

# BEAUFORT COUNTY SCHOOL DISTRICT 2026-27 Title I Needs Assessment

School Name

LADY'S ISLAND MIDDLE SCHOOL

## Section I. Data Sources Reviewed with Stakeholders

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| List the all data sources reviewed with stakeholders | Enrollment Summary, Title I Survey Results, SC Faculty & Parent Climate Survey, Discipline Records, Classroom Assessments/Grades, i-READY reports, ACCESS reports, SCREADY Preliminary data, School Report Card data, Failure reports, Summer School reports |
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## Section II. Needs, Root Cause, Title I Strategy

| Identified Need (Use the following criteria to write each need statement. <ul style="list-style-type: none"> <li>Use concise language</li> <li>Avoid assigning blame</li> <li>Capture measurable data</li> <li>Identify specifics (must include student groups)</li> <li>Choose words carefully</li> <li>Do not list a solution</li> </ul> | Area of Need (Student Achievement, Teacher Quality, School Climate, Parent and Family Engagement)<br>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?                                                                                                                                                                                                                            |
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| 1<br>2026 Preliminary SC Ready ELA scores indicate that 45% of students did not meet grade level reading and writing standards and 69% of students did not meet grade level math standards.                                                                                                                                                | Student Achievement                                                                                                              | Current instructional structures limit opportunities for individualized support, small-group instruction, timely intervention, and academic acceleration for students with diverse learning needs. Additionally, students have not developed academically in English Language Arts and Math, and need more direct instruction from highly skilled/trained educators. | (1) Provide 2 core classroom teachers to support smaller class sizes and minimize student misbehaviors/classroom disruptions. (2) Provide highly qualified academic interventionist for students scoring Does Not Meet in core content areas, during the school day.                                                                                                                                      | By Spring 2027 administration of SC READY Reading, total school achievement will increase from 55% to 61% meets/exceeds expectations. By Spring 2027 administration of SC READY Math, total school achievement will increase from 31% to 48% meets/exceeds expectations. |
| 2<br>ADEPT indicators that averaged less than a rating of 3 (Proficient) included: Student Work (2.64), Assessment (2.77), Lesson Structure & Pacing (2.77), Grouping (2.6), Thinking (2.73), and Problem Solving (2.67).                                                                                                                  | Teacher Quality                                                                                                                  | Teachers need additional professional development in providing high quality instructional lessons.                                                                                                                                                                                                                                                                   | Provide training and professional development in evidence based best practices and strategies for teaching and learning (aligning instructional goals with student assignments and assessments, providing high quality academic feedback, and promoting higher order thinking and problem solving opportunities) using the SCTS 4.0 Rubric. Provide professional development through contracted services. | By Spring 2027 administration of SC READY Reading, total school achievement will increase from 55% to 63% meets/exceeds expectations. By Spring 2027 administration of SC READY Math, total school achievement will increase from 31% to 52% meets/exceeds expectations. |

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| 4  | 2026 Preliminary SC Ready Math scores indicate that 69% of students did not meet grade level math standards.                                                                         | Student Achievement          | Students have not developed academically in math and need more direct instruction from highly skilled/trained interventionists.                                                                                                                                                                                                                                                                                             | Provide highly qualified reading interventionist for students scoring Does Not Meet during the school day.                                                                                                                                                                              | By Spring 2027 administration of SC READY Math, total school achievement will increase from 31% to 52% meets/exceeds expectations. |
| 5  | 2026 Preliminary SCREADY Science scores for 6th grade students indicate 58% of students scored Does Not Meet/Approaches.                                                             | Academic Achievement         | (1) Teachers have had limited access to STEM professional development. (2) SC READY Science requires students to apply higher-order critical thinking skills across Math, Reading, and Science. 6th grade preliminary data shows proficiency rates below 50% in Reading, below 12% in Math, and below 45% in Science, indicating underdeveloped academic skills in ELA and Math that negatively impact Science performance. | (1) Provide training and professional development in successful STEM practices. (2) Fund one additional Science teaching position to reduce class sizes, enabling targeted small-group instruction for intervention, remediation, and acceleration based on student proficiency levels. | By Spring 2027 administration of SC READY Science, 6th grade achievement will increase from 42% to 55% meets/exceeds expectations. |
| 6  | 24% (9/37) of LIMS certified teachers have completed their Gifted and Talented Endorsements.                                                                                         | Teacher Quality              | Teachers need more access to completing the required courses in order to support higher level and advanced students' continued academic achievement.                                                                                                                                                                                                                                                                        | Provide more enrollment opportunities for teachers to complete the Gifted and Talented coursework.                                                                                                                                                                                      | By 2027, the teacher retention rate 3 year average will increase from 68.2% to 75%                                                 |
| 7  | 2.5% (9/357) of parents completed the 2026 Title I Parent Survey.                                                                                                                    | Parent and Family Engagement | Parent participation on the Title I Survey is down 2% from the previous school year.                                                                                                                                                                                                                                                                                                                                        | Facilitate parent engagement opportunities and outreach through school climate initiatives.                                                                                                                                                                                             | Increase parent participation by 15%                                                                                               |
| 8  | 4% (14/357) of parents completed the 2026 SC Parent Climate Survey.                                                                                                                  | Parent and Family Engagement | A minimum of 20 parents participating in the survey is required for data collection. No data available to determine current trends.                                                                                                                                                                                                                                                                                         | Facilitate parent engagement opportunities and outreach through school climate initiatives.                                                                                                                                                                                             | Increase parent participation by 10%                                                                                               |
| 9  | Current discipline data shows 1,026 office referrals and 1,276 minor incidents.                                                                                                      | School Climate               | School discipline referrals have increased by nearly 60%, which greatly impacts and interferes with academic teaching and learning.                                                                                                                                                                                                                                                                                         | Provide professional development in the SEL areas of belonging, camaraderie, and support through advisory.                                                                                                                                                                              | By Spring of 2027, office referrals will decrease by 25%                                                                           |
| 10 | With 1,026 total discipline incidents recorded, support from an additional behavior interventionist is needed to provide students with daily/weekly intensive intervention services. | School Climate               | Teachers need additional MTSS/RTI professional development to concretely support behavior interventions.                                                                                                                                                                                                                                                                                                                    | Provide professional development in MTSS/RTI best practices for identifying students with behavioral needs, developing appropriate behavioral intervention strategies, progress monitoring behavior interventions, and recording student intervention data accurately.                  | By Spring of 2027, office referrals will decrease by 25%                                                                           |

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| 11 | Based on the 2026 Title I Survey Q3, only 55% of parents feel that their child is safe at school, however the parent participation number is still a low sample.                     | School Climate | School discipline interferes with academic teaching and learning. | Increase behavior intervention services and supports through school based practices to ensure student safety (PBIS, MTSS/RTI trained teachers, intensive behavioral interventions). | By Spring of 2027, office referrals will decrease by 25%                           |
| 12 | Based on the 2026 Title I Survey Q17, only 44% of parents feel that the school has an excellent learning environment, however the parent participation number is still a low sample. | School Climate | School discipline interferes with academic teaching and learning. | Increase behavior intervention services and supports through school based practices to ensure student safety (PBIS, MTSS/RTI trained teachers, intensive behavioral interventions). | By Spring of 2027, office referrals will decrease by 25%                           |
| 13 | Based on the 2025 Title I Survey Q25, parents describe major areas of improvement needed in academic instruction with high quality teachers.                                         | School Climate | School discipline interferes with academic teaching and learning. | Increase behavior intervention services and supports through school based practices to ensure student safety (PBIS, MTSS/RTI trained teachers, intensive behavioral interventions). | By 2027, the teacher retention rate 3 year average will increase from 68.2% to 75% |
| 14 |                                                                                                                                                                                      |                |                                                                   |                                                                                                                                                                                     |                                                                                    |
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