



J. Harley Bonds Career Center
Wayne Rhodes, Director

Greenville County School District
Dr. Burke Royster, Superintendent

School Portfolio
Action Plan 2013 - 2018

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: J. Harley Bonds Career Center

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

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

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Anna Chappell		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Wayne Rhodes		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 505 North Main Street, Greer, SC 29650

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <u>POSITION</u> | <u>NAME</u> |
|--|--------------|
| 1. PRINCIPAL: | Wayne Rhodes |
| 2. TEACHER: | John Romano |
| 3. PARENT/GUARDIAN: | Nancy Hicks |
| 4. COMMUNITY MEMBER: | Mark Owens |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Lynn Nelson |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Director</u>	<u>Branan Myers</u>
<u>School Counselor</u>	<u>Anna Chappell</u>
<u>Teacher/Focus Group Chairman</u>	<u>Chris Harvey</u>
<u>Teacher/Focus Group Chairman</u>	<u>Karen Bruce</u>
<u>Teacher/Focus Group Chairman</u>	<u>Nancy Davis</u>
<u>Teacher/Focus Group Chairman</u>	<u>Eddie Squires</u>
<u>Teacher/Focus Group Chairman</u>	<u>Lisa Holcomb</u>

***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 PLAN

Act 135 Assurances

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

NA **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

√ **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

√ **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

√ **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

√ **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

NA **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

- √ **Collaboration**
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- NA **Developmental Screening**
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- NA **Half-Day Child Development**
The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- NA **Developmentally Appropriate Curriculum for PreK–3**
The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- NA **Parenting and Family Literacy**
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
- √ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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INTRODUCTION

In preparing for the new five-year renewal plan, the four career centers in the Greenville County School District were provided with an opportunity to define common goals for the centers in the areas of student achievement, teacher/administrator quality, and school climate. For the area of student achievement, the career centers decided to work on goals related to technical skill attainment, graduation rate, placement rate, and enrollment. In the area of teacher/administrator quality, the career centers agreed to work on the goal of increasing staff development hours relevant to Career and Technology Education. For the area of school climate, the career centers along with the other schools in Greenville County chose to work on goals related to the learning environment and school safety. It was on these eleven goals that the school portfolio committee worked during this process.

Our school portfolio committee consisted of Wayne Rhodes (administrator), Anna Chappell (school counselor), Brana Myers (Assistant Director), Chris Harvey (teacher), Karen Bruce (teacher), Nancy Davis (teacher), Eddie Squires (teacher), and Lisa Holcomb (teacher). Each teacher on the committee was in charge of a focus group aimed at addressing the school goals as outlined in the school portfolio. Through this process, each focus group met and discussed setting realistic goals for each area and the strategies to incorporate to achieve those goals. Suggestions from each focus group were considered by the portfolio committee, narrowed down with additional consideration of school data, and revised to address the three areas of student achievement, teacher/administrator quality, and school climate. Progress towards each goal is updated yearly and strategies are reviewed and revised as needed.

EXECUTIVE SUMMARY

As one of four career centers in the school district, J. Harley Bonds Career Center (Bonds) serves the career and technical education needs of high school students in the northeast section of Greenville County. Bonds Career Center draws students from Blue Ridge, Eastside, Greer, Riverside, and Wade Hampton High Schools. Bonds is a *Technology Centers That Work* (TCTW) site and has won the Palmetto Gold Award every year since the award's inception. We are also one of six Blue Ribbon Lighthouse career centers in the state.

Our mission is to educate all students for lifelong participation in a diverse society. At Bonds Career Center, we value our students as vital, contributing members of society; and we believe that students should have the educational environment that allows them to acquire career skills needed in a global economy. We believe:

- All students can learn.
- Students learn best when they are actively engaged in a high-tech, hands-on environment.
- Students must have success-oriented opportunities.
- A student's self-esteem is enhanced by positive reinforcement and respect from the staff and their peers.
- High expectations increase student performance and motivation.
- Assessments of the learning process will provide a variety of opportunities for students to evaluate their success.
- Joint commitment from students, teachers, parents, and the community will effectively educate a student.
- A diverse curriculum with unique instructional techniques will meet the educational needs of all students and prepare them for the future.
- Interpersonal and leadership skills that enhance life-long performance are gained through active participation in club activities and community service.

Bonds Career Center students are active participants in the student organizations related to their chosen career field, with many students serving as local or state officers. Year after year, we continue to have one hundred percent membership in SkillsUSA. During the summer, we had eleven students that represented the state of South Carolina in the national SkillsUSA competitions in Louisville, Kentucky. In addition, we have an active chapter of the National Technical Honor Society which honors our most academically and technically successful students.

In addition to participation and recognition from our student organizations, our students also have many additional awards and honors. Our Cosmetology students continue to have a one hundred percent passage rate for state board licensure and this has occurred for more than four straight years. Each year, our programs award Greenville Technical College scholarships to twenty-two eligible seniors. We are fortunate to also award two Greer Education Foundation scholarships and the Jason Smith Memorial Scholarship to deserving seniors as well.

Bonds Career Center offers many outstanding features to improve the quality of our instruction and enhance the offerings to our students. We are a *Technology Centers That Work*

site dedicated to improving the academic performance of all of our students. Several of our programs offer Early College credit through Greenville Technical College for those students meeting admissions requirements. We also have cooperative education and summer internship programs available to students in some programs.

Bonds Career Center offers eleven programs within seven career cluster areas. All programs are one or two year programs with many of these offering national certifications and/or licenses for students completing the programs. Our program offerings and the accompanying certifications include the following:

- Animation
- Automotive Technology (NATEF, ASE, AYES)
- Building Construction (NCCER)
- Computer Programming
- Cosmetology (State License)
- Culinary Arts (ServSafe, Pro-Start)
- Esthetics (State License)
- Firefighting (Firefighting 1 and 2)
- Machine Tool Technology
- Mechatronics Integrated Technologies
- Welding (NCCER, AWS)

Although we have a wide-range of offerings for students and offer flexible scheduling options for academic courses, one of our biggest challenges is enrollment in some of our programs. For instance, our Machine Tool Technology program offers training in one of the state's most currently sought-after fields; however, our program's enrollment is consistently lower than desired. Recruiting efforts to combat this issue, even with employment and college tuition offerings from major companies such as GE and Michelin, have proved less than ideal. Another challenge that greatly influences our enrollment centers on the stigma that is associated with the vocational centers of the past and the perception of working in certain fields. We have evolved from the vocational centers of the past that only offered training for students wanting to go right into the workforce to career and technology centers that offer some of the most technologically up-to-date opportunities for students to apply the academic knowledge received in the high school setting to real world problems. In addition, job opportunities in many fields have changed drastically within the last ten to fifteen years; gone are the days of the dirty factory job. Many of today's manufacturing facilities offer highly technical and clean job opportunities that make for lifetime careers. The G+ initiative of the district which we have incorporated into each program has the goal of every graduate not only getting the diploma upon graduation but also career ready skills and /or college ready with credentials of certification in their field, work based experience, and college credits.

For this renewal plan period, our school will work on specific goals in the areas of student achievement, teacher/administrator quality, and school climate. The findings for each area are as follows:

Student Achievement

- *Technical Skill Attainment.* Currently our students out-perform state goals in the area of technical skill attainment, which is measured by the number of students enrolled in career and technology courses who score 2.0 or above on the final course grade. Our 2011-12 baseline for this goal is 93.1%. We feel that a modest goal of raising our current percentage by 0.5 percent annually is obtainable.
- *Graduation Rate.* Our current graduation baseline is 93.4%. Our goal is to raise this to 95.9% by 2017-18.
- *Placement Rate.* We have an excellent placement rate for our graduates at 97.5% which indicates that the vast majority of our students go on to seek employment, post-secondary education, or military options after graduating high school. Our goal in this area is to maintain this percentage.
- *Enrollment.* Over the last couple of years, our enrollment has declined slightly. Obviously this is an area which offers much opportunity for growth. We would like to see our enrollment increase by 2% annually.

Teacher/Administrator Quality

- *Staff Development.* Teachers will participate in 24 hours of professional development as required by district guidelines.

School Climate

- *Learning Environment.* Overall, about 88% of our stakeholders are satisfied with the learning environment at our school. We would like to increase this percentage by 1% each year.
- *School Safety.* The majority of our students and teachers feel safe at school with 95.2% and 93.8% indicating so; 87.5% of our parents indicate that their child feels safe at school. Obviously, we would like for everyone to feel safe at school and for these percentages to increase or at least remain constant.

SCHOOL PROFILE

Founded in 1972, Foothills Vocational Center became Greenville County School's second area technical school serving eleventh and twelfth graders from Blue Ridge, Eastside, Greer, and Wade Hampton High Schools. The center was originally located at the site of the old Lincoln High School in Taylors; however, by the mid-nineties, it became increasingly obvious that the growing need to offer more innovative career and technical education classes was causing the center to outgrow the aging facilities. In August 2001, Foothills Career and Technology Center, as it was then called, was relocated to the site of the old Greer High School, thus preserving a community landmark and repurposing an existing school building. In November of that same year, Foothills Career Center was officially renamed J. Harley Bonds Career Center in commemoration of Mr. J. Harley Bonds who served for over fifty years as a Greenville County School Board member.

In its new location as part of the J. Harley Bonds Career and Educational Resource Center, the career center occupied the first floor of the building with other district programs housed on the second and third floors. By December 2002, all career center classrooms and offices within the main building were complete and a new 40,000 square foot shop building was added. Since that time, two more renovations have occurred that have added over 8,200 square feet of classroom and shop space to the main building. The most current renovation transformed the old high school gymnasium into a 3,000 square foot welding facility with 50 welding booths. This same renovation also transformed the former media center into three health science classrooms covering over 2,400 square feet. Today, Bonds serves approximately 350-400 students per year in 11 different programs.

SCHOOL COMMUNITY

Bonds Career Center is located within the city limits of Greer and serves five high schools in the northeast section of Greenville County. According to data from the 2010 Census, the city has grown to a population of 25,515 within its more than 20 square mile area. This represents a 51.5% population change since 2000. Of the current population, 26.6% are between the ages of 5 and 18. Greer is also home to over 2,700 businesses and is ideally located near many major businesses in the Spartanburg and Greenville areas. Greer is one of South Carolina's fastest-growing cities and, with the addition of the new inland port in the Greer area, is in a prime location for the career and technical opportunities that the career center offers its students.

Students attending Bonds come from five feeder schools in Greenville County—Blue Ridge High School, Greer High School, Eastside High School, Riverside High School, and Wade Hampton High School. Of these schools, Blue Ridge, Greer, and Wade Hampton represent definite geographical communities. Riverside and Eastside were built in the 1970s to accommodate the influx of people moving into the area as the economy grew. Parents in the Riverside, Eastside, and Wade Hampton communities have become a powerful voice for political, economic, and educational issues in the area.

- **Blue Ridge High School** serves the largest geographical area in the district. Located in the rural northern portion of the county, these students are part of a close-knit community that is growing rapidly. The population in this attendance area has increased significantly due to the extensive number of subdivisions that have been built in the last few years.
- **Greer High School**, which lies in a diverse community, is also changing. Once dependent on an agricultural and textile economy, the school has had to address changes in skill and education requirements as new high-tech businesses and industries have located to the area. This high school is located within the city limits of Greer.
- **Riverside High School**, also located within the city limits of Greer, has had a significant population increase as well. A larger facility was built in 2006 to accommodate the increased number of students and has quickly approached its ideal capacity.
- **Eastside High School's** community abuts Riverside's and serves a similar population. A newer, larger facility was also built to serve this area.
- **Wade Hampton High School** serves a student population living within the city limits of Greenville. The city itself is a key part of a super-regional urban corridor along Interstate 85. Wade Hampton's student body represents the ethnic diversity of its population and a new facility has brought about an increased enrollment. The location of the new Fine Arts Center on the same campus has impacted the student population as well.

Bonds Career Center offers traditional as well as innovative career and technical programs to high school students from its five feeder high schools. Home-schooled teenagers are also accepted into the CTE courses. Students attend morning or afternoon classes on this campus and take classes at their home school during the other half of the school day. Morning classes begin at 9:00 a.m. and end at 11:40 a.m., while afternoon classes begin at 12:50 p.m. and end at 3:25 p.m. Math and English courses are also offered at 8:00 a.m. to accommodate students that may have trouble fitting career center classes and academic classes into their schedules. The school district provides bus transportation to and from Bonds; students may also drive or ride to the campus in student vehicles with parental permission.

The administration and district continue to work toward offering programs using state-of-the-art technology in the classroom and the shop/lab. For example, the automotive shop is the most modern, up-to-date facility of any career center in the state. A complete computer laboratory was added so students could receive on-line instruction from the National Automotive Technicians Education Foundation to earn four of the eight national ASE certifications offered by NATEF. Another example is our welding facility which is the largest high school training facility in the state with 50 welding booths equipped to train students in shielded metal, gas tungsten, and gas metal arc welding.

The administration continues to work to improve our students' academic performance. In 2008, Bonds became a Southern Regional Education Board (SREB) *Technology Centers That Work (TCTW)* site. The focus of this initiative is to ensure the student's success at the postsecondary level through the integration of academics into the current curriculum.

Information gathered from a technical assistance visit in 2010 continues to be used in campus-wide instructional planning.

The Southern Association of Colleges and Schools has accredited Bonds Career Center since 1972, and in 2013 we participated in the *AdvancEd* accreditation process along with all schools in the district. The diligence of our students and staff has earned significant recognitions. Bonds continues to be a *Palmetto Gold Award* winner and was recognized in 2006 as a *Blue Ribbon Lighthouse School*, one of only six career centers so honored in South Carolina. In 2012, Bonds received the *TCTW Gold Improvement Award* indicating that our students had increased their mean score on the *High Schools That Work* assessments in reading, math, and science by at least ten points from 2010 to 2012.

SCHOOL PERSONNEL

The staff of Bonds Career Center is composed of sixteen instructors, two administrators, one school counselor, one secretary, one attendance clerk, one aide, one plant engineer, and five custodians.

Thirteen instructors are certified in their teaching area; the remaining three teachers are working to obtain certification through the state's alternative certification programs—DIRECT (Developing Instructional Readiness for Educators of Career and Technology). Eleven staff members have at least a four-year degree. Years of educational experience range from first-year teachers to those with more than forty years of experience. The average daily attendance for the faculty during the 2014-2015 school year was 94.1%. There is one nationally board certified teacher on the faculty.

Staff Diversity

Male	14
Female	14
African-American	4
Caucasian	24

Educational Background—Faculty

Trade Certification	2
Associate Degree	5
Bachelor's Degree	4
Master's Degree	3
Master's Degree plus 30 hours	5

All faculty members are involved in professional organizations. We have one hundred-percent faculty membership in SkillsUSA to encourage students to participate in professional organizations related to their career fields. Memberships in other professional organizations by our faculty include the following: National Center for Construction Education and Research (NCCER), Greenville County Fire Chiefs Association, South Carolina Firefighter Association, ACTIVE (formerly the Association of Cosmetology Teachers of Vocational Education), South Carolina Association of Teacher Educators (SCATE), ASCD (Association for Supervision and Curriculum Development), National Council of Teachers of English, International Reading Association, American Culinary Federation, National Restaurant Association, North American Council of Automotive Teachers, International Automotive Technicians Network, Automotive Youth Educational Systems (AYES), American Welding Society and ACTE.

In addition to becoming active members of their professional organizations, our teachers participate in various professional development opportunities throughout the year to improve their instructional delivery in the classroom. Each year, the majority of our teachers complete more than the required minimum of 24 hours of professional development. All of our teachers continue to receive training in their fields so they can offer the most up-to-date instruction and training to our students. All of our teachers have received, or are currently working on receiving, their technology proficiency.

Every staff member participates in the PAS-T Evaluation cycle. The evaluation tool includes a student learning objective (SLO), approved and monitored by the school administrators. At the beginning of the school year, each member sets at least one SLO and one professional goal to accomplish by the end of the school year. The administration sets up individual conferences during the year to discuss progress towards meeting these goals.

Three times a year we provide informational experiences for current and prospective students and parents to meet instructors and learn about program requirements. In the fall, new and returning students and their families are invited to meet with instructors to discuss classroom expectations and career-related opportunities. At this time, School Improvement Council (SIC) elections are held. During the second semester, a New Student Information Night is held for prospective students and their parents to familiarize them with the various requirements of the different career programs offered. In addition, community supporters are invited to visit the career center during these times to learn more about the programs offered.

STUDENT POPULATION

We enroll students from five feeder high schools in Greenville County—Blue Ridge High School, Greer High School, Eastside High School, Riverside High School, and Wade Hampton High School. These schools are located in the northeast section of the county. The following table indicates feeder high school enrollments at Bonds Career Center for the past five years.

Five Year Enrollment History

HIGH SCHOOL	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Blue Ridge High School	95	134	131	111	138
Eastside High School	40	53	43	43	45

Greer High School	83	104	93	99	139
Riverside High School	54	68	51	67	57
Wade Hampton High	43	84	85	87	89
Other High Schools	6	14	6	2	2
Home Schooled	5	4	3	3	3
Satellite Diploma	3	5	5	NA	NA
TOTAL	329	466	417	412	473

The bulk of Bonds' enrollment comes from its three block-scheduled high schools (Blue Ridge, Greer, and Wade Hampton). There was a steep drop in enrollment for the 2015-16 school year due to the health science and agriculture science programs being relocated into high schools. Also the Computer Networking and Computer Service Technology programs were dropped beginning in 2015-16. We are trying new and varied recruiting methods to increase enrollment numbers. The Bonds staff works closely with each high school's counseling department to make sure students are properly enrolled and registered. Students must complete an application for admission and meet minimum attendance, grade, and discipline requirements. Teachers review applications and select students based on potential success in individual programs; our most popular programs invite students to interview for the limited number of available seats.

Over the years we have sought stability in class enrollments at maximum or near maximum class size. Some classes are limited in enrollment by their state or national credentialing agencies. For example, Automotive Technology is limited to sixteen students in each section by the National Automotive Technology Education Foundation and Cosmetology is limited to twenty students by the Cosmetology State Board.

Class demographics with regards to ethnicity, gender, free/reduced lunch, and special education services are listed in the following tables.

Ethnicity and Gender by Program*

PROGRAM	Male	Female	Asian	Black	Hispanic	American Indian	Mixed, 2 or more races	Pacific Islander	White
Animation	14	0	0	3	1	0	1	0	9
Automotive Technology	25	0	0	1	2	0	0	0	22
Building Construction	20	0	0	1	1	0	0	0	18
Computer Programming	12	2	1	1	1	0	1	0	10
Cosmetology	2	32	1	2	7	0	0	0	24
Culinary Arts	13	19	1	4	3	0	0	0	24
Esthetics	0	12	0	0	4	0	0	0	8
Firefighting	5	0	0	1	0	0	0	0	4
Machine Technology	18	2	1	1	2	0	1	0	15
Mechatronics	18	5	1	2	3	0	0	0	17
Welding	69	7	0	5	9	0	1	1	60
Total	196	79	5	21	33	0	4	1	211
Percentage									

*Source: PowerSchool report on 03/24/16

Free/Reduced Lunch Recipients by Program*

PROGRAM	Free Lunch	Reduced Lunch
Animation	4	3
Automotive Technology	5	3
Building Construction	6	1
Computer Programming	4	0
Cosmetology	8	1
Culinary Arts	17	2
Esthetics	5	2
Firefighting	1	0
Machine Technology	10	3
Mechatronics	6	3
Welding	26	4
Total	92	22
Percentage		

*Source: PowerSchool report on 03/24/16

Special Education Services*

23.9% of Bonds student population receives special education services

3.2% of Bonds student population has a 504 plan

*Source: PowerSchool report on 03/24/16

SCHOOL PROGRAMS AND INITIATIVES

Counseling Department. Bonds Career Center has a full-time school counselor available to students, faculty, and parents. The mission of the counseling department, in conjunction with other school services, is to develop well-adjusted, responsible, and productive students by assisting them in academic, personal, social, and career growth. Students are referred to the counselor for career counseling, personal problems, scheduling problems, and/or attendance problems. The counselor also participates in and helps coordinate activities that contribute to the effective operation of the school. Additionally, the school counselor informs students at feeder schools of our programs, registers students for the courses, and coordinates school-to-work initiatives.

Student Organizations and Competitions. For the past twelve years the entire school has joined SkillsUSA through its Total Participation Plan. Bonds also maintains an active chapter of the National Technical Honor Society for those students meeting high expectations at both the career center and the home high school.

Active participation in our student professional organization, SkillsUSA, is strongly encouraged to help instill the leadership and soft skills required in the workplace. As members of the Total Participation Plan, all of our students participate in the SkillsUSA Professional Development Program. Both morning and afternoon officers are elected each year. These officers actively participate in the state leadership conferences held in the fall and the spring.

All instructors serve as advisors for our student professional organizations and work closely with the students to prepare them for competitions, conferences, and workshops. For this year's South Carolina SkillsUSA Skills and Leadership Conference, Bonds has 50 students competing in technical skill and leadership competitions; many of these students will win first place in their competition and will go on to represent our school and South Carolina at the National SkillsUSA Skills and Leadership Conference in Louisville, Kentucky, in June.

School Programs. Bonds Career Center currently offers students the opportunity to receive training for careers in the following seven career clusters: Architecture and Construction; Business Management and Administration; Hospitality and Tourism; Human Services; Information Technology; Manufacturing; and Transportation, Distribution, and Logistics. Students earn three units of credit for each year long course; all courses are part of either one or two-year programs. Students in two-year programs have the opportunity to earn honors credit for the third and fourth semesters. Students qualifying for Greenville Technical College admission may earn early college credit in the following classes: Welding, Machine Technology, Mechatronics, Culinary Arts, and Automotive Technology. Students receiving early college credit also receive advanced placement credit at the high school level. The following table lists the number of students earning early college credit from Greenville Technical College:

Greenville Technical College Course	Bonds Career Center Program	Students Receiving College Credit
AUT 112	Automotive Technology	9
AUT 159		13
HOS 140	Culinary Arts	14
CUL 155		14
HOS 245		8
HOS 256		7
MTT 120	Machine Technology	10
MTT 123		11
IMT 112	Mechatronics	8
EEM 117		2
WLD 102	Welding	38
WLD 108		34
WLD 110		38
WLD 111		41
WLD 132		29
WLD 141		34

Early College Credit – 2015-2016

Listed below are the courses offered by our school for the 2015-2016 school year:

- Automotive Technology 1 & 2
- Building Construction 1 & 2
- Cosmetology 1 & 2
- Culinary Arts 1 & 2
- Esthetics
- Firefighting
- Machine Technology 1 & 2
- Mechatronics Integrated Technologies 1 & 2
- Welding 1& 2

The following table indicates the number of students enrolled for each course over the past five years.

Five Year Course Enrollment

CLASS NAME	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Automotive Technology+	26	23	26	26	25
Building Construction	44	25	26	24	21
Animation* <i>(began 14-15, previously Web Design)</i>	9	16	15	10	15
Computer Programming* <i>(new program 2014-15)</i>	-	-	-	9	14
Computer Service Technology* <i>(last yr of program was 2014-15)</i>	11	7	9	9	-
Cosmetology	38	58	42	39	37
Esthetics* <i>(new program 2013-2014)</i>	-	-	12	11	13
Culinary Arts+	60	48	51	52	32
Health Science+ <i>(last yr of program was 2014-15)</i>	106	70	72	109	-
Networking* <i>(new program 2013-2014, last yr of program was 2014-15)</i>	-	-	9	4	-
Occupational Diploma Career Preparation*	26	25	27	31	39
Mechatronics	12	17	21	18	23
Animal Science and Horticulture* <i>(last yr of program was 2014-15)</i>	19	28	25	25	-
Welding+	107	100	62	80	81
Machine Tool+ <i>(#s had been previously combined with Welding)</i>	-	-	16	24	23
Firefighting <i>(new program in 2015-16)</i>	-	-	-	-	6

***Source: PowerSchool 8-Day Report 8/28/15*

NOTE: * = one year classes
 + = early college classes

Students in the following programs have the opportunity to earn state and/or national certification/licensing in their field by passing the necessary training and testing requirements:

- Automotive Technology—NATEF (National Automotive Technology Education Foundation) and Ford MLR (Maintenance and Light Repair) certifications
- Building Construction—OSHA (Occupational Health and Safety Administration) and NCCER (National Center for Construction Education and Research) certifications in the areas of Core Curriculum, Carpentry, Electricity, Masonry, and Plumbing
- Culinary Arts—ServSafe and ProStart certifications
- Cosmetology—State Cosmetology License

- Esthetics – State Estheticians License
- Welding - AWS

Bonds Career Center evaluates program effectiveness on a continuing basis and updates programs to better prepare students for the work place and post-secondary studies as needed. Various factors have influenced course offerings and modifications during the past several years. These factors include meeting the needs of business and industry, changing student interests and goals, scheduling in five feeder high schools, increasing SC Commission on Higher Education requirements for admission to South Carolina public colleges and universities, declining monetary resources at the district and state levels, and sharing of district funds between four career centers.

Over the years, a number of new courses have been added to our curriculum to meet the changing needs of our stakeholders. These new courses include the following: Mechatronics Integrated Technologies, Machine Technology, Firefighting, and Foundations of Animation. For the same school year, we also added an Esthetics program to our Cosmetology department to accommodate the growing demand in that area. Additional instructors have been added to existing classes as the number of students interested in certain courses has grown. We have also added an additional Welding instructor to accommodate the growing interest in this field. Culinary Arts has expanded with the addition of a second teacher. For the 2014-2015 school year, we added a Computer Programming course to meet the needs of students interested in Information Technology careers and in 2015-2016 we added Firefighting. Also for 2015-2016, all health science courses and agriculture programs were moved to the high schools.

Each career cluster area has an advisory committee that meets at least twice during the school year. Members of these committees are business and industry leaders who offer suggestions to better prepare students for the workplace. Many have been effective resources for materials and funding as well. In addition, those programs offering early college credit include representatives from the post-secondary level on their advisory committees to ensure they are kept up-to-date on planned curriculum changes for the upcoming year. Rosters and information relating to each Advisory Committee are available for review.

Occupational Diploma Program. Students identified as having disabilities severe enough for self-contained placements are served through our Occupational Diploma Program. This program has been in place in Greenville County Schools for over ten years. Modifications that address each student's learning and behavioral needs are written into an Individual Education Plan. The District's Special Needs Coordinator works with both students and instructors to modify the curriculum and/or program as needed. The special needs instructor also works closely with special education teachers at each feeder school to assess students' vocational interests and aptitudes. The instructor uses this information along with conferences with parents, students, and teachers to help determine course selection.

In the tenth grade, students are enrolled in Career Preparation where, through classroom experiences, they learn how to prepare for the world of work. They are also enrolled in Career Rotation where they work on 21st Century Skills and experience various occupational areas while earning classroom credit. Each student is evaluated at the end of the school year to determine if he or she will enroll in a career class for the junior year.

School-To-Work Programs. Students have numerous opportunities to participate in School-To-Work activities. The activities offering the most opportunities include shadowing, work-based opportunities, and internships. Through the AYES program, Automotive Technology students have the opportunity for a summer internship with a local new-car dealership; this summer internship typically leads to cooperative learning experiences during the senior year. Students participating in the cooperative learning program earn money

while learning more about their chosen career path. This program gives students hands-on opportunities and experiences that will prepare them to enter the job market or to pursue an associate degree. Cooperative education students from Bonds can be found working at local plumbing, electrical, and carpentry sites. Cooperative education opportunities are available in all classes; however, the following classes have the highest number of participants: Automotive Technology, Building Construction, Cosmetology, Culinary Arts, Machine Technology, and Welding. In addition to cooperative opportunities, students have apprenticeship and internship programs that they compete for from companies like BMW, GE, Michelin, United Tool and Dye, and Drive Automotive.

Students in the cooperative education and internship programs are responsible for reporting their activities each week. The students describe their duties for the week, their learning experiences and challenges, and any problems that arose during the week. Supervisors sign off on student hours. Each grading period, supervisors complete an employability evaluation. The ratings for this evaluation cover a wide range of 21st Century work skills such as attendance, attitude, self-confidence, grooming, initiative, and perseverance. The training plan and progress reports deal with technical, job-related competencies. The teacher, supervisor, and student determine these competencies. The teacher and job placement coordinator supervise these two areas. On-site visits are made each grading period.

MISSION, PHILOSOPHY, AND BELIEFS

MISSION

Our mission is to educate all students for lifelong participation in a diverse society.

PHILOSOPHY

At Bonds Career Center, we value our students as vital, contributing members of society. We believe that students should have the educational environment that allows them to acquire career skills needed in a global economy.

BELIEFS

We believe:

- All students can learn and no student will be left behind.
- Students learn best when they are actively engaged in a high-tech, hands-on environment.
- Students must have success-oriented opportunities.
- A student's self-esteem is enhanced by positive reinforcement and respect from the staff and their peers.
- High expectations increase student performance and motivation.
- Assessments of the learning process will provide a variety of opportunities for students to evaluate their success.
- Joint commitment from students, teachers, parents, and the community will effectively educate a student.
- A diverse curriculum with unique instructional techniques will meet the educational needs of all students and prepare them for the future.
- Interpersonal and leadership skills that enhance life-long performance are gained through active participation in club activities and community service.

DATA ANALYSIS AND NEEDS ASSESSMENT

A. Student Achievement Needs Assessment

Perkins Indicators—Technical Skill Attainment, Graduation Rate, and Placement Rate. The following table delineates the performance of our students on three of the core indicators for the *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) and reported each year in the School Report Card.

Core Indicator	2013 Report Card	2014 Report Card	2015 Report Card
Technical Skill Attainment — <i>The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade.</i>	96.2%	96.3%	95.1%
Graduation Rate — <i>The percentage of 12th grade career and technology students who receive a SC High School Diploma in the Spring.</i>	100%	93.3%	99.3%
Placement Rate — <i>The percentage of career and technology completers available for placement over a 3-year period who are actually placed in postsecondary instruction, military services, or employment after graduation.</i>	99.4%	98.5%	97.4%

For each of the three indicators—Technical Skill Attainment, Graduation Rate, and Placement Rate—Bonds Career Center has consistently outperformed state goals. For the 2012-2013 school year, the state goals for each indicator were 88.5%, 85.5%, and 93% respectively; and as shown above, Bonds outperformed those goals by 6-14 percent. For the 2012-2013 school year, Bonds also outperformed other centers in the state on Technical Skill Attainment (state center average 89.4%) and Placement Rate (state center average 96.5%); Bonds' Graduation Rate was slightly below the state average of 94.9%.

Bonds Career Center is evaluated each year by the state based on the percentage of students who are either in postsecondary instruction, military services, or employment within ten months after completing a Bonds class and graduating high school. The following table summarizes our placement rates for the last three years.

Enrollment. Enrollment at the career center has been on a slight decline for the last two years. There are a number of factors that have contributed to this decline some of which include faculty changes, more challenging courses, and stricter admissions policies concerning attendance and discipline. The staff at Bonds continues to brainstorm ideas to increase our enrollment. The following tables indicate enrollment history by high school and course:

Five Year Enrollment History

HIGH SCHOOL	2015- 2016	2014- 2015	2013- 2014	2012- 2013	2011- 2012
Blue Ridge High School	95	134	131	111	138
Eastside High School	40	53	43	43	45
Greer High School	83	104	93	99	139
Riverside High School	54	68	51	67	57
Wade Hampton High	43	84	85	87	89
Other High Schools	6	14	6	2	2
Home Schooled	5	4	3	3	3

Satellite Diploma	3	5	5	NA	NA
TOTAL	329	466	417	412	473

Five Year Course Enrollment

CLASS NAME	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Automotive Technology+	26	23	26	26	25
Building Construction	44	25	26	24	21
Animation* <i>(began 14-15, previously Web Design)</i>	9	16	15	10	15
Computer Programming* <i>(new program 2014-15)</i>	-	-	-	9	14
Computer Service Technology* <i>(last yr of program was 2014-15)</i>	11	7	9	9	-
Cosmetology	38	58	42	39	37
Esthetics* <i>(new program 2013-2014)</i>	-	-	12	11	13
Culinary Arts+	60	48	51	52	32
Health Science+ <i>(last yr of program was 2014-15)</i>	106	70	72	109	-
Networking* <i>(new program 2013-2014, last yr of program was 2014-15)</i>	-	-	9	4	-
Occupational Diploma Career Preparation*	26	25	27	31	39
Mechatronics	12	17	21	18	23
Animal Science and Horticulture* <i>(last yr of program was 2014-15)</i>	19	28	25	25	-
Welding+	107	100	62	80	81
Machine Tool+ <i>(#s had been previously combined with Welding)</i>	-	-	16	24	23
Firefighting <i>(new program in 2015-16)</i>	-	-	-	-	6

***Source: PowerSchool 8-Day Report 8/28/15*

NOTE: * = one year classes
+ = early college classes

B. Teacher/Administrator Quality

Professional Development. Each year, teachers set professional development goals with the principal to meet the district requirement of participating in a minimum of 24 hours of professional development during the school year. Professional development opportunities may include workshops, conferences, in-services, and coursework; at least 12 of the required hours are offered by the school. Professional development hours are tracked using the Professional Development Portal. It should be noted that the career centers were able to use the services of an instructional coach for the last three years to assist with scheduling and offering professional development in addition to helping teachers record their hours on the portal.

The following table shows the professional development offerings for the career centers this year. These offerings were planned by the assistant director with input from the directors, counselor, teachers, and CTE staff. The minimum 12 hours of professional development required to be offered by the school was scheduled across all four career centers to include all teachers, counselors, and administrators at each school. The individual centers may have also offered additional professional development hours depending on the school goals as defined by the director.

CAREER CENTERS
Professional Development Calendar

Date/Time	Title/Description	Points
Thursday August 13, 2015 1:30 - 3:30	Professional development for ALL career center faculties held @ ICAR facilities in Greenville.	2
Wednesday September 9, 2015 11:45 - 12:45 (3 additional hours-individual)	Student Learning Objective Training: Teachers will learn about the district's new format for goal setting. The training will be provided through a PowerPoint and video created at the district office. Teachers will also be given credit for three additional hours in order to write the goals, complete all forms, and have them approved.	4
Wednesdays October 29, 2015 November 2, 2015 11:45 - 12:45	Chromebooks, Laptops, and CTE: Teachers will work with Instructional Technology Specialist Lance Curry to learn about the new technology tools purchased through Technology Refresh. Teachers will receive hands on practice with the new equipment, especially with teacher laptops as they pertain to instructional use.	2
Wednesdays November 4, 18, 2015 December 2, 2015 January 13, 27, 2016 February 2, 2016 11:45 - 12:45	Chromebook Training for CTE (GAPE Training): Teachers will work with Instructional Technology Specialist Lance Curry to learn how to use Google Chromebooks and Google applications for classroom instruction. Each session will emphasize a specific use for Chromebooks and the Google Drive including Google Chrome, Google Slides, and Google Classroom.	6
Friday January 15, 2016 8:30 - 10:30	CTE Updates for all CTE Teachers: All CTE teachers from across the district will meet at Wade Hampton High School to learn more about CTE goals, and to find out information on grants and funding procedures.	2
	TOTAL Points offered at Bonds Career Center for 2014-2015 school year	14

C. School Climate

Parental Satisfaction. The following table indicates the parental participation and feedback information available from our school report cards. Teacher logs are also used to track parental contact and are available through the Incident Management System (IMS) and/or written logs kept by the teacher.

Evaluations by Parents				
	2011	2012	2013	2014
Parents attending conferences	94.5%	38.7%	100%	N/A
Parent surveys returned each year	48	64	54	76
Percent satisfied with learning environment	97.8%	88.9%	88.9%	93%
Percent satisfied with social and physical environment	89.1%	89.1%	83.4%	87%
Percent satisfied with school-home relations	85.1%	79.4%	90.7%	74%

Student Satisfaction. The following table indicates the student participation and feedback information available from our school report cards.

Evaluations by Students				
	2011	2012	2013	2014
Number of surveys returned each year	178	192	162	200
Percent satisfied with learning environment	94.9%	88.4%	94.4%	81%
Percent satisfied with social and physical environment	96.6%	88.4%	93.8%	83%
Percent satisfied with school-home relations	90.8%	87.6%	96.1%	86%

Teacher Satisfaction. The following table indicates the teacher participation and feedback information available from our school report cards.

Evaluations by Teachers				
	2011	2012	2013	2014
Number of surveys returned each year	18	16	21	19
Percent satisfied with learning environment	100.0%	87.5%	80.9%	100%
Percent satisfied with social and physical environment	100.0%	87.5%	90.5%	100%
Percent satisfied with school-home relations	83.3%	93.8%	71.4%	95%

The above information indicates that something has happened in the last year to cause a drop in overall satisfaction with the school climate. We have determined that we will need to investigate this area further in order to determine the root cause and find a solution to increase the satisfaction levels of these stakeholders. Lower satisfaction levels may also be influencing our decline in enrollment. Strategies to improve the overall school climate will be explored.

CAREER CENTER REPORT CARD

2015 SC Annual Report Card Summary

The correct link is not on the State Department website.

TECHNICAL SKILL ATTAINMENT

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

PERFORMANCE GOAL AREA – STUDENT ACHIEVEMENT

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students enrolled in career and technology courses at this Career Center who earn a 2.0 or above on the final course grade (Technical Skill Attainment) from **93.1%** in 2011-12 to **95.6%** in 2017-18.

ANNUAL OBJECTIVE: Increase the percentage of students enrolled in career and technology courses at this Career Center who earn a 2.0 or above on the final course grade (Technical Skill Attainment) by **0.5%** annually.

DATA SOURCE(S): SDE Career Center Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	93.6%	94.1%	94.6%	95.1%	95.6%
Actual Performance	93.1%	96.2%	96.3%	95.1%			

2012-13 Accountability Manual

Mastering core competencies or certification requirements: The percentage of students enrolled in career and technology courses at the center that pass the certification or licensure examinations taken. For those students enrolled in curriculum areas in which certification or

licensure examinations are not currently offered, the Mastery criterion is the percentage who earn a 2.0 or above on the final course grade. Under this system, each student will count once through his/her certification or licensure examination, or the GPA of 2.0 earned in the CATE courses. Students are to be assessed on the competencies identified in the adopted syllabi or specified for certification programs (e.g. FAMS). This factor applies to any career and technology course in the center. This criterion is weighted at twice the value of other criteria (50%).

GRADUATION RATE

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the graduation rate as defined and calculated by the SDE from **93.4%** in 2011-12 to **95.9%** in 2017-18.

ANNUAL OBJECTIVE: Increase the graduation rate as defined and calculated by the SDE by **0.5%** annually from 2013-14 through 2017-18.

DATA SOURCE(S): SDE Career Center Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	93.9%	94.4%	94.9%	95.4%	95.9%
Actual Performance	93.4%	100.0%	93.3%	99.3%			

2012-13 Accountability Manual

Center 12th Grade Graduation Rate: The number of twelfth-grade career technology education students who graduate in the spring is divided by the number of twelfth graders enrolled in the center and converted to a percentage. This criterion incorporates passage of the Exit Examination required for graduation. This criterion is weighted 25%.

PLACEMENT RATE

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the Placement Rate at **97.5% or above** from 2011-12 through 2017-18.

ANNUAL OBJECTIVE: Annually maintain the Placement Rate.

DATA SOURCE(S): SDE Career Center Report Card; Quality Review Measures document; EEDA & SDE reports

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	97.5%	97.5%	97.5%	97.5%	97.5%
Actual Performance	97.5%	99.4%	98.5%	97.4%			

2012-13 Accountability Manual

Placement Rate: The number of career and technology completers who are available for placement in postsecondary instruction, military services, or employment is divided into the number of students over a three-year period that are actually placed and converted to a percentage. This criterion mirrors the Perkins standard. This criterion is weighted 25%.

ENROLLMENT

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the enrollment from **473** in 2011-12 to **521** in 2017-18.

ANNUAL OBJECTIVE: Increase the enrollment by **2%** annually.

DATA SOURCE(S): PowerSchool

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	482	491	501	511	521
Actual Performance	473	412	417	463	329*		

*Career Center enrollment decreased in 2015-16 as some CTE courses were relocated to area high schools.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Advisory Committees for each program area	Continuous; two meetings minimum per year	All teachers; administration	None	NA	Minutes of meetings; list of committee members; schedule of meetings
Field trips to career-related businesses	Continuous	All teachers; administration	Varies depending on transportation costs	Local funds	Documentation of scheduled field trips
Shadowing opportunities for students in fields related to career choices	Continuous	All teachers	None	NA	Documentation of scheduled shadowing opportunities for each student
Identify students needing extra assistance in math and English	Continuous	All teachers; Math and English teachers	None	NA	Documentation of meetings with students
Advertise programs via various channels—local city channel, MVN network, School Channel	On-going	School Headliner	Up to \$1,600 annually	Grants, donations	Documentation showing air times
Recruitment video	2014	School Headliner	\$1,000	Grants, donations	Video
School counselor and teacher visits from feeder high schools	Fall of each year	Administration; school counselor	None	NA	Documentation of visits from teachers and counselors
Tenth grader tours of career center	Fall of each	School counselor;	Transportation	District	Calendar of tour dates;

	year	all teachers	costs		presentation materials from teachers
Feeder school callouts	Continuous	Administration	None	NA	Documentation of callout information sent to feeder schools
Teacher visits to high school classes	On-going	All teachers; administration; school counselor	None	NA	Calendar of teacher visits
Identify opportunities for increasing public awareness of career center offerings	On-going	Focus group	None	NA	Documentation of focus group meetings

PROFESSIONAL DEVELOPMENT

PERFORMANCE GOAL AREA – TEACHER/ADMINISTRATOR QUALITY

Provide staff development opportunities related to Perkins standards, Quality Review Measures (QRM), EEDA legislation & District initiatives.

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the number of staff development hours relevant to CTE topics from **20 hours** in 2011-12 to 24 hours in 2017-18.

ANNUAL OBJECTIVE: Increase the number of staff development hours relevant to CTE topics by **1 hour** annually from 2013-14 through 2017-18.

DATA SOURCE(S): Perkins, QRM, EEDA

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	21	22	23	24	24+
Actual Performance	20	20	19	15.1			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Conduct annual session on recording professional development hours on the portal	August of each year	Instructional Coach	None	NA	PD report from portal
Select a teacher to serve as a PD Mentor to help teachers register for professional development and record out-of-district points	Yearly	TBD	None	NA	PD report from portal
Conduct professional development survey to assist in determining needs/interests of faculty	Yearly	Instructional Coach	None	NA	Survey results
Conduct a survey of technology training needs of faculty and offer classes and/or recommendations of training based on the results	Yearly	Instructional Coach	None	NA	Survey results
Each teacher will create a professional development plan to be reviewed annually by the director	August of each year	Teacher; administration	None	NA	PD plan by teacher
Attend professional conferences related to career and technology education	Yearly	Administration	Varies		Documentation of conference attendance; agenda
Offer in-house professional development at least once per quarter	Each quarter	Administration with assistance from Instructional Coach	Minimal	Local Funds	PD calendar and documentation of attendance

PARENT SATISFACTION – LEARNING ENVIRONMENT

PERFORMANCE GOAL AREA – SCHOOL CLIMATE

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from **88.9%** to **93.9%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of parents who are satisfied with the learning environment by **1.0%** each year.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	89.9%	90.9%	91.9%	92.9%	93.9%
Actual Performance	88.9%	88.9%	86.8%	93.4%			

STUDENT SATISFACTION – LEARNING ENVIRONMENT

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from **88.4%** to **93.4%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of students who are satisfied with the learning environment by **1.0%** each year.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	89.4%	90.4%	91.4%	92.4%	93.4%
Actual Performance	88.4%	94.4%	90.9%	80.5%*			

*Survey was given after students were told that the health science, agricultural science, networking, and computer service tech programs were not going to be offered the following year.

TEACHER SATISFACTION – LEARNING ENVIRONMENT

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from **87.6%** to **92.6%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of teachers who are satisfied with the learning environment by **1.0%** each year.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	88.6%	89.6%	90.6%	91.6%	92.6%
Actual Performance	87.6%	80.9%	95.2%	100%			

PARENT SATISFACTION – SCHOOL SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who feel the school is safe from **89.1%** to **92.5%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percent of parents who feel the school is safe by **1.0%** each year.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	88.5%	89.5%	90.5%	91.5%	92.5%
Actual Performance	87.5%	92.6%	95.1%	88.1%			

STUDENT SATISFACTION – SCHOOL SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day at **95.2%** through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain the percent of students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	95.2%	95.2%	95.2%	95.2%	95.2%
Actual Performance	95.2%	96.9%	93.2%	91.4%			

TEACHER SATISFACTION – SCHOOL SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day at **93.8%** through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain the percent of students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #42

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		X	93.8%	93.8%	93.8%	93.8%	93.8%
Actual Performance	93.8%	90.5%	100%	89.4%			

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Open House	Once per semester	Administration (scheduling); teachers (information)	Minimal	Local Funds	Documentation of parent and student attendance
Monthly calls home to report student progress	Monthly	Teachers	None	NA	Contact logs maintained in IMS
Organize and maintain active School Improvement Council.	Yearly	Administration	Minimal	Local Funds	Minutes of meetings; list of members
Active administrative involvement throughout the school—i.e., greeting the students, visiting the classrooms, walking the halls, etc.	Continuous	Administration	None	NA	Documentation of activities
Suggestion box for school improvements	On-going	Administration	Minimal	Local Funds	Suggestions presented to faculty/staff/SIC and improvements made
Improvement plans for individuals (teachers and students) not meeting expectations.	Continuous	Administration	None	NA	Documentation of meetings with individuals
Meet with each teacher at least once per semester to ensure needs and expectations are being met.	On-going w/ minimum of once per semester	Administration	None	NA	Documentation of meetings with teachers
Require IDs for all students and faculty/staff	Completed	Administration		District	All individuals in building will have IDs

Increased adult supervision at all times	Continuous	All teachers; administration	None	NA	Fewer incidents of student disruptions and unauthorized visitors in building
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