Accreditation Report

Brooks Elementary School

Lauderdale County Board of Education

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Killen, AL 35645

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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?

Brooks Elementary, part of Lauderdale County Schools, is located in Killen, Alabama in Northwest Alabama. According to the 2010 U.S. Census the county's population is 92,709. Approximately 85% of the counties population is white, 10% African American, and 5% "other" ethnicity groups. The median household income is $39,345. Most recent census data available indicates that over 82.9% have a high school diploma and 21.5% are college graduates.

Killen occupies a little over 87.8 square miles of the county's 703.6 square miles. The township of Killen's population is 14,060.

Brooks Elementary is one of ten elementary schools within the Lauderdale County School System. The school currently educates 922 students in preschool through sixth grade. In addition to the students that are residents within the Brooks Elementary district, some students from Florence city and students who reside outside the school zone attend Brooks Elementary. The percentage of students qualifying for free and reduced lunch is 34.6%. A breakfast program was instituted six years ago with the number of participants increasing each year.

Brooks Elementary has a staff of 89 employees that provide a safe and nurturing learning environment for the town of Killen. Certified staff members include two administrators, 57 licensed teachers, and two guidance counselors. Support personnel include nine aides, two computer lab assistants, three secretaries, three custodians, two certified nurses, and eleven cafeteria personnel.

Brooks Elementary continues to be committed to ensuring that all students, parents, and staff members feel value, support, and inclusion in the community. Success for the students is the top priority and focus of all involved in Brooks Elementary.

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.

Brooks Elementary faculty and staff have adopted the vision, "Every Child-Every Day." We believe when students are provided with a safe environment, a sense of belonging, and encouraging teachers and leaders they will succeed. It is our goal for highly qualified teachers to instruct our students with research-based methods and materials. A collaborative culture abounds at Brooks Elementary to engage parents and community in our students' educational experiences. We believe it is our responsibility to encourage our students to be life-long learners and contributing members of society.

Brooks Elementary School utilizes multiple forms of assessments to support student learning. These include: ARMT +, DIBELS, STAR, Scott-Foresman SUCCESSNET, Go Math Assessments, AMSTI, Kid's College, and AR -Renaissance Learning.

Through dedicated community support, students at Brooks Elementary have committed to working diligently to attain high standards. This is reflected in our performance on the ARMT assessments. Our strengths on the 2011 ARMT include:
Reading (percentage of students scoring level III and level IV):
o 3rd grade - 96%
o 4th grade - 93%
o 5th grade - 88%
o 6th grade - 87%

Math (percentage of students scoring level III and level IV):
o 4th grade - 94%
o 5th grade - 88%
o 6th grade - 96%
Our weaknesses on the 2011 ARMT include comprehension techniques of various texts in reading and data analysis/ probability in math.

DIBELS data indicated that we are building fluent readers with our K-3 curriculum. The benchmark strengths noted include the following grade levels: Kindergarten - 90%, 1st grade - 84%, and 2nd grade- 84%. Our weakness is in 3rd grade with only 66% of students benchmarking in the area of oral reading fluency. The summary of effectiveness specifies that our tier II instruction needs support in grades one through three. We are addressing this with the implementation of uniform tier II lessons. Teachers are also incorporating tier III instruction as needed.

Under the Alabama Alternate Assessment (AAA), strengths noted were:
Reading (percent of students scoring level III):
o 4th grade -100%
o 5th grade - 100%,
Math (percent of students scoring level III or IV):
o 4th grade - 100%
o 3rd grade - 100%
Weaknesses on the 2011 AAA being addressed with small group intervention were:

Reading (percent of students scoring level II):

o 3rd grade - 50%

Math (percent of students scoring level II):

o 5th grade - 50%

Brooks Elementary provides numerous support services for students such as counseling programs, character education programs, and tutoring. The Pupil Support Team (comprised of grade level teachers, a special education teacher, reading coach, administrator, and counselor) meets monthly to review and analyze data on specific students needing additional academic and behavior support in the classroom. This information is then utilized to provide interventions to meet students' needs. Tiered instruction, remedial materials that accompany the research-based curriculum and computer software programs are a few examples of interventions teachers and staff at Brooks Elementary utilizes to meet individualized instructional needs.

The leaders of Brooks Elementary support two-way communication with the local community and stakeholders. The school has the understanding, commitment, and support of parents and community members. School personnel seek opportunities for collaboration and shared leadership to help students learn and advance their academic achievement level.

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.

Brooks Elementary School has undergone many changes in the past three years, and more funding cuts are anticipated for the upcoming 2012-2013 school year. Many of the following changes have been made due to a lack of adequate funding and a declining student enrollment. These changes have included: A. closing all but two Early Intervention Preschools with Brooks Elementary and Wilson accepting the district's qualifying preschool students (a large percentage of preschool students served require various special education services), B. losing three teacher units during the pass three years, C. closing one of three supervised computer labs during the 2011-2012 school year, D. limiting technology purchases and library enhancements, and E. limiting classroom and textbook purchases.

Although the list above presents challenges for a school the size of Brooks Elementary, the faculty and staff have chosen to view these challenges as opportunities to excel. The faculty has incorporated Response to Instruction (RtI) techniques to meet the learning needs of all students and Positive Behavior Support school-wide management procedures to increase learning time. The implementation of a common planning time for grade level teachers affords them the opportunity to meet students' needs through Pupil Support Teams (PST) and data meetings. This common time also allows teachers to collaborate--not only with one another--but with the reading coach, special education teachers, and administrators.

Brooks Elementary is continuing to utilize Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing in grades K-3 to monitor students' reading progress. Continual proficiency and progress toward reaching Adequate Yearly Progress (AYP) goals in reading and math in grades 3-6 are the focus of our instructional programs. To assist in attaining these goals, students associated with two local colleges are utilized to tutor students in small group settings. The Parent-Teacher Organization (PTO) also works to raise monies needed for classroom teachers, solicit volunteers, and meet the needs of students' families.

Additional Information

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

Brooks Elementary School is very proud of the continued performance of the students on state mandated assessments. This has been accomplished in spite of a shrinking faculty and staff. Brooks Elementary continues to meet AYP on a yearly basis. The students and staff take pride in this accomplishment.

Many of the students participate in various extra-curricular activities in the community. Some of these organizations include: Boy Scouts, Girl Scouts, Scholar's Bowl, an after-school choir, sixth grade band, recorder club, and dulcimer ensemble that performs throughout the community. A large portion of the fifth and sixth graders at Brooks Elementary also participate in various competitions sponsored by 4-H.

The school also takes pride in participating in service projects. The students have taken an active role in the school's recycling program. The students and staff also participate in many can and clothing drives to help those in need. One example of this is coordinating services with the BETA Club from Brooks High School to provide food, clothing, and gifts for needy families. Students are also given the opportunity to collect money for The American Heart Association through Jump Rope for Heart, and The Leukemia and Lymphoma Society through Light the Night. These activities help give the students a sense of service during their time at Brooks Elementary.

Brooks Elementary has been awarded a "Safe Routes to School" grant in conjunction with the Town of Killen. This grant will provide additional sidewalks for walking and bike riding for students. This addition will promote a safe alternative to busing. The sidewalks can also be used by community members to promote a healthy lifestyle.

Brooks Elementary School is prepared to meet the challenges of the future. The faculty and staff view these challenges as opportunities to rise and meet the goals. The success Brooks Elementary has had, and continues to have, is attributed to our dedicated students, parents, faculty, and staff.

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: 3.0

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 •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose	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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Survey results •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 3

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 •Survey results •Communication plan and artifacts that show two-way communication to staff and stakeholders •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	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.

Brooks Elementary faculty/staff members engage in a systematic process that reviews, revises, and communicates the purpose of student success. The staff reviews and ensures that teachers develop appropriate lesson plans, monitor students' progress on unit benchmark tests in reading and math, and attend frequent data meetings. School leaders monitor student progress and address changes that need to be made in teaching strategies and implementation of instructional techniques. The school's leadership and staff are committed to shared values and beliefs regarding teaching and student achievement by implementing a Continuous Improvement Plan (CIP) annually that ensures clear direction and support for improvement. Sources of evidence include: CIP, walk-through documentation, faculty meetings, PST/data meetings, ARMT+ scores, DIBELS assessments, unit benchmark/baseline testing results, Kids College, AR and STAR data.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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 •Communications to stakeholder about policy revisions •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 minutes relating to training •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Assurances, certifications •Communications about program regulations	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 •Survey results regarding functions of the governing body •Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings	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 align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan •Examples of decisions aligned with the school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Communication plan •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan	Level 3

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 •Job specific criteria	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.

The Lauderdale County Board of Education establishes policies and procedures that ensure effective administration of Brooks Elementary. The board provides the school's leadership with the autonomy needed to meet achievement and instructional goals, as well as, management of day-to-day operational techniques. The leaders and staff maintain a consistent purpose and direction. Stakeholders are continuously encouraged to be involved and support the school's dedication to student success. Evaluation processes are in place that supports improvement in professional development practices and student achievement. Sources of evidence include: Lauderdale County Board of Education Policies and Procedures, Lauderdale County Board of Education Parent/Student Handbook, District and School Report Card, AYP results, CIP, District/School web page, and EDUCATEAlabama documentation.

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: 2.75

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 •Survey results •Course schedules •Lesson plans •Posted learning objectives •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.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Lesson plans aligned to the curriculum •Surveys results •Common assessments •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Curriculum writing process •Products – scope and sequence, curriculum maps	Level 4

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.	•Professional development focused on these strategies •Findings from supervisor walk-thrus and observations •Agenda items addressing these strategies •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Interdisciplinary projects •Surveys results •Student work demonstrating the application of knowledge •Authentic assessments •Examples of student use of technology as a learning tool	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 beyond classroom observation 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.	•Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Surveys results •Curriculum maps •Examples of improvements to instructional practices resulting from the evaluation process •Documentation of collection of lesson plans and grade books •Administrative classroom observation protocols and logs	Level 4

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 improvements to content and instructional practice resulting from collaboration •Survey results •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •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.	•Survey results •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	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.	•Professional learning calendar with activities for instructional support of new staff • Survey results •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 meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Survey results •Calendar outlining when and how families are provided information on child's progress •Volunteer program with variety of options for participation	Level 3

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.	•Survey results	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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Sample report cards for each grade level and for all courses •Survey results •Policies, processes, and procedures on grading and reporting •Samples communications to stakeholders about grading and reporting •Evaluation process for grading and reporting practices	Level 2

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.	•Results of evaluation of professional learning program. •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 •Survey results •Training and professional learning related to research on unique characteristics of learning •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.

Brooks Elementary faculty/staff members implement board approved curricula which provides challenging and reasonable learning for all students. Curricula, instruction techniques, and multiple assessments are monitored and instruction is adjusted based on unique student learning requirements. Support for students needing Tier II or Tier III instruction is provided based on individual student learning needs. Teachers, administrators, and the reading coach meet monthly for PST/Grade Level meetings, as well as, three times a year for data review to collaborate and improve student achievement. Report cards are sent home every nine weeks with progress reports provided every four and a half weeks. Teachers communicate student progress with parents by sending home graded papers weekly or biweekly. All teachers and staff members participate in professional learning activities.

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: 2.71

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 ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•Assessments of staffing needs •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •School budgets for the last three years	Level 3

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 •Survey results •Examples of efforts of school leaders to secure necessary material and fiscal resources •School calendar •Alignment of budget with school purpose and direction	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.	•Survey results •Documentation of compliance with local and state inspections requirements •Records of depreciation of equipment •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.	•Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Data on media and information resources available to students and staff •Survey results •Budget related to media and information resoutce acquisition	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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Survey results •Assessments to inform development of technology plan	Level 2

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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •Survey results •Agreements with school community agencies for student-family support •List of support services available to students	Level 2

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 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 students whenever possible. 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.	•Description of referral process •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process	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.

Lauderdale County Board of Education and Brooks Elementary provide competent professionals and support staff to accomplish the school's purpose, vision, and educational programs. Instructional time, as well as, material and fiscal resources are satisfactory and support the school's dedication to student learning. The facilities and equipment of the school provide a secure, clean, and healthy atmosphere for all students and staff members. Faculty/staff and students use a wide variety of technology and media resources that supports the educational programs of the school. Brooks Elementary provides counseling, assessment, referral, and educational support services to meet the physical, social, and emotional needs of the students.

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evidence that assessments are reliable and bias free •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Survey results •Documentation or description of evaluation tools/protocols	Level 3

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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Written protocols and procedures for data collection and analysis	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous 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 •Survey results •Policies specific to data training •Documentation of attendance and training related to data use	Level 3

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.	•Examples of use of results to evaluate continuous improvement action plans •Agendas, minutes of meetings related to analysis of data •Student surveys •Evidence of student readiness for the next level •Evidence of student success at the next level •Evidence of student growth •Description of process for analyzing data to determine verifiable improvement in student learning	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 •Executive summaries of student learning reports to stakeholder groups •Survey results •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 •Minutes of board meetings regarding achievement of student learning goals	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.

Brooks Elementary follows the guidelines provided by the Lauderdale County Board of Education to create and uphold a clearly defined comprehensive student assessment system. Teachers, administrators and the reading coach continuously gather, examine, and implement learning strategies from multiple data resources. All staff members are instructed in evaluating, interpreting, and the use of data. Data is compared and trends in data are investigated. Teachers and administrators monitor and communicate comprehensive information regarding student learning and the achievement of school improvement goals to stakeholders.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.75

Standard 4: Resources and Support Systems — 2.71

Standard 5: Using Results for Continuous Improvement — 3

Sections
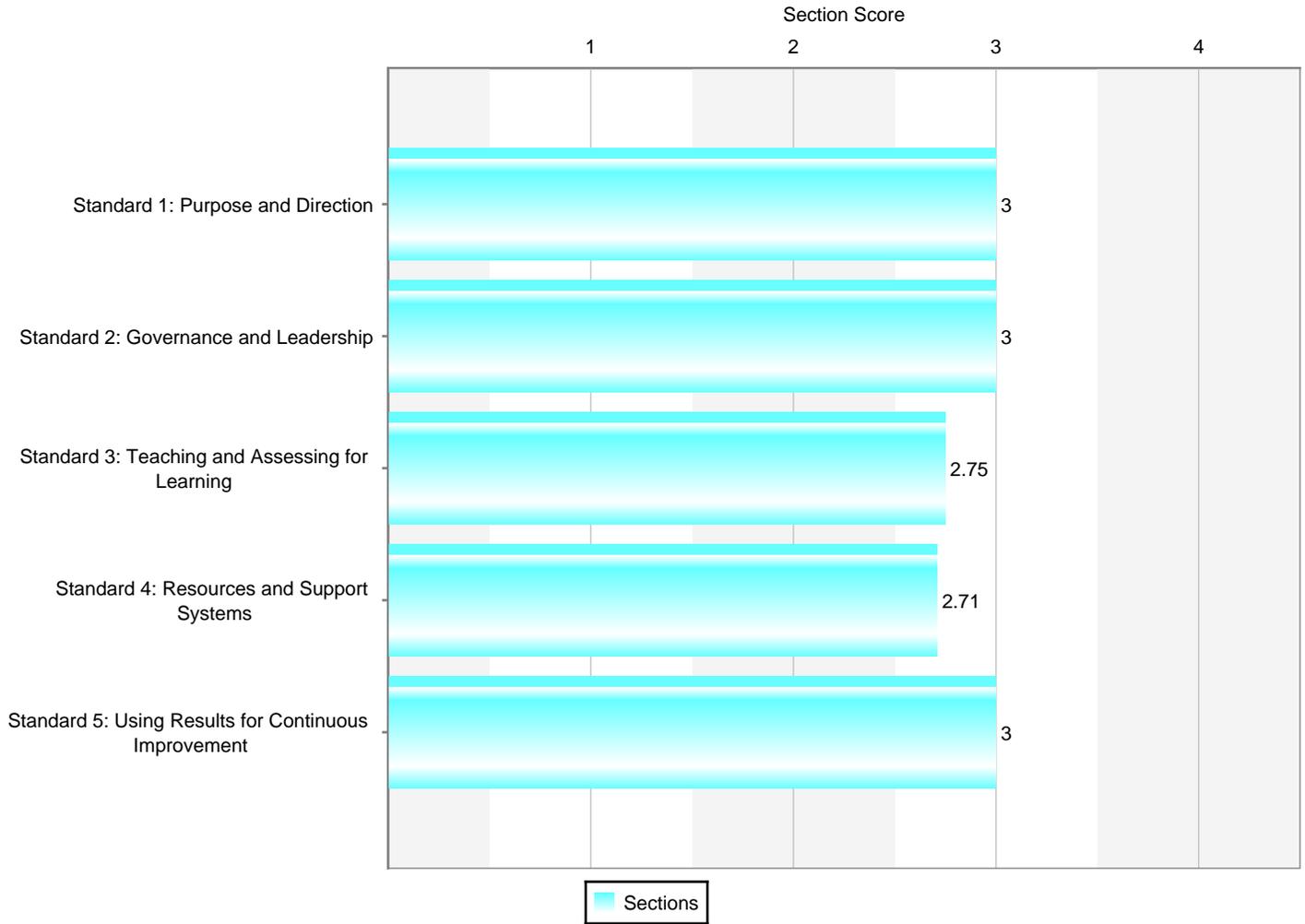
Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	Brooks Elementary School 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	Brooks Elementary School 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	See the following link for the BES Continuous Improvement Plan. http://www.alsdecip.com/
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	Brooks Elementary School 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 Elementary 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	No substantive changes have been made at Brooks Elementary School in the past few years.