



Certified Content



Standards Self-Assessment - 2022-06-07 16:54:36

Standards Self-Assessment

Beaufort Jasper Academy for Career Excellence

Michael Lovecchio

80 Lowcountry Drive

Ridgeland, South Carolina, 29936

Table of Contents

Standards Self-Assessment	3
---------------------------	---

Standards Self-Assessment

In this diagnostic, you will transfer ratings and evidence information from your workbook for each of the Standards.

You will also transfer your narratives for each Key Characteristic and your reflections.

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Keys to A Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

Copy the ratings and evidence and comments from your workbook for the Standards related to Culture of Learning.

Standard 1

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.

○ 4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

● **3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.**

○ 2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

o 1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

COMMENTS

Sources of Evidence:

- School Demographics
- MLL and Special Education Support
- ILT
- School Survey Data
- ACE Friends & Family Day
- Discipline Data
- Attendance Data
- School Clubs and Activities

Standard 2

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

● 4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.

o 3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.

o 2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.

o 1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

COMMENTS

Sources of Evidence:

- Survey Data
- Discipline Data
- Student Achievement Data

- ILT
- Whole Child Approach to Learning
- Academic Intervention Plans
- Attendance Data

Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

o 4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.

● 3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.

o 2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.

o 1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

COMMENTS

Sources of Evidence:

- Teacher Communication Logs
- SIC Meeting Agendas
- CTE Advisory Attendance
- Social Media Posts
- Recruiting Tours
- District Principal Meetings
- ACE App
- Food Truck
- ELA Student-Stakeholder Interviews
- ACE Governance and Board Meeting Agendas
- Tours of ACE by Schools and Community Members
- Career Fair

Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

● **4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.**

○ 3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.

○ 2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being

○ 1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

COMMENTS

Sources of Evidence:

- Skills USA Success
- Survey Data
- Discipline Data
- Attendance Data
- Flash Sales
- Services in the Community
- ACE Open House
- Friends & Family Day
- Career Fair

Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

● **4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.**

○ 3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

○ 2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

○ 1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

COMMENTS

Sources of Evidence:

- ELA-CTE Collaboration
- CTE Joint Program Projects
- Student Support Team
- Mentoring Program
- Staff Survey Data
- Input on Professional Development
- Peer Observations
- PLC Meetings

Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

o 4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.

● **3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.**

o 2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.

o 1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.

COMMENTS

Sources of Evidence:

- Professional Development (in house and out of district)
- PLC Meeting Agendas
- Faculty Meeting Agendas
- EIA/Perkins Budgeting Input
- Building Mentors
- Peer Observations
- Common Planning Time
- DIRECT
- Induction Teacher Meetings
- Frontline Opportunities
- Survey Data from Staff

Enter the Culture of Learning Key Characteristic narrative from your workbook in the field below:

Scores on the culture of learning standards reiterated that culture is an area of strength at ACE. Each group that participated in the stakeholder survey data identified ACE as an inviting and supportive learning environment (Standard 2 & 4). Student achievement data also supported a strong culture of learning at the school. ACE's College and Career Readiness (CCR) data in conjunction with the total amount of industry certifications earned by each cohort of students provide evidence that the school is competitive on local and national exams. ACE students have also frequently medaled at Skills USA, competing against much larger schools throughout the state and country.

ACE's student discipline data and attendance rate provide confirmation that students understand the school's mission and work to meet institutional expectations and norms. Students who attend ACE behave, attend school regularly, and contribute to the school's culture of learning. ACE fared exceptionally well on the standard stating, "Learners benefit from a formal structure that fosters positive relationships with peers and adults". The high score on the standard is consistent with ACE survey data and the institutional commitment to meeting the needs of our diverse learning population. ACE is home to a diverse population of learners. We have students who are in self-contained ELA classrooms alongside students who are among the top-ranked in their respective feeder schools, both succeeding in their respective CTE programs (Standard 1). While this diversity may seem like a challenge to educators, ACE's small class sizes and strong student-teacher relationships has resulted in subgroup achievement data equaling non-subgroup data (Standard 4).

ACE supports several activities that support the school mission, vision and expectations. The activities begin prior to students being accepted to ACE. School leaders, along with current students, visit each of our eight feeder high schools and meet with each sophomore class to review the ACE mission and expectations (Standard 3). The visits provide students who are interested in applying to ACE with clarity regarding what the school expects from them and what they can expect from the school. ACE also offers several activities that support our mission through our ELA classes. In these classes, students learn soft skills, professional communication and build a resume. The ELA classes culminate with business partners providing mock interviews to ACE students. Students at the school are also provided with work-based learning opportunities, field experiences, and a career fair at the conclusion of the school year to facilitate employment.

A key part of ACE's culture is celebrating successes. These celebrations include Culinary Arts flash sales, student field days, honor roll ice cream socials, attendance recognition, and the ACE completer ceremony. The Completer Ceremony is a unique and intimate way the staff recognizes students for their programmatic achievements (Standard 3). In addition, ACE utilizes social media to recognize our students and their programs. These activities promote an inclusive climate that values and respects its learners.

To maintain the school's positive culture of learning, ACE's feeder school districts need to sufficiently fund the school. The ACE budget has been level funded for at least eight years, despite increases in salaries, healthcare costs, consumables, and an increasing student population. For the FY23 budget, ACE had to utilize the fund balance to cover the rising costs, and this is not sustainable (Standard 6). The ACE Board and Governance Team need to make certain students and staff have the resources needed to maintain success. To continue to meet the needs of all learners and staff members, upcoming budgets must be addressed.

ACE utilizes a strong solid culture of learning as the foundation for everything that occurs in the school. As the school's reputation continues to grow and student enrollment increases, an increase in problems and issues is to be expected. When

addressing these issues, the ACE faculty and students need to make certain that the solutions do not impact the school culture and weaken an area of strength.

Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Copy the ratings and evidence and comments from your workbook for the Standards related to Leadership for Learning.

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

o 4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

● **3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.**

o 2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

o 1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

COMMENTS

Sources of Evidence:

- Peer Observations
- ELIOT Training and Opportunities
- Lesson Plan Feedback
- Tuesday's with Jones
- PLC Meetings
- Survey Data
- Building Mentor Meetings
- Literacy PLC
- GBE/SLO Process
- Observation Feedback
- Classroom Walkthroughs

Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

o 4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.

● 3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.

o 2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.

o 1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

COMMENTS

Sources of Evidence:

- Governance Meeting Agendas
- District Principal Meetings
- District Board Meeting Agendas
- ACE Board Meeting Agendas
- Yearly Budgets
- Agreement Between the Districts

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

o 4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.

● **3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.**

o 2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.

o 1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

COMMENTS

Sources of Evidence:

- Faculty Meetings
- Advisory Meetings
- Dual Enrollment
- Career Fair

- Business Partnerships
- School Tours
- Clubs and Activities
- Visits to elementary and middle school career days
- PLC Leaders
- Professional Development

Standard 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

● 4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.

○ 3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.

○ 2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.

○ 1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

COMMENTS

Sources of Evidence:

- Employee Evaluation
- Improvement Plans
- Job Postings
- Indeed Membership
- Mentoring
- Staff involved on hiring teams
- Professional Development

- Mentoring
- Observation and Walkthrough Process
- Time for Peer Observation
- PD during and outside of school hours.

Standard 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

o 4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.

● 3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.

o 2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.

o 1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

COMMENTS

Sources of Evidence:

- Student Handbook
- Faculty Handbook
- New Student Class meetings
- New Teacher Orientation
- Emergency Sub Plans

- Distance Learning Protocols
- Employability Rubric
- Curriculum Mapping
- Student Support Team

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

● **4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.**

○ 3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

○ 2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

○ 1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

COMMENTS

Sources of Evidence:

- Lesson Plans
- Curriculum Maps
- Program Based PD
- Pedagogy PD
- Focus Areas during Walkthroughs
- Special Education/MLL led PD
- Survey Data

Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

o 4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

● **3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.**

o 2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

o 1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

COMMENTS

Sources of Evidence:

- PLC Literacy & Department Meetings
- Professional Development
- Peer Observations
- Common Writing PD
- Work Based Learning
- Modified Assignments and Assessments
- Student Support Team

Standard 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

● **4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.**

○ 3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.

○ 2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.

○ 1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

COMMENTS

Sources of Evidence:

- IGP Meeting Data
- College-Military Application & Appreciation Days
- Professional Industry Certifications and Licenses
- Placement Follow Up Reports
- Perkins Report Card
- Survey Data
- Attendance Data
- Classroom Observation Data

Standard 15

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

○ 4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.

● **3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.**

o 2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.

o 1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

COMMENTS

Sources of Evidence:

- Collaborative Budgeting for EIA & Perkins
- State Certification Testing Funding
- Recent Allocation for MLL and Special Education Positions
- General Fund use for Program Consumables and equipment

Enter the Leadership for Learning Key Characteristic narrative from your workbook in the field below:

Leadership at ACE is a collaborative endeavor between teachers, support staff, and school administration. There is a shared responsibility for each stakeholder to be a leader and assist in communicating learning and school expectations both inside and outside of the school. At the classroom level, teachers post daily learning objectives and class agendas to assist in communicating learning expectations to students. Progress monitoring occurs through checks for understanding and assessments, allowing teachers to target learners who may need additional support. Framing learning is a key instructional strategy to outline expectations.

At the school level, ACE administration assists in creating a culture of high expectations and focus on student learning. This is accomplished through targeted teacher professional development opportunities, group and individual teacher meetings, feedback from classroom observations, student meetings, and the promotion of a student-centered work environment (Standard 15). Administrative progress monitoring occurs with both staff and students. Weekly checks of teacher lesson plans, communication logs, grades in addition to near daily classroom walk throughs, allow administration to monitor for high expectations and rigor in all classes (Standard 7 & 10). At the student level, ACE administration leads a student support team (SST) meeting every Monday. In this meeting, students who are identified as needing support with discipline, attendance or academics are identified and plans are created to get the learners back on track. Interventions include remediation during ILT, study groups and parent communication. Setting high expectations and monitoring those expectations is a whole staff endeavor.

ACE school leaders model behaviors that help set the tone for the school culture. Leaders involve stakeholders in numerous activities including the ACE Friends and Family Day, Fall Open House, CTE Advisory Meetings, and participation in community events such as the Hilton Head Island Seafood Festival and each high school's respective graduation ceremony. These actions demonstrate a willingness to engage community stakeholders and maintain students as the focal point of each activity. A culture of inclusion is also emphasized during themed months, which recognize different cultures, Spirit Weeks, and class field days. Communication with parents and caregivers is also modeled by school leaders. Administration utilizes the ACE app, social media, phone calls, emails, and postcards to keep parents informed of school information. Teachers are also encouraged to send monthly postcards home to acknowledge students who go above and beyond. Lastly, the school leaderships positive relationships with students and staff serve as a model in both classrooms and throughout the school (Standard 13).

Leadership is distributed throughout the school. Teachers are empowered with control of program curriculum and instruction as well the ability to create class rules and a program dress code (Standard 9 & 12). Teachers are also invited to participate in hiring interviews to provide feedback on how potential employees will fit into the culture at ACE. In addition, the school's PLCs provide an opportunity for teacher voice and input on the direction of the school. Lastly, the open-door policy of administration allows students and staff to share ideas and offer feedback at any time. Students are also provided leadership opportunities by leading tours of ACE, speaking at visits to feeder schools, participation in clubs and activities (such as HOSA and Skills USA) and in each individual program through a variety of appointed roles (Standard 9).

ACE functions smoothly on a day-to-day basis. These are the results of shared leadership and ownership within the school. Every staff member is responsible for every student. Through clear and high expectations, the positive culture in the classroom permeates throughout the school. This results in discipline rates being very low and attendance rates above average.

ACE leadership needs to work to lead the school and feeder districts through facility upgrades and an increase in funding (Standard 8). The outdated facilities can hamper learning with some shop areas are in dire need of repairs and upgrades. The FY23 ACE budget had to utilize the fund balance to meet the growing costs relating to salary and consumables. In addition to budget and facilities, leadership needs to continue to find ways to alleviate some of the additional stresses placed on the teaching staff. On top of teaching and the traditional paperwork associated with the position, ACE teachers must schedule industry certification tests, schedule client services, order consumables and take on additional projects when the need arises. Students could also benefit from a formal opportunity to meet with school leaders to provide additional voice.

Engagement of Learning Standards

A good institution ensured that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over

their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Copy the ratings and evidence and comments from your workbook for the Standards related to Engagement of Learning.

Standard 16

Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

● 4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.

○ 3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.

○ 2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.

○ 1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

COMMENTS

Sources of Evidence:

- Schoolwide Recognition and Celebrations of Diversity
- Themed Culinary Flash Sales
- Support for Events- Red Ribbon Week, Breast Cancer Awareness, etc.
- School Demographics
- Subgroup Achievement Data
- Discipline Data
- Friends and Family Days
- Subgroup Survey Data

Standard 17

Learners have equitable opportunities to realize their learning potential.

● **4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.**

○ 3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.

○ 2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.

○ 1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

COMMENTS

Sources of Evidence:

- Demographics
- Survey Data
- Career Fair
- IGP Meetings
- Student Support Team
- Work-Based Learning
- Offsite Learning
- Guest Speakers
- CTE Advisory

- College Visits
- Military Visits
- Parent Communication Logs

Standard 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

● 4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

○ 3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

○ 2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

○ 1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

COMMENTS

Sources of Evidence:

- Survey Data
- Industry Certification Data
- Perkins Report Card Data
- Follow Up Reports
- Attendance & Discipline Data
- Soft-Skills in ELA
- Mock Interviews
- Services on/for Peers and Community Members
- Innovation Lab

Standard 19

Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

o 4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.

● **3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.**

o 2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.

o 1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

COMMENTS

Sources of Evidence:

- Survey Data
- Discipline Data
- Project Based Learning
- Program Application Process
- Student Advisory
- Student Leaders

Standard 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

o 4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.

● **3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.**

○ 2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.

○ 1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

COMMENTS

Sources of Evidence:

- Students are in Programs they Choose
- Field Trips and Guest Speakers
- Industry Certifications Obtained
- Survey Data
- Employability Rubric

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

○ 4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.

● **3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.**

○ 2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.

○ 1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

COMMENTS

Sources of Evidence:

- Industry Certifications Attained
- Work Based Learning
- Services to Community
- Food Truck

- Lesson Plans and Lesson Plan Template
- Classroom Observations
- Peer Observations
- Student Achievement Data

Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

o 4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.

● **3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.**

o 2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.

o 1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

COMMENTS

Sources of Evidence:

- SLO Process
- Student Academic Team
- PLC Meetings
- Observation Process (admin and peer)
- Admin Review of Testing Data

Standard 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

o 4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

● **3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.**

○ 2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

○ 1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

COMMENTS

Sources of Evidence:

- Classroom Observations
- Peer Observations
- Purchase Orders relating to Tech and Virtual Programs
- Virtual Learning Plan
- Google Classroom Memberships
- ACE App
- Social Media

Enter the Engagement of Learning Key Characteristic narrative from your workbook in the field below:

The scores on the ACE's self-assessment reflected high levels of student engagement, which is a natural component to the many CTE programs. The hands-on/kinesthetic learning at ACE is a reason many students apply to the school. In addition, the school's instructional strategy- the gradual release model- encourages teachers to transition students from teacher led instruction to independent work on each standard (Standard 17). In addition, every ACE CTE program consists of two parts: one focusing on theory and one focusing on practical application. The instruction that relates to practical application takes place in a classroom lab, shop, bay, or floor. This requires students to apply the theoretical knowledge in a variety on hands-on activities. The evidence of an engaging learning environment comes from a number of data sources, which include stakeholder survey data, Eliot observation data, student success rates on hands-on portions of industry examinations and through student work samples.

Learners at ACE have a unique confidence, as they are acquiring skills that are only possessed by a small number of people in their respective school districts and communities (Standard 20). During feeder school tours and visits to ACE, current

students take pride in sharing what they are accomplishing in class as well as personal career goals. This confidence is also on display when clients visit ACE for services such as manicures and vehicle repairs. Students professionally address the clients and make certain the requested service is completed to satisfaction. One of the main strategies utilized by ACE to assist in confidence building is the embedding of soft skills in our ELA courses. The ELA teachers create lesson plans which tie soft skills into the state ELA standards. This allows students to gather confidence in professional communication within their field. In addition, CTE staff allow students to take an active role in ordering materials, speaking to vendors, and visiting other schools to promote ACE. Lastly, the school's mock interviews, hosted through ELA, allow students to put their confidence on display with community and business partners (Standard 21) during a formal job interview. The interview allows for authentic feedback from professionals and growth opportunities for each student.

Agency of student learning is present in every program. Students apply to ACE to join a program they are passionate about and eventually want to work in. This lends itself to students arriving at ACE enthused about learning and the financial potential of completing an ACE program and earning an industry certification (Standard 17). ACE also increases relevance in our ELA classes by emphasizing each student's CTE program in assignments, allowing for easier transfer and increased student investment. An example of this occurs during the student research paper, which requires students to research a topic directly related to careers reflecting their CTE programs. The cohort model also allows students to go through programs with the same group of peers, which allows them to support and push each other towards shared outcomes and goals.

ACE has done a wonderful job in engaging our learners during the practical portions of our CTE classes, but improvement must be made when teachers are in the classroom teaching theory. South Carolina state licensing exams have practical and theoretical parts of each exam. ACE students have done well in the practical portion of the exam; however, the majority of students who fail, do not pass the theoretical portion of the test. During classroom observations, most of the theoretical instruction is focused on lower order thinking tasks and is book dependent. Teachers need to increase engagement during theoretical instruction to the same engagement levels observed in practical portions of class (Standard 21 & 23).

Through peer modeling, professional development and feedback for growth, ACE must increase engagement during the theoretical portions of instruction in CTE classes. An increase in engagement and higher order thinking activities will result in an increase of student mastery in state standards as opposed to just memorizing material. Increased engagement during theory will result in an increase in students passing the SC state licensing exams.

Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Keys to Growth in Learning

Growth is evident when

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

Copy the ratings and evidence and comments from your workbook for the Standards related to Growth in Learning.

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

● **4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.**

○ 3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

○ 2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

○ 1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

COMMENTS

Sources of Evidence:

- Survey Data
- Enrollment Data
- Student Achievement Data
- Budget (current and forecasted)
- Local and National Job Employment Data
- Leaders active in Professional Development
- CTE Advisory Board
- Governance Meetings
- ACE Board

- Principal Meetings
- School Improvement Committee

Standard 25

Leaders promote action research by professional staff members to improve their practice and advance learning.

o 4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.

● 3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.

o 2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.

o 1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

COMMENTS

Sources of Evidence:

- GBE and SLO Process
- Staff Professional Development (Content & Pedogeological)
- PLC Meetings
- Faculty Meetings

- Survey Data
- End of Year Surveys
- Individual Teacher-Admin Meetings each Semester

Standard 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

o 4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

● **3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.**

o 2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

o 1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

COMMENTS

Sources of Evidence:

- Survey Data
- End of Year Surveys
- Individual Teacher-Admin Meetings each Semester
- Lesson Plan Evaluation
- Curriculum Mapping PD
- Writing in Content Area PD
- Peer Observations
- Syllabus Review

Standard 27

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

● **4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.**

○ 3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.

○ 2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.

○ 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

COMMENTS

Sources of Evidence:

- Student Support Team
- Communication Logs
- Meetings with Feeder School Counselors
- ILT
- Mock Interviews
- Survey Data
- Demographic Data
- IEP & MLL Meetings
- Parent/Guardian Meetings

Standard 28

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

● **4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.**

○ 3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

○ 2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

○ 1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

COMMENTS

Sources of Evidence:

- Work-Based Learning
- Industry Certification Data
- Student Achievement Data
- ELA Collaboration with CTE
- ELA Embedding Skills into Standards
- Placement Data
- Dual Enrollment
- Mock Interviews

Standard 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

○ 4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.

● **3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.**

○ 2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.

○ 1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

COMMENTS

Sources of Evidence:

- Professional Development tailored to teacher needs and current trends
- Student Enrollment Data
- Student Interest Forms
- Student Survey Data
- Meetings with Feeder School Principals and Counselors
- Job Market Data
- Admin Professional Development

Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

○ 4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.

● **3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.**

○ 2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.

o 1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

COMMENTS

Sources of Evidence:

- Grading Policy
- Formative vs. Summative Assessment PD
- Admin Reviews Gradebooks
- Employability Rubric
- Common Writing Rubric

Enter the Growth in Learning Key Characteristic narrative from your workbook in the field below:

ACE has created a culture that emphasizes growth in learning. Organizations that do not emphasize growth do not progress. ACE is no different. The school prides itself in using innovation and collaborative thinking to address areas identified for improvement. This is evident as ACE has undergone a number of major changes since our previous accreditation visit. The school has modified our daily format, the governance structure, programmatic offerings and also student enrollment (Standard 24 & 26). These changes have been positive and assisted in the school's growth towards, once again, being an integral part of the Beaufort and Jasper School District's education plan.

While growth has occurred at the organizational level, it has also occurred at the classroom level. Academically, data shows that ACE students are competitive with peers and adults in similar program fields. Our industry testing results are equal to, or better than, each test's national/state average score. ACE has also worked to assure our students have the proper soft skills to be successful (Standard 30). Qualitative data from community and business partners consistently cited lack of soft skills as a primary area of need they have observed with new hires. ACE utilized this data to put an emphasis in this area and embed soft skills into our ELA courses. In addition, the staff collaborated and created an employability rubric which grades students over time on identified soft skills such as professionalism, communication and motivation (Standard 25 & 28). These grades are recorded by every CTE teacher twice per semester and serve as an indicator on how students are progressing with soft skills.

Another source of data to indicate ACE learners are prepared to transition to the next level of learning is the school's Perkins Accountability Indicator Report. This is a yearly compliance report received to measure the school against Perkins

Requirements. The Perking Post-Program Placement Indicator measures the following “The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990, are volunteers as described in section 5(a) of the Peace Corps Act, or are employed.” In the 2020-2021 report (the last report shared), the state of South Carolina average performance on this indicator was 58.2%. ACE earned a 95.2%. This was well above state average and a wonderful indicator of our success in transitioning students to college and career after they complete a program at ACE and graduate high school (Standard 28).

Growth in learning and school improvement are continuous cycles in schools. The state requires a school improvement plan to identify areas in need of growth and strategies that will be used to meet the desired outcomes. ACE created a new 5-year strategic plan in April 2022 and identified student scores on South Carolina Licensing Tests as an area in for growth. Targets were set and strategies outlined with the understanding that meeting the goal will require all staff members to contribute. An increased focus on engaging instruction while teaching theory as well as a school wide focus on study skills and academics will assist in allowing ACE to meet this goal and address an area of need.

Standards Rating Process

Enter the description you wrote in your workbook of the process you used to rate the Standards in the field below.

Reflections

During your group discussion of your data and the resulting analyses, you reflected on the areas you were most proud of about your institution, areas you wished to improve, and challenges your institution is facing or you felt it will be facing in coming years. You recorded your reflections in brief narratives (500 words or less). You should have used the some prompts below for each reflection.

Based on the prompts below, you have identified areas of excellence and areas for improvement:

- Is the culture and climate of your institution positive or could it be improved?
- What areas are you most proud of in terms of student academic performance?
- What areas of student academic performance need improvement?
- Are there outstanding non-academic areas, or some that need improvement? (You might consider topics such as graduation and retention rates, disciplinary referrals, faculty stability or turnover, parent involvement, community support and involvement, finances, technology, special programs, extracurricular activities, etc.)

Based on prompts below, what challenges did you identify?

- What is the economic outlook in the community you serve?
- What governmental, political, or social changes might lend support or create challenges?

- What do demographic and enrollment trends suggest?

Paste your narratives from your workbook in the fields below.

Areas of Excellence

What does your institution do well?

ACE staff has identified our primary area of strength as our continued commitment to our students' needs and ensuring they leave ACE with the college and career designation as defined by the State of South Carolina. The ACE commitment to students goes beyond meeting just the academic needs of each learner. ACE strives to offer students a supportive and positive learning environment that meets the academic needs of a diverse learning population. Through the creation of a strong culture that welcomes all stakeholders, ACE is an inviting place to students and families. Students feel supported and safe, which is a key component of academic achievement.

ACE works to ensure students have the skills needed to be successful regardless of their pursuits beyond graduation. All instructors are knowledgeable in their respective fields, with our CTE instructors entering the teaching field directly from the workforce. This allows the teachers to use their professional network and resources to ensure students at ACE are prepared with the latest industry trends and technology use. While many of our students go directly to the workforce, we still have a large number of students who matriculate at 2- or 4-year colleges. The ACE staff takes pride in our students' achievements and have had a positive impact on the community by equipping students with the skills and knowledge needed for future success. Students and staff attend community events, recruiting fairs at area high schools, and career day activities in middle and elementary schools. In addition, the number of local and national business partners continues to grow, allowing ACE completers both opportunities and exposure.

The challenges that might be expected at a school with such geographic, socio-economic, and racial diversity does not occur on the ACE campus. Our staff and students collaborate and work alongside peers to defuse and prevent any potential conflict or language barrier that may exist. Behavioral problems at ACE are infrequent and minor in degree. This same positive and respectful culture exists between our staff and students. Instructors frequently interact and build positive relationships with students beyond their own classrooms. Likewise, former students often come to visit their former teachers and always leave positive comments on ACE social media accounts.

Areas for Improvement

What areas have been identified for improvement?

ACE Survey, classroom observation and lesson plan data has identified a lack of rigor and lack of classroom academic focus, related to teaching theory, as areas for growth. Survey data revealed that ACE teachers perceive their curriculum as being rigorous; however, student survey data indicate that ACE students do not always feel challenged when it comes to theoretical instruction. Classroom rigor was also identified for improvement in observations and lesson planning. ACE instructors

need to continue to raise expectations in both instruction and assessment. Teachers must also understand how to utilize real-time formative assessments and make instructional adjustments to meet students' needs. This will allow for a smoother transition to the upper-domain of higher-order thinking.

While ACE is safe and welcoming, the facility requires extensive renovation. The building is over 40 years old and the electrical, sewerage, HVAC and ventilation have all had serious issues in the past school year. This has created difficult learning and working conditions for those on campus. In some cases, the outdated infrastructure has prevented instructors from utilizing the newest equipment in their field.

Technology has also been unreliable with many teachers having to abandon a lesson or project due to lack of internet access or Wi-Fi. The deteriorating condition of the ACE campus has certainly impacted instruction, student learning, and safety.

Challenges

What challenges does your institution face? What challenges might your institution face in the coming years?

ACE is continuing to grow, placing additional stress on an outdated facility. For three consecutive years, ACE has experienced growth in student applications and population. This has resulted in a waiting list for some programs that have class size parameters due to state guidelines, availability of student workstations, or classroom sizes. In addition, there is current equipment that cannot be utilized in the school due to an outdated electrical infrastructure. Despite a prime location and student growth, the first step in securing facility upgrades or replacement is getting both feeder school districts to authorize funding. Two years ago, Jasper County School District opened a new CTE center at one of their high schools, and Beaufort County School District is currently working on an override to fund expansions to CTE programs already on high school campuses. These variables, in addition to tight school district budgets, are obstacles facing ACE in the very near future.

Funding is another area that requires attention from both feeder districts. ACE has a unique funding formula that was created then the school was founded through legislation in the early 1970s. ACE is funded 2/3 by Beaufort County School District and 1/3 by Jasper County School District. The past eight years, the school has been level funded with a budget of nearly \$3,000,000. ACE follows the Beaufort County School District salary scale and over the past three years, there has been salary increases for all staff and teachers have received considerable pay raises making them among the highest paid teachers in the state of South Carolina. While this is extraordinary, the rising salary costs in addition to increases in healthcare, consumable costs, and general inflation has strained the ACE budget. For FY23, ACE had to utilize fund balance to meet the rising costs. The current funding will need to increase to maintain current services at the school. The funding formula is also unbalanced as the 2/3 - 1/3 formula does not represent the population of ACE students. Currently, Jasper County School District accounts for 20% of the ACE student population. Rising costs have created a challenge related to funding that needs to be addressed prior to FY24.

A final challenge for ACE is determining where the school fits in the long range CTE plans for both Beaufort County School District and Jasper County School District. Both school districts are updating district CTE offerings and for ACE to create a long-term plan, there needs to be increased forecasting and joint planning. This will allow ACE to expand while meeting the needs of Lowcountry students and the CTE visions of both feeder districts.

The challenges facing ACE are not negative. Increased staff salaries, growth in student population, and potential expansion are all positives. The goals in these areas cannot be met by ACE staff without support. The ACE board in conjunction with the respective school boards, district leadership, and CTE directors must collaborate and create a long-term plan for ACE to remain successful.