

BJ Skelton Career Center

School District of Pickens County

SCHOOL RENEWAL PLAN FOR YEARS: 2008-2013
 SCHOOL RENEWAL ANNUAL UPDATE FOR: 2008-2009

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements 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.

CHAIRPERSON, BOARD OF TRUSTEES

Dr. BJ Skelton		10/22/08
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. Lee D'Andrea		10/22/08
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ernie Dandeneau		10-14-08
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Leonard Williams		10/14/08
PRINTED NAME	SIGNATURE	DATE

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Skelton Career Center Performance Goals

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Performance Goal Area: Student Achievement – High School

The percentage of students taking the HSAP (High School Assessment Program) who score "Level 3" or "Level 4" in the areas of Mathematics and ELA, first attempt, will increase to 100% by 2013-2014.

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Performance Goal Area: Student Achievement – Middle School / High School

The percentage of students passing End of Course Examination Program exams will increase to 100% by 2013-2014.

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Performance Goal Area: School Climate – High School Graduation

The graduation rate will increase to 100% by 2014, while the dropout rate will decrease to 0% by 2014.

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Performance Goal Area: School Climate - Attendance

The attendance rate for students and teachers will be at least 94% each year.

PERFORMANCE GOAL 5 15

Performance Goal Area: Nontraditional Participation & Completion

Participation Percentage of students from underrepresented gender enrolled in CATE courses identified as leading to nontraditional training and employment will increase from 29.50% in 2007 to 30.75% by 2012.

Completion Percentage of CIP-coded students from underrepresented gender completing CATE programs identified as leading to nontraditional training and employment will increase from 17.52% in 2007 to 21.00% by 2012.

PERFORMANCE GOAL 6 **17**

Performance Goal Area: Placement

Percentage of CATE completers who are available for placement and placed in competencies attained. This percentage is calculated over a 3-year period of time.
Placement rate will increase from the state's baseline of 96.0% to 97.25% by 2012.

PERFORMANCE GOAL 7 (DG # 12) **20**

Performance Goal Area: School Climate - Parent Involvement, Safe and Healthy Schools

The number of parents who participate in Open Houses or parent-teacher conferences as defined by state report card will be at least 98% by 2013-2014.

PERFORMANCE GOAL 8 (DG # 13) **22**

Performance Goal Area: School Climate - Parent Involvement, Safe and Healthy Schools

By the year 2013-2014, at least 95% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.

B. J. Skelton Career Center School Renewal Committees **25**

The Career Center School Renewal Committees are listed with the members' names and what each committee is charged with doing. Also listed is how the school renewal Plan is tied to HSTW Ten Key Practices and Teachers' GBEs.

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<i>POSITION</i>	<i>NAME</i>
1. PRINCIPAL	Leonard Williams
2. TEACHER	Nora Elizabeth Grumbles
3. PARENT/GUARDIAN	Dee Dyches
4. COMMUNITY MEMBER	George Case
5. SCHOOL IMPROVEMENT COUNCIL	Dr. Steward L. Baylor
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<i>POSITION</i>	<i>NAME</i>
Teacher	Jesse Cannon
Teacher	Jeffery Stephens
Transition Facilitator	Christie Martin
Assistant Director	Ronald Wearing
Guidance Counselor	Dr. Pernice Adams
Teacher	Abbie Piotrowsky

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLANS (Mandated Component)

Act 135 Assurances

Assurances, checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

N/A **Academic Assistance, PreK–3** The school/district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for PreK–3 by referencing a page number of the plan _____ along with the number of the goal_____, strategy_____, or activity_____.

X **Academic Assistance, Grades 4–12** The school/district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). A good example of academic assistance services for grades 4–12 is provided on page number 9 of the School Renewal plan. This is part of goal number 2, strategy(s) 2.3 activity # 4 and strategy 2.4 activity # 2.

X **Parent Involvement** The school/district 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, 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. A good example of parent involvement is provided on page number 24 of the School Renewal plan. This is part of goal number 8, strategy(s) 8.2 activity # 1-7.

X **Staff Development** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*. A good example of staff development is provided on page number 6 of the School Renewal plan. This is part of goal number 1, strategy(s) 1.1 activity # 3.

X **Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. A good example of technology is provided on page number 6 of the School Renewal plan. This is part of goal number 1, strategy(s) 1.2 activity # 3.

- N/A **Recruitment** The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.
- X **Collaboration** The school/district (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).
- N/A **Developmental Screening** The school/district 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.
- N/A **Half-Day Child Development** The school/district 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.
- N/A **Best Practices in Grades K–3** The school/district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.
- N/A **Developmentally Appropriate Curriculum for PreK–3** The school/district 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.
- N/A **Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program 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. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.
- X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/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.

X **The School-to-Work Transition Act of 1994 (STW)** The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12. A good example of School-to-Work is provided on page number 24 of the School Renewal plan. This is part of goal number 8, strategy(s) 8.3 activity # 3

Superintendent’s Printed Name
(for district and school plans)

Superintendent’s Signature

Date

Leonard Williams
Principal’s Printed Name

Principal’s Signature

Date

MISSION, VISION, VALUES, AND BELIEFS (Optional)

Vision

As a premier career center in the state and nation, B. J. Skelton Career Center, in partnership with families and communities, will provide quality educational experience that prepare all students to be successful beyond the classroom.

Mission Statement

B. J. Skelton Career Center, a leader in career and technological education, will prepare students to reach their maximum potential by providing a quality education emphasizing high achievement in a caring and safe environment.

Belief Statement

We believe ...

- Students are our first priority.
- In the pursuit of excellence.
- Learning and education are life-long processes.
- All students must have equitable education opportunities.
- All people are unique and valuable.
- All people can learn and contribute to society.
- Education is a shared responsibility.
- Education is the key to success.
- In a safe and caring environment for all students and staff.
- Cultural diversity promotes full development of the individual and society.
- The “parent” is a child’s first teacher.
- Today’s schools shape tomorrow’s workforce.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

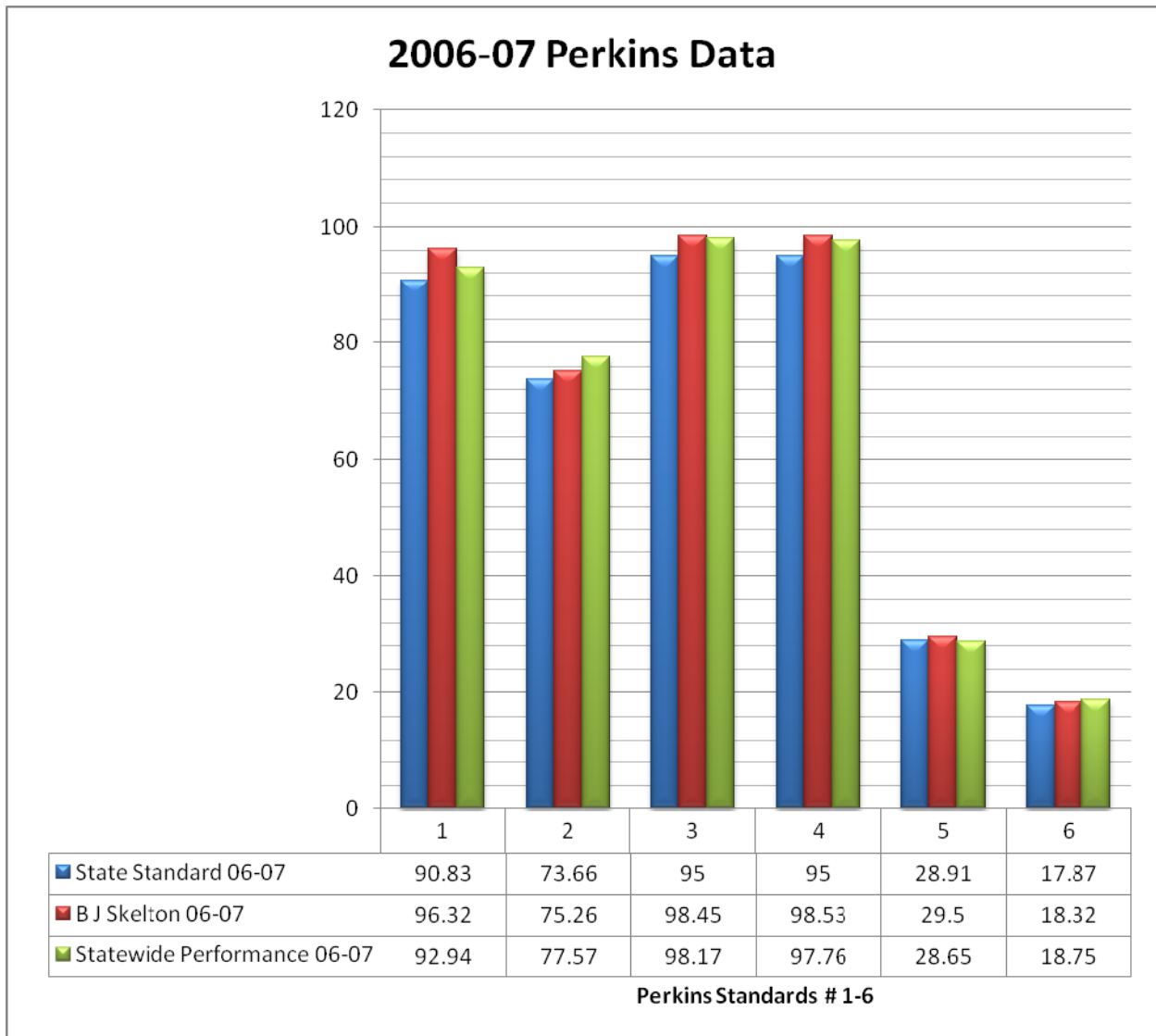
SUMMARY OF STRENGTHS AND SUPPORTING EVIDENCE

Area of Strengths	Evidence
Students exhibit a high standard of skill proficiency in Career & Technology Education (CATE) as evidenced by Perkins Standards Survey and School Report Card.	<ul style="list-style-type: none"> • 96.32% of B. J. Skelton Career Center students achieved at least a 2.0 final grade point average for 2006-2007. • State Standard is 90.83% and Statewide Performance is 92.94% according to the Perkins Standards Performance Report.
The graduation rate as demonstrated by the Perkins Standards report and the Annual School Report Card exceeds State average.	<ul style="list-style-type: none"> • The percent of our twelfth grade CIP-coded students who received a state high school diploma is 98.45% for the school year 2006-2007. • State Standard is 95% and Statewide Performance is 98.17% according to the Perkins Standards Performance Report.
Student placement as demonstrated by the Perkins Standards report and the Annual School Report Card is above the state and Perkins standards.	<ul style="list-style-type: none"> • 98.33% of B. J. Skelton Career Center completers were placed in postsecondary instruction, military service, or employment utilizing the career and technology competencies. • State Standard is 93.5% and Statewide Performance is 98.03 according to the Perkins Standards Performance Report.
B. J. Skelton Career Center continues to meet or exceed state expectations for career and technology education as evidenced by the SDE State Report Card.	<ul style="list-style-type: none"> • Absolute rating of excellent for three consecutive years on the SDE State Annual Report Card • Improvement rating of excellent for two years on the SDE State Annual Report Card
B. J. Skelton Career Center provides opportunity and preparation for Student Leadership and Career Development.	<ul style="list-style-type: none"> • Numerous district, state and national winners in competitive events for SkillsUSA , FFA and HOSA

SUMMARY OF LIMITATIONS AND SUPPORTING EVIDENCE

Areas in Need of Improvement	Evidence
B. J. Skelton Career Center instructors need to improve parent contact as indicated by the SDE State survey.	<ul style="list-style-type: none"> • SDE State Annual Report Card Parent Survey Question states that 59.8% of parents Disagreed or Strongly Disagreed about receiving positive parent contact from teachers.
B. J. Skelton Career Center instructors need to improve providing positive feedback to students as indicated by the SDE State survey.	<ul style="list-style-type: none"> • SDE State Annual Report Card Student Survey Question states that 23.1% of students Disagreed or Strongly Disagreed about receiving positive feedback from teachers.
The Perkins Survey indicated an improvement is needed in the retention of nontraditional students in B. J. Skelton Career Center programs.	<ul style="list-style-type: none"> • Above statewide standard on nontraditional retention as noted in standard 6 of Perkins Standards • Below statewide Average on nontraditional retention as noted in standard 6 of Perkins Standards
The Perkins Survey indicated an improvement is needed in the Academic Achievement of students in B. J. Skelton Career Center programs.	<ul style="list-style-type: none"> • Above statewide standard on Academic Achievement as noted in standard 2 of Perkins Standards • Below statewide Average on Academic Achievement as noted in standard 2 of Perkins Standards
B. J. Skelton Career Center instructors need to improve in using student assessment information to effectively plan instruction as indicated by the SDE State survey.	<ul style="list-style-type: none"> • SDE State Annual Report Card Teacher Survey Question states that 14.3% of teachers Disagreed or Strongly Disagreed about using student assessment information to effectively plan instruction.
B. J. Skelton Career Center needs to improve the percentages of students who obtain industry certification.	<ul style="list-style-type: none"> • The new Perkins IV standards will address the number of completers who have received industry certification.

This graph indicates the findings of the Perkins Standards. The graph provides the State Standards (Blue), Statewide Performance (Green) and B. J. Skelton Career Center's Performance (Red). The findings indicate our school exceeds the state's standard in all six areas. In the areas of Skill Proficiency (standard 1), Graduation (standard 3), Placement (standard 4) and Nontraditional Participation (standard 5) we exceed the state's average. In the areas of Academic Achievement (standard 2) and Nontraditional Retention (standard 6) we are below the state's performance level.



Skelton Career Center

School Strategic Plan 2007-2012						
Performance Goal Area:		Student Achievement – High School				
PERFORMANCE GOAL 1 (DG #6) The percentage of students taking the HSAP (High School Assessment Program) who score "Level 3" or "Level 4" in the areas of Mathematics and ELA, first attempt, will increase to 100% by 2013-2014.	DATA SOURCE(S): High School Assessment Program (HSAP)					
	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection	35	44.3	53.6	62.9	72.2	81.5
Annual Results	35					

PERFORMANCE GOAL 1:

The percentage of students taking the HSAP (High School Assessment Program) who score "Level 3" or "Level 4" in the areas of Mathematics and ELA, first attempt, will increase to 100% by 2013-2014.

ACTION PLAN	EVALUATION
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STRATEGY # 1.1 Provide and support curriculum aligned to South Carolina academic standards.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Implement district approved curriculum in all content areas.	2007-2012	Teachers	0		
2. Review and revise curriculum materials annually to ensure alignment to South Carolina Academic Standards. (QRM notebooks)	2007-2012	Teachers	0		
3. Provide professional development to assist teachers in the development and analysis of formative and summative assessments.	2007-2012	Assessments Committee			
4. Align support materials and other resources to grade level curriculum. (Key train software)	2007-2012	Work-Keys Committee	Complementary license (\$5,000)		
5. Implement schools of study, clusters, and majors to prepare students for career opportunities.	2007-2012	Administration	TBD	Loca/State/ Federal	
6. Develop evaluation instruments for systematic review of performance results of target initiatives.	2007-2012	Assessments Committee	\$0	Federal	

STRATEGY # 1.2 Provide and support instructional strategies and practices for students based on short and long term assessments.

1. Differentiate instructional practices based on analysis of assessment results.	2007-2012	Administration	0		
2. Provide teachers professional development to implement literacy across all content areas. (HSTW Ten Key practices)	2007-2012	Administration	\$0	Local/State	
3. Provide for and implement the use of appropriate technology resources and software support of instruction, utilizing school-based technology resource teachers.	2007-2012	TRT	0		
a. Provide on-going professional development for teachers to become proficient in appropriate technology resources and software.	2007-2012	TRT	0		
b. Provide professional development to enable teachers to fully integrate new and existing technology with instruction.	2007-2012	TRT	0		
4. Implement the Ten Key practices of High Schools That Work to enhance instructional strategies and improve student performance.	2008-2012	TCTW Committee	\$5,000 per year	State	

Skelton Career Center

School Strategic Plan 2007-2012

Performance Goal Area:

Student Achievement – Middle School / High School

PERFORMANCE GOAL 2 (DG # 7)

The percentage of students passing End of Course Examination Program exams will increase to 100% by 2013-2014.

DATA SOURCE(S):

End of Course Examination Program (EOCEP)

Algebra 1	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		89.5	91.3	93.1	94.9	96.7
Annual Results	87.7					
ELA	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		75.1	79.2	83.3	87.4	91.5
Annual Results	71					
Physical Science	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		62.8	69	75.2	81.4	87.6
Annual Results	56.6					

PERFORMANCE GOAL 2:

The percentage of students passing CATE End of Course Examination Program exams will increase to 100% by 2013-2014.

ACTION PLAN	EVALUATION
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STRATEGY # 2.1 Provide and support curriculum and assessment for courses in EOCEP.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Use MAP scores and PACT scores to identify students who may have difficulty performing at target level.	2007-2012	Administration and Teachers	0		
2. Provide teachers professional development time to serve on state level teams to develop EOCEP. Per HSTW Ten Key practices.	2007-2012	Administration and Teachers			
3. Develop common formative assessments aligned with South Carolina CATE standards for EOCEP courses.	2007-2012	Assessments Committee	\$0		
4. Provide professional development to content teachers of EOCEP on content standards, support documents, and EOCEP-like assessments.	2007-2012	Assessments Committee	\$0		
5. Identify and implement common reteaching strategies for students who do not demonstrate mastery of standards on common formative assessments.	2007-2012	Assessments Committee	\$0		
6. Provide specific program evaluation and analysis protocol and support for teachers whose students do not perform at target level on EOCEP assessments.	2007-2012	Assessments Committee	0		
7. Conduct a minimum of 3 walk-throughs in each EOCEP required course to monitor teaching of standards.	2007-2012	Administration	0		

STRATEGY # 2.2 Provide and support curriculum aligned to South Carolina CATE standards.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Implement district approved curriculum in all CATE content areas.	2007-2012	Teachers	0		
2. Review and revise curriculum materials annually to ensure alignment to South Carolina CATE Standards. (QRM notebooks)	2007-2012	Teachers	0		
3. Provide professional development to assist teachers in the development and analysis of formative and summative assessments.	2007-2012	Assessments Committee	0		
4. Align support materials and other resources to CATE curriculum. (Key train software)	2007-2012	Work-Keys Committee	\$0		
5. Implement schools of study, clusters, and majors to prepare students for career opportunities.	2007-2012	Administration	0		
6. Develop evaluation instruments for systematic review of performance results of target initiatives.	2007-2012	Assessments Committee	\$0		

STRATEGY # 2.3 Provide and support instructional strategies and practices for students based on short and long term assessments.

1. Differentiate instructional practices based on analysis of assessment results.	2007-2012	Administration and Teachers	0	Local/State	
2. Provide teachers professional development to implement literacy across all content areas. (HSTW Ten Key practices)	2007-2012	Embedding Academics Committee	\$0		
3. Provide for and implement the use of appropriate technology resources and software support of instruction, utilizing school-based technology resource teachers.	2007-2012	TRTs	0		
a. Provide on-going professional development for teachers to become proficient in appropriate technology resources and software.	2007-2012	TRTs	0		
b. Provide professional development to enable teachers to fully integrate new and existing technology with instruction.	2007-2012	TRTs	0		
4. Implement the Ten Key practices of High Schools That Work to enhance instructional strategies and improve student performance.	2008-2012	TCTW Committee	\$5,000 per year		

STRATEGY # 2.4 Provide and support instructional strategies and practices to achieve industry certification.

1. Provide teachers professional development to implement OSHA Certification programs.	2007-2012	Certifications Committee	\$1,000	Local/Perkins	
2. Provide for and implement the use of WorkKeys for student industry certification.	2007-2012	Work-Keys Committee	Complementary license (\$5,000)		
a. Provide professional development workshop for teachers to become proficient in KeyTrain software.	2007-2012	Work-Keys Committee			
b. Incorporate the Workkeys program into the CATE curriculum for Senior level students.	2007-2012	Teachers			
3. Provide for and support teachers in implementing CATE Industry Certification for each program.	2008-2012	Certifications Committee			

Skelton Career Center

School Strategic Plan 2007-2012						
Performance Goal Area:		School Climate – High School Graduation				
PERFORMANCE GOAL 3 (DG #9)	DATA SOURCE(S):					
The graduation rate will increase to 100% by 2014, while the dropout rate will decrease to 0% by 2014.	Graduation and dropout data as defined for Report Card.					
Graduation Rate	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		78.9	82.4	85.9	89.4	92.9
Annual Results	75.4					
Drop-Out Rate	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		4.8	4	3.2	2.4	1.6
Annual Results	5.6					

PERFORMANCE GOAL 3:

The graduation rate will increase to 100% by 2014, while the dropout rate will decrease to 0% by 2014.

ACTION PLAN	EVALUATION
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STRATEGY # 3.1 Provide comprehensive curriculum that allows students multiple opportunities to earn a standard diploma in four years.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Revise Registration Guide for Career Planning annually to ensure appropriate course offerings for all students to meet High School Diploma Requirements and Majors.	2007-2012	Administration	\$0	Local	
2. Monitor student progress to assure appropriate placement in courses that meet academic needs and challenges. a.) Provide professional development for teacher on interpreting test data. b.) use Test view to monitor student progress.	2007-2012	Teachers Assessments Committee Teachers	0		
3. Develop articulation agreements with post secondary institutions for dual credit enrollment courses.	2007-2012	Teachers	0		
4. Facilitate use of virtual courses to meet scheduling and instructional needs of students.	2007-2012	Administration	0		

STRATEGY # 3.2 Implement counseling and scheduling procedures in accordance with the Education and Economic Act.

1. Provide career counseling for all students and parents as required by the EEDA.	2007-2012	Administration	0		
2. Administer a career interest inventory and skill assessment to assist students in career selections.	2007-2012	Administration	0		
3. Develop a Career Portfolio, grades 10 - 12, which is revised yearly.	2007-2012	Portfolios Committee	0		

STRATEGY # 3.3 Provide programs focused on advanced learning opportunities.

1. Analyze instructional strategies in CP and Honors courses to ensure rigor for college entrance exams. (HSTW Ten Key Practices)	2007-2012	TCTW Committee	\$4,000	Local	
2. Include SAT or ACT like assessment items on common assessments in CATE classes.	2007-2012	Assessments Committee	0		
3. Recommend that CP and Honors students take SAT/ACT prep classes or workshop prior to taking entrance exams.	2007-2012	TCTW Committee	0		
4. Develop guidance procedures for counseling students in the selection of appropriate post-secondary entrance and placement exams.	2007-2012	Administration	0		
5. Encourage teacher participation in Technical Advanced Placement training. (TAP, PLTW, Bio-Med, ect.) Per HSTW Ten Key Practices.	2007-2012	TCTW Committee	\$3,000	State	

STRATEGY # 3.4 Provide an environment with positive teacher/student relationships.

1. Provide professional development for teachers on Conflict Resolution Skills.	2007-2012	TCTW Committee	\$0	Local	
A.) Build positive teacher/student relationships using A Framework for Poverty by Ruby Payne.	2007-2012	TCTW Committee	\$0	Local	
B.) Provide guidelines on establishing classroom procedures for positive climate. (Harry Wong and Alderman)	2007-2012	TCTW Committee	\$0	Local	
2. Utilize Career and Technology Student Organizations (CTSO) to develop positive relationships. (HSTW Ten Key Practices)	2007-2012	TCTW Committee	\$15,000		

Skelton Career Center

School Strategic Plan 2007-2012						
Performance Goal Area:		School Climate - Attendance				
PERFORMANCE GOAL 4 (DG #10) The attendance rate for students and teachers will be at least 94% each year.	DATA SOURCE(S): SASI - attendance data for Report Card					
	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection	95.7	96.3	96.9	97.5	98.1	98.7
Annual Results	95.7					

PERFORMANCE GOAL 4:

The attendance rate for students and teachers will be at least 94% each year.

ACTION PLAN**EVALUATION****STRATEGY # 4.1** Provide proactive strategies to address attendance concerns.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Implement attendance intervention procedures as prescribed by state regulations.	2007-2012	Administration	0		
2. Provide school/home communication for student absences by automated telephone system, School Fusion, etc.	2007-2012	Administration	0		
3. Provide training to teachers on attendance laws. Ask Director of student Services to inform staff of legal issues.	2007-2012	Administration	0		

Skelton Career Center

School Strategic Plan 2007-2012						
Performance Goal Area:		Nontraditional Participation & Completion				
PERFORMANCE GOAL 5 Participation Percentage of students from underrepresented gender enrolled in CATE courses identified as leading to nontraditional training and employment. From 29.50% in 2007 to 30.75% in 2012. Completion Percentage of CIP-coded students from underrepresented gender completing CATE programs identified as leading to nontraditional training and employment. From 17.52% in 2007 to 21.00% in 2012.	DATA SOURCE(S): State Perkins Data and State Report Card.					
	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection	29.50	29.75	30.00	30.25	30.50	30.75
Participation	17.52	18.52	19.52	20.00	20.50	21.00
Completing						
Annual Results						

PERFORMANCE GOAL 5:

Participation Percentage of students from underrepresented gender enrolled in CATE courses identified as leading to nontraditional training and employment will increase from 29.50% in 2007 to 30.75% by 2012.

ACTION PLAN**EVALUATION****STRATEGY # 5.1 Encourage and recruit students for nontraditional courses at career center**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Brochure to promote nontraditional enrollment	2007-2012	Administration	0		
2. Develop PowerPoint presentation on students in nontraditional careers and send CD to the high schools	2007-2012	Administration	0		
3. Community Nontraditional Careers Workshops		Administration			
4. Disseminate information to students about Project WISE and Wise Choice Day @ Clemson University		Teachers			

STRATEGY # 5.2 Provide and support instructional strategies and practices to retain non- traditional students.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Provide teachers professional development in the area of Gender learning styles.	2007-2012	Administration	0		
2. Implement the Ten Key practices of High Schools That Work to enhance instructional strategies and improve student performance so that students are academically eligible to return to senior level CTE classes.	2008-2012	TCTW Committee	0	State	
3. Track and evaluate non-traditional retention by program.	2007-2012	TCTW Committee	0		
4. Encourage non-traditional students to participate in CTSO. (FFA, HOSA, and SKILLSUSA)	2007-2012	Teachers	0		
5. Enhance and expand communication tools with families on the career opportunity in non- traditional careers.	2007-2012	Director and Teachers	0		

Skelton Career Center

School Strategic Plan 2007-2012						
Performance Goal Area:		Placement				
PERFORMANCE GOAL 6			DATA SOURCE(S):			
Percentage of CATE completers who are available for placement and placed in competencies attained. This percentage is calculated over a 3 year period of time. Placement rate will increase from the state's baseline of 96.0% to 97.25% by 2012.			State Perkins Data and State Report Card.			
Placement	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		96.25	96.5	96.75	97	97.25
Annual Results	96					

PERFORMANCE GOAL 6:

Percentage of CATE completers who are available for placement and placed in competencies attained. This percentage is calculated over a 3-year period of time.

ACTION PLAN**EVALUATION****STRATEGY # 6.1 Provide and support strategies and practices to increase student placement.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Gather up to date accurate information for graduate contact.	2007-2012	Teachers	0		
2. Develop mailing list from contact information and send school newsletters to graduates.	2007-2012	Teachers & School To Work Coordinator	0		
3. Include section for graduates in the newsletter.	2007-2012	Teachers & School To Work Coordinator	\$0	Local	
4. Begin making contacts to the graduates in the late fall .	2007-2012	Teachers	\$0	Local	
5. Encourage students to continue their education at universities, colleges and technical colleges.	2007-2012	All Staff	\$0	PDSI	
6. Gather the placement data from graduates in February & March.	2007-2012	Teachers & School To Work Coordinator	0		
7. Carefully review data collection before final submission to SDE.	2007-2012	Administration	0		

STRATEGY # 6.2 Provide and support instructional strategies and practices for students' Career Portfolios.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Provide student portfolio	2007-2012	Administration	\$8,000	Palmetto Gold	
2. Provide professional development for teachers to assist students in development of students' Career Portfolios.	2007-2012	Portfolios Committee	0		
3. Implement a faculty review committee to evaluate students' Career Portfolios.	2007-2012	Portfolios Committee	0		
4. Develop evaluation instruments for systematic review of students' Career Portfolios.	2007-2012	Portfolios Committee	\$0		
5. Implement a recognition program for students who successful complete the students' Career Portfolios.	2007-2012	Portfolios Committee	0		

STRATEGY # 6.3 Provide and support instructional strategies and practices to achieve industry certification.

1. Provide teachers professional development to implement OSHA Certification programs.	2007-2012	IC	\$0	Local/State	
2. Provide for and implement the use of Work Keys for student industry certification.	2007-2012	Administration	0		
a. Provide professional development workshop for teachers to become proficient in Key Train software.	2007-2012	Administration	0		
b. Incorporate the Work -keys program into the CATE curriculum for Senior level students.	2007-2012	Teachers	0		
3. Provide for and support teachers in implementing CATE Industry Certification for each program.	2008-2012	Teachers	\$5,000 per year		

Skelton Career Center

School Strategic Plan 2007-2012						
Performance Goal Area:		School Climate - Parent Involvement, Safe and Healthy Schools				
PERFORMANCE GOAL 7 (DG # 12)	DATA SOURCE(S):					
The number of parents who participate in Open Houses or parent-teacher conferences as defined by state report card will be at least 98% by 2013-2014.	Conference participation records (State Department of Education Parent Survey)					
Parent Conferences	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		81	83.5	86	88.5	91
Annual Results	78.5					

PERFORMANCE GOAL 7:

The number of parents who participate in Open Houses or parent-teacher conferences as defined by state report card will be at least 98% by 2013-2014.

ACTION PLAN	EVALUATION
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STRATEGY # 7.1 Encourage parents to visit/communicate with their child's school

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Continue to have a community advisory committee that works directly with Director.	2007-2012	Administration	\$0	Local	
2. Provide opportunities for parents to visit schools for workshops/training/conferences (Ex. FFA Parent night, NTHS night, technology classes, etc.) .	2007-2012	Administration and Teachers	\$0	Local	
3. Utilize the School Advisory Councils more effectively in decision making at school.	2007-2012	Administration and Teachers	0		
4. Utilize district, school, and teacher webpages to communicate with parents.	2007-2012	Teachers	0		
5. Explore technology programs that would provide parents access to student grades/assignments online.	2007-2012	Administration	0	TBD	
6. Work to become a "Red Carpet" school by 2012.	2007-2012	Administration and Teachers	0		

Skelton Career Center

School Strategic Plan 2007-2012						
Performance Goal Area:		School Climate - Parent Involvement, Safe and Healthy Schools				
PERFORMANCE GOAL 8 (DG #13) By the year 2013-2014, at least 95% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.	DATA SOURCE(S): State surveys, percentages reported for "Mostly Agree" and "Agree"					
	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection	78.5	81	83.5	86	88.5	91
Annual Results	78.5					

PERFORMANCE GOAL 8:

By the year 2013-2014, at least 95% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.

ACTION PLAN**EVALUATION**

STRATEGY # 8.1 Provide safety plans and current safety resources.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Update emergency safety plans annually.	2007-2012	Administration	0		
2. Train faculty and practice procedures of school safety plan.	2007-2012	Administration	0		
3. Provide up-to-date communication systems for facilities and transportation (two way radios for teachers).	2007-2012	Administration	\$0	Local	
4. Provide digital surveillance systems for schools and transportation.	2007-2012	Assistant Supt of Admin Services	TBD	Local	
5. Provide a district plan for serving nutritious foods in accordance with the Student Health and Fitness Act 2005.	2007-2012	Administration	0		
6. Provide Students with OSHA training, First Aid and CPR training	2007-2012	Certifications Committee	\$0	Local	

STRATEGY # 8.2 Provide a parenting involvement program.

1. Research parent involvement programs that meet National Standards for Parent/Family Involvement programs.	2007-2012	Administration and Teachers	0		
2. Review the state's Parent Accountability Act for district policy and practice alignment.	2007-2012	Director and Teachers	0		
3. Enhance and expand communication tools with families.	2007-2012	Director and Teachers	0		
4. Establish meaningful parent/family involvement criteria for tracking of participation.	2007-2012	Coordinator of Parenting & Family Literacy	0		
5. Provide parent education and training opportunities (to include adult education opportunities).	2007-2012	Director and Teachers	0		
6. Develop organized parent volunteer programs	2007-2012	CTSO (FFA, HOSA, SKILLSUSA)	0		
7. Provide parents with activities for home to support content skills.	2007-2012	Teachers	0		

STRATEGY # 8.3 Implement business partner collaborations.

1. Establish criteria for business partner collaborations.	2007-2012	Teachers and Advisor Committees	0		
2. Develop promotional plan for business partner collaborations.	2007-2012	Teachers and Advisor Committees	0		
3. Develop opportunities with business for service learning, mentoring, coaching, and internships.	2007-2012	Teachers and Advisor Committees	0		
4. Seek venues to engage community members in dialogue about issues affecting education and the community.	2007-2012	Teachers and Advisor Committees	0		

B. J. Skelton Career Center School Renewal Committees

Administration Team

Serve to guide and assist all of the committees to achieve their stated goals.

Leonard Williams Ronald Wearing Pernice Adams

TCTW Committee

Technology Centers that Work Focus Groups

Teachers Working Together

Implement and integrate the TCTW initiatives at BJ Skelton Career Center.

Tim Hiott Kelly Holder Stacy Simmons Greg Newton

Work-Keys Committee

Academic Studies and High Expectations

Introduce and coordinate the use of the Work-Keys assessment at BJ Skelton Career Center.

Beth Grumbles Jesse Cannon George McLeer Iain Stewart

Embedding Academics Committee

Academic Studies and High Expectations

Embedding Academics in the CTE curriculum at BJ Skelton Career Center.

Mary Goodale David Jensen Hank Hutto Danny Medlin

Assessments Committee

Career/Technical Studies and High Expectations

Structuring and using assessments to enhance learning.

Christie Martin Janet Ayers Phillip Smith Pernice Adams

Certifications Committee

Career/Technical Studies and Culture of Continuous improvement

Research and integrate Certifications into BJ Skelton Career Center curriculum.

Brian Stewart Brian Aiken Jeffery Stephens Joyce Stover

Portfolios Committee

Culture of Continuous Improvement and High Expectations

Developing and completing Senior CTE Portfolios.

Steve McCannon Jim Garrison Deborah Shaw