Accreditation Report

Allen Thornton Career Tech Center

Lauderdale County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Career Technical Education is a vital part of the Lauderdale County School System. The Allen Thornton Career Tech Center houses 11 programs made up of students in grades 10-12 from each of the seven high schools in the Lauderdale county school system. Current enrollment at ATCTC is 455 students.

Allen Thornton Career Tech Center is centrally located on Highway 72 in the Center Star community. Even though the center is somewhat on the east end of the county, its prime location is an advantage for transporting students from the feeder schools. The schedule at Allen Thornton is divided into three blocks. Schools located closer to the center attend multiple blocks, while the schools on the far west end of the county only attend during one block.

The career tech center is a vital part of the Center Star community. We are not only a member of the Shoals Chamber of Commerce, but we provide various resources and services to the community at large. Each of the career tech departments provides livework opportunities where members of the community can receive services at discounted prices while providing students with valuable work experience. The health science program at ATCTC sponsors an annual community health fair which is free to members of the surrounding area.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The vision statement at Allen Thornton Career Technical Center is "Preparing students to be College and Career-Ready." However, our overall mission is to provide rigorous programs of study that give Lauderdale County students opportunities to support academic knowledge and acquire technical and employability skills needed to be college and career-ready. Each of our career tech programs are business and industry certified. Our programs offer credentialing to seniors to help build their resumes and increase their employability skills. Students enrolled in each program are involved in career tech student organizations such as FFA, FBLA, BEST Robotics, SkillsUSA, FCCLA, and HOSA. These organizations provide leadership opportunities and enable students to compete at local, regional, state, and national levels. Attainment of academic skills in Reading and Language Arts among career tech students is 99.58% with 89.49% in Math. In addition, the graduation rate for career tech students in our system is 90.42%.

While attending Allen Thornton Career Technical Center, students receive relevant and rigorous training that will prepare them for the workforce. Articulation agreements with area postsecondary institutions enable students to gain college credit while attending ATCTC. The welding program also offers dual-enrollment credit through Northwest Shoals Community College.

Allen Thornton Career Technical Center encourages community and parent involvement. Each program is required to have a local advisory committee, made up of area business/industry leaders, educators, parents, etc. who are major stakeholders and aide in decision-making and strategic planning for each career tech program. These advisory committees meet a minimum of twice annually to review program progress and to discuss program needs.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The main challenge that Allen Thornton Career Technical Center has faced over the past few years is the reduction in programs/teacher units. Lack of funding has resulted in closing and reducing career tech programs.

Another recent challenge has been in the area of scheduling. Over the past two years, we have tried to be creative in scheduling to allow students who participate in extracurricular activities at their feeder schools (sports, band, etc.) to get back to their home campuses for the athletic period. By making this possible, our enrollment has increased, and the 7th period block has been designated as planning time for ATCTC faculty.

The recent addition of the Alabama Advanced Academic Diploma with Career Tech endorsement has been a boost for career tech programs. As more recognition is granted to students enrolled in career tech programs, the overall perception and image of career and technical education will continue to improve.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We are very proud of the accomplishments of our students at Allen Thornton Career Technical Center. Over the past three years we have seen many students earn nationally-recognized credentials, pass state board exams, earn college scholarships, and win regional and state competitions, earning the right to attend national career tech conferences. As we continue to improve and add career tech programs in Lauderdale County, we expect to see even greater success as we prepare our students to become college and/or career ready.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Purpose statements - past and present •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Minutes from meetings related to development of the school's purpose •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•The school data profile • Core indicator Reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

1.1 Score: 3. Our school's formal purpose statement has been reviewed and discussed by school stakeholders. Consequently, it has been communicated to students, parents, and other stakeholders within the community. This area of strength is maintained by constantly seeking ways to improve and document two-way communication, especially with parents.

1.2 Score: 2. The ATCTDC administration, faculty, and staff are dedicated to doing our best for our students, and we communicate high expectations for them. While we challenge them to use higher thinking skills and plan activities that address all learning styles, we realize that we can improve in applying these toward life skills that our students will need after they leave us.

1.3 Score: 3. While our administration does implement a documented, systematic improvement plan with measurable performance targets, strategies, and timelines for the achievement of goals, we need to do a better job of involving all stakeholders in the process.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•School handbooks •Governing body policies, procedures, and practices •Staff handbooks •Student handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•List of assigned staff for compliance •Proof of legal counsel •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Stakeholder input and feedback •Roles and responsibilities of school leadership •Communications regarding board actions •System Policy Manual	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	•Examples of collaboration and shared leadership	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Involvement of stakeholders in a school improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Representative supervision and evaluation reports •Supervision and evaluation documents with criteria for improving professional practice and student success noted	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength:

One area of strength for the Lauderdale County School District is its governing body and how they establish policies and support practices that ensure effective administration of the system and its schools. The Board, upon written recommendations by the Superintendent, determines and establishes a written educational policy for the district and prescribes rules and regulations for the conduct and management of the schools. The Lauderdale County Board of Education may approve, amend, or revoke policies established in the Lauderdale County Student Handbook.

Weaknesses

The Allen Thornton school's website could be improved by updating and maintaining staff web pages and continuing to post announcements and a monthly calendar. Parental communication will be improved with the opening of the INOW parent portal. Areas of improvement have been targeted and future plans will involve more interaction between stakeholders, the governing body and the school.   More parent engagement and a sense of ownership among parents of career technical students would help to improve our school.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Representative samples of student work across courses •Graduate follow-up surveys •Course schedules •Lesson plans •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Lesson plans aligned to the curriculum •Curriculum guides	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Findings from supervisor walk-thrus and observations •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Student work demonstrating the application of knowledge	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Documentation of collection of lesson plans and grade books	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Calendar/schedule of learning community meetings •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Records of meetings and walk thrus/feedback sessions	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Calendar outlining when and how families are provided information on child's progress	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Curriculum and activities of formal adult advocate structure	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting •Samples communications to stakeholders about grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Data used to identify unique learning needs of students •List of learning support services and student population served by such services	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

1) What were the areas of strength you noted?

3.1 (Score: 3) The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Programs at Allen Thornton Career Technical Center provide instructional activities that challenge students to become college and career ready.

3.4 (Score: 3) System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Formal and informal walkthroughs allow school administration to ensure student success. Support is provided to instructors through professional development opportunities.

2) What were areas in need in improvement?

3.7: While new teachers are assigned a "buddy" teacher at the local school level, we have had in the past mentoring programs in place county wide. However, due to budget cuts, this program has been canceled.

Newly hired career tech teachers are required to attend a New Teacher Institute, however, this provides limited assistance for actual classroom instructional help at the local school level.

3.8: At Allen Thornton we need to do a better job of engaging parents and informing them of their student's progress.

3.9: Because of the limited time students have after traveling to the career tech center, our student advocacy system is lacking. The students are well-known by their instructor and the counselor. The addition of advisory teams/groups would be an excellent addition to the school.

3) What actions are you implementing to sustain the areas of strength?

Formal/informal observations, Walkthroughs, Lesson Plan Reviews, Frequent Faculty Meetings, Core Indicator Report data, Basic Skills Remediation, Life Academy, Articulation Agreements/Dual Enrollment, Career Counseling, Social Work Services, 21st Century Classroom Lab, Participation in IEP meetings at feeder schools, Differentiated Instruction, Career Tech Student Organizations, Professional Development Opportunities.

4) What plans are you making to improve the area of need?

Increased student advocacy support through the use of the school counselor, vocational assessment coordinator, and social worker.

Plan activities to engage parents in the instructional process at Allen Thornton.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •School budgets for the last three years	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•School schedule •Examples of efforts of school leaders to secure necessary material and fiscal resources •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •System for maintenance requests	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Data on media and information resources available to students and staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •Agreements with school community agencies for student-family support •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Description of referral process •List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Procedure for Vocational Assessment	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength:

4.7   Allen Thornton does a great job of providing services for counseling, assessment, referral, educational, and career planning. Students tour the career tech center during their 8th grade year. The use of Kuder software which helps students to see their occupational interests and areas of strength serves as a foundation for student placement. Vocational assessment is provided on campus for students with special needs to help determine placement. A comprehensive career and college counseling program is in place for career tech students. Articulation agreements with Northwest Shoals Community College provide students the opportunity to earn college credit for courses taken at Allen Thornton. NWSCC's career counselor provides services to help with college applications, FAFSA, etc. In addition to the full-time counselor on our campus, a certified social worker is housed there and provides counseling and prevention services to at-risk students.

Areas in Need of Improvement:

4.1 Because of limited financial resources, career tech teacher units and programs are not at the number they should be for a school district the size of Lauderdale County. Program cuts and/or reductions have taken place over the past several years.

Plans for Improvement:

A new Building Construction program has been added at Allen Thornton Career Tech Center (see September 6, 2012 Board Minutes).

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Documentation or description of evaluation tools/protocols	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Core Indicator Report	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Training materials specific to the evaluation, interpretation, and use of data •Documentation of attendance and training related to data use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuousprocess to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Evidence of student readiness for the next level •Evidence of student success at the next level •Evidence of student growth •Core Indicator Report	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 5 Narrative

Area of Strength:

System and school personnel continually look for improvement in data provided by the Core Indicator Report. An emphasis has been placed on recruiting and retaining non-traditional students in career tech courses. School leaders monitor and assess student learning through observations, walk-through, and data analysis.

Our district supervisors provide walkthroughs in addition to our local school leaders.
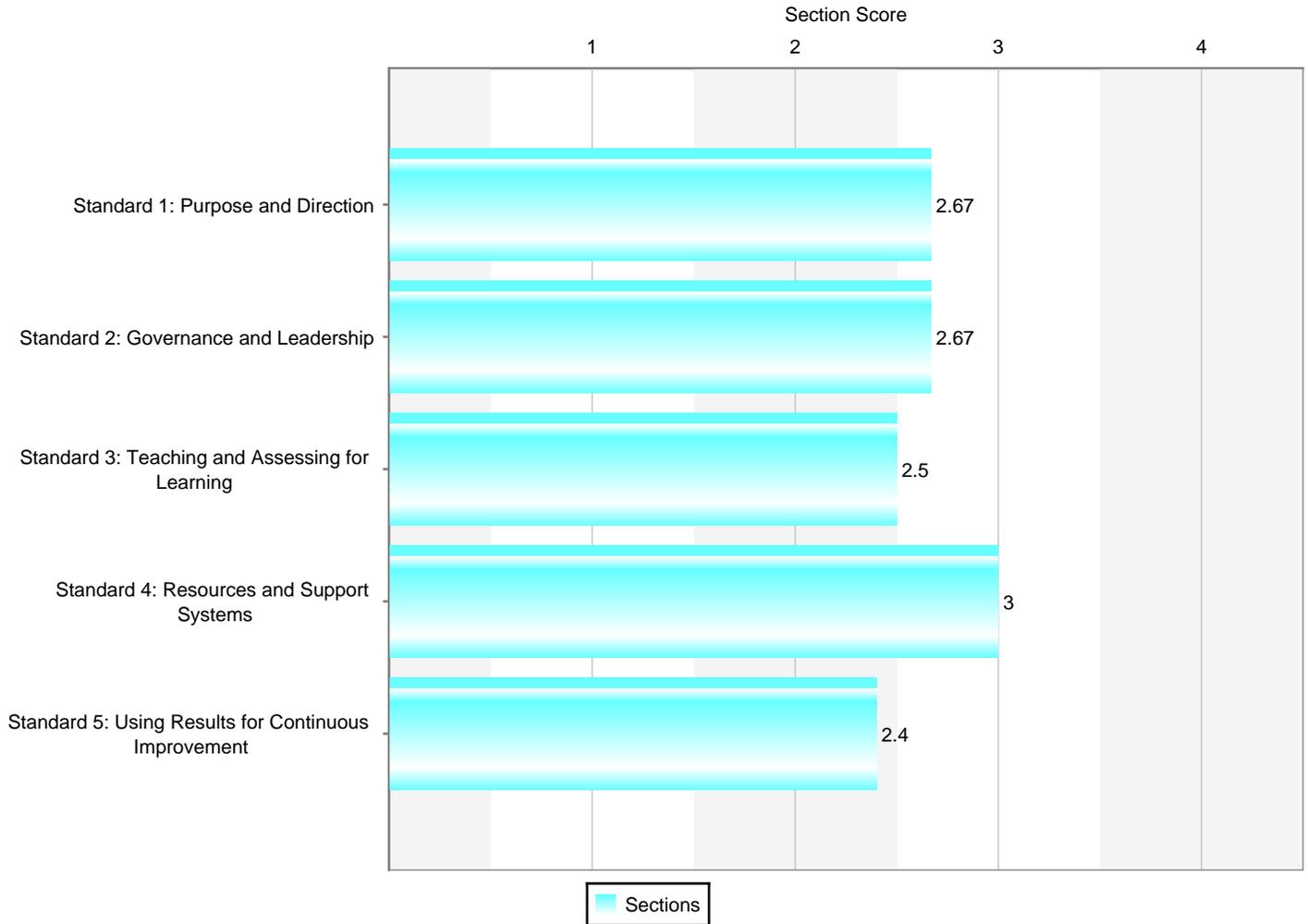
Area of Weakness:

Because ATCTC is a career tech center and only offers elective courses, formal assessment methods in core subject areas does not take place on our campus.

However, the LIFE Academy, located on our campus, does a great job of evaluating and interpreting data in helping students reach graduation goals.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 2.67

Standard 3: Teaching and Assessing for Learning — 2.5

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 2.4

Sections

Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	ATCTC makes every effort to comply with all AdvancED policies and procedures.
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	ATCTC monitors all financial transactions through a recognized, regularly audited accounting system.
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	ATCTC participates in the Business Industry Certification process that ensures we are continuously improving our programs. Attached is our 5 year improvement plan. ATCTC 5 year plan.doc
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	ATCTC has developed a local Crisis Intervention Plan detailing procedures and policies for security and safety purposes. The plan is updated on a regular basis. The plan can be located in the Brooks High School office and a condensed version is located in each classroom.

The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: •Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction •Mission and purpose of the institution •Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership •Grade levels served by the institution •Staffing, including administrative and other non-teaching professionals personnel •Available facilities, including upkeep and maintenance •Level of funding •School day or school year •Establishment of an additional location geographically apart from the main campus •Student population that causes program or staffing modification(s) •Available programs, including fine arts, practical arts and student activities	Yes	Drafting was discontinued before the 2011 school year due to decline in enrollment. Building Construction was approved to begin in January 2013.