

**Donaldson Career Center**

100 Vocational Drive

Greenville, SC 29605

Leland Blankenship, Director

**Greenville County Schools**

Dr. Burke Royster, Superintendent

**School Portfolio**

Action Plan 2018-2019 through 2022-2023

**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 2022-2023 (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, 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.

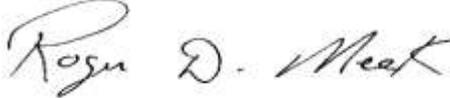
**SUPERINTENDENT**

Dr. W. Burke Royster		April 26, 2022
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Leland Blankenship		March 07, 2022
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, BOARD OF TRUSTEES**

Mr. Roger Meek		April 26, 2022
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Edith N. Byrum		March 07, 2022
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

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

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

SCHOOL ADDRESS: 100 Vocational Drive, Greenville, SC 29605

SCHOOL TELEPHONE: (864) 355-4560

PRINCIPAL E-MAIL ADDRESS: [lblankenship@greenville.k12.sc.us](mailto:lblankenship@greenville.k12.sc.us)

## Stakeholder Involvement for School Renewal

	<b>Position</b>	<b>Name</b>
1.	Principal	Leland Blankenship
2.	Teacher	Bryan Riebe
3.	Parent/Guardian	Audrey Edwards
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

	<b>Position</b>	<b>Name</b>
	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 to enroll in a program unique to our school, Barbering/Master Hair Care, or a couple of programs not offered at all career centers in Greenville County, Esthetics and Nail Technology. Donaldson Career Center 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. However, our facility is somewhat limiting future growth in that we have programs in every available classroom and lab. Our growth for the near future will be to make sure our entry level classes are at capacity and that we retain most if not all of our Level I students in programs that take two years to complete.

For the 2021 – 2022 school year, Donaldson added a Diesel Technology program. Starting a new program is difficult. Finding a quality instructor that will attract and retain students, marketing the opportunity to students/parents when the facility is not finished and securing suitable funding for facility renovations and equipment are all significant challenges. We found the right instructor and with strong support from local industry partners and a quality mentor within the District, our Diesel Technology program will be successful. The School District of Greenville County 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 throughout the last several years is the small school, family atmosphere of Donaldson Career Center. 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 this year through professional development provided at the school level on specific topics such as brain research, Social Emotional Learning and integration of technology into instructional practices.

## 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 2020–2021 school year:

- Students earned 245 industry recognized credentials/certifications. This 67% increase from the previous year was accomplished while still dealing with the residual effects of the pandemic. To further examine the growth of students earning certifications/credentials, 245 is 20% higher than the number of student credentials earned during the 2018-2019 school year, which was not impacted by the pandemic.
- In spite of the continuing pandemic related issues, 126 students earned Career and Technology Education (CTE) Completer status, an increase of 4% from the previous year. This number would have been higher but some students chose to not return to Donaldson for their Level II classes due to the in-person format required for our classes.
- Work-based learning continued to grow in spite of pandemic related restrictions by some employers. State recognized work-based learning experiences increased from 53 to 56, a 6% 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.
- In August of 2021, Amaya Hines, a DCC Mechatronics student from Woodmont High School was selected as a member of the first cohort of BMW Rising Scholars.
- Amaya has also just recently been selected as the Greenville County Schools representative in the SC Technology Champion recognition program.
- On Monday, March 14, 2022, our Culinary Arts competition team placed second in the Farm to School Junior Chef competition at the University of South Carolina.

### **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 (4th year @ DCC) and an Assistant Director with 12+ years of administrative experience (6<sup>th</sup> year @ 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, last year we 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. 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. With the easing of the pandemic restrictions this year we have participated in home school curriculum nights, Freshman orientations, conducted tours for 9<sup>th</sup> grade students and just recently held a very successful in-person open house that was marketed to potential students and their parents. 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 fact, as of 03/14/2022, we have 850+ applicants for 312 seats. 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

- 2019 – 12 students were inducted into the Donaldson Chapter of NTHS
- 2020 – 23 students were inducted into the Donaldson Chapter of NTHS
- 2021 – 14 students were inducted into the Donaldson Chapter of NTHS
- 2022 – 109 students have met the criteria for induction into the Donaldson Chapter of NTHS

Donaldson faculty members have been recognized for excellence and leadership –

- 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 ACTE Find Your Inspiration New Teacher of the Year (2019)
- Mechatronics instructor recognized by GCS during American Education Week (2020)
- Machine Tool Technology instructor recognized as a First-Class Teacher by GCS (2021)

## SCHOOL PROFILE

### **School Community**

Donaldson Career Center 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 Mechatronics and Welding programs offer opportunities for students to earn college credit from Greenville Technical College (Dual Enrollment). We are currently working to develop Dual Enrollment programs in Culinary Arts and Diesel Technology. Diesel Technology may or may not be viable due to our program not meeting the standards for ASE accreditation. However, we have not given up on Diesel due to the needs of local industry and the strong partnership we have established with the Diesel Technology program at GTC.

### **Personnel Data**

For 2021–2022, the majority of our instructors were returning faculty. We have two new instructors that both have quality industry experience. Billy Hines takes over a Welding program that is well established and in great demand by our students. Chandler Husband, our Diesel Technology instructor, is helping build this new program through strong relationships with local industry and his mentor, another Diesel Technology instructor within the District. We have two additional faculty members, our Cosmetology and Machine Tool Technology instructors, that are in their second 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. Recently, a “Gallery Walk” was one of the most well received professional development activities we have conducted in years. Our teachers rotated through each other’s classrooms to learn more about their programs and to see best practices, 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 fourteen teaching positions and a total licensed staff of eighteen, four are Black, and fourteen are White. Of the eighteen certified staff members, eight are female and ten are male.

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 2021-2022 school year include Aircraft Maintenance, Automotive Technology, Barbering/Master Hair Care, Building Construction Technology, Career Exploratory Plus, Cosmetology, Culinary Arts, Diesel Technology, Esthetics, Firefighting, Machine Tool Technology, Mechatronics, Nail Technology and Welding. For the 2022–2023 school year, we will add Level 2 for Diesel Technology and the GTC Aircraft Maintenance program is more autonomous, working directly with all high schools across the District to recruit and register students.

Donaldson’s major academic features are a variety of Career and Technology Education course offerings, dual enrollment, 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. Now that the pandemic restrictions have been lifted we will resume having a CTE Completer celebration as a separate program from high school graduations.

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. Now that pandemic restrictions have been lifted, we have resumed having guest speakers and on a very limited basis have been able to travel to student competitions. The barrier to student competitions is the lack of available bus drivers for field trips during the school day. Students continually demonstrate skills through competition, program projects, and community service activities.

This year, our Work-Based Learning Coordinator has worked with teachers to help them establish an Advisory Committee and coordinate their first meeting of the year. All teachers are required to have a minimum of two Advisory Committee meetings per year. This is an area that some teachers struggle while others are very successful. This shows who has developed relationships with business and industry partners and where we are lacking. Teachers are expected to schedule and conduct their second required Advisory Committee meeting while documenting the activity in the shared Google folder. Administrators will review this documentation as part of teacher evaluations and end of year conferences.

### **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**

<b>Performance Indicator</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Career and Technical Education (CTE) Completers	93	121	126
State or National Industry Recognized Credentials Attained	204	147	245
State approved Work-Based Learning Experiences	22	53	56

#### **School Climate**

We want students, parents and our community to be aware of and engaged in the wonderful opportunities for students at Donaldson. A positive school climate is important for attracting and retaining students and staff. Unfortunately, State Report Card data relevant to this goal is no longer available for career centers. For the last few years Greenville County Schools has utilized the Upbeat faculty survey which collects a number of data points that are indicative of school climate. The majority of the data collected for Donaldson Career Center through the Upbeat survey is very positive. We have room for improvement in the categories of Work/Life Balance and Compensation & Career Path. The negative data in these two categories is indicative of the stress in today’s teaching environment and the challenge of being an educator during a pandemic. In addition, with the new Block schedule, Donaldson’s faculty has less planning time and much longer classes. Teachers are spending

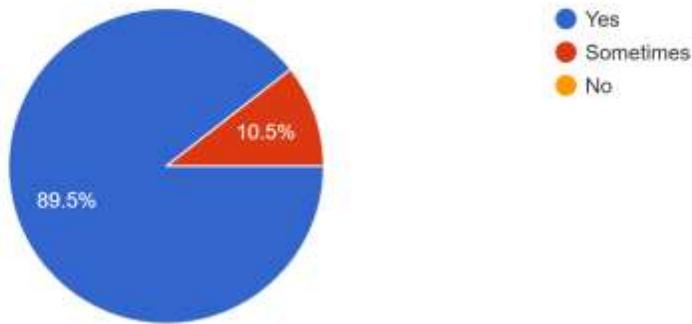
a great deal of their personal time on curriculum development, lesson planning and grading student work. We have grown professionally and many of our teachers have grown exponentially in their use of instructional technology due to the pandemic and to be more efficient. The Upbeat survey data below reflects our school climate from our faculty's perspective. The charts on the next three pages are from a student survey administered by our School Counselor. This data reflects our school climate from our students' perspective.

<i>Upbeat Data Report by Category</i>	<i>2020 Fall Percent Positive</i>	<i>2021 Spring Percent Positive</i>	<i>2021 Fall Percent Positive</i>
Parent/Teacher Communication	82	88	81
Professional Development	90	88	83
Autonomy	100	100	100
Principal/Teacher Trust	97	100	100
Instructional Leadership	100	95	95
School Safety & Order	92	89	91
Appreciation	90	98	93
Collaboration	87	83	79
Work/Life Balance	77	90	71
Resources & Facilities	90	95	86
Self-Efficacy	92	98	93
Evaluation	90	100	86
Teacher Voice & Leadership	90	86	89
Recruitment, Hiring & Onboarding	96	89	93
Compensation & Career Path	62	64	69
Belonging & Wellbeing	90	100	90
Diversity	92	86	90
Equity	100	100	100
Inclusion	85	90	93
Cultural Competence	64	62	74
Care & Commitment	94	96	96
Student Engagement	85	79	93
Satisfaction & Purpose	98	99	96

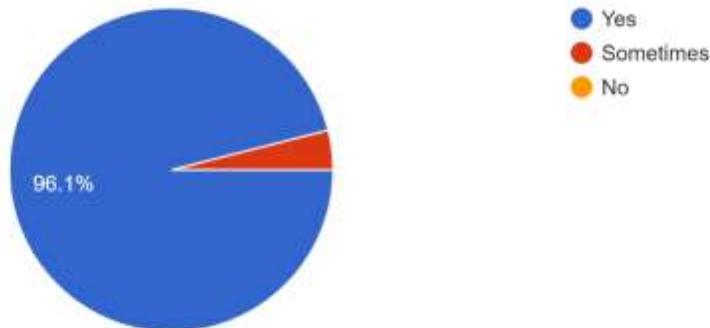
**Learning Environment and Student Retention Survey (Level 1 – 152 Responses Collected)**

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

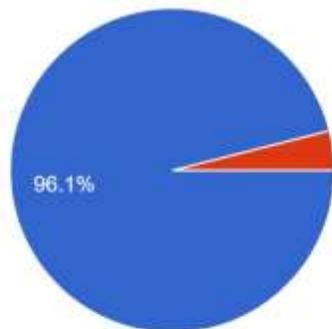


I feel safe in my classroom  
152 responses



My teacher is approachable and willing to help me

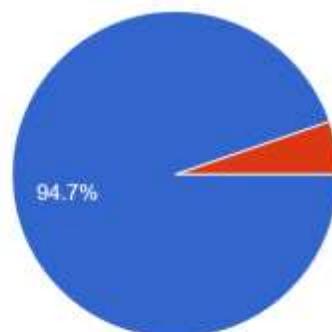
152 responses



- Yes
- Sometimes
- No

My teacher encourages class participation

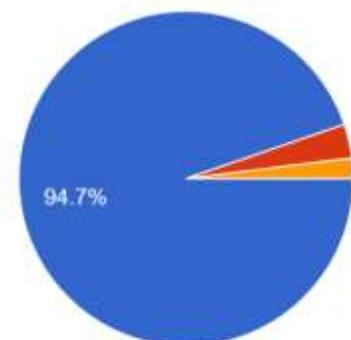
152 responses



- Yes
- Sometimes
- No

I would highly recommend my teacher to other students

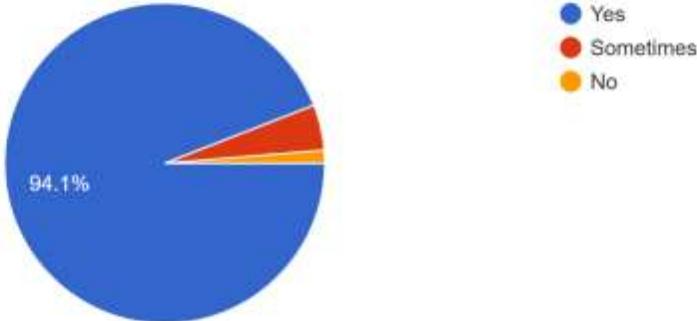
152 responses



- Yes
- Sometimes
- No

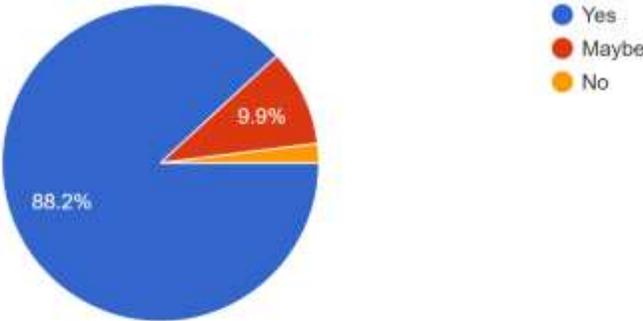
I would highly recommend my career center class to other students

152 responses



I am considering returning next year

152 responses



**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  Gifted and Talented: Other

*1 Academic Goal and 1 Additional Goal*

**PERFORMANCE GOAL 1:** Increase the number of students that are CATE completers from 93 in 2018-19 to 135 in 2022-23 (10% growth per year).  
*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	<b>Career Center Projected</b>		102	112	123	135
		<b>Career Center Actual</b>	93	121	126		
PowerSchool	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>					
		<b>District Actual</b>	811	858	1043		

**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 204 in 2018-19 to 259 in 2022-23 (5% growth per year).  
*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	<b>Career Center Projected</b>		224	235	247	259
		<b>Career Center Actual</b>	204	147	245		
PowerSchool	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>					
		<b>District Actual</b>	2113	3607	6219		

**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  Gifted and Talented: Other

*1 Academic Goal and 1 Additional Goal*

**PERFORMANCE GOAL 3:** Increase the number of work-based learning experiences from 22 in 2018-19 to 32 in 2022-23 (10% growth per year).

**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	<b>Career Center Projected</b>		24	26	29	32
		Career Center Actual			56		
PowerSchool	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>	n/a	n/a			
		District Actual	8906	4502	Not Available		

<b>ACTION PLAN FOR STRATEGY #1: Work with schools to provide and communicate the multiple completer pathways for students based on high wage, high skill and high demand</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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

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

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

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority Gifted and Talented Requires  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  Gifted and Talented: Other

*1 Academic Goal and 1 Additional Goal*

**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	<b>Career Center Projected</b>		<b>Maintain Staff Diversity</b>	<b>Maintain Staff Diversity</b>	<b>Maintain Staff Diversity</b>	<b>Maintain Staff Diversity</b>
	<b>Career Center Actual</b>		Gender Diversity=yes Ethnic Diversity=yes	Gender Diversity=yes Ethnic Diversity=yes	Gender Diversity=yes Ethnic Diversity=yes	
Employment Report from Human Resources	<b>District Projected</b>					
	<b>District Actual</b> Gender Diversity=99% Ethnic Diversity=90%	Gender Diversity=96% Ethnic Diversity=91%	Gender Diversity=99% Ethnic Diversity=96%	Gender Diversity=100% Ethnic Diversity=97%	Gender Diversity=100% Ethnic Diversity=97%	

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

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority Gifted and Talented Requires  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL 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 88 (64.7%) in 2018-19 to 105 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		<b>Career Center Projected</b>		90	95	100	105
		<b>Career Center Actual</b>	88 (64.7%)	81 (63.8%)	117 (81.3%)	104 (75.4%)	
PowerSchool		<b>District Projected</b>	Not Available	Not Available			
		<b>District Actual</b>	Not Available	Not Available			

<b>ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between CTE Centers and feeder schools, Office of Transportation, Parents/Guardians and students to increase student attendance</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Communicate clearly and often student's 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