

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: J Harley Bonds Career Center

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (*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 assurances requirements including ACT 135 assurance pages.


SUPERINTENDENT

Dr. W. Burke Royster		4/8/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kelly Sanderson		3/10/25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		4/8/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Michelle Bryson		3/10/2025
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) 355-8090

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

Stakeholder Involvement for School Renewal

Position and Name

1. Principal Kelly Sanderson
2. Teacher Rick Schwartz
3. Parent/Guardian Charlotte Owens
4. Community Member Josh Holzheimer
5. Paraprofessional Lisa Schwelling
6. School Improvement Council Member Michelle Bryson
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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

Yes No <u>N/A</u>	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).
<u>Yes</u> No N/A	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).
<u>Yes</u> No N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental 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.
<u>Yes</u> No N/A	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.
<u>Yes</u> No N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<u>Yes</u> No N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<u>Yes</u>	Collaboration

No N/A	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).
Yes No <u>N/A</u>	<p>Developmental Screening</p> <p>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.</p>
Yes No <u>N/A</u>	<p>Half-Day Child Development</p> <p>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. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes No <u>N/A</u>	<p>Developmentally Appropriate Curriculum for PreK-3</p> <p>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.</p>
Yes No <u>N/A</u>	<p>Parenting and Family Literacy</p> <p>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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes No <u>N/A</u>	<p>Recruitment</p> <p>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,</p>

	<p>who are considered at-risk of 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): parent without a high school graduation or equivalency, 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.</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

BONDS

CAREER CENTER

WHERE EDUCATION MEETS EXPERIENCE

J. Harley Bonds Career Center
Kelly Sanderson, Director

Greenville County School District
Dr. Burke Royster, Superintendent

School Portfolio
Action Plan 2024 - 2025
Through 2028-2029

Table of Contents

Introduction	6
Executive Summary	7
School Profile	9
Mission, Vision, and Beliefs	15
Data Analysis and Needs Assessment	16
Action Plan	17

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 CTE completers, maintaining or 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 state-approved work-based learning experiences. In the area of teacher/administrator quality, the career centers agreed to work on obtaining 100% of vacant teaching positions filled by the first day of school by highly qualified educators. Also in the area of teacher/administration quality, the career centers chose to work on a goal to reduce teacher turnover by 0.5 percentage points annually through 2029.

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.

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 1,095 state recognized certifications.

Bonds Career Center offers many outstanding features to improve the quality of our instruction and enhance the offerings to our students. Our Culinary Arts and Mechatronics programs offer Early College credit through Greenville Technical College for those students meeting admissions requirements. We also have cooperative education and summer internship programs available to students in some programs.

Bonds Career Center offers fourteen programs within six career cluster areas. All programs are two-year programs, with the exception of Career Exploratory and Auto Technology, and Powersports Technology, 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)

- Architectural Design/Mechanical Drafting (AutoCad)
- Building Construction (NCCER) (OSHA 10)
- Career Exploratory- 10th grade program (MicroBurst Soft Skills)
- Cosmetology (State License)
- Culinary Arts (ServSafe, Pro-Start)
- Esthetics (State License)
- EMT (OSHA 10, CPR)
- Firefighting (Firefighting 1 and 2) (OSHA 10)
- Graphic Communications (Adobe, OSHA 10, CPR)
- Machine Tool Technology (NIMS) (OSHA 10)
- Mechatronics (OSHA 10)
- Powersports Technology (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 workforce. 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, three more renovations have occurred that have added over 8,200 square feet of classroom and shop space to the main building. One of the recent renovations 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 new classrooms covering over 2,400 square feet. The most recent renovation updated the Mechatronics lab space and added new Cosmetology and Esthetics classrooms and labs on the second floor. Today, Bonds serves approximately 400-500 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 in 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 11:40 a.m., while afternoon classes begin at 12:45 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 recognition. 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, two lab managers, one Work-based Learning Coordinator, one special education aid, one plant engineer, and five custodians.

Eleven instructors are certified in their teaching area; the two remaining teachers are 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	15
African-American	4
Caucasian	27

Educational Background—Faculty

Trade Certification	6
Associate Degree	2
Bachelor's Degree	4
Master's Degree	4
Master's Degree plus 30 hours	0
Educational Specialist	0

All faculty members are involved in professional organizations. 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	2017-2 018	2018-2 019	2019-2 020	2020-2 021	2021-2 022	2022-2 023	2023-2 024	2024-2 025
Blue Ridge High School	101	106	112	106	100	117	125	145
Eastside High School	56	53	69	65	73	88	76	111
Greer High School	127	134	120	115	116	162	169	167
Riverside High School	37	39	45	51	97	101	103	104
Wade Hampton High	24	17	7	9	11	4		
Other High Schools	3	5	7	4	0	3	4	2
Home Schooled	7	6	9	4	7	5	4	3
Satellite Diploma	4	3	1	1	0	0	0	0
TOTAL	359	363	370	355	404	480	481	540

The bulk of Bonds' enrollment comes from its two 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. New for the 2022-2023 school year, Bonds added an additional Cosmetology class, and an Architectural Design/Drafting course. For the 2024-2025 school year, Bonds will be adding a Small Engine Repair class and Graphic Communications course.

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.

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 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.

All instructors serve as advisors for our student professional organizations and work closely with the students to prepare them for competitions, conferences, and workshops.

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 four units of credit for each year-long course; all courses, with the exception of Career Exploratory and Auto Technology, are part of two-year programs. Students qualifying for Greenville Technical College admission may earn early college credit in the Culinary Arts and Mechatronics programs. Students receiving early college credit also receive advanced placement credit at the high school level.

Listed below are the courses offered by our school for the 2021-2022 school year:

- Architecture Design/Mechanical Drafting
- Automotive Technology 1 & 2
- Building Construction 1 & 2
- Career Exploratory
- Cosmetology 1 & 2
- Culinary Arts 1 & 2 / Baking and Pastry
- Esthetics 1 & 2
- Firefighting 1 & 2
- Machine Technology 1 & 2
- Mechatronics Integrated Technologies 1 & 2
- Welding 1 & 2

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
- 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 workplace 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, and Architectural Design/Mechanical Drafting. 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 Cosmetology instructor to accommodate the growing interest in this field. Culinary Arts has expanded with the addition of a second teacher.

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	17-18	18-19	19-20	20-21	21-22
Number of CTE Completers	160	140	128	140	256
Number of State /National Certifications	394	384	463	820	1,035
Passage Rate on State /National Certifications	90%	89.5%	97.9%	92.9%	94%
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>	30	40	101	39	66

*Decrease in WBL experiences was due to Covid impacts during the 2020-2021 school year.

Eight Year Enrollment History By High School

HIGH SCHOOL	2017-2 018	2018-2 019	2019-2 020	2020-2 021	2021-2 022	2022-2 023	2023-2 024	2024-2 025
Blue Ridge High School	101	106	112	106	100	117	125	145
Eastside High School	56	53	69	65	73	88	76	111
Greer High School	127	134	120	115	116	162	169	167
Riverside High School	37	39	45	51	97	101	103	104
Wade Hampton High	24	17	7	9	11	4		
Other High Schools	3	5	7	4	0	3	4	2
Home Schooled	7	6	9	4	7	5	4	3
Satellite Diploma	4	3	1	1	0	0	0	0
TOTAL	359	363	370	355	404	480	481	540

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

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: Increase the number of students that are CTE completers from 206 in 2022-23 to 230 in 2028-29.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (District)	1861	1917	1974	2033	2176
	1807	2514	Actual (District)					
			Projected (CTE)	201	215	220	225	230
		XX	Actual (CTE)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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.					
1. Evaluate each school's completer pathway options	2024-2029	<ul style="list-style-type: none"> Assistant Superintendent of School Leadership – Secondary and CTE CTE Directors School Principals 			Course Catalogs
2. Work with schools to create additional career pathways if needed	2024-2029	<ul style="list-style-type: none"> Assistant Superintendent of School Leadership – Secondary and CTE CTE Program Specialist 			Course Catalog

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Communicate the necessary coursework need to be a completer in each pathway to all stakeholders	2024-2029	<ul style="list-style-type: none"> Assistant Superintendent of School Leadership – Secondary and CTE CTE Program Specialist School Counselors 			Course Catalog Websites Agendas Minutes

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: Maintain or increase the number of state or national industry credentials earned by students at the CTE Center from 2024-25 through 2028-29.

Interim Performance Goal: Annually increase the number of students that are CATE completers.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (District)	4761	4800	4900	5000	5100
	4761	7153	Actual (District)					
			Projected (CTE)	2000	2005	2010	2015	2020
		XX	Actual (CTE)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Provide awareness to all CTE program staff on available and viable industry certifications.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Meeting with Industry Advisory Committees to indemnify which industry certifications for each CTE program are most beneficial for employment.	2024-2029	<ul style="list-style-type: none"> Assistant Superintendent of School Leadership – Secondary and 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.	2024-2029	<ul style="list-style-type: none"> 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.	2024-2029	<ul style="list-style-type: none"> CTE Program Specialist CTE Assistant Directors 			PD Schedule Benchmarks

GOAL AREA 1 – Performance Goal 3

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

Performance Goal 3: Maintain or increase the number of state-approved work-based learning experiences from 131 in 2024-25 (baseline) to 140 in 2028-29.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (District)	1506	1552	1598	1646	1696
	1463	TBD	Actual (District)					
			Projected (School)	<u>135</u>	<u>137</u>	<u>138</u>	<u>139</u>	<u>140</u>

	XX	XX	Actual (School)				
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>		
Action Plan for Strategy #1: Initially, seek out business and industry partners willing to provide work-based learning (WBL) experience for students.							
1. Increase number and attendance of business/industry advisory committees.	2024-2029	<ul style="list-style-type: none">Assistant Superintendent of School Leadership – Secondary and CTECTE Center Directors			Advisory Committee Members Attendance		
2. Create more in-district WBL experiences for students.	2024-2029	<ul style="list-style-type: none">WBL Coordinators			WBL applications		

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	XX%	XX%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029				
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path -to education.	2024-2029				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029				

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	9%	8.5%	8%	7.5%	7%
	XX%	XX%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Provide specific PD to novice CTE teachers coming directly from industry in an effort to increase teacher retention.					
1. Work with Mentor Evaluation Specialist to create a more customized PD experience for CTE teachers in their first 3 years of teaching.	2024-2029	<ul style="list-style-type: none"> 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.	2024-2029	<ul style="list-style-type: none"> Mentor Evaluation Specialist CTE Directors CTE Program Specialist 			Mentor assignments CTE Teacher retention rate

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: Increase the percentage of students returning for a second year at the Career Center (students returning after their initial year at the Career Center) from 71% in 2024-25 through 80% in 2028-29.

Interim Performance Goal: Annually increase the percentage of students who return and participate in a second year at the Career Center (student retention).

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool			Projected (District)	67	70	73	75	75
	64	TBD	Actual (District)					
			Projected (CTE)	<u>72%</u>	<u>74%</u>	<u>76%</u>	<u>78%</u>	<u>80%</u>
	XX	TBD	Actual (CTE)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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.					
1. Communicate clearly and often with all stakeholders regarding student attendance expectations.	2024-2029	· CTE Directors			Newsletters, websites, Social Media, Handbooks
2. Take a proactive approach in working collaboratively with the Transportation department and feeder schools to create schedules.	2024-2029	· Assistant Superintendent of School Leadership – Secondary and CTE · CTE Center Directors · School Principals · Director of Transportation			Bus Schedules CTE Schedules Feeder School Schedules