



J. Harley Bonds Career Center
Wayne Rhodes, Director

Greenville County School District
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

SCHOOL TELEPHONE: (864) 355-8081

PRINCIPAL'S E-MAIL ADDRESS: wrhodes@greenville.k12.sc.us

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:	Mary Gibson
4. COMMUNITY MEMBER:	Martha Fayssoux
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>Brana Myers</u>
<u>School Counselor</u>	<u>Anna Chappell</u>
<u>Teacher/Focus Group Chairman</u>	<u>Scot Thompson</u>
<u>Teacher/Focus Group Chairman</u>	<u>Chris Jamison</u>
<u>Teacher/Focus Group Chairman</u>	<u>Nancy Davis</u>
<u>Teacher/Focus Group Chairman</u>	<u>Brittney White</u>
<u>Teacher/Focus Group Chairman</u>	<u>Reginald Rogers</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.

Table of Contents

Introduction.....7
Executive Summary8
School Profile.....11
Mission, Vision, and Beliefs.....22
Data Analysis and Needs Assessment.....23
Action Plan29
2014 Career Center Report Card.....48

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, WorkKeys participation, WorkKeys achievement, 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 thirteen 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), Scot Thompson (teacher), Chris Jamison (teacher), Nancy Davis (teacher), Brittney White (teacher), and Reginald Rogers (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 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.

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. Currently, we have eleven students that will represent the state of South Carolina in the national SkillsUSA competitions this summer in Kansas City, Missouri. 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. For those classes where Early College credit is not available, honors credit is offered for the third and fourth semesters in these programs. We also have cooperative education and summer internship programs available to students. In addition, we have some very innovative programs such as our Project Lead the Way (PLTW) courses in Health Science. We also have the only Mechatronics and Computer Service Technology programs in Greenville County Schools.

Bonds Career Center offers fourteen programs within nine 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:

- Animal Science
- Animation
- Automotive Technology (NATEF, ASE, AYES)
- Building Construction (NCCER)
- Computer Programming
- Computer Service Technology (CompTIA A+)
- Cosmetology (State License)
- Culinary Arts (ServSafe, Pro-Start)
- Esthetics (State License)
- Health Science – Nursing and Sports Medicine (First Aid/CPR/AED, Pharmacy Technician License)
- Horticulture (Greenhand FFA Degree, Chapter FFA Degree)
- Machine Tool Technology
- Mechatronics Integrated Technologies
- Networking (CCENT)
- Project Lead the Way Biomedical Sciences Program (PBS, HBS)
- 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.

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 500 students per year in 14 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 *School Report Card* absolute rating continues to be excellent with a good growth rating this year as well. The diligence of our students and staff has earned other significant recognitions as well. 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 twenty-two instructors, two administrators, one school counselor, one secretary, one attendance clerk, one aide, one plant engineer, and five custodians.

Fifteen instructors are certified in their teaching area; the remaining seven teachers are in various stages of the state's alternative certification programs—DIRECT (Developing Instructional Readiness for Educators of Career and Technology) or PACE (Program of Alternative Certification for Educators). Sixteen staff members have at least a four-year degree with ten of those being advanced degrees. 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 2013-2014 school year was 96.3%. There are two nationally board certified teachers on the faculty.

Staff Diversity

Male	16
Female	17
African-American	6
Caucasian	27

Educational Background—Faculty

Trade Certification	5
Associate Degree	4
Bachelor's Degree	6
Master's Degree	5
Master's Degree plus 30 hours	5

All faculty members are involved in professional organizations. We have one hundred-percent faculty membership in Future Farmers of America (FFA), Health Occupations Students of America (HOSA), and 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), International Code Council, Instrument Society of America, Institute of Electrical and Electronics Engineers (IEEE), FIRST, ACTIVE (formerly the Association of Cosmetology Teachers of Vocational Education), South Carolina Association of Teacher Educators (SCATE), National Association of Agricultural Educators, ASCD (formerly the Association for Supervision and Curriculum Development), National Council of Teachers of English, International Reading Association, American Heart Association, National Association of Orthopedic Nurses, American Nursing Association, South Carolina Nursing Association, American Association of Respiratory Care, Pulmonary Hypertension Association, National Athletic Trainers Association, American Culinary Federation, National Restaurant Association, North American Council of Automotive Teachers, International Automotive Technicians Network, Automotive Youth Educational Systems (AYES), and American Welding Society.

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 achievement goal, approved and monitored by the school administrators. At the beginning of the school year, each member sets at least one student achievement goal and one professional goal to accomplish by the end of the school year. The director sets up individual conferences during the year to discuss progress towards meeting these goals. For the 2013-2014 school year, six of our teachers were formally evaluated using the ADEPT evaluation tool.

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	TOTAL	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Blue Ridge High School	655	134	131	111	138	141
Eastside High School	242	53	43	43	45	58
Greer High School	577	104	93	99	139	142
Riverside High School	314	68	51	67	57	71
Wade Hampton High	461	84	85	87	89	116
Other High Schools	25	14	6	2	2	1
Home Schooled	18	4	3	3	3	5
Satellite Diploma	10	5	5	NA	NA	NA
TOTAL	2302	466	417	412	473	534

The bulk of Bonds' enrollment comes from its three block-scheduled high schools (Blue Ridge, Greer, and Wade Hampton). Beginning in 2010, we started to see a slight decline in enrollment. Reasons for this decline have not been determined; however, we are trying new and varied recruiting methods to increase enrollment numbers. The Bonds staff works closely with each high school's guidance 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. We have also expanded course offerings to offer more than one section in several areas, which has helped students at our feeder schools have fewer scheduling conflicts. In addition, information from each high school's career specialist helps our teachers and our guidance counselor continue to meet the needs and interests of the students as expressed in their Individual Graduation Plans (IGPs).

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
Animal Science	4	16	0	2	6	0	0	0	12
Animation	9	1	0	2	2	0	1	0	5
Automotive Technology	23	3	0	0	1	0	0	0	25
Building Construction	23	0	0	0	1	0	1	0	21
Computer Service Technology	6	1	0	1	1	0	1	0	4
Computer Programming	9	1	0	1	0	0	1	0	8
Cosmetology	2	37	1	5	4	0	0	0	29
Culinary Arts	23	28	0	6	7	0	3	0	35
Esthetics	0	11	0	0	1	0	0	0	10
Health Science	17	92	1	20	14	0	2	0	72
Horticulture	4	1	0	0	0	0	0	0	5
Machine Technology	20	3	0	1	0	0	0	0	22
Mechatronics	18	1	2	0	3	0	0	0	14
Networking	4	0	0	1	1	0	0	0	2
Welding	65	13	0	4	13	0	0	0	61
Total	227	208	4	43	54	0	9	0	325
Percentage	52%	48%	1%	10%	12%	0%	1%	0%	75%

*Source: PowerSchool report on 03/28/15

Free/Reduced Lunch Recipients by Program*

PROGRAM	Free Lunch	Reduced Lunch
Animal Science	5	1
Animation	4	1
Automotive Technology	5	1
Building Construction	7	2
Computer Service Technology	1	0
Computer Programming	3	0
Cosmetology	13	2
Culinary Arts	21	6
Esthetics	3	1
Health Science	30	10
Horticulture	0	0
Machine Technology	5	1
Mechatronics	4	4
Networking	2	0
Welding	33	5
Total	136	34
Percentage	31%	8%

*Source: PowerSchool report on 03/28/15

Special Education Services*

18.8% of Bonds student population receives special education services

3% of Bonds student population has a 504 plan

*Source: PowerSchool report on 03/28/15

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. All students at Bonds become members of the student professional organization associated with their chosen career field. For the past five years, our entire school has joined SkillsUSA through its Total Participation Plan. In addition, our Horticulture and Small Animal Care students become members of the Future Farmers of America (FFA), and our students in the Health Sciences classes join Health Occupation Students of America (HOSA). 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 organizations 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. Our HOSA chapter took eight students to the state conference in March and our FFA chapter will represent Bonds at the state conference in June. 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 nine career clusters: Agriculture, Food and Natural Resources; Architecture and Construction; Business Management and Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Manufacturing; and Transportation, Distribution, and Logistics. Students earn two units of credit for each semester; 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: Health Science, Welding, Machine Technology, 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 101	Automotive Technology	8
AUT 159		8
AUT 132		9
AUT 135		8
HOS 140	Culinary Arts	31
CUL 155		23
HOS 245		3
HOS 256		3
MTT 120	Machine Technology	11
MTT 121		13
MTT 123		3
MTT 141		2
WLD 102	Welding	26
WLD 108		35
WLD 110		26
WLD 111		34
WLD 132		24
WLD 141		33
AHS 163	Health Science	4
AHS 102		13
AHS 163		3

Early College Credit – 2014-2015

Listed below are the courses offered by our school for the 2014-2015 school year:

- Anatomy and Physiology
- Animal Science
- Automotive Technology 1 & 2
- Building Construction 1 & 2
- Computer Service Technology
- Cosmetology 1 & 2
- Culinary Arts 1 & 2
- Esthetics
- Foundations of Animation/Advanced Animation
- Health Science 1 & 2
- Health Science Clinical Studies
- Horticulture
- Human Body Systems
- Machine Technology 1 & 2
- Mechatronics Integrated Technologies 1 & 2
- Networking
- Pharmacy Technology

- Principles of the Biomedical Sciences
- Sports Medicine 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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Automotive Technology+	25	26	23	26	26
Building Construction	51	44	25	26	24
Foundations of Animation* <i>(began 14-15, previously Web Design)</i>	14	9	16	15	10
Computer Programming* <i>(new program 2014-15)</i>	-	-	-	-	9
Computer Service Technology*	11	11	7	9	9
Cosmetology	38	38	58	42	39
Esthetics* <i>(new program 2013-2014)</i>	-	-	-	12	11
Culinary Arts+	84	60	48	51	52
Health Science+	130	106	70	72	109
Networking* <i>(new program 2013-2014)</i>	-	-	-	9	4
Occupational Diploma Career Preparation*	31	26	25	27	31
Mechatronics	14	12	17	21	18
Animal Science and Horticulture*	32	19	28	25	25
Welding+	81	107	100	62	80
Machine Tool+ <i>(#s had been previously combined with Welding)</i>	-	-	-	16	24

***Source: PowerSchool 8-Day Report 8/30/14*

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
- Horticulture—Greenhand FFA Degree and Chapter FFA Degree
- Computer Service Technology—CompTIA offers A+ certification
- Health Science—Red Cross offers CPR/AED First Aid for the Professional Rescuer
- Networking—Cisco offers CCENT certification
- Pharmacy Technology—National Health Care Association offers the Pharmacy Technician certification

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: Horticulture, Animal Science, Mechatronics Integrated Technologies, Machine Technology, Principles of the Biomedical Sciences, Human Body Systems, Pharmacy Technology, and Foundations of Animation. For the 2012-2013 school year, we added a Health Science Clinical Studies class to address the need for certified nursing assistants in the area. 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. In the Health Science department, three additional instructors have been added. 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 2013-2014 school year, we added a Networking course and in 2014-2015 school year, we added a Computer Programming course to meet the needs of students interested in Information Technology careers.

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.

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	2012 Report Card	2013 Report Card	2014 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>	93.1%	96.2%	96.3%
Graduation Rate — <i>The percentage of 12th grade career and technology students who receive a SC High School Diploma in the Spring.</i>	93.4%	100%	93.3%
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>	97.5%	99.4%	98.5%

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.

CLASS	2014 GRADS	2013 GRADS	2012 GRADS
Animation	100%	96%	100%
Animal Science & Horticulture	99%	100%	100%
Automotive Technology	100%	100%	100%
Building Construction	88%	89%	93%
Computer Service Technology & Networking	100%	100%	93%
Cosmetology	100%	100%	100%
Culinary Arts	100%	100%	90%
Health Science	100%	96%	100%
Machine Technology	100%	100%	100%
Mechatronics	100%	100%	83%
Welding	91%	97%	100%

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	TOTAL	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Blue Ridge High School	655	134	131	111	138	141
Eastside High School	242	53	43	43	45	58
Greer High School	577	104	93	99	139	142
Riverside High School	314	68	51	67	57	71
Wade Hampton High	461	84	85	87	89	116
Other High Schools	25	14	6	2	2	1
Home Schooled	18	4	3	3	3	5
Satellite Diploma	10	5	5	NA	NA	NA
TOTAL	2302	466	417	412	473	534

Five Year Course Enrollment

CLASS NAME	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Automotive Technology+	25	26	23	26	26
Building Construction	51	44	25	26	24
Foundations of Animation* <i>(began 14-15, previously Web Design)</i>	14	9	16	15	10
Computer Programming* <i>(new program 2014-15)</i>	-	-	-	-	9
Computer Service Technology*	11	11	7	9	9
Cosmetology	38	38	58	42	39
Esthetics* <i>(new program 2013-2014)</i>	-	-	-	12	11
Culinary Arts+	84	60	48	51	52
Health Science+	130	106	70	72	109
Networking* <i>(new program 2013-2014)</i>	-	-	-	9	4
Occupational Diploma Career Preparation*	31	26	25	27	31
Mechatronics	14	12	17	21	18
Animal Science and Horticulture*	32	19	28	25	25
Welding+	81	107	100	62	80
Machine Tool+ <i>(#s had been previously combined with Welding)</i>	-	-	-	16	24

**Source: PowerSchool 8-Day Report 8/30/14

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
Wednesday August 13, 2014 8:30-12:30	Professional development for ALL career center faculties held @ Donaldson Career Center. Six break-out sessions include information on grant writing, QRM requirements, special education, business partnerships, curriculum alignment, and teacher evaluation.	4
Wednesday October 15, 2014 11:45 - 12:45	Goal Setting in the CTE Classroom: Teachers will learn the importance of goal setting to improve student achievement, including how to obtain baseline data, how to monitor instruction based on data, and how to write SMART goals that will lead to improved student performance with CTE standards.	1
Thursday October 16, 2014 11:00-12:00	Improving your Teacher Website: Teachers will learn how to improve communication with students, parents, and business partners by improving and updating their teacher websites with the new Google format.	1
Wednesday November 5, 2014 11:45 - 12:45	Classroom Management in the CTE classroom: Teachers will receive information on specific management strategies designed to enhance the classroom experience by encouraging appropriate student behaviors, promoting school-home communication, and with procedure and routines that maximize instruction time in both the classroom and lab settings.	1
Friday January 16, 2015 9:00 - 11:00 AM	Making Technology work in the CTE Classroom: Teachers will receive instruction from district technology personnel on ways to use technology more effectively in the classroom. The session will include ideas for Promethean Board, iPads, student devices, and software.	2
Friday January 16, 2015 1:00 - 3:00 PM	Teacher Forum: Teachers will present and share strategies, procedures, and teaching tips to promote best practices for student achievement. Each teacher or department will be responsible for an 8-10 minute presentation that provides information that all teachers will be able to utilize in their classroom right away.	2
Wednesday April 29, 2015 11:45 - 12:45	SCOIS Training for CTE teachers: Guidance Counselor Anna Chappell will present information on the SCOIS network and how it can be used with CTE students.	1
	TOTAL Points offered at Bonds Career Center for 2014-2015 school year	12

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				
	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
Parents attending conferences	94.5%	38.7%	100%	
Parent surveys returned each year	48	64	54	
Percent satisfied with learning environment	97.8%	88.9%	88.9%	
Percent satisfied with social and physical environment	89.1%	89.1%	83.4%	
Percent satisfied with school-home relations	85.1%	79.4%	90.7%	
Percent indicating child feels safe at school	NA	87.5%	92.6%	

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

Evaluations by Students				
	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
Number of surveys returned each year	178	192	162	
Percent satisfied with learning environment	94.9%	88.4%	94.4%	
Percent satisfied with social and physical environment	96.6%	88.4%	93.8%	
Percent satisfied with school-home relations	90.8%	87.6%	96.1%	
Percent indicating they feel safe at school	NA	95.2%	96.9%	

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

Evaluations by Teachers				
	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
Number of surveys returned each year	18	16	21	
Percent satisfied with learning environment	100.0%	87.5%	80.9%	
Percent satisfied with social and physical environment	100.0%	87.5%	90.5%	
Percent satisfied with school-home relations	83.3%	93.8%	71.4%	
Percent indicating they feel safe at school	NA	93.8%	90.5%	

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

2014 SC Annual Report Card Summary

<https://ed.sc.gov/data/report-cards/2014/career/s/c2301996.pdf>

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%				

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%				

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%				

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	*		

Career Center enrollment may slightly decrease in 2015-16 as some CTE courses are 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 15-16	All teachers; administration	None	NA	Minutes of meetings; list of committee members; schedule of meetings
Field trips to career-related businesses	Continuous 15-16	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 15-16	All teachers	None	NA	Documentation of scheduled shadowing opportunities for each student
College and Career Fair	Spring of each year 15-16	All teachers; organizer TBD	None	NA	Agenda and attendees
Identify students needing extra assistance in math and English	Continuous 15-16	All teachers; Math and English teachers	None	NA	Documentation of meetings with students
Student2Student Mentoring program	On-going 15-16	SkillsUSA Lead Advisor	\$2,000	Grants, fundraisers, donations	Documentation of student members and calendar of work
Advertise programs via various channels—local city channel, MVN network, School Channel	On-going 15-16	School Headliner	Up to \$1,600 annually	Grants, donations	Documentation showing air times
Recruitment video	2014	School Headliner	\$1,000	Grants, donations	Video
Guidance counselor and teacher visits from feeder high schools	Fall of each year 15-16	Administration; school counselor	None	NA	Documentation of visits from teachers and counselors

Tenth grader tours of career center	Fall of each year 15-16	School counselor; all teachers	Transportation costs	District	Calendar of tour dates; presentation materials from teachers
Feeder school callouts	Continuous 15-16	Administration	None	NA	Documentation of callout information sent to feeder schools
Teacher visits to high school classes	On-going 15-16	All teachers; administration; school counselor	None	NA	Calendar of teacher visits
Identify opportunities for increasing public awareness of career center offerings	On-going 15-16	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				

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 15-16	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 15-16	TBD	None	NA	PD report from portal
Conduct professional development survey to assist in determining needs/interests of faculty	Yearly 15-16	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 15-16	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 15-16	Teacher; administration	None	NA	PD plan by teacher
Attend professional conferences related to career and technology education	Yearly 15-16	Administration	Varies		Documentation of conference attendance; agenda
Offer in-house professional development at least once per quarter	Each quarter 15-16	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%				

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%				

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%				

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 #18

	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%				

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%				

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 #39

	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%				

<u>STRATEGY</u> <u>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 15-16	Administration (scheduling); teachers (information)	Minimal	Local Funds	Documentation of parent and student attendance
Monthly calls home to report student progress	Monthly 15-16	Teachers	None	NA	Contact logs maintained in IMS
Organize and maintain active School Improvement Council.	Yearly 15-16	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 15-16	Administration	None	NA	Documentation of activities
Suggestion box for school improvements	On-going 15-16	Administration	Minimal	Local Funds	Suggestions presented to faculty/staff/SIC and improvements made
Improvement plans for individuals (teachers and students) not meeting expectations.	Continuous 15-16	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 15-16	Administration	None	NA	Documentation of meetings with teachers
Require IDs for all students and faculty/staff	Completed 15-16	Administration		District	All individuals in building will have IDs
Increased adult supervision at all times	Continuous 15-16	All teachers; administration	None	NA	Fewer incidents of student disruptions and unauthorized visitors in building