

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Priscilla Evans Yother

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Eura Brown Elementary School

(As it should appear in the official records)

School Mailing Address 1231 Alcott Road

(If address is P.O. Box, also include street address.)

City Gadsden State AL Zip Code+4 (9 digits total) 35901-5513

County Etowah County

Telephone (256) 546-0011 Fax (256) 546-6855

Web site/URL http://www.eurabrownelementary.com E-mail pyother@gcs.k12.al.us

Facebook Page  
https://www.facebook.com/Eura-Brown-Elementary-

Twitter Handle 919000891504728/?fref=ts Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr Ed Miller E-mail emiller@gcs.k12.al.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Gadsden City School System Tel. (256) 543-3512

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Kelly Cochran

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 12 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	25	32	57
1	41	22	63
2	28	20	48
3	32	31	63
4	23	36	59
5	37	25	62
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	186	166	352

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 5 % Asian
  - 23 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 70 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2014	393
(5) Total transferred students in row (3) divided by total students in row (4)	0.084
(6) Amount in row (5) multiplied by 100	8

6. English Language Learners (ELL) in the school: 5 %  
15 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish, Vietnamese, Ewe, Arabic, Mandarin, Telugu, Urdu

7. Students eligible for free/reduced-priced meals: 26 %  
Total number students who qualify: 104

8. Students receiving special education services: 6 %  
23 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 1 Other Health Impaired
- 14 Specific Learning Disability
- 8 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 14
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	99%	97%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 1992

15. In a couple of sentences, provide the school's mission or vision statement.

Our mission is to provide a rigorous, yet balanced program that prepares students to succeed in a constantly changing, technologically driven, global, mulit-cultural society.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## PART III – SUMMARY

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Eura Brown Elementary School is a K-5 public school in the Gadsden City School System situated in the middle of an older, quiet neighborhood. Built in 1954, the school was first an annex to the downtown Striplin Elementary School. The developing Clubview Community grew quickly and by 1960 the annex became a first through third grade school.

The award helped to officially put the “high standards” stamp on our school for students, faculty, and stakeholders. It has long been a source of pride for our school, school system, and city. For instance, tours are frequently requested by both area hospitals and the Chamber of Commerce to help with recruiting much needed new families to Gadsden.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Eura Brown Elementary School uses an academic content standards based curriculum that is outlined for each grade level under the Alabama College and Career Ready Standards. These standards define what each student should know and be able to do. All students and parents are aware of the learning standards progression and the goal of mastery. Students are constantly reminded of classroom standards with “I Can” statements on display in the classrooms.

Reading and language arts instruction is integrated into all content areas from kindergarten through fifth grade. Everyone from the music teacher to the technology specialist infuses reading and language standards into their instruction. Because kindergarten students have a wide range of maturity levels and academic abilities, part of their instruction is individualized using daily contracts and centers. The school’s “Reading First” program begins in first grade and continues through fifth. It challenges all students with a focus on accelerated progress. At the sound of the 8:00 bell students begin to move through the halls to their reading classes. The students are grouped according to their reading level with the higher or above grade level students having larger classes and the lowest level having very small classes. This allows those students that are below grade level to benefit from increased one on one and small group explicit instruction from the combined efforts of a classroom teacher and a resource teacher. The one and a half to two hour block of time meets the individual needs of advanced readers, average readers, and guided readers and has proven to be very effective. Students move from class to class during the year depending on their progress, effort, and motivation. Volunteers and a shared system-wide reading coach assist in supporting students whose progress is not meeting expectations.

Math instruction in the primary grades concentrates on using numbers, number sense and operations moving from concrete to abstract. Showing students at a young age how numbers and operations are used in everyday life is also a priority. Mastery of addition and subtraction facts is a focus. Along with accuracy and speed, students strive for the facts to become automatic. Math instruction for 3rd – 5th grades builds on prior foundational skills to include geometry, fractions, and beginning algebra. Learning multiplication facts to the level of automaticity in third grade is a grade level standard that is achieved by the majority of students. At the intermediate level the standards place a greater emphasis on precision, speed and accuracy, modeling, reasoning abstractly, justification and explanation, applying math to the real world and using critical thinking skills. Individual or small group additional instruction is given before or after school by classroom teachers for students who need it. Our math teams have placed first at the system’s Math Fest for the last five years.

Exploration, investigation, and experimentation are practices consistently used in the science curriculum. Students learn the foundational knowledge associated with physical, life, earth and space sciences beginning in the primary grades. The concepts are taught again in greater depth as students ascend through the intermediate grades. Inquiry activities include kindergarten students collecting data on birds as they feed outside the classroom windows, first graders charting the sunset time for a month, third graders making rocks, fourth graders experimenting with electric circuits, and the highly anticipated week of exploration at Space Camp in Huntsville for our fifth grade students.

Part of the school’s mission statement is that we will prepare students for a constantly changing, global, multi-cultural society. Our social studies curriculum uses the standards for each grade level as a base for teaching students about our community, state, nation, the world and its history. Fifth grade students research presidents and first ladies and portray them in an annual community Parade of Presidents and First Ladies Program. Third graders research our city and display historical facts while fourth grade students do Alabama heroes presentations. Economics becomes real when fifth grade students research the cost of living and currency from other countries and make comparisons. The annual National Geography Bee is an exciting school event. Several times through the years, including this one, the school’s winner qualified for state competition.

## 2. Other Curriculum Areas:

Music, art, physical education, technology, library, counseling, and strings are areas of the curriculum offered to some or all Eura Brown students.

All students receive music instruction once a week. The sequential lessons are based on the Alabama standards and enriched by music associated with special holidays and events. Kindergarten students learn the letters of the musical alphabet as they learn to play the bells and sing. All grade levels are taught to identify musical terms, sing on pitch, and recognize the varied styles of music and types of instruments. The school's fourth grade chorus is a source of pride in the community.

Strings instruction is only offered to fifth grade students. Instruction takes place for forty-five minutes two days per week. Progress seems slow at first as students learn proper fingering techniques, the correct bow grip and how to hold the instrument, but by the end of the first semester they are playing basic songs and have mastered pizzicato. The students perform for the school and their parents at the last PTA meeting of the year and at the system's city-wide strings concert.

Art instruction is offered from the school system's art teacher once a week during the first semester for second graders and for third graders the second semester. The teacher follows the Alabama Standards for second and third grades and guides them as the students learn to sketch, color, and paint considering color, balance and technique. The students create works of art that are displayed outside the art room for all to enjoy. The other grade levels complete art projects in the classroom. Often these projects complement the science or social studies standards instruction, thus creating the cross curricular connection.

Physical education is an important part of Eura Brown's curriculum. Being healthy and physically fit is a habit of discipline we strive to instill in all our students. All students receive physical education instruction every day which follows the Alabama CCRS standards for each grade level. Students exercise first and then engage in activities with a purpose such as motor skill development, teamwork, and learning about nutrition and good health practices. The PE program has participated in the American Heart Association's Jump Rope for Heart campaign for the past five years. Last year the students raised over \$8,000 for the AHA and collected over \$13,000 this year.

Every student receives technology instruction in the lab by the technology specialist at least once or twice a week, even though it is integrated into all curricular areas. The technology specialist ensures that students know everything from basic operations and keyboarding to creating multimedia presentations in the upper grades. The computer teacher also collaborates with grade level teachers to remediate or enhance standards in all curriculum areas through various computer programs.

The guidance counselor has scheduled classes along with individual and group counseling sessions each week. The primary classes are taught using the Auto B Good series. The cartoons use cars to teach lessons about conflict resolution, accepting mistakes, effort and persistence, and taking responsibility for your actions. The intermediate students learn, discuss, and write about time management, social issues, careers and real world problems. Two years ago the school adopted Sean Covey's, "Seven Habits of Happy Kids" as another way of teaching and promoting positive life skills. Individual and small group sessions meet weekly to discuss problems with self-confidence, friendships, family, and other concerns.

The library/media center is the hub of the school. Located next to the computer lab it is "Eura Brown Central." Kindergarten, first, and second grade students have scheduled weekly library instructional lessons where state standards library skills are taught and research is done using simple search websites such as PebbleGo and World Book Online. The intermediate grades check-out books as a class or individually during open library times. The librarian also assists the teachers in guiding our students to read fiction and nonfiction books as well as different genres and authors. Last year over 27,000 books were checked out from the library with 23,478 Accelerated Reader quizzes taken and passed. The school media center is a tremendous asset as we strive to make reading a lifetime hobby for our students.

### 3. Instructional Methods and Interventions:

It is the responsibility of every faculty member to help our students be successful in school. Our belief that all children can learn and achieve drives us to have systems of accountability in place. The school's Problem Solving Team is a nine member committee made up of the guidance counselor, a classroom teacher from each grade level, the special education teacher, and the principal. The team meets at least once a month or more to review teacher referrals and documentation and review the data in reading, math and behavior for those students receiving intervention. The school uses the system's Response to Intervention Framework as a guide for ensuring that students making insufficient progress get help. Differentiated instruction is provided in the tier one or core program in order to address the different ways students learn. If a student is unsuccessful in tier one, the teacher refers the student to the Problem Solving Team for monitoring and intervention. Following six weeks of tier two, small group or individual intervention by the classroom teacher, the student either returns to tier one, remains in tier two, or is referred back to the team for discussion and analysis of data. If tier three interventions are recommended by the PST after reviewing documentation and data, then the team has three options: continue with interventions outside the classroom with an intervention teacher, refer to the 504 team, or make a request for special education evaluation. Because of the effectiveness of the Response to Intervention Framework, very few students are referred for evaluation.

Eura Brown is the host school for the school system's School-wide Enrichment Program for gifted students. Two teachers serve eligible third, fourth, and fifth grade students one day a week. The students work on very challenging projects such as The McWane Center's Celebrate Science Competition where students build and present interactive models. The students research a topic, make a video of the process, and display it at the McWane Center. The viewer is able to learn about the science topic by interacting with the model.

Teachers use a multitude of instructional strategies or methods in their lessons such as games, modeling, role playing, individual and group presentations, whole group and small group lessons and online resources to meet the needs of their students. They meet weekly for an hour to review lessons, assessment results, and plan together so that all students continue to make progress.

### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

In order to evaluate our instructional effectiveness and student growth we administer and analyze summative and formative data which include: STAR, DIBELS, ACT Aspire, Stanford Achievement Test for 2nd grade, observations, learning journals and program benchmark data. The principal spends a great deal of time analyzing the spring assessment data so that it can be studied by the faculty at the first faculty meeting of the year. She also meets with the grade level teams once a month to review current data. Data awareness is an integral part of the process when making instructional adjustments and providing support.

The school is constantly sharing information about student academic achievement. The reports are distributed at Grade Level Parent Forums during which the principal shares and explains the results to the parents. The parent letter for the STAR assessment is sent home for parent signature along with progress reports and weekly papers. A comment sheet was developed by our faculty and is attached to the nine week grading report. The sheet has a check section for reading and math areas of concern and habits of discipline improvement areas along with a section for teacher comments.

Last year's ACT Aspire data for 3rd, 4th, and 5th graders showed a disparity with regard to ethnicity between the achievement of white, African-American and ELL students in both reading and math. Of the 21 students scoring in need of support in reading, 11 were ELL or African-American students. Of the 26 students scoring in need of support in math, 12 were ELL or African-American. In an effort to decrease this gap, teachers and the administrator conference often with these students and parents, supply resources to the families, and provide the students with additional instructional time before, during, and after school hours. The Gadsden City School System operates the Parent Teacher Resource Center in downtown Gadsden. The center offers free educational resources and support for the students and parents in our system. The facility has an enormous quantity of materials in reading and math for each grade level. Parents can go to the center for materials or the schools can request them.

In order to maintain the high achievement of our students the school faculty is determined to keep the partnership with the community and parents focused on our mutual purpose of elevating the overall achievement of every student in the school.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

Providing the right climate for children to thrive involves everyone. The principal stands out in the car line upon arrival each morning greeting the students and parents all by name, telling them to make it a good day or asking them about some project or book, all while giving hugs right and left. Students know upon entering the school building that it will be a busy day filled with lessons and activities requiring effort and focus. Sound planning, explicit instruction, technology, and enthusiastic, skilled, and caring teachers keep our students engaged, motivated and believing they can achieve. Other small incentives such as grading period honor roll and perfect attendance pencils, Chick-fil-A BUGs (Brought up grades), goody bags for A's in conduct, Accelerated Reader recognitions, teacher/ principal words or notes of praise or encouragement also serve to motivate our students to do their best.

Although academic achievement is our primary focus, every adult in the school realizes the importance of developing the whole child. Therefore, we believe friendships, self-confidence, perseverance, character, self-control, an appreciation of the arts, and physical fitness all play a critical role in the life of a child. We intentionally plan activities that emphasize these traits and foster their development in our students.

Working together toward a common goal unites students and gives them a sense of individual and school pride. Our National Elementary Honor Society members held a fundraiser last year for a parent needing a kidney transplant. The “Candy Canes for Charity” drive collected over \$600 for the National Transplant Foundation Fund. As one member said, “Giving him that check made me feel so good, like we helped save a life.” We want our students to be concerned for others and feel the need to act on those concerns. Five years ago when a tornado devastated the nearby community of Ohatchee, the students immediately asked, “What are we going to do to help?” In just a few days the students and faculty collected over \$4,400 to donate to the Etowah County Chapter of the American Red Cross to assist with disaster relief.

Eura Brown teachers are held in high esteem in the community for their dedication and professionalism. The PTA constantly sends a strong message of appreciation and support through a variety of means. Most appreciated are the emails and thank you notes from parents, grandparents, the administrator, and other school system and community leaders.

### 2. Engaging Families and Community:

Less than half of the students that attend Eura Brown live in the attendance zone with the majority of students residing in the county. Our community may be small, but it is committed to supporting the school. Families living outside the city consider it a privilege for their children to attend, therefore the level of support from them is also extremely high. Even though the majority of our families have two working parents, they are creative in finding ways to volunteer. Kindergarten mothers take large workbooks home to tear out pages for the purpose of saving instructional time. Mothers and grandmothers bake cakes, cookies, and breads for the annual Bake Sale. Parents make costumes for PTA programs on the weekends and take time off to work special events during the school day. Parents, grandparents, community members, retired teachers and former students enjoy sharing their areas of expertise with the students. Guest teachers include medical professionals, firemen, forest rangers, business owners, artists, journalists, TV news anchors, dairy farmers, historians and others who can help our students connect learning to life outside the classroom.

It would be difficult to effectively operate a public school with just the funds provided by the state. We are fortunate to be undergirded by our school system, the city, and district. The district's city councilman donates a large portion of his discretionary funds to the school each year. We have received sizeable grants from the Etowah County Community Development Committee which is managed by our district's senator and representative. The county commissioner makes an annual contribution to the school. All of these funds have been used to purchase and upgrade technology.

Jacksonville State University's School of Education and Eura Brown are educational partners. We host

practicum and interning teachers during the year. Some semesters the school has as many as ten practicum students in our classrooms. These college students learn from the teachers and students while bringing new ideas and practices from their background and educational classes with them. The faculty benefits from on-going professional development opportunities at the regional JSU Inservice Center.

Chick-Fil-A has been our business partner in the community for over twenty years. The manager initiated a program in 1995 that rewards students for grade and conduct improvement each grading period. The students receive homemade fuzzy bugs and free soft drink and meal cards from the restaurant as recognition for their efforts.

### 3. Professional Development:

Education is like an eagle soaring. Where it goes, no one knows, but the continuous flight is all important. Continuous development of professional knowledge and skills for educators is essential to teacher and student growth. We must stay current in instructional practices, standards, and research. The Gadsden City School System builds three full days before the beginning of the year and four early release days into the system's calendar for professional development. Some professional development sessions are required for certain grade levels, but most are chosen by the teachers according to interest and/or need.

The three school systems in our area join together to offer a two day event each July called EduTech. This is a highly attended local event where teachers choose from a large variety of instructional sessions based on education technology such as iTunesU, iPad apps and tools, and Google tools for learning. The technology training the teachers have received and now use has had a tremendous impact on instruction. Most teachers now embrace it and look forward to moving up the technology "ladder of learning." The school system's elementary tech trainer offers PD opportunities after school once a week on a variety of topics and is available during the school day by appointment.

Each teacher's Professional Learning Plan through EducateAlabama guides their professional study and growth each year. Most teachers consider the feedback from the previous year's personal observations, discussions, and data review with the administrator when choosing areas on which to concentrate along with school-wide emphases. Proposed actions, strategies and implementation are part of the PLP and reviewed often by the administrator and teacher during the evaluation process.

Professional development takes place informally within the school all the time. Grade level teachers meet during their weekly common planning time to learn together. Individual teachers come together after school for another teacher to show them Brain Pop or how they use Google Docs. The physical education teacher demonstrates the Alabama Physical Fitness Assessment to the faculty so they are aware of the fitness standards for their students. The system's reading coaches share training on topics related to reading instruction and assessment.

"Turn Around" training is required when one or more teachers receive professional development that would benefit everyone. This is usually done on Monday afternoons which are reserved for faculty meetings or PD training when needed. It is a cost-effective way to provide professional development for the entire faculty.

### 4. School Leadership:

The school utilizes a purpose-driven, all inclusive approach with regard to leadership. The structure consists of a ten member Leadership Team, a system of committees and designated assistants. The faculty and staff thrive under a robust system of support led by the administrator, who views her role as a community servant. Her philosophy is that "everything matters." A quote by Colin Powell in her office reflects her mindset. "If you are going to achieve excellence in big things, you develop the habit in little matters." She is highly visible throughout the day. You might find her sitting in the floor in a classroom or the hallway instructing a group of students, teaching classes when a substitute is not available, meeting with parents and students, singing with the fourth grade chorus, facilitating a grade level meeting or calling cars for dismissal.

The Leadership Team and the administrator begin each new school year by reviewing the end of the year evaluations and discussing the faculty's feedback. Next the state standardized testing results are reviewed by the team. In-depth discussion takes place as the team reflects on the data of every student. Student achievement is at the heart of every decision and action that is taken by the team. Therefore, all decisions and plans that are considered are based on propelling students forward in the learning process and removing barriers that might impede progress.

Other formal committees in the school include the Problem Solving Team, 504, technology, textbook, math, reading, professional development, public relations, yearbook and safety. A group of faculty members known as the "Sunshine Committee" are conscientious in making sure that happy and sad times in the lives of our faculty and staff members do not go unnoticed. Baby and bridal showers are given, retirement luncheons, and dinners are organized for members having surgeries.

The Support Staff comprised of the secretary/bookkeeper, three custodians and three child nutrition workers are important members of the school's overall team. The administrator and the support staff communicate daily to ensure that everyone is informed about details concerning their service to the students and faculty.

Everything matters when it comes to maintaining a learning environment that is orderly and serious, yet joyful and fun. A school is at its best when plans are carefully made, best efforts to put them in action are delivered, and everyone shares in the delight of achievement.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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When parents, families and the school are inspired to facilitate learning, children are the winners. Eura Brown's parents and families are inspired and it is evident in the time they spend volunteering in the school, communicating with members and teachers, and reinforcing lessons at home.

The school's Parent Teacher Association believes all parents can contribute to their child's success through the PTA. The association consistently achieves 100% membership within the first few weeks of school. A volunteer survey is sent home to all new members requesting feedback on areas of interest and sharing information on how they can participate. This information is compiled and used by the organization as they plan for the year. Training sessions are held so that everyone knows how to help. The board of the PTA is composed of five officers, twenty-one committee chairmen, a room mom or dad from each classroom, two teachers, and the principal.

The PTA follows the national standards for family-school partnerships: welcome all families into the school community, communicate effectively, support student success, speak up for every child, share power, and collaborate with the community. They communicate these standards on the school's website, in newsletters, meetings, goal-setting, and activities supported by the association.

Our volunteers help with kindergarten registration in late April so that they can meet our new families and help give tours of the school. The week before school begins, a group of PTA moms and dads take large inflatable colored crayons and tie them to mailboxes or doors of all our incoming kindergarten students. This simple act creates excitement throughout the community. The members also assist with welcoming all students and faculty back in August. An officer speaks at each Parent Forum in the general assembly reminding families to join. He or she states the goals of the association and plans for the year so families can plan ahead to participate. During the first month of the school year the PTA holds an annual fundraiser which profits substantial financial resources to aid our students.

Although the PTA's financial support is essential, their outreach to our families in promoting student achievement is what sets them apart from other parent organizations. When students see family members and teachers in the school every day working on their behalf, they hear the clear but silent message, "We have high expectations for you and want you to succeed."