

School Renewal Plan Cover Page

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

School Name:	Red Bank Elementary
SIDN:	3201011
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	246 Community Drive
Address 2:	
City:	Lexington, SC
Zip Code:	29073
School Renewal Plan Contact Person:	Janet B. Ricard
School Plan Contact Phone:	803-821-4601
School Plan E-mail Address:	jricard@lexington1.net


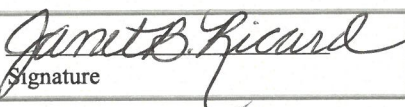
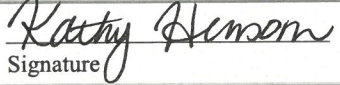
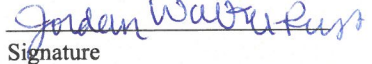
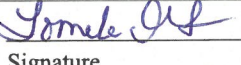
Required Signature Page

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 assurances 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>Janet B. Ricard</u> Printed Name	 Signature	<u>2/19/25</u> Date
Chairperson, District Board of Trustees		
<u>Kathryn H. Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
Chairperson, School Improvement Council		
<u>Jordan Walker-Reyes</u> Printed Name	 Signature	<u>2/19/25</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Tomeka Love</u> Printed Name	 Signature	<u>2/19/2025</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))	
Yes	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	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>

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	Janet B. Ricard
2.	Teacher	Jennifer Bonilla Chicas
3.	Parent/Guardian	Karina Crolley
4.	Community Member	Lori Lowman
5.	Paraprofessional	Stacy Wildermuth
6.	School Improvement Council Member	Jordan Walker-Reyes
7.	Read to Succeed Reading Coach	Jennifer Carnagey
8.	School Read To Succeed Literacy Leadership Team Lead	Tomeka Love
9.	School Read To Succeed Literacy Leadership Team Member	Leah Haugen
	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

Red Bank Elementary School
Strategic Renewal Plan
School Plan: 2024/25 - 2028/29
School Year: Update 1 - 2025/26

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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:

[Red Bank Elementary School Report Card](#)



















	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Red Bank Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	76.5%		(313 / 409)
		ELL	Not ELL	78.3%		(296 / 378)
			ELL	54.8%		(17 / 31)
		Gender	Female	77.4%		(154 / 199)
			Male	75.7%		(159 / 210)
		InstrSetting	Not Special Ed	81.3%		(278 / 342)
			Special Ed	52.2%		(35 / 67)
		Race	Black / Latinx	65.2%		(103 / 158)
	White / Other		83.7%		(210 / 251)	
	22-23	All	All	71.3%		(293 / 411)
		ELL	Not ELL	73.8%		(284 / 385)
			ELL	34.6%		(9 / 26)
		Gender	Female	70.9%		(146 / 206)
			Male	71.7%		(147 / 205)
		InstrSetting	Not Special Ed	79.8%		(260 / 326)
			Special Ed	38.8%		(33 / 85)
Race		Black / Latinx	60.7%		(88 / 145)	
	White / Other	77.1%		(205 / 266)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Red Bank Elementary School	Number of Students
ELA	23-24	All	All	57.3%		(133 / 232)
		ELL	Not ELL	58.9%		(132 / 224)
			ELL	12.5%		(1 / 8)
		Gender	Female	61.2%		(74 / 121)
			Male	53.2%		(59 / 111)
		InstrSetting	Not Special Ed	65.5%		(127 / 194)
			Special Ed	15.8%		(6 / 38)
		Race	Black / Latinx	40.3%		(25 / 62)
	White / Other		63.5%		(108 / 170)	
	22-23	All	All	53.8%		(134 / 249)
		ELL	Not ELL	55.2%		(133 / 241)
			ELL	12.5%		(1 / 8)
		Gender	Female	55.1%		(75 / 136)
			Male	52.2%		(59 / 113)
InstrSetting		Not Special Ed	62.0%		(127 / 205)	
	Special Ed	15.9%		(7 / 44)		
Race	Black / Latinx	34.2%		(27 / 79)		
	White / Other	62.9%		(107 / 170)		



















	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Red Bank Elementary School	Number of Students
Math	23-24	All	All	51.3%		(119 / 232)
		ELL	Not ELL	51.8%		(116 / 224)
			ELL	37.5%		(3 / 8)
		Gender	Female	50.4%		(61 / 121)
			Male	52.3%		(58 / 111)
		InstrSetting	Not Special Ed	58.8%		(114 / 194)
			Special Ed	13.2%		(5 / 38)
		Race	Black / Latinx	25.8%		(16 / 62)
	White / Other		60.6%		(103 / 170)	
	22-23	All	All	42.2%		(105 / 249)
		ELL	Not ELL	42.3%		(102 / 241)
			ELL	37.5%		(3 / 8)
		Gender	Female	39.7%		(54 / 136)
			Male	45.1%		(51 / 113)
InstrSetting		Not Special Ed	48.8%		(100 / 205)	
		Special Ed	11.4%		(5 / 44)	
Race		Black / Latinx	27.8%		(22 / 79)	
	White / Other	48.8%		(83 / 170)		
















	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Red Bank Elementary School	Number of Students
Math	23-24	All	All	27.5%		(127 / 462)
		ELL	Not ELL	26.5%		(114 / 430)
			ELL	40.6%		(13 / 32)
		Gender	Female	23.4%		(52 / 222)
			Male	31.3%		(75 / 240)
		InstrSetting	Not Special Ed	28.0%		(100 / 357)
			Special Ed	25.7%		(27 / 105)
		Race	Black / Latinx	25.2%		(37 / 147)
	White / Other		28.6%		(90 / 315)	
	22-23	All	All	17.4%		(91 / 524)
		ELL	Not ELL	17.3%		(85 / 491)
			ELL	18.2%		(6 / 33)
		Gender	Female	15.6%		(40 / 256)
			Male	19.0%		(51 / 268)
InstrSetting		Not Special Ed	18.8%		(76 / 404)	
		Special Ed	12.5%		(15 / 120)	
Race		Black / Latinx	16.0%		(26 / 163)	
	White / Other	18.0%		(65 / 361)		



















	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Red Bank Elementary School	Number of Students
Reading	23-24	All	All	32.8%		(152 / 464)
		ELL	Not ELL	32.4%		(140 / 432)
			ELL	37.5%		(12 / 32)
		Gender	Female	37.5%		(84 / 224)
			Male	28.3%		(68 / 240)
		InstrSetting	Not Special Ed	35.2%		(126 / 358)
			Special Ed	24.5%		(26 / 106)
		Race	Black / Latinx	27.5%		(41 / 149)
	White / Other		35.2%		(111 / 315)	
	22-23	All	All	29.3%		(154 / 526)
		ELL	Not ELL	29.6%		(146 / 493)
			ELL	24.2%		(8 / 33)
		Gender	Female	25.0%		(64 / 256)
			Male	33.3%		(90 / 270)
		InstrSetting	Not Special Ed	32.3%		(131 / 406)
			Special Ed	19.2%		(23 / 120)
Race		Black / Latinx	21.8%		(36 / 165)	
	White / Other	32.7%		(118 / 361)		

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Red Bank Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	9.3%		(23 / 246)
		ELL	Not ELL	9.9%		(23 / 232)
			ELL	0.0%		(0 / 14)
		Gender	Female	9.2%		(12 / 130)
			Male	9.5%		(11 / 116)
		InstrSetting	Not Special Ed	11.3%		(23 / 203)
			Special Ed	0.0%		(0 / 43)
		Race	Black / Latinx	3.7%		(3 / 81)
	White / Other		12.1%		(20 / 165)	
	22-23	All	All	9.4%		(25 / 265)
		ELL	Not ELL	9.4%		(23 / 244)
			ELL	9.5%		(2 / 21)
		Gender	Female	9.7%		(14 / 145)
			Male	9.2%		(11 / 120)
InstrSetting		Not Special Ed	11.2%		(24 / 214)	
		Special Ed	2.0%		(1 / 51)	
Race		Black / Latinx	5.3%		(5 / 94)	
	White / Other	11.7%		(20 / 171)		

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Red Bank Elementary School	Number of Students
Chronic Absences	23-24	All	All	21.5%		(125 / 581)
		ELL	Not ELL	20.9%		(112 / 537)
			ELL	29.5%		(13 / 44)
		Gender	Female	21.9%		(61 / 279)
			Male	21.2%		(64 / 302)
		InstrSetting	Not Special Ed	21.6%		(97 / 449)
			Special Ed	21.2%		(28 / 132)
		Race	Black / Latinx	22.6%		(52 / 230)
	White / Other		20.8%		(73 / 351)	
	22-23	All	All	17.6%		(106 / 601)
		ELL	Not ELL	16.6%		(93 / 559)
			ELL	31.0%		(13 / 42)
		Gender	Female	17.8%		(52 / 292)
			Male	17.5%		(54 / 309)
		InstrSetting	Not Special Ed	15.9%		(73 / 459)
			Special Ed	23.2%		(33 / 142)
Race		Black / Latinx	18.8%		(43 / 229)	
	White / Other	16.9%		(63 / 372)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Red Bank Elementary School	Number of Students
Referrals	23-24	All	All	11.4%		(66 / 581)
		ELL	Not ELL	11.9%		(64 / 537)
			ELL	4.5%		(2 / 44)
		Gender	Female	4.3%		(12 / 279)
			Male	17.9%		(54 / 302)
		InstrSetting	Not Special Ed	9.6%		(43 / 449)
			Special Ed	17.4%		(23 / 132)
		Race	Black / Latinx	11.8%		(23 / 195)
	White / Other		11.1%		(43 / 386)	
	22-23	All	All	14.5%		(87 / 601)
		ELL	Not ELL	15.2%		(85 / 559)
			ELL	4.8%		(2 / 42)
		Gender	Female	7.9%		(23 / 292)
			Male	20.7%		(64 / 309)
		InstrSetting	Not Special Ed	12.0%		(55 / 459)
			Special Ed	22.5%		(32 / 142)
Race		Black / Latinx	16.4%		(31 / 189)	
	White / Other	13.6%		(56 / 412)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Red Bank Elementary School	Number of Students
In School Suspensions	23-24	All	All	0.7%		(4 / 581)
		ELL	Not ELL	0.7%		(4 / 537)
			ELL	0.0%		(0 / 44)
		Gender	Female	0.0%		(0 / 279)
			Male	1.3%		(4 / 302)
		InstrSetting	Not Special Ed	0.2%		(1 / 449)
			Special Ed	2.3%		(3 / 132)
		Race	Black / Latinx	0.5%		(1 / 195)
	White / Other		0.8%		(3 / 386)	
	22-23	All	All	1.2%		(7 / 601)
		ELL	Not ELL	1.3%		(7 / 559)
			ELL	0.0%		(0 / 42)
		Gender	Female	0.3%		(1 / 292)
			Male	1.9%		(6 / 309)
InstrSetting		Not Special Ed	0.4%		(2 / 459)	
		Special Ed	3.5%		(5 / 142)	
Race		Black / Latinx	1.6%		(3 / 189)	
	White / Other	1.0%		(4 / 412)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Red Bank Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	2.1%		(12 / 581)
		ELL	Not ELL	2.2%		(12 / 537)
			ELL	0.0%		(0 / 44)
		Gender	Female	1.1%		(3 / 279)
			Male	3.0%		(9 / 302)
		InstrSetting	Not Special Ed	1.1%		(5 / 449)
			Special Ed	5.3%		(7 / 132)
		Race	Black / Latinx	3.6%		(7 / 195)
	White / Other		1.3%		(5 / 386)	
	22-23	All	All	2.2%		(13 / 601)
		ELL	Not ELL	2.3%		(13 / 559)
			ELL	0.0%		(0 / 42)
		Gender	Female	1.0%		(3 / 292)
			Male	3.2%		(10 / 309)
InstrSetting		Not Special Ed	1.1%		(5 / 459)	
		Special Ed	5.6%		(8 / 142)	
Race		Black / Latinx	3.7%		(7 / 189)	
	White / Other	1.5%		(6 / 412)		

Executive Summary of Needs Assessment Data Findings

School Name: *Red Bank Elementary 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 58.01% by 2029.	48.0%	53.2%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 65.4% by 2029.	55.4%	54.0%
Gifted and Talented (Academic)	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 63.8% by 2029.	58.8%	42.6%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.10	5.10
School Climate	The percent of School Climate points earned on the state report card will reach 74% by 2029.	69.0%	63.0%
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	3.28

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 areas of discrepancy 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. ***Use the questions in each box to guide your reflection.***

Executive Summary of Needs Assessment Data Findings

<p>Student Achievement</p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p>Red Bank Elementary received a commendable overall rating of "Good" on the 2023-24 School Report Card, maintaining this rating for two consecutive years. In terms of student achievement strengths, our students outperformed the state in English Language Arts on the SC Ready assessment by 2.1%. Furthermore, in Mathematics, our students scored 9.1% higher than the state average and 3.4% above the district average. Additionally, the percentage of students demonstrating readiness on the Kindergarten Readiness Assessment (KRA) increased by 8.1% since 2023. Other notable strengths include the percentage of second-grade students who are on track for success in English Language Arts for third grade, which exceeds the state percentage. Similarly, the percentage of first-grade students on track for success in English Language Arts for second grade is higher than both the district and state averages. In terms of student progress, the overall percentage of progress points earned was above both district and state percentages.</p> <p>During our mid-year review of the school-based work plan, we observed growth among our striving learners as reflected in the iReady Diagnostic Benchmark. While the benchmark data in mathematics did not meet our desired level, it did show an overall positive trend. In reading, we improved from 28.53% of students at early on grade level or mid or above grade level to 48.06% from fall to winter. In mathematics, the percentage of students at early on grade level or mid or above grade level rose from 11.96% to 30.52% during the same period.</p> <p>Based on our mid-year review of the school-based work plan, we recognized the need to prioritize mathematics while also ensuring that instruction across all subject areas remains rigorous. We will continue to emphasize small-group instruction during the intervention blocks built into our daily schedule to support student growth and achievement.</p>
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Executive Summary of Needs Assessment Data Findings

Teacher/Administrator Quality

Red Bank Elementary School is a partial Spanish immersion institution that enables us to hire a diverse and highly qualified staff dedicated to addressing the needs of our student body. In our partial Spanish immersion program, each grade level from 5K to fifth grade consists of a team where one teacher instructs English Language Arts and Social Studies in English, while the partner teacher teaches math and science in Spanish. Currently, 61.1% of our teachers possess advanced degrees. We have five teachers on staff who have received their National Board Certification. Our teacher attendance rate has improved from 92.5% to 94.1%.

Our administrative team consists of our principal and two assistant principals. Mrs. Ricard is in her sixth year as principal at RBE, approaching 27 years in the field of education. Mr. Kimpton is in his twelfth year as assistant principal at RBE and Mrs. Love is in her second year as assistant principal at RBE.

During our mid-year review and staff pulse check survey, we found that 92% of our students believe their teachers strive to help them understand their learning rather than just memorize facts. Additionally, 94% of students reported that their teachers assist them when they encounter difficulties. Importantly, 94% of our students indicated that they feel safe at school during the day.

From the mid-year pulse check, 95% of our teachers confirmed that the instructional focus at our school emphasizes understanding over mere memorization, aligning with student feedback. Similarly, 95% of our teachers expressed feeling safe at school throughout the day, which corresponds with the 94% of students who reported the same. Furthermore, the pulse check revealed that 81% of teachers somewhat, mostly, or strongly agree that our administration exhibits effective instructional leadership.

In light of this review, we aim to instill a sense of urgency among our teachers to be effective, intentional, and rigorous in their classroom instruction to maximize student growth. We recognize the importance of establishing high expectations for our teachers to ensure our students' success. We will continue to strive to be instructional leaders in all our respective roles, with a strong focus on fostering student growth across all subjects, particularly in math.

Executive Summary of Needs Assessment Data Findings

<p>School Climate</p>	<p>According to the school climate surveys from the South Carolina School Report Card at the conclusion of the previous academic year, it was found that 84.3% of 52 teachers expressed satisfaction with the learning environment, while 91.5% of students reported feeling satisfied. Additionally, all parents who provided feedback (100%) indicated their satisfaction with the learning environment at RBE. Among teachers, 92.3% were satisfied with the social and physical environment, and 88.3% of 225 students shared this sentiment. Furthermore, 97.1% of parents expressed satisfaction in this area. Regarding school-home relations, 96.8% of parents reported being satisfied, along with 92.3% of students and 86.3% of teachers.</p> <p>In the mid-year pulse check, only 56% of students either somewhat, mostly, or strongly agreed that students at our school exhibit good behavior in class. However, 94% of students either somewhat, mostly, or strongly agreed that teachers assist them when they struggle to understand something. Similarly, 94% of students felt safe at our school. Among the teachers surveyed during this pulse check, 95% either somewhat, mostly, or strongly agreed that their colleagues prioritize understanding over mere memorization of facts. Additionally, 95% of these teachers reported feeling safe before, during, and after school hours.</p> <p>Following our mid-year review and the results of the pulse check, we will prioritize fostering an inclusive classroom culture where students feel a sense of belonging, and where positive relationships can flourish, enabling students to make responsible decisions.</p>
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Location: Red Bank Elementary

Level	Area	Goal	2024 (From 2023 Report Card)	2025 (From 2024 Report Card)	2026 (From 2025 Report Card)	2027 (From 2026 Report Card)	2028 (From 2027 Report Card)	2029 (From 2028 Report Card)
Elementary/Middle	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 58.01% by 2029.	48.01%	50.0%	52.0%	54.0%	56.0%	58.0%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 65.4% by 2029.	55.40%	57.40%	59.40%	61.40%	63.40%	65.40%
Actual Data (Academic Ach.)				53.2%				
Actual Data (Progress)				54.0%				

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 reaching typical and stretch growth targets on interim assessments - 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
Elementary/Middle	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)				3.28				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
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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)
Elementary/Middle	School Climate	The percent of School Climate points earned on the state report card will reach 74% by 2029.	69.0%	70.0%	71.0%	72.0%	73.0%	74.0%
Actual Data				63.0%				

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 (2023 SC Ready)	2025 (2024 SC Ready)	2026 (2025 SC Ready)	2027 (2026 SC Ready)	2028 (2027 SC Ready)	2029 (2028 SC Ready)
Elementary/Middle	Gifted and Talented (Academic)	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 63.8% by 2029.	58.8%	59.8%	60.8%	61.8%	62.8%	63.8%
Actual Data				42.6%				

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 those who are identified by Grade 5 (for elementary schools ONLY) - 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 middle school (for middle schools ONLY)

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
Elementary/Middle	Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.10	5.10	5.15	5.20	5.25	5.30
Actual Data				5.10				

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 those who are identified by Grade 5 (for elementary schools ONLY) - 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 middle school (for middle schools ONLY)