



Accreditation Report

Brooks High School

Lauderdale County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

The original mission statement was developed through the SACS committee in 2004. Due to our county's district accreditation process, the mission statement was rewritten by our school mission and vision committee. Our school's new motto is Brooks High School! Pathway to Excellence. This motto is visibly posted throughout the school environment. In conjunction with this motto, our school operates under the new mission and vision statement which reflects the county's changes and improvements. Brooks High School's Mission and Vision Statement is as follows:

o Brooks High School will maintain a curriculum that keeps pace with the needs of society. The curriculum will be challenging, based upon a core standard of knowledge, and promotes higher level thinking skills. Students will develop the ability to apply knowledge and make appropriate decisions. The curriculum will meet the physical, social, artistic, and cognitive requirements of each child and promote responsible citizenship.

o In order to provide an efficient and effective educational system, Brooks High School will continue to measure and assess all aspects of the school: educational programs, instruction, student performance, financial management, community relations, employee relations, and facility utilization and management.

o Students will be provided an opportunity for an education of the highest quality in which their learning styles are appreciated and their diversity is valued. Students will be encouraged to value education as well as recognize their responsibility for learning. As active partners in their education, Brooks High School will hold students accountable for their actions while providing an atmosphere that nurtures student development.

o Brooks High School will encourage and foster a safe atmosphere which values excellence and mutual respect. It will appreciate and support a highly committed faculty, support staff and administration.

o The educational progress of each child is a shared responsibility of the family and Brooks High School. Through open communication, Brooks High School expects families to take an active partnership role in their children's educational program.

o Brooks High School will actively partner with community groups, including businesses, civic organizations, and local governments to provide resources and facilities to ensure all students receive quality educations.

o Brooks High School will maintain a commitment to continual improvement in all areas of education, which is essential in forming the foundation for a successful and productive life.

The process to redefine our vision and mission statement included all stakeholders- parents, faculty, support personnel, students, administrators, and community members. A general committee was formed to survey all stakeholders, and groups met to discuss and suggest possible revisions. The preliminary statement was presented to the faculty for suggestions and revisions. These were compiled and considered by the committee. A final statement was drafted and approved for implementation which reflects the vision of the Lauderdale County School District.

Brooks High School is located in the Killen Township of Lauderdale County in northwest Alabama on the banks of the Tennessee River.

Brooks High is a seventh through twelfth grade public school with a current enrollment of 825 students. We are the only stand-alone high

school of the seven in the county system. Our campus is conveniently situated two miles west of the county's Career and Technical Center.

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Brooks is just outside of Florence, Alabama, a city with a population of roughly 40,000 and a thriving service and retail industry. Brooks High School began with the 1968-1969 school year with an enrollment of 325 students. Academic excellence, the desire to win, and the pride in our school and community has endured the test of time.

The demographics of our community are as follows:

- o Population of Killen - 1,144
- o Population of Lauderdale County - 89,599 (48% urban, 52% rural)
- o Estimated median household income for Killen- \$45,276
- o Estimated median household income for Lauderdale County- \$ 38,572
- o Estimated median household income for Alabama- \$40,489
- o Killen median resident age 36.5 years
- o Alabama median age 35.8
- o Percent of population living in poverty in Lauderdale County- 12%
- o Percent of population living in poverty in Killen - 10.6%
- o White Non-Hispanic Alone (86.7%)- Lauderdale County
- o White alone - (96.4%) - Killen
- o Black Non-Hispanic Alone (10.0%)- Lauderdale County
- o Black (1.1%) - Killen
- o Hispanic or Latino (1.6%) -Lauderdale County
- o Hispanic (1.1%)- Killen
- o Two or more races (1.0%) - Lauderdale County
- o Two or more races (0.7%)- Killen

One challenge our school faces is the lack of students on the federally funded free and reduced lunch program. Our population falls within the middle class and therefore, does not receive the monies for technology, teacher aides, and other resources for struggling students. Our class sizes have increased due to a lack of state funding and a decrease in teaching units.

The Faculty and Administration at Brooks High School consists of the following:

- o One principal
- o One full-time assistant principal
- o One half-time assistant principal
- o Certified personnel- 44
- o Counselors- 2
- o National Board Certified- 2
- o Advanced Degrees- 24
- o Highly Qualified- 100%
- o 5+ years teaching experience- 95%

School's Purpose

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

The primary focus at Brooks High School is to provide an atmosphere that promotes optimal learning. By emphasizing essential skills, presenting academic challenges and providing various enrichment experiences, we strive to prepare our students to become life-long learners who are knowledgeable, contributing citizens in our ever-changing and diverse global society. We believe our dedicated and supportive staff works for the benefit of the whole child. We believe in partnering with our parents and others in our community and respecting differences to create a positive impact on students' successes. Building relationships with students, parents, and teachers is imperative for the success of student performance.

Assessments for students at Brooks High School:

- o ARMT grades 7th and 8th grades
- o Alabama Science Assessment - 7th grade
- o EXPLORE 8th grade
- o PLAN- 10th grade
- o ACT- 11th grade
- o STAR Reading - 7th and 8th grades
- o Alabama High School Graduation Exam 9th -12th grades
- o Advanced Placement Exams in English and Chemistry

We are proud of our achievements at Brooks High School. 93.7 % of 7th graders scored a level III or level IV on the ARMT. 89.47% of 8th grade students scored level III or IV in Math. 72% of 8th graders scored 50% or above per national average on the EXPLORE test. ACT composite average score was 20.9.

In order for the faculty to engage in meaningful analysis and to modify instruction for optimal success of each student, counselors meet with faculty to discuss the results of state and standardized testing. Teachers are given summary reports, and departmental meetings are held in order to pinpoint areas of concern and non-mastery. Departmental meetings are also held to ensure the vertical team approach is effective for the students as they are promoted each year. Student data from standardized tests, computer programs such as A+ Learning, USA Testprep, semester exams, classroom tests, and work samples provide opportunities for teachers to plan collaboratively and to work as a team in providing lessons that align with the Alabama Course of Study and the Lauderdale County Pacing Guide for each subject.

A variety of student support programs and services are in place to ensure that student needs are met as they arise. Students who have experienced the death of a loved one and are dealing with grief issues can be scheduled to meet with a counselor from The Healing Place during the school day. In addition, weekly outside counseling is available free of charge through Riverbend Center for Mental Health for students with mental health issues. Students who are at risk of dropping out of high school are eligible for a program called Life Academy that is offered at Allen Thornton Career and Technical Center, (located two miles from the Brooks campus). An early intervention program (Pupil Support Team) is in place and meets on a monthly basis to assist students at risk of failing individual core subjects, as well as those

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with attendance, discipline, or health issues. Those students who meet the special education requirements receive services from a highly qualified resource teacher. They are also offered accessibility to career and technical programs at Allen Thornton. Because we are located in close proximity to Northwest Shoals Community College and the University of North Alabama, our students can earn college credit by participating in both Dual Enrollment and the Early Scholar programs.

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.

What are the major challenges your school has faced in the last 3 years and how have you addressed those challenges?

Narrative:

- o Funding
 - o Technology
 - o Student Motivation (attendance, tardies, make up work)
 - o Parental Support
 - o More upper level courses (Advanced Placement, Honors)
 - o Student Responsibility (Positive Behavioral Intervention Strategies, PRIDE)
-
- o One of the biggest challenges we face is the lack of financial resources. Lack of funds affects all aspects of education from classroom/instructional supplies and technology to student-teacher ratio and morale. Our teachers have received no state classroom supply money for the past two years. Due to loss of one full time teacher unit and four one half units, several classes have a 31 to 1 student-teacher ratio. Higher student-teacher ratios make implementing differentiated instruction strategies difficult. Optimal learning occurs when a school has sufficient resources to engage students in relevant, active learning activities, especially with regard to technology.
 - o Aging computer equipment limits timely internet accessibility and document/software storage capabilities, computer access for students and teachers, and curriculum research and project-based learning. The average age of school computers is 11 years. Our school also suffers from a lack of computer labs in the high school.
 - o Currently, our school has a daily announcement strategy which articulates positive expectations associated with the PRIDE acronym (Performance, Respect, Integrity, Determination, and Excellence). We see the need for positive rewards for these targeted areas by recognizing students who exhibit these behaviors.
 - o Although we have positive community support for our athletic programs (booster clubs), we do not have organized parental support for our academic programs. The community has been affected by the economic downturn. As a result, more high school students are working part-time jobs in order to supplement family income. This, in turn, affects the amount of time students can spend on their school work. We endeavor to set aside times for parent conferences after school in order to accommodate the parents' work schedules, but these meetings are poorly attended. Graduation exam remediation classes are also extremely difficult to schedule after school due to student work schedules. Therefore, students and teachers do not have protected instructional time because they must be pulled from class in order to remediate.
 - o Although our school offers advanced placement classes, we need to offer more opportunities for our students to achieve college credit through this program. In addition, dual enrollment opportunities for our students have become much more difficult to schedule because of our district's change to the seven period day.
 - o One of the most frustrating challenges we face is the problem of motivating students to be more responsible. Excessive absences, tardies, incomplete assignments, and make-up work are on-going problems, as is the inability to see the value in completing assignments in a timely manner.

Additional Information

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

At Brooks High School, we are proud of the continued performance of our students academically, athletically, and in extracurricular activities and community service. Our students receive a well-rounded school experience through extracurricular opportunities. Our graduation rate is 96%. For the past three years, Brooks High students have been awarded over one million dollars in scholarships each year. Students taking Advanced Placement classes have earned college credit during the past three years. In the past year, 17 students received a score of 3 or better on the exams. Additionally, Brooks High has an effective PST plan wherein teachers and administrators meet monthly with students who are struggling with their grades. Extracurricular organizations such as Key Club and FBLA provide students with opportunities to consistently compete and win recognition at the state level. Both the junior high and senior high Scholar Bowl teams have won or placed very high in local competitions. Members of the Key Club (chartered by the Florence Kiwanis Club) and the FBLA contribute countless service to the community each year through the following activities: hosting blood drives, working with Habitat for Humanity, supporting Safeplace, Colbert-Lauderdale Attention Homes, Killen Methodist Church Food Bank, The Jerusalem (school supplies) and Bethlehem Projects (clothing, food, and Christmas gifts) at New Beginnings Church, the Lauderdale Christian Nursing Home, the Susan G. Koman Foundation, and Eliminate Project (Kiwanis and UNICEF). Club members also provide Christmas gifts to needy families in our own school. The Key Club also provides volunteers for the Special Olympics. Our Green Team promotes conservation through the Tennessee Valley Authority. This past year Brooks High registered a cost savings of \$44,360, which resulted in a monetary grant of \$22,180 to our school. Our athletic programs are well-supported by the students and community. Booster clubs provide much needed funding and support for students involved in athletics and band. Our athletic teams consistently compete and perform well in both area and state competitions as does our band and its auxiliary squads (color guard, winter guard, majorettes, and dance line). Our band members and auxiliary members consistently earn performance scholarships to college, as do our cheerleaders and athletes.

One hundred percent of our faculty members are highly qualified, 24 have advanced degrees, 2 are National Board Certified, and 95 percent have 5 or more years teaching experience. Brooks High also has a very low teacher turnover rate, which indicates job satisfaction. Many of our faculty members spend countless hours after school preparing, tutoring, mentoring, advising, coaching, sponsoring yearbook, and participating in fund-raisers.

We are proud of our facilities, especially our new liberal arts complex, which features an ACCESS lab, counseling offices, and the language arts, foreign language, and social science departments. Additionally, through the efforts of the aforementioned TVA sponsored Green Team, the lighting in our gymnasiums will be updated and improved. The parents of our students have volunteered countless hours devoted to renovating a classroom to be used as a junior high science lab, as well as decoratively painting the front hallway to reflect our PRIDE motto. Through the support of our State Senator, Tammy Irons, the school received the TVA In Lieu of Tax Dollars funding for lockers in our new building. Dedicated members of our athletic booster club have provided a majority of the funding for improvements to the athletic facilities such as paving the track and the area around the football field. The Lauderdale County Commission, in conjunction with the school board, also provided funding for paving the student parking lot.

We anticipate that these improvements and interventions will improve student achievement through remediation and enrichment. Brooks High will continue to view its challenges as opportunities to improve and will continue to provide a quality, well-rounded education for its students.

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: 3.33

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 process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Purpose statements - past and present •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Minutes from meetings related to development of the school's purpose •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 •The purpose and direction of Brooks High School has been refined over the past three years and evolved into a plan that commits the school to a "Pathway to Excellence". The school has a history of graduating outstanding students. 	Level 4

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.	<ul style="list-style-type: none"> •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

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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.	<ul style="list-style-type: none">•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.

Indicator 1.1 - Score 4

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.

Brooks High School purpose and direction has been developed over the past three years and has evolved into a plan that commits the school to a "Pathway to Excellence". Having a plan of excellence has always been the vision of the school, its leadership, staff, stakeholders and community. The school has a history of producing outstanding students with strong test scores which allows Brooks High School to be seen by the area's stakeholders as a school of strong academic goals.

Our use of "Pathway to Excellence" and "Pride" with its acronym is used throughout the school and on all communication sources. From flyers, web sites, school sign, wall art, sidewalk design and announcements, we are dedicated to showing the purpose and direction of our school for ensuring student success. We are working extremely hard to open new and better methods to communicate with our parents. Twitter, Facebook, school online newspaper, Remind101, home portal access and emails are just a few of the new methods we have made available for easy two-way communication between the school and stakeholders.

Indicator 1.2 - Score 3

The school 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.

Brooks High School has a long history of shared values and beliefs about the quality of education that we will bring to our students. Excellence has been a standard that is marked by the number of past years that our scholarships have totaled over a million dollars. Our

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commitment to give all students an outstanding and quality education can be seen by our success in making AYP every year. Implementing AP courses, ACCESS lab courses, dual enrollment with local colleges, technology center access, Life Academy, coop or work experience and effective use of many outside agencies exhibit our shared commitment to providing challenging educational programs for all students while providing the necessary support for success. The school has provided many hours of professional development for the staff and leadership personnel that provided the knowledge for more active student engagement (differentiated instruction). Brooks has also implemented training that focused on methods of allowing students to gain a deeper understanding of the curriculum and how to implement this knowledge in a real world setting (common core, AP, job experience).

The leadership team and staff would like to continue to meet all facets of Indicator 1.2, strengthen the shared accountability factors and add more measurable methods in our quest for continued student excellence.

Indicator 1.3 - Score 3

The school's leadership implements a continuous improvement that provides clear direction for improving conditions that support student learning.

The school leadership is actively involved in using data to lead the school improvement plans. Data is analyzed to show the student performance mastery and non mastery levels as well as the overall school performance. From this data the stakeholders work together to plan and implement programs that will work to close the gap in the student and school's educational achievement gaps. The leadership uses all data available to consistently look at programs, curriculum, lesson plans, training and other areas that directly affect our students' success. With this data analysis, an action plan is developed which continues to work to ensure even higher gains in student performance. Our leadership does ensure that our school has documented, systematic improvement plans with measurable objectives, strategies, activities, resources and timelines for achieving improvement goals.

Whatever the outcome of our data analysis, Brooks High School stakeholders will always work harder to raise the level of success for all of our students so that they can achieve their "personal excellence".

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

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 clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •School handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Staff handbooks •Student handbooks 	Level 4

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.	<ul style="list-style-type: none"> •Proof of legal counsel •Governing body minutes relating to training •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Assurances, certifications •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Findings of internal and external reviews of compliance with laws, regulations, and policies 	Level 3

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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.	<ul style="list-style-type: none"> •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 •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.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •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.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •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.	<ul style="list-style-type: none"> •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 •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.

Standard 2

Narrative

Indicator 2.1 - Score 4

The governing body establishes policies and supports practices that ensure effective administration of the school.

The governing body of Lauderdale County has established an extensive compilation of policies and procedures that assure effective administration of Brooks High school and all schools in Lauderdale County. The "Policies and Procedures of the Lauderdale County Board of Education" is readily available to all schools, parents, and stakeholders on the county website. This manual is in constant review by the Board of Education and is updated regularly. These updates and revisions are also posted on the website through the minutes of the board meetings. These comprehensive polices allow for and encourage effective administration of all schools in Lauderdale County.

In addition to the thorough policy manual the Board of Education also provides each school with a Parent/Student handbook. This handbook is given to each student in the school system and is available to all stakeholders on the county website. This handbook gives direction to parents and students on all topics necessary for a student to be successful in school and the classroom. It also addresses the essential issues needed by the administration to manage a school effectively and efficiently.

By setting a high standard of polices and procedures, the governing body of Lauderdale County supports and encourages Brooks High School to set policies and procedures to ensure the effective administration of the school. The administration of Brooks High School has in place a teacher/staff policy manual that discusses issues specific to Brooks High School. A student handbook has also been developed for parents and students for Brooks High School to address policies and procedures exclusive to the school. We in Lauderdale County and Brooks High School want all students, parents, and stakeholders to be informed on how each student can be successful in our school.

The governing body operates responsibly and functions effectively.

To be able to successfully operate the Lauderdale County School System the Board of Education attends training every year to keep abreast of changes in laws and strategies to function more effectively. This training allows for growth and improvement each year.

The governing body of Lauderdale County has many methods in place to make certain operation is conducted responsibly and functions effectively. As stated in the above indicator the policy manual for Lauderdale County is explicit concerning the roles and responsibilities of all personnel and conflict of interest. Also, emails are sent out regularly to clarify and further inform all staff of responsibilities, code of ethics and conflict of interest. In addition to these two effective methods all certified staff is required to attend a county wide meeting at the beginning of the year to discuss these topics and any new information pertinent to the start of school.

The Board of Education is also committed to abiding by and enforcing all laws concerning the functioning of a school system. Legal counsel is on retainer to be readily available and easily accessible to all schools if any question concerning legalities arises. Also, our administration at Brooks High School is vigilant in keeping all certificates and licenses current for all necessary equipment and facilities as mandated by the governing body.

These are excellent examples of how the Lauderdale County Board of Education operates responsibly and functions effectively.

Standard 2.3 - Score 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.

As stated before, the Lauderdale County Board of Education has well defined policies as well as roles and responsibilities for school administration. This allows for the administration at Brooks High School to have the autonomy to meet goals for achievement and instruction. Having these policies in place permits the administration to effectively and efficiently manage the school on a day-to-day basis. Time, by the administration, is more effectively spent educating the students and not by making policies and regulations.

This goal of autonomy is also accomplished by the communication avenues established by the Board of Education. Agendas and minutes of board meetings are consistently posted on the county website as well as faxed to each school the following morning of the meeting. Stakeholders are encouraged to offer feedback on the school and county level through surveys and email links on the county website. The Board of Education encourages issues be handled by the administration at Brooks High School and our door is always open to stakeholders with any suggestions or concerns.

Standard 2.4 - Score 3

Leadership and staff foster a culture consistent with the school's purpose and direction.

The administration at Brooks High School has adopted the Lauderdale County School System Vision statement. This is the framework for our purpose and direction at Brooks High School. To make certain this framework is followed by all administration and staff, regular faculty meetings are held to discuss ways align our practices with these standards. In addition, departmental meetings are held by the teachers to monitor and discuss effective ways to present curriculum and assess students' comprehension.

Also, the School Improvement Plan is continuously reviewed by administration and staff to create ways to meet the goals set each year. Examples have been included of decisions in support of Brooks High School's continuous improvement plan. These examples include implementation of intervention classes in 7th and 8th grade, extensive remediation for the AHSGE, and extended curriculum opportunities through the access lab. (The remainder of the reflection is in the Standard 2 notebook).

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: 2.92

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.	<ul style="list-style-type: none"> • Learning expectations for different courses • Representative samples of student work across courses • Course schedules • Lesson plans • Posted learning objectives • Course descriptions • Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel 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 process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> • Lesson plans aligned to the curriculum • Standards-based report cards • Common assessments • Curriculum guides • A description of the systematic review process for curriculum, instruction, and assessment • Products – scope and sequence, curriculum maps 	Level 3

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Brooks High School

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.	<ul style="list-style-type: none"> •Professional development focused on these strategies •Findings from supervisor walk-thrus and observations •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Interdisciplinary projects •Student work demonstrating the application of knowledge •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 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.	<ul style="list-style-type: none"> •Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Peer or mentoring opportunities and interactions •Curriculum maps •Documentation of collection of lesson plans and grade books •Administrative classroom observation protocols and logs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration •Agendas and minutes of collaborative learning committees 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •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 3

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.	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 all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Professional learning calendar with activities for instructional support of new staff •Records of meetings and walk thrus/feedback sessions 	Level 3

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.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Calendar outlining when and how families are provided information on child's progress •Volunteer program with variety of options for participation 	Level 3

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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 long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Master schedule with time for formal adult advocate structure •Curriculum and activities of formal adult advocate structure •List of students matched to adult advocate •Description of formal adult advocate structures 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting •Samples communications to stakeholders about grading and reporting •Evaluation process for grading and reporting practices 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •Data used to identify unique learning needs of students •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.

Standard 3 Narratives

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 of expectations.

Score: 3

Brooks High School teachers provide learning experiences that are both equitable and challenging through planning for lessons that are tied into the Alabama Course of Study and by using Differentiated Instruction Strategies. At our school, teachers use a variety of instructional techniques that involve whole group and small group instruction, technology, lab activities, independent practice, and other techniques and/or resources that can promote and support student achievement.

3.2 Curriculum, instruction, and assessment are monitored and adjusted systemically in response to data from multiple assessments of student learning and an examination of professional practice.

Score 3

In order to assess student learning, Brooks High utilizes multiple examples of educational tools. We have a CIP (Continuous Improvement Plan) to help analyze data from a variety of common assessments such as ARMT, Alabama Science Assessment, Alabama Direct Assessment of Writing, and Alabama High School Graduation Exam. Also, curriculum guides and lesson plans help teachers to align their teaching focus to ensure that our educational purpose is continually being maintained. This helps teachers to prepare our students for the future and hopefully promotes life long learning in our students.

3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Score: 3

Our teachers engage their students by using varied instructional techniques to enhance student expectations of learning. Teachers use technology as an instructional resource, and students have opportunities to use technology as a learning tool. There are also situations when the learning expectation requires that students receive personalized instruction in order to attend to an individual's learning needs.

3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Score: 3

Our school leaders want our students to be successful in their student achievement and all aspects of their lives. School leaders monitor and support instructional practices in a variety of ways. Examples of monitoring include observations, walk-throughs, lesson plan documentation, and collection of grade books along with checking I-NOW (our grades and record keeping system). In the past, mentoring of new teachers was done in a formal manner, and it was funded by the state of Alabama. Due to cut-backs in funding, new teachers are helped by other teachers in an informal process.

3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.

Score: 2

There are some opportunities for teachers to be involved in collaborative learning communities. An example of this is a local school program called Lunch and Learn. Periodically, some teachers have the chance to eat lunch together and discuss instructional practices while an administrator monitors the classroom.

3.6 Teachers implement the school's instructional process in support of student learning.

Score: 3

In our school, teachers use instruction that helps students to be aware of the expectations for learning and performance standards. Examples of expectations include post of objectives on a daily bases, use of advanced organizers, use of powerpoints, and use of technology. Timely feedback about learning includes individual assignments, projects, questioning, projects, quizzes, lab assignments, and teacher-developed tests.

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs.

Score: 3

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Brooks High School

Our school has programs in place to aid in monitoring and coaching that are consistent to the system's values and beliefs. One example of this process includes a timeline for completing professional development that involves EducateAlabama. Walk-throughs and observations also provide information to help add support to instructional improvement.

3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Score: 3

Brooks provides several avenues for keeping parents informed of their children's learning progress. At the beginning of the school year, students receive a student handbook that helps to inform students and parents about important dates during the upcoming year along with information that relates to the educational process. Parents can also get access to their child's grades through an on-line program called I-NOW. Students and parents also receive progress reports in the middle of a nine weeks grading period, and a report card after each nine week grading period.

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.

Score: 3

There are opportunities for students to have at least one adult advocate at Brooks. Along with clubs such as Key Club, FBLA, Band and Sports programs, students also have an advocate in the form of their homeroom teacher. When progress reports are given to students, the homeroom teacher discusses the student's progress with each student and records information about the contact. Students stay with the homeroom teacher for more than one school year so that students can have a connection to the teacher and hopefully feel more comfortable about discussing educational concerns.

(The remainder of the reflection is in the Standard 3 notebook).

Standard 4: Resources and Support Systems

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures 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.	<ul style="list-style-type: none"> •Assessments of staffing needs •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.	<ul style="list-style-type: none"> •School schedule •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

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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.	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •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 •Budget related to media and information resource 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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Schedule of family services, e.g., parent classes, survival skills•Social classes and services, e.g., bullying, character education•Student assessment system for identifying student needs•Agreements with school community agencies for student-family support•List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a 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.	<ul style="list-style-type: none">•Description of referral process•List of services available related to 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.

Standard 4 Narrative

Indicator 4.1 - Score (3) 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.

Brooks High School cooperates with the Lauderdale County Superintendent's office when recruiting highly qualified faculty and staff. The Lauderdale County Board of Education maintains on its website the procedures and policies related to applying for an announced position within the system. Upon completion of the required steps, the superintendent and principal evaluate the most qualified person for the position and make a recommendation to the Board of Education for approval. The selection of the most highly qualified person is the primary goal. Retention of non-tenured personnel and classroom personnel who teach an elective has been diminished in recent years due to budget cuts. This has resulted in understaffing in gifted education, the arts, and resource officers. Also, some classrooms have seen an increase in the student to faculty ratio. However, Brooks High School utilizes the Access Lab in an attempt to offer distance learning to students in an effort to fill the void caused by proration.

4.2 Narrative - Score (3) Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the

school.

Brooks High School operates on a seven period fifty minute per class daily schedule. Classes meet for one hundred and eighty days. Students are required to take two courses per year in the core curriculum. Brooks High School teachers patrol the halls between classes and usher students into the classroom when the tardy bell rings. Students are encouraged to focus their attention on the tasks at hand by bell ringers which are projected upon the dry erase boards in the classrooms. The faculty and administration of Brooks High School are devoted to their students and are careful to keep safe the instructional time. Bell to bell instruction occurs and is differentiated in nature meeting the diverse needs of the students. Students are encouraged to stay in class. Records are kept in each classroom which pertains to the times when students ask to be dismissed for any reason. Cameras scanning the hallways aid the administration and faculty in keeping hall traffic to a minimum. Teachers are observed several times during the year by the Brooks High School Administration as well as being observed by the Central Office during their occasional unannounced walkthroughs.

4.3 Narrative - Score (3) The school maintains facilities and equipment to provide a safe, clean, and healthy environment for all students and staff.

The Lauderdale County Board of Education employs a department which is given the responsibility of maintaining the various school buildings throughout the system. Maintenance requests are made by the Administrator or Head Custodian of each school. The maintenance Supervisor is in charge of scheduling the required work to be completed at each school. Brooks High School has a classroom maintenance form which is completed by the teacher at the end of each school year. School custodians complete the assignments which are simple in nature while larger tasks are forwarded to the County Maintenance department.

Three custodians are employed at Brooks High School to complete the daily maintenance requirements. Teachers are free to speak to any of the three to express any needs which may arise on a daily basis. The simple tasks are handled on site while the larger tasks are sent to the county level. The custodians spend their summer hours preparing the floors and classrooms for the next school year.

The Lauderdale County School System employs a Technology Department to oversee the technology needs of the system. Maintenance and help forms are available to teachers and administrators on the county website. These tickets are completed by the teachers or administrators and messaged to the Technology Department. A ticket of completion is returned to the teacher or administrator making the request when it is completed.

The Lauderdale County school system provides each school with a system safety plan. This plan includes the procedures for handling various emergencies. Brooks High School has a safety plan which is unique to its needs. This plan was constructed by the onsite school safety committee. Each administrator and faculty member has a copy of the safety plan. The procedures included in the plan are discussed at faculty meetings and practiced at various times throughout the school year. Each classroom is equipped with maps of the school illustrating escape routes for fire related emergencies and any other event which necessitates the evacuation of the building. Maps also illustrate the placement of students in the case of inclement weather. Drills for each of the afore mentioned emergencies are conducted at random times throughout the school year.

4.4 - Score (2) Students and school personnel use a range of media and information resources to support the school's educational programs.

Students have a number of outlets available to them in the media and information fields. The Middle School Computer Lab has internet capability. The Lab utilizes a rotating schedule for all of the student's subjects. This schedule permits students to be in the lab at least twice per month in each subject. High School students have access to the internet through the Media Center. The Media Center is equipped with over thirty computers with internet capability. Teachers may schedule the use of these computers on a first come first serve basis. In addition to the computers, the Media Center offers DVDs, Vhs tapes, magazines subscriptions as well as a plethora of books to enhance student learning. (The remainder of the reflection is in th Standard 4 notebook).

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: 3.2

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 consistently use a comprehensive 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 all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •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 •Documentation or description of evaluation tools/protocols 	Level 4

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.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •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.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Training materials specific to the evaluation, interpretation, and use of data •Policies specific to data training •Documentation of attendance and training related to data use 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process 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.	<ul style="list-style-type: none">•Examples of use of results to evaluate continuous improvement action plans•Agendas, minutes of meetings related to analysis of data•Evidence of student readiness for the next level•Evidence of student success at the next level	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.	<ul style="list-style-type: none">•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders	Level 3

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

Indicator 5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.

Score 4

The students at Brooks High School are thoroughly assessed in each core subject area with a variety of testing measures, some of which are ARMT+, AHSGE, ACT, EXPLORE, and STAR Reading. Destination Math, Reading Horizons and Earobics Reach. Beginning this school year, several new assessments will be implemented: Classworks K-12, ABE Systems, PLAN AND EOC (End- Of-Course) tests for 9th, 10th English, Algebra I, Geometry and Biology.

Indicator 5.2 Professional and support staff continuously collects, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

Score 3

While testing, all teachers/staff involved follow specific protocols related to the given test. All data gathered, via assessments, is used for a variety of reasons including placement (advance, regular, or intervention) and the need for remediation before re-testing.

Indicator 5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.

Score 3

The faculty and staff at Brooks High School are trained in evaluation, interpretation, and use of data that applies to their area of expertise. Trainings occur during a number of faculty meetings, "Lunch & Learns" (7th and 8th grades) and professional development opportunities. Trainings are specific to a particular test and how the data from the test(s) need to be systemically analyzed and/or applied to other areas so as to improve student learning.

Indicator 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Score 3

A majority of our data analysis is done by PST teams. In addition to assessments, grades for individual classes are used to monitor student learning as well as readiness and success at the next level. Grades are analyzed every 4 ½ weeks when PST teams meet. Decisions are made on how to assist students in their learning during these meetings. We also implement and document Tier II teaching in grades 7th through 12th. This year we started 7th - 8th grade math and reading intervention classes for students who scored a 2 on math or reading subtest and on the ARMT+. For the high school, extensive remediation is given to students who fail any part of the AHSGE (Alabama High School Graduation Exam).

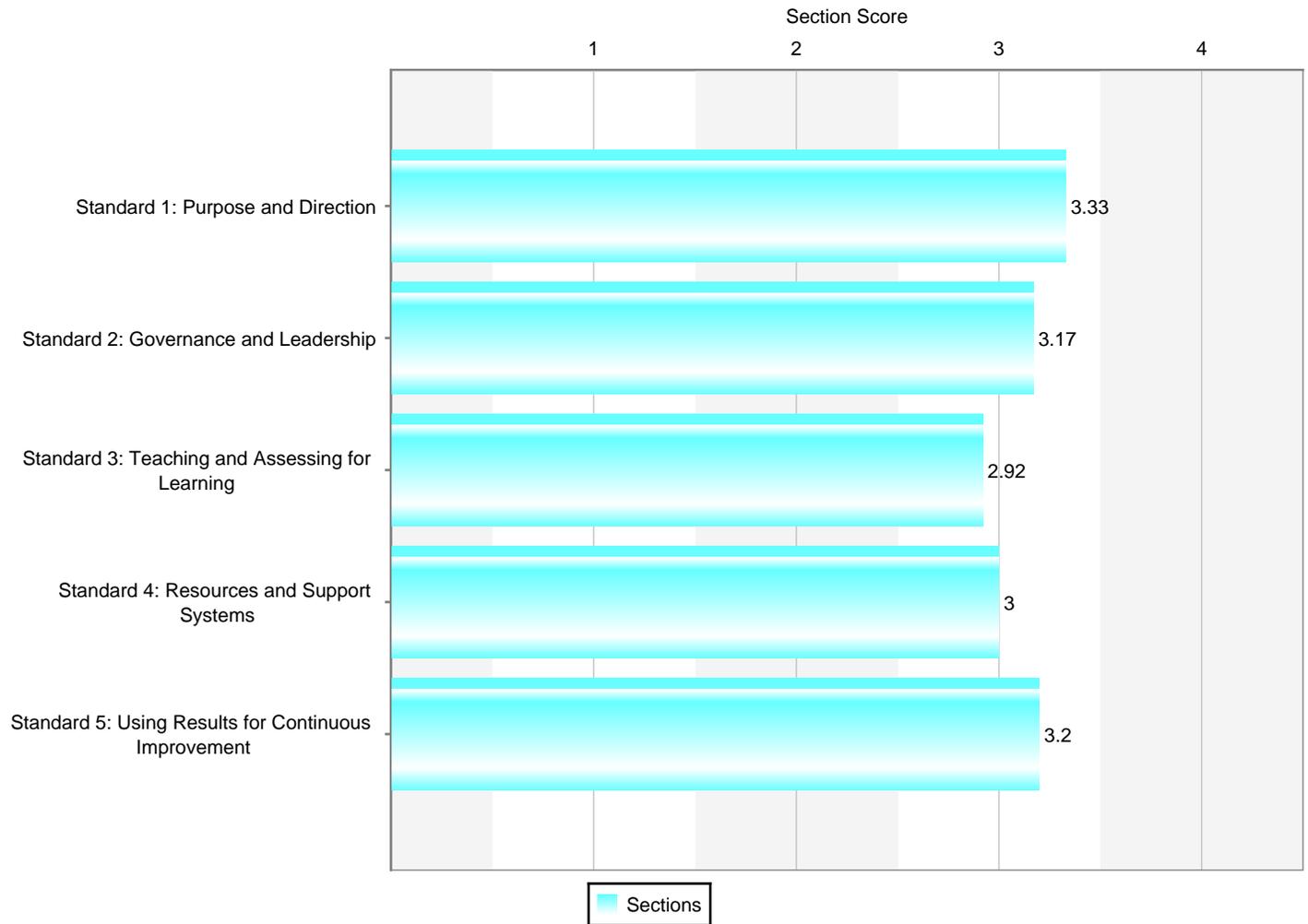
Indicator 5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Score 3

The leadership at Brooks High School communicates with stakeholders in a number of ways including PST parent letters, progress reports, report cards, Remind 101, emails, school website, and Home Portal for INOW. The leadership also makes school documents, such as the CIP, testing results, and the school report card available for review.

Report Summary

Scores By Section



Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	Brooks High 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 High 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 BHS 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 High 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 High School office and a condensed version is located in each classroom.

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<p>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:</p> <ul style="list-style-type: none">•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	Brooks High School received 8 new classrooms, a computer lab and 2 offices for counselors during the summer of 2011.
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