

History Log

**0701 - Beaufort County School District (0701) Public District - FY 2026 - Robert Smalls Leadership Academy (0701040) Public School - School Renewal Plan - Rev 0**

[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
6/9/2025 2:11:17 PM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
4/30/2025 3:36:20 PM	Robert Flowers	Status changed to 'School Renewal Plan Superintendent Approved'.	S
3/31/2025 8:01:09 AM	Karen McKenzie	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
3/31/2025 7:34:11 AM	Bradley Tarrance	Status changed to 'School Renewal Plan Completed'.	S
1/29/2025 1:59:10 PM	Bradley Tarrance	Status changed to 'School Renewal Plan Started'.	S
1/29/2025 12:45:42 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

**0701 - Beaufort County School District (0701) Public District - FY 2026 - Robert Smalls Leadership Academy (0701040) Public School - School Renewal Plan - Rev 0**

21st Century Graduate Profile

**\* Plan Submission**

- School does not utilize Cognia
- School utilizes Cognia

**\* Phase of Plan**

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

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

TSI 

**School Plan Contact Information**

**\* Name**

Bradley Tarrance

**\* Phone**

8433222500

**\* Email**

bradley.tarrance@beaufort.k12.sc.us

**\* Principal's Name**

Bradley Tarrance

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

Richard Geier

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

04/01/2025 

Stakeholders and Mission and Vision

**0701 - Beaufort County School District (0701) Public District - FY 2026 - Robert Smalls Leadership Academy (0701040) Public School - School Renewal Plan - Rev 0**

**Stakeholder Names**

**Principal**

Name

\* Bradley Tarrance

**Teacher**

Name

\* Melissa Rosen

**Parent/Guardian**

Name

\* Rose Snelgrove

**Community Member**

Name

\* Richard Streedain

**School Level Administrators**

Name

\* Janay Glover Smalls

**School Read to Succeed Literacy Leadership Team Lead**

Name

\* Cherie Simon

**School Read to Succeed Literacy Leadership Team Member**

Name

\* Nicole Smalley

**School Improvement Council Member(s)**

Name

\* Bettye Pringle

Name

\* Rebecca Watkis

Name	*	Raquel Cardenas
Name	*	Clarence Daniels

**School Gifted and Talented Coordinator**

Name	*	Christy Smith-McCullough
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**School Federal Programs Coordinator**

Name	*	Mary Dorsey
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**Other Stakeholders**

Position	Name

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

Needs Assessment Data

**0701 - Beaufort County School District (0701) Public District - FY 2026 - Robert Smalls Leadership Academy (0701040) Public School - School Renewal Plan - Rev 0**

State Report Cards for Districts and Schools

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

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZzaWQ9MDcwMTA0MA>

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9TSZzaWQ9MDcwMTA0MA>

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

Master connect

Executive Summary of Needs Assessment Data

**0701 - Beaufort County School District (0701) Public District - FY 2026 - Robert Smalls Leadership Academy (0701040) Public School - School Renewal Plan - Rev 0**

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)

Student achievement: ELA

\* Elementary/Middle (3-8)

Student achievement: ELA, Math, Science  
Disabled students and their student achievement

\* High School (9-12)

NA

\* Teacher/Administrator Quality

Increase supports IN the classroom

\* School Climate

Increase activities across all grade levels

Other (such as school priorities)

NA

\* Gifted and Talented

add an additional class because more GT students were identified.

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**Plan Items )**

**1 Student Achievement\***

**Performance Goal:**

By June 2028, the percent of students in each grade level (3-8) on SCREADY ELA will increase from 42.2% to 75% within the ratings of Meets Expectations or Exceeds Expectations from the 2024 SCREADY administration. The percent of students in each grade level (3-8) on SCREADY Math will increase from 18.1% to 75% within the ratings of Meets Expectations or Exceeds Expectations from the 2024 SCREADY administration. The percent of students in 4th and 6th grade on SCREADY Science will increase to 75% within the ratings of Meets Expectations or Exceeds Expectations from the 2024 SCREADY administration.

**PM** 1.1 By the end of 2025-26, students in grades 3-8 will increase to 50.4% Meets/Exceeds on SC Ready ELA and increase to 43.2/40.8 Meets/exceeds on SCREADY Math, and increase to 48% on 4th and 6th grade meets/exceeds SCREADY Science.

**Analysis of Actual vs. Projected Data:**

Our data shows that we are making tremendous student progress, in out performing the district and the state in student progress. We are expecting growth in the meets/exceeds on SCREADY of 8.2% in ELA, 9.0% in Science, and 10.6% in Mathematics respectively. These scores reflect an ambitious but attainable goal each year increasing. Most recently our students are performing well at the scores below based on the first module of learning. AOR (comprehension) Writing 3rd Grade RSLA 49% 62.5% 3rd Grade District 50.8% 48.4% 5th Grade RSLA 50.6% 53.4% 5th Grade District 58.9% 53.4%

**S** 1.1.1 Curriculum: Alignment Percentage of teachers implementing the revised ELA and Math curriculum that aligns with SC Ready standards. Number of professional development sessions focused on SC Ready assessment strategies attended by teachers. Data Analysis and Use Frequency of data meetings (e.g., monthly) where teachers analyze student performance data on interim assessments to inform instruction. Number of teachers using data to adjust instructional practices based on student needs.

**Evidence-Based Research:**

Implementing SIPPS for all ELA intervention. All preK - 5th grade teachers are trained in LETRS, Science of Reading. Small group instruction occurs in all classes with a focus on differentiated learning. High Dosage tutoring for a group of children after school in ELA and Math five days a week. Weekly PLCs, co-planning, co-teaching, and ML strategies through ELLevation

**2 Teacher/Administrator Quality\***

**Performance Goal:**

By June 2028, Robert Smalls Leadership Academy will increase from 55% Mature to 100% Mature on all the indicators within Professional Learning of the Leader in Me Lighthouse Rubric.

**PM** 2.1 By the end of SY 2025-26, Robert Smalls Leadership Academy will increase to 49% Mature on all indicators within the Professional Learning of the Leader in Me Lighthouse Rubric.

**Analysis of Actual vs. Projected Data:**

Leader in Me implementation self-assessment 2x year.

- 2.1.1 Ongoing monthly staff development through staff meetings, PD, and PLCs.  
Evidence-Based Research:

Translation of best practices into the classroom observed through the observation tool provided by ISD with specific foci on chapter studies of the book, The New Art and Science of Teaching

### 3 School Climate\*

Performance Goal:

By June 2028, Robert Smalls Leadership Academy will increase from 32% Mature to 100% Mature on all the indicators within Leadership Environment of the Leader in Me Lighthouse Rubric.

- 3.1 By June 2025-26, Robert Smalls Leadership Academy will increase to 65% Mature on all the indicators within Leadership Environment of the Leader in Me Lighthouse Rubric.

Analysis of Actual vs. Projected Data:

Beginning of year = developing end of year = developing

- 3.1.1 Weekly student leadership committee meetings with the school leader to develop leadership skills and leadership opportunities.  
Evidence-Based Research:  
Leader in Me rubric 2x yearly

Assurances

**0701 - Beaufort County School District (0701) Public District - FY 2026 - Robert Smalls Leadership Academy (0701040) Public School - School Renewal Plan - Rev 0**

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

* Yes <input type="checkbox"/>	<p><b>Academic Assistance, PreK-3</b></p> <p>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).</p>
* Yes <input type="checkbox"/>	<p><b>Academic Assistance, Grades 4-12</b></p> <p>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).</p>
* Yes <input type="checkbox"/>	<p><b>Parent Involvement</b></p> <p>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.</p>
* Yes <input type="checkbox"/>	<p><b>Staff Development</b></p> <p>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.</p>
* Yes <input type="checkbox"/>	<p><b>Technology</b></p> <p>The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.</p>
* Yes <input type="checkbox"/>	<p><b>Innovation</b></p> <p>The school funds innovative activities to improve student learning and accelerate the performance of all students.</p>
* Yes <input type="checkbox"/>	<p><b>Collaboration</b></p> <p>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.</p>
* Yes <input type="checkbox"/>	<p><b>Developmental Screening</b></p> <p>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.</p>

* Yes <input type="checkbox"/>	<p><b>Half-Day Child Development</b></p> <p>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.</p>
* Yes <input type="checkbox"/>	<p><b>Developmentally Appropriate Curriculum for PreK-3</b></p> <p>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.</p>
* Yes <input type="checkbox"/>	<p><b>Parenting and Family Literacy</b></p> <p>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.</p>
* Yes <input type="checkbox"/>	<p><b>Recruitment</b></p> <p>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.</p>
* Yes <input type="checkbox"/>	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>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.</p>

Waiver

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**Not Applicable**

The SBE has the authority to waive regulations pursuant to SBE Regulation 43-261 (C) District and School Planning which states:

"Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved school strategic plan or school renewal plan."

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process: <http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

	<b>District Waiver Requested and Approved</b>	<b>Explain how the SBE Regulation would impede the implementation of an approved school strategic or school renewal plan.</b>
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	
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:	<input type="text"/>	

Related Documents

0701 - Beaufort County School District (0701) Public District - FY 2026 - Robert Smalls Leadership Academy (0701040) Public School - School Renewal Plan - Rev 0

Type	Optional Documents Document Template	Document/Link
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Additional Documentation	N/A	
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Checklist

0701 - Beaufort County School District (0701) Public District - FY 2026 - Robert Smalls Leadership Academy (0701040) Public School - School Renewal Plan - Rev 0

**Checklist Description** [\(Collapse All\)](#) [\(Expand All\)](#)

<input type="checkbox"/> <b>1. Plan Information and stakeholders</b>	Approved ▼	Pat Ciccantelli	6/9/2025 2:11:12 PM
1.01 Information is complete and appropriate.			
<input type="checkbox"/> <b>2. Needs Assessment</b>	Approved ▼	Pat Ciccantelli	6/9/2025 2:11:12 PM
2.01 Needs assessment link is correct			
2.02 Needs assessment is clear, thorough and appropriate.			
<input type="checkbox"/> <b>3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps</b>	Approved ▼	Pat Ciccantelli	6/9/2025 2:11:12 PM
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.			
<input type="checkbox"/> <b>4. Read to Succeed</b>	Not Applicable ▼	Pat Ciccantelli	6/9/2025 2:11:12 PM
4.01 Responses are complete, thorough and appropriate.			
<input type="checkbox"/> <b>5. Assurances</b>	Approved ▼	Pat Ciccantelli	6/9/2025 2:11:12 PM
5.01 Responses are complete, thorough and appropriate			
<input type="checkbox"/> <b>6. Related Documents</b>	Not Applicable ▼	Pat Ciccantelli	6/9/2025 2:11:12 PM
6.01 If applicable, uploaded documents are correct and appropriate.			