

1S1 Four-Year Graduation Rate

What: Although, we have a positive increase of 5.3 in our benchmark gap from 2019-20 to 2020-21 and are 0.58 above our 20-21 local benchmark we will continue to increase our four-year graduation rate of CTE concentrators by at least 2.5% percent during this application cycle to continue exceeding our benchmarks and maintaining an upward trend towards meeting and/or exceeding the state goal. The state benchmark indicator is 97.58% for 2022-23. The overall four-year graduation rate for TCS students is 84% so CTE concentrators are still well above non-concentrators. The largest disparities for the 2020-2021 school year were in the subgroups of English Learner (-17.53), Hispanic/Latino (-22.2) and Homeless Individuals (-11.52). The graduating class of 2019-2020 had 172/242 students that obtained at least one CTE Concentration. CTE Concentrators comprised 71% of students that received diplomas. For the 2020-2021 school year the CTE Concentrator percentage dropped to 56% (139/248) due to Perkins V CTE concentration definition changes and COVID credit issues / scheduling (two days in school, three days out of school).

Why: High school graduation is essential for ALL students to successfully enter the workforce and/or to continue to post-secondary education. Students who earn a high school diploma have a greater chance of finding employment, continuing their education, and finding greater success in life after high school. The increase in gaps realized during the 2020-2021 school year were direct impacts of family dynamics and the need for students to be employed in order to assist in supporting their families during the COVID pandemic.

How	Who	When
Data will be analyzed to identify students or subgroups with a potential of not graduating on time; identifying and resolving barriers to graduation; and developing and implementing individual intervention strategies to increase the likelihood that students stay in school and graduate. Assist with transitions between middle schools/high schools and the alternative school, review graduation plans, monitor attendance, develop attendance contracts, enhance student support services, link students with social workers in schools and external agencies.	Graduation Coach / Dropout Prevention Coordinator	Quarterly – BHS, DRS, RHS
Strengthen and continue our partnership with Blueridge Community College Adult High School program to support struggling students in obtaining adult high school diplomas after all attempts to obtain DPI graduation requirements have been exhausted and assist students in reaching postsecondary goals; evaluated quarterly to ensure goals are aligned to successful student outcomes	Graduation Coach / Dropout Prevention Coordinator / Counselors	Quarterly – BHS, DRS, RHS
Coordinate with Vocational Rehab to transition EC students into career related goals and allow for on the job training.	Transition Coordinator / EC Case Managers / Teachers	Each semester (senior year)
Coordination with ESL teachers at high schools to implement support in CTE courses and to provide needed accommodations and differentiation	ESL Teachers / CTE Teachers / SPC	Each semester
Audit student transcripts and advise students in graduation requirements	Guidance Counselors / CIMC	Each semester
Facilitate WorkKeys Boot Camps to increase National Career Readiness Certificate level achievements; prepare concentrator list / assist with testing schedule	CIMC / CDC / School Level Testing Coordinators	Yearly
Coordinate with county resources to ensure economically disadvantaged students have basic needs met in order to attend school	All TCS Staff / Social Workers / County Resources	Each semester
Ensure students do not leave CTE courses due to economic barriers	CTE Staff / Student Services Staff	Each semester
Review the action steps to plan for the next school year.	CTE Director / CIMC / SPC / CDC / CTE Teachers	End of each school year

2S1 Academic Proficiency in Reading/Language Arts

What: Our goal is to increase academic proficiency in Reading/Language Arts for our entire LEA population of students that obtain CTE concentrations in 10th grade by at least 10% during this application cycle. This current indicator data of 38.10% is 18.76 % below our benchmark and is based on just 21 students that completed a CTE concentration while in the 10th grade and took the English 10 EOC during the 20-21 school year. Across NC the percentage was 37.72% putting TCS slightly above the state CTE performance. The TCS overall percentage for levels IV and V on the English 10 EOC was 50.6%.

Why: We will focus on all students in order to reduce the overall negative gap analysis and to address all the subgroups simultaneously. Transylvania County Schools students attended school on a hybrid two day on-campus and three day off-campus schedule during the 2020-2021 school year due to the COVID pandemic. Many students across the county and state struggled with reaching their benchmarks and showing growth during that time. Our goal will be revisited and may be altered after the 2021-2022 data is reported and subgroup gap analyses are reviewed.

How	Who	When
Identify students expected to complete CTE concentrations during 10 th grade that will also take the English 10 EOC. Collaborate between English/CTE to ensure students are successful in developing reading/language arts skills necessary to score level 4 or 5 on the EOC.	CIMC / English Teachers / CTE Teachers	Each semester
Develop and provide school-wide professional learning communities and professional development sessions focused on reading and literacy.	School Admin / Digital Learning Specialists	Each year
Attend CTE Summer Conference each summer for content specific sessions to be able to provide the most current content and utilize the most up to date strategies while teaching	CTE Staff and Teachers	July each year
Share possible reading, literacy and vocab tools and strategies on a regular basis to assist with improving reading and literacy; one-on-one assistance as requested or deemed necessary	CIMC / CTE Teachers	Each semester (Ongoing)
Provide and use information about special populations; coordinate with case managers – to provide individualized instruction, differentiation and assigned accommodations	SPC, CTE Teachers, Case Managers	Each semester
Share differentiation strategies and use as needed to increase student reading comprehension	Curriculum Director / SPC / CTE Teachers	Each semester
Develop effective learning strategies for SP students. Attend staff development activities that will target differentiation, modification, and intervention in the classroom.	CTE Teachers / SPC / EC / EC / 504 Staff	Each semester
Implement and follow MTSS strategies and procedures.	All Faculty	Each semester
Utilize support times that have been implemented at all high schools for students to receive extra support and tutoring. Students with a 70 or lower are required to attend all available extra sessions.	School Admin / CTE Teachers	Daily
Utilize technology tools to deliver instructional and review materials in different formats in order to implement differentiation and student choice	CTE Teachers / CIMC / Digital Learning Specialists	Daily
Partner with English teachers and other support staff to assist identified students improve their reading and literacy skills	CTE Teachers / English Teachers / School Admin	PLC Meetings each semester
Review the action steps to plan for the next school year.	CTE Director / CIMC / CDC / SPC	End of school year

2S2 Academic Proficiency in Mathematics

What: Our goal is to increase academic proficiency in Math for our entire population of CTE concentrators in 11th grade by at least 2.5% each year during this application cycle. TCS CTE Concentrator performance in high school Math was at 50.8% for 20-21 which is 6.64% below our benchmark. NC performance was at 30.35% putting our students 20.45% above the state average.

Why: The COVID schedule of two days in school and three days out of school last year put many students at a disadvantage as far as academic performance. In order to increase proficiency and improve academic growth for all students we have chosen to develop goals for our entire population of students instead of focusing on specific subgroups at this time. We will monitor data for the current and upcoming school year to make adjustments as needed.

How	Who	When
Develop an implementation plan for interventions to support math foundations	Curriculum Director / ESL Staff / McKinney-Vento Coordinators / CIMC	Each year
Attend PSU-wide professional development to gain strategies for proficiency and growth in Mathematics.	CTE Teachers / School Admin / Digital Learning Specialists	Each year
Collaborate in PLC's that focus on enhancing students' math skills.	CTE Teachers / Math Teachers / CIMC	Each year
Attend Summer Conferences each year for content specific sessions in order to enhance student learning experiences.	CTE Teachers / CTE Director	Each July
Explore possible CTE / Math course partnerships as modeled in other school systems.	School Admin / Counselors / Math and CTE Teachers / CIMC / CTE Director	Each year
Share math resources and curriculum strategies.	CIMC / CTE Teachers	Each semester
Determine the need for more math support and instruction. At risk students are placed in two course math sequences to build skills and increase success. (Foundations of Math 1 prior to Math 1 and Foundations of Math 2 prior to Math 2)	Guidance Counselors / Math Teachers	Each semester
Facilitate WorkKeys Boot Camp sessions yearly for all students which includes math strategies.	CIMC / CDC / School Admin	Each year
Attend staff development activities that will target differentiation, modification and intervention in the classroom.	CTE Teachers / PSU Staff Development Coordinators	Each semester
Provide and use information about special populations; coordinate with case managers – to provide individualized instruction, differentiation and assigned accommodations	SPC / CTE Teachers / EC Case Managers / EL Managers / 504 Manager	Each semester
Develop effective learning strategies for SP students. Attend staff development activities that will target differentiation, modification, and intervention in the classroom. Coordinate with transition services when appropriate.	SPC / CTE Teachers / EC Case Managers / EL Managers / 504 Manager / MTSS Staff	Each semester
Utilize support times that have been implemented at all high schools for students to receive extra support and tutoring. Students with a 70 or lower are required to attend all available extra sessions.	School Admin / CTE Teachers	Daily
Collaborate with math teachers and other support staff to assist identified students improve their math skills.	CTE Teachers / Math Teachers	Each semester
Review the action steps to plan for the next school year.	CTE Director / CIMC / CDC / SPC	End of Each Year

2S3 Academic Proficiency in Science

What: Although we are 1.42% above our 20-21 local benchmark we will continue to increase our academic proficiency in science by at least .5 percent per year over a 2-year cycle to maintain an upward trend towards our goal of meeting and/or exceeding the 2022-23 state goal of 55.6% and exceeding our benchmark each year.

Why: We will focus on all students in order to reduce the overall negative gap analysis and to address all the subgroups simultaneously. Transylvania County Schools students attended school on a hybrid two day on-campus and three day off-campus schedule during the 2020-2021 school year due to the COVID pandemic. Many students across the county and state struggled with reaching their benchmarks and showing growth during that time.

How	Who	When
Research and implement CTE / Science course partnerships where appropriate with community members and BRCC to enhance science engagement	CTE Director / CIMC / Science Teachers / CTE Teachers	Each year
Encourage student participation in county-side science fair to engage students in science learning opportunities	CTE Director / CTE Teachers / Science Teachers	Each spring
Partner with the Science teachers and NHS sponsor to plan tutoring opportunities for students struggling in science	CDC / CIMC	Each year
Attend staff development activities that will target differentiation, modification and intervention in the classroom.	CTE Teachers / PSU Staff Development Coordinators	Each semester
Provide and use information about special populations; coordinate with case managers – to provide individualized instruction, differentiation and assigned accommodations	SPC / CTE Teachers / EC Staff / EL Staff / 504 Staff	Each semester
Develop effective learning strategies for SP students. Attend staff development activities that will target differentiation, modification, and intervention in the classroom. Coordinate with transition services when appropriate.	CTE Teachers / EC Staff / EL Staff / 504 Staff / MTSS Staff	Each semester
Utilize support times that have been implemented at all high schools for students to receive extra support and tutoring. Students with a 70 or lower are required to attend all available extra sessions.	CTE Teachers / School Admin	Daily
Collaborate with Science teachers and other support staff to assist identified students improve their science comprehension.	CTE Teachers / Science Teachers	Each semester
Make connections between CTE and science curriculum when appropriate to enhance learning opportunities	CTE Teachers / Science Teachers	Each semester
Review the action steps to plan for the next school year.	CTE Director / CIMC / CDC / CPC	End of each school year

3S1 Post-Secondary Placement

What: Our goal is to maintain a positive percentage of Black or African American students who enter post-secondary education (advanced training, military, or service program) or enter the workforce each year during the two year application cycle. We have made significant progress with these students and will continue to focus on positive outcomes for them. For the 19-20 and 20-21 school years we have maintained over 95% with a positive gap analysis, but this subgroup continues to have our lowest benchmark from DPI.

Category	2019-2020 State Goal: 95.00%			2020-2021 State Goal: 95.13%			2021-2022 State Goal: 95.25%			2022-2023 State Goal: 95.38%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	95.00	>95	+	95.13	>95	+	95.25			
ESSA Categories - Racial & Ethnic										
Black or African American	71.40	>95	+	72.12	>95	+	72.83			

Data Masking Key
In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.
When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

Why: Under ESSA categories, this population is identified as having the lowest assigned benchmark and we have historically seen larger gaps in positive outcomes for this subgroup. Many of the strategies will apply to all CTE students with an emphasis on Black/African American students.

How	Who	When
Improve exit interviews and intent forms to better capture student contact information for future surveys by updating procedures and forms.	CIMC / Guidance Staff	Spring Semester
Offer student support during the summer for transition to college (especially for first-time college families).	CIMC / SPC / BRCC Career Coach	Spring Semester / Summer
Coordinate to assist students with college applications, FAFSA, job applications, etc.	CIMC / SPC / CDC / Career & Graduation Coaches / Counselors / Social Workers	Each semester
Encourage CCP courses during high school by organizing visits by community college staff and offering field trips to the community college	CTE Staff / Guidance Counselors / Career Coach / BRCC Staff	Each semester
Ensure that TCS registration materials contain descriptions of CCP courses and certificates offered	CIMC / Counselors / Guidance Staff	Spring Semester
Ensure students are aware of scholarships and offers specific to BRCC and county residents	CIMC / CTE Teachers / Guidance Staff	Each semester
Increase student exposure to local opportunities and non-traditional career fields beginning in middle school	Middle School CDC	Each semester
Assist all students with applications and financial aid forms for BRCC.	BRCC Career Coach	Yearly

Collaborate to improve coordination of transitioning from TCS pathways to CCP certificate programs to BRCC degree and diploma programs.	CIMC / Career Coach / BRCC Staff	Quarterly
Increase the number of job shadowing, internship and apprenticeship opportunities available to students.	CTE Teachers / CIMC / CDC	Ongoing
Audit transcripts and concentrations to aid in scheduling students and ensuring students meet graduation requirements.	CIMC / CDC / Counselors	Each semester
Incorporate career and college exploration in curriculum and instruction	CTE Teachers	Each semester
Encourage students to complete credentials	CTE Teachers / CIMC	Each semester
Take students on field trips to introduce them to potential employers and colleges including local job fairs and career expos.	CTE Teachers / CIMC / CDC	Each semester
Provide CTE concentration and pathway training and documents to be posted to assist students and teachers with pathway requirements.	CIMC / CTE Teachers / CTE Director	Each year
Facilitate WorkKeys Boot Camps to encourage students to make the connection between high school and post-secondary careers and educational opportunities.	CIMC / SPC	Each year
Review the action steps to plan for the next school year.	CTE Director / CIMC / CDC / SPC	End of each semester

4S1 Non-Traditional Program Enrollment

What: We want to support an improvement for enrollment of Individuals with Disabilities in our non-traditional program enrollment by at least .125 percent per year over a 2-year cycle. The overall performance of TCS in Nontraditional Program Enrollment showed a negative gap analysis of 8.46% with Individuals with Disabilities at a negative 21.56%. Due to the reduced number of days in school during the COVID pandemic EC case managers and guidance counselors did not have as much time to provide course and pathway guidance for students.

Why: To generate interest in and access to non-traditional careers with the goal of opening up these professions to the underrepresented gender, providing equitable learning experiences and workforce options for all students and emphasizing local resources and agencies that support individuals with disabilities in pursuing careers in all fields, both traditional and non-traditional.

How	Who	When
Continue to recruit non-traditional teachers	CTE Director / HR Director	Ongoing
Support non-traditional students in CTSOs and encourage competitive events	CTE Staff and Teachers	Ongoing
Encourage non-traditional career exploration through career fairs and inventory searches	Middle School CDC / Middle School Teachers	Yearly
Actively recruit non-traditional students during showcase days and highlight non-traditional students to encourage other non-traditional participation.	CTE Teachers and Staff / Guidance Counselors	Spring Semester
Encourage job shadowing, internships and apprenticeships at non-traditional work sites, within the course and throughout the semester.	CTE Teachers and Staff / Guidance Counselors	Ongoing
Ensure barriers for participation are removed by exploring funding options for CTSOs, etc.	CTE Teachers / CTE Director	Ongoing
Continue exploration of new pathway options and/or CCP partnerships that encourage non-traditional participation.	CTE Director / CIMC	Ongoing
Review the action steps to plan for the next school year.	CTE Director / CIMC / CDC / SPC	End of School Year

5S1 Program Quality - Attained Recognized Postsecondary Credential

What: We will increase the number of credentials offered to improve the post-secondary credential proficiency rates by at least 5% each year to strive towards a positive continuous increase. Due to the limited number of face-to-face instructional hours during the COVID pandemic many credentials were difficult to offer and obtain during the Spring 2020 semester and the 2020-2021 school year. We will continue to reinstate credentials and expand credential opportunities that are in line with DPI curriculum, our regional employment opportunities, Blueridge Community College and our local employers. In the 2019-2020 graduating class 102 out of 172 CTE Concentrators achieved at least one or more credentials during their high school career for a percentage of 59%. In the 2020-2021 graduating class the percentage of credentialed CTE Concentrators jumped to 66% (92 out of 139) despite the abbreviated COVID schedule. By increasing the number of credentials offered we will continue to increase this percentage and better prepare our students for post-secondary opportunities.

Why: We want to ensure that we are guiding students to potential career interests while they are in high school. Post-secondary credentials will further benefit students as they enter the workforce and/or college programs.

How	Who	When
Review changes to credentials regularly to ensure students are proficient in the content.	CTE Staff and Teachers	Ongoing
Provide or arrange professional development for teachers to obtain credentials offered in their program area.	CTE Director / CIMC	Ongoing
Ensure CTE teachers offer credentials in pathway courses and encourage students to research credential impact on their future careers especially as pathways change	CTE Director / CIMC	Ongoing
Facilitate WorkKeys Boot Camps to assist students in obtaining the National Career Readiness Certification.	CIMC / CDC / School Admin	Fall Semester
Check CTE Moodle at least weekly for updates and attend Summer Conference for credential updates and training.	CTE Director / CIMC / CTE Teachers	Ongoing
Ensure that credentials are offered for courses with credential indicated as the proof of learning	CTE Director / CIMC CTE Teachers	Ongoing
Action steps reviewed to plan for the next school year.	CTE Director / CIMC / CDC / SPC	End of School Year

5S4 Program Quality - Other

What: Increase CTE State Assessment proficiency by at least 2% each year during this two year application cycle to move into a positive gap analysis. We currently have a negative overall 0.69 gap even though we exceeded the state goal by 6.38%. For Individuals with Disabilities we will implement strategies to increase proficiency to meet our benchmark of 64.99 set by DPI for the 21-22 school year. We currently have a -13.09 gap analysis for this subgroup.

Why: The COVID schedule of two days in school and three days out of school last year put our students with disabilities at a major disadvantage due to limited face-to-face time with their CTE teachers and EC teachers and support staff. Many of them did respond well to remote learning and meetings and were not able to fully utilize differentiation strategies to meet proficiency on their CTE State Assessments.

How	Who	When
Provide EOC data for teacher reflection and planning to close performance gaps.	CIMC / CTE Director / School Admin	End of Each Semester/ End of Year
Analyze EOC data to implement improved practices to increase performance on CTE State Assessments.	CIMC / CTE Director / School Admin	End of Each Semester/ End of Year
Provide professional development in needed areas such as vocabulary, math, etc.	CIMC / CTE Director / School Admin / Digital Learning Specialists	Ongoing
Provide opportunities for cross curricular Professional Learning Community involvement to increase CTE knowledge of other areas and vice versa.	CIMC / CTE Director / School Admin	Monthly
Provide refresher trainings / documents on Items Banks and SchoolNet	CIMC	Ongoing
Help with preparing EC students for CTE State Assessments	CIMC / SPC / EC Staff	Ongoing
Utilize CTE Moodle to find effective strategies shared by fellow CTE teachers and staff at DPI.	CIMC / CTE Teachers / SPC	Ongoing
Incorporate and update technology in instruction and learning management	CIMC / CTE Teachers / Digital Learning Specialists	Quarterly / Ongoing
Review action steps for the next school year.	CTE Director / CIMC / CDC / SPC	End of school year