Golden Strip Career Center
JF Lucas, Director

Greenville County School District
Dr. W. Burke Royster, Superintendent

School Portfolio
Action Plan 2018-19 through 2022-2023

<div align="center">SCHOOL RENEWAL PLAN COVER PAGE</div>

SCHOOL NAME: Golden Strip 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.
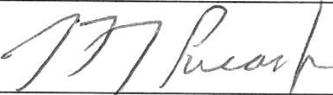
Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	*W. Burke Royster*	
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

JF Lucas	*JJ Lucas*	3/28/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mark Christopher	*Mark Christopher*	3/28/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

N/A		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1120 East Butler Road
                    Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-1050

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	JF Lucas
2. Teacher	Josh Smith
3. Parent/Guardian	Terri Harper
4. Community Member	Matt Atnip
5. Paraprofessional	Elizabeth Odom
6. School Improvement Council Member	Mark Christopher
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
Guidance Counselor	Gwen Worthington
Assistant Director	Michelle Michael
Work Based Learning Coordinator	Lynn Tuten
Director, Career and Technical Education	Tara Dean
Parent	Heidi Rugg
Department Head, Greenville Technical College	Kelvin Byrd

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

○ Yes ○ No ● 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).	

● Yes ○ No ○ 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).

● Yes ○ No ○ 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.

● Yes ○ No ○ 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.

● Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

● Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

● Yes ○ No ○ 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).

○ Yes ○ No ● 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.

○ Yes ○ No ● N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

○ Yes ○ No ⦿ N/A	**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.	
○ Yes ○ No ⦿ N/A	**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.	
○ Yes ○ No ⦿ N/A	**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.	
○ Yes ○ No ⦿ N/A	**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.	

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INTRODUCTION

The strategic planning process of identifying the challenges and achievements of Golden Strip Career Center (GSCC) encompassed the efforts of the faculty, staff, community, parents, students, businesses, and educational partners. Different parts of this self-study were assigned to designated teams for completion. Golden Strip Career Center already has the faculty and staff divided into committees. Each committee worked with a specific section of the action plan. The committees submitted rough drafts to the leadership team and, after revisions by everyone involved, the study was finalized. The School Improvement Council (SIC), consisting of parents, students, teachers, business partners, and educational partners, lent its support and advice to the school improvement plan with monthly meetings focused on guiding the school's improvement efforts.

- Students are evaluated at GSCC using various assessments such as semester exams and end-of-course (EOC) exams, as well as state and national certification exams. The data gathered from these assessments is used by school personnel to monitor and adjust curriculum, instruction, and assessment. School personnel collaborate on a regular basis with instructors at other career centers and Greenville Technical College instructors to ensure vertical and horizontal alignment with career center programs. Students have the opportunity to acclimate themselves to the world of employment through authentic experiences such as job shadowing, cooperative learning, field trips, internships, and other work-based learning opportunities.

- Systems are in place to evaluate the performance of administrators, faculty, and staff at the center. The tool used for administrator assessment is the PAS-A instrument and the teacher/parent/student surveys. Assessment tools for teachers are the PAS-T instrument and informal evaluations. Administrators, career specialists, and academic specialists are available to assist teachers with professional development and instructional support. Improvement plans can be implemented for a teacher and/or program basis if needed. Additionally, new funding has been approved within the school district's general budget to raise the salary of CTE teachers based on their years of experience in their given industry. This will allow us to recruit and retain highly qualified and experienced employees to our career center.

- Support for student performance and school effectiveness is promoted by school leadership. The school leadership team meets weekly to address the needs of the school. All stakeholders are involved in the decision-making process to varying degrees through the School Improvement Council (SIC) which consists of students, teachers, parents, business partners, educational partners, and the community. Everyone involved works toward continuous improvement to achieve the school's vision.

- Our challenges for the past three years have been increasing our enrollment, adding new courses relevant to the workforce in our community, and hiring qualified and experienced teachers with the previous pay scale. We believe that the updated general fund budget to increase CTE teacher pay holds the solution to many of our concerns. In recruiting and retaining experienced and qualified CTE teachers, we will be able to attract additional students to our school, introduce new programs, and meet the needs of our community business partners with work-ready graduates.

Accomplishments

- JF Lucas - SCASA Administrator of the Year
- Elijah Edwards - Secondary level Emerging Teacher of the Year
- School Report Card, Excellent Absolute Rating
- Palmetto Gold Award Winner
- Met Adequate Yearly Progress (AYP)
- Accredited Technical Education Facility (NCCER)
- Multiple Early College credit programs through Greenville Technical College
- District and State Competition Winners - SkillsUSA, FCCLA
- One hundred percent of our students are members of the career and technology student organization (CTSO) SC SkillsUSA. Fifteen students are members of FCCLA (Family, Career and Community Leaders of America).
- Students and teachers in our CTSOs participate in state and national events throughout the year.
  - Ninety-eight of our SkillsUSA students competed at the SC SkillsUSA Leadership and Skills Conference in March.
  - One of our FCCLA Advisors is also an Executive Board Member.
  - Students have obtained multiple work-based learning opportunities through their coursework at GSCC. A sample of these opportunities include youth apprenticeships with Gregory Electric, Michelin, and SC Dept. of Education's Bus Department, or internships with companies such as

Southeastern Products, Brasfield & Gorrie, Carolina Heating Services, etc. Because of their coursework at GSCC, students make connections with industry related companies and many have an opportunity to begin their career in high paying and rewarding careers with the previously mentioned companies and others including Fairway Auto Body Collision Repair, Bosch, Southern MEP, etc. Many of our graduating students also have the cost of their post-secondary education provided while they are paid to train for skilled and lucrative positions through programs such as Michelin Technical Scholars, Stueken Apprenticeships, BMW Scholars and others.

SCHOOL PROFILE

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

For the 2018-2019 school year, GSCC has fifteen career and technical education (CTE) programs Our CTE programs include: Automotive Technology, Auto Collision Repair, HVAC (Heating, Ventilation, and Air Conditioning), Machine Tool Technology, Cosmetology, Nail Technology, Early Childhood Education, Fire Fighting, Law Enforcement, Building Construction, Welding, Digital Art and Design, Mechatronics, Diesel Technology and Culinary Arts. In addition, we are in our third year of a Career Exploratory program designed for ninth grade students to sample various programs. This allows these students the opportunity to explore various programs and future career opportunities.

Certifications Available to Students by Course:
- Auto Collision - ASE Student Certification in Painting & Refinishing & Non-Structural Repair, SP2 Safety, EPA Rule 6H, OSHA General Safety Awareness
- Auto Technology - ASE Student Certification in 9 categories, OSHA General Safety Awareness
- Building Construction - NCCER, OSHA-10
- Cosmetology - SC State Board of Cosmetology License, OSHA General Safety Awareness
- Culinary Arts - ProStart Completer, multiple ServSafe certifications, OSHA General Safety Awareness
- Diesel Technology - ASE Student Certification, OSAH General Safety Awareness
- Digital Art & Design - Adobe Photoshop, Illustrator and InDesign
- Early Childhood Education - First Aid/CPR
- Firefighting (IFSAC Firefighting 1 & 2, Haz-Mat Operations, Auto Extraction, NIMS-ISC 100, 200, 700, & 800)
- HVAC - EPA Section 608, OSHA-10, R410A Refrigerant Safety, Gastite Piping, Industry Competency Exam (ICE)
- Law Enforcement - Greenville County Sheriff's Office Communications Certificate, OSHA-10, NIMS 100 & 200, CPR/First Aid
- Machine Tool Technology – OSHA-10, NIMS
- Mechatronics – OSHA-10, NIMS
- Nail Technology - Professional Nail Technician License, OSHA General Safety Awareness
- Welding - OSHA-10, AWS through Greenville Technical College

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

There are twenty-five staff members at Golden Strip Career Center including a director, assistant director, bookkeeper/secretary, guidance counselor, clerk, five custodians, and fifteen career and technology teachers. We also share a special education teacher and special education aide with the Satellite Diploma Program which is housed on our campus. The faculty is made up of both traditionally-trained teachers and alternative certification teachers, with ten teachers currently working on their initial certification through the DIRECT

program. Sixteen percent of the staff have a master's degree or higher. Seventy-three percent of the teachers are male and thirteen percent are minority. Our teacher attendance rate is 99.20%.

Five hundred ninety two students were enrolled in career and technology courses at Golden Strip Career Center on the eighth day of school. One hundred percent of our students are involved in career and technology student organizations. All students participate in work-based learning experiences.

MISSION, VISION, AND BELIEFS

The primary mission of Golden Strip Career Center is to provide students with the educational opportunities needed to enable them to reach their highest individual potential and to live and work successfully in a global economy.

Golden Strip Career Technology Center seeks to foster an appreciation of the dignity of work, worth of the individual, pride of accomplishment, respect for quality workmanship, the importance of a positive attitude, and the desire to excel in a chosen career.

We feel that it is our responsibility to meet each student as an individual with his/her own unique set of abilities, interests, values, and ambitions and to offer that individual an opportunity to develop to his/her fullest potential. The training programs offered are developed to satisfy the interests of area students, to meet business and industry personnel needs, and to meet technological requirements of the expanding Greenville community.

Learning experiences in the Center's programs are designed to prepare graduates with the essential knowledge, skills, and attitudes necessary to successfully enter and compete in today's job market or to continue their education at the post-secondary level. Golden Strip Career Technology Center also assumes an obligation to the students, the community, and the nation to emphasize their fundamental concepts of American Democracy: (1) respect for the individual, (2) respect for the opinion of others, and (3) respect for authority.

The beliefs of Golden Strip Career Center are:

1. That all students are learners.
2. That learning is lifelong.
3. That all people have a right to reach their highest individual potential.
4. That each person has unique worth as a member of a diverse society.
5. That each student would be challenged to develop academically, physically, socially, and morally.
6. That every student should have the opportunity to experience success and develop confidence.
7. That all people should develop their skills and abilities to live successfully in a global economy.
8. That all educational opportunities should be inclusive in a supportive learning environment.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment

- CATE Completer: A Completer is a CATE concentrator who has earned all of the required units in a state recognized CATE program identified by the assigned CIP code.

  - 2016-2017: 141 completers
  - 2017-2018: 132 completers
  - 2018-2019: TBD

- National and/or State Industry Certifications: The number of certifications earned by students enrolled in courses at Golden Strip Career Center that are state or nationally recognized as determined by the business community.

  - 2014-2015: 74
  - 2015-2016: 91
  - 2016-2017: 182
  - 2017-2018: 181
  - 2018-2019: TBD

- State-Approved Work-Based Learning: Number of Work-Based learning experiences for Golden Strip Career Center students.

  - 2014-2015: 117
  - 2015-2016: 741
  - 2016-2017: 596
  - 2017-2018: 182
  - 2018-2019: TBD

- Apprenticeships: Number of students who participate in apprenticeships.

  - 2014-2015: 0
  - 2015-2016: 0
  - 2016-2017: 3
  - 2017-2018: 10
  - 2018-2019: TBD

    - Data Source – PowerSchool, Work-Based Learning School Reports

Teacher/Administrator Quality

Professional development goals are set yearly by the principal and teachers at the center. All teachers must participate in a minimum of 24 hours of professional development during the school year. At least 12 of these 24 hours are offered at the school level. This year 28 hours of professional development were offered at the school level.
  - Data Source – Professional Development Plan (2018-2019) (See Attached)

<u>School Climate</u>

Golden Strip Career Center works to foster a positive school climate by focusing on the health and safety of all students. A supportive environment for academic, disciplinary and physical environment is also promoted, along with the encouragement and maintenance of respectful, trusting and caring relationships among the students, faculty, parents and community. These factors work together to make GSCC a successful school in which students thrive. Our 2017-2018 Parent Survey, parents reported their strongest statement was, "My child's teachers care about my child as an individual" followed next by, "My child's teachers encourage my child to learn." In regards to the physical and social environment of the school, 88.2% of students, 93.4% of teachers, and 84.4% of parents are satisfied.

- <u>Data Source</u> – 2017-2018 Report Card survey Results (See Attached)

2018-2019 Professional Development Plan – Golden Strip Career Center

Date & Time	Details	Points
August 15, 2018	CTE Update: State of CATE	2
September 27, 2018	Developing Your Classroom Presence	1
October 10, 2018	504 & IEP Refresher Training	1
November 30, 2018	Nine Competencies for Teaching Empathy	1
December 21, 2018	Collaborative Learning Opportunities: Breakout EDU	1
January 30, 2019	Working to Grow Students' Trust and Respect	1
February 5, 2019	Tech Tuesdays: Google Drive & Google Forms	1
February 12, 2019	Tech Tuesdays: Google Classroom	1
February 19, 2019	Tech Tuesdays: Integrating Technology into the Classroom	1
March 5, 2019	PD in PJs	1
March 12, 2019	Tech Tuesdays: Promethean Board	1
April 3, 2019	Developing Appropriate Learning Targets: Part 1	2
April 10, 2019	Developing Appropriate Learning Targets: Part 1	2
May 8, 2019	Student Date: How Can Student Data Improve Your Teaching?	2
August-May, As Scheduled	PLCs	8
	TOTAL POINTS OFFERED	**26**

TEACHER SURVEY RESPONSES - 2017-18 SCHOOL YEAR

ID=2301998   District=Greenville-01   School=Golden Strip Career Center

QUESTION	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	% DONT KNOW	N
1 My school provides challenging instructional programs for students.	0.0	0.0	26.7	73.3	0.0	15
2 Teachers at my school effectively implement the State Curriculum Standards.	0.0	0.0	20.0	80.0	0.0	15
3 Teachers at my school focus instruction on understanding, not just memorizing facts.	0.0	0.0	13.3	86.7	0.0	15
4 Teachers at my school have high expectations for students' learning.	0.0	0.0	26.7	73.3	0.0	15
5 There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.0	0.0	20.0	80.0	0.0	15
6 Student assessment information is effectively used by teachers to plan instruction.	0.0	0.0	26.7	73.3	0.0	15
7 Effective instructional strategies are used to meet the needs of low achieving students.	0.0	0.0	20.0	73.3	6.7	15
8 My school offers effective programs for students with disabilities.	6.7	0.0	20.0	73.3	0.0	15
9 Instructional strategies are used to meet the needs of academically gifted students.	6.7	6.7	6.7	80.0	0.0	15
10 The level of teacher and staff morale is high at my school.	0.0	13.3	13.3	73.3	0.0	15
11 Teachers respect each other at my school.	0.0	6.7	20.0	73.3	0.0	15
12 Teachers at my school are recognized and appreciated for good work.	0.0	6.7	26.7	66.7	0.0	15
13 Students at my school are motivated and interested in learning.	0.0	0.0	60.0	40.0	0.0	15
14 There are sufficient materials and supplies available for classroom and instructional use.	0.0	6.7	33.3	60.0	0.0	15
15 Our school has a good selection of library and media material.	0.0	6.7	13.3	20.0	60.0	15
16 Our school has sufficient computers for instructional use.	6.7	6.7	20.0	66.7	0.0	15
17 Computers are used effectively for instruction at my school.	0.0	6.7	20.0	73.3	0.0	15
18 There are relevant professional development opportunities offered to teachers at my scl	0.0	0.0	20.0	80.0	0.0	15
19 The school administration communicates clear instructional goals for the school.	0.0	6.7	20.0	73.3	0.0	15
20 The school administration sets high standards for students.	0.0	0.0	20.0	80.0	0.0	15
21 The school administration has high expectations for teacher performance.	0.0	0.0	13.3	86.7	0.0	15
22 The school administration provides effective instructional leadership.	0.0	6.7	26.7	66.7	0.0	15
23 Student assessment information is used to set goals and plan programs for my school.	0.0	6.7	20.0	66.7	6.7	15
24 Teacher evaluation at my school focuses on instructional improvement.	0.0	0.0	20.0	80.0	0.0	15
25 School administrators visit classrooms to observe instruction.	0.0	0.0	13.3	86.7	0.0	15
26 The school administration arranges for collaborative planning and decision making.	0.0	13.3	13.3	73.3	0.0	15
27 I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	6.7	6.7	13.3	73.3	0.0	15
28 The grounds around my school are kept clean.	0.0	0.0	13.3	86.7	0.0	15
29 The hallways at my school are kept clean.	0.0	0.0	13.3	86.7	0.0	15
30 The bathrooms at my school are kept clean.	0.0	6.7	13.3	80.0	0.0	15
31 The school building is maintained well and repaired when needed.	6.7	6.7	13.3	73.3	0.0	15
32 There is sufficient space for instructional programs at my school.	0.0	0.0	46.7	53.3	0.0	15
33 Students at my school behave well in class.	0.0	0.0	53.3	46.7	0.0	15

#	Item						Count
34	Students at my school behave well in the hallways, in the lunchroom, and on school grou	0.0	6.7	46.7	46.7	0.0	15
35	Rules and consequences for behavior are clear to students.	0.0	0.0	20.0	80.0	0.0	15
36	The rules for behavior are enforced at my school.	0.0	0.0	13.3	80.0	6.7	15
37	The rules about how students should behave in my school are fair.	0.0	6.7	13.3	80.0	0.0	15
38	I have been bullied by an adult at this school.	80.0	13.3	0.0	0.0	6.7	15
39	I have been bullied by a student at this school.	80.0	6.7	0.0	6.7	6.7	15
40	My school or district provides me with training to assist in preventing and/or dealing witl	0.0	0.0	13.3	86.7	0.0	15
41	I feel safe at my school before and after school hours.	0.0	6.7	6.7	86.7	0.0	15
42	I feel safe at my school during the school day.	0.0	6.7	0.0	93.3	0.0	15
43	I feel safe going to or coming from my school.	0.0	6.7	0.0	93.3	0.0	15
44	Students from different backgrounds get along well at my school.	0.0	0.0	40.0	60.0	0.0	15
45	Teachers and students get along well with each other at my school.	0.0	0.0	13.3	86.7	0.0	15
46	Teachers at my school collaborate for instructional planning.	0.0	6.7	13.3	80.0	0.0	15
47	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	0.0	6.7	6.7	86.7	0.0	15
48	Parents at my school are aware of school policies.	0.0	0.0	20.0	80.0	0.0	15
49	Parents at my school know about school activities.	0.0	0.0	13.3	86.7	0.0	15
50	Parents at my school understand the school's instructional programs.	0.0	0.0	20.0	80.0	0.0	15
51	Parents at my school are interested in their children's schoolwork.	0.0	0.0	53.3	46.7	0.0	15
52	Parents at my school support instructional decisions regarding their children.	0.0	0.0	20.0	80.0	0.0	15
53	Parents attend conferences requested by teachers at my school.	0.0	6.7	6.7	80.0	6.7	15
54	Parents at my school cooperate regarding discipline problems.	0.0	0.0	33.3	60.0	6.7	15
55	Parents attend school meetings and other school events.	0.0	6.7	13.3	80.0	0.0	15
56	Parents participate as volunteer helpers in the school or classroom.	6.7	6.7	20.0	66.7	0.0	15
57	Parents are involved in school decisions through advisory committees.	0.0	0.0	46.7	46.7	6.7	15
58	I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	0.0	0.0	26.7	73.3	0.0	15
59	I have sufficient space in my classroom to meet the educational needs of my students.	0.0	0.0	33.3	66.7	0.0	15
60	My non-instructional duties do not interfere with my essential role of educating students	6.7	20.0	6.7	60.0	6.7	15
61	I have access to reliable communication technology, including phone, fax, and e-mail.	0.0	0.0	20.0	80.0	0.0	15
62	I feel supported by administrators at my school.	0.0	6.7	13.3	80.0	0.0	15
63	The faculty and staff at my school have a shared vision.	0.0	6.7	6.7	86.7	0.0	15
64	I am familiar with local, state, and national policies and how they affect teaching and lea	0.0	0.0	13.3	86.7	0.0	15
65	Local, state, or national policies assist me in meeting the educational needs of my studer	0.0	0.0	20.0	80.0	0.0	15
66	The school leadership makes a sustained effort to address teacher concerns.	0.0	6.7	13.3	80.0	0.0	15
67	My decisions in areas such as instruction and student progress are supported.	0.0	0.0	13.3	86.7	0.0	15
68	Teachers at my school are encouraged to develop innovative solutions to problems.	0.0	0.0	13.3	86.7	0.0	15
69	I feel comfortable raising issues and concerns that are important to me.	0.0	6.7	13.3	80.0	0.0	15
70	Sufficient resources are available to allow teachers to take advantage of professional de\	0.0	0.0	6.7	93.3	0.0	15
71	My class sizes allow me to meet the educational needs of my students.	0.0	13.3	20.0	66.7	0.0	15
72	I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	0.0	6.7	13.3	80.0	0.0	15

QUESTION	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	N
1 My classes are challenging (not too easy; they make me think).	7.3	17.3	49.1	26.4	110
2 My teachers want me to understand what I am learning, not just remember facts.	1.8	2.7	34.5	60.9	110
3 My teachers expect students to learn.	1.8	0.9	30.9	66.4	110
4 My teachers expect students to behave.	0.9	0.9	28.2	70.0	110
5 My teachers spend enough time helping me learn.	3.6	8.2	37.3	50.9	110
6 My teachers help students when they do not understand something.	1.8	7.3	42.7	48.2	110
7 My teachers do a good job teaching me mathematics.	19.3	21.1	29.4	30.3	109
8 My teachers do a good job teaching me English language arts.	19.3	14.7	32.1	33.9	109
9 My teachers give tests on what I learn in class.	2.7	3.6	31.8	61.8	110
10 My teachers give homework assignments that help me learn better.	21.1	14.7	32.1	32.1	109
11 My classes are interesting and fun.	5.5	6.4	35.5	52.7	110
12 Students at my school believe they can do good work.	6.4	10.0	46.4	37.3	110
13 My teachers praise students when they do good work.	7.3	9.1	47.3	36.4	110
14 Work done by students can be seen on the walls of my school.	9.2	11.0	44.0	35.8	109
15 The textbooks and workbooks I use at my school really help me to learn.	17.3	18.2	29.1	35.5	110
16 The media center at my school has a good selection of books.	34.9	12.8	27.5	24.8	109
17 I use computers and other technology at my school to help me learn.	2.7	6.4	32.7	58.2	110
18 I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	2.7	11.8	39.1	46.4	110
19 The grounds around my school are kept clean.	3.6	2.7	40.9	52.7	110
20 The hallways at my school are kept clean.	1.8	3.6	40.9	53.6	110
21 The bathrooms at my school are kept clean.	11.8	9.1	38.2	40.9	110
22 Broken things at my school get fixed.	7.3	9.1	44.5	39.1	110
23 There is enough room for students to learn at my school.	3.6	5.5	37.3	53.6	110
24 Students at my school behave well in class.	9.1	17.3	38.2	35.5	110
25 Students at my school behave well in the hallways, in the lunchroom, and on school grou	10.9	20.9	34.5	33.6	110
26 Students at my school know the rules and what happens when students break the rules.	2.7	10.9	42.7	43.6	110
27 The rules about how students should behave in my school are fair.	6.4	9.1	42.7	41.8	110
28 The rules for behavior are enforced at my school.	2.7	4.5	35.5	57.3	110
29 I feel safe at my school before and after school hours.	5.5	5.5	42.7	46.4	110
30 I feel safe at my school during the school day.	3.6	5.5	42.7	48.2	110
31 I feel safe going to or coming from my school.	1.8	4.5	40.0	53.6	110
32 Students from different backgrounds get along well at my school.	4.5	10.9	36.4	48.2	110
33 Teachers and students get along well with each other at my school.	5.5	10.9	43.6	40.0	110

34 Teachers work together to help students at my school.	4.5	10.0	40.9	44.5	110
35 My school has a variety of extracurricular activities for students.	6.4	13.6	36.4	43.6	110
36 I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	2.7	9.1	40.0	48.2	110
37 My parent knows what I am expected to learn in school.	7.3	4.6	31.2	56.9	109
38 My parent knows how well I am doing in school.	3.7	4.6	33.9	57.8	109
39 My school informs parents about school programs and activities.	3.7	12.8	34.9	48.6	109
40 Parents at my school know their children's homework assignments.	14.7	13.8	33.9	37.6	109
41 My parent helps me with my homework when I need it.	18.3	11.9	29.4	40.4	109
42 Parents are welcomed at my school.	3.7	3.7	41.3	51.4	109
43 Parents volunteer and participate in activities at my school.	19.3	12.8	30.3	37.6	109
44 I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	7.3	6.4	38.5	47.7	109
45 I have seen or know of another student being bullied.	36.4	20.0	20.9	22.7	110
46 I have been bullied at the school during the school day.	51.8	13.6	14.5	20.0	110
47 I have been bullied while going to or from school.	55.5	15.5	10.0	19.1	110
48 I have been bullied by someone from my school using a computer, a cell phone or other	59.1	11.8	11.8	17.3	110
49 Adults at my school prevent bullying from happening.	15.5	13.6	38.2	32.7	110
50 I can always go to adults at my school if I am being bullied.	13.6	10.0	30.9	45.5	110
51 An adult at my school has talked to me about bullying.	24.5	9.1	29.1	37.3	110
52 I have bullied another student at my school.	65.5	6.4	13.6	14.5	110

PLEASE MARK HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING	% STRONGLY DISAGREE	% DISAGREE	% AGREE	% STRONGLY AGREE	% DONT KNOW	N
1 My child's teachers give homework that helps my child learn.	4.3	10.9	52.2	23.9	8.7	46
2 My child's school has high expectations for student learning.	2.2	0.0	41.3	50.0	6.5	46
3 My child's teachers encourage my child to learn.	4.3	2.1	31.9	55.3	6.4	47
4 My child's teachers provide extra help when my child needs it.	2.3	2.3	43.2	40.9	11.4	44
5 I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	2.2	4.4	40.0	46.7	6.7	45
6 My child's teachers contact me to say good things about my child.	11.1	24.4	35.6	22.2	6.7	45
7 My child's teachers tell me how I can help my child learn.	15.2	17.4	39.1	23.9	4.3	46
8 My child's teachers invite me to visit my child's classrooms during the school day.	15.6	15.6	35.6	26.7	6.7	45
9 My child's school returns my phone calls or e-mails promptly.	2.2	11.1	48.9	28.9	8.9	45
10 My child's school includes me in decision-making.	4.4	15.6	42.2	31.1	6.7	45
11 My child's school gives me information about what my child should be learning in school	10.9	17.4	43.5	21.7	6.5	46
12 My child's school considers changes based on what parents say.	2.2	13.0	43.5	17.4	23.9	46
13 My child's school schedules activities at times that I can attend.	2.3	11.4	50.0	27.3	9.1	44
14 My child's school treats all students fairly.	0.0	2.3	39.5	41.9	16.3	43
15 The principal at my child's school is available and welcoming.	2.4	4.9	46.3	36.6	9.8	41
16 I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	4.5	6.8	38.6	38.6	11.4	44
17 My child's school is kept neat and clean.	0.0	2.2	37.0	54.3	6.5	46
18 My child's teachers care about my child as an individual.	0.0	4.5	31.8	56.8	6.8	44
19 Students at my child's school are well-behaved.	6.8	15.9	38.6	22.7	15.9	44
20 My child feels safe at school.	0.0	8.9	42.2	44.4	4.4	45
21 My child's teachers and school staff prevent or stop bullying at school.	2.3	6.8	45.5	27.3	18.2	44
22 My child's school has an anti-bullying program to prevent or deal with bullying.	4.5	2.3	38.6	29.5	25.0	44
23 I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOO	0.0	4.4	44.4	40.0	11.1	45
24 The IGP conference was beneficial to my child as he/she prepares to be promoted to the	4.8	4.8	42.9	28.6	19.0	42
25 During the IGP conference, the counselors discussed my child's academic progress and h	4.9	4.9	39.0	31.7	19.5	41
26 I recommend that all parents/guardians attend IGP conferences with their children.	2.4	2.4	31.0	45.2	19.0	42

PLEASE TELL US IF YOU DO THE FOLLOWING	% I DO THIS	% I DONT DO BUT WOULD LIKE TO	% I DONT DO & I DONT CARE TO	% ACTIVITY NOT OFFERED	N

	%	%	%	%	N
27 Attend Open Houses or parent-teacher conferences	59.6	25.5	6.4	8.5	47
28 Attend student programs or performances	59.6	29.8	4.3	6.4	47
29 Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	23.9	37.0	21.7	17.4	46
30 Go on trips with my child's school (out of town band contest, field trip to the museum, e	26.1	32.6	15.2	26.1	46
31 Participate in School Improvement Council meetings.	13.0	41.3	26.1	19.6	46
32 Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	19.6	34.8	28.3	17.4	46
33 Participate in school committees (textbook committee, spring carnival committee, etc.)	6.5	39.1	28.3	26.1	46
34 Attend parent workshops (how to help my child with school work, how to talk to my chil effective discipline, etc.)	23.9	39.1	10.9	26.1	46

PLEASE TELL US IF YOU DO THE FOLLOWING

	% I DO THIS	% I DONT DO BUT WOULD LIKE TO	% I DONT DO & DONT CARE TO	N
35 Visit my child's classrooms during the school day.	13.3	53.3	33.3	45
36 Contact my child's teachers about my child's school work.	53.2	34.0	12.8	47
37 Limit the amount of time my child watches TV, plays video games, surfs the internet, etc	63.8	17.0	19.1	47
38 Make sure my child does his/her homework.	80.9	10.6	8.5	47
39 Help my child with homework when he/she needs it.	78.3	15.2	6.5	46

PLEASE MARK IF EACH OF THE FOLLOWING IS TRUE OR FALSE

	% TRUE	% FALSE	N
40 Lack of transportation reduces my involvement.	8.7	91.3	46
41 Family health problems reduce my involvement.	20.0	80.0	45
42 Lack of available care for my children or other family members reduces my involvement.	8.9	91.1	45
43 My work schedule makes it hard for me to be involved.	60.9	39.1	46
44 The school does not encourage my involvement.	26.1	73.9	46
45 Information about how to be involved either comes too late or not at all.	38.6	61.4	44
46 I don't feel like it is appreciated when I try to be involved.	13.0	87.0	46

PLEASE RATE YOUR SCHOOL ON...

	% VERY GOOD	% GOOD	% OKAY	% BAD	% VERY BAD	N
47 The school's overall friendliness.	57.4	25.5	17.0	0.0	0.0	47
48 The school's interest in parents' ideas and opinions.	30.4	39.1	26.1	4.3	0.0	46
49 The school's efforts to get important information from parents.	34.8	32.6	26.1	6.5	0.0	46

50 The school's efforts to give important information to parents.

41.3 26.1 26.1 4.3 2.2 46

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				

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					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
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

ACTION PLAN *FOR* STRATEGY #2: Provide awareness to all CTE program staff on available and viable industry certifications					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
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

ACTION PLAN FOR STRATEGY #3: Initially, seek out business and industry partners willing to provide WBL experience for students					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
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				

ACTION PLAN FOR STRATEGY #1: Provide specific PD to novice CTE teachers coming directly from industry in an effort to increase teacher retention					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
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
180th day Attendance Report	(2016-17) x	**Career Center Projected**	95	95	95	95	95
		Career Center Actual x					
180th day Attendance Report	(2016-17) **95**	**District Projected**	95	95	95	95	95
		District Actual **95**					

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					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
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