

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 2024-25 (*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		5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Leland Blankenship		4/26/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Bryan G. Riebe		4/26/2024
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

	Position	Name
1.	Principal	Leland Blankenship
2.	Teacher	Edith Byrum
3.	Parent/Guardian	Jannie Darwin
4.	Community Member	Anya Ware
5.	Paraprofessional	Becky Luedtke
6.	School Improvement Council Member	Bryan Riebe
7.	Read to Succeed Reading Coach	N/A
8.	School Read To Succeed Literacy Leadership Team Lead	N/A
9.	School Read To Succeed Literacy Leadership Team Member	N/A

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

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

Position	Name
Assistant Director	Chris Guth (Starts 07/08/2024)
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))

☐ Yes ☐ No ☒ N/A	Academic Assistance, PreK–3 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).
☒ Yes ☐ No ☐ N/A	Academic Assistance, Grades 4–12 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).
☒ Yes ☐ No ☐ N/A	Parent Involvement 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.
☒ Yes ☐ No ☐ N/A	Staff Development 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.
☒ Yes ☐ No ☐ N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
☒ Yes ☐ No ☐ N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☒ Yes ☐ No ☐ N/A	Collaboration 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).
☐ Yes ☐ No ☒ N/A	Developmental Screening 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.
☐ Yes ☐ No ☒ N/A	Half-Day Child Development 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.
☐ Yes ☐ No ☒ N/A	Developmentally Appropriate Curriculum for PreK–3 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.
☐ Yes ☐ No ☒ N/A	Parenting and Family Literacy 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.
☐ Yes ☐ No ☒ N/A	Recruitment 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.
☐ Yes ☐ No ☒ N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs 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.

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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 SACS CASI national accreditation and is currently completing the Cognia accreditation process. 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 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 2022-2023 school year that reflect the quality of our students and the learning opportunities at our school:

- Students earned 704 industry recognized credentials/certifications, an 85% increase from the previous year. We are currently on pace to exceed that number this school year.
- Students participated in 319 work-based learning experiences, a 34% increase from the previous year.
- 193 students earned Career and Technology Education (CTE) Completer status, an increase of 11.6% from the previous year.
- 93 students earned a total of 306 hours of college credit through dual enrollment classes offered through our Culinary Arts, Diesel Technology, Mechatronics and Welding programs.
- Professional licenses were earned by 11 Cosmetology and 16 Esthetics students.
- Twenty-nine 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 2024-2025, the Donaldson Leadership Team will consist of a Director with thirty+ years of administrative experience (six @ DCC), an Assistant Director with eight years of administrative experience (new to DCC), a Counselor with 9 years of counseling experience (four @ DCC) and a Work-Based Learning Coordinator with six years of experience in post-secondary and secondary education (two 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 a student survey and this year's (January, 2024) results were very positive as demonstrated by the pie charts posted in the School Profile.

Challenges

Donaldson is a great school with unique opportunities for students. One of our biggest challenges has been in 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. We are seeing a huge benefit from our marketing efforts; we had a record 995 applications for the coming school year. However, we still have a few programs that struggle to attract a large pool of students.

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. 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 competitions and community service activities.

- Our Culinary Arts competition team placed 3rd in the ProStart Management competition (March, 2024)
- 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.
- A Culinary Arts student was elected as a SC SkillsUSA State Officer in 2020-2021.

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

- 2021 – 14 students were inducted into the Donaldson Chapter of NTHS
- 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

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 the 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 second 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 2023–2024, the majority of our instructors were returning faculty. We have two new instructors that have quality industry experience and one has significant teaching experience. Randy Murray took over a Barbering program that was struggling with low enrollment and low performance. Mr. Murray has the personal and professional attributes to turn this program around. The most powerful recruiting tool, word of mouth, must be positive because we had a record number of students apply for the Barbering program this year. Mike Wilson took over a Mechatronics program that has been very successful in placing students in premier work-based learning opportunities such as the Michelin Youth Apprenticeship and the BMW Scholars programs. With Mr. Wilson’s experience, contacts in the industry and his ability to build rapport with students we are seeing no drop off in our transition to a new instructor. For the coming school year, we will have a new Assistant Director, Chris Guth. Mr. Guth comes 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. We will have one vacancy to fill for the coming year, our Career Exploratory/Personal Finance teacher has decided to resign her position. 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 seventeen, not counting our work-based learning coordinator which is a district position. Of the Donaldson licensed staff, three are Black, and fourteen 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 2023-2024 school year include Automotive Technology, Barbering, Building Construction Technology, Career Exploratory/Advanced Personal Finance, Cosmetology, Culinary Arts, Diesel Technology, Esthetics, Firefighting, Machine Tool Technology, Mechatronics, Nail Technology and Welding. During the 2023-2024 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 and SkillsUSA offers students the opportunities to develop their leadership skills and demonstrate specific career skills. Donaldson Career Center recognizes student accomplishments quarterly for perfect attendance and each teacher has the opportunity to recognize a program area student of the quarter. An annual 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.

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

Performance Indicator	2020-2021	2021-2022	2022-2023
Career and Technical Education (CTE) Completers	126	173	193
State/National Recognized Certifications/Credentials	245	380	552
State Approved Work-Based Learning Experiences	56	28	39

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 on page 12 reflects our school climate from our faculty's perspective.

<i>Upbeat Data Report by Category</i>	<i>2022 Fall Percent Positive</i>	<i>2023 Spring Percent Positive</i>	<i>2023 Fall Percent Positive</i>
Parent/Teacher Communication	80	80	90
Professional Development	64	87	83
Autonomy	93	93	98
Principal/Teacher Trust	93	93	90
Instructional Leadership	91	87	88
School Safety & Order	77	73	78
Appreciation	84	84	93
Collaboration	89	89	86
Work/Life Balance	69	76	81
Resources & Facilities	82	85	93
Self-Efficacy	82	87	100
Evaluation	93	91	98
Teacher Voice & Leadership	77	82	80
Recruitment, Hiring & Onboarding	87	92	86
Compensation & Career Path	49	69	64
Belonging & Wellbeing	88	94	96
Diversity	89	71	83
Equity	91	89	86
Inclusion	91	93	88
Cultural Competence	62	78	N/A
Care & Commitment	92	96	91
Student Engagement	80	86	93
Satisfaction & Purpose	93	96	96

Program Area Satisfaction and Student Retention Surveys (245 Total Responses Collected)

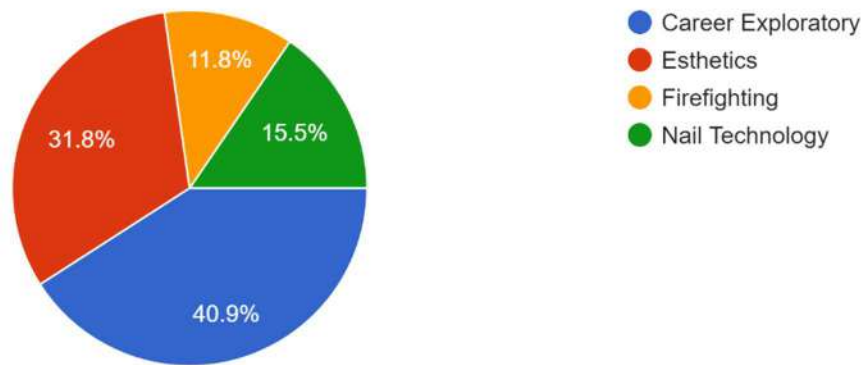
In January 2024, our School Counselor administered surveys to our students to gauge their satisfaction with their Donaldson Career Center class, how likely they were to recommend our school to a friend and specifically their intent to return for a second year if they are in a two-year program. School-wide data from this survey was shared with the faculty and individual teachers reviewed their class specific data with the Director.

The charts on pages 12 & 13 reflect data from responses to a survey administered to students in one-year programs. The focus of this surveys was to determine how satisfied the students were with their experience and what they considered most beneficial. The charts on pages 14 & 15 reflect similar data with the added question focusing on retention, how likely they are to return for the second year of their program.

Enhancing One Year Programs Survey (students surveyed are enrolled in one-year programs)

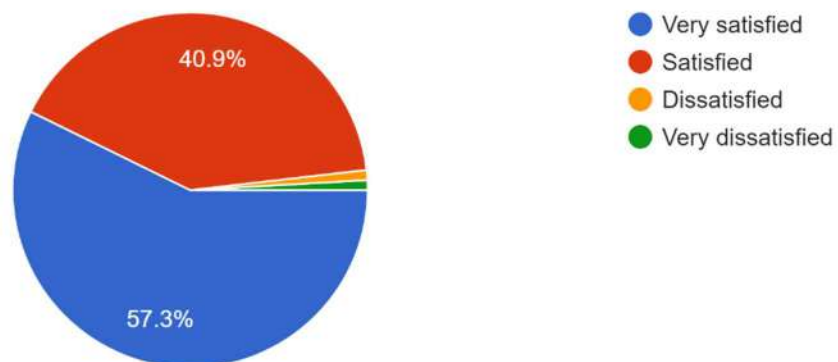
Level 1 Program Area

110 responses



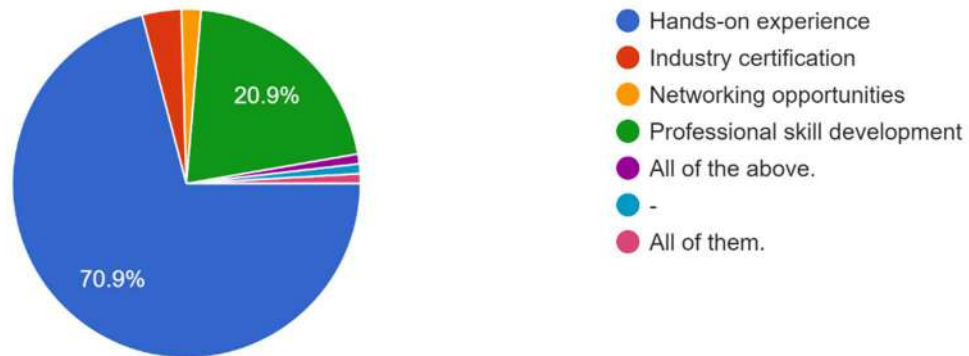
How satisfied are you with the overall quality of your educational program?

110 responses



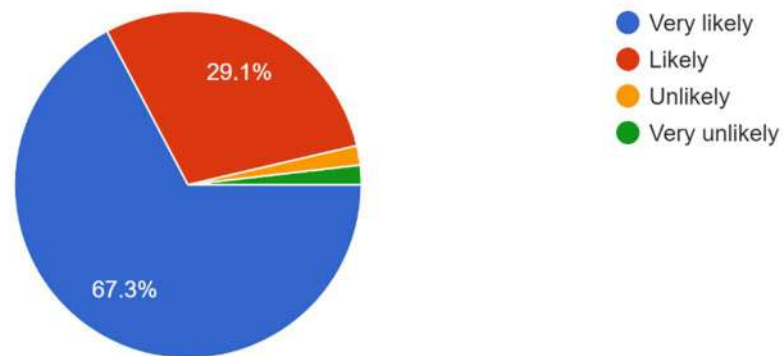
What aspect of the program do you find most beneficial?

110 responses



Based on your current experience, how likely are you to recommend your program to others?

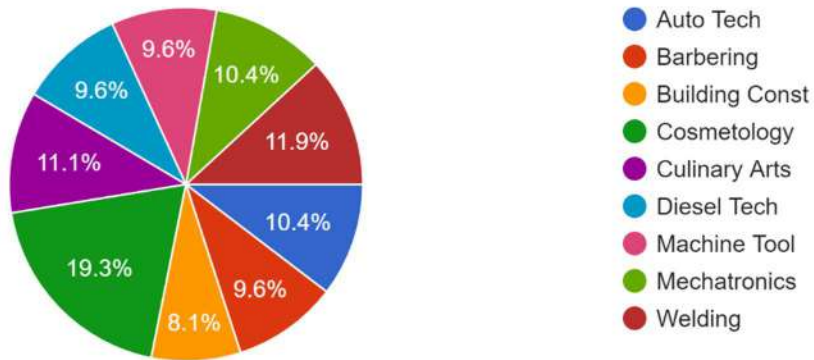
110 responses



Enhancing Two-Year Programs Survey (students surveyed were in the first year of a two-year program)

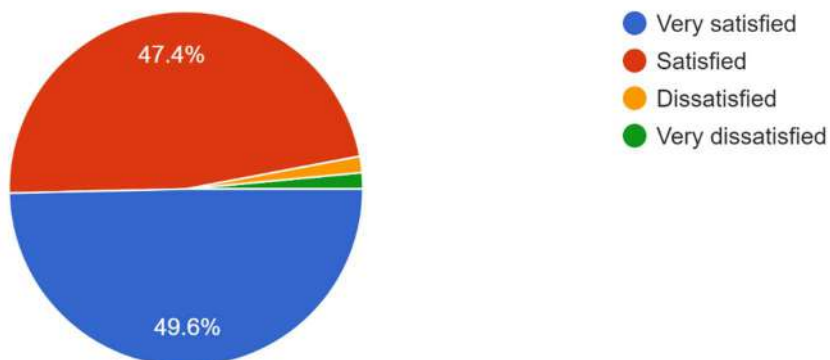
Level 1 Program Area

135 responses



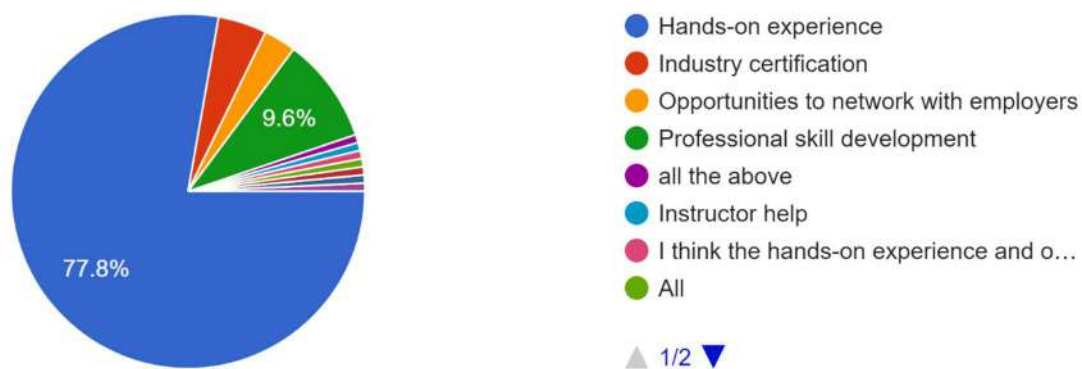
How satisfied are you with the overall quality of your educational program?

135 responses



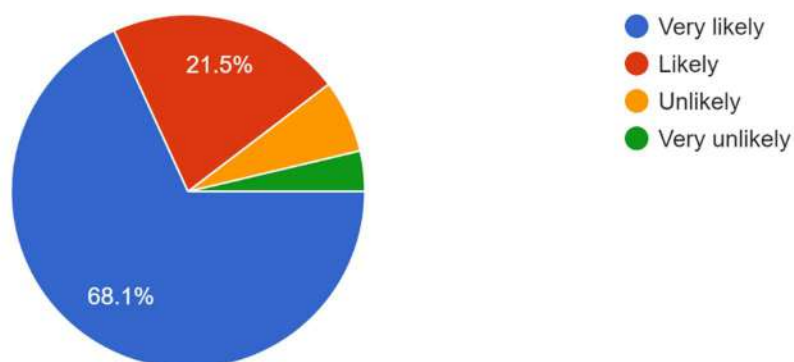
What aspect of the program do you find most beneficial?

135 responses



Based on your current experience, how likely are you to reurn next school year?

135 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	TBD	Actual (District)					
			Projected (DCC)	199	205	211	217	223
	193	TBD	Actual (DCC)					

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	- 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	- 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	- 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	TBD	Actual (District)					
			Projected (DCC)	563	574	585	596	607
	552	TBD	Actual (DCC)					

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.Meet with Industry Advisory Committees to identify which industry certifications for each CTE program are most beneficial for employment.	2024-2029	• 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	• 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	• 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 40 in 2024-25 (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	TBD	Actual (DCC)					

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
HR			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (DCC)	100%	100%	100%	100%	100%
	100%	TBD	Actual (DCC)					

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. 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	• Human Resources Recruiters • District and School Level Administrators			Career Fairs, recruiting activities such as the Shining Stars recruiting events, college recruiting visits, etc.
2. Share with business partners, community members and potential candidates the alternative pathways to earn a teaching license.	2024-2029	• Human Resources Recruiters • CTE Center Directors			Career Fairs, Shining Star Recruiting Events, etc.
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	Teachers and Administrators			

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%	TBD	Actual (District)					
			Projected (DCC)	12.83%	12.33%	11.83%	11.33%	10.83%
	13.33%	TBD	Actual (DCC)					

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 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 Plannin g	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
	71	TBD	Actual (DCC)					

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