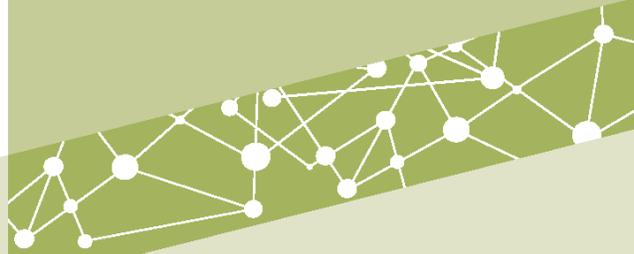


April 10-11, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**
Westbrook Christian School
100 Westminister Drive
Rainbow City, AL 35906

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AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Meets Expectations

Leadership Capacity Standards		Rating
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.	Exceeds Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Meets Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Exceeds Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Meets Expectations
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Emerging
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Exceeds Expectations

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Needs Improvement
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Meets Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations

Learning Capacity Standards		Rating
2.8	The institution provides programs and services for learners' educational futures and career planning.	Meets Expectations
2.9	The institution implements processes to identify and address the specialized needs of learners.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Exceeds Expectations

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Emerging
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Meets Expectations
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Exceeds Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

Effective Learning Environments Observation Tool® (eleot®) Results

The AdvancED eProve™ Effective Learning Environments Observation Tool (eleot) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot Observations from the Engagement Review	33	
Environments	Rating	AIN
Equitable Learning Environment	3.01	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.21	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.64	3.74
Learners are treated in a fair, clear and consistent manner	3.73	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.45	2.06
High Expectations Environment	2.90	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.79	3.17
Learners engage in activities and learning that are challenging but attainable	3.06	3.14
Learners demonstrate and/or are able to describe high quality work	2.45	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.21	3.06
Learners take responsibility for and are self-directed in their learning	3.00	2.89
Supportive Learning Environment	3.50	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.36	3.66
Learners take risks in learning (without fear of negative feedback)	3.39	3.49

eleot® Observations		
Total Number of eleot Observations from the Engagement Review	33	
Environments	Rating	AIN
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.48	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.76	3.66
Active Learning Environment	3.05	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.24	3.34
Learners make connections from content to real-life experiences	2.73	2.80
Learners are actively engaged in the learning activities	3.52	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.73	2.74
Progress Monitoring and Feedback Environment	2.70	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.61	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.33	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.24	3.37
Learners understand and/or are able to explain how their work is assessed	1.64	2.63
Well-Managed Learning Environment	3.58	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.88	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.85	3.83
Learners transition smoothly and efficiently from one activity to another	2.97	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.61	3.54
Digital Learning Environment	1.72	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.06	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.61	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.48	1.46

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances By Number Below
X		

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

13 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standard: 2.4
Improve Opportunities for Improvement	Standard: 1.9 Standards: 2.2, 2.10 Standards: 3.1, 3.5
Impact Effective Practices	Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10 Standards: 2.1, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12 Standards: 3.2, 3.3, 3.4, 3.6, 3.7, 3.8

Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	332.00	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team for Westbrook Christian School identified several themes that impact and support the continuous improvement journey for the school. These themes present strengths and opportunities to guide the improvement journey.

Leadership is an obvious strength for Westbrook Christian and was evident with the board and leadership having extensive knowledge of the school with a shared vision for growth and improvement. While giving the administrator the autonomy to run the day-to-day operations of the school, the board describes their purpose as providing resources to help meet the school's goals and to provide guidance and support when needed. Code of ethics and expectations were apparent and were reviewed. In interviews with board members and a review of the policy manual, the team found that the board, along with the administrator, has a procedure in place to yearly review and update the policy book, mission statement, and handbooks for both teachers and students. A requirement to be a member of the board is to have a student at the school; this gives board members a vested interest in the school. The board has formal policies and procedures to follow when it is time to add new board members. Professional learning is in place to keep them abreast of changing educational needs. The board is very knowledgeable about the programs used in the school and is committed to the mission of the school. They work diligently to raise funds to support the needs of the school. This past year they started an "Academic Excellence Fund" to provide monetary support for academic extras as well as continuing to support the "W Club" which provides support for the sports programs of the school. The team viewed the new strategic plan that was developed with three specific goals: technology, life skill goals, and increasing student engagement. To help ensure that the school is effective, the board has a teacher effectiveness job review process that evaluates teachers yearly. Retaining teachers is also a goal in the plan, and by working with stakeholders, there is a plan to increase teacher salaries yearly for the next seven years, hopefully to bring salaries more in line with public school salaries. The strategic plan also addresses the plans to "grow the school." In an interview with the administrator, it was reiterated that day-to-day operations were in the hands of the school leadership. The school has become a place where these two missions have taken root and become the culture. Focus group interviews with parents reflected the pride they have in the school and the trust they have with the administrator and the board. There is good communication and their input is sought through surveys, school committees, and the open-door policy. Trust and transparency are two key words used by parents when describing the leadership of the school. An area of improvement would be to consider formalizing a program for training and mentoring aspiring administrators by offering specific, job-embedded professional development.

There is a high level of engagement from community members, parents, students, staff, and leadership around a culture of success, service, and relationships. Their philosophy of providing an environment to meet the needs of the whole child, academically, spiritually, emotionally, creatively, and physically, is evident throughout the school and in interviews with all stakeholders. Interviews with board members told of the new class, independent living skills, being implemented to teach day-to-day living skills needed after school. School leaders and faculty talked of the discovery program for students with special needs, after school tutoring that is available, and the enrichment/resource classes and Bible class that are scheduled daily. Also discussed were honors classes and the options available for students seeking an advanced diploma. Spiritual growth is provided through Bible classes and chapel. Students discussed service projects that they participated in with clubs such as Key Club and Future Business Leaders of America. They also discussed the peer tutoring that was done between high school and elementary students during enrichment/resource time. Parents commented that the teachers “help every child at the child’s level,” and another made the comment that the school is “proactive so it doesn’t have to be reactive.” There is a major service project that involves the entire community and is called “Work-a-thon.” This is a day where the whole school family works on service projects in the community appropriate to the grade level of students. An example of a project is where the kindergarten classes work with the fire department to put together bags, including stuffed animals, for children who have lost possessions due to a fire. This culture of developing the “whole child” is ingrained in the school and with all stakeholders.

After reviewing all the evidence collected from different stakeholder interviews and artifacts in the workspace, the team found evidence that the administrator and staff are knowledgeable and want all students to succeed; however, there is not a formalized structure to ensure learners develop positive relations with and have adults/peers who support their educational experiences. During focus group interviews, the administrator and faculty talked of an “advising continuum” where data are kept on each child, K-12. It is not an actual program for advocacy. Student focus groups revealed that this was a practice, but students indicated they did not consider this a mentoring process, but more of an advisory for classes; they did indicate that there were teachers who they would talk with if they had problems, but those were usually teachers with whom they felt comfortable, not assigned advocates. The development of a formalized program where all students have adult/peer advocates that they meet on a regular basis to discuss academics as well as social/emotional needs would help strengthen the school philosophy of meeting the needs of the whole child. The team feels that with study and consideration this program could be incorporated into the schedule that is already in place.

Student engagement was seen throughout the school and the eleot scores support that active learning is happening. In focus group interviews it was noted that the faculty felt that they need more professional development on instructional strategies. This was also noted in the interview with the administrator as she discussed beginning a professional learning group to discuss the book, *Beat Boredom: Engaging Tuned-Out Teenagers*. In reviewing the diagnostic findings, the team noted that while there are active classrooms, there is a need to improve creativity, innovation, and collaborative problem-solving activities. The team did see examples of great student engagement, both using technology and using other instructional strategies, but also observed rooms where the strategies were weak. The school is adding technology hardware, but teachers indicated that they needed further professional development on how to implement the devices into their curriculum. This was supported by the eleot results, showing that learners use digital tools/technology to gather information more than using the tools to solve problems, create original works or to work collaboratively with others. The school has added some additional classes to initiate activities that will help both students and teachers become more efficient in the use of digital tools. Both technology and student engagement are goals in the strategic plan, so this is an area that all internal stakeholders understand to be important. Professional development on instructional strategies, including use of digital tools, will help the school meet these goals.

Interviews conducted, as well as artifacts examined during the Engagement Review, provided evidence of the need to formalize many of the processes and procedures. It is evident that the culture of the organization is deeply ingrained in all aspects and is exemplified by all stakeholders, from the board to the community. The student thrives and succeeds because of this culture. Areas that need a formalized process include a common grading system, data analysis and use, and evaluation of resources. Because of the culture, many actions are done based on precedent, and there is no written documentation of how or why. Formalizing all processes and procedures and including how they will be documented and analyzed will help ensure that the school continues to grow in the future.

Throughout the Engagement Review, the team found strong stakeholder participation, pride, and communication between internal and external stakeholders. This base will help as the school moves forward with their continuous improvement journey. Westbrook Christian is encouraged to use the insights and findings from the review to improve current practices and to move forward to enhance the school's organizational effectiveness.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elect certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<p>Charlotte Oglesby, Lead Evaluator</p>	<p>Charlotte Oglesby has been serving on review teams since the late 1980s. She received her B.S. in elementary education from Judson College, and her Master of Library Services, as well as a higher certificate in elementary education, from the University of Alabama. She has taught elementary and middle school students, served as the librarian at the middle school and high school level, and completed her career at the central office as the system technology coordinator. She currently serves as night librarian at Marion Military Institute, a member of the Alabama Junior College Association.</p>
<p>Dee Bennett</p>	<p>Dr. Bennett earned a Doctor of Education in educational leadership with an emphasis on virtual schools. She currently is working as a professor for the Leadership Institute at Troy University. While working in private schools, she was responsible for technology, curriculum development, and enrichment electives such as drama, art appreciation, and teen skills. She has also worked as a school psychometrist and early childhood teacher.</p>
<p>Heather Burnette</p>	<p>Heather Burnette is the assistant principal for Stevenson Middle School in Jackson County, Alabama. Mrs. Burnette holds a master’s degree in educational leadership from the University of Alabama. She also has a B.A. degree in secondary education history with an additional certification in special education collaboration. Mrs. Burnette was a collaborative teacher for 13 years. She has served on several AdvancED Engagement Reviews and on the AdvancED Leadership team for Stevenson Middle School.</p>
<p>Erika Clark</p>	<p>Erika Clark holds a Bachelor of Science in language arts education from Tuskegee University, as well as a Master of Science in education and an educational specialist degree from Jacksonville State University. She has served as a secondary English teacher, a community college English instructor, a high school assistant principal and an elementary school principal. Currently, Ms. Clark serves as principal of Kitty Stone Elementary School, grades 4-6. Ms. Clark previously has served as a team member for an AdvancED Engagement Review.</p>
<p>Dianne Huey</p>	<p>Dianne has served as a kindergarten and health occupations teacher for a total of 33 years. She is now teaching online classes in Nutrition and Wellness for ACCESS. Her degrees include a B.S. from The University of Montevallo and a master’s from UAB. She has served as co-chair of the accreditation committee at Francis Marion High School and chairman of the professional development committee. She has served as a team member for AdvancED on both school and district teams. She is also a Lead Evaluator for schools and an Early Learning Lead Evaluator in Alabama.</p>

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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