

BEAUFORT COUNTY SCHOOL DISTRICT 2026-27 Title I Needs Assessment

School Name

Broad River Elementary School

Section I. Data Sources Reviewed with Stakeholders

List the all data sources reviewed with stakeholders	iReady, preliminary SC Ready, Upbeat Survey results, Student Engagement Survey (2025)
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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 iReady and preliminary SC Ready data indicate a need in differentiation of instruction to meet individual student needs. Only 45% of students are meeting grade level standards in Reading and Math.	Student Achievement	Students performing substantially below grade level need more intense instruction in their area of need while proficient students are ready for further grade level content	PD around differentiation and small group instruction. Planning time to conduct observations and plan with coaches, admin, other teachers.	The percentage of students who meet grade level expectations will increase to at least 55% in both reading and math.
2 We currently have 19% of students identified as needing Tier 2 or 3 support in Reading and 15% of students needing Tier 2 or 3 support in math. We also had 61 out of 500 students who did not score about a 60% in one or more of the 4 core subjects to pass their grade in the 25-26 school year. These numbers grew as you moved into the	Student Achievement	The gap between on and below grade level students is growing as students progress from Kindergarten through 5th grade. Students are less engaged in learning and their own academic success.	Academic interventionists.	All students will earn a 60% or greater in their core classes in the 26-27 school year. Also, the percentage of students needing intervention will decrease (less than 15% in reading and less than 12% in math).
5 Our Chronic Absenteeism Rate is 21.8%. Student attendance directly impacts student achievement.	Family Engagement/Student Achievement	If students are not in their seats ready to learn on time daily, they are missing instruction. Parents need to be educated on the importance of attendance to their child's academic success.	Provide information to parents on the importance of on time attendance daily and incentives to students for attendance.	Our Chronic Absenteeism Rate will decrease to 18% or less.
6 Teacher engagement is at 75% satisfaction according to Upbeat Survey results. Student perception of their social-physical environment (and engagement) is at a 3.45 out of 10 on the school climate rating.	School Climate, Student Achievement	High turnover, 13 new teachers in year 1-2, shows a need for strong leadership in engagement and instructional strategies to model for teachers who can implement with students.	Teachers will engage in focused PD on engagement strategies for students and highlight leadership opportunities. At least 1 administrator will attend the SCATA Conference (SC Association of Title I Administrators).	By the end of the 26-27 school year, the perception of the social-physical environment will increase from a rating of 3.45 to 4.45 (out of 10). Upbeat survey results will show at least 80% teacher engagement.

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