





Note: RiverTech Career Center and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2024-2025 to 2028-2029
Upcoming School Year: 2026-2027

School Name:	RiverTech Career Center
SIDN:	2306542
Plan Submission:	School utilizes Cognia
Grade Span:	9-12
District:	Magnolia River School District
Address 1:	2150 Innovation Parkway
Address 2:	
City, State:	West Columbia, SC
Zip Code:	29170
School Renewal Contact Person:	Brandon Carter
School Plan Contact Phone:	803-555-6670
School Plan E-mail Address:	bcarter@magnoliaschools.org

Superintendent		
<u>Dr. Calvin Whitaker</u>		4-25-26
Printed Name	Signature	Date
Principal		
<u>Brandon Carter</u>		4-25-26
Printed Name	Signature	Date
Chairperson, District Board of Trustees		
<u>Evelyn Carrington</u>		4-25-26
Printed Name	Signature	Date
Chairperson, School Improvement Council		
<u>Kendall Price</u>		4-25-26
Printed Name	Signature	Date
School Read To Succeed Literacy Leadership Team Lead		
<u>N/A</u>	<u>N/A</u>	N/A
Printed Name	Signature	Date

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.

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Assurances for School Renewal Plans

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.

	<p>Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))</p>
N/A	<p>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).</p>
N/A	<p>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).</p>
Yes	<p>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.</p>
Yes	<p>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.</p>

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Yes	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
Yes	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
Yes	<p>Collaboration</p> <p>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).</p>
Yes	<p>Developmental Screening</p> <p>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>
N/A	<p>Half-Day Child Development</p> <p>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>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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>
N/A	<p>Parenting and Family Literacy</p> <p>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</p>

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	<p>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>
N/A	<p>Recruitment</p> <p>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</p> <p>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>

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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	Brandon Carter
2.	Teacher	Riley Bennett
3.	Parent/Guardian	Abigail Roberts
4.	Community Member	Alex Hayes
5.	Paraprofessional	Jordan Lee
6.	School Improvement Council Member	Kendall Price
7.	Read to Succeed Reading Coach	N/A
8.	School Read to Succeed Literacy Leadership Team Lead	N/A
9.	School Read to Succeed Literacy Leadership Team Member	N/A
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		

**Add rows as necessary*

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Comprehensive Needs Assessment Data

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.

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

RiverTech History and Overview

RiverTech Career Center, established in 2015, is the Magnolia River School District's hub for Career and Technical Education, offering pathways in Health Science, Information Technology, Advanced Manufacturing, Culinary Arts, and Business Management. Its mission is to prepare students for college and careers through hands-on learning and industry certifications. Currently, 18% of district high school students attend RiverTech, with a student population that is 55% White, 25% African American, 15% Hispanic, and 5% Other.

Student Achievement

RiverTech Career Center maintains a strong record of student success, with 92% of enrolled students completing their chosen pathway. Although 92% of students enrolled complete their chosen pathway, only 48% receive at least one credential upon their graduation year. District End-of-Course (EOC) data over the past three years shows steady improvement: Algebra I scores rose from 40% to 48%, English II from 50% to 52%, Biology I from 48% to 50%, and U.S. History from 40% to 46%. To support achievement, RiverTech offers programs and initiatives such as dual enrollment with Palmetto Technical College, work-based learning internships, and industry certification opportunities including OSHA, ServSafe, and CompTIA.

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EOC 3-year	Average	Highland Grove	Magnolia River	Northgate	Riverstone
Algebra I	48%	47%	53%	53%	39%
English II	52%	56%	53%	48%	51%
Biology I	50%	49%	47%	54%	50%
US History	46%	51%	47%	46%	40%

Teacher/Administrator Quality

RiverTech Career Center demonstrates strong teacher and administrator quality, with 68% of teachers holding advanced degrees and a three-year average teacher retention rate of 91%. Teacher attendance is consistently high at 96%, reflecting strong commitment and stability. Professional development opportunities include the annual CTE Summit, Perkins-funded training sessions, and technology integration workshops, ensuring staff remain current with industry standards and instructional best practices.

School Climate

RiverTech Career Center maintains a positive school climate with a three-year average student attendance rate of 94% and a low suspension rate of 2%, primarily for code of conduct violations. While the three-year average student attendance rate remains at 94%, a consistent year-over-year decline has raised concerns about maintaining engagement and attendance. To foster engagement and support, the center implements initiatives such as Positive Behavior Interventions and Supports (PBIS), a Career Mentorship Program, and an annual Career Expo that connects students with industry professionals and future opportunities.

Attendance	Rate	Highland Grove	Magnolia River	Northgate	Riverstone
2023-2024	89%	90%	86%	89%	91%
2022-2023	95%	95%	98%	97%	90%
2021-2022	98%	96%	100%	100%	96%

Perkins Annual Report Highlights

During the 2023–2024 reporting year, RiverTech Career Center successfully implemented its Perkins plan by expanding access to high-quality Career and Technical Education (CTE) programs across key career clusters, including Health Science, Information Technology, and Advanced Manufacturing. The center focused on strengthening partnerships with local employers and postsecondary institutions, integrating work-based learning opportunities

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such as internships and apprenticeships, and enhancing teacher professional development with an emphasis on industry certifications and instructional technology. Despite these successes, RiverTech faced challenges such as limited transportation access for students in rural areas and difficulty recruiting certified CTE instructors in high-demand fields.

Financially, RiverTech allocated a total of \$320,000 in Perkins funds. Of this, \$150,000 was directed toward program improvement, \$45,000 supported professional development, \$80,000 was used for equipment and technology upgrades, \$25,000 funded support for special populations, and \$20,000 covered administrative costs. These investments were aimed at improving student outcomes and program quality.

Performance data showed that RiverTech met or exceeded targets in most core indicators. Academic skill attainment reached 88% (target: 85%), technical skill attainment was 82% (target: 80%), and postsecondary placement was 78% (target: 75%). However, the graduation rate fell slightly short at 87% (target: 90%), and nontraditional program participation was 28%, just below the 30% target. Completion rates for nontraditional programs were on track at 26% (target: 25%). Disaggregated data revealed gaps in participation among female students in manufacturing programs, highlighting an area for targeted improvement.

To address these gaps and challenges, RiverTech plans to launch outreach campaigns to increase nontraditional participation, partner with local transit authorities to improve student access, and develop mentorship programs to support graduation rates. These efforts reflect RiverTech's commitment to continuous improvement and equitable access to high-quality CTE opportunities.

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Executive Summary of Needs Assessment Data Findings

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.

Student Achievement, including sub-groups
<p>High School (9-12): RiverTech Career Center continues to demonstrate strong student achievement outcomes through its commitment to hands-on learning and industry-aligned instruction. With 92% of students completing their chosen career pathways, the center shows high levels of engagement and success. Over the past three years, district End-of-Course (EOC) scores have steadily improved across core subjects, including Algebra I (from 40% to 48%), English II (from 50% to 52%), Biology I (from 48% to 50%), and U.S. History (from 40% to 46%). RiverTech supports academic growth through dual enrollment opportunities with Palmetto Technical College, work-based learning internships, and access to industry certifications such as OSHA, ServSafe, and CompTIA. These initiatives align with RiverTech’s mission to prepare students for college and careers and reflect its role as a leading provider of Career and Technical Education in the Magnolia River School District.</p>
Teacher/Administrator Quality
<p>RiverTech Career Center maintains a high standard of teacher and administrator quality, contributing to its strong instructional environment. Currently, 68% of teachers hold advanced degrees, and the center boasts a three-year average teacher retention rate of 91%, indicating a stable and experienced faculty. Teacher attendance remains consistently high at 96%, underscoring staff commitment and reliability. Professional development is a priority, with educators participating in the annual CTE Summit, Perkins-funded training, and technology integration workshops. These opportunities ensure that staff remain current with industry trends and instructional best practices, supporting RiverTech’s goal of delivering rigorous and relevant CTE programs.</p>
School Climate
<p>RiverTech Career Center fosters a positive and supportive school climate, as evidenced by a three-year average student attendance rate of 94% and a low suspension rate of just 2. While attendance remains strong, a gradual year-over-year decline has prompted the center to implement targeted engagement strategies. These include Positive Behavior Interventions and Supports (PBIS), a Career Mentorship Program, and an annual Career Expo that connects students with industry professionals and future opportunities. These initiatives are designed to enhance student engagement, promote career readiness, and maintain a safe and inclusive learning environment for all students.</p>

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Performance Goals

Per SBE Regulation 43-261, 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.

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

RiverTech Career Center will increase the number of students obtaining at least one credential upon completion of the program by 40% by Spring of 2029.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Average Baseline	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Percentage of Students Obtaining at Least One Credential	48%	Target: 56% Actual: 53%	Target: 64% Actual: 62%	Target: 72% Actual:	Target: 80% Actual:	Target: 88% Actual:

*Add or delete rows as needed.

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STUDENT ACHIEVEMENT STRATEGY #1

We will focus on improving access to credentialing opportunities, integrating credential pathways into all CTE programs, and providing targeted support to ensure students are prepared and motivated to earn credentials.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Audit all CTE programs to ensure alignment with industry-recognized credentials.	November - May	-CTE Director -Program Coordinators	n/a	n/a	-Completed Audit Report -Credential Map for Each Program
2. Launch a credential awareness campaign and integrate credential planning into student advising sessions.	August – May	-School Counselors -Program Coordinators	\$2,500	Perkins	-Campaign Materials -Advising Logs
3. Provide professional development for instructors on credential exam preparation and integration.	Each June	-Program Coordinators -CTE Administration -CTE Instructors	\$5,000	Perkins, General Funds	-PD Attendance Records -Instructor Feedback -Updated Lesson Plans

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4. Secure funding to cover exam fees and provide transportation to testing sites if needed.	January – May	-Grant Coordinator -CTE Administration	\$10,000/yr	Perkins, Local Grants, Community Partners	-Transportation Logs -Number of Students Receiving Financial Support
5. Collaborate with local employers and colleges to validate credential relevance and offer joint credentialing opportunities.	August – May	-CTE Director -Work-Based Learning Coordinator	n/a	n/a	-Signed Memorandums of Understanding (MOUs) -Number of Joint Credentialing Opportunities Offered
6. Track credential attainment rates quarterly and adjust strategies as needed.	August – May Quarterly	-School Counselors -CT Administration	n/a	n/a	-Quarterly Data Reports -Updated Strategies based on Findings

To add a row, go to the last box and press the tab button.

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Performance Goal Area: Teacher/Administrator Quality*

(*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

RiverTech Career Center will expand its “Professional-in-Residence” initiative by ensuring that each program area hosts at least one industry expert-led experience annually—such as guest instruction, mentorship, or project collaboration—by Spring 2029, to enhance real-world learning and career readiness for all students.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source: Current “Professional-in-Residence” Experiences

Average Baseline	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
0 per program	Target: 1 per program	Target: 2 per program	Target: 3 per program	Target: 4 per program	Target: maintain 4 per program
Automotive Technology	Actual: 1	Actual: 2	Actual:	Actual:	Actual:
Biomedical Science	Actual: 1	Actual: 1	Actual:	Actual:	Actual:
Culinary Arts	Actual: 1	Actual: 3	Actual:	Actual:	Actual:
Digital Art and Design	Actual: 1	Actual: 2	Actual:	Actual:	Actual:
Fire and Rescue	Actual: 1	Actual: 2	Actual:	Actual:	Actual:
Law Enforcement	Actual: 1	Actual: 1	Actual:	Actual:	Actual:
Media Technology	Actual: 0	Actual: 2	Actual:	Actual:	Actual:
Veterinary Science	Actual: 1	Actual: 2	Actual:	Actual:	Actual:
Welding	Actual: 0	Actual: 2	Actual:	Actual:	Actual:

*Add or delete rows as needed.

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TEACHER/ADMINISTRATOR QUALITY STRATEGY #1

We will establish formal partnerships with industry professionals and integrate guest instruction into course schedules.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Identify and prioritize program areas for expertise in residence opportunities.	August - May	-CTE Director -Program Coordinators	n/a	n/a	-List of Prioritized Programs -Needs Assessment Completed
2. Develop partnership outreach materials and contact local industry professionals.	August - May	-Work-based Learning Coordinator	\$1,500/yr	Perkins, General Funds	-Outreach Materials Created -Number of Contacts Made
3. Formalize agreements with professionals for guest instruction or mentorship.	May – August	-District Administration -CTE Director	n/a	n/a	-Signed MOUs -Schedule of Guest Visits
4. Create a rotating calendar of expert visits integrated into course schedules.	August - May	-Program Coordinators -CTE Teachers	n/a	n/a	-Rotating Calendar -Number of Scheduled Sessions

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5. Provide orientation and support for visiting professionals.	July annually	-CTE Administration	\$1,000	Perkins	-Orientation Materials -Feedback from Professionals
6. Monitor participation and impact on student engagement and achievement.	April - June	-CTE Administration -Program Coordinators	n/a	n/a	-Student Surveys -Attendance and Performance Data

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Performance Goal Area: School Climate*

(*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

RiverTech Career Center will increase its student attendance rate by 2% annually by implementing targeted interventions such as attendance monitoring, parent engagement strategies, and student incentive programs, with progress reviewed quarterly to ensure continuous improvement.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Average Baseline	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Student Attendance	89%	Target: 91% Actual: 90%	Target: 93% Actual: 92%	Target: 95% Actual:	Target: 97% Actual:	Target: 99% Actual:

*Add or delete rows as needed.

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SCHOOL CLIMATE STRATEGY #1

We will implement a multi-tiered approach focused on early identification of attendance issues, proactive engagement with families, and positive reinforcement for students.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Establish a weekly attendance tracking system using the student information system.	September - May	-Attendance Clerk -School Administration	n/a	n/a	-Weekly Attendance Reports
2. In coordination with the students' home school, send monthly attendance reports to families and host quarterly attendance workshops.	August - May	-Home School Liaison -School Administration	\$4,000/yr	Perkins	-Monthly Reports -4 Workshops with Attendance Logs
3. Launch a recognition program for students with perfect or improved attendance (e.g., certificates, small rewards, public shout-outs).	Each 9 weeks	-School Counselors -School Administration	\$1,500/yr	Perkins	-Number of Students Recognized -Attendance Improvement

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<p>4. In coordination with the students' home school, develop attendance improvement plans for chronically absent students, including mentorship and counseling.</p>	<p>August – May Ongoing</p>	<p>-School Counselors -Home School Liaison -School Administration -Social Worker</p>	<p>n/a</p>	<p>n/a</p>	<p>-Number of Plans -Reduction in Chronic Absenteeism</p>
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School Renewal Plan Checklist

Are the following complete?	
√	School Renewal Plan Signature Page
√	Assurances for Plan
√	Stakeholder Involvement for Plan
√	Comprehensive Needs Assessment Data
√	Executive Summary of Needs Assessment Data Findings
√	Performance Goal and Action Plan: Area – Student Achievement
√	Performance Goal and Action Plan: Area – School Climate
√	Performance Goal and Action Plan: Area – Teacher/Administrator Quality
Once all boxes are checked, the plan can be submitted.	