



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



W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME:

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 (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		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Brana Patterson Myers		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Russell Watson		April 26, 2022
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 Road, Greenville, SC 29617

SCHOOL TELEPHONE: (864) 355-7400

PRINCIPAL E-MAIL ADDRESS: bmyers@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Brana Myers
2. Teacher	Ronardo Bowser
3. Parent/Guardian	Justin Mullis
4. Community Member	Nancy Cooper
5. Paraprofessional	Brittany Levesque
6. School Improvement Council Member	Russell Watson
7. Read to Succeed Reading Coach	N/A
8. School Read To Succeed Literacy Leadership Team Lead	N/A
9. School Read To Succeed Literacy Leadership Team Member	N/A

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

**** Must include the School Literacy Leadership Team for Read to Succeed**

Lori Hoyer, Work-based Learning Coordinator

Tracy Cooper, Assistant Director

Anna Chappell, School Counselor

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

- X **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 school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the 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 in professional development and classroom instruction in order to improve teaching and learning.
- X **Innovation**
The district funds innovative activities to improve student learning and accelerate the performance of all students.
- X **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

X **Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

X **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

X **Developmentally Appropriate Curriculum for PreK-3**

The district ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

X **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

X **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Table of Contents

Title Page	1
SC SDE Cover Page	2
SDE Stakeholder Involvement page	3
SC SDE Assurance	4-5
Table of Contents	6
Introduction	7
Executive Summary	7-9
School Profile	9-10
Mission, Vision, Beliefs	11
Data Analysis and Needs Assessment	12-13
Action Plan	14-23

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, WIN 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 inservice 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 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:

- All factors related to the Covid-19 Pandemic.
- 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.
- No ESL services provided on our campus
- No Special Education teacher is part of the Enoree faculty.
- 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
- Faculty Awards
 - Holly Bell – ProStart Educator of Excellence
 - Mark Crain – Secondary Emerging Teacher of the Year
 - Jamie Walden – 1st Runner-Up GCSD Teacher of the Year
 - Katie Ward – WYFF Golden Apple Award Winner
 - Tracy Cooper – Greenville Magazine Educators Who Make a Difference
- 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.

End of Year Honors 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. **Senior Wall** is a display created each year, which each senior being recognized with a color photograph and biography write-up. Photos are taken at school, printed by the graphics department, and hung in the main hallway for the month of May. Seniors are gifted the photos before graduation.
3. **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.
4. **Enoree Excellence Scholarships** are presented to four seniors each year, chosen by the faculty, in the amount of \$500 paid to the 2-year or 4-year institution of the winner.
5. **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
6. **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, charitable fundraisers, and a canned food drive for the Berea Reaching Center

SCHOOL PROFILE

Link to GCSD's online school profile website: <https://www.greenville.k12.sc.us/Schools/special.asp>

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 2018-2019 (number of students served) at ECC was 347 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.

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. One of the teaching faculty holds an advanced degree; and 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; Mechatronics 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

Student Achievement Needs Assessment

- CATE completers for 2020-2021 = 94
- National or state industry credentials for 2019-2020 = 489
- Work based learning Co-ops and Internships for 2019-2020 = 36

Teacher /Administrator Quality

Enoree Career Center Professional Development Calendar

Date	Time	Presenter	Description	Points
August 10	1:00 – 4:00	Brana Myers	School-wide Planning (virtual)	3
August 12	1:00 – 4:00	CTE Department	District-wide CTE meeting via Zoom	3
August 28	10:30 – 11:30	Brana Myers, Tracy Cooper	Lesson Plans during COVID (virtual)	1
September 11	11:00 – 12:00	Brana Myers, Lori Hoyer	Work-based Learning...how to enlist your kids (virtual)	1
September 25	1:00 – 3:00	Brana Myers	SLOs for CTE teachers (virtual)	2
October 8	3:30 – 4:30	Brana Myers, Anna Chappell	Grading vs. Assessment (virtual)	1
Ongoing beginning November 23	Various	Brana Myers	<i>The Fred Factor</i> Book Study	6
January 8	11:30 – 12:30	Brana Myers	Preparing for 100% Attendance	1
March 23	11:30 – 12:30	Anna Chappell	Getting Ready for 2021 – 22 with Backpack Applications	1
May 18	11:30 – 12:30	Brana Myers	What's next?	1
Total offered @ Enoree				20

School Climate

Enoree Career Center strives to create a school climate of mutual trust and respect among teachers, students, and all other stakeholders. As a result of a positive school climate, Enoree hopes to encourage first-year students to return for a second year of instruction in their chosen program. Returning students ultimately earn their completer status, have time to experience more work-based learning opportunities, and increase their chances for earning industry certifications.

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 1: Increase the number of students that are CATE completers from 73 in 2018-19 to 147 in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Annually increase the number of students that are CATE completers.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	Baseline will be established at the end of the 2018-19 school year	Career Center Projected			122	134	147
		Career Center Actual	73	111	94		
PowerSchool	Baseline will be established at the end of the 2018-19 school year	District Projected					
		District Actual	811	858	1043		

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 2: Increase the number of state or national industry credentials earned from 676 in 2018-19 to 744 in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Annually increase the number of state or national industry credentials earned.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	Baseline will be established at the end of the 2018-19 school year	Career Center Projected			628	686	744
		Career Center Actual	676	569	489		
PowerSchool	Baseline will be established at the end of the 2018-19 school year	District Projected					
		District Actual	2113	3607	6219		

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 3: Increase the number of work-based learning experiences from 35 in 2018-19 to 44 in 2022-23.

INTERIM PERFORMANCE GOAL: Annually increase the number of state-approved work-based learning experiences.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	Baseline will be established at the end of the 2018-19 school year	Career Center Projected			36	40	44
		Career Center Actual	35	33	36		
PowerSchool	Baseline will be established at the end of the 2018-19 school year	District Projected					
		District Actual	8906	4502	Not Available		

ACTION PLAN FOR STRATEGY #1: Work with schools to provide and communicate the multiple completer pathways for students based on high wage, high skill and high demand					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Evaluate each schools completer pathway options	2018-2023	Executive Director for CTE CTE Directors School Principals			Course Catalogs
2. Work with schools to create additional career pathways if needed	2018-2013	Executive Director of CTE CTE Program Specialist			Course Catalog
3. Communicate the necessary coursework need to be a completer in each pathway to all stakeholders	2018-2013	Executive Director of CTE CTE Program Specialist School Counselors			Course Catalog Websites Agendas Minutes

ACTION PLAN <i>FOR</i> STRATEGY #2: Provide awareness to all CTE program staff on available and viable industry certifications					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Meeting with Industry Advisory Committees to indemnify which industry certifications for each CTE program are most beneficial for employment	2018-2023	Executive Director for CTE CTE Center Directors Program Leads			Agendas Attendance Minutes
2. Provide Professional Development to CTE teachers on the content assessed, resources needs and equipment needs for each certification	2018-2023	CTE Program Specialist CTE Directors			Agendas Attendance Handouts/presentation
3. Provide time and training to assist CTE teachers on writing benchmark assessments aligned with the industry certification given in each program area	2018-2023	CTE Program Specialist CTE Assistant Directors			PD Schedule Benchmarks

ACTION PLAN FOR STRATEGY #3: Initially, seek out business and industry partners willing to provide WBL experience for students					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase number and attendance of business/industry advisory committees	2018-2023	Executive Director of CTE CTE Center Directors			Advisory Committee Members Attendance
2. Create more in-district WBL experiences for students	2018-2023	WBL Coordinators			WBL applications

Performance Goal Area: ☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 1: The Career Center will have qualified, diverse teachers (gender, ethnicity, or non-traditional) by 2023.

INTERIM PERFORMANCE GOAL: Annually maintain staff diversity.

DATA SOURCE(s):		2018–19	2019–20	2020–21	2021–22	2022–23
Employment Report from Human Resources	Career Center Projected		Maintain Staff Diversity	Maintain Staff Diversity	Maintain Staff Diversity	Maintain Staff Diversity
	Career Center Actual	Gender Diversity=yes Ethnic Diversity=yes	Gender Diversity=yes Ethnic Diversity=yes	Gender Diversity=yes Ethnic Diversity=yes	Gender Diversity=yes Ethnic Diversity=yes	
Employment Report from Human Resources	District Projected					
	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%	Gender Diversity=100% Ethnic Diversity = 97%	

ACTION PLAN FOR STRATEGY #1: Provide specific PD to novice CTE teachers coming directly from industry in an effort to increase teacher retention					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Work with Mentor Evaluation Specialist to create a more customized PD experience for CTE teachers in their first 3 years of teaching	2018-2023	Mentor Evaluation Specialist CTE Directors CTE Program Specialist	\$1000	PD funds Perkins EIA	Agendas CTE Teacher retention rate
2. Work with Mentor Evaluation Specialist to assign a job appropriate mentor to all new CTE teachers	2018-2023	Mentor Evaluation Specialist CTE Directors CTE Program Specialist			Mentor assignments CTE Teacher retention rate

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL 1: Increase the number of students returning for a second year at the Career Center (students returning after their initial year at the Career Center) from 52% in 2018-19 to 75% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
 SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Annually increase the number of students who return and participate in a second year at the Career Center (student retention).

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool		Career Center Projected			68%	72%	75%
		Career Center Actual	52%	66%	69%		
PowerSchool		District Projected	n/a	n/a			
		District Actual	n/a	n/a			

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between CTE Centers and feeder schools, Office of Transportation, Parents/Guardians and students to increase student attendance					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and often students' attendance expectations to all stakeholders	2018-2023	CTE Directors			Newsletters, websites, Social Media, Handbooks
2. Take a proactive approach in working collaboratively with the Transportation office and Feeder schools to create schedules	2018-2023	Executive CTE Director CTE Center Directors School Principals Director of Transportation			Bus Schedules CTE Schedules Feeder School Schedules