



A Great Place To Learn

**Enoree Career and Technology Center
School Portfolio
2013 – 2018
Director: Mike Parris**



Superintendent: W. Burke Royster

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

ENOREE CAREER & TECHNOLOGY CENTER

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (one year)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

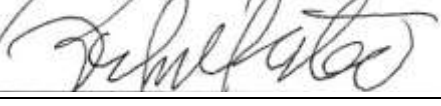
CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

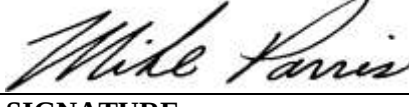
SUPERINTENDENT

Dr. W. Burke Royster		3/23/2016
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Roslyn Foster		3/23/2016
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Michael L. Parris		3/23/2016
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 108 Scalybark Road

Greenville SC 29617

SCHOOL'S TELEPHONE: (864)355-7400

PRINCIPAL'S E-MAIL ADDRESS: mparris@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|------------------|
| 1. PRINCIPAL _____ | Michael Parris |
| 2. TEACHER _____ | Donnie Pearson |
| 3. PARENT/GUARDIAN _____ | Holly Bell |
| 4. COMMUNITY MEMBER _____ | Rebecca McKinney |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Roslyn Foster |
| 6. Read to Succeed Reading Coach _____ | N/A |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | N/A |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>Teacher</u>	<u>Travis Cash</u>
<u>Assistant Director</u>	<u>Andy Laye</u>
<u>Student</u>	<u>Trenton McIntyre</u>
<u>Student</u>	<u>Zyan Rice</u>
<u>Industry Partner</u>	<u>Russell Watson</u>
<u>Guidance Counselor</u>	<u>Jan Janarella</u>

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

- Academic Assistance, PreK–3**
The district 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).
- X **Academic Assistance, Grades 4–12**
The district 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).
- X **Parent Involvement**
The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent 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.
- X **Staff Development**
The district 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*.
- X **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- N/A **Innovation**
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- X **Collaboration**
The district (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).
- Developmental Screening**

The district 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.

Half-Day Child Development

The district 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, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The district 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.

Parenting and Family Literacy

The district 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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

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.

Table of Contents

Title Page	1
SDE Cover Page	2
SDE Stakeholder Involvement Page	3
SDE Assurances	4-5
Table of Contents	6
Introduction	7
Executive Summary	7-13
School Profile	14-18
Mission, Vision and Beliefs	19
Action Plan	20-44
Professional Development Plan	45-46
Technology Plan	47-55

INTRODUCTION

The Enoree Career and Technology Center stakeholders have reviewed and evaluated the center and this portfolio represents the report of the results. In 2013, we were charged with the task of renewing our 5-year plan. Some of our original goals have been realized and are being maintained. Others have been modified to meet the changing needs of our students and advances in technology. The process for development of this self-assessment begins at the start of each 5-year goal period.

Beginning with faculty participation through committees of their choice and expanding to include student, parent, and community partner input through SIC and Program advisory committees the ongoing creation has given all of those involved a chance to reflect on the direction, successes, and needs of our school. Between each 5-year period, the facts of the document are updated annually by the director and guidance counselor and presented for approval to the Faculty, School Improvement Committee (SIC), and Program advisory committees by the director.

Executive Summary

Enoree Career and Technology Center strives to maintain a businesslike work setting so that students may develop the skills necessary to secure and maintain a job when they complete their high school education, or to advance their career to the next step, whatever that step may be. This involves helping students develop a sense of responsibility for his/her actions, respect of co-workers, pride in a job well done, independence in carrying out instructions, and the ability to work as a member of a team. We believe that Career and Technology programs here at Enoree will provide an opportunity for students to develop technical as well as academic skills that will open career doors and provide a foundation for life-long learning.

Enoree Career and Technology Center (ECTC) is a suburban career-technical center located in Northern Greenville South Carolina. Enoree Career and Technology Center serves four of sending high schools and they are Berea, Carolina, Travelers Rest, and Wade Hampton High Schools. Two of the sending high schools are shared with other career centers in the district. Those high schools are Carolina High School that is shared with Donaldson Career Center, and Wade Hampton High School that is shared with J. Harley Bonds Career Center.

Current enrollment (number of students served) at ECTC is 349 students in grades nine through twelve. The student population is 59.0% White, 22.9% African-American, 14.9 % Hispanic and 2.7 % Mixed and .57% Asian. Sixty three percent of ECTC students receive free or reduced lunches and twenty three percent are special needs.

ECTC has a faculty of 13 full time teachers with an average of 8 years' experience. 100 percent of the teaching staff meet or exceed the state definition of highly qualified and 100 percent meet or exceed the federal definition of highly qualified. About 25% percent of the faculty holds advanced degrees.

ECTC houses the Star Academy. The School District of Greenville County Star Academy Program is a dropout prevention and academic acceleration program for 8th graders who have failed one to two years during their educational journey. There are 4 teachers and one administrator in this program. This program currently serves 58 students.

ECTC operates on a block schedule of 90 minutes. Classes are “double blocked” which means that the classes are approximately 180 minutes long. First and second period are referred as the AM classes. Third and fourth period classes are referred as the PM class. Altogether, high school students attend the center (number) minutes each day.

Instructional and organizational priorities are:

- To prepare all students for the next step in their lives. This next step could be the next grade in school, or a two or four-year college, or entry into the workplace.
- Give all students the opportunity to become nationally certified in their chosen course of study.
- To prepare all students to become productive citizens.

Mission

Our mission is to prepare our students to enter post-secondary education or today's workforce.

Vision

As a career center, we strive to instill a lifelong joy of learning in our students. Through instruction for skill development, we endeavor to guide our students to a higher level of maturity, competency, and pride in their work.

Beliefs

We believe:

- students are the purpose for our center.
- everyone, both students and faculty, can learn.

- students must participate in the educational process and be active learners.
- career education will prepare students for the future.
- thinking critically, problem solving, and communicating are part of the educational process.
- instruction will be meaningful, challenging, and relevant.
- resources should be available to ensure the best instruction possible.
- faculty and staff are professional and competent.
- student achievement should be a key consideration in all decisions.

Performance goals and Challenges

- Increase the percentages of CTE students that perform at the proficient level to at least 50% in reading, math and science as measured by the NAEP referenced TCTW Assessment or the Work Keys assessment test.
- Increase, by 30%, the number of students that pass state or national licensure exam or receive certification.
- Work with high schools, and Greenville Tech to annually increase, by 30%, the number of students prepared and qualified to earn dual credit, and receive dual credit.
- Implement a program to embed literacy in all CTE programs
- Increase the student attendance rates thus decreasing the number of students that are denied credit due to attendance issues.
- Increase teacher knowledge in the use of diverse instructional strategies.

Enoree Career and Technology Center Significant Accomplishments

Named “One of the Fifteen Most Improved Technology Centers in the Nation” for 2012-2013 by Technology Centers That Work branch of the Southern Regional Education Board.

Named Palmetto Gold School

2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2013-2014, 2014-2015

Named Palmetto Gold Showcase School 2007-2008

Grants received:

- Anatomy in Clay Grant for Health Science Technology \$4000.00 (2009)
- NATEF Certification/ Equipment Grants for Automotive Technology and Automotive Collision Repair \$40,000 (2009-2010)
- Pilot School for Technology Centers That Work (2008- 2015)
- Walmart Culinary Arts \$500 (2015)
- Firefighters Association \$7500 (2015)
- Advance Ed HVAC \$10,000 (2015)

Student Awards, Organizations and Community Service

Student of the Month: Each instructor will select one Student of the Month beginning in September and continuing through April. This award will be based on the student’s achievement in the instructor’s program. The students’ names will be announced over the school PA system, and their pictures will be mounted on display boards located near the front entrance. They will receive a Student of the Month T-Shirt and a voucher for the school store.

National Technical Honor Society: Students who meet the following criteria are eligible for induction Enoree Career and Technology Center chapter of the National Technical Honor Society:

- Have completed or be enrolled in at least two units of credit at Enoree Career and Technology Center
- Have at least a 3.0 overall grade point average
- Have a 90 or above average in coursework attempted at Enoree Career and Technology Center
- Receive the recommendation of an Enoree Career and Technology Center faculty member

Recommendations are made during the spring semester of each school year.

Honor’s Day is held during the last month of school annually. The purpose of this day is to recognize those deserving students. Awards given include:

1. Outstanding Student Awards (Plaques)
2. Director’s Awards (Certificates)

3. Perfect Attendance Awards (Certificates)
4. Scholarship Awards (Donor Letters)
5. Citizenship Awards (Plaques)
6. The “Enoree Career and Technology Center Overall Most Outstanding Student Award” (Plaque)

The **Outstanding Student Award** is presented to the overall outstanding student in each program. (Selected by Instructor. Only one outstanding student per instructor)

The **“Director’s Award”** is presented to selected students who have improved the most in their program or have overcome obstacles while at this school (Submitted by the Instructor, selected by the Director.)

Perfect Attendance Awards are presented for one-year and two-year perfect attendance. To be eligible, a student must attend Enoree Career and Technology Center for both semesters of the school year. (Selected by Counselor).

Scholarship Awards are presented to those students pursuing post-secondary training within their respective trade area. (Submitted by Instructor, selected by the Scholarship Committee.) At least one scholarship is awarded in each program area.

Citizenship Awards are presented to students who exemplifies service to others, leadership as a positive role model, responsibility, demonstrating respect for others and self discipline.

Enoree Career and Technology Center Overall Most Outstanding Student Award Plaque is presented to a senior who have completed at least four units at Enoree Career and Technology Center. Recipients will be nominated by the instructors and selected by a committee. This award is based on outstanding performance in school related activities, leadership, and citizenship

Skills USA

2014-2015

Power Equipment Technology	11th
Masonry	16th
Nurse Assisting	1st
Automotive Service Technology	20th
Criminal Justice	2nd
Cabinetmaking	2nd

Cosmetology 3rd
Hair Braiding 3rd
Graphic Communications 4th
Collision Repair Technology 5th
Crime Scene Investigation 5th
Diesel Equipment Technology 6th
Crime Scene Investigation 6th
Esthetics 7th
Cosmetology 7th
Esthetics 8th

2013-2014

Ashley Tramel, 1st Place in Criminal Justice (WHHS)
Lindsey Peery, 1st Place in Hair Braiding (Hampton Park Christian School)
Raquel Lozano, 1st Place in Job Interview (WHHS)
Perisha Littlejohn, 1st Place in Job Skill Demonstration A (BHS)
Jessica Evans, 2nd Place in Criminal Justice (BHS)
2nd Place in Criminal Justice Quiz Bowl Team:
Michaela Allen (TRHS), Natalie Mucienko (TRHS), Jessica Evans (BHS), John Christian Boozan (BHS), and Ashley Tramel (WHHS)
Amber Taylor, 2nd Place in Job Skill Demonstration A (BHS)
Courtney Cusson, 2nd Place in Nurse Assisting (TRHS)
Scarlett Moses, 3rd Place in Job Skill Demonstration A (TRHS)
3rd Place in Crime Scene Investigation Team:
John Christian Boozan (BHS), Allen Phares (TRHS), and Natalie Mucienko (TRHS)

2012-2013

Noah Ballenger 2nd place Carpentry
Michael Cantrell 5th Auto Refinishing

Austen Barrett 6th Auto Collision
Kayla Stules 6th Nail Technology
Lindsay Toach 4th Patrol Competition

Enoree was a 100% participation Technology Center.(2007-2010)

2010-2011

Kayla Templeton: 3rd place in SC Skills USA Cosmetology Competition

2009-2010

Justin Reynolds: 3rd place in SC Skills USA Criminal Justice Competition

Enoree's Quiz Bowl team placed 2nd in SC Skills USA Quiz Bowl

Enoree's Promotional Bulletin Board team placed 2nd in SC Skills USA Promotional Bulletin Board Competition

2008-2009

Jonathan Hicks: Greenville County Technology Champion

1st Place in SC Skills USA Automotive Technology Competition

18th Place in National Skills USA Automotive Technology Competition

Enoree Career and Technology Center Student of the Year

Evan Brown: 2nd Place in SC Skills USA Cabinetmaking Competition

2007-2008

Chris Barnett: 1st Place in SC Skills USA Cabinetmaking Competition

23rd Place in National Skills USA Cabinetmaking Competition

2006-2007

Drake Moyd: 3rd Place in SC Skills USA Carpentry Competition

Service Projects:

Enoree Staff : Greenville County United Way Award for increase in giving. (33% increase)

Enoree Staff & Students raised over \$500 and donated 2 boxes of canned goods as well as video games to a needy family at Christmas.

Graphics Program & Enoree Students: Raised over \$600 for Breast Cancer Research

Health Science Technology Program & Enoree Students: Blood drives for The Blood Connection. ECTC has won \$1000 award for top Blood drive for school of its size three years.

SCHOOL PROFILE

Enoree Career and Technology Center (ECTC) is a suburban career-technical center located in Northern Greenville South Carolina. Enoree Career and Technology Center serves four of sending high schools and they are Berea, Carolina, Travelers Rest, and Wade Hampton High Schools. Two of the sending high schools are shared with another career center in the district. Those high schools are Carolina High School that is shared with Donaldson Career Center, and Wade Hampton High School that is shared with J. Harley Bonds Career Center. We also serve students from other area high schools that desire a program of study not offered at their receiving career center.

Current enrollment (number of students served) at ECTC is 349 students in grades nine through twelve. The student population is 59.0% White, 22.9% African-American, 14.9 % Hispanic and 2.7 % Mixed and .57% Asian. Sixty three percent of ECTC students receive free or reduced lunches and twenty three percent are special needs. ECTC has a faculty of 13 full time teachers with an average of 8 years' experience. 100 percent of the teaching staff meet or exceed the state definition of highly qualified and 100 percent meet or exceed the federal definition of highly qualified. About 25% percent of the faculty holds advanced degrees. ECTC houses the Star Academy. The School District of Greenville County Star Academy Program is a dropout prevention and academic acceleration program for 8th graders who have failed one to two years during their educational journey. There are 4 teachers and one administrator in this program. This program currently serves 58 students. ECTC operates on a block schedule of 90 minutes. Classes are "double blocked" which means that the classes are approximately 180 minutes long. First and second period are referred as the AM classes. Third and fourth period classes are referred as the PM class. Altogether, high school students attend the center (number) minutes each day.

Facilities

- Automotive Technology - Internet accessible classroom and state-of-the-art automotive service lab.
- Automotive Collision Repair - Internet equipped portable classroom and state-of-the-art collision repair lab and paint booth.
- Carpentry – Internet accessible portable classroom and two fully equipped woodworking labs.
- Cosmetology - Internet equipped classroom and fully equipped salon lab.
- Culinary Arts- Internet assessable classroom. Lab is housed in a temporary location until additional wing is constructed
- Firefighting - Internet equipped classroom with Internet access.
- Digital Multimedia/Fashion Merchandising - internet equipped classroom/lab combination
- Law Enforcement Services - Internet equipped classroom and fully equipped law enforcement lab with crime scene rooms.
- Occupational Diploma facility - versatile lab with classroom area and 1 Internet accessible portable classroom.
- Laptop Computer Carts – One 16 laptop cart for every two teachers.
- Multipurpose room - 200 person capacity with 5internet access points

ECTC currently offers courses of study in nine cluster areas and one specialized programs. Listed below are the courses offered in each area.

Arts, Audio-Video Technology, and Communications Cluster

- Graphics 1A
- Digital Arts
- Photography / Screen Printing



Marketing Cluster

- Fashion Merchandising



Hospitality and

Tourism Cluster

- Culinary Arts



Architecture and Construction Cluster

- Carpentry 1,2,3,4



Transportation, Distribution, and Logistics Cluster

- Automotive Technology 1,2,3,4
- Automotive Collision Repair 1,2,3,4



Firefighting

- Firefighter 1
- Firefighter 2



Welding

- Welding 1
- Welding 2

Human Services Cluster

- Cosmetology 1A, 1B, 2A, 2B

Law, Public Safety, Corrections, and Security Cluster

- Law Enforcement 1A, 1B,



2A



Specialized Programs:

- Occupational Diploma



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Beliefs

We believe:

- Students are the purpose for our center.
- Everyone, both students and faculty, can learn.
- Students must participate in the educational process and be active learners.
- Career education will prepare students for the future.
- Thinking critically, problem solving, and communicating are part of the educational process.
- Instruction will be meaningful, challenging, and relevant.
- Resources should be available to ensure the best instruction possible.
- Faculty and staff are professional and competent.
- Student achievement should be a key consideration in all decisions.

Instructional and organizational priorities are:

- To prepare all students for the next step in their lives. This next step could be the next grade in school, or a two or four-year College, or entry into the workplace.
- Give all students the opportunity to become nationally certified in their chosen course of study.

TECHNICAL SKILL ATTAINMENT

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

PERFORMANCE GOAL AREA – STUDENT ACHIEVEMENT

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students enrolled in career and technology courses at this Career Center who earn a 2.0 or above on the final course grade (Technical Skill Attainment) from 92.9 % in 2011-12 to 95.4% in 2017-18.

ANNUAL OBJECTIVE: Increase the percentage of students enrolled in career and technology courses at this Career Center who earn a 2.0 or above on the final course grade (Technical Skill Attainment) by .5 % annually.

DATA SOURCE(S): SDE Career Center Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	93.4%	93.9%	94.4%	94.9%	95.4%
Actual Performance	92.9%	91.9%	93.4%	91.1%			

2012-13 Accountability Manual

Mastering core competencies or certification requirements: The percentage of students enrolled in career and technology courses at the center who pass the certification or licensure examinations taken. For those students enrolled in curriculum areas in which certification or licensure examinations are not currently offered, the Mastery criterion is the percentage who earn a 2.0 or above on the final course grade. Under this system, each student will count once through his/her certification or licensure examination, or the GPA of 2.0 earned in the CATE courses. Students are to be assessed on the competencies identified in the adopted syllabi or specified for certification programs (e.g. FAMS). This factor applies to any career and technology course in the center. This criterion is weighted at twice the value of other criteria (50%).

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Each teacher will complete a grade distribution sheet at the end of the 9 weeks grading period. Reasons must be given for students who receive any grade below 2.0. The teacher, student and administration will create an improvement plan for the student.	<u>2013- 2018</u>	<u>Guidance</u>	\$0	<u>N/A</u>	<u>Final grade distribution sheets</u>
Any student who receives grade below a C on first progress report grade will spend break time each day re-doing unsatisfactory work until grade is C or higher.	<u>2014- 2018</u>	<u>Teachers</u>	\$0	<u>N/A</u>	<u>Final grade distribution sheets</u>

GRADUATION RATE

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the graduation rate as defined and calculated by the SDE from 86.3 % in 2011-12 to 91.3% in 2017-18.

ANNUAL OBJECTIVE: Increase the graduation rate as defined and calculated by the SDE by 1 % annually from 2013-14 through 2017-18.

DATA SOURCE(S): SDE Career Center Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	87.3	88.3	89.3	90.3	91.3
Actual Performance	86.3%	97.5%	98.3%	97.6%			

2012-13 Accountability Manual

Center 12th Grade Graduation Rate: The number of twelfth-grade career technology education students who graduate in the spring is divided by the number of twelfth graders enrolled in the center and converted to a percentage. This criterion incorporates passage of the Exit Examination required for graduation. This criterion is weighted 25%.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
To ensure students attend school and graduate the following attendance intervention procedures will be followed: After 3 total absences the CTE teachers will call or e-mail the student's parents and enter it in IMS. After 5 total absences the Attendance Clerk will mail a letter to parents notifying them of the absences and attendance requirements to receive credit. After 5 Unexcused absences the Guidance Counselor and/or Administration will hold a conference with parents and student.	<u>2013-2018</u>	<u>Guidance, Attendance Clerk & Director</u>	\$0	<u>N/A</u>	<u>Attendance totals, Final grade distribution sheets, Documentation of parent contacts in IMS.</u>
Students who are one or more units behind on graduation units will be encouraged to explore options such as Twilight School or Virtual School.	<u>2014-2018</u>	<u>Guidance Counselor</u>	\$0	<u>N/A</u>	<u>Documentation of student conference</u>

PLACEMENT RATE

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the Placement Rate from 94.1 % in 2011-12 to 96.6% in 2017-18.

ANNUAL OBJECTIVE: Increase the Placement Rate by .5% annually.

DATA SOURCE(S): SDE Career Center Report Card; Quality Review Measures document; EEDA & SDE reports

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	94.6%	95.1%	95.6%	96.1%	96.6%
Actual Performance	94.1%	94.7%	98.5%	99.4%			

2012-13 Accountability Manual

Placement Rate: The number of career and technology completers who are available for placement in postsecondary instruction, military services, or employment is divided into the number of students over a three-year period who are actually placed and converted to a percentage. This criterion mirrors the Perkins standard. This criterion is weighted 25%.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Students will complete a Senior Survey which will give the career center data on the student's plans after graduation as well as their latest contact numbers and e-mail addresses from the students, parents and relatives which could assist the school in obtaining placement information on each student.	<u>2013-2018</u>	<u>Guidance</u>	\$0	<u>N/A</u>	<u>Placement Reports</u>
Director will contact and visit local business and industries to increase the understanding of what Enoree CTC offers as well as increasing the number of work based learning opportunities for all students.	<u>2014-2018</u>	<u>Director</u>	\$0	<u>N/A</u>	<u>Documentation of industry visits, Placement Reports</u>
Each CTE Program Advisory Committee will explore ways to increase the number of business and industry members actively serving on their committee. A school wide CTE Program Advisory Committee Kickoff meeting will be held in the evening with program advisory meetings to follow later that evening.	<u>2014-2018</u>	<u>Director</u>	\$750	<u>Local Funds</u>	<u>Documentation of CTE Program Advisory Committee Meeting, Placement Reports</u>

ENROLLMENT

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the enrollment from 506 in 2011-12 to 531 in 2017-18.

ANNUAL OBJECTIVE: Increase the enrollment by 5 annually.

DATA SOURCE(S): PowerSchool

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	511	516	521	526	531
Actual Performance	506	586	566	462			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Have teachers from feeder HS visit the career center for tour. Groups will be broken down by subject area and career center teachers will explain how the academic subject area the HS teachers teach is applied in their program.	TRHS:13- 14 BHS: 14- 15 WHHS: 15-16 CHS: 16- 17	<u>Guidance</u>	\$0 Unless there is a cost for transportation	<u>N/A</u>	<u>Exit survey</u> <u>Increase of % of each feeder HS students enrolling in Career center classes</u>
Pair HS academic teachers and ECTC teachers together to work on joint lesson plans. ECTC teachers will go to the HS academic classes and teach how academic class is applied in the real world.	TRHS:13- 14 BHS: 14- 15 WHHS: 15-16 CHS: 16- 17	<u>Director</u>	\$0 Unless there is a cost for transportation	<u>N/A</u>	<u>Survey of students after lesson or unit is taught.</u> <u>Increase of % of each feeder HS students enrolling in Career center classes</u>
Expand Middle School tours or have a Middle School career Day	<u>13-14 to 17-18</u>	<u>Guidance</u>	cost for transportation	<u>Perkins</u>	<u>Increase of % of each feeder HS students enrolling in Career center classes</u>

PROFESSIONAL DEVELOPMENT

PERFORMANCE GOAL AREA – TEACHER/ADMINISTRATOR QUALITY

Provide staff development opportunities related to Perkins standards, Quality Review Measures (QRM), EEDA legislation & District initiatives.

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the number of staff development hours relevant to CTE topics from 14 in 2011-12 to 19 in 2017-18.

ANNUAL OBJECTIVE: Increase the number of staff development hours relevant to CTE topics by 1 annually from 2013-1 through 2017-18.

DATA SOURCE(S): Perkins, QRM, EEDA

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	15	16	17	18	19
Actual Performance	14	21	21	20			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Survey instructors concerning what relevant CTE staff development they would like to receive	<u>yearly</u>	<u>Director, IC</u>	\$0	<u>N/A</u>	<u>Survey</u>
Director, Guidance Counselor and Special Needs Teacher will receive administrative rights to place staff development on the portal for teachers. Director, Guidance Counselor and Special Needs Teacher along with other district personnel will conduct at least one staff development activity per month.	<u>yearly</u>	<u>Director, IC, Guidance Counselor and Special Needs Teacher</u>	\$1000/year	<u>Supply funds</u>	<u>Documentation of hours from portal.</u>

PARENT SATISFACTION – LEARNING ENVIRONMENT

PERFORMANCE GOAL AREA – SCHOOL CLIMATE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 66.7 % to 76.7 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of parents who are satisfied with the learning environment by _____% each year.

DATA SOURCE(S): SDE School Report Card Survey results

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	68.7%	70.7%	72.7%	74.7%	76.7%
Actual Performance	66.7%	87.6%	86.3%	94.0%			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Display student work outside each classroom/lab on the bulletin boards in the hall. Display pictures of students working in each program in the halls near each program as well as in the front entrance and in the auditorium.	<u>2013-2018</u>	<u>Director, Guidance Counselor, Graphic Arts Instructor</u>	\$500	<u>Local Funds</u>	<u>Photos of displays</u>
Revise the Center's Web Page to display information about programs at the center. Display student work and projects as well as course descriptions and contact information. Update the website frequently to highlight events and special projects in each program at the career center.	<u>2013-2018</u>	<u>Director, Webmaster, Guidance Counselor</u>	\$0	<u>N/A</u>	<u>Print out of schools website</u>
Create a promotional video that highlights all programs at the center and its accomplishments. Send the video to all feeder high schools and middle schools. The video will also be posted on the centers web page.	<u>2014</u>	<u>Director, IC, Guidance Counselor, GCS Video Production Dept.</u>	\$250	<u>Local funds</u>	<u>Copies of Video</u>
Send letter to invite all parents to events at the center, to serve on SIC committee and to visit the school.	<u>2013-2018</u>	<u>Director, Guidance Counselor</u>	\$100	<u>Supply funds</u>	<u>Copy of letters and newsletters</u>

Send periodic newsletters to students and parents notifying them of safety improvements at the school as well as new and innovative equipment in the programs at the career center. This information will also be posted on the School's website.					
The Career Center will use School Messenger to call parents to inform them of events occurring at the Career Center. Teachers can use School Messenger to call the parents of their students to inform them of events in their classes	<u>2013-2018</u>	<u>Director, Guidance Counselor</u>	\$0	<u>N/A</u>	<u>Print out from School Messenger</u>

STUDENT SATISFACTION – LEARNING ENVIRONMENT

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 92.0 % to 94.5 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of students who are satisfied with the learning environment by .5 % each year.

DATA SOURCE(S): SDE School Report Card Survey results

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	92.5%	93.0%	93.5%	94.0%	94.5%
Actual Performance	92.0%	92.7%	87.3%	97.0%			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Display student work outside each classroom/lab on the bulletin boards in the hall. Display pictures of students working in each program in the halls near each program as well as in the front entrance and in the auditorium.	<u>2013-2018</u>	<u>Director, Guidance Counselor, Graphic Arts Instructor</u>	\$500	<u>Local Funds</u>	<u>Photos of displays</u>
Revise the Center's Web Page to display information about programs at the center. Display student work and projects as well as course descriptions and contact information. Update the website frequently to highlight events and special projects in each program at the career center.	<u>2013-2018</u>	<u>Director, Webmaster, Guidance Counselor</u>	\$0	<u>N/A</u>	<u>Print out of schools website</u>
Create a promotional video that highlights all programs at the center and its accomplishments. Send the video to all feeder high schools and middle schools. The video will also be posted on the centers web page.	<u>2014</u>	<u>Director, IC, Guidance Counselor, GCS Video Production Dept.</u>	\$250	<u>Local funds</u>	<u>Copies of Video</u>
Each student who enrolls in the center will receive an ECTC program t-shirt. Programs will have students	<u>2014-2018</u>	<u>Director, Guidance Counselor,</u>	\$2000	<u>Local/Supply funds</u>	<u>Photo of the t-shirts</u>

wear their program shirts on an announced day.		<u>Graphic Arts Instructor</u>			
In addition to selecting a student of the month for each program, one outstanding student of the month will be highlighted each month. The students name will be on the sign in front of the school, and they will be featured on the school's web page.	<u>2013-2018</u>	<u>Director, Guidance Counselor</u>	\$0	<u>N/A</u>	<u>Print out from Webpage and photo of school sign</u>
Each semester the Director will meet with student representatives in a "student focus group" to discuss ways to improve school environment and to get the students ideas on how to improve our school.	<u>2013-2018</u>	<u>Director, Guidance Counselor</u>	\$0	<u>N/A</u>	<u>Minutes from student focus group meetings</u>
Each semester the career center will survey all students concerning ways to improve the school environment.	<u>2013-2018</u>	<u>Director, Guidance Counselor</u>	\$0	<u>N/A</u>	<u>Data from surveys</u>

TEACHER SATISFACTION – LEARNING ENVIRONMENT

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 94% or higher from 2013 to 2018.

ANNUAL OBJECTIVE: Maintain the percent of teachers who are satisfied with the learning environment at 94% or higher each year.

DATA SOURCE(S): SDE School Report Card Survey results

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		x	94% or higher	94% or higher	94% or higher	94% or higher	94% or higher
Actual Performance	100%	100%	92.9%	93.0%			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
School Environment is to be discussed during the first faculty meeting of each month. Ideas for improving school safety will be researched and changes will be made if feasible.	<u>2013- 2018</u>	<u>Director</u>	\$0	<u>N/A</u>	<u>Minutes from faculty meetings</u>

PARENT SATISFACTION – SCHOOL SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who feel the school is safe from 75.0% to 80.0 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of parents who feel the school is safe by 1 % each year.

DATA SOURCE(S): SDE School Report Card Survey results

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	76%	77%	78%	79%	80%
Actual Performance	75.0%	80.2%	82.3%	83.0%			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Revise the Center's Web Page to display information about programs at the center. Display student work and projects as well as course descriptions and contact information. Update the website frequently to highlight events and special projects in each program at the career center.	<u>2013-2018</u>	<u>Director, Webmaster, Guidance Counselor</u>	\$0	<u>N/A</u>	<u>Print out of schools website</u>
Send letter to invite all parents to events at the center, to serve on SIC committee and to visit the school. Send periodic newsletters to students and parents notifying them of safety improvements at the school as well as new and innovative equipment in the programs at the career center. This information will also be posted on the School's website.	<u>2013-2018</u>	<u>Director, Guidance Counselor</u>	\$100	<u>Supply funds</u>	<u>Copy of letters and newsletters</u>
The Career Center will use School Messenger to call parents to inform them of events occurring at the Career Center. Send out a message at the beginning of the semester to	<u>2013-2018</u>	<u>Director, Guidance Counselor</u>	\$0	<u>N/A</u>	<u>Print out from School Messenger</u>

inform parents that the School Messenger system will be used to inform them if an emergency occurs.					
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STUDENT SATISFACTION – SCHOOL SAFETY

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 91.8 % to 94.3 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually increase the percent of students who feel safe at school during the school day by .5 91.8_% each year.

DATA SOURCE(S): SDE School Report Card Survey results

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	92.3%	92.8%	93.3%	93.8%	94.3%
Actual Performance	91.8%	86.4%	87.0%	89.0%			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Teachers will review over all safety procedures during the first weeks of each semester. Drills will be held periodically during the semester	<u>2013-2018</u>	<u>CTE Teachers, Director</u>	0	<u>N/A</u>	<u>Dates of all drills</u>
Each semester the Director will meet with student representatives in a "student focus group" to discuss ways to improve school safety and to get the students ideas on how to improve our school.	<u>2013-2018</u>	<u>Director, Guidance Counselor</u>	\$0	<u>N/A</u>	<u>Minutes from student focus group meetings</u>
Each semester the career center will survey all students concerning ways to improve the school safety.	<u>2013-2018</u>	<u>Director, Guidance Counselor</u>	\$0	<u>N/A</u>	<u>Data from surveys</u>

TEACHER SATISFACTION – SCHOOL SAFETY

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are feel safe at school during the school day at 94% or higher from 2013 to 2018.

ANNUAL OBJECTIVE: Maintain the percent of teachers who feel safe at school during the school day at 94% or higher each year.

DATA SOURCE(S): SDE School Report Card Survey results

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		x	94% or higher	94% or higher	94% or higher	94% or higher	94% or higher
Actual Performance	100%	100%	100%	100%			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
School Safety is to be discussed during the first faculty meeting of each month. Ideas for improving school safety will be researched and changes will be made if feasible.	<u>2013-2018</u>	<u>Director</u>	\$0	<u>N/A</u>	<u>Minutes from faculty meetings</u>

Enoree Career and Technology Center Technology Plan 2011-2016



Snapshot of Current Technology Use in School

The administration, faculty, and staff at Enoree Career and Technology Center currently use technology on a daily basis. The faculty is also actively engaged in professional development to achieve technology proficiency goals of our district, state, and school.

- *72% of teacher are in the process of or have taken the course Intel Teach to the Future. The other 28% are new teachers completing the Direct Program.*
- *Faculty and Staff use email daily as a form of interschool communications and as communication with parents and staff from our feeder schools.*
- *Instructors use the computer labs or computers in classrooms to guide students in using the WIN remediation software on a weekly basis.*
- *Instructors regularly attend technology based in-service sessions including training topics such as website creation/maintenance; email usage, PowerTeacher, WIN training and many other teacher/classroom technology uses.*
- *Many classes use software specific to their particular programs.*

Quick Facts (figure 1.1):

Number of Students Served:
544

Number of Staff: 22

13 Teachers

2 Instructional Aides

1 Guidance Counselor

1 Director

2 Support Staff

3 Custodians

*Number of Classrooms with
Interactive White Boards:* 0

Number of Computer Labs: 1

Number of Laptop Labs: 1

SCHOOL PROFILE

Enoree Career and Technology Center (ECTC) is a suburban career-technical center located in Northern Greenville South Carolina. Enoree Career and Technology Center serves four of sending high schools and they are Berea, Carolina, Travelers Rest, and Wade Hampton High Schools. Two of the sending high schools are shared with another career center in the district. Those high schools are Carolina High School that is shared with Donaldson Career Center, and Wade Hampton High School that is shared with J. Harley Bonds Career Center. We also serve students from other area high schools that desire a program of study not offered at their receiving career center.

Current enrollment at ECTC is approximately 544 in grades nine through twelve. The student population is 54% White, 27% African-American 17% Hispanic and 2 percent Other. Enoree's enrollment is 48% female and 52% male. Fifty eight percent of ECTC students receive free or reduced lunches and twenty three percent are special needs.

ECTC has a faculty of 15 full time teachers and 1 part time teacher with an average of 10.9 years teaching experience and an average of 19.8 years experience in the field they teach. 79 percent of the teaching staff meet or exceed the state definition of highly qualified and 79 percent meet or exceed the federal definition of highly qualified. About 38 percent of the faculty holds advanced degrees.

ECTC houses the Star Academy. The School District of Greenville County Star Academy Program is a dropout prevention and academic acceleration program for 8th graders who have failed one to two years during their educational journey.

ECTC operates on a block schedule of 90 minutes. Classes are "double blocked" which means that the classes are approximately 180 minutes long. First and second period are referred as the AM classes. Third and fourth period classes are referred as the PM class. Altogether, high school students attend the center (number) minutes each day.

Facilities

- Automotive Technology - internet accessible classroom and state-of-the-art automotive service lab.

- Automotive Collision Repair - internet equipped portable classroom and state-of-the-art collision repair lab and paint booth.
- Carpentry – internet accessible portable classroom and two fully equipped woodworking labs.
- Cosmetology - internet equipped classroom and fully equipped salon lab.
- Early Childhood Education - internet assessable classroom/lab combination
- EMS/Sports Medicine/Pharmacology - internet equipped classroom and fully equipped lab with internet access.
- Web Design/Fashion Merchandising - internet equipped classroom/lab combination
- Health Science Technology/ Gerontology - internet assessable classroom/lab combination.
- Law Enforcement Services - internet equipped classroom and fully equipped law enforcement lab with crime scene rooms.
- Occupational Diploma facility - versatile lab with classroom area and 1 internet accessible portable classroom.
- Work Keys/Computer Lab – 20 internet equipped student computer workstations. One internet equipped teacher workstation.
- Multipurpose room - 200 person capacity with two internet access points

Not all classrooms have sufficient internet access points or computers for student use. All classrooms and/or offices have internet accessible teacher computers.

ECTC currently offers courses of study in nine cluster areas and one specialized programs. Listed below are the courses offered in each area.

Arts, Audio-Video Technology, and Communications Cluster

- Graphics 1A
- Digital Arts
- Photography / Screen Printing

Marketing Cluster

- Fashion Merchandising
- Sports Marketing

Hospitality and Tourism Cluster

- Culinary Arts

Architecture and Construction Cluster

- Carpentry 1A, 1B, 2A, 2B

Transportation, Distribution, and Logistics Cluster

- Automotive Technology 1A, 1B, 2A, 2B
- Automotive Collision Repair 1A, 1B, 2A, 2B

Health Science Cluster

- Health Science Technology 1A,
- Sports Medicine 1, 2
- Emergency Medical Services
- Pharmacology

- Gerontology

Education and Training Cluster

- Early Childhood Education 1A, 1B, 2A, 2B

Human Services Cluster

- Cosmetology 1A, 1B, 2A, 2B

Law, Public Safety, Corrections, and Security Cluster

- Law Enforcement 1A, 1B, 2A

Specialized Programs:

- Occupational Diploma

Technology Dimensions Overview

Note: If you struggle to describe what good technology integration would look like in action, begin by describing what good teaching would look like in action. Focus on describing the kind of teaching that supports your school's mission, vision statements and core principles. The point is to paint a picture of the learning environments that you hope to create. Once defined, digital solutions that make the work of students more effective and efficient can be quickly identified.

- Tech Dimension 1: Learners and their Environment

Enoree Career Center will provide students with technology to enrich their learning environment and improve academic achievement.

- Tech Dimension 2: Curriculum and Instruction

Enoree Career Center will provide curriculum development to enhance the competency of the teachers with the integration of technology to increase student achievement

- Tech Dimension 3: Professional Development

Enoree Career Center will provide professional development to instructors to strengthen their knowledge of technology instruction; based on individual needs to increase student achievement.

Goal 1: *In order to better prepare career and technology students to enter the next level, our center will use current and emerging technologies to ensure academic and skill success of every student.*

OBJECTIVES:

1. Provide the technology necessary to engage students in the learning process.

Tech Dimension	Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
Learners and the Environment	1-1.1	Provide all classrooms with Promethean Boards in order to engage students	Use Refresh funding to purchase PBs and provide training	Refresh, General Fund, Grants	14 classrooms with Promethean Boards
Curriculum and Instruction	1-1.2	Teachers will use the Promethean Boards as a tool to engage students in the learning process	Provide teachers with resources and training to effectively use the PB's in the classroom	IT Consultants, T&L Consultants, Master teachers	Observation of student engagement and interaction with the PBs during walk-throughs and formal observations.
Professional Development	1-1.3	Provide ongoing workshops in technology to increase the technology level and rigor of teachers	Create, edit, and review PD with IT on a yearly basis using the most current technology available for the 21st century learner		Surveys from Workshops based on usefulness in the classroom. PAS-T Notebooks containing workshops and proof of certification

2. Promote technology integration throughout the curriculum to improve instruction, engagement, skill preparation and achievement.

Tech Dimension	Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
Learners and the Environment	1-2.1	Provide students access to 21st Century tools (web 2.0) with the goal of using them appropriately in a variety of situations	Maintain a minimum ratio of 1:4 computers	Refresh, General Fund, Grants	Number of teachers utilizing web 2.0 tools in their lesson plans and student projects incorporating web 2.0 tools
Learners and the Environment	1-2.2	Students will utilize on-line instruction in WIN, NCCER, ProStart, Emergency Medical Responses, Emergency Dispatch and Cosmetology.	Acquire advanced computer systems and software	Refresh, Carl Perkins, General Fund	100% of students would receive certifications and or licenses in the courses where available.
Learners and the Environment	1-2.3	Students will utilize current and immerging technology including instructional software.	Teachers will use computers with the capacity to run current software programs to enhance instruction in all classes. SkillsUSA, HOSA software will also be used to prepare students for competitions.	Refresh, General Funds, Carl Perkins	Teachers will incorporate current and immerging technology into lesson plans and will monitors student success rates.
Curriculum	1-2.4	Teachers will use a	Use Curriculum	IT Consultants,	Review and Evaluation of

and Instruction		variety of resources to plan lessons that integrate technology	Connection and web resources for teachers	T&L Consultants, Master teachers	lesson plans to ensure the integration of technology
Curriculum and Instruction	1-2.5	Instructors will be provided laptop computers based on their instructional needs.	Teachers laptops will be supplied through Technology Refresh	Technology Refresh	Review lesson plans and workshop/conference agendas.
Curriculum and Instruction	1-2.6	Instructors will be provided with the use of a Promethean Board, computer lab access or laptop cart based on their instructional needs and in-service attendance.	Technology Refresh will afford ECTC the opportunity to update a computer lab with desktop computers and Promethean Board. Laptop carts will be supplied through Tech Refresh as well.	Technology Refresh	Review checkout sheets for use of computer lab, laptop carts and Promethean Board. Review lesson plans.
Professional Development	1-2.7	Observe teachers and evaluate teachers on technology integration effectiveness	Provide staff members to observe teachers during instructional audits in the		Walk-throughs and observations on the effective integration of technology in the classroom

Needs/Wants List

Tech Equipment Need	Quantity Needed	Justification	Priority (5 = High)	Comments/Notes
Teacher Laptops with Docking Station	13	Required	5	

Administrator Laptops	2	Required	5	
Administrator Desktops	2	Required	5	
Project Lead the Way Laptop	1	Required to run Adobe Software suite and School Web Site	5	
Project Lead the Way Student Desktops	16	Requirement for running Adobe Software for Web Design	5	
Wireless Access Points	6	Requirement for teachers to use laptops for instruction in the classroom.	5	
Student Laptops	36	Requirement for technology integration in the classroom. These laptops will be located on a cart.	5	
Laptop Cart (32)	2	Used for portable laptop lab	5	
Laptop Cart (16)	2	Used for portable laptop lab	5	
Promethean Boards	14	1-1.1 Provide all classrooms with Boards in order to engage students	2 – Promethean Boards = 5 12 – Promethean Boards = 3	Purchase yearly in order to achieve goal of every classroom having Promethean Board
Active expressions	14	1-2.3	2 – Promethean Boards = 5 12 – Promethean Boards = 3	
Net Support Software	3 classrooms or site license	Assist instructors in monitoring student computer use and to enhance teacher instruction.	5	
Digital cameras	13	Instructors use for demonstration purpose and	5	

		student portfolios.		
Video Cameras	2	Instructor Demonstration	5	
Hue HD Web Cam	15	Instructor Demonstration	5	
Scanner	14	Instructors use to copy student work for electronic portfolios, copy and send documents, etc.	3	
I pads	14	One for every instructor for classroom practical Applications	2	
Wireless Keyboard/Mouse bundle	14	Entering grades and attendance on teacher computers. Instructor demonstration.	5	
Speaker system for laptop/ LCD projector system	13	Instructors use for demonstration purpose and student portfolios presentations	5	



