



J. Harley Bonds Career Center
Mike Parris, Director

Greenville County School District
Dr. Burke Royster, Superintendent

School Portfolio
Action Plan 2018 - 2023
School Year 2021-2022

SCHOOL RENEWAL PLAN COVER PAGE**SCHOOL NAME:** Bonds Career Center**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 SCHOOL****RENEWAL ANNUAL UPDATE FOR 2021-2022 (one year)****Required Signature Page**

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

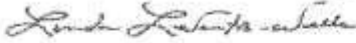
SUPERINTENDENT

Dr. W. Burke Royster		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

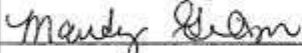
PRINCIPAL

Mike Parris		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mandy Gibson		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

N/A		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 505 N. Main St. Greer SC 29650

SCHOOL TELEPHONE: (864) 355-8080

PRINCIPAL E-MAIL ADDRESS: mparris@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position	Name
1. Principal:	Mike Parris
2. Teacher:	Ericka Lasenbery
3. Parent/Guardian:	Andy Laye
4. Community Member:	Kyle Hughes
5. Paraprofessional:	Lonie Graham
6. School Improvement Council Member:	Mandy Gibson
7. Read to Succeed Reading Coach:	N/A
8. School Read to Succeed Literacy Leadership Team Lead:	N/A
9. School Read to Succeed Literacy Leadership Team Member:	N/A

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

**** Must include the School Literacy Leadership Team for Read to Succeed**

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

- N/A **Academic Assistance, PreK–3**
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Academic Assistance, Grades 4–12**
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children’s education and will make special efforts to meet with parents at convenient times, provide parents with their child’s individual test results, interpretation of the results, and information on the district’s curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal’s and superintendent’s evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
- ✓ **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- ✓ **Technology**
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
- ✓ **Innovation**
The district funds innovative activities to improve student learning and accelerate the performance of all students.

✓ **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

N/A **Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

N/A **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

N/A **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

N/A **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

N/A **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

✓ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards 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 increasing the percentage of students that are CATE completers, increasing the percentage of students that earn national or state industry credentials as determined by the business community, and the percentage of students who participate in apprenticeships. In the area of teacher/administrator quality, the career centers agreed to work on the goal of maintaining the percentage of staff diversity. For the area of school climate, the career centers chose to work on a goal to increase the number of students who return and participate in a second year at the career center.

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, and Riverside High Schools. In the past, Bonds has won the Palmetto Gold Award every year the State Career Centers received a report card. Bonds was also selected as 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.

Year after year Bonds Career Center continues to have one hundred percent membership in SkillsUSA. Because of COVID-19 SkillsUSA State and National competition was not held in 2020. 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. This past year Bonds students, collectively, received 463 state recognized certification with an 97.9% passage rate on certifications which is an 8.4% increase from the previous year.

Bonds Career Center offers many outstanding features to improve the quality of our instruction and enhance the offerings to our students. Our Culinary Arts program offers 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 six career cluster areas. All programs are two-year programs, with the exception of Career Exploratory, with many of these offering

national certifications and/or licenses for students completing the programs. Our program offerings and the accompanying state approved certifications include the following:

- Automotive Technology (NATEF, ASE, AYES)
- Building Construction (NCCER) (OSHA 10)
- Career Exploratory- 10th grade program (MicroBurst Soft Skills)
- Cosmetology (State License)
- Culinary Arts (ServSafe, Pro-Start)
- Diesel Technology (OSHA 10)
- Esthetics (State License)
- Firefighting (Firefighting 1 and 2) (OSHA 10)
- Machine Tool Technology (NIMS) (OSHA 10)
- Mechatronics (OSHA 10)
- Welding (AWS, OSHA 10)

Bonds students also receive many certifications that are not on the state certification list, but are recognized by industry and give our students a competitive advantage when entering the work force. Some of these certifications are, Eyelash Extension certification, Ford ACE (Automotive Career Education) certification, Daimler Get Ahead certification, as well as many others.

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, in addition to employment and college tuition offerings from major companies such as GE, BMW and Michelin, have still yielded less than ideal enrollment numbers. 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.

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 four feeder schools in Greenville County—Blue Ridge High School, Greer High School, Eastside High School, and Riverside High School. Of these schools, Blue Ridge, and Greer, 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, and Eastside, 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.

Bonds Career Center offers traditional as well as innovative career and technical programs to high school students from its four feeder high schools. 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 11:15 a.m., while afternoon classes begin at 1:10 p.m. and end at 3:25 p.m. Virtual Academic classes are offered at 8:00am, and 12:30pm 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 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 has been named 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 thirteen instructors, two administrators, one school counselor, one secretary, one attendance clerk, one lab manager one plant engineer, and five custodians.

Nine instructors are certified in their teaching area; the remaining teacher is working to obtain certification through the state's alternative certification programs—DIRECT (Developing Instructional Readiness for Educators of Career and Technology). Ten staff members have at least a four-year degree. Years of educational experience range from second-year teachers to those with more than Thirty years of experience.

Staff Diversity

Male	16
Female	9
African-American	5
Caucasian	20

Educational Background—Faculty

Trade Certification	5
Associate Degree	3
Bachelor's Degree	4
Master's Degree	4
Master's Degree plus 30 hours	1
Educational Specialist	1

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), 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.

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 eight years.

Eight Year Enrollment History By High School

HIGH SCHOOL	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Blue Ridge High School	131	134	95	100	101	106	112	106
Eastside High School	43	53	40	49	56	53	69	65
Greer High School	93	104	83	108	127	134	120	115
Riverside High School	51	68	54	43	37	39	45	51
Wade Hampton High	85	84	43	38	24	17	7	9
Other High Schools	6	14	6	4	3	5	7	4
Home Schooled	3	4	5	7	7	6	9	4
Satellite Diploma	5	5	3	6	4	3	1	1
TOTAL	417	466	329	355	359	363	370	355

The bulk of Bonds' enrollment comes from its two block-scheduled high schools (Blue Ridge, and Greer). 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. 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. School staff review applications and select students based on potential success in individual programs.

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, and gender, are listed in the following table.

2020-2021 Ethnicity and Gender by Program*

PROGRAM	Male	Female	Asian	Black	Hispanic	American Indian	Multi Ethnic	White
Automotive Technology	29	1	0	0	6	2	2	20
Building Construction	25	0	0	1	9	0	3	12
Career Exploratory	33	18	1	3	15	0	0	19
Cosmetology	2	36	2	6	11	0	0	19
Culinary Arts	17	22	1	8	8	0	0	24
Diesel Technology	19	4	1	4	2	1	1	14
Esthetics	0	33	0	7	8	0	1	17
Firefighting	13	6	0	3	1	0	0	15
Machine Technology	18	1	1	1	3	0	1	13
Mechatronics	25	3	2	2	2	0	2	20
Welding	68	6	1	4	17	0	1	51
Total	249	130	9	39	82	3	11	224
Percentage	66%	34%	2.4%	11.6%	22.3%	0.8%	3.0%	60.9%

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. Bonds has an active chapter of SkillsUSA 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.

All instructors serve as advisors for our student professional organizations and work closely with the students to prepare them for competitions, conferences, and workshops. This past year's South Carolina SkillsUSA Skills and Leadership Conference was canceled due to COVID-19. This year's conference is still in the planning phase and hopefully will have some in person competitions

School Programs. Bonds Career Center currently offers students the opportunity to receive training for careers in the following six career clusters: Architecture and Construction; Law, Public Safety, Corrections and Security; Hospitality and Tourism; Human Services; Manufacturing; and Transportation, Distribution, and Logistics. Students earn three units of credit for each year long course; all courses, with the exception of Career

Exploratory are part of two-year programs. Students qualifying for Greenville Technical College admission may earn early college credit in the Culinary Arts program. 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:

Early College Credit – 2019-2020

Greenville Technical College Course	Bonds Career Center Program	Students Receiving College Credit
HOS 140	Culinary Arts	20
CUL 155		20
HOS 245		17
HOS 256		17

Listed below are the courses offered by our school for the 2020-2021 school year:

- Automotive Technology 1 & 2
- Building Construction 1 & 2
- Career Exploratory
- Cosmetology 1 & 2
- Culinary Arts 1 & 2
- Diesel Technology 1 & 2
- Esthetics 1 & 2
- Firefighting 1 & 2
- 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 eight years.

Eight Year Course Enrollment

CLASS NAME	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Automotive Technology	26	26	25	28	32	21	24	30
Building Construction	26	24	21	22	20	21	21	25
Animation* (began 14-15, previously Web Design)	15	10	15	17	18	15	15	-
Computer Programming* (new program 2014-15)	-	9	14	16	12	13	12	-
Computer Service Technology* (last yr of program was 2014-15)	9	9	-	-	-	-	-	-
Cosmetology	42	39	37	38	37	38	39	38
Esthetics* (new program 2013-2014)	12	11	13	28	32	23	23	33
Culinary Arts+	51	52	32	41	42	50	41	39
Health Science (last yr of program was 2014-15)	72	109	-	-	-	-	-	-
Networking* (new program 2013-2014, last yr of program was 2014-15)	9	4	-	-	-	-	-	-
Intro to Construction/Career Preparation* (last yr of program was 2016-2017)	27	31	39	19	-	-	-	-
Mechatronics	21	18	23	33	25	30	32	28
Animal Science and Horticulture* (last yr of program was 2014-15)	25	25	-	-	-	-	-	-
Welding	62	80	81	80	78	68	73	74
Machine Tool (#s had been previously combined with Welding)	16	24	23	29	26	22	27	19
Material Handling and Logistics (new program 2017-18)	-	-	-	-	2	-	-	-
Firefighting (new program in 2015-16)	-	-	6	7	11	16	17	19
Diesel Technology (new program 2018-19)						2	17	23
Career Exploratory- @ (new program 2018-19)						42	32	51

**Source: PowerSchool Report 3/11/21

NOTE: * = one year classes
 @ = single semester class
 + = 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/ASE (National Automotive Technology Education Foundation) and Ford ACE (Automotive Career Education)
- 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
- Diesel Technology (OSHA 10)
- Esthetics – State Estheticians License
- Fire Fighting- CPR, OSHA 10, First Responder, Fire Fighting I, and Fire Fighting II
- Machine Tool Technology- NIMS, OSHA 10
- Mechatronics (OSHA 10)
- Welding – AWS, OSHA 10

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, Diesel Technology. Bonds 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 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.

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, Mechatronics and Welding. In addition to cooperative opportunities, students have apprenticeship and internship programs that they compete for from companies like BMW, Michelin, AFL, Drive Automotive and Stueken. Companies and foundations such as Sandvik Coromant, and The Gene Haas Foundation have donated tools kits to our students.

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 Professional 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 personal and career skills needed in a global economy.

BELIEFS

We believe:

- 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

Student Achievement

Core Indicator	15-16	16-17	17-18	18-19	19-20
Number of CTE Completers		109	160	140	128
Number of State /National Certifications	87	198	394	384	463
Passage Rate on State /National Certifications	60%	77%	90%	89.5%	97.9%
Number of State-Approved Work-Based Learning Experiences <i>*Note: Guidelines for State-Approved Work-Based Learning Experiences did not go into effect until Spring of 17-18 school year. Data before this time may not be accurate.</i>		25	30	40	101

Eight Year Enrollment History By High School

HIGH SCHOOL	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Blue Ridge High School	131	134	95	100	101	106	112	106
Eastside High School	43	53	40	49	56	53	69	65
Greer High School	93	104	83	108	127	134	120	115
Riverside High School	51	68	54	43	37	39	45	51
Wade Hampton High	85	84	43	38	24	17	7	9
Other High Schools	6	14	6	4	3	5	7	4
Home Schooled	3	4	5	7	7	6	9	4
Satellite Diploma	5	5	3	6	4	3	1	1
TOTAL	417	466	329	355	359	363	370	355

Eight Year Course Enrollment

CLASS NAME	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Automotive Technology	26	26	25	28	32	21	24	30
Building Construction	26	24	21	22	20	21	21	25
Animation* <i>(began 14-15, previously Web Design)</i>	15	10	15	17	18	15	15	-
Computer Programming* <i>(new program 2014-15)</i>	-	9	14	16	12	13	12	-
Computer Service Technology* <i>(last yr of program was 2014-15)</i>	9	9	-	-	-	-	-	-
Cosmetology	42	39	37	38	37	38	39	38
Esthetics* <i>(new program 2013-2014)</i>	12	11	13	28	32	23	23	33
Culinary Arts+	51	52	32	41	42	50	41	39
Health Science <i>(last yr of program was 2014-15)</i>	72	109	-	-	-	-	-	-
Networking* <i>(new program 2013-2014, last yr of program was 2014-15)</i>	9	4	-	-	-	-	-	-
Intro to Construction/Career Preparation* <i>(last yr of program was 2016-2017)</i>	27	31	39	19	-	-	-	-
Mechatronics	21	18	23	33	25	30	32	28
Animal Science and Horticulture* <i>(last yr of program was 2014-15)</i>	25	25	-	-	-	-	-	-
Welding	62	80	81	80	78	68	73	74
Machine Tool <i>(#s had been previously combined with Welding)</i>	16	24	23	29	26	22	27	19
Material Handling and Logistics <i>(new program 2017-18)</i>	-	-	-	-	2	-	-	-
Firefighting <i>(new program in 2015-16)</i>	-	-	6	7	11	16	17	19
Diesel Technology <i>(new program 2018-19)</i>						2	17	23
Career Exploratory @ <i>(new program 2018-19)</i>						42	32	51

**Source: PowerSchool Report 1/14/20

NOTE: * = one year classes
 @ = single semester class
 + = early college classes

ACTION PLAN

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 1: Increase the number of students that are CATE completers from 140 in 2018-19 to 170 in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Annually increase the number of students that are CATE completers.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	Baseline will be established at the end of the 2018-19 school year	Career Center Projected					
		Career Center Actual	140	128			
PowerSchool	Baseline will be established at the end of the 2018-19 school year	District Projected					
		District Actual	811	858			

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL 2: Increase the number of state or national industry credentials earned from 384 in 2018-19 to 450 in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Annually increase the number of state or national industry credentials earned.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	Baseline will be established at the end of the 2018-19 school year	Career Center Projected		390			
		Career Center Actual	384	463			
PowerSchool	Baseline will be established at the end of the 2018-19 school year	District Projected					
		District Actual	2113	3607			

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required* ☐ District Priority
Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL 3: Increase the number of work-based learning experiences from 40 in 2018-19 to 125 in 2022-23.

INTERIM PERFORMANCE GOAL: Annually increase the number of state-approved work-based learning experiences.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	Baseline will be established at the end of the 2018-19 school year	Career Center Projected					
		Career Center Actual	40	101			
PowerSchool	Baseline will be established at the end of the 2018-19 school year	District Projected					
		District Actual	8906	4502			

ACTION PLAN FOR STRATEGY #1: Work with schools to provide and communicate the multiple completer pathways for students based on high wage, high skill and high demand					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Evaluate each schools completer pathway options	2018-2023	Executive Director for CTE CTE Directors School Principals			Course Catalogs
2. Work with schools to create additional career pathways if needed	2018-2013	Executive Director of CTE CTE Program Specialist			Course Catalog
3. Communicate the necessary coursework need to be a completer in each pathway to all stakeholders	2018-2013	Executive Director of CTE CTE Program Specialist School Counselors			Course Catalog Websites Agendas Minutes

ACTION PLAN <i>FOR</i> STRATEGY #2: Provide awareness to all CTE program staff on available and viable industry certifications					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Meeting with Industry Advisory Committees to indemnify which industry certifications for each CTE program are most beneficial for employment	2018-2023	Executive Director for CTE CTE Center Directors Program Leads			Agendas Attendance Minutes
2. Provide Professional Development to CTE teachers on the content assessed, resources needs and equipment needs for each certification	2018-2023	CTE Program Specialist CTE Directors			Agendas Attendance Handouts/presentation
3. Provide time and training to assist CTE teachers on writing benchmark assessments aligned with the industry certification given in each program area	2018-2023	CTE Program Specialist CTE Assistant Directors			PD Schedule Benchmarks

ACTION PLAN FOR STRATEGY #3: Initially, seek out business and industry partners willing to provide WBL experience for students					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase number and attendance of business/industry advisory committees	2018-2023	Executive Director of CTE CTE Center Directors			Advisory Committee Members Attendance
2. Create more in-district WBL experiences for students	2018-2023	WBL Coordinators			WBL applications

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) District Priority							
<i>Gifted and Talented Requires</i> Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> Gifted and Talented: Other							
PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected		Maintain Gender Diversity Maintain Ethnic Diversity	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = Yes Ethnic Diversity = Yes	Gender Diversity = Yes Ethnic Diversity = Yes		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 96%		

ACTION PLAN FOR STRATEGY #1: Provide specific PD to novice CTE teachers coming directly from industry in an effort to increase teacher retention					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Work with Mentor Evaluation Specialist to create a more customized PD experience for CTE teachers in their first 3 years of teaching	2018-2023	Mentor Evaluation Specialist CTE Directors CTE Program Specialist	\$1000	PD funds Perkins EIA	Agendas CTE Teacher retention rate
2. Work with Mentor Evaluation Specialist to assign a job appropriate mentor to all new CTE teachers	2018-2023	Mentor Evaluation Specialist CTE Directors CTE Program Specialist			Mentor assignments CTE Teacher retention rate

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL 1: Increase the number of students returning for a second year at the Career Center (students returning after their initial year at the Career Center) from ____ in 2018-19 to ____ in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Annually increase the number of students who return and participate in a second year at the Career Center (student retention).

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool		Career Center Projected					
		Career Center Actual	130	121			

PowerSchool		District Projected					
		District Actual					

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between CTE Centers and feeder schools, Office of Transportation, Parents/Guardians and students to increase student attendance					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and often students attendance expectations to all stakeholders	2018-2023	CTE Directors			Newsletters, websites, Social Media, Handbooks
2. Take a proactive approach in working collaboratively with the Transportation office and Feeder schools to create schedules	2018-2023	Executive CTE Director CTE Center Directors School Principals Director of Transportation			Bus Schedules CTE Schedules Feeder School Schedules