BEAUFORT COUNTY SCHOOL DISTRICT

School Renewal Plan Executive Summary for SY 2026-27
Hilton Head Island Elementary School for the Creative Arts
Staci Souhan, Principal

Student Achievement Performance Goal(s)	
5 Year Goal (2024-2029)	**Interim Goal (2026-27)**
Elementary: By the end of the 2028-29 school year, the percentage of students who score Meets or Exceeds Expectations in English/Language Arts (ELA) as measured by SC READY will increase from 48.8% on the 2022-23 SC School Report Card to 75%. The percentage of students who score Meets or Exceeds Expectations in Math as measured by SC READY will increase from 41% on the 2022-23 SC School Report Card to 75%.	**ELA:** 3rd grade students in 2026-27 will demonstrate 50% grade level proficiency as compared to the 32% demonstrated following the Winter i-Ready assessment in 2025-26. 4th grade students will demonstrate 57% grade level proficiency in Reading as compared to 52% demonstrated at the end of 3rd grade in Spring 2025 (per SC READY data); 5th grade students will demonstrate 67% proficiency in Reading as compared to 62% demonstrated at the end of 4th grade in Spring 2025 (per SC READY data).
	ELA: By the end of the 2026-27 year, the percentage of students in grades 3 through 5 who score Meets or Exceeds Expectations in English/Language Arts (ELA) as measured by SC Ready will increase from the projected measure of 53% on the 2025-26 SC School Report Card to 60%.
	Math: 3rd grade students in 2026-27 will demonstrate 50% grade level proficiency as compared to the 42% demonstrated following the Winter i-Ready assessment in 2025-26. 4th grade students will demonstrate 50% grade level proficiency in Math as compared to the 41% demonstrated at the end of 3rd grade in Spring 2025 (per SC READY data). 5th grade students will demonstrate 53% grade level proficiency in Math as compared to the 48% demonstrated at the end of 4th grade in Spring 2025 (per SC READY data).
	Math: By the end of the 2026-27 year, the percentage of students in grades 3 through 5 who score Meets or Exceeds Expectations in Math as measured by SC Ready will increase

	from the projected measure of 51% on the 2025-26 SC School Report Card to 56%.
Achievement Gap: By the end of the 2028-29 school year, the achievement gap that exists between the white subgroup of students at Creative Arts and both the Hispanic and African American subgroups will be reduced by a margin of 10% per year from 2022-23 forward.	Students in grades 1-5 will demonstrate a 5% decrease in notable achievement gaps when comparing the achievement and growth performance of students of the African American subgroup populations, with students of the White population, as evidenced by results of the Winter 2025-26 i-Ready diagnostic assessments as compared to Spring 2024-25 assessment results.
	By the end of the 2026-27 school year, the achievement gap that exists between the white subgroup of students at Creative Arts and the African American and Students with Disabilities subgroups will be reduced by a margin of 10% when analyzing student performance using i-Ready diagnostic reporting in Spring 2026, and SC READY results from Spring 2026 assessments.
Early Childhood: By the Spring of the 2028-29 school year, 75% of Creative Arts second-grade students will read at or above grade level as measured by the i-Ready Diagnostic Assessment as compared to the 45.9% of students demonstrating grade level proficiency in the Spring of 2025.	2nd grade students will achieve a 4% increase on the whole in grade level proficiency as referenced by results of the iReady Winter diagnostic assessment given during the 2026-27 school year, moving their overall proficiency score of 46% in Spring of 2025 to 50%.
	By Spring of the 2026-27 school year, 57% of Creative Arts second-grade students will read at or above grade level as measured by the iReady Diagnostic Assessment as compared to the 52% of students projected to demonstrate grade level proficiency in Reading on the Spring 2026 assessment.
Brief Description: In 2026-27, HHIESCA will continue in a quest to improve student growth across all subgroups with attention provided to the ATSI designated area of Students with Disabilities and the at-risk performance subgroup (African American). Intentional planning using student data during PLC meetings, centered around learner acquisition of content will occur amongst the school leadership team and teachers. I-Ready pre-requisite lessons, as well as pathway lessons will be facilitated and student progress monitored and regularly reviewed. Students at early childhood and upper	

elementary levels will demonstrate growth on diagnostic and other assessments, as we strive to meet the district goal of 75-75-92 by the close of 2028-29.

School Climate Performance Goal(s)	
5 Year Goal (2024-2029)	**Interim Goal (2026-27)**
Parent-Teacher-Student Relations: By the end of the 2028-29 school year, student and teacher ratings from the SC School Report Card survey data will maintain at a level of Good or Above within the Climate category, as compared to the Average attained at the close of school year 2022-23.	The Fall 2026 administration of the Upbeat School Climate Survey will yield an increase in Instructional Leadership by one point in the sub-question pertaining to communication of clear vision of teaching and learning, from a measure of 84 to 85; and four points in the sub-question pertaining to the principal as an effective instructional leader, from a measure of 66 to 70.
	By the end of the 2026-27 school year, HHIESCA student and teacher ratings from SC School Report Card survey data will increase by .5 points for teachers in the areas of perception of instructional focus and working conditions; and .5 points for students in the area of perception of social physical environment as compared to ratings rendered on the 2024-25 school report card in these categories.
Student Engagement: By the end of the 2028-29 school year, the school climate at Hilton Head Island Elementary School for the Creative Arts as measured by the South Carolina Department of Education Report Card School Climate results, will maintain at a measure of Good or above, as compared to the Average measure achieved at teh close of school year 2022-23.	By March 2027, student discipline data will decline by 10% as compared to what was recorded in school year 2025-26 at the same time (March).
	By the end of the 2026-27 school year, the school climate at Hilton Head Island Elementary School for the Creative Arts as measured by the South Carolina Department of Education Report Card School Climate results, will increase by .5 points from an overall measure of 6.55/10 points in school year 2024-25 to 7.05.
Brief Description: HHIESCA will continue to implement a single school culture approach across the school. Teachers and staff will participate in monthly committee meetings surrounding single	

school culture topics, and administration will use data from quarterly feedback surveys from staff as well as the Upbeat climate survey and school report card climate survey to drive schoolwide operational procedures that implement teacher voice and leadership. A student support referral team will remain in place to support staff and students in the management of behavioral and other needs throughout the school.

Teacher/Administrator Quality Performance Goal(s)	
5 Year Goal (2024-2029)	**Interim Goal (2026-27)**
By the end of the 2028-29 year, HHIESCA will maintain 85% or higher retention rate of teachers as compared to the 75% rate attained at the end of school year 2023-24.	School Climate Upbeat Data in Fall 2025 demonstrate a score in the area of Principal/Teacher Trust at a minimum measure of 75.
	By the end of the 2026-27 year, HHIESCA will increase the teacher retention rate from the current rate of 75% to 85% through initiatives that support strengthening of school climate by implementation of Single School Culture initiatives and consistent best practices across the school environment.
Brief Description: Through the use of single school culture procedures, HHIESCA will continue to facilitate a heightened trust amongst school leadership and staff by providing a forum for consensus in determining operational procedures throughout the school. Periodic professional development, beginning at the start of the year with all staff will focus on a consensus based approach to facilitate a positive school climate through shared operational and instructional practices. School leadership will be intentional with onboarding practices to cultivate a positive relationship with new staff, and introduce them to the procedures of the school early through consistent communication, training, and support.	

School Improvement Council Meeting Dates
9/30/2025 10/28/2025 11/18/2025 1/27/2026 2/24/2026 3/31/2026 4/28/2026

School Improvement Stakeholders
Staci Souhan, Principal Jayme Wilson, Assistant Principal

BEAUFORT COUNTY
SCHOOL DISTRICT

Seth Tilton, Chairperson
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Jessica Engram, Teacher
Melinda Bray, Teacher
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Jay Rawl, Parent Representative
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