



Accreditation Report

Kilby Laboratory 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?

Kilby Laboratory School is unique in the state of Alabama as it is the only elementary school affiliated with the higher education system. It is located close to the downtown area in Florence, Alabama on the campus of the University of North Alabama. The population of Florence is approximately 45,000 and is considered part of the four cities of the Shoals area with an inclusive population of nearly 150,000. Our school offers one class for each grade Pre-K through 6th, with a current enrollment of 147 students. Admission to Kilby Laboratory School is through an application process. There is no bus transportation, so parents must deliver and pick up children on a daily basis. Approximately sixty percent of the student population has parents employed by University of North Alabama (UNA). There is no attendance zone; therefore students come from throughout Lauderdale and Colbert Counties. The student population represents a cultural diversity of Chinese, Korean, Japanese, Hispanic, and African American while the majority is Caucasian.

Kilby Laboratory School is governed by the policies of the University of North Alabama and yet receives state allocation of money through the Lauderdale County Board of Education. The Director of Kilby Laboratory School is a Cost Center Head and Department Chair at the University and attends meetings of Lauderdale County principals. The faculty is required to have a Masters Degree and Class A certificate. Historically there has been little turn-over in these positions. The entire faculty is highly qualified with three of the seven classrooms having National Board Certified teachers. Faculty hold titles of Instructors or Assistant Professors as part of the university system. Kilby Laboratory School faculty have been presenters at regional, state, and national conferences. The faculty is also utilized by the university to teach UNA classes or courses when needed.

Please see the chart of our school demographics on the file at our school or on our website.

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 faculty and staff at Kilby Laboratory School share a strong desire to provide our students with a safe, stimulating, and cooperative learning environment which promotes cognitive development with an emphasis on thinking, reasoning, and problem solving. Based on the mission and goals of Lauderdale County School District and UNA, it is the goal of Kilby Laboratory School to train and develop our students for the technological savvy world in which we live so that they may become successful, productive members of our community and life-long thinkers.

The faculty and staff at Kilby believe that there is strength in diversity and we respect and embrace the individuality of each adult and student at our school. We aim to encourage and support each unique individual in order to foster their intellectual, emotional, social, and physical developmental needs.

Also, as part of the University of North Alabama, we also maintain the highest level of application of research-based educational practices. Not only do our own students benefit from these best teaching practices, but it allows the UNA faculty and students to observe, participate, and apply these practices in a real-life setting.

Each year, as a faculty, we review our state mandated testing (ARMT+, DIBELS) results. We look for our areas of strengths and weaknesses. We collaborate with each other, the Advisory Committee and at times with our university partners to develop our goals for the school year, based on these areas of weaknesses. We discuss what strategies, professional development, and materials would best help us attain these goals.

We continually strive to assist our students in developing the strategies and skills they need to tackle, answer, and discuss questions at the higher-order of Bloom's Taxonomy. We have taught and employed the Q-A-R (Question-Answer Relationship) strategies across all grade levels, K-6. We have also developed and adopted a plan of GRR (Gradual Release of Responsibility) that we use with our Scott Foresman reading series Benchmark Testing. This allows teachers to model through a think-aloud method the way good readers think and strategies they use in answering these higher-order questions. It also gives the students many opportunities to be actively engaged in the learning and discussions.

After we release the students to take the Benchmark tests on their own, teachers conduct an item analysis on the test results to see which and what types of questions the students are missing. We analyze the item analysis results at our Data Meetings with the teachers, Reading Coach, and Director. We discuss which methods and/or strategies need to be used in order to provide corrective feedback to students who may still be struggling, as well as what adjustments need to be made in our daily instruction.

You will find a chart of the test scores for students at Kilby Laboratory from the 2002/2003 school year to the 2011/2012 school year on file at our school, on our website, and the Alabama Department of Education website.

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.

At Kilby Laboratory School we use state-mandated tests as prescribed by the State Department of Education: ARMT and SAT (in past years) and now ARMT+ in grades three through six. In grades Kindergarten through three, we use DIBELS for benchmarking and progress monitoring. We also use the benchmark tests and progress monitoring tools that are provided with our adopted reading and math series. In addition, three times each year, we use the AR STAR test to predict reading levels, and a Diagnostic Spelling Assessment that reveals students' spelling and phonics skill-levels. We also use teacher-made assessments, student journals, observations, and anecdotal records.

Our teachers also conduct an item analysis after each Scott Foresman Reading Benchmark test. These item analyzes assist us in identifying the types of questions the students are missing, and the ones in which they have the most success, as well. We analyze the item analysis results at our Data Meetings, and discuss which methods and/or strategies need to be used in order to provide corrective feedback to students who may still be struggling, as well as instructional adjustments that need to be made in our daily small group and whole group instruction.

Bi-weekly grade level meetings are held to compare data and discuss instructional strategies used in our classrooms. We are a data-driven school and have regularly scheduled data meetings with the Director, classroom teachers, and reading coach to review all current data and discuss the progress of our students. If needed, we may also invite the counselor and/or special education teacher to these data meetings. We carefully track the students and monitor them to see if they are making adequate progress. We adjust instruction and set goals for those students who need more challenging work and for those in need of remediation, as well. We also include the students in the goal-setting and the charting and graphing of their own progress. There is chart of assessment used and purpose of use in the portfolio section.

Kilby Laboratory School believes that every student can be successful. Our staff strives to help students reach their highest levels of performance by meeting individual needs including academic, social and emotional. In order to obtain our goals, we work in a collaborative fashion and value the partnerships with students, parents, community, and staff which has generated a strong academic focus. We are dedicated to fostering life-long learners and productive citizens.

Additionally, students are offered a variety of extracurricular afterschool activities such as band, chorus, guitar lessons, and scouts. Parents are given the opportunity to have their child attend the Kilby Afterschool program which provides a structured atmosphere for homework, snack, and physical activity.

Programs in our laboratory school are enhanced by our connection to and collaboration with the various departments of the university. The education of students is enriched by scheduled activities with the education department that include: field-based classes, internships, honors program tutors, and involvement by student volunteer organizations.

A Parent Advisory Board comprised of parents, university faculty, Kilby faculty, and community representatives assists in the decision making about our programs and services. An active PTO is vital to the success of our school. For example, in prior years, the PTO paid the salaries for music and art instruction.

The Kilby Fund established through the UNA Foundation helps to secure the future of our school. We rely on the support of our alumni and friends to help Kilby continue to provide the high quality programs and the unique learning opportunities that enhance our children's education. The campaign for the Kilby Fund was initiated during UNA's 2011 Homecoming weekend.

After reviewing our student data, the goals established by the Advisory Committee and the survey responses the future challenges for Kilby Laboratory School include:

1. Training teachers to engage 21st century students in a challenging curriculum based on College and Career Ready Standards,
2. Preparing students for the 21st century using a challenging curriculum based on College and Career Ready Standards,
3. Increasing our involvement with all the colleges of the university and expanding our role as a Laboratory School.

4. Implementing action research to inform instruction and improve student achievement/well-being.

Additional Information

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

Proration of money from the State of Alabama has caused severe reduction in financial supplements from both the state and the university. In the past, the university has significantly subsidized our budget. Being in a unique position, Kilby Laboratory School does not receive any portion of the city or county tax appropriation. In order to reduce costs this past year, the media specialist served half-time as the sixth grade math, history, and science teacher while maintaining half-time duties as the media specialist. Cafeteria staff also functioned with a reduction from three employees to two part-time employees.

This past year the University of North Alabama reviewed the value of supporting a laboratory school on its campus. University employees and Parent Teacher Organization members worked diligently to redefine and publicize the school's importance to the university. Activities such as a Homecoming Reunion raised \$10,500 and served to make the community and university more aware of the value this school represents. The PTO was instrumental in creating the Kilby Fund in the University Foundation to seek donations to Kilby Laboratory School. Alumni have been encouraged to register through the UNA Foundation. A committee was also created to gather research on the process, procedures, and funding at Eastern Kentucky's Model Laboratory School to gain information about the operation of another laboratory school.

Kilby Laboratory School was established by the university in 1862 as an integral component of the Education Department. Our school has a long history of accomplishments in which we take great pride. First and foremost would be the high levels of students' performance. Nationally normed test scores have consistently placed our students at or above the 85th percentile in academic achievement. Our students are frequently placed in advanced classes as they progress into the middle school years.

Another area of pride is our strong support of parent involvement. Nearly 100 % attend our annual parent/teacher conferences. We communicate frequently through email and handouts sent home with students. Our families are also part of the LION ALERT system at UNA to receive phone, text, and email alerts concerning inclement weather and safety issues on UNA's campus. Kilby parents have volunteered time and talents to organize family oriented activities such as the second annual 5K Run to raise money for construction of an outdoor track at our school.

Another unique component of the Kilby Laboratory School is the Kilby Child Development Center. It is also located on the campus of the University of North Alabama and is accredited by the National Association for the Education of Young Children (NAEYC), the nation's largest organization of early childhood educators. Kilby Child Development Center offers two classes for young children, ages 3-4: An exemplary Pre-K program sponsored by the Alabama Office of School Readiness and a multi-age, part-time class. Kilby CDC is in a unique position to provide mentoring and observation opportunities for UNA child development majors and P-3 interns and provides faculty and students with opportunities for study and research related to preschool children.

Each year Kilby CDC offers at least 15 hours of planned family enrichment workshops. Topics include preschool curriculum, early literacy, active parenting, kindergarten readiness, child health and nutrition, and community support services. Parents are encouraged to attend family enrichment workshops and to volunteer in the classroom. During the 2011-2012 academic years, all Pre-K families participated in at least 6 hours of family enrichment with over 350 volunteer hours. Kilby CDC also has an active PTO which supports the school environment with fund raising and social activities.

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: 4.0

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 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 •Minutes from meetings related to development of the school's purpose •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •During the 2011-12 school year, the faculty of the University and Kilby Laboratory School studied the dual role of a laboratory school and established an expanded purpose for the school to include research partnerships with Kilby and University faculty. 	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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •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 4

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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 require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•The school data profile•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 4

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

The purpose and direction of for Kilby Laboratory School is reviewed annually, and changes to the vision and mission are made as needed. These were revised during the 2011-12 school year and shared with all stakeholders at the beginning of the 2012-13 school year. The faculty and advisory committee review school wide data each year and establish school wide goals. Individual teachers write their own goals that will support the achievement of the school wide goals.

Student data, the Continuous Improvement Plan, and teacher evaluation program are aligned to the school vision and mission. The focus of the school is centered on student achievement.

Standard 2: Governance and Leadership

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

Overall Rating: 3.5

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"> •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 policies on roles and responsibilities, conflict of interest •Governing code of ethics •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

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 consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Stakeholder input and feedback •School improvement plan developed by the school 	Level 4

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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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<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•Teachers are conducting Action Research this year to improve instructional practices.	Level 4

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•Evaluations are completed in EducateAlabama	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 faculty and staff align decisions to the school purpose and continuous improvement plan. The involvement of the advisory committee and PTO assists the director in defining the direction for the school and maintaining that direction. The review of student data and alignment of the continuous improvement plan to teacher research and evaluation assures a school wide focus.

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: 3.58

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 that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Descriptions of instructional techniques •Student data indicates students are prepared for the next level. 	Level 4

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 	Level 3

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 are consistent and deliberate in planning and using 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 each student. Teachers consistently 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 •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Student work demonstrating the application of knowledge •Examples of student use of technology as a learning tool 	Level 4

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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.	<ul style="list-style-type: none"> •Supervision and evaluation procedures •Examples of improvements to instructional practices resulting from the evaluation process •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.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration •Action research projects 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of 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 immediate feedback about their learning.	<ul style="list-style-type: none"> •Examples of assessments that prompted modification in instruction 	Level 4

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"> •Records of meetings and walk thrus/feedback sessions 	Level 3

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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, implemented, and evaluated. Families have multiple ways of staying informed 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 Calendar outlining when and how families are provided information on child's progress Volunteer program with variety of options for participation 	Level 4

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"> Description of formal adult advocate structures Kilby is a small school with self-contained classrooms. 	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.	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.	<ul style="list-style-type: none"> Sample report cards for each grade level and for all courses 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 rigorous, 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 and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> Brief explanation of alignment between professional learning and identified needs Crosswalk between professional learning and school purpose and direction 	Level 4

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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 systematically and continuously 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 individualized learning support services to all students.	<ul style="list-style-type: none">•Data used to identify unique learning needs of students•Minutes from Data Meetings	Level 4

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

Kilby Laboratory School is a data driven school. Annual review of school wide and individual student summative data provides a starting point for developing annual goals and improvement plans. Action research is being used by each teacher to improve practice. Differentiated instruction is used within whole group, small group and intervention lessons. Formative test results are used to group and regroup students and design instruction to meet individual and group needs. The success of each student is the focus of the instructional program.

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: 3.86

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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to 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 all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •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 4

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 solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably 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 concentrate on 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 	Level 4

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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests 	Level 4

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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.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers 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 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and 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 continuously improve technology services and infrastructure.	<ul style="list-style-type: none"> •Policies relative to technology use •Technology Inventory 	Level 4

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"> •Social classes and services, e.g., bullying, character education 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Description of referral process •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process 	Level 4

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

The University of North Alabama has developed processes to recruit, employ, and retain qualified professional and support staff. Procedures for a search committee are clearly defined in the University of North Alabama faculty handbook. The school is adequately staffed and the director reviews the caseloads and programming annually. All of the teachers are certified and highly qualified for the areas they teach.

The director creates teacher schedules each year to provide blocks of time for instruction in reading and math. Teachers have planning time daily, and shared planning time with coworkers at least twice a week that can be used for collaborative planning. The Special Education teacher and media specialist have time in their schedules available to meet with teachers.

The school is maintained by the University of North Alabama. A request for repairs form is submitted on the computer or emergency calls to the maintenance department are made when necessary. Regular inspections are completed by a representative of the Alabama State Fire Marshall's Department, including fire extinguishers. The cafeteria is inspected by the Lauderdale County Health Department with a score generally ranging from 90-100. Fire drill and other safety drills are practiced periodically throughout the year.

Instructional technology is supported through the University of North Alabama infrastructure including a secure wireless network. This affords students and personnel an opportunity to use a wide range of media and information resources. Along with the school library we have access to the University libraries.

The school provides school counseling with a highly qualified counselor 60% of the school time. The school attends to individual student needs with procedures for child study, assessment, referral, and educational programming. School personnel work closely together to assure student success.

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: 4.0

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 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"> •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 all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All 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 	Level 4

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 regularly and systematically assessed and trained in a rigorous, individualized 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 •Documentation of attendance and training related to data use 	Level 4

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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 clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and 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•Evidence of student growth•Description of process for analyzing data to determine verifiable improvement in student learning	Level 4

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 and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•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 4

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

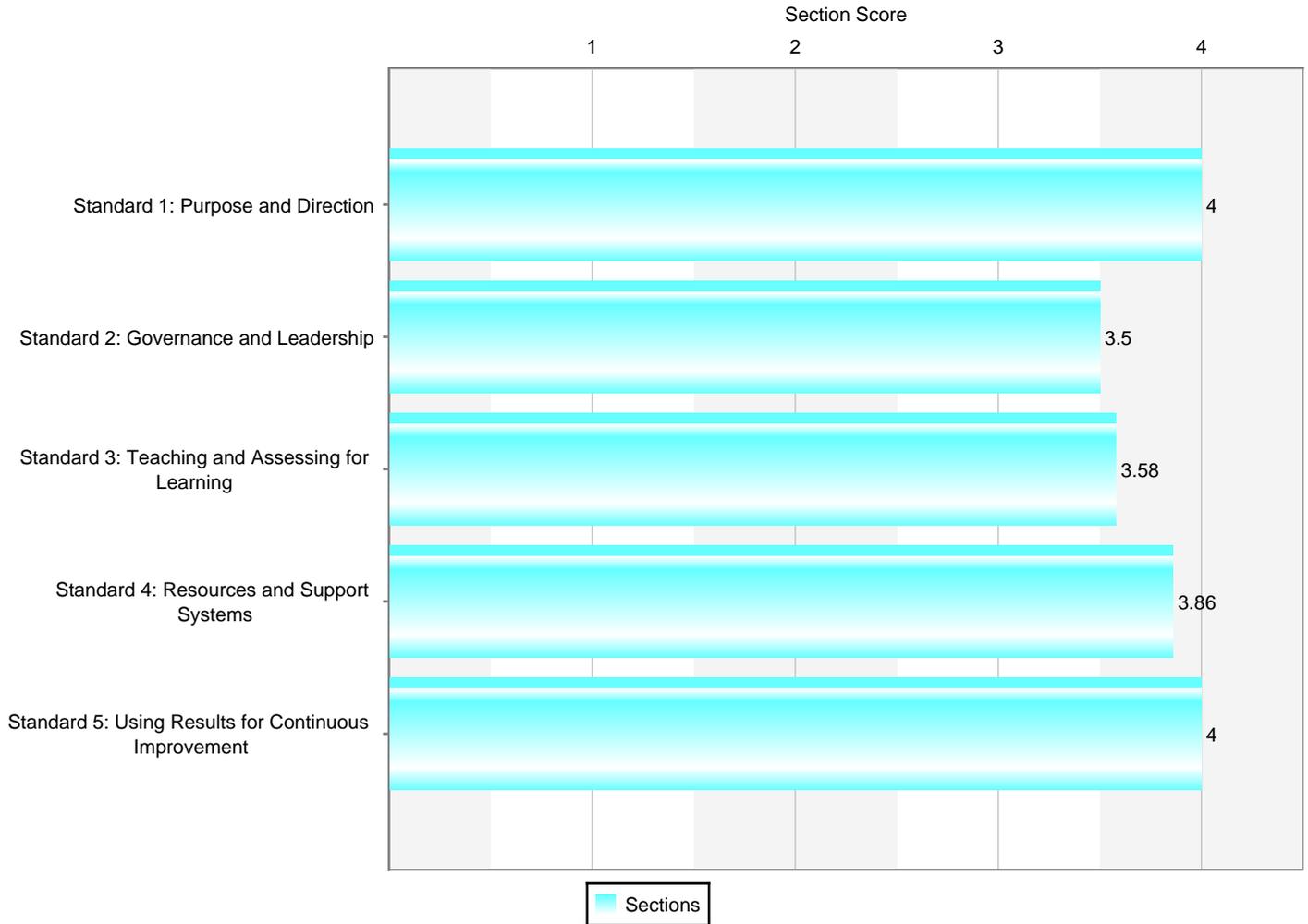
The faculty and advisory committee review summative test data annually. Each teacher reviews individual student data prior establishing goals and objectives for the school year. Teachers use Scott Foresman Reading Street benchmark tests, weekly tests, and unit tests, DIBELS information, Star testing results and the Developmental Spelling Analysis to group students and inform instruction. Math benchmark tests, fluency checks, and weekly student performance in the Envision's Math Program and Investigations guide instruction in mathematics.

Data meetings are held regularly to discuss student progress and set goals to support student success. Individual and group strengths and weaknesses are discussed and strategies for classroom use are determined. Instructional discussions also take place cross-grade level meetings, during evaluation conferences, and informally with coworkers.

The advisory committee reviews school wide data annually and works with faculty to establish school wide goals. School data is shared with parents through individual student reports and school wide summaries.

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	Kilby Laboratory 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	Kilby Laboratory 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	The School Improvement Plan for Kilby School can be found at the following link. 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	Kilby 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 Kilby 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	Kilby School since it is located on the campus of the University of North Alabama is under the direct supervision of the university trustees. Any changes made to their campus must meet approval of the trustees.
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