



North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.

Standards Assessment Report

Westbrook Christian School

100 Westminster Drive Rainbow City, Alabama 35906

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) considering the evidence; 2) indicators rubric; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The section entitled "considering the evidence" allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school to expand on and think more deeply about the responses to the indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Demographics

| | |
|----------------------------|-------------------------------|
| Public/Non-public: | Non-public |
| School Type: | AdvancED - Unit |
| Charter School: | N/A |
| Enrollment: | 625 |
| Gender at School: | Co-Ed |
| Beginning Grade: | K |
| Ending Grade: | 12 |
| Alternate Beginning Grade: | |
| Alternate Ending Grade: | |
| Location Type: | Suburban |
| Gender at School: | Co-Ed |
| Religious Denomination: | Christian - All Denominations |

Standard 1. Vision and Purpose

STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

| | |
|--------------------------|---|
| Not Evident | Little or no evidence exists |
| Emerging | Evidence indicates early or preliminary stages of implementation of practice |
| Operational | Evidence indicates practices and procedures are actively implemented |
| Highly Functional | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

Indicators: In fulfillment of this standard, the school:

1.1 Establishes a vision for the school in collaboration with its stakeholders:

Highly Functional

1.2 Communicates the vision and purpose to build stakeholder understanding and support:

Highly Functional

1.3 Identifies goals to advance the vision:

Highly Functional

1.4 Develops and continuously maintains a profile of the school, its students, and the community:

Operational

1.5 Ensures that the school's vision and purpose guide the teaching and learning process:

Operational

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Highly Functional

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

The vision statement was originally established by the Board of Directors seeking the wisdom and guidance of the Holy Spirit. The vision statement is analyzed yearly and recently was condensed, at the recommendation of the Leadership Team, to three phrases--Learning Aimed at Excellence, Maximizing Potential, and Training Warriors for Christ.

The process for building understanding of and commitment to the vision statement among stakeholders is accomplished in a variety of ways. The Westbrook faculty functions as a Professional Learning Community (PLC). Each department forms a PLC team that is chaired by the head of the department. These teams meet on a regular basis to research the needs and goals of the department and determine the level of implementation of the school's vision and goals. Information gathered in these meetings is brought to the administration through a written report and regularly scheduled meetings with the Leadership Team comprised of the heads of each department. The administration makes recommendations to the board where decisions are made based on the vision statement of the school.

Before a new child may enroll at Westbrook Christian School, a parent or guardian must interview with an administrator where the vision of the school is discussed. Parents are also made aware of the mission, vision, beliefs, and goals of the school through printed materials and the school's website.

At the beginning of each school year, students and parents are given a handbook that contains the vision statement of the school. Parents, as well as students, are required to sign a sheet in the back of the handbook verifying that they have read and are in agreement with all its contents. The handbook is also posted on the internet.

Over the course of each academic year the administration invites faculty, parents, grandparents, etc., to informal morning coffee meetings. This is a time that stakeholders share problems, complaints, or ideas to the Administrator directly. This allows for another opportunity to build understanding of the vision statement. Information gleaned from these meetings provides accountability to the commitment to the vision.

There are decorative signs posted throughout the school that display the vision statement. These serve as constant reminders of the vision statement to the faculty, students, and visitors. The vision statement is reinforced at PTF meetings, as well as teacher in-service meetings held throughout the school year.

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

Various sources are used to develop a profile that describes the school, students, and student performance. The school utilizes a website that is easily accessible to everyone. This website maintains information about the school, which includes the vision, mission, and beliefs statements. The website also maintains a profile of activities, honors, and awards which include: athletics, classes, student clubs and organizations, community events, and scholarships. Parents have immediate access to Edline, a computer program that allows teachers to post students' grades online to view student performance and progress, communicate with classroom teachers, and monitor information which involves assignments, grades, activities, and progress of students.

The student profile is updated each year to reflect the demographics of the school. The school department heads meet yearly to analyze SAT scores. This information is used to track student progress and determine the school's strengths and weaknesses. Each graduating class has an ACT High School Profile report that is sent to the school. Other information that is tracked and recorded based on student performance is the results of the PSAT, PLAN, and ACT. The school also records and publishes the scholarship offers that are made each year to the graduation class.

3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

The administration regularly visits and observes the classrooms. Constant monitoring through teacher evaluation and individual goal-planning meetings ensure that the vision of the school is guiding the teaching and learning process. Written reports of the PLC team meetings are evaluated by the administration. Faculty inservice, weekly afternoon teachers' meetings, and daily morning meetings help to keep the focus on the vision of the school. All decisions are prioritized and made using the vision statement as a guide.

Visual reminders of the vision and purpose are posted throughout the school. The administration regularly meets with student focus groups and parents to discuss the teaching and learning process. Easy administrative access of all faculty grade books through Edline provides accountability for teachers. Student advisory groups ensure, not only a visual interest, but also an ear to students' thoughts and concerns.

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

Communication at Westbrook Christian School is the key to aligning and remaining current to the vision and purpose. The vision and purpose for Westbrook Christian School is frequently communicated to the stakeholders both formally and informally through various avenues including faculty meetings, leadership team meetings, PLC team meetings, weekly newsletters, morning coffee meetings, student focus groups, student advisory groups and PTF meetings. The mission statement is published annually in both the student and teacher handbooks. It is revised annually and has recently been simplified into three major points for ease in focus, understanding and application--Learning Aimed at Excellence, Maximizing Potential, Training Warriors for Christ. These updated statements have also been posted around campus for a visual reminder of our mission.

Input concerning the vision and purpose of our school is obtained from stakeholders through similar avenues. The board and the administration then use the information received from these sources and leadership teams to review and revise policies as needed. Constant and intentional application of the current data on a regular basis ensures that the vision and purpose of the school remains current and aligned with expectations for student learning and school effectiveness.

Westbrook Christian School's expectation of student learning is founded upon the school's vision and purpose. As a college preparatory school with a fully developed honors program, there are high academic standards for all students. Standardized test scores are used to determine strengths and weaknesses in the curriculum and to evaluate the curriculum against state and national standards. From the information learned, strategies are developed through the PLC teams to implement change geared toward achieving these goals.

Finally, and ultimately, the goal of WCS expressed through our philosophy, vision, and mission is a commitment to continuous school improvement through the guidance of the Holy Spirit as expressed through the stakeholders related to our school. Through positive administrative leadership, professional learning community teams, student focus groups and parental involvement, the goal is accomplished daily.

Examples of Evidence for Standard 1: Vision and Purpose

Practices

- Professional Learning Community team meetings
- Parent and alumni surveys
- Analysis of test scores
- Active board involvement
- Teacher in-service meetings
- Periodic evaluation of vision/mission statement
- Faculty/student handbooks with annual revision
- Morning coffee meetings with different focus groups
- Established website
- Parent/student/teacher conferences
- Student accountability through advisory groups
- PTF meetings
- New student orientation
- Expectations directly related to vision and purpose
- Established department heads at all levels
- Open communication between administrative/faculty/parents/students
- Edline

Artifacts

- Tuesday Messenger/WCS Newsletter
- Faculty and student handbooks
- Signs posted throughout school
- Website
- Parent surveys and alumni surveys
- Curriculum guides on file in office
- Lesson plans on file in office
- Yearbook
- Standardized testing
- Report cards and Edline
- Faculty files
- In-Service notebooks and information
- Student records/grades
- Board policy manual and meeting notes
- PLC team meeting reports
- Focus Group Notes

Overall Assessment:

Highly Functional: The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 2. Governance and Leadership

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

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| Not Evident | Little or no evidence exists |
| Emerging | Evidence indicates early or preliminary stages of implementation of practice |
| Operational | Evidence indicates practices and procedures are actively implemented |
| Highly Functional | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

Indicators: In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

2.1 Establishes policies and procedures that provide for the effective operation of the school:

Highly Functional

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:

Highly Functional

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Highly Functional

Indicators: In fulfillment of this standard, the school has leadership that:

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

Highly Functional

2.5 Fosters a learning community:

Highly Functional

2.6 Provides teachers and students opportunities to lead:

Highly Functional

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Operational

2.8 Controls curricular and extracurricular activities that are sponsored by the school:

Highly Functional

2.9 Responds to community expectations and stakeholder satisfaction:

Operational

2.10 Implements an evaluation system that provides for the professional growth of all personnel:

Operational

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

To establish policies and procedures that ensure the most effective operation of the school, the Westbrook Christian School faculty, administration and governing board embrace solidarity in the construction and appliance of policies and procedures prior to the start of each school year. The administrator may evaluate faculty's concerns and suggestions regarding policies and procedures, prior to finalizing them with the board of directors. The board also takes written comments or suggestions from parents each year. The board of directors has the final authority for establishing policy.

Westbrook Christian School's policies and procedures are published in the Westbrook Christian School handbook annually. Each parent and student must sign a document validating that they have read and understand such policies and procedures. Upon admission of a new student, an interview with the administrator is required during which the policies and procedures are made available via the Westbrook Christian School handbook and verbally communicated. The handbook is also available online on the school's website. The policies and procedures are communicated to the faculty during in-service prior to the beginning of the school year. The faculty, in turn, communicates such policies and procedures to the parents and students. However, this responsibility is not vested solely in the faculty. Westbrook Christian School communicates its policies and procedures through Parent Teacher Fellowship (PTF) meetings, newsletters, EdLine, parent-teacher conferences, Schoolcast telephone system, and the website to stakeholders. The Westbrook Christian School website also provides an effective outlet for communicating pertinent compliance information such as posting the health rating and workman's compensation information.

Once policies and procedures have been established and communicated to stakeholders, the Westbrook Christian School faculty and administration jointly implement such policies to best establish accountability among all stakeholders. The Administrator delegates each policy to the appropriate level, and that party is then held accountable for that implementation. To encourage collaboration and shared responsibility for school improvement among stakeholders, and to ensure equity of learning opportunities and support for innovation, communication is encouraged between all stakeholders and policies and procedures are created and amended as needed.

2. What process does the school's leadership use to evaluate school effectiveness and student performance?

Student progress is evaluated through quizzes, tests, essays and projects assigned by teachers that correlate with curriculum materials. These results are communicated to parents through weekly papers in the elementary as well as progress reports which are available to parents through a computerized grading program in both the elementary and high school. Teachers post grades at least weekly that can be viewed by parents at any time through the internet. Student grades are monitored regularly by the administration and special needs committee.

Nationally normed tests are also administered to measure student achievement. Grades 1-10 participate in the SAT-10 each spring. Each department head compiles the information from their specialized area and distributes the data to other members of their team. Scores are compared to previous years' results and strengths and weaknesses are addressed. The information that is gathered from this test is also used to evaluate the effectiveness of our curriculum and determine if any changes are necessary. Westbrook has many students each year who qualify for the Duke Talent Identification Search based on SAT-10 results. Other standardized tests administered include OLSAT, PSAT and PLAN. These test results are provided to the parents, students, administration, and school counselors. The high school counselor meets with students to review their individual PLAN results and aid them with college and career choices. Westbrook students have been recognized for scholastic achievement through the National Merit Scholarship program based on the PSAT test results. Westbrook seniors are often recipients of scholarships from various schools and universities.

Surveys from parents, students and alumni along with student focus groups and morning coffee with parents also help the leadership gauge school effectiveness.

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

The Westbrook Christian School Board of Directors establishes policy and procedure for the operation of the school. The board is comprised of the administrator, parents, and the executive founder of Big Oak Ranch. Administration has an open-door policy for suggestions from faculty, parents and students that may be presented to the board for consideration.

Department head positions are chosen annually by administration, allowing an opportunity for faculty within each department to apply. Teachers are appointed to a professional learning community (PLC team) that meets bimonthly to evaluate the success and continuity of their specialized areas. Results of these meetings, including faculty recommendations, are reported to the administration. Morning, staff, and in-service meetings provide teachers opportunities to make additional suggestions concerning curriculum, policy, and the general operation of the school. Parent Teacher Fellowship (PTF) plans, organizes and carries out many events during the school year that include the Fall Festival, Muffins with Mom, Doughnuts with Dad, Talent Showcase, Hat and Slipper Day and a Teacher Appreciation Day among others. PTF recommends to the administration how any funds raised from these events will be spent.

Other events that are arranged by parents and teachers include the annual Work-a-Thon, Career Day, God's World Day, and the Evening of Fine Arts. These events allow parents and teachers an opportunity to work cooperatively to benefit both the school and the community.

Extracurricular organizations have an elected governing body within the organization comprised of students and teachers. All school clubs and organizations have faculty sponsorship. Student Government Association plans and executes extracurricular activities such as the Back to School social, homecoming, powder puff football, Christmas dance, shrimp boil and the annual food drive (which benefits the Etowah Food Bank). Class officers are elected by their peers to provide leadership within their respective classes. They are responsible for class competitions, homecoming activities such as float building and door decorations, as well as class socials. Chapel committee is a selected student led body which assesses the spiritual needs of the school. They plan and execute weekly chapels and Spirit Week. Key Club, Beta Club, National Honor Society, Math Club, Ambassadors, Kingdom Kids and Warrior Reps are also areas that enable students to exhibit their leadership skills.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

Westbrook Christian School's vision statement is: "Learning Aimed at Excellence, Maximizing Potential, Training Warriors for Christ." With this vision statement as an operational basis, policies and processes are generated to ensure that each individual student's potential is maximized by providing learning opportunities and support for innovation. Policies and processes for classroom management are published in the faculty handbook and communicated via other means. A full-time discipline director is employed to enforce published policies and provide an atmosphere appropriate for learning.

The elementary program utilizes school resources to maximize students' potential such as: scheduled library times once per week to check out books on their reading level (in accordance with the Accelerated Reading Program), a gifted program and a special needs program. Elementary students also attend art, music and Spanish once per week. Every elementary classroom is equipped with at least one computer with internet access. A full-time elementary administrator oversees all elementary programs.

The secondary program is designed to maximize students' potential. The secondary program offers basic classes, general classes, college preparatory classes, honors classes, and Advanced Placement classes. Dual enrollment programs for college credit are also available. .

Westbrook Christian School has an elementary and secondary media center. Faculty may reserve the media center for their classes. Full-time Media Center specialists are available to teach students library research skills and provide aid in means needed to teachers and students. Both media centers are equipped with computers with internet access.

Elementary and secondary computer labs are available for student use. Classes are scheduled for use in the computer lab. In the lab, students learn useful computer skills that better prepare them for the future, and help maximize students' potential. The lab teacher helps students with research in a controlled setting when on the internet. The secondary computer lab and teacher are available during enrichment as an additional resource for students.

Westbrook Christian School meets the special needs of students by employing full-time special needs staff. The staff works as a committee, generating individualized learning plans for students with special needs. Teachers who notice a child struggling may recommend that child to the special needs committee. The special needs committee then evaluates the child's progress and takes all measures necessary to maximize the student's learning potential.

Other support methods used by the administration are morning meetings, monthly PLC meetings, and emails and letters between the administration and staff. PLC meetings are used for staff to voice opinions, search out opportunities for growth, brainstorm, communicate concerns, and seek out proactive ways to maximize students' potential for effective learning.

Westbrook uses strong curriculum foundations for students. To build on these foundations, the school provides the use of library-accessed books, individual curriculum books, music, computer, art, photography, Spanish, French, yearbook, physical education, science labs, and service projects to provide continued learning opportunities.

Westbrook Christian School is affiliated with the Alabama High School Athletic Association. Westbrook Christian Secondary School offers various sports for boys and girls, both varsity and junior varsity. Spanish is offered as an enrichment program to junior high students, and then for credit to high school students. Students participate in numerous service projects throughout the year, including but not limited to: Work-A-Thon, canned food drives, toys for tots, Special Olympics, etc.

The support of the Parent/Teacher Fellowship (PTF) is very strong. PTF raises money throughout the school year to meet needs and support innovation. The PTF is lead by a parent PTF president who meets regularly with the Administration.

The administration continues to hire qualified teachers and update technology such as computers, media, library books and materials, computer programs, Edline, etc. The librarians and technology staff work to help teachers in acquiring teaching tools and effectively use technology.

The staff is encouraged to implement different styles of teaching methods to reach a variance of students in the classroom, working to maximize potential and generate effective learning. WCS staff uses various methods of teaching for all types of learners.

EXAMPLES OF EVIDENCE FOR STANDARD 2: GOVERNANCE AND LEADERSHIP

PRACTICES

- Board of directors, along with the administrator who brings faculty's input, establishes policies under which the school operates
- Administrator communicates these policies and procedures to faculty verbally during in-service Faculty is given updated faculty and student handbooks during in-service
- Regularly scheduled board meetings
- Regularly scheduled Professional Learning Community team meetings
- Regularly scheduled PLC team leader meetings with administration
- Morning meetings between faculty and administration/separate for secondary and elementary Monday-Thursday/combined on Friday
- Daily announcements and happenings are addressed during the morning meetings to keep WCS staff informed
- Enforcement of school policies and procedures (monitoring halls to ensure student safety) during morning meetings is managed by a rotating schedule of faculty members, in addition to daily support by full-time discipline director
- In accordance to Westbrook Christian School's policies and procedures, teachers implement the use of discipline referral slips to all students who violate a policy- discipline slips are handled by a full-time discipline director
- To encourage learning aimed at excellence, Westbrook Christian School employs a full-time, certified faculty member who conducts weekly academic detentions
- In accordance to Westbrook Christian School policies and procedures, teachers may assign students academic detention as needed
- Administration regularly communicates via e-mail, memo, and daily announcements
- Communication of policies and procedures to stakeholders from administration is done verbally during Parent Teacher Fellowship meetings, through the published student handbook, newsletters, Edline, Schoolcast, the web site, and teacher communication to parents
- Administration and faculty review standardized test scores, progress reports, report cards and surveys to keep academic expectations high in effort to maximize students' potential
- Stakeholders perform meaningful roles in aiding administration and faculty through outlets such as organizing events, raising funds, etc.
- Students are encouraged to take meaningful roles by participating in organizations such as SGA, class officers, chapel committee, Key Club, and Westbrook Representatives
- Administration works closely with stakeholders on projects as listed above
- Stakeholders are invited to open house once per semester and communication between faculty and stakeholders is always encouraged
- Faculty members help in conducting or arranging workshops or professional growth experiences for in-service
- Faculty involved in new curriculum selection and PLC teams work to find most effective curriculum
- Administration, faculty and stakeholders are reminded of the school's beliefs and mission statement via email, web site, newsletters, PTF meetings, hall displays, etc.
- Stakeholders are encouraged to take meaningful roles by participating in organizations such as PTF and W Club, along with helping with community service projects such as the food drive and Work-A-Thon
- Field trips, school events, etc. are posted on a calendar in the office in order to keep faculty and administration informed of happenings and adjust schedules accordingly
- Parents are encouraged to accompany students on field trips, act as room mothers, to aid in special projects for children, and to help teachers with other needs
- Students have access to books, computers, music, physical education, foreign language, art, science lab, media centers, learning labs, private music and art lessons
- Secondary students are required to complete summer reading assignments
- Students with special needs are evaluated and accommodated by a full-time special needs staff who works with

faculty to maximize students' potential

- Secondary students are placed in basic, general, college preparatory, honors or advanced placement classes according to ability levels and performance in order to maximize students' potential and meet student needs
- All students have access to a computer learning lab which is designed to aid students in problem areas
- Administration encourages staff cooperation in using cross-curriculum activities
- Administration conducts announced and unannounced teacher/class evaluations throughout the school year
- Students' progress is assessed through quizzes, tests, essays and projects and communicated through weekly papers and Edline
- In accordance with Westbrook Christian School's vision statement: "Learning Aimed at Excellence, Maximizing Potential, Training Warriors for Christ," Westbrook Christian School teachers work with the special needs committee to provide extra instruction for children who require additional help, along with implementing the computer learning lab which is available to all students
- Funds are provided via application process with the administration for teachers to purchase innovative materials and update learning materials as needed
- Teachers are qualified, trained professionals
- Teachers, through organized planning with professional learning community teams, keep instructional methods and curriculum current. Westbrook Christian School facilities are technologically updated to assist in such improvements
- Teachers are encouraged to conduct independent research for materials that will promote learning aimed at excellence

ARTIFACTS

- Faculty handbook
- Parent/Student handbook
- Westbrook Christian School vision statement visuals - displayed in hallways
- Tuesday messenger
- Westbrook Christian School newsletter
- Memos to faculty from administration
- Announcement boards in both secondary and elementary teachers' lounge
- E-mails from faculty to parents
- E-mails from administration to faculty
- Schoolcast telephone system
- Administration letters to teachers
- Teacher letters to parents/stakeholders
- Morning meetings between administration and faculty - faculty notes from meetings
- Professional learning community meeting minutes
- Edline - grade reporting, teacher announcement postings, syllabus posting, etc.
- Standardized test scores
- Accreditation by SACS
- Monthly calendar
- Field trip/school happenings calendar in the office
- Lab schedule
- Media center schedule
- Computer lab schedule
- Art room schedule
- Phone tree
- Special needs committee documents
- Surveys - alumni and student
- Administrator/teacher observation report

- Discipline referral slips
- Academic detention referral slips
- WCS web site: www.westbrookchristian.org
- Workman's compensation information published on the web site
- Health rating posted on web site
- Handbooks posted on web site
- Calendars posted on web site
- Announcements posted on web site

Overall Assessment:

Highly Functional: The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 3. Teaching and Learning

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

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| Not Evident | Little or no evidence exists |
| Emerging | Evidence indicates early or preliminary stages of implementation of practice |
| Operational | Evidence indicates practices and procedures are actively implemented |
| Highly Functional | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

Indicators: In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning:

Operational

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:

Operational

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:

Operational

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:

Operational

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Highly Functional

3.6 Allocates and protects instructional time to support student learning:

Highly Functional

3.7 Provides for articulation and alignment between and among all levels of schools:

Operational

3.8 Implements interventions to help students meet expectations for student learning:

Highly Functional

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:

Highly Functional

3.10 Provides comprehensive information and media services that support the curricular and instructional programs:

Highly Functional

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

Operational

Focus Questions:

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

One of the primary goals of the school is Learning Aimed at Excellence. In order to accomplish this goal, the administration must ensure that the curriculum, instructional strategies, and assessments align across grade levels to support student learning. Teachers use scope and sequences of each subject that are aligned with the Alabama State Course of Study. Every faculty member is assigned to a Professional Learning Community (PLC) team. These teams meet regularly to discuss curriculum, strategies, grade levels, and expectations for student learning. They do curriculum mapping that meets state and federal standards. The PLC team chairmen review and evaluate past SAT scores and bring that information to team meetings. Teachers discuss the scores of different subjects and assessments to make sure there is a progression of challenging and appropriate material. Standards are set for all levels of abilities.

Westbrook teachers attend workshops to further their learning and remain current on instructional research and strategies. Middle and high school students meet with an advisory group monthly. This gives students another avenue for help outside of the usual time devoted to classroom learning.

Communication is significant to ensure that the curriculum, instructional strategies, and assessments are properly aligned and articulated. Teachers, parents, and counselors communicate to determine the extent to which expectations in student learning are met.

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

The PLC teams provide the greatest assurance of the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students. These teams, through research of innovations,

and consistent monitoring of implementation provide a continuing assessment of student progress. Regular meetings with the chairmen of these teams provide the administration with recommendations that ensure student achievement. There are several examples of these recommended strategies, innovations and activities.

At the elementary level, a new reading program, Foundations and Frameworks, was piloted and then adopted to meet the needs of fifth and sixth grade students as they transition from the early elementary curriculum to the middle school curriculum. This new reading program will be incorporated throughout all elementary grades at the beginning of the 2009 school year, following a two-week summer in-service to fully prepare the teachers.

At the recommendation of the PLC teams, middle and high school class groupings were redesigned to provide more individualized instruction ensuring appropriate teaching for students with different learning styles and levels of ability.

Communication with students, parents, and alumni through advisory groups, focus groups, and surveys ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning.

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

The faculty handbook states that “the teacher shall be a college graduate, certified by the state of Alabama” (pg 4). In addition to a college education, teachers are required to attend inservice meetings offered throughout the year, as well as conferences and workshops pertinent to their field of study. Selected faculty members are sent to conduct field studies in neighboring schools. This ensures that all teachers are receiving professional development and continuing education.

On a daily basis, teacher preparedness is evidenced by lesson plans that are turned in to and reviewed by administrators on a weekly basis. To ensure that teachers are effectively implementing the curriculum, classroom sessions are observed on a regular basis by the appropriate administrator. This informs teachers of ways they can improve instruction. The special needs department works closely with classroom teachers in order to provide every resource available. These resources empower each teacher to appropriately instruct every student. The scope and sequence, curriculum, and test results are reviewed often through PLC teams, grade level meetings, and department meetings. Each subject area of instruction has a designated teacher that serves as a department head. He/She helps monitor the ongoing issues that arise. Every level of instruction is represented in order to maintain a balanced and thorough implementation of the curriculum.

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

Instructional technology, comprehensive information, and media services are provided to every student through access to computer labs, media centers, and classroom instruction to ensure the educational success for each student. Each classroom is provided with at least one computer with internet access. Elementary students have weekly computer instruction in the elementary computer lab. This curriculum includes typing, writing, and research that correlate with the instruction in the classroom. The middle school technology curriculum continues to teach keyboarding skills, creative writing, internet research and reports. In the high school, students learn to use MicroSoft Office Suite. Advanced instruction includes an introduction to business applications through the integrated use of technology.

Media services are provided through two exceptional libraries. The elementary library is accessible to the K-6 students on a daily basis. Students can check out books and take Accelerated Reading tests on one of the seventeen computers in the library. The elementary librarian holds weekly classes to teach students library skills and to familiarize the students with the different genres available to them. The middle and high school media center provides students with books, periodicals, references, computer technology, magazines, and newspapers. The media center is also available after school hours several days a week to allow time for outside research. The computers in the media center provide tutorial instruction for the electronic research part of courses requiring research skills and information.

Examples of Evidence for Standard 3: Teaching and Learning

Practices

- Professional Learning Community
- A Plus Literacy Program
- Advisory Groups
- Special Needs Committee
- Career Fairs
- Leveling of classes in middle and high school
- Discovery Program
- Search and Teach Program
- Open communication between administration, school board, teachers, parents, and students
- Teacher participation in grade level meetings
- Periodic curriculum review through PLC teams and administration
- Training on instructional strategies for different learning styles
- Observations of classrooms by administration
- Teachers have access to library, media, and internet to obtain instructional material
- Modifications made for students
- Resource Program
- Protected blocks of time for elementary reading and math
- Emphasis on phonics in early grades
- Foreign language begins in early elementary
- Extra-curricular activities offered with the belief that involved students perform better academically
- Teachers review and re-teach objectives/materials as needed
- Teachers plan for a smooth transition between grade levels
- Grade level teachers prepare lesson plans together
- Students are encouraged to read aloud
- Well-chosen diagrams, graphs, and illustrations are used to enhance learning
- Teachers set and communicate high expectations for students
- Teachers exhibit good classroom management
- Teachers provide constructive feedback
- Students tutor other students
- Administration allows teachers to bring in additional materials to enhance learning
- Teachers and administrators are open to suggestions from stakeholders
- Guest speakers supplement classroom instruction
- Teachers attend workshops on research-based instruction
- Daily planning times enable teachers to prepare
- Department heads serve as lead teachers for each area of instruction
- Regularly scheduled computer lab and library visits for all elementary students
- Service projects offered to students

- Hands-on learning taking place
- Accelerated Reader used to improve reading comprehension skills and to motivate children to read
- Storytelling utilized in the classroom to instill a love of reading
- Science teachers provide experiments for students to witness
- Physical education curriculum begins early to encourage physical fitness
- Level of stakeholder involvement is high
- Advanced and advanced placement classes are offered in high school
- Well communicated, established, and enforced discipline policy
- Students use a daily planner/agenda to organize personal responsibilities and to maintain communication between home and school
- Teachers communicate daily through email with fellow teachers, administration, and parents

Artifacts

- Master schedule
- Minutes of PLC meetings
- Library policies
- School discipline plan
- Alabama Course of Study
- Reports on Edline
- Curriculum scope and sequences
- Examples of students' work
- Test scores
- Grade books
- Lesson plans
- Library resources
- Computers
- Computer software
- Transcripts and permanent records
- Attendance records
- Professional development files
- Etowah County Board of Education agreement
- Teacher evaluations
- Textbooks
- Audio visual equipment
- School events calendar
- Student planners/agendas
- Curriculum guides
- Test scores analysis
- Learning styles inventories
- Progress reports/report cards
- Surveys completed by stakeholders
- Faculty handbook
- Student handbook
- Tuesday Messenger
- School web site

Overall Assessment:

Operational: The school implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 4. Documenting and Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

| | |
|--------------------------|---|
| Not Evident | Little or no evidence exists |
| Emerging | Evidence indicates early or preliminary stages of implementation of practice |
| Operational | Evidence indicates practices and procedures are actively implemented |
| Highly Functional | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

Indicators: In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:

Operational

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:

Operational

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:

Operational

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:

Operational

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:

Operational

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:

Operational

4.7 Demonstrates verifiable growth in student performance:

Operational

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Highly Functional

Focus Questions:

1. How is the assessment system currently used in your school to analyze changes in student performance?

Daily assessment, periodic quizzes, and tests are used throughout the curriculum as formal ways to evaluate student performance, as well as informal evaluations such as discussion with students and parents. Additionally, annual SAT testing is used to provide an overall gauge for evaluation of students' performance. The Alabama Course of Study is used as a standard minimum or baseline for educational performance goals in those subject areas that are required by the state.

Teachers maintain computerized grade books to assist them in monitoring student performance. Teachers, administrators, parents, and students are able to see from one entry to the next whether or not a student's progress fluctuates. Teachers upload grades to Edline at least once each week. Conferences (teacher-student/parents) may be held throughout the year as needed. Official grade reports are sent home to parents at the end of each six weeks grading period. Student grades are recorded on permanent records.

Each teacher is a member of a PLC (Professional Learning Community) team. One of the duties of each academic PLC is to compare the current scores of the students with the results from the past year, and those of the previous years, examining the data for patterns and trends. When problems are found, suggestions are made and those results are translated into the classroom through emphasis and evaluation.

A variety of tests are used that include the Woodcock Johnson, Kaufman, WISC, and SAT-10. The Kaufman and WISC are IQ tests that are used in the admissions' process. The Kaufman and WISC are also used when referring students with specific needs. The SAT-10 is used to determine areas of weakness with individual students. For example, if a student scores below the twenty-fifth percentile in reading, that student is recommended for READ, a reading assistance program for students in the 2nd through 12th grades. Discrepancies between verbal and performance scores on the Otis-Lennon are also noted since this can be an indicator of a learning disability.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

There are many assessments in place to ensure that the results are timely, relevant, and communicated in a way to aid in the performance of a student. Each teacher has a computerized grade book system, which is updated weekly, readily available to parents and the administrator. In the elementary classes, in addition to the online grade book system, graded papers are sent home weekly to communicate student performance. Students who consistently under achieve are referred to the special needs department. They monitor and assess the student's progress and determine whether

diagnostic testing is appropriate. This information is communicated to the teacher, the parents, and the administrator in written form.

PLC teams, chaired by the head of the department, meet bi-monthly to discuss and assess the performance of students. They also analyze test grades, SAT scores, and other testing such as the PLAN and the PSAT to better assess the performance of their departments and the students within these departments. These teams make relevant recommendations through their chairmen to the administration in a written report. Department heads meet regularly with the administration to discuss and assess the performances of students in each department.

E-mail correspondence with parents is available to the faculty and administration. This is a quick and efficient way of keeping parents up to date on their child. This is useful in handling situations that might arise quickly.

Parents who do not have access to a computer or internet can request a 3-weeks progress report as well as a 6-weeks report card. SAT scores and the results of PLAN and PSAT tests are mailed to the parents for their review.

3. How are data used to understand and improve overall school effectiveness?

The faculty and staff of Westbrook Christian School have embraced and given full support to the mission statement, "Learning Aimed at Excellence, Maximizing Potential, Training Warriors for Christ." A variety of data sources are used to improve overall school effectiveness and insure the attainment of this mission. The data sources include, but are not limited to, feedback from stakeholders, test data, and current research in education.

Feedback from the stakeholders of Westbrook Christian School is obtained through various means. The administrator holds annual morning coffees with parents of the students at each grade level. This provides an opportunity for parents to share praise, constructive criticism, and ideas for improvement. The reinstitution of morning pledges to the American flag, Christian flag, Bible, plus daily prayer and devotion is one example of a parent's idea presented in a morning coffee. Alumni surveys are also conducted to gather ideas for improvement that can be of assistance to current students when preparing for their future careers and college planning. Faculty meetings held periodically allow time for teachers and staff to discuss and present ideas for improvement. A student advisory program that will allow each student to have access to a faculty member to express concerns or ideas was recently implemented.

Test data is another vital source of information used to improve overall school effectiveness. The Stanford Achievement Tests are administered each spring in kindergarten through the tenth grades. The PLC teams, special needs committees, and individual teachers use the results of these tests to understand and improve school effectiveness. The PLC teams evaluate the scores as they apply to their areas and develop methods for addressing areas of weakness in order to improve instruction and student learning as well as help make curriculum decisions. The special needs committees evaluate the test results and make decisions concerning student placement, applicable accommodations for students, recommendations to teachers for possible interventions to be used in the classroom, further evaluations, therapy interventions, and curriculum. Many of the classroom teachers at WCS will also use the SAT test data to pinpoint specific areas of strength and weakness within his or her individual classroom. This information is then translated into goals and objectives for improvement of teaching techniques and instruction that will aid student performance in the applicable areas the following year.

Entrance evaluations provide another source of data. These test results provide tools to the special needs committees and Gifted Committee. Applicants to Westbrook Christian School may be accepted based on the results of entrance testing; however, admission is sometimes declined because of our inability to provide an appropriate education that meets the individual needs of the students. The special needs committees make academic placement decisions. Students may be recommended and enrolled in Discovery Therapy, Speech Therapy, READ, Search and Teach, and the Gifted Program (Junior Scholars) based upon eligibility determined by the entrance evaluation. WCS is also in the

process of adding another opportunity for the provision of Occupational Therapy based upon the examination of data concerning the number of students currently enrolled who are experiencing difficulty with Sensory Integration and ADHD.

The PLAN and PSAT examinations are given each year to sophomores and juniors. The test results are provided to parents, students, guidance counselors, and teachers to assist the students with planning their futures. These tests provide results that help the students in preparation for taking the ACT and SAT exams. An ACT prep class has been instituted at WCS to further help prepare students to perform to their full potential. Career aptitude information is also gathered from these evaluations. WCS holds a career fair every two years to provide the students with information on careers available to them in specific areas of interests.

Finally, the administration and staff is committed to staying abreast of current research and technology in education in order to fulfill the vision of the school for all students. This is accomplished through the PLC teams, professional development, use of computer generated online grading systems, curriculum development, and adherence to the Alabama Course of Study.

The PLC teams are responsible to stay abreast of current research as it relates to their department or area of expertise. Recommendations are made to the administration based on research rather than on opinion. Professional development is provided for each teacher at the beginning of each new school term. The professional development activities are planned by the school administration and tailored to address specific needs and areas for improvement. Many teachers take advantage of professional development opportunities offered during the school year.

Based on an area of need which has been identified through various forms of stakeholder input, the 2008-2009 school year has seen the addition of a new computer generated, online grading system. Grade Quick is used by the teachers in the classroom for gathering of data relating to tests, homework, class work, projects, etc. Edline is used for online reporting which allows parents frequent access to their children's grades and progress. E-mail is also widely used by all faculty and staff to remain in constant communication with each other and with parents concerning student progress.

The Alabama Course of Study is the basis for the curriculum at Westbrook Christian School. PLC teams meet and discuss textbook adoption and correlations to the curriculum on a regular basis.

4. How are teachers trained to understand and use data in the classroom?

All teachers hold bachelors, masters, or doctorate degrees in his/her field of study. Teachers are required to earn continuing education units in compliance with state standards. Teachers are trained to understand and use data in the classroom through professional development as well as consultation with the school psychometrist and guidance counselor. These professionals also meet with the PLC team chairmen to provide understanding of the current SAT data as well as understanding of diagnostic data. The PLC teams meet regularly and discuss trends in the test data and what modifications need to be made in the curriculum to improve the overall results in each grade level.

Examples of Evidence for Standard 4: Documenting and Using Results

PRACTICES

- Counselor and Special Needs Committee provide teachers with vital information for special needs of students
- SAT results are presented and reviewed during in-service meeting by teachers
- Parents receive copies of their child's SAT results each summer
- Weekly grades are posted to Edline
- Weekly papers are sent home in folders to elementary parents

- Teachers use a variety of assessments to determine student progress
- All teachers use computer program (Edline) to document grading
- SAT results are graphed to better display student performance
- Report cards are issued each six weeks in each grade level
- Grades 2, 4, 6, and 8 take OLSAT to determine intellectual ability
- Quizzes and tests graded in a timely manner and discussed with parent/student as needed
- Permanent records kept current

ARTIFACTS

- Minutes/agenda/invitation to stakeholders
- Alabama State Course of Study
- Graphed record of Standard Achievement Test results
- Permanent record files
- Weekly folders for elementary students
- Report cards
- Hard copy and computer grading
- Copies of tests and quizzes
- Grading scale

Overall Assessment:

Operational: The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 5. Resource and Support Systems

STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

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| Operational | Evidence indicates practices and procedures are actively implemented |
| Highly Functional | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

Indicators: In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

Highly Functional

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):

Highly Functional

5.3 Ensures that all staff participate in a continuous program of professional development:

Highly Functional

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:

Highly Functional

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Operational

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:

Highly Functional

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:

Highly Functional

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:

Operational

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:

Highly Functional

5.10 Provides appropriate support for students with special needs:

Highly Functional

Focus Questions:

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

Westbrook Christian School possesses high levels of expectations for potential employees. Teachers, staff and administrative positions at Westbrook are recruited by seeking out possible employees through colleges and universities, public schools, suggestions from present faculty and administration, parents, and alumni. Administrators review applications, resumes, recommendations and references and job candidates are invited for interviews prior to hiring. Many employees serving at Westbrook are doing so due to prayer and divine guidance.

The WCS Board of Directors must approve all teachers, administrators and support staff before they are hired. Employed staff must sign a contract on an annual basis, outlining salary and extra duties that earn supplements. Employees know exactly what is expected of them through clearly stated job descriptions, expectations, and appropriate behavior found in the faculty handbook.

All teachers and administrators are college graduates holding bachelors, masters or doctorate degrees and are state certified. Forty-one percent of Westbrook's professional staff has a master's degree. Teachers are placed in classrooms where they teach their certified discipline.

New teachers are placed in a mentor program, which includes a pairing with a veteran teacher. Teachers have access to others in their field during department and professional learning community team meetings. Teachers are required to maintain state required CEU's, which can be found in their professional file. Professional staff also attend inservices, and other professional development meetings: ACSI workshops, Foundations and Frameworks training, sensory integration, and visits to other schools during professional development days.

Administrators evaluate teachers through classroom observations. Classroom practices observed are discussed and personal goals are set through communication with administrators. All new staff is evaluated twice per year: once announced and once unannounced.

Staff retention is maintained through the availability of a retirement plan, pay raises and possible bonuses. The school continually looks for ways to increase teacher salaries. Staff is also offered insurance benefits, with the school covering

a percentage of the premium. In addition, staff pays one-half tuition for any of their own children attending Westbrook.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

The administrator and the full-time business manager, along with the oversight and approval of the board of directors, develop the budget. Income is based on enrollment and expenses are based on the past year's budget with projected changes. The school has an annual fiscal year audit/review. The school accounting is managed using the Peachtree Accounting System.

Teacher resource materials are allocated by administration after proper paperwork is completed. The board members support the school's vision by developing the financial budget and fundraising operations for construction of onsite facilities. PTF conducts school-wide fundraisers for additional educational resources for classrooms and special projects. The professional learning community teams come together to evaluate specific areas and pinpoint needs for improvement. The administration analyzes the yearly budget, as well as every requisition, in an effort to eliminate waste and ensure the appropriate allocation of financial resources to support the vision of the school and its plans for school improvement.

3. How does the leadership ensure a safe and orderly environment for students and staff?

An effective, efficient security system at Westbrook ensures that the students and staff are as safe as is humanly possible to guarantee. The halls and outside grounds are monitored by security cameras, staff and teachers load and unload students each morning in the parking lot and all visitors to the school are required to check in at the office to get a visitor's pass. Teachers wear identification badges and all outside doors-except the front entrance-are locked at all times. Student conduct and teacher job descriptions are written in the student and faculty handbooks. Emergency procedures for fire, bad weather and other foreseeable disasters are outlined and posted in each classroom. Each teacher has an emergency procedures folder in his/her classroom. The school is inspected, at least annually, for fire hazards, and CPR training is available for all faculty members. For out-of-school contacts, the school subscribes to Schoolcast, which phones via computer all families and faculty when there are necessary schedule changes, such as school closings due to weather or cancellation of planned programs. Each day begins with a faculty meeting where teachers are apprised of any unusual situations. The school's full time maintenance staff keeps the school clean and environmentally safe. Student and faculty health is monitored through the guidance and assistance of the full time school nurse. The cafeteria has all applicable licenses and inspections.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

There are two full time guidance counselors on staff as well as teachers and administrators who take time to listen and care about the students' needs. The guidance counselor is charged with the responsibility of testing, scheduling, and guiding students with course selection. The admissions counselor is responsible for assimilating new students into the school and meeting with juniors and seniors to develop educational and career plans as well as marketing the juniors and seniors to colleges. Both counselors are always available to discuss social, emotional, and academic needs with each student. Middle and high school students are assigned to advisory groups that meet monthly. The advisor provides the students with another adult who can provide guidance as needed. Bible and elementary classroom

teachers also provide emotional assistance to students.

In order to meet the diverse learning needs of the students, a Special Needs Committee meets once a week to discuss referrals made by the teacher or parent if a student is experiencing significant academic difficulty in the classroom or at home. The school psychometrist makes an evaluation of the current cognitive and academic functioning of the student. The Special Needs Committee meets to determine whether the student qualifies for services and what services the school has the resources to provide. The Special Needs Committee develops an educational plan. The faculty follows this plan, which may include modifications and accommodations. The Special Needs Committee monitors the student's progress toward the goals outlined in the educational plan.

Examples of Evidence for Standard 5: Resource and Support Systems

Practices

- Contacts with colleges, public schools, other educators and stakeholders to identify available qualified personnel to fill vacant positions.
- Thorough application and interview process
- New teacher mentoring
- Teachers monitor the halls during breaks and before and after school. Teachers monitor the parking lot in the morning
- Conduct rules and discipline policies are outlined in the handbook
- Teachers are encouraged to support each other in matters of discipline
- Teacher in-service
- Professional files
- Department heads in elementary and high school
- Guidance counselors available to elementary and high school students
- Open communication between administrators, faculty, students, parents and stakeholders
- Very encouraging and active parent-teacher fellowship
- School board well informed and encourages our teachers
- Special needs committee meetings
- School psychometrist
- Librarians available to elementary and high school students
- Elementary computer lab and high school computer lab
- Every teacher has a computer in the classroom
- Two teacher work lounges with copy machines and other tools. High school lounge has three computers for teacher use
- Evacuation procedures, fire and tornado drill instructions are posted in all classrooms and drills are practiced
- All outside doors are locked so visitors must enter via the front door
- Visitor badges
- Visitor sign-in/sign-out log
- Identification badges and keys worn by all faculty
- Sign-in/sign-out log for elementary and high school teachers
- Check-in/check-out log for students
- Regular fire inspections
- Security cameras monitor interior hallways and exterior
- Computerized calling system call "Schoolcast" notifies all parents and guardians of potentially dangerous situations, announcements and early school closing due to weather
- Daily morning faculty meetings (elementary/high school) where teachers are apprised of unusual situations, announcements and prayer
- E-mail system for communication between faculty, staff, administration and parents

- Edline
- CPR training available for all faculty
- Supervised loading and unloading of students before and after school
- Full time maintenance staff
- Full time accountant
- Club account manager
- Requisitions, deposit and check request system
- Big Oak Ranch requisition system
- Professional learning communities
- PLC meetings
- Full time school nurse
- Medications are dispensed by the school nurse

Artifacts

- Faculty handbook
- Elementary handbook
- High school handbook
- Quick reference
- Public
- Edline
- Schoolcast
- School web site
- Unloading and loading traffic flow sheet
- Requisitions, deposit forms, check request forms and purchase orders
- Visitor name badges, sign-in sheets
- Student emergency cards
- Emergency procedures handbook for teachers
- Nurse records
- Mission statement
- School budget
- Applications for employment

Overall Assessment:

Highly Functional: The school effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The school systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 6. Stakeholder Communications and Relationships

STANDARD: The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

| | |
|--------------------------|---|
| Not Evident | Little or no evidence exists |
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| Operational | Evidence indicates practices and procedures are actively implemented |
| Highly Functional | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

Indicators: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

6.2 Has formal channels to listen to and communicate with stakeholders:

Highly Functional

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:

Operational

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Operational

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:

Highly Functional

Focus Questions:

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

As a private Christian school, Westbrook depends upon the support of stakeholders and the community. According to our stakeholders, the school board and administration provide good leadership and are involved positively in the community. Westbrook Christian School is well established, having been in this community for 37 years. Our community widened beyond the boundaries of Etowah County when in 1990 the school became a ministry of Big Oak Ranch.

Communication with stakeholders is the key to ensuring that the school is responsive to community expectation and stakeholder satisfaction. According to the stakeholders, the school is consistent with providing communication. Some examples of this area are: newsletters, school web site, e-mails, surveys, parent/teacher conferences, Edline, morning coffees, student focus groups, Schoolcast and student/faculty handbooks.

The school encourages the complete family to become involved in school activities. Field trips, room mothers, special emphasis days, and Parent/Teacher Fellowship activities offer such opportunities.

Community relations are important to the school. The school invites pastors and other Christian leaders from the community to speak to the students at chapel programs weekly. In addition, high school students are selected as Warrior Representatives to serve as ambassadors within the community. The Chamber of Commerce Student Council meets monthly with other students across Etowah County to share ideas. The administration speaks to service organizations such as the Lions Club and the Rotary Club. The students, elementary through high school, do service projects such as: Work-A-Thon, food-drives and chapel set-up. These projects are carried out both here on campus and outside of the school environment within the community helping other organizations.

The infusing of these events in the community provides direct feedback.

2. How does the school's leadership foster a learning community?

The administration, both secondary and elementary, are committed to providing an effective teaching and learning environment. They each demonstrate high values in their professional and personal lives. High standards are expected of the faculty and staff. Forty-one percent of the teachers have a Master's degree or higher. The administration also strives to guard instructional time and keep students in class with minimal interruptions. The elementary school provides blocks of time for reading and math when no extra activities can be planned. The middle and high school provide an enrichment period and a club schedule to plan for extra activities and to guard instructional time.

The administration of Westbrook Christian hires only qualified teachers who are expected to demonstrate high standards and values in the classroom as well as in their personal lives. The teachers of Westbrook Christian are all members of a Professional Learning Community (PLC) team. Regular meetings are scheduled to discuss needs and current progress of the school. The teachers are in continuous contact with parents through weekly folders, newsletters, and Edline.

Some other areas where the school's leadership fosters a learning community are PTF meetings and morning coffees. These are times when parents can meet, ask questions, and gain information about the school. The administration gleans ideas and recommendations from these meetings that will enhance the learning community. WCS also celebrates learning success at all levels. Elementary students are rewarded for academic success with "Lunch with John" and honor's day. Secondary students are rewarded for academic success with honor's day, Beta Club, and

National Honor Society.

All academic awards are noted in the newsletter and on the website.

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

Westbrook uses many avenues to keep stakeholders informed, including electronic technology, print, open meetings, conferences and both student and faculty representation in the community.

To make communication faster and easier for everyone, Westbrook has incorporated technology. The school utilizes e-mail, a school web site and Edline, an internet based program for teachers to post student grades and classroom events. Each teacher has a computer in his/her classroom to make these options even more accessible. WCS has implemented Schoolcast to communicate important information quickly by phone.

A weekly Tuesday messenger and newsletter are published both in print and on the WCS web site. Teachers use report cards that can now be e-mailed along with traditional mail.

To allow stakeholder input and communication, the faculty and staff offer parent surveys, student planners, weekly papers, mail-outs and handbooks.

In addition to Parent-Teacher Fellowships, Westbrook has several informal meetings throughout the year; these include small group based morning coffees, student orientations, parent/teacher conferences and sporting events. Additional communication includes PLC team meetings, faculty meetings, afternoon announcements, and club meetings. Warrior Representatives act as ambassadors for public relations in the school and community.

Indirectly, Westbrook also communicates through the athletic programs, Kingdom Kids, choir and drama presentations, participation in Youth Leadership of Etowah County, Kiwanis Club, missions, the Workathon and other events that reach the community and extend beyond its boundaries. Participation in the Alabama High School Athletic Association allows the school to be exposed to the public and offers the opportunity to be a positive Christian influence through athletics.

Examples of Evidence for Standard 6: Stakeholder Communications and Relationships

Practices

- Administration is open to feedback from both faculty and parents
- Involvement of parents and extended family in all areas of the school
- School leadership provides opportunities for shared leadership among faculty
- Teachers are provided resources to teach each student
- Administration and faculty strive to meet needs of students at every level
- Master schedule creates appropriate times for learning
- Dress code is enforced
- Parent/teacher conferences
- Administration uses Schoolcast to communicate during weather events or emergencies
- The school use of Edline successfully communicates grades and feedback to parents
- Limiting class size increases student/teacher interaction
- School board members are also representatives of the community
- Professional learning communities meet to discuss needs at every level

- Firmly established policy and procedures are in place
- Annual field trips to countries abroad
- Leadership minimizes interruptions during school day
- Parent/teacher communication via telephone and e-mail encouraged by administration
- Advisory groups improve emotional/psychological support to students
- Warrior Representatives (student ambassadors) link WCS to the community
- Administration is proactive to ensure safety of the students
- Annual Work-a-Thon sends students and faculty into the community to serve others

Artifacts

- Web site
- Edline
- Parent/teacher conferences
- PLC teams handbook
- Mission statement
- Schoolcast
- Parent satisfaction surveys
- Morning parent coffees
- Teacher meetings
- Parent conferences
- Board meetings
- Newsletter
- Special events: Fall Fest, Autumn Celebration, board sponsored faculty dinner
- Work-a-Thon
- Annual food drive
- Test scores
- SGA
- Civic group addresses
- Yearbook school calendar
- School directory
- Muffins with Mom, Donuts with Dad (PTF sponsored events) and high school spirit week
- Elementary prayer emphasis week

Overall Assessment:

Operational: The school has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 7. Commitment to Continuous Improvement

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

| | |
|--------------------------|---|
| Not Evident | Little or no evidence exists |
| Emerging | Evidence indicates early or preliminary stages of implementation of practice |
| Operational | Evidence indicates practices and procedures are actively implemented |
| Highly Functional | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

Indicators: In fulfillment of this standard, the school:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results):

Highly Functional

7.2 Engages stakeholders in the processes of continuous improvement:

Highly Functional

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

Highly Functional

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:

Operational

7.5 Monitors and communicates the results of improvement efforts to stakeholders:

Operational

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:

Operational

Focus Questions:

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

Westbrook Christian School is continually striving to improve school and student performance through greater levels of accountability, peer collaboration, effective communication, and evaluation. The school's efforts result in a high graduation rate, an excellent college matriculation rate, and positive reports from alumni about the adequacy of their preparation for college. Additionally, the school's attention to excellence is evident in the faculty's dedication to lifelong learning.

The school is held accountable to its stakeholders through adherence to the Alabama Course of Study, appropriate planning for classes, and ongoing supervision of the faculty by the administration. All academic classes follow the Alabama Course of Study with additional emphasis given to the development of Christian character. Teachers submit lesson plans one week before instruction. In an effort to improve oversight, lesson plans in the elementary school are available to the administration online. High school lesson plans will be available online in the future. Faculty meet each morning and one afternoon each week for communication, instruction, and supervision. Administrators regularly observe instruction throughout the school.

The primary opportunity for peer collaboration is in the school's professional learning communities (PLC). In the PLC, teachers in the same subject area share plans, evaluate progress through test scores, and develop strategies for advancing student achievement. The PLC teams allow teachers to identify and confront weaknesses, share strengths, and work as a team to improve their department. The work of the PLC helps to insure equality of education within and across grade levels. In addition to the PLC, teachers participate in grade level meetings to coordinate the education of the students in the grade for which they are primarily responsible. Collaboration exists beyond the formal structures as well. Faculty members eagerly share resources with each other to improve learning opportunities for students.

Effective communication is essential in the school's process for continuous improvement. Faculty and administration communicate seamlessly online through computers located in every classroom and office. The school's web page provides valuable information for all stakeholders including an up to date calendar of events, school policies, and even weekly lunch menus. The school reports grades to parents each week through Edline. Virtually instant communication with all stakeholders is achieved through Schoolcast, computer software that allows simultaneous phone calls to all parents, teachers, administrators, board members, and other concerned parties. The school's communication is creating an atmosphere where administration, faculty, students, and parents are better able to cooperate in pursuing excellence in education.

Evaluation provides necessary feedback that enables future improvements and is evident throughout the school's process for education. Administrators are continually assessing faculty. PLC teams use test scores to evaluate not only students but also the teaching process and curriculum. Edline involves parents in evaluation in unprecedented ways. Faculty and administration are generally receptive to evaluative comments from all stakeholders, including students.

Westbrook Christian School's process for continuous improvement is generating positive results for student education

as the school continues to pursue excellence. The board and the administration stay abreast of current research and methods used in other effective schools. Where appropriate, new ideas are incorporated into Westbrook in order to provide the best possible education for students.

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

Westbrook Christian School's vision of "Learning Aimed at Excellence, Maximizing Potential, and Training Warriors for Christ" is guiding the school to develop aggressive goals for improvement that are grounded in student learning needs. Agreement between vision, goals, and needs results in an efficient use of school resources and student efforts.

In order to achieve learning aimed at excellence, Westbrook depends on a variety of student evaluations including SAT scores, teacher evaluations of students, and feedback given by parents at regular PTF meetings and morning parent/teacher coffees. Feedback from parents is increasing in effectiveness with the implementation of Edline, which informs parents of their students' grades over the internet. Accurate assessment of students enables the faculty to develop challenging yet realistic goals for students. Collaboration through professional learning communities (PLC) ensures insight from multiple sources in developing goals. Students also have the opportunity to influence school goals through the SGA and an open door policy with the administration.

Accurate assessment offers a baseline for student performance while goals attempt to help the school maximize potential. For resource students, the goal is to raise them to grade level, and lesson plans reflect that purpose. Westbrook challenges gifted students as well to help them grow beyond conventional classroom learning. Through interaction in PLC teams, teachers are continually searching for opportunities to help all students excel. The school is actively working to maintain SAT scores above the 70th percentile. Achievement goals motivate Westbrook to press forward with its students.

Because Westbrook is a Christian school, its goal goes beyond developing the mind to developing the spirit as well. Without sacrificing academic standards, the school strongly emphasizes the spiritual life and Christian principles. Students meet daily for Bible classes that are separated by gender at student request. Faculty and students gather weekly for worship in chapel. Westbrook understands that academics and character must combine to develop leadership in society, and it structures itself to achieve that goal. A chapel committee and student leadership both work to advance the spiritual life of the school.

Through thorough communication between all stakeholders and a clear vision, Westbrook is efficiently bringing its resources to bear on the needs of its students.

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

The administration organizes annual inservice training based upon the needs of the faculty and staff. All faculty members are required to attend the training at the beginning of each school year. Additional workshops and seminars are held throughout the year as needed. The administration encourages teachers to attend seminars that pertain to their fields of study and provides time for these studies. Faculty members must earn 50 Continuing Education Unit (CEU) hours to renew certification. Records of CEUs and other training are maintained in each teacher's professional development file.

Westbrook Christian School is continuously seeking to enhance technology around the school. Each classroom has at

least one computer. Additionally, the school has multiple computer labs and libraries that are updated on a regular basis.

Both the library and technical assistance staffs provide training and assistance with technology in the classrooms. Westbrook's technical assistance staff serves the faculty's various technical needs, optimizing its use of computer technology in the labs and the classrooms. Additionally, the technical assistance staff keeps the school's computer system functioning properly by monitoring viruses and upgrading software on a regular basis. The school psychologist assists in the analysis of standardized test scores, placement exams, and aptitude tests.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The leadership of Westbrook Christian School is resolute in its commitment to continuous growth and improvement. Stakeholders work through leadership teams and other committees to develop an action plan for each of the areas included in the improvement plan. Every facet of the school is studied, and the committees are committed not only to the development of the improvement plan but also to its implementation. All faculty members actively participate in all phases of the process.

As WCS works to attain these new goals, stakeholders have a vast range of involvement in areas such as the design, management, and delivery of the improvement plan. Professional learning community teams (PLC) implement a continuous review process to ensure the ongoing monitoring and revision of the improvement plan. Technology teams monitor and direct the use of technology in the school and specifically the classroom. Spiritual growth teams monitor Bible classes, create new curriculum, and encourage the Chapel committee. Career education and development teams hold career fairs and place an emphasis on career development. All PLC teams report to the head administrator monthly in writing. As the process continues, leadership meets with school board members keeping them apprised of progress toward expected goals. The chairpersons of each department meet with their respective departments regularly to discuss curriculum and other concerns. Each chairperson then makes a written report to the administration.

There are two scheduled Parent Teacher Fellowship (PTF) meetings each school year. At these meetings, the school provides parents with a detailed calendar of events for the school year and other vital school news including the current implementation level of the school improvement plan.

The leadership's ability to communicate the goals and the progress of the plan to stakeholders is very effective. Many stakeholders participate in every stage of the process. The school communicates the improvement plan through many techniques, including the school web site, WCS Tuesday messenger, Edline, Schoolcast, e-mail, and daily meetings with faculty.

Examples of Evidence for Standard 7: Commitment to Continuous Improvement

Practices:

- SAT's given yearly, progress monitored, and adjustments made to instruction
- High standards and expectations for teachers and students
- New curriculum adopted to reach students' maximum potential
- Improved communication between administration, teachers, students, and parents using new up-to-date technology
- Working together as a team/family on accreditation practices
- All teachers and staff attend beginning of the year in-service and other school supported workshops throughout the year

- Extra training and seminars strongly encouraged and supported for teachers by administration
- Training for all substitute teachers
- Students are evaluated weekly
- Students are held accountable for their academic performance
- Open door policy of communication for suggestions and evaluation of the school
- New technology updated in computer labs, media center, library, classrooms, and resource department
- Stakeholders meet to pray regularly for faculty and students
- Regular school board meetings
- Stakeholder surveys done to assess school strengths and weaknesses
- Supplemental materials for lessons i.e. science labs, math manipulatives, internet connection with textbooks, etc.
- Administration informs and discusses school procedures with faculty
- WCS's vision statements are incorporated in the decoration of the school through signs made by an alumni
- Guest speakers are welcomed weekly through chapel
- Harmonious relationships between stakeholders, administration, faculty, and students
- School web site is kept up-to-date to provide vital information to parents, students, faculty, and community
- School calendar is posted on the web site and is managed in the school office
- Professional learning communities established to provide guidance in all areas of the school
- Consistent communication (e-mails, weekly Tuesday Messenger, Westbrook News, conferences, telephone calls, Edline, Schoolcast, etc.) keep all stakeholders informed of school activities

Artifacts:

- Teacher in-service records
- School improvement plan
- Standardized test scores
- Mission and vision statements
- Alabama Course of Study
- Teacher handbook
- Student handbook
- Tuesday Messenger
- Westbrook News
- Edline
- Schoolcast
- Westbrook Christian School web site
- School calendar

Overall Assessment:

Operational: The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Communication and the use of technology have greatly improved. The vision statement has become the foundation for improving student performance and school effectiveness. The creation of Professional Learning Community (PLC) teams has provided a tool to strengthen and implement the commitment to continuous improvement. There is a need to improve in the area of understanding and using data effectively.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?

One of our greatest strengths is a unified vision and purpose for the school. More effective means of communication have increased the degree to which stakeholders feel well informed regarding the vision and purpose of the school, student achievement, and school effectiveness. Advancements in technology (including access to online student achievement results, automated phone messaging, and email) provide a variety of avenues to connect with all stakeholders.

What would you consider to be your school's greatest challenges?

Maintaining finances to ensure a balanced budget and to provide both material and human resources is a challenge. The increase or decrease of student enrollment, rising operating costs and striving to increase teacher salaries and benefits are major factors affecting finances. Considering our unique population, we are challenged with continuous improvement for special needs students. The diversity of the student body is illustrated by extremes in academic ability. Finally, the issue of bullying is a serious challenge at all grade levels.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

Through self-assessment, our school has learned that to have the best environment for learning, bullying must be controlled. To do this, we must establish a way to hear from the students whenever faced with a bullying situation, provide the necessary support to the student who is being bullied, and consistently enforce the consequences established especially for bullying situations. It also means we should take preventative measures rather than just responding to bullying issues as they occur. Recognizing through the self-assessment the degree of bullying that has taken place in our school, we will target this issue until it no longer influences student progress.

Insights have also shown us the necessity of using student data more effectively to attack areas of weakness in each individual student, as well as in instruction. It was clearly seen that the majority of the faculty lacks the skills and a

workable knowledge to analyze and interpret data effectively. In addition, the data were not being used effectively to improve student learning. Now that the self-assessment has aided us in recognizing this weakness, we will establish a data team that will work directly with administration as well as each grade level and department. A Data Coach will train others in the interpretation and analysis of data, to apply test data towards instruction, and to utilize data to target specific weaknesses within each student. Finally, the administration and data team will keep the stakeholders informed of their findings.

The stakeholders have expressed an ongoing need to integrate more technology into the classrooms and curriculum. It is impossible to keep up with the rate in which technology is growing today in the world; however, it is possible to provide students with the tools to continue learning in this area. Sharing knowledge begins with the teachers; therefore, we will establish an information line of websites to serve as a resource in which teachers can access tools that will enhance their instruction. By establishing two technology labs to serve the elementary and secondary levels, students can gain experience with newer levels of technology that cannot be afforded in the classroom at this time.