

Golden Strip Career Center
JF Lucas, Director

Greenville County School District
Dr. W. Burke Royster, Superintendent

School Portfolio
Action Plan 2018-19 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Golden Strip Career Center

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (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.

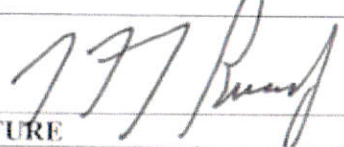
Assurances for the School Renewal Plans

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		8/15/18
PRINTED NAME	SIGNATURE	DATE

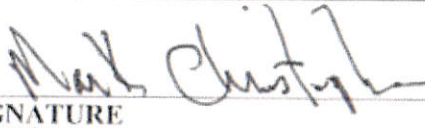
PRINCIPAL

JF Lucas		7/30/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors		8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mark Christopher		7/30/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

N/A		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1120 East Butler Road
Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-1050

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	JF Lucas
2. Teacher	James Deese
3. Parent/Guardian	Kelly Koutsoukis
4. Community Member	Matt Atnip
5. Paraprofessional	Elizabeth Odom
6. School Improvement Council Member	Mark Christopher
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**

Position	Name
Guidance Counselor	Gwen Worthington
Assistant Director	Michelle Michael
Work Based Learning Coordinator	Lynn Tuten
Director, Career and Technical Education	Brooks Smith
Parent	Terri Harper
Department Head, Greenville Technical College	Kelvin Byrd

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

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="radio"/> Yes <input type="radio"/> No	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.

<input checked="" type="radio"/> N/A	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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 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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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 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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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INTRODUCTION

The strategic planning process of identifying the challenges and achievements of Golden Strip Career Center (GSCC) encompassed the efforts of the faculty, staff, community, parents, students, businesses, and educational partners. Different parts of this self-study were assigned to designated teams for completion. Golden Strip Career Center already has the faculty and staff divided into committees. Each committee worked with a specific section of the action plan. The committees submitted rough drafts to the leadership team and, after revisions by everyone involved, the study was finalized. The School Improvement Council (SIC), consisting of parents, students, teachers, business partners, and educational partners, lent its support and advice to the school improvement plan with monthly meetings focused on guiding the school's improvement efforts.

EXECUTIVE SUMMARY

- Students are evaluated at GSCC using various assessments such as semester exams and end-of-course (EOC) exams, as well as state and national certification exams. The data gathered from these assessments is used by school personnel to monitor and adjust curriculum, instruction, and assessment. School personnel collaborate on a regular basis with instructors at other career centers and Greenville Technical College instructors to ensure vertical and horizontal alignment with career center programs. Students have the opportunity to acclimate themselves to the world of employment through authentic experiences such as job shadowing, cooperative learning, field trips, internships, and other work-based learning opportunities.
- Systems are in place to evaluate the performance of administrators, faculty, and staff at the center. The tool used for administrator assessment is the PAS-A instrument and the teacher/parent/student surveys. Assessment tools for teachers are the PAS-T instrument and informal evaluations. Administrators, career specialists, and academic specialists are available to assist teachers with professional development and instructional support. Improvement plans can be implemented for a teacher and/or program basis if needed. Additionally, new funding has been approved within the school district's general budget to raise the salary of CTE teachers based on their years of experience in their given industry. This will allow us to recruit and retain highly qualified and experienced employees to our career center.
- Support for student performance and school effectiveness is promoted by school leadership. The school leadership team meets weekly to address the needs of the school. All stakeholders are involved in the decision-making process to varying degrees through the School Improvement Council (SIC) which consists of students, teachers, parents, business partners, educational partners, and the community. Everyone involved works toward continuous improvement to achieve the school's vision.
- Our challenges for the past three years have been increasing our enrollment, adding new courses relevant to the workforce in our community, and hiring qualified and experienced teachers with the past pay scale. We believe that the updated general fund budget to increase CTE teacher pay holds the solution to many of our concerns. In recruiting and retaining experienced and qualified CTE teachers, we will be able to attract additional students to our school, introduce new programs, and meet the needs of our community business partners with work-ready graduates.

Accomplishments

- For the past four years, our center has had an excellent absolute rating on our annual report card.
- Forty-eight percent of our students are members of the career and technology student organization (CTSO) associated with their career area—25 students are members of FCCLA (Family, Career and Community Leaders of America) and 264 students are members of SkillsUSA.
- Students and teachers in our CTSOs participate in state and national events throughout the year.
 - One of our FCCLA students serves as a State FCCLA Officer for the 2017-2018 school year.
 - Thirty one of our SkillsUSA students competed at the SC SkillsUSA Leadership and Skills Conference in March.
 - Students have obtained multiple work-based learning opportunities through their coursework at GSCC. A sample of these opportunities include youth apprenticeships with Gregory Electric, Michelin, and SC Dept. of Education's Bus Department, or internships with companies such as Southeastern Products, Brasfield & Gorrie, Carolina Heating Services, etc. Because of their coursework at GSCC, students make connections with industry related companies and many have an opportunity to begin their career in high paying and rewarding careers with the previously mentioned companies and others including Fairway Auto Body Collision Repair, Bosch, Southern MEP, etc. Many of our graduating students also have the cost of their post-secondary education provided while they are paid to train for skilled and lucrative positions

through programs such as Michelin Technical Scholars, Stueken Apprenticeships, BMW Scholars and others.

SCHOOL PROFILE

Golden Strip Career Center (GSCC) is located in the southeastern area of Greenville County known as the Golden Strip. GSCC opened its doors in 1978, becoming one of four centers in the Greenville County School District. GSCC primarily serves students from Mauldin High, JL Mann Academy, and Hillcrest High; students who are home schooled, or students who are enrolled in private schools may also attend Golden Strip Career Center.

For the 2017-2018 school year, GSCC has fifteen career and technical education (CTE) programs. Our CTE programs include: Automotive Technology, Auto Collision Repair, HVAC (Heating, Ventilation, and Air Conditioning), Machine Tool Technology, Cosmetology, Nail Technology, Early Childhood Education, Fire Fighting, Law Enforcement, Building Construction, Welding, Web Design/Animation/Digital Multimedia/Google Applications/Image Editing, Mechatronics, Business and Logistics Processes and Culinary Arts. In addition, we are in our second year of a Career Exploratory program designed for ninth grade students to sample various programs. This allows these students the opportunity to explore various programs and future career opportunities.

Career and technology student organizations (CTSOs) are available to help students develop their career readiness skills. Our CTSOs include SkillsUSA and FCCLA (Family, Career and Community Leaders of America). These CTSOs have been organized for many years on our campus and continue to provide valuable experiences for our students. In addition to our CTSOs, GSCC also has an active School Improvement Council (SIC) and each CTE program has an advisory committee consisting of parents, students, and business and industry partners.

There are twenty-five staff members at Golden Strip Career Center including a director, assistant director, bookkeeper/secretary, guidance counselor, clerk, five custodians, and fifteen career and technology teachers. We also share a special education teacher and special education aide with the Satellite Diploma Program which is housed on our campus. The faculty is made up of both traditionally-trained teachers and alternative certification teachers, with ten teachers currently working on their initial certification through the DIRECT program and one teacher working on his initial certification through the PACE program. Sixteen percent of the staff have a master's degree or higher. Seventy-three percent of the teachers are male and thirteen percent are minority. Our teacher attendance rate is 96.88%.

Six hundred one students were enrolled in career and technology courses at Golden Strip Career Center on the eighth day of school. Forty-eight percent of our students are involved in career and technology student organizations. All students participate in work-based learning experiences.

MISSION, VISION, AND BELIEFS

The primary mission of Golden Strip Career Center is to provide students with the educational opportunities needed to enable them to reach their highest individual potential and to live and work successfully in a global economy.

Golden Strip Career Technology Center seeks to foster an appreciation of the dignity of work, worth of the individual, pride of accomplishment, respect for quality workmanship, the importance of a positive attitude, and the desire to excel in a chosen career.

We feel that it is our responsibility to meet each student as an individual with his/her own unique set of abilities, interests, values, and ambitions and to offer that individual an opportunity to develop to his/her fullest potential. The training programs offered are developed to satisfy the interests of area students, to meet business and industry personnel needs, and to meet technological requirements of the expanding Greenville community.

Learning experiences in the Center's programs are designed to prepare graduates with the essential knowledge, skills, and attitudes necessary to successfully enter and compete in today's job market or to continue their education at the post-secondary level. Golden Strip Career Technology Center also assumes an obligation to the students, the community, and the nation to emphasize their fundamental concepts of American Democracy: (1) respect for the individual, (2) respect for the opinion of others, and (3) respect for authority.

The beliefs of Golden Strip Career Center are:

1. That all students are learners.
2. That learning is lifelong.
3. That all people have a right to reach their highest individual potential.
4. That each person has unique worth as a member of a diverse society.
5. That each student would be challenged to develop academically, physically, socially, and morally.
6. That every student should have the opportunity to experience success and develop confidence.
7. That all people should develop their skills and abilities to live successfully in a global economy.
8. That all educational opportunities should be inclusive in a supportive learning environment.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment

- Technical Skill Attainment – 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.

For 2013, our technical skill attainment was 92.3% (state average – 89.4%); in 2014, our technical skill attainment was 90.0% (state average – 90.3%); in 2015, our technical skill attainment was 91.3% (state average – 90.4%); and in 2016, our technical skill attainment was 92% (state average - 89.6%). In 2017, we had a technical skill attainment of 94.9% which exceeded the state average of 91.4%. We have surpassed the state every year for the last five years in technical skill attainment.

- Graduation Rate – The percentage of 12th grade career and technology students who graduate in the spring.

We had a graduation rate of 93.8% in 2013 (state average – 94.9%), 98.1% in 2014 (state average – 93%); 100% in 2015 (state average – 97.1%); and 98.0% in 2016 (state average – 98.9%). For 2017, our graduation rate is 100%, while the statewide rate averaged 98%.

- Placement Rate – The number of career and technology completers who are available for placement in postsecondary institutions, military services, or employment is divided into the number of students over a three-year period who are actually placed and converted to a percentage.

We had a placement rate of 97.8% in 2013 (state average – 96.5%), 98.7% in 2014 (state average – 96.9%); 99% in 2015 (state average – 97.1%) and 99.4% in 2016, (state average – 97.3%). In 2017, our placement rate was 99.1%, while the state average was 97.4%.

- Data Source – SDE Career Center Report Card – website = <https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=C&d=2301&s=998>
- Data Source - PowerSchool

Teacher/Administrator Quality

Professional development goals are set yearly by the principal and teachers at the center. All teachers must participate in a minimum of 24 hours of professional development during the school year. At least 12 of these 24 hours are offered at the school level.

- Data Source – Professional Development Plans (2016-17, 2017-18) (See Attached)

School Climate

Golden Strip Career Center works to foster a positive school climate by focusing on the health and safety of all students. A supportive environment for academic, disciplinary and physical environment is also promoted, along with the encouragement and maintenance of respectful, trusting and caring relationships among the students, faculty, parents and community. These factors work together to make GSCC a successful school in which students thrive.

- Data Source – SDE Career Center Report Card – website = <https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=C&d=2301&s=998>
- Data Source – 2016-17 Report Card survey Results (See Attached)

2016-2017 Professional Development Plan – Golden Strip Career Center

Date & Time	Details	Points
August 12 1:30 – 3:30	CTE Meeting at Wade Hampton High School – Brooks Smith, Executive Director of CTE	2
August 15 9:00 – 10:00	Smart Find Refresher & Safe Schools	1
October 13 8:30-10:30	Promethean Board: ActivInspire: Jessica Richardson	2
November 2 12:15-1:15	504 and IEP Accommodations in the General Ed Classroom: Michelle Michael	1
December 7 12:15-1:15	Fire Safety for Career Center Teachers: Jim Deese	1
January 13 8:30-10:30	All CTE Mid-Year Meeting/Training- GTC Center for Manufacturing Innovation	2
March 1 12:15-1:15	Student Engagement in the CTE Classroom	1
April 5 12:15-1:15	Apps for Education in the CTE Classroom- Chonda Harris	1
April 19 12:15-1:15	Teaching Strategies for CTE Teachers- Eli Edwards & Terri Phillips	1
May 3 12:15-1:15	Work-Based Learning- Lynn Tuten	1
May 17 12:15-1:15	Program Completers- Gwen Worthington	1
August – May 11:30 – 12:30	Professional Learning Communities (topics vary)	10
TOTAL POINTS OFFERED		24

2017-2018 Professional Development Plan – Golden Strip Career Center

Date & Time	Details	Points
August 17, 2017	CTE Update- Work Based Learning	1
August 17, 2017	CTE Industry Tours	3
August 30, 2017	Understanding Disabilities	1
October 19, 2017	GSCC New Google Sites Training	2
November 8, 2017	Work Based Learning for Career Centers	1
January 17, 2018	Google Classroom and Quizlet for Teachers	1
January 31, 2018	Classroom Behavior Management Strategies	1
February 16, 2018	High Effective Teaching Practices	2
April 17, 2018	Workforce of the Future	1
May 31, 2018	Developing Learning Targets	2
August – May	Professional Learning Communities (topics vary)	10
TOTAL POINTS OFFERED		25

PARENT SURVEY RESPONSES - 2016-17 SCHOOL YEAR

I/S = Insufficient Sample

Golden Strip Career and Technology 2301998 Greenville

	% STRONGLY DISAGREE				% STRONGLY AGREE				% DONT KNOW			
PLEASE MARK HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING												
1 My child's teachers give homework that helps my child learn.	1.4	4.2	62.0	22.5	9.9	71						
2 My child's school has high expectations for student learning.	0.0	1.4	47.1	50.0	1.4	70						
3 My child's teachers encourage my child to learn.	0.0	0.0	45.7	48.6	5.7	70						
4 My child's teachers provide extra help when my child needs it.	0.0	4.3	38.6	48.6	8.6	70						
5 I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	0.0	4.3	50.0	44.3	1.4	70						
6 My child's teachers contact me to say good things about my child.	10.1	40.6	24.6	14.5	10.1	69						
7 My child's teachers tell me how I can help my child learn.	4.3	33.3	39.1	15.9	7.2	69						
8 My child's teachers invite me to visit my child's classrooms during the school day.	5.7	35.7	34.3	14.3	10.0	70						
9 My child's school returns my phone calls or e-mails promptly.	2.9	8.7	44.9	26.1	17.4	69						
10 My child's school includes me in decision-making.	2.9	20.6	47.1	16.2	13.2	68						
11 My child's school gives me information about what my child should be learning in school.	5.8	24.6	36.2	17.4	15.9	69						
12 My child's school considers changes based on what parents say.	4.4	10.3	41.2	13.2	30.9	68						
13 My child's school schedules activities at times that I can attend.	4.3	10.0	51.4	22.9	11.4	70						
14 My child's school treats all students fairly.	2.9	2.9	44.1	25.0	25.0	68						
15 The principal at my child's school is available and welcoming.	2.9	0.0	41.4	30.0	25.7	70						
16 I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	1.4	7.1	50.0	20.0	21.4	70						
17 My child's school is kept neat and clean.	1.4	4.2	45.1	42.3	7.0	71						
18 My child's teachers care about my child as an individual.	0.0	2.8	47.9	42.3	7.0	71						
19 Students at my child's school are well-behaved.	4.3	7.2	44.9	18.8	24.6	69						
20 My child feels safe at school.	1.4	5.7	54.3	35.7	2.9	70						
21 My child's teachers and school staff prevent or stop bullying at school.	2.8	4.2	40.8	23.9	28.2	71						
22 My child's school has an anti-bullying program to prevent or deal with bullying.	2.9	4.3	42.9	17.1	32.9	70						
23 I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.	1.4	1.4	60.9	29.0	7.2	69						
24 The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade	1.5	1.5	47.8	26.9	22.4	67						
25 During the IGP conference, the counselors discussed my child's academic progress and his/her caree	1.5	4.5	44.8	28.4	20.9	67						
26 I recommend that all parents/guardians attend IGP conferences with their children.	1.5	3.0	37.9	36.4	21.2	66						

THIS	LIKE TO	CARE TO	OFFERED	N
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27	Attend Open Houses or parent-teacher conferences	51.4	40.0	5.7	2.9	70
28	Attend student programs or performances	53.6	33.3	5.8	7.2	69
29	Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	12.9	38.6	30.0	18.6	70
30	Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	11.6	47.8	29.0	11.6	69
31	Participate in School Improvement Council meetings.	7.5	38.8	43.3	10.4	67
32	Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	15.9	34.8	39.1	10.1	69
33	Participate in school committees (textbook committee, spring carnival committee, etc.)	8.6	34.3	41.4	15.7	70
34	Attend parent workshops (how to help my child with school work, how to talk to my child about dru	14.1	39.1	29.7	17.2	64

	%	%	%
I DON'T DO! DON'T DO			
I DO			
THIS			
BUT WOULI & DON'T			
LIKE TO CARE TO			

35	Visit my child's classrooms during the school day.	7.4	47.1	45.6	68
36	Contact my child's teachers about my child's school work.	57.4	27.9	14.7	68
37	Limit the amount of time my child watches TV, plays video games, surfs the internet, etc.	56.5	20.3	23.2	69
38	Make sure my child does his/her homework.	81.4	15.7	2.9	70
39	Help my child with homework when he/she needs it.	72.9	24.3	2.9	70

	TRUE	FALSE
%		

40	Lack of transportation reduces my involvement.	12.9	87.1	70
41	Family health problems reduce my involvement.	14.5	85.5	69
42	Lack of available care for my children or other family members reduces my involvement.	14.5	85.5	69
43	My work schedule makes it hard for me to be involved.	63.2	36.8	68
44	The school does not encourage my involvement.	20.9	79.1	67
45	Information about how to be involved either comes too late or not at all.	23.9	76.1	67
46	I don't feel like it is appreciated when I try to be involved.	9.2	90.8	65

PLEASE RATE YOUR SCHOOL ON...

PLEASE RATE YOUR SCHOOL ON...										
	% VERY GOOD		% GOOD		% OKAY		% BAD		% VERY BAD	N
47 The school's overall friendliness.	40.6		46.4		13.0		0.0		0.0	69
48 The school's interest in parents' ideas and opinions.	25.4		41.8		28.4		4.5		0.0	67
49 The school's efforts to get important information from parents.	32.4		38.2		26.5		2.9		0.0	68
50 The school's efforts to give important information to parents.	35.3		36.8		25.0		2.9		0.0	68

TEACHER SURVEY RESPONSES - 2016-17 SCHOOL YEAR

ID=2301998 District=Greenville School=Golden Strip Career and Technology

QUESTION	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	% DONT KNOW	N
1 My school provides challenging instructional programs for students.	0.0	0.0	11.8	88.2	0.0	17
2 Teachers at my school effectively implement the State Curriculum Standards.	0.0	0.0	17.6	82.4	0.0	17
3 Teachers at my school focus instruction on understanding, not just memorizing facts.	0.0	0.0	11.8	88.2	0.0	17
4 Teachers at my school have high expectations for students' learning.	0.0	0.0	29.4	70.6	0.0	17
5 There is a sufficient amount of classroom time allocated to instruction in essential skills.	5.9	23.5	35.3	35.3	0.0	17
6 Student assessment information is effectively used by teachers to plan instruction.	0.0	0.0	17.6	82.4	0.0	17
7 Effective instructional strategies are used to meet the needs of low achieving students.	0.0	0.0	23.5	76.5	0.0	17
8 My school offers effective programs for students with disabilities.	0.0	5.9	5.9	88.2	0.0	17
9 Instructional strategies are used to meet the needs of academically gifted students.	0.0	0.0	23.5	76.5	0.0	17
10 The level of teacher and staff morale is high at my school.	11.8	17.6	29.4	41.2	0.0	17
11 Teachers respect each other at my school.	0.0	5.9	35.3	58.8	0.0	17
12 Teachers at my school are recognized and appreciated for good work.	5.9	11.8	23.5	58.8	0.0	17
13 Students at my school are motivated and interested in learning.	0.0	5.9	47.1	47.1	0.0	17
14 There are sufficient materials and supplies available for classroom and instructional use.	0.0	5.9	29.4	64.7	0.0	17
15 Our school has a good selection of library and media material.	0.0	5.9	5.9	23.5	64.7	17
16 Our school has sufficient computers for instructional use.	5.9	17.6	11.8	64.7	0.0	17
17 Computers are used effectively for instruction at my school.	11.8	11.8	5.9	70.6	0.0	17
18 There are relevant professional development opportunities offered to teachers at my school.	5.9	5.9	35.3	52.9	0.0	17
19 The school administration communicates clear instructional goals for the school.	0.0	5.9	47.1	47.1	0.0	17
20 The school administration sets high standards for students.	0.0	0.0	23.5	76.5	0.0	17
21 The school administration has high expectations for teacher performance.	0.0	0.0	11.8	88.2	0.0	17
22 The school administration provides effective instructional leadership.	5.9	0.0	47.1	47.1	0.0	17
23 Student assessment information is used to set goals and plan programs for my school.	5.9	5.9	35.3	52.9	0.0	17
24 Teacher evaluation at my school focuses on instructional improvement.	0.0	0.0	35.3	64.7	0.0	17
25 School administrators visit classrooms to observe instruction.	0.0	0.0	11.8	88.2	0.0	17
26 The school administration arranges for collaborative planning and decision making.	11.8	17.6	17.6	47.1	5.9	17
27 I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	0.0	5.9	41.2	52.9	0.0	17
28 The grounds around my school are kept clean.	0.0	0.0	5.9	94.1	0.0	17
29 The hallways at my school are kept clean.	0.0	0.0	0.0	100.0	0.0	17
30 The bathrooms at my school are kept clean.	0.0	0.0	0.0	100.0	0.0	17

31	The school building is maintained well and repaired when needed.	0.0	0.0	0.0	100.0	0.0	17
32	There is sufficient space for instructional programs at my school.	0.0	5.9	17.6	76.5	0.0	17
33	Students at my school behave well in class.	0.0	5.9	23.5	70.6	0.0	17
34	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	0.0	17.6	11.8	70.6	0.0	17
35	Rules and consequences for behavior are clear to students.	0.0	0.0	23.5	76.5	0.0	17
36	The rules for behavior are enforced at my school.	0.0	0.0	5.9	94.1	0.0	17
37	The rules about how students should behave in my school are fair.	5.9	5.9	17.6	64.7	5.9	17
38	I have been bullied by an adult at this school.	82.4	0.0	17.6	0.0	0.0	17
39	I have been bullied by a student at this school.	82.4	5.9	5.9	5.9	0.0	17
40	My school or district provides me with training to assist in preventing and/or dealing with bullying.	0.0	0.0	29.4	70.6	0.0	17
41	I feel safe at my school before and after school hours.	0.0	0.0	5.9	94.1	0.0	17
42	I feel safe at my school during the school day.	0.0	0.0	11.8	88.2	0.0	17
43	I feel safe going to or coming from my school.	0.0	0.0	11.8	88.2	0.0	17
44	Students from different backgrounds get along well at my school.	0.0	5.9	5.9	88.2	0.0	17
45	Teachers and students get along well with each other at my school.	0.0	5.9	35.3	58.8	0.0	17
46	Teachers at my school collaborate for instructional planning.	11.8	5.9	11.8	52.9	17.6	17
47	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL .	0.0	5.9	23.5	70.6	0.0	17
48	Parents at my school are aware of school policies.	0.0	5.9	17.6	76.5	0.0	17
49	Parents at my school know about school activities.	0.0	11.8	11.8	76.5	0.0	17
50	Parents at my school understand the school's instructional programs.	0.0	5.9	17.6	76.5	0.0	17
51	Parents at my school are interested in their children's schoolwork.	0.0	11.8	29.4	58.8	0.0	17
52	Parents at my school support instructional decisions regarding their children.	0.0	5.9	23.5	70.6	0.0	17
53	Parents attend conferences requested by teachers at my school.	0.0	5.9	29.4	64.7	0.0	17
54	Parents at my school cooperate regarding discipline problems.	0.0	5.9	35.3	58.8	0.0	17
55	Parents attend school meetings and other school events.	0.0	11.8	23.5	64.7	0.0	17
56	Parents participate as volunteer helpers in the school or classroom.	5.9	5.9	23.5	52.9	11.8	17
57	Parents are involved in school decisions through advisory committees.	5.9	5.9	23.5	64.7	0.0	17
58	I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	0.0	11.8	23.5	64.7	0.0	17
59	I have sufficient space in my classroom to meet the educational needs of my students.	5.9	11.8	17.6	64.7	0.0	17
60	My non-instructional duties do not interfere with my essential role of educating students.	5.9	5.9	17.6	70.6	0.0	17
61	I have access to reliable communication technology, including phone, fax, and e-mail.	0.0	0.0	17.6	82.4	0.0	17
62	I feel supported by administrators at my school.	0.0	5.9	29.4	64.7	0.0	17
63	The faculty and staff at my school have a shared vision.	0.0	5.9	29.4	64.7	0.0	17
64	I am familiar with local, state, and national policies and how they affect teaching and learning.	0.0	0.0	17.6	82.4	0.0	17
65	Local, state, or national policies assist me in meeting the educational needs of my students.	0.0	0.0	17.6	76.5	5.9	17
66	The school leadership makes a sustained effort to address teacher concerns.	0.0	11.8	23.5	64.7	0.0	17
67	My decisions in areas such as instruction and student progress are supported.	0.0	0.0	17.6	82.4	0.0	17
68	Teachers at my school are encouraged to develop innovative solutions to problems.	0.0	5.9	29.4	64.7	0.0	17

69	I feel comfortable raising issues and concerns that are important to me.	11.8	11.8	23.5	52.9	0.0	17
70	Sufficient resources are available to allow teachers to take advantage of professional development activities.	0.0	5.9	35.3	58.8	0.0	17
71	My class sizes allow me to meet the educational needs of my students.	11.8	5.9	5.9	76.5	0.0	17
72	I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	11.8	0.0	35.3	52.9	0.0	17

I/S = Insufficient Sample

HIGH SCHOOL STUDENT SURVEY RESPONSE - 2016-17 SCHOOL YEAR

DISTRICT=Greenville ID=2301998 SCHOOL=Golden Strip Career and Technology

QUESTION	% DISAGREE		% MOSTLY DISAGREE		% MOSTLY AGREE		% AGREE		N
1 My classes are challenging (not too easy; they make me think).	2.6		10.3		39.4		47.7		155
2 My teachers want me to understand what I am learning, not just remember facts.	1.9		5.2		28.4		64.5		155
3 My teachers expect students to learn.	0.0		2.6		29.0		68.4		155
4 My teachers expect students to behave.	0.0		1.3		26.5		72.3		155
5 My teachers spend enough time helping me learn.	2.6		5.8		34.8		56.8		155
6 My teachers help students when they do not understand something.	0.6		4.5		32.3		62.6		155
7 My teachers do a good job teaching me mathematics.	11.0		14.2		36.1		38.7		155
8 My teachers do a good job teaching me English language arts.	11.0		14.2		35.5		39.4		155
9 My teachers give tests on what I learn in class.	1.3		3.2		28.4		67.1		155
10 My teachers give homework assignments that help me learn better.	5.8		16.9		40.3		37.0		154
11 My classes are interesting and fun.	1.9		5.2		33.8		59.1		154
12 Students at my school believe they can do good work.	4.5		5.2		38.3		51.9		154
13 My teachers praise students when they do good work.	2.6		7.1		29.9		60.4		154
14 Work done by students can be seen on the walls of my school.	5.2		7.8		29.9		57.1		154
15 The textbooks and workbooks I use at my school really help me to learn.	5.8		11.7		35.1		47.4		154
16 The media center at my school has a good selection of books.	17.5		10.4		35.7		36.4		154
17 I use computers and other technology at my school to help me learn.	3.2		9.1		29.9		57.8		154
18 I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	1.3		5.8		35.1		57.8		154
19 The grounds around my school are kept clean.	1.9		0.6		33.5		63.9		155
20 The hallways at my school are kept clean.	1.9		2.6		27.7		67.7		155
21 The bathrooms at my school are kept clean.	3.9		7.1		27.7		61.3		155
22 Broken things at my school get fixed.	3.2		2.6		32.9		61.3		155
23 There is enough room for students to learn at my school.	1.3		3.9		32.9		61.9		155
24 Students at my school behave well in class.	3.9		6.5		45.2		44.5		155
25 Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	5.2		4.5		41.3		49.0		155

26	Students at my school know the rules and what happens when students break the rules.	1.3	2.6	38.7	57.4	155
27	The rules about how students should behave in my school are fair.	3.2	5.2	31.0	60.6	155
28	The rules for behavior are enforced at my school.	0.6	1.3	32.3	65.8	155
29	I feel safe at my school before and after school hours.	1.3	2.6	30.3	65.8	155
30	I feel safe at my school during the school day.	1.3	1.3	31.6	65.8	155
31	I feel safe going to or coming from my school.	0.6	3.9	25.2	70.3	155
32	Students from different backgrounds get along well at my school.	1.3	6.5	32.3	60.0	155
33	Teachers and students get along well with each other at my school.	1.3	7.7	31.6	59.4	155
34	Teachers work together to help students at my school.	0.6	7.7	32.3	59.4	155
35	My school has a variety of extracurricular activities for students.	3.2	7.1	35.5	54.2	155
36	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	0.6	6.5	34.8	58.1	155
37	My parent knows what I am expected to learn in school.	2.6	3.3	32.7	61.4	153
38	My parent knows how well I am doing in school.	2.0	4.6	30.1	63.4	153
39	My school informs parents about school programs and activities.	3.9	7.2	32.7	56.2	153
40	Parents at my school know their children's homework assignments.	7.8	10.5	33.3	48.4	153
41	My parent helps me with my homework when I need it.	9.8	7.8	26.1	56.2	153
42	Parents are welcomed at my school.	1.3	3.3	29.4	66.0	153
43	Parents volunteer and participate in activities at my school.	5.9	12.4	32.7	49.0	153
44	I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	3.9	6.6	30.9	58.6	152
45	I have seen or know of another student being bullied.	44.5	12.9	20.0	22.6	155
46	I have been bullied at the school during the school day.	56.1	14.2	14.2	15.5	155
47	I have been bullied while going to or from school.	62.6	13.5	11.6	12.3	155
48	I have been bullied by someone from my school using a computer, a cell phone or other el	61.3	12.9	12.9	12.9	155
49	Adults at my school prevent bullying from happening.	8.4	10.3	32.3	49.0	155
50	I can always go to adults at my school if I am being bullied.	8.4	7.7	29.7	54.2	155
51	An adult at my school has talked to me about bullying.	22.6	14.8	27.7	34.8	155
52	I have bullied another student at my school.	60.6	9.7	14.2	15.5	155