

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Golden Strip Career Center

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mark Christopher		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Leroy Elrod, Jr.		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1120 East Butler Road, Greenville, South Carolina 29607

SCHOOL'S TELEPHONE: (864) 355-1050

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <i>POSITION</i> | <i>NAME</i> |
|---|--------------------|
| 1. PRINCIPAL:..... | Leroy Elrod, Jr. |
| 2. TEACHER:..... | Beth Walker |
| 3. PARENT/GUARDIAN: | Serae Suleyman |
| 4. COMMUNITY MEMBER: | James Kennedy |
| 5. SCHOOL IMPROVEMENT COUNCIL | |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

- | <i>POSITION</i> | <i>NAME</i> |
|---|--------------------|
| Dept. Head, Greenville Technical College | Kelvin Byrd |
| Dean of Enrollment..... | Tim Martin |
| Neely's Security/Parent | Rodney Neely |
| Coordinator, Personal Pathways to Success | Jay Blankenship |
| Teacher..... | Lee Anne Ferguson |
| Teacher..... | Agustin Diaz |
| Manager, JC Penney Beauty Salon/Parent..... | Melissa Blair |
| Guidance Counselor..... | Gwen Worthington |

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

_____ **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).

X **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).

X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **Staff Development**

The 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*.

X **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

_____ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X 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).

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.

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

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.

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

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.

Introduction

The strategic planning process identifying the challenges and achievements of Golden Strip Career Center (GSCC) encompassed the efforts of the faculty, staff, community, parents, students, businesses, and educational partners. Different parts of this self-study were assigned to designated teams for its completion. As a member of Technology Centers That Work (TCTW) organization, GSCC already had the faculty and staff divided into “focus” teams. Each focus team worked with a specific section of the self-study plan. The focus teams submitted rough drafts to the leadership team and after revisions by everyone involved, the study was finalized. The School Improvement Council (SIC), which consists of parents, students, teachers, business partners, and educational partners, lends its support and advice to the school with monthly meetings. Through these meetings, the SIC impacts the school’s strategic planning. Mark Christopher, the SIC chairperson, has placed his stamp of approval on this self-study. Effective school leaders engage all stakeholders in developing and owning school policies and plans.

Executive Summary

Students are assessed at GSCC using various assessments such as Work Keys, semester exams, EOC exams, and State and National Certifications exams. The data is used by school personnel to monitor and adjust curriculum, instruction, and assessment. School personnel collaborate on a regular basis with instructors at the other career centers and Greenville Tech personnel to ensure vertical and horizontal alignment with our programs. Students have the opportunity to acclimate themselves to the world of employment through authentic experiences such as job shadowing, cooperative learning, field trips, and interning. There is a need to expose more of our students to these types of experiences.

There are systems in place to assess the performance of administrators, faculty, and staff. The assessments for administrators are the PAS-A instrument, and teacher/parent/student surveys. The assessments for teachers are the PAS-T instrument, and informal evaluations. An instructional coach is available to teachers to assist them with professional development and instructional support. If need, there are improvement plan instruments for all staff members.

School leadership promotes support for student performance and school effectiveness. The school leadership team meets weekly to address the needs of the school. All stakeholders are involved in the decision-making process to some degree 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 purpose.

Our challenges for the past three years have been increasing our student population, adding new courses, and working with limited classroom and laboratory space. We believe that expanding our facility holds the solution to all of our challenges. We recently submitted a five-year plan to

the school district that addresses this issue. With additional space, we can offer more courses and thereby attract more students to our career center.

Awards and Accomplishments

- During the past three years, our center has had a good, an excellent, and another excellent on our state report card.
- Based on the 2012 HSTW assessment and student survey responses, our center is listed as one of the top schools where seniors completing the assessment and survey stated that the school had been successful in setting high expectations and expected them to be met. As the center director, I was asked to present at the 2013 HSTW conference in Charlotte.
- In 2012, Golden Strip Career Center had three students to place at the HOSA State Leadership conference. Two students won first place in CPR/First Aid team competition. Another student won third place in the Pharmacology event. All three students went to HOSA National Competition in Orlando, Florida in June 2012. One student placed eighth in the nation in the Pharmacology event.
- This year, 2013-14, three Early Childhood Education students won gold medals at the state FCCLA meeting. These students will travel to San Antonio, Texas with their teacher to compete in the national competition.

School Profile

- The Golden Strip Career Center is located in Greenville, SC in the southeastern area of Greenville County known as the Golden Strip. It opened its doors in 1978 becoming one of four centers in the Greenville County School District. Golden Strip primarily serves students from Mauldin High, J.L. Mann Academy, and Hillcrest High; however, students from any high school in the district and students who are home schooled or are enrolled in private schools may attend Golden Strip Career Center.

For the 2013/14 school year, the center had sixteen CTE programs, one Occupational Diploma program for selected special education sophomores, and an English program for students who are behind their peers in English credits. There are 28 staff personnel, including a director, bookkeeper/secretary, a guidance counselor, a clerk, two aides, four custodians, two occupational diploma teachers, fourteen CTE teaching positions, and one English teacher.

Student organizations are provided to help student development and training. FFA, SkillsUSA, DECA, and HOSA have been organized for many years on this campus and continue to contribute valuable experiences for the students. Golden Strip Career Center also has an active School Improvement Council (SIC) and the CTE programs have Advisory Committees that consist of parents, students, and community members from business and industry.

- GSCC has had several teachers to retire recently and the positions were replaced with inexperienced teachers but the average years of experience for the teachers are 13 years. Twenty-one percent of the instructional staff have masters degrees or above. Forty-four percent of the teachers are male. Eleven percent is minority. The teacher attendance rate is 93.8%.

Four hundred fifty-one students are enrolled in career and technology courses at GSCC. Twenty-six percent are in co-curricular organizations such as HOSA, DECA, SkillsUSA, and FHA. Fifteen percent of the student population participates in work-based experiences.

The major curricular emphasis at GSCC is human services. We believe that courses in the service field such as Health Science, Automotive Technology and Collision, Cosmetology, Culinary Arts, etc. provide the opportunity for students to enter the workforce and to be able to support themselves and their families.

Mission, Vision, and Beliefs

The primary mission of Golden Strip Career Technology Center is to provide students with the educational opportunities needed to enable them to reach their highest individual potential and to live and work successfully in a global economy.

The beliefs of Golden Strip Career Technology Center are:

1. That all students are learners.
2. That learning is lifelong.
3. That all people have a right to reach their highest individual potential.
4. That each person has unique worth as a member of a diverse society.
5. That each student would be challenged to develop academically, physically, socially, and morally.
6. That every student should have the opportunity to experience success and develop confidence.
7. That all people should develop their skills and abilities to live successfully in a global economy.
8. That all educational opportunities should be inclusive in a supportive learning environment.



SC Annual School Report Card Summary

Golden Strip Career Technology Center
 Grades: 10-12 Enrollment: 393
 Director: Leroy Elrod
 Board Chair: Mr. Roger Meek
 Superintendent: Mr. Burke Royster

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Excellent	Average	TBD	TBD	N/A	N/A
2011	Good	At-Risk	N/A	N/A	Met	N/A
2010	Excellent	Good	Gold	N/A	Met	N/A

ABSOLUTE RATINGS OF CAREER CENTERS IN SC*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
20	9	4	4	2

* Ratings are calculated with data available by 11/09/2012. All Career Centers in South Carolina are included.

TECHNICAL SKILL ATTAINMENT

The percentage of students enrolled in career and technology courses at a center who earn a 2.0 or above on the final course grade.

Our Center		State Center Average (%)	
n	%	%	
310	91.6%	89.2%	

GRADUATION RATE

The number of 12th grade career technology education students who graduate in the spring is divided by the number of 12th graders enrolled in the center and converted to a percentage.

Our Center		State Center Average (%)	
n	%	%	
100	92.0%	95.4%	

PLACEMENT RATE

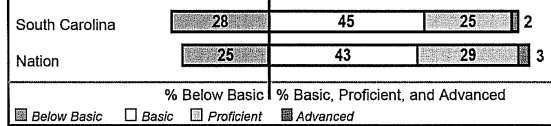
The number of career and technology completers who are available for placement in postsecondary instruction, military services, or employment is divided into the number of students over a three-year period who are actually placed and converted to a percentage. This criterion mirrors the Perkins standard.

Our Center		State Center Average (%)	
n	%	%	
272	97.8%	96.5%	

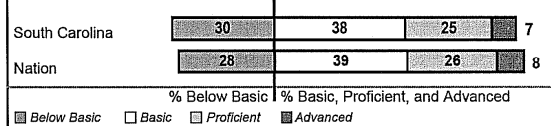
NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

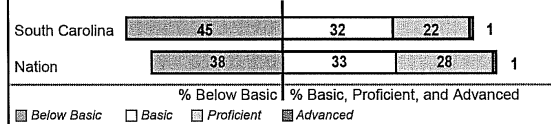
READING - GRADE 8 (2011)



MATH - GRADE 8 (2011)



SCIENCE - GRADE 8 (2009)



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

**Golden Strip Career Technology Center
[Greenville County School District]**

SCHOOL PROFILE

	Our Center	Change from Last Year	Median Career Center
Students (n=393)			
With disabilities other than speech	9.2%	Up from 8.8%	8.9%
Career/technology students in co-curricular organizations	26.2%	Down from 76.4%	19.4%
Enrollment in career/technology courses	393	Down from 488	619
Students participating in work-based experiences	15.3%	Up from 0.2%	15.2%
Teachers (n=16)			
Teachers with advanced degrees	6.3%	Down from 15.4%	26.1%
Continuing contract teachers	N/A	N/A	N/A
Teachers returning from previous year	89.6%	No Change	90.4%
Teacher attendance rate	93.7%	Down from 94.7%	95.5%
Average teacher salary*	\$46,998	Up 4.6%	\$47,713
Professional development days/teacher	16.1 days	Down from 18.3 days	11.0 days
Center			
Director's years at Center	8.0	Up from 7.0	6.5
Dollars spent per pupil**	\$3,800	Down 21.3%	\$3,345
Percent of expenditures for teacher salaries**	56.2%	Down from 62.5%	56.2%
Percent of expenditures for instruction**	67.0%	Down from 67.7%	66.0%
Parents attending conferences	85.2%	Up from 73.6%	77.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	18	157	54
Percent satisfied with learning environment	83.3%	89.7%	88.5%
Percent satisfied with social and physical environment	88.9%	91.1%	81.1%
Percent satisfied with school-home relations	72.2%	88.5%	79.6%

* Only eleventh grade students and their parents were included.

**REPORT OF DIRECTOR AND
SCHOOL IMPROVEMENT COUNCIL**

Golden Strip Career Technology Center is constantly seeking new avenues for our students not only to develop the skills they need to compete in today's competitive job market but also new ways to explore available job opportunities. This year, we have worked with several major companies to expose our graduating seniors to work/study programs where they have the opportunity to work part time for these companies and to attend a local technical college with financial assistance. These work study programs may lead to full-time employment. We continue to give our students authentic learning experiences before they graduate through cooperative learning, job shadowing, summer internships, and field trips. We also believe that belonging to organizations such as SkillsUSA, Health Occupation Students of America (HOSA), Distributive Education Clubs of America (DECA), and Future Farmers of America (FFA) are an integral part of the development of students. Our students annually attend state competitions in their respective fields. In order to raise the academic challenge and performance of our students, we are partnering with one of our feeder high schools to offer some Project Lead The Way (PLTW) courses to our students. This coming school year, 2012/13, we will offer the PLTW courses Biomedical Science and Human Body Development. Our partner high school already offers the foundation courses in PLTW engineering and in 2013/14 we will offer the advanced PLTW courses in engineering for those students. The success of our school is due to our partnerships with all of our stakeholders. We have dedicated students, supportive parents, a cooperative community, and an active School Improvement Council. Golden Strip Career Technology Center is positive about teaching and learning. We truly believe that all students can learn and can make positive contributions to society.

Leroy Elrod, Director
Mark Christopher, SIC Chairperson

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Data Analysis and Needs Assessment

• Student Achievement Needs Assessment

- Technical Skill Attainment – The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade.

GSCC had a percentage of 8% in 2011 (state average was 87.6%), 91.6% in 2012 (state average was 89.2%), and 92.3% in 2013 (state average was 89.4%). We have surpassed the state every year for the last three years in technical skill attainment.

- Graduation Rate – The percentage of 12th grade career and technology students who graduate in the spring.

GSCC had a percentage of 88.5% in 2011 (state average was 94.7%), 92% in 2012 (state average was 95.4%), and 92.3% in 2012 (state average was 89.4%). As Members of Career Technology Centers That Work (CTCTW), we are incorporating numeracy and literacy in our lesson plans to assist our students in their overall academics.

- Placement Rate – The number of career and technology completers who are available for placement in postsecondary institutions, military services, or employment is divided into the number of students over a three-year period that are actually placed and converted to a percentage.

We had a percentage of 98.1% in 2011 (state average was 96.3%), 97.8% in 2012 (state average was 96.5%), and 97.8% in 2013 (state average was 96.5%). For the past three years, we have surpassed the state average.

- Workkeys -- In 2011, we tested 93 students and 67% scored silver or above. In 2012, we tested 246 students and 58% scored silver or above.
- Enrollment -- GSCC enrollment for the past four years has been 395 in 2010, 488 in 2011, and 393 in 2012. There is a discrepancy between our eight day count for 2012 (450) and the State Report Card count (393). Our enrollment for 2013 is 451. To improve our enrollment, we will do the following:
 - Continue to do our lunch-time recruiting
 - Offer new courses that appeal to our students and that teach the skills that are in demand
 - Improve our partnership and collaboration with our feeder schools

- Teacher/Administrator Quality

The School District provides 12 hours of professional development each year and teachers/administrators are expected to get another 12 hours of professional development.

- School Climate

- SDE Career Center Report Cards:

2010-2011 – Good

2011-2012 – Excellent

2012-2013 – Excellent

- 2012-2013 Survey Results:

- I am satisfied with the learning environment in my school.

Students – 86.4% Parents – 84.1% Teachers – 94.5%

- I am satisfied with the social and physical environment at my school.

Students – 88.6% Parents – 82.6% Teachers – 100%

- I am satisfied with home-school relations.

Students – 87.3% Parents – 87.5% Teachers – 83.3%

Home-school relations had the lowest score among the three sub-groups in 2011-12. By working with our School Improvement Council (SIC) we were able to improve home-school relations.

TECHNICAL SKILL ATTAINMENT

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

PERFORMANCE GOAL AREA – STUDENT ACHIEVEMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students enrolled in career and technology courses at this Career Center who earn a 2.0 or above on the final course grade (Technical Skill Attainment) from 88% in 2011-12 to 93% in 2017-18.

ANNUAL OBJECTIVE: Increase the percentage of students enrolled in career and technology courses at this Career Center who earn a 2.0 or above on the final course grade (Technical Skill Attainment) by 1% annually.

DATA SOURCE(S): SDE Career Center Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	89%	90%	91%	92%	93%
Actual Performance	88%	X	92.3%				

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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Student will be able to re-take test and exams that are scored less than 70%.	Ongoing	Teachers	0	NA	The percentage of failures will decrease.
Teachers will have a performance goal of a 2.0 average for students in CTE courses.	Ongoing	Teachers	0	NA	More students will have a 2.0 grade average in CTE Courses.

GRADUATION RATE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the graduation rate as defined and calculated by the SDE from 88.5% in 2011-12 to 93.5% in 2017-18.

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

DATA SOURCE(S): SDE Career Center Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	89.5%	90.5%	91.5%	92.5%	93.5%
Actual Performance	88.5%	X	93.8%				

2012-13 Accountability Manual

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
The career center counselor will meet with at-risk seniors in collaboration with the home school counselor every nine weeks to check on graduation status.	Ongoing	Guidance counselor	0	N/A	The graduation rate will improve one percent each year.
Teachers will contact parents after students have been absent three consecutive days.	Ongoing	Teachers	0	N/A	Fewer students will fail because of poor attendance.
Teachers will make contact with parents at least once a year.	Ongoing	Teachers	0	N/A	Parent will receive direct information.

PLACEMENT RATE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the Placement Rate from 98.1% in 2011-12 to 98.1% in 2017-18.

ANNUAL OBJECTIVE: Increase the Placement Rate by 0% annually. **Maintain Performance**

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	98.1%	98.1%	98.1%	98.1%	98.1%
Actual Performance	98.1%	X	97.8%				

2012-13 Accountability Manual

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will keep accurate records of contact information for students and parents including Facebook , e-mail, twitter, etc.	Ongoing	Teachers	0	N/A	Teachers will be able to contact students for placement information.
Give students the more opportunities to job shadow, co-op, and intern.	Ongoing	Teachers/ Counselors/ Director	0	N/A	Students will be exposed to jobs for placement in their field.

WORKKEYS PARTICIPATION

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE-YEAR PERFORMANCE GOAL: Increase the number of students participating in the WorkKeys assessment from 93 in 2011-12 to 343 in 2017-18.

ANNUAL OBJECTIVE: Increase the number of students participating in the WorkKeys assessment by 50 annually.

DATA SOURCE(S): SCWorks

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	143	193	243	293	343
Actual Performance	93	X	*				

*We have not completed Workkeys testing as of March 26, 2014.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will give test grades to students according to their level of participation. Students that reach preparation level 5 will receive a test grade of 90 and those at level 7 will receive a test grade of 100.	Ongoing	Teachers	0	N/A	More students will participation in the WorkKeys training every year and at least Fifty more than the previous year will actually take the test.

WORKKEYS SCORING

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring silver or above on the WorkKeys assessment from 68% in 2011-12 to 83% in 2017-18.

ANNUAL OBJECTIVE: Increase the percentage of students scoring silver or above on the WorkKeys assessment by 3% annually.

DATA SOURCE(S): SCWorks

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	71%	74%	77%	80%	83%
Actual Performance	68%	X	*				

*We have not completed Workkeys testing as of March 26, 2014.

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
All teachers will spend 45 minutes a week on WorkKeys preparation.	Ongoing	Teachers	0	N?A	Three percent more students will score silver or above on the WorkKeys test than the previous year.
Teachers will use WorkKey problems as bell ringers at the start of each class.	Ongoing	Teachers	0	N/A	Three percent more students will score silver or above on the WorkKeys test than the previous year.

ENROLLMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the enrollment from 488 in 2011-12 to 567 in 2017-18.

ANNUAL OBJECTIVE: Increase the enrollment by 3% annually.

DATA SOURCE(S): PowerSchool

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	503	518	534	550	567
Actual Performance	488	X	451				

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
The center will increase course offerings based on student interest and employment outlook to attract more students to the center.	Ongoing	Principal/ Counselor	Teacher's salary and startup money for the course	School District and federal CTE funds	New courses will be available to students at the start of the new school year.
The center will use current CTE students to recruit students for the center.	Ongoing	Principal/ Counselor	\$500 for the cost or tee-shirts for the student recruiters	Local Funds	More students will sign up the career center

**PROFESSIONAL
DEVELOPMENT**

PERFORMANCE GOAL AREA – TEACHER/ADMINISTRATOR QUALITY

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

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the number of staff development hours relevant to CTE topics from 16 in 2011-12 to 26 in 2017-18.

ANNUAL OBJECTIVE: Increase the number of staff development hours relevant to CTE topics by 2 annually from 2013-1 through 2017-18.

DATA SOURCE(S): Perkins, QRM, EEDA

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	18	20	22	24	26
Actual Performance	16	X	20				

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
The center will offer more in-house staff development opportunities to the faculty.	Ongoing	Director	0	N/A	Teachers will have accumulated more than 18 staff development hours at the end of the school year.
Request more staff development hours from the district.	Ongoing	Director	0	N/A	Same as above

PARENT SATISFACTION – LEARNING ENVIRONMENT

PERFORMANCE GOAL AREA – SCHOOL CLIMATE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 88.4% to 93.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of parents who are satisfied with the learning environment by 1% each year.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	89.4%	90.4%	91.4%	92.4%	93.4%
Actual Performance	88.4%	X	84.1%				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
A newsletter informing parents and the community about the successes of the school and the successes in the classrooms will be published each nine weeks.	Ongoing	Director, faculty, and staff	0	N/A	Parents will have received a newsletter by mail or on the website.
The center will have an "Open House" during the first semester and also during the second semester.	Ongoing	Director, faculty, and staff	0	N/A	Parents will have received an invitation to both "Open Houses" by mail or on the website.

STUDENT SATISFACTION – LEARNING ENVIRONMENT

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 89.8% to 94.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of students who are satisfied with the learning environment by 1% each year.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	90.8%	91.8%	92.8%	93.8%	94.8%
Actual Performance	89.8%	X	86.4%				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will have information about their classes, lessons, class rules, and grading policies on their website.	Ongoing	Teachers	0	N/A	The percentage of satisfaction with the learning environment on the student survey will increase every year.

TEACHER SATISFACTION – LEARNING ENVIRONMENT

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 83.3% to 88.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of teachers who are satisfied with the learning environment by 1% each year.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	84.3%	85.3%	86.3%	87.3%	88.3%
Actual Performance	83.3%	X	94.5%				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
There will more opportunities for teachers to meet with their "Focus Teams" for discussion and brainstorming for ways for the learning environment to improve.	Ongoing	All Staff	0	N/A	The percentage of satisfaction with the learning environment on the teacher survey will increase every year.
The center will continue to have in-services on using numeracy and literacy in CTE courses.	Ongoing	Director	0	N/A	Same as above.

**PARENT SATISFACTION –
SCHOOL SAFETY**

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who feel the school is safe from 84.9% to 89.9% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	85.9%	86.9%	87.9%	88.9%	89.9%
Actual Performance	84.9	X	82.6%				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers and the Director will discuss school safety at SIC meetings and at Advisory Council meetings.	Ongoing	Teachers and the Director	0	N/A	The percentage of parents that were satisfied with school safety on the parent survey will increase one percent each year.
The school safety patrol will be present at SIC meetings and some of the Advisory Committee meetings to discuss school safety.	Ongoing	The Director and the school safety patrol.	0	N/A	Same as above

**STUDENT SATISFACTION –
SCHOOL SAFETY**

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 92.4% to 97.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually increases the percent of students who feel safe at school during the school day by 1 percentage each year.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	93.4%	94.4%	95.4%	96.4%	97.4%
Actual Performance	92.4%	X	88.6%				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
The center will implement additional safety precautions such as the "Ignore the Door" campaign.	Ongoing	Director	0	N/A	The percentage of students that were satisfied with school safety on the student survey will increase one percent each year.
The school safety patrol will discuss safety issues such as bullying, threats, fighting, weapons, and drugs with students in a classroom setting.	Ongoing	Director, Teachers, and the School Safety Patrol	0	N/A	Same as above
Teachers will use 15 minutes a day for the first week of school to teach safety and emergency procedures.	Ongoing	Teachers	0	N/A	Students will be tested on the information and all students will score 75% or better on the test.

**TEACHER SATISFACTION –
SCHOOL SAFETY**

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 100% to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of teachers who feel safe at school during the school day by 0% each year. Maintain a 100 %

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

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will use 15 minutes a day for the first week of school to teach safety and emergency procedures.	Ongoing	Teachers	0	N/A	Maintain a 100% rating on the teacher survey for satisfaction on school safety
The center will implement additional safety precautions such as the "Ignore the Door" campaign.	Ongoing	Director, faculty, and staff	0	N/A	Same as above