Enoree career center
"Let's Get To Work!"

School Portfolio
2024-2025 through 2028-2029
Greg Cooke, Director

GREENVILLE COUNTY SCHOOLS
Greenville, South Carolina
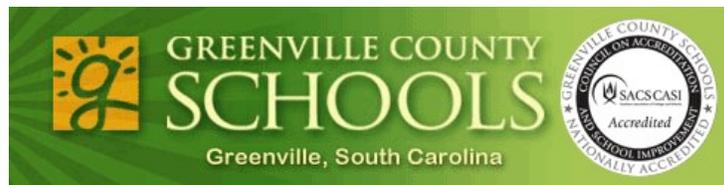
Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Enoree Career 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.
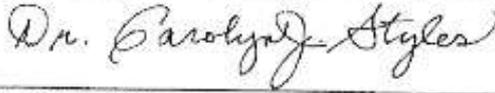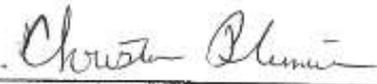
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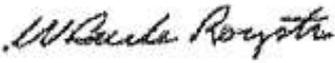
Dr. W. Burke Royster	*[signature]*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Greg Cooke	*[signature]*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*[signature]*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Christine Plumier	*[signature]*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 108 Scalybark Rd Greenville, SC 29617

SCHOOL TELEPHONE: (864) 355-7400

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

Stakeholder Involvement for School Renewal

Position and Name

1.   Principal   Greg Cooke
2.   Teacher   Tavis Lydic
3.   Parent/Guardian   **Christine Plumier**
4.   Community Member   Phillip Tate
5.   Paraprofessional   Michelle Holliday
6.   School Improvement Council Member   Phillip Tate
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

Berdina Hill, Work-based Learning Coordinator

Adam Massey, Assistant Director

Anna Chappell, School Counselor

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

○ Yes ○ No ◉ N/A	**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).
◉ Yes ○ No ○ N/A	**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).
◉ Yes ○ No ○ N/A	**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.
◉ Yes ○ No ○ N/A	**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.
◉ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
◉ Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
◉ Yes ○ No ○ N/A	**Collaboration** 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).

○ Yes ○ No ◉ N/A	**Developmental Screening** 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.
○ Yes ○ No ◉ N/A	**Half-Day Child Development** 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.
○ Yes ○ No ◉ N/A	**Developmentally Appropriate Curriculum for PreK–3** 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.
○ Yes ○ No ◉ N/A	**Parenting and Family Literacy** 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 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.
○ Yes ○ No ◉ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but 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.
◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are

	coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

INTRODUCTION

The Enoree Career Center stakeholders have reviewed and evaluated the center and this portfolio represents the report of the results. In 2024, 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:
- 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 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.
- Making sure that student pass all academic coursework required to graduate. This impacts retention when students are not successful at the high school.
- Maintaining effective communication between feeder high schools and Enoree Career Center.

- Promoting trades that students and parents may not be familiar with. Mechatronics and Machine Tool Technology are difficult to recruit students for. There are many opportunities for students in these field, but lack of awareness is a challenge.

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

School-wide Recognitions
- Accredited Technical Education Facility (NCCER)
- National Technical Honor Society
- Top-10 Teacher of the Year Finalist 2019
- First Class New Teacher Award Winner 2019
- District Support Staff Employee of the Year 2019
- Travelers Rest Christmas Parade Overall Winner 2018
- Total Participation Chapter of SkillsUSA since 2016
- Total Participation Member of SkillsUSA
- SkillsUSA State Winners for six consecutive years
- SkillsUSA National Winner for Law Enforcement 2017
- Industry certifications awarded in all disciplines
- Participation in district's "CTE Completer Recognition Ceremony"
- Participation in district Career Fair for middle schools
- Industry Partnerships and Advisory Committees for all programs

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.

A Completer Ceremony 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**

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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.

Service Projects: Enoree Career Center student advisory council students 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. Students also worked to raise awareness for a local animal shelter.

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 students may develop the skills required to secure and maintain a job when they complete their high school education or advance their career to the next level. This focus involves helping students develop a sense of responsibility for their actions, respect for 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 allow students to develop technical and academic skills that will open career doors and provide a foundation for lifelong learning.

Enoree Career Center (ECC) is a suburban Career and Technology Education center in Northern Greenville, South Carolina. Enoree Career Center serves four feeder schools within Greenville County: Berea, Carolina, Travelers Rest, and Wade Hampton High Schools. ECC operates on a "double blocked" schedule, meaning the classes are approximately 180 minutes long, or the equivalent of two 90-minute blocks at the student feeder school.

Enrollment for 2023-2024 at ECC was 375 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 twelve years and eighteen-plus years of experience in their industry. 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. Two of our teaching faculty hold advanced degrees. Sixty-three percent of our staff earned their certification through alternative certification programs like DIRECT and PACE.

ECC also provides classroom space for the district's Satellite Diploma Program, a drop-out prevention initiative funded separately from Enoree Career Center. This program includes a site facilitator, administrator, and a faculty of certified teachers who maintain a rotating schedule in conjunction with 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 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

- o CATE completers for 2022-2023 = 151
- o National or state industry credentials for 2022-2023 = 1,217
- o Work based learning Co-ops and Internships for 2022-2023 = 130

Teacher /Administrator Quality

Enoree Career Center Professional Development Calendar

Date	Presenter	Description	Points
August 3	Jamie Whitlock	CTE instructional Planning and Collaboration	2
August 4	Adam Massey	Enoree Demographic and Population PD	1
August 4	Ellen Hampshire	Adverse Childhood Experiences	2
November 9	Lance Curry	Introduction to PearDeck	1
November 11	Adam Massey	Implementation of PearDeck	1
January 3	Greg Cooke	Pathways PD and Project	4
February 16	Adam Massey	Teacher Survey Analysis and Reflection	1
February 16	Adam Massey	Teacher Survey Analysis and Reflection	1
Multiple Meetings 2nd Semester	Greg Cooke and Adam Massey	Next Level CTE Book Study	6
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.

Students receive a welcoming greeting each day, upon arrival. Individual students are recognized daily on the announcements for their hard work and dedication in class. The is an overall student of the month that is selected from teacher nominations.

Hispanic Heritage Month was celebrated by students and staff with a door decorating contest and a Hispanic food tasting. Black History Month was also celebrated with daily announcements from each program highlighting important industry figures. The culinary arts program sponsored a cultural food tour for all students to participate in.

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ☑Student Achievement* ☐Teacher / Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*

Performance Goal 1: Increase the number of students that are CTE completers from 151 in 2022-23 to 155 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 (CTE)	124	130	136	147	155
	151	TBD	Actual (CTE)					
			Projected (District)	1861	1917	1974	2033	2176
	1807	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• 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	• Assistant Superintendent of School Leadership – Secondary and CTE • CTE Program Specialist			Course Catalog
3. Communicate the necessary coursework need to be a completer in each pathway to all stakeholders	2024-2029	• Assistant Superintendent of School Leadership – Secondary and CTE • CTE Program Specialist			Course Catalog Websites Agendas Minutes

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		• School Counselors			

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: ☑Student Achievement* ☐Teacher / Administrator Quality* ☐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 (CTE)	1236	1273	1311	1350	1390
	1217	TBD	Actual (CTE)					
			Projected (District)	4761	4800	4900	5000	5100
	4761	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• Assistant Superintendent of School Leadership – Secondary and 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.	2024-2029	• 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	• CTE Program Specialist • CTE Assistant Directors			PD Schedule Benchmarks

GOAL AREA 1 – Performance Goal 3

Performance Goal Area: ☑Student Achievement* ☐Teacher / Administrator Quality* ☐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 132 in 2024-25 (baseline) to 150 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 (CTE)	132	136	140	145	150
	129	TBD	Actual (CTE)					
			Projected (District)	1506	1552	1598	1646	1696
	1463	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• 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	• WBL Coordinators			WBL applications

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☑Teacher / Administrator Quality* ☐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
HR			Projected (CTE)	100%	100%	100%	100%	100%
	100%	TBD	Actual (CTE)					
			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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 Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	•			
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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: ☐Student Achievement* ☑Teacher / Administrator Quality* ☐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
HR			Projected (CTE)	24.5%	24.0%	23.5%	23.0%	22.5%
	25%	TBD	Actual (CTE)					
			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• 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	• Mentor Evaluation Specialist • CTE Directors • CTE Program Specialist			Mentor assignments CTE Teacher retention rate

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher / Administrator Quality* ☑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 69% in 2024-25 through 75% in 2028-29.
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)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (CTE)	69%	70%	71%	73%	75%
	139	126	Actual (CTE)					
			Projected (District)	67	70	73	75	75
	64	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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