BEAUFORT COUNTY SCHOOL DISTRICT
2026-27 Title I Needs Assessment

School Name PORT ROYAL ELEMENTARY SCHOOL

Section I. Date Sources Reviewed with Stakeholders February 2026, March 2026

List the all data sources reviewed with stakeholders	i-Ready, SCREADY, attendance records

Section II. Needs, Root Cause, Title I Strategy

	Identified Need (Use the following criteria to write each need statement. • **Use concise language** • **Avoid assigning blame** • **Capture measurable data** • **Identify specifics (must include student groups)** • **Choose words carefully** • **Do not list a solution**	**Area of Need (Student Achievement, Teacher Quality, School Climate, Parent and Family Engagement) Each area must be addressed**	**Root Cause (Can be used multiple times)**	**Title I Strategy/Activity(s) to Support Root Cause**	**What is the expected outcome of the activity?**
1	By the end of the 2026-2027 SY, Port Royal Elementary school will increase the number of Grade 3 to 5 students scoring meets or exceeds expectations from 61.1% (Spg. 2025) to 64.6% meets or exceeds expectations on the SCREADY Math Assessment.	Student Achievement	Students need instruction delivered through research based, engaging strategies. Individual instruction to address learning gaps are needed to increase student progress and math.	Tutors, Parent Engagement communication and activities, professional development opportunities; educational supplies and materials: field experiences for students	Progress will be monitored through diagnostic assessments administered three times per year. Students in grades 3 to 5 will increase the percent of students meeting typical growth goals on diagnostic i-Ready Math assessement from 36% (Spring 2026) to 50 %.
2	By the end of the 2026-2027 SY, Port Royal Elementary school will increase the number of Grade 3 to 5 students scoring meets or exceeds expectations from 63% (Spg. 2025) to 67% meets or exceeds expectations on the SCREADY ELA Assessment.	Student Achievement	Students need instruction delivered through research based, engaging strategies. Individual instruction to address learning gaps are needed to increase student progress in reading.	Tutors, Parent Engagement communication and activities, professional development opportunities; educational supplies and materials: field experiences for students	Progress will be monitored through diagnostic assessments administered three times per year.Students in grades 3 to 5 will increase the percent of students meeting typical growth goals on diagnostic i-Ready Reading assessement from 61% (Spring 2026) to 66 %.
3	By the end of the 2026-2027 SY, Port Royal Elementary school will increase the number of Kindergarten to 2nd grade students scoring AT or above 50th percentile from 62% (Spring 2025) to 65% scoring AT or above 50th percentile on the i-Ready Math Diagnostic.	Student Achievement	Students need instruction delivered through research based, engaging strategies. Individual instruction to address learning gaps are needed to increase student progress in math.	Tutors, Parent Engagement communication and activities, professional development opportunities; educational supplies and materials: field experiences for students	Progress will be monitored through diagnostic assessments administered three times per year.Students in grades K to 2 will increase the percent of students meeting typical growth goals on diagnostic i-Ready Math assessement from 75% (Spring 2026) to 80 %.

4	By the end of the 2026-2027 SY, Port Royal Elementary school will increase the number of Kindergarten to 2nd grade students scoring AT or above 50th percentile from 57% (Spring 2025) to 61.25% scoring AT or above 50th percentile on the i-Ready Reading Diagnostic.	Student Achievement	Students need instruction delivered through research based, engaging strategies. Individual instruction to address learning gaps are needed to increase student progress in math.	Instructional Coach, Tutors, Parent Engagement communication and activities, professional development opportunities; educational supplies and materials: field experiences for students	Progress will be monitored through diagnostic assessments administered three times per year.Students in grades K to 2 will increase the percent of students meeting typical growth goals on diagnostic i-Ready Reading assessement from 67% (Spring 2026) to 72 %.
5	By the end of the 2026-2027 SY, Port Royal Elementary school will increase the number of Grade 4 students scoring meets or exceeds expectations from 57% (Spg. 2025) to 61.5% meets or exceeds expectations on the SCREADY Science Assessment.	Student Achievement	Students need instruction delivered through research based, engaging strategies. Individual instruction to address learning gaps are needed to increase student progress and science.	Tutors, Parent Engagement communication and activities, professional development opportunities; educational supplies and materials: field experiences for students	Progress in 4th grade science will be monitored through district created benchmark assessments for each science unit. Our goal is for 75% of students to score an average of 70% or more on these unit tests.
6	By the end of the 2026-2027 SY, Port Royal Elementary school will decrease the percentage of students with chronic absenteeism from 9.6% (Feb. 2026) to 8.6%.	School Climate	Parent knowledge and attitude about the impact of chronic absenteeism on academic achievment.	Parent Engagement communication and activities,	Progress will be monitored through quarterly review of daily attendance in SC Podium Administrator Navigator app. Our goal is to increase daily attendance from 95.3% attendance (May, 2026) to 97%.
7	By the end of 2026-2027 SY, certified teachers will earn a minimum of three recertification professional development credits in areas that will serve to increase student achievement. (to include but not limited to Literacy instruction, Gifted & Talented instruction, Project-based learning instruction, Trauma informed teaching strategies and Strategies for teaching students of poverty).	Teacher & Administrator Quality	Teacher retention and continuity of professional development over time.	Instructional Coach, professional development opportunities; Behavior Management Specialist	80% of teachers will complete one or more state or district-mandated professional training or endorsement by 2027.
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