

# **Donaldson Career Center**

Leland Blankenship, Director

# **Greenville County Schools**

Dr. Burke Royster, Superintendent

## **School Portfolio**

Action Plan 2018-2019 through 2022-2023

100 Vocational Drive  
Greenville, SC 29605  
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**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 2019-2020 (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**

<b>Dr. W. Burke Royster</b>		<b>03/28/2019</b>
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

<b>Leland T. Blankenship</b>		<b>03/28/2019</b>
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, BOARD OF TRUSTEES**

<b>Mr. Charles J. Saylor</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

<b>Nikki Byrum</b>		<b>03/28/2019</b>
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

<b>N/A</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 100 Vocational Drive, Greenville, SC 29605  
 SCHOOL TELEPHONE: (864) 355-4650  
 PRINCIPAL E-MAIL ADDRESS: [lblankenship@greenville.k12.sc.us](mailto:lblankenship@greenville.k12.sc.us)

## Stakeholder Involvement for School Renewal

<b>Position</b>	<b>Name</b>
1. Principal	Leland Blankenship
2. Teacher	Deigha Anderson-Davis
3. Parent/Guardian	Janet Schumpert
4. Community Member	Corey Arledge
5. Paraprofessional	Ashley Howard
6. School Improvement Council Member	Nikki Byrum
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.)

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

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (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	<b>Academic Assistance, PreK–3</b> 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 type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> 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	<b>Innovation</b> 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	<b>Collaboration</b> 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 type="radio"/> N/A	<b>Developmental Screening</b> 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	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts

<p>No N/A</p>	<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>
<p><input type="radio"/> Yes No N/A</p>	<p><b>Developmentally Appropriate Curriculum for PreK–3</b> 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>
<p><input type="radio"/> Yes No N/A</p>	<p><b>Parenting and Family Literacy</b> 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>
<p><input type="radio"/> Yes No N/A</p>	<p><b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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>
<p><input type="radio"/> Yes No N/A</p>	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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>

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## **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 Early College, Greenville High School, Southside High School, and Woodmont High School. Additional students come to Donaldson from other high schools in Greenville County to enroll in programs unique to Donaldson such as Aircraft Maintenance and Barbering. Donaldson Career Center is a great school with a caring and dedicated faculty. At Donaldson, we have facility space available and amazing potential to grow due to our location adjacent to the campus of the South Carolina Technology and Aviation Center (SCTAC).

The 2018 – 2019 school year has been a year of growth for Donaldson Career Center in many ways. Six of our twelve programs have instructors that are in their first or second year of teaching, with three of those being brand new to the teaching profession. In addition to new instructors, we have one program that is in its first full year of implementation, Esthetics, a new Work-Based Learning Coordinator, a new Director and a School Counselor in her second year in South Carolina. The new instructors each brought with them years of experience in industry and a genuine desire to prepare their students with the knowledge and skills to be successful in the future. The new professional staff are all experienced and highly regarded educators. One thing that has remained constant through all of this change is the small school, family atmosphere of the school. We work together and we care about our students. Our veteran Donaldson instructors have welcomed our new instructors and have provided valuable assistance, working as a team to benefit our students. We have also grown professionally this year through professional development provided at the school, district and state level.

## **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 Donaldson students attaining Gold, Silver and Bronze status on the ACT WorkKeys assessment has consistently grown. South Carolina is transitioning from WorkKeys to WIN as an assessment of career and college readiness. Data from the 2018 – 2019 school year, including WIN assessment data, will be used as a baseline for performance goals developed at the district level for all career centers in Greenville County. 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 Career and Technology Education (CTE) completers. This year, we anticipate our total number of industry credentials earned will rise significantly while our number of CTE completers will remain close to the same. The rise in credentials earned can be credited to consistent emphasis of the Greenville County Schools G+ initiative at Donaldson and across our district. 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, post-secondary education institutions 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 with 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 AWS 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. 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, failure of the level one class, failure of academic core classes at the base school requiring credit recovery or social issues. Providing high quality, engaging programs while knowing and supporting our students is the best way to address this challenge. Our goal is to retain at least 75% of our Level I students in the Level II classes and achievement of CTE completer status while earning an industry recognized credential.

Another challenge for Donaldson is our teacher turnover rate. This can best be demonstrated by our current staffing with six of our twelve teachers being in their first or second year of teaching. With all of our teachers coming through the Work-Based Licensing program, that is particularly impactful because of the demands placed on first and second year teachers to attend Direct professional development throughout the year. The Direct professional development offered by the State is helpful but is primarily offered on Saturdays which can be difficult for many of our new teachers. To make continuous improvement Donaldson needs stability in their staffing from the classroom level through administration.

### **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, Mechatronics 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 was a significant turnover of staff at Donaldson Career Center. This year, Donaldson has new teachers for our Building Construction Technology, 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. Of all of these positions, the most difficult to fill was our Building Construction Technology position. We had a long term sub until November 28<sup>th</sup>, our new Building Construction Technology instructor's first day on the job, just over three months into the school year. 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 including one that is 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, the last Report Card issued for SC career centers, 37.5 percent of our teachers hold advanced degrees and the attendance rate is 94.1 percent. For 2019 – 2020 school year we will add a Career Exploratory Plus position that will require a Business Education license because of the curriculum content.

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 2018-2019 school year include Aircraft Maintenance, Automotive Technology, Barbering, Building Construction, Career Exploratory for 9<sup>th</sup> grade, Cosmetology, Culinary Arts, Digital Art and Design, Esthetics, Firefighting, Mechatronics, Nail Technology and Welding. For the 2019 – 2020 school year, Donaldson will drop the 9<sup>th</sup> grade Career Exploratory program in favor of a new Career Exploratory Plus program for 10<sup>th</sup> grade students. This new program is innovative in that it integrates two additional valuable classes with our Career Exploratory class resulting in three elective credits (Personal Finance, Fundamentals of Computing and Career Exploratory).

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 worked 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**

### **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 (CTE) who earn a 3.0 or above on the final course grade
- Graduation Rate - the number of 12th grade CTE students who graduate in the spring is divided by the number of 12th graders enrolled in the center 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.

<b>Technical Skill Attainment (TSA)</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018*</b>
Number Enrolled	193	297	261	N/A
% Meeting TSA Requirement	90.7	87.2	89.3	N/A
State Career Center Average	90.4	89.6	91.4	N/A

<b>Graduation Rate</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018*</b>
Number of Cohort Completers	59	59	51	N/A
Percent Graduating	100.0	100.0	100.0	N/A
State Career Center Average	97.1	95.0	98.0	N/A

<b>Placement Rate</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018*</b>
Number of Graduates	106	97	115	N/A
Percent Placed	100.0	99.0	99.1	N/A
State Career Center Average	97.1	97.3	97.4	N/A

\* Annual School Report Cards were not issued for Career Centers for the 2017 – 2018 school year which has created gaps in our data collection process.

## 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. For the 2017 – 2018 school year, survey data was collected for Career Center students, parents and teachers even though the State did not produce Annual Report Cards for Career Centers. 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. At the time of this revision, Donaldson Career Center is collecting survey data from students, parents and teachers for the 2018 – 2019 school year. A point of emphasis this year is to increase parent participation in this critical data collection process.

<b>Student Data</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
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

<b>Parent Data</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
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

<b>Teacher Data</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
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

## Greenville County Schools

### Action Plan for Career Centers

The following Action Plan was developed at the district level for all Career Centers in Greenville County. Data from the 2018 – 2019 school year will be used as baseline data for the majority of the goals in this Action Plan.

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 1** Increase the percentage of students that are CATE completers from \_\_\_\_% in 2018-19 to \_\_\_\_% in 2022-23.  
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*  
 SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

**INTERIM PERFORMANCE GOAL:** Annually increase the percentage of students that are CATE completers.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	Baseline will be established at the end of the 2018-19 school year	<b>Career Center Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>Career Center Actual</b>	Baseline will be established at the end of the 2018-19 school year				
PowerSchool	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>	Baseline will be established at the end of the 2018-19 school year				

**Performance Goal Area:**  Student Achievement\*    Teacher/Administrator Quality\*    School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)    District Priority

*Gifted and Talented Requires*    Gifted and Talented: Academic    Gifted and Talented: Artistic    Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*    Gifted and Talented: Other

**PERFORMANCE GOAL: 2** Increase the percentage of students that earn national or state industry credentials as determined by the business community from \_\_\_\_% in 2018-19 to \_\_\_\_% in 2022-23.  
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*  
 SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

**INTERIM PERFORMANCE GOAL:** Annually increase the percentage of students that earn national or state industry credentials as determined by the business community.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	Baseline will be established at the end of the 2018-19 school year	<b>Career Center Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>Career Center Actual</b>	Baseline will be established at the end of the 2018-19 school year				
PowerSchool	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>	Baseline will be established at the end of the 2018-19 school year				

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\*required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 3** Increase the percentage of students who complete a state-approved work-based learning experience from \_\_\_\_\_% in 2018-19 to \_\_\_\_\_% in 2022-23.

**INTERIM PERFORMANCE GOAL:** Annually increase the percentage of students who complete a state-approved work-based learning experience.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	Baseline will be established at the end of the 2018-19 school year	<b>Career Center Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>Career Center Actual</b>	Baseline will be established at the end of the 2018-19 school year				
PowerSchool	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>	Baseline will be established at the end of the 2018-19 school year				

**Performance Goal Area:**  Student Achievement\*    Teacher/Administrator Quality\*    School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)    District Priority

*Gifted and Talented Requires*    Gifted and Talented: Academic    Gifted and Talented: Artistic    Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*    Gifted and Talented: Other

**PERFORMANCE GOAL: 4** Increase the percentage of students who participate in apprenticeships from \_\_\_\_\_% in 2018-19 to \_\_\_\_\_% in 2022-23.

**INTERIM PERFORMANCE GOAL:** Annually increase the percentage of students who participate in apprenticeships.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	Baseline will be established at the end of the 2018-19 school year	<b>Career Center Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>Career Center Actual</b>	Baseline will be established at the end of the 2018-19 school year				
PowerSchool	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>	Baseline will be established at the end of the 2018-19 school year				

<b>ACTION PLAN FOR STRATEGY #1: Work with schools to provide and communicate the multiple completer pathways for students based on high wage, high skill and high demand</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Evaluate each schools completer pathway options	2018-2023	Executive Director for CTE CTE Directors School Principals			Course Catalogs
2. Work with schools to create additional career pathways if needed	2018-2013	Executive Director of CTE CTE Program Specialist			Course Catalog
3. Communicate the necessary coursework need to be a completer in each pathway to all stakeholders	2018-2013	Executive Director of CTE CTE Program Specialist School Counselors			Course Catalog Websites Agendas Minutes

<b>ACTION PLAN FOR STRATEGY #2: Provide awareness to all CTE program staff on available and viable industry certifications</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Meeting with Industry Advisory Committees to indemnify which industry certifications for each CTE program are most beneficial for employment	2018-2023	Executive Director for CTE CTE Center Directors Program Leads			Agendas Attendance Minutes
2. Provide Professional Development to CTE teachers on the content assessed, resources needs and equipment needs for each certification	2018-2023	CTE Program Specialist CTE Directors			Agendas Attendance Handouts/presentation
3. Provide time and training to assist CTE teachers on writing benchmark assessments aligned with the industry certification given in each program area	2018-2023	CTE Program Specialist CTE Assistant Directors			PD Schedule Benchmarks

<b>ACTION PLAN FOR STRATEGY #3: Initially, seek out business and industry partners willing to provide WBL experience for students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Increase number and attendance of business/industry advisory committees	2018-2023	Executive Director of CTE CTE Center Directors			Advisory Committee Members Attendance
2. Create more in-district WBL experiences for students	2018-2023	WBL Coordinators			WBL applications

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\*required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 1** The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment Report from Human Resources	Baseline will be established at the end of the 2018-19 school year	<b>Career Center Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>Career Center Actual</b>	Baseline will be established at the end of the 2018-19 school year				
Employment Report from Human Resources	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>	Baseline will be established at the end of the 2018-19 school year				

<b>ACTION PLAN FOR STRATEGY #1: Provide specific PD to novice CTE teachers coming directly from industry in an effort to increase teacher retention</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Work with Mentor Evaluation Specialist to create a more customized PD experience for CTE teachers in their first 3 years of teaching	2018-2023	Mentor Evaluation Specialist CTE Directors CTE Program Specialist	\$1000	PD funds Perkins EIA	Agendas CTE Teacher retention rate
2. Work with Mentor Evaluation Specialist to assign a job appropriate mentor to all new CTE teachers	2018-2023	Mentor Evaluation Specialist CTE Directors CTE Program Specialist			Mentor assignments CTE Teacher retention rate

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 5** Achieve and maintain a student attendance rate of 95% or higher.

**INTERIM PERFORMANCE GOAL:** Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 <sup>th</sup> day Attendance Report	(2016-17) x	Career Center Projected	95	95	95	95	95
		Career Center Actual x					
180 <sup>th</sup> day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95					

<b>ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between CTE Centers and feeder schools, Office of Transportation, Parents/Guardians and students to increase student attendance</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Communicate clearly and often students attendance expectations to all stakeholders	2018-2023	CTE Directors			Newsletters, websites, Social Media, Handbooks
2. Take a proactive approach in working collaboratively with the Transportation office and Feeder schools to create schedules.	2018-2023	Executive CTE Director CTE Center Directors School Principals Director of Transportation			Bus Schedules CTE Schedules Feeder School Schedules