



Let's get to work!

**School Portfolio
2018-19 through 2022-23
Brana Patterson Myers, Director**



Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Enoree Career Center

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (*one year*)


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.

SUPERINTENDENT

Dr. W. Burke Royster		8/15/2018
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Brana P. Myers		8/16/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kevin Ward		8/16/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

N/A	N/A	N/A
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 108 Scalybark Rd, Greenville, SC 29617

SCHOOL TELEPHONE: (864) 355-7400

PRINCIPAL E-MAIL ADDRESS: bmyers@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 _____ | Brana Myers _____ |
| 2. TEACHER _____ | Holly Bell _____ |
| 3. PARENT/GUARDIAN _____ | Amy Lemons _____ |
| 4. COMMUNITY MEMBER _____ | Brenda Benton _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Kevin Ward _____ |
| 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>
_____	Assistant Principal – Tracy Cooper _____
_____	Counselor – Jan Janarella _____
_____	Work-Based Learning Coordinator – Mary Hanna _____
_____	Community Member – Russell Watson _____
_____	Community Member – Curt Shockley _____
_____	Teacher – Ronardo Bowser _____
_____	Teacher – Travis Cash _____

***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 the plans are aligned.

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INTRODUCTION

The Enoree Career Center stakeholders have reviewed and evaluated the center and this portfolio represents the report of the results. In 2018, 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 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, assistant director, and counselor and presented for approval to the Faculty, Leadership Team, School Improvement Committee (SIC), and Program advisory committees by the director.

EXECUTIVE SUMMARY

Student Achievement: Student achievement stands as the main focus at Enoree Career Center. Students are assessed formally through both classroom and practical grades, and follow the district's guidelines for grade weighting and reporting. In addition to formal grades, students are also assessed through skills and technical assessments that measure learning and achievement through observable performance within the curriculum. End of course technical assessments, WorkKeys scores, and co-op/internship job performance are also measured, analyzed and monitored as a student participates at Enoree. Placement data, SkillsUSA results, work-based learning experiences, certifications, licensure data, completer status, final GPAs, and graduation rate also provide insight to the success of ECC students. Ultimately, student achievement is measure by his/her employability and College/Career readiness upon graduation.

Teacher/Administrator Quality: All teachers at Enoree Career Center possess industry-level, first-hand experience in their field. That expertise, coupled with teacher education courses and professional development, allow ECC teachers to provide solid academic instruction and to facilitate lab and on-site job training that mimics the workplace. Teachers participate in courses and in-service sessions in order to keep teaching credentials current through the South Carolina State Department of Education. Additionally, teachers maintain business partner relationships with SIC members, advisory members, higher education members, and other community members in order to stay abreast of the latest industry standards, requirements, and technology.

Administrators and support personnel such as the school counselor and special education support specialists at ECC hold SC SDE credentials required for such positions.

School Climate: The school population is diverse and reflects the individual personalities of the four feeder schools Enoree serves. That diversity contributes to the professional atmosphere of the school and helps to best provide a business-like learning environment for students. Students complete applications in order to attend Enoree Career Center, which proves them to be highly motivated learners who already have some idea of career choice or focus. Safety and professional conduct are priorities, and students are purposefully taught “soft skills” that promote good citizenship while at school and beyond.

Challenges: There are several factors that prove to be challenges for Enoree Career Center:

- No on-site nurse or health professional, despite the fact that students work around and with machinery and tools.
- No on-site instructional coach, despite the fact that most CTE teachers come from backgrounds other than teacher education programs.
- No on-site SRO, despite the fact that all middle and high schools have one. ECC relies on roving Greenville County deputies in the case of emergency or the need for law enforcement.
- The district’s Satellite Diploma Program is unrelated to the career center mission, but is housed within our facility, using classroom and shop space that could be used for career center-related programs.
- Low enrollment in some programs, along with over-enrollment in others.
- Poor enrollment in second-year classes, due in part to students being eligible for early dismissals during their senior year.
- Lack of effective communication between feeder high schools and Enoree Career Center.
- A lack of resources to promote and advertise ECC to potential students, their families, and community.
- The difficulty in finding qualified instructors and being able to provide competitive salaries that would encourage them to consider a career in teaching.

Accomplishments: Enoree Career Center has a long history of success among students and teachers.

School-wide Recognitions

- Palmetto Gold School
- SkillsUSA – Total Participation School
- Grants received:
 - NATEF
 - Walmart Culinary Arts
 - South Carolina Firefighters Association
 - Gene Haas Foundation
 - South Carolina Mechanical Contractors Association

Student Recognitions

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 3.2 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.

Honors 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. The **Outstanding Student Award** is presented to the overall outstanding student in each program. (Selected by Instructor. Only one outstanding student per instructor)
2. **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.
3. **CTE Student of the Year Representative** 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
4. **Technical Competition Awards – see below**

Technical Competition Awards: Students are encouraged to participate in competitions that showcase their technical skills and abilities that have been developed through Career and Tech Education. Most recently, Enoree students have participated in the following: Pro-Start Culinary Competition, District Culinary Competition, AWS Welding Competition, and SkillsUSA. Enoree has had many state winners at SkillsUSA, sending several students to the SkillsUSA National Conference and Competition held annually in Louisville, Kentucky.

Service Projects: Enoree Career Center students and faculty participate annually in various service projects and community events, including a blood drive for the Carolina Blood Connection, a fundraiser (\$650 raised) for the Leukemia/Lymphoma Society of South Carolina, and a canned food drive (700+ food items) for The Berea Reaching Center, a local food pantry that serves our immediate area.

SCHOOL PROFILE

Enoree Career Center strives to maintain a learning environment that mimics industry and workplace settings that correlate to our programs. This kind of learning environment is necessary 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 level. 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 and academic skills that will open career doors and provide a foundation for life-long learning.

Enoree Career Center (ECC) is a suburban career-technical center located in Northern Greenville, South Carolina. Enoree Career Center serves four feeder high schools within Greenville County: Berea, Carolina, Travelers Rest, and Wade Hampton High Schools.

Enrollment for 2017-18 (number of students served) at ECC was 290 students in grades nine through twelve. The subgroups of the ECC student body largely reflect the subgroups found in each of the feeder schools we serve. The student attendance on the 2017 state report card was 96%.

ECC has a faculty of thirteen full time teachers with an average teaching experience of eight years. One hundred percent of the teaching staff meet or exceed the state definition of highly qualified and one hundred percent meet or exceed the federal definition of highly qualified. None of the teaching faculty hold advanced degrees; however, most have extensive industry experience in their field of instruction. Most have been certified through alternative certification programs like DIRECT and PACE.

ECC also provides classroom space for the district’s Satellite Diploma Program. This is a drop-out initiative funded separately from the career center. This program includes a site facilitator, administrator, and a faculty of certified teachers maintain a rotating schedule around other SDP programs in Greenville County. The number of students served by the SDP varies throughout the year as students must be referred by their home high school for admission and are dismissed when coursework is completed.

ECC 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.

ECC offers courses of study in seven career clusters and one specialized program:

Cluster	Courses Offered
Arts, Audio-Video Technology, and Communications	Graphics 1 and 2
Hospitality and Tourism	Culinary Arts 1 and 2
Architecture and Construction	Building Construction 1 and 2
Transportation, Distribution, and Logistics	Automotive Technology 1 and 2; Automotive Collision Repair 1 and 2
Law, Public Safety, Corrections, and Security	Law Enforcement 1 and 2; Firefighting 1 and 2
Human Services	Cosmetology 1 and 2
Manufacturing	Welding Technology 1 and 2; Machine Tool Technology 1 and 2
Specialized Programs	Career Exploration and Financial Literacy

MISSION, VISION, BELIEFS

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.

DATA ANALYSIS AND NEEDS ASSESSMENT

Link to SDE Career Center Report Card = <https://ed.scgov/data/report-cards/>

Student Achievement Needs Assessment

- Technical Skills Attainment = 92.9%
- Graduation Rate = 100.0%
- Placement Rate = 97.6

Teacher /Administrator Quality

ENOREE CAREER CENTER PROFESSIONAL DEVELOPMENT CALENDAR 2017-2018

Date	Time	Presenter	Description	Points
August 15	1:00 – 3:00	Brenda Benton	Building a School...the first few days, and the impact and influence of effective teaching.	2
August 17	8:30 – 9:30	CTE Department	<i>District-wide CTE meeting @ Mauldin High School</i>	1
August 17	9:30 – 11:00	CTE Department	Date	2
August 18	11:30- 12:30	Katie Ward	<i>An introduction to Enoree's Ninth Grade Career Academy Program</i>	1
September 13	3:30 – 5:30	Elizabeth Barwick	<i>Google Website Training</i>	2
November 1	3:30 – 4:30	Enoree Administration	<i>PAS-T Portfolios: What they mean to CTE teachers.</i>	1
December 6	3:30 – 5:30	Lori Larsen	<i>Promethean Board Training for CTE Teachers</i>	2
February 16	9:00 – 11:00	Enoree Administration	<i>Team Building, Healthy Living, and Loving our Jobs</i>	2
On-going beginning November 15, 2017	Faculty Meetings	Various – teachers volunteer and sign up for dates.	<i>Teacher Share: Enoree teachers share teaching ideas with colleagues during the first few minutes of regular faculty meetings.</i>	N/A
Total Offered by Center				13

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%	93.0%		

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%	98.9%		

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: Enoree Career Center will work with the feeder high school attendance office to determine if the attendance issue impacts both schools. District-wide attendance intervention models will be used whenever necessary. For attendance issues that only impact the career center, teachers will contact parents and work out plans to help students make-up work or devise a plan to improve attendance.	<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>
Enoree Career Center will work with high school guidance departments to create and/or adapt schedules that will help students catch up or earn necessary graduation credits. Other options such as online courses and/or Satellite Diploma Program can also be considered.	<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%	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>
ECC will utilize the services of the Work-based learning coordinator to find more opportunities for student placement and employment after graduation.	<u>2014-2018</u>	<u>WBL Coordinator</u>	Salary	<u>District</u>	<u>WBL records in PowerSchool.</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.	<u>2014-2018</u>	<u>Director</u>	\$750	<u>Local Funds</u>	<u>Documentation of CTE Program Advisory Committee Meeting, Placement</u>

					<u>Reports</u>
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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	346		

****NOTE:** Enrollment for 2014-2015 shows a decline due to health science courses being moved to the high schools.

****NOTE:** Enrollment for 2015-16 shows a decline due to course changing from semester-long to year-long classes.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Provide opportunities for more collaboration between ECC and the feeder schools: Counselor breakfasts, participation in Cluster Meetings, invitations for field trips, participation in career days.	<u>2013-18</u>	<u>Guidance, Leadership Team</u>	\$0 Unless there is a cost for transportation	<u>N/A</u>	<u>Meeting agendas, minutes, event fliers</u> <u>Increase of % of each feeder HS students enrolling in Career center classes</u>
Improve and market Enoree's community footprint through various mediums: Fall and Spring Showcase Community Events, Public Service Events, Promotional Videos, Career/Job Fairs, Business Partner Recruiting Events, printed materials, banners, additional members to advisory and SIC.	<u>2013-18</u>	<u>Leadership Team</u>	\$0 Unless there is a cost for transportation	<u>N/A</u>	<u>Event Announcements, meeting agendas</u>
Expand Middle School access through 7 th grade Career Fair and 8 th grade tours.	<u>13-14 to 17-18</u>	<u>Guidance District WBL Coordinator</u>	cost for transportation	<u>Perkins</u>	<u>Increase of % of each feeder HS students enrolling in Career center classes</u>
Expand underclassmen exposure through a 9 th grade exploratory program and 10 th grade shadowing opportunities.	<u>2016- 2018</u>	<u>Leadership Team</u>	Facilitator for 9 th grade program	<u>General Fund teacher allocation</u>	<u>Increase in 11th grade applications/enrollment after participation in 9th and 10th grade programs.</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	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>Leadership Team</u>	\$0	<u>N/A</u>	<u>Survey</u>
Director, Guidance Counselor will maintain and utilize administrative rights to place staff development on the portal for teachers. Teachers will be offered 14 hours of in-school professional development, including 8 hours of technology training.	<u>yearly</u>	<u>Leadership Team</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%	90.4%		

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 (redone in 2016)</u>	<u>Director, IC, Guidance Counselor, GCS Video Production Dept.</u>	\$250	<u>Local funds</u>	<u>Copies of Video</u>
Utilize Social Media outlets (Facebook, Twitter, Instagram) to showcase students, teachers,	<u>2013-2018</u>	<u>Teacher Volunteer</u>	\$0	<u>N/A</u>	<u>Review of social media</u>

learning, and events at Enoree.					
Utilize printed materials mailed to families and the school messenger system to promote events and information from Enoree Career Center.	<u>2013-2018</u>	<u>Leadership Team</u>	\$1000	<u>Supply Funds</u>	<u>Print out from School Messenger, samples of printed material, mailing lists/labels.</u>
Set and obtain goal of every teacher contacting every parent each semester.	<u>2016-18</u>	<u>All</u>	\$200 for Enoree "Positive Postcards"	<u>Supply Funds</u>	<u>IMS Contact Logs for each teacher, contact logs in PAS-T notebooks</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%	94.4%		

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 (Redone in 2016)</u>	<u>Director, IC, Guidance Counselor, GCS Video Production Dept.</u>	\$250	<u>Local funds</u>	<u>Copies of Video</u>
Utilize social media outlets.	<u>2013-2018</u>	<u>Leadership Team</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 year 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%	94.4%		

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>
Develop new/improved emergency procedures and allow multiple opportunities for training and practice	<u>2016-18</u>	<u>Leadership Team</u>	\$0	<u>N/A</u>	<u>Emergency Response Notebook</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%	92.2%		

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>
Assign teacher's specific supervision duties during arrival and dismissal and during break.	<u>2016-18</u>	<u>All</u>	\$0	<u>N/A</u>	<u>Duty Rosters</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 inform parents that the School Messenger system will be used to inform them if an emergency occurs.	<u>2013-2018</u>	<u>Director, Guidance Counselor</u>	\$0	<u>N/A</u>	<u>Print out from School Messenger</u>

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%	95.2%		

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%	94.5%		

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>
Teachers will take part in district-wide safety initiative including safety videos and Active Shooter Training	<u>2016-18</u>	<u>Director</u>	\$0	<u>N/A</u>	<u>Teacher Safety Records - portal</u>
Develop new/improved emergency procedures and allow multiple opportunities for training and practice	<u>2016-18</u>	<u>Leadership Team</u>	\$0	<u>N/A</u>	<u>Emergency Response Notebook</u>

