



TENNESSEE

SCHOOL SYSTEM:	Stewart County
SYSTEM NUMBER:	810

**THE CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION ACT OF 2006
Year Four Action Plan
Funding Period: July 1, 2011-June 30, 2012**

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For State Use Only:

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* Items for which a page number is not listed would be documented in the TCSPP (Tennessee Comprehensive System-wide Planning Process).

COMPLIANCE: 2011-2012

A. STATEMENT OF ASSURANCES

The Stewart County Board of Education hereby assures that:
(LEA)

1. The LEA shall:
 - a. identify the number of special populations students enrolled in Career and Technical Education (CTE) programs;
 - b. assess the Career and Technical needs of the students identified as special population; and
 - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
2. Career and Technical Education services shall be provided to individuals of special populations.
3. Career and Technical Education programs shall be in compliance with equal access provisions of Section 504 of the Rehabilitation Act of 1973 and 1992. Individuals covered under this Act will be monitored for compliance of equal access to quality Career and Technical programs.
4. Programs funded under Section 135 of the Carl D. Perkins Career and Technical and Technology Education Act of 2006 shall comply with the statutory requirement in Section 135.
5. A program in Career and Technical Education shall be provided which:
 - a. encourages students, through career counseling, to pursue a coherent sequence of courses in a program area within a state recognized career cluster which leads to a high skill, high wage, or high demand job culminating in a credential, certificate, or higher education degree;
 - b. assists students who are economically disadvantaged, handicapped, limited English proficiency, in the care of foster parents and nontraditional students to succeed through supportive services such as counseling, English-language instruction, child care, or special aids; and
 - c. is of such sequence, scope and quality (by State Plan definition) as to bring about improvement in the quality of education offered by the school.
6. Sufficient information will be provided to the State Board of Education to enable it to comply with provisions of Section 121.
7. Local programs of Career and Technical Education shall be evaluated and reported annually, beginning with the 2007/2008 school year, using core indicators and measures of performance as approved by the State Board of Education, and in compliance with requirements of Section 122 of the Carl D. Perkins Career and Technical Education Act of 2006.
8. Special population students are provided with Career and Technical Education program(s)/project(s) in the most integrated setting possible by:
 - a. curriculum modification;
 - b. equipment accommodation;
 - c. classroom accommodation;

- d. supportive personnel; and/or
 - e. instructional aids and devices.
9. Counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services will be provided.
10. Systems receiving federal Career and Technical Education funds are required to designate a Career and Technical Education administrator, supervisor or director (full or part-time) for the administration of Career and Technical Education funded programs in their system. New employees or appointees upon assignment for Career and Technical Education administration responsibilities shall meet one of the following employment standards:
- Persons holding career and technical education supervisory positions including local directors, supervisors, coordinator specialists, assistant principals for career and technical education and center administrators shall have one of the following sets of qualifications:
- a. A bachelor's degree in career and technical education from an accredited four-year college or university, three years of teaching experience in an approved career and technical education program and two years of appropriate employment experience in a recognized occupation, or
 - b. A bachelors' degree with a career and technical education endorsement, three years of teaching experience, two years of appropriate work experience, and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical core competencies for professional development, or
 - c. An endorsement as a PreK-12 administrator or secondary supervisor or principal and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical core competencies for professional development.
11. Equal opportunities in Career and Technical Education programs will be provided to persons without discrimination because of race, gender, religious preference, national origin, or disability.
12. Federal funds will not be used to supplant state or local funds designated for Career and Technical Education.
13. In order to expend Perkins funds, statistical, financial, student data and descriptive reports required by the Tennessee Board of Education and/or the Tennessee Department of Education in regard to Career and Technical Education programs will be submitted in a timely manner.
14. Provisions will be made for including appropriate representation of Career and Technical Education personnel on Individualized Education Plan (IEP) Committees and/or Transition Planning Committees for students with disabilities.
15. An opportunity will be provided for individuals enrolled in private schools to participate in Career and Technical Education programs, services, and activities.
16. The expenditure of federal Carl D. Perkins funds must be targeted toward quality programs which meet the ten quality indicators as listed in the State Plan and Local Plan Application.

17. State and local funds are used to provide services in secondary schools or sites served with federal funds awarded under the Act.
18. Counseling and instructional services designed to facilitate in the transition from high school to post-secondary education, employment and career opportunities, or the military will be provided.
19. Local systems are required to expend in total or on a per pupil basis an amount equal to or greater than the preceding year for Career and Technical Education (maintenance of effort).
20. A written process is in place to verify that federal program improvement funds are spent on only those programs that meet the ten (10) Career and Technical Education quality program indicator criteria. This process and verification should be used prior to spending dollars and should be made available to auditors.

COMPLIANCE: 2011-2012

B. CONDITIONS

Reports and other information required by the State Department of Education will be submitted within the dates established, and documentation will be maintained for five years.

1. Federal Career and Technical Education funds made available will be used to supplement and increase the amount of state and local funds for Career-Technical Education and in no case to supplant such state and local funds.
2. An inventory will be maintained of all equipment purchased in whole or in part with Carl D. Perkins funds provided by the State Board of Education, and all such equipment will be available for use by students in the approved Career and Technical Education program for which purchased.
3. Recipients of federal funding that plan to use any equipment (purchased in whole or in part with federal funds provided by the State Board of Education) in any program, project or activity other than for which it was originally purchased or disposed of or trade in such equipment must comply with the provisions of Education Department General Administrative Regulations (EDGAR). Inventory must be maintained (for the length of the Perkins IV law) and items appropriately tagged.
4. Carl E. Perkins funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable).

In the event that funds should need to be expended (category or dollar amount) in any manner other than stipulated in this plan, the eligible recipient must submit, in writing, a request to amend the plan and this request must include an explanation of proposed changes along with a revised copy of the budget. A form has been provided to systems for this purpose.

5. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan.
6. Career and Technical Education programs will operate consistently with all federal and state requirements and regulations including Education Department General Administrative Regulations (EDGAR) and Office of Management and Budget (OMB) Circulars 133, 87, and 102.
7. This plan and budget were prepared using the instructions provided by the State Department of Education and accurately reflects the information required at the time of preparation.
8. All required parties required in Perkins were involved in the development of the plan.
9. The eligible recipient certifies that the conditions stipulated in this application will be complied with in providing programs, services, and activities for Career and Technical Education and funds will be used as stipulated in the application.
10. Parents of each Career and Technical Education student will be provided with a list of competencies at the beginning of each course taken.
11. Teachers will apprise students of course content and learning expectations using competency profiles at the beginning of the course.

SIGNATURE PAGE: 2011-2012

Note: Each LEA that is a member of a consortium must complete and submit a Signature Page as part of the Action Plan. (Duplicate this page as needed.)

Key in information below to submit with plan.

(Mail original signature page to your regional field service consultant) DO NOT FAX

If the system **IS A MEMBER OF A CONSORTIUM** , complete **Part A:**

Part A

1. System: _____
Director of Schools (signature): _____
Career and Technical Director (signature): _____
Date: _____

2. System: _____
Director of Schools (signature): _____
Career and Technical Director (signature): _____
Date: _____

If the system **IS NOT A MEMBER** of a consortium, complete **Part B:**

Part B:

1. System: Stewart County
Director of Schools (signature): Dr. Phillip Wallace
Career and Technical Director (signature): Chris Guynn
Date: 5/11/2011

COMPLIANCE: 2011-2012

CTE Director Employment Standard and Matrix

Note: All CTE directors including each CTE director that is a member of a consortium must complete the following information as part of the Action Plan. (Duplicate this page as needed.)

Identify the local Career and Technical director in your system responsible for the administration of Perkins funds and the Career and Technical Education funded programs.

System: Stewart County

Name: Chris Guynn

List all Endorsements Codes Held (including Career and Technical, Academic, and Administrative) and Title of Area of Endorsement

Endorsements Codes	Title of Area of Endorsement
483	Professional Administrators License Pre K – 12
250	7 – 12 Social Studies

Date Hired for Career and Technical Director Position: 7/1/2011

Matrix Due Date (3 years from date hired as CTE Director): _____

Teacher License #: on file

Completing Matrix: ___ Yes _x_ No ___ Completed

Indicate the Employment Standard Met: ___ Standard 1
(Check only 1)

___ Standard 2

x Standard 3

___ Standard 4/111 Endorsement

COMPLIANCE: 2011-2012

Cluster and Program of Study

A. To receive Perkins funds, a system must have one Program of Study that includes a post-secondary component. *(Each junior high school that is a member of a consortium must declare a program of study. This program of study must be a program of study that leads into a feeder high school program of study. (Duplicate this page as needed.)*

- Enter the name of the (one) **Cluster and Program of Study** your system has selected in order to receive Perkins funds:

Cluster: 4.0 Business, Management and Administration

Program of Study: Business Financial Management and Accounting 4.2

- Indicate with an “X” the post-secondary component and list the applicable postsecondary institution.

Postsecondary Institution: Nashville State Community College

Dual Enrollment

Dual Credit

Articulation Agreement

Core Indicators of Performance

B. Indicate with an “X”, each Core Indicator of Performance that did not meet (N) 90% of negotiated level of performance

NA 1S1 1S2 2S1 3S1 4S1 5S1 6S1 6S2

Note: Systems not meeting 90% of the negotiated level of performance MUST write an improvement plan using the form on the following page (page 11.10). Activities and required funding must be included in the Goal Sheet Action Steps as well as the Budget Summary. The action steps in the improvement plan must focus on the core indicators that did not meet the 90% negotiated level of performance.

Systems meeting 90% of the negotiated level of performance on all core indicators of performance will skip page 11.10.

CORE INDICATOR OF PERFORMANCE IMPROVEMENT PLAN: 2011-2012 N/A

Information must be completed on each core indicator that did not meet 90% of the negotiated level of performance.

Identify Core Indicator Not Met			Plan of Action For Improvement	Person(s) Responsible	Timeline	Crosswalk with Perkins Application (Indicate Goal(s) and Action Step(s))	Status	
(Indicator Not Met)	Corrective Action Year	Check Year (X)					C	I
	Yr 1							
	Yr 2							
	Yr 3							
	Yr 4							
	Yr 1							
	Yr 2							
	Yr 3							
	Yr 4							
	Yr 1							
	Yr 2							
	Yr 3							
	Yr 4							

COORDINATION 2011-2012 N/A

1. If your LEA has formed a consortium with another system, please address the following: (A consortium must be formed if Perkins allocation is less than \$15,000.)

Consortium Members (Systems):

Consortium Fiscal Agent:

How are Consortium Goals and Action Steps determined:

What is the Process for Determining Consortium Budget:

What is the Process for Reporting Data on Performance Levels:

The CTE Directors for each consortium will be responsible for negotiating the local levels of performance for the LEA. The methodology for reaching agreement on local levels of performance with consortia is the same as with single recipients and will be negotiated separately for each LEA within the consortium.

**If a system cannot provide an appropriate sequence of courses, the system should be a member of a consortium regardless of the funds generated.*

Section 134 Local Application Requirements – Perkins IV

Provide a brief description of activities that took place during the previous fiscal year (2010-2011) for each of the following. Bulleted items are acceptable. Do not exceed two (2) pages.

1. **Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted (negotiated) levels of performance Sec. 134(b)(2).**
 - Teachers will attend the TN CTE State Summer Conference in July in Murfreesboro for professional development particularly in the area of implementing the CTE Rubric
 - Continue county wide use of software, Thinkgate Elements Software which will combine curriculum, instruction, assessment and data utilization elements to streamline academic and CTE curriculum
 - CTE teachers will continue incorporate the 6+1 Writing Activities into their curriculum
 - Credit recovery is available for all CTE students through mentoring provided by the Extended Learning Program
 - Parents and students are informed of SCHS Focus of Study options and choose those during 8th grade registration/orientation, based on student interest and the EXPLORE results

2. **Describe**
 - (a) **how the LEA will ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and**
 - continue to expand and encourage students to enroll in “CTE Honors” classes
 - implement and continue to increase rigorous Focus of Study
 - Increase opportunities for students to enroll in Dual Enrollment courses through Nashville State Community College
 - Continue to recruit and hire qualified CTE teachers

 - (b) **encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects Sec. 143(b)(3)(d).**
 - continue to develop Focus of Study that includes higher level academic courses
 - collaborate with School Counselors to encourage students to enroll in rigorous academic courses

3. **Describe**
 - (a) **how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic guidance counselors, representatives of business, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs, and**
 - Joint Advisory Council Meeting to include students, CTE teachers, academic teachers, supervisors, administrators, business people and all stakeholders
 - CTSO professional members recruited by students
 - CTSO advisers serve on state committees and advisory boards
 - CTE teachers on Rubric Pilot Committee
 - Stakeholders are represented on TCSPP Team

 - (b) **how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of Perkins IV, including career and technical programs of study Sec. 134 (b)(5).**
 - Presentation made at the Joint Advisory Council member to stakeholders
 - Information included registration packet for freshmen students and parents
 - Focus of Study included on the website
 - School wide staff development including information regarding focus of study and their integration with the new graduation requirements

YEAR FOUR ACTION PLAN: FISCAL YEAR 2011-2012

GOAL 1 – Action Plan Development Allocation: \$33, 871.00

Section A – Identify which need(s) component addresses.

System Goal	To maintain or exceed the 2010-2011 negotiated level of 92.13% Academic Attainment in Reading/Language Arts (1S1) by June/2012
Which local plan component(s) does this goal address?	a, c, d, f, k, l, n, q
Which core indicator of performance is addressed?	1S1, 3S1, 4S1, 5S1
Which TCSP Component V Goal and Action Step are addressed as applicable?	TCSP Goal #1—Increasing Academic Achievement – Action Steps: 1. Provide tutorial sessions with those students targeted as at risk such as homeless, migrant, special education, low income, those students identified as non proficient, and those students identified as ELL. 2. Provide training to demonstrate how to disaggregate and use test data for more focused and individualized instruction.

Section B: ACTION STEPS

Section C.1 - IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, new technology, and equipment.</i>	For each of the Action Steps you list, give timeline, Required & Permissive Uses of Funds, Line Item # & Amount, Evaluation Strategy and Expected Outcome.(For Evaluation Strategy, define how you will evaluate the action step.) Check when completed.				
	Action Step Timeline	Required (R) & Permissive (P) Uses of Funds	Line Item # & Amount	Evaluation Strategy & Timeline	Expected Outcome
Action Step 1: Thinkgate Elements Professional Development	August 2011-May 2012	R1, R5, R6, R8, R9	None	<ol style="list-style-type: none"> 1) CTE director will follow up to ensure teachers are using the software to plan and pace instruction, generate standards based tests aligned with curriculum standards, and measuring and monitoring instructional progress, quarterly 2) CTE Instructors will attend program area follow up meetings; monthly 3) CTE instructors will monitor student report card grades and progress reports, monthly 4) Administrators will compare EOC Scores from previous year(s) (Sept.2011-April 2012) 	<p>Improved Language Arts/Reading Gateway and Writing Assessment scores as indicated by the system goal stated above.</p> <p>Improved progress in State CTE Report Card findings.</p>
Action Step 2: 6 + 1 Writing Assessments in all CTE Courses	Minimum of one per trimester in 2011-2012	R1, R9	None	CTE Instructors will score essays according to TDOE and 6+ 1 Writing Rubric	Improved Language Arts/Reading EOC and Writing Assessment scores as indicated by the system goal stated above.

Action Step 3: Tutoring to provide Intervention and address the needs of At Risk, Special Population Students and students with disabilities.	August 2010-May 2011	R1, R8, R9	None	CTE instructors will monitor student progress reports and report cards; Program area meetings; (Aug 2011-May 2012)	Improved Language Arts/Reading Gateway and Writing Assessment scores as indicated by the system goal stated above. Improved progress in State CTE Report Card findings.	
Action Step4: Full implementation of CTE Rubric. CTE teachers will attend the CTE Summer Conference for Professional Development	July 2011	R1, R4, R8, R9	72130 355PD \$4,000.00	CTE instructors will be required to use the CTE Rubric in the evaluation of students and on their online competency profiles. (Aug.2011-May 2012)	Improved rigor and relevance in all CTE programs and courses to improve number of students going to post secondary education.	
Sec. C.2 - IMPLEMENTATION PLAN						
<i>Identify professional development component(s) addressed in Goal 1. Note: Professional development must also be described in the Action Steps. (As applicable)</i>	Goal 1 PD Component(s) Year IV: PD1, PD2, PD3, PD4, PD5, PDD					
	Goal I Sub-Total					\$4,000
Equipment List to Support Goal 1 Action Steps (Identify programs and equipment to be purchased.) The list must be specific . T&I must identify sub-clusters.	Program by School:		Equipment:			
	Program by School:		Equipment:			
	Program by School:		Equipment:			

YEAR FOUR ACTION PLAN: FISCAL YEAR 2011-2012

GOAL 2 – Action Plan Development

Section A –Identify which need(s) component addresses.

System Goal	Maintain or exceed the 2010-2011 negotiated rate of 87.91% in Academic Attainment Math (1S2) by June 2012
Which local plan component(s) does this goal address?	a, c, d, f, l, n, q
Which core indicator of performance is addressed?	1S2, 3S1, 4S1
Which TCSPV Component V Goal and Action Step are addressed as applicable?	TCSPV Goal #1: Increasing Academic Attainment-- Action Steps: 1. Provide tutorial sessions with those students targeted as at risk such as homeless, migrant, special education, low income, those students identified as non proficient, and those students identified as ELL. 2. Provide training to demonstrate how to disaggregate and use test data for more focused and individualized instruction.

Section B: ACTION STEPS

Section C.1 - IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, new technology, and equipment. Address Special Populations as applicable.</i>	For each of the Action Steps you list, give timeline, Required & Permissive Uses of Funds, Line Item # & Amount, Evaluation Strategy and Expected Outcome. (For Evaluation Strategy, define how you will evaluate the action step.) Check when completed.				
	Action Step Timeline	Required (R) & Permissive (P) Uses of Funds	Line Item # & Amount	Evaluation Strategy & Timeline	Expected Outcome
Action Step1: Thinkgate Elements Professional Development	Sept. 2011- May 2012	R1, R5, R6, R8, R9	None	1. CTE director will follow up to ensure teachers are using the software to plan and pace instruction, generate standards based tests aligned with curriculum standards, and measuring and monitoring instructional progress, quarterly 2.CTE Instructors will attend program area follow up meetings; ; monthly 3. CTE instructors will monitor student report card grades and progress reports, monthly 4. Administrators will compare EOC Scores from previous year(s) (Sept.2011-April 2012)	Improved Mathematics Gateway scores as indicated by the system goal stated above. Improved progress in State CTE Report Card findings.
Action Step 2: Tutoring to Provide Intervention and address the needs of At Risk, Special Population Students and students with disabilities.	August 2011- May 2012	R1, R8, R9	None	CTE instructors will monitor student progress reports and report cards; Program area meetings; (Aug 2011-May 2012)	Improved Mathematics Gateway scores as indicated by the system goal stated above. Improved progress in State CTE Report Card findings.
Action Step 3: Full implementation of CTE Rubric	August 2011- May 2012	R1, R4, R8, R9	None	CTE instructors will be required to use the CTE Rubric in the evaluation of students and on their online competency profiles, each grading period	Improved rigor and relevance in all CTE programs and courses to improve number of students going to post secondary education.

Section C.2 - IMPLEMENTATION PLAN			
<i>Identify professional development component(s) addressed in Goal 2. Note: Professional development must also be described in the Action Steps. (As applicable).</i>	Goal 2 PD Component(s) Year IV: PD1, PD2, PD4, PDB		
	Goal 2 Sub-Total		\$0
Equipment List to Support Goal 2 Action Steps (Identify program and equipment to be purchased.) The list must be specific . T&I must identify sub-clusters.	Program by School:		Equipment:
	Program by School:		Equipment:
	Program by School:		Equipment:

YEAR FOUR ACTION PLAN: FISCAL YEAR 2011-2012

GOAL 3 – Action Plan Development	
Section A –Identify which need(s) component addresses.	
System Goal	Maintain or Exceed the 2010-2011 negotiated level of 90.75% Student Graduation Rates (4S1) by June 2012.
Which local plan component(s) does this goal address?	A, b, e, g, h, i, j, k, l, m, n, o, p, q
Which core indicator of performance is addressed?	2S1, 3S1, 4S1, 5S1, 6S1, 6S2
Which TCSPP Component V Goal and Action Step are addressed as applicable?	<p>TCSPP Goal #1: Increasing Academic Attainment Action Step: Provide staff development opportunities that are research based and focus on differentiated instruction, best practices, and classroom management techniques in order to meet the diverse needs of all students in an inclusive environment.</p> <p>TCSPP Goal #2: Increasing Appropriate Student Behavior: Action Steps: 1. District-wide Leadership Team will support each school in implementing a positive behavior support system. The leadership team will foster community involvement with PR activities throughout the community indicating and emphasizing the school-wide rules. 2. PBS team established at each school to gather and study behavioral data to drive school decisions. Incentives will be purchased to supplement the program as well as hiring a PBS coach. 3. CTE students will be assigned a CTE advisor to encourage enrollment and completion of nontraditional courses as concentrators and to ensure gender equity and provide career</p>
Section B: ACTION STEPS	Section C.1 - IMPLEMENTATION PLAN
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal.	For each of the Action Steps you list, give timeline, Required & Permissive Uses of Funds, Line Item # & Amount, Evaluation Strategy and Expected Outcome.(For Evaluation Strategy, define how you will evaluate the action step.) Check when completed.

	Action Step Timeline	Required (R) & Permissive (P) Uses of Funds	Line Item # & Amount	Evaluation Strategy & Timeline	Expected Outcome	
Action Step 1: Increased CTSO Involvement by students including special populations, students with disabilities and at risk students.	September 2011-May 2012	R3, R6, P5	72130 355 C \$5,574.20 72130 355 S \$1,200.00	Participation in local, district, regional, and state activities and competitions; Field Trips; Guest speakers 9/2011-5/2012	Increased student participation numbers in school CTSO activities	
Action Step 2: Assign CTE students with CTE teacher advisor/Provide career guidance and counseling to students and parents during Freshmen orientation and registration regarding CTE opportunities for traditional and non-traditional Focus of Study. FOCUS ON YOUR FUTURE DAY for incoming freshmen in the spring to introduce students to all Focus of Study opportunities.	August 2011	R2	71300 499 \$1,000.00	Feedback from CTE students and parents 4/2012	Students remaining in school to meet graduation rate school goal; Increased number of students completing a Focus of Study	
Action Step 3: Systematic upgrade of CTE Laptops/Teacher Workstations.	August 2011-May 2012	R7	71300 730 \$4,500.00	CTE teachers will report inventory information to CTE Director 9/2011-5/2012	Teachers better prepared and up-to-date on current technology and software	
Action Step 4: Continued support and implementation of Focus of Study and new emerging technology .	October 2011	R1, R2, R3, R4	71300 730 \$12,403.25	New focus of study information will be included in registration materials as developed 9/2011	Increased number of Focus of Study offerings to enhance CTE student offerings	
Action Step 5: Upgrade and modernization of the Cosmetology Department.	August 2011 – May 2012	R1, R4, R7	71300 730 \$3,500.00	Cosmetology teacher will report inventory information to CTE Director 8/2011-4/2012	Cosmetology students prepared to enter post-secondary education or workplace with skills using current technologies	
Section C.2 - IMPLEMENTATION PLAN						
<i>Identify professional development component(s) addressed in Goal 1. Note: Professional development must also be described in the Action Steps. (As applicable)</i>	Goal 3 PD Component(s) Year IV:					
	Goal 3 Sub-Total					\$ 28,177.45
Equipment List to Support Goal 3 Action Steps (Identify program and equipment to be purchased.) The list must be specific . T&I must identify sub-clusters.	Program by School: SCHS	FACS	Equipment: Sewing machine stools and lights for program upgrade. Upgrade laptop computers for each teacher (2)			
	Program by School: SCHS	Cosmetology	Equipment: pod therapy spa system			
	Program by School:		Equipment:			

Goal Summary Sheet 2011-2012			
Goals	Amount		
Goal 1	Subtotal	\$4,000.00	
Goal 2	Subtotal	0	
Goal 3	Subtotal	\$28,177.45	
Goal 4	Subtotal		
Goal 5	Subtotal		
72230 Supervisor/Director & 99100 Indirect Costs	Subtotal	\$1,693.55	
Grand Total		\$33,871.00	

- Notes: 1. The Goal Summary Sheet grand total must equal LEAs allocation.
2. The Goal Summary Sheet grand total must equal the Budget Summary federal grand total.