

**Donaldson Career Center
Greenville County Schools**

Dr. Burke Royster, Superintendent
Mr. Brooks Smith, Executive Director of CTE
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School Portfolio/Strategic Plan
Scope of Plan 2013-14 through 2017-18
(Updated March 2016)

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN
(Mandated Component)

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

<u><i>POSITION</i></u>	<u><i>NAME</i></u>
1. PRINCIPAL	Cassina Allen
2. TEACHER	All faculty and staff
3. PARENT/GUARDIAN	Leslie Arnold
4. COMMUNITY MEMBER	Kelvin Byrd
5. SCHOOL IMPROVEMENT COUNCIL	Courtney Lilliston
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u><i>POSITION</i></u>	<u><i>NAME</i></u>
Assistant Principal, Woodmont High	Chawana Goodwin
Greenville Tech Liaison	Erin Smith
Regional Workforce Advisor, SC Dept. of Commerce	Jay Blankenship
_____	_____
_____	_____
_____	_____
_____	_____

***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

(Mandated Component)

Act 135 Assurances

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

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).

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.

N/A **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X **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): 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 service agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

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.

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

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.

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 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.

X **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.

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INTRODUCTION

Donaldson Career Center, located in Greenville, SC, is a public school accredited by the Southern Association of Colleges and Schools (SACS). We primarily serve students from Carolina, Greenville, Southside and Woodmont High Schools.

Every member of the faculty and staff participates in one of three school focus teams. Our school focus teams are Cross-Curriculum, Student Recognition/Incentives, and Post-Secondary Transition. These focus teams were created so that we could begin to analyze data and feedback regarding specific accountability measures that impacted our school report card. We began to develop goals that would help us target deficiencies we had in these areas and began working to improve our performance in these areas. Each of the center's focus teams were assigned a section of the school portfolio that most correlated to their accountability measure area. As teams, they meet to look at each measure and set goals for performance where are recorded in the school Action Plan. The data in the Action Plan allows us to determine our annual performance growth and helps us develop implementation strategies to reach our goals. Each team also developed the supporting narratives for the four sections of the School Profile.

EXECUTIVE SUMMARY

Student Achievement

Over the past several years, we have experienced a number of accomplishments with our students and our faculty. Over 200 of our students have earned industry and/or work-based certifications and we have been able to provide over 100 work-based learning experiences annually to our students in various programs. We are committed to preparing our students for study at the postsecondary level or immediate employment. We have worked to successfully establish relationships with local businesses, industry, and organizations to give authentic learning experiences to our students through cooperative learning, job shadowing, internships, field trips and job fairs.

As a school that supports student organizations, Donaldson has had several students place in the top three and receive either gold, silver or bronze medals at the annual SC SkillsUSA competition. Since 2011, Donaldson has had three students win gold medals in their respective CATE competition divisions: in 2011 Culinary Arts, in 2013 Commercial Baking and in 2015 Diesel Equipment Technology and First Aid CPR. All students that won a gold medal went on to compete at the national level.

Teacher/Administrator Quality

Donaldson Career Center prepares students for life after high school whether the student is going to college or entering the workplace. It is our goal to remain true to our school tagline “Learn Today to Earn Tomorrow.” This is made possible with over eighty years of total faculty experience; as well as highly qualified and engaging instructors. Donaldson Career Center’s personnel demographics and data breakdowns are as such for 2015-2016: there are ten faculty members, five are African American and five are Caucasian; four are male and six are female. More than forty percent of the faculty possess advanced degrees. The teacher attendance rate is ninety-two percent.

Faculty and Staff Professional Development Activities (completed or planned)

- Participate in Learning Focused training to improve instructional delivery and the process of teaching and learning in every classroom.
- Implement activities and practices that continually focus on the 10 Key practices of Technology Centers that Work for improvement.
- Promote continued excellence in academics and technical skills (quality instruction=quality programs).
- Develop and implement a comprehensive plan to improve the image of DCC within the community and to increase communication with feeder schools.
- Examine the quality of all programs to ensure they support higher-order skills.
- Create opportunities for instructor collaboration to share in projects, assignments, and teaching methods or techniques.
- Increase efforts to create improved transitions after high school for completer students (placement rate).
- Technology training for all faculty members.
- Increase the use of technology during instruction.

- Establish relevant partnerships with businesses in the area.
- College and workplace field trips each school year.
- Team building exercise for faculty members.

School Climate

Donaldson Career Center's major academic features are dual credit, industry based licensure and/or certifications, scholarships and student organizations. Membership in the National Technical Honor Society and SkillsUSA offer students the opportunity to demonstrate skills in their specific career program area. An annual awards and certificate ceremony is held to acknowledge student achievement and completion status.

The center also acknowledges perfect attendance, high academic achievement, and character traits through quarterly initiatives and recognitions. Students must demonstrate high integrity and knowledge to participate in extended learning or work-based learning experiences (shadowing, internships, co-ops, etc.). Motivational speakers are also invited to help students achieve academic and personal goals by modeling professionalism. Students continually demonstrate skills through competition, program projects, and community service activities.

Challenges

Donaldson Career Center has the lowest number of students enrolled among the four career centers, however we have experienced incremental

increases over the past five years. Three of the four feeder schools assigned to Donaldson are magnet academies and one of the four is on a block schedule. During the 2016-2017 school year, Carolina High will not be able to attend due to conflicts with the new bell schedule that will begin at Donaldson. The enrollment and retention rates are also impacted by the fact that many of our students have to return or stay at their home high school in order to complete or repeat required courses for graduation. We have the largest percentage of at-risk students (low graduation rate) of all the four career centers in Greenville County.

Accomplishments

Since the 2010-2011 school year, our intense focus on program curriculum and standards, high expectations for students and rigor in our coursework has propelled our State Report Card rating from being “At-Risk” to “Excellent.” Donaldson has earned state recognition as both a Palmetto Silver and Palmetto Gold Award recipient: 2011-2012 (Silver), 2012-2013 (Gold), 2014-2015 (Gold).

We have a 100% placement rate for students that complete our programs. Our success rate with post-secondary transition can be attributed to the fact that our center hosts an annual College and Career Fair for our students, which is well received by everyone who participates.

SCHOOL PROFILE

School Community

Donaldson has successfully established and maintained relationships with local businesses, industry, and organizations to give authentic learning experiences to our students through cooperative learning, job shadowing, internships, field trips and employment as well as serving as members of advisory committees to the programs of study offered at our center. In addition, since we are committed to preparing our students for study at the postsecondary level. Three of our programs offer the opportunity to earn Early College credit from Greenville Technical College (Aircraft, Automotive Technology, Welding). There are currently plans underway to increase the number of programs participating in the Early College program.

Personnel Data

Donaldson Career Center strives to prepare students for life after high school whether the student is going to college or entering the workplace. It is our goal to remain true to our slogan “Learn Today, Earn Tomorrow”. This is made possible by one hundred and nineteen years of total faculty experience; as well as highly qualified and engaging instructors. Donaldson Career Center’s personnel demographics and data breakdowns are as such: currently we have ten faculty members, five are African American, and five are Caucasian. Of the ten members

four are male and six are female. Forty-three percent of our faculty members hold advanced degrees and the attendance rate is roughly ninety-two percent.

School Population Data

Enrollment:

Based on the 2015-2016 course registrations, we are looking at a 25% increase above our current enrollment. There will be an addition of four new programs during 2015-2016 which will contribute to the enrollment increase. Traditionally student enrollment increases have been dependent on program capacity and overflow.

Sub-groups:

Total enrollment in 15-16 was 258 students, with 32% sophomores, 45% juniors, and 23% seniors. Racial demographic: White-36%, Black-47%, Hispanic-14%, Other-3%.

G/T:

Donaldson Career Center offers dual credit with Greenville Tech in the Aircraft, Automotive and Welding programs. Career center students are eligible to become members of National Technical Honor Society if they maintain a 3.0 GPA.

Retention:

Many students are returning for the second level of study for their respective programs at Donaldson Career Center to continue their education/training.

Attendance:

During the fall semester of 15-16, 10% of students were categorized as having excessive absences.

Major Academic and Behavioral Features/Programs/Initiatives

The career programs of study offered at Donaldson Career Center during the 2015-2016 school year included Aircraft, Automotive Technology, Barbering, Cosmetology, Culinary Arts, Digital Art and Design, Fashion Design, Nail Technology and Welding. We are currently working to offer three new CATE programs in 2016-2017: Building Construction Technology, Firefighting, Mechatronics, and a Career Exploration program for 9th graders. There will also be new a CATE program structure in the course for non-diploma students which will include Automotive Detailing and Material Handling.

Donaldson Career Center's major academic features are dual credit, certifications, licensure, scholarships and program completer status. The center offers a variety of programs that represent multiple career cluster areas to satisfy the interests of students. The school also offers membership in the National Technical Honor Society to recognize academic achievement and the SkillsUSA student organization to allow students the opportunity to demonstrate the skills they have learned in a competitive arena. An annual awards and certificate ceremony is held to acknowledge student achievement and completer status.

The Center acknowledges perfect attendance, high academic achievement, and character traits through quarterly initiatives and recognitions. Students must demonstrate high integrity and knowledge to participate in field experiences (shadowing, internships, co-ops, etc...). Motivational speakers help student achieve academic and personal goals by modeling professionalism. Students continually demonstrate skills through competition, program projects, and community service activities.

MISSION, VISION AND BELIEFS

Mission

Donaldson Career Center's mission is to provide students with marketable skills through academic and job related experiences and assist them in pursuing and attaining their post-secondary goals.

Vision

Every student will be trained to achieve employable skills and recognize that learning experiences do not terminate upon graduation, but will continue throughout life.

Beliefs

-We believe that education is a part of a lifelong learning process.

-We believe that every student should acquire values, understandings, and an appreciation of job related skills.

School Tag Line

“Learn Today to Earn Tomorrow”

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

INDICATOR	10-11	11-12	12-13	13-14	14-15	15-16
Technical Skill Attainment	87.2%	94.6%	89.0%	90.7%	90.7%	TBD
Graduation Rate	94.3%	94.8%	87.9%	100%	100%	TBD
Placement Rate	90.6%	93.3%	96.8%	99.1%	100%	TBD
WorkKeys Participation	118	52	63	25	25	0
Enrollment	176	201	215	229	245	258

The table above reflects data for each indicator as reported by the SDE on the Annual School Report Card for Donaldson Career Center.

- Technical Skill Attainment-the percentage of students enrolled in CTE courses who earn a 2.0 or above on the final course grade
- Graduation Rate-the number of 12th grade CTE students who graduate in the spring is divided by the number of 12th graders enrolled in the center converted to a percentage
- Placement Rate –the number of CTE completers who are available for positive placement divided into the number of students over a 3 year period who are actually placed
- WorkKeys-the number of students participating in the career readiness certificate assessment and the % scoring silver or above
- Enrollment-the number of students enrolled in regular education CTE programs

In future years, we would like to increase the number of our students that take the WorkKeys assessment and score at the Silver level or higher.

TEACHER/ADMINISTRATOR QUALITY NEEDS ASSESSMENT

PROFESSIONAL DEVELOPMENT FOCUS/ACTIVITIES				
11-12	12-13	13-14	14-15	15-16
Innovative Instruction	Multiple Intelligences	Accommodating Student Learning	Technology (Google)	Student Learning Objectives
Gangs	Learning Focused Lesson Plans	Increasing Rigor Using Blooms and the DOK	Classroom Management	Google Apps for Education
Incident Management	PAS-T	Walk-through Wednesday Reflections	Teambuilding with Personality Types	Accommodating Student Learning
Myers Briggs	Websites	Focus Team Strategic Planning	Raise the Bar with Rigor	Raising Awareness of Gang Culture
PAS-T Look Fors	Advisory Committees	Using Games to Teach Vocab	Tech Tidbits (Faculty)	Building Teacher Toolbox
Instructional Strategies	Stress	Teambuilding	Reporting Student Abuse	Interpreting Data
Junior Achievement	Branding	WTW Part 2	Maintaining Student Motivation	
	Student Organizations	Assessment/Rubrics	Assessments/Rubrics	
	Numeracy & Literacy	Project Based Learning	Project Based Learning	
	Curriculum Alignment	Using Technology to Recruit	Unit Planning	

During the 2010-2011 school year, faculty members were trained to use the Learning Focused Model for instructional delivery. The center began that year with an intense focus on program curriculum and standards, high expectations for students, and rigor in our coursework. Since that time we have remained positive about the process of teaching and learning and believe in the success of every student we serve. We will soon begin working to increase rigor across our curriculum in every program and begin integration of the Common Core Standards.

SCHOOL CLIMATE

	Teachers				Students				Parents			
INDICATORS % satisfied with	13- 14	14- 15	15- 16	16- 17	13- 14	14- 15	15- 16	16- 17	13- 14	14- 15	15- 16	16- 17
Learning Environment	85.7	100			88.7	95			89.4	96		
Social and Physical Environment	85.7	100			92.3	93			72.9	96		
School-Home Relations	85.7	82			90.0	91			77.1	85		

This table reflects the data reported by the SDE that was collected in the Annual Report Card Survey for each indicator. Each year the SDE administers a survey to every faculty member and to every 11th grade student and their parent. Our biggest challenge is School-Home relations, and we would like to implement additional strategies that will get our parents more involved in our school and their child's education at the career center.

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 **94.6%** in 2011-12 to **96.5%** in 2017-18.

ANNUAL OBJECTIVE: Increase the percentage of students enrolled in career and technology courses at this Career Center who earn a 2.0 or above on the final course grade (Technical Skill Attainment) by **.5%** annually.

DATA SOURCE(S): SDE Career Center Report Card

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance			95%	95.5%	96%	96.5%	96.5%
Actual Performance	94.6%	89.0%	90.7%	90.7%			

2012-13 Accountability Manual

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

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 **94.8%** in 2011-12 to **96.5%** in 2017-18.

ANNUAL OBJECTIVE: Increase the graduation rate as defined and calculated by the SDE by **.5%** 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			95%	95.5%	96%	96.5%	96.5%
Actual Performance	94.8%	87.9%	100%	100%			

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%.

PLACEMENT RATE

- Student Achievement Teacher/Administrator Quality School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the Placement Rate from **93.3%** in 2011-12 to **95.5%** in 2017-18.

ANNUAL OBJECTIVE: Increase the Placement Rate by **.5%** annually.

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

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance			94%	94.5%	95%	95.5%	95.5%
Actual Performance	93.3%	96.8%	99.1%	100%			

2012-13 Accountability Manual

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

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 **35** in 2011-12 to **70** in 2017-18.

ANNUAL OBJECTIVE: Increase the number of students participating in the WorkKeys assessment by **5** annually.

DATA SOURCE(S): SCWorks

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance			50	55	60	65	70
Actual Performance	35	47	25	25			

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 **85%** in 2011-12 to **90%** in 2017-18.

ANNUAL OBJECTIVE: Increase the percentage of students scoring silver or above on the WorkKeys assessment by **1%** annually.

DATA SOURCE(S): SCWorks

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance			86%	87%	88%	89%	90%
Actual Performance	84.8%	86.5%	60%	56%			

ENROLLMENT

Student Achievement Teacher/Administrator Quality School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the enrollment from **176** in 2011-12 to **300** in 2017-18.

ANNUAL OBJECTIVE: Increase the enrollment by **20** annually.

DATA SOURCE(S): PowerSchool

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance			220	240	260	280	300
Actual Performance	176	201	215	229	258		

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Include more project based learning	<u>Ongoing</u>	<u>Instructors</u>	0		<u>Lesson plans, PS</u>
In class projects and homework with technology integration	<u>Ongoing</u>	<u>Instructors</u>	0		<u>Lesson plans</u>
Measure achievement based on demonstrated competence in each task	<u>Ongoing</u>	<u>Instructors</u>	0		<u>Rubrics</u>
Seat Time Recovery for excessive absences	<u>Ongoing</u>	<u>Admin</u>	0		<u>Seat time schedule</u>
Early identification of students at risk	<u>Ongoing</u>	<u>Instructors</u>	0		<u>Referral to guidance</u>
Improve communication with colleges, employers and recruiters	<u>Ongoing</u>	<u>Instructors</u>	0		<u>Certifications earned</u>
Students obtain certifications in their field	<u>Ongoing</u>	<u>Instructors and students</u>	Will vary	<u>Local funds</u>	<u>Certifications earned</u>
Administer the ASVAB	<u>Annually</u>	<u>Guidance</u>	0		<u>Test date schedule</u>
Continue Career Day/Fair	<u>Annually</u>	<u>Guidance</u>	0		<u>Career Fair scheduled</u>
Increase job	<u>Ongoing</u>	<u>Instructors</u>	0		<u>Increase in Job</u>

shadowing in all programs		<u>and Guidance</u>			<u>Shadowing numbers</u>
Invite college recruiters to talk to individual classes	<u>Ongoing</u>	<u>Instructors and Guidance</u>	0		<u>School Check-In</u>
Reward or grade students that participate in WorkKeys and the WIN modules	<u>Ongoing</u>	<u>Instructors</u>	0		<u>Lesson Plans, WIN reports, weekly grades</u>
"Lunch and Learn" Invite HR Reps that require WorkKeys for hire in their company	<u>Ongoing</u>	<u>Guidance and Company HR Reps</u>	\$250	<u>Local Funds</u>	<u>Increase in students taking WorkKeys</u>
Continue access to computers for students to practice WIN	<u>Ongoing</u>	<u>Instructors</u>			
Articulation with homeschools during registration	<u>Ongoing</u>	<u>Everyone</u>	0		<u>Increase in enrollment</u>

PROFESSIONAL DEVELOPMENT

PERFORMANCE GOAL AREA – TEACHER/ADMINISTRATOR QUALITY

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

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the average number of staff development days relevant to CTE topics from **27.4** in 2011-12 to **37** in 2017-18.

ANNUAL OBJECTIVE: Increase the number of staff development days relevant to CTE topics by **2** annually from 2013-14 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			29	31	33	35	37
Actual Performance	27.4	21.0	21.8	20.9			

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Team building workshop	<u>Annually</u>	<u>Cross Curricular Focus Team</u>	\$500	<u>Local Funds</u>	<u>Annual School Calendar</u>
Learning Focused Training	<u>Annually</u>	<u>Focus team leaders</u>	0		<u>PD Calendar</u>
Focus on 10 Key Practices	<u>Annually</u>	<u>Admin and Instructors</u>	0		<u>PD Calendar</u>
Increase rigor in all programs	<u>Annually</u>	<u>Admin and Instructors</u>	0		<u>PD Calendar</u>
Facilitate instructor collaboration (cross curricular teaching)	<u>Annually</u>	<u>Cross Curricular Focus Team</u>	0		<u>Lesson Plans</u>
PowerTeacher Training workshop	<u>Annually</u>	<u>PowerTeacher managers</u>	0		<u>PD Calendar</u>
College and workplace visit planning workshop	<u>Annually</u>	<u>Guidance and Instructors</u>	0		<u>Lesson Plans, PD Calendar</u>

PARENT SATISFACTION – LEARNING ENVIRONMENT

PERFORMANCE GOAL AREA – SCHOOL CLIMATE

Student Achievement Teacher/Administrator Quality School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from **93.6%** to **98%** 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			94%	95%	96%	97%	98%
Actual Performance	93.6%	100%	89.4%	96%			

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 **94.2%** to **98%** 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			94.3%	95%	96%	97%	98%
Actual Performance	94.2%	93%	88.7%	95%			

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 **81.9%** to **90%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of teachers who are satisfied with the learning environment by **2%** 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			82.55	84%	86%	88%	90%
Actual Performance	81.9%	100%	85.7%	100%			

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 **82.4%** to **87.5%** 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			83.4%	84.4%	85.4%	86.4%	87.5%
Actual Performance	82.4%	97.7%	98%	84.4%			

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 **95.7%** to **98%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually increase the percent of students who feel safe at school during the school day by **.5%** 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			96%	96.5%	97%	97.5%	98%
Actual Performance	95.7%	94%	95.6%	91.6%			

TEACHER SATISFACTION – SCHOOL SAFETY

- Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at **100%** through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, **maintain** the percent of teachers who feel safe at school during the school day 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			100%	100%	100%	100%	100%
Actual Performance	100%	100%	85.7%	100%			

<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>
Increase "positive" parent contact in regards to student progress	<u>Ongoing</u>	<u>Instructors</u>	0		<u>Report card surveys,</u> <u>parent feedback</u>
Increase parent traffic throughout the school day (by providing in-services)	<u>Ongoing</u>	<u>Instructors</u>	0		<u>School schedule,</u> <u>lesson plans</u>
Changes the aesthetic layout of the learning environment each semester	<u>Ongoing</u>	<u>Instructors</u>	0		<u>Observations</u>
Display more student-created projects	<u>Ongoing</u>	<u>Instructors</u>	0		<u>Observations</u>
Make school administration aware of classroom irregularities that affect the learning environment	<u>Ongoing</u>	<u>Instructors</u>	0		<u>Contact with admin</u>
Monitor student/visitor identification while on premises	<u>Ongoing</u>	<u>All faculty,</u> <u>staff and</u> <u>admin</u>	0		<u>School checkin,</u> <u>observations</u>
Review chemical/safety lab procedures	<u>Ongoing</u>	<u>All faculty,</u> <u>staff and</u> <u>admin</u>	0		<u>Lesson plans</u>
Demonstrate safety policies/procedures to parents during open house	<u>Ongoing</u>	<u>All faculty,</u> <u>staff and</u> <u>admin</u>	0		<u>Lesson plans,</u> <u>observation</u>
Maintain school safety measures and increase student input	<u>Ongoing</u>	<u>All faculty,</u> <u>staff and</u> <u>admin</u>	0		<u>Lesson plans,</u> <u>observation,</u> <u>OSHA Log</u>
Maintain school safety measures for faculty	<u>Ongoing</u>	<u>All faculty,</u> <u>staff and</u> <u>admin</u>	0		<u>Observation,</u> <u>OSHA Log</u>

Donaldson Career Center School Report Card Link

<http://www.ed.sc.gov/assets/reportCards/2015/career/c/c2301995.pdf>