



BEAUFORT COUNTY SCHOOL DISTRICT

School Renewal Plan Executive Summary for SY 2026-27

Lady's Island Elementary School

Mary Beth Roulston, Principal

Student Achievement Performance Goal(s)	
5 Year Goal (2024-2029)	Interim Goal (2026-27)
By the end of 2028-2029 school year, ELA achievement will increase from 52% proficiency in Grades 3-5 to 75% proficiency or higher.	ELA achievement will increase from 65.5% to 69% proficiency or higher in Grades 3-5 on SC READY.
By the end of 2028-2029 school year, math achievement will increase from 55% proficiency in Grades 3-5 to 75% proficiency or higher.	Math achievement will increase from 67.9% to 70.7% proficiency or higher in Grades 3-5 on SC READY.
Brief Description: Student achievement data indicates a consistent upward trend across most grade levels and subject areas, except for first and second grade. Many Kindergarten students begin school with limited exposure to early literacy and language experiences; however, they demonstrate substantial growth because of targeted, high-quality instruction. In first grade, achievement levels decline, largely due to students' challenges with sustaining independent focus and engagement. Although second-grade students exhibit measurable progress, many continue to experience residual effects from unfinished learning in first grade. Addressing and closing this gap is essential to ensure that students enter third grade prepared to meet grade-level expectations and remain on a trajectory for sustained academic success through fifth grade.	

School Climate Performance Goal(s)	
5 Year Goal (2024-2029)	Interim Goal (2024-25)
**New Goal-previous goal was met. By the end of the 2028–2029 school year, implement school-wide initiatives (e.g., peer mentoring, leadership roles in classrooms) to increase student engagement and improve school climate survey scores from a baseline of 78% to at least 89.7% (a minimum 15% increase).	By the end of the 2026–2027 school year, implement school-wide initiatives (e.g., peer mentoring, leadership roles in classrooms) to increase student engagement and improve school climate survey scores from a baseline of 78% to at least 83%.
Brief Description: As an elementary Leader in Me school, we will achieve this goal by intentionally embedding leadership development into our daily practices and school culture. Through the 8 Habits framework, students will set personal and academic goals, track their progress using data binders, and reflect on growth. Classrooms will establish student leadership roles (e.g., classroom ambassadors, data leaders, peer mediators), ensuring every child has meaningful responsibility and voice. We will implement peer mentoring between upper and lower grades to foster belonging and model positive behavior. Student-led conferences will empower students to take ownership of their learning and strengthen family partnerships. Staff will explicitly teach and model habits such as proactive behavior, collaboration, and respectful communication to build a strong, inclusive school climate.	



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Additionally, schoolwide leadership events, service projects, and Lighthouse Team initiatives will provide authentic opportunities for students to contribute to the school community. Ongoing professional development and regular review of the MRA survey data will guide adjustments and ensure continuous improvement toward reaching and exceeding the 89.7% target.

Teacher/Administrator Quality Performance Goal(s)	
5 Year Goal (2024-2029)	Interim Goal (2026-27)
The turnover percentage of certified staff and paraprofessionals on staff will decrease from 14% to less than 5% through 2028-2029 by a comprehensive program of recruitment, retention, and professional development.	The turnover percentage of certified staff and paraprofessionals on staff will decrease from 11.32% to 10% or less.
Brief Description: Recruitment Strategies: We will strengthen hiring practices by participating in job fairs. Interview processes will emphasize alignment with the school's mission, culture, and instructional expectations to ensure strong organizational fit. Early hiring timelines and targeted outreach for high-need areas will further support stability. Retention Strategies: New teachers and paraprofessionals will participate in a structured onboarding and school mentoring program that pairs them with experienced staff members for coaching and regular check-ins. School leadership will conduct climate surveys and listening sessions to proactively identify concerns and respond to staff needs. Recognition programs, staff appreciation initiatives, and opportunities for shared decision-making will promote a positive, collaborative culture. Workload balance and clear communication of expectations will also be prioritized to reduce burnout. Professional Development: Ongoing, job-embedded professional learning communities (PLCs) will provide time for collaboration, data analysis, and instructional planning. Staff will have access to differentiated professional development aligned to school goals and individual growth plans. Leadership pathways (e.g., grade-level chairs, instructional mentors, committee leads) will provide opportunities for career advancement without leaving the classroom. Progress toward the 5% target will be monitored annually through retention data and staff surveys. Adjustments to recruitment and retention strategies will be made as needed to ensure continuous improvement and long-term staff stability.	

School Improvement Council Meeting Dates
8-12-2025
9-9-2025
10-17-2025
11-19-2025
12-9-2025
1-13-2026
2-10-2026



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3-10-2026

4-7-2026

5-12-2026

School Improvement Stakeholders