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**School Renewal Plan Cover Page
(Mandated Component)**

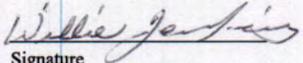
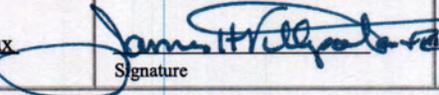
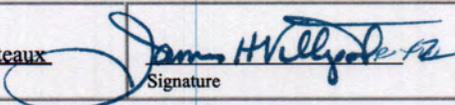
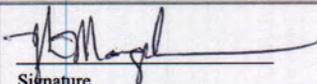
Renewal Plan for years 2014/15 to 2018/19

School Name:	Dorchester Career & Technology
SIDN:	1880995
Plan Submission:	School utilizes SACS
Grade Range From:	9 To 12
District:	Dorchester 80
Address 1:	507 School House Rd
Address 2:	
City:	Dorchester, SC
Zip Code:	29437
School Renewal Plan Contact Person:	James Broderick
Contact Phone:	843-563-2361
E-mail Address:	james.broderick@dcctc.org

Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Required Printed Names and Signatures

Chairperson, District Board of Trustees		
<u>Mr. Willie Jenkins</u> Printed Name	 Signature	<u>4/29/14</u> Date
Superintendent		
<u>Mr. James Villeponteaux</u> Printed Name	 Signature	<u>4-29-14</u> Date
Principal		
<u>Mr. James Villeponteaux</u> Printed Name	 Signature	<u>4-29-14</u> Date
Chairperson, School Improvement Council		
<u>Mr. Hugh MacPherson</u> Printed Name	 Signature	<u>4/30/14</u> Date

Mission Statement

Dorchester County Career and Technology Center is committed to providing our students with career skills through comprehensive training for tomorrow's workforce.

Vision Statement

Dorchester County Career and Technology Center will be the leader in career and technology education providing a highly skilled and employable workforce capable of continued technical education at the highest level.

Stakeholder Involvement for School Renewal Plan (Mandated Component)

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Mr. James Villeponteaux
2.	Teacher	Mr. Brian O'Neill
3.	Parent/Guardian	Mrs. Angie Cartin
4.	Community Member	Mr. Bob McKinnon
5.	School Improvement Council	Mr. Hugh MacPherson
	OTHERS (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
	School Counselor	Mrs. Laura Disher
	Assistant Director	Mr. James Broderick
	Finance Manger	Mrs. Tommi Lin Garrick

Assurances for School Renewal Plan (Mandated Component)

Act 135 Assurances Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

N/A	<p>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).</p>
Yes	<p>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).</p>
Yes	<p>Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent 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 The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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 The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
Yes	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.</p>
Yes	<p>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): Educational level of parent below high school graduation, 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>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).</p>
N/A	<p>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.</p>
N/A	<p>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, although 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 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 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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>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.</p>

Needs Assessment for Student Achievement by Grade Range

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
High School (9 - 12)			
'Other' Data Source: Perkins IV Performance Report 2012-2013	Perkins IV performance report showed that the Dorchester County Career and Technology Center (DCCTC) achieved a met rating for the area of technical skill attainment. The indicator was rated at 84.49% which was met by the 90% requirement. To achieve a 100% for the indicator the score required was 88.5%. For the indicator for secondary placement DCCTC required a 93% and the indicator achievement was 97.06%. Lastly, for the non-traditional completion indicator DCCTC required a 76% and achieved 85.71%.	For non-traditional participation the rating DCCTC achieved was 5.53% with the goal being 10.8%. The subgroup of males for this area was 0.0%. For technical skill attainment 3 subgroups rated at not met African-American 79.34%, Hispanic 71.43%, and two or more races 62.5%. The goal for this indicator was 88.5%.	
On-Time Graduation Rate	Graduation rate on school report card for subgroups: students with disabilities (80%), female (96.8%), and African-American (94%), were rated higher than state average.	Graduation rate on school report card for subgroups: all students (92.3%), male (87.5%), white (95.5%), Hispanic (80%), and subsidized lunch (92.8%), were below state average for their subgroups.	

All Schools Summary of Needs Assessment for Teacher/Administrator Quality

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Programs and Initiatives	Perkins IV performance report showed that the Dorchester County Career and Technology Center (DCCTC) achieved a met rating for the area of technical skill attainment. The indicator was rated at 84.49% which was met by the 90% requirement.	For technical skill attainment 3 subgroups rated at not met African-American 79.34%, Hispanic 71.43%, and two or more races 62.5%. The goal for this indicator was 88.5%.	
Percentage of Teachers on Continuing Contracts	Increase in number of continuing contract teachers from 69.2% to 84.6%, Increase of teacher professional development days from 4.8 days to 13.8 days.		

All Schools Summary of Needs Assessment for School Climate

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Teacher Attendance Rate	Teacher attendance rate was 95.1% which met the state average.		
Percent of Teachers, Students, and Parents Satisfied with the Physical Environment	All areas for this indicator were above 85%.		
Percentage of Teachers, Students, and Parents Satisfied with Home-school relations	All populations for this area rated above 80%.		
Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment	Teachers and students rated this area above 85%.	Parents rated this area at 72.9%.	There was a change in all day programs offered to students at DCCTC this school year.

**Executive Summary of Needs Assessment
(Summary of Conclusions)**

Student Achievement	
High School (9 - 12)	
1.	Under the area of student achievement DCCTC needs to improve on the areas of: <ul style="list-style-type: none">- technical skills attainment- 12 grade on time graduation- non-traditional participation in CATE programs
Teacher/Administrator Quality	
2.	Under the area teacher/administrator quality we need to provide comprehensive professional development that promotes a challenging and relevant CATE curriculum.
School Climate	
3.	Under the area of school climate there is a need to increase community awareness for DCCTC programs and to improve communication with parents.

Executive Summary

Dorchester County Career and Technology Center (DCCTC) underwent a peer review through the AdvancED/Southern Association of Colleges and Schools (SACS) in the spring of 2009. With our focus on continuous improvement, the faculty and staff have worked diligently to carry out the many components of the action plans developed during the self-study in 2014. We now have completed the process for our new action plan to be reviewed and validated by a peer review team in the spring of 2015. We have included the input of our stakeholders throughout the process. Stakeholders involved were: students, teachers, community members, feeder districts, support staff, parents, board members, and industry partners. The center's state report card indicators and the Carl Perkins indicators data were used to develop goals and strategies for school improvement. Staff members were also assigned to committees that used the AdvanceED Standards Assessment Rubric to examine the effectiveness of the school in meeting the individual components of the five standards for accreditation. This process allowed our school community to identify areas in which we had best practices and those needing improvement.

Overview of school strengths and areas needing improvement:

Based on our needs assessment we have identified the following strengths or areas needing improvement:

- *Increase in the number of students participating in student activities related to their CATE program of study*

Carl Perkins funds have been focused on increasing the number of students participating in student organizations, such as, Skills USA, HOSA, Electrical contractors association, NCCER, National Technical Honor Society

- *Expansion of Career and Technology (CATE) programs*

During the 2013 school year, DCCTC added 2 additional CATE classes. After reviewing local labor department data and with the input of our stakeholders and student interests we added classes in law enforcement and diesel engine technology. Two new CATE teachers were added to the staff.

- *Expanded use of technology*

Because of the increase in students and staff we expanded our use of technology. We hired a full time technology person to manage this expansion. Student information is now managed using PowerSchool and teachers use Power Teacher for their grade books. We have a fully functional, user friendly DCCTC website. School server and network equipment has been updated. Additional security cameras and computer storage were installed to make the campus more secure. Multi media projectors have been purchased for all teachers that utilize them. We added a computer lab to enhance instruction requiring the use of computers, accommodate speakers from local industry, and proctor state and industry testing.

- *Summer and weekend camps to recruit male and female middle school students to non-traditional career fields*

Because of the need to attract students to non-traditional career fields we established a summer camp and weekend camp for middle school students. Our programs which are identified as areas that are underrepresented with male or female students are presented to students during the camps. Teacher's in these areas (cosmetology, nail technology, carpentry, masonry, welding, electricity, automotive technology, automotive collision technology, architectural design, law enforcement, emergency medical technician, and fire science) use curriculum that they develop to increase student's knowledge and awareness of these career fields. Students are recruited during their 8th grade year for the summer camps where they are asked to identify 3 of the fields that most interest them. During their 9th grade year weekend camps are used to provide project based learning opportunities for students to receive instruction that are in the fields that they are most interested. When students complete their projects they are able to take them home with them. Counselors then follow-up with high school counselors to ensure that students are scheduled for the career area that most interests them. This program has enabled us to receive a meets score on our Perkins standard report.

Areas identified as needing improvement:

In our continuing effort to improve DCCTC, we have identified the following areas as needing improvement:

- There is a need for us to increase the participation of nontraditional students in DCCTC programs.
- Current survey results from parents indicate a need for more communication between the school and parents.
- There continues to be a need for community awareness of DCCTC programs that will result in an increase in the student population.
- From Perkins report data, there is a need to increase the number of students maintaining a 2.0 GPA (technical skill attainment) in their CATE courses.
- There is a need to improve the number of 12th grade students graduating in the spring above the 95 percentile.

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	Increase community awareness of Dorchester County Career and Technology Center by increasing student enrollment by 150 students over 5 years.					
Interim Performance Goal	A log listing a minimum of thirty presentations per year, increasing student enrollment by 30 students each year.					
Data Sources	Log of presentations , Log of tours conducted, Copies of news stories, student enrollment number on state report card.					
Overall Measures						
Measure	Average Baseline	2014/15	2015/16	2016/17	2017/18	2018/19
	686	716	746	776	806	836

Action Plan

Strategy #1: Increase community awareness of Dorchester County Career and Technology Center by increasing student enrollment by 150 students over 5 years.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Advisory Council and School Improvement Council dinners will be scheduled 2 times per year	August 2014 – June 2019	School-to-Work Coordinator	\$11,000 over 5 years	General Funds	Log of attendance at meetings
2. Open House will be held two times each year for parents, students, and community	August 2014 – June 2019	School Counselors Teachers	\$8,500 over 5 years	General Funds	Newsletter distribution Log of participation in open house program
3. Provide volunteer opportunities for parents and community	August 2014 – June 2019	Assistant Directors School Counselors	None	N/A	List of volunteers including list of areas of expertise
4. Conduct volunteer appreciation day to recognize volunteers	August 2014 – June 2019	School Counselors	\$1,500 over 5 years	General Funds	List of volunteers receiving awards news stories about event
5. Visit district middle schools with currently enrolled students in the fall and spring of each year to recruit future students	August 2014 – June 2019	School Counselors	\$250	General Funds	Comprehensive Guidance Plan and logs of visits
6. Visit district high schools during parent nights, student registration, freshman focus classes and recruiting fairs throughout the year	August 2014 – June 2019	School Counselors Teachers	\$1,000	General Funds	Comprehensive Guidance Plan and logs of visits

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	Increase communication with parents resulting in an increase each year in parents satisfied with home - school relations by 10% over 5 years.					
Interim Performance Goal	Increase in 2 percentage points of parents satisfied with home - school relations, as measured by the school report card.					
Data Sources	Parent satisfaction survey on state Report card, E-mail and mailing list for school newsletter, Instructor/counselor log of parent contacts.					
Overall Measures						
Measure	Average Baseline	2014/15	2015/16	2016/17	2017/18	2018/19
	79.8	81.8	83.8	85.8	87.8	89.8

Action Plan

Strategy #1: Increase communication with parents resulting in an increase each year in parents satisfied with home - school relations by 10% over 5 years.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Open House will be held two times each year for parents, students, and community	August 2014 – June 2019	Director Assistant Directors School Counselors	\$500	General Funds	Newsletter distribution list participation in open house program
2. All professional staff will maintain a log of parent contacts	August 2014 – June 2019	Assistant Directors School Counselors Teachers	None	N/A	Staff log of parent contact
3. Teachers will E-mail grades to parents weekly through the Power Teacher program	August 2014 – June 2019	Teachers Information Technology	None	N/A	E-mails sent to parents
4. Teachers will mail positive postcards for at least one student, to parents every week	August 2014 – June 2019	Teachers	\$2,500	General Funds	Number of postcards sent
5. Provide programs about Dorchester County Career and Technology Center to area civic groups	August 2014 – June 2019	School-to-Work Coordinator	None	N/A	Staff log of contact
6. Participate in business and industry committees such as Low country Manufacturers Council, Chamber of Commerce, and Rotary	August 2014 – June 2019	School-to-Work Coordinator School Counselors	\$25,000	General Funds	Staff log of contact
7. Teachers will bring students to local competitions (contractors associations, festivals, technical college events, community service projects)and business partner locations to increase community awareness of the center and to demonstrate student skills within the community	August 2014 – June 2019	School-to-Work Coordinator School Counselors Teachers Assistant Directors	\$6,500	General Funds	Staff log of contacts field trip forms registration forms pictures newspaper articles

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	The percentage of students enrolled in career and technology courses at the center that earn a 2.0 GPA (Technical Skill attainment) or above on the final course grade will increase by 10% over 5 years.					
Interim Performance Goal	Increase of 2% of students who earn a 2.0 GPA (Technical Skill attainment) as evidenced by Perkins Standards Report and improvement on State Report Card each year.					
Data Sources	School report card, Perkins Standards Report, quarterly, semester and annual grade averages in CATE classes.					
Overall Measures						
Measure	Average Baseline	2014/15	2015/16	2016/17	2017/18	2018/19
	79.8	81.8	83.8	85.8	87.8	89.8

Action Plan

Strategy #1: The percentage of students enrolled in career and technology courses at the center that earn a 2.0 GPA (Technical Skill attainment) or above on the final course grade will increase by 10% over 5 years.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Instructors will use strategies to teach students with a variety of learning styles.	August 2014 – June 2019	Instructors Director Assistant Directors	None	N/A	Teachers will complete a learning styles inventory and include results in lesson plans, assistant directors and director will maintain a log of all professional development activities for staff, assistant directors and director will monitor and give feedback to staff.
2. Instructors will use Power Teacher for standardized grading to monitor student's needs for re-teaching and re-testing.	August 2014 – June 2019	Instructors Director Assistant Directors	None	N/A	Assistant Directors and Director will review instructor's grade book data each grading period and assist teachers in developing plans for student improvement
3. Grades and progress of first year students will be monitored. Students not achieving a GPA of 2.0 in their CATE course of study, will not be permitted to enroll in level 2 courses. School counselors will provide guidance for identified students to allow them to enroll in a CATE program that is more suitable to their competencies.	August 2014 – June 2019	Teachers School Counselors Director Assistant Directors	None	N/A	All students before being enrolled in a level 2 course will have a 2.0 GPA or higher, monitored by assistant directors every 4 ½ weeks with progress reports

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	Increase the percentage of 12th grade career and technology students who graduate in the spring by 5% over 5 years.					
Interim Performance Goal	Increase in 12th grade career and technology students who graduate in the spring by 1%.					
Data Sources	Graduation lists from feeder schools, School Report Card, Perkins Standards Report.					
Overall Measures						
Measure	Average Baseline	2014/15	2015/16	2016/17	2017/18	2018/19
	90.3	91.3	92.3	93.3	94.3	95.3

Action Plan

Strategy #1: Increase the percentage of 12th grade career and technology students who graduate in the spring by 5% over 5 years.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. School Counselors will identify 12th grade students enrolled in classes that are set to graduate in the spring in August of each year. After being identified these students will have monthly contact with school counselors to review their progress towards graduation in the spring. Students that are not successful after interventions will be assigned to an administrator for continued interventions.	August 2014 – June 2019	School Counselors	None	N/A	Transcript review forms of all 12th grade students enrolled in career and technology programs. Logs of student contact for monthly monitoring.
2. Teachers will be given a list of 12th grade students enrolled in their classes that are expected to graduate in the spring. Teachers will make contact with the identified student's parents and monitor their progress in their classes weekly.	August 2014 – June 2019	School Counselors Teachers Assistant Director	None	N/A	Lists supplied by School Counselors Parent contact logs kept by Teachers Logs of student contact for weekly monitoring. Identified students will be monitored for their progress by the assistant director
3. Teachers will provide re-teaching and re-testing, to any 12th grade student enrolled in their classes that are not on track to graduate in the spring as identified in August of each year by the assistant director.	August 2014 – June 2019	Teachers Assistant Director	None	N/A	Logs of student contact for remediation Lesson Plans

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	Increase the number of concentrators of the underrepresented gender enrolled in CATE programs identified as leading to nontraditional training and employment by 10% over 5 years.					
Interim Performance Goal	Increase of 2% of nontraditional students enrolling in and concentrating in CATE programs.					
Data Sources	Enrollment data, Perkins Standards Report.					
Overall Measures						
Measure	Average Baseline	2014/15	2015/16	2016/17	2017/18	2018/19
	5.5	7.5	9.5	11.5	13.5	15.5

Action Plan

Strategy #1: : Increase the number of concentrators of the underrepresented gender enrolled in CATE programs identified as leading to nontraditional training and employment by 10% over 5 years.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. School Counselors will identify rising 9th grade students from district middle schools who are from the underrepresented gender and recruit them for summer camps in the nontraditional areas. Camps will expose students to nontraditional areas (automotive technology, automotive collision technology, carpentry, welding, electricity, masonry, cosmetology, nail technology, fire science, law enforcement, emergency medical services, and architectural design) and recruit them for enrollment.	July 2014 – June 2019	School Counselors Teachers	\$10,000 over 5 years	Carl Perkins Funds	Logs of student contact from middle school visits Attendance lists from summer camp sessions Additional enrollment for identified programs
2. School Counselors will identify 9th grade students from district high schools who were participants in summer camps from the underrepresented gender and recruit them for weekend camps in the fall and spring in nontraditional areas that they show the most interest in. Camps will expose students to career fields and projects in nontraditional areas and develop an enrollment stream of prospective students.	August 2014 – June 2019	School Counselors Teachers	\$19,845 over 5 years	Carl Perkins Funds	Lists supplied by School Counselors Parent contact logs kept by Teachers Logs of student contact for weekly monitoring. Increase in enrollment in identified programs
3. In the spring of each year School Counselors will identify 7th and 8th grade students from district middle schools who are from the underrepresented gender and recruit them for summer and weekend camps in nontraditional areas (automotive technology, automotive collision technology, carpentry, welding, electricity, masonry, cosmetology, nail technology, fire science, law enforcement, emergency medical services, and architectural design). Camps will expose students to in-depth projects in nontraditional areas and recruit them for enrollment in the programs when they enter 10th grade.	July 2014 – June 2019	School Counselors	\$6,500 over 5 years	Carl Perkins Funds	Lists supplied by School Counselors Parent contact logs kept by Teachers Logs of student contact for weekly monitoring Increase in enrollment in identified programs
4. School Counselors will supply group counseling and mentoring to any student from the underrepresented gender that are enrolled in a nontraditional program bi-monthly that will focus on career opportunities and employment issues in these career fields.	August 2014 – June 2019	School Counselors	None	N/A	Logs of student contact Lesson plans Student work samples from groups
5. School Counselors will supply industry mentors from the underrepresented gender to speak with any students who are enrolled in a nontraditional program monthly that will focus on challenges that they have overcome while employed in their career field.	August 2014 – June 2019	School Counselors	None	N/A	Logs of student contact Correspondence with mentors Lesson plans
6. School Counselors will ensure that students from the underrepresented gender will be paired with at least one other student from the underrepresented population enrolled in a nontraditional program. This will provide support to these students within the classroom environment.	July 2014 – June 2019	School Counselors	None	N/A	Student schedules School Counseling logs

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	Provide comprehensive professional development that promotes and supports the integration of challenging and relevant CATE course content that will increase student technical skill attainment by a total of 10% over 5 years.					
Interim Performance Goal	Increase of 2% of students who earn a 2.0 average (Technical Skill attainment) as evidenced by Perkins Standards Report and improvement on State Report Card each year.					
Data Sources	Records of instructor participation in DIRECT program, Records of mentor/new instructor collaboration, Agendas and records of staff participation in local, state, and national staff development programs, School report card, Perkins standards report.					
Overall Measures						
Measure	Average Baseline	2014/15	2015/16	2016/17	2017/18	2018/19
	79.8	81.8	83.8	85.8	87.8	89.8

Action Plan

Strategy #1: Provide comprehensive professional development that promotes and supports the integration of challenging and relevant CATE course content that will increase student technical skill attainment by a total of 10% over 5 years.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Staff members will attend relevant professional development activities as outlined in individual professional development plans.	August 2014 – June 2019	Director Assistant Directors	\$60,050 over 5 years	General Funds Perkins Funds	Participation of all staff in professional development plan activities.
2. Staff members will maintain a log of staff development activities.	August 2014 – June 2019	Teachers	None	N/A	Staff development days recorded in computer files.
3. Instructors will visit work sites related to their instructional area to ensure that their curriculum is relevant to industry standards.	August 2014 – June 2019	Teachers	\$3,000 over 5 years	General Funds	Number of contacts to business/industry as indicated by site visitation and survey forms.