



Accreditation Report

Wilson 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?

Wilson School is a K-12 school which serves approximately 1260 students. All of our teachers are Highly Qualified in the fields in which they teach. We are a school wide Title I School, which means at least 40% of our students qualify for free or reduced lunch. Wilson School became a Title I school prior to the 2009-2010 school year. The faculty and staff have encountered many challenges during the transition to a school-wide Title I school. Parental involvement is a cornerstone to the success of a Title I school. The faculty, staff, and administration have worked extremely hard to increase the participation of all parents in their children's daily educational experience. An open-door policy at Wilson provides parents, stakeholders, and community leaders the opportunity to be involved both in school and away from school. The faculty and staff have worked as a team to create parent compacts that would give all parents a clear voice in educational decisions concerning their children. Our Title I teachers created a Parent Advisory Team which serves as a liaison between the administration/faculty and the parents. Stakeholders' additions, comments, and suggestions are always considered during the decision making process.

Jobs for Alabama Graduates (JAG) is a program at Wilson in which students at risk for drop-out or failure are targeted for special career training and learning experiences. We also have a mentoring program at Wilson which assigns a faculty member to a student at risk of failing or dropping out of school. Faculty members offer extra support and encouragement to these struggling students. The Pupil Support Team (PST) will meet after every grading period to determine students at risk. Plans are implemented to assure students have every opportunity to succeed. Faculty members use the INOW program to track students' grades and attendance at school, and we send parents progress reports and report cards on a regular basis and maintain regular parental contact via phone or e-mail. Communication logs, which documents parental contacts, are required to be submitted to the office by all teachers at the conclusion of each grading period.

Over the course of each school year, we attempt to strengthen existing programs and implement new programs and strategies. The goal of our faculty is to focus on the realization of our school's vision, which is facilitating our students' educational success while preparing them for success in the global community. Our vision encourages the preparedness of our students to become leaders with a tradition of excellence through a quality education. The faculty and staff at Wilson recognize each student's individual learning style and will promote confidence in the individual. Our vision for students is to assist in forming habits that will enhance the students' ability to succeed in life and their career. During the past several years our faculty has implemented ARI reading strategies into their daily lesson plans, attempting to incorporate these strategies into all classes and disciplines. We have also implemented the Response to Instructional Strategies in our classrooms. The faculty at Wilson has been implementing Differentiated Instructional Strategies across the curriculum. The elementary teachers have been applying these strategies in their classrooms for several years; however, our goal is to utilize these strategies school-wide. We have conducted many workshops and training sessions to help all teachers develop lesson plans that include tiered instruction. The training has brought to our attention the need for more collaboration among teachers of different grade levels and disciplines. The Instructional Specialist at Wilson conducts monthly workshops on different teaching strategies as well as assisting the faculty in creating a more efficient and resourceful lesson plan. Elementary teachers have monthly grade-level meetings to share best teaching practices with their peers. Math learning centers and three-tier instruction are a few of the topics discussed during their meetings. Our guidance department, which consists of 3 professional counselors, are highly effective in addressing academic and emotional situations on a daily basis. Our counselors are highly trained and very successful in promoting solutions and addressing the needs of our students.

Statewide student assessments have indicated overall improvement with 95% of our seniors passing all parts of the AHSGE. Students have had more difficulty achieving passing scores on the reading and math sections of the graduation exam. Increasing these scores is a continuous improvement goal at Wilson. Improving our test scores in the ARMT for grades 3-8 is also a goal for our continuous improvement plan. Test results have indicated improvement on reading comprehension, language mechanics, language expression, and mathematical

procedures. However, the need for improvement in mathematical problem solving still exists.

Lack of funding continues to create a challenge for each school. Our community lacks job opportunities. A large majority of our students are products of the economic consequences. The current economic situation has created a lack of growth in our student population. Teachers have had to be more creative with their lesson plans due to the fact there is nominal funding available for books, technology, or field trips. Our faculty and staff will continue to strive and overcome these challenges daily.

Wilson School has many characteristics that defines us and makes us proud. We are pleased with the number of students that choose to further their education by attending college, enlist in the military, or enroll in technical schools. Our goal is to prepare each individual student for the workforce or a chosen career. The students at Wilson recognize the fact that our faculty is committed to their success, our school, and our community. The students at Wilson realize they are attending a school with a safe environment and high expectations of the faculty and community.

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.

Wilson School, in partnership with parents and community, will provide a high quality education, which will empower students, of all ability levels, to reach their fullest potential in order to succeed in a global community.

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.

Wilson High School did not make AYP for the 2012-2013 school year. Our current status is School Improvement - Year 2. Our main areas of concerns are reading and mathematics for special education. According to the proficiency index, special education reading scores (-11.43) and special education mathematics scores (-12.77) led to Wilson High School not making AYP for the second consecutive year.

Wilson High School students continue to perform at and even above the state average on ACT composite scores. For example, five year trends of average ACT scores reveal the following: English, Reading, Science and Composite scores are above the state average. Mathematics is the only portion of the ACT currently lower than the state average at a score of 19.5. The state average is 19.6.

Reviewing ARMT+ scores indicate there are areas of strength in Reading throughout the school. All grade levels participating in the ARMT+ recorded scores higher than 80%. In other words, over 80% of our students achieved as high as Level III or Level IV. In particular, commendable scores can be found in grades 5-7. These grade levels achieved Level III or Level IV status in over 90% of our students. There are also several grade levels that exhibit high achievement in Mathematics. For example, grades 5-8 had at least 80% of the students who attained Level III or Level IV achievement. There are areas needing improvement, though. For example, Grade 4 results show that only 58% of students were at the Level III or Level IV achievement level. Also, Grade 3 had only 79% of students at the Level III or Level IV achievement level.

There are several strengths found when analyzing AHSGE data, as well. Over 90% of our seniors passed the Reading, Biology, Mathematics, and Social Studies portions of the AHSGE. In particular, 100% of our seniors passed the Biology portion of the AHSGE. Improvements can be made in Language, though. 89% of the senior class passed the Language portion of the test. Likewise, the composite of the five subjects reveals that only 85% of seniors passed all sections of the AHSGE.

Finally, reviewing DIBELS scores found areas of strengths and weaknesses. 87% of our first grade students benchmarked according to DIBELS results. Yet, second and third grade DIBELS scores reveal that only 61% and 45% of students benchmarked, respectively.

Additional Information

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

Wilson School and the community has developed tremendous pride during the past several years. The "pride factor" has been established in many phases of our school. Academics, athletics, and community services are only a few categories where pride has been re-established. It is now easy to say "We are proud to be a Warrior."

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 •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 	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"> •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 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">•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 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.

Indicator 1.1

Wilson School engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate the school purpose for student success. The strength exhibited for this indicator includes the use of the school's Continuous Improvement Plan (CIP) to focus student instruction for success in a global economy. In addition, faculty members at Wilson maintain a Communication Log each nine week grading period which documents the communication between the teacher, the students, and parents/guardians. The school also communicates through nine week newsletters and its website. The leadership at Wilson plans to continue emphasizing the importance of communication through newsletters, information provided on the school's website, and communication logs. As a weakness for this indicator, the school should provide greater involvement of the stakeholders in communication. To address this weakness, the school plans to provide the school's stakeholders with more opportunities to communicate their ideas for improving student success during meetings like the Annual School-wide Meeting and Career Fair Organizational meetings.

Indicator 1.2

Wilson School's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and support challenging, equitable education programs and learning experiences for all student that include achievement of learning, thinking, and life skills. This is accomplished through the use of programs such as the Alabama Reading Initiative, Alabama Science in Motion, Alabama Math, Science, and Technology Initiative, and Alabama Connecting Classrooms, Educators and Students Statewide. Also, the school's administration provides monthly on-line professional development activities to provide its faculty with innovative instructional strategies. To sustain this strength, the school's leadership plans to maintain and expand on its professional development programs. As a weakness for this indicator, the school needs a stronger commitment to instructional practices that effectively engage students. To address this weakness, the

school plans to provide professional development opportunities to effectively engage students such as iPad training and the use of technology as a way of engaging more students in the learning process.

Indicator 1.3

Wilson School's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. This strength is accomplished by providing the faculty with the appropriate data to review and direct the changes in instructional practices. For example, departmental or grade level meetings are regularly held to analyze AHSGE results, ARMT+ scores, DIBELS assessments, unit benchmark/baseline testing results, AR and STAR data. In addition, faculty members use PST documentation to improve student achievement. To sustain this strength, the school's leadership plans to maintain and expand its use of data driven instructional practices. As a weakness for this indicator, the school's leadership needs to stay abreast of new instructional strategies based on data driven research. In addressing this weakness, the ultimate goal should be to communicate these practices in a manner that allows each teacher to personalize instructional methods.

Standard 2: Governance and Leadership

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

Overall Rating: 2.17

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 generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> •School handbooks •Communications to stakeholder about policy revisions •Staff handbooks •Student handbooks 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Proof of legal counsel •Governing body minutes relating to training •Governing code of ethics •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest 	Level 2

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 generally 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 usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Agendas and minutes of meetings 	Level 2

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none">•Communication plan•Minutes from meetings with stakeholders•Involvement of stakeholders in a school improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes 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•Representative supervision and evaluation reports•Supervision and evaluation documents with criteria for improving professional practice and student success noted	Level 2

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.

Strength

The governing body of Wilson School provides policies and procedures that ensure effective operation of our school. There are policies and procedures put into place by our administration that create an understanding through which the staff and teachers are able to carry out their duties.

The administration works with the office of the Superintendent to determine and establish educational policies for our school. Staff members and faculty are made aware of the policies and procedures through memos, emails, and handbooks. The administration stresses the importance of following policies and procedures in faculty meetings. Students and parents are made aware of these policies and procedures in the form of handbooks. They can also be found on the district and school websites. Our governing body's policies and procedures clearly and directly support the school system's purpose and direction.

Weakness

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An area of weakness is the use of stakeholders in the decision making process of our school. Stakeholders' opinions and suggestions can be helpful at times and need to be heard. We are limited on communicating effectively with stakeholder groups and providing opportunities for them to help shape decisions or solicit feedback from the stakeholders. We sometimes do not solicit feedback to the stakeholders because of the lack of accessibility of communication avenues. The implementation of INOW passwords for parents will help in this area. We also will work on updating teacher webpages and the school website to improve stakeholders ability to have input with administrators and faculty members.

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: 2.33

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"> •Representative samples of student work across courses •Survey results •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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Lesson plans aligned to the curriculum •Surveys results •Common assessments •Curriculum guides 	Level 2

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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 •Agenda items addressing these strategies •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Surveys results •Student work demonstrating the application of knowledge •Authentic assessments •Examples of student use of technology as a learning tool 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders 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 •Examples of improvements to instructional practices resulting from the evaluation process •Documentation of collection of lesson plans and grade books •Administrative classroom observation protocols and logs 	Level 2

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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 •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Professional learning calendar with activities for instructional support of new staff •Records of meetings and walk thrus/feedback sessions 	Level 2

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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 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 •Survey results •Calendar outlining when and how families are provided information on child's progress •Volunteer program with variety of options for participation 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Master schedule with time for formal adult advocate structure •List of students matched to adult advocate 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<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.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning 	Level 2

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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 use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with 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 students within these special populations.	<ul style="list-style-type: none">•Data used to identify unique learning needs of students•List of learning support services and student population served by such services	Level 2

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

1) What were the areas of strength you noted?

3.1 - Level 4 - The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Wilson School teachers identify challenging and equitable learning opportunities for students in grades K-12 by identifying skills through their lesson plans which require course of study objectives, purpose, guided practice, independent practice, ect... These plans are consistent across the district, as well as the state with STINow requirements.

Wilson School has a K-6 pacing guide for the Scott-Foresman Reading program which allows county wide consistency of skills being taught. Differentiated Instruction techniques are used to individualize learning activities for each student. Whole group and small group tiered instruction strategies are used to support student learning.

3.4 - Level 4 - System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

County wide walkthroughs are implemented three times a year by central office personnel. Individual school walkthroughs are conducted by principals and assistant principals on a regular basis. K-6 data/grade level meetings are conducted three times a year. EDUCATEAlabama evaluation procedures use a pacing schedule to ensure every teacher is monitored to improve classroom instruction.

Curriculum maps and pacing guides are online to ensure consistent implementation of content across the district.

2) What were areas in need in improvement?

3.7 - Level 2 - Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.

In the past mentoring programs were in place county wide, due to funding these programs have been cut.

New hire orientation has been cancelled due to lack of need

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

o PST Teams

- o Data Meetings
- o Grade Level Meetings
- o Infocus program
- o Homeless data
- o JAG
- o Life Academy
- o Credit Recovery
- o Dual Enrollment
- o Early Scholars
- o Outside tutoring
- o Differentiated Instruction
- o Make Sense Strategies
- o Professional Development Opportunities

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

- o Assign homeroom teachers for high school beginning in 9th grade
- o Ambassador Program to assist new students
- o Count Wide Department/Grade Level Head or Lead teacher to assist new teachers
- o New personnel manuals with information related to new hires including mentoring, coaching and inductions practices need to be developed
- o School specific handbooks could be developed

Standard 4: Resources and Support Systems

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

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Assessments of staffing needs •Documentation of highly qualified staff 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •School schedule •School calendar 	Level 2

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 some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<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. •Maintenance schedules •System for maintenance requests 	Level 2

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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.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. 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•Budget related to media and information resource acquisition	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•Social classes and services, e.g., bullying, character education•Agreements with school community agencies for student-family support•List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<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 2

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 K-12 teachers at Wilson High School who are teaching core subjects are deemed highly qualified. The policies and procedures to hire, place, and retain qualified professionals and support staff are in place and are clearly defined. There has been improvement made in the areas of instruction and concentration on achieving the school's purpose and directions. This is supported by the school schedules and calendars as well as the resources available to promote this improvement. School staff have access to data and information sources. Routinely scheduled drills such as tornado, fire, and lockdown drills contribute to a safe and healthy environment.

Technology is used extensively to support the school's teaching, learning, and operational needs. Most classrooms have multiple pieces of technology used by the teacher and student on a daily basis.

Support services are supported by the school to meet the physical, social, and emotional needs of the students attending Wilson School. Services are also provided that support the counseling, assessment, referral, educational, and career planning needs of our students.

Lack of fiscal resources to fund critical positions is a weakness. More funding would promote different programs for effective instructional strategies. Also, there is a lack of adequate staff to assist students with tools for finding and retrieving information.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<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 2

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

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<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 2

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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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes 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 growth	Level 2

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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none">•Executive summaries of student learning reports to stakeholder groups•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 2

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.

Wilson School is implementing several programs and instructional techniques in which to maintain the identified strengths such as after-school tutoring programs, Title I pull-out instruction (reading and math), mentoring programs (JAG), remediation programs for AHSGE, tiered and differentiated instruction. Plans are begin made to continue and/or expand these programs for the 2012-2013 school year based upon the areas of weakness. Teachers continually review assessments both individually and corporately to identify areas of strengths and weaknesses to plan instruction and remediation techniques appropriately. In addition, professional development activities are planned based on our weaknesses and identified needs of the students and/or teachers to increase test scores and improve instruction.

AHSGE Strengths:

By the end of the senior year (sixth attempt) 94% (99 of 105 seniors) of students who remained at school until graduation had passed enough parts of the grad exam to achieve either credit based, standard or academic diploma status.

Biology

These results are based on the spring (March 2011) administration of the grad exam.

Of the 36 9th grade students tested, 30 (83.3%) passed the biology pre grad exam.

Of the 11 10th grade students tested, 9 (82%) passed the biology pre grad exam.

Of the 5 11th grade students tested, 3 (60%) passed the biology grad exam.

The results below are based on the fall 2011 AHSGE test scores.

Of the 58 10th grade students tested, 57 (98.28%) passed the biology pre grad exam.

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Language

These results are based on the spring (March 2011) administration of the grad exam.

Of the 127 10th graders tested, 88 (69.29%) of the students passed the Language portion of the AHSGE.

Reading

These results are based on the spring (March 2011) administration of the grad exam.

Of the 127 10th students that were tested, 102 (80.31%) passed the reading portion of the AHSGE.

Math

The results below are based on the spring (March 2011) administration of the grad exam.

Of the 15 9th graders tested, 12 (80%) of the students passed the mathematics portion of the AHSGE.

Test results below are based on the fall 2010 admission of the AHSGE.

Of the 30 9th grade students tested, 100% passed the mathematics portion of the AHSGE.

Of the 42 10th grade students tested, 37 (88.10%) passed the mathematics portion of the AHSGE.

Social Studies

The results below are based on the spring (March 2011) administration of the grad exam.

Of the 123 10th grade students tested, 86 students (37%) passed the Social Studies portion of the grad exam.

ARMT Strengths:

The percentage of students testing proficient on the reading portion of the ARMT increased in the following grades between the 2009-2010 to 2010-2011 school year.

4th: 84% to 92%

6th: 94% to 97%

7th: 86% to 88%

8th: 83% to 91%

The percentage of students testing proficient on the mathematics portion of the ARMT increased in the following grades between the 2009-2010 to 2010-2011 school year.

4th: 70% to 86%

5th: 84% to 86%

8th: 87% to 90%

Alabama Science Assessment:

Of the 7th grade students tested, 74% scored a level 3 or 4 (mastery).

Strength: Identify major differences between plants and animals, including internal structures, external structures, methods of locomotion, methods of reproduction, and stages of development.

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Of the 5th grade students tested, 88% scored a level 3 or 4 (mastery).

Strength: Compare distances from the sun to planets in our solar system.

DIBELS:

Strengths: Data is from the BOY 11-12 assessment

K: Initial sound fluency: 60% Low-Risk

1st: Phoneme Segmentation: 94% Low-Risk

2nd: Nonsense Words: 65% Low-Risk

3rd: Oral Reading Fluency: 65% Low-Risk

ACCESS for English Language Learners:

The Lauderdale County School System provides EL services through a Language Specialist. 75% of the students scored highest in the Speaking domain

AREAS IN NEED OF IMPROVEMENT:

K-6 Reading:

ARMT:

3rd: Use strategies to comprehend literary/recreational activities (58%)

4th: Use strategies to comprehend functional and textual/informational material (60%)

5th: Use strategies to comprehend functional and textual/informational strategies (62%)

6th: Apply Strategies to comprehend textual/informational and functional analysis (61%)

DIBELS

Weaknesses:

K - Letter Naming Fluency (18% Some Risk, 31% At Risk)

1st - Nonsense word fluency (34% Some Risk, 14% At Risk)

2nd - Oral Reading Fluency (29% Some Risk, 12% at Risk)

3rd - Oral Reading Fluency (31% Some Risk, 14% at Risk)

K-6 Math Proficiency on ARMT

ARMT Data (% mastery)

Weaknesses:

3rd grade:

Model Equivalent forms of fractions (55%)

4th grade:

Data Analysis and Probability (52%)

5th grade:

Measurement (54%)

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Convert units of measurement with the same system(45%)

6th grade:

Measurement (38%)

Perimeter and area of parallelograms and rectangles

7-8 Reading Proficiency on ARMT

ARMT

Weaknesses: (% of mastery)

7th grade:

Apply strategies to comprehend textual/informational and functional materials (61%)

8th grade:

Distinguish among subcategories of poetry based on their characteristics (59%)

ARMT

Weaknesses: (% of mastery)

7th grade:

Data Analysis and probability (38%)

Determine the probability of a compound event (27%)

Weaknesses:

8th grade:

Measurement (45%)

Find the perimeter and area of regular and irregular plane figures

AHSGE Reading:

Weaknesses:

Weak Objectives: (% of non-mastery)

1) Identify Main idea (83.4%)

2) Recognize summary statements (82.8%)

3) Recognize logic and arguments (90.4%)

4) Analyze literary elements (72%)

AHSGE Weaknesses Math:

Add and Subtract polynomials (90.8%)

Solve Quadratic Equations (93.9%)

Solve Multi-Step Inequalities (92.9%)

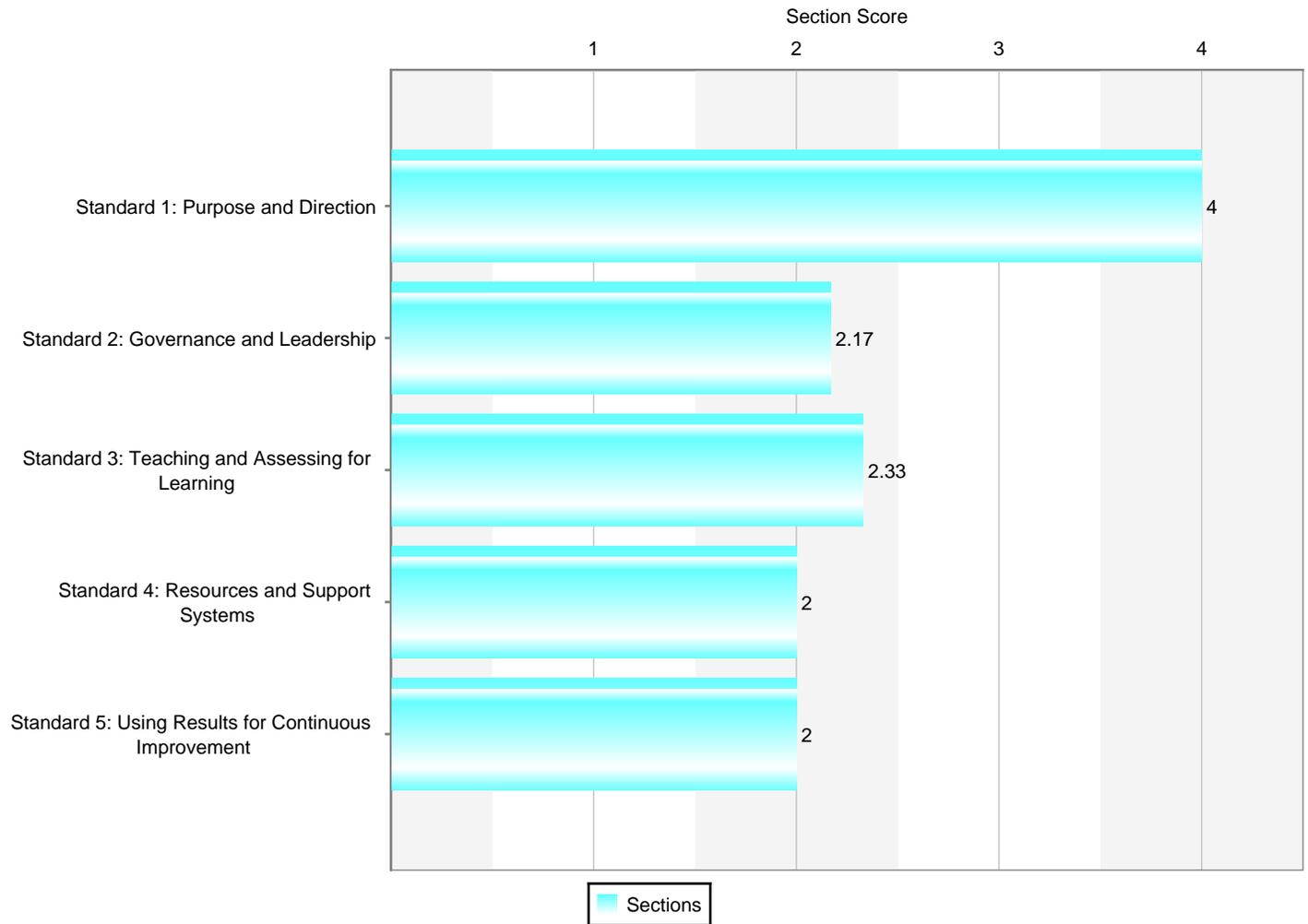
Translate: Verbal/symbolic: Graph: Equations/inequalities (99%)

Find Range of Functions (91.8%)

Apply Pythagorean Theorem (95.9%)

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	Wilson 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	Wilson 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 Continuous Improvement Plan for Wilson 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	Wilson 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 Wilson 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	Wilson School's elementary building and auditorium underwent extensive renovation during the summer of 2012. A new roof was added, new flooring, painting and a new HVAC unit installed in the auditorium. The Bus parking lot was also paved.
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