

Donaldson Career Center

Leland Blankenship, Director

Greenville County Schools

Dr. W. Burke Royster, Superintendent

School Portfolio

Action Plan 2018-2019 through 2022-2023

100 Vocational Drive
Greenville, SC 29605
864-355-4650 phone
864-355-4683 fax

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Donaldson Career Center

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (one year)

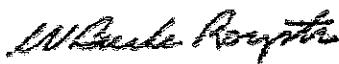
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		8/15/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Leland T. Blankenship		08/17/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors		8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Deigha Anderson-Davis		8/21/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

N/A		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Vocational Drive, Greenville, SC 29605

SCHOOL TELEPHONE: (864) 355-4650

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Leland Blankenship
2. Teacher	TBD – Fall Election
3. Parent/Guardian	TBD – Fall Election
4. Community Member	Corey Arledge
5. Paraprofessional	Ashley Howard
6. School Improvement Council Member	TBD - Fall Election
7. Read to Succeed Reading Coach	N/A
8. School Read To Succeed Literacy Leadership Team Lead	N/A
9. School Read To Succeed Literacy Leadership Team Member	N/A

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

Position	Name
Assistant Director	Bridget Coleman
School Counselor	Sherri Ransbottom
Work Based Learning Coordinator	Katie Porter
Academic Specialist for Career and Technical Education	Christine Thomas

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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.
<input type="radio"/> Yes	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts

<input type="radio"/> No <input checked="" type="radio"/> N/A	<p>fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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.</p>

Table of Contents

School Renewal Cover Page	2
Stakeholder Involvement for School Renewal	3
Early Childhood Development and Academic Assistance Act Assurances	4
Table of Contents	6
Introduction	7
Executive Summary	7
School Profile	9
Mission, Vision, and Beliefs	10
Data Analysis and Needs Assessment	11
Action Plan (To be Added)	13

INTRODUCTION

Donaldson Career Center (Donaldson), located in Greenville, SC, is a public school in the Greenville County Schools District. Greenville County Schools has received district-wide national accreditation from the AdvancED Accreditation Commission and is recognized as a school system of excellence. Donaldson Career Center primarily serves students from

Greenville, Southside, and Woodmont High Schools. Additional students come to Donaldson from other high schools in Greenville County to enroll in unique programs such as Aircraft Maintenance and Barbering.

In 2018 - 2019, every member of the faculty and administration at Donaldson will participate in one of three school focus teams - Student Recruitment/Incentives, Student Retention, and Community/Industry Outreach. These focus teams have been created to address critical performance areas such as enrollment, attendance, program retention/completers, industry recognized credentials and parent/community engagement. As part of the school improvement process, goals are being developed to target deficiencies and address critical areas of performance. Each focus team will address a section of the School Portfolio and related goals. Focus teams will meet to analyze current data related to each performance measure and review/revise strategies as needed. The School Improvement Plan, including the Action Plan, will be a living document reviewed monthly in School Improvement Committee meetings. Recommendations for revisions will be voted on by the faculty if it is determined that a significant change needs to be made in the School Improvement Plan.

EXECUTIVE SUMMARY

Student Achievement

Donaldson Career Center students have experienced a number of accomplishments that reflect the quality of students and instruction at our school. In recent years, the number of DCC students attaining Gold, Silver and Bronze status on the ACT WorkKeys assessment has consistently grown as reflected in a chart found on page eleven of this document. In addition, during the 2017 – 2018 school year, Donaldson students earned 159 industry recognized credentials/certifications. Last year, 238 Donaldson students attained concentrator status and 108 were CATE completers. Student achievement can be measured in many ways – class grades, end-of-course technical assessments, WorkKeys assessments, work-based learning placements, industry credentials/certifications, SkillsUSA competitions, Grade Point Averages and graduation rate. However, the ultimate student achievement is to graduate well prepared to enter the workforce and/or continue his/her education. At Donaldson we are committed to helping our students meet this goal. By continuing to strengthen our partnership with parents and local industry we can make this goal attainable for all of our students.

Teacher/Administrator Quality

Donaldson Career Center prepares students for life after high school whether the student plans to attend postsecondary education or enter the workforce. Donaldson remains true to our school tagline, “Learn Today to Earn Tomorrow.” Donaldson has a faculty that has many years of quality hands-on experience in industry. “Real World” experience coupled with teacher preparation courses from the State Department of Education and ongoing professional development ensures our faculty is well prepared to deliver engaging, relevant instruction. Another important aspect of teacher quality and development is their relationship with related industry and employers. Advisory Councils for each craft include representatives from local

industry/employers that help our instructors keep abreast of emerging trends, technology and expectations of the related industry.

School Climate

The overall school climate at Donaldson Career Center is very positive. Over the last four years, greater than ninety-percent of the students surveyed indicated they were satisfied with the learning environment (92.9%), social & physical environment (91.1%) and home-school relations (90.6%). Over the same time period (2015-2018), parents surveyed also indicated they were satisfied with the learning environment (90.2%), social & physical environment (88.1%) and home-school relations (81.8%). Noted from the parent survey, the largest discrepancy between student and parent opinions was found in home-school relations. Of particular concern is the low number of parents participating in the 2018 survey. Faculty surveys were also generally very positive with the only concern being with home-school relations. For the last two years, only 73.5% of the teachers were satisfied home-school relations. Also noted for the teacher surveys, the data from 2016 was not available. Additional data from student, parent and teacher surveys can be found on page 12 of this document.

Challenges

Donaldson Career Center is a great school with unique opportunities for students. Perhaps our biggest challenge is in promoting the opportunities at Donaldson to increase the interest in our school vertically from middle school to employers. Career and Technology Education is sometimes viewed negatively by parents, a misconception perpetuated by the myth that a traditional college degree is the ticket to a successful future for everyone. Donaldson has opportunities for students regardless of their postsecondary plans. For example, an aspiring structural engineering student would benefit from our Construction or Welding program. That same student, upon passing his ASW certification through the Welding program at Donaldson may decide to go directly into the workforce due to the highly marketable credential he/she now possesses. The primary challenges that can be resolved through intentional marketing of our programs are low enrollment in some program areas and the need for increased community engagement (parents and employers).

Another challenge for Donaldson is to increase the retention of level two students. On average, our level two enrollment is just over half of the level one classes. Some attrition between level one and two is to be expected and is even mandated through class size limits. However, students must return for upper level classes to meet completer requirements and earn certain industry credentials. There are many reasons for students to decide not to return to a career center - loss of interest in the program, poor attendance resulting in failing the level one class, failure of academic core classes at the base school requiring credit recovery, social issues. Providing high quality, engaging programs while knowing and supporting our students is one way of addressing this challenge.

Accomplishments

Since the 2010-2011 school year, our intense focus on program curriculum and standards, high expectations for students and rigorous 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). Donaldson students have also done very well in SkillsUSA competition in recent years with State Champions in First Aid/CPR (2015), Diesel Equipment Technology (2015), Community Action Project (2017) and Barbering (2018).

For the last three years (2015 – 2017) Donaldson has averaged a 99.4% placement rate for students that complete our programs. During the same time frame, Donaldson has maintained a 100% graduation rate for program completers. In both placement and graduation rate, Donaldson ranks above the state average for career centers.

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. However, this is an area that requires constant attention and is a priority area of focus for the Work-Based Learning Coordinator and administration. Donaldson students serve as members of advisory committees and the School Improvement Council. The Aircraft Maintenance, Automotive Technology and Welding programs offer opportunities to earn college credit from Greenville Technical College. A second point of emphasis for Donaldson that is related to our school community is to increase communication and articulation with Greenville Technical College with the goal of increasing opportunities for secondary school students to earn college credit.

Personnel Data

For 2018 – 2019 there will be a significant turnover of staff at Donaldson Career Center. As of August 1, 2018 Donaldson is still in search of a new Construction teacher. This vacancy has been posted for months. However, mostly due to the vitality of the construction industry, no suitable candidate has been found. This year, Donaldson will have new teachers for our Firefighting and Automotive Technology programs, a new Work-Based Learning Coordinator and a new Director. Although new to Donaldson, the previously mentioned personnel have extensive experience in industry and/or secondary education. Donaldson prepares students for life after high school whether the student is pursuing post-secondary education or entering the workforce. Donaldson remains true to our slogan “Learn Today to Earn Tomorrow.” This is made possible by a faculty with many years of industry experience that also carry a passion for their craft. Donaldson Career Center has twelve teaching positions, one of which is currently vacant and one that is currently half-time. Our total count of licensed staff is sixteen, five are African American, and eleven are Caucasian. Of the sixteen faculty members, eight are female and eight are male. Per the 2017 State Report Card, 37.5 percent of our teachers hold advanced degrees and the attendance rate is 94.1 percent.

In addition to the career center, Donaldson also houses a Middle School Alternative Program (MSAP) and a Satellite Diploma Program (SDP). MSAP and SDP students are considered

enrolled in separate academic programs from Donaldson Career Center although there is overlap with bus transportation from base schools.

Major Academic and Behavioral Features/Programs/Initiatives

The career programs of study offered at Donaldson Career Center during the 2017-2018 school year include Aircraft Maintenance, Automotive Technology, Barbering, Building Construction, Career Exploratory for 9th grade, Cosmetology, Culinary Arts, Digital Art and Design, Esthetics, Firefighting, Mechatronics, Nail Technology and Welding. Donaldson has considered adding a Diesel Mechanics program in recent years. However, implementation is still in the planning and research phase with student and teacher recruitment a major concern.

Donaldson Career Center's major academic features are a variety of Career and Technology Education course offerings, dual credit, industry recognized licensure and/or certifications, scholarships, and student organizations. Membership in the National Technical Honor Society and SkillsUSA offers students the opportunities to develop their leadership skills and demonstrate specific career skills. An annual awards and certificate ceremony is held to acknowledge student achievement and completer status. To increase recognition for students that meet the requirements for completer status, Greenville County Schools has recently started hosting a districtwide Completer Ceremony for Career and Technology Education.

Donaldson also acknowledges excellence in attendance, academic achievement, and character traits through quarterly initiatives and recognitions. During Fall Semester, 2018, administration will work with students and staff at Donaldson to design and implement a Positive Behavior Interventions Support (PBIS) program to formalize opportunities for students to be recognized for positive behavior. To participate in extended learning or work-based learning experiences (shadowing, internships, co-ops, etc.), students must demonstrate responsibility, motivation and high levels of performance. Guest speakers are invited to Donaldson to help students achieve academic and personal goals by modeling professionalism and relaying to students the expectations and opportunities of employers. Students continually demonstrate skills through competition, program projects, and community service activities.

MISSION, VISION AND BELIEFS (To be reviewed/revised Fall, 2018)

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

DATA ANALYSIS AND NEEDS ASSESSMENT

The tables below reflect data for each indicator as reported by the State Department of Education (SDE) on the Annual School Report Card for Donaldson Career Center.

- WorkKeys-the number of students participating in the career readiness certificate assessment and the % scoring silver or above. Donaldson Career Center has shown a positive trend both in participation and performance over the last three years but it is important to note that WorkKeys will no longer be the academic performance standard. The SDE is transitioning to Worldwide Interactive Network (WIN) assessments as a replacement for WorkKeys in the near future.
- Technical Skill Attainment - the percentage of students enrolled in Career and Technology Education (CATE) who earn a 3.0 or above on the final course grade
- Graduation Rate - the number of 12th grade CATE students who graduate in the spring is divided by the number of 12th graders enrolled in the center to calculate the graduation rate as a percentage.
- Placement Rate –the number of CATE completers who are available for positive placement divided into the number of students over a 3 year period who are actually placed.

ACT WorkKeys	2015	2016	2017
Platinum	0	0	0
Gold	1	6	8
Silver	13	20	24
Bronze	6	11	25
Attempted but no Certificate	5	10	9

Technical Skill Attainment (TSA)	2015	2016	2017
Number Enrolled	193	297	261
% Meeting TSA Requirement	90.7	87.2	89.3
State Career Center Average	90.4	89.6	91.4

Graduation Rate	2015	2016	2017
Number of Cohort Completers	59	59	51
Percent Graduating	100.0	100.0	100.0
State Career Center Average	97.1	95.0	98.0

Placement Rate	2015	2016	2017
Number of Graduates	106	97	115

Percent Placed	100.0	99.0	99.1
State Career Center Average	97.1	97.3	97.4

SCHOOL CLIMATE

The tables below reflect data reported by the State Department of Education (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/guardian. Our biggest challenge is home-school relations, this is highlighted by the low participation in the parent/guardian survey last year and that both parents and teachers had this rated lower than any other indicator. For the coming school year we will emphasize increased communication and outreach at all levels, classroom to administration. We want students, parents and our community to be engaged and aware of the wonderful opportunities at Donaldson Career Center.

Student Data	2015	2016	2017	2018*
Number of Surveys Returned	94	69	109	97
% Satisfied w/Learning Environment	94.7	94.2	89.9	92.8
% Satisfied w/Social & Physical Environment	92.6	88.4	91.6	91.7
% Satisfied w/home-school relations	91.4	89.7	89.6	91.5

Parent Data	2015	2016	2017	2018*
Number of Surveys Returned	45	49	45	11
% Satisfied w/Learning Environment	95.6	89.8	93.4	81.8
% Satisfied w/Social & Physical Environment	95.5	81.6	93.2	81.9
% Satisfied w/home-school relations	84.5	89.7	71.1	81.8

Teacher Data	2015	2016	2017	2018*
Number of Surveys Returned	11	9	12	11
% Satisfied w/Learning Environment	100.0	-1.0	100.0	100.0
% Satisfied w/Social & Physical Environment	100.0	-1.0	100.0	90.9
% Satisfied w/home-school relations	81.9	-1.0	83.3	63.7
% Satisfied w/current work conditions				91.0

***2018 Data produced locally prior to the release of the State Report Card.**