

**J. Harley Bonds Career Center**  
**Mike Parris, Director**

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

**School Portfolio**  
**Action Plan 2018 - 2023**  
**School Year 2019-2020**

**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME:**

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (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.

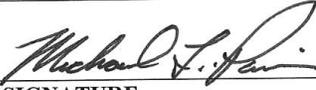
**Assurances for the School Renewal Plans**

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		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

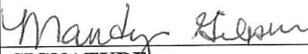
**PRINCIPAL**

Michael L. Parris		3/26/19
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, BOARD OF TRUSTEES**

Mr. Charles J. Saylor		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mandy Gibson		3/26/19
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

N/A		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 505 North Main Street Greer SC 29650

SCHOOL TELEPHONE: (864) 355-8080

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

### Stakeholder Involvement for School Renewal

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

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

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

# ASSURANCES FOR SCHOOL PLAN

## Act 135 Assurances

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

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Academic Assistance, PreK-3</b> 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	<b>Academic Assistance, Grades 4-12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> 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	<b>Innovation</b> 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	<b>Collaboration</b> 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	<p><b>Developmental Screening</b>  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>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Half-Day Child Development</b>  The school provides half-day child development programs for <b>four-year-olds</b> (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>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Developmentally Appropriate Curriculum for PreK–3</b>  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>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Parenting and Family Literacy</b>  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>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Recruitment</b>  The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b>  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>

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## **INTRODUCTION**

In preparing for the new five-year renewal plan, the four career centers in the Greenville County School District were provided with an opportunity to define common goals for the centers in the areas of student achievement, teacher/administrator quality, and school climate. For the area of student achievement, the career centers decided to work on goals related to increasing the percentage of students that are CATE completers, increasing the percentage of students that earn national or state industry credentials as determined by the business community, increasing the percentage of students who complete a state-approved work-based learning experience, and increasing the percentage of students who participate in apprenticeships. In the area of teacher/administrator quality, the career centers agreed to work on the goal of having qualified, diverse teachers. For the area of school climate, the career centers chose to work on a goal related to achieving and maintaining a student attendance rate of 95% or higher.

## 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. Bonds has won the Palmetto Gold Award every year since the award's inception. We are also one of six Blue Ribbon Lighthouse career centers in the state.

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

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

Year after year Bonds Career Center continues to have one hundred percent membership in SkillsUSA. During the summer, we had nine students that represented the state of South Carolina in the National SkillsUSA competitions in Louisville, Kentucky. One of our students was elected as State President of SC Skills USA. In addition, we have an active chapter of the National Technical Honor Society which honors our most academically and technically successful students.

In addition to participation and recognition from our student organizations, our students also have many additional awards and honors. This year Bonds students, collectively, received 394 certification with a 90% passage rate on certifications which is an 13% increase from the previous year. 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. Several of our programs offer Early College credit through Greenville Technical College for those students meeting admissions requirements. We also have cooperative education and summer internship programs available to students in some programs.

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

- Animation (Adobe Photoshop)
- Automotive Technology (NATEF, ASE, AYES)
- Building Construction (NCCER) (OSHA 10)
- Career Exploratory- 10<sup>th</sup> grade program
- Computer Programming (Adobe Photoshop)
- Cosmetology (State License)
- Culinary Arts (ServSafe, Pro-Start)
- Diesel Technology (OSHA 10)
- Esthetics (State License)
- Firefighting (Firefighting 1 and 2) (OSHA 10)
- Machine Tool Technology (NIMS) (OSHA 10)
- Mechatronics (OSHA 10)
- Welding (NCCER, AWS, OSHA 10)

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

## SCHOOL PROFILE

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

In its new location as part of the J. Harley Bonds Career and Educational Resource Center, the career center occupied the first floor of the building with other district programs housed on the second and third floors. By December 2002, all career center classrooms and offices within the main building were complete and a new 40,000 square foot shop building was added. Since that time, two more renovations have occurred that have added over 8,200 square feet of classroom and shop space to the main building. The most current renovation transformed the old high school gymnasium into a 3,000 square foot welding facility with 50 welding booths. This same renovation also transformed the former media center into three health science classrooms covering over 2,400 square feet. Today, Bonds serves approximately 350-400 students per year in 13 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, and represent definite geographical communities. Riverside and Eastside were built in the 1970s to accommodate the influx of people moving into the area as the economy grew. Parents in the Riverside, and Eastside, communities have become a powerful voice for political, economic, and educational issues in the area.

- **Blue Ridge High School** serves the largest geographical area in the district. Located in the rural northern portion of the county, these students are part of a close-knit community that is growing rapidly. The population in this attendance area has increased significantly due to the extensive number of subdivisions that have been built in the last few years.

- **Greer High School**, which lies in a diverse community, is also changing. Once dependent on an agricultural and textile economy, the school has had to address changes in skill and education requirements as new high-tech businesses and industries have located to the area. This high school is located within the city limits of Greer.
- **Riverside High School**, also located within the city limits of Greer, has had a significant population increase as well. A larger facility was built in 2006 to accommodate the increased number of students and has quickly approached its ideal capacity.
- **Eastside High School's** community abuts Riverside's and serves a similar population. A newer, larger facility was also built to serve this area.

Bonds Career Center offers traditional as well as innovative career and technical programs to high school students from its four feeder high schools. Students attend morning or afternoon classes on this campus and take classes at their home school during the other half of the school day. Morning classes begin at 9:00 a.m. and end at 11:15 a.m., while afternoon classes begin at 12:50 p.m. and end at 3:25 p.m. A math course is 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 Southern Association of Colleges and Schools has accredited Bonds Career Center since 1972, and in 2013 we participated in the *AdvancEd* accreditation process along with all schools in the district. The diligence of our students and staff has earned significant recognitions. Bonds continues to be a *Palmetto Gold Award* winner and was recognized in 2006 as a *Blue Ribbon Lighthouse School*, one of only six career centers so honored in South Carolina. In 2012, Bonds received the *TCTW Gold Improvement Award* indicating that our students had increased their mean score on the *High Schools That Work* assessments in reading, math, and science by at least ten points from 2010 to 2012.

### **SCHOOL PERSONNEL**

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

Fourteen instructors are certified in their teaching area; the remaining teacher is working to obtain certification through the state's alternative certification programs—DIRECT (Developing Instructional Readiness for Educators of Career and Technology). Eleven staff

members have at least a four-year degree. Years of educational experience range from second-year teachers to those with more than forty years of experience.

**Staff Diversity**

Male	13
Female	11
African-American	3
Caucasian	21

**Educational Background—Faculty**

Trade Certification	4
Associate Degree	3
Bachelor’s Degree	5
Master’s Degree	5
Master’s Degree plus 30 hours	1

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

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

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

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.

**Six Year Enrollment History By High School**

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

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

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

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

**Ethnicity and Gender by Program\***

PROGRAM	Male	Female	Asian	Black	Hispanic	American Indian	Mixed, 2 or more races	Pacific Islander	White
Animation	12	2	0	1	4	0	2	0	7
Automotive Technology	18	4	0	5	5	0	0	0	12
Building Construction	20	1	0	2	5	0	1	0	13
Career Exploratory	26	18	1	14	6	0	0	0	13
Computer Programming	8	5	1	2	1	0	0	0	9
Cosmetology	0	38	4	7	7	0	0	0	20
Culinary Arts	18	30	2	8	15	0	3	0	21
Diesel Technology	1	1	0	0	1	0	0	0	1
Esthetics	1	22	0	1	8	0	0	0	14
Firefighting	13	3	0	1	2	0	0	0	13
Machine Technology	21	1	0	0	1	0	0	0	17
Mechatronics	28	2	0	3	8	0	1	0	18
Welding	60	8	0	3	19	0	2	0	44
<b>Total</b>	226	135	8	47	82	0	9	0	202
<b>Percentage</b>	63%	37%	2%	8%	23%	0%	2%	0%	56%

**Free/Reduced Lunch Recipients by Program\***

PROGRAM	Free Lunch	Reduced Lunch
Animation	6	2
Automotive Technology	11	1
Building Construction	6	0
Career Exploratory	20	6
Computer Programming	2	0
Cosmetology	16	0
Culinary Arts	22	4
Diesel Technology	1	0
Esthetics	9	2
Firefighting	5	1
Machine Technology	5	3
Mechatronics	9	1
Welding	22	4
<b>Total</b>	134	24
<b>Percentage</b>	40%	7%

**Special Education Services\*:** 17.3% of Bonds student population receives special education services  
2.0% of Bonds student population has a 504 plan

## SCHOOL PROGRAMS AND INITIATIVES

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

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

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

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

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

### Early College Credit – 2017-2018

Greenville Technical College Course	Bonds Career Center Program	Students Receiving College Credit
AUT 112	Automotive Technology	10
AUT 159		9
HOS 140	Culinary Arts	19
CUL 155		18
HOS 245		7
HOS 256		9
WLD 102	Welding	33
WLD 108		38
WLD 111		37
WLD 132		33
WLD 141		33

Listed below are the courses offered by our school for the 2018-2019 school year:

- Animation
- Automotive Technology 1 & 2
- Building Construction 1 & 2
- Career Exploratory
- Computer Programming
- Cosmetology 1 & 2
- Culinary Arts 1 & 2
- Diesel Technology 1
- Esthetics 1 & 2
- Firefighting 1 & 2
- Intro to Construction / Career Prep
- Machine Technology 1 & 2
- Mechatronics Integrated Technologies 1 & 2
- Welding 1 & 2

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

### Six Year Course Enrollment

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

\*\*Source: PowerSchool 8-Day Report 8/25/17

**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:

- Animation- Adobe Certified Associate Certification in Visual Communication Using Adobe Photoshop CC
- Automotive Technology—NATEF/ASE (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
- Diesel Technology (OSHA 10)
- Esthetics – State Estheticians License
- Fire Fighting- CPR, OSHA 10, First Responder, Fire Fighting I, and Fire Fighting II
- Machine Tool Technology- NIMS, OSHA 10
- Mechatronics (OSHA 10)
- Welding – AWS, OSHA 10

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

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

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

**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, United Tool and Dye, Drive Automotive and Stueken.

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 21<sup>st</sup> 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 personal and career skills needed in a global economy.

### **BELIEFS**

We believe:

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

## DATA ANALYSIS AND NEEDS ASSESSMENT

### Student Achievement

Core Indicator	15-16	16-17	17-18
<b>Number of CTE Completers</b>		<b>109</b>	<b>160</b>
<b>Number of State /National Certifications</b>	<b>87</b>	<b>198</b>	<b>394</b>
<b>Passage Rate on State /National Certifications</b>	<b>60%</b>	<b>77%</b>	<b>90%</b>
<b>Number of State-Approved Work-Based Learning Experiences</b> <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>		<b>25</b>	<b>30</b>
<b>Number of Apprentices</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Six Year Enrollment History By High School

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

### Six Year Course Enrollment

CLASS NAME	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Automotive Technology+</b>	26	26	25	28	32	21
<b>Building Construction</b>	26	24	21	22	20	21
<b>Animation*</b> <i>(began 14-15, previously Web Design)</i>	15	10	15	17	18	15
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<b>Computer Service Technology*</b> <i>(last yr of program was 2014-15)</i>	9	9	-	-	-	-
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<b>Material Handling and Logistics</b> <i>(new program 2017-18)</i>	-	-	-	-	2	-
<b>Firefighting</b> <i>(new program in 2015-16)</i>	-	-	6	7	11	16
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<b>Career Exploratory</b> <i>(new program 2018-19)</i>						42

\*\*Source: PowerSchool 8-Day Report 8/25/17

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

## ACTION PLAN

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

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

**PERFORMANCE GOAL: 1** Increase the percentage of students that are CATE completers from \_\_\_% in 2018-19 to \_\_\_% in 2022-23.  
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

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

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

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

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

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

**PERFORMANCE GOAL: 2** Increase the percentage of students that earn national or state industry credentials as determined by the business community from \_\_\_% in 2018-19 to \_\_\_% in 2022-23.

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

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

**INTERIM PERFORMANCE GOAL:** Annually increase the percentage of students that earn national or state industry credentials as determined by the business community.

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

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

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

**PERFORMANCE GOAL: 3** Increase the percentage of students who complete a state-approved work-based learning experience from \_\_\_\_% in 2018-19 to \_\_\_\_% in 2022-23.

**INTERIM PERFORMANCE GOAL:** Annually increase the percentage of students who complete a state-approved work-based learning experience.

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

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

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

**PERFORMANCE GOAL: 4** Increase the percentage of students who participate in apprenticeships from \_\_\_\_% in 2018-19 to \_\_\_\_% in 2022-23.

**INTERIM PERFORMANCE GOAL:** Annually increase the percentage of students who participate in apprenticeships.

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

<b>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</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Evaluate each schools completer pathway options	2018-2023	Executive Director for CTE CTE Directors School Principals			Course Catalogs
2. Work with schools to create additional career pathways if needed	2018-2013	Executive Director of CTE CTE Program Specialist			Course Catalog
3. Communicate the necessary coursework need to be a completer in each pathway to all stakeholders	2018-2013	Executive Director of CTE CTE Program Specialist School Counselors			Course Catalog Websites Agendas Minutes

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

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

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

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

**PERFORMANCE GOAL: 1** The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment Report from Human Resources	Baseline will be established at the end of the 2018-19 school year	Career Center Projected		TBD	TBD	TBD	TBD
		Career Center Actual	Baseline will be established at the end of the 2018-19 school year				
Employment Report from Human Resources	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD
		District Actual	Baseline will be established at the end of the 2018-19 school year				

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

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

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

**PERFORMANCE GOAL: 5** Achieve and maintain a student attendance rate of 95% or higher.

**INTERIM PERFORMANCE GOAL:** Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 <sup>th</sup> day Attendance Report	(2016-17) x	Career Center Projected	95	95	95	95	95
		Career Center Actual x					
180 <sup>th</sup> day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95					

<b>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</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Communicate clearly and often students attendance expectations to all stakeholders	2018-2023	CTE Directors			Newsletters, websites, Social Media, Handbooks
2. Take a proactive approach in working collaboratively with the Transportation office and Feeder schools to create schedules.	2018-2023	Executive CTE Director CTE Center Directors School Principals Director of Transportation			Bus Schedules CTE Schedules Feeder School Schedules