

0701 - Beaufort County School District (0701) Public District - FY 2027 - Red Cedar Elementary (0701034) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement*

Performance Goal:

By the year 2029, the percentage of students with meets and exceeds in reading and math will increase from 65.4% to 75% based on the SC Ready Assessment.

PM 1.1 By the year 2025, the percentage of students with meets and exceeds in reading and math will increase from 65.4% to 67.3% based on the SC Ready Assessment.

Analysis of Actual vs. Projected Data:

Our analysis of the 23-24 report card shows that the actual percentage of students meeting and exceeding in reading and math is 65.4%. We project that our students will increase by 1.9 percentage points per year.

S 1.1.1 Meeting Notes, Sign In Sheets, Long Range Planning Documents

Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/incee/WWC/>

AS 1.1.1.1 Add Teaching Position

Action Step:

Through Title One Funding an additional teacher will be added to the third grade team to serve the GT and HA needs in both ELA and Math. This person will also serve high achieving first and second graders.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/3/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	GT Position/ FTE	[REDACTED]

AS 1.1.1.2 Leadership Team Stipend

Action Step:

This action steps allows us to provide leadership and growth opportunities across grade levels and departments in order to improve the quality of instruction, strive for continuous improvement and to invest in our people. A leadership team is essential for continued growth. The team will ensure that the performance and progress of students in the disabled subgroup are consistently analyzed in PLC meetings to provide targeted instructional strategies and support.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/3/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Stipend for 10 Staff Members	[REDACTED]

AS 1.1.1.3 Palmetto Literacy Conference

Action Step:

This funding will be utilized to support the Palmetto Literacy State conference.

Person Responsible:

[REDACTED]

Estimated Begin Date:

2/17/2025

Estimated Completion Date:

2/28/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		[REDACTED]

PM 1.2 By the year 2026, the percentage of students with meets and exceeds in reading and math will increase from 67.3% to 69.2% based on the SC Ready Assessment.

Analysis of Actual vs. Projected Data:

Our analysis of the 23-24 report card shows that the actual % of students meeting and exceeding in reading and math is 65.4%. We project that our students will increase by 1.9 percentage points per year, to 67.3. We do not have the spring data. However, our analysis of the 2024 iReady Winter data shows that the projected proficiency % of students meeting and exceeding in reading and math is 66.6%.

Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/WWC/>

AS 1.2.1.1 Add Teaching Position

Action Step:

Through Title One Funding, an additional teacher will be added to the third grade team to serve the GT and HA needs in both ELA and Math. This person will also serve high achieving first and second graders.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/3/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	GT Position / FTE	[REDACTED]

AS 1.2.1.2 Leadership Team Stipend

Action Step:

This action steps allows us to provide leadership and growth opportunities across grade levels and departments in order to improve the quality of instruction, strive for continuous improvement and to invest in our people. A leadership team is essential for continued growth.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/3/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Stipend for 10 Staff Members	[REDACTED]

AS 1.2.1.3 Palmetto Literacy Conference

Action Step:

This funding will be utilized to support the Palmetto Literacy State conference.

Person Responsible: [REDACTED]

Estimated Begin Date:

2/17/2025

Estimated Completion Date:

2/28/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		[REDACTED]

AS 1.2.1.4 Marzano Book Study

Action Step:

Certified Staff will utilize The New Art and Science of Teaching by Robert Marzano, in order to reach all students with high-performing instructional strategies. The team will apply the elements from the book study and track the progress of students in our disabled subgroup through our TSI review.

Person Responsible: [REDACTED]

Estimated Begin Date:

8/1/2025

Estimated Completion Date:

5/31/2026

FM 1.3 By the year 2027, the percentage of students with meets and exceeds in reading and math will increase from 71.85% to 72.85% based on the SC Ready Assessment.

Analysis of Actual vs. Projected Data:

In 2026 our goal was to reach 67.3% of 3-5 students meeting or exceeding in reading and math, based on SC Ready. Our goal attainment was 71.85%. This exceeded our goal.

S 1.3.1 Meeting Notes, Sign In Sheets, Long Range Planning Documents, and schedules
Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/WWC/>

AS 1.3.1.1 Instructional Assistants

Action Step:

We must maintain and increase the amount of planning time teachers can utilize in order to review data and plan instruction both within grade level teams and with support interventionists/ML teachers. In order to do this, we need to fund support staff to cover duties. These

support staff can also act as tutors for students who need extra help as time allows.

Person Responsible: [REDACTED]

Estimated Begin Date:

7/31/2026

Estimated Completion Date:

5/28/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Three Instructional Assistants	[REDACTED]

2 Student Achievement*

Performance Goal:

By the year 2029, the percentage of students meeting reading annual stretch growth in K-2 will increase from 29.98% to 50%, based on the Spring iReady reading assessment.

PM 2.1 By the year 2025, the percentage of students meeting reading annual stretch growth in K-2 will increase from 29.98% to 31.98% on the iReady Assessment.

Analysis of Actual vs. Projected Data:

Our data from the Spring 2024 iReady assessment shows that 29.98% of our K-2 students have met their reading annual stretch growth. We project that this student group will increase by two percentage points per year.

S 2.1.1 Meeting Notes, PD Documentation (LETRS), MTSS
Evidence-Based Research:
What Works Clearinghouse <https://ies.ed.gov/ncee/WWC/>

AS 2.1.1.1 Add Teaching Position

Action Step:

We will increase early intervention opportunities for early childhood students with an additional literacy interventionist.

Person Responsible: [REDACTED]

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/3/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Intervention Position / Half Paid from RCE Title I	

AS 2.1.1.2 Add Part Time Tutor/Interventionist

Action Step:

This goal serves multiple purposes. This position allows us to increase student achievement in reading at the K-2 level to meet the annual stretch growth goal. This position also supports the MTSS process by having students receive uninterrupted services 5 days per week.

Person Responsible: [REDACTED]

Estimated Begin Date: 9/13/2024

Estimated Completion Date: 4/4/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		

PM 2.2 By the year 2026, the percentage of students meeting reading annual stretch growth in K-2 will increase from 31.98% to 33.98% on the IReady Assessment.

Analysis of Actual vs. Projected Data:

Our Spring 2024 iReady assessment data shows that 29.98% of our K-2 students have met their reading annual stretch growth. We project that this student group will increase by two percentage points per year. We do not have updated Spring iReady data at this time, however, our annual stretch growth data for the mid-year is the same as last year. However, 2nd grade had the highest growth this year, and our kindergarten has the highest according to Mid-year data.

S 2.2.1 Meeting Notes, PD Documentation (LETRS), MTSS Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/WWC/>

AS 2.2.1.1 Add Teaching Position

Action Step:

We will increase early intervention opportunities for early childhood students with an additional literacy interventionist.

Person Responsible: [REDACTED]

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/3/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Intervention Position / Half Paid from RCE Title I	

AS 2.2.1.2 Add Part Time Tutor/Interventionist

Action Step:

This goal serves multiple purposes. This position allows us to increase student achievement in reading at the K-2 level to meet the annual stretch growth goal. This position also supports the MTSS process by having students receive uninterrupted services 5 days per week.

Person Responsible:

Estimated Begin Date:

9/13/2024

Estimated Completion Date:

4/4/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		

AS 2.2.1.3 Purposeful Play

Action Step:

Early childhood classes will provide intentional, play-based inquiry centers to give authentic experiences with real-world application.

Person Responsible:

Estimated Begin Date:

8/1/2025

Estimated Completion Date:

5/31/2026

PM 2.3 By the year 2027, the percentage of students meeting reading annual stretch growth in K-2 will increase from 45% to 47%, based on the Spring iReady reading assessment.

Analysis of Actual vs. Projected Data:

Our goal for 2026 was to attain 31.98% annual stretch growth in K-2. We reached 45% annual stretch growth, exceeding the goal.

S 2.3.1 Meeting Notes, PD Documentation, MTSS

Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/WWC/>

AS 2.3.1.1 Add an Academic Interventionist

Action Step:

This goal serves multiple purposes. This position allows us to increase student achievement in reading at the K-2 level to meet the annual stretch growth goal. This position also supports the MTSS process by having students receive uninterrupted services 5 days per week.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2026

Estimated Completion Date:

5/31/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		[REDACTED]

3 Student Achievement*

Performance Goal:

By the year 2029, increase the percentage of our Multilingual in K-5 students meeting their annual on-track English proficiency from 56.8% in 2024, to 60.8% based on ACCESS.

PM 3.1 By the year 2025, increase the percentage of our Multilingual students in K-5 meeting their annual on-track English proficiency from 56.8% to 57.6% based on ACCESS.

Analysis of Actual vs. Projected Data:

Our data from 2024 shows 56.8% annual typical growth for our multilingual population. We project that this percentage can increase by .8 percentage points each school year.

S 3.1.1 Meeting Notes, Sign-In Sheets

Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/WWC/>

AS 3.1.1.1 Special Ops Meetings

Action Step:

Our multilingual students need more support through early intervention. Our interventionists will meet three times per quarter to discuss student data and instructional needs to better coordinate literacy and multilingual support.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/3/2025

AS 3.1.1.2 Latino Literacy Workshop

Action Step:

Bring multilingual families into the school for a series of 8 instructional nights in order to empower the parents to help their children succeed.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/3/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Latino Literacy Program	[REDACTED]

FM 3.2 By 2026, the percentage of our Multi-lingual students in grades K-5 meeting their annual on-track English proficiency will increase from 57.6% to 58.4% based on ACCESS.

Analysis of Actual vs. Projected Data:

Our data from 2024 shows 56.8% annual typical growth for our multilingual population. We project that this percentage can increase by .8 percentage points each school year. We have no updated 2025 data at this time.

S 3.2.1 Meeting Notes, Sign-In Sheets

Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/WWC/>

AS 3.2.1.1 Special Ops Meetings

Action Step:

Our multi-lingual students need more support through early intervention. Our interventionists will meet three times per quarter to discuss student data and instructional needs to better coordinate literacy and multilingual support. The team will ensure that the performance and progress of students in the disabled subgroup are consistently analyzed in Special Ops meetings to provide targeted instructional strategies and support.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/3/2026

AS 3.2.1.2 Latino Literacy Workshop

Action Step:

Bring multilingual families into the school for a series of 8 instructional nights in order to empower the parents to help their children succeed.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/3/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Latino Literacy Program	[REDACTED]

AS 3.2.1.3 SIOP Training

Action Step:

100% of our certified staff will obtain SIOP certification.

Person Responsible:

Erin Berglund

Estimated Begin Date:

8/1/2025

Estimated Completion Date:

5/31/2027

PM 3.3 By the year 2027, increase the percentage of our Multilingual in K-5 students meeting their annual on-track English proficiency from 60.4% in 2025, to 60.5% based on ACCESS.

Analysis of Actual vs. Projected Data:

Students were expected to reach 57.6% annual on-track proficiency, based on ACCESS, in 2026. Based on our 2025 data, we surpassed the goal with 60.4% on the school report card.

S 3.3.1 Meeting Notes, Sign-In Sheets
Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/WWWC/>

AS 3.3.1.1 Special Ops Team

Action Step:

The Special Ops team will meet three times per quarter to review student data and provide targeted intervention.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2026

Estimated Completion Date:

5/31/2027

4 School Climate*

Performance Goal:

By the year 2029, increase the overall perception of school climate on the SC School Report Card from 7.92 points to 8.2 points.

PM 4.1 By the year 2025, increase the overall perception of school climate on the SC School Report Card from 7.92 points to 7.94 points.

Analysis of Actual vs. Projected Data:

Our current school report card places overall perception of school climate at 7.92 points. We project that this percentage will increase by .2 points each year.

S 4.1.1 UpBeat Survey Information, Anecdotal Records, Guidance and Social Worker Input
Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/WWC/>

AS 4.1.1.1 Analyzing Student, Staff, Parent Feedback

Action Step:

Continuously gathering and analyzing feedback from students, staff, and parents. Monitor progress and adjust strategies based on data and feedback. Celebrate successes and recognize areas for improvement.

Person Responsible:

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/4/2029

PM 4.2 By the year 2026, increase the overall perception of school climate on the SC School Report Card from 7.94 points to 7.96 points.

Analysis of Actual vs. Projected Data:

Our current school report card places overall perception of school climate at 7.92 points. We project that this percentage will increase by .2 points each year. We do not have updated data for Spring.

S 4.2.1 UpBeat Survey Information, Anecdotal Records, Guidance and Social Worker Input
Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/WWC/>

AS 4.2.1.1 Analyzing Student, Staff, Parent Feedback

Action Step:

Continuously gathering and analyzing feedback from students, staff, and parents. Monitor progress and adjust strategies based on data and feedback. Celebrate successes and recognize areas for improvement.

Person Responsible:

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/4/2029

PM 4.3 By the year 2027, increase the overall perception of school climate on the SC School Report Card from 8.05 points to 8.10 points.

Analysis of Actual vs. Projected Data:

Our school climate goal in 2026 was for our School Report Card rating in the area of student perception of school climate to reach 7.94 points. Based on our 2025 School Report Card data, we have achieved an 8.05 point rating in this area. The goal has been increased.

S 4.3.1 UpBeat Survey Information, Anecdotal Records, Guidance, and Social Worker Input
Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/WWC/>

AS 4.3.1.1 Science Saturday

Action Step:

Parents and students in 4th grade will be invited to participate in Science Saturday. Families will participate in hands-on and engaging activities centered around 4th grade science standards. A coordinator and five teachers will host the program.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2026

Estimated Completion Date:

5/31/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		[REDACTED]

5 Teacher/Administrator Quality*

Performance Goal:

By the end of SY 2029, 100% of classroom teachers, interventionists, and MLP teachers will have access to at least 35 hours per year of professional learning, qualifying for their relicensing, with a baseline of 30 hours.

PM 5.1 By the end of 2025, 100% of classroom teachers, interventionists, and MLP teachers will have had access to a minimum of 31 hours per year of professional learning, qualifying for their relicensing, with a baseline of 30 hours.

Analysis of Actual vs. Projected Data:

Going forward, any analysis of what we have attained vs. what we projected would have to include new initiatives, missed opportunities, and unforeseen roadblocks. We believe that we can increase the minimum number of hours by one additional hour each school year. This goal has been chosen in order to meet the instructional needs of our students. It is aligned to the previous 5 year goal of the district and extended to increase professional learning opportunities for our teachers.

S 5.1.1 Meeting Notes, Sign-In Sheets, Master Schedule
Evidence-Based Research:

AS 5.1.1.1 Master Schedule and Framework

Action Step:

Create master schedules that allow for uninterrupted blocks of planning times to give teachers the time needed. Create structures in place that provide teachers the framework to ensure ongoing professional growth and development across the school.

Person Responsible: [REDACTED]

Estimated Begin Date: [REDACTED]

7/31/2024

Estimated Completion Date:

6/4/2029

AS 5.1.1.2 Support Positions

Action Step:

We must maintain and increase the amount of planning time teachers can utilize in order to review data and plan instruction both within grade level teams and with support interventionists/ML teachers. In order to do this, we need to fund support staff to cover duties. These support staff can also act as tutors for students who need extra help as time allows.

Person Responsible: [REDACTED]

Estimated Begin Date: [REDACTED]

7/31/2024

Estimated Completion Date:

6/4/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	3 Support Staff Positions	[REDACTED]

PM 5.2 By the end of 2026, 100% of classroom teachers, interventionists, and MLP teachers will have had access to a minimum of 32 hours per year of professional learning, qualifying for their relicensing, with a baseline of 30 hours.

Analysis of Actual vs. Projected Data:

Going forward, any analysis of what we have attained vs. what we projected would have to include new initiatives, missed opportunities, and unforeseen roadblocks. We believe that we can increase the minimum number of hours by one additional hour each school year. This goal has been chosen in order to meet the instructional needs of our students. It is aligned to the previous 5 year goal of the district and extended to increase professional learning opportunities for our teachers.

5.2.1 Meeting Notes, Sign-In Sheets, Master Schedule
Evidence-Based Research:
What Works Clearinghouse <https://ies.ed.gov/ncee/WWC/>

AS 5.2.1.1 Leadership Team Stipend

Action Step:

This action steps allows us to provide leadership and growth opportunities across grade levels and departments in order to improve the quality of instruction, strive for continuous improvement and to invest in our people. A leadership team is essential for continued growth.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/3/2029

PM 5.3 By the end of SY 2027, 100% of classroom teachers, interventionists, and MLP teachers will have access to at least 35 hours per year of professional learning, qualifying for their relicensing, with a baseline of 30 hours.

Analysis of Actual vs. Projected Data:

Our goal in 2026 is to have 100% of classroom teachers, interventionists, and MLP teachers have access to a minimum of 32 hours per year of professional learning opportunities. We have achieved this goal and we have extended the number of hours offered.

5.3.1 Meeting Notes, Sign-In Sheets, Master Schedule
Evidence-Based Research:
What Works Clearinghouse <https://ies.ed.gov/ncee/WWC/>

AS 5.3.1.1 Leadership Team

Action Step:

This action steps allows us to provide leadership and growth opportunities across grade levels and departments in order to improve the quality of instruction, strive for continuous improvement and to invest in our people. A leadership team is essential for continued growth.

Person Responsible:

[REDACTED]

Estimated Begin Date:

7/31/2026

Estimated Completion Date:

5/31/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Leadership Team Stipend	
AS 5.3.1.2 Master Schedule and Framework			
Action Step:			
Create master schedules that allow for uninterrupted blocks of planning time for teachers. Create structures in place that provide teachers the framework to ensure ongoing professional growth and development across the school.			
Person Responsible:			
Estimated Begin Date:			
7/31/2026			
Estimated Completion Date:			
5/31/2027			