

Golden Strip Career Center
JF Lucas, Director

Greenville County School District
Burke Royster, Superintendent

School Portfolio
Action Plan 2013 - 2018

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Golden Strip Career Center

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*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

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/23/2016
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mark Christopher		3/24/2016
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

JF Lucas		3/24/2016
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 1120 East Butler Road, Greenville, SC 29607

SCHOOL'S TELEPHONE: (864) 355-1050

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

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	JF Lucas
2. TEACHER	Kelly Sanderson
3. PARENT/GUARDIAN	Ebony Austin
4. COMMUNITY MEMBER	Rodney Neely
5. SCHOOL IMPROVEMENT COUNCIL	Mark Christopher
6. Read to Succeed Reading Coach	
7. School Read to Succeed Literacy Leadership Team Lead	
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) ** Must include the School Read to Succeed Literacy Leadership Team.	

<u><i>POSITION</i></u>	<u><i>NAME</i></u>
<u>Department Head, Greenville Technical College</u>	<u>Kelvin Byrd</u>
<u>Dean of Early College, Greenville Technical College</u>	<u>Erin Smith</u>
<u>Guidance Counselor</u>	<u>Gwen Worthington</u>
<u>Mauldin Fire Department</u>	<u>Jerry Sports</u>
<u>Michelin</u>	<u>Christina Williams</u>
<u>Student</u>	<u>Hunter Robertson</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>

***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.

Academic Assistance, PreK–3

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X Academic Assistance, Grades 4–12

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X Parent Involvement

The district 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 district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

X Technology

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

X Innovation

The district 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 Collaboration

The district (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 district 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 district 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 district 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 district 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.

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.

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.....7
Executive Summary8
School Profile9
Mission, Vision, and Beliefs10
Data Analysis and Needs Assessment11
Action Plan14
2014-15 Career Center Report Card29

INTRODUCTION

The strategic planning process of 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 completion. As a member of the Technology Centers That Work (TCTW) school improvement initiative, Golden Strip Career Center already had the faculty and staff divided into focus teams. Each focus team worked with a specific section of the action 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), consisting of parents, students, teachers, business partners, and educational partners, lent its support and advice to the school improvement plan with monthly meetings focused on guiding the school's improvement efforts.

EXECUTIVE SUMMARY

- Students are evaluated at GSCC using various assessments such as semester exams and end-of-course (EOC) exams, as well as state and national certification exams. The data gathered from these assessments is used by school personnel to monitor and adjust curriculum, instruction, and assessment. School personnel collaborate on a regular basis with instructors at other career centers and Greenville Technical College instructors to ensure vertical and horizontal alignment with career center 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 other work-based learning opportunities.
- Systems are in place to evaluate the performance of administrators, faculty, and staff at the center. The tool used for administrator assessment is the PAS-A instrument and the teacher/parent/student surveys. Assessment tools for teachers are the PAS-T instrument and informal evaluations. Administrators, career specialists, and academic specialists are available to assist teachers with professional development and instructional support. Improvement plans can be implemented on a teacher and/or program basis if needed.
- Support for student performance and school effectiveness is promoted by school leadership. The school leadership team meets weekly to address the needs of the school. All stakeholders are involved in the decision-making process to varying degrees through the School Improvement Council (SIC) which consists of students, teachers, parents, business partners, educational partners, and the community. Everyone involved works toward continuous improvement to achieve the school's vision.
- Our challenges for the past three years have been increasing our enrollment, adding new courses, and working with limited classroom and laboratory space. We believe that expanding our facility holds the solution for many 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.

Accomplishments

- For the past three years, our center has had an excellent absolute rating on our annual report card.
- Seventy-one percent of our students are members of the career and technology student organization (CTSO) associated with their career area—24 students are members of FCCLA (Family, Career and Community Leaders of America) and 226 students are members of SkillsUSA.
- Students and teachers in our CTSOs participate in state and national events throughout the year.
 - At this year's STAR (*Focus on Children*) events, one of our FCCLA students earned a silver rating.
 - One of our FCCLA students was elected as a State FCCLA Officer for the 2016-2017 school year.
 - Thirty three of our SkillsUSA students will be competing at the SC SkillsUSA Leadership and Skills Conference in April with the hopes of representing our school at the National Conference in June.
 - Our school currently has two SC SkillsUSA Board members and one SC FCCLA Board member.

SCHOOL PROFILE

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

For the 2015-2016 school year, GSCC has fourteen career and technical education (CTE) programs and one Occupational Diploma program for selected special education sophomores. Our CTE programs include: Automotive Technology, Auto Collision Repair, HVAC (Heating, Ventilation, and Air Conditioning), Machine Tool, Cosmetology, Nail Technology, Early Childhood Education, Fire Fighting, Law Enforcement, Carpentry, Welding, Fashion Merchandising/Marketing/Advertising, Web Design/Animation/Digital Multimedia/Google Applications, and Culinary Arts.

Career and technology student organizations (CTSOs) are available to help students develop their career readiness skills. Our CTSOs include SkillsUSA and FCCLA (Family, Career and Community Leaders of America). These CTSOs have been organized for many years on our campus and continue to provide valuable experiences for our students. In addition to our CTSOs, GSCC also has an active School Improvement Council (SIC) and each CTE program has an advisory committee consisting of parents, students, and business and industry partners.

There are twenty-nine staff members at Golden Strip Career Center including a director, assistant director, bookkeeper/secretary, guidance counselor, clerk, two special education aides, four custodians, two occupational diploma teachers, and fourteen career and technology teachers. The faculty is made up of both traditionally-trained teachers and alternative certification teachers, with three teachers currently working on their initial certification through the DIRECT program. Our teachers have an average of twelve years of experience and twenty-eight percent of the staff have a master's degree or higher. Fifty-three percent of the teachers are male and twelve percent are minority. Our teacher attendance rate is 95.8%.

Four hundred sixty four students are currently enrolled in career and technology courses at Golden Strip Career Center. Seventy-one percent of our students are involved in career and technology student organizations. Fifteen percent of our students participate in work-based learning experiences.

MISSION, VISION, AND BELIEFS

The primary mission of Golden Strip Career 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 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.

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.

For 2012, our technical skill attainment was 91.6% (state average – 89.2%); in 2013, our technical skill attainment was 92.3% (state average – 89.4%); in 2014, our technical skill attainment was 90.0% (state average – 90.3%); and in 2015, our technical skill attainment was 91.3% (state average – 90.4%). We have surpassed the state every year for the last four years in technical skill attainment.

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

We had a graduation rate of 92% in 2012 (state average – 95.4%), 93.8% in 2013 (state average – 94.9%), 98.1% in 2014 (state average – 93%), and 100% in 2015 (state average – 97.1%). As members of Technology Centers That Work (TCTW), we are incorporating numeracy and literacy in our lesson plans to assist our students in their overall academics with the ultimate goal of graduating high school.

- 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 who are actually placed and converted to a percentage.

We had a placement rate of 97.8% in 2012 (state average – 96.5%), 97.8% in 2013 (state average – 96.5%), 98.7% in 2014 (state average – 96.9%), and 99% in 2015 (state average – 97.1%). For the past four years, we have surpassed the state average.

Enrollment

Our enrollment for the past four years has been 393 students in 2011-2012, 451 students in 2012-2013, 470 students in 2013-2014, and 464 students in 2015-2016. To improve our enrollment, we plan to continue our lunchtime recruiting, offering new courses that appeal to our students and that teach in-demand skills, and improving our partnership and collaboration with our feeder schools.

In 2015-2016, our Health Science, Agriculture, and CAD classes moved to the high school and we ended our English classes. During the same time period, we changed our course offerings to include Machine Tool, HVAC, and Nail Technology. Although the programs that moved to the high school usually had the highest enrollments, our overall enrollment was only down by six students. We attribute this success to the diligent recruitment efforts for our new programs and our existing programs.

Teacher/Administrator Quality

Professional development goals are set yearly by the principal and teachers at the center. All teachers must participate in a minimum of 24 hours of professional development during the school year. At least 12 of these 24 hours are offered at the school level.

2014-15 Professional Development Plan – Golden Strip Career Center

Date	Details	Points
Donaldson Career Center, August 13, 8:30-12:30	Beginning of the Year meeting Breakout Sessions: <ul style="list-style-type: none"> • Grant Writing for CATE Courses • Quality Review Measures and Upcoming State Monitoring Visit • Establishing Business/Industry Partnerships • Rubicon Atlas Updates, Planning and Assessments • Classroom Visits and Teacher Evaluations • An Overview of Special Education 	4
August 12	SmartFind Refresher	NA
September 10 & October 22	Google Sites – Michael Simmons	2
September 3	Advisory Committees – Marjorie Dowd	NA
August 27, October 1, November 12, & December 3	Promethean Board Training – Lance Curry	4
December 17	Seven Essential Teaching Skills – TCTW – Barbie Beadles	1
January 16	Teaching Strategies for CTE Teachers – Lisa Stansell and Kelly Sanderson	1
	Putting It All Together—Teacher Websites – Susan Werner	1
January 28	Establishing Business/Industry Contacts and Opportunities for CATE Programs – Marilyn Nasiatka and Marjorie Dowd	1
February 25	Assessments in the CATE Classroom – Doreen Vogel and Tracy Harris	1
March 25	Soft Skills—Preparing Students for the Future – Gwen Worthington	1
April 29	Cooperative Learning within the CTE Classroom – Nancy Roddy	1
TOTAL POINTS OFFERED		17

2015-2016 Professional Development Plan – Golden Strip Career Center

Date & Time	Details	Points
August 13 1:30 – 3:30	CTE Meeting at ICAR – Brooks Smith, Executive Director of CTE	2
August 17 9:00 – 10:00	Grading Requirements – Lance Curry	1
August 24 11:30 – 12:30	Website Help – Lance Curry	2
August 31 11:30 – 12:30	Website Help (continued) – Lance Curry	
September 23 11:30 – 12:30	Teen Dating Violence – Gwen Worthington	1
October 28 11:30 – 12:30	SLO Training – Kimberly Jones	4
November 11 11:30 – 12:30	Introducing Google Drive – Lance Curry	1
February 24 11:30 – 12:30	Google Docs and Sharing – Lance Curry	1
March 16 11:30 – 12:30	Google Slides – Lance Curry	1
April 13 11:30 – 12:30	Google Forms – Lance Curry	1
September – May 11:30 – 12:30 (monthly)	Professional Learning Communities (topics vary)	9
TOTAL POINTS OFFERED		23

School Climate

From 2012-2014, our center has had an excellent absolute rating on our annual report card. Overall, the majority of our students (86%), parents (85%), and teachers (75%) are satisfied with the learning environment. In addition, the majority of our students (88.1%), parents (79.5%), and teachers (94.1%) feel safe at school during the school day.

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 **91.6%** in 2011-12 to **93.1%** 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 **0.5%** annually and maintain the Technical Skill Attainment level once goal is met.

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	92.1%	92.6%	93.1%	93.1%	93.1%
Actual Performance	91.6%	92.3%	90.9%	91.3%			

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 **92%** in 2011-12 to **95%** 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 and maintain the Graduation Rate once goal is met.

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	93%	94%	95%	95%	95%
Actual Performance	92%	93.8%	98.1%	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: Maintain the Placement Rate at **97.8% or above** from 2011-12 through 2017-18.

ANNUAL OBJECTIVE: Annually maintain the Placement Rate.

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	97.8%	97.8%	97.8%	97.8%	97.8%
Actual Performance	97.8%	97.8%	98.7%	99%			

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%.

ENROLLMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the enrollment from **393** in 2011-12 to **456** 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	405	417	430	443	456
Actual Performance	393	451	470	464			

STRATEGY	<u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
	Students will be able to retake tests and exams on which they scored less than 70%.	Ongoing	Teachers	NA	NA	PowerTeacher gradebook; copies of graded tests/exams; contact log
	Teachers will set a 2.0 performance goal for each student.	Ongoing	Teachers	NA	NA	PowerTeacher gradebook; contact log
	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	CC Guidance Counselor	NA	NA	Documentation of meetings
	Teachers will contact parents after students have been absent three consecutive days.	Ongoing	Teachers	NA	NA	Contact log; PowerTeacher attendance records
	Teachers will make a positive contact with parents at least once a year.	Ongoing	Teachers	NA	NA	Contact log
	Teachers will keep accurate records of contact information for students and parents including Facebook , e-mail, Twitter, etc.	Ongoing	Teachers	NA	NA	Contact log; information sheets; completer/concentrator reports
	All students will participate in at least one work-based learning activity per year.	Ongoing	Teachers Counselor Director	NA	NA	WBL report
	The center will offer new courses based on student interest and employment outlook.	Yearly evaluation	Director Counselor Advisory Committees SIC	Varies based on course startup costs and teacher salary	General funds Perkins funds	Course offerings; enrollment
	The center will use current CC students to recruit students for the following year.	Ongoing	Director Counselor	\$500 (t-shirts for student recruiters)	Local funds	Tours; t-shirts; enrollment

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 hours** in 2011-12 to **24 or more hours** in 2017-18.

ANNUAL OBJECTIVE: Increase the number of staff development hours relevant to CTE topics by **2 hours** 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		X	18	20	22	24	24+
Actual Performance	16	12	15	17			

STRATEGY	<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 provide at least 12 hours of professional development opportunities on-site.	Ongoing	Director Assistant Director	NA	NA	PD calendar; PD attendance roster
	The faculty will participate in additional professional development opportunities related to technology implementation, refresh training, new webpage creation, Learning Focused strategies, etc. as determined by School Leadership team.	Ongoing	Director Assistant Director	NA	NA	PD calendar; PD attendance roster; needs survey

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%	84.1%	89.1%	85%			

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%	86.4%	84%	86%			

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%	94.5%	94.4%	75%			

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%	90.6%	88.1%	79.5%			

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 **89.8%** to **94.8%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually increase the percent of students who feel safe at school during the school day 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%	87%	85.1%	88.1%			

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, annually maintain the percent of teachers who feel safe at school during the school day.

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%	100%	100%	94.1%			

STRATEGY	<u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
	School website will be updated at least monthly to inform parents and the community about the successes of the school, teachers, and students.	Ongoing	Director Faculty	NA	NA	Up-to-date school website
	The center will hold an Open House during each semester to inform parents and students about the center, the course offerings, and individual teacher expectations.	Ongoing	Director Faculty	NA	NA	Open House announcements; website announcements; phone blast announcements
	The director and guidance counselor will use phone blasts to inform parents of upcoming events at the school.	Ongoing	Director Guidance Counselor	NA	NA	Phone blast announcements
	Teachers will maintain and regularly update their websites regarding class information, lesson plans, class rules/procedures, grading policies, etc.	Ongoing	Teachers Director	NA	NA	Up-to date teacher websites
	Professional development centered on engaging students in the learning process will be offered.	Ongoing	Director Assistant Director	NA	NA	Actively engaged students; PD calendar; PD summary/handouts
	Professional Learning Communities (PLCs) will meet on a regular basis to brainstorm and discuss ways to improve the learning environment.	Ongoing	Director Faculty	NA	NA	Minutes of meetings; implementation plan for improvements
	Continued professional development on integration of literacy and numeracy in career center courses will be offered.	Ongoing	Director	NA	NA	PD calendar; PD summary/handouts
	The director and teachers will address school safety at each SIC meeting and Advisory Committee meeting.	Ongoing	Director Teachers	NA	NA	SIC agenda; Advisory Committee agenda
	The school resource officer (SRO) will be	Ongoing	Director	NA	NA	SRO visibility

visible throughout the school day.		SRO			
The center will enforce the “Ignore the Door” campaign, student ID requirement, and visitor check-in policy to increase security measures at the school level.	Ongoing	Director Faculty Staff	NA	NA	Faculty and student handbooks with policies outlined; visitor logs
A school safety committee comprised of students and teachers will be established to discuss safety issues such as bullying, threats, fighting, weapons, and drugs on campus.	Ongoing	Director Teachers Safety Committee	NA	NA	Committee meeting agendas and minutes; member list
All teachers will teach emergency procedures, basic safety, and shop safety (where applicable) during the first week of school.	Yearly and ongoing	Director Teachers	NA	NA	Safety tests; emergency drills

CAREER CENTER REPORT CARD

2014-15 Career Center Report Card:

<http://ed.sc.gov/assets/reportCards/2015/career/c/c2301998.pdf>