Enoree career center

Your career begins here!

School Portfolio
2013-14 through 2017-18
Brana Patterson Myers, Director

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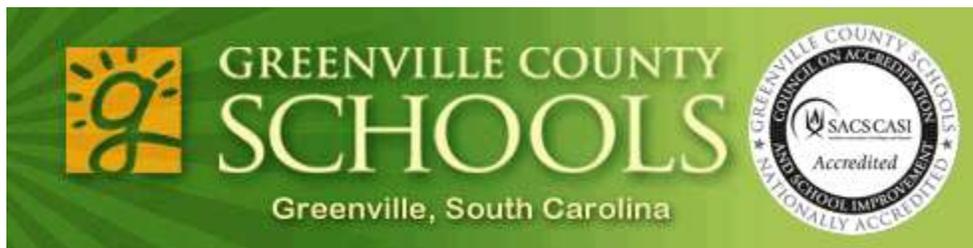
W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL – Enoree Career Center

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 *(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

Dr. Crystal Ball O'Connor		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	**3/31/17**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kevin Ward	*Kevin Ward*	**3/30/17**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Brana P. Myers	*Brana P. Myers*	**3/30/17**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

N/A		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: 108 Scalybark Road, Greenville, SC 29617

SCHOOL'S TELEPHONE: (864)355-7400
PRINCIPAL'S E-MAIL ADDRESS: bmyers@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.

POSITION	*NAME*
1. PRINCIPAL	Brana Myers
2. TEACHER	Travis Cash
3. PARENT/GUARDIAN	Kevin Ward
4. COMMUNITY MEMBER	Brenda Benton
5. SCHOOL IMPROVEMENT COUNCIL	Barry Ballew
6. Read to Succeed Reading Coach	N/A
7. School Read to Succeed Literacy Leadership Team Lead	N/A

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.

POSITION	*NAME*
Assistant Principal – Tracy Cooper	
Counselor – Jan Janarella	
Work-Based Learning Coordinator – Mary Hanna	
Student – Zyan Rice	
Parent – Kathy Jackson	
Instructor – Katie Ward	
Instructor – Holly Bell	

*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 school 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.

_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__   **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.

_____ **Recruitment**
The school 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 school 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

The Enoree Career Center stakeholders have reviewed and evaluated the center and this portfolio represents the report of the results. In 2013, we were charged with the task of renewing our 5-year plan. Some of our original goals have been realized and are being maintained. Others have been modified to meet the changing needs of our students and advances in technology. The process for development of this self-assessment begins at the start of each 5-year goal period.

Beginning with faculty participation and expanding to include student, parent, and community partner input through SIC and Program advisory committees, the ongoing creation has given all of those involved a chance to reflect on the direction, successes, and needs of our school. Between each 5-year period, the facts of the document are updated annually by the director, assistant director, and counselor and presented for approval to the Faculty, Leadership Team, School Improvement Committee (SIC), and Program advisory committees by the director.

EXECUTIVE SUMMARY

Student Achievement: Student achievement stands as the main focus at Enoree Career Center. Students are assessed formally through both classroom and practical grades, and follow the district's guidelines for grade weighting and reporting. In addition to formal grades, students are also assessed through skills and technical assessments that measure learning and achievement through observable performance within the curriculum. End of course technical assessments, WorkKeys scores, and co-op/internship job performance are also measured, analyzed and monitored as a student participates at Enoree. Placement data, SkillsUSA results, final GPAs, and graduation rate also provide insight to the success of ECC students. Ultimately, student achievement is measure by his/her employability and College/Career readiness upon graduation.

Teacher/Administrator Quality: All teachers at Enoree Career Center possess industry-level, first-shand experience in their field. That expertise, coupled with teacher education courses and professional development, allow ECC teachers to provide solid academic instruction and to facilitate lab and on-site job training that mimics the workplace. Teacher participate in courses and inservice sessions in order to keep teaching credentials current through the South Carolina State Department of Education. Additionally, teachers maintain business partner relationships with SIC members, advisory members, higher education members, and other community members in order to stay abreast with the latest industry standards, requirements, and technology.

School Climate: The school population is diverse and reflects the individual personalities of the four feeder schools Enoree serves. That diversity contributes to the professional atmosphere of the school and helps to best provide a business-like learning environment for students. Students complete applications in order to attend Enoree Career Center, which proves them to be highly motivated learners who already have some idea of career choice or focus. Safety and professional conduct are priorities, and students are purposefully taught "soft skills" that promote good citizenship while at school and beyond.

Challenges: There are several factors that prove to be challenges for Enoree Career Center:

- No on-site nurse or health professional, despite the fact that students work around and with machinery and tools.
- No on-site instructional coach, despite the fact that most CTE teachers come from backgrounds other than teacher education programs.
- No on-site SRO, despite the fact that all middle and high schools have one. ECC relies on roving Greenville County deputies in the case of emergency or the need for law enforcement.
- Other programs sharing space within the ECC building: District Print Shop, STAR Academy, and the Satellite Diploma Program all utilize classroom and shop space that could be used to expant career center programs.
- Low enrollment in some programs, along with over-enrollment in others.
- Lack of effective communication between feeder high schools and Enoree Career Center.
- The need to better address manufacturing skill needs within the Greenville area.
- The need for additional facilities to house the aforementioned manufacturing courses.

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

School-wide Recognitions

- Named "One of the Fifteen Most Improved Technology Centers in the Nation" for 2012-2013 by Technology Centers That Work branch of the Southern Regional Education Board.
- Palmetto Gold School
- SkillsUSA – Total Participation School
- Grants received:
  - NATEF
  - Walmart Culinary Arts
  - South Carolina Firefighters Association

Student Recognitions

*National Technical Honor Society***:** Students who meet the following criteria are eligible for induction Enoree Career and Technology Center chapter of the National Technical Honor Society:

- Have completed or be enrolled in at least two units of credit at Enoree Career and Technology Center

- Have at least a 3.0 overall grade point average

- Have a 90 or above average in coursework attempted at Enoree Career and Technology Center

- Receive the recommendation of an Enoree Career and Technology Center faculty member

Recommendations are made during the spring semester of each school year.

Honors Day is held during the last month of school annually. The purpose of this day is to recognize those deserving students. Awards given include:

1. The **Outstanding Student Award** is presented to the overall outstanding student in each program. (Selected by Instructor. Only one outstanding student per instructor)
2. The **Director Award** is presented to selected students who have improved the most in their program or have overcame obstacles while at this school (Submitted by the Instructor, selected by the Director.)

3. **Perfect Attendance Awards** are presented for one-year and two-year perfect attendance. To be eligible, a student must attend Enoree Career and Technology Center for both semesters of the school year. (Selected by Counselor).
4. **Scholarship Awards** are presented to those students pursuing post-secondary training within their respective trade area. (Submitted by Instructor, selected by the Scholarship Committee.) <u>At least one scholarship is awarded in each program area</u>.
5. **Citizenship Awards** are presented to students who exemplifies service to others, leadership as a positive role model, responsibility, demonstrating respect for others and self-discipline.
6. **CTE Student of the Year Representative** is presented to a senior who have completed at least four units at Enoree Career and Technology Center. Recipients will be nominated by the instructors and selected by a committee. This award is based on outstanding performance in school related activities, leadership, and citizenship

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<u>**Technical Competition Awards:**</u> Students are encouraged to participate in competitions that showcase their technical skills and abilities that have been developed through Career and Tech Education. Most recently, Enoree students have participated in the following: Pro-Start Culinary Competition, District Culinary Competition, AWS Welding Competition, and SkillsUSA. Enoree has had many state winners at SkillsUSA, sending several students to the SkillsUSA National Conference and Competition held annually in Louisville, Kentucky.

<u>**Service Projects:**</u> Enoree Career Center students and faculty participate annually in various service projects and community events, including a blood drive for the Carolina Blood Connection, a fundraiser ($650 raised) for the Leukemia/Lymphoma Society of South Carolina, and a canned food drive (700+ food items) for The Berea Reaching Center, a local food pantry that serves our immediate area.

SCHOOL PROFILE

Enoree Career Center strives to maintain a learning environment that mimics industry and workplace settings that correlate to our programs. This kind of learning environment is necessary so that students may develop the skills necessary to secure and maintain a job when they complete their high school education, or to advance their career to the next level. This involves helping students develop a sense of responsibility for his/her actions, respect of co-workers, pride in a job well done, independence in carrying out instructions, and the ability to work as a member of a team. We believe that Career and Technology programs here at Enoree will provide an opportunity for students to develop technical and academic skills that will open career doors and provide a foundation for life-long learning.

Enoree Career Center (ECC) is a suburban career-technical center located in Northern Greenville, South Carolina. Enoree Career Center serves four feeder high schools: Berea, Carolina, Travelers Rest, and Wade Hampton High Schools. Two of these high schools are shared with other career centers in the district. Some Carolina High School students are allowed to attend Donaldson Career Center in order to participate in programs not offered at Enoree, and/or to complete a second year that was begun at Donaldson. Wade Hampton High School students attend Enoree exclusively, with the exception of some students who currently

attend J. Harley Bonds Career Center in order to take Welding. The sharing of students is expected to decline and eventually cease as new facilities and programs at Enoree expand.

Enrollment for 2015-16 (number of students served) at ECC was 339 students in grades nine through twelve. The student population is 59.0% White, 22.9% African-American, 14.9 % Hispanic and 2.7 % Mixed and .57% Asian. Sixty three percent of ECC students receive free or reduced lunches and twenty three percent are special needs.

ECC has a faculty of thirteen full time teachers with an average teaching experience of eight years. One hundred percent of the teaching staff meet or exceed the state definition of highly qualified and one hundred percent meet or exceed the federal definition of highly qualified. About 25% percent of the faculty holds advanced degrees.

ECC facilities house the Star Academy. The School District of Greenville County Star Academy Program is a dropout prevention and academic acceleration program for 8th graders who have failed one to two years during their educational journey. There are 4 teachers and one administrator in this program. This program currently serves 58 students. ECC also provides classroom space for the district's Satellite Diploma Program.

ECC operates on a block schedule of 90 minutes. Classes are "double blocked" which means that the classes are approximately 180 minutes long. First and second period are referred as the AM classes. Third and fourth period classes are referred as the PM class.

ECC offers courses of study in eight career clusters and one specialized program:

Cluster	Courses Offered
Arts, Audio-Video Technology, and Communications	Graphics 1 and 2
Marketing	Fashion Merchandising
Hospitality and Tourism	Culinary Arts 1 and 2
Architecture and Construction	Building Construction 1 and 2
Transportation, Distribution, and Logistics	Automotive Technology 1 and 2; Automotive Collision Repair 1 and 2
Law, Public Safety, Corrections, and Security	Law Enforcement 1 and 2; Firefighting 1 and 2
Human Services	Cosmetology 1 and 2
Manufacturing	Welding Technology 1 and 2
Specialized Programs	Occupational Diploma

MISSION, VISION, BELIEFS

Mission

Our mission is to prepare our students to enter post-secondary education or today's workforce.

Vision

As a career center, we strive to instill a lifelong joy of learning in our students. Through instruction for skill development, we endeavor to guide our students to a higher level of maturity, competency, and pride in their work.

Beliefs

We believe:
- students are the purpose for our center.

- everyone, both students and faculty, can learn.

- students must participate in the educational process and be active learners.

- career education will prepare students for the future.

- thinking critically, problem solving, and communicating are part of the educational process.

- instruction will be meaningful, challenging, and relevant.

- resources should be available to ensure the best instruction possible.

- faculty and staff are professional and competent.

- student achievement should be a key consideration in all decisions.

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 __92.9__ % in 2011-12 to 95.4% 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		X	93.4%	93.9%	94.4%	94.9%	95.4%
Actual Performance	92.9%	91.9%	93.4%	91.1%	**93.0%**		

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%).

STRATEGY **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	Indicators of Implementation
Each teacher will complete a grade distribution sheet at the end of the 9 weeks grading period. Reasons must be given for students who receive any grade below 2.0. The teacher, student and administration will create an improvement plan for the student.	2013-2018	Guidance	$0	N/A	Final grade distribution sheets
Any student who receives grade below a C on first progress report grade will spend break time each day re-doing unsatisfactory work until grade is C or higher.	2014-2018	Teachers	$0	N/A	Final grade distribution sheets

☒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 __86.3_% in 2011-12 to 91.3% 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	87.3	88.3	89.3	90.3	91.3
Actual Performance	86.3%	97.5%	98.3%	97.6%	**98.9%**		

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
To ensure students attend school and graduate the following attendance intervention procedures will be followed: Enoree Career Center will work with the feeder high school attendance office to determine if the attendance issue impacts both schools. District-wide attendance intervention models will be used whenever necessary. For attendance issues that only impact the career center, teachers will contact parents and work out plans to help students make-up work or devise a plan to improve attendance.	2013-2018	Guidance, Attendance Clerk & Director	$0	N/A	Attendance totals, Final grade distribution sheets, Documentation of parent contacts in IMS.
Enoree Career Center will work with high school guidance departments to create and/or adapt schedules that will help students catch up or earn necessary graduation credits. Other options such as online courses and/or Satellite Diploma Program can also be considered.	2014-2018	Guidance Counselor	$0	N/A	Documentation of student conference

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority
FIVE YEAR PERFORMANCE GOAL: Increase the Placement Rate from __94.1__ % in 2011-12 to 96.6% 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		X	94.6%	95.1%	95.6%	96.1%	96.6%
Actual Performance	94.1%	94.7%	98.5%	99.4%	**99.4%**		

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%.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Students will complete a Senior Survey which will give the career center data on the student's plans after graduation as well as their latest contact numbers and e-mail addresses from the students, parents and relatives which could assist the school in obtaining placement information on each student.	2013-2018	Guidance	$0	N/A	Placement Reports
ECC will utilize the services of the Work-based learning coordinator to find more opportunities for student placement and employment after graduation.	2014-2018	WBL Coordinator	Salary	District	WBL records in powerschool.
Director will contact and visit local business and industries to increase the understanding of what Enoree CTC offers as well as increasing the number of work based learning opportunities for all students.	2014-2018	Director	$0	N/A	Documentation of industry visits, Placement Reports
Each CTE Program Advisory Committee will explore ways to increase the number of business and industry members actively serving on their committee.	2014-2018	Director	$750	Local Funds	Documentation of CTE Program Advisory Committee Meeting, Placement

ENROLLMENT

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority
FIVE YEAR PERFORMANCE GOAL: Increase the enrollment from ___506___ in 2011-12 to ___531___ in 2017-18.
ANNUAL OBJECTIVE: Increase the enrollment by ___5___ 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	511	516	521	526	531
Actual Performance	506	586	566	462	**346**		

**NOTE: Enrollment for 2014-2015 shows a decline due to health science courses being moved to the high schools.
**NOTE: Enrollment for 2015-16 shows a decline due to course changing from semester-long to year-long classes.

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STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide opportunities for more collaboration between ECC and the feeder schools: Counselor breakfasts, participation in Cluster Meetings, invitations for field trips, participation in career days.	2013-18	Guidance, Leadership Team	$0 Unless there is a cost for transportation	N/A	Meeting agendas, minutes, event fliers Increase of % of each feeder HS students enrolling in Career center classes
Improve and market Enoree's community footprint through various mediums: Fall and Spring Showcase Community Events, Public Service Events, Promotional Videos, Career/Job Fairs, Business Partner Recruiting Events, printed materials, banners, additional members to advisory and SIC.	2013-18	Leadership Team	$0 Unless there is a cost for transportation	N/A	Event Annoucements, meeting agendas
Expand Middle School access through 7th grade Career Fair and 8th grade tours.	13-14 to 17-18	Guidance District WBL Coordinator	cost for transportation	Perkins	Increase of % of each feeder HS students enrolling in Career center classes
Expand underclassmen exposure through a 9th grade exploratory program and 10th grade shadowing opportunities.	2016-2018	Leadership Team	Facilitator for 9th grade program	General Fund teacher allocation	Increase in 11th grade applications/enrollment after participation in 9th and 10th grade programs.

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 __14__ in 2011-12 to ___19__ in 2017-18.
ANNUAL OBJECTIVE: Increase the number of staff development hours relevant to CTE topics by _____1_____ 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	15	16	17	18	19
Actual Performance	14	21	21	20	**20**		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Survey instructors concerning what relevant CTE staff development they would like to receive	yearly	Leadership Team	$0	N/A	Survey
Director, Guidance Counselor will maintain and utilize administrative rights to place staff development on the portal for teachers. Teachers will be offered 14 hours of in-school professional development, including 8 hours of technology training.	yearly	Leadership Team	$1000/year	Supply funds	Documentation of hours from portal.

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 __66.7__% to __76.7__% by 2018.
ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of parents who are satisfied with the learning environment by _____% 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	68.7%	70.7%	72.7%	74.7%	76.7%
Actual Performance	66.7%	87.6%	86.3%	94.0%	**90.4%**		

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STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Display student work outside each classroom/lab on the bulletin boards in the hall. Display pictures of students working in each program in the halls near each program as well as in the front entrance and in the auditorium.	2013-2018	Director, Guidance Counselor , Graphic Arts Instructor	$500	Local Funds	Photos of displays
Revise the Center's Web Page to display information about programs at the center. Display student work and projects as well as course descriptions and contact information. Update the website frequently to highlight events and special projects in each program at the career center.	2013-2018	Director, Webmaster, Guidance Counselor	$0	N/A	Print out of schools website
Create a promotional video that highlights all programs at the center and its accomplishments. Send the video to all feeder high schools and middle schools. The video will also be posted on the centers web page.	2014 (redone in 2016)	Director, IC, Guidance Counselor, GCS Video Production Dept.	$250	Local funds	Copies of Video
Utilize Social Media outlets (Facebook, Twitter, Instagram) to showcase students, teachers,	2013-2018	Teacher Volunteer	$0	N/A	Review of social media

learning, and events at Enoree.					
Utilize printed materials mailed to families and the school messenger system to promote events and information from Enoree Career Center.	2013-2018	Leadership Team	$1000	Supply Funds	Print out from School Messenger, samples of printed material, mailing lists/labels.
Set and obtain goal of every teacher contacting every parent each semester.	2016-18	All	$200 for Enoree "Positive Postcards"	Supply Funds	IMS Contact Logs for each teacher, contact logs in PAS-T notebooks

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 __92.0__% to __94.5__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of students who are satisfied with the learning environment 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		X	92.5%	93.0%	93.5%	94.0%	94.5%
Actual Performance	92.0%	92.7%	87.3%	97.0%	**94.4%**		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Display student work outside each classroom/lab on the bulletin boards in the hall. Display pictures of students working in each program in the halls near each program as well as in the front entrance and in the auditorium.	2013-2018	Director, Guidance Counselor , Graphic Arts Instructor	$500	Local Funds	Photos of displays
Revise the Center's Web Page to display information about programs at the center. Display student work and projects as well as course descriptions and contact information. Update the website frequently to highlight events and special projects in each program at the career center.	2013-2018	Director, Webmaster, Guidance Counselor	$0	N/A	Print out of schools' website
Create a promotional video that highlights all programs at the center and its accomplishments. Send the video to all feeder high schools and middle schools. The video will also be posted on the centers web page.	2014 (Redone in 2016)	Director, IC, Guidance Counselor, GCS Video Production Dept.	$250	Local funds	Copies of Video
Utilitze social media outlets.	2013-2018	Leadership Team	$0	N/A	Print out from Webpage and photo of school sign

Each semester the Director will meet with student representatives in a "student focus group" to discuss ways to improve school environment and to get the students ideas on how to improve our school.	2013-2018	Director, Guidance Counselor	$0	N/A	Minutes from student focus group meetings
Each year the career center will survey all students concerning ways to improve the school environment.	2013-2018	Director, Guidance Counselor	$0	N/A	Data from surveys

TEACHER SATISFACTION – LEARNING ENVIRONMENT

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 94% or higher from 2013 to 2018.

ANNUAL OBJECTIVE: Maintain the percent of teachers who are satisfied with the learning environment at 94% or higher 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	94% or higher	94% or higher	94% or higher	94% or higher	94% or higher
Actual Performance	100%	100%	92.9%	93.0%	**94.4%**		

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	Indicators of Implementation
School Environment is to be discussed during the first faculty meeting of each month. Ideas for improving school safety will be researched and changes will be made if feasible.	2013-2018	Director	$0	N/A	Minutes from faculty meetings
Develop new/improved emergency procedures and allow multiple opportunities for training and practice	2016-18	Leadership Team	$0	N/A	Emergency Response Notebook

☐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 75.0% to ___80.0___% 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	76%	77%	78%	79%	80%
Actual Performance	75.0%	80.2%	82.3%	83.0%	**92.2%**		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Revise the Center's Web Page to display information about programs at the center. Display student work and projects as well as course descriptions and contact information. Update the website frequently to highlight events and special projects in each program at the career center.	<u>2013-2018</u>	<u>Director, Webmaster, Guidance Counselor</u>	$0	<u>N/A</u>	<u>Print out of schools website</u>
Assign teacher's specific supervision duties during arrival and dismissal and during break.	<u>2016-18</u>	<u>All</u>	$0	<u>N/A</u>	<u>Duty Rosters</u>
The Career Center will use School Messenger to call parents to inform them of events occurring at the Career Center. Send out a message at the beginning of the semester to inform parents that the School Messenger system will be used to inform them if an emergency occurs.	<u>2013-2018</u>	<u>Director, Guidance Counselor</u>	$0	<u>N/A</u>	<u>Print out from School Messenger</u>

☐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 ___91.8__% to ___94.3___% 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__91.8_% 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	92.3%	92.8%	93.3%	93.8%	94.3%
Actual Performance	91.8%	86.4%	87.0%	89.0%	**95.2%**		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will review over all safety procedures during the first weeks of each semester. Drills will be held periodically during the semester	2013-2018	CTE Teachers, Director	0	N/A	Dates of all drills
Each semester the Director will meet with student representatives in a "student focus group" to discuss ways to improve school safety and to get the students ideas on how to improve our school.	2013-2018	Director, Guidance Counselor	$0	N/A	Minutes from student focus group meetings
Each semester the career center will survey all students concerning ways to improve the school safety.	2013-2018	Director, Guidance Counselor	$0	N/A	Data from surveys

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: **Maintain the percent of teachers who are feel safe at school during the school day at 94% or higher from 2013 to 2018.**

ANNUAL OBJECTIVE: **Maintain the percent of teachers who feel safe at school during the school day at 94% or higher 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	94% or higher	94% or higher	94% or higher	94% or higher	94% or higher
Actual Performance	100%	100%	100%	100%	**94.5%**		

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	Indicators of Implementation
School Safety is to be discussed during the first faculty meeting of each month. Ideas for improving school safety will be researched and changes will be made if feasible.	2013-2018	Director	$0	N/A	Minutes from faculty meetings
Teachers will take part in district-wide safety initiative including safety videos and Active Shooter Training	2016-18	Director	$0	N/A	Teacher Safety Records - portal
Develop new/improved emergency procedures and allow multiple opportunities for training and practice	2016-18	Leadership Team	$0	N/A	Emergency Response Notebook