School Renewal Plan Information

0701 - Beaufort County School District (0701) Public District - FY 2027 - Beaufort Middle (0701028) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** Plan Submission**

- ○ School does not utilize Cognia
- ◉ School utilizes Cognia

*** Phase of Plan**

- ○ Initial 5-year plan
- ○ Update 1
- ○ Update 2
- ◉ Update 3
- ○ Update 4
- ○ Update (due to Waiver)

*** State and Federal School Improvement Status - if applicable**

Other

School Plan Contact Information

*** Name**

Jennifer Morillo

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*** Principal's Name**

Jennifer Morillo

*** Board of Trustees Chairperson's Name**

Carlton Dallas

*** Date of Plan Approval by the Board**

04/24/2026

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Stakeholder Names

Principal

Name	*	Jennifer Morillo

Teacher

Name	*	Christine Barr

Parent/Guardian

Name	*	Purvi Desai

Community Member

Name	*	Terry Bennett
Name	*	Casey Newsome

School Level Administrators

Name	*	Amy Robinson
Name	*	Willard Smith

School Read to Succeed Literacy Leadership Team Lead

Name	*	Tracy Sands

School Read to Succeed Literacy Leadership Team Member

Name	*	Amy Trask

School Improvement Council Member(s)

Name	*	Lacey Walsh

School Gifted and Talented Coordinator

Name	*	Adrienne Fennell

School Federal Programs Coordinator

Name	*	Lameka Capers

Other Stakeholders

Position	Name

(Optional) Enter mission, vision, beliefs, and/or values.

Needs Assessment Data

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State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

https://screportcards.com/overview/?q=eT0yMDI1JnQ9TSZzaWQ9MDcwMTAyOA

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

To develop a comprehensive understanding of student learning and instructional effectiveness, Beaufort Middle School analyzes multiple sources of both formative and summative assessment data. These measures provide insight into student progress, identify learning gaps, and inform instructional planning and intervention efforts.

Summative assessments provide end-of-course or end-of-year measures of student mastery of grade-level standards.

Key summative assessments used at Beaufort Middle School include:

- SC READY (ELA and Mathematics): The South Carolina statewide accountability assessment measuring mastery of grade-level standards. Recent data indicate approximately 56.6% of students met or exceeded expectations in ELA, while 35% met or exceeded expectations in mathematics, suggesting stronger performance in literacy compared to mathematics and highlighting a need for continued math improvement efforts.
- SC Alternate Assessment (SC-Alt): Administered to students with significant cognitive disabilities to measure achievement of alternate standards aligned with state academic expectations.
- End-of-Course Program (EOCEP) Assessments: Students enrolled in Algebra I participate in EOCEP testing; Beaufort Middle School has demonstrated strong performance, with over 95% of students reaching proficiency in Algebra I in recent years.
- Course Grades and Report Cards: Issued at the end of each nine-week grading period and provide a summative measure of student mastery of course standards and learning objectives.

These summative measures help determine overall student achievement trends, subgroup performance, and progress toward district and state accountability goals.

Formative assessments provide ongoing information about student progress throughout the school year an allow teachers to adjust instruction to meet students need. Examples include:

- i-Ready Diagnostic Assessments (Reading and Math): Administered multiple times per year (fall, winter, spring) to monitor student growth, identify skill gaps, and determine targeted intervention supports.
- District Benchmark / Common Assessments: Administered periodically throughout the school year to monitor progress toward mastery of priority standards.
- Classroom-Based Formative Assessments: Including exit tickets, quizzes, writing tasks, performance assessments, and collaborative problem-solving tasks aligned to daily learning targets.

- MTSS Progress Monitoring: Students receiving academic intervention are monitored through targeted progress monitoring tools to determine response to instruction and effectiveness of Tier 2 and Tier 3 interventions.
- PLC Data Analysis Cycles: Teacher teams analyze formative assessment results during Professional Learning Communities (PLCs) to identify trends, reteach key concepts, and adjust instructional strategies.

In addition to academic assessments, Beaufort Middle School analyzes other data sources that provide insight into student success and school climate:

- Attendance data and chronic absenteeism rates
- Student behavior and discipline trends
- Course pass rates and grade distribution
- Classroom walkthrough and instructional observation data
- Stakeholder perception surveys (e.g., SC School Climate Survey)
- Program implementation fidelity measures (AVID, ABC Arts Integration, STEM initiatives)

For example, external school data indicate that Beaufort Middle School serves approximately 370 students in grades 6–8 with a diverse student population, and standardized assessment results show stronger literacy outcomes than mathematics, reinforcing the need for targeted math interventions and instructional support.

Executive Summary of Needs Assessment Data

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Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

* Elementary/Middle (3-8)

Analysis of Winter i-Ready Reading diagnostic data indicates that only 18% of students met their typical growth goal, while 31% of students remain more than 30 points below grade-level expectations. Additionally, over one-third of students are within 11–30 points of grade level, representing a significant group of students who could reach proficiency with targeted instructional support. These results highlight the need to strengthen Tier 1 literacy instruction, expand targeted interventions for students significantly below grade level, and increase opportunities for rigorous reading, writing, and academic discourse across all content areas.

Analysis of Winter i-Ready Math diagnostic data indicates that only 8% of students met their typical growth goal. While 70% of students are within 30 points of grade-level expectations, approximately 21% remain significantly below grade level. These results indicate a need to strengthen Tier 1 mathematics instruction, increase opportunities for conceptual problem solving and mathematical discourse, and expand targeted interventions for students performing significantly below grade level. Strengthening instructional practices and consistently monitoring student progress will be essential to increasing student proficiency and growth in mathematics.

Collectively, these data points highlight the need for a comprehensive approach that strengthens core instruction, expands targeted interventions, and ensures consistent progress monitoring so that all students can demonstrate accelerated growth toward grade-level proficiency.

These findings directly inform Beaufort Middle School's "Double A, B, C" priorities—Achievement, Attendance, Behavior, and Course Grades—which serve as the foundation for improving student outcomes. Strengthening Tier 1 instruction, expanding targeted interventions, and increasing opportunities for rigorous academic engagement will support improved achievement and course performance, while also fostering stronger student engagement and motivation to attend and participate in school consistently. As instructional practices improve and students experience greater success in the classroom, the school anticipates positive impacts across all four indicators, creating a more supportive learning environment that promotes both academic growth and positive student behavior.

Beaufort Middle School (BMS) was recently identified as an Additional Targeted Support and Improvement (ATSI) school due to the academic performance of the Students with Disabilities (SWD) subgroup. While the school remains committed to student success and has implemented multiple initiatives to

improve outcomes for all learners, analysis of multiple data sources indicates that additional targeted supports are needed to ensure students with disabilities achieve at high levels.

As part of the comprehensive needs assessment process, BMS analyzed a wide range of data including SC READY achievement data, i-Ready diagnostic data, course grade data, MTSS intervention data, classroom walkthrough observations, teacher evaluation data, attendance and behavior data, and stakeholder perception data. This analysis revealed several root causes contributing to the achievement gap for students with disabilities.

First, data indicate inconsistent implementation of evidence-based instructional strategies and accommodations across general education classrooms, limiting access to grade-level standards for students with disabilities. Walkthrough and coaching data suggest that while many teachers demonstrate strong instructional practices, there is variability in the consistent use of scaffolds, differentiation, and strategies designed to support diverse learners.

Second, the analysis revealed a need to strengthen collaboration and shared ownership between general education and special education teachers to ensure instructional planning fully addresses the needs of students with disabilities. While collaborative structures exist, there is an opportunity to deepen co-planning, instructional alignment, and the use of student data to guide instructional decisions.

Third, student performance data indicate that some students with disabilities require more structured intervention systems and consistent progress monitoring to accelerate growth toward grade-level expectations. Ensuring that interventions are implemented with fidelity and aligned to specific skill gaps is critical for improving outcomes for this subgroup.

As a result of this analysis, Beaufort Middle School has incorporated several targeted priorities into the school's strategic plan to address these needs and improve outcomes for students with disabilities. Key strategic actions include strengthening student-centered coaching focused on differentiation and inclusive instructional practices, expanding collaborative planning structures between general and special education staff, and improving MTSS systems to ensure targeted interventions and progress monitoring are consistently implemented.

Additionally, the school will continue expanding the implementation of AVID instructional strategies (WICOR), arts integration (ABC), and STEM learning opportunities to increase student engagement and access to rigorous learning experiences for all students, including those with disabilities.

Through these strategic actions, BMS is committed to ensuring that all students, including students with disabilities, have equitable access to high-quality instruction and the support necessary to achieve academic success while advancing the school's vision to **"**Elevate Everyone. Every Day.**"**

Based on the analysis of updated achievement, perception, and process data, Beaufort Middle School revised several goals and strategies in the current strategic plan to ensure that improvement efforts more directly address identified areas of need. Data from SC READY, i-Ready diagnostics, classroom assessments, and subgroup performance—including the school's recent ATSI designation related to the special education subgroup—indicated the need to strengthen instructional practices, increase support for diverse learners, and deepen the use of evidence-based strategies that promote student engagement and rigorous learning. In addition, perception data from the SC School Climate Survey and school-level indicators related to attendance, behavior, and course performance highlighted opportunities to strengthen student engagement and stakeholder perceptions of the learning environment. As a result, the school refined its goals and action steps to place greater emphasis on high-impact instructional strategies such as AVID/WICOR implementation, student-centered coaching, targeted supports for students with disabilities, and initiatives that strengthen school climate and student voice. These revisions ensure that the school's improvement efforts remain responsive to current data and aligned with Beaufort Middle School's commitment to continuous improvement and the vision to Elevate Everyone. Every Day.

* High School (9-12)

* Teacher/Administrator Quality

Analysis of instructional practice data, classroom walkthroughs, professional learning records, and student achievement data indicates a need to strengthen the consistent implementation of research-based instructional strategies that promote student engagement, critical thinking, and college and career readiness. While Beaufort Middle School has begun implementing the AVID instructional framework, current data shows that only a portion of staff have completed formal AVID training. As a result, the use of AVID-aligned strategies such as writing, inquiry, collaboration, organization, and reading (WICOR) is not yet consistently implemented across all classrooms.

Strengthening staff capacity through expanded AVID professional learning, along with continued implementation of Arts in Basic Curriculum (ABC) arts integration practices and Cognia STEM instructional strategies, will support more engaging and rigorous learning experiences for all students. These efforts align with Beaufort Middle School's commitment to Elevate Everyone. Every Day. by ensuring all students have access to high-quality instruction that promotes engagement, critical thinking, and college and career readiness.

* School Climate

Analysis of perception data from the SC School Climate Survey, along with school-level behavior, attendance, and engagement data, indicates a need to strengthen stakeholder perceptions of the learning environment, social and physical environment, and home–school relationships at Beaufort Middle School. While many students and staff report positive experiences, survey results and related school data suggest opportunities remain to increase student engagement, strengthen social-emotional supports, and deepen meaningful connections among students, staff, and families. Ensuring that students feel supported academically, socially, and emotionally, while also strengthening staff capacity to effectively respond to student needs, is essential to creating a positive, supportive, and productive learning environment.

These efforts align with Beaufort Middle School's commitment to Elevate Everyone. Every Day. and support the school's focus on improving outcomes across the "Double A, B, C" priorities—Achievement, Attendance, Behavior, and Course Grades.

Other (such as school priorities)

Beaufort Middle School is a Title I school and strategically utilizes Title I funding to support instructional programming and resources that improve student outcomes. Title I funds are used to strengthen academic programming by supporting the implementation of AVID college and career readiness strategies, providing staffing allocations that help reduce class sizes and increase instructional support for students, and supplying classrooms with instructional materials and resources that support rigorous, standards-based instruction. These investments allow the school to expand opportunities for targeted intervention, strengthen core instruction, and ensure that students have access to the resources and supports needed to succeed academically.

* Gifted and Talented

Beaufort Middle School serves a diverse population of approximately 360 students in grades 6–8, including a wide range of academic abilities and talents. Currently, 22% of students are identified as artistically Gifted and Talented (GT) and 17% are identified as academically Gifted and Talented, representing a significant portion of the student body with advanced learning needs. As part of the comprehensive needs assessment process, the school reviewed multiple data sources including GT identification data, course enrollment patterns, student achievement data (SCReady, i-Ready, and district benchmark assessments), classroom walkthrough observations, and stakeholder perception data.

The analysis indicates that while a strong percentage of students are formally identified for GT services, there is a continued need to strengthen instructional structures and enrichment opportunities that fully extend advanced learners within the core classroom and enrichment settings. Walkthrough and instructional data suggest that differentiation for advanced learners is inconsistent across classrooms, with opportunities to more intentionally integrate strategies such as higher-order questioning, problem-based learning, inquiry, and interdisciplinary enrichment. Additionally, as Beaufort Middle School continues to expand initiatives such as AVID, Arts in Basic Curriculum (ABC), and STEM programming, there is an opportunity to further leverage these frameworks to provide rigorous, creative, and authentic learning experiences that challenge both academically and artistically gifted students.

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Plan Items)

1 Student Achievement*

Performance Goal:

By the end of the 2028-2029 school year, the percentage of students in grades 6-8 scoring Meets or Exceeds on the SC READY ELA assessment will increase from 49% to 75%, and the percentage scoring Meets or Exceeds on SC READY Math will increase from 27% to 75%.

PM 1.1 By the end of 2026-2027 school year, the percentage of students in grades 6-8 scoring Meets or Exceeds on the SC READY ELA assessment will increase from 62% to 67%, and the percentage scoring Meets or Exceeds on SC READY Math will increase from 45% to 55%.

Analysis of Actual vs. Projected Data:

Actual 2023 ELA 49% meets or exceeds; Actual 2023 Math 27% meets or exceeds Actual 2024 ELA 55% meets or exceeds; Actual 2024 Math 31% meets or exceeds Actual 2025 ELA 57% meets or exceeds; Actual 2025 Math 35% meets or exceeds Projected 2026 ELA 62% meets or exceeds; Projected 2026 Math 45% meets or exceeds Projected 2027 ELA 67% meets or exceeds; Projected 2027 Math 55% meets or exceeds Projected 2028 ELA 71% meets or exceeds; Projected 2028 Math 65% meets or exceeds Projected 2029 ELA 75% meets or exceeds; Projected 2029 Math 75% meets or exceeds

S 1.1.1 Master schedule with dedicated intervention time; student intervention rosters; i-Ready diagnostic and progress monitoring reports; PLC meeting agendas, notes, and data analysis protocols; MTSS/Intervention Team meeting minutes; student support plans; intervention lesson plans; instructional materials aligned to targeted skill gaps; classroom walkthrough or coaching notes; student progress monitoring data and intervention tracking logs

Evidence-Based Research:

Research on Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) shows that early identification and targeted academic interventions in reading and mathematics significantly improve student achievement and help close learning gaps. Schools that implement structured, data-driven intervention systems with progress monitoring see stronger gains in literacy and numeracy outcomes for struggling students.

AS 1.1.1.1 Analyze i-Ready Diagnostic data to identify instructional priorities

Action Step:

After the diagnostic assessments, set or reset lesson pacing to ensure all standards are being taught and retaught for understanding and reorganize students' schedules to include an intervention elective if needed.

Person Responsible:

Tracy Sands

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 1.1.1.2 Conduct student-led data conferences to promote ownership of learning

Action Step:

Incorporate student-led conferences into both the fall and spring semesters, providing students with an opportunity to reflect on their academic progress, analyze their iReady data, and present their insights to their parents. Students set smart goals to help achieve stretch growth targets for the next assessment.

Person Responsible:

Tracy Sands

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 1.1.1.3 Provide targeted small-group instruction based on diagnostic data

Action Step:

Targeted Small Group instruction through an intervention period. Using IReady diagnostic data, students scoring 2 or more grade levels below will be placed in an intervention period for Math, ELA or both.

Person Responsible:

Tracy Sands

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 1.1.1.4 Implement student-centered coaching cycles to strengthen Tier I instruction

Action Step:

Implement student-centered coaching cycles in ELA and Math where the instructional coach(es) and teachers analyze student work and assessment data from the SPED subgroup to identify learning gaps and plan targeted instructional strategies.

Person Responsible:

Tracy Sands

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

S 1.1.2 AVID professional development attendance records; staff training certificates; PLC agendas and planning documents; lesson plans and unit plans; classroom walkthrough data; student binders; student work samples; AVID site team meeting agendas and implementation plans; AVID implementation fidelity checks; perception data; professional learning artifacts

Evidence-Based Research:

Research on the AVID (Advancement Via Individual Determination) framework shows that schools implementing the AVID elective and schoolwide instructional strategies-such as WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)-see improvements in student engagement, academic achievement, and college readiness. AVID's structured academic support and emphasis on rigorous instruction help students develop the critical thinking and organizational skills needed to succeed in advanced coursework and postsecondary pathways.

AS 1.1.2.1 Expand the AVID Elective

Action Step:

Implement the AVID Elective in all grades to teach students WICOR strategies of Writing, Inquiry, Collaboration, Organization, and Reading.

Person Responsible:

Tracy Sands

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		$6,310.00

AS 1.1.2.2 Implement AVID binders school-wide to support organization and accountability

Action Step:

Implement AVID Binders Schoolwide as an organization strategy to help increase organization and re-visiting of standards-based materials.

Person Responsible:

Tracy Sands

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 1.1.2.3 Integrate WICOR instructional strategies in all content areas

Action Step:

Implement AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) across all classrooms to strengthen rigorous, student-centered instruction and increase student engagement and achievement. Teachers will intentionally plan for the integration of WICOR strategies during their weekly PLC meetings, ensuring these practices are embedded in lesson design across content areas. The instructional coach will model and support the use of WICOR strategies in classrooms, providing ongoing guidance, demonstration lessons, and feedback to help teachers effectively implement these research-based instructional practices.

Person Responsible:

Tracy Sands

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

2 Teacher/Administrator Quality*

Performance Goal:

By the end of the 2028-2029 school year, 80% of certified teachers will achieve Level 1 certification in the AVID instructional framework, WICOR, by the end of the third year of employment at Beaufort Middle School.

PM 2.1 By the end of the 26-27 school year, 62% of our staff will have completed AVID level 1 training.

Analysis of Actual vs. Projected Data:

Actual 2025 data 52% of our staff have completed AVID level 1 training.

S 2.1.1 agendas, sign-in sheets, and training materials; staff participation records; PLC agendas and notes; instructional coaching logs; lesson plans, classroom walkthrough data

Evidence-Based Research:

Research shows that teacher professional development aligned to instructional frameworks, such as AVID, improves instructional quality and student outcomes. When teachers are trained in AVID strategies-particularly WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)-they are better equipped to implement rigorous, student-centered instructional practices that increase engagement, critical thinking, and college and career readiness for all learners.

AS 2.1.1.1 AVID Summer Institute training

Action Step:

Send 6 teachers per year to AVID Summer Institute training to familiarize them with AVID strategies and WICOR implementation in the classroom.

Person Responsible:

Tracy Sands

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		$15,000.00

AS 2.1.1.2 Ongoing AVID mini-professional development sessions

Action Step:

Offer short, targeted AVID professional development sessions during planning periods or staff meetings focused on WICOR use in the classroom.

Person Responsible:

Tracy Sands

Estimated Begin Date:

7/1/2026

Estimated Completion Date:
6/30/2027

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

3 School Climate*

Performance Goal:

By the end of the 2028-2029 school year, BMS will improve measures of stakeholder engagement such that 80% of teachers and students are satisfied with the learning environment, the social and physical environment, and the home-school relations with Beaufort Middle School, as measured by SC School Report Card Climate Survey.

PM 3.1 By the end of the 2026-2027 school year, BMS will improve measures of stakeholder engagement such that 60% of teachers and students are satisfied with the learning environment, the social and physical environment, and the home-school relations with Beaufort Middle School, as measured by SC School Report Card Climate Survey.

Analysis of Actual vs. Projected Data:

Based on the 2025 school climate data from the school report card: Percent satisfied with learning environment 100% teachers, 70.4% students; Percent satisfied with social and physical environment 97.1% teachers, 68.7% students; Percent satisfied with school-home relations 90.9% teachers, 91.6% students.

S 3.1.1 implementation schedules and lesson plans; professional development agendas, sign-in sheets, and materials; PLC agendas and notes; MTSS/Intervention Team meeting minutes; student support plans or intervention documentation; classroom walkthrough data; student perception or climate survey results; records of student engagement activities or initiatives

Evidence-Based Research:

Research shows that schoolwide student engagement frameworks and social-emotional learning (SEL) improve student behavior, attendance, and academic outcomes. When schools build staff capacity to implement evidence-based SEL practices and positive behavioral supports, students demonstrate stronger self-management, improved relationships, and increased readiness to learn.

AS 3.1.1.1 Implement a schoolwide SEL curriculum

Action Step:

Implement a tier 1 SEL curriculum across all grade levels, with targeted supports for high-need groups.

Person Responsible:

Jennifer Morillo

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		$12,656.25

AS 3.1.1.2 Utilize the Intervention Team to coordinate academic and behavioral supports

Action Step:

Create an intervention team to support and track progress of students with achievement, attendance, behavior, and course grade concerns.

Person Responsible:

Amy Robinson

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 3.1.1.3 Provide ongoing instructional coaching and collaborative planning focused on student engagement

Action Step:

Provide ongoing instructional coaching and dedicated collaborative planning time to support staff in effectively integrating WICOR, arts integration, and STEM strategies to increase student engagement and deepen learning.

Person Responsible:

Tracy Sands

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

S 3.1.2 Amplify student voice and participation in school-level decision-making

Evidence-Based Research:

Research shows that when students have meaningful opportunities to contribute to school decision-making, they demonstrate higher levels of engagement, belonging, and motivation to learn. Schools that intentionally amplify student voice see improvements in school climate, stronger relationships, and increased ownership of learning and behavior.

AS 3.1.2.1 Establish a Student Leadership Team

Action Step:

Establish a student leadership team to help in school decision-making and school activities.

Person Responsible:

Jennifer Morillo

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 3.1.2.2 Implement quarterly tiered-goal celebrations aligned to achievement, attendance, behavior, and course grades

Action Step:

Implement quarterly tiered-goal celebrations that recognize student progress in achievement, attendance, behavior, and course grades, with students providing input on celebration activities based on the number of goals they meet.

Person Responsible:

Willard Smith

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2027

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

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Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

* N/A	**Academic Assistance, PreK-3**
	The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes	**Academic Assistance, Grades 4-12**
	The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes	**Parent Involvement**
	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* Yes	**Staff Development**
	The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* Yes	**Technology**
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes	**Innovation**
	The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes	**Collaboration**
	The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* Yes	**Developmental Screening**
	The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
* N/A	**Half-Day Child Development**

	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* N/A	**Developmentally Appropriate Curriculum for PreK-3**
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes	**Parenting and Family Literacy**
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* N/A	**Recruitment**
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.