienced in a virtual setting, disparity among learners, and the extent of reflective processing that during virtual learning.

DRAFT-Pending School Board Review

Analyzing these and developing a coherent plan of action will enable BCSD to proactively address these challenges in the event future closures are necessary.

ELA SCCCR standards continue to be embedded when planning grade level instruction and using grade level text. Common instructional language needs to be consistent across all grade levels. According to the SCDE Office of Assessment, students need to better understand the question/answer relationship using strategies to analyze text when seeking evidence.

To continue closing the achievement gap in BCSD, analysis of growth of sub-groups for both ELA and mathematics is monitored to assess the effectiveness and extent of implementation of aligned, and coherent standards-based instructional practices. This will be accomplished through ongoing Professional Learning Community (PLC) meetings during which data analysis, review of student work, and development of instructional practices (aligned to the South Carolina Teaching Standards [SCTS] 4.0 Rubric) are expected to occur.

In mathematics, there was a 20% decline over the last five years from 58.7% in grade 3 to 38.8% in grade 8 of students meeting and exceeding standards from 2014-2019. The table above for projected proficiency based on the 2020-2021 SY Winter MAP results indicates additional decline. This trend is also evident in African American, Limited English Proficient, Students in Poverty, and Students with Disabilities (SWD) subgroups. The BCSD Director of Accountability reports this data three times a year by district level and individual schools. School leadership is expected to ensure review of these results, frequently monitor instructional practices to ensure alignment to mathematical SCCCR standards and the SCTS 4.0 Rubric and oversee making needed adjustments that will improve student learning results.

Based on the overall EOC results for Algebra 1 prior to 2020, more focus is needed in earlier school years to prepare all BCSD students to be algebra ready for high school. Building upon prior mathematical skills, providing students with real-world opportunities to problem solve using more than one strategy, and expecting students to explain mathematical problem-solving process will help them learn at higher levels. Now that the math textbook adoption is in place for this school year, algebraic skills is one of the priority focus areas beginning with early elementary grades.

From the state level, the implementation of and district/school training by the South Carolina Department of Education (SCDE) Instruction Hub is underway. The SCDE Instructional Hub will provide more consistency of curriculum used by all BCSD schools along with more resources for lesson planning, vetted exemplary “best practices” and teaching strategies, and professional development. The platform will include access to instructional content and modules, along with report features. In BCSD, PowerSchool Performance Matters, will be in place along with the SCDE Instruction Hub

DRAFT Pending School Board Review

to provide various forms of data aligned to SC Standards that will help schools identify and address learning gaps and provide enrichment for those students who need more challenge. This will assist in addressing feedback received from stakeholders during the annual District Strategic Plan update process of ensuring consistency of curriculum implementation across the Pre-K – 12th grade span.

Upon review of the MAP data pertaining to achievement and projected proficiency and the BCSD data analysis of achievement gap areas and at-risk indicators, continued training is needed to address the specific needs of SWD and ELL students on implementing inclusionary practices as a way of providing grade-level instruction supported by both the classroom and special education or ELL teacher.

With our increasing population of ELL students, more teachers with expertise and training to work with students acquiring English language proficiency continues to be a need. The United States Department of Education recommends a ratio of ELL students to ELL teacher to be 60:1. To meet this recommendation and address the shortage of ELL teachers for the number of students who need to be served (particularly at some of the southern BCSD schools), BCSD needs about 10 additional ELL teachers. While many teachers have received training in Sheltered Instruction Observation Protocol (SIOP) in schools where ELL student enrollment is typically high, there continues to be an influx of "Newcomers" along with movement of ELL students to school areas where those populations have not been as large in the past. All educators need SIOP training, which is research-based and proven to be effective in assisting students with English language acquisition. BCSD offers this training to teachers and has begun the work of developing a unified ELL curriculum.

During the 2018-2019 school year, five elementary schools and one middle school were identified as Additional Targeted Support and Intervention (ATSI) schools, with one or more subgroup of students performing at or below the 5th percentile of the highest performing Comprehensive Support and Improvement (CSI) school in the state. SWD was the identified subgroup for all BCSD ATSI schools. Plans were put in place to address these deficits beginning with the 2019-2020 SY. Due to COVID-19 school closures, ATSI status is still in place for these schools.

During Summer 2020, BCSD underwent a "Significant Disproportionality Self-Assessment" to review the district's policies, procedures, and practices related to the discipline of SWD under the Individuals with Disabilities Education Act (IDEA). IDEA requires that states examine this data to support districts in determining the root cause of the disproportionality and to develop an action plan. Based on the findings of this self-assessment, the root cause was determined to be inconsistencies in how schools deliver interventions and disciplinary practices, and how discipline data is reviewed. After uncovering this root cause, a goal was set for BCSD to provide classroom learning environments that proactively address student behavior and empower all students to be active and confident participants of their learning resulting in a decrease

of removals from the classroom. Part of the action steps of this goal include professional development on the revised BCSD Code of Student Conduct to all district and school personnel, strategies for using effective disciplinary strategies for SWD, and Positive Behavioral Interventions and Supports (PBIS) to promote positive, safe environments.

BCSD continues to refine the MTSS framework and processes to meet the differentiated needs of all students and align to the SC DOE framework released June 2019. Additionally, work is continuing to implement MTSS with fidelity, particularly in all secondary schools. To support students not meeting ELA and/or math proficiency as well as those scoring proficient who need further academic challenge, BCSD is establishing instructional practices and protocols through PLCs using student evidence of learning, SCTC 4.0 Rubric, observational data, and unpacking the standards. The MTSS process continues to focus first and foremost on effective Tier 1 differentiated instruction along with intentional interventions to further support individual students based on academic and/or behavioral needs. Additional research on academic interventions, resources, and implementation of relevant targeted interventions is being sought through resources such as the i-Ready pilot for ELA and Mathematics. Beginning with the 2020-2021 SY, Panorama was implemented as Social Emotional support to assist students in need of more intense social/emotional and/or behavioral intervention and support. Since the closure of school in March 2020 through the 2020-2021 SY, schools continue to work through the challenge of providing intervention support.

High School (Grades 9-12)

According to the 2018-2019 SC School Report for Card for BCSD, End-of-Course (EOC) results for students scoring "C" or higher in English 1 and Algebra 1 slightly surpassed the state results of 56.3% and 54.9% respectively. Additionally, the district results for English 1 and Algebra 1 were 60.4% and 60.7% respectively. While the results in both courses exceed the state percentages, additional growth in these accountability areas will benefit students as they continue with high school courses. To determine if current practices regarding EOC exams are contributing to possible gaps, further review is continuing with the correlation between the grade level students are in when they take the EOC exam and appropriate access for higher level courses. Additionally, because of COVID-19 School Closures, academic achievement data is not available on the 2019-2020 BCSD School Report Card for EOC and districtwide College and Career Readiness (CCR) data. BCSD is also awaiting release of College and Technical Education (CTE) Perkins V data. (Refer to the Needs Assessment for Grades 9-12 for additional information.)

In review prior years, the College and Career Readiness (CCR) indicators for related programs offered in BCSD have been successful with 86% of 2019 diploma earners achieving College OR Career Readiness. Based on 2018-2019 CCR

DRAFT - Pending School Board Review

data, an area of improvement concerns the number of diploma earners who are College AND Career Ready indicating a lower rate of 45%. 2019 Diploma Earners who are College Ready only were also lower at 46.5%.

A breakdown of the College Readiness 2018-2019 indicators denotes a low percentage of students achieving the minimum scores on the ACT (33.4%) and/or SAT (31.0%). The next lowest indicator under College Readiness denoted 19.6% for diploma earners who met the score for Advanced Placement. The indicator for diploma earners achieving a four or higher on an International Baccalaureate (IB) score denoted the lowest percentage (6.4%) for college readiness. Additionally, diploma earners who completed six hours of dual credit coursework with a grade of C or higher achieved a rate of 19.2% indicating areas of need to address placement criteria for post-secondary. As mentioned in the paragraph above regarding EOC results, the review of EOC practices may determine if those practices are negatively impacting Advanced Placement.

According to the 2019-2020 BCSD School Report Card, there was a slight dip in the graduation rate from 86.9% to 85.7%. The sub-groups of SWD (61.4%) and Homeless students (66.7%) are significantly lower than the total population of graduates of 85.7%. Continued attention needs to be given to all subgroups to ensure students successfully graduate from Beaufort County high schools and are college/career ready. The SC High School Credential will be a consideration for SWD.

Due to the COVID-19 pandemic, BCSD began the 2020-2021 SY utilizing the Virtual SC platform for high school students. School counselors worked with high school administrative teams to consider master schedules then develop individual student schedules that align with graduation requirements, CTE pathways, AP courses, Dual-Enrollment, and student interests.

With virtual learning continuing to be a high demand, BCSD partnered with Virtual SC to build its own franchise known as the BCSD-V Franchise. This franchise gives BCSD students access to the state-approved curriculum taught by BCSD teachers. Courses scheduled by the BCSD-V Franchise will meet the necessary required credit hours within the 4x4 model.

If a student is taking a course that is not available through the BCSD-V Franchise, Edgenuity, another state-approved curriculum platform, gives access to additional courses. This coursework is also taught by BCSD teachers and delivers standard-based lessons with monitoring of student progress as work is completed. Edgenuity has also been used in the past for credit recovery and initial credit.

DRAFT-Pending School Board Review

From the state level, the implementation of and district/school training by the South Carolina Department of Education (SCDE) Instruction Hub is underway. The SCDE Instructional Hub will provide more consistency of curriculum used by all BCSD schools along with more resources for lesson planning, vetted exemplary "best practices" and teaching strategies, and professional development. The platform will include access to instructional content and modules, along with report features. In BCSD, PowerSchool Performance Matters, will be in place along with the SCDE Instruction Hub to provide various forms of data aligned to SC Standards that will help schools identify and address learning gaps and provide enrichment for those students who need more challenge. The SCDE Instruction Hub will address the need to have a more systematic approach in building teacher capacity to implement instructional best practices when teaching high school content standards. This is particularly with courses such as Algebra and English which include EOC assessment and are reflected on school and district report cards.

As referenced above in the Executive Summary for Grades 3-8, BCSD underwent a "Significant Disproportionality Self-Assessment" to review the district's policies, procedures, and practices related to the discipline of SWD under the Individuals with Disabilities Education Act (IDEA). This self-assessment revealed the root cause to be inconsistencies in how schools deliver interventions and disciplinary practices and how discipline data is reviewed. This was particularly notable in some BCSD high schools. To address these inconsistencies, a goal was set the 2020-2021 SY to provide classroom learning environments that proactively address student behavior and empower all students to be active and confident participants of their learning resulting in a decrease of removals from the classroom. Part of the action steps of this goal include professional development on the revised BCSD Code of Student Conduct to all district and school personnel, strategies for using effective disciplinary strategies for SWD, and Positive Behavioral Interventions and Supports (PBIS) to promote positive, safe environments.

BCSD continues to refine the MTSS framework and processes to meet the differentiated needs of all students and align to the SC DOE framework released June 2019. Work is continuing in all high schools to implement MTSS with fidelity and includes intervention, Positive Behavior Intervention and Supports (PBIS), and Social-Emotional Learning (SEL) support. The MTSS process continues to focus first and foremost on effective Tier 1 differentiated instruction along with intentional interventions to further support individual students based on academic and/or behavioral needs. Beginning with the 2020-2021 SY, Panorama is being implemented as Social Emotional support to assist students in need of more intense social/emotional and/or behavioral intervention and support. The initial results from the first Panorama survey of students in Fall 2020 reveals that "a sense of belonging" and "self-efficacy" received lower ratings by the students. Continued training is underway for schools in understanding these results and providing interventions to help students be more

successful. Since the closure of school in March 2020 through the 2020-2021 SY, schools continue to work through the challenge of providing intervention support.

BCSD continues efforts to extend upon student post-secondary experiences and decrease the academic achievement gap as identified by the state accountability reporting categories. It is recognized that this goal will be an ongoing process, but it is the school system's responsibility to the students, teachers and community members to attain this.

After annual review of the District Strategic Plan Needs Assessment Data, preliminary draft of the Executive Summary, and the Performance Goals, stakeholders also recommended the following to improve student learning and achievement in grades 9-12:

- Begin the process to prepare students to be college and career ready in earlier grade levels to include the onset of the Individual Graduation Plan initiated in 8th grade.
- Determine the Root/Cause Analysis of equity and access for students to enroll and be successful in higher level courses such as AP, IB, Honors.
- Involve stakeholder input on motivational strategies that engage students moving into their senior year to meet college and career readiness indicators. Examples of strategies include flexible scheduling, increase dual enrollment, and off-campus work related experiences.

Administrator/Teacher Quality

To meet the needs of the diverse student population in BCSD, administrators and teachers need to be proficient in dealing with the variety of educational needs based on state and local assessment data. These needs include:

- Early intervention for Pre-K-2nd grade students in the area of literacy and teaching students how to read
- Using standards-based instruction to teach students of varying backgrounds and abilities
- Implementing MTSS with fidelity across all grade levels
- Preparing all students to be College and Career Ready in accordance with the SC Profile of the Graduate
- Working with students of poverty
- Incorporating Social Emotional Learning and Support

In the internal analysis of BCSD based on SC data used to assess schools, some schools have significant needs across all subgroup areas - ethnicity, SWD, ELL, and students of poverty. Administrators, teachers, and support staff require

DRAFT Pending School Board Review

training and building of skill sets to effectively meet the demands of all learners based on the disaggregated assessment results of BCSD students. District level support for schools needs to align with each school's individual school renewal plan which is based on student learning needs and educator capacity-building needs. Alignment between District Strategic and School Renewal Plans of professional development plans, Title 1 plans (where applicable), and other plans needs to be monitored at the school and district level.

Intentional, purposeful, and differentiated professional development needs to build upon the assets of administrators and teachers that maximize student learning for all students and produce desired learning outcomes. Priorities for professional development in providing an equitable and viable curriculum for all students, implementing academic and behavior support through the MTSS process, and meeting the needs of diverse learners to close the achievement gap have been addressed in the student achievement data in the Needs Assessment section. These professional learning opportunities need to also include measurement on the impact of the training, implementation in the instructional setting, and the effectiveness in moving students forward to maximize learning.

In addition to continued learning support for veteran staff, administrators and teachers new to Beaufort County or new to their positions require continued support and training using a collaborative model with support from the Finance, Human Resources, and Instructional Services departments. Among the 32 Beaufort County schools, 47% have principals who have 5 years or less experience in this position, while 73% of schools have had a change in leadership in the past five years. Ongoing professional development in building leadership capacity is required to support school administrators as they meet the learning needs of their students, teachers, and staff. To address this, all administrators are receiving professional development by members of the Citadel faculty beginning the 2019-2020 SY.

As capacity is being developed, the Human Resources department continues to monitor recruitment and retention to fill high-need positions and match the best candidates to school/student needs as referenced in the Needs Assessment Data for Administrator/Teacher Quality. Retention is critical to provide sustainability in schools and consistent support for students and staff.

In the Comparison of Teacher Experience/Degree Level to Assessment Results (2018-2019), the average years of experience of teachers for both Title 1 and non-Title 1 schools is 13 years. Among the teachers with five or less years of teaching experience, 27% work in Title 1 schools, while 29% are in non-Title 1 schools. The difference in the percentage of teachers with advanced degrees between Title 1 and non-Title 1 schools is also nominal (60% versus 62% respectively.) However, comparison of SC Ready and EOC results to teacher experience and teachers with advanced degrees between Title 1 and Non-Title 1 schools does vary:

DRAFT-Pending School Board Review

SC Ready ELA and Math							
Title 1 Schools				*Non-Title 1 Schools*			
ELA (3-5)		Math		ELA		Math	
36%		43%		49%		52%	
ELA (6-8)		Math (6-8)		ELA (6-8)		Math (6-8)	
29%		25.7%		50%		47%	
End of Course (EOC)							
Title 1 Schools				*Non-Title 1 Schools*			
Algebra 1	English 1	Biology	US History	Algebra 1	English 1	Biology	US History
51.9%	53.1% (WBECHS only)	31.1% (WBECHS only)	22.2% (WBECHS only)	74.6%	79.4%	56.4%	50%

Due to the waiving of spring 2020 statewide assessments as a result of COVID-19 school closures, comparisons are not available for the 2019-2020 SY.

School Climate

When Dr. Rodriguez first began as superintendent for BCSD, he conducted the first round of Listen and Learn tours throughout Beaufort County. A total of 13 Listen and Learn meetings were at various locations to hear from BCSD stakeholders. The meetings provided input on what is going well, where improvements are needed, and ideas for stakeholders working together to make those improvements. As it relates to Climate, the following areas were recommended for continued focus:

- Engaging parents
- Providing parent education opportunities
- Promoting the involvement of volunteers and community members to support the education and growth of students
- Providing a safe learning environment through a viable Student Code of Conduct, which also includes MTSS
- Needed facilities renovations and improvement

These areas continue to be the driving force for BCSD for the 2019-2024 District Strategic Plan cycle. Opportunities for engaging parents has become more virtual during the 2020-2021 SY because of COVID-19 using Zoom for School Improvement Council (SIC) meetings, parent conferences, and parent education opportunities. While volunteers and community members have been unable be in-person to serve students in school buildings, organizations like the United

DRAFT-Pending School Board Review

Way of the Lowcountry and Beaufort Public Library have made their presence available through virtual means and generously donated books and technology for students to utilize.

During the 2020-2021 SY, an updated and state compliant BCSD Student Code of Conduct was in place in all schools. This new code of conduct includes age-appropriate interventions and consequences. Training took place prior to the start of the school year for all schools. Ongoing support for schools in consistently implementing the updated Code of Conduct needs to be in place given the results of the "Significant Disproportionality Study."

During the 2020-2021 SY, the construction process began for a new building for Robert Smalls International Academy. Major renovations were conducted at several BCSD schools and facilities during the time schools were closed and will be continued through the summer of 2021 to prepare for the 2020-2021 SY. This will be a challenge as the summer 2021 break will be significantly shorter than previous summer breaks and much work is still left to be done. Of importance is ensuring the health and safety of BCSD students and educators in school and district building during the pandemic. Protective gear, materials, and equipment was installed to provide the utmost safety in all BCSD buildings. Districtwide protocol was established for all schools. Additional ESSER funds will be used to ensure that all school environments are safe.

As BCSD progresses through the different phases of school re-opening plans, emphasis and continual review of attendance data needs to be monitored at the district and school levels. In cases where decline is noted, supports need to be in place for both students and families, particularly those who are continuing in a virtual setting.

Gifted and Talented

The baseline goals for the Gifted/Talented (G/T) 5-Year Plan are as follows:

Goal 1: By the end of the 2023-2024 SY, the percentage of academically gifted and talented students scoring "Exceeds Expectations" on SC Ready will increase to a minimum of 80%. While there are results for the 2018-2019 SY (70.2% - ELA, 58.5% – Math), there are no results available for 2019-2020 due to waiver of state assessments and COVID-19 school closures.

Goal 2: From 2018-2019 to the end of the 2023-2024 SY, the number of academic and artistic state identified GT students from under-represented populations (African American, ELL students, poverty) will increase by a minimum of 2% each year. While there was an increase in all areas based on comparisons of academic and artistic eligible students according to the Form A report (submitted annually to SC DOE by June 30th) there are still gaps between different populations.

DRAFT-Pending School Board Review

Form A submitted on 6/30/2020 (compared to 6/27/2019)
# of Academic Eligible Students
White 375 (from 304)
Black 38 (from 29)
Other 142 (from102)
Total 555 (from 435)
# of Artistic Eligible Students
White 86 (from 41)
Black 25 (from 14)
Other 24 (from 15)
Total 135 (from 70)

More needs to be done to provide further access and equity opportunities for students from under-represented populations. Additionally, exposure to academically challenging instruction needs to be provided for students as young as kindergarten. Teacher training needs to include continued support in differentiating curriculum and instruction for high ability learners. To address these issues, the following initiatives were put in place during the 2020-2021 SY.

- **Greater focus on providing exposure to higher level thinking skills for K-2 students, particularly those from underrepresented populations**. The term referred to as "Frontloading" provides greater access and opportunity to young students to develop their skills and talents from an early age. Resources, such as Jacob's Ladder Reading Comprehension Program, Mentoring Young Mathematicians, and project-based learning opportunities are beginning to be used in more schools.
- **Training in the William and Mary Jacob's Ladder Reading Comprehension program.** The Jacob's Ladder Reading Comprehension Program was originally developed to target Title I students in grades 3-5 who demonstrated higher abilities; with the philosophy that high-poverty students and students from often under-represented populations who master content more quickly and benefit from exposure to opportunities to utilize higher-level thinking skills. This is particularly critical as these students may lack access to an enriching environment or early literacy skills and opportunity to progress to higher levels of thinking and achievement.
- **Gifted/Talented Endorsement Courses**. Funding is provided for all K-8 Academic and Fine Arts Teachers to take the two courses required for G/T Endorsement.
- **Focus on Academic and Artistic Talent Development.** Talent Development is a research-supported model with origins in in the gifted/talented realm that uses challenging, engaging and enjoyable "high-end learning." It promotes equity and access for all students while promoting excellence for the entire school district. Initial training

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about nurturing talent development was provided in January 2021 by Dr. Sally Krisel, Past-President of the National Association for Gifted Children (NAGC). Components of talent development include:

- Balanced approach of incorporating curriculum, student strengths and interests
- Enrichment, engagement, acceleration, rigor, and opportunity coupled with appropriate academic and social-emotional support
- Student task commitment and motivation to include deliberate practice and/or study to further hone ability
- Provides an opportunity to create a cadre of role models in academic domains (much as we have with entertainment and athletics), particularly critical for underrepresented student groups
- Compliments any of the school choice options and aligns with the Profile of the South Carolina Graduate

- **Mathematics Resources from Ready Math (K-5), Big Ideas Math (Grades 6-8), and LOR**. With mathematics resources now available from the statewide adoption, emphasis is being placed upon utilization of instructional practices that also meet the academic needs high ability learners of mathematics, along with professional development for teachers who instruct academically gifted/talented and high ability students. Additionally, the LOR implementation will provide teachers with resources for gifted/talented and high-ability students.
- **Local Norms/School Identification Rubric**. For students who have not qualified according to SCDE criteria for academic gifted/talented eligibility but show potential and would benefit from placement in classes for G/T and high ability learners, a BCSD Local Identification Rubric was developed during the 2020-2021 SY. This rubric can be used by the school team as a decision-making tool:

Beaufort County School District Local Norms/School Identification Rubric

Look at top 80-85% of students in each grade level (K-8)

	4	**3**	**2**	**1**
Achievement Test – MAP Percentile Rank and/or SC Ready Performance Level	MAP - 90 – 100% SC Ready - Exceeds Expectations	MAP - 80 – 89% SC Ready - Meets Expectations	MAP - 70 – 79% SC Ready - Approaches Expectations	MAP - 60 – 69%
Aptitude Test Percentile Rank	90 – 100%	80 – 89%	70 – 79%	60 – 69%
Teacher Recommendation(s)	8 – 10 points	6 – 7 points	4 – 5 points	0 – 3 points
GPA – ELA, Math, Science, Social Studies	90 – 100%	80 – 89%	75-79%	70-74%
			Subtotal:	

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Bonus Point: One area of State ID				
Bonus Point: Classification				

Total score of 14-18 points: Student can be considered for Local Identification.

Note: Local identification does not qualify the student for state GT identification and does not transfer to another district or state. The student must qualify according to SC guidelines stated in Regulation 43-220 to identified and recognized as Gifted/Talented.

- **Self-Assessment of the BCSD G/T Program Using the NAGC Gifted Programming Standards and the SC DOE Best Practice Manuals**. This study, which was just released for school districts in December 2020, is a process to inform and improve practices and programming for BCSD potential and advanced learners. It is an internal analysis that began with school G/T Leads and the district liaison for academic and artistic G/T to identify strengths and weaknesses, conduct a gap analysis, set goals for improvement, determine action steps to support those goals, and monitor improvement.
- **Multi-Tiered System of Support for G/T and High-Ability Learners**. A framework was developed for schools to support G/T and High-Ability learners.
    - Tier 1 is based on quality, standards-based differentiated instruction for all students, which includes small group high-engagement/enrichment instruction for high-ability learners. This instruction has a strengths-based focus which incorporates interest-based learning opportunities and goal setting
    - Tier 2 is targeted/supplemental instruction for identified G/T and high-ability students that is faster-paced with greater depth and complexity and possible subject-level acceleration, when appropriate
    - Tier 3 involves additional support beyond Tier 1 and Tier 2 for students deemed by the school's MTSS team to be extraordinarily gifted. This includes whole-grade acceleration for elementary students, high school courses for middle-school students, and early college entrance for high school students.
- **Artistic G/T Screenings and Services**. Steps are being taken to allow more access and equity for artistic G/T opportunities. Artistic screenings are being planned take place at each elementary and middle school (in-person or virtually if safety concerns exist), and summer camps for academic and artistically identified G/T students are in the planning process for two sites (as opposed to one site as in previous years.) The intent is to provide more opportunity for more students, particularly from underrepresented populations.
- **Accelerated Academies in two Elementary Schools**. Beginning with the 2021-2022 SY, two elementary schools (one in northern Beaufort County and one in southern Beaufort County) will be operating as accelerated academies.

The purpose is to provide early access and opportunity to high-end curriculum for students to develop talent and address some of the disproportionality often seen in underrepresented populations. These schools will offer advanced academic content, experiential learning, scaffolding, and opportunities for students in Kindergarten through 2nd grade to grow and display talent before disparities abound. This will serve as a foundation for development and readiness in upper elementary grades for students who in need of more acceleration to compact three years of instruction into two years covering all standards in grades 3-5. All students will receive maximized learning based on each students, unique characteristics, instructional and social emotional learning needs, and interests.

- **Transition for Academically/Artistically Identified G/T and High Potential Students from Different Levels of School (Elementary to Middle School to High School).** In addition to providing early learning opportunities, it is also necessary to ensure that as students mature and advance to higher grade levels, gifted and talent development, services, and support in academics, artistic interests, social emotional learning, and college and career readiness remain in place beyond placement in advanced, accelerated, and honors-level courses.

Performance Goal – Performance Expectations Correlation

The strategic plan is an integral and driving force for the school district. The following table identifies the relationship between the strategic plans, performance goals, and BCSD operational expectations.

	CISO	CISO	CISO	CISO	CISO	CISO	CISO	CISO	CISO	CAHRO	CAHRO	CISO	CISO	COO
	PE 1.1	PE 1.2	PE 1.3	PE 1.4	PE 1.5	PE 1.6	PE 1.9	PE 1.10	PE 1.11	PE 5.A.1	PE 5.A.2	PE 6.1	PE 6.7	PE 7.1
PGA														
SA 1.0	X	X	X		X	X		X	X					
SA 1.1	X	X	X	X	X	X	X	X	X					

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SA 1.2	X	X	X	X	X			X	X		X			
SA 1.3	X	X	X	X	X	X	X	X	X		X			
SA 1.4	X		X		X	X	X	X	X				X	
SA 1.5	X	X	X		X	X	X		X					
TAQ 1.0		X		X					X	X	X			
TAQ 1.1		X		X	X	X		X	X	X	X			
TAQ 1.2	X	X	X	X	X	X	X	X	X			X	X	
SC 1.0						X	X	X	X	X	X	X	X	X
GT 1.0	X	X	X	X	X			X	X		X			
GT 1.1	X	X	X	X	X	X	X	X	X		X	X		

Key:

PGA – Performance Goal Area SA - Student Achievement TAQ - Teacher/Administrator Quality SC - School Climate	PE 1.1 – Annual Student Achievement PE 1.2 – Professional Learning PE 1.3 – Comprehensive Assessment System PE 1.4 – Foster Technology Use

DRAFT-Pending School Board Review

GT - Gifted and Talented	PE 1.5 – Continuous Improvement PE 1.6 – Engage Families PE 1.9 – Guidance Services PE 1.10 – Instructional Time PE 1.11 – Student Engagement PE 5.A.1 – Annual Recruiting/Retention Report PE 5.A.2 – Monthly HR Status Report PE 6.1 – Annual Student Services Report PE 6.7 – Distribute Discipline Policy PE 7.1 – Priorities for 8% Projects

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Performance Goals, Interim Goal(s), Indicators of Implementation, Evidence-Based Research, Action Step Title, Action Step Description, Person(s) Responsible

Date Range for Interim Performance Goals and Action Steps: July 1, 2021 – June 30, 2022

Student Achievement
Performance Goal Area and Performance Goal: SA 1.0 - By the end of the 2023-2024 SY, a minimum of 60% of BCSD students beginning 2nd grade will be reading on grade level as measured by the 50th percentile and above in NWEA MAP.

Interim Goal: By the end of the 2021-2022 SY, a minimum of 50% of students beginning 2nd grade will be reading on grade level as measured by the 50th percentile and above in NWEA MAP.

Analysis of Actual Data: Winter 2021 45.6% of first graders are scoring at or above the 50th.
Projected Data: N/A Due to COVID

Indicators of Implementation:

- Fountas and Pinnell (F&P) Levels
- MAP results
- Summer Learning Program growth
- Curriculum alignment between Pre-K and K
- Lesson Plans showing evidence of phonics instruction

- SIPPS progress monitoring for Tier 2/Tier 3 students
- Lesson plans showing alignment to Teaching Strategies Gold (Pre-K, K)
- Teacher Observation documentation
- Master Schedule
- Alignment of federal funding and support and professional development plans to District and School Renewal plans

Evidence-Based Research:

- SC Department of Education (SCDOE website – ELA and Math Standards)
- SC DOE website - Office of Early Learning and Literacy
- Multi-Tiered Systems of Support (www.rti4success.org)
- Teaching Strategies Gold (https://teachingstrategies.com/our-approach/research/)
- SIPPS Evidence of Effectiveness (https://www.collaborativeclassroom.org/wp-content/uploads/2017/11/Evidence%20of%20Effectiveness.pdf)

Action Step Title and Description: Early Intervention and Reading Instruction

- Implement an Early Childhood unified Literacy and Math curriculum for Pre-K and K
- Implement MTSS with fidelity providing strategic interventions that address specific needs for improving reading skills
- Deploy Literacy Coaches to facilitate modeling Best Practices and facilitating Professional Learning Community (PLC) meetings
- Provide continued training on the teaching of reading to young students
- Monitor implementation of phonics instruction for K-2 students
- Incorporate WIDA screening tests and standards for ELL students
- Invite additional first graders to Summer Learning Program to minimize the summer slide

Person(s) Responsible:

- Superintendent
- Division Chiefs
- Director of Child Readiness
- Director of Elementary Education
- Director of Literacy
- Principals
- Administrators
- School Counselors

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- Literacy Coaches
- Certified & Classified personnel
- Community Stakeholders

Performance Goal Area and Performance Goal: SA 1.1 - By the end of the 2023-2024 SY, a minimum of 82% of students in Grades 3-8 will score Approaches, Meets, or Exceeds Expectations on SC Ready in both ELA and Math.

Interim Goal: By the end of the 2021-2022 school year, a minimum of 72% of students in grades 3-8 will score Approaches, Meets, or Exceeds Expectations in both ELA and Math.

Analysis vs. Projected Data:

Beaufort County School District - Fall - Winter 2020-2021 Projected Proficiency

	Mathematics												Reading											
	Fall 2020						Winter 2021						Fall 2020						Winter 2021					
Gr.	Does Not Meet	Approaches	Meets	Exceeds	A/M/E	M/E	Does Not Meet	Approaches	Meets	Exceeds	A/M/E	M/E	Does Not Meet	Approaches	Meets	Exceeds	A/M/E	M/E	Does Not Meet	Approaches	Meets	Exceeds	A/M/E	M/E
3	19.5% (284)	31.2% (453)	36.8% (535)	12.5% (181)	80.5% (1169)	49.3% (716)	21.8% (323)	32.8% (487)	34.1% (505)	11.3% (168)	78.2% (1160)	45.4% (673)	28.9% (417)	37.3% (538)	25.0% (360)	8.8% (127)	71.1% (1025)	33.8% (487)	30.7% (455)	35.9% (531)	24.7% (366)	8.6% (128)	69.2% (1025)	33.3% (494)
4	20.5% (317)	42.3% (652)	26.0% (401)	11.2% (173)	79.5% (1226)	37.2% (574)	25.7% (401)	40.5% (631)	23.9% (373)	9.9% (154)	74.3% (1158)	33.8% (527)	30.6% (470)	35.9% (552)	23.4% (360)	10.0% (154)	69.3% (1066)	33.4% (514)	36.5% (570)	33.7% (526)	21.7% (338)	8.1% (126)	63.5% (990)	29.8% (464)
5	24.5% (375)	43.9% (672)	21.2% (324)	10.5% (160)	75.6% (1156)	31.7% (484)	28.6% (448)	39.2% (614)	20.3% (318)	11.8% (185)	71.3% (1117)	32.1% (503)	27.7% (426)	42.2% (649)	21.4% (329)	8.7% (134)	72.3% (1112)	30.1% (463)	31.9% (499)	40.3% (630)	19.6% (307)	8.1% (127)	68.0% (1064)	27.7% (434)
6	21.6% (329)	38.7% (590)	25.5% (389)	14.2% (217)	78.4% (1196)	39.7% (606)	24.4% (382)	36.8% (577)	26.9% (421)	11.9% (186)	75.6% (1184)	38.8% (607)	20.4% (308)	40.1% (606)	29.7% (450)	9.8% (149)	79.6% (1205)	39.5% (599)	25.0% (389)	40.2% (625)	24.3% (377)	10.4% (162)	74.9% (1164)	34.7% (539)
7	23.7% (378)	44.3% (706)	19.7% (314)	12.2% (195)	76.2% (1215)	31.9% (509)	26.9% (435)	42.4% (685)	18.4% (297)	12.4% (200)	73.2% (1182)	30.8% (497)	25.4% (396)	37.0% (576)	27.6% (429)	10.0% (156)	74.6% (1161)	37.6% (585)	29.7% (477)	38.3% (615)	21.4% (344)	10.6% (171)	70.3% (1130)	32.0% (515)
8	22.7% (357)	45.9% (721)	17.6% (276)	13.8% (216)	77.3% (1213)	31.4% (492)	25.2% (403)	44.0% (704)	15.3% (245)	15.5% (248)	74.8% (1197)	30.8% (493)	23.3% (363)	36.3% (566)	29.4% (458)	11.0% (172)	76.7% (1196)	40.4% (630)	27.3% (435)	36.2% (576)	25.2% (401)	11.3% (180)	72.7% (1157)	36.5% (581)

Indicators of Implementation:

- F&P Levels
- MAP/formative assessment results
- Summer Learning Program growth
- Multi-Tiered Systems of Support (MTSS) training
- Evidence of PLC Protocol and Implementation
- Master Schedule
- Alignment of ELA and Math lesson plans to SCCCR standards
- Usage reports for SCDE Instruction Hub
- Teacher Observation documentation
- Alignment of federal funding and support and professional development plans to District and School Renewal plans
- Reduction of achievement gap

Board Review

Evidence-Based Research:

- SC Department of Education (SCDOE website – ELA and Math Standards)
- SC DOE website - Office of Early Learning and Literacy (includes MTSS component)
- Multi-Tiered Systems of Support (www.rti4success.org)
- Development PLCs in schools (https://link.springer.com/article/10.1007/s10984-017-9244-y)

Action Step Title and Description: Instructional Practices to Support Student Learning

- Establish and support uniform MTSS protocol for team-initiated problem solving to include instructional interventions based on student need
- Communicate MTSS protocol on the school district website
- Implement a universal social and emotional screener to put systems in place to support academic growth
- Collaboration between teacher, school counselor, social worker, and behavior management specialist (if applicable) to support students
- Establish and support uniform professional learning community strategies to include student work samples
- Provide blended learning opportunities
- Ensure efficient utilization of student data projections toward proficiency
- Increase number of SIOP (Sheltered Instruction Observation Protocol) trained teachers in Pre-K-12 classrooms
- Incorporate WIDA screening tests and standards for ELL students
- Continue Summer Reading/Learning Program model targeting at-risk readers
- Provide parent education opportunities

Person(s) Responsible:

- Principals
- Administrators
- Director of Literacy
- STEM Coordinator
- Literacy Coaches
- Parent Coaches
- Certified & Classified personnel
- Community Stakeholders

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Performance Goal Area and Performance Goal: SA 1.2 - By the end of the 2023-2024 SY, the achievement gap will be reduced by a minimum of 8% when comparing subgroup performance (African American, Hispanic, ELL, SWD, PIP) to the "all" student group as measured by:

- Students scoring Meets or Exceeds on SC READY (ELA and Mathematics)
- C or higher on End of Course Exams (Algebra I, Biology, English II, US History), and
- Meeting College or Career Readiness benchmarks

Interim Goal: By the end of the 2021-2022 SY, the achievement gap will be reduced by a minimum of 2%.

Analysis vs. Projected Data: N/A Due to COVID

Indicators of Implementation:

- Quarterly monitoring of student performance indicators
- MAP results
- EOC performance results
- Student grades
- Attendance
- Student discipline
- Gifted & Talented screening
- College and/or Career Readiness data points
- PSAT test results

Evidence-Based Research:

- Penn Graduation School of Education; Rethinking the Achievement Gap, Andy Porter.
- Association of Curriculum and Development; Closing the Achievement Gap; Katie Haycock.
- Social–Emotional Factors Affecting Achievement Outcomes Among Disadvantaged Students: Closing the Achievement Gap; Bronwyn Becker

Action Step Title and Description: Equity and Access

- Increase the number of advanced level coursework at the middle school level
- Increase Gifted and Talented screenings
- Provide professional development for teachers in the areas of meeting the needs of all learners, classroom management, literacy, numeracy and inquiry
- Align teacher grading practices with South Carolina standards
- Utilize MTSS practices for identifying students that need strategic support

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- Effective monitoring of classroom instruction
- Monitoring of all student achievement categories as defined in the interim goal indicators

Person(s) Responsible:

- Superintendent
- Chief Officers
- Directors and Coordinators
- School administrators, teachers, school counselors, non -classified staff
- Community stakeholders

Performance Goal Area and Performance Goal: SA 1.3 - By the end of the 2023-2024 SY, a minimum of 62% (Algebra 1) and 69% (English 2) of students will score a "C" or higher on end-of-course assessments.

Interim Goal: By the end of the 2021-2022 SY, a minimum of 57.7% (Algebra 1) and 64.3% (English 2) of students will score a "C" or higher on end-of-course assessments.

Analysis vs. Projected Data:

Fall 2019-2020 EOCEP

Subject	A	B	C	D	F	% Passing
Algebra	22	83	145	227	194	71.1%
English II	137	225	167	155	99	87.4%

Indicators of Implementation:

- Advanced Level Certified Teachers
- Alignment of Grading Practice Protocols
- Enrich documentation
- Master Schedules
- Alignment of federal funding and support and professional development plans to District and School Renewal plans
- Reduction of achievement gap

Evidence-Based Research:

- Multi-Tiered Systems of Support (www.rti4success.org)
- SC DOE Standards and Learning ELA and Math Resources

DRAFT-Pending School Board Review

- National Association for Gifted Children (www.nagc.org)
- SC DOE Advanced Academic Programs

Action Step Title and Description: Instructional Practices to Support Student Learning

- Increase the number of advanced level certified teachers for middle school and high school classrooms
- Align teacher grading practices with South Carolina standards
- Utilize MTSS practices for identifying students that need strategic support high level students
- Implement a universal social and emotional screener to put systems in place to support academic growth
- Incorporate WIDA screening tests and standards for ELL students
- Provide aligned professional learning in EOC tested subjects

Person(s) Responsible:

- Superintendent
- Division Chiefs
- Directors and Coordinators
- Principals/ School Administrators
- School Counselors
- Literacy Coaches
- Certified and Classified personnel
- Community Stakeholders

Performance Goal Area and Performance Goal: 1.4 - By the end of the 2023-2024 SY, BCSD will reach an on-time graduation rate of 91%.

Interim Goal: By the end of the 2021-2022 SY, the on-time graduation rate for BCSD will increase from 85.7% to at least 87.5%.

Analysis vs. Projected Data: 2019 86.9%
2020 85.7%

Projected: 87.5%

Indicators of Implementation:

- Individual Graduation Plans
- Enrich documentation

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- PowerSchool reports
- Master Schedules
- Graduation reports for SWD

Evidence-Based Research:

- Multi-Tiered Systems of Support (www.rti4success.org)

Action Step Title and Description: Graduation Rate

- Monitor Individual Graduation Plans
- Utilize MTSS practices for identifying students that need strategic support (academic and social/ emotional)
- Communicate course offerings and opportunities to students and families through the online course catalog and social media outlets
- Establish a uniform registration process at all high schools
- Increase the number of STEM diplomas through the integration of World Class Skills
- Review student academic data and audit student transcripts
- Use Edgenuity for Credit Recovery one semester after a student fails a course
- Monitor student attendance
- Evaluate systems that provide options for students to include CTE and choice
- Principal/ designee oversees graduation gatekeeper who is responsible for monitoring IGPs, MTSS, and CCR at each school
- Virtual learning that meets the needs of students

Person(s) Responsible:

- Superintendent
- Division Chiefs
- Directors and Coordinators
- Principals/ School Administrators
- School Counselors
- Certified Teachers
- Community Stakeholders

Performance Goal Area and Performance Goal: SA 1.5 - Beginning with the 2018-2019 SY, the percentage of BCSD graduating students who are post- secondary and/or career ready (college, military, or workforce) will increase by a minimum of 5% annually.

DRAFT - Pending School Board Review

Interim Goal: At the end of the 2021-2022 SY, the percentage of BCSD graduating students who are college and/or career ready will increase by 5% from the 2019-2020 SY.

Analysis vs. Projected Data:

Actual Data:	2019	45%
	2020	N/A Due to COVID
Projected:		50%

Indicators of Implementation:

- Individual Growth Plans
- College Freshman Report
- College Summary Report
- South Carolina Works
- Student surveys
- PowerSchool data and reports
- Employer surveys
- Personnel with certification to provide dual enrollment instruction
- Assessment results
- ASVAB testing calendars
- State enlistment reports

Evidence-Based Research:

- SC DOE Career and Technical Education website
- ASVAB Career Exploration website
- Armed Forces Information website
- SAT Resource Library
- ACT Resources

Action Step Title and Description: College and Career Readiness and Support

- Provide resources to help students identify a career of interest and develop a plan toward graduation
- Provide resources to assist students and parents in making choices for additional post-secondary training toward a 1, 2, or 4-year certificate and/or degree
- Provide resources that are employer recognized to help students build a portfolio of stackable credentials
- Provide resources for teachers and counselors to connect students with community resources, local business and industry, and other career related organizations

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- Implement CCR simulated software

Person(s) Responsible:

- Superintendent
- Division Chiefs
- Directors and Coordinators
- Principals/ School Administrators
- School Counselors
- Certified Teachers
- Community Stakeholders

Teacher/Administrator Quality

Performance Goal Area and Performance Goal: TAQ 1.0 - By end of SY 2023-2024 100% of licensed staff (teachers and administrators) will have had access to a minimum of 25 hours per year professional development qualifying towards their relicensing.

Interim Goal: By the end of the 2021-2022 SY, 100% of district licensed staff (teachers and administrators) will have received relicensing notification status requirements.

Analysis vs. Projected Data:
Actual Data: N/A due to COVID
Projected Data: 100%

Indicators of Implementation:

- Submittal of SC Teacher and Administrator licensing requirements for employment.
- Frontline Professional Growth (formerly My Learning Plan) rosters of participants completing training
- Documentation of induction training and mentoring for teachers new to BCSD
- Alignment of professional development plans and Title 1 plans (if applicable) to District and School Renewal plans
- Increased employee retention rate

Evidence-Based Research:

- National Board for Certified Teachers Standards

DRAFT Pending School Board Review

- State of South Carolina licensing requirements
- Research by Linda Darling Hammond, NCTQ.org

Action Step Title and Description: Professional Learning

- Ongoing professional learning opportunities will be communicated and/or provided at a district and/or school level to include but not limited to:
  - Read to Succeed Endorsement
  - Gifted/Talented Endorsement
  - English Language Learners/SIOP Training
  - Students with Disabilities – effective interventions and PBIS
  - Using Panorama to address Social Emotional Learning needs
  - Working with students from poverty and/or trauma
- Utilizing effective PLCs to implement effective instruction
- Leadership model for effective learning and school climate
- Cultural competency

Person(s) Responsible:

- Superintendent
- Division Chiefs
- Human Resources Department
- Administrators
- Teachers
- All staff seeking to increase their learning

Performance Goal Area and Performance Goal: **TAQ 1.1** - By the end of at 2023-2024 school and district leadership will obtain an overall satisfactory rating school climate of 85% as measured by a Teacher/Climate Turnover survey

Interim Goal: By the end of the 2021-2022 SY school personnel will have scored at or above a 70% satisfactory rating on school climate as measured by a Teacher/Climate Turnover survey.

Analysis vs. Projected Data
Actual Data: N/A Due to COVID

Indicators of Implementation:

- Annual administration of pre/post teacher/climate survey
- Leadership coaching training as designated from teacher/climate survey

DRAFT Pending School Board Review

- Development of Frontline Professional Growth (formerly My Learning Plan) professional development for targeted areas as identified in annual survey results
- Evidence of PBIS support in schools that promote positive, safe environments

Evidence-Based Research:

- The Evidence is in: Happy Schools Boost Student Achievement, Tim Walker; National Association of Educators
- How Positive School Climate Helps with Teacher Retention; Positive Behavioral Intervention & Supports
- The Effects of Chronic Teacher Turnover on School Climate & Organization: Research Brief; ASCD
- Urban Institute National Center for Analysis of Longitudinal Data in Education Research

Action Step Title and Description: Leadership Training/Coaching

- Provide ongoing professional learning sessions for district and school administrators that align to quality leadership and the needs of the school
- Provide ongoing mentoring and training for principals who have served in the principal role three years or less
- Provide district and school level training on the revised Student Code of Conduct to use effective disciplinary strategies and PBIS to support all students
- Annual administration of pre and post teacher/climate survey
- Integration of survey feedback
- Monitoring of survey initiatives
- Reflective practice on survey initiatives and necessary changes

Person(s) Responsible:

- Superintendent
- Senior Leadership
- Experts in field/
- Consultants
- Certified personnel
- Community Stakeholders

Performance Goal Area and Performance Goal: TAQ 1.2 - By the end of the 2023-2024 SY, obtain a retention rate of 88% as measured by retention rate indicators.

DRAFT-Pending School Board Review

Interim Goal: By the end of the 2021-2022 SY, a minimum of 85% retention rate will be attained.

Analysis vs. Projected Data
Actual Data:

2018-2019	N/A
2019-2020	79.63%
2020-2021	85.38%

Indicators of Implementation:

- Evidence of hiring practice and employment vacancies

Evidence-Based Research:

- Urban Institute National Center for Analysis of Longitudinal Data in Education Research

Action Step Title and Description: Retention of Employees

- Build teacher/leadership relationships targeted at effective instructional practices, collaborative learning & leadership, building of stake holders
- Pre and post teacher/admin climate survey
- Comparison of data and response to define coaching model targeted at building leadership capacity and teacher retention

Person(s) Responsible:

- Superintendent
- Division Chiefs
- Directors and Coordinators
- School Leadership
- Certified Personnel
- Community Stakeholders

School Climate

Performance Goal Area and Performance Goal: **SC 1.0** - By the 2023-2024 SY, the student levels of engagement in schools according to the SC School Report Card for BCSD will increase to a minimum of 68%

DRAFT-Pending School Board Review

Interim Goal: By the end of the 2021-2022 SY, the student levels of engagement in schools according to the SC School Report Card for BCSD will increase from 58.7% to a minimum of 62%.

Analysis vs. Projected Data:
Actual Data:
2018-2019 58.7%
2019-2020 N/A Due to COVID
Projected Data: 62%

Indicators of Implementation:

- Student conferences and surveys
- Student products
- Social emotional learning data for students and staff
- Assessment results
- Attendance data
- Discipline data
- Action on overarching areas from stakeholder feedback
- Parent education and engagement opportunities aligned to Title 1 plans (applicable schools)

Evidence-Based Research:

- SCDOE Website - Personalized Learning
- Trauma-Informed Schools Resources
- Panorama Playbook Strategies
- Ruby Payne resources on poverty
- CDC and DHEC

Action Step Title and Description: Student Engagement and Support

- Personalized Learning opportunities for students
- Provide professional learning opportunities that supports school programmatic choice
- Provide training that develops a better understanding for working with students of poverty and possible trauma
- Maintain a teacher/student ratio that allows for a quality learning environment
- Intervention and support for students and staff based on SEL data
- Provide opportunities for parent and community education and engagement (i.e. Pre-K Traveling School Bus, parent education nights)

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- Continue to renovate and improve school buildings and grounds ensuring safety and conducive learning environments

Person(s) Responsible:

- Superintendent
- Division Chiefs
- Directors and Coordinators
- Principals
- Administrators
- School Counselors
- School Social Workers
- School Nurses
- Certified & Classified personnel
- Community Stakeholders

Gifted and Talented

Performance Goal Area and Performance Goal: GT 1.0 - By the end of the 2023-2024 SY, the percentage of academically gifted and talented students scoring "Exceeds Expectations" on SC Ready will increase to a minimum of 80%.

Interim Goal: By the end of the 2021-2022 SY, the percentage of academically gifted and talented students scoring "Exceeds Expectations" on SC Ready will increase to a minimum of 73% for ELA and 63% for Math

Analysis vs. Projected Data:
Actual Data:
2019 70.2% - ELA 58.5% - Math
2020 N/A Due to COVID

Projected Data:
73% - ELA
63% - Math

DRAFT - Pending School Board Review

Indicators of Implementation:

- BCSD Professional Learning sessions
- GT Endorsement classes
- Attendance documentation in Frontline Professional Growth (Formerly My Learning Plan)
- Classroom observations
- Assessment results
- Master Schedule

Evidence-Based Research:

- National Association for Gifted Children (NAGC) website – Programming Standards for Gifted and Talented
- SCDE Website for Advanced Academic Program and GT Best Practices Manual

Action Step Title and Description: Educator Collaboration about Effective Instructional Practices that Support And Enhance the Education of GT and High Ability students

- Utilize instructional resources and processes conducive to GT/High Ability Learners that develop creative and innovative thinking, critical thinking, research and communication skills, problem- solving skills, and allow for transfer of these across other disciplines.
- Determine what learning students have already mastered to differentiate instruction for new learning.
- Ensure K-12 vertical alignment of curriculum
- Provide student opportunities for leadership, collaboration, and career explorations
- Offer challenging academic sessions for students at Sea Island School for the Arts and Academics (SISA2) each summer.
- Monitor instruction and services for GT students to ensure they are being served in their area(s) of giftedness

Person(s) Responsible:

- Superintendent
- Division Chiefs
- Directors and Coordinators
- Principals
- Administrators
- School Counselors
- Literacy Coaches
- Certified & Classified personnel
- Community Stakeholders

DRAFT-Pending School Board Review

Performance Goal Area and Performance Goal: 1.1 - From 2018-2019 to the end of the 2023-2024 SY, increase the number of academic and artistic state identified GT students from under-represented populations (African American, ELL students, poverty) by a minimum of 2% each year.

Interim Goal: By the end of the 2021-2022 SY, increase the number of academic and artistic state identified GT students from under-represented populations (African American, ELL students, poverty) by a minimum of 2% from the 2018-2019 SY.

Analysis vs. Projected Data: SC Ready Data not available for 2019-2020 due to COVID
2018-2019

	White	Black	Other
Newly Identified	304	29	102
Academically GT Served	1871	253	685
	White	Black	Other
Newly Identified	41	14	15
Artistically GT Served	108	34	39

2019-2020 (this was updated as of the 135th day of school).

	White	Black	Other
Newly Identified	375	38	142
Academically GT Served	2245	288	829
	White	Black	Other
Newly Identified	86	25	24
Artistically GT Served	91	37	43

Indicators of Implementation:

- Results indicating more identification of students from underrepresented populations from Artistic GT auditions and academic assessments and screeners used for GT identification
- SC Ready assessment results
- School and community events and/or performances highlighting student talent and ability

Evidence-Based Research:

- National Association for Gifted Children (NAGC) website – Programming Standards for Gifted and Talented
- SCDE Website for Advanced Academic Program and GT Best Practices Manual

DRAFT Pending School Board Review

Action Step Title and Description: Developing Learning Opportunities to Promote Talent Development

- Allocate funding for learning opportunities in K-2 that that incorporates experiential learning to develop leadership, cultural recognition and a growth mindset
- Use a strengths-based approach to determine instruction that promotes academic and artistic talent development.
- Continue to offer GT endorsement for all K-8 classroom and fine arts teachers
- Provide continued training to classroom teachers, fine arts teachers, school counselors, and administrators about the social/ emotional needs and characteristics of GT/High Ability students
- Continue to promote a STEM/ STEAM focus at all BCSD schools
- Implement local identification of students who display high-ability potential

Person(s) Responsible:

- Superintendent
- Division Chiefs
- Directors and Coordinators
- Principals
- Administrators
- School Counselors
- Literacy Coaches
- Certified & Classified personnel
- Community Stakeholders

DRAFT-Pending School Board Review

Gifted and Talented Required Tables

Policies and Practices	Grade Level	Academic	Artistic
The district utilizes state identification of gifted and talented students for:	1-2		
	3-5	x	x
	6-8	x	x
	9-12		
The district utilizes trial placement (1 year conditional placement) for:	1-2		
	3-5	x	x
	6-8	x	x
	9-12		
The district utilizes a local identification process (local criteria rubric) for:	1-2	x	
	3-5	x	
	6-8	x	
	9-12		
The district utilizes a formal withdrawal policy for:	1-2		
	3-5	x	x
	6-8	x	x
	9-12		

Gifted and Talented Scope and Sequence		K	1	2	3	4	5	6	7	8	9	10	11	12
A gifted and talented scope and sequence is utilized in the following grades for:	Academic				x	x	x	x	x	x				
	Artistic													
Formal gifted and talented curriculum is utilized in the following grades for:	Academic				x	x	x	x	x	x				
	Artistic													

DRAFT Pending School Board Review

Gifted and Talented Grades of Academic Service

Grade	Model	Use approved abbreviations for curriculum*	Interdisciplinary	ELA	Math	Science	Social Studies
K	Differentiated Instruction			Balanced Literacy, JL	M2		
1	Differentiated Instruction			Balanced Literacy, JL	M2		
2	Differentiated Instruction			Balanced Literacy, JL	M2		
3	Pullout, Special Class			Balanced Literacy, W&M, JGB, JL, WordMasters	MMM		
4	Pullout, Special Class			Balanced Literacy, W&M, JGB, JL, WordMasters	MMM		
5	Pullout, Special Class			Balanced Literacy, W&M, JGB, JL, WordMasters	MMM		
6	Special Class			Balanced Literacy, JL, JGB. W&M, WordMasters, Adv. Text Resources	Adv. Text Resources	Adv. Text Resources	Adv. Text Resources
7	Special Class			Balanced Literacy, JL, JGB. W&M, WordMasters,	Adv. Text Resources	Adv. Text Resources	Adv. Text Resources

DRAFT-Pe School Board Review

				Adv. Text Resources			
8	Special Class			Balanced Literacy, JL, JGB. W&M, WordMasters, Adv. Text Resources	Adv. Text Resources	Adv. Text Resources	Adv. Text Resources
9				Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources
10				Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources
11				Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources
12				Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources

*	William and Mary	W&M
	Junior Great Books	JGB
	Jacob's Ladder	JL
	Mentoring Young Mathematicians	M2
	Mentoring Mathematical Minds	MMM

Gifted and Talented Grades of Artistic Service

Grade	In-School and Summer Learning	Interdisciplinary	Dance	Music	Theater	Visual Arts	Other
K							
1							

DRAFT-Pending School Board Review

2							
3							
4		Differentiated Instruction					
5		Differentiated Instruction					
6		Differentiated Instruction					
7		Differentiated Instruction					
8		Differentiated Instruction					
9		Differentiated Instruction					
10		Differentiated Instruction					
11		Differentiated Instruction					
12		Differentiated Instruction					

Describe the ways in which the district notifies parents and community of its nomination and identification.
Each elementary and middle school has a Gifted/Talented lead who provides information about the Gifted/Talented (GT) program, services, and testing for their school stakeholders. Additionally, the BCSD website has information for parents and the community about GT nomination and identification at http://beaufortschools.ss10.sharpschool.com/departments/instructional_services/gifted_and_talented. The school district has also published a parent brochure in English and Spanish about the Gifted/Talented program.

DRAFT Pending School Board Review

Proficiency-Based System

SBE Regulation 43-234 II.C. states that:
A school may award credit for courses that have been approved by the South Carolina Department of Education (SCDE) in a proficiency-based system. A proficiency-based course may also be offered for one-fourth and one-half unit if the system specifies these units. Each school district that seeks to implement a proficiency-based system must submit a plan to the SCDE that provides procedures for establishing and developing a proficiency-based system including the method for determining proficiency. The SCDE must approve the district-submitted plan prior to the district's use of the proficiency-based system. Districts are accountable for making sure that the academic standards and the individual learning needs of the students are addressed.6

1. This plan, upon approval, is valid for one year only. Districts must renew or update the plan annually with the District Strategic Plan.
2. Districts are accountable for making sure the academic standards and the individual learning needs of the students are addressed and that the students receive additional instruction, practice time, and support to help the students achieve proficiency.
3. Teachers of all proficiency-based courses must hold the appropriate South Carolina certification for the content area.
4. If proficiency-based courses include a lab setting, a teacher who is properly certified specific to the content area must communicate regularly with the student and must monitor the student's progress.
5. A properly certified teacher must assign final grades for high school proficiency-based credit.

1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction.

BCSD is committed to providing a variety of learning opportunities for students. Virtual learning courses are proficiency-based courses that provide a way for motivated students to meet graduation requirements, resolve scheduling conflicts, and participate in courses that are not available at their home schools. By participating in virtual courses, students gain exposure to online learning environments that enhance 21st century skills while learning necessary content. With an increase of virtual and blended learning opportunities in colleges, universities, and businesses, Beaufort County is preparing its students for the paths they will cross in the future. In some circumstances, high school students can also participate in virtual learning opportunities to recover credits for failed courses.

2. Which schools within the district are involved?

All students enrolled in middle and high school in BCSD can participate in online and proficiency-based courses; however, there are strict guidelines for participation. These schools include:

- Battery Creek High School
- Beaufort High School
- Bluffton High School
- Hilton Island High School
- May River High School
- Whale Branch Early College High School
- Beaufort Middle School

- Bluffton Middle School
- H.E. McCracken Middle School
- Lady's Island Middle School
- Whale Branch Middle School
- River Ridge Academy
- Robert Smalls International Academy

3. How will the district determine which schools are eligible to participate in a proficiency-based course? Is there an appeal process:

Students who desire to participate in proficiency-based courses must be recommended by the school counselor and approved by the school principal. The following are some characteristics students should have to be a successful online learner:

- Time management skills and discipline to complete projects by deadlines
- Motivation to read, write, and participate fully in class activities
- Time to devote a minimum 5 hours/week for a one credit course
- Possesses basic computer/Internet skills
- Consistent access to a reliable computer and internet
- Ability to maintain login and password information

If a student is not approved for a proficiency-based course, students and/or parents may appeal. All appeals will be forwarded to the district's Instructional Services Department for review.

4. What content/vendor will be used for initial credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?

BCSD only approves online and virtual programs through the South Carolina Virtual School and internally through Curriculum provided by South Carolina's Virtual School Franchise, Edgenuity and/or teacher created via Google Classroom. All courses are aligned to the South Carolina state standards and the course pacing guide. To ensure accountability, all courses are reviewed by a certified teacher in that content area. Many teachers elect to use Edgenuity's curriculum and coursework for initial credit courses, while others choose to create their own coursework and administer through Google Classroom. For students needing to participate in Credit Recovery, we only use Edgenuity curriculum and coursework. Teachers have the option to use their own content or Edgenuity's curriculum to provide content recovery.

In 2018, BCSD did an extensive software evaluation and selected Edgenuity to provide courses and content to facilitate online and blended learning. The school district made the decision to continue with Edgenuity for 2019-2022 because of the extensive work teachers and district content coordinators have done to align Edgenuity units to district curriculum maps in Rubicon Atlas. In the Fall of 2020, BCSD will also partner with the State Department of Education to be a franchise of the South Carolina Virtual School. Through the franchise, BCSD students will take courses using curriculum provided by the SC Virtual School and taught by the district's own teachers.

5. Will the district's proficiency system be used for advanced coursework for transfer students, scheduling conflicts, homebound, or other areas of concern?

In special circumstances such as transfer students, scheduling conflicts, homebound students, and other areas of concern (residential treatment facility, incarceration, etc.), principals can approve virtual proficiency-based course work. The process for this starts with a student request and is followed by a school counselor recommendation and concludes with a principal approval.

6. Please provide the link to the system's proficiency-based system plan.

http://bit.ly/326HJqw

7. How will this plan address the individual needs of students as they work toward earning a high-school diploma, moving into the workforce, and/or attending college?

Students will receive guidance from the school counselor during the annual review of the Individual Graduation Plan (IGP) regarding coursework options to include online programs as well as post-secondary plans. The parent/guardian is included in the IGP annual review as mandated by the EEDA Act of 2005.

8. What methods will the district use to check that students earning credit through online proficiency-based courses have the skills and knowledge needed for subsequent work in the specific course content area?

For a student to be enrolled in a proficiency-based course, students must meet the district prerequisites outlined in the course catalog. Content area teachers are responsible for monitoring academic progress to ensure skills and knowledge are being assessed adequately throughout the course. Teachers will enter all grades in PowerTeacher GradeBook. Students and parents must monitor grades in virtual classes using the Parent Portal link on the district website. Parents may contact the school data specialist for more information about Parent Portal. Grades will be displayed on the student progress report as well as the quarter report cards. Active communication between the teachers, students, and parents is strongly encouraged. Teachers will check email regularly and respond to students and parents promptly.

9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan?

When a struggling student is faced with a proficiency-based course, the teacher will provide additional one-on-one assistance and actively monitor academic progress. Students who have an IEP or 504 plan receive additional assistance as outlined in their plan. In addition, the teacher will meet as needed with the IEP or 504 team to provide additional intervention.

DRAFT-Pending School Board Review

10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends?

BCSD defines content recovery as a course-specific, skill-based learning opportunity for students who need to recover a subset of the course including a single unit, more than one unit, or supplemental assignments/activities assigned and approved the teacher.

Classroom teachers are responsible for facilitating content recovery within their classrooms using teacher-created lessons and/or district provided resources and software (i.e. Edgenuity, USA Test Prep, Discovery Education, etc.). Since content recovery occurs during the student's enrollment in the course, conclusion of the content recovery units should occur as close to the end of the course as possible. Upon successful completion of all assigned work, the teacher factor in the recovered content into the final grade.

11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used?

The district's proficiency-based plan is analyzed and evaluated annually by a team of stakeholders to include school administrators, teachers, instructional coaches, and members of Instructional Services. The team reviews policies and procedures, course enrollments, pass/failure data, and software usage to evaluate the effectiveness and make recommendations for future guidelines.

12. Explain the guidance department's procedure for communicating with the parents and students the need for a proficiency-based course.

The school counselors communicate proficiency-based course information with parents in various forms including Individual Graduation Plan annual review, school website and social media outlets, newsletters, emails, and automated phone messages.

13. Can the properly certified teacher manipulate assignments/assessments to accommodate for differentiated instruction and/or diverse learning modalities?

BCSD encourages all certified teachers to maximize each student's growth and individual success through differentiated instruction in all courses. Teachers facilitating virtual, proficiency-based courses can customize and individualize each course to meet the needs of the students and assist in the learning process.

14. Please identify by name and position the person(s) in charge of validating the on-line assignments and assessments to ensure they match the scope and sequence of the district's subject area curriculum.

DRAFT - Pending School Board Review

Each proficiency-based course is facilitated and validated by a certified content-area teacher who is responsible for course sequence, course assignments, and assessments. District content coordinators also review online course work to ensure instruction and assessments meet academic standards.

15. Please identify by name and certificate number the teacher(s) in charge of students taking each proficiency-based course.

Each proficiency-based course is facilitated and validated by a certified content-area teacher who is responsible for course sequence, course assignments, and assessments.

Identification of Summer School Program Sites

Site Information

Name of Site for Summer School Program	Name of Site Administrator	E-mail Address of Site Administrator	Purpose of Summer School Program	Meets SBE Reg. 43-240: Summer School Program Criteria	Grade Level
Bluffton Elementary at Bluffton ECC	Paula (Christine) Brown	paula.brown@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
Coosa Elementary	Melissa Pender	melissa.pender@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
Hilton Head Island School for the Creative Arts	Pamela Lucas	pamela.lucas@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
Lady's Island Elementary	Marvelle Ulmer	marvelle.ulmer@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
M.C. Riley Elementary	Adrienne Sutton	adrienne.sutton@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
Mossy Oaks Elementary	Michelle Sackman	michelle.sackman@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
Okatie Elementary	Jamie Pinckney	jamie.pinckney@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
Port Royal Elementary	Vicki Goude	vicki.goude@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
Pritchardville Elementary	Brenda Blue	brenda.blue@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
Red Cedar Elementary	Dr. Kathy Corley	kathleen.corley@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
River Ridge Academy	Brian Ryman	brian.ryman@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
River Ridge Academy	Brian Ryman	brian.ryman@beaufort.k12.sc.us	Credit Recovery	Yes	Middle
Robert Smalls International Academy	Dr. Celestine Lavan	celestine.lavan@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
Robert Smalls International Academy	Dr. Celestine Lavan	celestine.lavan@beaufort.k12.sc.us	Credit Recovery	Yes	Middle
Whale Branch Elementary	Melissa Vogt	melissa.vogt@beaufort.k12.sc.us	Read to Succeed	Yes	Elem.
Battery Creek High	Chad Cox	chad.cox@beaufort.k12.sc.us	Credit Recovery	Yes	High
Beaufort Middle	Alvida Graham	alvida.graham@beaufort.k12.sc.us	Credit Recovery	Yes	Middle
Beaufort High	Charity Summer	charity.summers@beaufort.k12.sc.us	Credit Recovery	Yes	High
H.E. McCracken Middle	Lindsey Skirtich	lindsey.skirtich@beaufort.k12.sc.us	Credit Recovery	Yes	Middle
Lady's Island Middle	Dr. Chavon Browne	chavon.browne@beaufort.k12.sc.us	Credit Recovery	Yes	Middle
May River High	Joseph Bornsheuer	joseph.bornsheuer@beaufort.k12.sc.us	Credit Recovery	Yes	High
Whale Branch Early College High	Mona Lise Dickson	monalise.dickson@beaufort.k12.sc.us	Credit Recovery	Yes	High

DRAFT Board Review

Assurances:

Early Childhood Development and Academic Assistance Act (Act 135) Assurances	
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))	
Response: Yes, No, N/A	
	Academic Assistance, PreK-3
Yes	The district 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).
	Academic Assistance, Grades 4-12
Yes	The district 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).
	Parent Involvement
Yes	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
	Staff Development
Yes	The district 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.
	Technology
Yes	The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
Yes	**Innovation**

DRAFT Pending School Board Review

	The district funds innovative activities to improve student learning and accelerate the performance of all students.
	Collaboration
Yes	The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
	Developmental Screening
Yes	The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
	Half-Day Child Development
Yes	The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be in a separate school.
	Developmentally Appropriate Curriculum for PreK-3
Yes	The district ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and consider the student's social and cultural context.
	Parenting and Family Literacy
Yes	The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
Yes	**Recruitment**

DRAFT-Pending School Board Review

	The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
Yes	The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.
Students Health and Fitness Act Assurance	
(S.C. Code Ann. § 59-10-330)	
Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006-07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with S.C. Code Ann. § 59-10-330, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district's strategic plan, pursuant to S.C. Code Ann. § 59-20-60.
Education and Economic Development Act Assurances for Districts	
(S.C. Code Ann. § 59-59-10 et seq.)	
The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios.)

DRAFT-Pending School Board Review

Yes	Each middle and high school in the district employs certified career development facilitators who perform the thirteen duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an Individual Graduation Plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth-grade students in the district have chosen a career cluster (Students may change their cluster choice if they desire to do so).
Yes	All tenth-grade students in the district have chosen a career major (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major.)
Yes	Each high school in the district is organized around a minimum of three of the sixteen national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk for dropping out of school graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work, or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
Read To Succeed Assurances	
(S.C. Code Ann. § 59-155-180 et seq.)	
	District Reading Plan
Yes	The district has a reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
	4K and 5K Readiness Assessment
Yes	The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	**Third Grade Retention**

DRAFT Pending Sch. Bd. Review

	The district provides support to ensure any students who are not reading on grade level by the completion of third grade are provided with an instructional program based upon each student's needs as determined by local and state formative and summative assessment data. Furthermore, the district will provide intervention services-including summer reading camps-to reduce the number of students needing retention at the beginning of the following school year.
	Reading Coaches
Yes	The district supports school-based reading coaches in every elementary school.
	Interventions
Yes	The district provides interventions based on data for all identified students.
	Summer Reading Camps
Yes	The district offers summer reading camps for identified students.
Gifted and Talented	
Gifted and Talented Assurances	
(SBE Regulation 43-220)	
The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3-5).
Yes	Academically gifted and talented students in middle school (grades 6-8).
Yes	Academically gifted and talented students in high school (grades 9-12).
Yes	Artistically gifted and talented students in elementary school (grades 3-5).
Yes	Artistically gifted and talented students in middle school (grades 6-8).
Yes	Artistically gifted and talented students in high school (grades 9-12).
N/A	Academically gifted and talented students in grades 1 and 2 (optional).
Academically and Artistically Gifted and Talented Plan	
The district's comprehensive plan is aligned and coordinated with a continuum of services that addresses the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the plan:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;

DRAFT-Pending School Board Review

Yes	Appropriate and enough time in instruction to assure that the goals and objectives of the programming are met;
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students, and provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approaches incorporating acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies;
Yes	Evaluation of student performance and programming effectiveness.
Programming Models and Time	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services;
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services;
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
Innovative Model (SCDE Approved)	
N/A	Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirement	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.

DRAFT Pending School Board Review

Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. (A one-year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)
Yes	Provide planning times for Gifted and Talented teachers. The standard is two hundred fifty minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented student's annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training and guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and interpret student data in such a way as to insure appropriate student placement.
Communication and Reporting Requirements:	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented Assurances above are not met: (N/A)	
District Proficiency-Based System Assurances	
(SBE Regulation 43-234)	
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy.
Yes	The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.
The district's Proficiency-Based System plan:	
Yes	Explains how the needs assessment substantiates the district's Proficiency-Based System;

DRAFT-Pending School Board Review

Yes	Describes the subject area course procedures for the high school proficiency-based credits the district will implement;
Yes	Provides a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught;
Yes	Provides documentation that proves each course, and all proficiency assessments for direct instruction, are aligned to the State-adopted subject area academic standards for the current year;
Yes	Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required;
Yes	Explains how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.
Yes	Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.
Terms and Conditions for State Awards Assurances	
As the district superintendent, I certify that this applicant:	
Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award, and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.

DRAFT Pending School Board Review

Yes	Has an accounting system that includes enough internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system can identify costs by programmatic year and budget line item, and can differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, if any, regardless of the type of funds that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records, prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act [S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2016)].
Terms and Conditions	
	Completeness of Proposal
Yes Yes	All proposals should be complete and carefully worded and must contain all the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
	Non-awards/Termination
Yes	The SCDE reserves the right to reject all applications and refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP). After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.
Yes	**Reduction in Budgets and Negotiations**

DRAFT Pending School Board Review

Yes	The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
	Amendments to Grants
Yes	Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
	Use of Grant Funds
Yes	Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.
	Submission of Expenditure Reports
Yes	Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).
	Obligation of Grant Funds
Yes	Grant funds may not be obligated prior to the effective date or after the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty days after the end of the grant period.
	Deobligation of Funds
Yes	After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
	Documentation
Yes	The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims".
	Travel Costs
Yes	Travel costs, if allowed under this solicitation, must not exceed the limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed $25 per day for in-state travel and $32 for out-of-state travel (see page

DRAFT-Pending School Board Review

	91 of this document). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
	Honoraria
Yes	Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
	Reports
Yes	The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.
	Copyright
Yes	The grantee is free to copyright any books, publications, or other copyrightable materials developed during this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
Certification Regarding Suspension and Debarment:	
By applying, the applicant certifies, to the best of his/her knowledge and belief, the applicant and/or any of its principals, subgrantees, or subcontractors:	
Yes	Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; has committed a violation of federal or state antitrust statutes relating to the submission of offers; participated in the commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property;
Yes	Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above;
Yes	Has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

DRAFT-Pending School Board Review

Audits:	
Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:	
Yes	The applicant acknowledges and understands that entities expending $750,000 or more in federal during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
Yes	The applicant acknowledges and understands that entities expending less than $750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
	Records
Yes	The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.

Waiver (if applicable) for the following:

	District Waiver Requested and Approved	**Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.**
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	

DRAFT-Pending School Board Review

2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation	

Related Documents:

The following documents were uploaded:

- GT Identification Screening Notification (from BCSD website and in GT Brochures for Parents)
- Academic Calendar for the 2021-2022 SY
- District Policy for Credit Recovery – BCSD Virtual School Manual

DRAFT-Pending School Board Review

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Course - SY 2020/2021

997U6CH	SPED Transfer6	High School	0.5	Yes
09901CW	Sports and Entertainment Marketing 2	High School	1	Yes
29900IW	Sports, Exercise & Health Science SL (Do not use)	High School	1	Yes
991000	Study Hall 10th Gr	High School	0	Yes
991100	Study Hall 11th Gr	High School	0	Yes
990900	Study Hall 9th Gr	High School	0	Yes
799010W	Teacher Aide	High School	0	Yes
799010H	Teacher Aide	High School	0	Yes
79902CH	TA	High School	0.5	Yes
79912CW	Teacher Assistant (Year)	High School	1	Yes
39920CH	Team Reach 9	High School	0.5	Yes
59975CW	Technical Theater 1	High School	1	Yes
59976CW	Technical Theater 2	High School	1	Yes
59978CW	Theater Management 1	High School	1	Yes
59979CW	Theater Management 2	High School	1	Yes
09961CH	Tranal English	High School	0.5	Yes
09962CW	Tranal English	High School	1	Yes
09961CW	Tranal English	High School	1	Yes
19962CW	Tranal Math 10	High School	1	Yes
19961CH	Tranal Math 9	High School	0.5	Yes
29[illegible]CW	Television Production 1	High School	1	Yes
29902CW	Television Production 2	High School	1	Yes
29903HW	Television Production 3	High School	1	Yes
49901CH	Weightlifting 1	High School	0.5	Yes
49903CH	Weightlifting 3	High School	0.5	Yes
49904CH	Weightlifting 4	High School	0.5	Yes
29952CH	Wildlife Ecology	High School	0.5	Yes
59930CW	Woodwind Technique	High School	1	Yes
09951CH	Word Power/Vocabulary for Achievement OL	High School	0.5	Yes
39950CW	World/Comparative Religions	High School	1	Yes
39908CH	Youth in Government	High School	0.5	Yes
699C700	Chinese 7th NC	Middle School	0	Yes
699C801	Chinese 8th NC	Middle School	0	Yes
7990700	EnglishtoSpeakersofOtherLangs7thGr	Middle School	0	Yes
7990800	EnglishtoSpeakersofOtherLangs8thGr	Middle School	0	Yes
7990701	EnglishtoSpeakersofOtherLangsLab7thGr	Middle School	0	Yes
7990801	EnglishtoSpeakersofOtherLangsLab8thGr	Middle School	0	Yes
7990702	ESOL Math 7th	Middle School	0	Yes
7990802	ESOL Math 8th	Middle School	0	Yes
799MA02	ESOL Math MA	Middle School	0	Yes
7990703	ESOL Reading 7th	Middle School	0	Yes
799[illegible]03	ESOL Reading 8th	Middle School	0	Yes
799[illegible]04	ESOL Science 7th	Middle School	0	Yes
7990804	ESOL Science 8th	Middle School	0	Yes

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Course - SY 2020/2021

79984CW	High School & Life Enrichment 10th	High School	1	Yes
79985CW	High School & Life Enrichment 11th	High School	1	Yes
79986CW	High School & Life Enrichment 12th	High School	1	Yes
79983CW	High School & Life Enrichment 9th	High School	1	Yes
39964CH	Hispanic Culture	High School	0.5	Yes
39902CW	History In Film	High School	1	Yes
39902CH	History in Film	High School	0.5	Yes
19901HW	Hospitality Management and Operations 3	High School	1	Yes
0999900	HSAP English	High School	0	Yes
1999900	HSAP Math	High School	0	Yes
59930CW	Human Ecology	High School	1	Yes
29993HW	Human Anatomy and Physiology	High School	1	Yes
09950HW	Humanities	High School	1	Yes
59977CH	Individual Performance in Speech & Drama	High School	0.5	Yes
59920CW	Infectious Disease	High School	1	Yes
59920TW	Infectious/Chronic Disease Prevention OL	High School	1	Yes
39974CH	International Studies Portfolio Seminar	High School	0.5	Yes
39973CH	International Studies Research Seminar O	High School	0.5	Yes
79950CH	Internship	High School	0.5	Yes
79950CW	Internship	High School	1	Yes
59[illegible]CH	Intro to Art Basics	High School	0.5	Yes
99[illegible]TW	Intro to Career and Technology education	High School	1	Yes
09900CW	Introduction to Aviation	High School	1	Yes
99900CW	Intro to Career and Technology Education	High School	1	Yes
7990VCW	Introduction to College Research H	High School	1	Yes
69900CW	Italian 1	High School	1	Yes
69903CW	Italian 2	High School	1	Yes
69904CW	Italian 3	High School	1	Yes
799300H	Late Arrival	High School	0.5	Yes
799300W	Late Arrival	High School	0	Yes
09918CH	Literature of the Holocaust	High School	0.5	Yes
09918CW	Literature of the Holocaust	High School	1	Yes
59950CW	Medical Office Simulation	High School	1	Yes
69900TW	Miscellaneous - Foreign Languages LBA-E	High School	1	Yes
39963CH	Multi Cultural Studies	High School	0.5	Yes
09916CH	Mysteries	High School	0.5	Yes
09916CW	Mysteries	High School	1	Yes
09911CH	Mythology	High School	0.5	Yes
09912CH	Mythology 2	High School	0.5	Yes
09912CW	Mythology 2	High School	1	Yes
39901CW	Network Security	High School	1	Yes
79[illegible]CW	Peer Assistant	High School	1	Yes
39[illegible]CH	Peer Court	High School	0.5	Yes
59910CW	Percussion 1	High School	1	Yes

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Course - SY 2020/2021

59901CW		High School	1	Yes
79910CW	ADVID 9th	High School	1	Yes
39901CH	African-American History (SocSt)	High School	0.5	Yes
09913CH	African-American Studies	High School	0.5	Yes
59906HW	Arts Portfolio 1	High School	1	Yes
59907HW	Arts Portfolio 2	High School	1	Yes
79900CW	AVID 1	High School	1	Yes
79930CW	AVID	High School	1	Yes
79980CH	AVID 10	High School	0.5	Yes
79981CW	AVID 10	High School	1	Yes
79940CW	AVID 11	High School	1	Yes
79949CW	AVID 12	High School	1	Yes
79901CW	AVID 2	High School	1	Yes
79902CW	AVID 3	High School	1	Yes
79903CW	AVID 4	High School	1	Yes
79980CW	AVID 9	High School	1	Yes
79982CH	AVID 9	High School	0.5	Yes
79982HT	Barbering/Master Hair Care 3	High School	3	Yes
79980CT	Barbering/Master Hair Care Special 1	High School	3	Yes
79981CT	Barbering/Master Hair Care Special 2	High School	3	Yes
09[illegible]CH	Best Sellers	High School	0.5	Yes
09[illegible]CW	Best Sellers	High School	1	Yes
29990HW	Biotechnology Research 1	High School	1	Yes
29991HW	Biotechnology Research 2	High School	1	Yes
59920CW	Brass Technique	High School	1	Yes
49901TH	Business and Education Employ Portfolio	High School	1	Yes
19901CW	CC Foundations & Structure for Algebra	High School	1	Yes
19902CW	CC Intermediate Algebra Functions & Modeling	High School	1	Yes
39980CH	Civil Law	High School	0.5	Yes
09902CH	College Admissions Exam Prep	High School	0.5	Yes
29920CW	Computer Graphics	High School	1	Yes
5990VCW	Contemporary Music History	High School	1	Yes
79951CW	Coop	High School	1	Yes
79951CH	Coop	High School	0.5	Yes
59904CH	Crafts Studio	High School	0.5	Yes
39901CW	Criminal Justice	High School	1	Yes
39900CH	Debate	High School	0.5	Yes
59940CW	Digital Art 1	High School	1	Yes
59941CW	Digital Art 2	High School	1	Yes
29960CW	Documentary Film	High School	1	Yes
09902CW	Drone Technologies	High School	1	Yes
79[illegible]0W	Early Dismissal	High School	0	Yes
79[illegible]0H	Early Dismissal	High School	0.5	Yes
799100W	English I Reading Comprehension	High School	0	Yes

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Course - SY 2020/2021

Course #	Course Title	Credit Type	Credit Hour	Currently Inactive
.699C500	Chinese 5th NC	Elementary School	0	Yes
.699C600	Chinese 6th NC	Elementary School	0	Yes
.2991500	Environmental Studies 5th	Elementary School	0	Yes
.2991600	Environmental Studies 6th	Elementary School	0	Yes
.7990100	EnglishtoSpeakersofOtherLangs1stGr	Elementary School	0	Yes
.7990200	EnglishtoSpeakersofOtherLangs2ndGr	Elementary School	0	Yes
.7990300	EnglishtoSpeakersofOtherLangs3rdGr	Elementary School	0	Yes
.7990400	EnglishtoSpeakersofOtherLangs4thGr	Elementary School	0	Yes
.7990500	EnglishtoSpeakersofOtherLangs5thGr	Elementary School	0	Yes
.7990600	EnglishtoSpeakersofOtherLangs6thGr	Elementary School	0	Yes
.7990K00	EnglishtoSpeakersofOtherLangsKinder	Elementary School	0	Yes
.7990101	EnglishtoSpeakersofOtherLangsLab1stGr	Elementary School	0	Yes
.7990201	EnglishtoSpeakersofOtherLangsLab2ndGr	Elementary School	0	Yes
.7990301	EnglishtoSpeakersofOtherLangsLab3rdGr	Elementary School	0	Yes
.7990401	EnglishtoSpeakersofOtherLangsLab4thGr	Elementary School	0	Yes
.7990501	EnglishtoSpeakersofOtherLangsLab5thGr	Elementary School	0	Yes
.7990601	EnglishtoSpeakersofOtherLangsLab6thGr	Elementary School	0	Yes
.7990K01	EnglishtoSpeakersofOtherLangsLabKinder	Elementary School	0	Yes
.799PK01	EnglishtoSpeakersofOtherLangsLabPreK	Elementary School	0	Yes
79[illegible]A00	EnglishtoSpeakersofOtherLangsMultiage	Elementary School	0	Yes
799[illegible]02	ESOL Math 1st	Elementary School	0	Yes
7990202	ESOL Math 2nd	Elementary School	0	Yes
7990302	ESOL Math 3rd	Elementary School	0	Yes
7990402	ESOL Math 4th	Elementary School	0	Yes
7990502	ESOL Math 5th	Elementary School	0	Yes
7990602	ESOL Math 6th	Elementary School	0	Yes
7990K02	ESOL Math K	Elementary School	0	Yes
799MA02	ESOL Math MA	Elementary School	0	Yes
799PK02	ESOL Math PK	Elementary School	0	Yes
799PK00	EnglishtoSpeakersofOtherLanguagesPreK	Elementary School	0	Yes
7990103	ESOL Reading 1st	Elementary School	0	Yes
7990203	ESOL Reading 2nd	Elementary School	0	Yes
7990303	ESOL Reading 3rd	Elementary School	0	Yes
7990403	ESOL Reading 4th	Elementary School	0	Yes
7990503	ESOL Reading 5th	Elementary School	0	Yes
7990603	ESOL Reading 6th	Elementary School	0	Yes
7990K03	ESOL Reading K	Elementary School	0	Yes
799MA03	ESOL Reading MA	Elementary School	0	Yes
799PK03	ESOL Reading PK	Elementary School	0	Yes
7990104	ESOL Science 1st	Elementary School	0	Yes
799[illegible]04	ESOL Science 2nd	Elementary School	0	Yes
799[illegible]04	ESOL Science 3rd	Elementary School	0	Yes
7990404	ESOL Science 4th	Elementary School	0	Yes

BEAUFORT COUNTY SCHOOL DISTRICT

Active Local Board Approved Courses - SY 2020/2021

There is an application on file only for those courses highlighted in green.

Course #	Course Name	Credit Typle	Credit Hour	Active
1299MA00	Engineering/TEC	Elementary	0	Yes
12990100	Engineering/TEC	Elementary	0	Yes
12990300	Engineering/TEC	Elementary	0	Yes
12990200	Engineering/TEC	Elementary	0	Yes
12990500	Engineering/TEC	Elementary	0	Yes
12990400	Engineering/TEC	Elementary	0	Yes
1299PK00	Engineering/TEC-Lego	Elementary	0	Yes
12990K00	Engineering/TEC-Lego	Elementary	0	Yes
1499MA00	Health/PhyEd	Elementary	0	Yes
14990K00	Health/PhyEd	Elementary	0	Yes
14990100	Health/PhyEd 1st	Elementary	0	Yes
14990200	Health/PhyEd 2nd	Elementary	0	Yes
14990300	Health/PhyEd 3rd	Elementary	0	Yes
14990400	Health/PhyEd 4th	Elementary	0	Yes
14990500	Health/PhyEd 5th	Elementary	0	Yes
14990600	Health/PhyEd 6th	Elementary	0	Yes
8990600	Study Hall 6th	Elementary	0	Yes
10993302	Writing through the Arts 1st	Elementary	0	Yes
10993303	Writing through the Arts 2nd	Elementary	0	Yes
[illegible]93304	Writing through the Arts 3rd	Elementary	0	Yes
10993305	Writing through the Arts 4th	Elementary	0	Yes
10993300	Writing through the Arts 5th	Elementary	0	Yes
309901CW	Advanced Creative Writing	High School	1	Yes
309970HW	Advanced Writing	High School	1	Yes
309913CW	Afro-American Studies	High School	1	Yes
319909CW	Algebra 1 Enrichment Seminar	High School	1	Yes
339981CW	Criminal Justice	High School	1	Yes
339900CW	Debate	High School	1	Yes
309900CW	English 1 Enrichment Seminar	High School	1	Yes
309910CW	ESOL Lab 1	High School	1	Yes
309903CW	ESOL Lab 2	High School	1	Yes
309904CW	ESOL Lab 3	High School	1	Yes
309905CW	ESOL Lab 4	High School	1	Yes
1799MA01	ESOL Lab MA	High School	0	Yes
349905CW	Interactive Physical Education	High School	1	Yes
339905CW	Introduction to the American Legal Syste	High School	1	Yes
459971CW	Musical Theatre	High School	1	Yes
309901CH	Mythology	High School	0.5	Yes
309911CW	Mythology	High School	1	Yes
379922HW	Personal & Professional Skills 2	High School	1	Yes
[illegible]924CW	Senior Leadership	High School	1	Yes
[illegible]924CH	Senior Leadership	High School	0.5	Yes
8991200	Study Hall 12th	High School	0	Yes

BEAUFORT COUNTY SCHOOL DISTRICT

Instructional Services Division

Reporting for Academic Committee Meeting

March 24, 2021

Active Local Board Approved Courses SY 2020-2021

BEAUFORT COUNTY SCHOOL DISTRICT
District Strategic Plan (DSP) and School Renewal Plan (SRP) Timeline
School Year 2020 - 2021

DATE	ACTION PLAN
August 3st – October 30th	**Listen and Learn (New DSP and SRP)** Meet with staff members and stakeholders to review comprehensive needs assessment, performance goals, interim performance goals, strategies and action plans, evaluation of the strategies, evidence of comprehensive consensus building and assurances.
November 1st – January 15th	**Revise DSP/SRP (Current DSP and SRP)** When revising and updating the DSP and SRP, include the accountability system. Please see the first paragraph below.
January 20th - February 10th	**Draft Copy of DSP Emailed (New SRP)** Principals will be emailed a copy the DSP to review to ensure the goals identified in the **New SRP** align with the DSP
February 11th – February 16th	**Mid-Year Review (Current SRP)** Does the current SRP show evidence of growth or improvement in reference to the measurable performance goals? Did we achieve what we said we would accomplish?
February 17th – February 21st	**Share New SRP with Stakeholders** Principals will schedule a community forum to share the final draft of their SRP with stakeholders prior to submitting to ISD.
February 22nd – February 28th	The **New SRPs** will be submitted through GEMS to the Chief Instructional Officer for initial review.
February 29th – March 20th	Chief Instructional Officer will review the **New SRPs** and will provide feedback to principals; If SRP is approved, principals will receive email notification. Once approved, SRP will be forwarded to Superintendent. If not approved, principals will be required to make corrections.
March 20th – March 31st	Superintendent will host town hall meetings to share final draft of the **New DSP** with all stakeholders.
April 1st	The **New DSP** and **SRPs** will be submitted to the School Board for review and approval
April 20th	**New DSP** and **SRPs** submitted to the SDE for review and approval
April 30th	State deadline for **New DRP** and **SRPs** to be submitted to the SDE

BEAUFORT COUNTY SCHOOL DISTRICT
District Strategic Plan (DSP) and School Renewal Plan (SRP) Timeline
School Year 2020 - 2021

Guidelines

1. Developing of District Strategic Plan and School Renewal Plan
The district strategic plan includes the accountability system that directs an annual needs assessment; prioritizes the performance goals; and reports how the district supports schools, students, and families. The district strategic plan and school renewal plans must establish priorities and prioritize efforts to focus on raising student achievement levels for all students, the prevention of academic problems, and reducing the achievement gaps identified on the annual report card. It is imperative that the planning processes demonstrate a commitment to continuous improvement and respond to accountability requirements in both state and federal legislation. The plans must be developed collaboratively by a broad-based group of stakeholders using a consensus process.

2. Planning Process
Districts and schools are urged to follow the model planning process developed by the State Department of Education, although no single planning format is required for district or school plans. The district strategic plan and school renewal plans must include each of the following components:
a. comprehensive needs assessment,
b. performance goals,
c. interim performance goals,
d. strategies and action plans,
e. evaluation of the strategies,
f. evidence of comprehensive consensus building, and
g. assurances.

3. Comprehensive Needs Assessment
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 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

4. Measurable Performance Goals
Measurable Performance Goals are 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. Performance goals in the district strategic plan and school renewal plans must address
(1) student achievement,
(2) teacher/administrator quality,
(3) school climate (parent involvement, safe and healthy schools, and other locally identified areas), and

(4) other innovation initiatives or priorities as identified by districts and schools.

Use as measuring tool for your performance goals

Low	Proficient	Exceeding
25%	Medium	High

5. Interim Performance Goals

Interim performance goals will establish annual measurable targets for the five-year performance goals.

6. Strategies and Action Plans

Strategies shall be derived from scientifically-based education research and best practice and shall be designed to meet the performance and interim performance goals. Action plans, which may include innovative initiatives will provide details (action/activity, person responsible, start and end dates for major action steps, professional development, necessary resources, and progress measures) regarding the implementation of each data-driven strategy to ensure continuous improvement. Staff development shall meet national professional development standards and must provide participants the knowledge and skills necessary to implement the strategies. Coordination of funding from local, state, federal, and private sources are imperative. Schools visited by an external review team (ERT) must incorporate appropriate recommendations into their annual update.

7. Evaluation of the Strategies

Ongoing evaluation (formative and summative) will assess the progress toward performance goals and annual interim performance goals. Measures of effectiveness must include outcome and process indicators of improvement. The methods of assessing the efficacy of the strategies must provide data regarding the impact of the strategies and whether they should be continued, modified, or terminated. After the initial year of the plan, the evaluation results from the annual update will become a key component of the ongoing needs assessment process.

8. Evidence of Comprehensive Consensus Building

Shared decision making is central to the formulation of a functional plan. Therefore, a collaborative consensus building process shall be used in the development of the district strategic plan and school renewal plans. Stakeholders, including teachers, administrators/principals, parents/guardians, and community representatives, must be actively involved in the district strategic planning and school renewal planning processes. The School Improvement Council must actively participate in the development of the school renewal plan.

9. Assurances

Assurances, signed by the district superintendent, attest that the district and schools comply with all applicable federal and state statutory and fiscal requirements.

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Courses
School Year 2020/2021
December 2021

339907CW	World Religion	World Religion	HS	Yes
309906CW	Yearbook Production 2	Yearbook Production 2	HS	Yes
309907CW	Yearbook Production 3	Yearbook Production 3	HS	Yes
309908CW	Yearbook Production 4	Yearbook Production 4	HS	Yes
339908CW	Youth in Government	Youth in Government	HS	Yes
2699C700	Chinese 7th NC	Chinese 7th NC	MS	No
2699C801	Chinese 8th NC	Chinese 8th NC	MS	No
22990700	Environmental Studies 7th	Environmental Studies 7th grade	MS	No
27990700	ESOL 7th	EnglishtoSpeakersofOtherLangs7thGr	MS	No
27990800	ESOL 8th	EnglishtoSpeakersofOtherLangs8thGr	MS	No
27990701	ESOL Lab 7th	EnglishtoSpeakersofOtherLangsLab7thGr	MS	No
27990801	ESOL Lab 8th	EnglishtoSpeakersofOtherLangsLab8thGr	MS	No
27990702	ESOL Math 7th	ESOL Math 7th	MS	No
27990802	ESOL Math 8th	ESOL Math 8th	MS	No
2799MA02	ESOL Math MA	ESOL Math MA	MS	No
27990703	ESOL Reading 7th	ESOL Reading 7th	MS	No
27990803	ESOL Reading 8th	ESOL Reading 8th	MS	No
27990704	ESOL Science 7th	ESOL Science 7th	MS	No
27990804	ESOL Science 8th	ESOL Science 8th	MS	No
2799MA04	ESOL Science MA	ESOL Science MA	MS	No
27990705	ESOL Social Studies 7th	ESOL Social Studies 7th	MS	No
27990805	ESOL Social Studies 8th	ESOL Social Studies 8th	MS	No
2799MA05	ESOL Social Studies MA	ESOL Social Studies MA	MS	No
24990700	Health/PhyEd 7th	Health and Physical Education 7th Gr	MS	No
24990800	Health/PhyEd 8th	Health and Physical Education 8th Gr	MS	No
23990700	Humanities 7th	Humanities 7th Gr	MS	No
23990800	Humanities 8th	Humanities 8th Gr	MS	No
20993100	Journalism	Journalism	MS	No
29990700	PAES Lab 7th	PAES Lab 7th	MS	No
29990800	PAES Lab 8th	PAES Lab 8th	MS	No
45991700	Percussion 7th	Percussion 7th Gr	MS	No
45991800	Percussion 8th	Percussion 8th Gr	MS	No
20993200	Publications	Publications	MS	No
23990801	Service Learning 8th	Service Learning 8th	MS	No
26990700	World Cultures 7th	World Cultures 7th Gr	MS	No
26990800	World Cultures 8th	World Cultures 8th Gr	MS	No
20993300	Writing through the Arts 7th	Writing through the Arts 7th	MS	No
20993301	Writing through the Arts 8th	Writing through the Arts 8th	MS	No
22990800	Environmental Studies 8th	Environmental Studies 8th grade	MS	Yes
2799MA03	ESOL Reading MA	ESOL Reading MA	MS	Yes
8990700	Study Hall 7th	Study Hall 7th Gr	MS	Yes
8990800	Study Hall 8th	Study Hall 8th Gr	MS	Yes
9999999	Office Assistant	Office Assistant		No

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Courses
School Year 2020/2021
December 2021

589900TT	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900TD	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900CT	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900HD	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900DD	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900CD	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900TW	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900CH	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900DH	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900DW	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900HH	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900HT	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900HW	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900TH	FACS non occ	Family and Consumer Technology non occ O	HS	No
339903CW	Film and Global Studies	Film and Global Studies	HS	No
329955CH	Forensics 1	Forensics 1	HS	No
329955CW	Forensics 1	Forensics 1	HS	No
329956HW	Forensics 2	Forensics 2	HS	No
379920CW	Fresh 101/HS 101	Freshman 101/High School 101	HS	No
8991200	Study Hall 12th	Study Hall 12th Gr	HS	Yes
309901CW	Advanced Creative Writing	Advanced Creative Writing	HS	Yes
309910HW	Advanced Writing	Advanced Writing	HS	Yes
309913CW	Afro-American Studies	African-American Studies (English)	HS	Yes
319909CW	Algebra 1 Enrichment Seminar	Algebra 1 Enrichment	HS	Yes
339981CW	Criminal Justice	Criminal Justice	HS	Yes
339900CW	Debate	Debate	HS	Yes
309900CW	English 1 Enrichment Seminar	English 1 Enrichment Seminar	HS	Yes
309910CW	ESOL Lab 1	ESOL Lab 1	HS	Yes
309903CW	ESOL Lab 2	ESOL Lab 2	HS	Yes
309904CW	ESOL Lab 3	ESOL Lab 3	HS	Yes
309905CW	ESOL Lab 4	ESOL Lab 4	HS	Yes
349905CW	Interactive Physical Education	Interactive Physical Education	HS	Yes
339905CW	Introduction to the American Lega	Introduction to the American Legal System	HS	Yes
459971CW	Musical Theatre	Musical Theatre	HS	Yes
309901CH	Mythology	Mythology	HS	Yes
309911CW	Mythology	Mythology	HS	Yes
379922HW	Personal & Professional Skills 2	Personal & Professional Skills 2	HS	Yes
379924CW	Senior Leadership	Senior Leadership	HS	Yes
379924CH	Senior Leadership	Senior Leadership	HS	Yes
349902CW	Weightlifting 2	Weightlifting 2	HS	Yes
349903CW	Weightlifting 3	Weightlifting 3	HS	Yes
349904CW	Weightlifting 4	Weightlifting 4	HS	Yes
349900CW	Weightlifting I	Weightlifting 1	HS	Yes
349901CW	Weightlifting II	Weightlifting 2	HS	Yes

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Courses
School Year 2020/2021
December 2021

379902CH	Teacher Assistant	TA	HS	No
379912CW	Teacher Asst (Yr)	Teacher Assistant (Year)	HS	No
639920CH	Team Reach 9	Team Reach 9	HS	No
459975CW	Tech Theater 1	Technical Theater 1	HS	No
459976CW	Tech Theater 2	Technical Theater 2	HS	No
459978CW	Theater Manage 1	Theater Management 1	HS	No
459979CW	Theater Manage 2	Theater Management 2	HS	No
309961CH	Transition English	Tranal English	HS	No
309962CW	Transition English	Tranal English	HS	No
309961CW	Transition English	Tranal English	HS	No
319962CW	Transition Math 10	Tranal Math 10	HS	No
319961CH	Transition Math 9	Tranal Math 9	HS	No
529901CW	TV Prod 1	Television Production 1	HS	No
529902CW	TV Prod 2	Television Production 2	HS	No
529903HW	TV Prod 3	Television Production 3	HS	No
349901CH	Weightlifting 1	Weightlifting 1	HS	No
349903CH	Weightlifting 3	Weightlifting 3	HS	No
349904CH	Weightlifting 4	Weightlifting 4	HS	No
329952CH	Wildlife Ecology	Wildlife Ecology	HS	No
459930CW	Woodwind Technique	Woodwind Technique	HS	No
309951CH	Word Power	Word Power/Vocabulary for Achievement O	HS	No
339900CW	Wrld/Compar Religi	World/Comparative Religions	HS	No
339908CH	Youth in Government	Youth in Government	HS	No
3799310H	Early Dismissal	Early Dismissal	HS	No
3799300H	Late Arrival	Late Arrival	HS	No
37990000	ESOL	English to Speakers of Other Languages	HS	No
309942CW	ESOL 2	English Speakers of Other Languages 2 OL	HS	No
309943CW	ESOL 3	English Speakers of Other Languages 3 OL	HS	No
379945CW	ESOL/Lab 1	EnglishtoSpeakersofOtherLanguagesLab	HS	No
379946CW	ESOL/Lab 2	EnglishtoSpeakersofOtherLanguagesLab 2	HS	No
379947CW	ESOL/Lab 3	EnglishtoSpeakersofOtherLanguagesLab 3	HS	No
379948CW	ESOL/Lab 4	EnglishtoSpeakersofOtherLanguagesLab 4	HS	No
379941CW	ESOL1	English to Speakers of Other Languages 1	HS	No
379942CW	ESOL2	English to Speakers of Other Languages 2	HS	No
379943CW	ESOL3	English to Speakers of Other Languages 3	HS	No
379944CW	ESOL4	English to Speakers of Other Languages 4	HS	No
579984CD	Esthetics 1	Esthetics 1	HS	No
579984CT	Esthetics 1	Esthetics 1	HS	No
579985CT	Esthetics 2	Esthetics 2	HS	No
579985CD	Esthetics 2	Esthetics 2	HS	No
579986CD	Esthetics 3	Esthetics 3	HS	No
579987CD	Esthetics 4	Esthetics 4	HS	No
589900DT	FACS non occ	Family and Consumer Technology non occ O	HS	No
589900CW	FACS non occ	Family and Consumer Technology non occ O	HS	No

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Courses
School Year 2020/2021
December 2021

459[illegible]4HW	Percussion Techniques H	Percussion Techniques H	HS	No
379903HW	Personal & Professional Skills 1	Personal & Professional Skills 1	HS	No
339951CW	Philosophy	Philosophy	HS	No
339906CW	Philosophy and Origins of Though	Philosophy and Origins of Thought	HS	No
609900TT	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900TH	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900TD	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900CT	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900HW	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900DW	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900TW	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900HD	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900DT	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900DH	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900CD	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900HT	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900HH	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900DD	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
60990000	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
609900CH	Pre-Eng/IndTechLBA	Pre-Engineering & Industrial Tech Ed LBA	HS	No
55[illegible]0CW	Public Health	Public Health	HS	No
52[illegible]0CW	Radio Broadcasting	Radio Broadcasting	HS	No
529940CW	Recording Studio	Recording Studio	HS	No
609901CW	Robotics	Robotics	HS	No
329941CH	Science Films	Science Films	HS	No
329999CH	Science Research	Science Research	HS	No
329999CW	Science Research	Science Research	HS	No
379940CH	Senior Project	Senior Project	HS	No
339910CW	Service Learning	Service Learning	HS	No
379921CW	Service Learning	Service Learning	HS	No
369901CW	Sign Language 1	Sign Language 1	HS	No
369902CW	Sign Language 2	Sign Language 2	HS	No
309919CW	Southern Writers	Southern Writers	HS	No
309919CH	Southern Writers	Southern Writers	HS	No
399701CW	SPED Transfer1	SPED Transfer1	HS	No
399702CW	SPED Transfer2	SPED Transfer2	HS	No
399703CH	SPED Transfer3	SPED Transfer3	HS	No
399704CH	SPED Transfer4	SPED Transfer4	HS	No
399705CH	SPED Transfer5	SPED Transfer5	HS	No
399706CH	SPED Transfer6	SPED Transfer6	HS	No
509901CW	Sport&EntertMark2	Sports and Entertainment Marketing 2	HS	No
329[illegible]0IW	Sports/Exercise/HealthSci SL	Sports, Exercise & Health Science SL (Do not	HS	No
37[illegible]10W	Teacher Aide	Teacher Aide	HS	No
3799010H	Teacher Aide	Teacher Aide	HS	No

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Courses
School Year 2020/2021
December 2021

339[illegible]4CH	Hispanic Culture	Hispanic Culture	HS	No
339902CW	History In Film	History In Film	HS	No
339902CH	History in Film	History in Film	HS	No
519901HW	HospitalityMan&Op3	Hospitality Management and Operations 3	HS	No
30999900	HSAP English	HSAP English	HS	No
31999900	HSAP Math	HSAP Math	HS	No
559930CW	Human Ecology	Human Ecology	HS	No
329993HW	HumanAnatomy&Phys	Human Anatomy and Physiology	HS	No
309950HW	Humanities	Humanities	HS	No
459977CH	Ind Perf Sp & Dra	Individual Performance in Speech & Drama	HS	No
559920CW	Infectious Disease	Infectious Disease	HS	No
559920TW	Infectious Disease	Infectious/Chronic Disease Prevention OL	HS	No
339974CH	Inter Studies Port	International Studies Portfolio Seminar	HS	No
339973CH	Intern Studies Res	International Studies Research Seminar O	HS	No
379950CH	Internship	Internship	HS	No
379950CW	Internship	Internship	HS	No
359900CH	Intro Art Basics	Intro to Art Basics	HS	No
699900TW	Intro career& tech	Intro to Career and Technology education	HS	No
699900CW	Intro to CATE	Intro to Career and Technology Education	HS	No
37990VCW	Introduction to College Research	Introduction to College Research H	HS	No
36[illegible]0CW	Italian 1	Italian 1	HS	No
36[illegible]3CW	Italian 2	Italian 2	HS	No
369904CW	Italian 3	Italian 3	HS	No
3799300W	Late Arrival	Late Arrival	HS	No
309918CH	LitOfThe Holocaust	Literature of the Holocaust	HS	No
309918CW	LitOfThe Holocaust	Literature of the Holocaust	HS	No
579984CW	Master Hair Care 3	Master Hair Care 3	HS	No
559950CW	MedicalOfficeSim	Medical Office Simulation	HS	No
369900TW	Misc For Lang-I	Miscellaneous - Foreign Languages LBA-E	HS	No
339963CH	MultiCultureStudie	Multi Cultural Studies	HS	No
309916CH	Mysteries	Mysteries	HS	No
309916CW	Mysteries	Mysteries	HS	No
309911CH	Mythology	Mythology	HS	No
309912CH	Mythology2	Mythology 2	HS	No
309912CW	Mythology2	Mythology 2	HS	No
539901CW	Network Security	Network Security	HS	No
379923CW	Peer Assistant	Peer Assistant	HS	No
339982CH	Peer Court	Peer Court	HS	No
459910CW	Percussion 1	Percussion 1	HS	No
459910CH	Percussion 1	Percussion 1	HS	No
459911CW	Percussion 2	Percussion 2	HS	No
459912HW	Percussion 3 H	Percussion 3	HS	No
45[illegible]3HW	Percussion 4 H	Percussion 4	HS	No
459900CW	Percussion Techniques	Percussion Techniques	HS	No

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Courses
School Year 2020/2021
December 2021

379[illegible]2CW	AVID 3	AVID 3	HS	No
379903CW	AVID 4	AVID 4	HS	No
379980CW	AVID 9	AVID 9	HS	No
379982CH	AVID 9	AVID 9	HS	No
579982HT	Barb/MastHairCare3	Barbering/Master Hair Care 3	HS	No
579980CT	Barb/MastHairSpec1	Barbering/Master Hair Care Special 1	HS	No
579981CT	Barb/MastHairSpec2	Barbering/Master Hair Care Special 2	HS	No
309917CH	Best Sellers	Best Sellers	HS	No
309917CW	Best Sellers	Best Sellers	HS	No
329990HW	Biotech Research 1	Biotechnology Research 1	HS	No
329991HW	Biotech Research 2	Biotechnology Research 2	HS	No
459920CW	Brass Technique	Brass Technique	HS	No
549901TH	Busi.&Educ.Employ	Business and Education Employ Portfolio	HS	No
319901CW	CC Foundations/Structure for Alge	CC Foundations & Structure for Algebra	HS	No
319902CW	CC Intermediate Algebra Function	CC Intermediate Algebra Functions & Model	HS	No
339980CH	Civil Law	Civil Law	HS	No
309902CH	College Admissions Exam Prep	College Admissions Exam Prep	HS	No
529920CW	Computer Graphics	Computer Graphics	HS	No
45990VCW	Contemporary Music History	Contemporary Music History	HS	No
379951CW	Coop	Coop	HS	No
379[illegible]1CH	Coop	Coop	HS	No
45[illegible]4CH	Craft Studio	Crafts Studio	HS	No
339901CW	Criminal Justice	Criminal Justice	HS	No
339900CH	Debate	Debate	HS	No
459940CW	Digital Art 1	Digital Art 1	HS	No
459941CW	Digital Art 2	Digital Art 2	HS	No
529960CW	Documentary Film	Documentary Film	HS	No
609902CW	Drone Technologies	Drone Technologies	HS	No
3799310W	Early Dismissal	Early Dismissal	HS	No
999999C	ELECTIVE	ELECTIVE	HS	No
999999N	ELECTIVE	ELECTIVE	HS	No
3799100W	Eng I Reading Comp	English I Reading Comprehension	HS	No
389901CW	Enterprise Design	Enterprise Design	HS	No
389902CW	Enterprise Design Lab	Enterprise Design Lab	HS	No
329901CW	Environmental Science	Environmental Science	HS	No
379920CH	Fresh101/HS101	Freshman 101/High School 101	HS	No
339904CW	Globalization and the Making of t	Globalization and the Making of the Modern	HS	No
309922CH	Grammar&Comp	Grammar and Composition	HS	No
309922CW	Grammar&Comp	Grammar and Composition	HS	No
349902CH	Health	Health	HS	No
379984CW	High School & Life Enrichment 10	High School & Life Enrichment 10th	HS	No
379[illegible]5CW	High School & Life Enrichment 11	High School & Life Enrichment 11th	HS	No
37[illegible]5CW	High School & Life Enrichment 12	High School & Life Enrichment 12th	HS	No
379983CW	High School & Life Enrichment 9th	High School & Life Enrichment 9th	HS	No

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Courses
School Year 2020/2021
December 2021

12[illegible]100	Engineering/TEC	Engineering/TEC	ES	Yes
12990300	Engineering/TEC	Engineering/TEC	ES	Yes
12990200	Engineering/TEC	Engineering/TEC	ES	Yes
12990500	Engineering/TEC	Engineering/TEC	ES	Yes
12990400	Engineering/TEC	Engineering/TEC	ES	Yes
1299PK00	Engineering/TEC-Lego	Engineering/TEC-Lego	ES	Yes
12990K00	Engineering/TEC-Lego	Engineering/TEC-Lego	ES	Yes
1799MA01	ESOL Lab MA	EnglishtoSpeakersofOtherLangsLabMultiage	ES	Yes
1499MA00	Health/PhyEd	Health and Physical Education Multiage	ES	Yes
14990K00	Health/PhyEd	Health and Physical Education Kinder	ES	Yes
14990100	Health/PhyEd 1st	Health and Physical Education 1st Gr	ES	Yes
14990200	Health/PhyEd 2nd	Health and Physical Education 2nd Gr	ES	Yes
14990300	Health/PhyEd 3rd	Health and Physical Education 3rd Gr	ES	Yes
14990400	Health/PhyEd 4th	Health and Physical Education 4th Gr	ES	Yes
14990500	Health/PhyEd 5th	Health and Physical Education 5th Gr	ES	Yes
14990600	Health/PhyEd 6th	Health and Physical Education 6th Gr	ES	Yes
8990600	Study Hall 6th	Study Hall 6th Gr	ES	Yes
10993302	Writing through the Arts 1st	Writing through the Arts 1st	ES	Yes
10993303	Writing through the Arts 2nd	Writing through the Arts 2nd	ES	Yes
10993304	Writing through the Arts 3rd	Writing through the Arts 3rd	ES	Yes
10[illegible]305	Writing through the Arts 4th	Writing through the Arts 4th	ES	Yes
10[illegible]300	Writing through the Arts 5th	Writing through the Arts 5th	ES	Yes
8991000	Study Hall 10th	Study Hall 10th Gr	HS	No
8991100	Study Hall 11th	Study Hall 11th Gr	HS	No
8990900	Study Hall 9th	Study Hall 9th Gr	HS	No
619900CD	Marine Tech	Marine Tech	HS	No
619980CD	Marine Tech 1	Marine Tech 1	HS	No
619910	Marine Tech 2	Marine Tech 2	HS	No
619910CD	Marine Tech 2	Marine Tech 2	HS	No
609900CW	Intro to Aviation	Introduction to Aviation	HS	No
379912OW	ACT Homeroom	Arts, Communication & Technology HR OLD	HS	No
359901CW	Adaptive Music	Adaptive Music	HS	No
379910CW	ADVID 9th	ADVID 9th	HS	No
339901CH	Afro-American History	African-American History (SocSt)	HS	No
309913CH	Afro-American Studies	African-American Studies	HS	No
459906HW	Arts Portfolio 1	Arts Portfolio 1	HS	No
459907HW	Arts Portfolio 2	Arts Portfolio 2	HS	No
379900CW	AVID 1	AVID 1	HS	No
379930CW	AVID 10	AVID	HS	No
379980CH	AVID 10	AVID 10	HS	No
379981CW	AVID 10	AVID 10	HS	No
379940CW	AVID 11	AVID 11	HS	No
37[illegible]CW	AVID 12	AVID 12	HS	No
379901CW	AVID 2	AVID 2	HS	No

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Courses
School Year 2020/2021
December 2021

17990504	ESOL Science 5th	ESOL Science 5th	ES	No
17990604	ESOL Science 6th	ESOL Science 6th	ES	No
17990K04	ESOL Science K	ESOL Science K	ES	No
1799MA04	ESOL Science MA	ESOL Science MA	ES	No
1799PK04	ESOL Science PK	ESOL Science PK	ES	No
17990105	ESOL Social Studies 1st	ESOL Social Studies 1st	ES	No
17990205	ESOL Social Studies 2nd	ESOL Social Studies 2nd	ES	No
17990305	ESOL Social Studies 3rd	ESOL Social Studies 3rd	ES	No
17990405	ESOL Social Studies 4th	ESOL Social Studies 4th	ES	No
17990505	ESOL Social Studies 5th	ESOL Social Studies 5th	ES	No
17990605	ESOL Social Studies 6th	ESOL Social Studies 6th	ES	No
17990K05	ESOL Social Studies K	ESOL Social Studies K	ES	No
1799MA05	ESOL Social Studies MA	ESOL Social Studies MA	ES	No
1799PK05	ESOL Social Studies PK	ESOL Social Studies PK	ES	No
1499PK00	Health/PhyEd	Health and Physical Education PreK	ES	No
13990100	Humanities 1st	Humanities 1st Gr	ES	No
13990200	Humanities 2nd	Humanities 2nd Gr	ES	No
13990300	Humanities 3rd	Humanities 3rd Gr	ES	No
13990400	Humanities 4th	Humanities 4th Gr	ES	No
13990500	Humanities 5th	Humanities 5th Gr	ES	No
13990600	Humanities 6th	Humanities 6th Gr	ES	No
13[illegible]K00	Humanities K	Humanities Kinder	ES	No
16990000	Misc For Lang-I	Miscellaneous - Foreign Languages LBA-E	ES	No
19990500	PAES Lab 5th	PAES Lab 5th	ES	No
19990600	PAES Lab 6th	PAES Lab 6th	ES	No
8990100	Study Hall 1st	Study Hall 1st Gr	ES	No
8990200	Study Hall 2nd	Study Hall 2nd Gr	ES	No
8990300	Study Hall 3rd	Study Hall 3rd Gr	ES	No
8990400	Study Hall 4th	Study Hall 4th Gr	ES	No
8990500	Study Hall 5th	Study Hall 5th Gr	ES	No
08990K00	Study Hall K	Study Hall Kinder	ES	No
0899MA00	Study Hall MA	Study Hall Multiage	ES	No
0899PK00	Study Hall PK	Study Hall PreK	ES	No
16990100	World Cultures 1st	World Cultures 1st Gr	ES	No
16990200	World Cultures 2nd	World Cultures 2nd Gr	ES	No
16990300	World Cultures 3rd	World Cultures 3rd Gr	ES	No
16990400	World Cultures 4th	World Cultures 4th Gr	ES	No
16990500	World Cultures 5th	World Cultures 5th Gr	ES	No
16990600	World Cultures 6th	World Cultures 6th Gr	ES	No
16990K00	World Cultures K	World Cultures Kinder	ES	No
1699MA00	World Cultures MA	World Cultures Multiage	ES	No
1699PK00	World Cultures PK	World Cultures PreK	ES	No
10[illegible]301	Writing through the Arts 6th	Writing through the Arts 6th	ES	No
1299MA00	Engineering/TEC	Engineering/TEC	ES	Yes

BEAUFORT COUNTY SCHOOL DISTRICT
Inactive Local Board Approved Courses
School Year 2020/2021
December 2021

Course#	Course_Name	Course LongTitle	CreditType	Currently Active
1699C500	Chinese 5th NC	Chinese 5th NC	ES	No
1699C600	Chinese 6th NC	Chinese 6th NC	ES	No
12991500	Environ Studies 5th	Environmental Studies 5th	ES	No
12991600	Environ Studies 6th	Environmental Studies 6th	ES	No
17990100	ESOL 1st	EnglishtoSpeakersofOtherLangs1stGr	ES	No
17990200	ESOL 2nd	EnglishtoSpeakersofOtherLangs2ndGr	ES	No
17990300	ESOL 3rd	EnglishtoSpeakersofOtherLangs3rdGr	ES	No
17990400	ESOL 4th	EnglishtoSpeakersofOtherLangs4thGr	ES	No
17990500	ESOL 5th	EnglishtoSpeakersofOtherLangs5thGr	ES	No
17990600	ESOL 6th	EnglishtoSpeakersofOtherLangs6thGr	ES	No
17990K00	ESOL K	EnglishtoSpeakersofOtherLangsKinder	ES	No
17990101	ESOL Lab 1st	EnglishtoSpeakersofOtherLangsLab1stGr	ES	No
17990201	ESOL Lab 2nd	EnglishtoSpeakersofOtherLangsLab2ndGr	ES	No
17990301	ESOL Lab 3rd	EnglishtoSpeakersofOtherLangsLab3rdGr	ES	No
17990401	ESOL Lab 4th	EnglishtoSpeakersofOtherLangsLab4thGr	ES	No
17990501	ESOL Lab 5th	EnglishtoSpeakersofOtherLangsLab5thGr	ES	No
17990601	ESOL Lab 6th	EnglishtoSpeakersofOtherLangsLab6thGr	ES	No
17990K01	ESOL Lab K	EnglishtoSpeakersofOtherLangsLabKinder	ES	No
1799PK01	ESOL Lab PK	EnglishtoSpeakersofOtherLangsLabPreK	ES	No
1799MA00	ESOL MA	EnglishtoSpeakersofOtherLangsMultiage	ES	No
17990102	ESOL Math 1st	ESOL Math 1st	ES	No
17990202	ESOL Math 2nd	ESOL Math 2nd	ES	No
17990302	ESOL Math 3rd	ESOL Math 3rd	ES	No
17990402	ESOL Math 4th	ESOL Math 4th	ES	No
17990502	ESOL Math 5th	ESOL Math 5th	ES	No
17990602	ESOL Math 6th	ESOL Math 6th	ES	No
17990K02	ESOL Math K	ESOL Math K	ES	No
1799MA02	ESOL Math MA	ESOL Math MA	ES	No
1799PK02	ESOL Math PK	ESOL Math PK	ES	No
1799PK00	ESOL PK	EnglishtoSpeakersofOtherLanguagesPreK	ES	No
17990103	ESOL Reading 1st	ESOL Reading 1st	ES	No
17990203	ESOL Reading 2nd	ESOL Reading 2nd	ES	No
17990303	ESOL Reading 3rd	ESOL Reading 3rd	ES	No
17990403	ESOL Reading 4th	ESOL Reading 4th	ES	No
17990503	ESOL Reading 5th	ESOL Reading 5th	ES	No
17990603	ESOL Reading 6th	ESOL Reading 6th	ES	No
17990K03	ESOL Reading K	ESOL Reading K	ES	No
1799MA03	ESOL Reading MA	ESOL Reading MA	ES	No
1799PK03	ESOL Reading PK	ESOL Reading PK	ES	No
17990104	ESOL Science 1st	ESOL Science 1st	ES	No
17990204	ESOL Science 2nd	ESOL Science 2nd	ES	No
17990304	ESOL Science 3rd	ESOL Science 3rd	ES	No
17990404	ESOL Science 4th	ESOL Science 4th	ES	No

BEAUFORT COUNTY SCHOOL DISTRICT

Instructional Services Division

Reporting for Academic Committee Meeting

March 24, 2021

Inactive Local Board Approved Courses SY 2020-2021

(December 2021)

BEAUFORT COUNTY SCHOOL DISTRICT
LBA Courses Approved Since 2017
(Copies of the application on file)
December 2021

COURSE TITLE	COURSE CODE	SCHOOL	APPROVED
Advanced Creative Writing	309901CW	BHS	Sep-17
Adaptive Music	359901CW	BLHS	Nov-17
African American Studies	309913CW	WBECHS	Dec-18
Drone Technologies	609902CW	MRHS	Sep-17
High School & Life Enrichment	379984CW	WBECHS	Dec-17
High School & Life Enrichment	379985CW	WBECHS	Dec 2017
High School & Life Enrichment	379986CW	WBECHS	Dec-17
High School & Life Enrichment	379983CW	WBECHS	Dec-17
Peer Assistant	379982CH	BLHS	Dec-17
Senior Leadership	379924CW	MRHS	Feb-18
Senior Leadership	379924CH	MRHS	Feb-18

BEAUFORT COUNTY SCHOOL DISTRICT

Instructional Services Division

Reporting for Academic Committee Meeting

March 24, 2021

LBA Courses Approved Since 2017

Instructional Service Department

To: Principals

From: Dr. Mary Stratos, Chief Instructional Service Officer

Date: February 16, 2021

Re: Annual Review of Active Local Board Approved Courses in Power School

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Per the South Carolina Activity Coding System for the Student Information System Manual, Local School Boards have authority to approve locally designed courses. LBA courses can be used to meet a curriculum need when there is not a "state approved course" available. It is the responsibility of each district to maintain a listing of local board approved courses by subject area and subgroups. Additionally, the list must be uniformly numbered and approved by the district's board of trustees each year and evidenced in the board's minutes. The Office of Federal and State Accountability may ask for board minutes during a desk audit.

I have attached a list of locally board approved courses for the 2020-21 school year that are currently being taught in schools within Beaufort County School District. For those courses highlighted in green, there are application/documentation on file. However, there are no application/documentation on file for the courses highlighted in yellow. These courses were approved prior to 2015. If you have teachers who are currently instructing the courses highlighted in yellow and you plan on offering them next school year (2021/2022), please complete the zoom link below by ***February 24, 2021*** informing us of your intention to offer a currently active LBA course(s). For those LBA courses you intend on offering next year, you will be required to submit a completed LBA Application with the required documents attached to include (syllabus and standards) by Tuesday, ***March 2, 2021*** to Geri Henderson.

The attached documents include the following:

- List of Active and Inactive Local Board Approved Courses (see spreadsheet)
- BCSD Local Board Approved Application

Timeline

Complete Google Link below listing LBA Courses that will be offered next SY (2020/2021) at your school	Email Geri Henderson by Wednesday, February 24, 2021
Submit LBA w/Syllabus to ISD	Email Geri Henderson by Tuesday, March 2, 2021

LBA Course Offering for SY 2021/2022 Google Link:
https://docs.google.com/spreadsheets/d/1krd78WZigBj89jp7G6eGbARginAeJyu3LlzNrKtTBIs/edit#gid=0

BEAUFORT COUNTY SCHOOL DISTRICT

Instructional Services Division

Reporting for Academic Committee Meeting

March 24, 2021

Old Application

(Reactivated a Course)

Approved
2/16/2021
339902.CW

Beaufort County School District
NEW OR INNOVATIVE COURSE PROPOSAL

FILE: IS-21-E (2)

Requests for local Beaufort County School District new or innovative course approval must be submitted in October of the year prior to the year of implementation. All proposed course requests must submit this application in its entirety before consideration will be given. All proposed courses must be reviewed by the curriculum review panel in the Depart of Instructional Services, before a final recommendation will be made to the Board of Education for approval. It is recommended that a survey be conducted to verify the need/support for this particular course. Overall budget, staffing and the schools' fiscal ability to sustain the proposed course of study will be considered in the approval process.

Title of Course(s) being proposed: American History through Film

Subject/Content Area: Social Studies

School of Implementation: May River High School

Name of staff member proposing course: Christopher Harrison **Position:** Classroom Teacher

Application prepared by: Christopher Harrison

Principal/Director of School where course to be offered: Todd Bornscheuer

Course beginning date (month/year): August 2021

Length of course: Semester X Year ____

Projected Enrollment: Initially: 2 sections of 30 students = 60. Withy interest level and demand, hopefully those numbers will increase in subsequent semesters and school years.

Unit(s) of credit to be granted: 1 elective credit (Social Studies).

Name of staff teaching course: Christopher Harrison

List areas of teacher certification: Social Studies, Masters + 30; Endorsements: AP – Research, R2S Requirement, AP - United States History, Gifted and Talented

List experience/training teacher has in this area of study: 10 years teaching experience in BCSD, all ten years in US History with past five years teaching AP US History. Two Master's degrees in teaching Social Studies and in History, numerous seminars, trainings, and graduate-level classes geared toward American history and engaging students. And I am a movie savant, especially as it pertains to American history.

What warrants offering this course as an innovative or new course? The course goals and material are based on the prescribed US History curriculum and satisfies the South Carolina state social studies standards. The focus of this seminar is to analyze and discuss the story of the American people from foundation to the present day through the medium of film and class discussion. It will be taught chronologically by utilizing the six major themes of studying US History as designated by the SC state standards as well as with periodization via eight specific eras of American history. The course will progress through these periods thematically in order to measure knowledge and understanding of both history and the films that portray it, as well as whether the depiction of history is accurate. This class will analyze the films through the lens of historiography with regard to character development, setting and context, and expose students to various genres of film and filmmaking. The ultimate aim is to shed light on the development of American culture and how it has morphed and changed over time by exploring how Hollywood has chosen to depict the social and political issues of American history at different times and within different contexts. I

have polled students who believe this would be a wonderful class as a prerequisite for or subsequent to US History, and all students that I have polled would love to take it.

If this course will be offered as a sequence, complete the information below:

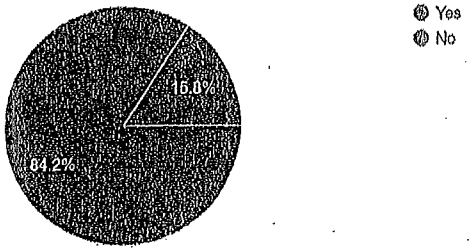
Course Code	Course Title	Grade Level	Credit

N/A. However, this class would ideally be taught to upper grade levels, i.e. juniors and/or seniors (11th/12th grades) who have the need for an additional elective course. In a perfect world, it would be subsequent to taking US History, which is bound by the strictures of end-of-course testing, and function as an extension and further in-depth exploration of American History.

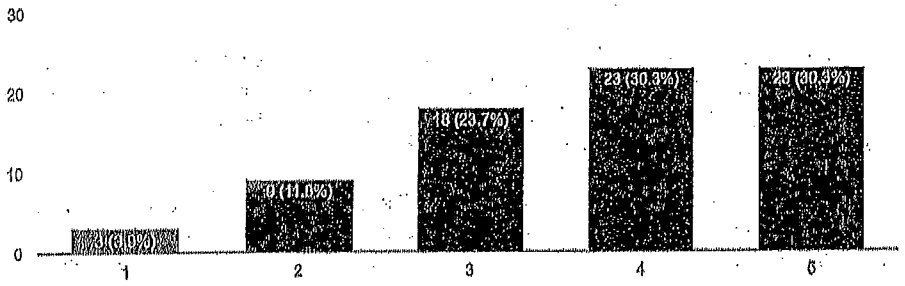
Was a needs assessment conducted and/or students surveyed? Yes

If yes, summarize student responses for the need for the innovative course:

Would you be interested in taking an elective course at MRHS titled "American History through Film"
76 responses



On a scale of 1-5 (1 = low interest; 5 = high interest), rate your interest level in taking an elective course at MRHS titled "American History through Film."
76 responses



Will student be exempt from post-secondary courses if they successfully complete any of these secondary course(s)? No.

If so, Institution name: N/A **Course Name(s):** N/A

Describe/name what facility needs or requirements: None

Describe any training or professional development requirements: No training is required.

Describe/name staffing requirements: N/A

Describe scheduling requirements: The course will be a part of the semester block schedule and open to all students.

Name any software required for each course: There is no new or additional software requirements for this course.

Cost per student $ N/A **Cost per school license $** None. (*See copyright information cited below).

What are the IT requirements to support software (if any) N/A

Name any textbook(s) that may be required for each course: None. There will not be a specific textbook, but a variety of readings, primary documents, articles, etc. that the instructor already has or has the ability/access to obtain.

Available through SCSDE book depository? N/A **If not, cost of each text.** N/A

Cost of any additional materials. Based on the syllabus and movie list provided therein, either myself or the school/district owns the DVD to several the films to be utilized in class. Based on the "Face to face exemption" to the copyright requirements, (*see below) an additional cost may be the purchase or rental of DVDs that we do not already possess for class viewing. Of great assistance would be the use of any existing or purchase of a DVD player to be used with the Boxlight board for class-related movie viewing.

Name	Cost
a.	
b.	
c.	
d.	

Date Course application submitted to Instructional Services Department: December 11, 2020.

* Copyright "Face-to-face Teaching Exemption"

(17) 110. Limitations on exclusive rights: Exemption of certain performances and displays[44]
Notwithstanding the provisions of section 106, the following are not infringements of copyright:
(1) performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a nonprofit educational institution, in a classroom or similar place devoted to instruction, unless, in the case of a motion picture or other audiovisual work, the performance, or the display of individual images, is given by means of a copy that was not lawfully made under this title, and that the person responsible for the performance knew or had reason to believe was not lawfully made. (Copyright Law of the United States, Title 17. *Chapter 1: Subject Matter and Scope of Copyright.* https://www.copyright.gov/title17/92chap1.html#110. Accessed December 2020.)

Under the "Face-to-Face Teaching Exemption," copyrighted movies may be shown in a K-12 school setting without copyright permission only if all criteria are met:

- A teacher or instructor is present, engaged in face-to-face teaching activities.
- The institution must be an accredited, nonprofit educational institution.
- The showing takes place in a classroom setting with only enrolled students in attendance.
- The movie is used as an essential part of the core, required curriculum being taught. (The instructor should be able to show how the use of the motion picture contributes to the overall required course study and syllabus.)
- The movie being used is a legitimate copy, not recorded from a legitimate copy or recorded from TV.

Beaufort County School District
NEW OR INNOVATIVE COURSE PROPOSAL
APPENDIX A
SIGNATURE PAGE

All signatures are required in order to implement proposed course. Signature verifies that the proposal has been read and that all elements have been taken into consideration by the responsible parties. This approval form will be returned to the applicant and to the school principal once completed.

Christopher Harrison (electronic signature) December 7, 2020

Teacher of the new innovative course **Date**

(Required)

Principal of school where innovative/new course will be offered **Date** December 7, 2020

For ISD use:
Course Approved _____ **Course Not Approved** _____

Chief Instructional Services Officer (Appendix C)
Superintendent (Approval form – (Appendix C)
Board of Education (Approval form – (Appendix C)

December 9, 2020

Dear Beaufort County District Leadership,

My name is Michelle Morante and I am the chairperson for the School Improvement Council (SIC) at May River High School. At our last SIC meeting, Mr. Chris Harrison, a well-respected U.S. history educator at our school, presented his idea to bring a new elective to May River High School. This elective would teach U.S. history through the use of film. After hearing Mr. Harrison's description of the class, how it would be taught, and the reasons he felt as an educator it would be a great opportunity for May River High School students, the SIC unanimously voted to support his endeavor and encourages the board to approve this new course for the May River High School curriculum.

Electives are a critical part of the high school curriculum. They allow students to learn about particular interests and focus on their strengths. New and fresh electives help to enhance and enrich the offerings for our students. Teaching U.S. history using film is a wonderful way to bring events, dates, and people to life. Movies are a unique learning tool that can engage students in different ways and inspire in-depth discussions of important material. Using movies as a teaching platform can bring a different perspective to historical events and allow students to question and reflect about the past, find connections to the present, and theorize how it may shape the future. This type of class can help students process information in a novel way, look at events through a different lens, and energize participation and discussion.

This class would be a wonderful addition to the curriculum at May River High School. Mr. Harrison has the full support of the SIC. Thank you for your time.

Sincerely,

Michelle Morante

Michelle Morante

Beaufort County School District
NEW OR INNOVATIVE COURSE PROPOSAL

N/A

APPENDIX B
COMPLETE BUDGET SUMMARY

Item	Amount/Number/Type	Cost Each	Total Cost
Added Staff			
Software			
Hardware			
Textbooks			
Materials			
Other			
Other			
Other			

AMERICAN HISTORY THROUGH FILM
May River High School

Christopher Harrison – Room 1016 *843-836-4900 / christopher.harrison@beaufort.k12.sc.us*

Course Overview:

In its structure and breath, American History Through Film is the equivalent of a survey history of the United States from 1607 to the present. Historical content will be presented chronologically via eight Periods or Eras and include an in-depth study of the **Six Major Themes** which that have shaped American Civilization as designated by the SC State Department of Education and current US History and Constitution course standards (https://ed.sc.gov/instruction/standards-learning/social-studies/standards/, 2020). These Periods and themes are as follows:

- Period 1: 1607-1754
- Period 2: 1754-1800
- Period 3: 1800-1850
- Period 4: 1850-1877
- Period 5: 1865-1898
- Period 6: 1898-1945
- Period 7: 1945-1980
- Period 8: 1980-present

1) **American Culture and Identity** – The American Culture and Identity theme encourages the study of various cultural groups, movements, and the development of distinct ideologies, including American exceptionalism, throughout periods of American history. Additionally, cultural movements and political ideologies impacted national politics, foreign policies, and societal development.
2) **Capitalism and Technological Innovation** – The Capitalism and Technological Innovation theme encourages the study of the development of the American free enterprise system and its role in the promotion of exchange, industry, and invention within the economy and its impact on American society and politics. The American government's role includes promoting economic growth and regulating significant inequalities resulting from the free enterprise system.
3) **Expansion, Regionalism, and Union** – The Expansion, Regionalism, and Union theme encourages the study of American expansionism and the simultaneous process of socioeconomic division, unity, and the proper role of the federal government in regulation. Over time, American regions, political factions, and national institutions have experienced divergent and convergent economic, political, and social perspectives.
4) **Founding Principles and Political Institutions** – The Founding Principles and Political Institutions theme encourages the study of core American political values and institutions, founding documents, essential political processes, and constitutional debates. Founding principles, expressed in seminal documents, serve as the basis of unity, debates, and compromises over time.
5) **Migration and Mobility** – The Migration and Mobility theme encourages the study of the movement of humans into and throughout North America including reactions to the resulting demographic, economic, environmental, and political changes. Push and pull factors, significant migratory patterns, and the natural environment have also impacted movements in American history.
6) **Natural Rights and Social Development** – The Natural Rights and Social Development theme encourages the study of fundamental American values such as inalienable human rights, social reform movements, social legislation and the documents therein. American social values were shaped over time as evidenced in social reform and the resulting legislation. Initiatives undertaken in order to secure the rights and the blessings of liberty to disenfranchised groups will also be explored.

The coursework will also emphasize four distinct **Historical Thinking Skills** that are necessary for students to master the art of analytical writing, document analysis and interpretation, and historiography. They include:

A) Crafting Historical Arguments from Historical Evidence
B) Appropriate Use of Historical Evidence (both primary and secondary sources)
C) Chronological Reasoning (including historical causation, patterns of continuity and change over time, and periodization)
D) Comparison and Contextualization, Historical Interpretation and Synthesis

The course goals and material are based on the prescribed US History curriculum and satisfies the South Carolina state social studies standards. The focus of this seminar is to analyze and discuss the story of the American people from foundation to the present day through the medium of film and class discussion. It will be taught chronologically by utilizing the six major themes mentioned above in order to measure knowledge and understanding of both history and the films that portray it, as well as whether the depiction of history is accurate. This class will analyze the films through the lens of historiography with regard to character development, setting and context, and expose students to various genres of film and filmmaking. The ultimate aim is to shed light on the development of American culture and how it has morphed and changed over time by exploring how Hollywood has chosen to depict the social and political issues of American history at different times and within different contexts.

Readings and Additional Sources:

There is no required textbook to be obtained for this course. Various readings, documents, and supplemental course materials will be made available and distributed by the instructor. Additional sources include, but are not limited to the following:

- Newman, John J. and John M. Schmalbach. *United States History: Preparing for the AP Exam*. AMSCO. 2018, 2020.
- Heffner, Richard D. *A Documentary History of the United States, 8th ed.* Signet. 2009.
- Zinn, Howard. *A People's History of the United States*. Harper Collins. 2010.
- Bennett, William J. *America: The Last Best Hope (Vol. 1, 2, and 3)*. Thomas Nelson, Inc. 2006, 2007, 2009.

Selected On-line Sources:

- Stanford History Education Group: https://sheg.stanford.edu/history-lessons
- Modern History Sourcebook: http://www.fordham.edu/halsall/mod/modsbook.asp
- Gilder-Lehrman Institute: https://ap.gilderlehrman.org
- Khan Academy: https://www.khanacademy.org/humanities/us-history
- USA TestPrep https://www.usatestprep.com
- History Matters (GMU): http://historymatters.gmu.edu/

Class Materials:

- 1 three ring binder and/or 2-3 notebooks
- Pencils, black and/or blue pens, highlighters (various colors), and paper
- Student HP tablet

Class Objectives and Goals:

Learning and Developmental Goals – as designated by the SC State Department of Education and current US History and Constitution course standards (https://ed.sc.gov/instruction/standards-learning/social-studies/standards/, 2020).
By the end of the course, students should be able to:

- ✓ Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.
- ✓ Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803–1877.
- ✓ Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862–1924.
- ✓ Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.
- ✓ Demonstrate the impact of America's global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945–present.

In conjunction with the SC state standards for US History, my overarching goal is to expose students to the highs and lows of American history in a way that is far from the stereotypical notion of memorizing names and dates. Our history is exactly that – a story – and should be presented as such. I believe there is no better way to do this than by utilizing our best contemporary medium for telling stories: the movies. There are several films that do a wonderful job of exposing American history in all her glory, and a great deal of her shame. My objective is to educate and inform students about these movies and use the films as tools to discuss their accurate and/or inaccurate portrayal of American history. Thus, the ultimate goal is to discuss and analyze via the outlet of film our history as a nation, our story as a society, the dynamic nature of our culture, and in doing so, address the potential of our future.

Grading:

Each student is required to be present and participate as well as have a hardbound loose-leaf notebook to keep all materials, notes etc. All grades are based on the Beaufort County School District required percentages listed below.

1. Tests = Each test will consist of any combination of multiple-choice questions, a timed essay, and/or short answer questions based on the historical content, comparison of films to history, class discussion, and readings modeled on course guidelines. There will be approximately one test every 2-3 weeks.
2. Quizzes/Homework = Each student will have regular quizzes and/or written assignments based on various readings, reflections, discussions, etc.

3. Short Papers/DBQ's/Seminars – Each student will be required to submit various independent essays and/or document-based essays. Additionally, each student will participate in seminars based on a series of works beyond the films.
4. Participation/Attitude: There will be a strong emphasis on discussion and class participation throughout the year. Each student is encouraged to provide reasoned, relevant, and responsible commentary and inquiry throughout the course.

Formative vs. Summative Description: Formative assessments are used to monitor student learning and to provide a benchmark of student progress toward learning targets and goals. It provides ongoing feedback to both the student and the teacher, which can in turn be used to improve instruction and learner outcomes. Formative assessments help identify areas of strength as well as areas of refinement for students which allow for timely intervention. Not every formative assessment is graded. Summative assessments aim to evaluate student learning and mastery at the end of a unit of study. They are often high stakes and thus count more significantly in the calculation of a student's grade.

Summative	60%	The goal for summative assessment is to evaluate student learning at the end of an instructional unit.	Examples include but are not limited to tests, final written pieces projects, presentations, performance tasks, and performances.
Formative	40%	The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used to improve as needed.	Examples include but are not limited to journals, notebooks, warm-ups, quizzes, and exit slips, daily work, board work, closure activities, quizzes, skills practice, and individual student conferences.

Parents are encouraged to use the PowerSchool Parent Portal to access student grades and attendance starting the first week of the semester. If you do not have your Parent Portal access, please notify the office and we will accommodate this. Power School is one of several ways that teachers will communicate with parents about instruction and what the students are learning. Teachers will notify parents if the grade drops below a 70% in class. This class will follow the district numerical grading assignment:

Grading Scale:

A - 90-100 **B - 80-89** **C - 70-79** **D - 60-69** **F - 59 and below**

Homework:

There will be some form of homework assigned on a daily basis, and due the next school day. All homework has a specific purpose, is viewed as an extension of classroom activity, and will be in harmony with the student's needs and abilities – it will not be given for disciplinary reasons. I recognize that home and outside activities have inherent and educational value. As such, assignments will be carefully planned, appropriate, and well understood by the student before he/she leaves school. All homework assignments may not be formally graded, but I will evaluate the student's homework performance to assess needs and/or level of mastery.

****There will be NO late work accepted in AHTF class** – all assignments are due on or before the given due date. Students are expected to complete and turn in any and all work, assignments, essays, and tests on or before the given due date. This is the standard of responsibility for all students and will be adhered to barring any unforeseen or extenuating circumstances.

Any work submitted after the due date and/or not submitted at all will receive a grade of 0 (zero). This includes, but is not limited to, all homework, classwork, essays, and assignments. The daily homework and all assignments for this course will be posted on Google Classroom as well as assigned in class. Please refer to the class page on Google Classroom and/or contact me with any further questions. For excused (Lawful) absences, students will be granted the opportunity to make-up any missed assignments and/or work due to the absence(s). This will include homework, quizzes, tests, writing assignments etc. The period for making up the work will be a minimum of one (1) class day for each class day missed to a maximum of one week. Students who have unexcused absences may be given the opportunity to make up work ***at the discretion of the teacher*** and/or principal/administration during make-up sessions, however, the unexcused absence remains in the student's record.

Classroom Rules:

1. **Be Respectful of Everyone.** - Students should not talk when the teacher, another student, or another faculty member is talking. In return, the teacher, the other students, and the faculty member will not talk when that students is speaking. Remember this is a discussion-based class therefore, agreement is not required; respect is.
2. **Be on time.** - Students have 5 minutes between classes. This is ample time to be seated by the tardy bell.
3. **I dismiss you, not the bell.** – Students are to stay in their seats, even if the bell has rung, until the teacher dismisses them.

4. **Be Responsible.** – Students should come to class prepared with all of their materials and assignments. Students are responsible for making up any missed work. Students are to turn in homework at the beginning of class, NO EXCUSES.
5. Students will be required to sit in assigned seats as needed or necessary.
6. Students are expected to uphold ALL rules, policies, and procedures stated in the student handbook.

Consequences for Violating Class Rules:

1. Warning (Verbal and Nonverbal).
2. Teacher / student conference in conjunction with a call home.
3. Office Referral (Steps 1, 2, and 3 may be bypassed when severity is taken into account).

Classroom Procedures:

1. Students are required to bring all materials and assignments to class with them each day.
2. Students will complete assignments on their own.
3. Student work is graded on content understanding, correctness, and completeness.
4. Students, who are legally absent, are responsible for getting and turning in missed work.
5. Students are to be in their seats when the tardy bell rings.
6. Any student may receive additional help from the teacher. It is best to let the teacher know that you are coming in advance, preferably by email. Office hours are before or after school by appointment.
7. Students cannot use the restroom in the first 15 minutes or the last 15 minutes of class.
8. Students needing to leave the classroom must get their pass signed by the teacher.

Communication with the Parents:

Parents will be contacted via telephone calls, open house, notes sent home, e-mails, progress reports, and report cards. Parents will be kept informed of their child's progress, or lack thereof, as well as other concerns and/or praises I need to share. I appreciate your concern in your child's education and look forward to an excellent year!

Progress Reports and Report Cards: Progress reports are sent home to parents/guardians of all students at the midpoint of each quarter. Report cards are sent home at the end of each quarter. The purpose of these reports is to communicate student progress in all classes. Distribution dates are indicated on the district calendar.

Updates: Teachers update grades in Power School within 7 days of the completion of assignments. Grades for major projects, presentations, or writing assignments that may occur over multiple days may be an exception. However, teachers will grade progress on components of these major assignments as they are assessed each week, if applicable.

Specific Course Content:

See ***Appendix A*** for a list of films related to American history in chronological order for class viewing and assessment purposes. Not all the movies listed will be used, however the films used for this course will be drawn from this list, unless otherwise notified by the instructor of any additions. Please refer to ***Appendix B*** for the purposes of detaching and returning in order to indicate via parent signature that your student/s have permission to view these films partially or in full, some of which are rated PG-13 or R by the Motion Picture Association. Thank you.

Appendix A

American History Through Film -- C. Harrison
Potential list of Films (in historical chronological order):

1607-1815
- The Crucible
- Last of the Mohicans
- The Patriot
- 1776
- John Adams
- 12 Years a Slave

1803-1877
- The Alamo
- Far and Away
- How the West was Won
- Amistad
- Gone with the Wind
- Glory
- Lincoln
- The Conspirator
- Birth of a Nation
- Bury My Heart at Wounded Knee
- Dances with Wolves

1862-1924
- Gangs of New York
- The Wizard of Oz
- Newsies
- All Quiet on the Western Front
- 1917
- Wonder Woman
- The Great Gatsby

1893-1945
- Inherit the Wind
- Cinderella Man
- Annie
- The Grapes of Wrath
- The Untouchables
- On the Waterfront
- Casablanca
- Flags of our Fathers
- Pearl Harbor
- Tora! Tora! Tora!
- Midway
- Red Tails
- Hacksaw Ridge
- Saving Private Ryan

1945-1980
- To Kill a Mockingbird
- Dr. Strangelove: or How I Learned to Stop Worrying and Love the Bomb
- Thirteen Days
- JFK
- Good Night, and Good Luck
- Edgar
- Milk
- Nixon
- Apollo 13
- Ghosts of Mississippi
- Mississippi Burning
- Selma
- Malcolm X
- Ali
- The Butler
- Detroit
- The Help
- Hidden Figures
- Apocalypse Now
- Platoon
- Full Metal Jacket
- Good Morning Vietnam
- Born on the Fourth of July
- Forrest Gump
- The Post
- All the President's Men

1980-present
- Argo
- Remember the Titans
- Charlie Wilson's War
- Blackhawk Down
- Do the Right Thing
- A Time to Kill
- Vice
- Flight 93
- The Big Short

Appendix B

(Please read, sign and complete the information, and return. Thank you.)

I have read and understand the attached course syllabus for Mr. Harrison's **American History Through Film** course. I acknowledge my responsibility for success and agree to adhere to the above guidelines while a student in his class. I recognize that PG-13 and R rated movies and/or movie clips will be shown and acknowledge with my signature below that I give permission for my child/student to view these films as part of this course.

Student printed name: _____

Student signature: _____ ***Date:*** _____

Parent/Guardian signature: _____ ***Date:*** _____

Parent/Guardian contact info. – email address & phone (easiest to reach):

_____

_____

_____

Beaufort County School District
NEW OR INNOVATIVE COURSE PROPOSAL

APPENDIX E
SOFTWARE QUOTE

Attach a software quote if you intend to include software in your budget. A sole source letter may be required if the coast is above $2,500.

N/A.

Beaufort County School District
NEW OR INNOVATIVE COURSE PROPOSAL

Required Attachments:

- Signature page – Appendix A
- Complete Budget Summary (template attached) Appendix B
- Board of Education Approval Form Appendix C (for ISD to complete)
- Course(s) Syllabi Appendix D
- Software quote (if any) Appendix E

Beaufort County School District
NEW OR INNOVATIVE COURSE PROPOSAL

APPENDIX D
COURSE SYLLABI

****Please refer to the syllabus attached separately to this application.**

Goals of the Course:
By the end of the course, students should be able to:

- Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.
- Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803–1877.
- Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862–1924.
- Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.
- Demonstrate the impact of America's global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945–present. (https://ed.sc.gov/instruction/standards-learning/social-studies/standards/, 2020)

In conjunction with the SC state standards for US History, my overarching goal is to expose students to the highs and lows of American history in a way that is far from the stereotypical notion of memorizing names and dates. Our history is, in fact, a story and should be presented as such. I believe there is no better way to do this than by utilizing our best contemporary medium for telling stories: the movies. There are several films that do a wonderful job of exposing American history in all her glory, and a great deal of her shame. My objective is to educate and inform students about these movies and use the films as tools to discuss their accurate and/or inaccurate portrayal of American history. This class will analyze the films through the lens of historiography regarding character development, setting and context, and expose students to various genres of film and filmmaking. The ultimate aim is to shed light on the development of American culture and how it has morphed and changed over time by exploring how Hollywood has chosen to depict the social and political issues of American history at different times and within different contexts. Thus, the ultimate goal is to discuss and analyze via the outlet of film our history as a nation, our story as a society, the dynamic nature of our culture, and in doing so, address the potential of our future.

**Please see the attached syllabus that includes a breakdown of chronological periodization, six major themes, historical thinking skills, state standards, and film list also broken down by chronological era/period.

Beaufort County School District
NEW OR INNOVATIVE COURSE PROPOSAL

*****COMPLETED BY ISD STAFF*****
APPENDIX C

Beaufort County Board of Education
Beaufort, South Carolina
(For District Office Use)
INNOVATIVE COURSE APPROVAL
Date: 2/16/2021
Course: History In Film

The following new/innovative course History In Film **is submitted for approval and for initial implementation during the** 2021/2022 **school year.**

Submitted:
Date: 12/09/2020

Signed: _____
Chief Instructional Services Officer

Approved:
Date: 2/16·2021

Signed: Not Needed as Course is already ACTIVE as an LBA. Syllabus will establish the foundation for future use. ✓
Superintendent

Approved:
Date: _____

Signed: _____
Chairman, Board of Education

The course History In Film **Course #** 339902CW **has undergone curriculum review and meets all of the stipulated requirements for new/innovative course implementation.**

Attachments:
Course Syllabus

Henderson, Geraldine C

From: Henderson, Geraldine C
Sent: Wednesday, February 17, 2021 8:36 AM
To: Bornscheuer, Joseph T; Carter, Carrie
Cc: Stratos, Mary E; Gilbert, Karen M; Fallon, Daniel; Harrison, Christopher E
Subject: RE: New Course Request
Attachments: LBA Approved, History In Film, Feb 16, 2021.pdf

Good Morning Todd and Carrie,

On yesterday, the Curriculum Panel from ISD reviewed your LBA Application to offer ***American History Through Film***. Currently, there is an inactive LBA Course ***(History In Film)*** in Power School. Hence, the LBA Application did not need to be submitted to the Academic Committee or School Board for approval. You are authorized to offer ***History In Film*** starting SY 2021/2022. Your approved application will be kept on file in ISD as documentation. You are also encouraged to keep a copy of the approved application on file at MRHS. The attachment is a copy of the approved application. Please note the following:

- **Course Title:** History In Film
- **Course Approved:** starting SY 2021/2022
- **Course #:** 339902CW
- **Credit:** 1.0
- **Length of Course:** Semester

Daniel,
Please activate History In Film in Power School so that only MRHS has access to the approved LBA Course. Thanks in advance.

If any questions, please call or email.

Geri Henderson

From: Carter, Carrie <Carrie.Carter@beaufort.k12.sc.us>
Sent: Tuesday, February 16, 2021 11:26 AM
To: Stratos, Mary E <Mary.Stratos@beaufort.k12.sc.us>; Henderson, Geraldine C <Geraldine.Henderson@beaufort.k12.sc.us>
Subject: New Course Request

Good Morning Dr. Stratos and Mrs. Henderson,

I wanted to reach out to see if there has been a decision on the MRHS new course addition (American History through Film) and adding courses already approved in the district to our offerings that were requested (listed below). Our

Beaufort County School District

2021 School Renewal Plan Summary

School Name: _____ Date:_____

Principal's Name: _____

The information requested below is an overview of your 2021 School Renewal Plan's Performance Goals which will be presented to the Beaufort County School Board's Academic Committee on March 24, 2021 for review and approval.

Item	Brief Description
School Renewal Plan Performance Goal - Student Achievement	
Performance Goal (Professional Development) Teacher/Administrator Quality	
Performance Goal -School Climate	
Performance Goal – Community Engagement	
School Improvement Council Meeting Dates:	
School Improvement Stakeholders	

From: Stratos, Mary E <Mary.Stratos@beaufort.k12.sc.us>
Subject: correction to Whale Branch Middle has been updated
To: Mercado, Amelia B <Amelia.Mercado@beaufort.k12.sc.us>
Sent: June 28, 2021 2:30 PM (UTC-04:00)
Attached: 6.29.2021 Priority ATSI shcools final presentation (1).pptx

Molly, please see the attached file. It was brought to my attention regarding data and the correction was made.

Beaufort County School District

Board of Education

June 29, 2021

Where Learning Leads the Way!

Hilton Head Island Middle School

Where Learning Leads the Way!

Data: Reading - MAP Projected Proficiency

	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	26.4% (216)	36.7% (300)	27.5% (225)	9.4% (77)	27.8% (233)	37.6% (315)	23.5% (197)	11.0% (92)	30.0% (258)	38.9% (334)	22.8% (196)	8.3% (71)
Black-F	28.9% (13)	48.9% (22)	22.2% (10)	0.0% (0)	38.6% (17)	47.7% (21)	13.6% (6)	0.0% (0)	45.8% (22)	41.7% (20)	10.4% (5)	2.1% (1)
Hispanic-F	31.4% (61)	46.4% (90)	19.1% (37)	3.1% (6)	34.9% (67)	44.3% (85)	16.7% (32)	4.2% (8)	35.3% (72)	45.1% (92)	16.7% (34)	2.9% (6)
White-F	7.2% (10)	31.2% (43)	46.4% (64)	15.2% (21)	5.7% (8)	38.3% (54)	37.6% (53)	18.4% (26)	11.1% (16)	36.1% (52)	37.5% (54)	15.3% (22)
Multilingual-F	53.8% (43)	43.8% (35)	2.5% (2)	0.0% (0)	59.0% (49)	39.8% (33)	1.2% (1)	0.0% (0)	60.7% (54)	34.8% (31)	4.5% (4)	0.0% (0)
Students with Disabilities-F	72.0% (18)	28.0% (7)	0.0% (0)	0.0% (0)	84.6% (22)	15.4% (4)	0.0% (0)	0.0% (0)	78.6% (22)	21.4% (6)	0.0% (0)	0.0% (0)
Socioeconomically Disadvantaged-F	26.6% (64)	48.5% (117)	21.2% (51)	3.7% (9)	30.5% (73)	47.3% (113)	18.4% (44)	3.8% (9)	32.9% (83)	46.4% (117)	15.5% (39)	5.2% (13)
Black-M	51.0% (26)	33.3% (17)	11.8% (6)	3.9% (2)	65.5% (36)	23.6% (13)	5.5% (3)	5.5% (3)	58.2% (32)	32.7% (18)	3.6% (2)	5.5% (3)
Hispanic-M	42.6% (87)	35.3% (72)	18.6% (38)	3.4% (7)	39.5% (85)	40.9% (88)	14.4% (31)	5.1% (11)	44.2% (96)	39.2% (85)	12.4% (27)	4.1% (9)
White-M	10.5% (16)	29.4% (45)	37.9% (58)	22.2% (34)	9.8% (15)	28.1% (43)	36.6% (56)	25.5% (39)	10.4% (16)	33.8% (52)	39.6% (61)	16.2% (25)
Multilingual-M	68.2% (75)	27.3% (30)	4.5% (5)	0.0% (0)	61.3% (73)	34.5% (41)	4.2% (5)	0.0% (0)	68.0% (83)	28.7% (35)	2.5% (3)	0.8% (1)
Students with Disabilities-M	84.0% (42)	10.0% (5)	6.0% (3)	0.0% (0)	77.8% (42)	20.4% (11)	1.9% (1)	0.0% (0)	90.6% (48)	7.5% (4)	1.9% (1)	0.0% (0)
Socioeconomically Disadvantaged-M	38.8% (94)	35.1% (85)	20.2% (49)	5.8% (14)	40.4% (103)	37.6% (96)	15.3% (39)	6.7% (17)	42.0% (107)	39.2% (100)	14.1% (36)	4.7% (12)
All Students	45.8% (66)	37.5% (54)	12.5% (18)	4.2% (6)	53.5% (85)	30.2% (48)	12.6% (20)	3.8% (6)	56.6% (99)	29.1% (51)	11.4% (20)	2.9% (5)

Data: Math MAP Projected Proficiency

		Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
SchoolName	Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Hilton Head Island Middle School	All Students	24.8% (203)	42.3% (346)	17.4% (142)	15.5% (127)	26.4% (224)	41.4% (351)	17.0% (144)	15.2% (129)	34.7% (298)	38.2% (328)	15.0% (129)	12.1% (104)
Hilton Head Island Middle School	Black-F	50.0% (22)	38.6% (17)	11.4% (5)	0.0% (0)	32.6% (15)	54.3% (25)	6.5% (3)	6.5% (3)	56.3% (27)	35.4% (17)	6.3% (3)	2.1% (1)
Hilton Head Island Middle School	Hispanic-F	30.7% (59)	54.2% (104)	9.4% (18)	5.7% (11)	33.3% (66)	51.5% (102)	10.1% (20)	5.1% (10)	44.6% (91)	43.6% (89)	7.4% (15)	4.4% (9)
Hilton Head Island Middle School	White-F	6.5% (9)	39.9% (55)	31.9% (44)	21.7% (30)	5.6% (8)	45.1% (64)	28.2% (40)	21.1% (30)	13.9% (20)	46.5% (67)	22.9% (33)	16.7% (24)
Hilton Head Island Middle School	Multilingual-F	48.7% (38)	48.7% (38)	2.6% (2)	0.0% (0)	58.3% (49)	36.9% (31)	4.8% (4)	0.0% (0)	70.8% (63)	27.0% (24)	2.2% (2)	0.0% (0)
Hilton Head Island Middle School	Students with Disabilities-F	80.0% (20)	20.0% (5)	0.0% (0)	0.0% (0)	81.5% (22)	14.8% (4)	3.7% (1)	0.0% (0)	92.9% (26)	7.1% (2)	0.0% (0)	0.0% (0)
Hilton Head Island Middle School	Socioeconomically Disadvantaged-F	28.9% (69)	52.7% (126)	12.1% (29)	6.3% (15)	28.6% (71)	53.6% (133)	11.7% (29)	6.0% (15)	41.3% (104)	46.0% (116)	8.3% (21)	4.4% (11)
Hilton Head Island Middle School	Black-M	47.1% (24)	37.3% (19)	13.7% (7)	2.0% (1)	59.3% (32)	24.1% (13)	13.0% (7)	3.7% (2)	66.7% (36)	20.4% (11)	11.1% (6)	1.9% (1)
Hilton Head Island Middle School	Hispanic-M	34.1% (71)	43.3% (90)	13.5% (28)	9.1% (19)	39.2% (85)	41.0% (89)	10.6% (23)	9.2% (20)	45.0% (98)	38.5% (84)	11.9% (26)	4.6% (10)
Hilton Head Island Middle School	White-M	9.3% (14)	27.8% (42)	23.2% (35)	39.7% (60)	8.4% (13)	26.0% (40)	27.9% (43)	37.7% (58)	12.3% (19)	26.5% (41)	27.7% (43)	33.5% (52)
Hilton Head Island Middle School	Multilingual-M	55.3% (63)	36.0% (41)	6.1% (7)	2.6% (3)	63.6% (77)	33.9% (41)	1.7% (2)	0.8% (1)	70.5% (86)	27.0% (33)	2.5% (3)	0.0% (0)
Hilton Head Island Middle School	Students with Disabilities-M	78.0% (39)	20.0% (10)	2.0% (1)	0.0% (0)	84.9% (45)	11.3% (6)	1.9% (1)	1.9% (1)	88.9% (48)	9.3% (5)	1.9% (1)	0.0% (0)
Hilton Head Island Middle School	Socioeconomically Disadvantaged-M	33.2% (81)	41.8% (102)	13.5% (33)	11.5% (28)	38.3% (98)	38.3% (98)	11.7% (30)	11.7% (30)	43.1% (110)	35.7% (91)	13.3% (34)	7.8% (20)

2021-2022 Academic School Year:

- Tiered 3 students: 70% of the students in iReady reading support classes met typical growth targets, and 55% of students in Ready Math met their growth targets.
- Tiered 2 students: 87% of the students in Reading Plus support classes were 5 or more grade levels below current grade. This percentage was reduced to 52% by spring 2021. Usage averaged equaled 32.8 hours which is in-line with Reading Plus recommendations.
- Multi - Lingual students: iLit – student growth for Newcomers was at 91% in the spring 2021 measured by the program screener.
- Each of the above programmatic models and resources are targeted for use in the 2021-2022 academic school year.

Accomplishments:

- The creation of the HHIMS COVID Anthology Book was supported by Rotary and Interact Clubs. The work of HHIMS student artists and poets were selected for publication. Proceeds from the sale of book will be donated to Volunteers in Medicine (VIM)
- Induction of 35 6th, 7th, and 8th graders into the National Junior Honor Society in April
- This year, 25 students were published in the River of Words publication. Cover artist was 6th grader Poppy Strocko
- Art League of Hilton Head will host an art show of the HHIMS paintings entitled, "In Pursuit of Freedom and Opportunity"
- 15 Junior Scholars
- Band and orchestra performed Winter and Spring Concerts.

Reflection:

- Through the perseverance from our students, families, teachers, counselors, and support staff we as a school community ended the school year strong.
- The school climate reflected high student engagement for excitement towards the new 2021-22 academic year.
- The realization that “things” don’t always come easy and sometimes you must work hard to complete tasks that normally were easy was a lesson learned.
- Our school community is surrounded by wonderful supportive personnel: bus drivers, cafeteria workers, counselors, social workers, Behavior Management Specialist and Interventionist, classified staff, and district office staff who have gone over and above what is needed to maintain a school environment where students could learn.

Whale Branch Middle School

Where Learning Leads the Way!

Data: Reading - MAP Projected Proficiency

	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	25.8% (2269)	38.3% (3364)	26.1% (2293)	9.7% (853)	30.0% (2726)	37.6% (3420)	22.9% (2081)	9.6% (874)	30.8% (2870)	37.0% (3448)	22.0% (2048)	10.1% (942)
Black-F	29.8% (334)	46.8% (524)	19.6% (219)	3.8% (42)	39.4% (456)	43.4% (502)	14.4% (166)	2.8% (32)	41.2% (491)	41.1% (490)	13.9% (166)	3.8% (45)
Hispanic-F	32.8% (401)	40.9% (500)	21.8% (267)	4.4% (54)	36.4% (467)	40.9% (524)	17.7% (227)	5.0% (64)	37.8% (499)	37.9% (501)	19.1% (252)	5.2% (69)
White-F	9.9% (159)	32.9% (530)	38.8% (625)	18.4% (297)	12.0% (199)	36.1% (600)	33.5% (557)	18.5% (308)	12.8% (217)	34.7% (587)	34.0% (575)	18.5% (312)
Multilingual-F	56.3% (319)	36.9% (209)	6.5% (37)	0.4% (2)	60.0% (366)	34.9% (213)	4.6% (28)	0.5% (3)	62.7% (395)	30.0% (189)	7.0% (44)	0.3% (2)
Students with Disabilities-F	73.8% (245)	19.9% (66)	4.5% (15)	1.8% (6)	79.3% (280)	16.7% (59)	2.3% (8)	1.7% (6)	78.2% (284)	16.0% (58)	4.1% (15)	1.7% (6)
Socioeconomically Disadvantaged-F	28.3% (698)	44.4% (1096)	22.1% (546)	5.2% (128)	34.4% (881)	43.0% (1102)	17.6% (452)	5.0% (129)	36.1% (950)	40.6% (1068)	18.0% (473)	5.2% (137)
Black-M	45.1% (507)	37.8% (424)	14.2% (160)	2.8% (32)	53.7% (626)	32.4% (378)	11.1% (129)	2.7% (32)	54.2% (638)	34.2% (403)	8.8% (104)	2.7% (32)
Hispanic-M	38.1% (516)	39.5% (535)	18.7% (253)	3.8% (52)	40.4% (575)	37.8% (537)	17.1% (243)	4.7% (67)	40.6% (589)	38.0% (551)	15.7% (227)	5.7% (83)
White-M	14.1% (250)	35.4% (628)	33.8% (599)	16.7% (297)	15.6% (285)	36.0% (657)	32.1% (585)	16.2% (296)	16.0% (297)	35.8% (665)	31.2% (581)	17.0% (317)
Multilingual-M	56.4% (401)	35.3% (251)	8.0% (57)	0.3% (2)	61.4% (465)	29.7% (225)	8.5% (64)	0.4% (3)	59.7% (459)	31.2% (240)	7.7% (59)	1.4% (11)
Students with Disabilities-M	69.8% (417)	21.8% (130)	6.5% (39)	1.8% (11)	74.2% (469)	17.4% (110)	5.9% (37)	2.5% (16)	74.4% (472)	18.0% (114)	5.7% (36)	1.9% (12)
Socioeconomically Disadvantaged-M	37.1% (970)	40.2% (1050)	18.4% (480)	4.4% (114)	42.2% (1141)	36.4% (984)	16.6% (448)	4.8% (131)	42.5% (1161)	37.4% (1021)	14.9% (406)	5.3% (144)

Data: Math MAP Projected Proficiency

	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	21.8% (1927)	41.4% (3660)	24.5% (2164)	12.3% (1090)	25.1% (2296)	39.5% (3611)	23.1% (2114)	12.2% (1112)	30.4% (2837)	37.6% (3502)	20.1% (1871)	12.0% (1115)
Black-F	30.9% (353)	48.7% (557)	17.3% (198)	3.1% (36)	36.2% (421)	44.5% (517)	16.2% (188)	3.1% (36)	47.7% (571)	38.4% (460)	11.5% (138)	2.4% (29)
Hispanic-F	29.1% (359)	45.3% (559)	19.6% (242)	6.0% (74)	33.5% (432)	42.8% (552)	17.5% (226)	6.2% (80)	39.2% (518)	39.7% (525)	15.4% (204)	5.7% (76)
White-F	8.6% (139)	40.5% (653)	32.5% (525)	18.4% (297)	10.1% (168)	41.6% (691)	30.6% (509)	17.7% (295)	14.1% (238)	39.7% (672)	27.3% (462)	18.9% (319)
Multilingual-F	48.2% (276)	41.4% (237)	9.1% (52)	1.4% (8)	53.9% (329)	37.5% (229)	7.5% (46)	1.0% (6)	59.3% (374)	33.9% (214)	6.3% (40)	0.5% (3)
Students with Disabilities-F	68.9% (233)	24.6% (83)	5.3% (18)	1.2% (4)	72.1% (256)	23.7% (84)	3.1% (11)	1.1% (4)	75.9% (274)	19.1% (69)	3.3% (12)	1.7% (6)
Socioeconomically Disadvantaged-F	26.7% (669)	48.5% (1214)	19.0% (476)	5.8% (144)	30.8% (795)	45.8% (1182)	17.6% (453)	5.8% (150)	39.8% (1048)	40.5% (1067)	14.4% (378)	5.3% (140)
Black-M	36.5% (417)	45.6% (520)	14.4% (164)	3.5% (40)	44.3% (520)	39.7% (466)	11.9% (140)	4.0% (47)	52.7% (624)	34.7% (411)	9.9% (117)	2.6% (31)
Hispanic-M	29.9% (406)	41.2% (559)	19.8% (268)	9.1% (123)	32.2% (459)	38.5% (550)	21.2% (302)	8.1% (116)	35.7% (519)	38.7% (563)	17.1% (248)	8.5% (124)
White-M	9.1% (161)	33.4% (593)	33.9% (601)	23.6% (419)	10.4% (189)	33.2% (605)	32.7% (597)	23.8% (434)	12.0% (224)	34.1% (635)	30.4% (566)	23.4% (436)
Multilingual-M	45.5% (325)	38.3% (274)	12.9% (92)	3.4% (24)	47.8% (363)	37.2% (283)	13.0% (99)	2.0% (15)	51.9% (401)	36.1% (279)	10.5% (81)	1.6% (12)
Students with Disabilities-M	63.7% (384)	25.5% (154)	7.0% (42)	3.8% (23)	67.0% (425)	22.1% (140)	7.4% (47)	3.5% (22)	71.5% (453)	17.7% (112)	7.9% (50)	3.0% (19)
Socioeconomically Disadvantaged-M	28.8% (757)	43.3% (1138)	20.1% (528)	7.8% (206)	33.4% (909)	40.3% (1098)	19.2% (522)	7.1% (193)	38.9% (1066)	38.0% (1042)	16.5% (453)	6.6% (181)

2021-2022 Academic School Year:

- Focus on the history/culture of Whale Branch area
- School Creed used as a reminder of school expectations
- Creation of Parent Nights - Middle School 101 as a tool to increase parent and community involvement
- Embedding an integrated model of reading/writing and research across the curriculum
- Regular monitoring of student progress during data meeting (Professional Learning Community- PLCs)
- Use of common academic language and performance-based learning objectives as a method of increasing targeted student learning
- Targeted use of Scholastic Literacy for 5th and 6th grades
- Reading Plus to improve student fluency of reading in grades 6th-8th
- i-Ready (Reading/Math)-to address learning gaps for Tiered 3 students.

Accomplishments:

- Ensured access to technology for virtual students
- **80%** of the top ten students at WBECHS came through WBMS
- Improvement upon the fidelity of MTSS practices to better meet the needs of our students
- Started a garden to home program that distributed fruits and vegetables to families
- Work with a consultant to assist with implementation focus upon literacy. (Educational Epiphany by Dr. Danyel Dickey).
- Reading across America Month targeted aspiring writers with author talk, Kwame Alexander.

Reflection:

Upon reflection of the 2020-2021 school year, we determined the importance of providing opportunities to build teacher capacity and teacher/family relationships is paramount. Building on this is our continued focus of pulling from the past into the present in order to build upon the future of community.

Beaufort Elementary School

Together We Are Sailing Into Success

Where Learning Leads the Way!

Data: Reading - MAP Projected Proficiency

	Reading											
	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	31.9% (60)	37.8% (71)	20.7% (39)	9.6% (18)	32.8% (61)	37.1% (69)	21.0% (39)	9.1% (17)	36.8% (70)	31.1% (59)	24.7% (47)	7.4% (14)
Black-F	42.3% (22)	44.2% (23)	13.5% (7)	0.0% (0)	48.0% (24)	34.0% (17)	18.0% (9)	0.0% (0)	53.8% (28)	34.6% (18)	11.5% (6)	0.0% (0)
Hispanic-F	22.2% (2)	66.7% (6)	11.1% (1)	0.0% (0)	33.3% (3)	55.6% (5)	11.1% (1)	0.0% (0)	44.4% (4)	44.4% (4)	11.1% (1)	0.0% (0)
White-F	4.5% (1)	50.0% (11)	27.3% (6)	18.2% (4)	4.5% (1)	50.0% (11)	31.8% (7)	13.6% (3)	13.6% (3)	36.4% (8)	40.9% (9)	9.1% (2)
Multilingual-F	100.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)
Students with Disabilities-F	84.6% (11)	15.4% (2)	0.0% (0)	0.0% (0)	83.3% (10)	16.7% (2)	0.0% (0)	0.0% (0)	91.7% (11)	8.3% (1)	0.0% (0)	0.0% (0)
Socioeconomically Disadvantaged-F	33.8% (25)	47.3% (35)	16.2% (12)	2.7% (2)	39.4% (28)	38.0% (27)	19.7% (14)	2.8% (2)	47.9% (35)	35.6% (26)	16.4% (12)	0.0% (0)
Black-M	47.1% (24)	27.5% (14)	19.6% (10)	5.9% (3)	47.1% (24)	35.3% (18)	11.8% (6)	5.9% (3)	48.1% (25)	26.9% (14)	21.2% (11)	3.8% (2)
Hispanic-M	14.3% (1)	57.1% (4)	28.6% (2)	0.0% (0)	14.3% (1)	57.1% (4)	28.6% (2)	0.0% (0)	14.3% (1)	57.1% (4)	14.3% (1)	14.3% (1)
White-M	16.1% (5)	29.0% (9)	25.8% (8)	29.0% (9)	9.7% (3)	29.0% (9)	35.5% (11)	25.8% (8)	12.9% (4)	19.4% (6)	41.9% (13)	25.8% (8)
Multilingual-M	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)	0.0% (0)	50.0% (1)
Students with Disabilities-M	73.3% (11)	20.0% (3)	0.0% (0)	6.7% (1)	80.0% (12)	13.3% (2)	6.7% (1)	0.0% (0)	76.9% (10)	23.1% (3)	0.0% (0)	0.0% (0)
Socioeconomically Disadvantaged-M	39.7% (25)	33.3% (21)	22.2% (14)	4.8% (3)	41.3% (26)	34.9% (22)	19.0% (12)	4.8% (3)	42.9% (27)	31.7% (20)	22.2% (14)	3.2% (2)

Data: Math MAP Projected Proficiency

	Mathematics											
	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	31.4% (59)	35.1% (66)	20.2% (38)	13.3% (25)	31.7% (59)	34.4% (64)	21.5% (40)	12.4% (23)	40.0% (76)	29.5% (56)	20.0% (38)	10.5% (20)
Black-F	48.1% (25)	36.5% (19)	11.5% (6)	3.8% (2)	50.0% (25)	36.0% (18)	12.0% (6)	2.0% (1)	59.6% (31)	30.8% (16)	7.7% (4)	1.9% (1)
Hispanic-F	22.2% (2)	66.7% (6)	11.1% (1)	0.0% (0)	44.4% (4)	44.4% (4)	11.1% (1)	0.0% (0)	55.6% (5)	44.4% (4)	0.0% (0)	0.0% (0)
White-F	9.1% (2)	50.0% (11)	13.6% (3)	27.3% (6)	4.5% (1)	50.0% (11)	27.3% (6)	18.2% (4)	13.6% (3)	40.9% (9)	18.2% (4)	27.3% (6)
Multilingual-F	100.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)
Students with Disabilities-F	76.9% (10)	23.1% (3)	0.0% (0)	0.0% (0)	66.7% (8)	25.0% (3)	8.3% (1)	0.0% (0)	75.0% (9)	16.7% (2)	0.0% (0)	8.3% (1)
Socioeconomically Disadvantaged-F	39.2% (29)	43.2% (32)	10.8% (8)	6.8% (5)	42.3% (30)	40.8% (29)	12.7% (9)	4.2% (3)	53.4% (39)	34.2% (25)	6.8% (5)	5.5% (4)
Black-M	35.3% (18)	41.2% (21)	13.7% (7)	9.8% (5)	41.2% (21)	37.3% (19)	13.7% (7)	7.8% (4)	50.0% (26)	28.8% (15)	17.3% (9)	3.8% (2)
Hispanic-M	28.6% (2)	14.3% (1)	42.9% (3)	14.3% (1)	28.6% (2)	28.6% (2)	28.6% (2)	14.3% (1)	42.9% (3)	0.0% (0)	57.1% (4)	0.0% (0)
White-M	12.9% (4)	12.9% (4)	48.4% (15)	25.8% (8)	3.2% (1)	19.4% (6)	45.2% (14)	32.3% (10)	12.9% (4)	19.4% (6)	38.7% (12)	29.0% (9)
Multilingual-M	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)
Students with Disabilities-M	60.0% (9)	20.0% (3)	13.3% (2)	6.7% (1)	60.0% (9)	33.3% (5)	6.7% (1)	0.0% (0)	84.6% (11)	15.4% (2)	0.0% (0)	0.0% (0)
Socioeconomically Disadvantaged-M	34.9% (22)	31.7% (20)	25.4% (16)	7.9% (5)	38.1% (24)	33.3% (21)	20.6% (13)	7.9% (5)	50.8% (32)	20.6% (13)	22.2% (14)	6.3% (4)

2021-2022 Academic School Year:

- Full Time Certified Academic Interventionist to work with students in grades kindergarten through three to provide intense academic services in six-week cycles.
- Afternoon program to focus upon intense reading and math instruction, including coursework for gifted and high ability learners.
- Continue to provide classroom resources and materials needed to support instruction.
- Provide professional development training for classroom teachers. Some examples include Orton Gillingham, RTI, Literacy LLI, and Dr. Danyel D. Dickey Scholastic Literacy.

Accomplishments:
We Are Sailing Into Success at BES!

Wow! Our Seagulls are GIFTED and TALENTED! Here are our 16 Newly Identified Artistically (Dance, Music, or Visual Art) GT students:



3rd Grade
Alexandra Murray
Tyson Walker
Natalie Cherami
Savannah Salazar-Myer
McKenzie Warko
Va'Nya Gardner

4th Grade
Hannah Grace Meyer
Elaina Horne
Joshua Rojo

5th Grade
Kyler Allmond
Sophie Ashley
Evelyn Lorenzo
Kamryn Forestal
Ivy Lin
Wyatt Johnson
Hadley Stevens

GT ARTS and SPECIAL OLYMPICS



STEM Cognia™ CERTIFIED

Cognia Recertified!



Construction Safety Award

RIVER OF WORDS

The **AMES Academy at Beaufort Elementary School** was thrilled to participate in River of Words this year. Virtual and in-person students learned about our local ecosystem in science class, and participated in a marsh talk led by our master naturalists, Meredith Rhoden and Jill Brown, to draw inspiration from nature. Our students then wrote poetry inspired by our area in ELA and created accompanying art in Mrs. Kent's art class. The best art and poetry from each class was submitted for review, and we are proud to announce our published authors and artists:

Third Grade: Isabelle Mujica, Alexandra Murray, Gage Jones, Ben Lewis, Tyson Walker
Fourth Grade: Jude Greenway, Hannah Grace Meyer, Maddox Grabenbauer, Charles Somerall, Gabrielle Smith
Fifth Grade: Kamden Howard

3

RIVER OF WORDS

Reflection:

As we reflect, we celebrate the supports that we were able to put in place as students moved towards returning to a full-time school environment to build on learning and their success. .

- We experienced an increase from 60% Face-to-Face (F2F), to an end-of-year 80% F2F student participation.
- An estimated 118 students received additional instructional support through extended day learning.
- Sixty students are signed up to attend Summer Discovery and Inquiry Camp.
- Upbeat survey indicates a need to improve professional development. 92% of those surveyed feel satisfied and that they have purpose in our school workplace.

Broad River Elementary

Where Learning Leads the Way!

Data: Reading - MAP Projected Proficiency

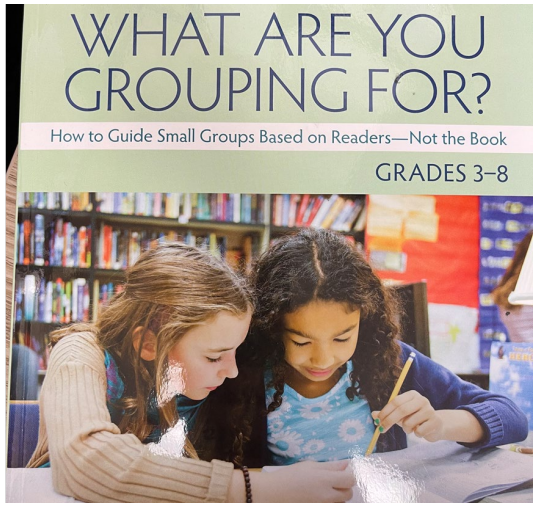
	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	36.2% (63)	40.2% (70)	20.7% (36)	2.9% (5)	41.3% (74)	37.4% (67)	15.6% (28)	5.6% (10)	41.3% (78)	37.0% (70)	14.3% (27)	7.4% (14)
Black-F	28.3% (13)	56.5% (26)	13.0% (6)	2.2% (1)	35.4% (17)	47.9% (23)	12.5% (6)	4.2% (2)	43.1% (22)	41.2% (21)	7.8% (4)	7.8% (4)
Hispanic-F	47.4% (9)	31.6% (6)	10.5% (2)	10.5% (2)	52.6% (10)	31.6% (6)	5.3% (1)	10.5% (2)	36.8% (7)	36.8% (7)	10.5% (2)	15.8% (3)
White-F	34.5% (10)	37.9% (11)	27.6% (8)	0.0% (0)	39.4% (13)	39.4% (13)	21.2% (7)	0.0% (0)	42.4% (14)	30.3% (10)	18.2% (6)	9.1% (3)
Multilingual-F	87.5% (7)	12.5% (1)	0.0% (0)	0.0% (0)	100.0% (8)	0.0% (0)	0.0% (0)	0.0% (0)	85.7% (6)	14.3% (1)	0.0% (0)	0.0% (0)
Students with Disabilities-F	75.0% (9)	16.7% (2)	8.3% (1)	0.0% (0)	75.0% (9)	25.0% (3)	0.0% (0)	0.0% (0)	58.3% (7)	33.3% (4)	0.0% (0)	8.3% (1)
Socioeconomically Disadvantaged-F	39.7% (27)	41.2% (28)	16.2% (11)	2.9% (2)	45.2% (33)	41.1% (30)	9.6% (7)	4.1% (3)	50.6% (39)	29.9% (23)	11.7% (9)	7.8% (6)
Black-M	36.4% (12)	45.5% (15)	18.2% (6)	0.0% (0)	48.5% (16)	36.4% (12)	15.2% (5)	0.0% (0)	36.4% (12)	54.5% (18)	9.1% (3)	0.0% (0)
Hispanic-M	60.0% (12)	30.0% (6)	10.0% (2)	0.0% (0)	55.0% (11)	30.0% (6)	10.0% (2)	5.0% (1)	65.0% (13)	20.0% (4)	10.0% (2)	5.0% (1)
White-M	37.5% (6)	25.0% (4)	31.3% (5)	6.3% (1)	31.3% (5)	31.3% (5)	18.8% (3)	18.8% (3)	30.0% (6)	35.0% (7)	25.0% (5)	10.0% (2)
Multilingual-M	60.0% (6)	40.0% (4)	0.0% (0)	0.0% (0)	60.0% (6)	30.0% (3)	10.0% (1)	0.0% (0)	80.0% (8)	10.0% (1)	0.0% (0)	10.0% (1)
Students with Disabilities-M	75.0% (6)	25.0% (2)	0.0% (0)	0.0% (0)	87.5% (7)	0.0% (0)	12.5% (1)	0.0% (0)	88.9% (8)	11.1% (1)	0.0% (0)	0.0% (0)
Socioeconomically Disadvantaged-M	45.8% (22)	41.7% (20)	10.4% (5)	2.1% (1)	52.2% (24)	34.8% (16)	10.9% (5)	2.2% (1)	42.9% (21)	38.8% (19)	16.3% (8)	2.0% (1)

Data: Math MAP Projected Proficiency

	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	27.7% (48)	43.9% (76)	22.0% (38)	6.4% (11)	33.3% (60)	41.1% (74)	22.8% (41)	2.8% (5)	42.9% (81)	36.5% (69)	15.3% (29)	5.3% (10)
Black-F	23.9% (11)	47.8% (22)	28.3% (13)	0.0% (0)	33.3% (16)	41.7% (20)	22.9% (11)	2.1% (1)	56.9% (29)	29.4% (15)	7.8% (4)	5.9% (3)
Hispanic-F	50.0% (9)	38.9% (7)	5.6% (1)	5.6% (1)	42.1% (8)	42.1% (8)	10.5% (2)	5.3% (1)	57.9% (11)	21.1% (4)	10.5% (2)	10.5% (2)
White-F	31.0% (9)	48.3% (14)	13.8% (4)	6.9% (2)	33.3% (11)	42.4% (14)	24.2% (8)	0.0% (0)	33.3% (11)	42.4% (14)	24.2% (8)	0.0% (0)
Multilingual-F	75.0% (6)	25.0% (2)	0.0% (0)	0.0% (0)	87.5% (7)	12.5% (1)	0.0% (0)	0.0% (0)	85.7% (6)	14.3% (1)	0.0% (0)	0.0% (0)
Students with Disabilities-F	91.7% (11)	8.3% (1)	0.0% (0)	0.0% (0)	75.0% (9)	16.7% (2)	8.3% (1)	0.0% (0)	83.3% (10)	8.3% (1)	0.0% (0)	8.3% (1)
Socioeconomically Disadvantaged-F	34.3% (23)	47.8% (32)	16.4% (11)	1.5% (1)	37.0% (27)	46.6% (34)	15.1% (11)	1.4% (1)	54.5% (42)	32.5% (25)	9.1% (7)	3.9% (3)
Black-M	24.2% (8)	48.5% (16)	21.2% (7)	6.1% (2)	41.2% (14)	38.2% (13)	20.6% (7)	0.0% (0)	48.5% (16)	39.4% (13)	9.1% (3)	3.0% (1)
Hispanic-M	45.0% (9)	30.0% (6)	20.0% (4)	5.0% (1)	40.0% (8)	35.0% (7)	20.0% (4)	5.0% (1)	40.0% (8)	45.0% (9)	10.0% (2)	5.0% (1)
White-M	12.5% (2)	43.8% (7)	25.0% (4)	18.8% (3)	12.5% (2)	50.0% (8)	31.3% (5)	6.3% (1)	15.0% (3)	45.0% (9)	35.0% (7)	5.0% (1)
Multilingual-M	81.8% (9)	18.2% (2)	0.0% (0)	0.0% (0)	50.0% (5)	40.0% (4)	10.0% (1)	0.0% (0)	60.0% (6)	30.0% (3)	10.0% (1)	0.0% (0)
Students with Disabilities-M	50.0% (4)	50.0% (4)	0.0% (0)	0.0% (0)	50.0% (4)	50.0% (4)	0.0% (0)	0.0% (0)	66.7% (6)	22.2% (2)	11.1% (1)	0.0% (0)
Socioeconomically Disadvantaged-M	34.0% (16)	40.4% (19)	14.9% (7)	10.6% (5)	42.6% (20)	38.3% (18)	17.0% (8)	2.1% (1)	49.0% (24)	32.7% (16)	14.3% (7)	4.1% (2)

2021-2022 Academic School Year:

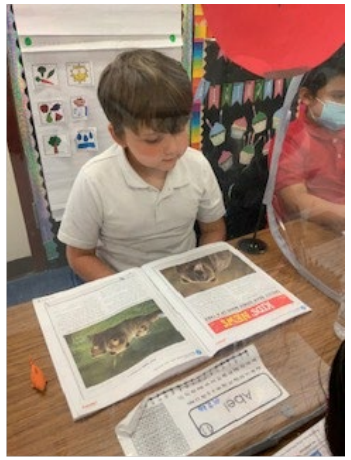
- Continue with current literacy plan: focus upon a gradual release model built upon differentiated instruction at Tier 1 and small group instruction.
- Maintain instructional learning with fidelity of practice and focus upon differentiation of learning needs and academic access.

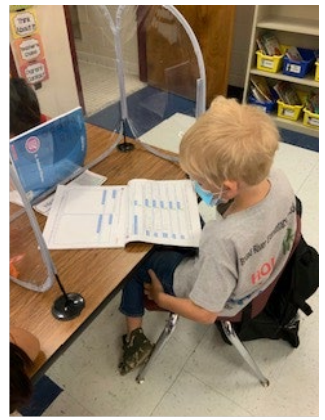


SCHOLASTIC LITERACY™

Accomplishments:

- Safely and effectively facilitated all four phases of school re-entry
- 75% of students were able to return to school face-to-face
- Student achievement data is continuing to improve despite pandemic and other challenges this year
- Our babies are safe, happy, learning and they "just can't hid their starfish pride!"



Reflection:

Resilience is defined as the capacity to recover quickly from difficulties; toughness. I think this best describes what our school family, BRES family has demonstrated this year amidst this pandemic and all it has required.

Joseph Shanklin Elementary

Where Learning Leads the Way!

Data: Reading - MAP Projected Proficiency

All Students	45.8% (66)	37.5% (54)	12.5% (18)	4.2% (6)	53.5% (85)	30.2% (48)	12.6% (20)	3.8% (6)	56.6% (99)	29.1% (51)	11.4% (20)	2.9% (5)
Black-F	52.8% (19)	33.3% (12)	11.1% (4)	2.8% (1)	55.0% (22)	32.5% (13)	12.5% (5)	0.0% (0)	56.8% (25)	29.5% (13)	9.1% (4)	4.5% (2)
Hispanic-F	40.0% (8)	40.0% (8)	20.0% (4)	0.0% (0)	56.0% (14)	28.0% (7)	12.0% (3)	4.0% (1)	62.1% (18)	27.6% (8)	6.9% (2)	3.4% (1)
White-F	57.1% (4)	28.6% (2)	14.3% (1)	0.0% (0)	50.0% (4)	50.0% (4)	0.0% (0)	0.0% (0)	55.6% (5)	33.3% (3)	11.1% (1)	0.0% (0)
Multilingual-F	50.0% (7)	35.7% (5)	14.3% (2)	0.0% (0)	64.7% (11)	23.5% (4)	5.9% (1)	5.9% (1)	70.0% (14)	20.0% (4)	10.0% (2)	0.0% (0)
Students with Disabilities-F	83.3% (5)	16.7% (1)	0.0% (0)	0.0% (0)	85.7% (6)	14.3% (1)	0.0% (0)	0.0% (0)	88.9% (8)	0.0% (0)	11.1% (1)	0.0% (0)
Socioeconomically Disadvantaged-F	51.7% (30)	36.2% (21)	10.3% (6)	1.7% (1)	56.9% (37)	32.3% (21)	9.2% (6)	1.5% (1)	58.9% (43)	30.1% (22)	8.2% (6)	2.7% (2)
Black-M	47.5% (19)	37.5% (15)	7.5% (3)	7.5% (3)	53.3% (24)	28.9% (13)	11.1% (5)	6.7% (3)	63.8% (30)	23.4% (11)	10.6% (5)	2.1% (1)
Hispanic-M	43.5% (10)	43.5% (10)	8.7% (2)	4.3% (1)	54.2% (13)	29.2% (7)	12.5% (3)	4.2% (1)	50.0% (13)	30.8% (8)	19.2% (5)	0.0% (0)
White-M	40.0% (4)	10.0% (1)	40.0% (4)	10.0% (1)	40.0% (4)	10.0% (1)	40.0% (4)	10.0% (1)	36.4% (4)	36.4% (4)	18.2% (2)	9.1% (1)
Multilingual-M	63.6% (7)	36.4% (4)	0.0% (0)	0.0% (0)	75.0% (9)	25.0% (3)	0.0% (0)	0.0% (0)	57.1% (8)	28.6% (4)	14.3% (2)	0.0% (0)
Students with Disabilities-M	80.0% (8)	10.0% (1)	10.0% (1)	0.0% (0)	76.9% (10)	15.4% (2)	0.0% (0)	7.7% (1)	83.3% (10)	8.3% (1)	8.3% (1)	0.0% (0)
Socioeconomically Disadvantaged-M	46.2% (30)	38.5% (25)	9.2% (6)	6.2% (4)	55.7% (39)	25.7% (18)	14.3% (10)	4.3% (3)	58.9% (43)	28.8% (21)	9.6% (7)	2.7% (2)

Data: Math MAP Projected Proficiency

All Students	37.6% (53)	44.7% (63)	14.2% (20)	3.5% (5)	43.8% (70)	40.6% (65)	12.5% (20)	3.1% (5)	53.7% (94)	30.3% (53)	12.6% (22)	3.4% (6)
Black-F	38.9% (14)	44.4% (16)	16.7% (6)	0.0% (0)	48.7% (19)	30.8% (12)	20.5% (8)	0.0% (0)	50.0% (22)	38.6% (17)	9.1% (4)	2.3% (1)
Hispanic-F	35.0% (7)	40.0% (8)	25.0% (5)	0.0% (0)	53.8% (14)	34.6% (9)	7.7% (2)	3.8% (1)	62.1% (18)	20.7% (6)	17.2% (5)	0.0% (0)
White-F	14.3% (1)	71.4% (5)	14.3% (1)	0.0% (0)	37.5% (3)	62.5% (5)	0.0% (0)	0.0% (0)	44.4% (4)	55.6% (5)	0.0% (0)	0.0% (0)
Multilingual-F	50.0% (7)	28.6% (4)	21.4% (3)	0.0% (0)	52.9% (9)	41.2% (7)	0.0% (0)	5.9% (1)	70.0% (14)	15.0% (3)	15.0% (3)	0.0% (0)
Students with Disabilities-F	85.7% (6)	14.3% (1)	0.0% (0)	0.0% (0)	71.4% (5)	28.6% (2)	0.0% (0)	0.0% (0)	88.9% (8)	11.1% (1)	0.0% (0)	0.0% (0)
Socioeconomically Disadvantaged-F	37.9% (22)	44.8% (26)	17.2% (10)	0.0% (0)	49.2% (32)	36.9% (24)	12.3% (8)	1.5% (1)	53.4% (39)	35.6% (26)	8.2% (6)	2.7% (2)
Black-M	38.5% (15)	46.2% (18)	10.3% (4)	5.1% (2)	42.2% (19)	42.2% (19)	11.1% (5)	4.4% (2)	59.6% (28)	23.4% (11)	17.0% (8)	0.0% (0)
Hispanic-M	36.4% (8)	45.5% (10)	4.5% (1)	13.6% (3)	29.2% (7)	58.3% (14)	8.3% (2)	4.2% (1)	46.2% (12)	34.6% (9)	11.5% (3)	7.7% (2)
White-M	33.3% (3)	33.3% (3)	33.3% (3)	0.0% (0)	30.0% (3)	40.0% (4)	20.0% (2)	10.0% (1)	36.4% (4)	27.3% (3)	18.2% (2)	18.2% (2)
Multilingual-M	54.5% (6)	45.5% (5)	0.0% (0)	0.0% (0)	50.0% (6)	50.0% (6)	0.0% (0)	0.0% (0)	71.4% (10)	21.4% (3)	7.1% (1)	0.0% (0)
Students with Disabilities-M	63.6% (7)	27.3% (3)	0.0% (0)	9.1% (1)	69.2% (9)	15.4% (2)	7.7% (1)	7.7% (1)	83.3% (10)	0.0% (0)	16.7% (2)	0.0% (0)
Socioeconomically Disadvantaged-M	41.9% (26)	41.9% (26)	9.7% (6)	6.5% (4)	40.8% (29)	42.3% (30)	12.7% (9)	4.2% (3)	56.2% (41)	28.8% (21)	9.6% (7)	5.5% (4)

2021-2022 Academic School Year:

We have mapped our upcoming course to include:

- Prescriptive tutoring for students not identified at grade level. (Dream Box, standard based instructional materials, Reading Plus)
- An instructional assistant for the targeted students within the Learning Lab with focus upon grade-level language and content vocabulary
- Provision for students to receive additional math support with a highly qualified retired educator
- School-wide SIOP training, for best practices in the classroom
- Regular monitoring of student common assessments during data meetings (Professional Learning Community- PLCs) to strengthen teaching and learning.

Accomplishments:

- SPED Assistant worked with in-person and virtual students daily
  - 71% of the students that worked with her showed growth on the MAP Reading, while 65% showed growth on the MAP Math
- Math Interventionist worked daily with students to provide prescriptive learning
  - 94% of the students that worked with her showed growth on MAP Math
- Leader in Me, Light House recertified
- Increase in parent and community support for student recognition events.

Accomplishments:

Special Education teacher received a grant from the Low County Education Foundation of Hilton Head to provide students with access to science hands-on learning through a butterfly garden.



Reflection:

The 2020 – 2021 school year has truly shown the dedication of the entire staff regarding the well-being (academically and emotionally) of the student body.



The JSES staff is looking forward to some “normalcy” next year as we continue to empower our students to “Learn. Lead. Make a difference.”

Okatie Elementary School "Spreading Wings and Learning New Things"

Where Learning Leads the Way!

Data: Reading - MAP Projected Proficiency

	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	12.9% (34)	38.4% (101)	34.6% (91)	14.1% (37)	16.3% (44)	38.9% (105)	31.5% (85)	13.3% (36)	18.5% (52)	35.9% (101)	30.2% (85)	15.3% (43)
Black-F	0.0% (0)	81.3% (13)	12.5% (2)	6.3% (1)	25.0% (4)	43.8% (7)	25.0% (4)	6.3% (1)	17.6% (3)	58.8% (10)	23.5% (4)	0.0% (0)
Hispanic-F	25.0% (6)	25.0% (6)	50.0% (12)	0.0% (0)	20.8% (5)	50.0% (12)	29.2% (7)	0.0% (0)	39.3% (11)	32.1% (9)	25.0% (7)	3.6% (1)
White-F	6.0% (5)	27.7% (23)	48.2% (40)	18.1% (15)	13.3% (11)	33.7% (28)	36.1% (30)	16.9% (14)	6.9% (6)	31.0% (27)	43.7% (38)	18.4% (16)
Multilingual-F	33.3% (3)	22.2% (2)	44.4% (4)	0.0% (0)	33.3% (3)	44.4% (4)	22.2% (2)	0.0% (0)	66.7% (8)	25.0% (3)	8.3% (1)	0.0% (0)
Students with Disabilities-F	83.3% (5)	16.7% (1)	0.0% (0)	0.0% (0)	85.7% (6)	14.3% (1)	0.0% (0)	0.0% (0)	42.9% (3)	14.3% (1)	28.6% (2)	14.3% (1)
Socioeconomically Disadvantaged-F	15.1% (8)	49.1% (26)	32.1% (17)	3.8% (2)	22.2% (12)	50.0% (27)	24.1% (13)	3.7% (2)	23.2% (13)	48.2% (27)	25.0% (14)	3.6% (2)
Black-M	21.4% (3)	28.6% (4)	50.0% (7)	0.0% (0)	35.7% (5)	28.6% (4)	28.6% (4)	7.1% (1)	53.8% (7)	15.4% (2)	15.4% (2)	15.4% (2)
Hispanic-M	20.0% (6)	50.0% (15)	26.7% (8)	3.3% (1)	28.1% (9)	43.8% (14)	21.9% (7)	6.3% (2)	34.4% (11)	37.5% (12)	18.8% (6)	9.4% (3)
White-M	13.6% (11)	42.0% (34)	23.5% (19)	21.0% (17)	10.8% (9)	41.0% (34)	33.7% (28)	14.5% (12)	12.8% (11)	37.2% (32)	30.2% (26)	19.8% (17)
Multilingual-M	40.0% (6)	40.0% (6)	20.0% (3)	0.0% (0)	50.0% (8)	31.3% (5)	18.8% (3)	0.0% (0)	62.5% (10)	25.0% (4)	12.5% (2)	0.0% (0)
Students with Disabilities-M	27.3% (6)	50.0% (11)	13.6% (3)	9.1% (2)	33.3% (8)	29.2% (7)	20.8% (5)	16.7% (4)	46.2% (12)	34.6% (9)	7.7% (2)	11.5% (3)
Socioeconomically Disadvantaged-M	22.6% (12)	49.1% (26)	20.8% (11)	7.5% (4)	29.6% (16)	38.9% (21)	20.4% (11)	11.1% (6)	33.3% (18)	35.2% (19)	18.5% (10)	13.0% (7)

Data: Math MAP Projected Proficiency

	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	8.1% (21)	35.0% (91)	35.8% (93)	21.2% (55)	7.4% (20)	35.2% (95)	38.5% (104)	18.9% (51)	16.7% (47)	33.5% (94)	31.3% (88)	18.5% (52)
Black-F	0.0% (0)	68.8% (11)	18.8% (3)	12.5% (2)	6.3% (1)	62.5% (10)	18.8% (3)	12.5% (2)	29.4% (5)	41.2% (7)	17.6% (3)	11.8% (2)
Hispanic-F	12.5% (3)	50.0% (12)	33.3% (8)	4.2% (1)	8.3% (2)	45.8% (11)	45.8% (11)	0.0% (0)	25.0% (7)	46.4% (13)	25.0% (7)	3.6% (1)
White-F	3.7% (3)	30.9% (25)	40.7% (33)	24.7% (20)	4.8% (4)	30.1% (25)	44.6% (37)	20.5% (17)	11.5% (10)	25.3% (22)	41.4% (36)	21.8% (19)
Multilingual-F	33.3% (3)	55.6% (5)	11.1% (1)	0.0% (0)	22.2% (2)	55.6% (5)	22.2% (2)	0.0% (0)	41.7% (5)	50.0% (6)	8.3% (1)	0.0% (0)
Students with Disabilities-F	16.7% (1)	66.7% (4)	16.7% (1)	0.0% (0)	14.3% (1)	85.7% (6)	0.0% (0)	0.0% (0)	28.6% (2)	42.9% (3)	28.6% (2)	0.0% (0)
Socioeconomically Disadvantaged-F	5.8% (3)	55.8% (29)	30.8% (16)	7.7% (4)	5.6% (3)	55.6% (30)	35.2% (19)	3.7% (2)	28.6% (16)	39.3% (22)	30.4% (17)	1.8% (1)
Black-M	21.4% (3)	35.7% (5)	35.7% (5)	7.1% (1)	21.4% (3)	35.7% (5)	28.6% (4)	14.3% (2)	46.2% (6)	30.8% (4)	15.4% (2)	7.7% (1)
Hispanic-M	13.8% (4)	31.0% (9)	37.9% (11)	17.2% (5)	9.4% (3)	40.6% (13)	37.5% (12)	12.5% (4)	15.6% (5)	34.4% (11)	31.3% (10)	18.8% (6)
White-M	9.9% (8)	25.9% (21)	35.8% (29)	28.4% (23)	7.2% (6)	27.7% (23)	36.1% (30)	28.9% (24)	14.0% (12)	32.6% (28)	30.2% (26)	23.3% (20)
Multilingual-M	26.7% (4)	40.0% (6)	26.7% (4)	6.7% (1)	18.8% (3)	43.8% (7)	25.0% (4)	12.5% (2)	31.3% (5)	50.0% (8)	18.8% (3)	0.0% (0)
Students with Disabilities-M	33.3% (7)	28.6% (6)	23.8% (5)	14.3% (3)	29.2% (7)	33.3% (8)	29.2% (7)	8.3% (2)	42.3% (11)	23.1% (6)	15.4% (4)	19.2% (5)
Socioeconomically Disadvantaged-M	18.9% (10)	35.8% (19)	32.1% (17)	13.2% (7)	14.8% (8)	44.4% (24)	29.6% (16)	11.1% (6)	27.8% (15)	33.3% (18)	18.5% (10)	20.4% (11)

2021-2022 Academic School Year:

- Adding a Second Grade High-Achievers Class
- Daily implementation of Live School, an online parent/teacher communication program to recognize positive behaviors. This is a 12 points daily behavior model to recognize students for doing the “right” thing
- Professional Learning Community (PLC) based on student evidenced work
- Continue classroom support use of Panorama
- Preparing and applying for STEM recertification through Cognia
- Continuation of after-school academic programs targeted at instructional needs
- Continue to staff additional assistants and tutors to provide push-in services for identified ATSI students
- Increase use of iReady reading and math for progress monitoring and goal setting.



Accomplishments:





- GEMS Club Implemented (Girls in Engineering, Math and Science) brainchild of a current student, funded by a STEM Lab Teacher)
- Virtual Book Club (funded by Bright Ideas Grant, written by Media Specialist)
- Ukulele Grant written by music teacher and funded through a local church
- District Teacher of the Year
- 50 plus students attended and completed the 2.0 program with learning gains as measured by pre/post iReady. On average there was a 10- point growth towards grade level proficiency
- Living science through the Garden Club.

Reflection:

- Based on the Spring 2020 administered Upbeat Survey, during Spring 2020 results indicated that over 90% of our certified staff felt safe, valued as a team member, were provided ample supplies, scheduled sufficient common planning time, a part of the decision-making, trusted and recognized for individual accomplishments.
- The Upbeat Survey Results indicated a weakness in the area of Professional Development, as a result, specific training will be based on student achievement and individual need.
- We ended the school year with 88% of our students attending F2F. During the year, less than 60 students remained virtual.

Pritchardville Elementary School

Where Learning Leads the Way!

Data: Reading - MAP Projected Proficiency

	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	19.3% (76)	37.3% (147)	28.9% (114)	14.5% (57)	21.1% (87)	38.7% (160)	30.8% (127)	9.4% (39)	23.5% (100)	40.9% (174)	24.2% (103)	11.3% (48)
Black-F	50.0% (6)	33.3% (4)	8.3% (1)	8.3% (1)	41.7% (5)	50.0% (6)	8.3% (1)	0.0% (0)	50.0% (6)	50.0% (6)	0.0% (0)	0.0% (0)
Hispanic-F	41.2% (14)	29.4% (10)	14.7% (5)	14.7% (5)	39.5% (15)	31.6% (12)	23.7% (9)	5.3% (2)	47.5% (19)	25.0% (10)	15.0% (6)	12.5% (5)
White-F	12.9% (16)	37.1% (46)	34.7% (43)	15.3% (19)	16.2% (21)	43.8% (57)	26.9% (35)	13.1% (17)	21.6% (29)	39.6% (53)	24.6% (33)	14.2% (19)
Multilingual-F	64.7% (11)	29.4% (5)	0.0% (0)	5.9% (1)	61.9% (13)	33.3% (7)	0.0% (0)	4.8% (1)	76.2% (16)	19.0% (4)	4.8% (1)	0.0% (0)
Students with Disabilities-F	20.0% (2)	20.0% (2)	20.0% (2)	40.0% (4)	46.2% (6)	23.1% (3)	7.7% (1)	23.1% (3)	50.0% (7)	21.4% (3)	14.3% (2)	14.3% (2)
Socioeconomically Disadvantaged-F	30.4% (21)	33.3% (23)	24.6% (17)	11.6% (8)	29.2% (21)	38.9% (28)	25.0% (18)	6.9% (5)	34.7% (25)	40.3% (29)	18.1% (13)	6.9% (5)
Black-M	23.8% (5)	47.6% (10)	19.0% (4)	9.5% (2)	20.0% (4)	45.0% (9)	30.0% (6)	5.0% (1)	19.0% (4)	52.4% (11)	23.8% (5)	4.8% (1)
Hispanic-M	40.0% (20)	34.0% (17)	20.0% (10)	6.0% (3)	40.4% (21)	36.5% (19)	21.2% (11)	1.9% (1)	35.8% (19)	39.6% (21)	17.0% (9)	7.5% (4)
White-M	11.4% (14)	38.2% (47)	31.7% (39)	18.7% (23)	14.6% (19)	34.6% (45)	40.0% (52)	10.8% (14)	14.1% (19)	45.9% (62)	27.4% (37)	12.6% (17)
Multilingual-M	51.9% (14)	25.9% (7)	22.2% (6)	0.0% (0)	64.3% (18)	25.0% (7)	7.1% (2)	3.6% (1)	53.8% (14)	19.2% (5)	26.9% (7)	0.0% (0)
Students with Disabilities-M	29.4% (5)	47.1% (8)	23.5% (4)	0.0% (0)	50.0% (10)	25.0% (5)	20.0% (4)	5.0% (1)	38.1% (8)	38.1% (8)	14.3% (3)	9.5% (2)
Socioeconomically Disadvantaged-M	23.7% (18)	44.7% (34)	21.1% (16)	10.5% (8)	26.3% (21)	38.8% (31)	28.8% (23)	6.3% (5)	27.5% (22)	43.8% (35)	22.5% (18)	6.3% (5)

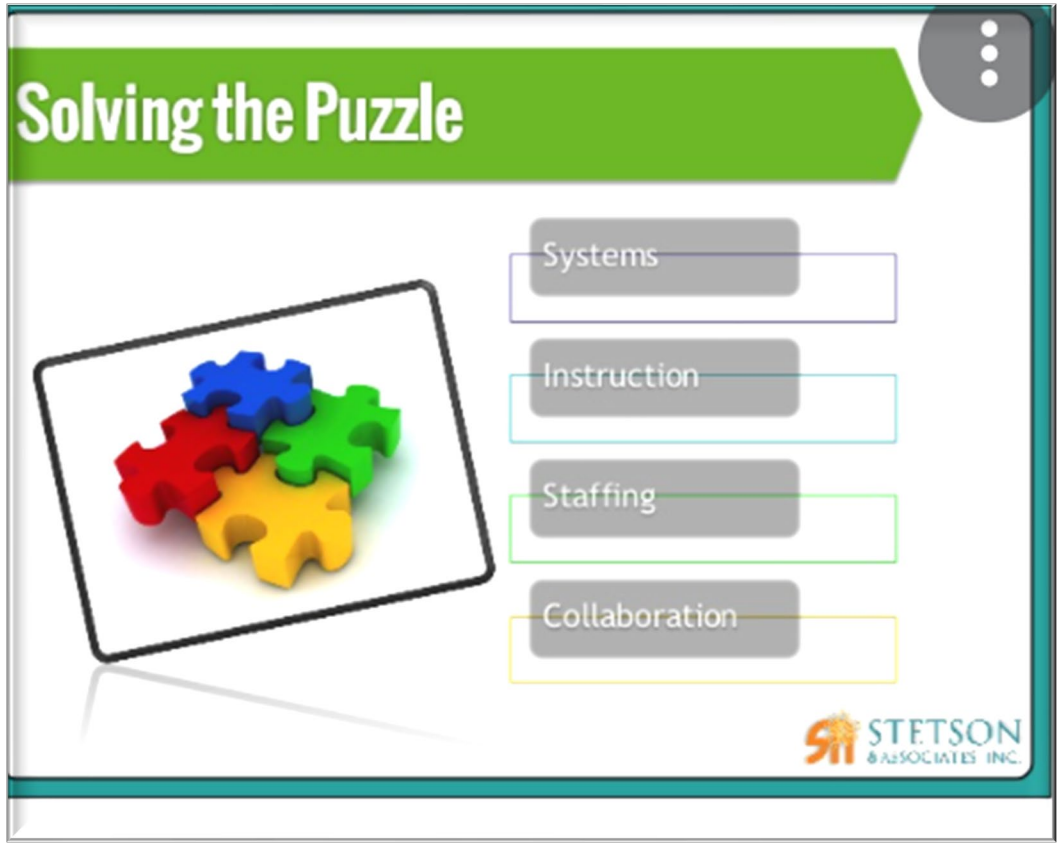
Data: Math MAP Projected Proficiency

	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	10.7% (42)	35.8% (141)	33.2% (131)	20.3% (80)	11.4% (47)	42.0% (174)	26.3% (109)	20.3% (84)	16.0% (68)	35.4% (151)	31.5% (134)	17.1% (73)
Black-F	33.3% (4)	41.7% (5)	16.7% (2)	8.3% (1)	50.0% (6)	33.3% (4)	16.7% (2)	0.0% (0)	50.0% (6)	41.7% (5)	8.3% (1)	0.0% (0)
Hispanic-F	22.9% (8)	51.4% (18)	11.4% (4)	14.3% (5)	26.3% (10)	50.0% (19)	13.2% (5)	10.5% (4)	37.5% (15)	32.5% (13)	22.5% (9)	7.5% (3)
White-F	4.8% (6)	44.4% (55)	33.1% (41)	17.7% (22)	6.9% (9)	53.8% (70)	23.1% (30)	16.2% (21)	13.3% (18)	45.9% (62)	27.4% (37)	13.3% (18)
Multilingual-F	38.9% (7)	50.0% (9)	5.6% (1)	5.6% (1)	42.9% (9)	42.9% (9)	4.8% (1)	9.5% (2)	71.4% (15)	19.0% (4)	4.8% (1)	4.8% (1)
Students with Disabilities-F	18.2% (2)	45.5% (5)	9.1% (1)	27.3% (3)	30.8% (4)	46.2% (6)	0.0% (0)	23.1% (3)	35.7% (5)	35.7% (5)	14.3% (2)	14.3% (2)
Socioeconomically Disadvantaged-F	14.5% (10)	52.2% (36)	24.6% (17)	8.7% (6)	19.4% (14)	52.8% (38)	20.8% (15)	6.9% (5)	28.8% (21)	41.1% (30)	24.7% (18)	5.5% (4)
Black-M	19.0% (4)	33.3% (7)	38.1% (8)	9.5% (2)	14.3% (3)	52.4% (11)	14.3% (3)	19.0% (4)	19.0% (4)	42.9% (9)	33.3% (7)	4.8% (1)
Hispanic-M	26.5% (13)	34.7% (17)	32.7% (16)	6.1% (3)	25.0% (13)	34.6% (18)	28.8% (15)	11.5% (6)	24.5% (13)	26.4% (14)	34.0% (18)	15.1% (8)
White-M	5.7% (7)	26.0% (32)	36.6% (45)	31.7% (39)	4.6% (6)	33.8% (44)	30.0% (39)	31.5% (41)	7.4% (10)	29.6% (40)	37.0% (50)	25.9% (35)
Multilingual-M	42.3% (11)	23.1% (6)	23.1% (6)	11.5% (3)	35.7% (10)	21.4% (6)	28.6% (8)	14.3% (4)	38.5% (10)	26.9% (7)	23.1% (6)	11.5% (3)
Students with Disabilities-M	17.6% (3)	35.3% (6)	29.4% (5)	17.6% (3)	15.0% (3)	35.0% (7)	30.0% (6)	20.0% (4)	9.5% (2)	38.1% (8)	33.3% (7)	19.0% (4)
Socioeconomically Disadvantaged-M	15.8% (12)	30.3% (23)	42.1% (32)	11.8% (9)	13.6% (11)	42.0% (34)	29.6% (24)	14.8% (12)	17.5% (14)	32.5% (26)	40.0% (32)	10.0% (8)

to Efficacy of Practice:

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- All students are educated in the general education classroom to the greatest extent appropriate
- Expectations are high
- Instruction is standards-based
- The curriculum is the general education curriculum
- Individualized supports are available when needed
- Decisions are made on the basis of student needs and not labels and places



2021-2022 Academic School Year:

Data from diagnostic tools indicates that student academic performance is improving in the areas of reading and math. To continue on this path of academic excellence, we will utilize instructional resources to maintain opportunity for all students.

Additionally, the school is planning to continue:

- Stetson framework for Math
- utilize iReady resources to individualize instruction
- continue to participate in professional development opportunities provided by iReady consultants
- purchase resources to promote quality literacy development (LLI kits, Wilson materials, professional development resources)
- provide access to tutors for perspective learning
- and continue to implement Wilson Reading for students who need specific phonetic intervention.

Accomplishments:

- 90% of students receiving Wilson Reading Instruction showed significant growth as evidenced by progress monitoring of Wilson data, Fountas and Pinnell reading levels, and curriculum-based assessments.

- Double “power-up” use of an added instructional block that allowed for Tier 2 evidence-based intervention of Fountas & Pinnell, Leveled Literacy Intervention (LLI), Wilson- reading, and iReady was provided.

- Regular monitoring of student progress during data meetings (Professional Learning Community- PLCs) created a stronger efficacy of teaching and learning practices.

Reflections:

All students:

- received instruction with their classroom teacher and additional focused instructional time with an intervention specialist (Stetson Model)
- had access to an inclusive instructional schedule that maintained appropriate blocks and instructional implementation with fidelity. Teachers integrated the Stetson framework for support of students with individual educational plans (IEPs). Their instructional support was provided through a push in model that gave students continued access to their core content and Related Arts
- were administered a math pre-assessment developed with compact standards. This allowed for targeted classroom instruction
- completed quarterly enrichment projects
- in second grade were assessed for potential identification as Gifted and Talented
- and received administration of MAP, iREADY, Fountas and Pinnell Benchmark, and Words Their Way Spelling Inventory, resulting with current data to drive instruction during PLCs.

Whale Branch Elementary School

A Leader in Me School

Where Learning Leads the Way!

Data: Reading - MAP Projected Proficiency

	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	60.0% (66)	27.3% (30)	10.0% (11)	2.7% (3)	61.5% (75)	32.0% (39)	4.9% (6)	1.6% (2)	68.5% (85)	22.6% (28)	8.1% (10)	0.8% (1)
Black-F	45.9% (17)	29.7% (11)	21.6% (8)	2.7% (1)	48.7% (19)	46.2% (18)	5.1% (2)	0.0% (0)	62.5% (25)	25.0% (10)	12.5% (5)	0.0% (0)
Hispanic-F	33.3% (2)	66.7% (4)	0.0% (0)	0.0% (0)	42.9% (3)	57.1% (4)	0.0% (0)	0.0% (0)	57.1% (4)	42.9% (3)	0.0% (0)	0.0% (0)
White-F	75.0% (3)	0.0% (0)	0.0% (0)	25.0% (1)	75.0% (3)	0.0% (0)	0.0% (0)	25.0% (1)	50.0% (2)	25.0% (1)	0.0% (0)	25.0% (1)
Multilingual-F	50.0% (2)	50.0% (2)	0.0% (0)	0.0% (0)	40.0% (2)	60.0% (3)	0.0% (0)	0.0% (0)	80.0% (4)	20.0% (1)	0.0% (0)	0.0% (0)
Students with Disabilities-F	100.0% (5)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (8)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (8)	0.0% (0)	0.0% (0)	0.0% (0)
Socioeconomically Disadvantaged-F	47.7% (21)	31.8% (14)	18.2% (8)	2.3% (1)	53.3% (24)	42.2% (19)	4.4% (2)	0.0% (0)	60.9% (28)	28.3% (13)	10.9% (5)	0.0% (0)
Black-M	72.7% (32)	22.7% (10)	2.3% (1)	2.3% (1)	74.5% (38)	17.6% (9)	5.9% (3)	2.0% (1)	82.4% (42)	11.8% (6)	5.9% (3)	0.0% (0)
Hispanic-M	77.8% (7)	22.2% (2)	0.0% (0)	0.0% (0)	63.6% (7)	36.4% (4)	0.0% (0)	0.0% (0)	54.5% (6)	36.4% (4)	9.1% (1)	0.0% (0)
White-M	25.0% (1)	25.0% (1)	50.0% (2)	0.0% (0)	50.0% (2)	25.0% (1)	25.0% (1)	0.0% (0)	50.0% (2)	25.0% (1)	25.0% (1)	0.0% (0)
Multilingual-M	71.4% (5)	28.6% (2)	0.0% (0)	0.0% (0)	77.8% (7)	22.2% (2)	0.0% (0)	0.0% (0)	66.7% (6)	22.2% (2)	11.1% (1)	0.0% (0)
Students with Disabilities-M	83.3% (10)	16.7% (2)	0.0% (0)	0.0% (0)	75.0% (9)	16.7% (2)	8.3% (1)	0.0% (0)	100.0% (15)	0.0% (0)	0.0% (0)	0.0% (0)
Socioeconomically Disadvantaged-M	70.4% (38)	24.1% (13)	3.7% (2)	1.9% (1)	72.6% (45)	21.0% (13)	4.8% (3)	1.6% (1)	77.4% (48)	16.1% (10)	6.5% (4)	0.0% (0)

Data: Math MAP Projected Proficiency

	Mathematics											
	Fall 2020-2021				Winter 2020-2021				Spring 2020-2021			
Demographic	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
All Students	38.9% (118)	46.9% (142)	10.2% (31)	4.0% (12)	46.4% (149)	39.3% (126)	9.7% (31)	4.7% (15)	54.0% (168)	34.4% (107)	7.4% (23)	4.2% (13)
Black-F	37.0% (47)	52.0% (66)	8.7% (11)	2.4% (3)	44.7% (59)	40.9% (54)	12.9% (17)	1.5% (2)	56.2% (73)	35.4% (46)	6.2% (8)	2.3% (3)
Hispanic-F	26.7% (4)	40.0% (6)	26.7% (4)	6.7% (1)	28.6% (4)	28.6% (4)	35.7% (5)	7.1% (1)	31.3% (5)	43.8% (7)	25.0% (4)	0.0% (0)
White-F	33.3% (2)	16.7% (1)	33.3% (2)	16.7% (1)	25.0% (2)	37.5% (3)	12.5% (1)	25.0% (2)	30.0% (3)	30.0% (3)	30.0% (3)	10.0% (1)
Multilingual-F	75.0% (3)	25.0% (1)	0.0% (0)	0.0% (0)	75.0% (3)	25.0% (1)	0.0% (0)	0.0% (0)	75.0% (3)	25.0% (1)	0.0% (0)	0.0% (0)
Students with Disabilities-F	63.6% (7)	27.3% (3)	9.1% (1)	0.0% (0)	100.0% (12)	0.0% (0)	0.0% (0)	0.0% (0)	91.7% (11)	8.3% (1)	0.0% (0)	0.0% (0)
Socioeconomically Disadvantaged-F	38.0% (52)	48.9% (67)	10.2% (14)	2.9% (4)	42.4% (61)	41.0% (59)	13.2% (19)	3.5% (5)	55.0% (77)	33.6% (47)	9.3% (13)	2.1% (3)
Black-M	42.3% (52)	45.5% (56)	10.6% (13)	1.6% (2)	56.6% (73)	35.7% (46)	4.7% (6)	3.1% (4)	60.2% (71)	32.2% (38)	4.2% (5)	3.4% (4)
Hispanic-M	66.7% (6)	22.2% (2)	11.1% (1)	0.0% (0)	36.4% (4)	45.5% (5)	9.1% (1)	9.1% (1)	45.5% (5)	45.5% (5)	0.0% (0)	9.1% (1)
White-M	10.0% (1)	60.0% (6)	0.0% (0)	30.0% (3)	16.7% (2)	58.3% (7)	0.0% (0)	25.0% (3)	18.2% (2)	45.5% (5)	18.2% (2)	18.2% (2)
Multilingual-M	80.0% (4)	20.0% (1)	0.0% (0)	0.0% (0)	50.0% (3)	50.0% (3)	0.0% (0)	0.0% (0)	66.7% (4)	33.3% (2)	0.0% (0)	0.0% (0)
Students with Disabilities-M	76.9% (20)	19.2% (5)	0.0% (0)	3.8% (1)	96.6% (28)	0.0% (0)	0.0% (0)	3.4% (1)	90.5% (19)	9.5% (2)	0.0% (0)	0.0% (0)
Socioeconomically Disadvantaged-M	41.4% (55)	45.9% (61)	10.5% (14)	2.3% (3)	52.8% (76)	38.2% (55)	4.9% (7)	4.2% (6)	57.1% (76)	33.1% (44)	5.3% (7)	4.5% (6)

2021-2022 Academic School Year:

- “All” students on campus for face-to-face high-quality instruction
- High quality instruction for “All” students through monitoring of learning expectations
- Provide additional intervention, tutoring, and support during the school day to meet individual student needs
- Professional development to increase teacher and staff awareness of student academic and social emotional needs
- Jacob’s Ladder Professional Development for instructional staff to promote higher order thinking
- Continue to provide researched based classroom resources and materials needed to support instruction including (Scholastic Literacy as the core and Strategic Instruction in Phonics, Phonemic Awareness and Sight Words to support SWD and strategic intervention)
- Afterschool programs focused on strategic reading and math instruction, Clubs such as Robotics and STEM
- Professional Development targeted at: Collaborative Classroom, Solution Tree, and Leader in Me.

Accomplishments:

- Achievement Day Celebrations: celebrating all students' academic and personal accomplishments
- Highly supportive parent and student involvement at Virtual Literacy and Numeracy Nights
- School-wide support for community service project, Family Promise initiative
- Two teachers who also work at building teacher capacity as mentors were selected by the District as Mentors of the Month.





Reflection:

- Ongoing question to ask as a school leadership, “Are we doing ALL THAT WE CAN to meet their needs?”
- The need to provide access to testing, whereby the District provided transportation for our students to sit for Spring MAP, SC Ready, and SC PASS
- COVID brought many challenges, and by not forgetting our “WHY,” we can do anything.
- Teaching and learning are our goals, and now is the time to regroup, reflect, and prepare ourselves to address the needs of our students and their learning.

ONE. STUDENT. AT. A.TIME.

From: Cushingberry, Robyn L <Robyn.Cushingberry@beaufort.k12.sc.us>
Subject: FW: Academic Committee OEs
To: Robine, Cathy G <Cathy.Robine@beaufort.k12.sc.us>; Middleton, Angela D <Angela.Middleton@beaufort.k12.sc.us>; Campbell, Melvin P <Melvin.Campbell@beaufort.k12.sc.us>
Sent: September 24, 2021 2:59 PM (UTC-04:00)
Attached: OE 14.1. OE 14.2.docx, OE 12.2 Evidence Rubicon 9.29.21.docx

OE's for Academic Committee meeting on Wednesday.
Robyn

From: Stratos, Mary E <Mary.Stratos@beaufort.k12.sc.us>
Sent: Friday, September 24, 2021 2:53 PM
To: Cushingberry, Robyn L <Robyn.Cushingberry@beaufort.k12.sc.us>; Mercado, Amelia B <Amelia.Mercado@beaufort.k12.sc.us>
Cc: Rodriguez, Francisco <Francisco.Rodriguez@beaufort.k12.sc.us>; Bradley, Duke J <Duke.Bradley@beaufort.k12.sc.us>
Subject: Academic Committee OEs

Beaufort County Board of Education

Beaufort, South Carolina

Instructional Services Division

OE-14.1 & OE 14.2, Learning Environment Treatment of Students

Date: September 29, 2021

I hereby present the Evidence of Practice for OE-14.1 and OE-14.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date:_____ Signed:_____

Dr. Mary E. Stratos

Chief Instructional Officer

Accepted:

Date:_____ Signed:_____

Frank Rodriguez

Superintendent

Accepted:

Date:_____ Signed:_____

Christina Gwozdz

Board Chair

MONITORING REPORT: Policy OE-14.1

Policy

The Superintendent shall establish and maintain a learning environment that is save respectful and conducive to effective learning.

Superintendent Interpretation:

"Climate" is interpreted to mean the physical conditions and culture of a school, which includes organizational attitudes and behaviors that result in a safe, respectful and positive learning environment conducive to academic success for all students. I interpret this to mean that the District's role is to develop and maintain schools that keep students safe and secure from physical or emotional danger or harm. Further, I interpret this to mean that our campuses will be places of mutual respect, where adults and students in our school system have a strong sense of belonging and regard each other with consideration and appreciation. Finally, I interpret "environment…conducive to effective learning" to mean that schools will establish and maintain physical and socio-emotional conditions that support students in learning the habits, skills and knowledge necessary to become lifelong learners ready for postsecondary experiences.

I ADMINISTRATIVE REGULATIONS IN SUPPORT OF OE 14.1 & 14.2

SS1 Regulation-SS-1 Student Goals and Priority Objectives

SS 2 Regulation-SS-2%20(1) Equal Educational Opportunity & Nondiscrimination

SS 4 Regulation-SS-4 Assignment Of Students To Classes

SS 14.1 Regulation-SS-141%20(1) Procedures to Address Reports of Sexual Harassment of Students under Title IX

SS 16 Regulation-SS-16 Discipline of Students with Disabilities

SS 18 Regulation-SS-18 18 Student Code of Conduct

SS 19 Regulation-SS-19%20(1) Student Conduct on Buses

SS 21 Regulation-SS-21 Secret Societies and Gang Activity

SS 22 Regulation-SS-22 Hazing

SS 23 Regulation-SS-23 Harassment, Intimidation or Bullying

SS 29 Regulation-SS-29 Student Interrogations, Searches & Arrests

SS 30 Regulation-SS-30 Student Concerns, Complaints & Grievances

SS 38 Regulation-SS-38 Corporal Punishment/Physical Force

SS 49 Regulation-SS-49

SS 51 Regulation-SS-51

This manual was last modified on **Tue Aug 31 2021**

(Please see individual policies to determine actual adoption/revision dates.)

August, 2021:

Download PDF of recent Revisions:

Update:

Regulation SS - 18 Student Code of Conduct
Regulation SS - 39 Suspension, Expulsion and Alternative Program Assignment of Students
Regulation SS - 3 Assignment of Students to Schools

Interpretation and Monitoring Indicators

I **14.1 The Superintendent Shall: Maintain a climate that is characterized by support and encouragement for high student achievement**.

> **Superintendent Interpretation:**
> I interpret this to be that schools provide students with optimum learning environments that address academic and social emotional development.

Statement of Compliance:
The District is in compliance with OE 14.1

Evidence of Compliance:

I STUDENT COURSE OPPORTUNITIES:

http://beaufortschools.net/cms/one.aspx?portalId=170925&pageId=16771341

Academic courses are available on several ability/performance levels to meet the varied learning, post-secondary education and career needs of students:

CP – College Preparatory: College Prep courses are designed to prepare students for post-secondary studies in traditional academic programs. These courses place emphasis on theory, reading, research, problem solving and academic writing skills. Th e college preparatory level of rigor is expected of those students who plan to seek a four-year degree.

Honors: According to the Uniform Grading Policy, honors courses, which extend and deepen the opportunities provided by courses at the high school level, are designed for students exhibiting superior abilities in the particular content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning. The goal of the UGP as to honors courses is to be rigorous and uniform while allowing for local decision-making.

All new courses that are assigned honors weighting must meet the criteria in the SC Honors Framework. Previous courses approved for honors weighting before 2017–18 may be re-examined with the SC Honors Framework criteria per local decision.

School districts may designate honors courses and give the assigned weighting under the following conditions:

- There must be evidence that the honors-level course represents extension, acceleration, and enrichment of the South Carolina College Preparatory (CP) level course study. Curriculum should indicate depth in rigor, complexity, challenges, and creativity beyond the CP level course as outlined in the Profile of the South Carolina Graduate.
- There must be evidence of appropriate differentiation in instructional practices for advanced learners that will enhance the delivery of instruction while strengthening the components outlined in the Profile of the South Carolina Graduate.
- There must be evidence that purposeful assessment practices align with the honors level curriculum and instructional best practices, to include pre-assessment, formative assessment, and summative assessment.

One half of a quality point (.5) is added to the CP weighting for honors courses that have evidence of meeting the three criteria listed above.

These criteria apply to all honors courses, including those offered online and in nontraditional settings.

- Transferring Courses with Honors Weight: All courses receiving honors weight from in-state and out-of-state public schools must be transcribed at honors weight even if the same honors course is not offered at the receiving school.
- Home school, private school, or out-of-state non-public charter school students shall have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district shall have the right to evaluate evidence provided by the parent or student before transcribing the course(s) at honors weight. The receiving school may use the SC Honors Framework criteria to evaluate such evidence. The receiving school makes the final decision on whether to award the honors weighting. The SCDE advises districts to adopt a policy for accepting units of credit from home school, private school, or out-of-state non-public charter school for consistency.
- Advanced Placement Courses and the College Board: According to the College Board, “Students who want to learn and achieve at the highest level become AP students. Through AP's college-level courses and exams, students can earn college credit and advanced placement, stand out in the admissions process and learn from some of the most skilled, dedicated and inspiring teachers in the world.” AP courses are weighted 1.0 quality point above College Preparatory courses per one unit of credit. Beaufort County high schools offer a wide variety of AP courses and exams across the district.

The College Board lists the following advantages for AP students:

- Receive recognition from more than 3,600 colleges and universities that annually receive AP Exam scores.
- Over 90% of 4-year colleges in the U.S. provide credit and/or advanced placement for qualifying exam scores.

- Have time to move into upper-level courses in your field of interest, pursue a double major, or study abroad.
- Design a college experience that suits you and gives you the flexibility to get the most out of your college years.
- Demonstrate your maturity and readiness for college.
- Show your willingness to take the most rigorous courses available to you.
- Emphasize your commitment to academic excellence.
- Get a head start on college-level work.
- Improve your writing skills and sharpen your problem-solving techniques.
- Develop the study habits necessary for tackling rigorous course work.

IB - International Baccalaureate Programme (IB Programme) (Hilton Head): The IB Diploma Programme is a prestigious international program that offers rigorous coursework across six (6) major disciplines. Students may elect to pursue the highly regarded IB Diploma or simply pursue IB Certificates in selected courses. The strength of the IB Programme is its holistic approach to educating students, which it achieves through both challenging coursework and additional opportunities such as th e Theory of Knowledge course (a critical thinking course that seeks to integrate the other six courses), the Extended Essay (a research topic of the student's choice) and CAS (Creativity, Action, and Service) learning components. Universities throughout the world regard IB as one of the best high school preparatory programs for college coursework and may award college credit based on performance on international IB exams. IB courses are weighted 1.0 quality point above College Preparatory courses per unit of credit. There is no student cost/charge for the IB exam. The IB Diploma Programme is composed of six main subject areas:

- English A1 (Group 1)
- Language B (Group 2)
- Individuals and Societies (Group 3)
- Experimental Sciences and Computer Science (Group 4)
- Mathematics (Group 5)
- The Arts (Group 6)

Within each main subject area, courses are designated as Higher Level (HL) or Standard Level (SL). The International Baccalaureate Organization allows a maximum of four courses to be taken at the Higher Level. Students select courses in their junior and senior year that incorporate each of the six main subject areas. In addition to the six courses, students are required to write a college-level essay on an approved topic of their choice, to complete a minimum of 150 hours of community service and to enroll in the Theory of Knowledge course. Contact the IB Coordinator at Hilton Head Island High School at 843-689-4800.

IBCP – International Baccalaureate Career-Related Programme (Hilton Head)

IBCP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.

For IBCP students, DP courses provide the theory and academic rigor of the program; the career-related study further supports the program's academic strength and provides practical, real-world approaches to learning; and helps to develop skills and competencies required for lifelong learning Honors Program Requirements.

Courses at or above the Honors level offered at the high school are open to students in grade 9 and 10 whose interest, attitude, ability and desire to excel are coupled with teacher and/or school counselor recommendation or parent request. Honors credit will only be given to students enrolled in a designated Honors level class. Honors level classes carry a .5 quality point higher than College Preparatory level classes. Students who successfully complete Honors level courses in 9th and 10th grade English, World Language, Social Studies, Mathematics and Science are strongly encouraged to register for IB or AP classes and develop a four- year plan in collaboration with their school counselor and/or the IB Coordinator.

Cambridge Advanced International Certificate of Education (AICE) - (Battery Creek High School)

The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international curriculum and examination system that emphasizes the value of broad and balanced study. The Cambridge Academy provides students with the opportunity to pursue a rigorous program of study based on standardized curriculum. Students will also have the opportunity to apply learning through cross content methods. Contact Battery Creek High School for additional details.

II ADVANCED STUDENT COURSE DATA:

Students in One or More Advanced Courses by Demographics and School

		Gender		Ethnicity					
2020-2021	Total	F	M	B	H	W	O	ELL	SWD
Battery Creek High School	280	153	127	97	62	100	21	16	10
Beaufort High School	636	337	299	124	58	401	53	8	9
Beaufort Middle School	117	59	58	44	8	54	11		2
Bluffton High School	618	349	269	50	215	324	29	30	
Bluffton Middle School	274	140	134	15	81	162	16	6	2
H.E. McCracken Middle School	320	151	169	28	59	210	23	6	1
Hilton Head Island High School	647	370	277	21	153	438	35	37	3
Hilton Head Island Middle School	294	137	157	12	84	182	16	7	2
Lady's Island Middle School	160	85	75	51	15	86	8	3	2
May River High School	633	377	256	35	117	433	48	17	3
River Ridge Academy	189	102	87	11	37	131	10	5	3
Robert Smalls International Academy	41	20	21	21	8	5	7	3	
Whale Branch Early College High School	168	113	55	133	13	14	8	3	
Whale Branch Middle School	53	29	24	40	5	5	3		
BCSD Total	4430	2422	2008	682	915	2545	288	141	37

Total Advanced Courses by Type and School

		High School					Middle School		
2020-2021	Total	AICE	AP	DE	H	IB	Advanced	High School	High School H
Battery Creek High School	502			88	414				
Beaufort High School	1392		251	145	996				
Beaufort Middle School	415						351		64
Bluffton High School	1268		283	39	946				
Bluffton Middle School	827						744		83
H.E. McCracken Middle School	928						795		133
Hilton Head Island High School	1347		138	51	856	302			
Hilton Head Island Middle School	922						722	19	181
Lady's Island Middle School	542						467		75
May River High School	1312		214	156	942				
River Ridge Academy	631						528		103
Robert Smalls International Academy	149						141		8
Whale Branch Early College High School	362			149	213				
Whale Branch Middle School	192						176		16
Grand Total	10789		886	628	4367	302	3924	19	663

III Panorama Student Data

Beaufort County

Grades 3-5
Spring 2021

Report created by
Panorama Education

Beaufort County
Spring 2021 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures, Grades 3-5

Summary

Topic Description	Results	Benchmark
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	62% ▲4 since last survey	60th - 79th percentile compared to others nationally
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	73% 0 since last survey	60th - 79th percentile compared to others nationally
Social Awareness How well students consider the perspectives of others and empathize with them.	73% 0 since last survey	60th - 79th percentile compared to others nationally

3,593 responses

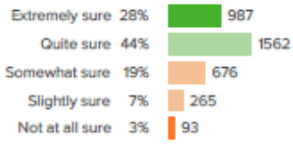
Beaufort County
Spring 2021 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures, Grades 3-5

Self-Efficacy

Your average	Change
62%	▲ 4
3,593 responses	since last survey

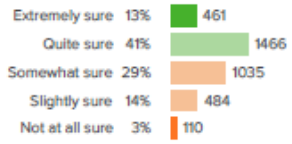
How did people respond?

Q.1: How sure are you that you can complete all the work that is assigned in your class?



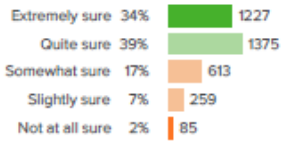
▲ 5 from last survey — Favorable: **71%**

Q.2: When complicated ideas are discussed in class, how sure are you that you can understand them?



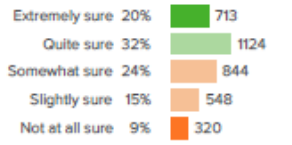
▲ 0 from last survey — Favorable: **54%**

Q.3: How sure are you that you can learn all the topics taught in your class?



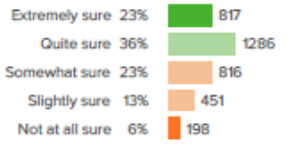
▲ 5 from last survey — Favorable: **73%**

Q.4: How sure are you that you can do the hardest work that is assigned in your class?



▲ 5 from last survey — Favorable: **52%**

Q.5: How sure are you that you will remember what you learned in your current class, next year?



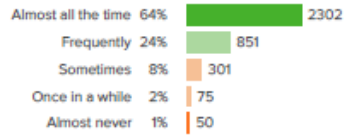
▲ 4 from last survey — Favorable: **59%**

Self-Management

Your average	Change
73%	0
3,593 responses	since last survey

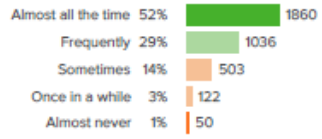
How did people respond?

Q.1: During the past 30 days...How often were you polite to adults?



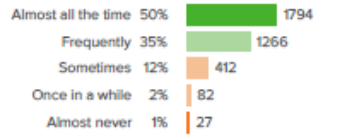
▲1 from last survey — Favorable: **88%**

Q.2: During the past 30 days...How often did you come to class prepared?



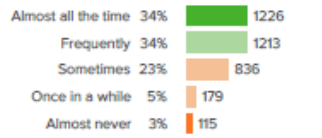
▲2 from last survey — Favorable: **81%**

Q.3: During the past 30 days...How often did you follow directions in class?



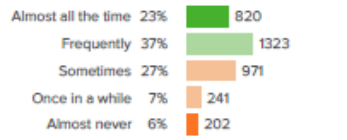
▼2 from last survey — Favorable: **85%**

Q.4: During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?



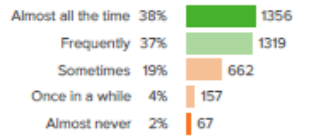
▲5 from last survey — Favorable: **68%**

Q.5: During the past 30 days...How often did you pay attention and ignore distractions?



▼3 from last survey — Favorable: **60%**

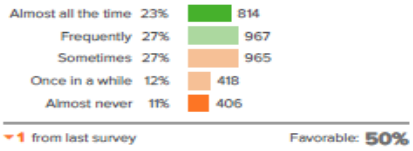
Q.6: During the past 30 days...When you were working independently, how often did you stay focused?



▲0 from last survey — Favorable: **75%**

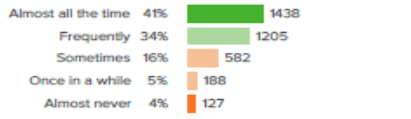
Beaufort County
Spring 2021 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures, Grades 3–5

Q.7: During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?



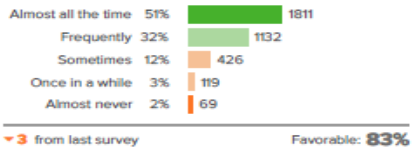
▼1 from last survey — Favorable: **50%**

Q.8: During the past 30 days...How often did you allow others to speak without interrupting them?



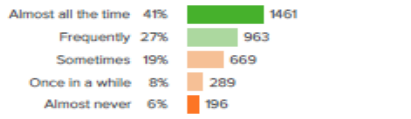
▲3 from last survey — Favorable: **75%**

Q.9: During the past 30 days...How often were you polite to other students?



▼3 from last survey — Favorable: **83%**

Q.10: During the past 30 days...How often did you keep your temper under control?



▲1 from last survey — Favorable: **68%**

Beaufort County
Spring 2021 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures, Grades 3–5

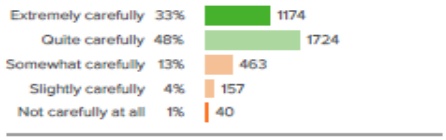
Social Awareness

Your average
73%
3,593 responses

Change
0
since last survey

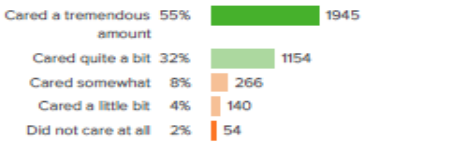
How did people respond?

Q.1: During the past 30 days...How carefully did you listen to other people's points of view?



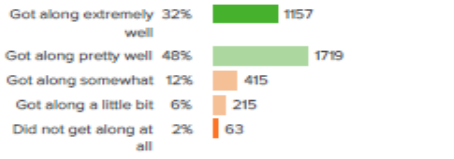
▲2 from last survey — Favorable: **81%**

Q.2: During the past 30 days...How much did you care about other people's feelings?



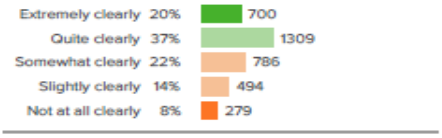
▼2 from last survey — Favorable: **87%**

Q.3: During the past 30 days...How well did you get along with students who are different from you?



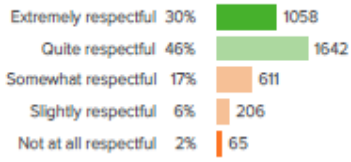
▲0 from last survey — Favorable: **81%**

Q.4: During the past 30 days...How clearly were you able to describe your feelings?



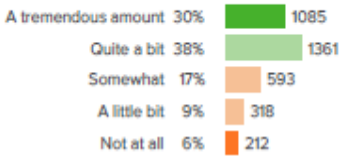
▼2 from last survey — Favorable: **56%**

Q.5: During the past 30 days...When others disagreed with you, how respectful were you of their views?



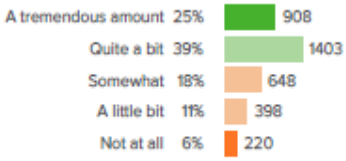
▼1 from last survey Favorable: **75%**

Q.6: During the past 30 days...To what extent were you able to stand up for yourself without putting others down?



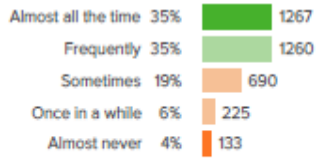
▲0 from last survey Favorable: **69%**

Q.7: During the past 30 days...To what extent were you able to disagree with others without starting an argument?



▲3 from last survey Favorable: **65%**

Q.8: During the past 30 days...How often did you compliment others' accomplishments?



▲5 from last survey Favorable: **71%**

Beaufort County

Grades 6-12
Fall 2020

Report created by
Panorama Education

Beaufort County
Fall 2020 Panorama Equity and Inclusion Survey, Grades 6-12

Summary

Topic Description	Results	Benchmark
Cultural Awareness and Action How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school	59%	40th - 59th percentile compared to others nationally
Diversity and Inclusion How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures	77%	60th - 79th percentile compared to others nationally
Sense of Belonging How much students feel that they are valued members of the school community.	45%	20th - 39th percentile compared to others nationally

7,564 responses

Beaufort County
Fall 2020 Panorama Equity and Inclusion Survey, Grades 6-12

Cultural Awareness and Action

Your average
59%
7,564 responses

How did people respond?

Q.1: How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?

Almost always	20%	1481
Frequently	31%	2355
Sometimes	28%	2129
Once in a while	13%	951
Almost never	8%	617

Favorable: **51%**

Q.2: How often do you think about what someone of a different race, ethnicity, or culture experiences?

Almost always	18%	1386
Frequently	31%	2344
Sometimes	32%	2370
Once in a while	11%	810
Almost never	8%	603

Favorable: **81%**

Q.3: How confident are you that students at your school can have honest conversations with each other about race?

Extremely confident	18%	1331
Quite confident	34%	2584
Somewhat confident	29%	2172
Slightly confident	12%	935
Not at all confident	6%	474

Favorable: **52%**

Q.4: At your school, how often are you encouraged to think more deeply about race-related topics?

Almost always	12%	906
Frequently	25%	1908
Sometimes	33%	2507
Once in a while	17%	1286
Almost never	12%	886

Favorable: **71%**

Diversity and Inclusion

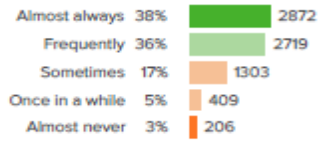
Your average

77%

7,564 responses

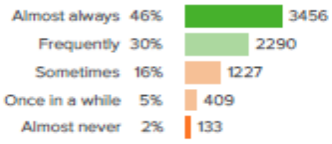
How did people respond?

Q.1: How often do you spend time at school with students from different races, ethnicities, or cultures?



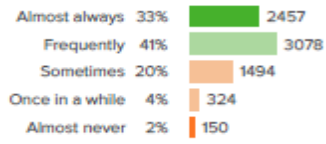
Favorable: **74%**

Q.2: How often do you have classes with students from different racial, ethnic, or cultural backgrounds?



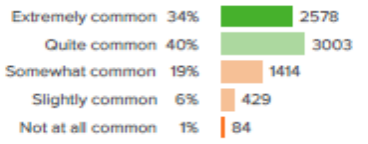
Favorable: **76%**

Q.3: At your school, how often do students from different races, ethnicities, or cultures hang out with each other?



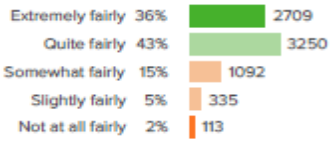
Favorable: **74%**

Q.4: At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?



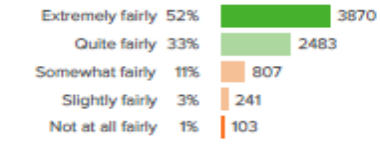
Favorable: **74%**

Q.5: How fairly do students at your school treat people from different races, ethnicities, or cultures?



Favorable: **79%**

Q.6: How fairly do adults at your school treat people from different races, ethnicities, or cultures?



Favorable: **85%**

Beaufort County
Fall 2020 Panorama Equity and Inclusion Survey, Grades 6-12

Sense of Belonging

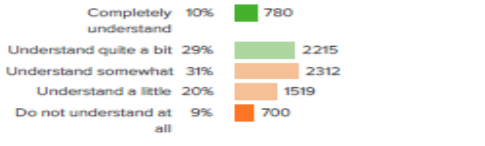
Your average

45%

7,564 responses

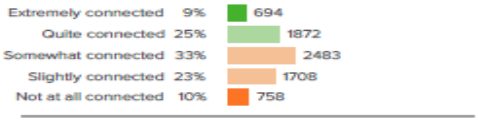
How did people respond?

Q.1: How well do people at your school understand you as a person?



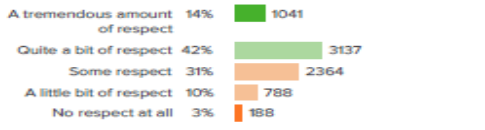
Favorable: **40%**

Q.2: How connected do you feel to the adults at your school?



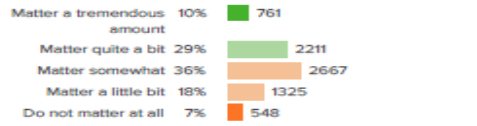
Favorable: **34%**

Q.3: How much respect do students in your school show you?



Favorable: **56%**

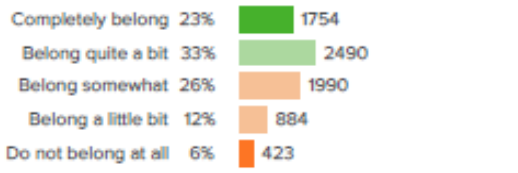
Q.4: How much do you matter to others at this school?



Favorable: **40%**

Beaufort County
Fall 2020 Panorama Equity and Inclusion Survey, Grades 6-12

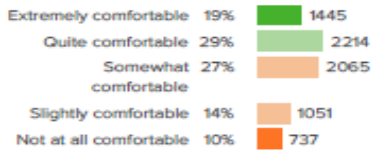
Q.5: Overall, how much do you feel like you belong at your school?



Favorable: **56%**

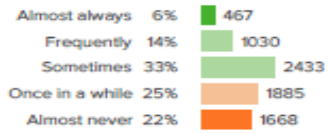
Beaufort County
Fall 2020 Panorama Equity and Inclusion Survey, Grades 6-12

Q.5: How comfortable are you sharing your thoughts about race-related topics with other students at your school?



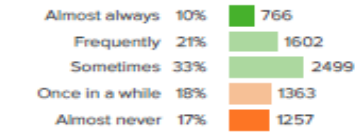
Favorable: **49%**

Q.6: How often do students at your school have important conversations about race, even when they might be uncomfortable?



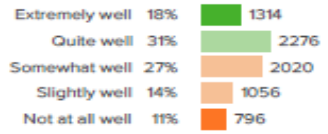
Favorable: **53%**

Q.7: When there are major news events related to race, how often do adults at your school talk about them with students?



Favorable: **65%**

Q.8: How well does your school help students speak out against racism?



Favorable: **48%**

IV BEAUFORT COUNTY SCHOOL DISTRICT STRATEGIC PLAN

Beaufort County School District

2020 District Strategic Plan

Table of Contents:

	Page #
Plan Information and Stakeholders	1
Needs Assessment Data	2
Executive Summary of Needs Assessment Data	52
Performance Goal – Operational Expectations Correlation	60
Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	62
Gifted and Talented Required Tables	82
Proficiency-Based System	86
Identification of Summer School Program Sites	90
Assurances	90
Waiver	102
Related Documents	102

Plan Information and Stakeholders

21st Century Graduate Profile

Plan Submission

- ○ School does not utilize AdvancEd
- ○ School utilizes AdvancEd
- ✓ District and all schools utilize AdvancEd

Phase of Plan

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

District Plan Contact Information

Name: Dr. Mary Stratos
Phone: 843-322-5931

DRAFT Pending Community Review & School Board/State App

V LOCAL BOARD APPRVED COURSE

Beaufort County School District
NEW OR NNOVATIVE COURSE PROPOSAL
(Scan entire completed document and email to Geri Henderson)

FILE: IS-21-E (2)

Requests for local Beaufort County School District new innovative course approval must be submitted in October of the year prior to the year of implementation. All proposed course requests must submit this application in its entirety before consideration will be given. All proposed courses must be reviewed by the curriculum review panel in the Department of Instructional Services, before a final recommendation will be made to the Board of Education for approval. It is recommended that a survey be conducted to verify the need/support for this particular course. Overall budget, staffing and the schools' fiscal ability to sustain the proposed course of study will be considered in the approval process.

Title of Course(s) being proposed: Pre AP English 1, Pre AP English 2

Subject/Content Area: ELA

School of Implementation: Beaufort High School

Name of staff member proposing course: Paula Corbett Position: AP Seminar/Research Teacher

Application prepared by: Paula Corbett

Principal/Director of School where course to be offered: Charity Summers

Course beginning date (month/year): August, 2021

Length of course: Semester X Year X* (only Pre AP English 2 paired with AP Seminar)

Projected Enrollment: 70 students Pre AP English 1 45 Pre AP English 2

Unit(s) of credit to be granted: 1 elective credit for Pre AP English 1 (replacing Advanced Writing)

1 English credit for Pre AP English 2 (renamed Advanced Composition, SC course code 303000HW)

Name of staff teaching course: Sara Cain- Pre AP English 1, Paula Corbett- Advanced Composition

List areas of teacher certification:

Sara Cain- English 6-12

Paula Corbett- English 6-12, AP English Language and Composition, AP Seminar, AP Research

List experience/training teacher has in this area of study: Sara has been at Beaufort High for two years. She has a master's degree from USC and has demonstrated excellent skills in dealing with all levels of

English 1. Sara is also committed to developing writing skills and is adept at teaching critical reading skills, both of which are essential in preparing students for AP courses.

Paula Corbett has been teaching AP Seminar paired with English 2H for three years. The model is very successful in supporting writing skills necessary for AP Seminar. Ms. Corbett is certified in English 6-12, AP Seminar, AP Research, and AP English Language and Composition.

What warrants offering this course as an innovative or new course? Freshmen and sophomores (including students taking English 1 in the 8th grade) are not prepared for the rigor of AP courses. This course would serve as a gateway to AP courses, either preparing students for AP Capstone as sophomores or for other AP courses as juniors or seniors. Pairing AP Seminar with English 2H has already proved that support is necessary for the higher-level writing skills necessary for success in AP courses.

If this course will be offered as a sequence, complete the information below:

Pre AP English 1 would replace the current course 309970HW Advanced Writing, usually taken by students who completed English IH in the 8th grade. It could also be taken by students after completion of 302400CW English 1 CP by students who demonstrate ability and who desire to take AP courses in the future. Course progression would be from English 1H in 8th grade to Pre AP English 1 in 9th grade, then to Advanced Composition in 10th grade. Advanced Composition (303000HW) would be appropriate for 10th grade students who have completed English 1H in 9th grade and who desire to take upper level AP courses in the future, but do not wish to go on to AP Seminar. Tenth grade AP Seminar will pair with Advanced Composition to further strengthen skills. English 2 H will remain in place for students who intend to remain on an honors track, and do not intend to pursue AP courses.

Beaufort County School District
NEW OR INNOVATIVE COURSE PROPOSAL

Was a needs assessment conducted and/or students surveyed? Yes

If yes, summarize student responses for the need for the innovative course:

In a sampling of 78 students, 47.4% sophomores and 52.6% juniors, who are currently enrolled in AP World History, AP Seminar, AP US History, AP English Language and Composition, or a combination of these courses, 51.3% said they were not well prepared for AP courses by their previous English/Advanced Writing class. 89.7% said that they would have chosen a Pre AP course over their previous English/Advanced Writing course, if they had had the choice. Only 10.3% said they would not have chosen the Pre AP option. As to the most compelling reason for adding Pre AP courses, the breakdown was as follows:

Pre AP English is not necessary as a foundation for higher level courses- 2.6%

Pre AP will transition better into the AP Capstone program- 24.4%

English 1H and/or Advanced Writing are not rigorous enough to adequately prepare for AP courses- 35.9%

To bridge the gap between English 1H in middle school and the rigor of high school courses- 37.2%

Will student be exempt from post-secondary courses if they successfully complete any of these secondary course(s)? Not per se. This course is intended to better prepare students to take and do well in AP courses, for which they do receive post-secondary credit.

If so, Institution name N/A Course Name(s) N/A
Describe/name what facility needs or requirements: None

Describe any training or professional development requirements: College Board provides Readiness Workshops, which are arranged by request. They are recommended, but not required. There is a Pre-APSI required prior to approval for instruction.

Describe/name staffing requirements: N/A

Describe scheduling requirements: There would be no additional scheduling requirements. Courses would replace some current courses and would not require changes.

Name any software required for each course: N/

Cost per student- Cost per school license $ 3,000/year (College Board fee) What are the IT requirements to support software (if any) N/A

Name any textbook(s) that may be required for each course: None

Available through SCSDE book depository? If not, cost of each text. $

Cost of any additional materials. N/A

Name	Cost
a.	
b.	
c.	
d.	

Date Course application submitted to Instructional Services Department:
November 30, 2020 Resubmitted on December 8, 2020

Beaufort County School District
NEW OR INNOVATIVE COURSE PROPOSAL
APPENDIX A
SIGNATURE PAGE

All signatures are required in order to implement proposed course. Signature verifies that the proposal has been read and that all elements have been taken into consideration by the responsible parties. This approval form will be returned to the applicant and to the school principal once completed.

Linda McCarter
Teacher of the new innovative course **Date** 12/8/20

Principal of school where innovative/new course will be offered **Date**

For ISD use:
Course Approved _____ **Course Not Approved** _____

Chief Instructional Services Officer (Appendix C)
Superintendent (Approval form – (Appendix C)
Board of Education (Approval form – (Appendix C)

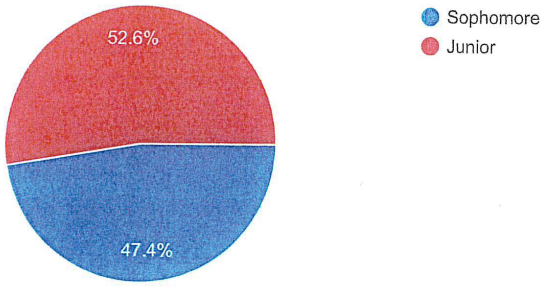
Pre AP Needs Assessment

78 responses

Publish analytics

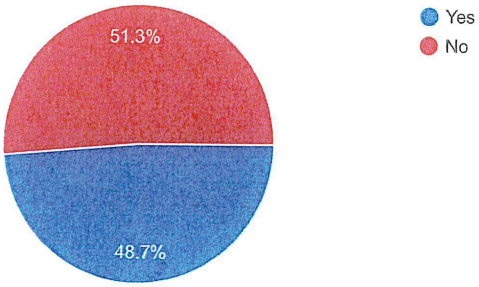
Current Grade

78 responses



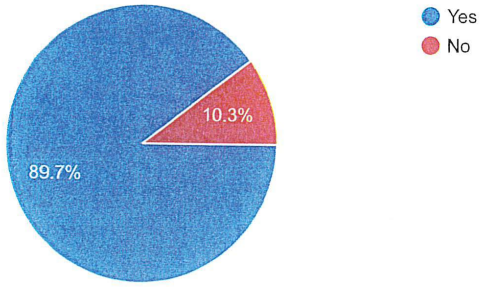
Do you feel you were well prepared for AP courses by your previous English/Advanced Writing class?

78 responses



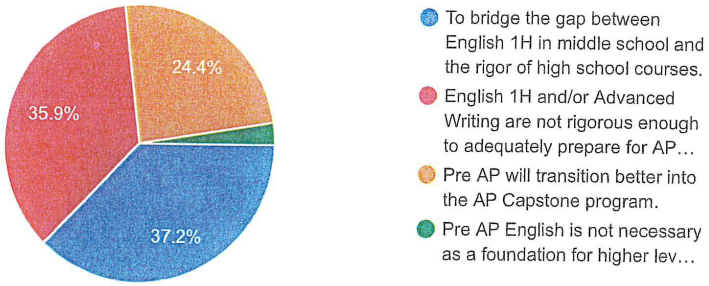
If you had been able to choose a Pre AP course rather than your previous English/Advanced Writing course, would you have chosen Pre AP?

78 responses



What do you think is the most compelling reason to add Pre AP as a course option in English at Beaufort High?

78 responses



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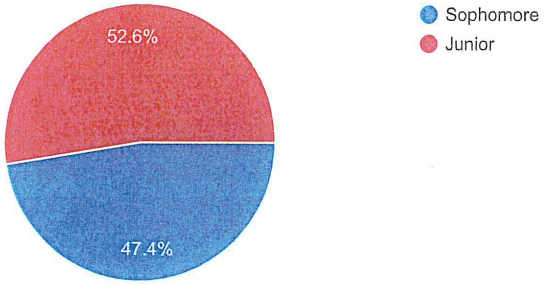
Pre AP Needs Assessment

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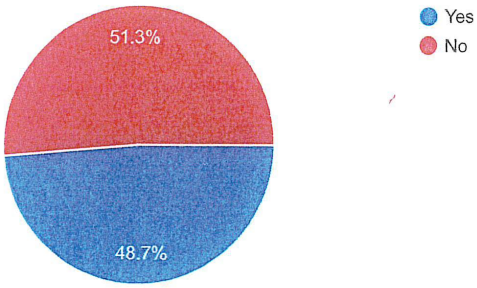
Current Grade

78 responses



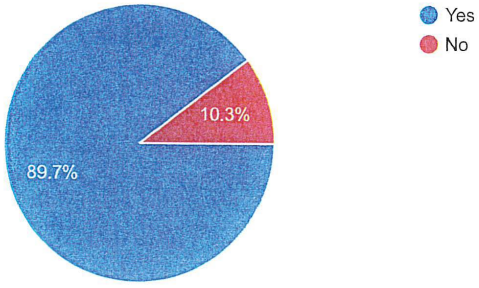
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78 responses



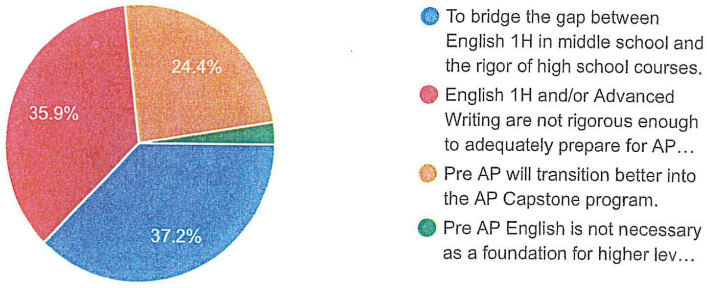
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78 responses



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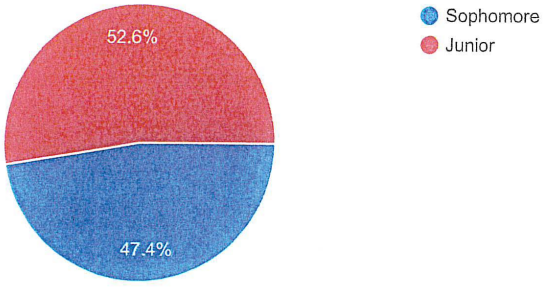
Pre AP Needs Assessment

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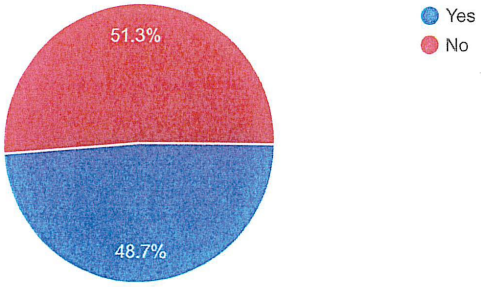
Current Grade

78 responses



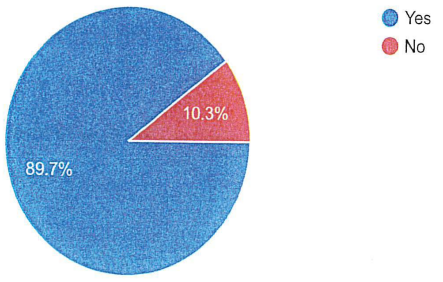
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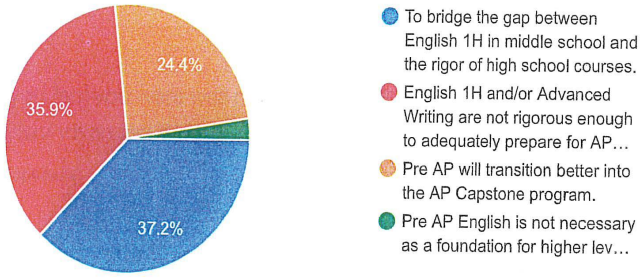
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78 responses



What do you think is the most compelling reason to add Pre AP as a course option in English at Beaufort High?

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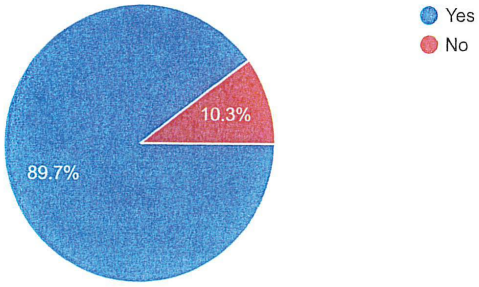


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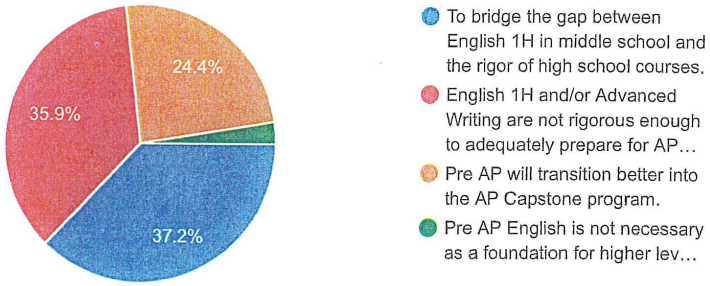
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78 responses



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Google Forms

VI MULTILINGUAL NEWSPAPER

HHIHS ESOL NEWS

Month of December 2020

ESOL STAFF:



Susan Koves

German Tapia

Paige Russell

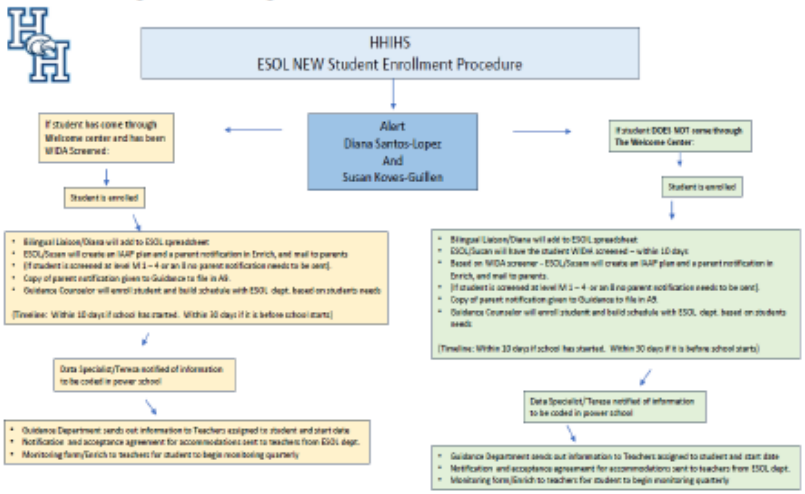
Rosellyn Cassidy

Robert Heise

William Ramsey

HHIHS ESOL Enrollment Procedures!

(We are working to make changes to better serve our ESOL students)



The 4 Domains of Language Learning:

Reading

Reading is the dynamic interaction of a reader and a text to create meaning. The reader decodes the words on the page, applies his/her prior knowledge, and creates meaning. Reading achievement is a leading factor in success in all curricular areas.

Writing

Writing is the ability to effectively express ideas using written symbols. Effective writers have good knowledge of spelling, language structure, grammar, and punctuation rules. Writing is used across all curricular areas to demonstrate understanding and communicate meaning.

Speaking

Speaking is the ability to effectively express ideas and accurately pronounce words. Speaking is the first formalized form of communication that occurs in humans.

Listening

Listening is the ability to understand what is heard. Listening is a process that involves hearing sounds, then processing and understanding what has been heard.

"I am always ready to learn although I do not always like being taught"
By Winston Churchill



We are all ESOL!

Outcomes	Road Map
Teachers will be able to differentiate their lessons plans to address the needs of their ESOL students WIDA Indicators: 1. Language of Math 2. Language of Social Studies 3. Language of Science	1. Quotes of the day 2. Warm Up 3. Statistical Data 4. WIDA Expectations 5. WIDA Can Do Descriptors 6. Teacher Lesson Plans 7. Exit Card

ACCESS TEST



1/25/2021 -3/19/2021
ACCESS for ELLS
testing window

WE ARE BETTER TOGETHER

Our goal at HHIHS is to create a true partnership where the mainstream teacher and ESOL teacher work with the students to foster a sense ownership of learning.

Our at-risk students who remain in mainstream classrooms with instructional support and accommodations, can achieve at high levels. Students' motivation increases in mainstream classrooms when they are engaged in meaningful learning.



For our ESOL learners, communication with our native English speakers allows the use of language, including exposure to and practice with vocabulary. Students can benefit from seeing the English instruction and the mainstream academic content.



VII GRADUATION RATES

	2010			2011			2012			2013		
School	#Graduates	#Denominator	%Graduated	#Graduates	#Denominator	%Graduated	#Graduates	#Denominator	%Graduated	#Graduates	#Denominator	%Graduated
BCHS	91	196	54.2	212	331	64	153	215	71.1	144	187	77.0
BHS	145	244	64.9	345	485	71.1	307	406	75.6	291	365	79.7
BLHS	130	240	63.4	285	405	70.4	237	338	70.1	284	399	71.2
HHHS	120	184	63.4	263	357	73.7	233	285	81.7	258	309	83.5
IA												
MRHS												
WBECHS			n/a	0	3	0	119	147	80.9	89	120	74.2
Beaufort County	486	864	61.8	1105	1581	69.9	1049	1391	75.1	1066	1416	75.3
State			72.7			74			75			78.0

	2014			2015			2016			2017		
School	#Graduates	#Denominator	%Graduated	#Graduates	#Denominator	%Graduated	#Graduates	#Denominator	%Graduated	#Graduates	#Denominator	%Graduated
BCHS	135	173	78.0	168	207	81.0	164	204	80.4	171	221	77.4
BHS	286	361	79.2	264	327	80.2	279	327	85.3	287	329	87.5
BLHS	292	385	75.8	306	413	73.6	363	432	84.0	311	376	82.7
HHHS	273	315	86.9	272	311	87.7	274	308	89.0	304	337	90.2
IA							1	6	16.7	2	17	11.8
MRHS										93	100	93.0
WBECHS	92	119	77.3	100	141	71.4	94	115	81.7	120	143	83.9
Beaufort County	1078	1376	78.3	1110	1409	78.7	1175	1409	83.4	1288	1533	84.1
State			80.0			80.3			82.6			84.6

	2018			2019			2020			2021		
School	#Graduates	#Denominator	%Graduated	#Graduates	#Denominator	%Graduated	#Graduates	#Denominator	%Graduated	#Graduates	#Denominator	%Graduated
BCHS	170	222	76.6	162	193	83.9	155	184	84.2	158	184	85.9
BHS	300	367	81.7	308	365	84.4	266	328	81.1	264	315	83.8
BLHS	259	297	87.2	265	311	85.2	241	292	82.5	268	293	91.5
HHHS	309	337	91.7	274	312	87.8	289	331	87.3	296	331	89.4
IA	6	21	28.6									
MRHS	217	223	97.3	288	306	94.1	329	358	91.9	348	389	89.5
WBECHS	87	98	88.8	108	120	90.0	126	139	90.6	99	107	92.5
Beaufort County	1349	1568	86.0	1410	1623	86.9	1406	1640	85.7	1432	1618	88.5
State			81.0			81.1			82.1			

Interpretation and Monitoring Indicators

14.2. The Superintendent shall: Support staff efforts to address unruly student behaviors, to work in partnership with parents and DSS, and to expedite the return of students to an appropriate learning environment.

Superintendent Interpretation:
In interpret this to be that the District supports staff efforts to address unruly student behaviors, to work with partnership with parents and DSS, and to expedite the return of student to an appropriate learning environment.

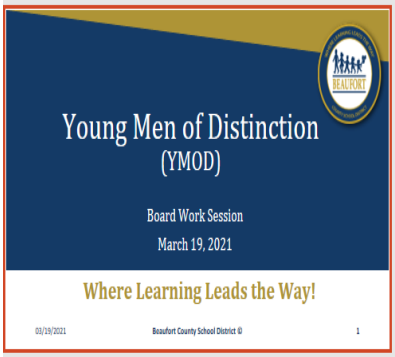
Statement of Compliance:
The District is in compliance with OE 14.2

Evidence of Compliance:

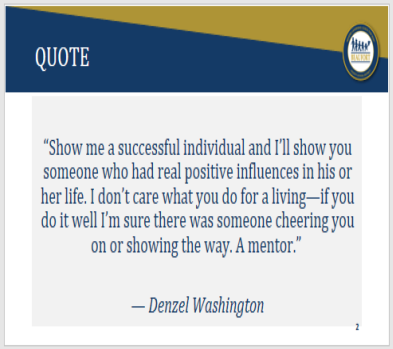
I Professional Development for Behavior Management Specialist and Social WOrkers

Behavior Management Specialists	Social Workers
Panorama SEL Universal Screener/ Platform	Panorama SEL Universal Screener/ Platform
Trauma-Informed Care- Jim Sporleder	Trauma-Informed Care- Jim Sporleder
BCSD LMS & Zoom Breakout Sessions- Colleen & Sully	BCSD LMS & Zoom Breakout sessions- Colleen & Sully
Safe at School- Student Monitoring	Safe at School- Student Monitoring
Cultural Competence	Cultural Competence
Restorative Practices	Signs Matter Suicide Prevention
MOST/WISE Club Virtual Program- Hopeful Horizons	MOST/ WISE Club Virtual Program- Hopeful Horizons
Trust Based Relation Initiative (TBRI) TCU	Attendance Works- Virtual Training (8 SW's)

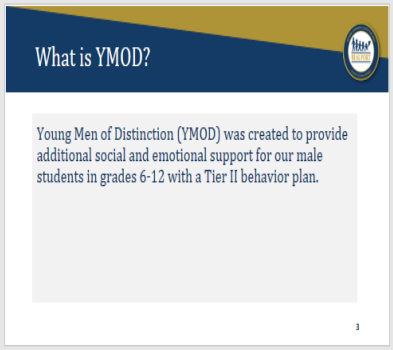
II PRESENTATION AND WORK WITH PRIOR STUDENTS ATTENDING RIGH CHOICES



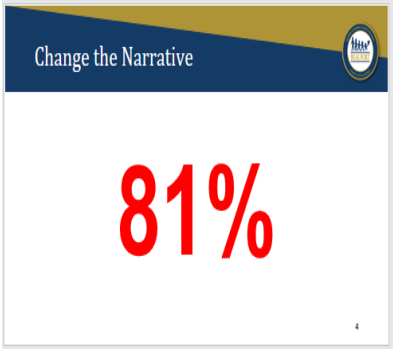
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2



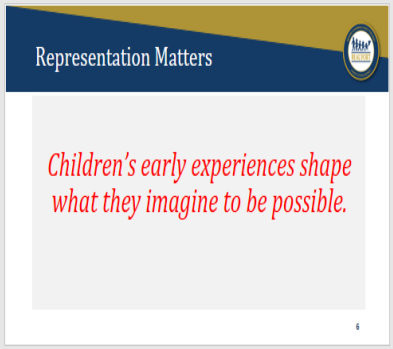
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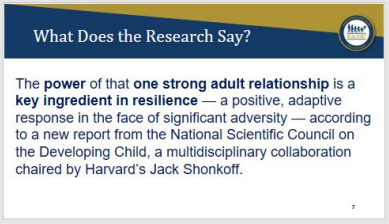
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5



6



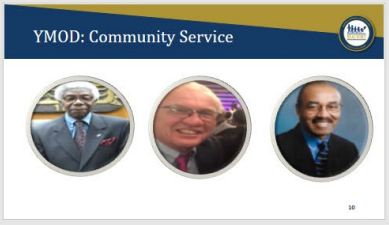
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8



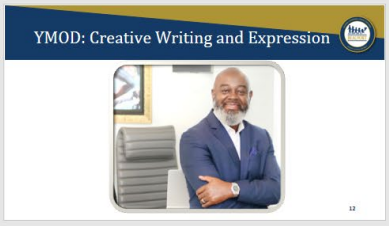
9



10



11



12

YMOD: Men in Medicine




13

YMOD: Financial Literacy



14

YMOD: Social and Emotional Learning




15

YMOD: Police-Community Relationships




16

Spotlight: Bluffton Today



17

Points of Celebration

A/B Honor Roll
Student of the Month
Clubs
Athletics
Reduced Discipline
Taking Advanced Classes
Perfect Attendance

18

YMOD Testimonies

19

New Component: YMOD Ambassadors

Peer Mentorship



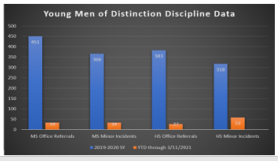
20

Special Guests: March 9, 2021



21

Data



22

Our Behavior Management Specialists

Middle School BMS

- HHIMS – Ron Lewis
- BLMS – Dwon Fields
- HEMMS – Deleon Johnson
- RRA – Peter McCray
- RSIA – Dr. Erick Alston
- BMS – Webster Ogle
- LIMS – Shawn Coleman
- WBMS – Marion Smalls

High School BMS

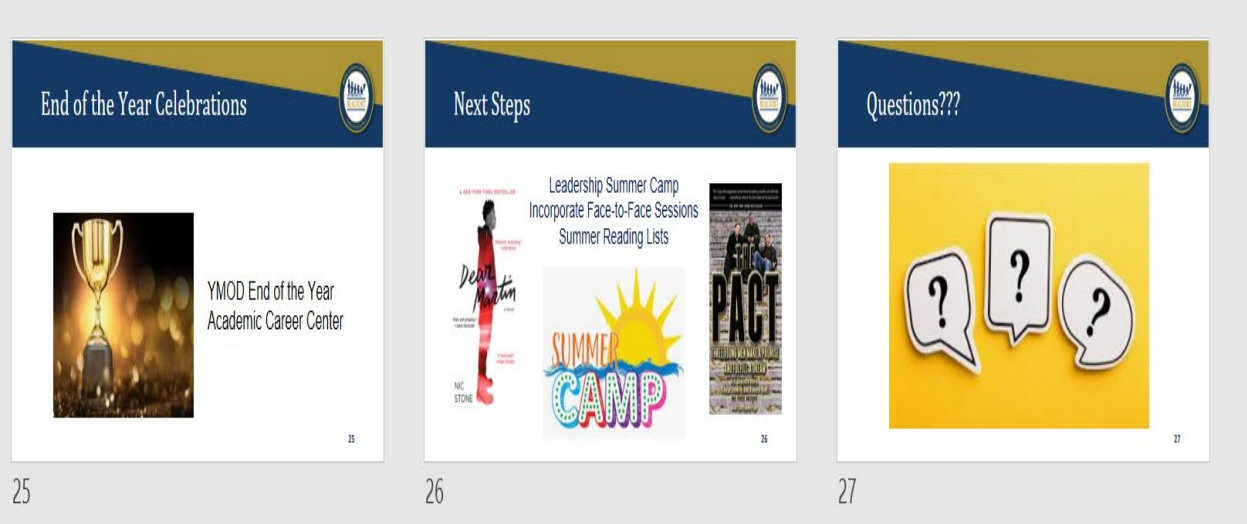
- HHIHS – Frank Holland
- BLHS – Bryant Kitty
- BCHS – Patricia Anderson
- MRHS – Keisha Glover
- WBECHS – Jeff Lewis
- BHS – Dominique Cureton

23

Upcoming YMOD Sessions

DATES	TOPICS
March 26	Men in Education
April 9	Men in the Military
April 23	Men in College
May/June	End of the Year Celebrations

24



III RIGHT CHOICES HANDBOOK:

Right Choices Program Handbook 2020-2021

Kimberly Hobley, Ed.D. Director

Francina Dantzler, Ed.S. Assistant Director

INTRODUCTION

This handbook has been prepared to provide useful information to all persons who should know the policies and procedures of the Right Choices Alternative Program (RCP).

The Beaufort County Right Choices Alternative Education Program (RCP) is a program that provides students with an alternative educational setting after being removed from their home campus for violations of the Beaufort County School District Code of Student Conduct. This program provides students with an opportunity to continue with their academic work with the expectation that their behavior will be acceptable to avoid out-of-school suspension or expulsion. The information contained in this handbook should guide everyone toward accomplishing RCP goals. These guidelines provide sufficient information to enable the student, the parents and school personnel to work together with complete understanding and harmony – assuming a cooperative attitude exist on the part of all people concerned. Although not every detail can be covered in a handbook, efforts have been made here to provide the reader with an overview of what is expected of students at the RCP.

It is hoped that parents, students and all staff members will become familiar with the contents of this publication.

All concerned with this handbook should recognize that it may become necessary during the school year to modify and/or change portions of this handbook to address new situations as they arise. Suggestions for improvement will be appreciated as periodic revisions are made

NOTICE TO STUDENTS AND PARENTS REGARDING

DRUG-FREE SCHOOLS

The RCP believes that student use of alcohol, tobacco and other drugs is both wrong and harmful. Consequently, the District has established a code of student conduct that prohibits the possession, use, transmittal, or attempted transmittal of alcohol, tobacco, and other drugs to students or by students, and prohibits students from being under the influence of such substances while under district jurisdiction. Compliance with this code is mandatory and students shall be disciplined if they are found to have violated this code of conduct. It is important to note, violations regarding drugs and/or alcohol will be reported to the Beaufort County Police Department for enforcement purposes.

Right Choices Alternative Education Program

Mission

To provide an environment that encourages and maximizes behavioral potential by developing skills of self-discipline and taking responsibility for personal actions.

Vision

We will work with families and our diverse community to ensure that students gain social skills and develop self-discipline in order to successfully transition back into the traditional school setting.

Beliefs

- All students are responsible for their own learning and behavior.
- We encourage students to exceed expectations and take charge of their lives as they become adults.
- Students who feel hopeful and valued are most likely to achieve at higher levels.
- Students want the opportunity and encouragement to be their "best selves." They depend on adults to help them sort through the consequences of bad choices.
- The student is the focus of every decision.

IV RIGHT CHOICES STUDENT DATA:

50 students attended over the 2020-2021 school year. Below are the discipline infractions

Incident Type	Count of Student
510 Assault, Aggravated: Specify Type	1
520 Assault Simple	1
520 Assault, Simple	12
540 Burglary	1
560 Disturbing School	3
570 Drug Distribution	1
575 Drug Usage	4
580 Drug Possession	24
650 Intimidation	2
670 Larceny/Theft	2
680 Alcohol/Liquor Law Violation	1
740 Stolen Property	2
760 Vandalism	5
789 Weapons (Specify Objects)	10

Grand Total	69

III. OE 12.13 Adequately monitor and control student access to and utilization of electronically distributed information.

Superintendent Interpretation:

I interpret this to define that Beaufort County School District has appropriate controls in place for student access and utilization of electronically distributed information.

Statement of Compliance

The District is in compliance with OE 12. 13

Evidence of Compliance

Following is evidence to demonstrate compliance with OE 12.13 as described in the narrative of BCSD Board Governance Policy for Instructional Programs describing the District's condition as of June 30, 2021.

Monitoring Indicator(s):

1. Software Monitoring System:

- Destiny inventory system allows for tracking of hardware issued to students, assurance of distribution of appropriate hardware, and tracking of costs due to damages.

- Classlink Single Sign On is used as Beaufort County School District's primary method for student access to instructional software programs. Through Classlink, the district has the capacity to roster many instructional programs. This provides specific access for students based on grade level, targeted groups, and course enrollment. Classlink also allows the district to sync with our Student Information System (SIS) for course assignment and login credentials. Through Classlink, students can automatically login to many instructional programs without the need to utilize usernames and password individually resulting with the elimination of password frustration. Utilization of Classlink is a standard operating practice which results with the district's capability to review the use of programs accessed through Classlink.

- Gaggle is a software service used as a method of monitoring student activity in Google including Drive, email, calendar, and more. The software monitors our students accounts for harmful content and early warning signs. The company then notifies district and school contacts. It also will remove inappropriate or harmful content from our Google domain.

- DyKnow is a student device monitoring program for teachers to utilize. It allows the teacher to create a constructed environment during an active teaching session. The

Beaufort County Board of Education

Beaufort, South Carolina

Instructional Services Division

OE-12.3, OE 12.9 & 12.13 Instructional Program

Date: September 29, 2021

I hereby present the Evidence of Practice for OE-12.3, OE-12.9 and OE-12.13 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date:_____ Signed:_____

Dr. Mary E. Stratos

Chief Instructional Officer

Accepted:

Date:_____ Signed:_____

Frank Rodriguez

Superintendent

Accepted:

Date:_____ Signed:_____

Christina Gwozdz

Board Chair

Policy

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all student to achieve at levels defined in the Board's ***Results*** policies.

Superintendent Interpretation:

The district ensures the removal of barriers that would impede student access to a free appropriate public education. I interpret this to mean that the district has a comprehensive program of instruction, a course of study that is aligned with the South Carolina Department of Education content standards. This over-arching component is defined as district's core curriculum that builds upon state standards and diverse programmatic academic expectations. Instructional programs are inclusive of assessment (formative and summative) for and of learning, research and evidence based instructional programs and practices, that include learning opportunities for students to develop personalized talents and interest. As the district ensures access to educational programs that are designed to meet the needs of the learner, it also recognizes that optimum learning time meets or exceeds state and organization accreditation requirements with the adage of providing minimal interruptions to student learning.

These identified elements within the Operational Expectations outline the "what" of the teaching and learning processes that are implemented at schools within the Beaufort County School District. District and school staff will regularly monitor and assess the instructional programs at each school as a part of the ongoing supervision and support system to determine effectiveness of student learning. Underlining program monitoring is the assurance that instructional programs effectively provide student instructional assistance and intervention as needed to ensure students meet or exceed outcomes outlined in the Board's Results policies. To address the "how" of learning, the district ensures that students will have access to instructional materials that access to state instructional content standards and programmatic materials and contemporary measures of electronic and written text. To ensure quality of instructional programs and materials, the district will conduct adoptions of state materials in a manner that is aligned with state guidelines and provision of input by community stakeholders. Adding to the 'how" of learning is a district commitment to provide educators and school personnel training in a continuous improvement model that supports professional learning team facilitated meetings. Central to district and school site instructional practices is the provision that students must have access to school counselors who are trained to address academic and social emotional needs of the district's learners. As a means of building parental confidence and support, district and school communications are meaningful, transparent and timely.

In addition, I interpret this expectation to mean that all students must engage in classroom, school-based, and school-sponsored learning experiences that address their current and emerging needs. Such experiences will prepare them for the subsequent grade level, afford them to meet the requirements and prerequisites for admission to South Carolina public colleges and universities and/or attain entry level employment skills in business or industry upon graduation from high school, as described in the South Carolina Code of Law School Code Section 59 (*Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence)*.

I ADMINISTRATIVE REGULATIONS IN SUPPORT OF OE 12.3, 12.9 and 12.13

IS2 Regulation-IS-2%20(1) Teacher Expectations And Accountability

IS5 Regulation -IS5 School Day And Moment Of Silence

IS7 Regulation-IS-7%20(1) Curriculum Development, Adoption And Review

IS9 Regulation-IS-9%20(1) Instructional Program

SS4 Regulation-SS-4 Assignment Of Students To Classes

Interpretation and Monitoring Indicators

Operational Expectation(s):

I 12.3 The Superintendent Shall: Align curriculum with South Carolina Standards

Superintendent's Interpretation:
I interpret this to be that school base curriculum aligns with South Carolina Standards.

Statement of Compliance:

The District is in compliance with OE 12. 3

Evidence of Compliance:

Following is evidence to demonstrate compliance with OE 12.3 as described in the narrative of BCSD Board Governance Policy for Instructional Programs describing the District's condition as of June 30, 2021.

Monitoring Indicator(s)

1. Evidence - Rubicon Atlas Instructional Lessons and Resources.

Beaufort County School District (BCSD) Rubicon Atlas

Rubicon Atlas allows BCSD to share our district curriculum for each grade level and subject area, as curriculum maps. A curriculum map is a tool for providing a calendar-based sequence of learning expectations for the school year. Our curriculum maps clearly identify the learning targets for what we expect our students to know and be able to do at the completion of each course or grade level, broken down into units of study. Teachers are expected to use the curriculum maps to deliberately plan for student leaning.

Although we have a consistent essential district curriculum, teachers often do not teach the same topics at the same time or in the same way. Multi-disciplinary teams may integrate curriculum, and teachers may assess in different and multiple ways.

As educators we constantly strive to make our curriculum more effective, meaningful and cohesive. These maps present a living curriculum, one that is dynamic and responsive to the changing needs of students. We use our maps as a springboard for discussion about student learning and teaching practices. Our maps are continually evaluated and refined by teachers working with each other, curriculum specialists and administration to ensure that they reflect curriculum standards and the content and skills that students are required to master.

Please understand that the maps do not capture the rich, multi-dimensional educational program we provide our students.

Our maps contain the following information:

- Enduring Understandings - Enduring Understandings are declarative statements that describe concepts that transcend grade levels/courses.
- Essential Questions – Essential Questions are questions which focus on the underlying concept taught and which require reasoning, judgment and evaluation.
- Standards – Standards refer learning targets derived from State Curriculum Frameworks.
- Content – Content refers to the subject matter itself, key concepts, facts, topics, and important information.
- Skills – Skills are targeting proficiencies, technical actions and strategies for demonstrating understanding of the content.
- Disciplinary Vocabulary - Disciplinary vocabulary are the terms fundamental to understanding the unit's content and skills.

Standards/Digital Resources Alignment Document Update

9/15/2020

Attached to the first unit in Rubicon, teachers will see each standard that is taught in that unit and available digital resources that align. (The document is the first attachment located under the list of standards.)

The first units typically last three to four weeks.

The curriculum and instruction team at the DESC will work to add a Standards/Digital Resources Alignment document to each unit located in Rubicon. These will be completed at least one week prior to the unit start date.

This work is done and will continue to be updated for the following content areas:

- ELA (K-8)
- Math (K-8) (*Note Summer 2021 – instructional updates to Algebra I were conducted in Rubicon Atlas*)
- Social Studies (K-5) (*Note Summer 2021 – instructional updates to new Human Geography 9th grade course and middle grades social studies courses were conducted in Rubicon Atlas*)
- Fine Arts Responding and Connecting Anchor Standards for
    - K-8 Art, Music, Dance, and Theatre
    - Middle School Chorus
    - Media Arts

K-8 Science is already aligned to the digital resource Discovery Education Science Techbook found in Classlink.

Note - Summer of 2021 Instructional development of World Language Courses was conducted in Rubicon Atlas.

What do Teachers see?

Correlated to each standard are resources that can be utilized to teach the standard. We only included resources available to all schools. This could be page numbers and lessons from state adopted materials, or links to resources that will provide teachers resources to design lessons.

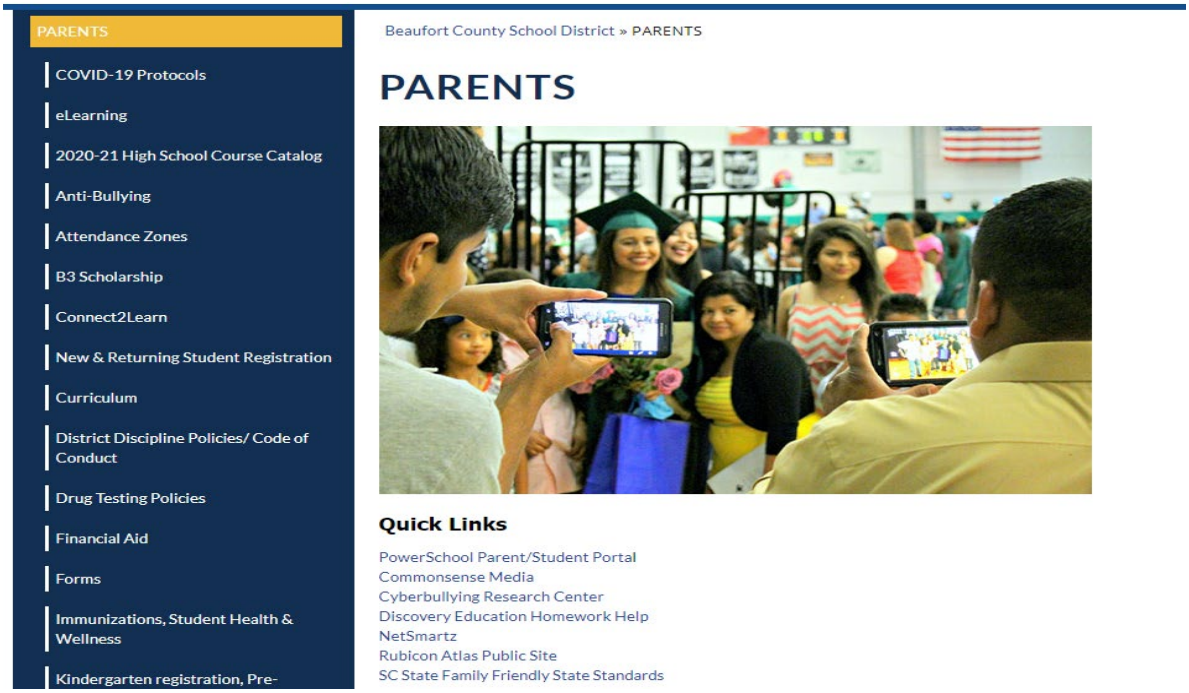
In addition, each unit will have standards-based assessment tools.

2. RUBICON ATLAS CURRICULUM ACCESS: https://beaufortschools.net/parents

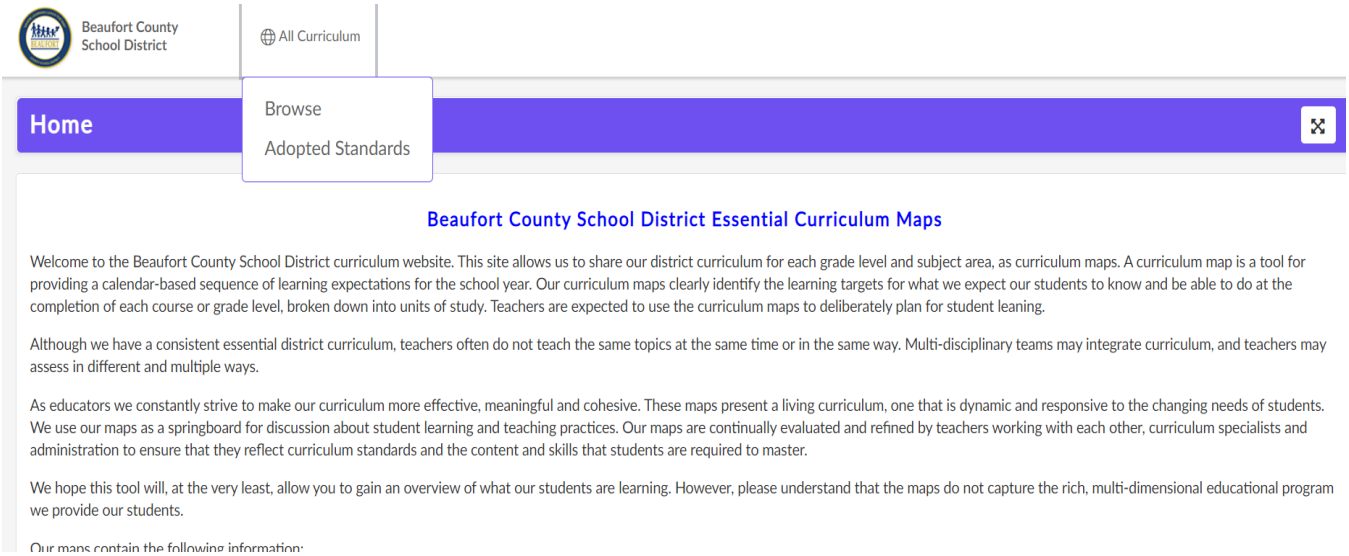
STEP 1: Access BCSD District Web Site and Link into the Parent Site



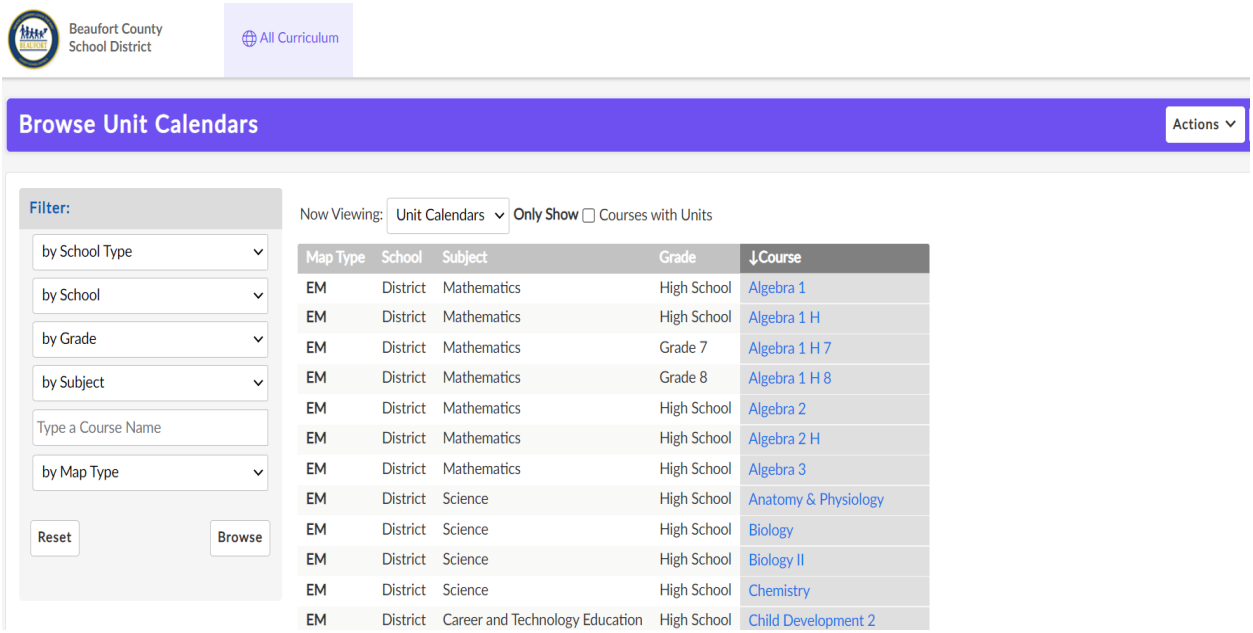
STEP 2: Link into RUBICON Atlas Public Site



STEP 3: Link into the top Left Hyper Link CURRICULUM, Select BROWSE



STEP 4: Select Course, grade, or area of interest at left banner.



3. RUBICON ATLAS INSTRUCTIONL COURSES:



Browse Unit Calendars

Wednesday, September 22, 2021, 12:54PM

Now Viewing: Unit Calendars

Only Show ☐ Courses with Units

Map Type	School	Subject	Grade	↓Course
EM	District	Mathematics	High School	Algebra 1
EM	District	Mathematics	High School	Algebra 1 H
EM	District	Mathematics	Grade 7	Algebra 1 H 7
EM	District	Mathematics	Grade 8	Algebra 1 H 8
EM	District	Mathematics	High School	Algebra 2
EM	District	Mathematics	High School	Algebra 2 H
EM	District	Mathematics	High School	Algebra 3
EM	District	Science	High School	Anatomy & Physiology

EM	District	Science	High School	Biology
EM	District	Science	High School	Biology II
EM	District	Science	High School	Chemistry
EM	District	Career and Technology Education	High School	Child Development 2
EM	District	World Languages	Grade 6	Chinese Grade 6
EM	District	World Languages	Grade 6	Chinese Grade 6 Exploratory
EM	District	World Languages	Grade 7	Chinese Grade 7
EM	District	World Languages	Grade 7	Chinese Grade 7 Exploratory
EM	District	World Languages	Grade 8	Chinese Grade 8
EM	District	World Languages	Grade 8	Chinese Grade 8 Exploratory
EM	District	World Languages	High School	Chinese I
EM	District	World Languages	High School	Chinese II

185 record(s) found. (Page 1 of 10, Records 1-20)

Browse Unit Calendars

Wednesday, September 22, 2021, 12:55PM

Now Viewing: Unit Calendars

Only Show ☐ Courses with Units

Map Type	School	Subject	Grade	↓Course
EM	District	World Languages	High School	Chinese III
EM	District	World Languages	High School	Chinese IV
EM	District	Fine Arts	High School	Chorus: Advanced
EM	District	Fine Arts	Middle School	Chorus: Intermediate
EM	District	Fine Arts	Elementary	Chorus: Novice
EM	District	Career and Technology Education	High School	Computer Programming 1
EM	District	Fine Arts	High School	Dance: Advanced
EM	District	Fine Arts	Middle School	Dance: Intermediate
EM	District	Fine Arts	Elementary	Dance: Novice
EM	District	Career and Technology Education	High School	Desktop Publishing

EM	District	Career and Technology Education	Middle School	Digital Literacy
EM	District	Career and Technology Education	High School	Digital Multimedia
EM	District	Mathematics	High School	Discrete Math
EM	District	Science	High School	Earth Science
EM	District	Science	Grade 8	Earth Science 8
EM	District	Social Studies	High School	Economics
EM	District	English Language Arts	Grade 1	ELA Grade 1
EM	District	English Language Arts	Grade 2	ELA Grade 2
EM	District	English Language Arts	Grade 3	ELA Grade 3
EM	District	English Language Arts	Grade 4	ELA Grade 4

185 record(s) found. (Page 2 of 10, Records 21-40)

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Browse Unit Calendars

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Now Viewing: Unit Calendars

Only Show ☐ Courses with Units

Map Type	School	Subject	Grade	↓Course
EM	District	English Language Arts	Grade 5	ELA Grade 5
EM	District	English Language Arts	Grade 6	ELA Grade 6
EM	District	English Language Arts	Grade 7	ELA Grade 7
EM	District	English Language Arts	Grade 8	ELA Grade 8
EM	District	English Language Arts	Kindergarten	ELA Grade K
EM	District	English Language Arts	Pre K	ELA Pre-K
EM	District	Science	Grade 1	Engineering/Science Lab Grade 1
EM	District	Science	Grade 2	Engineering/Science Lab Grade 2

EM	District	Science	Grade 3	Engineering/Science Lab Grade 3
EM	District	Science	Grade 4	Engineering/Science Lab Grade 4
EM	District	Science	Grade 5	Engineering/Science Lab Grade 5
EM	District	Science	Kindergarten	Engineering/Science Lab Grade K
EM	District	English Language Arts	High School	English I
EM	District	English Language Arts	Grade 8	English I H 8
EM	District	English Language Arts	High School	English II
EM	District	English Language Arts	High School	English III
EM	District	English Language Arts	High School	English IV
EM	District	Career and Technology Education	High School	Entrepreneurship
EM	District	Science	Grade 6	Environmental Science Grade 6

EM	District	Science	Grade 7	Environmental Science Grade 7

185 record(s) found. (Page 3 of 10, Records 41-60)

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Only Show ☐ Courses with Units

Map Type	School	Subject	Grade	↓Course
EM	District	Science	Grade 8	Environmental Science Grade 8
EM	District	Career and Technology Education	High School	Family & Consumer Science 1
EM	District	Career and Technology Education	High School	Family Life Education
EM	District	Career and Technology Education	High School	Financial Fitness 1
EM	District	Mathematics	High School	Foundations of Algebra
EM	District	World Languages	Grade 6	French Grade 6

EM	District	World Languages	Grade 7	French Grade 7
EM	District	World Languages	Grade 8	French Grade 8
EM	District	World Languages	High School	French I
EM	District	World Languages	Grade 8	French I 8
EM	District	World Languages	High School	French II
EM	District	World Languages	High School	French III
EM	District	World Languages	High School	French IV
EM	District	Fine Arts	High School	General Music: Advanced
EM	District	Fine Arts	Middle School	General Music: Intermediate
EM	District	Mathematics	High School	Geometry
EM	District	Mathematics	High School	Geometry H
EM	District	Mathematics	Grade 8	Geometry H 8

EM	District	Social Studies	High School	Government
EM	District	Career and Technology Education	Middle School	GTT Design and Modeling

185 record(s) found. (Page 4 of 10, Records 61-80)

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Browse Unit Calendars

Wednesday, September 22, 2021, 12:55PM

Now Viewing: Unit Calendars

Only Show ☐ Courses with Units

Map Type	School	Subject	Grade	↓Course
EM	District	Science	Grade 5	Lego Lab Grade 5
EM	District	Science	Kindergarten	Lego Lab Grade K
EM	District	Science	High School	Marine Science
EM	District	Career and Technology Education	High School	Marketing
EM	District	Mathematics	Grade 1	Math Grade 1
EM	District	Mathematics	Grade 2	Math Grade 2

EM	District	Mathematics	Grade 3	Math Grade 3
EM	District	Mathematics	Grade 4	Math Grade 4
EM	District	Mathematics	Grade 5	Math Grade 5
EM	District	Mathematics	Grade 6	Math Grade 6
EM	District	Mathematics	Grade 6	Math Grade 6 Accelerated
EM	District	Mathematics	Grade 6	Math Grade 6 Advanced
EM	District	Mathematics	Grade 7	Math Grade 7
EM	District	Mathematics	Grade 7	Math Grade 7 Advanced
EM	District	Mathematics	Grade 8	Math Grade 8
EM	District	Mathematics	Kindergarten	Math Grade K
EM	District	Mathematics	Pre K	Math Pre-K
EM	District	Fine Arts	Middle School	Media Art: Intermediate
EM	District	Physical Education & Health	Grade 1	PE Grade 1

EM	District	Physical Education & Health	Grade 2	PE Grade 2

185 record(s) found. (Page 6 of 10, Records 101-120)

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Browse Unit Calendars

Wednesday, September 22, 2021, 12:55PM

Now Viewing: Unit Calendars

Only Show ☐ Courses with Units

Map Type	School	Subject	Grade	↓Course
EM	District	Physical Education & Health	Grade 3	PE Grade 3
EM	District	Physical Education & Health	Grade 4	PE Grade 4
EM	District	Physical Education & Health	Grade 5	PE Grade 5
EM	District	Physical Education & Health	Grade 6	PE Grade 6
EM	District	Physical Education & Health	Grade 7	PE Grade 7
EM	District	Physical Education & Health	Grade 8	PE Grade 8

EM	District	Physical Education & Health	Kindergarten	PE Grade K
EM	District	Physical Education & Health	High School	PE I
EM	District	Science	High School	Physics
EM	District	Career and Technology Education	High School	PLTW - Civil Engineering & Architecture
EM	District	Career and Technology Education	High School	PLTW - Engineering Design and Development
EM	District	Career and Technology Education	High School	PLTW - Introduction to Engineering Design
EM	District	Career and Technology Education	High School	PLTW - Principles of Engineering
EM	District	Mathematics	High School	Precalculus
EM	District	Mathematics	High School	Precalculus H
EM	District	Mathematics	High School	Probability & Statistics
EM	District	Mathematics	High School	Ready for High School Math

EM	District	Science	Grade 1	Science Grade 1
EM	District	Science	Grade 2	Science Grade 2
EM	District	Science	Grade 3	Science Grade 3

185 record(s) found. (Page 7 of 10, Records 121-140)

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Browse Unit Calendars

Wednesday, September 22, 2021, 12:55PM

Now Viewing: Unit Calendars

Only Show ☐ Courses with Units

Map Type	School	Subject	Grade	↓Course
EM	District	Science	Grade 4	Science Grade 4
EM	District	Science	Grade 5	Science Grade 5
EM	District	Science	Grade 6	Science Grade 6
EM	District	Science	Grade 7	Science Grade 7
EM	District	Science	Grade 8	Science Grade 8
EM	District	Science	Kindergarten	Science Grade K
EM	District	Career and Technology Education	High School	Social Media in Business

EM	District	Social Studies	Grade 1	Social Studies Grade 1
EM	District	Social Studies	Grade 2	Social Studies Grade 2
EM	District	Social Studies	Grade 3	Social Studies Grade 3
EM	District	Social Studies	Grade 4	Social Studies Grade 4
EM	District	Social Studies	Grade 5	Social Studies Grade 5
EM	District	Social Studies	Grade 6	Social Studies Grade 6
EM	District	Social Studies	Grade 7	Social Studies Grade 7
EM	District	Social Studies	Grade 8	Social Studies Grade 8
EM	District	Social Studies	Kindergarten	Social Studies Grade K
EM	District	World Languages	Grade 1	Spanish Grade 1
EM	District	World Languages	Grade 2	Spanish Grade 2
EM	District	World Languages	Grade 3	Spanish Grade 3

EM	District	World Languages	Grade 4	Spanish Grade 4

185 record(s) found. (Page 8 of 10, Records 141-160)

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Browse Unit Calendars

Wednesday, September 22, 2021, 12:55PM

Now Viewing: Unit Calendars

Only Show ☐ Courses with Units

Map Type	School	Subject	Grade	↓Course
EM	District	World Languages	Grade 5	Spanish Grade 5
EM	District	World Languages	Grade 5	Spanish Grade 5 Advanced
EM	District	World Languages	Grade 6	Spanish Grade 6
EM	District	World Languages	Grade 6	Spanish Grade 6 Advanced
EM	District	World Languages	Grade 7	Spanish Grade 7
EM	District	World Languages	Grade 8	Spanish Grade 8
EM	District	World Languages	Grade 8	Spanish I 8
EM	District	World Languages	Grade 1	Spanish Immersion Grade 1

EM	District	World Languages	Grade 2	Spanish Immersion Grade 2
EM	District	World Languages	Grade 3	Spanish Immersion Grade 3
EM	District	World Languages	Grade 4	Spanish Immersion Grade 4
EM	District	World Languages	Grade 5	Spanish Immersion Grade 5
EM	District	World Languages	Grade 7	Spanish Immersion Grade 7
EM	District	World Languages	Kindergarten	Spanish K
EM	District	Career and Technology Education	High School	Sports Medicine I
EM	District	Career and Technology Education	High School	Sports Medicine II
EM	District	Fine Arts	High School	Theatre: Advanced
EM	District	Fine Arts	Middle School	Theatre: Intermediate
EM	District	Fine Arts	Elementary	Theatre: Novice
EM	District	Social Studies	High School	US History

185 record(s) found. (Page 9 of 10, Records 161-180)

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Browse Unit Calendars

Wednesday, September 22, 2021, 12:55PM

Now Viewing: Unit Calendars

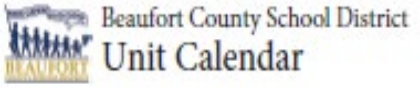
Only Show ☐ Courses with Units

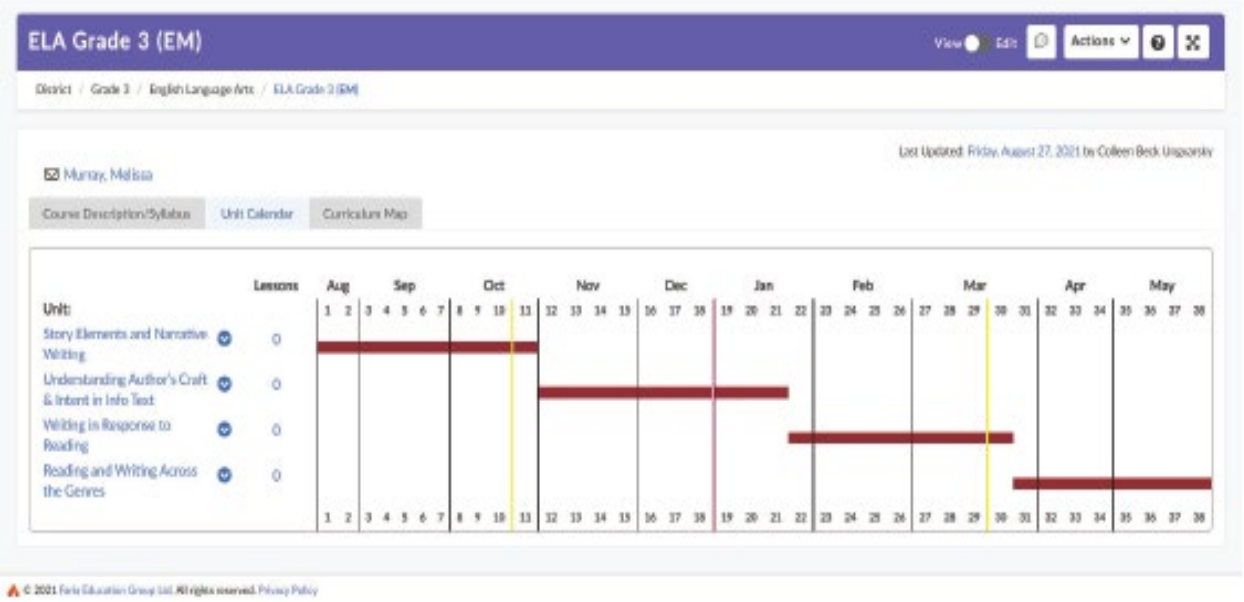
Map Type	School	Subject	Grade	↓Course
EM	District	Fine Arts	High School	Visual Art: Advanced 9-12
EM	District	Fine Arts	Middle School	Visual Art: Intermediate 6-8
EM	District	Fine Arts	Elementary	Visual Art: Novice K-5
EM	District	Social Studies	High School	World History
EM	District	Social Studies	High School	Youth in Government

185 record(s) found. (Page 10 of 10, Records 181-185)

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3. RUBICON ATLAS INSTRUCTIONAL PACING





Beaufort County School District

Scope and Sequence: Scope and Sequence Report For Standards, 2021 - 2022

District
Grade 3
ELA Grade 3 (EM)
2021-2022
Murray, Melissa

Story Elements and Narrative Writing

(Week 1 - Week 11)

SC: English Language Arts (2015)

SC: 3rd Grade

Reading: Literary Text

Meaning and Context (MC)
Standard 6: Summartze key details and ideas to support analysis of thematic development.

(P) 6.1 Determine the theme by recalling key details that support the theme.

Meaning and Context (MC)
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.

7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.

Meaning and Context (MC)
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

(P) 8.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and

(P) b. explain the influence of cultural and historical context on characters, setting, and plot development.

Language, Craft, and Structure (LCS)
Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.

9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.

District Writing
Grade 3
ELA Grade 3 (EM)
2021-2022
Murray, Melissa

Meaning, Context, and Craft (MCC)
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.

(P) 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;

(P) b. establish a situation and introduce a narrator and/or characters;

c. organize an event sequence that unfolds naturally;

(P) d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;

(P) e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;

f. use temporal words and phrases to signal event order;

(P) g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and

h. provide a sense of closure.

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Grade Three- Launching Reading and Writing Workshop.docx
3rd - Informational.docx
3rd - Literary.docx
PrinciplesofReadingSupportDocument (1).docx
Writing Language Observation Checklist Grade 3.docx
3 ELA Unit 1 - I Can Statements.docx

Understanding Author's Craft & Intent in Info Text

(Week 12 - Week 21)

SC: English Language Arts (2015)

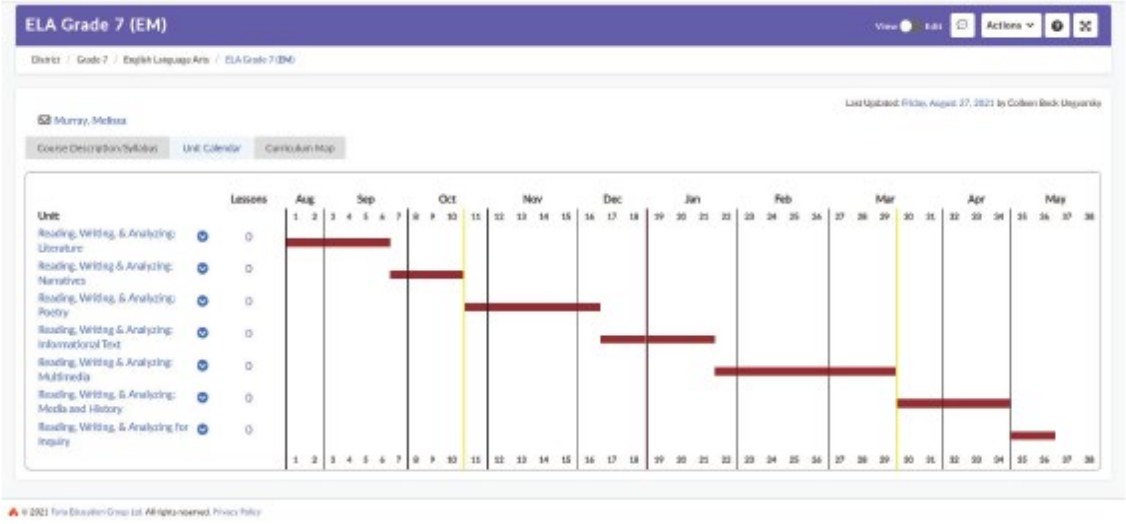
SC: 3rd Grade

Inquiry-Based Literacy

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

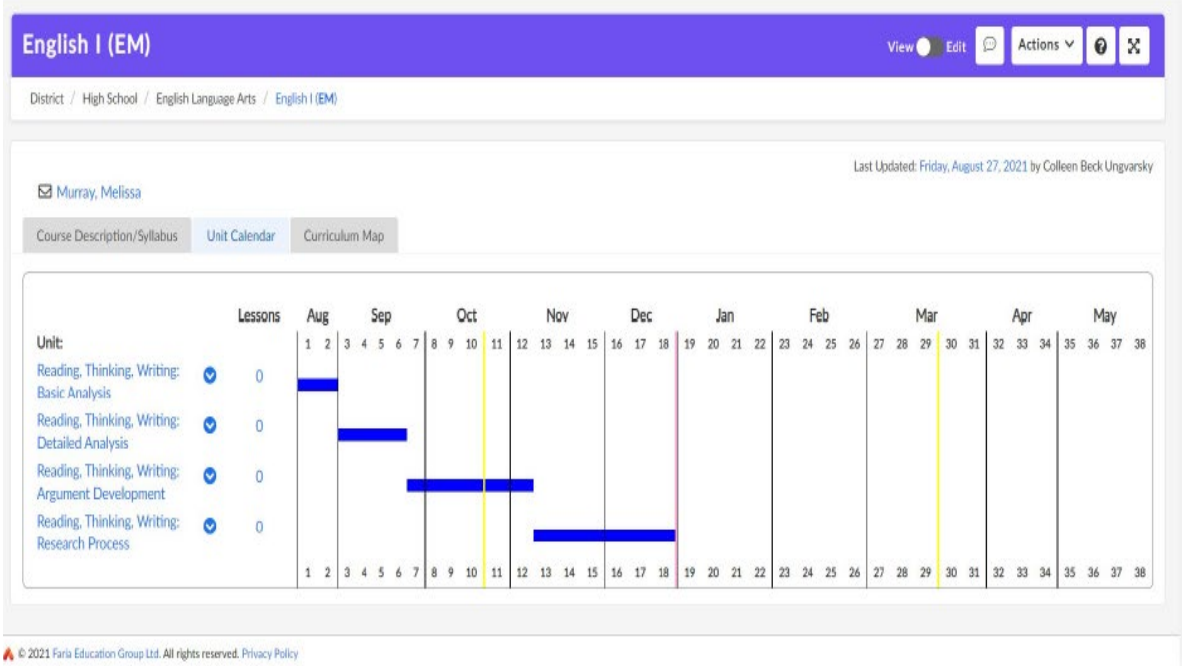
(P) 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.

Beaufort County School District
Unit Calendar



Beaufort County School District

Unit Calendar



Beaufort County School District

Scope and Sequence: Scope and Sequence Report For Standards, 2021 - 2022

District
High School
English I (EM)
2021-2022
Murray, Melissa

Reading, Thinking, Writing: Basic Analysis

(Week 1 - Week 2)

SC: English Language Arts (2015)

SC: Grades 9-12

English 1

Reading - Literary Text (RL)
Meaning and Context (MC)
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

(P) 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

Reading - Literary Text (RL)
Meaning and Context (MC)
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

(P) 8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.

Reading - Literary Text (RL)
Range and Complexity (RC)
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

(P) 13.3 Read and respond to grade level text to become self- directed, critical readers and thinkers.

Reading - Informational Text (RI)
Meaning and Context (MC)
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

4. SOUTH CAROLINA DEPARTMENT OF EDUCATION MATHMATICS/ENGLISH LANGUAGE ARTS/GIFTED & TALENTED

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

The South Carolina Department of Education Mathematics Priority and Support Learning Standards

September 2020

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.

STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

The South Carolina Department of Education English Language Arts Priority and Support Learning Standards

September 2020

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STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

Gifted and Talented Best Practices Guidelines: Program Evaluation

Pursuant to S.C. Code Ann. § 59-29-170
and State Board of Education Regulation 43-220

May 2018

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.

II. OC 12.9 <u>Protect the Instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.</u>

Superintendent's Interpretation:
I interpret this to be that the Beaufort County School District provides students within the academic day minimal interruptions due to unnecessary intrusions and teachers with unnecessary time out of the classroom.

<u>Statement of Compliance</u>

The District is in compliance with OE 12. 9

<u>Evidence of Compliance:</u>

Following is evidence to demonstrate compliance with OE 12.9 as described in the narrative of BCSD Board Governance Policy for Instructional Programs describing the District's condition as of June 30, 2021.

Monitoring Indicator(s)

1. ELEMENTARY SCHOOLS BELL SCHEUDLE:

Synergy Circle	Synergy Circle	Synergy Circle	Synergy Circle	Synergy Circle	Synergy Circle	Synergy Circle
ELA 60 minutes 9:00-10:00	Math 90 minutes 9:00-10:30	Math 90 minutes 9:00-10:30	ELA 120 minutes 9:00-11:00	ELA 120 minutes 9:00-11:00	Acad Arts 60 minutes 9:05-10:05	Acad Arts 60 minutes 9:05-10:05
Recess 25 minutes 10:00-10:25					Math 90 minutes 10:10-11:40	Math 90 minutes 10:10-11:40
ELA 60 minutes 10:25-11:25	Lunch 25 minutes 10:35-11:00	Lunch 25 minutes 10:35-11:00				
	Recess 35 minutes 11:00-11:35	Recess 35 minutes 11:00-11:35	Lunch 25 minutes 11:05-11:30	Lunch 25 minutes 11:05-11:30		
Lunch (in-Room) 25 minutes 11:30-11:55	Acad Arts 60 minutes 11:35-12:35	Acad Arts 60 minutes 11:35-12:35	Recess 25 minutes 11:30-11:55	Recess 25 minutes 11:30-11:55	Lunch 25 minutes 11:45-12:10	Lunch 25 minutes 11:45-12:10
Nap Time 11:55-12:55			Math 90 minutes 12:00-1:30	SS/Science 45 minutes 12:00-12:45	Recess 25 minutes 12:10-12:35	SS/Science 45 minutes 12:15-1:00
	SS/Science 35 minutes 12:40-1:15	ELA 130 minutes 12:40-2:50		Math 90 minutes 12:45-2:15	ELA 120 minutes 12:40-2:40	Recess 25 Minutes 1:00-1:25
Acad Arts 20 minute blocks PE/Recess 1:00-1:20 Music 1:20-1:40 Art 1:40-2:00 (Push- In)	ELA 130 minutes 1:15-3:25		SS/Science 45 minutes 1:30-2:15			ELA 120 minutes 1:25-3:25
Math 80 minutes 2:05-3:25			Acad Arts 60 minutes 2:20-3:20	Acad Arts 60 minutes 2:20-3:20	SS/Science 45 minutes 2:40-3:25	
		SS/Science 35 minutes 2:50-3:25				
SEL 20 minutes 3:25-3:45	SEL 20 minutes 3:25-3:45	SEL 20 minutes 3:25-3:45	SEL 20 minutes 3:25-3:45	SEL 20 minutes 3:25-3:45	SEL 20 minutes 3:25-3:45	SEL 20 minutes 3:25-3:45

2. ELEMENTARY SCHOOL RELATED ARTS SCHEDULE:

Art				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
60 minutes 9:05-10:05 UA Main Hallway	**5th Puls/Holmes 60 minutes 9:05-10:05**	**4th Hardy 60 minutes 9:05-10:05**	**5th Weddington 60 minutes 9:05-10:05**	**4th Porchey 60 minutes 9:05-10:05**
Planning 60 minutes 10:10-11:10	**Planning 60 minutes 10:10-11:10**	**Planning 60 minutes 10:10-11:10**	**Planning 60 minutes 10:10-11:10**	**Planning 60 minutes 10:10-11:10**
Lunch Duty 11:15-11:35	**Lunch Duty 11:15-11:35**	**Lunch Duty 11:15-11:35**	**Lunch Duty 11:15-11:35**	**Lunch Duty 11:15-11:35**
60 minutes 11:35-12:35 UA Main Hallway	**K Gerrard 60 minutes 11:35-12:35**	**K Park 60 minutes 11:35-12:35**	**1st Jackson 60 minutes 11:35-12:35**	**1st Hutchins 60 minutes 11:35-12:35**
Push-In Support 12:40-2:15	**Push-In Support 12:40-2:15**	**Push-In Support 12:40-1:35**	**Push-In Support 12:40-1:35**	**Push-In Support 12:40-2:15**
12:40- 1:10 Weddington	12:40- 1:10 Weddington	12:40- 1:10 Weddington	12:40- 1:10 Weddington	12:40- 1:10 Weddington
1:15-1:35 Puls	1:10-1:45 Puls 1:45-2:15 Smith	1:10-1:35 Puls **PreK Adkins** **1:40-2:10**	1:10-1:35 Puls **PreK Mallon** **1:40-2:10**	1:10-1:45 Puls 1:45-2:15 Horn

2nd Young 60 minutes 2:20-3:20	60 minutes 2:20-3:20 UA Main Hallway	2nd Smalley 60 minutes 2:20-3:20	3rd Horn 60 minutes 2:20-3:20	3rd Smith 60 minutes 2:20-3:20

3. ELEMENTARY SCHOOL INTERVENTION SCHEUDLE:

	Reading Interventionist Bramlette	Reading Interventionist Smalls	Reading Interventionist Weaver	Reading Interventionist Weaver
8:15-8:45	Duty Station	Duty Station	Duty Station	Duty Station
8:45-9:00	Synergy Circle	Synergy Circle	Synergy Circle	Synergy Circle
9:00-11:00	2nd Grade (Smalley)- Co-teach/Small Groups	2nd Grade (McDermid-Co-teach/Small Groups	3rd Grade-Co-teach/Small Groups shared with another teacher	3rd Grade-Co-teach/Small Groups Shared
11:05-11:35	Lunch	Lunch	Lunch	Lunch
11:35-12:35	Planning	Planning	Planning	Planning
12:40-2:20	1st Grade (Hutchins)-Co-teach/Small Groups	1st Grade (Jackson)-Co-teach/Small Groups	4th Grade-Co-teach/Small Groups	4th Grade-Co-teach/Small Groups
2:40-3:40	Tier 3 Groups	Tier 3 Groups	Tier 3 Groups	Tier 3 Groups
3:45	Duty Station	Duty Station	Duty Station	Duty Station
	Math Interventionist			
8:15-8:45	Duty Station			
8:45-9:00	Synergy Circle			
9:00-9:35	K- Co-teach/Small Groups			
9:35-10:05	1st- Co-teach/Small Groups			

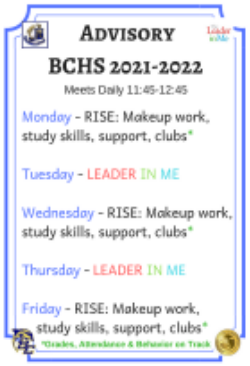
10:10-10:55	4th- Co-teach/Small Groups			
10:55-11:40	5th- Co-teach/Small Groups			
11:40-12:10	Lunch			
12:15-1:00	2nd- Co-teach/Small Groups			
1:00-2:15	3rd- Co-teach/Small Groups			
2:15-3:15	Tier 3 Groups			
3:15-4:15	Planning			

4. MIDDLE SCHOOL SCHEDULE:

		25 min. am duty	Homeroom	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ROOM	EXT.	8:15 - 8:40 am	8:45-9:05	9:09 - 10:07 am	10:11-11:09	11:13-12:11	12:15-12:55	12:59 - 1:57 pm	2:01 - 2:51 pm	2:55 - 3:45 pm
B100			ADVISORY	ADV ELA 7	ELA 7	ELA 7	LUNCH/FLEX	ELA 7	PLANNING	PLANNING
B101			ADVISORY	MATH 7	MATH 7	ADV MATH 7	LUNCH/FLEX	MATH 7	PLANNING	PLANNING
B103			ADVISORY	SOCIAL STUDIES 7	ADV. SS 7	SOCIAL STUDIES 7	LUNCH/FLEX	SOCIAL STUDIES 7	PLANNING	PLANNING
B102			ADVISORY	SCIENCE 7	SCIENCE 7	SCIENCE 7	LUNCH/FLEX	ADV SCIENCE 7	PLANNING	PLANNING
B106			ADVISORY	ELA 7	ADV ELA 7	ADV ELA 7	LUNCH/FLEX	ELA 7	PLANNING	PLANNING
B110			ADVISORY	ADV. MATH 7	MATH 7	MATH 7	LUNCH/FLEX	ADV. MATH 7	PLANNING	PLANNING
B111			ADVISORY	SOCIAL STUDIES 7	SOCIAL STUDIES 7	ADV SS 7	LUNCH/FLEX	ADV SS 7	PLANNING	PLANNING
D113			ADVISORY	ADV SCIENCE 7	SCIENCE 7	SCIENCE 7	LUNCH/FLEX	SCIENCE 7	PLANNING	PLANNING
B117			ADVISORY	ELA 7	ELA 7	ADV. ELA 7	LUNCH/FLEX	ADV ELA 7	PLANNING	PLANNING
B112			ADVISORY	ALGEBRA I	ADV MATH 7	MATH 7	LUNCH/FLEX	MATH 7	PLANNING	PLANNING
B114			ADVISORY	ADV SS 7	SOCIAL STUDIES 7	SOCIAL STUDIES 7	LUNCH/FLEX	ADV SS 7	PLANNING	PLANNING
B115			ADVISORY	SCIENCE 7	ADV SCIENCE 7	ADV. SCIENCE 7	LUNCH/FLEX	SCIENCE 7	PLANNING	PLANNING
		25 min. am duty	Homeroom	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ROOM	EXT.	8:15 - 8:40 am	8:45-9:05	9:09 - 10:07 am	10:11-11:09	11:13-12:03	12:07-12:57	1:01 - 1:41 pm	1:45 - 2:43 pm	2:47 - 3:45 pm
E121			ADVISORY	ADV. ELA 8	ADV ELA 8	PLANNING	PLANNING	FLEX/LUNCH	ELA 8	ELA 8
E142			ADVISORY	ELA 8	ELA 8	PLANNING	PLANNING	FLEX/LUNCH	ADV ELA 8	ADV. ELA 8
E140			ADVISORY	ELA 8	ELA 8	PLANNING	PLANNING	FLEX/LUNCH	ENGLISH 1	ELA 8
E147			ADVISORY	ADV. MATH 8	MATH 8	PLANNING	PLANNING	FLEX/LUNCH	MATH 8	MATH 8
E144			ADVISORY	MATH 8	GEOMETRY	PLANNING	PLANNING	FLEX/LUNCH	ADV MATH 8	MATH 8
E146			ADVISORY	ALGEBRA I	MATH 8	PLANNING	PLANNING	FLEX/LUNCH	MATH 8	ADV MATH 8
E122			ADVISORY	ADV. SS 8	SOCIAL STUDIES 8	PLANNING	PLANNING	FLEX/LUNCH	SOCIAL STUDIES 8	SOCIAL STUDIES 8
E119			ADVISORY	SOCIAL STUDIES 8	ADV. SS 8	PLANNING	PLANNING	FLEX/LUNCH	SOCIAL STUDIES 8	SOCIAL STUDIES 8
E120			ADVISORY	SOCIAL STUDIES 8	SOCIAL STUDIES 8	PLANNING	PLANNING	FLEX/LUNCH	ADV. SS 8	ADV. SS 8
E145			ADVISORY	SCIENCE 8	SCIENCE 8	PLANNING	PLANNING	FLEX/LUNCH	SCIENCE 8	EARTH SCIENCE
E143			ADVISORY	ADV. SCIENCE 8	SCIENCE 8	PLANNING	PLANNING	FLEX/LUNCH	SCIENCE 8	SCIENCE 8
E141			ADVISORY	SCIENCE 8	ADV SCIENCE 8	PLANNING	PLANNING	FLEX/LUNCH	ADV SCIENCE 8	SCIENCE 8

5. HIGH SCHOOL BELL SCHEDULE:

BCHS Daily Schedule / BCHS Horario diario

Time / tiempo 85 minute instructional blocks bloques de 85 minutos de instrucción	Event / Evento Tardy Procedures procedimientos que llegan tarde
8:45 - 10:10 am	Block 1 Class Meeting / Reunión de la clase bloque 1
10:15 - 11:40 am	Block 2 Class Meeting / Reunión de la clase bloque 2
11:45am - 12:45 pm 	LUNCH and Advisory / ALMUERZO y asesoría *Tuesday & Thursday Leader in Me* *Martes y jueves Líder en Yo* *Monday, Wednesday and Friday* RISE ★ Monday: ABC Check-ins ★ Wednesday: WIG Wednesdays? Update/Discuss ★ Friday: Portfolio Updates? *Lunes, miércoles y viernes* RISE ★ Lunes: ABC Check-ins ★ Miércoles: WIG ¿Miércoles? Actualizar / discutir el ★ viernes: ¿Actualizaciones de la cartera?
12:50 pm - 2:15 pm	Block 3 Class Meeting / Reunión de la clase bloque 3
2:20 pm - 3:45 pm	Block 4 Class Meeting / Reunión de la clase bloque 4

Early Dismissal Schedule / Horario de salida temprano

Time / Tiempo 40 minutes Instructional blocks 40 minutos Bloques de instrucción	Event / Evento
8:45 - 9:30am	Block 1 Class Meeting / Reunión de la clase bloque 1
9:35 - 10:20am	Block 2 Class Meeting / Reunión de la clase bloque 2
10:25am - 11:10am	Block 3 Class Meeting / Reunión de la clase bloque 3
11:15am - 12:05pm	Block 4 Class Meeting / Reunión de la clase bloque 4
12:10pm - 12:45pm	LUNCH / Leader in Me ALMUERZO / Líder en Me

III. OE 12.13 Adequately monitor and control student access to and utilization of electronically distributed information.

Superintendent Interpretation:

I interpret this to define that Beaufort County School District has appropriate controls in place for student access and utilization of electronically distributed information.

Statement of Compliance

The District is in compliance with OE 12. 13

Evidence of Compliance

Following is evidence to demonstrate compliance with OE 12.13 as described in the narrative of BCSD Board Governance Policy for Instructional Programs describing the District's condition as of June 30, 2021.

Monitoring Indicator(s):

1. Software Monitoring System:

- Destiny inventory system allows for tracking of hardware issued to students, assurance of distribution of appropriate hardware, and tracking of costs due to damages.

- Classlink Single Sign On is used as Beaufort County School District's primary method for student access to instructional software programs. Through Classlink, the district has the capacity to roster many instructional programs. This provides specific access for students based on grade level, targeted groups, and course enrollment. Classlink also allows the district to sync with our Student Information System (SIS) for course assignment and login credentials. Through Classlink, students can automatically login to many instructional programs without the need to utilize usernames and password individually resulting with the elimination of password frustration. Utilization of Classlink is a standard operating practice which results with the district's capability to review the use of programs accessed through Classlink.

- Gaggle is a software service used as a method of monitoring student activity in Google including Drive, email, calendar, and more. The software monitors our students accounts for harmful content and early warning signs. The company then notifies district and school contacts. It also will remove inappropriate or harmful content from our Google domain.

- DyKnow is a student device monitoring program for teachers to utilize. It allows the teacher to create a constructed environment during an active teaching session. The environment assists the teacher with keeping students on task on devices during that

instructional time. Teachers can create lists of specific websites and computer applications that a student can access during the active teaching session which would in turn not allow students to navigate elsewhere. It gives teachers a visual of student devices as well general reports of student use.

- To ensure CIPA compliance and security is always in place, iboss content filter is utilized by the district to protect student Internet access regardless of location. Through iboss, the district has the capability of monitoring searches, internet activity, and track internet usage. In order to provide protection at all times, iboss's cloud connection is installed on each device and provides visibility to high risk activity while the student is off campus. When inappropriate or harmful content is reported from a student device, district and school personnel are contacted.

2. Destiny Computer Record Keeping

Inventory per school with student information is maintained in Destiny Inventory Software.

Site Name	Laptop Count	iPad Count
Battery Creek High School	793	12
Beaufort Elementary School	208	122
Beaufort High School	1172	0
Beaufort Middle School	413	1
Bluffton Elementary School	417	282
Bluffton High School	1316	9
Bluffton Middle School	836	0
Broad River Elementary School	244	183
Coosa Elementary School	265	177
H E McCracken Middle School	915	4
Hilton Head Island Elementary School	607	123
Hilton Head Island Elementary School for the Creative Arts	423	83
Hilton Head Island High School	1324	1
Hilton Head Island Middle School	798	0
Joseph Shanklin Elementary School	260	187
Lady's Island Elementary School	132	72
Lady's Island Middle School	435	0
May River High School	1598	1
Michael C Riley Elementary School	416	350
Mossy Oaks Elementary School	194	170
Okatie Elementary School	343	233
Port Royal Elementary School	97	71
Pritchardville Elementary School	664	350
Red Cedar Elementary	367	247
River Ridge Academy	872	221
Robert Smalls International Academy	545	88
St. Helena Elementary School	199	139
Whale Branch Early College HS	435	1
Whale Branch Elementary School	192	128
Whale Branch Middle School	319	7
TOTAL	**16799**	**3262**