

CTE Innovation Center

Katie Porter, Director

**Greenville County School
District Dr. W. Burke
Royster, Superintendent**

School Portfolio

**Action Plan 2024-25 through
2028-2029**

SCHOOL RENEWAL PLAN COVER PAGE**SCHOOL NAME:** CTE Innovation Center**SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29** *(five years)***SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25** *(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.

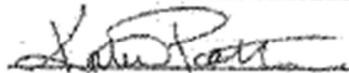
Assurances for the School Renewal Plans

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.

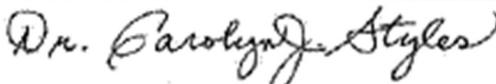
SUPERINTENDENT

Dr. W. Burke Royster		5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Katie Porter		4/20/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ashton Sellers		4/20/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

N/A		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 402 Roper Mountain Rd., Greenville, SC 29615

SCHOOL TELEPHONE: (864) 452-8000

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Katie Porter
2. Teacher	Ethan Cox
3. Parent/Guardian	Angela Larsen
4. Community Member	Lori Hoyer
5. Paraprofessional	n/a
6. School Improvement Council Member	Erika Shiota-Montandon
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

School Counselor	Ashton Sellers
Assistant Director	Michael Stone
Work Based Learning Coordinator	Chris Woodlief
Director, Career and Technical Education	Eric Williams

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.

<p>Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))</p>	
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.</p>

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental</p>

	involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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INTRODUCTION

The strategic planning process of identifying the challenges and achievements of CTE Innovation Center (CTEIC) encompassed the efforts of the faculty, staff, community, parents, students, businesses, and educational partners. This self-study was assessed and completed by various stakeholders. The leadership team derived rough drafts and, after revisions by everyone involved, the study was finalized. The School Improvement Council (SIC), consisting of parents, students, teachers, business partners, and educational partners, lent its support and advice to the school improvement plan focused on guiding the school's improvement efforts.

EXECUTIVE SUMMARY

- Students are evaluated at CTEIC using various assessments including group projects, semester exams and state and national certification exams. The data gathered from these assessments is used by school personnel to monitor and adjust curriculum, instruction, and formative assessment. School personnel collaborate on a regular basis as well as with industry employers to ensure vertical and horizontal alignment with training and certification. Students have the opportunity to participate in authentic experiences including job shadowing, apprenticeships, cooperative learning, field trips, internships, and other work-based learning opportunities.
- Systems are in place to evaluate the performance of administrators, faculty, and staff at the center. Administration, teachers, and the school counselor are evaluated through the PAS-A and PAS-T instruments. Administrators, career specialists, and academic specialists are available to assist teachers with professional development and instructional support. Improvement plans can be implemented for a teacher and/or program basis if needed. In our initial year, five teachers were hired based on alignment with their program.
- Support for student performance and school effectiveness is promoted by school leadership. The school leadership team meets weekly to address the needs of the school. All stakeholders are involved in the decision-making process to varying degrees through the School Improvement Council (SIC) which consists of students, teachers, parents, business partners, educational partners, and the community. Everyone involved works toward continuous improvement to achieve the school's vision.
- Our challenges in this opening year have been implementing and assessing new and innovative programs, marketing the new programs to ensure equity and access to all interested students, and hiring qualified and experienced teachers with the previous pay scale. We believe that the updated general fund budget to increase CTE teacher pay holds the solution to many of our concerns. In recruiting and retaining experienced and qualified CTE teachers, we will be able to attract additional students to our school, introduce new programs, and meet the needs of our community business partners with work-ready graduates.

Accomplishments

- A4LE Award for Excellence in School Building and Design
- Developed the first Emerging Automotive Research program in the state
- Creation of two robotics teams that participated in multiple VEX tournaments
- Student Ambassador Program
- In-House Work-Based Learning Partnerships with Industry:
 - Pilot-Seat Design (Greenville Downtown Airport)
 - Reverse Engineering VEX Components (Koops Automation, VEX Robotics)
 - Drone Enhancement for Search and Rescue (Greenville Sherriff's Office)
- Several of our students participated in internships, and co-op experiences where

they receive competitive wages when working in industry related positions. We presently have students working at Carolina Handling, Advanced Auto Parts, Yates Construction and others. Because of their coursework at CTEIC, students make connections that lead to high paying and rewarding careers with industry related companies like those previously mentioned.

- In addition, many of our graduating students also have the cost of their post-secondary education provided while continuing their training for skilled and lucrative positions through programs such as Michelin Technical Scholars and BMW Scholars Program. Our inaugural graduating class's post-secondary plans include four-year university, technical college, military, apprenticeships, and straight into the workforce.

SCHOOL PROFILE

CTE Innovation Center (CTEIC) is located in the center of Greenville County and part of the Roper Mountain property. CTEIC opened its doors in August 2023, becoming the fifth career and technology center in the Greenville County School District. CTEIC is unique in its purpose in that we are introducing new and innovative programs not available anywhere else in the district and we are the first in the state to offer Emerging Automotive Research. We offer four courses per program that are weighted at the honors level and one dual-enrollment course for Networking and Cybersecurity students in partnership with Greenville Technical College.

For the 2023-2024 school year, CTEIC has five career and technical education (CTE) programs. Our CTE programs include: Aerospace Technology, Automation and Robotics, Clean Energy Technology, Emerging Automotive Research, and Networking and Cybersecurity. These programs are designed to be replicated at the four centers and in future years, we will offer different new and innovative programs.

Certifications Available to Students by Course:

- Aerospace Technology (OSHA10, AutoDesk, NC3 Snap-On Multimeter, NC3 Snap-On Hand Tools, Drone Part 107)
- Automation and Robotics (OSHA10, AutoDesk, NC3 Snap-On Multimeter, NC3 Snap-On Hand Tools)
- Clean Energy Technology (OSHA10, NC3 Snap-On Multimeter, NC3 Snap-On Hand Tools)
- Emerging Automotive Research (OSHA10, NC3 Snap-On Multimeter, NC3 Snap-On Hand Tools)
- Networking and Cybersecurity (OSHA10, Comp Tia A+, Network +, CCNA, CCST, NC3 Snap-On Multimeter, NC3 Snap-On Hand Tools,)

CTEIC has an active Student Ambassador program (consisting of 32 students), School Improvement Council (SIC) and each CTE program has an industry advisory committee consisting of various business and industry partners.

There are thirteen staff members at CTE Innovation Center including a director, program director, bookkeeper/secretary, school counselor, attendance clerk, three custodians, and five career and technology teachers. Our school also shares a Work-Based Learning Coordinator with one high school that is in addition to our allocation. The faculty is made up of both traditionally-trained teachers and alternative certification teachers, with two teachers currently working on their initial teaching certification through the DIRECT program. Forty-Six percent of certified staff has a Master's Degree or higher. Eighty percent of the teachers are male and twenty percent are minority.

One hundred forty students were enrolled in career and technology courses CTE Innovation Center on the eighth day of school and our population consists of students from the fifteen

high schools and Greenville Early College Program. Our demographic composition includes one hundred thirteen males and twenty-seven females of which seventy-nine are Caucasian, twenty-six are African American, twenty-four are Hispanic, seven are multi-racial, and four are Asian.

MISSION, VISION, AND BELIEFS

Purpose

Inspire, support, and prepare students for their next steps in life, work, and education.

Vision

Students inspired, supported, and prepared for their next opportunities in life, education, and employment.

We believe...

- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Early reading and mathematical thinking are the foundations for educational success.
- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.

Mission

We build college- and career-ready graduates by connecting students to engaging classes and meaningful experiences that cultivate world-class knowledge and skills, while developing character, leadership, and citizenship.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment

- CTE Completer: A Completer is a CTE concentrator who has earned all of the required units in a state recognized CTE program identified by the assigned CIP code.
 - 2023-2024: N/A (baseline year)

- National and/or State Industry Certifications: The number of certifications earned by students enrolled in courses at CTE Innovation Center that are state or nationally recognized as determined by the business community.
 - 2023-2024: N/A (baseline year)

- State-Approved Work-Based Learning: Number of Work-Based learning experiences for CTE Innovation Center Center students.
 - 2023-2024: N/A (baseline year)

- Data Source – PowerSchool, Work-Based Learning School Reports

Teacher/Administrator Quality

Professional development goals are set yearly by the principal and teachers at the center. All teachers must participate in a minimum of 24 hours of professional development during the school year. At least 12 of these 24 hours are offered at the school level. Professional development topics are determined by teacher needs, results of teacher survey and administrative observations, and trends in education.

- Data Source – Professional Development Plan (2023-2024) (See below)

School Climate

CTE Innovation Center works to foster a positive school climate by focusing on the health, safety, and success of all students. A supportive environment for academic, disciplinary and physical environment is also promoted, along with the encouragement and maintenance of respectful, trusting and caring relationships among the students, faculty, parents and community. These factors work together to make CTEIC a successful school in which students thrive. Our students have the opportunity to participate in student organizations, local, state and national competitions, as well as work-based learning experiences that provide meaningful experiences to create a positive school culture among students and staff. We offer a Student Ambassador Program in which students serve as leaders and the voice for their peers. We host numerous spirit weeks as well as a Minds Matter week in which the social and emotional health of students is a focus. We believe that these opportunities support our efforts to increase student retention. Additionally, our teachers, school counselor and administrative teams meet with students and teachers regularly to determine ways to increase retention including scheduling with school counselors, meeting with future employers, and communicating with parents during IGP meetings, Open Houses, and parent conferences.

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: Increase the number of students that are CTE completers from N/A in 2023-24 to 108 in 2028-29.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (District)	1861	1917	1974	2033	2176
	1807	TBD	Actual (District)					
			Projected (CTE)	84	90	96	102	108
		TBD	Actual (CTE)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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.					
1. Evaluate each school’s completer pathway options	2024-2029	<ul style="list-style-type: none"> · Assistant Superintendent of School Leadership – Secondary and CTE · CTE Directors · School Principals 			Course Catalogs
2. Work with schools to create additional career pathways if needed	2024-2029	<ul style="list-style-type: none"> · Assistant Superintendent of School Leadership – Secondary and CTE 			Course Catalog

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> · CTE Program Specialist 			
3. Communicate the necessary coursework need to be a completer in each pathway to all stakeholders	2024-2029	<ul style="list-style-type: none"> · Assistant Superintendent of School Leadership – Secondary and CTE · CTE Program Specialist · School Counselors 			Course Catalog Websites Agendas Minutes

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: Maintain or increase the number of state or national industry credentials earned by students at the CTE Center from 2024-25 through 2028-29.
Interim Performance Goal: Annually increase the number of students that are CATE completers.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (District)	4761	4800	4900	5000	5100
	4761	TBD	Actual (District)					
			Projected (CTE)	96	102	108	114	120
		TBD	Actual (CTE)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Provide awareness to all CTE program staff on available and viable industry certifications.					
1. Meeting with Industry Advisory Committees to indemnify which industry certifications for each CTE program are most beneficial for employment.	2024-2029	<ul style="list-style-type: none"> · Assistant Superintendent of School Leadership – Secondary and CTE · CTE Center Directors · Program Leads 			Agendas Attendance Minutes

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide Professional Development to CTE teachers on the content assessed, resources needs and equipment needs for each certification.	2024-2029	<ul style="list-style-type: none"> · 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.	2024-2029	<ul style="list-style-type: none"> · CTE Program Specialist · CTE Assistant Directors 			PD Schedule Benchmarks

GOAL AREA 1 – Performance Goal 3

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 3: Maintain or increase the number of state-approved work-based learning experiences from 42 in 2024-25 (baseline) to 60 in 2028-29.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (District)	1506	1552	1598	1646	1696
	1463	TBD	Actual (District)					
			Projected (School)	42	45	48	54	60
	XX	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Initially, seek out business and industry partners willing to provide work-based learning (WBL) experience for students.					
1. Increase number and attendance of business/industry advisory committees.	2024-2029	<ul style="list-style-type: none"> · Assistant Superintendent of School Leadership – Secondary and CTE · CTE Center Directors 			Advisory Committee Members Attendance
2. Create more in-district WBL experiences for students.	2024-2029	<ul style="list-style-type: none"> · WBL Coordinators 			WBL applications

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)	100%	100%	100%	100%	100%
			Projected (School)	100%	100%	100%	100%	100%
	XX	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	.			
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger	2024-2029	.			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Town, Student Teacher placements and other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029				

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	XX%	XX%	XX%	XX%	XX%
	XX%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Provide specific PD to novice CTE teachers coming directly from industry in an effort to increase teacher retention.					
1. Work with Mentor Evaluation Specialist to create a more customized PD experience for CTE teachers in their first 3 years of teaching.	2024-2029	<ul style="list-style-type: none"> · 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.	2024-2029	<ul style="list-style-type: none"> · Mentor Evaluation Specialist · CTE Directors · CTE Program Specialist 			Mentor assignments CTE Teacher retention rate

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: Increase the percentage of students returning for a second year at the Career Center (students returning after their initial year at the Career Center) from 96 in 2024-25 through 120 in 2028-29.
Interim Performance Goal: Annually increase the percentage of students who return and participate in a second year at the Career Center (student retention).

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (District)	67	70	73	75	75
	64	TBD	Actual (District)					
			Projected (CTE)	96	102	108	114	120
	XX	TBD	Actual (CTE)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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.					
1. Communicate clearly and often with all stakeholders regarding student attendance expectations.	2024-2029	· CTE Directors			Newsletters, websites, Social Media, Handbooks
2. Take a proactive approach in working collaboratively with the Transportation department and feeder schools to create schedules.	2024-2029	· Assistant Superintendent of School Leadership – Secondary and CTE · CTE Center Directors · School Principals · Director of Transportation			Bus Schedules CTE Schedules Feeder School Schedules

