

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

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Golden Strip 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

JF Lucas		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Christine Williamson		April 13, 2021
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, South Carolina 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	Craig Berkowitz
3. Parent/Guardian	Christy Kellett
4. Community Member	Janeice Robinson
5. Paraprofessional	Kelley Rackley
6. School Improvement Council Member	Christina Williams
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

Guidance Counselor	Gwen Worthington
Assistant Director	Michelle Michael
Work Based Learning Coordinator	Chris Woodlief
Director, Career and Technical Education	Eric Williams
Department Head, Greenville Technical College	Kelvin Byrd

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)]

- 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).
- 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).
- 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.
- 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*.
- Technology
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
- Innovation
The district funds innovative activities to improve student learning and accelerate the performance of all students.
- 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.

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.

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.

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.

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.

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.

**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

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.

EXECUTIVE SUMMARY

- Students are evaluated at GSCC using various assessments including semester exams, end-of-course (EOC) exams, along with state and national certification exams. The data gathered from these assessments is used by school personnel to monitor and adjust curriculum, instruction, and formative assessment. School personnel collaborate on a regular basis with instructors at other career centers, Greenville Technical College instructors, as well as industry employers to ensure vertical and horizontal alignment with training and certification. Students have the opportunity to participate in authentic experiences including job shadowing, apprenticeships, 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. Administration, teachers, and the school counselor are evaluated through the PAS-A and PAS-T instruments. 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
- Michelle Michael- SCACTE School Administrator of the Year
- Gwen Worthington – SCACTE School Counselor of the Year
- Elijah Edwards - Secondary level Emerging Teacher of the Year and SCRLA Upstate Educator of the Year
- Mauldin City Community Partner of the Year, Fire Fighting
- State Champion Winners- SkillsUSA 2019
 - 9 Gold Medals, 43 Overall Medalists, 10 National Competitors (2 Placed 6th in the Nation)
- 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
- One hundred percent of our students are members of the career and technology student organization (CTSO) SC SkillsUSA.
- Over 100 active members of National Technical Honor Society
- Students and teachers in our CTSOs participate in state and national events throughout the year.

- Many of our 2nd and 3rd year students participated in apprenticeships, internships, and co-op experiences with the majority of these experiences being paid. GSCC students receive competitive wages when working in industry related positions. We presently have students working at SC Department of Education, Greenville County Schools Bus Center, Fairway Ford, Carolina Heating & Air, Michelin, and others. Because of their coursework at GSCC, students make connections that lead to high paying and rewarding careers with industry related companies like those previously mentioned.
- In addition, many of our graduating students also have the cost of their post- secondary education provided while continuing their training for skilled and lucrative positions through programs such as Michelin Technical Scholars, Stueken Apprenticeships, GE Apprenticeships and others. Some students will have multiple offers from these companies prior to graduation.

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 2019-2020 school year, GSCC has fifteen career and technical education (CTE) programs. Our CTE programs include: Automotive Technology, Auto Collision Repair, Career Exploratory, HVAC (Heating, Ventilation, and Air Conditioning), Machine Tool Technology, Cosmetology, Nail Technology, Fire Fighting, Law Enforcement, Building Construction, Welding, Digital Art and Design, Mechatronics, Diesel Technology and Culinary Arts. In addition, we are in our fourth 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, I-CAR, Microburst, CPR/First Aid
- Auto Technology - ASE Student Certification in 9 categories, OSHA-10, Microburst
- Building Construction - NCCER, OSHA-10, Microburst, CPR/First Aid
- Career Exploratory- Microburst
- Cosmetology - SC State Board of Cosmetology License, OSHA-10, Microburst
- Culinary Arts - ProStart Completer, ServSafe certifications, OSHA-10, Microburst, Fire Extinguisher
- Diesel Technology - ASE Student Certification, OSHA-10, Microburst
- Digital Art & Design - Adobe Photoshop, Illustrator and InDesign, Microburst, OSHA-10
- Firefighting - IFSAC Firefighting 1 & 2, Haz-Mat Operations, Auto Extraction, NIMS-ISC 100, 200, 700, & 800), OSHA-10, CPR/First Aid, Microburst
- HVAC - EPA Section 608, OSHA-10, R410A Refrigerant Safety, Gastite Piping, Industry Competency Exam (ICE), Microburst, CPR/First Aid
- Law Enforcement - Greenville County Sheriff's Office Communications Certificate, OSHA-10, NIMS 100 & 200, CPR/First Aid, Microburst
- Machine Tool Technology – OSHA-10, NIMS, Microburst
- Mechatronics – OSHA-10, OSHA-30, NIMS, Microburst
- Nail Technology - Professional Nail Technician License, OSHA-10, Microburst
- Welding - OSHA-10, AWS through Greenville Technical College, Microburst

Career and technology student organizations (CTSOs) are available to help students develop their career readiness skills as well as provide valuable experiences for our students including State and National competitions and scholarship opportunities. Our CTOS include SkillsUSA and National Technical Honor Society. Additionally, GSCC 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-four staff members at Golden Strip Career Center including a director, assistant director, bookkeeper/secretary, guidance counselor, clerk, four custodians, a special education paraprofessional, and fifteen career and technology teachers. Our school also shares a Work-Based Learning Coordinator with our

feeder high schools that is in addition to our allocation. The faculty is made up of both traditionally-trained teachers and alternative certification teachers, with ten teachers currently working on their initial teaching certification through the DIRECT program. Four percent of certified staff has a Master's Degree or higher. Eighty percent of the teachers are male and twenty percent are minority.

Five hundred seventy-six 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 as well as work-based learning experiences.

MISSION, VISION, AND BELIEFS

Mission

The Mission of Golden Strip Career Center is to establish a community of learners with an emphasis on authentic and professional experiences, personal success, career development and employability skills that promote college and career readiness.

Purpose/Vision

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 area of students, business and industry personnel demands, 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 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 including respect for the individual, respect for the opinion of others, and respect for authority.

Beliefs

The beliefs of Golden Strip Career Center are:

- We believe in providing educational experiences that afford students the opportunity to function as a community of learners who support and respect one another.
- We believe students will thrive if actively engaged in authentic, meaningful, and reflective learning experiences.
- We believe in creating a safe and nurturing learning environment which supports students' emotional, social, cultural and educational needs.
- We believe education is a shared responsibility among students, teachers, staff, parents, community members, and business and industry partners.
- We believe in building college and career ready graduates by cultivating World-Class knowledge, World-Class skills, and life and Career Characteristics.

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: 150 completers
 - 2019-2020: 140 completers

- 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.
 - 2015-2016: 91
 - 2016-2017: 182
 - 2017-2018: 181
 - 2018-2019: 542
 - 2019-2020: 664

- State-Approved Work-Based Learning: Number of Work-Based learning experiences for Golden Strip Career Center students.
 - 2015-2016: 741
 - 2016-2017: 596
 - 2017-2018: 182
 - 2018-2019: 307
 - 2019-2020: 475

- 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 24 hours of professional development were offered at the school level. Professional development topics are determined by teacher needs, results of teacher survey and administrative observations, and trends in education.

- Data Source – Professional Development Plan (2020-2021) (See below)

**Golden Strip Career Center
Staff Development Plan
2020-2021**

Date	Title of Session	Points/ Hours
8/12/20	CTE Beginning of the Year PD- via zoom	3
8/11/20	CTE Google Meet Sessions	1
8/27/20	Lesson Planning with All Students in Mind	1
9/2020	PD in PJs: TIC-TAC-TECH Choice Board	2*
9/30/20	PD in PJs: Differentiated Teaching Strategies in the CTE Classroom	1
10/14/20	Safety Procedures in CTE	1
10/2020	PD in PJs: TIC-TAC-TECH Choice Board	2*
11/2020	PD in PJs: TIC-TAC-TECH Choice Board	2*
12/2020	PD in PJs: TIC-TAC-TECH Choice Board	2*
1/2021	PD in PJs: TIC-TAC-TECH Choice Board	2*
2/2020	PD in PJs: TIC-TAC-TECH Choice Board	2*
2/26/21	CTE Funding: Strategies to Include Increase Effective Allocation of CTE Funds	1
3/2021	PD in PJs: TIC-TAC-TECH Choice Board	2*
3/31/21	Improving Teaching Strategies- Focus on One Area of GCS instructional protocol to focus on for each teacher	2
4/2020	PD in PJs: TIC-TAC-TECH Choice Board	2*
4/28/21	Effective Planning for Providing Certifications	1
5/2021	PD in PJs: TIC-TAC-TECH Choice Board	2*
5/12/2021	Increasing Work-Based Learning Opportunities for Students	1

School Climate

Golden Strip Career Center works to foster a positive school climate by focusing on the health, safety, and success 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 students participate in student organizations, local, state and national competitions, as well as work-based learning experiences that provide meaningful experiences to create a positive school culture among students and staff. We believe that these opportunities support our efforts to increase student retention. Additionally, our teachers, school counselor and administrative teams meet with students and teachers regularly to determine ways to increase retention including scheduling with school counselors, meeting with future employers, and communicating with parents during IGP meetings, Open Houses, and parent conferences.

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education’s request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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 150 in 2018-19 to 170 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	155	160	165	170
		Career Center Actual	150	140			
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 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL 2: Increase the number of state or national industry credentials earned from 542 in 2018-19 to 610 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	558	575	592	610
		Career Center Actual	542	664			
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 307 in 2018-19 to 450 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	338	372	409	450
		Career Center Actual	307	445			
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 schools completer pathway options	2018-2023	Executive Director for CTE CTE Directors School Principals	\$0	N/A	Course Catalogs
2. Work with schools to create additional career pathways if needed	2018-2013	Executive Director of CTE CTE Program Specialist	\$0	N/A	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	\$0	N/A	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	\$0	N/A	Agendas Attendance 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
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	Variable based on yearly needs	N/A	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	\$0	N/A	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	\$0	N/A	Advisory Committee Members Attendance
2. Create more in-district WBL experiences for students	2018-2023	WBL Coordinators	\$0	N/A	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 Career Center will have qualified, diverse teachers (gender, ethnicity, or non traditional) by 2023.

INTERIM PERFORMANCE GOAL: Annually maintain staff diversity.

DATA SOURCE(s):	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment Report from Human Resources	Career Center Projected		Maintain Staff Diversity	Maintain Staff Diversity	Maintain Staff Diversity	Maintain Staff Diversity
	Career Center Actual	Male - 12 Female - 3 White - 12 African American - 2 Hispanic - 1 Asian - 0 Other - 0	Male - 12 Female - 3 White - 12 African American - 2 Hispanic - 1 Asian - 0 Other - 0	Increase/Maintain Staff Diversity	Increase/Maintain Staff Diversity	Increase/Maintain Staff Diversity
Employment Report from Human Resources	District Projected					
	District Actual 92 of 93 have gender diversity; 84 of 93 have ethnic diversity	89 of 93 have gender diversity; 85 of 93 have ethnic diversity	92 of 93 have gender diversity; 89 of 93 have ethnic diversity	93 of 93 have gender diversity; 90 of 93 have ethnic diversity		

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	\$0 District pays for?	N/A	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 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 56% in 2018-19 to 64% 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	n/a	60%	62%	64%
		Career Center Actual	137/244= 56%	122/208 = 58.6%	72.4%		
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	\$0	N/A	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	\$0	N/A	Bus Schedules CTE Schedules Feeder School Schedules