



*Let's get to work!*

**School Portfolio  
2018-19 through 2022-23  
Brana Patterson Myers, Director**



**Dr. W. Burke Royster, Superintendent**

**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.

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
1. PRINCIPAL	Brana Myers
2. TEACHER	Holly Bell
3. PARENT/GUARDIAN	Sherry Bachmann
4. COMMUNITY MEMBER	Brenda Benton
5. SCHOOL IMPROVEMENT COUNCIL	Russell Watson
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 – Anna Chappell**

**Work-Based Learning Coordinator – Mary Hanna**

**Community Member – Nancy Cooper**

**Community Member – Curt Shockley**

**Teacher – Katie Ward**

**Teacher – Mark Crain**

**\*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 the plans are aligned

**Early Childhood Development and Academic Assistance Act (Act 135) Assurances**(S.C. Code Ann §59-139-10 *et seq.* (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 checked="" 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 checked="" 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 <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts 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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<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.

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Parenting and Family Literacy</b></p> <p>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><b>Recruitment</b></p> <p>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>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>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>

## **INTRODUCTION**

The Enoree Career Center stakeholders have reviewed and evaluated the center and this portfolio represents the report of the results. In 2018, 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, work-based learning experiences, certifications, licensure data, completer status, 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-hand 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. Teachers participate in courses and in-service 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 of the latest industry standards, requirements, and technology.

Administrators and support personnel such as the school counselor and special education support specialists at ECC hold SC SDE credentials required for such positions.

**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.
- The district's Satellite Diploma Program is unrelated to the career center mission, but is housed within our facility, using classroom and shop space that could be used for career center-related programs.
- Low enrollment in some programs, along with over-enrollment in others.
- Poor enrollment in second-year classes, due in part to students being eligible for early dismissals during their senior year.
- Lack of effective communication between feeder high schools and Enoree Career Center.
- A lack of resources to promote and advertise ECC to potential students, their families, and community.
- The difficulty in finding qualified instructors and being able to provide competitive salaries that would encourage them to consider a career in teaching.

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

### **School-wide Recognitions**

- Palmetto Gold School
- SkillsUSA – Total Participation School
- Grants received:
  - NATEF
  - Stueken Grant
  - South Carolina Firefighters Association
  - Gene Haas Foundation
  - South Carolina Mechanical Contractors 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 3.5 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. **Scholarship Awards** are presented to those students pursuing post-secondary training within their respective trade area. (Submitted by Instructor, selected by the Scholarship Committee.) At least one scholarship is awarded in each program area.
3. **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
4. **Technical Competition Awards – see below**

**Technical Competition Awards:** 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.

**Service Projects:** 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 within Greenville County: Berea, Carolina, Travelers Rest, and Wade Hampton High Schools.

Enrollment for 2019-19 (number of students served) at ECC was 324 students in grades nine through twelve. The subgroups of the ECC student body largely reflect the subgroups found in each of the feeder schools we serve. The student attendance on the 2017 state report card was 96%.

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. None of the teaching faculty hold advanced degrees; however, most have extensive industry experience in their field of instruction. Most have been certified through alternative certification programs like DIRECT and PACE.

ECC also provides classroom space for the district’s Satellite Diploma Program. This is a drop-out initiative funded separately from the career center. This program includes a site facilitator, administrator, and a faculty of certified teachers maintain a rotating schedule around other SDP programs in Greenville County. The number of students served by the SDP varies throughout the year as students must be referred by their home high school for admission and are dismissed when coursework is completed.

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 seven career clusters and one specialized program:

Cluster	Courses Offered
Arts, Audio-Video Technology, and Communications	Graphics 1 and 2

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; Machine Tool Technology 1 and 2
Specialized Programs	Career Exploration and Financial Literacy

## 2018-19 Profile\*

### Awards and Honors

- Accredited Technical Education Facility (NCCER)
- National Vocational Technical Honor Society
- Total Participation Member of SkillsUSA
- SkillsUSA State Winners for five consecutive years
- SkillsUSA National Winner for Law Enforcement 2017
- Industry certifications awarded in all disciplines
- Participation in district's "CTE Completer Recognition Ceremony"
- Participation in district Career Fair for middle schools
- Industry partnerships in advanced manufacturing, graphics, firefighting, and automotive courses
- Advisory Committees for all programs

### Facilities

2 Permanent Buildings • 20 Classrooms • 12 Labs • First Building Completed 1973 - Renovated 2005 • Newest Building Opened in Spring 2018 • State of the Art Labs for Culinary, Cosmetology, Automotive, Manufacturing, and Public Service Training • Panoramic View of Paris Mountain • School is Air-Conditioned • School is Situated on 42 Acres Directly Behind Furman University • All Classrooms have Wireless Internet Access.

### Faculty Profile

- **Administrators:** 2
- **Teachers/Professional Staff:** 15
- **Support Staff:** 5

### Outstanding Features/Programs

- Auto Collision Repair (ICAR Certification)
- Automotive Technology (ASE Certification)
- Carpentry (NCCER Certification)
- Cosmetology (State Licensing)
- Culinary Arts (ServSafe & ProStart Certification)
- Firefighting (IFSAC and SC Fire Academy Certification)
- Graphic Communications (Adobe Certification)
- Law Enforcement (National Dispatch Certification)

- Machine Tool Technology (NIMS Certification)
- Ninth Grade Career Academy (Financial Literacy Certification)
- Welding Technology (AWS Certification)
- Articulation through Greenville Technical College and Tri-County Technical College in many programs
- Scholarship Program with Greenville Technical College
- On-site Work Based Learning Coordinator
- Opportunities for students to participate in internships, apprenticeships, and job shadowing
- Primarily serves Berea High, Carolina High, Travelers Rest High, and Wade Hampton High

# 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.

# DATA ANALYSIS AND NEEDS ASSESSMENT

## Student Achievement Needs Assessment

- Total Number of Completers = 86
- Total Number of Certifications Earned = 273
- Total Number of Work-based Learning Co-ops/Internships = 11

## Teacher /Administrator Quality

### ENOREE CAREER CENTER PROFESSIONAL DEVELOPMENT CALENDAR 2018-2019

Date	Time	Presenter	Description	Points
August 15	10:00 – 12:00	Christine Thomas	District-wide CTE meeting @ Greenville High School	2
August 16	1:00 – 3:00	Brana Myers	Student Engagement – Why it Matters	2
August 29	11:30 – 12:30	Anna Chappell	Grade Files, Assessments, and the Math of it All	1
September 12	3:30 – 5:30	Brana Myers	Electronic Portfolios for PAS-T	2
October 3	11:30 – 12:30	Enoree Administration	Graduation Plus Review and AdvancED Overview	1
October 22	9:00 – 11:00	Anna Chappell	Google Classroom...Finally!	2
October 30	11:30 – 12:30	Enoree Administration	Goal Setting	1
January 23	11:30 – 12:30	Brana Myers	Discipline with Dignity (book study/Chapter 5)	1
February 20-22	All Day	Teachers visit classrooms of peers	Teachers rotate to conduct peer observations and complete reflection forms for shared ideas, notes, and take-aways	4
April 24	11:30 – 12:30	Brana Myers	Discipline with Dignity (book study, Chapters 7 and 8)	1
Total Offered by Center				17

**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	Career Center Projected		TBD	TBD	TBD	TBD
		Career Center Actual	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	District Projected		TBD	TBD	TBD	TBD
		District Actual	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	Career Center Projected		TBD	TBD	TBD	TBD
		Career Center Actual	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	District Projected		TBD	TBD	TBD	TBD
		District Actual	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	Career Center Projected		TBD	TBD	TBD	TBD
		Career Center Actual	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	District Projected		TBD	TBD	TBD	TBD
		District Actual	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	Career Center Projected		TBD	TBD	TBD	TBD
		Career Center Actual	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	District Projected		TBD	TBD	TBD	TBD
		District Actual	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 <i>FOR</i> STRATEGY #2: Provide awareness to all CTE program staff on available and viable industry certifications</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<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	Career Center Projected		TBD	TBD	TBD	TBD
		Career Center Actual	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	District Projected		TBD	TBD	TBD	TBD
		District Actual	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</b> (Start and End Dates)	<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</b> (Start and End Dates)	<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