Needs Assessment Data

0701 - Beaufort County School District (0701) Public District - FY 2027 - Whale Branch Elementary (0701023) Public School - School Renewal Plan - Rev 0

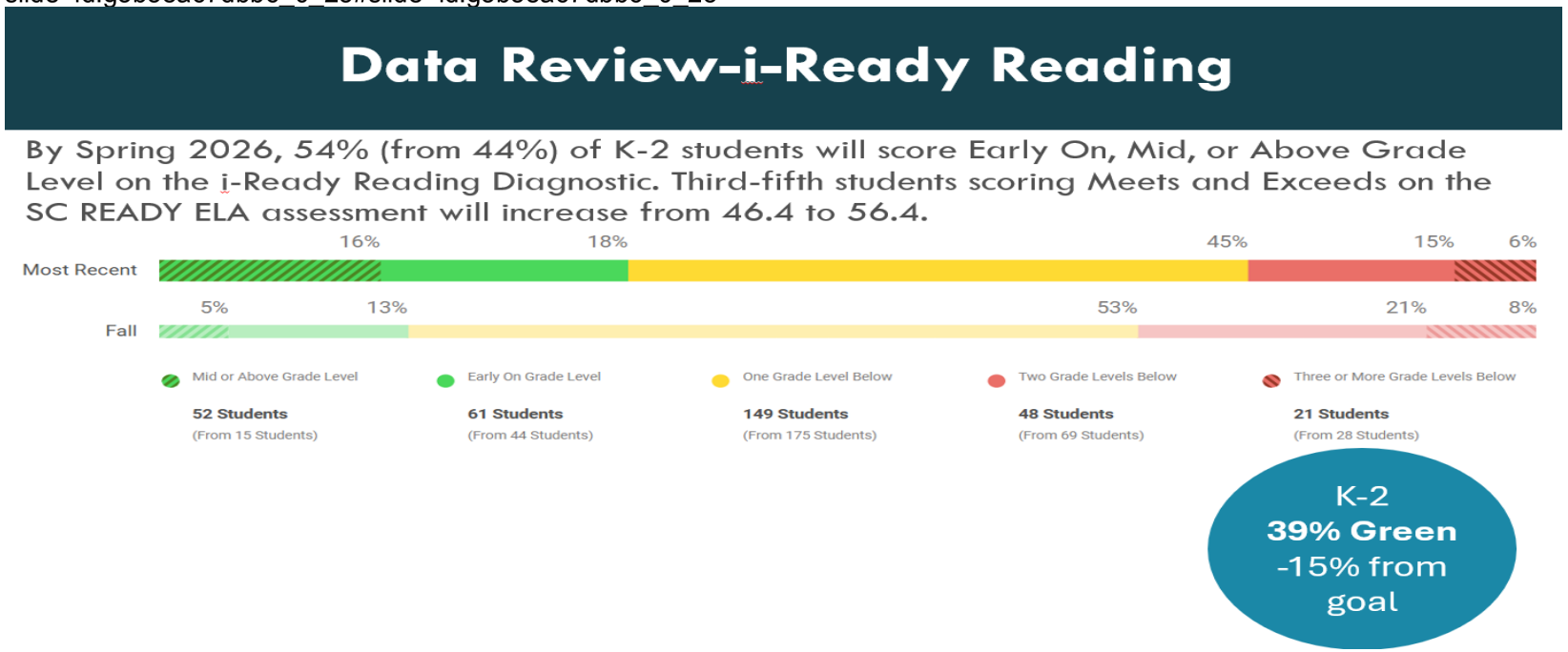
State Report Cards for Districts and Schools

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

https://screportcards.com/overview/?q=eT0yMDI1JnQ9RSZzaWQ9MDcwMTAyMw

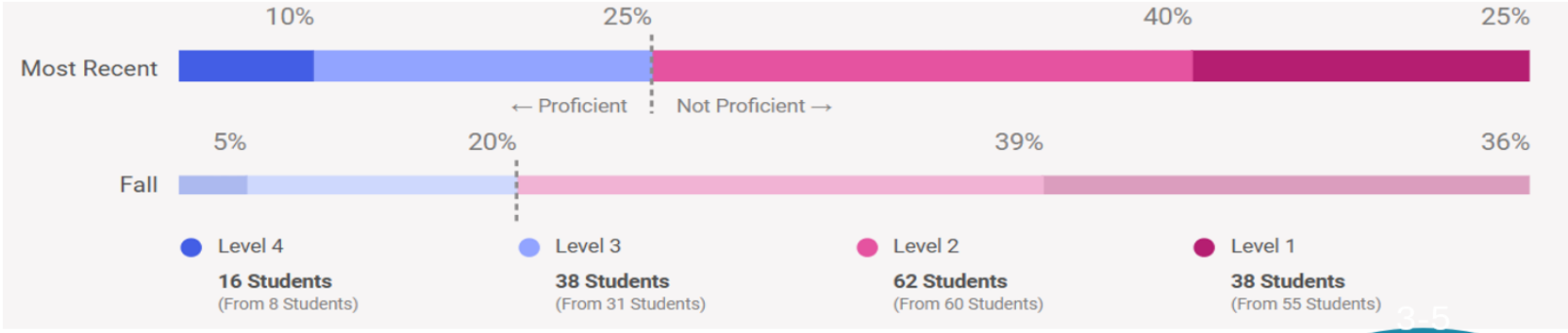
Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

https://docs.google.com/presentation/d/1lwDM6mus2nMEFB_cWYYXOsRVKgpvwOOnz01-6mhdwfI/edit?slide=id.g3b58a67dbb6_0_25#slide=id.g3b58a67dbb6_0_25



Data Review i-Ready Reading

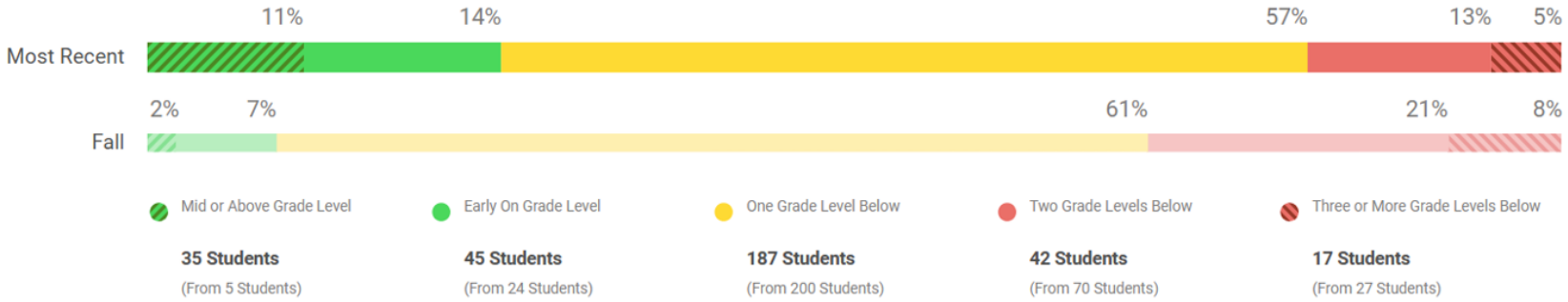
By Spring 2026, 38% (from 23%) of K-2 students will score Early on Mid, or Above grade level on the i-Math Diagnostic. Third-fifth students scoring Meets and Exceeds on the SC READY Math assessment will increase from 46.4 to 56.4.



35% Proficient
-21% from

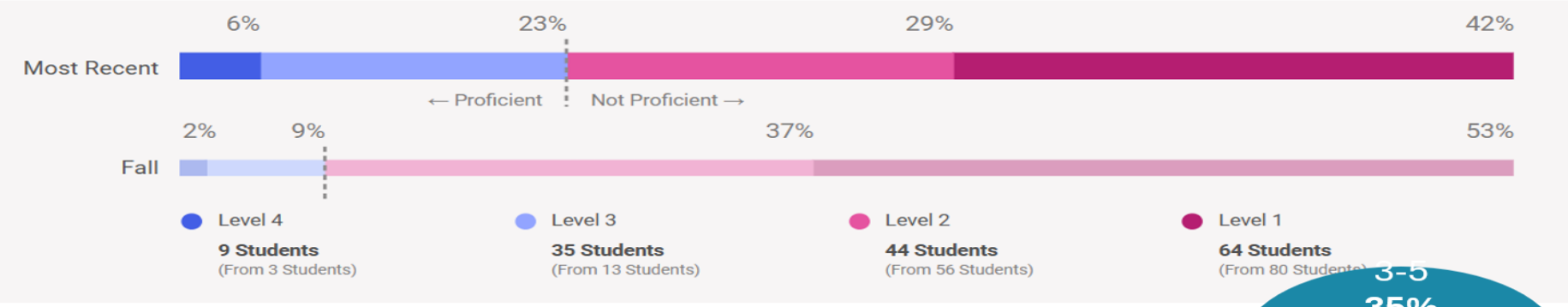
Data Review i-Ready Math

By Spring 2026, 38% (from 23%) of K-2 students will score Early on Mid, or Above grade level on the i-Math Diagnostic. Third-fifth students scoring Meets and Exceeds on the SC READY Math assessment will increase from 42.4 to 57.4.



Data Review i-Ready Math

By Spring 2026, 38% (from 23%) of K-2 students will score Early on Mid, or Above grade level on the i-Math Diagnostic. Third-fifth students scoring Meets and Exceeds on the SC READY Math assessment will increase from 42.4 to 57.4.



3-5
35%
Proficient
-28% from
goal

Executive Summary of Needs Assessment Data

0701 - Beaufort County School District (0701) Public District - FY 2027 - Whale Branch Elementary (0701023) Public School - School Renewal Plan - Rev 0

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)

Based on our comprehensive analysis of student diagnostic data, achievement metrics, and classroom observations, we have identified several critical areas for improvement that are essential for enhancing student learning outcomes. These areas are important because more than 50% of our students continue to perform below grade level in Reading, Math, and Writing. These findings highlight the need for targeted professional development and training initiatives for our faculty.

1. Enhancing Reading Development and Performance
There is a need to focus on improving students' reading skills to ensure they are adequately prepared for 3rd grade. This is particularly important given the performance indicators outlined in the school report card's "Prepared for Success" rating category. Improving reading performance and literacy development requires a systematic and intentional approach to instruction. Students must receive high-quality, explicit instruction in phonics and word study so they can develop strong grade-level foundational reading skills. In addition, effective literacy instruction should incorporate strategies to build vocabulary, connect reading to writing, and deepen students' understanding of both informational and literary texts. To ensure all students develop these skills, we must implement a consistent and structured approach to literacy that aligns whole-group and small-group instruction and intentionally connects all components of literacy development.

2. Implementing the CRA Model in Mathematics Instruction
Educators require a deeper understanding of how to effective ly teach mathematics using the Concrete-Representational-Abstract (CRA) model. This approach emphasizes teaching concepts in a tangible way before moving on to abstract concepts, thereby fostering a stronger foundational understanding among students. Through our observations and test designed to assess conceptual understanding, we've learned that there is limited use of manipulatives during whole and small group mathematics instruction. Incorporating these tools can significantly enhance conceptual understanding and student engagement. Manipulatives are critical to the concrete portion of the CRA model.

3. Strengthening Teacher Content Knowledge
There is a noticeable gap in teachers' content knowledge regarding effective methodologies for teaching reading, writing, and mathematics. Addressing this gap is crucial for improving instructional quality and student outcomes. Improving teacher content knowledge will focus on strengthening educators' deep understanding of the subjects they teach and their ability to apply effective, subject-specific instructional strategies. Teachers will intentionally emphasize

key concepts, connect important ideas, and prioritize teaching content in sufficient depth to build true student understanding. Strengthening these practices will support improved student achievement in reading, writing, mathematics, and science.

4. Writing Instruction
Writing instruction is essential for strengthening reading comprehension, critical thinking, and overall academic achievement. However, many students need more explicit and consistent instruction in the writing process and in understanding how writing varies across different genres. Students must also develop fluency in foundational writing skills such as handwriting, spelling, sentence construction, and keyboarding in order to effectively communicate their ideas. To address these needs and improve student outcomes, it is critical that we invest in building teachers' knowledge and capacity to deliver focused, high-quality writing instruction and to effectively teach the writing process across grade levels.

5. Learning Through Play
For our young learners, learning through play remains a critical instructional focus. Play-based learning supports holistic development by strengthening cognitive, social, emotional, and physical skills while fostering creativity, critical thinking, and problem-solving. Early results show positive impacts on student achievement, and with continued focus and refinement of these practices, students will be better prepared for the academic expectations of third grade.

6. Intentionally Designed Instruction
Continued systematic training on unpacking standards to ensure i-Ready Math and HMH Reading resources are utilized as tools for mastery rather than just "page-turning" guides. Continued Professional development focused on the Backwards Design framework to prioritize the creation of assessments and Success Criteria before selecting lesson tasks. Establishing a feedback loop where formative data from i-Ready and HMH assessments directly informs immediate instructional adjustments and personalized student support will aide in efforts to improve student outcomes. This approach isn't about "fixing teachers," but about "strengthening the system" so that the high-quality curricula you've purchased actually deliver the intended results.

7. Presenting Instructional Content
Improving the presentation of instructional content will focus on ensuring lessons are clearly structured, purposeful, and engaging for students. Instruction should consistently include clear visuals that communicate the lesson purpose and organization, relevant examples and explicit modeling, concise explanations, and logically sequenced information that highlights essential concepts without unnecessary or confusing details. Strengthening these practices will support a shift from teacher-centered instruction to a student-centered, teacher-facilitated approach where students are actively engaged in the work of learning.

* Elementary/Middle (3-8)

1. Enhancing Reading Development and Performance
There is a need to focus on improving students' reading skills to ensure they are adequately prepared for the demands of the SC READY ELA assessment. This is particularly important given the performance indicators outlined in the school report card's "Academic Achievement" rating category remains below 50% proficiency. Improving reading performance and literacy development requires a systematic and intentional approach to instruction. Students must receive high-quality, explicit instruction in phonics and word study so they can develop strong grade-level foundational reading skills. In addition, effective reading and vocabulary instruction, connect reading to writing, and deepening students' understanding of both informational and literary texts are essential at this grade band. To ensure all students develop these skills, we must implement a consistent and structured approach to comprehension and vocabulary instruction that aligns whole-group and small-group instruction and intentionally connects all components of literacy and language development.

2. Implementing the CRA Model in Mathematics Instruction
Educators require a deeper understanding of how to effective ly teach mathematics using the Concrete-Representational-Abstract (CRA) model. This approach emphasizes teaching concepts in a tangible way before moving on to abstract concepts, thereby fostering a stronger foundational understanding among students. Through our observations and test designed to assess conceptual understanding, we've learned that there is limited use of manipulatives during whole and small group mathematics instruction. Incorporating these tools can significantly enhance conceptual understanding and student engagement. Manipulatives are critical to the concrete portion of the CRA model.

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5.Test Taking Strategies
There is a need to enhance instruction in strategies that effectively prepare students for standardized assessments. This includes the simultaneous incorporation of test-taking strategies with daily lesson content to boost student confidence and performance during assessments. According to our test blueprints, students will be assessed in various ways including drag and drop, multiselect, and other technology enhanced items.

6. Intentionally Designed Instruction
Continued systematic training on unpacking standards to ensure i-Ready Math and HMH Reading resources are utilized as tools for mastery rather than just "page-turning" guides. Continued Professional development focused on the Backwards Design framework to prioritize the creation of assessments and Success Criteria before selecting lesson tasks. Establishing a feedback loop where formative data from i-Ready and HMH assessments directly informs immediate instructional adjustments and personalized student support will aide in efforts to improve student outcomes. This approach isn't about "fixing teachers," but about "strengthening the system" so that the high-quality curricula you've purchased actually deliver the intended results.

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* High School (9-12)

N/A

* Teacher/Administrator Quality

In our ongoing commitment to fostering a positive and effective learning environment where all students can thrive, we have identified several key areas for improvement that will support both administrators and teachers in their roles. These findings highlight the necessary focus for our school renewal initiatives.

1. Equipping Administrators and Teachers for Effective Learning Environments
Both administrators and teachers must be equipped with the necessary skills and knowledge to create positive and effective learning environments. This professional development is crucial for ensuring that all students have the opportunity to succeed academically and socially.

2. Refining Professional Learning Community (PLC) and Collaborative Guided Planning Processes
Continued refinement of our weekly PLC and Collaborative Planning processes is essential. We aim to enhance the effectiveness of these meetings so that teachers leave with a greater sense of accomplishment regarding their tasks and a deeper understanding of how to improve student learning outcomes. Our ongoing efforts in this area have already led to significant improvements in SC READY results, with overall academic improvement in the school Report Card

categories of Achievement, Preparing for Success, and Student Priogress.
Reading Improvement 29.2% (2024) to 46.4% (2025)
Math Improvement 25.6% (2024) to 42.4% (2025)
Science Improvement 10.2% (2022) to 35% (2025)

3. Focusing on Teacher Retention
Teacher retention will remain a priority, particularly given the unique demographics and needs of our school community. The school leadership team will actively seek strategies to attract and recruit highly qualified and talented teachers while also developing initiatives to retain them within our school.

4. Targeted Professional Development for High Poverty Rural Contexts
There is a critical need for professional development focused on inst ructional best practices tailored to students in high poverty rural areas. Additionally, training should address how to effectively support the diverse needs of students, teachers, and the surrounding community.

By addressing these findings, we will strengthen our educational practices, enhance teacher effectiveness, and ultimately improve student learning outcomesacross our school.

* School Climate

As a school committed to continuous improvement in both academic achievement and the overall school climate and culture, we have identified several key areas that require focused attention based on data from our Upbeat Survey. These findings will guide our initiatives moving forward.

1. Enhancing Trust Between Administrators and Teachers
Our Upbeat Survey data indicates that trust between the principal and teachers stands at 68%. Building and maintaining this trust is essential for fostering a collaborative and supportive school environment. Our administration will prioritize strategies to enhance this trust, ensuring that all staff feel valued and supported.

2. Increasing Staff Appreciation
With appreciation ratings at 63%, it is vital that we take actionable steps to recognize and celebrate the contributions of our teachers and staff. Developing initiatives that acknowledge their hard work and dedication will be essential for improving morale and fostering a positive school culture.

3. Valuing Teacher Input for School Success
It is critical that we understand that teacher voice and input are integral to the success of our school. We will focus on creating platforms for teachers to share their insights and ideas, thereby fostering a sense of ownership and collaboration in our school community.

By addressing these findings, we aim to create a more supportive and inclusive environment that values our teachers, enhances trust, and cultivates effective leadership, ultimately leading to improvements in both academic achievement and school climate.

Other (such as school priorities)

Multilingual Learners
Our school has a growing population of multilingual learners, primarily Hispanic students, who require targeted language development and instructional support. In 2025, this subgroup received a below-average rating on the school report card, highlighting the need for intentional improvement efforts. As a priority in our school improvement plan, we will focus on strengthening teachers' capacity to implement effective instructional strategies that support language development and academic success. This work will also emphasize understanding how high-quality strategies for multilingual learners impact students' English proficiency and performance on the **WIDA ACCESS for ELLs** assessment.

Exceptional Learners
In 2025, performance data for our exceptional learner subgroup fell below the state average, resulting in an **Additional Targeted Support and Improvement (ATSI) designation**. This outcome highlights the need for a renewed and intentional focus on supporting these students as a key priority in our school improvement plan. Success for exceptional learners requires a shared responsibility among all educators, not solely exceptional education teachers.

Therefore, we will strengthen collaborative practices and ensure all teachers are equipped to support these students through effective, research-based instructional strategies. At the same time, exceptional education staff will continue to refine and consistently implement current best practices to improve learning outcomes for this subgroup.

STEAM Education
In 2025, our school became a board-approved **STEAM** school with a focus on technology integration. While the **Med Tech 7 Grant** has supported this initiative for several years, full implementation has been limited by factors such as teacher understanding, prioritization, and professional learning opportunities. This school year, we have begun strengthening implementation by focusing on practices that support meaningful technology and STEAM integration in instruction. Because integrating **STEAM disciplines** is a key part of our school's mission, we will continue to prioritize professional learning, teacher capacity, and instructional practices that support effective STEAM integration across classrooms.

* Gifted and Talented

In just one year, our school has increased the number of state-identified gifted and talented (GT) students from 5 to 12, with an additional 18 students qualifying in at least one dimension through a strategic identification process designed to recognize high-performing and gifted learners. We will continue to refine and expand our program to ensure gifted students are appropriately challenged. Effective gifted education provides opportunities for accelerated learning and meaningful enrichment within the regular classroom setting so that students can continue to make strong academic progress. Because gifted learners often differ from their peers in learning pace, depth of understanding, and areas of interest, it is essential that our instructional practices and programming intentionally address their unique needs.

0701 - Beaufort County School District (0701) Public District - FY 2027 - Whale Branch Elementary (0701023) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement* K-5 English Language Arts

Performance Goal:

By Spring 2029, students in grades K-5 will increase their reading proficiency. 75% of all K-2 students will meet or exceed their annual typical growth, improving their overall reading i-Ready Diagnostic performance from a baseline of 57%. Students in grades 3-5 will improve from 28% meets and exceeds to 70% on the Spring SC READY Reading Assessment.

PM 1.1 By Spring 2026, the number of K-2 students who met or exceeded their ATG on their i-Ready Reading Diagnostic will increase by 10% from a baseline of 57%. Additionally, the number of 3rd-5th grade students scoring meets and exceeds will increase from a baseline of 28% to 37%.

Analysis of Actual vs. Projected Data:

Actual: As of Winter 2024, Kindergarten-78% (i-Ready Reading Diagnostic) 1st Grade-50% (i-Ready Reading Diagnostic) 2nd Grade-51% (i-Ready Reading Diagnostic) 3rd Grade-36.73% (SC READY Meets and Exceeds) 4th Grade-23.94% (SC READY Meets and Exceeds) 5th Grade-19.44% (SC READY Meets and Exceeds)

S 1.1.1 54.3% of K-2 students scored mid or above grade level on the Spring i-Ready Reading Assessment.

Evidence-Based Research:

Utilize Guided Planning for the new HMH Into Reading curriculum and SCCCR ELA standards to ensure effectiveness, efficiency, and consistency of planning, pacing, and implementation.

S 1.1.2 Implement Visible Learning strategies based on the research of John Hattie for teacher clarity, student success criteria, student engagement, and alignment of curriculum, instruction, and assessment. The New Art and Science of Teaching and Learning will be used to implement quality instruction and strategies that support learning.

Evidence-Based Research:

https://visible-learning.org/

S 1.1.3 Utilize i-Ready usage reports and data from common formative assessments to determine student performance trends, areas of improvement, extensions, and interventions, and to make instructional adjustments as needed led by school administration.

Evidence-Based Research:

https://login.i-ready.com/

S 1.1.4 Quarterly text-dependent writing samples will be collected and analyzed to determine successes and areas of improvement with writing instruction. This includes but is not limited to the inclusion of grammar instruction, traits of writing, conventions, etc.

Evidence-Based Research:

South Carolina Department of Education Writing Component https://ed.sc.gov/tests/middle/sc-ready/writing-component/

S 1.1.5 Provide opportunities for parents to engage with literacy strategies and materials that support literacy learning at home.

Evidence-Based Research:

https://www.hand2mind.com/resources/hands-on-learning-manipulatives-enhance-literacy-instruction

S 1.1.6 Provide opportunities for students to have supplemental instruction, before, during, and after the school day.

Evidence-Based Research:

https://catapultlearning.com/programs/instruction/high-dosage-tutoring/

PM 1.2 By Spring 2027, the number of K-2 students who met or exceeded their ATG on their i-Ready Reading Diagnostic will increase by 30% from a baseline of 15% (28 students). Additionally, the number of 3rd-5th grade students scoring meets and exceeds will increase 15% from a baseline of 35% (54 students) to 52% (81 students).

Analysis of Actual vs. Projected Data:

K-2 Annual Typical Growth Data Kindergarten 18% Grade 1 3% Grade 2 23% Projected Proficiency Grade 3 29% Grade 4 37% Grade 5 32%

S 1.2.1 39% of K-2 students scored mid, above, or early on grade level on the Spring i-Ready Reading Assessment. Thirty-five percent of 3-5 students scored met or exceeds on the Spring projected proficiency in i-Ready Reading.

Evidence-Based Research:

Utilize Collaborative Guided Planning for the new HMH Into Reading curriculum and SCCCR ELA standards to ensure effectiveness, efficiency, and consistency of planning, pacing, and implementation.

AS 1.2.1.1 Strengthening Early Literacy and Reading Proficiency

Action Step:

1. Implement targeted small-group instruction based on i-Ready data to address specific reading skill gaps. 2. Strengthen Tier 1 literacy instruction with a focus on foundational skills, vocabulary, and comprehension strategies. 3. Provide regular progress monitoring using i-Ready and formative assessments to adjust instruction and support. 4. Increase intervention support for students below grade level through dedicated intervention blocks and evidence-based programs. 5. Build teacher capacity through professional development focused on effective reading strategies and data-driven instruction.

Person Responsible:

Gretchen Fritz

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 1.2.2 Implement Visible Learning strategies based on the research of John Hattie for teacher clarity, student success criteria, student engagement, and alignment of curriculum, instruction, and assessment. The New Art and Science of Teaching and Learning will be used to

implement quality instruction and strategies that support learning.

Evidence-Based Research:

https://visible-learning.org/

AS 1.2.2.1 Implementing Visible Learning for Clarity, Engagement, and Student Success

Action Step:

1. Define and communicate clear learning intentions and success criteria in every lesson to improve teacher clarity and student understanding. 2. Provide professional development and coaching on Visible Learning strategies and The New Art and Science of Teaching framework. 3. Align curriculum, instruction, and assessment to ensure consistency and a clear focus on essential learning outcomes. 4. Increase student engagement through strategies that promote ownership of learning, feedback, and self-assessment. 5. Monitor implementation through walkthroughs and data analysis to ensure consistent use of high-impact instructional practices.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 1.2.3 Utilize i-Ready usage reports and data from common formative assessments to determine student performance trends, areas of improvement, extensions, and interventions, and to make instructional adjustments as needed led by school administration and or instructional coaches.

Evidence-Based Research:

https://login.i-ready.com/

AS 1.2.3.1 Data-Driven Instruction Through i-Ready and Formative Assessments

Action Step:

1. Establish regular data review cycles where teachers and instructional leaders analyze i-Ready usage reports and common formative assessment results. 2. Identify student performance trends to determine targeted areas for intervention, enrichment, and instructional focus. 3. Plan and adjust instruction based on data, including flexible grouping, reteaching, and extension opportunities. 4. Provide coaching and support from administration and instructional coaches to guide effective data use and instructional decision-making. 5. Monitor implementation and progress through ongoing check-ins, ensuring data is consistently used to inform teaching and improve student outcomes.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/8/2026

Estimated Completion Date:

5/25/2027

S 1.2.4 Quarterly text-dependent writing samples (grades 3-5) and wirting samples (grades K-2) will be collected and analyzed to determine successes and areas of improvement with writing instruction. This includes but is not limited to the inclusion of grammar instruction, traits of writing, conventions, etc.

Evidence-Based Research:

South Carolina Department of Education Writing Component https://ed.sc.gov/tests/middle/sc-ready/writing-component/

AS 1.2.4.1 Strengthening Writing Instruction Through Data Analysis and Continuous Improvement (K-5)

Action Step:

1. Collect quarterly writing samples across all grade levels (K-5), including text-dependent writing in grades 3-5. 2. Analyze student work collaboratively to identify trends, strengths, and areas for growth in writing skills. 3. Focus instruction on key writing components such as grammar, conventions, and traits of writing based on identified needs. 4.Adjust instructional practices to include targeted mini-lessons, modeling, and guided practice. 5. Monitor progress over time to ensure growth in student writing and refine instruction accordingly.

Person Responsible:

Gretchen Fritz

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 1.2.5 Provide opportunities for parents to engage with literacy strategies and materials that support literacy learning at home.

Evidence-Based Research:

https://www.hand2mind.com/resources/hands-on-learning-manipulatives-enhance-literacy-instruction

AS 1.2.5.1 Strengthening Family Engagement in Literacy Learning

Action Step:

1. Host Parent Literacy Nights/Workshops to model effective reading and writing strategies families can use at home. 2. Provide take-home literacy resources (books, strategy guides, and activity kits) aligned to grade-level skills. 3. Share regular communication with families through newsletters, videos, or digital platforms highlighting literacy tips and strategies. 4. Demonstrate practical at-home activities that support reading comprehension, vocabulary, and writing development. 5. Gather parent feedback and participation data to refine and improve family engagement efforts.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 1.2.6 Provide opportunities for students to have supplemental instruction before, during, and or after the school day.

Evidence-Based Research:

https://www.edweek.org/leadership/high-dosage-tutoring-is-effective-but-expensive-ideas-for-making-it-work/2020/08

AS 1.2.6.1 Expanding Supplemental Instruction to Support Student Achievement

Action Step:

1. Establish structured intervention blocks during the school day for targeted small-group instruction. 2. Provide before- and after-school tutoring programs focused on identified student needs. 3. Use student data to identify participants and tailor support for intervention and enrichment. 4. Leverage staff and resources (teachers, interventionists, and paraprofessionals) to deliver consistent support. 5. Monitor student progress regularly to evaluate effectiveness and adjust support as needed.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

2 Student Achievement* K-5 Mathematics

Performance Goal:

By Spring 2029, students in grades K-5 will increase their mathematics proficiency. 75% of all K-2 students will meet or exceed their annual typical growth from a baseline of 55%, therefore improving their overall mathematics i-Ready Diagnostic performance. Students in grades 3-5 will improve from 25.52% meets and exceeds to 70% on the Spring SC READY Math Assessment.

PM 2.1 By Spring 2026, the number of K-2 students who met or exceeded their ATG on their i-Ready Math Diagnostic will increase by 10% from a baseline of 55%. Additionally, the number of 3rd-5th grade students scoring meets and exceeds will increase from a baseline of 26% to 35%.

Analysis of Actual vs. Projected Data:

Actual: As of Winter 2024 Kindergarten-88% (i-Ready Math Diagnostic) 1st Grade-38% (i-Ready Math Diagnostic) 2nd Grade-52% (i-Ready Math Diagnostic) 3rd Grade-36.73% (SC READY MATH) 4th Grade-23.94% (SC READY MATH) 5th Grade -19.44% (SC READY MATH)

S 2.1.1 Utilize Guided Planning and PLCs for the i-Ready Classroom Math curriculum and SCCCR Math standards to ensure effectiveness, efficiency, and consistency of planning, pacing, and implementation.

Evidence-Based Research:

https://www.solutiontree.com/plc-at-work/why-plc-at-work#:~:text=At%20the%20heart%20of%20the,students%20do%20not%20learn%20it%3F https://www.ascd.org/el/articles/improving-lesson-planning-with-pre-work

AS 2.1.1.1 Strengthening Math Instruction Through Guided Planning and PLC Collaboration

Action Step:

1 Establish consistent PLC meeting structures focused on the i-Ready Classroom Math curriculum and SCCCR Math standards. 2. Engage in guided planning sessions to align lessons, pacing, and instructional strategies across grade levels. 3. Unpack standards collaboratively to ensure clarity of learning goals and expectations. 4. Develop and share common instructional resources (lesson plans, tasks, and assessments) to promote consistency. 5. Use student data to inform planning decisions and adjust instruction for intervention and enrichment.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 2.1.2 Implement Visible Learning strategies based on the research of John Hattie for teacher clarity, student success criteria, student engagement, and alignment of curriculum, instruction, and assessment. The New Art and Science of Teaching and Learning will be used to implement high-quality instruction and strategies that support learning.

Evidence-Based Research:

https://www.marzanoresources.com/free-resources/instruction/hnast/ https://www.solutiontree.com/plc-at-work/why-plc-at-work#:~:text=At%20the%20heart%20of%20the,students%20do%20not%20learn%20it%3F

AS 2.1.2.1 Implementing Visible Learning for Clarity, Engagement, and Student Success

Action Step:

1. Define and communicate clear learning intentions and success criteria in every lesson to improve teacher clarity and student understanding. 2. Provide professional development and coaching on Visible Learning strategies and The New Art and Science of Teaching framework. 3. Align curriculum, instruction, and assessment to ensure consistency and a clear focus on essential learning outcomes. 4. Increase student engagement through strategies that promote ownership of learning, feedback, and self-assessment. 5. Monitor implementation through walkthroughs and data analysis to ensure consistent use of high-impact instructional practices.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/8/2026

Estimated Completion Date:

5/25/2027

S 2.1.3 Utilize a math block structure, manipulatives, and other vetted instructional resources to provide students with opportunities to build number sense, and opportunities for spiral review in conjunction with the implementation of quality tier I instruction with i-Ready Classroom Math.

Evidence-Based Research:

https://www.mathnasium.com/math-centers/lakebrantley/news/the-importance-of-number-sense

AS 2.1.3.1 Strengthening Math Foundations Through Structured Instruction and Resource Integration

Action Step:

1. Implement a consistent math block structure that includes fluency practice, core instruction, guided practice, and spiral review. 2. Integrate manipulatives and hands-on resources to deepen conceptual understanding and build number sense. 3. Utilize i-Ready Classroom Mathematics with fidelity to ensure high-quality Tier I instruction aligned to standards. 4. Incorporate daily spiral review to reinforce previously taught skills and support long-term retention. 5. Monitor instruction through walkthroughs and student work to ensure effective use of strategies and resources.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 2.1.4 Utilize i-Ready usage reports and data from common formative assessments to determine student performance trends, areas of improvement, extensions, and interventions and to make instructional adjustments as needed led by school administration.

Evidence-Based Research:

https://login.i-ready.com/educator/dashboard/math

AS 2.1.4.1 Data-Driven Instruction Through i-Ready and Formative Assessments

Action Step:

1. Establish regular data review cycles where teachers and instructional leaders analyze i-Ready usage reports and common formative assessment results. 2. Identify student performance trends to determine targeted areas for intervention, enrichment, and instructional focus. 3. Plan and adjust instruction based on data, including flexible grouping, reteaching, and extension opportunities. 4. Provide coaching and support from administration and instructional coaches to guide effective data use and instructional decision-making. 5.Monitor implementation and progress through ongoing check-ins, ensuring data is consistently used to inform teaching and improve student outcomes.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 2.1.5 Provide opportunities for students to have supplemental instruction, before, during, and after the school day.

Evidence-Based Research:

https://catapultlearning.com/programs/instruction/high-dosage-tutoring/

AS 2.1.5.1 Expanding Supplemental Instruction to Support Student Achievement

Action Step:

1. Establish structured intervention blocks during the school day for targeted small-group instruction. 2. Provide before- and after-school tutoring programs focused on identified student needs. 3. Use student data to identify participants and tailor support for intervention and enrichment. 4.Leverage staff and resources (teachers, interventionists, and paraprofessionals) to deliver consistent support. 5. Monitor student progress regularly to evaluate effectiveness and adjust support as needed.

Person Responsible:

Gretchen Fritz

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 2.1.6 Provide opportunities for parents to engage with literacy strategies and materials that support numeracy learning at home.

Evidence-Based Research:

https://nap.nationalacademies.org/read/9822/chapter/1

PM 2.2 By Spring 2027, the number of K-2 students who met or exceeded their ATG on their i-Ready Math Diagnostic will increase by 30% from a baseline of 16%. Additionally, the number of 3rd-5th grade students scoring meets and exceeds will increase from a baseline of 29% to 45%.

Analysis of Actual vs. Projected Data:

Actual: As of Winter 2025 students meeting ATG and 3-5 Projected Proficiency Kindergarten-26% (i-Ready Math Diagnostic) 1st Grade-5% (i-Ready Math Diagnostic) 2nd Grade-15% (i-Ready Math Diagnostic) 3rd Grade-29% (i-Ready Math Diagnostic) 4th Grade-25% (i-Ready Math Diagnostic) 5th Grade -30% (i-Ready Math Diagnostic)

S 2.2.1 Utilize Guided Planning and PLCs for the i-Ready Classroom Math curriculum and the new SCCCR Math standards to ensure effectiveness, efficiency, and consistency of planning, pacing, and implementation.

Evidence-Based Research:

https://www.solutiontree.com/plc-at-work/why-plc-at-work#:~:text=At%20the%20heart%20of%20the,students%20do%20not%20learn%20it%3F https://www.ascd.org/el/articles/improving-lesson-planning-with-pre-work

AS 2.2.1.1 Strengthening Math Instruction Through Guided Planning and PLC Collaboration

Action Step:

1 Establish consistent PLC meeting structures focused on the i-Ready Classroom Math curriculum and SCCCR Math standards. 2. Engage in guided planning sessions to align lessons, pacing, and instructional strategies across grade levels. 3. Unpack standards collaboratively to ensure clarity of learning goals and expectations. 4. Develop and share common instructional resources (lesson plans, tasks, and assessments) to promote consistency. 5. Use student data to inform planning decisions and adjust instruction for intervention and enrichment.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 2.2.2 Implement Visible Learning strategies based on the research of John Hattie for teacher clarity, student success criteria, student engagement, and alignment of curriculum, instruction, and assessment. The New Art and Science of Teaching and Learning will be used to implement high-quality instruction and strategies that support learning.

Evidence-Based Research:

https://www.marzanoresources.com/free-resources/instruction/hnast/ https://www.solutiontree.com/plc-at-work/why-plc-at-work#:~:text=At%20the%20heart%20of%20the,students%20do%20not%20learn%20it%3F

AS 2.2.2.1 Implementing Visible Learning for Clarity, Engagement, and Student Success

Action Step:

1. Define and communicate clear learning intentions and success criteria in every lesson to improve teacher clarity and student understanding. 2. Provide professional development and coaching on Visible Learning strategies and The New Art and Science of Teaching framework. 3. Align curriculum, instruction, and assessment to ensure consistency and a clear focus on essential learning outcomes. 4. Increase student engagement through strategies that promote ownership of learning, feedback, and self-assessment. 5. Monitor implementation through walkthroughs and data analysis to ensure consistent use of high-impact instructional practices.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/8/2026

Estimated Completion Date:

5/25/2027

S 2.2.3 Utilize a math block structure, manipulatives, and other vetted instructional resources to provide students with opportunities to build number sense and opportunities for spiral review in conjunction with the implementation of quality tier I instruction with i-Ready Classroom Math.

Evidence-Based Research:

https://www.mathnasium.com/math-centers/lakebrantley/news/the-importance-of-number-sense

AS 2.2.3.1 Strengthening Math Foundations Through Structured Instruction and Resource Integration

Action Step:

1. Implement a consistent math block structure that includes fluency practice, core instruction, guided practice, and spiral review. 2. Integrate manipulatives and hands-on resources to deepen conceptual understanding and build number sense. 3. Utilize i-Ready Classroom Mathematics with fidelity to ensure high-quality Tier I instruction aligned to standards. 4. Incorporate daily spiral review to

reinforce previously taught skills and support long-term retention. 5. Monitor instruction through walkthroughs and student work to ensure effective use of strategies and resources.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 2.2.4 Utilize i-Ready usage reports and data from common formative assessments to determine student performance trends, areas of improvement, extensions, and interventions, and to make instructional adjustments as needed, led by school administration or instructional coaches.

Evidence-Based Research:

https://login.i-ready.com/educator/dashboard/math

S 2.2.5 Promote classroom instruction that consistently integrates STEAM disciplines through standards-aligned, project-based learning experiences that promote creativity, critical thinking, and real-world problem-solving, as evidenced by lesson plans, student work, and active student engagement.

Evidence-Based Research:

https://www.edutopia.org/article/integrating-stem-skills-across-curriculum/

AS 2.2.5.1 Advancing STEAM Integration Through Project-Based Learning

Action Step:

1. Design and implement standards-aligned STEAM units that incorporate project-based learning across content areas. 2. Provide professional development and planning time for teachers to develop interdisciplinary STEAM lessons. 3. Integrate real-world problem-solving tasks that promote creativity, critical thinking, and collaboration. 4. Utilize lesson plans and student work protocols to monitor the depth and quality of STEAM integration. 5. Conduct regular walkthroughs and gather student engagement data to ensure consistent, high-quality implementation.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 2.2.6 Provide opportunities for parents to engage with numeracy strategies and materials that support numeracy learning at home.

Evidence-Based Research:

https://nap.nationalacademies.org/read/9822/chapter/1

AS 2.2.6.1 Parent University

Action Step:

Plan and organize Parent University sessions focused on grade-level math standards, current instructional practices, and expectations for student learning. Provide interactive demonstrations where teachers model how math concepts are taught in the classroom, including the use of manipulatives and problem-solving strategies. Explain math assessments and student progress monitoring, helping parents understand how student learning is measured and how to interpret assessment results. Engage parents in hands-on activities using common math manipulatives so they can experience the strategies students use during instruction. Share practical strategies and resources that parents can use at home to support math practice and reinforce key concepts.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/10/2026

Estimated Completion Date:

4/30/2027

S 2.2.7 Provide opportunities for students to have supplemental instruction, before, during, and after the school day.

Evidence-Based Research:

https://catapultlearning.com/programs/instruction/high-dosage-tutoring/

AS 2.2.7.1 Expanding Supplemental Instruction to Support Student Achievement

Action Step:

1. Establish structured intervention blocks during the school day for targeted small-group instruction. 2. Provide before- and after-school tutoring programs focused on identified student needs. 3. Use student data to identify participants and tailor support for intervention and enrichment. 4.Leverage staff and resources (teachers, interventionists, and paraprofessionals) to deliver consistent support. 5. Monitor student progress regularly to evaluate effectiveness and adjust support as needed.

Person Responsible:

Gretchen Fritz

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

3 Teacher/Administrator Quality*

Performance Goal:

By the end of the 2029 academic year, Whale Branch Elementary School will improve its overall school climate rating from an average of 64% to 75% as measured by the Spring 2029 UpBeat Climate Survey.

PM 3.1 By the end of the 2026 academic year, Whale Branch Elementary School will improve its overall school climate rating from an average of 64% to 67% as measured by the Spring 2029 UpBeat Climate Survey. Actual: 2024- 67% Projected: 2026-72%

Analysis of Actual vs. Projected Data:

By the end of the 2029 academic year, Whale Branch Elementary School will improve its overall school climate rating from an average of 64% to 75% as measured by the Spring 2029 UpBeat Climate Survey.

S 3.1.1 Teachers will sign up for and attend professional development available at the school and district levels.

Evidence-Based Research:

District Professional Development StateProfessional Development

AS 3.1.1.1 Data Drive Professional Development

Action Step:

School Administration will determine professional development and training for certified staff based on quantitative and qualitative performance data.

Person Responsible:

Gretchen Fritz

Estimated Begin Date:

8/7/2024

Estimated Completion Date:

5/29/2025

AS 3.1.1.2 Virtual and in-person professional Development.

Action Step:

The Instructional Leadership Team will provide opportunities for teachers and other certified staff opportunities to attend virtual and in-person professional developments.

Person Responsible:

Gretchen Fritz

Estimated Begin Date:

8/7/2024

Estimated Completion Date:

5/29/2025

S 3.1.2 The Instructional Leadership Team will provide opportunities for teachers and other certified staff opportunities to attend virtual and in-person professional developments.

Evidence-Based Research:

PLC

S 3.1.3 School Administration will determine professional development and training for certified staff based on quantitative and qualitative performance data.

Evidence-Based Research:

Teacher Observation and Data Analysis

PM 3.2 By the end of the 2027 academic year, Whale Branch Elementary School will improve its overall school climate rating from an average of 64% to 67% as measured by the Spring 2029 UpBeat Climate Survey. Actual: 2025- 68% Projected: 2027-72%

Analysis of Actual vs. Projected Data:

By the end of the 2029 academic year, Whale Branch Elementary School will improve its overall school climate rating from an average of 64% to 75% as measured by the Spring 2029 UpBeat Climate Survey.

S 3.2.1 Teachers will sign up for and attend professional development available at the school and district levels.

Evidence-Based Research:

District Professional Development StateProfessional Development

AS 3.2.1.1 Empowering Educator Excellence: Professional Growth & Collaboration

Action Step:

1: Audit & Align - Identify specific teacher needs through a quick survey to match them with the most relevant school and district PD offerings. 2: Centralize the Calendar - Create a shared digital "PD Hub" where all upcoming school and district training dates, registration links, and credit hours are clearly listed. 3: Incentivize Participation - Implement a "PD Spotlight" in your staff newsletter to celebrate teachers who apply new learnings in their classrooms. 4: Streamline Registration - Provide dedicated "Tech Time" during grade-level meetings for teachers to sign up for sessions together, removing administrative barriers. 5: Peer-to-Peer Knowledge Sharing - Dedicate 10 minutes of every faculty meeting for a "PD Minute" where an attending teacher shares one high-impact strategy with the group.

Person Responsible:

Gretchen Fritz

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 3.2.2 The Instructional Leadership Team will provide opportunities for teachers and other certified staff opportunities to attend virtual and in-person professional developments.

Evidence-Based Research:

PLC

AS 3.2.2.1 Expanding Professional Learning Opportunities to Strengthen Instruction

Action Step:

1. Identify targeted professional development opportunities aligned to school improvement priorities and staff needs. 2. Provide access to virtual and in-person trainings for teachers and certified staff throughout the year. 3. Develop a system for sharing learning where participants redeliver key strategies and insights to colleagues. 4. Support implementation of new learning through coaching, follow-up sessions, and classroom application. 5.Monitor participation and impact to ensure professional development leads to improved instructional practices.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 3.2.3 Teachers participate in ongoing, job-embedded professional development focused on STEAM integration and consistently apply learned strategies in classroom instruction, as evidenced by lesson plans, classroom observations, and student-centered STEAM activities.

Evidence-Based Research:

https://www.edutopia.org/article/integrating-stem-skills-across-curriculum/

AS 3.2.3.1 STEAM in Action: Cultivating Innovation Through Job-Embedded Excellence

Action Step:

Step 1: Map the STEAM Landscape - Identify natural intersection points between current curriculum standards and STEAM components (Science, Technology, Engineering, Arts, and Math) to create a clear integration roadmap for each grade level. Step 2: Establish "STEAM Studios" - Designate monthly, job-embedded "studio" sessions during planning periods where teachers co-design lesson plans and troubleshoot integration strategies with a STEAM coach or peer lead. Step 3: Implement Peer "Learning Walks" - Create a non-evaluative schedule for teachers to visit colleagues' classrooms specifically to observe STEAM strategies in action, followed by a brief, structured reflection on student engagement. Step 4: Digitize the Evidence Hub - Set up a shared digital folder or platform (like a Google Drive or Canvas course) where teachers can easily upload lesson plans and photos/videos of student-centered STEAM activities for collaborative review. Step 5: Feedback & Refinement Loops - Use quarterly classroom observations to provide specific, encouraging feedback on STEAM application, focusing on how learned strategies are evolving into "everyday" instructional habits.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

4 School Climate*

Performance Goal:

By 2029, the school climate rating will improve from unsatisfactory (5/10) on the 2023-2024 school report card to good (8/10) as determined on the school report card.

PM 4.1 By 2026, the School Report Rating for Climate will improve from unsatisfactory (5/10) to average (6/10).

Analysis of Actual vs. Projected Data:

School Report Card 2024 Climate Score: Unsatisfactory 5.03/ 10 2026 Projected Climate Score: 7.0 Average Climate 2023-below average (5.75) School Climate 2022-Unsatisfactory (4.42) Chronic Absenteeism Rate-43.7%, up from 27.6% Gifted and Talented-0.7%, down from 1.5% Upbeat Survey Results Cultural Competence-54% Teacher Voice and Leadership-44% School Safety and Order-70% Appreciation-55%

S 4.1.1 Develop and implement strategies to improve the chronic absenteeism rate such as but not limited to attendance contracts, regular wellness checks, parent conferences, etc.

Evidence-Based Research:

https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/

S 4.1.2 Development of a school-wide behavior program that details procedures for teachers and upholds consequences for students.

Evidence-Based Research:

PBIS

S 4.1.3 Develop a recognition system for teachers and staff.

Evidence-Based Research:

https://www.businessnewsdaily.com/9240-engaging-employee-incentives.html

S 4.1.4 Provide professional development on issues of cultural competence for school staff.

Evidence-Based Research:

https://us.corwin.com/books/cultural-responsv-teaching-brain-241754

PM 4.2 By 2027, the School Report Rating for Climate will improve from unsatisfactory (4.45/10) to average (7/10).

Analysis of Actual vs. Projected Data:

School Report Card 2025 School Climate Score: Unsatisfactory (4.45) 2024 School Climate Score: Unsatisfactory 5.03 2026 Projected Climate Score: 6.0 Average 2023 School Climate Score: Below Average (5.75) 2022 School Climate Score: Unsatisfactory (4.42) Chronic Absenteeism Rate-28.7%, up from 23.8% Gifted and Talented-2.2%, up from 2.0% Upbeat Survey Results Teacher Voice and Leadership-66% School Safety and Order-85% Appreciation-63%

S 4.2.1 Develop and implement strategies to improve the chronic absenteeism rate such as but not limited to attendance contracts, regular wellness checks, parent conferences, etc.

Evidence-Based Research:

https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/

AS 4.2.1.1 Attendance Advocacy: A Holistic Approach to Reducing Chronic Absenteeism

Action Step:

Step 1: Data-Driven Early Warning System - Establish a weekly attendance audit to identify students approaching the "chronic" threshold (missing 10% or more of school days) and trigger immediate, supportive outreach. Step 2: Formalize Success Contracts - For students with identified attendance barriers, co-create "Attendance Success Contracts" involving the student, parents, and a school advocate to set clear goals and celebratory milestones. Step 3: Implement Strategic Wellness Checks - Schedule regular "Wellness Calls" or home visits for students with consecutive absences, focusing on uncovering root causes (e.g., transportation, health, or social-emotional needs) rather than punitive enforcement. Step 4: Host Targeted Parent Conferences - Organize "Attendance Roundtables" for families to discuss the direct link between daily attendance and long-term student "dreams," providing a space for collaborative problem-solving. Step 5: Launch a "Culture of Belonging" Campaign - Use school-wide morning meetings or digital newsletters to reinforce that students are working hard for "who they want to be in the future," making school a place they feel motivated and inspired to attend.

Person Responsible:

Carlos Williams

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

S 4.2.2 Development of a school-wide behavior program that details procedures for teachers and upholds consequences for students.

Evidence-Based Research:

PBIS

AS 4.2.2.1 Unified Excellence: Launching a Consistent PBIS & Accountability Framework

Action Step:

Step 1: Define the "Big Three" - Select 3-5 school-wide core values (e.g., Respect, Responsibility, Safety) and create a behavioral matrix that defines exactly what those look like in the classroom, hallway, cafeteria, and bus. Step 2: Script the "Teacher Playbook" - Develop a standard operating procedure (SOP) manual for staff that clearly distinguishes between "Teacher-Managed" behaviors (e.g., redirection, seat change) and "Office-Managed" behaviors (e.g., safety threats, chronic disruption). Step 3: Standardize the Consequence Ladder - Create a transparent, progressive consequence flow chart. This ensures that students and parents know exactly what happens after a first, second, or third infraction, removing the "guesswork" and perceived bias from discipline. Step 4: Launch the Recognition System - Implement a high-frequency positive reinforcement tool (like "Falcon Bucks" or a digital points system) to reward students caught meeting expectations, ensuring the focus remains on positive behavior. Step 5: Monthly Data Reviews - Schedule a 15-minute data dive during monthly staff meetings to look at referral trends. Use this to identify "hot spots" in the building or specific times of day where extra supervision or a behavior "re-teaching" lesson is needed.

Person Responsible:

Gretchen Fritz

Estimated Begin Date:

8/7/2026

Estimated Completion Date:
5/25/2027

S 4.2.3 Develop a recognition system for teachers and staff.

Evidence-Based Research:
https://www.businessnewsdaily.com/9240-engaging-employee-incentives.html

AS 4.2.3.1 Celebrating Excellence: A Comprehensive Staff Recognition & Appreciation Framework

Action Step:
Step 1: Conduct an "Appreciation Audit" - Survey staff to identify how they prefer to be recognized (e.g., public praise, private notes, small tokens, or professional opportunities) to ensure the system is meaningful to everyone. Step 2: Launch the "Kudos Corner" - Establish a visible or digital space (like a bulletin board or a dedicated Slack/Teams channel) where peers and administrators can post "shout-outs" for colleagues who go above and beyond. Step 3: Implement "High-Five" Fridays - Dedicate five minutes during Friday morning announcements or in a weekly staff email to highlight one "Staff Member of the Week" based on nominations from students, parents, or peers. Step 4: Create a "Traveling Trophy" - Introduce a fun, symbolic item (like a golden spatula or a personalized cape) that is passed from one staff member to another each week to recognize collaborative spirit and teamwork. Step 5: Operationalize "Milestone Moments" - Build a calendar to systematically celebrate professional wins (e.g., completing a PD certification) and personal milestones (e.g., birthdays or work anniversaries) with handwritten notes from leadership.

Person Responsible:
Carlos Williams

Estimated Begin Date:
8/7/2026

Estimated Completion Date:
5/25/2027