

**BEAUFORT COUNTY SCHOOL DISTRICT**  
**2021-22 Title I Needs Assessment**

School Name

Ladys Island Elementary

**Section I. Date Sources Reviewed with Stakeholders**

<b>List the all data sources reviewed with stakeholders</b>	Fall & Winter Measures of Academic Progress Benchmark (ELA, Math); Fall & Winter iReady Benchmark (ELA & Math), Teacher Effectiveness Scores from SCLead Evaluation Portal, Winter Panorama SEL Survey, Title I Parent Survey, Spring 2020-Spring 2021 Student Engagement Survey
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**Section II. Needs, Root Cause, Title I Strategy**

Identified Need (Use the following criteria to write each need statement. <ul style="list-style-type: none"> <li>Use concise language</li> <li>Avoid assigning blame</li> <li>Capture measurable data</li> <li>Identify specifics (must include student groups)</li> <li>Choose words carefully</li> <li>Do not list a solution</li> </ul>	Area of Need (Student Achievement, Teacher Quality, School Climate, Parent and Family Engagement) Each area must be addressed	Root Cause (Can be used multiple times)	Title I Strategy/Activity(s) to Support Root Cause
There is an average 10 point achievement gap in Grades 3-5 in reading between AA/H and W students. In math, the gap is an average of 15 points.	Student Achievement	Most students in the affected subgroups have not been on campus to learn in-person since March 2020 and do not fully participate in Tier II or III virtual instruction.	Hire part-time tutor to work with identified students in-person for reading and math to reduce achievement gaps. (PM 1.1, 1.1.1.3, 1.1.1.5) Hire full time instructional assistant to help with Tier 1 differentiation in math in all grades (PM 1.1)
Student on grade-level proficiency on benchmark testing is 38% in reading and 28% in math. An average of 20% of students are significantly below grade-level (>2 years) in both subjects.	Student Achievement	There are more students with a need than available interventionist slots in Tier II and III groups. Tier I instructional strategies are not effective for these students.	Hire part-time tutor to work with identified students in-person for reading and math to reduce achievement gaps. Contract with a published author to provide read-alouds and education to parents at
Existing planning time per day/week is not sufficient to collaborate to produce meaningful work toward increasing student achievement.	Teacher Quality	The existing staffing structure and availability of certified substitutes is not sufficient to provide additional planning time to all classroom teachers beyond the daily minimum requirement.	Hire 1.0 FTE related arts/dance teacher to provide additional planning minutes per week. Monthly, double planning time once per week will be provided. (4.1.1.2, 4.1.3.1, 5.1.1.2, 5.1.1.4)
The number of disciplinary referrals has decreased drastically, but the nature of the existing referrals is significant enough to need additional support.	School Climate	40% of students have not been on campus since March 2020 or have returned in 2021 and have regressed in their ability to self-regulate their own behavior and the current staffing allocation for BMS is not	Increase BMS to 1.0 FTE/full time position. (PM 4.1, 4.1.1.2, 4.1.1.3)

3	In the self-management section of the winter Panorama SEL survey (Grades 3-5), 44% of students reported difficulty with emotional regulation and academic focus.	School Climate	40% of students have not been on campus since March 2020 or have returned in 2021 and have regressed in their ability to self-regulate their own behavior and the current staffing allocation for BMS is not enough to meet the student need.	Increase BMS to 1.0 FTE/full time position. (PM 4.1, 4.1.1.2, 4.1.1.3) Utilize 1.0 FTE Related Arts/Dance teacher to implement dance-based emotional regulation & self-management lessons. (PM 4.1, 4.1.1.2, 4.1.3.1, 5.1.1.2, 5.1.1.4)
4	42% of students in Grades 3-5 responded unfavorably to questions relating to Self Efficacy on the Winter Panorama SEL Survey.	School Climate	Student survey results indicate that they do not feel capable of completing the hardest work in the class, likely due to the absence of meaningful instruction in the area of self-efficacy.	Increase BMS to 1.0 FTE/full time position. (PM 4.1, 4.1.1.2, 4.1.1.3) Utilize 1.0 FTE Related Arts/Dance teacher to implement dance-based emotional regulation & self-management lessons. (PM 4.1, 4.1.1.2, 4.1.3.1, 5.1.1.2, 5.1.1.4) Restart Girls on the Run
5	The school has not had a functioning PTO in three academic years.	Parent & Family Engagement	Parents are working. When parents are not working, child care is needed for them to effectively participate in most events.	Provide childcare for parenting events and PTO meetings. (4.1.2.2, 4.1.2.3)
6	60% of students are below grade level in ELA	Teacher Quality	Teachers have a varied understanding of the process of benchmarking to find an instructional reading level and often instruct students on an independent	Provide Fountas & Pinnell Benchmark Assessment Professional Development (1.1.1.1, 5.1.1.1) Staff Book Study (1.1.1.1)
7	The school is rated at a 2 out of 5 on the Arts in Basic Curriculum Rubric for Arts Integration (Developing)	Teacher Quality	Teachers do not understand conceptual connections between visual & performing arts standards in ELA, Math, Science, and Social Studies.	Provide arts integration professional development (3.1.1.6)
8	Student on grade-level proficiency on benchmark testing is 38% in reading and 28% in math. An average of 20% of students are significantly below grade-level (>2 years) in both subjects.	Student Achievement	Students missed one-half year of instruction in Spring 2020 and are still catching up.	Provide stipends for an after-school STEAM + reading based-program. Purchase instructional materials for the program. (PM 1.1, 2.1.1.3)
9	55% of parents do not attend school events.	Parent & Family Engagement	Families do not have time to attend an event and also have mealtime.	Provide partial funding toward prepared meals for two family events. (PM 1.1, 4.1.2.2)
10	Student on grade-level proficiency on benchmark testing is 38% in reading and 28% in math. An average of 20% of students are significantly below grade-level (>2 years) in both subjects.	Teacher Quality	There are more students with a need than available interventionist slots in Tier II and III groups. Tier I instructional strategies are not effective for these students.	Attend PSLA conference to learn effective Tier I instructional strategies. (1.1.1.1, 1.1.1.5)

11	31% of students meet grade level expectations on the latest Science end of grade state test (2019 scores)	Student Achievement	Isolated instructional lessons are ineffective at teaching science concepts. Lessons are conducted this way due to lack of planning and teaching time and a focus on ELA minutes.	Attend NSTA conference for STEM certification strategies. (PM 2.1, 1.1.1.7, 5.1.2.5) Utilize Dance Teacher position to provide extra teacher planning time for science instruction (5.1.1.4). Utilize Dance Teacher position for arts-integrated science lesson co-planning and delivery. (4.1.3.1, 5.1.1.4, 3.1.1.4)
12	31% of students meet grade level expectations on the latest Science end of grade state test (2019 scores)	Student Achievement	Isolated instructional lessons are ineffective at teaching science concepts. Lessons are conducted this way due to lack of planning and teaching time and a focus on ELA	Purchase science kit refill items (2.1.1.4)
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