

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
864-355-4650 phone
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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 2021-2022 (*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		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Leland Blankenship		03/02/2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Edith N. Byrum		03/02/2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Not Applicable		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Vocational Drive, Greenville, SC 29605

SCHOOL TELEPHONE: (864) 355-4650

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

SCHOOL TELEPHONE: (864) 355-4650

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

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal/Director	Leland Blankenship
2.	Teacher	Bryan Riebe
3.	Parent/Guardian	Julia Altman
4.	Community Member	Steven Royals
5.	Paraprofessional	Becky Luedtke
6.	School Improvement Council Member	Edith 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.)

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

	Position	Name
	Assistant Director	Bridget Coleman
	School Counselor	Sheay McHenry
	Work-Based Learning Coordinator	Katie Porter

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

N/A **Academic Assistance, PreK–3**

The district 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).

Y **Academic Assistance, Grades 4–12**

The district 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).

Y **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education and will make special efforts to meet with parents at convenient times, provide parents with their child’s individual test results, interpretation of the results, and information on the district’s curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal’s and superintendent’s evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

Y **Staff Development**

The district 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*.

Y **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

Y **Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

Y **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

N/A **Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

N/A **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

N/A **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

N/A **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children’s education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

N/A **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

N/A **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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INTRODUCTION

Donaldson Career Center (Donaldson), located in Greenville, SC, is a public school and is one of four career centers within the Greenville County School District. Greenville County School District has district-wide national accreditation from the AdvancED Accreditation Commission and is recognized as a school system of excellence. Donaldson 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 our school such as Aircraft Maintenance and Barbering/Master Hair Care. Donaldson is a great school with a caring and dedicated faculty. We have amazing potential to grow due to our location adjacent to the campus of the South Carolina Technology and Aviation Center (SCTAC) and additional nearby potential industry partners.

The 2020 – 2021 school year has been a year of growth for Donaldson in spite of the Covid19 pandemic and the loss of our Digital Art & Design program. We added a new Machine Tool Technology program this year which represents a substantial investment by our District and expanded opportunities for our students. Previously, we were the only career center in Greenville County without a Machine Tool Technology program. Our relatively new Career Exploratory Plus program has continued to grow and for the coming year a transition to semester length classes will double our enrollment potential in this critical program for student recruitment. An exciting addition to Donaldson for the coming year will be the implementation of a Diesel Technology program. We have a lot of student interest in Diesel Technology as well as the potential for numerous industry partners in close proximity. Preliminary enrollment data looks promising and we should be able to offer a Level 1 class both AM and PM. The District has made commitments, two years in a row, to invest substantial funds into facility renovation and equipment to establish new programs so we can better serve our students, our feeder schools and our community. We appreciate the support as we actively recruit students for our new and existing programs.

One thing that has remained constant through all of this change is the small school, family atmosphere of Donaldson. Faculty and staff work together, care about students and are passionate about preparing students for a great future. Our experienced instructors have welcomed our new instructors and have provided valuable assistance, working as a team to provide quality educational opportunities. We have continued to grow professionally this year through professional development provided at the school level with District assistance on specific topics such as working with ESOL students and families. As this document is being written, career centers have returned to 100% in-person learning and our students are benefiting from hands-on learning experiences. While we still have some limitations due to Covid19 protocols, we have adapted and we are providing students the opportunity to “Learn Today to Earn Tomorrow.”

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. During the 2019–2020 school year:

- Students earned 147 industry recognized credentials/certifications. This 18% decline from the previous year was the result of the transition to 100% eLearning for the last quarter of the school year and the cancellation of many certification opportunities for our students. In particular, the testing process for our Human Services programs (Barbering/Master Hair Care, Cosmetology, Esthetics, Nail Technology) was suspended last Spring and still has not fully recovered. In addition, our AWS on-site Welding certification testing was delayed and it was much more difficult to get students to come to school and participate.
- In spite of the pandemic, 121 students earned Career and Technology Education (CTE) Completer status, an increase of 30% from the previous year.
- Another major student achievement was our dramatic increase in state recognized work-based learning experiences from 22 to 54, a 145% gain.
- In 2020, a female student from Southside High School was selected as our first Michelin Youth Apprentice, a tremendous honor and opportunity for this student.

For the 2020-2021 school year we anticipate our total number of industry credentials to rise significantly due to our return to in-person learning and the increased utilization of an online OSHA10 certification program. We also anticipate our number of CTE Completers to increase slightly from last year even though our total enrollment is down due to some students and their parents choosing not to attend in-person classes at Donaldson. Student achievement can be measured in many ways – grades, work-based learning placements, credentials/certifications, SkillsUSA competitions and graduation rate. However, the ultimate student achievement is to graduate students that are well prepared to enter the workforce and/or continue their education. At Donaldson we are committed to helping our students meet this goal.

Teacher/Administrator Quality

Donaldson 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.” Our faculty has many years of quality 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 industry and employers. Our Advisory Councils include representatives from local industry/employers that help our instructors keep abreast of emerging trends, technology and expectations of the related industry. The Donaldson administrative team consists of a Director with 25+ years of administrative experience (3rd yr. @ DCC) and an Assistant Director with 12+ years of administrative experience (5th yr. @ DCC).

School Climate

The school climate at Donaldson Career Center is very positive as demonstrated through the Upbeat Faculty Survey results that are detailed in the School Climate section of our School Profile. We have strong teacher leaders that chair standing committees for Communication, Student Recruitment & Retention, and Student & Staff Recognition. Teacher empowerment through these committees has contributed to our high scores for Autonomy, Principal/Teacher Trust, Satisfaction & Purpose, and Equity. Unfortunately, state surveys of students and parents that collected data for school report cards are no longer being conducted for career centers so our feedback from those critical stakeholders is primarily subjective. However, we recently conducted in-

house student surveys and the results were very positive as demonstrated by the graphs posted in the School Climate section of our School Profile.

Challenges

Donaldson is a great school with unique opportunities for students. Our biggest challenge is in marketing the programs at Donaldson to potential students and their parents. This challenge has been compounded by the Covid19 pandemic. We work primarily with School Counselors to distribute information to students. However, we have also directly communicated with students and parents through a variety of avenues. We have held “live” virtual open houses for existing and potential students where teachers were available to meet with students/parents through Google Meet. We have also posted on our website a virtual open house that was available for students/parents 24/7 throughout the pre-registration window this year. Many Donaldson Instructors use social media platforms like Twitter and Instagram to recognize student accomplishments and promote their programs. Initial pre-registration data looks very promising for the coming school year. In many cases we are not only marketing our programs but changing perceptions, not everyone needs a university degree to be successful.

Another challenge for Donaldson is to increase the retention of Level 2 students. On average, our Level 2 enrollment is significantly less than Level 1 classes. Some attrition between Level 1 and 2 is to be expected. However, students must return for upper level classes to meet CTE Completer requirements and earn advanced industry credentials. There are many reasons for students to not return for Level 2 - loss of interest, failure of Level 1, failure of academic classes requiring credit recovery, etc. Providing high quality, engaging programs while knowing and supporting our students is the best way to address this challenge. For this year, our goal is to retain at least 90% of our Level 1 students in Level 2 classes. According to our recent student survey, 88.2% of our Level 1 students intend to return next year and another 9.9% indicated maybe.

Another challenge for Donaldson is recruiting and retaining highly qualified and talented teachers. With the majority of our teachers coming directly from industry we must support and nurture them as they make the transition to the classroom and attain a license to teach. Most of our teachers take a cut in pay to enter the teaching profession. Many also find out that teaching is much more difficult than what they had imagined. In addition to learning a new craft, the art of teaching, the demands placed on beginning teachers often results in teacher turnover. For our students and our school to be successful we must have stability in our teaching and administrative staff.

Accomplishments

Donaldson students have done very well in SkillsUSA competition in recent years –

- State Champion in First Aid/CPR (2015)
- State Champion in Diesel Equipment Technology (2015)
- State Champion in Community Action Project (2017)
- State Champion in Barbering (2018)
- 2020-2021 SC SkillsUSA State Officer (Culinary Arts Work-Based Learning Student)

Donaldson recognizes high performing students by induction into the National Technical Honor Society

- 2021 – 38 students have met the criteria for induction into the Donaldson Chapter
- 2020 – 23 students were inducted into the Donaldson Chapter
- 2019 – 12 students were inducted into the Donaldson Chapter

Donaldson faculty members have been recognized for excellence and leadership –

- Tenth grade Cosmetology Instructor named the ACTIVE Cosmetology Teacher of the Year (2019)
- Advanced Cosmetology Instructor recognized as a Spotlight Award winner for Greenville County Schools (2019)
- Culinary Arts Instructor named Hospitality Educator of the Year for the Upstate Region by the South Carolina Restaurant and Lodging Association (2019)
- Esthetics Instructor named as the SC Association of Career and Technical Education FYI New Teacher of the Year (2019)
- Mechatronics Instructor recognized by Greenville County Schools during American Education Week (2020)

SCHOOL PROFILE

School Community

Donaldson has successfully established and maintained relationships with local businesses, industry, and organizations to provide authentic learning experiences for our students through guest speakers, job shadowing, internships, field trips and employment. However, this is an area that requires constant attention and is a priority area of focus for instructors, administrators and our Work-Based Learning Coordinator. Donaldson students serve as members of advisory committees and the School Improvement Council. Our Aircraft Maintenance, Mechatronics and Welding programs offer opportunities for students to earn college credit from Greenville Technical College. Another 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 2020–2021, the majority of our instructors were returning faculty. Our only new instructor is an experienced machinist and Tool & Die Maker and he is making a great transition to education. He has been critical to the successful implementation of our new Machine Tool Technology program. We have two additional faculty members, our Automotive Technology and Building Construction Technology instructors, that are in their second full year of teaching. Through building level mentors, administrative and district support, these instructors are growing in the teaching profession and making a difference for their students. Instructors at Donaldson are supportive of each other and are more than willing to share what works in their classrooms. Donaldson prepares students for life after high school whether the student is pursuing post-secondary education or entering the workforce by remaining 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 has thirteen teaching positions and a total licensed staff is seventeen, five are Black, and twelve are White. Of the seventeen faculty members, nine are female and eight are male. For 2021–2022 school year we will add a Diesel Technology Instructor and we are currently looking for the unique individual that that has quality industry experience, a passion for his/her trade and most importantly, the ability to work with and motivate high school students.

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 enrolled in programs that are separate from Donaldson. However, Donaldson students that transition to SDP mid-year may continue in their CTE program on a contracted basis for attendance, discipline and performance.

Major Programs and Initiatives

The Career and Technical Education programs offered at Donaldson during the 2020-2021 school year include Aircraft Maintenance, Automotive Technology, Barbering/Master Hair Care, Building Construction Technology, Career Exploratory Plus, Cosmetology, Culinary Arts, Esthetics, Firefighting, Machine Tool Technology, Mechatronics, Nail Technology and Welding. For the 2021–2022 school year, we will add Diesel Technology by renovating the B100 classroom and the B600 lab. The timeline for this project is to start demolition in May, 2021 with a target completion date in early August, prior to the start of the school year. The Diesel Technology program will enroll rising 10th and 11th grade students in Level 1 classes during both the AM and PM time slots.

Donaldson’s major academic features are a variety of Career and Technology Education course offerings, dual credit, industry recognized professional licenses and/or credentials, 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. Due to Covid19 protocols the recognition program for the current school year will likely be virtual or a drive-thru. Recognition for CTE Completers was combined with home school graduations last year and will likely follow a similar format this year. Even though graduation ceremonies vary slightly by high school, our home schools do a great job of recognizing this accomplishment by our students.

Donaldson acknowledges excellence in attendance (except during the pandemic) and academic achievement through quarterly initiatives and recognitions for students. 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. Prior to Covid19 restrictions, guest speakers were invited to Donaldson to help students achieve academic and personal goals by modeling professionalism and relaying to students the expectations and opportunities of employers. Guest speakers are currently limited to virtual presentations. 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

Performance Indicator	2017-2018	2018-2019	2019-2020
Career and Technical Education (CTE) Completers	107	93	121
State or National Industry Recognized Credentials Attained	155	180	147
State approved Work-Based Learning Experiences	15	21	54

School Climate

We want students, parents and our community to be aware of and engaged in the wonderful opportunities for students at Donaldson. Unfortunately, State Report Card data relevant to this goal is no longer available for career centers. Last year, Greenville County Schools started utilizing a new faculty survey which collects a number of data points that are indicative of school climate. Due to the Covid19 pandemic and its effect on public education this survey has been revised for each administration which makes trend analysis difficult. Below is our best reflection of the data collected through the Fall, 2020 administration of the Upbeat Faculty Survey.

Trends for every category are positive except for Work/Life Balance and Compensation & Career Path. The negative trend in these two categories is indicative of the intrusion of eLearning on the personal lives of our faculty and the challenge of being an educator during a pandemic. In informal conversations with teachers and administrators a consistent finding is that educating our students in a virtual environment is much more difficult than teaching in-person, especially for Career and Technical Education. Teachers are spending a great deal of time on curriculum development, professional development, lesson planning and most importantly, follow-up with struggling students and parents. Donaldson’s faculty has worked very hard to keep students engaged and to help them be successful. We have grown professionally and many of our teachers have grown exponentially in their use of instructional technology. Regardless of this growth and ability to adapt to educating remotely, we are very pleased that Greenville County Schools has emphasized that career center classes need to be in-person as long as it is safe for students and staff. At the time this update is being written all career centers in Greenville County Schools have returned to 100% in-person learning which has greatly contributed to our effectiveness and our positive school environment.

<i>Upbeat Data Report by Category*</i>	<i>2019 Fall Percent Positive</i>	<i>2020 Spring Percent Positive</i>	<i>2020 Fall Percent Positive</i>
High Academic Expectations	79	92	N/A
Teachers’ Care & Commitment	73	90	94
Parent/Teacher Communication	73	75	82
Meaningful Work	91	100	N/A
Professional Development	79	85	90
Autonomy	91	88	100
Teacher Voice & Leadership	76	81	90
Principal/Teacher Trust	73	90	97
Instructional Leadership	82	90	100
School Safety & Order	89	89	92
Appreciation	86	73	90
Collaboration	82	72	87
Work/Life Balance	85	88	77
Distance	48	52	N/A
Compensation & Career Path	70	72	62
Satisfaction & Purpose	88	88	98
Conscientiousness	93	95	N/A
Resources & Facilities	86	83	90
Self-Efficacy	84	94	92
Evaluation	98	84	90
Recruitment, Hiring and Onboarding	77	77	96
Student Engagement	N/A	38	85
Teaching from Home: Communication	N/A	97	N/A
Teaching from Home: Collaboration	N/A	88	N/A
Teaching from Home: Work/Life Balance	N/A	75	N/A
Teaching from Home: Self-efficacy	N/A	81	N/A
Teaching from Home: Appreciation	N/A	81	N/A
Teaching from Home: Resources	N/A	88	N/A
Teaching from Home: Professional Development	N/A	97	N/A
Belonging & Wellbeing	N/A	N/A	90

Diversity	N/A	N/A	92
Equity	N/A	N/A	100
Inclusion	N/A	N/A	85
Cultural Competence	N/A	N/A	64

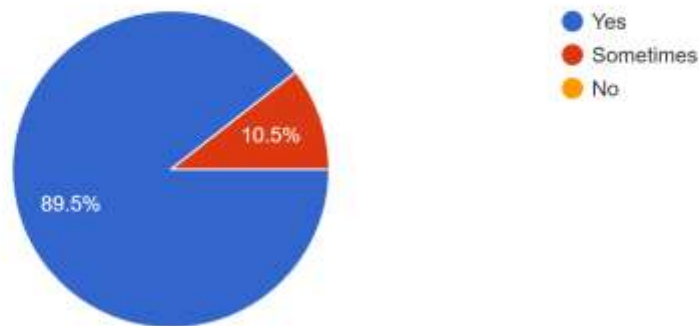
*Titles revised per 2020 Fall survey with categories combined, revised, deleted and/or added between years.

Learning Environment and Student Retention Survey (Level 1 – 152 Responses Collected)

In January, 2021 our School Counselor administered a student survey that included statements aligned with ASCA National Standards. Students were asked to respond Yes, Sometimes or No to each statement. School-wide data from this survey was shared with the faculty and individual teachers reviewed their class specific data with the Director. Below are charts from a few of the key statements from our Level 1 survey which reflect a very positive school climate.

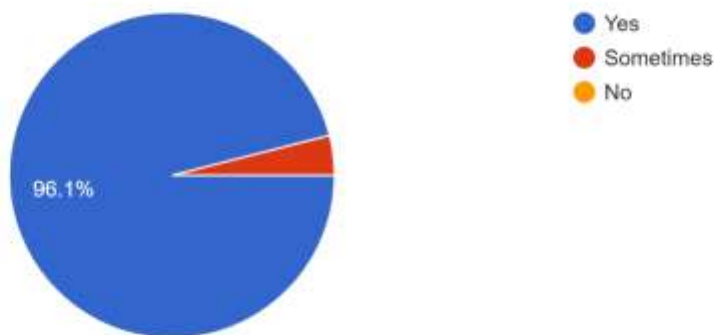
I feel that my class is a team and we work together

152 responses



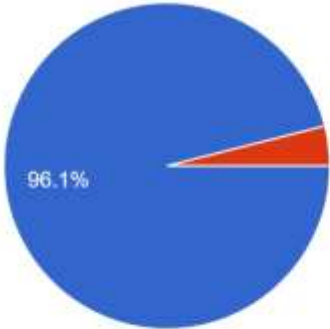
I feel safe in my classroom

152 responses



My teacher is approachable and willing to help me

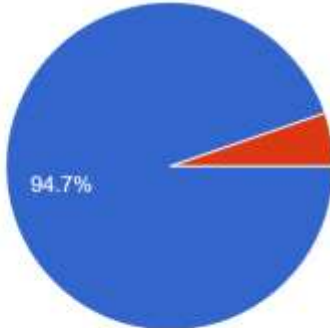
152 responses



- Yes
- Sometimes
- No

My teacher encourages class participation

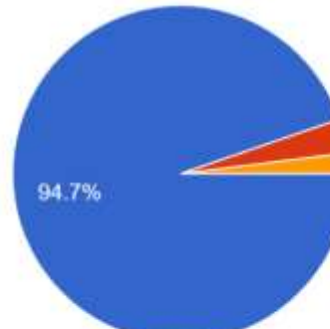
152 responses



- Yes
- Sometimes
- No

I would highly recommend my teacher to other students

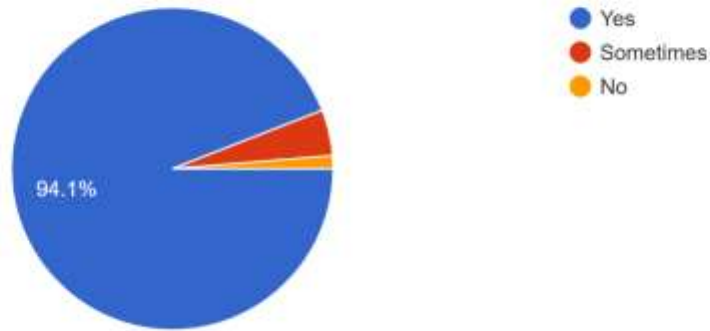
152 responses



- Yes
- Sometimes
- No

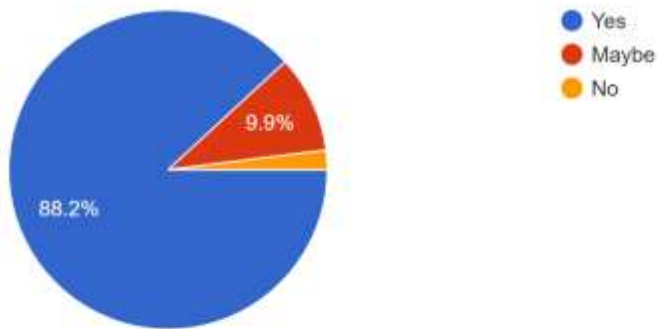
I would highly recommend my career center class to other students

152 responses



I am considering returning next year

152 responses



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 number of students that are CATE completers from 93 in 2018-19 to 113 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 number 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	N/A	98	103	108	113
		Career Center Actual	93	121			
PowerSchool	Baseline will be established at the end of the 2018-19 school year	District Projected					
		District Actual	811	858			

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 number of state or national industry credentials earned from 180 in 2018-19 to 218 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 number of state or national industry credentials earned.

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	N/A	189	198	208	218
		Career Center Actual	180	147			
PowerSchool	Baseline will be established at the end of the 2018-19 school year	District Projected					
		District Actual	2113	3607			

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 number of work-based learning experiences from 21 in 2018-19 to 25 in 2022-23.

INTERIM PERFORMANCE GOAL: Annually increase the number of state-approved work-based learning experiences.

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	N/A	22	23	24	25
		Career Center Actual	21	54			
PowerSchool	Baseline will be established at the end of the 2018-19 school year	District Projected					
		District Actual	8906	4502			

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 school's 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		School Projected			Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity =yes Ethnic Diversity = yes	Gender Diversity =yes Ethnic Diversity = yes		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

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 number of students returning for a second year at the Career Center (students returning after their initial year at the Career Center) from 89 in 2018-19 to 108 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 number of students who return and participate in a second year at the Career Center (student retention).

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool		Career Center Projected	N/A	93	98	103	108
		Career Center Actual	89	113	106		
PowerSchool		District Projected					
		District Actual					

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