

Golden Strip Career Center

Michelle Michael, Director

Greenville County Schools

Dr. W. Burke Royster, Superintendent

Scope of Action Plan (2024-25 through 2028-29)

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Golden Strip Career Center

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (*one year*)

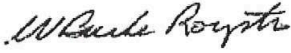
Required Signature Page

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.

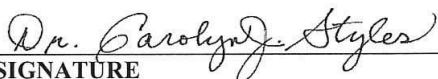
SUPERINTENDENT

Dr. W. Burke Royster		4/8/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Michelle Michael		3-7-25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kristin Meyer		3/7/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

N/A		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1120 East Butler Road Greenville, SC 29607

SCHOOL TELEPHONE: (864)355-1050

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

Stakeholder Involvement for School Renewal

Position and Name

1. Principal: Michelle Michael
2. Teacher: Bryan Raeckelboom
3. Parent/Guardian: LaShawndra Rivers
4. Community Member: Christy Powell
5. Paraprofessional: Kelly Rackley
6. School Improvement Council Member: Kristin Meyer
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**

School Counselor: Lorelea Wright

Work-Based Learning Coordinator: Kelly Wyatt

Assistant Director: Ken Ashworth

Associate Superintendent: Eric Williams

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	<p>Academic Assistance, PreK–3</p> <p>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).</p>
Yes	<p>Academic Assistance, Grades 4–12</p> <p>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).</p>
Yes	<p>Parent Involvement</p> <p>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.</p>
Yes	<p>Staff Development</p> <p>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.</p>
Yes	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>

Yes	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
Yes	<p>Collaboration</p> <p>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).</p>
N/A	<p>Developmental Screening</p> <p>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.</p>
N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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.</p>

N/A	<p>Parenting and Family Literacy</p> <p>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.</p>
N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

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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 and 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 PADEPP 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 in specific programs, 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

- Michelle Michael- SCACTE School Administrator of the Year
- Bryan Raeckelboom- Greenville County Schools Top 10 Teacher of the Year
- Michael Chapman- SC Health Science Educator of the Year
- Mauldin City Community Partner of the Year, Fire Fighting
- State Champion Winners-
 - HOSA- 6 Medalists
 - SkillsUSA 2024: 9 Gold Medalists
 - SkillsUSA 2023: 12 Gold Medalists
 - SkillsUSA 2022: 10 Gold Medalists
- Multiple Dual Enrollment credit programs through Greenville Technical College
- Over 100 SC and National SkillsUSA student memberships annually
- 24 HOSA student memberships
- Over 150 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 Embassy Suites, Greenville County Schools Maintenance, GCS Bus Center, several local fire departments, BMW, 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 and BMW Apprenticeships. 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 five centers in the Greenville County School District. GSCC primarily serves students from Mauldin High, JL Mann Academy, Fountain Inn and Hillcrest High.

For the 2023-2024 school year, GSCC has fourteen career and technical education (CTE) programs. Our CTE programs include: Automotive Technology, Auto Collision Repair, Career Exploratory, HVAC/R (Heating, Ventilation, Air Conditioning and Refrigeration), Machine Tool Technology, Cosmetology, Nail Technology, Fire Fighting, Building Construction, Welding, Digital Art and Design, Mechatronics, Diesel Technology and Culinary Arts. In addition, we offer a Career Exploratory program designed for ninth grade students to sample various programs. This allows these students the opportunity to explore programs in their chosen career cluster and future career opportunities. Students also receive the SC graduation course requirement, Personal Finance.

Certifications Available to Students by Course:

- Auto Collision - ASE Student Certification in Painting & Refinishing & Non-Structural Repair, EPA Rule 6H, OSHA-10, I-CAR, CPR/First Aid
- Auto Technology - ASE Student Certification in 9 categories, OSHA-10
- Building Construction - NCCER, OSHA-10, CPR/First Aid
- Career Exploratory- Microburst and Everfi
- Cosmetology - SC State Board of Cosmetology License, OSHA-10
- Culinary Arts - ProStart Completer, ServSafe Management, OSHA-10, Fire Extinguisher, CPR/First Aid
- Diesel Technology - ASE Student Certification, OSHA-10, EPA 609
- 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
- HVAC - EPA Section 608, OSHA-10, R410A Refrigerant Safety, Gastite Piping, Industry Competency Exam (ICE), CPR/First Aid
- Machine Tool Technology – OSHA-10
- Mechatronics – OSHA-10, NCCER

- Nail Technology - Professional Nail Technician License, OSHA-10
- Welding - OSHA-10, AWS

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 CTSOs include SkillsUSA, HOSA and National Technical Honor Society. Additionally, GSCC has an active School Improvement Council (SIC), Student Advisory Panel and each CTE program has an advisory committee consisting of parents, students, and business and industry partners.

There are twenty-eight staff members at Golden Strip Career Center including a director, assistant director, bookkeeper/secretary, guidance counselor, attendance clerk, five custodians, a special education paraprofessional, a full-time substitute 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 four teachers currently working on their initial teaching certification through the DIRECT program with the state department of education. Four percent of certified staff has a Master's Degree or higher. Eighty percent of the teachers are male and six percent are minority.

Six hundred fifty-six students were enrolled in career and technology courses at Golden Strip Career Center on the eighth day of school.

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.

Vision

“Golden opportunities begin here!”

Goals and Beliefs

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 interest 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.

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.

- 2020-2021: 181 completers
- 2021-2022: 362 completers
- 2022-2023: 245 completers
- 2023-2024: 268 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.

- 2020-2021: 1908
- 2021-2022: 1708
- 2022-2023: 2199
- 2023-2024: 2013

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

- 2021-2022: 163
- 2022-2023: 143
- 2023-2024: 264

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. Professional development topics are determined by teacher needs, results of teacher survey and administrative observations, and trends in education.

- Data Source – Professional Development Plan (2024-2025) (See below)

2024-2025 Professional Development Plan

	Date	Description	Notes
August	8//1/2024	BOY PD with All Staff	@GSCC
	8/2024	PD: CTE Beginning of the Year	@WHHS
September	9/5/24	PLCs	Assessments
	9/11/24 & 9/30/24	PD: Using Data to Guide Instruction and Set SMART Goals	2 sessions
	9/12/24	Faculty Meeting	
October	10/25	PLCs	
	10/12	Faculty Meeting	8:15 AM
November	11/8	PD: ACE Training- Adverse Childhood Experiences	
	11/11	Faculty Meeting	8:00 AM
	11/13	PLC and Planning	
December	12/12	PLCs	
	12/11	PD: Formative vs Summative Assessments	
January	1/6	PLCs	
	1/6	Faculty Meeting	

	1/13-1/16	Individual Mid Year Conferences	
February	2/12	PLCS	
	2/11	Faculty Meeting	
	2/11	PD: Lecturing Alternatives to Increase Student Engagement	
March	3/6	Faculty Meeting	
	3/3-7	PD: Observing Best Practices and Providing Feedback on Engagement to Peers	
	3/12	PLCS	
April	4/4	Money Reality Fair- PD	
	4/9	Faculty Meeting	
	4/9	PLCs	
May	5/1	PLCs	
	5/14	Faculty Meeting	
	5/21	PD: Begin with the End in Mind: How to plan an effective scope and sequence for your program-planning for 24/25	

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 of academic, disciplinary and physical space 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.

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 245 in 2022-23 to 252 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 (CTE)	249	254	259	265	270
		249	Actual (CTE)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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.					
1. Evaluate each school's completer pathway options	2024-2029	<ul style="list-style-type: none"> Assistant Superintendent of School Leadership – Secondary and CTE CTE Directors School Principals 			Course Catalogs
2. Work with schools to create additional career pathways if needed	2024-2029	<ul style="list-style-type: none"> Assistant Superintendent of School Leadership – Secondary and CTE CTE Program Specialist 			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"> Assistant Superintendent of School Leadership – Secondary and CTE CTE Program Specialist School Counselors 			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: Annually increase the number of students that are CATE completers.

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 (CTE)	2013	2033	2053	2073	2094
		2013	Actual (CTE)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Provide awareness to all CTE program staff on available and viable industry certifications.					
1. Meeting with Industry Advisory Committees to indemnify which industry certifications for each CTE program are most beneficial for employment.	2024-2029	<ul style="list-style-type: none"> Assistant Superintendent of School Leadership – Secondary and CTE CTE Center Directors Program Leads 			Agendas Attendance Minutes
2. Provide Professional Development to CTE teachers on the content assessed, resources needs and equipment needs for each certification.	2024-2029	<ul style="list-style-type: none"> 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.	2024-2029	<ul style="list-style-type: none"> CTE Program Specialist CTE Assistant Directors 			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 264 in 2024-25 (baseline) to 268 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 (School)	264	265	266	267	268
	143	264	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Initially, seek out business and industry partners willing to provide work-based learning (WBL) experience for students.					
1. Increase number and attendance of business/industry advisory committees.	2024-2029	· Assistant Superintendent of School Leadership – Secondary and CTE · CTE Center Directors			Advisory Committee Members Attendance
2. Create more in-district WBL experiences for students.	2024-2029	· WBL Coordinators			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
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	.			
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	.			
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
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	.			

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
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	6%	5.5%	5%	4.5%	4%
	6%	6%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Provide specific PD to novice CTE teachers coming directly from industry in an effort to increase teacher retention.					
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	· 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.	2024-2029	· Mentor Evaluation Specialist · CTE Directors · CTE Program Specialist			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 73% 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 (CTE)	73%	73.5%	74%	74.5%	75%
	68%	73%	Actual (CTE)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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.					
1. Communicate clearly and often with all stakeholders regarding student attendance expectations.	2024-2029	· CTE Directors			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	· Assistant Superintendent of School Leadership – Secondary and CTE · CTE Center Directors · School Principals · Director of Transportation			Bus Schedules CTE Schedules Feeder School Schedules