

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2024/25 to 2028/29
Upcoming School Year: 2025/26

School Name:	River Bluff High
SIDN:	3201069
Plan Submission:	School utilizes Cogna
Grade Span:	9 To 12
District:	Lexington 1
Address 1:	320 Corley Mill Rd.
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Jacob N Smith
School Plan Contact Phone:	8038210701
School Plan E-mail Address:	jsmith@lexington1.net

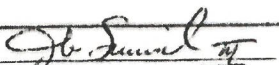
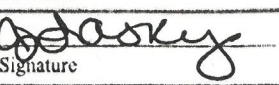
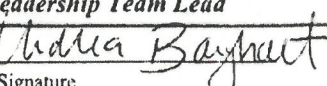
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>3-27-25</u> Date
Principal		
<u>Jacob N Smith III</u> Printed Name	 Signature	<u>2/24/25</u> Date
Chairperson, District Board of Trustees		
<u>Kathryn W. Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
Chairperson, School Improvement Council		
<u>Courtney Lasky</u> Printed Name	 Signature	<u>2/24/25</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Andrea Banghart</u> Printed Name	 Signature	<u>2/24/25</u> Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (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. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring 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/district 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 into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for 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 (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate 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 child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of 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): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home 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 district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Jacob N Smith III
2.	Teacher	Britt Collins
3.	Parent/Guardian	Jennifer Gibbons
4.	Community Member	Tyson Bragg
5.	Paraprofessional	Ginny Frieburger
6.	School Improvement Council Member	Courtney Lasky
7.	Read to Succeed Reading Coach	NA
8.	School Read To Succeed Literacy Leadership Team Lead	Andrea Banghart
9.	School Read To Succeed Literacy Leadership Team Member	Jenna Howell
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

☒ Not Applicable

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	



LEXINGTON SCHOOL DISTRICT ONE

River Bluff High School
Strategic Renewal Plan
School Plan: 2024/25 - 2028/29
School Year: Update 1 - 2025/26

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2023-24 Report Card Link

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Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

COMPREHENSIVE NEEDS ASSESSMENT DATA

Per State Board of Education (SBE) Regulation 43-261:(A)(6)(a), the annual needs assessment will provide a 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 and district report cards 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.

Directions: Provide all relevant needs assessment data, including both formative and summative assessments, used to gauge student learning, teacher and administrator quality, and school climate. Needs assessment data should not be limited to State Report Card data. Districts and schools must use other relevant data not found in the State Report Card. Data may be represented by the form of charts, graphs, etc.

Provide the link to your district or school's most recent State Report Card:

[River Bluff High School Report Card](#)

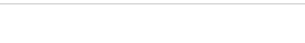
	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
All	2023- 2024	All	All	24.4%		(22 / 90)
		ELL	Not ELL	25.3%		(22 / 87)
			ELL	0.0%		(0 / 3)
		Gender	Female	27.5%		(14 / 51)
			Male	20.5%		(8 / 39)
		InstrSetting	Not Special Ed	25.0%		(22 / 88)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	0.0%		(0 / 16)
			White / Other	29.7%		(22 / 74)
	2022- 2023	All	All	18.5%		(28 / 151)
		ELL	Not ELL	18.6%		(27 / 145)
			ELL	16.7%		(1 / 6)
		Gender	Female	18.6%		(16 / 86)
			Male	18.5%		(12 / 65)
		InstrSetting	Not Special Ed	19.9%		(28 / 141)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	12.1%		(4 / 33)
			White / Other	20.3%		(24 / 118)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
English	2023-2024	All	All	70.0%		(63 / 90)
		ELL	Not ELL	72.4%		(63 / 87)
			ELL	0.0%		(0 / 3)
		Gender	Female	80.4%		(41 / 51)
			Male	56.4%		(22 / 39)
		InstrSetting	Not Special Ed	71.6%		(63 / 88)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	37.5%		(6 / 16)
			White / Other	77.0%		(57 / 74)
	2022-2023	All	All	51.7%		(78 / 151)
		ELL	Not ELL	53.1%		(77 / 145)
			ELL	16.7%		(1 / 6)
		Gender	Female	61.6%		(53 / 86)
			Male	38.5%		(25 / 65)
		InstrSetting	Not Special Ed	55.3%		(78 / 141)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	30.3%		(10 / 33)
			White / Other	57.6%		(68 / 118)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
Math	2023-2024	All	All	44.4%		(40 / 90)
		ELL	Not ELL	44.8%		(39 / 87)
			ELL	33.3%		(1 / 3)
		Gender	Female	47.1%		(24 / 51)
			Male	41.0%		(16 / 39)
		InstrSetting	Not Special Ed	45.5%		(40 / 88)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	25.0%		(4 / 16)
			White / Other	48.6%		(36 / 74)
	2022-2023	All	All	25.2%		(38 / 151)
		ELL	Not ELL	25.5%		(37 / 145)
			ELL	16.7%		(1 / 6)
		Gender	Female	23.3%		(20 / 86)
			Male	27.7%		(18 / 65)
		InstrSetting	Not Special Ed	27.0%		(38 / 141)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	15.2%		(5 / 33)
			White / Other	28.0%		(33 / 118)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
Reading	2023- 2024	All	All	54.4%		(49 / 90)
		ELL	Not ELL	56.3%		(49 / 87)
			ELL	0.0%		(0 / 3)
		Gender	Female	60.8%		(31 / 51)
			Male	46.2%		(18 / 39)
		InstrSetting	Not Special Ed	55.7%		(49 / 88)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	12.5%		(2 / 16)
			White / Other	63.5%		(47 / 74)
	2022- 2023	All	All	50.3%		(76 / 151)
		ELL	Not ELL	51.7%		(75 / 145)
			ELL	16.7%		(1 / 6)
		Gender	Female	61.6%		(53 / 86)
			Male	35.4%		(23 / 65)
		InstrSetting	Not Special Ed	53.9%		(76 / 141)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	30.3%		(10 / 33)
			White / Other	55.9%		(66 / 118)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
Science	2023- 2024	All	All	44.4%		(40 / 90)
		ELL	Not ELL	44.8%		(39 / 87)
			ELL	33.3%		(1 / 3)
		Gender	Female	39.2%		(20 / 51)
			Male	51.3%		(20 / 39)
		InstrSetting	Not Special Ed	45.5%		(40 / 88)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	25.0%		(4 / 16)
			White / Other	48.6%		(36 / 74)
	2022- 2023	All	All	36.4%		(55 / 151)
		ELL	Not ELL	37.2%		(54 / 145)
			ELL	16.7%		(1 / 6)
		Gender	Female	37.2%		(32 / 86)
			Male	35.4%		(23 / 65)
		InstrSetting	Not Special Ed	39.0%		(55 / 141)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	24.2%		(8 / 33)
			White / Other	39.8%		(47 / 118)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for River Bluff High School	Number of Students
Evidence-Based Reading and Writing	23-24	All	All	78.4%		(662 / 844)
		ELL	Not ELL	79.1%		(591 / 747)
			ELL	73.2%		(71 / 97)
		Gender	Female	78.5%		(321 / 409)
			Male	78.4%		(341 / 435)
		InstrSetting	Not Special Ed	80.0%		(651 / 814)
			Special Ed	36.7%		(11 / 30)
		Race	Black / Latinx	60.2%		(56 / 93)
			White / Other	81.9%		(363 / 443)
	22-23	All	All	77.1%		(450 / 584)
		ELL	Not ELL	77.9%		(399 / 512)
			ELL	70.8%		(51 / 72)
		Gender	Female	78.4%		(239 / 305)
			Male	75.6%		(211 / 279)
		InstrSetting	Not Special Ed	79.4%		(446 / 562)
			Special Ed	18.2%		(4 / 22)
		Race	Black / Latinx	58.3%		(63 / 108)
			White / Other	81.3%		(387 / 476)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for River Bluff High School	Number of Students
Math	23-24	All	All	41.1%		(347 / 844)
		ELL	Not ELL	41.5%		(310 / 747)
			ELL	38.1%		(37 / 97)
		Gender	Female	34.5%		(141 / 409)
			Male	47.4%		(206 / 435)
		InstrSetting	Not Special Ed	42.4%		(345 / 814)
			Special Ed	6.7%		(2 / 30)
		Race	Black / Latinx	15.1%		(14 / 93)
			White / Other	47.6%		(211 / 443)
	22-23	All	All	50.9%		(297 / 584)
		ELL	Not ELL	51.4%		(263 / 512)
			ELL	47.2%		(34 / 72)
		Gender	Female	48.5%		(148 / 305)
			Male	53.4%		(149 / 279)
		InstrSetting	Not Special Ed	52.7%		(296 / 562)
			Special Ed	4.5%		(1 / 22)
		Race	Black / Latinx	28.7%		(31 / 108)
			White / Other	55.9%		(266 / 476)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for River Bluff High School	Number of Students
Ready to Work	2023-2024	All	All	67.4%		(411 / 610)
		ELL	Not ELL	69.3%		(368 / 531)
			ELL	54.4%		(43 / 79)
		Gender	Female	65.7%		(201 / 306)
			Male	69.1%		(210 / 304)
		InstrSetting	Not Special Ed	73.3%		(403 / 550)
			Special Ed	13.3%		(8 / 60)
		Race	Black / Latinx	37.7%		(58 / 154)
			White / Other	77.4%		(353 / 456)
	2022-2023	All	All	72.3%		(449 / 621)
		ELL	Not ELL	74.5%		(409 / 549)
			ELL	55.6%		(40 / 72)
		Gender	Female	72.3%		(227 / 314)
			Male	72.3%		(222 / 307)
		InstrSetting	Not Special Ed	77.8%		(441 / 567)
			Special Ed	14.8%		(8 / 54)
		Race	Black / Latinx	46.7%		(71 / 152)
			White / Other	80.6%		(378 / 469)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
Algebra 1	23-24	All	All	79.7%		(255 / 320)
		ELL	Not ELL	81.3%		(230 / 283)
			ELL	67.6%		(25 / 37)
		Gender	Female	84.7%		(133 / 157)
			Male	75.3%		(122 / 162)
		InstrSetting	Not Special Ed	85.7%		(233 / 272)
			Special Ed	45.8%		(22 / 48)
	22-23	All	All	72.7%		(240 / 330)
		ELL	Not ELL	74.2%		(230 / 310)
			ELL	50.0%		(10 / 20)
		Gender	Female	74.7%		(115 / 154)
			Male	71.0%		(125 / 176)
		InstrSetting	Not Special Ed	80.3%		(224 / 279)
			Special Ed	31.4%		(16 / 51)
		Race	Black / Latinx	0.0%		(0 / 1)
			White / Other	0.0%		(0 / 1)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
Biology 1	23-24	All	All	79.8%		(450 / 564)
		ELL	Not ELL	82.5%		(437 / 530)
			ELL	38.2%		(13 / 34)
		Gender	Female	80.5%		(227 / 282)
			Male	79.1%		(223 / 282)
		InstrSetting	Not Special Ed	84.6%		(440 / 520)
			Special Ed	22.7%		(10 / 44)
	22-23	All	All	64.4%		(451 / 700)
		ELL	Not ELL	65.9%		(445 / 675)
			ELL	24.0%		(6 / 25)
		Gender	Female	66.8%		(213 / 319)
			Male	62.5%		(238 / 381)
		InstrSetting	Not Special Ed	69.3%		(432 / 623)
			Special Ed	24.7%		(19 / 77)
		Race	Black / Latinx	50.0%		(1 / 2)
			White / Other	20.0%		(1 / 5)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
English 2	23-24	All	All	95.6%		(546 / 571)
		ELL	Not ELL	96.4%		(529 / 549)
			ELL	77.3%		(17 / 22)
		Gender	Female	96.5%		(276 / 286)
			Male	94.7%		(270 / 285)
		InstrSetting	Not Special Ed	97.4%		(515 / 529)
			Special Ed	73.8%		(31 / 42)
	22-23	All	All	93.6%		(457 / 488)
		ELL	Not ELL	94.7%		(451 / 476)
			ELL	50.0%		(6 / 12)
		Gender	Female	95.7%		(221 / 231)
			Male	91.8%		(236 / 257)
		InstrSetting	Not Special Ed	96.0%		(434 / 452)
			Special Ed	63.9%		(23 / 36)
		Race	Black / Latinx	100.0%		(1 / 1)
			White / Other	100.0%		(3 / 3)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
US History	23-24	All	All	75.2%		(364 / 484)
		ELL	Not ELL	77.5%		(361 / 466)
			ELL	16.7%		(3 / 18)
		Gender	Female	74.0%		(182 / 246)
			Male	76.4%		(181 / 237)
		InstrSetting	Not Special Ed	78.2%		(356 / 455)
			Special Ed	27.6%		(8 / 29)
	22-23	All	All	74.4%		(404 / 543)
		ELL	Not ELL	77.0%		(394 / 512)
			ELL	32.3%		(10 / 31)
		Gender	Female	75.1%		(205 / 273)
			Male	73.7%		(199 / 270)
		InstrSetting	Not Special Ed	78.1%		(399 / 511)
			Special Ed	15.6%		(5 / 32)
		Race	Black / Latinx	25.0%		(1 / 4)
			White / Other	12.5%		(1 / 8)

	Year	Group	Subgroup	%	On Time Graduation Rate for River Bluff High School	Number of Students
GradRate	23-24	All	All	92.3%		(516 / 559)
		ELL	ELL	82.4%		(28 / 34)
			Not ELL	93.0%		(488 / 525)
		Gender	Female	91.0%		(254 / 279)
			Male	93.6%		(262 / 280)
		InstrSetting	Not Special Ed	94.1%		(492 / 523)
			Special Ed	66.7%		(24 / 36)
		Race	Black / Latinx	88.9%		(104 / 117)
			White / Other	93.2%		(412 / 442)
	22-23	All	All	95.4%		(524 / 549)
		ELL	Not ELL	95.4%		(524 / 549)
		Gender	Female	97.5%		(268 / 275)
			Male	93.4%		(256 / 274)
		InstrSetting	Not Special Ed	96.7%		(491 / 508)
			Special Ed	80.5%		(33 / 41)
		Race	Black / Latinx	94.3%		(50 / 53)
			White / Other	95.6%		(474 / 496)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level River Bluff High School	Number of Students
Honors	23-24	All	All	60.7%		(1359 / 2238)
		ELL	Not ELL	61.2%		(1197 / 1957)
			ELL	57.7%		(162 / 281)
		Gender	Female	68.4%		(747 / 1092)
			Male	53.4%		(612 / 1146)
		InstrSetting	Not Special Ed	65.6%		(1332 / 2030)
			Special Ed	13.0%		(27 / 208)
		Race	Black / Latinx	46.2%		(242 / 524)
			White / Other	65.2%		(1117 / 1714)
	22-23	All	All	57.4%		(1294 / 2256)
		ELL	Not ELL	56.9%		(1141 / 2005)
			ELL	61.0%		(153 / 251)
		Gender	Female	66.5%		(732 / 1101)
			Male	48.7%		(562 / 1155)
		InstrSetting	Not Special Ed	61.7%		(1270 / 2057)
			Special Ed	12.1%		(24 / 199)
		Race	Black / Latinx	41.2%		(204 / 495)
			White / Other	61.9%		(1090 / 1761)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level River Bluff High School	Number of Students
AP/IB	23-24	All	All	35.1%		(785 / 2238)
		ELL	Not ELL	33.8%		(662 / 1957)
			ELL	43.8%		(123 / 281)
		Gender	Female	38.3%		(418 / 1092)
			Male	32.0%		(367 / 1146)
		InstrSetting	Not Special Ed	38.3%		(778 / 2030)
			Special Ed	3.4%		(7 / 208)
		Race	Black / Latinx	21.4%		(112 / 524)
			White / Other	39.3%		(673 / 1714)
	22-23	All	All	34.9%		(788 / 2256)
		ELL	Not ELL	34.3%		(687 / 2005)
			ELL	40.2%		(101 / 251)
		Gender	Female	41.3%		(455 / 1101)
			Male	28.8%		(333 / 1155)
		InstrSetting	Not Special Ed	38.1%		(783 / 2057)
			Special Ed	2.5%		(5 / 199)
		Race	Black / Latinx	20.4%		(101 / 495)
			White / Other	39.0%		(687 / 1761)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level River Bluff High School	Number of Students
Dual Credit	23-24	All	All	12.0%		(269 / 2238)
		ELL	Not ELL	12.9%		(252 / 1957)
			ELL	6.0%		(17 / 281)
		Gender	Female	15.3%		(167 / 1092)
			Male	8.9%		(102 / 1146)
		InstrSetting	Not Special Ed	13.3%		(269 / 2030)
			Special Ed	0.0%		(0 / 208)
		Race	Black / Latinx	6.5%		(34 / 524)
			White / Other	13.7%		(235 / 1714)
	22-23	All	All	11.2%		(252 / 2256)
		ELL	Not ELL	11.4%		(229 / 2005)
			ELL	9.2%		(23 / 251)
		Gender	Female	13.0%		(143 / 1101)
			Male	9.4%		(109 / 1155)
		InstrSetting	Not Special Ed	12.2%		(251 / 2057)
			Special Ed	0.5%		(1 / 199)
		Race	Black / Latinx	3.8%		(19 / 495)
			White / Other	13.2%		(233 / 1761)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for River Bluff High School	Number of Students
Chronic Absences	23-24	All	All	26.8%		(600 / 2239)
		ELL	Not ELL	27.1%		(568 / 2097)
			ELL	22.5%		(32 / 142)
		Gender	Female	29.0%		(317 / 1092)
			Male	24.7%		(283 / 1147)
		InstrSetting	Not Special Ed	26.1%		(530 / 2030)
			Special Ed	33.5%		(70 / 209)
		Race	Black / Latinx	32.6%		(171 / 525)
			White / Other	25.0%		(429 / 1714)
	22-23	All	All	20.2%		(456 / 2257)
		ELL	Not ELL	20.2%		(429 / 2119)
			ELL	19.6%		(27 / 138)
		Gender	Female	21.9%		(241 / 1101)
			Male	18.6%		(215 / 1156)
		InstrSetting	Not Special Ed	19.2%		(394 / 2057)
			Special Ed	31.0%		(62 / 200)
		Race	Black / Latinx	26.6%		(132 / 496)
			White / Other	18.4%		(324 / 1761)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for River Bluff High School	Number of Students
Referrals	23-24	All	All	38.2%		(855 / 2238)
		ELL	Not ELL	37.8%		(793 / 2096)
			ELL	43.7%		(62 / 142)
		Gender	Female	34.3%		(375 / 1092)
			Male	41.9%		(480 / 1146)
		InstrSetting	Not Special Ed	38.0%		(772 / 2030)
			Special Ed	39.9%		(83 / 208)
		Race	Black / Latinx	49.6%		(240 / 484)
			White / Other	35.1%		(615 / 1754)
	22-23	All	All	42.7%		(963 / 2256)
		ELL	Not ELL	42.6%		(902 / 2118)
			ELL	44.2%		(61 / 138)
		Gender	Female	35.4%		(390 / 1101)
			Male	49.6%		(573 / 1155)
		InstrSetting	Not Special Ed	41.6%		(855 / 2057)
			Special Ed	54.3%		(108 / 199)
		Race	Black / Latinx	54.9%		(248 / 452)
			White / Other	39.6%		(715 / 1804)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for River Bluff High School	Number of Students
In School Suspensions	23-24	All	All	9.7%		(217 / 2238)
		ELL	Not ELL	9.2%		(193 / 2096)
			ELL	16.9%		(24 / 142)
		Gender	Female	7.9%		(86 / 1092)
			Male	11.4%		(131 / 1146)
		InstrSetting	Not Special Ed	9.2%		(187 / 2030)
			Special Ed	14.4%		(30 / 208)
		Race	Black / Latinx	19.6%		(95 / 484)
			White / Other	7.0%		(122 / 1754)
	22-23	All	All	11.1%		(251 / 2256)
		ELL	Not ELL	11.3%		(239 / 2118)
			ELL	8.7%		(12 / 138)
		Gender	Female	8.5%		(94 / 1101)
			Male	13.6%		(157 / 1155)
		InstrSetting	Not Special Ed	10.0%		(206 / 2057)
			Special Ed	22.6%		(45 / 199)
		Race	Black / Latinx	18.8%		(85 / 452)
			White / Other	9.2%		(166 / 1804)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for River Bluff High School	Number of Students
Out of School Suspensions	23-24	All	All	8.4%		(189 / 2238)
		ELL	Not ELL	8.1%		(169 / 2096)
			ELL	14.1%		(20 / 142)
		Gender	Female	6.0%		(66 / 1092)
			Male	10.7%		(123 / 1146)
		InstrSetting	Not Special Ed	7.4%		(151 / 2030)
			Special Ed	18.3%		(38 / 208)
		Race	Black / Latinx	17.8%		(86 / 484)
			White / Other	5.9%		(103 / 1754)
	22-23	All	All	9.9%		(223 / 2256)
		ELL	Not ELL	9.9%		(209 / 2118)
			ELL	10.1%		(14 / 138)
		Gender	Female	7.2%		(79 / 1101)
			Male	12.5%		(144 / 1155)
		InstrSetting	Not Special Ed	8.3%		(171 / 2057)
			Special Ed	26.1%		(52 / 199)
		Race	Black / Latinx	19.2%		(87 / 452)
			White / Other	7.5%		(136 / 1804)

Executive Summary of Needs Assessment Data Findings

School Name: **River Bluff High School**

Goal Area	Goal	2024 Baseline	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 68.95% by 2029.	59.0%	65.7%
Academic Achievement	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 95.1% by 2029.	85.1%	93.1%
Gifted and Talented (Academic)	The percent of Gifted and Talented identified students in the graduation cohort demonstrating college readiness (as defined by SCDE) will reach 95.7% by 2029.	90.7%	96.5%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.80	4.80
School Climate	The percent of School Climate points earned on the state report card will reach 73.% by 2029.	68.0%	74.2%
Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.21

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 and district report cards 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 discrepancies found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:

<http://ed.sc.gov/data/report-cards/state-report-cards/>

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

Executive Summary of Needs Assessment Data Findings

Student Achievement Primary School (K - 2) Student Elementary/ Middle School (3 - 8) Student High School (9 - 12) Student	<i>Last year marked a remarkable achievement for our school, with an overall score of 74/100 on our report card, earning us an "Excellent Rating." We proudly boasted a graduation rate of 93%, with 84% of our students demonstrating college or career readiness. Student achievement data showed an impressive 89% passage rate on the English 2 EOC as well as an increase from a 46% to a 65% passage rate on the Biology 1 EOC. Despite these successes, only 49.9% of students earned a passing score on the Algebra 1 EOC. A growth goal for the 2024-2025 school year was set to increase the pass rate by 5 percentage points to 54.9%. Further, 58.6% of multilingual learners met progress towards proficiency targets and 19.9% achieved English Language Proficiency. A growth goal for the 2024-2025 school year was set to increase these percentages through targeted supports and interventions for multilingual learners in their academic courses.</i>
Teacher/Administrator Quality	<i>RBHS boasts a faculty of 122 teachers, with an impressive 77.9% holding advanced degrees and 98.5% on continuing contracts. A remarkable 86% of teachers are returning from the previous year, contributing to the school's strong faculty culture and collaborative professional community. A key strength of RBHS lies in its structured collaborative planning time, allowing teachers to meet weekly to design curriculum, craft instructional plans, and analyze data to tailor responses for student success. Furthermore, teachers benefit from a dedicated weekly professional learning course, providing research-based adult learning experiences aligned with the school's work plan goals.</i> <i>This year's work plan theories of action are:</i> <i>1) If teachers craft enriching and purposeful learning experiences that encompass the habits of success, then students will exhibit growth in their character, knowledge and skills.</i> <i>2) If we focus on deep, holistic implementation of the graduate profile schoolwide, then RBHS staff and students will understand, demonstrate and develop the Habits of Success (Competencies) in all spaces.</i> <i>RBHS is led by six experienced administrators and nine members of the executive leadership team. The leadership's goal for 24-25 is to leverage data to enhance intentional support structures for all stakeholders, fostering a school community where agency, purpose, and belonging are paramount. Immediate objectives for 24-25 include regular data reviews to identify areas requiring support, increased family engagement opportunities, and the implementation of systemic support structures for struggling students.</i>

Executive Summary of Needs Assessment Data Findings

School Climate	<i>23-24 School Climate Survey data showed high rates of teacher and student satisfaction with rates similar to or higher than other district and state schools. Parent satisfaction data shows that 90% of parents are satisfied with school-home relations. In response, RBHS will seek to maintain and enhance parent involvement by providing opportunities for stakeholders to participate in data collection and school improvement initiatives, ensuring their voices are heard in decision-making processes. This will involve revising parent communications to improve accessibility to school information and increasing in-person family engagement structures to foster stronger connections between families, the school, and their students' learning experiences. Further, counselors and administrators are collaborating to increase and improve parent access to academic pathway information and course selection help to ensure all families are empowered to make the best decisions for their student's academic and postsecondary future.</i>
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Location: River Bluff High

Level	Area	Goal	2024 (From 2023 Report Cards)	2025 (From 2024 Report Cards)	2026 (From 2025 Report Cards)	2027 (From 2026 Report Cards)	2028 (From 2027 Report Cards)	2029 (From 2028 Report Cards)
High	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 68.95% by 2029.	59.0%	61.0%	63.0%	65.0%	67.0%	69.0%
High	Academic Achievement	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 95.1% by 2029.	85.10%	87.10%	89.10%	91.10%	93.10%	95.10%
Actual Data (Academic Ach.)				65.7%				
Actual Data (CCR)				93.1%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Develop a school-based professional learning plan based on the district-level plan.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised school work plan process that is aligned to the strategic plan and school renewal plan.	July 2024-June 2029	School Leadership Team and Teacher Leaders	NA	NA	- Completed school work plans - Completed the school work plan review process yearly
Identify student intervention needs and implement appropriate supports as needed.	July 2024-June 2029	School Leadership Team and Teacher	NA	NA	- Increase in students ability to earn or receive academic credit in a course and remain on track to graduate - Revised staffing and scheduling to match changes in intervention program

Level	Area	Goal	2023-2024 Observation Data	2024-2025 Observation Data	2025-2026 Observation Data	2026-2027 Observation Data	2027-2028 Observation Data	2028-2029 Observation Data
High	Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.10	3.20	3.30	3.40	3.50
Actual Data (4.0 Rubric)				3.21				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
- Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. - Implement practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	-Closer alignment of curriculum to standard and instruction to standard, -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Develop and implement school work plan that is aligned to the strategic plan and respective school renewal plans.	July 2024-June 2029	School Leadership Team	NA	NA	- Completed school work plans - Updated agendas for beginning, middle, and end of year meetings

Level	Area	Goal	2024 (From 2023 Report Cards)	2025 (From 2024 Report Cards)	2026 (From 2025 Report Cards)	2027 (From 2026 Report Cards)	2028 (From 2027 Report Cards)	2029 (From 2028 Report Cards)
High	School Climate	The percent of School Climate points earned on the state report card will reach 73.% by 2029.	68.0%	69.0%	70.0%	71.0%	72.0%	73.0%
Actual Data				74.2%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised policies and procedures that prioritize safety, promote positive student behavior, and support the mental well-being of our students and staff.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey - Increase in satisfaction as assessed on the SC Teacher Working Conditions Survey
Implement the district's strategic communications and engagement plan.	July 2024-June 2029	School Leadership Team	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey

Level	Area	Goal	2024 CCR Data	2025 CCR Data	2026 CCR Data	2027 CCR Data	2028 CCR Data	2029 CCR Data
High	Gifted and Talented (Academic)	The percent of Gifted and Talented identified students in the graduation cohort demonstrating college readiness (as defined by SCDE) will reach 95.7% by 2029.	90.7%	91.7%	92.7%	93.7%	94.7%	95.7%
Actual Data				96.5%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Implement practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through graduation.

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
All	Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.80	4.80	4.85	4.90	4.95	5.00
Actual Data				4.80				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers			- Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through graduation.