0701 - Beaufort County School District (0701) Public District - FY 2025 - Beaufort Middle (0701028) Public School - School Renewal Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
9/12/2024 2:36:27 PM	Elandee Thompson	Status changed to 'School Renewal Plan Completed'.	S
9/9/2024 10:22:11 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Returned by SCDE District Plan Contact'.	S
8/2/2024 4:23:10 PM	Robert Flowers	Status changed to 'School Renewal Plan Superintendent Approved'.	S
8/1/2024 9:11:58 PM	Robert Flowers	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
6/12/2024 11:54:36 AM	Elandee Thompson	Status changed to 'School Renewal Plan Completed'.	S
4/30/2024 1:27:16 PM	Elandee Thompson	Status changed to 'School Renewal Plan Started'.	S
2/28/2024 9:35:08 AM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

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21st Century Graduate Profile

* Plan Submission

○ School does not utilize Cognia
◉ School utilizes Cognia

* Phase of Plan

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

* State and Federal School Improvement Status - if applicable

Priority ⌄

School Plan Contact Information

* Name

Elandee Thompson

* Phone

8433225700

* Email

elandee.thompson@beaufort.k12.sc.us

* Principal's Name

Elandee Thompson

* Board of Trustees Chairperson's Name

Christina Gwodz

* Date of Plan Approval by the Board

06/11/2024

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Stakeholder Names

Principal

Name	* Elandee Thompson

Teacher

Name	* Amanda Gelles

Parent/Guardian

Name	* Andrea Murray

Community Member

Name	* Gale Parker

School Level Administrators

Name	* Willard Smith
Name	* Yolanda Goethe

School Read to Succeed Literacy Leadership Team Lead

Name	* Tracy Sands

School Read to Succeed Literacy Leadership Team Member

Name	* Amy Edwards
Name	* Portia Johnson

School Improvement Council Member(s)

Name	
Name	* Christi Barr
Name	* Shelisa Benson
Name	* Aaron Blilely
Name	* Melissa Blilely
Name	* Roxanne Davis-Cote
Name	* Marcus Dupree
Name	* Amanda Gelles
Name	* Scott Lopatka
Name	* Andrea Murray
Name	* Tracy Sands
Name	* Amanda Trimpey
Name	* Timothy Donaldson
Name	* Roger Jaklin
Name	* Wil Myers
Name	* Gale Parker
Name	* Amy Edwards
Name	* Amanda Snead
Name	* Amy Trask

School Gifted and Talented Coordinator

Name	* Amy Edwards

School Federal Programs Coordinator

Name	* Lameka Capers

Other Stakeholders

Position	Name

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

Mission

Beaufort Middle School empowers all students to take ownership of their learning as they become college and career ready, reaching for their highest potential in academics, the arts, and STEM via highly engaging, rigorous student-centered learning experiences.

Vision

Beaufort Middle School's vision is to ensure that all students are provided with rigorous learning experiences that support them in becoming future-ready scholars poised for success in an ever-changing global society.

Needs Assessment Data

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State Report Cards for Districts and Schools

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

https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9MDcwMTAyOA

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

The Beaufort Middle School Continuous Improvement Plan is attached in the Related Documents section of this plan.

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Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

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

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

N/A

* Elementary/Middle (3-8)

Elementary/Middle (3–8):

Our MAP data indicates that students are making some gains in Math and ELA; however, this growth is not consistent across all subjects and grade levels. The most gains appear to have been made in ELA/Reading overall.

According to the MAP assessment data, each grade scored as follows:

6th Grade

	Math BMS	BCSD	Reading BMS
BCSD			
Fall Mean RIT	213.6	213.4	210.9
208.8			
Winter Mean RIT	216	216.9	214.2
211.5			

7th Grade

	BCSD	Math BMS	BCSD	Reading BMS
Fall Mean RIT	212.9	218.3	218.5	213.6
Winter Mean RIT	214.6	218.8	221.2	215.1

8th Grade

	BCSD	Math BMS	BCSD	Reading BMS
Fall Mean RIT	216	219.7	222.9	213.8
Winter Mean RIT	217.6	221.3	224.7	216.1

The South Carolina College and Career Ready Assessment (SC READY) data indicates that we need to implement effective instructional strategies and interventions that will continue to sustain or increase growth for all students ELA and Math.

The data utilized to determine SC READY projected proficiency is based on cohort. For example, our sixth grade students participated in the assessment as fifth graders, seventh graders as sixth, and eighth graders as seventh for 2023. Therefore, this data is reflective of the students' performance rather than the enrollment at BMS in 2023. The projections listed based on MAP scores represent the same students as those listed for SC READY – those who tested.

Based on this data, we are beginning to recover from learning losses experienced during COVID. However, our Math data indicates that we still have much work to do, even while our students have been provided numerous opportunities for support and interventions during the day and afterschool. These widespread issues indicate a need for intentional focus in Tier 1 instruction.

According to SC READY assessment data, each grade scored as follows:

BMS SC READY % Meets or Exceeds

Year	BMS Math	BCSD Math	BMS ELA	BCSD ELA
2018	40.1	38.9	41.5	41.9
2019	41.6	40.9	42.6	43.9
2020	COVID	COVID	COVID	COVID
2021	19.6	39.8	37.1	45.3
2022	17.36	33.85	34.2	46.7
2023	27.1	32.2	48.9	52.0

* High School (9-12)

N/A

* Teacher/Administrator Quality

Currently, the BMS faculty, including certified special educators, elective teachers, and core teachers totals 36. We have three academic grade level teams: 6th (7 teachers), 7th (8 teachers) and 8th (7 teachers) along with 2 supplemental support teachers serving all three grade levels. In addition, we have two intensive support teachers and five elective teachers. One additional challenge is the turnover rate between 30-40% for the past three consecutive years. While much of these losses have been attributed to retirements, it has resulted in BMS having a high percentage of newer-to-practice teachers. BMS employs three administrators: lead principal, assistant principal for instruction, and assistant principal for operations.

Certification & Experience

Induction	7
PACE (less than 5 yrs.)	5
New to SC 2022-23	2
New to BCSD 2022-23	4
New to BMS 2022-23	13

Experience 5+ yrs.	16
GT endorsed	11
Elementary only	6
High school endorsed	6	(not including SPED or Electives)

Administration Experience

BMS has experienced turnover in administration since 2019. In addition, since 2019, BMS has been led by an induction principal. The APO position has been led by an induction administrator since 2018.

Principal	Graham	Thompson
	2019-2022	2022-

API	Chappell	Goethe
	2008-2020	2020-

APO	Goethe	Tooman	Young	Smith
	2018-2020	2020-2021	2021-2022	2022-

* School Climate

The School Report Card Climate rating for 2022 ranks BMS as below average. Parent participation was only 3% of the total number of students who participated. Most teachers did participate. Climate survey results for Spring 2022 are as follows:

	Parents	Teachers	Students
Overall Participation	14	37	384
Learning Environment	69.2%	88.9%	69.7%
Safe Social/Physical Environment	64.3%	77.8%	68.1%

Positive Home & School Relations	80.6	86.2%
50%		

Other (such as school priorities)

* Gifted and Talented

Percent of students served by gifted and talented program	10.9	Down from 16.4
Percent of students retained	0.5	Up from 0.0
Principal's/Superintendent's/Director's years at school/district	1	Down from 3
Chronic Absenteeism Rate(Note: Data are from prior school year)	44.7	Up from 25.2

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Plan Items)

1 Student Achievement*

Performance Goal:

By Spring 2029, BMS will increase the total percentage of students scoring "Meets" or "Exceeds," as measured by the SCReady ELA assessment from 48.9% to 63.9%, aiming to increase total percentage of students who attain "Meets" or "Exceeds" on SCReady ELA by 3% each year over the course of five years.

PM 1.1 SC READY ELA By 2024-2025, we will move from 48.9% to 52% of students whose score meets or exceeds SC Ready ELA.

Analysis of Actual vs. Projected Data:

Based on our analysis of current MAP data and SCReady data, we have identified that 45.6 % of our student population is projected to score meets or exceeds on SC Ready ELA. 2022 - 23 - Projected Data: 26.0% M/E (ELA) 2022 - 23 - Actual Data: 48.9% M/E 2023 - 24 - Projected Data: 45.6% 2023 - 24 - Actual Data: TBD

S 1.1.1 MTSS/ RTI Progress Monitoring, Tutoring Attendance

Evidence-Based Research:

Appropriate identification of students in need of after-school tutoring support and academic assistance during electives. Accurate accounting of students attending after-school tutoring support and monitoring student progress with skills-based programs. Effective communication with parents and program lead to attendance irregularities. Identify strategic reading and math strategies and train staff in implementation with fidelity.

AS 1.1.1.1 MTSS/ RTI Progress Monitoring, Tutoring Attendance

Action Step:

Appropriate identification of students in need additional academic support via afterschool tutoring using MAP data analysis. Effective communication with families and program leads. Accurate maintenance of attendance records, with follow up with appropriate stakeholders when students are not attending with fidelity.

Person Responsible:

Yolonda Goethe

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

4/30/2025

2 Student Achievement*

Performance Goal:

By Spring 2029, BMS will increase the total percentage of students scoring "Meets" or "Exceeds," as measured by the SCReady Mathematics assessment from 27.1% to 42%, aiming to increase total percentage of students who attain "Meets" or "Exceeds" on SCReady Mathematics by 3% each year over the course of five years.

PM 2.1 SC READY Math By 2024-2025, we will move from 27.1% to 30.1% of students whose score meets or exceeds SC Ready Math.
Analysis of Actual vs. Projected Data:
SC Ready 2022 - 23 - Projected Data: 23.3% M/E (Math) 2022 - 23 - Actual Data: 27.1% M/E 2023 - 24 - Projected Data: 29% M/E 2023 - 24 - Actual Data: TBD

S 2.1.1 MTSS/ RTI Progress Monitoring, Tutoring Attendance

Evidence-Based Research:

Appropriate identification of students in need of after-school tutoring support and academic assistance during electives. Accurate accounting of students attending after-school tutoring support and monitoring student progress with skills-based programs. Effective communication with parents and program lead to attendance irregularities. Identify strategic reading and math strategies and train staff in implementation with fidelity.

AS 2.1.1.1 MTSS/ RTI Progress Monitoring, Tutoring Attendance

Action Step:

Appropriate identification of students in need additional academic support via afterschool tutoring using MAP data analysis. Effective communication with families and program leads. Accurate maintenance of attendance records, with follow up with appropriate stakeholders when students are not attending with fidelity.

Person Responsible:

Yolonda Goethe

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

4/30/2025

3 Student Achievement*
Performance Goal:
By the end of the 2028-2029 SY, BMS will achieve STEM certification and AVID Schoolwide Site of Distinction status.

PM 3.1 By the end of the 2024-2025 SY, BMS will complete the initial preparation and application process for STEM certification
Analysis of Actual vs. Projected Data:
The integration of STEM/STEAM is consistent with student-centered best practices and student outcomes. Currently, BMS does not have STEM certification status.

[S] 3.1.1 Application submission

Evidence-Based Research:

https://www.cognia.org/stem-certification/ STEM learning supports the development of critical thinking, problem-solving, inquiry and decision-making skills for students.

[AS] 3.1.1.1 Completion of initial application for STEM certification.

Action Step:

BMS will work with stakeholders to convene an oversight committee to help oversee the the STEM application preparation and process, with a goal of submitting our initial application for STEM certification.

Person Responsible:

Elandee Thompson

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

5/30/2025

4 Teacher/Administrator Quality*

Performance Goal:

By the end of the 2028-2029 school year, 100% of BMS's returning certified staff will successfully complete training in Sheltered Instruction Observation Protocol (SIOP) no later than the end of their third year of employment at Beaufort Middle School.

[PM] 4.1 By the end of the 24-25 school year, 80% of our staff will complete training in the Sheltered Instruction Observation Protocol (SIOP) Model.

Analysis of Actual vs. Projected Data:

Via staff survey and audit of professional teaching certificates, it has been determined that at this time only 26.3% of our current certified staff members are trained in SIOP.

[S] 4.1.1 Percentage of teachers completing SIOP certification.

Evidence-Based Research:

Beaufort Middle School has experienced a significant increase in the enrollment of ML students since 2022. In reviewing the academic performance of these students via MAP, SCReady, and ACCESS results, a clear need for additional literacy support has emerged. Our Gryphon Professionals would benefit from the strategies and best practices of SIOP - but most importantly, our ML students would benefit most in terms of academic outcomes.

[AS] 4.1.1.1 SIOP Enrollment and Training Completion

Action Step:

Maintain records of how many certified staff members have competed SIOP within their first two years of assignment at Beaufort Middle School.

Person Responsible:
   Elandee Thompson
Estimated Begin Date:
   8/19/2024
Estimated Completion Date:
   5/30/2025

5 Teacher/Administrator Quality*
Performance Goal:
   By the end of the 2028-2029 school year, 80% of certified teachers will achieve Level 1 certification in the AVID instructional framework, WICOR, by the end of the third year of employment at Beaufort Middle School.

PM 5.1 By By the end of the 24-25 SY, 40% of our staff will have completed AVID level 1 training.

Analysis of Actual vs. Projected Data:
   Currently, 25% of our staff have completed initial AVID training.

S 5.1.1 Percentage of Staff completing AVID Level 1 Training
   Evidence-Based Research:
   In order to best meet the academic and social emotional needs of our diverse student body, Beaufort Middle School implemented AVID (Advancement Via Individual Determination) in 2023. AVID provides and instructional framework grounded in research and best practices to ensure that schools support and partner with families to ensure that students are nurtured as learners and leaders. Through increased rigor and engaging academic culture, our students and staff have great opportunities to achieve and grow to their fullest academic and professional potential.

AS 5.1.1.1 AVID Training Enrollment Completion
   Action Step:
      Maintain records of how many certified staff members have competed AVID training each year.
   Person Responsible:
      Elandee Thompson
   Estimated Begin Date:
      8/19/2024
   Estimated Completion Date:
      5/30/2025

6 School Climate*
Performance Goal:

By the end of the 2028-2029 school year, BMS will improve measures of stakeholder engagement such that 80% of all stakeholders are satisfied with the learning environment, the social and physical environment, and the home-school relations with Beaufort Middle School, as measured by SC School Report Card Climate Survey.

PM 6.1 By the end of the 2024-2025 school year, BMS will improve measures of stakeholder engagement such that 80% of all stakeholders are satisfied with the learning environment, the social and physical environment, and the home-school relations with Beaufort Middle School, as measured by SC School Report Card Climate Survey.

Analysis of Actual vs. Projected Data:

Baseline data from the previous year's report card reveals the following measures of satisfaction: Student Social and Physical Environment Satisfaction Average: 68.1%; Learning Environment Satisfaction Average: 69.7%; Home-School Relations Satisfaction Average: 86.2%

S 6.1.1 1. Established focus groups for all grade levels 2. Written plan that includes students, parents, and staff

Evidence-Based Research:

https://www.advanc-ed.org/source/measuring-student-engagement-eprove-surveys

AS 6.1.1.1 Creation of focus and monitoring groups for school climate and culture.

Action Step:

Together with the BMS school leadership team, stakeholders such as the School Improvement Council, BMS staff, and student leaders will analyze the results of stakeholder surveys and School Report Card surveys in order to devise a plan to address our opportunities for improvement and growth as they relate to school climate. .

Person Responsible:

Elandee Thompson

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

5/30/2025

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Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

* N/A	➤	**Academic Assistance, PreK-3**
		The school 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).
* Yes	➤	**Academic Assistance, Grades 4-12**
		The school 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).
* Yes	➤	**Parent Involvement**
		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 school'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.
* Yes	➤	**Staff Development**
		The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school 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.
* Yes	➤	**Technology**
		The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes	➤	**Innovation**
		The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes	➤	**Collaboration**
		The school (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.
* N/A	➤	**Developmental Screening**
		The school 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.
* N/A	➤	**Half-Day Child Development**

The school 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 located in a completely separate school.

* N/A	**Developmentally Appropriate Curriculum for PreK-3**

The school 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 take into account the student's social and cultural context.

* Yes	**Parenting and Family Literacy**

The school 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.

* N/A	**Recruitment**

The school 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.

* Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The school 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.

Waiver

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+ ▶ **Not Applicable**

Related Documents

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Optional Documents

Type	Document Template	Document/Link
Additional Documentation	N/A	BMS Continuous Improvement Plan

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Checklist Description (Collapse All Expand All)

1. Plan Information and stakeholders — Not Reviewed

1.01 Information is complete and appropriate.

2. Needs Assessment — Not Approved — Pat Ciccantelli — 9/9/2024 10:19:23 AM

2.01 Needs assessment link is correct ☑

2.02 Needs assessment is clear, thorough and appropriate. ☐

The Needs Assessment document is attached via a link that is not accessible for review. Add this information in the additional documents section so it can be reviewed.

3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps — Approved — Pat Ciccantelli — 9/9/2024 10:22:05 AM

3.01 All required goal areas have been addressed.

3.02 Goal statements are complete and appropriate.

3.03 Goals have all required parts completed.

3.04 Action steps are complete and appropriate.

4. Read to Succeed — Not Applicable — Pat Ciccantelli — 9/9/2024 10:22:05 AM

4.01 Responses are complete, thorough and appropriate.

5. Assurances — Approved — Pat Ciccantelli — 9/9/2024 10:22:05 AM

5.01 Responses are complete, thorough and appropriate

6. Related Documents — Not Applicable — Pat Ciccantelli — 9/9/2024 10:22:05 AM

6.01 If applicable, uploaded documents are correct and appropriate.

10/8/2024 4:51:31 PM