TITLE 1: COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT COUNCIL STAKEHOLDER MEETING



Shaw Heights Elementary
March 20,2026





Welcome & Introductions



Purpose

- Review data
- Identify priority areas for improvement
- Gather input from key stakeholders focused on improving student outcomes while guiding school planning and the usage of Title 1 funds





Enrollment Summary



Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White
2	189 M 100 /F 89	7 M 4 /F 3	117 M 60 /F 57	24 M 14 /F 10	1 M 0 /F 1	0 M 0 /F 0	0 M 0 /F 0	40 M 22 /F 18
3	184 M 90 /F 94	5 M 3 /F 2	114 M 55 /F 59	20 M 8 /F 12	0 M 0 /F 0	1 M 0 /F 1	0 M 0 /F 0	44 M 24 /F 20
Total	373 M 190 /F 183	12 M 7 /F 5	231 M 115 /F 116	44 M 22 /F 22	1 M 0 /F 1	1 M 0 /F 1	0 M 0 /F 0	84 M 46 /F 38



School Updates



Academic performance overview

3rd Grade SC READY	**ELA** Does Not Meet or Approaches	**ELA** Meets or Exceeds	**Math** Does Not Meet or Approaches	**Math** Meets or Exceeds
2025	39%	61%	44%	56%
2024	45%	55%	43.1%	56.9%
2023	57%	43.0%	31.3%	48.7%
2022	59.4%	40.6%	58.9%	41.1%
2021	70.5%	29.5%	70.5%	29.5%
2020	covid-19	covid-19	covid-19	covid-19
2019	55%	45%	47%	54%

School Updates



3rd Grade SC READY Historical Data (2019–2025)

ELA Trends

- Increased from 29.5% (2021) → 61% (2025)
- Strong, consistent growth post-COVID
- Significant gains between 2023–2025

Math Trends

- Increased from 29.5% (2021) → 56% (2025)
- Steady improvement, but growth has leveled off
- Slight decline from 2024 (56.9%) to 2025 (56%)

School Updates



MAP Data Fall to Spring-Math

School Profile

Achievement by Grade

Shaw Heights Elementary School | Math K-12

Grade ↑	Achievement Fall 2025-2026 Median and Distribution	Sort by -- select an option --
Grade 2	49th	21% | 23% | 20% | 25% | 11%
Grade 3	54th	15% | 18% | 27% | 25% | 15%

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Roster

School Profile

Achievement by Grade

Shaw Heights Elementary School | Math K-12

Grade ↑	Achievement Spring 2025-2026 Median and Distribution	Sort by -- select an option --
Grade 2	58th	15% | 16% | 23% | 23% | 23%
Grade 3	61st	10% | 18% | 19% | 33% | 20%

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered

Tested

School Updates



MAP Data Fall to Spring-Math

Grade 2 Performance Analysis

Grade 2 showed a significant upward shift in overall achievement.

- Median Percentile Growth: Improved from the 49th to the 58th percentile. This means the typical student moved from "average" to "above average" relative to the national norm.
- High Achievers (>80th Percentile): More than doubled, jumping from 11% to 23%.
- At-Risk Students (1st-20th Percentile): Successfully reduced the lowest-performing group from 21% down to 15%.

Grade 3 Performance Analysis

Grade 3 also saw strong gains, particularly in moving students into the mid-to-high tiers.

- Median Percentile Growth: Improved from the 54th to the 61st percentile.
- Upper-Mid Growth (61st-80th Percentile): This group saw the biggest expansion, growing from 25% to 33%.
- At-Risk Students (1st-20th Percentile): Reduced from 15% to 10%, which is a great indicator that Tier 2/3 interventions are likely working.

School Updates



MAP Data Fall to Spring-Reading

School Profile

Achievement by Grade

Shaw Heights Elementary School | Reading

Grade ↑	Achievement Fall 2025-2026 Median and Distribution	Sort by -- select an option --
Grade 2	51st: 19% | 22% | 17% | 18% | 24%	
Grade 3	58th: 19% | 15% | 21% | 27% | 18%	

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

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School Profile

Achievement by Grade

Shaw Heights Elementary School | Reading

Grade ↑	Achievement Spring 2025-2026 Median and Distribution	Sort by -- select an option --
Grade 2	56th: 17% | 18% | 21% | 22% | 22%	
Grade 3	61st: 16% | 16% | 17% | 26% | 25%	

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered
Tested

School Updates



MAP Data Fall to Spring-Reading

Grade 2 Reading Analysis

Grade 2 showed steady improvement, particularly in shifting students out of the lower-middle tiers.

- Median Percentile Growth: Improved from the 51st to the 56th percentile.
- The "Middle" Shift: The percentage of students in the 41st–80th range (yellow and green) grew from 35% to 43%, showing a solid push into the "on-track" categories.
- Bottom Tier Reduction: The percentage of students in the 1st–40th range dropped from 41% to 35%.

Grade 3 Reading Analysis

Grade 3 had a notable increase in its highest-performing group.

- Median Percentile Growth: Improved from the 58th to the 61st percentile.
- Top Tier Surge (>80th Percentile): The highest achievers grew from 18% to 25%, meaning a full quarter of the grade is now performing in the top tier nationally.
- At-Risk Students: The 1st–20th percentile group (red) saw a modest but important decrease from 19% down to 16%.

Attendance & Behavior Updates





2024-2025 Daily Attendance Rate - 92%
2025-2026 Daily Attendance Rate - 93%

School Years

2024 - 2025

☐ Include Alternative School Data

120 Bus Referrals

Analysis of Office Referral Records for School Year 2024 - 2025

Grade	Office Referrals Recorded		Behavior Significance				Gender						Interventions			
			Major		Minor		Male		Female		Not Set		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2	208	47.49	60	13.70	148	33.79	192	43.84	16	3.65	-	-	-	-	208	47.49
3	230	52.51	43	9.82	187	42.69	185	42.24	45	10.27	-	-	-	-	230	52.51
Total	**438**	**100.00**	**103**	**23.52**	**335**	**76.48**	**377**	**86.07**	**61**	**13.93**	**-**	**-**	**-**	**-**	**438**	**100.00**

2025 - 2026

☐ Include Alternative School Data

152 Bus Referrals

Analysis of Office Referral Records for School Year 2025 - 2026

Grade	Office Referrals Recorded		Behavior Significance				Gender						Interventions			
			Major		Minor		Male		Female		Not Set		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2	204	50.87	50	12.47	154	38.40	168	41.90	36	8.98	-	-	26	6.48	178	44.39
3	197	49.13	55	13.72	142	35.41	168	41.90	29	7.23	-	-	33	8.23	164	40.90
Total	**401**	**100.00**	**105**	**26.18**	**296**	**73.82**	**336**	**83.79**	**65**	**16.21**	**-**	**-**	**59**	**14.71**	**342**	**85.29**



Staffing/Upcoming Events



2024-2025 10 Second Grade Teachers/10 Third Grade Teachers
2025-2026 8 Second Grade Teachers/8 Third Grade Teachers
2026-2027 District Cuts-Media Clerk Position/1 Building Services slot

Mar. 20-Q3 Behavior Dance and Jeans Day
March 23–27-Unified Spirit Week
Mar. 24-Q3 Report Cards sent home
Mar. 24-Easter Bunny photos
Mar. 26-Leader of the Month breakfast
Mar. 30-Spring Arts Showcase 5:45 pm
April 3-12-SPRING BREAK!!
April 16-Career Day
April 17-Spirit Day
April 22-Interims issued
April 23-Leader in Me Breakfast
April 27, 28 & 30-SC Ready Reading and Writing
May 1-Spirit Day
May4-8-Teacher Appreciation Week
May 6 & 7-SC Ready Math
May 14-3rd graders visit High Hills
May 18-Quarter 4 Behavior Dance
May 19-Field Day
May 20-Half Day/Awards Day
May 21-Half Day/Last Day of School





School Improvement Plan
Overview of Current Goals



1.

By the end of 2027, the percentage of our third-grade students who meet or exceed expectations in English Language Arts and Math as measured by SC-READY will increase in ***ELA*** from 29.5% in 2021 to ***44.5%*** in 2027 and in ***Math*** from 29.5% in 2021 to ***44.5%*** in 2027.

ELA 61 %

Math 56%

2.

By the end of 2027, the teaching staff of Shaw Heights Elementary who have their R2S endorsement on their SC teaching certificate will increase from 88% to 98%.

71 %

3.

By the end of the 2027 school year, effective and efficient use of resources to support classroom instruction will be facilitated in an effort to increase faculty and staff satisfaction to 88% in five years.

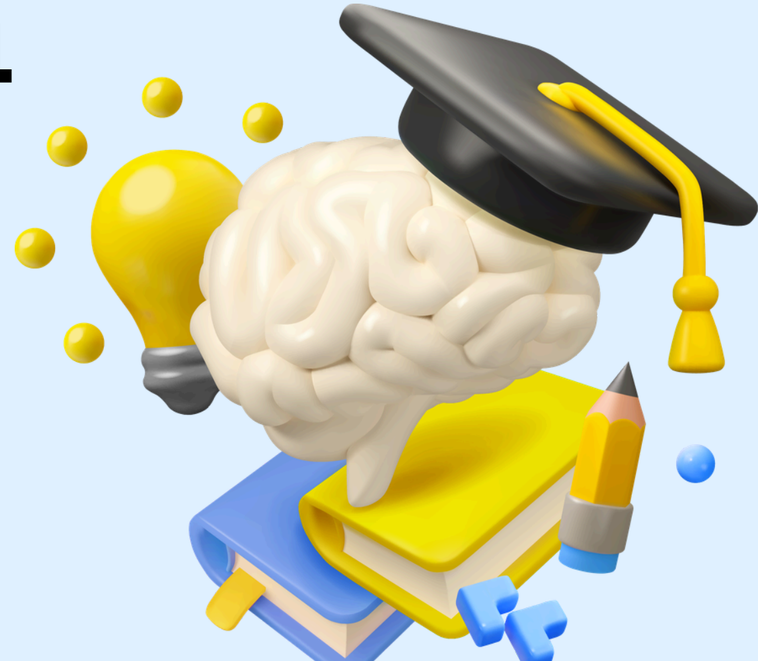
95 %

4.

By the end of the 2027 school year, the number of discipline referrals will decrease by 25% from 200 in 2020-21 to 150 in 2026-27 school year.

301





Key Strategies/Initiatives in Place (Needs)



- By the end of the 2027 school year, 100% of the faculty and staff will be trained in Positive Behavioral Interventions and Supports (PBIS) and Leader in Me (LIM) to implement these positive approaches to discipline and leadership in the classroom and throughout the school.

- Provide approved professional development for teachers that support and develop R2S requirements in the classroom. (LETRS)







Title 1 Funding Overview



- Ongoing Professional Development for Staff (Leader in Me)
- Purchase and implementation of programs that identify and target academic needs in Reading/Math (Accelerated Reader, Raz Kids +, Progress Learning).
- Purchase and implementation of a schoolwide platform for parent communication (School Status Connect).
- Leader In Me resources (part of PBIS)(Membership, Notebooks, Workbooks, and manuals)
- Classroom Instructional supplies (books, small group reading/math supplies, etc.)
- Interventionists for instructional support in Reading.
- Parent resources and workshops
- Off-site PD





How Title 1 funds support students/teachers/parents



- Student Achievement- Continue to use funds to implement and sustain instructional programs and materials to help improve student achievement as demonstrated through grades, MAP, and SC-Ready
- Continue current Curriculum/Instructional supports: Reading Interventionists/ Math Interventionist
- Curriculum and Instruction - Instructional supplies for small group reading and math. Data supports the need for additional math manipulatives, and a Math Interventionist.
- Continue platforms and instructional programs which enhance instruction in the areas of Reading and Math. Survey teachers to see if there is a need to add or delete any programs already in place
- School Culture and Climate- Continue Leader In Me program: Membership, PD, student materials and incentives. Need for Leader in Me Coach
- Family/Community Engagement - Continue in-person workshops and school events. Revisit online platform for communication (School Status Connect)
- Weekly videos and/or math workshops for parents to better help their students at home.
- Stock the Family Resource Center with supplies needed for family and community access
- Professional Development - Offer PD opportunities for faculty and staff: Onsite and offsite workshops and conferences which enable teachers and staff to better serve our students as we work to increase student achievement and SEL

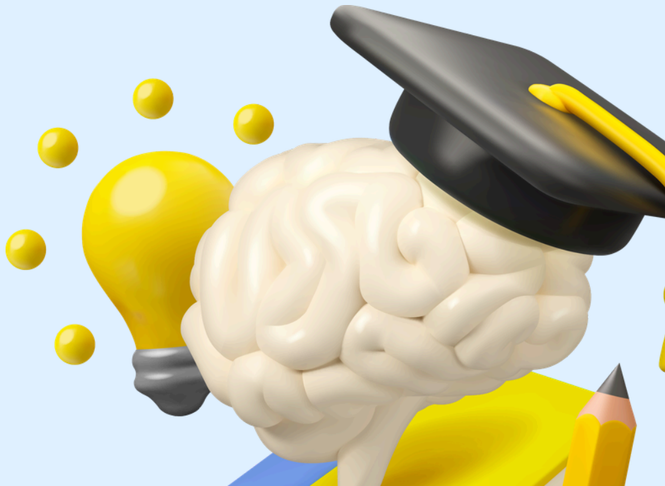


Student Support Programs



- Special education services
- English Learner (EL) support
- Counseling and mental health resources (It's Your Move)
- Enrichment programs (QUEST) and activities such as clubs (Art, Chorus, Drama, Puppets, Spirit Team)





Open Discussion & Feedback



- Questions and answers
- Stakeholder input and suggestions
- Feedback collection





Thank You





