

# **Donaldson Career Center**

100 Vocational Drive

Greenville, SC 29605

Leland Blankenship, Director

# **Greenville County Schools**

Dr. Burke Royster, Superintendent

## **School Portfolio**

Action Plan 2024-2025 through 2028-2029

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Donaldson Career Center

**SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29** (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26** (*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		4/8/2025
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Leland Blankenship		3/13/2025
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		4/8/2025
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Katherine Gillespie		3/13/2025
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

N/A		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Vocational Drive

SCHOOL TELEPHONE: (864) 355-4650

PRINCIPAL E-MAIL ADDRESS: 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	Trinita King Osunbayo
4.	Community Member	Dearil McHenry
5.	Paraprofessional	Becky Luedtke
6.	School Improvement Council Member	Katherine Gillespie
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	Chris Guth
School Counselor	Sheay McHenry
Work-Based Learning Coordinator	Stella Grove

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

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

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive

	developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Parenting and Family Literacy</b> The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

## Table of Contents

<b>School Renewal Plan Cover Page</b>	<b>2</b>
<b>Stakeholder Involvement for School Renewal</b>	<b>3</b>
<b>Early Childhood Development and Academic Assistance Act Assurances</b>	<b>4</b>
<b>Table of Contents</b>	<b>6</b>
<b>Introduction</b>	<b>7</b>
<b>Executive Summary</b>	<b>7</b>
<b>School Profile</b>	<b>9</b>
<b>Mission, Vision, and Beliefs</b>	<b>10</b>
<b>Data Analysis and Needs Assessment</b>	<b>11</b>
<b>Action Plan</b>	<b>16</b>

## **INTRODUCTION**

Donaldson Career Center (Donaldson), located in Greenville, SC, is a public school and is one of five career centers within the Greenville County School District. The Greenville County School District has district-wide accreditation from the North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on

Accreditation and School Improvement (Cognia Global Commission). Donaldson primarily serves students from our direct feeder schools (Greenville High School, Southside High School and Woodmont High School). On a space available basis, students from other high schools within our district are allowed to come to Donaldson to enroll in programs unique to our school (Barbering, Esthetics and Nail Technology). Donaldson Career Center is a great school with a caring and dedicated faculty. Over the past five years, we have added programs in Emergency Medical Services, Machine Tool Technology and Diesel Technology. In addition to the new programs, we have grown through an emphasis on recruiting at the middle school and high school levels. We are also focusing on retention of students from first year to second year in our two-year programs. We have the potential to continue to grow due to our location adjacent to the South Carolina Technology and Aviation Center (SCTAC) and the vibrant economy in Greenville County. However, our facility is limiting our growth because our classrooms and labs are small and we have no room to add new programs. Continued growth in the near future is dependent on keeping our entry level classes at capacity and improving our retention rate to 75% or higher for first year students in programs that take two years to complete. There are plans to build a new Donaldson Career Center and land has already been purchased. However, the projected opening date (2032) is not within the scope of this portfolio.

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 welcome our new instructors and provide valuable assistance, working as a team to provide quality educational opportunities for our students. As a faculty, we continue to grow professionally through mentorships, sharing best practices and professional development provided at the school, district and state level.

## **EXECUTIVE SUMMARY**

### **Student Achievement**

Donaldson Career Center students had a number of accomplishments during the 2023-2024 school year that reflect the quality of our students and the learning opportunities at our school:

- Students earned 1,502 industry recognized credentials, an 113% increase from the previous year.
- Students participated in 319 work-based learning experiences, a 34% increase from the previous year.
- 206 students earned CTE Completer status, an increase of 7% from the previous year.
- 130 students earned a total of 452 hours of college credit through dual enrollment classes offered through our Culinary Arts, Diesel Technology, Mechatronics and Welding programs.
- Professional licenses were earned by 7 Cosmetology and 4 Esthetics students prior to our reporting deadline.
- Thirty-seven students, a record high, were inducted into the Donaldson Chapter of the National Technical Honor Society.

### **Teacher & Leadership Team 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 the *Direct* teacher preparation program and ongoing professional development ensures our faculty is well prepared to deliver engaging and relevant instruction. Another important aspect of teacher quality and development is their relationship with industry and employers. Our Program Area Advisory Councils include representatives from local industry/employers that help our instructors keep abreast of emerging trends, technology and expectations of the related industry. For 2025-2026, the Donaldson Leadership Team will consist of a Director with thirty+ years of administrative experience (seven @ DCC), an Assistant Director with nine years of administrative experience (one @ DCC), a Counselor with ten years of counseling experience (five @ DCC) and a Work-Based Learning Coordinator with seven years of experience in post-secondary and secondary education (three at 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 are willing to mentor our new teachers. Our teachers are also very open to sharing best practices and recognizing each other through *Faculty Shoutouts* and *Student/Staff Recognition* activities. Our Counselor annually administers student surveys and this year's results were very positive as demonstrated by the charts included in the School Profile.

## **Challenges**

Donaldson is a great school with unique opportunities for students. One of our biggest challenges is marketing the programs at Donaldson to potential students and their parents. Through the leadership of our school counselor, we have implemented a comprehensive marketing plan that includes multiple visits to our feeder schools, collaboration with feeder school counselors and administrators, hosting tours, participating in career fairs and curriculum nights, semi-annual open house events and an active social media presence. Our marketing/recruiting efforts have paid off; we currently have 886 applications for the coming school year. However, we still have a few programs that struggle to attract a large pool of applicants.

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, for many of our programs, the students must return for another year 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.

Another challenge for Donaldson, and many schools, 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. However, this past year we only had one teacher leave Donaldson.

## **Accomplishments**

Donaldson students have done very well in competitions and community service activities.

- Our Culinary Arts competition team placed 2nd in the 2025 ProStart Management competition, improving on a 3<sup>rd</sup> place finish in the 2024 ProStart Management competition.
- Our ProStart competition team also placed 1<sup>st</sup> in the SC Farm to School Junior Chef competition and will compete in the nationals in Louisville, Kentucky in May, 2025.
- Donaldson students have been selected to participate in top tier work-based learning opportunities such as the Michelin Youth Apprenticeship and the BMW Scholars program.
- A significant number of Donaldson students volunteer for Special Olympics, provide services for clients at assisted living facilities and participate in charity drives for Miracle Hill and animal shelters.

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

- 2022 – 23 students were inducted into the Donaldson Chapter of NTHS
- 2023 – 29 students were inducted into the Donaldson Chapter of NTHS
- 2024 – 37 students were inducted into the Donaldson Chapter of NTHS
- 2025 – 37 students were inducted into the Donaldson Chapter of NTHS

Donaldson faculty members have been recognized for excellence and leadership –



- 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)
- Machine Tool Technology instructor recognized as a First-Class Teacher by GCS (2021)
- School Counselor recognized as the Greenville County Schools CTE Counselor of the Year (2024)

## **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 program advisory committees and our School Improvement Council. Our Culinary Arts, Diesel Technology, Mechatronics and Welding programs offer opportunities for students to earn college credit from Greenville Technical College (Dual Enrollment). We are currently in our third year of implementation of the Harbor Freight Fellows program which is a unique partnership to provide students an opportunity to earn a scholarship while being involved in a mentor led work-based learning experience.

### **Personnel Data**

For 2024–2025, we only had one new teacher on our faculty. Winnical Robinson replaced our Career Exploratory/Advanced Personal Finance teacher who moved out of state. Ms. Robinson is an experienced Business Education teacher that was previously teaching in the Satellite Diploma Program. She had a desire to return to traditional teaching and she has been a great fit at Donaldson Career Center. One other faculty member new to Donaldson Career Center this year has also been a great fit with our students and staff. Chis Guth, our Assistant Director, came to Donaldson with experience as a teacher at the high school and middle school level. He also has 8 years of experience in middle school administration and has served on the district level CTE Advisory Council. 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 carries a passion for their craft. Donaldson has fourteen teaching positions and a total licensed staff of seventeen, not counting our work-based learning coordinator which is a district position. Of the Donaldson licensed staff, four are Black, and thirteen are White. Of the seventeen certified staff members, six are female and eleven 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 2024-2025 school year include Automotive Technology, Barbering, Building Construction Technology, Career Exploratory/Advanced Personal Finance, Cosmetology, Culinary Arts, Diesel Technology, Emergency Medical Services, Esthetics, Firefighting, Machine Tool Technology, Mechatronics, Nail Technology and Welding. During the 2024-2025 school year, Donaldson Career Center partnered with Greenville Technical College to offer dual enrollment classes in Culinary Arts, Diesel Technology, Mechatronics and Welding.

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, work-based learning, and student organizations. Membership in the National Technical Honor Society offers students the opportunities to

develop their leadership skills and demonstrate specific career skills. Each teacher has the opportunity to select Program Area Representatives to serve on a Student Leadership Team. In addition, each teacher has the opportunity to select a Program Area Student of the Year. Seniors that are selected as Program Area Students of the Year are eligible to interview for the Donaldson Career Center Student of the Year, a district level honor that is recognized at the annual Salute to Education Banquet. An annual CTE Completer Ceremony is held to acknowledge student achievement and CTE Completer status. 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. Students continually demonstrate skills through competitions, project-based learning, and community service activities. Donaldson Career Center also recognizes students by selecting our school level Work-Based Student of the Year and SC Technology Champion candidates for the same recognition at the District and regional level.

Our Work-Based Learning Coordinator works with students and teachers to find and develop work-based learning placements. Each 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. Administrators review documentation of advisory committee meetings as part of each teacher's mid-year and end of year conference.

## **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>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Career and Technical Education (CTE) Completers	173	193	206
State/National Recognized Certifications/Credentials	380	552	1,284
State Approved Work-Based Learning Experiences	28	39	46

### **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.

Greenville County Schools uses 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 look for areas to improve and create annual goals related to the data collected each fall. The Upbeat survey data below reflects our school climate from our faculty's perspective.

<i>Upbeat Data Report by Category</i>	<i>2022 Fall Percent Positive</i>	<i>2023 Fall Percent Positive</i>	<i>2024 Fall Percent Positive</i>
Parent/Teacher Communication	80	90	100
Professional Development	64	83	91
Autonomy	93	98	98
Principal/Teacher Trust	93	90	93
Instructional Leadership	91	88	89
School Safety & Order	77	78	88
Appreciation	84	93	87
Collaboration	89	86	96
Work/Life Balance	69	81	91
Resources & Facilities	82	93	93
Self-Efficacy	82	100	98
Evaluation	93	98	100
Teacher Voice & Leadership	77	80	93
Recruitment, Hiring & Onboarding	87	86	93
Compensation & Career Path	49	64	82
Belonging & Wellbeing	88	96	94
Diversity/Equal Opportunities	89	83	89
Equity	91	86	N/A
Inclusion/Inclusive Practices	91	88	98
Cultural Competence	62	N/A	N/A
Care & Commitment	92	91	93
Student Engagement	80	93	N/A
Satisfaction & Purpose	93	96	98
Future Commitment	N/A	N/A	87

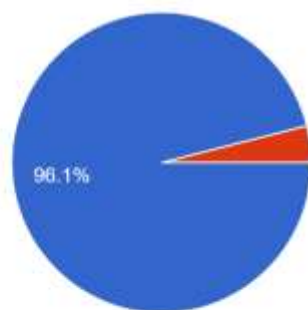
### **Student Surveys**

In January 2025, our School Counselor administered surveys to our students to gauge their satisfaction with their Donaldson Career Center class, how likely they were to recommend our school to a friend and specifically their intent to return for a second year if they are in a two-year program. School-wide data from these surveys is represented in the charts on pages twelve through fifteen of this portfolio.

### **Level 1 Mid-Year & Program Continuation Student Survey Data**

My teacher is approachable and willing to help me

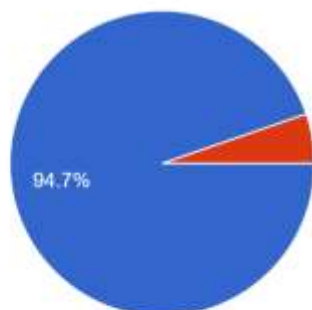
152 responses



● Yes  
● Sometimes  
● No

My teacher encourages class participation

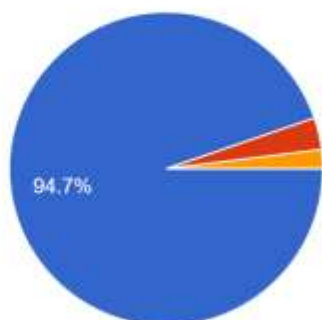
152 responses



● Yes  
● Sometimes  
● No

I would highly recommend my teacher to other students

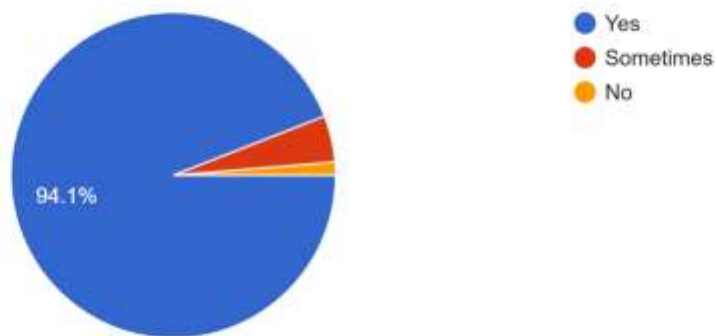
152 responses



● Yes  
● Sometimes  
● No

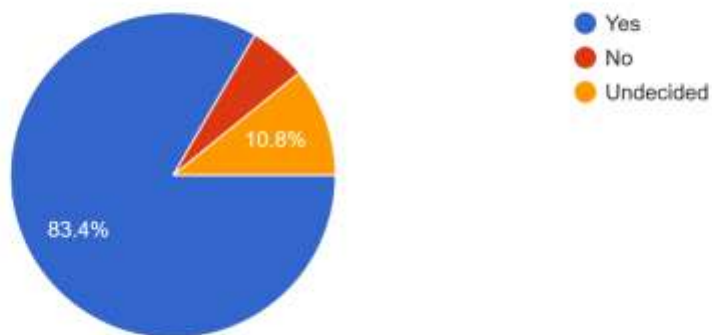
I would highly recommend my career center class to other students

152 responses



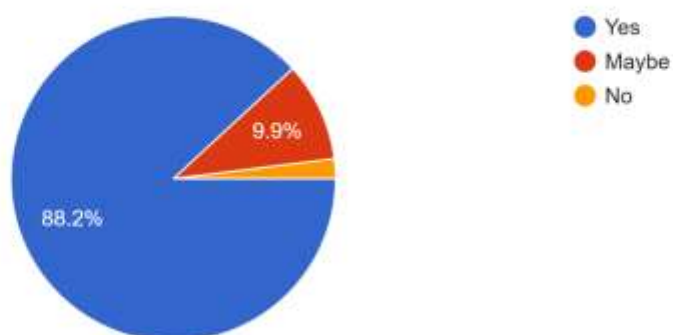
Do you plan to continue in your current program next school year?

157 responses



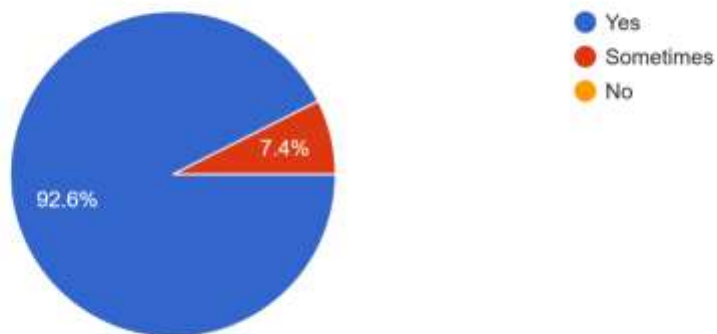
I am considering returning next year

152 responses



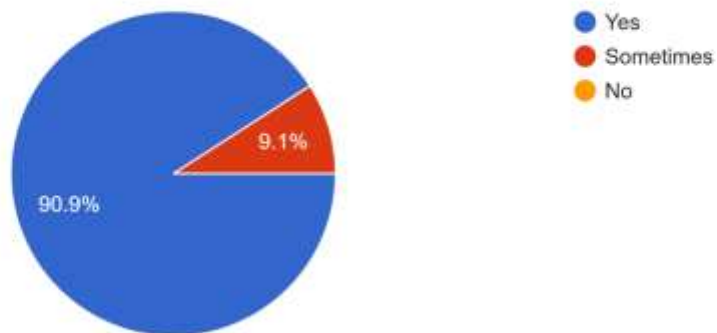
My teacher is approachable and willing to help me

121 responses



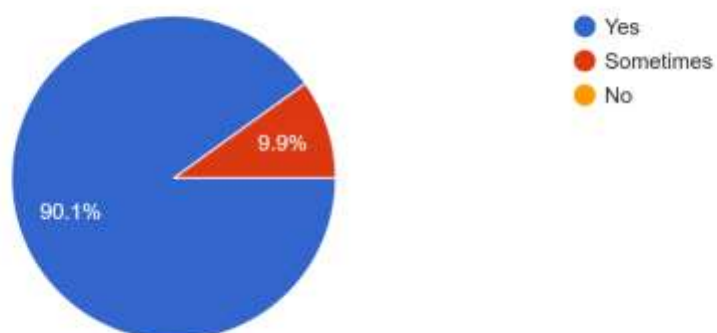
My teacher's grading has been clearly defined and has been fair

121 responses



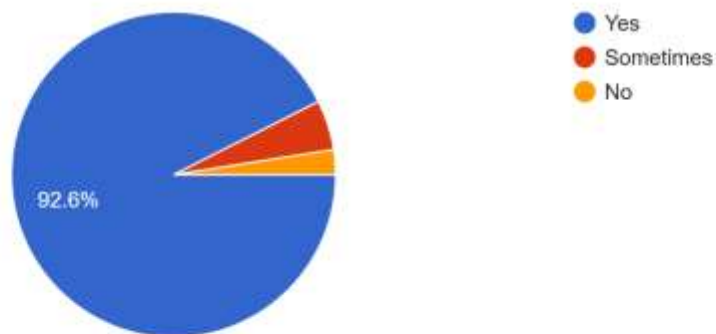
I am able to practice hands-on what I have learned weekly

121 responses



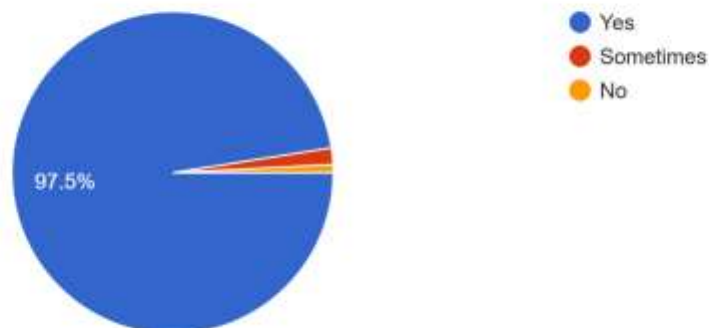
In-class instruction and activities have been a valuable use of time

121 responses



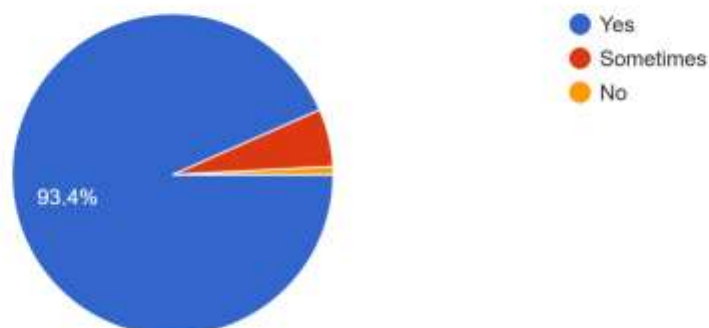
My teacher encourages class participation

121 responses



I would highly recommend my career center class to other students

121 responses



## GOAL AREA 1 – Performance Goal 1

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher / Administrator Quality\* ☐ School Climate (Parent Involvement, Safe & Healthy Schools, etc.)\* (\* required)

**Performance Goal 1:** Increase the number of students that are CTE completers from 193 in 2022-23 to 223 in 2028-29.

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (District)	1861	1917	1974	2033	2176
	1807	2514	Actual (District)					
			Projected (DCC)	199	205	211	217	223
	193	206	Actual (DCC)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<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>					
1.Evaluate each school's completer pathway options	2024-2029	<ul style="list-style-type: none"> <li>Assistant Superintendent of School Leadership – Secondary and CTE</li> <li>CTE Directors</li> <li>School Principals</li> </ul>			Course Catalogs
2.Work with schools to create additional career pathways if needed	2024-2029	<ul style="list-style-type: none"> <li>Assistant Superintendent of School Leadership – Secondary and CTE</li> <li>CTE Program Specialist</li> </ul>			Course Catalog
3.Communicate the necessary coursework need to be a completer in each pathway to all stakeholders	2024-2029	<ul style="list-style-type: none"> <li>Assistant Superintendent of School Leadership – Secondary and CTE</li> <li>CTE Program Specialist</li> <li>School Counselors</li> </ul>			Course Catalog Websites Agendas Minutes



## GOAL AREA 1 – Performance Goal 2

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher / Administrator Quality\* ☐ School Climate (Parent Involvement, Safe & Healthy Schools, etc.)\* (\* required)

**Performance Goal 2:** Maintain or increase the number of state or national industry credentials earned by students at the CTE Center from 2024-25 through 2028-29.

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (District)	4761	4800	4900	5000	5100
	4761	7153	Actual (District)					
			Projected (DCC)	563	574	585	596	607
	552	1,284	Actual (DCC)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Provide awareness to all CTE program staff on available and viable industry certifications.</b>					
1.Meet with Industry Advisory Committees to identify which industry certifications for each CTE program are most beneficial for employment.	2024-2029	<ul style="list-style-type: none"> <li>• Assistant Superintendent of School Leadership – Secondary and CTE</li> <li>• CTE Center Directors</li> <li>• Program Leads</li> </ul>			Agendas Attendance Minutes
2.Provide Professional Development to CTE teachers on the content assessed, resources needs and equipment needs for each certification.	2024-2029	<ul style="list-style-type: none"> <li>• CTE Program Specialist</li> <li>• CTE Directors</li> </ul>			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.	2024-2029	<ul style="list-style-type: none"> <li>• CTE Program Specialist</li> <li>• CTE Assistant Directors</li> </ul>			PD Schedule Benchmarks

## GOAL AREA 1 – Performance Goal 3

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher / Administrator Quality\* ☐ School Climate (Parent Involvement, Safe & Healthy Schools, etc.)\* (\* required)

**Performance Goal 3:** Maintain or increase the number of state-approved work-based learning experiences from 39 in 2022-23 (baseline) to 44 in 2028-29.

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (District)	1506	1552	1598	1646	1696
	1463	TBD	Actual (District)					
			Projected (DCC)	40	41	42	43	44
	39	46	Actual (DCC)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Initially, seek out business and industry partners willing to provide work-based learning (WBL) experience for students.</b>					
1. Increase number and attendance of business/industry advisory committees.	2024-2029	<ul style="list-style-type: none"> <li>Assistant Superintendent of School Leadership – Secondary and CTE</li> <li>CTE Center Directors</li> </ul>			Advisory Committee Members Attendance
2. Create more in-district WBL experiences for students.	2024-2029	<ul style="list-style-type: none"> <li>WBL Coordinators</li> </ul>			WBL applications

## GOAL AREA 2 – Performance Goal 1

**Performance Goal Area:** ☐ Student Achievement\* ☒ Teacher / Administrator Quality\* ☐ School Climate (Parent Involvement, Safe & Healthy Schools, etc.)\* (\* required)

**Performance Goal 1:** 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
HR			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)					
			Projected (DCC)	100%	100%	100%	100%	100%
	100%	100%	Actual (DCC)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
1. Share with students and community members on pathways and alternative pathways to education	2024-2029	<ul style="list-style-type: none"> <li>Human Resources Recruiters</li> <li>District and School Level Administrators</li> </ul>			Career Fairs, recruiting activities such as the Shining Stars recruiting events, college recruiting visits, etc.
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<ul style="list-style-type: none"> <li>Human Resources Recruiters</li> <li>CTE Center Directors</li> </ul>			Career Fairs, Shining Star Recruiting Events, etc.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<ul style="list-style-type: none"> <li>Teachers and Administrators</li> </ul>			

## GOAL AREA 2 – Performance Goal 2

**Performance Goal Area:** ☐ Student Achievement\* ☒ Teacher / Administrator Quality\* ☐ School Climate (Parent Involvement, Safe & Healthy Schools, etc.)\* (\* required)

**Performance Goal 2:** Reduce teacher turnover by 0.5 percentage points annually through 2029.

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
HR			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	10.1%	Actual (District)					
			Projected (DCC)	12.83%	12.33%	11.83%	11.33%	10.83%
	13.33%	7.14%	Actual (DCC)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<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>					
1. Work with Mentor Evaluation Specialist to create a more customized PD experience for CTE teachers in their first 3 years of teaching.	2024-2029	<ul style="list-style-type: none"> <li>• Mentor Evaluation Specialist</li> <li>• CTE Directors</li> <li>• CTE Program Specialist</li> </ul>	\$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.	2024-2029	<ul style="list-style-type: none"> <li>• Mentor Evaluation Specialist</li> <li>• CTE Directors</li> <li>• CTE Program Specialist</li> </ul>			Mentor assignments CTE Teacher retention rate

## GOAL AREA 3 – Performance Goal 1

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher / Administrator Quality\* ☒ School Climate (Parent Involvement, Safe & Healthy Schools, etc.)\* (\* required)

**Performance Goal 1:** Increase the percentage of students returning for a second year at the Career Center (students returning after their initial year at the Career Center) from 71 in 2024-25 through 75 in 2028-29.

**Interim Performance Goal:** Annually increase the percentage of students who return and participate in a second year at the Career Center (student retention).

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (District)	67	70	73	75	75
	64	TBD	Actual (District)					
			Projected (DCC)	72	73	74	75	75
	74.2	82.8	Actual (DCC)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<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>					
1.Communicate clearly and often with all stakeholders regarding student attendance expectations.	2024-2029	<ul style="list-style-type: none"> <li>• CTE Directors</li> </ul>			Newsletters, websites, social media, Handbooks
2.Take a proactive approach in working collaboratively with the Transportation department and feeder schools to create schedules.	2024-2029	<ul style="list-style-type: none"> <li>• Assistant Superintendent of School Leadership – Secondary and CTE</li> <li>• CTE Center Directors</li> <li>• School Principals</li> <li>• Director of Transportation</li> </ul>			Bus Schedules CTE Schedules Feeder School Schedules