



SAIS-SACS

2009

School Improvement Plan

Celebrating Forty-Five Years of Excellence, Honor, and Tradition

February 4, 2009

Mr. John Marshall
Head of School
Rabun Gap-Nacoochee School
339 Nacoochee Drive
Rabun Gap, GA 30568

Dear John,

On behalf of the stakeholders of The Donoho School, I would like to express our appreciation for your willingness to serve on our SAIS-SACS visiting team on March 10-12, 2009.

We look forward to your visit and value the expertise you bring to the process of evaluating our efforts for continuous improvement. During our self-examination, the school's mission and vision provided the inspiration for the school's plan for improvement. We credit the development of this self-study to the contributions of our board members, administration, faculty and staff, parents, students, alumni, and community.

It is an honor to welcome you to our campus for this review. Please feel free to contact me at 256-236-4459 or by email at scanter@donohoschool.com anytime prior to your arrival on March 10, 2009.

Regards,

Sue Canter
Accreditation Coordinator
The Donoho School

SAIS-SACS Re-accreditation Review- The Donoho School

Tuesday, March 10 – Thursday, March 12, 2009

Visiting Team Members

Mr. John Marshall, Chair (Rabun Gap-Nacoochee School, Rabun Gap, GA)

Mr. Chris Cleveland (Wesleyan School, Norcross, GA)

Mr. Roger Cox (Rabun Gap-Nacoochee School, Rabun Gap, GA)

Mrs. Mary Madge Crawford (Tuscaloosa Academy, Tuscaloosa)

Ms. Peggy Darby (Highlands School, Leeds)

Agenda

Tuesday, March 10th

10:00.a.m. - 10:30a.m. Orientation Meeting for Visiting Team with John Marshall

10:30a.m. - 11:30a.m. Tour of Buildings/Facilities

12:00p.m. –1:30p.m. Luncheon with Jan Hurd, president; Laura Phillips, Dean of Academics;

and Karen Hester, Dean of Students

1:30p.m. - 4:00p.m. Visiting Team planning session with John Marshall

4:00p.m. – 5:30p.m. Meet with Parent/Alumni representatives serving on School

Improvement Committees

5:30p.m Reception in Harriet W Donoho Library (Board, Administration, Department Heads, School Leadership Team Committee, Committee Chairs, Parents' Association Officers, Visiting Review Team)

Dinner on your own

Wednesday, March 11th

- 7:30 a.m. Breakfast with Student Representatives (SGA and Lower School Town Council)
in Harriet W. Donoho Library
- 8:15 a.m. Visiting team begins classroom visits throughout campus
- 10:00a.m. Snacks available in Ingram Conference Room
- 11:30a.m. Lunch Delivered to Campus for Visiting Team and Trustees
- 1:00p.m. Visiting team visits continue throughout campus including extra-curricular activities
- 3:30p.m. – 4:00p.m Work Session Ends

Thursday, March 12th

- 8:00a.m. Coffee/Continental breakfast in Ingram Conference Room
- 8:30a.m. Visiting Team Work Session Begins
- 10:00 a.m. Snacks available in Ingram Conference Room
- 10:30a.m. Visiting Team Work Session Resumes
- 12:00p.m. Boxed Lunch delivered to team prior to leaving campus
- 3:30p.m. Exit Report given by John Marshall to Full Faculty and Board
Harriet W. Donoho Library

Visiting Team Headquarters: US Ingram Building Conference Room

Visiting Team Hotel: Courtyard by Marriott (831-7995) at 1-20 Exit 188

All meetings will be held in the Upper School Building Ingram Conference Room

Contacts: Janice Hurd, president (237-5477)

Sue Canter, accreditation coordinator (237-5477, ext 119 or 236-4459)

**A Chronology of The Donoho School
(formerly The Anniston Academy)
1963 – 2008**

September 16, 1963 – Anniston Academy officially opened

- 1964 Soccer field constructed
- 1966 Upper school library added to academic building and dedicated to Mrs. Harriet W. Donoho
- Office and lobby areas added to academic building
- 1968 Upper school gymnasium constructed
- 1969 First accredited through the Southern Association of Colleges and Schools
- 1972 Science, math, and art wing added to academic building
- 1973 Soccer/football field enlarged into lighted stadium
- Lucian Lentz Field dedicated
 - Truman Dent Donoho, Jr. Cafetorium completed
 - Campus expanded by five acres
- 1976 The Anniston Academy renamed to The Donoho School in recognition of Mrs. Harriet W. Donoho, the major benefactress of the school
- Episcopal Day School merged with The Donoho School
- 1980 Middle and lower school erected on current site of lower school
- Lower school gymnasium constructed
- 1982 Thomas S. Potts Scholarship Fund, the first such fund, established
- 1983 Thomas S. Potts Lower School dedicated
- 1984 Kindergarten program begun
- Art facilities renovated in upper school
- 1986 Four-year-old program begun
- Track facility completed

1987 Endowment Trust Fund established

November 10, 1987 First Founders' Day Program held

1989 Herbert Cunningham Middle School erected and dedicated

1992 Upper school library and administrative offices expanded

1994 Stanton B. Ingram Administration and Upper School Building dedicated

- Campus expanded by 21.4 acres

1995 Barbara Vaden Sproull and H. Miller Sproull Gymnasium dedicated
Upper school gymnasium maintenance fund established by Barbara Vaden and H. Miller Sproull

1997 William H. "Burt" Fargason, Jr. Center for the Arts Center constructed and dedicated

1998 Baseball/softball complex developed

1999 Campus expanded by 25 acres

2000 Renovation of Sproull Gymnasium and expansion of athletic training facility

2001 McWhorter-Brock Baseball/Softball Field dedicated

2004 Received dual accreditation from the Southern Association of Independent Schools and the Southern Association of Colleges and Schools (*one of the first independent schools to receive this recognition*)

2005 The Donoho School named National Blue Ribbon School of Excellence (*one of only three independent schools in Alabama to have ever received this honor*)

2006 Sproull Gymnasium renovated

Location and Facilities

The Donoho School campus of approximately 75 acres is located in the beautiful foothills of the southern Appalachian Mountains. Anniston is easily accessible with two exits on Interstate Route 20 approximately 60 miles from Atlanta, Georgia, to the east, and Birmingham, Alabama, to the west.

The Upper, Middle and Lower divisions are in separate buildings though closely located to each other. The academic facilities are designed to accommodate the college preparatory program and accentuate the learning environment. The atmosphere for learning is typified by the Harriet Wallis Donoho Library that makes available to students over 14,000 volumes, distributes over 1000 teaching units of audio visual software, and provides reference materials available on CD-ROMs and online for curriculum enrichment. The school facilities include the following:

Three Academic Buildings

Two Computer Laboratories

Two Libraries

Football/Soccer/Track Stadium

Two Gymnasiums

Cafetorium

Four Science Laboratories

Center for the Fine Arts

Athletic Fields

All Air-Conditioned Classrooms

Eleven Smart Classrooms (Interactive White Boards)

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The Donoho School
Board of Directors

Mrs. Cherri W. Morgan, Chairman
Mr. William M. Wakefield, Vice Chairman
Dr. Cynthia S. McCarty, Treasurer
Mrs. Gayle C. McMillan, Secretary

Mr. Gregory D. Brown
Mr. Patrick Cushman
Mr. C. Tim Garner
Mr. Robert H. Kay
Mr. Thomas S. Potts, Jr.
Mr. Robert W. Prather, IV
Dr. John Reaves
Mrs. Lisa H. Soleman
Dr. Robert S. Svensen
Mr. Vaughn M. Stewart, II
Mr. Charles C. Turner

Mr. Thomas S. Potts, Life Member (1963-1999)
Mr. H. Miller Sproull, Life Member (1963-2008)
Mr. Thomas P. Brock, Director Emeritus
Mr. Herbert M. Cunningham, Director Emeritus
Dr. John A. Edwards, Jr., Director Emeritus
Mrs. Antoinette G. Patterson, Director Emeritus
Mrs. H. Miller Sproull, Honorary Member
Mr. Cleophus Thomas, Jr., Director Emeritus
Mrs. Betty P. Woodruff, Honorary Member

THE DONOHO SCHOOL IMPROVEMENT PROCESS
COMMITTEE ASSIGNMENTS
2008-09

SCHOOL LEADERSHIP TEAM

Sue Canter, Chair
Russ Connell
Melinda Cook
Donna Plunkett
Emily Richardson
Karen Hester
Laura Phillips
John Marshall- Chair, Review Team

VISION AND PURPOSE

Michelle Swinford, Chair
Amy Bellin
Stacey Harris
Sam Darby
Cyndi Whetstone
Russ Connell
Rhonda Johnson
Jennifer Senter
David Swinney

Debbie Garrett, Parent
Lucy Wiedmer, Parent/Alum
Bill Wakefield, Board Member

DOCUMENTING AND USING RESULTS

Sharon Rauch, Chair
Ben Cunningham
Sandy Wingo
Jacqueline Gaines
Shannon Felder
Allecia Mullins
Matt Ford
Kim Moore

Millie Nelson, Parent/Alum
Cynthia McCarty, Board Member

STAKEHOLDER COMMUNICATION AND RELATIONS

Emily Richardson, Chair
Robert Davis
Myra Waters
Betty Palmer
Dawn Huddleston
Susann Landen
Caroline Kinney
Melinda Cook

Mike Stedham, Parent/Alum
Cherri Morgan, Board Member

TEACHING AND LEARNING

Kendall Howell, Chair
Jean Clay
Beverly Otwell
Karen Guyton
Donna Plunkett
Sarah Landrum
Shelley House
Rachel Poe
Allison Garrett

Kim Billings, Parent/Alum
Lisa Soleman, Board Member

COMMITMENT TO CONTINUOUS IMPROVEMENT

Nancy Perkins, Chair
Mattelyn Morris
Misty McGehee
Sue Canter
Ashley Burrage
Lisa Light
Pam Chandler
Jessica McCullars

Farley Fink, Parent/Alum
Susan Ankrom, Parent
Gayle McMillan, Board Member

Part I

EXECUTIVE SUMMARY

The Donoho School was founded in 1963 as a college-preparatory school serving the needs of families in east-central Alabama. Forty-five years later, The Donoho School continues the tradition of excellence by providing a challenging curriculum and broad extra-curricular opportunities for motivated students. The school maintains an atmosphere conducive to the development of good citizenship, personal integrity, and religious principles. The Donoho School has undergone numerous positive changes within the past five years in all areas of operation.

In July 2004, The Donoho School began restructuring the administrative hierarchy by merging the duties of principal and headmaster into one position, expanding the duties of the lower school principal to include that of Dean of Academics, and expanding the duties of the middle school coordinator to include that of Dean of Students. An athletic director was hired to administer all athletic programs, and the technology director's position was expanded to a full-time position. In 2005 a development officer was hired followed by the hiring of an admissions officer in 2008.

National recognition was achieved in 2005 when The Donoho School was recognized as a Blue Ribbon School of Excellence by the United States Department of Education. High achievement scores and an exemplary foreign language program were two criteria used in the selection process.

With the increase of course offerings in dual-enrollment and advanced placement, a greater emphasis has been placed on professional development for all members of the Donoho faculty and staff. Teachers attend subject-specific workshops and have visited other schools to garner ideas that can be implemented in their subject areas.

The Home School Outreach Program was established in the summer of 2008. Home school students in the area have the opportunity to participate in quality instruction from experienced educators in a variety of advanced academic courses.

The technology department has made great strides since the last review. The technology infrastructure has been upgraded from a hub-based system to gigabyte switches. A wireless atmosphere for the middle and upper school allows students to take their laptops into the classrooms for educational purposes. With the parents' association's generous five-year commitment of \$25,000 annually for technology and the support of the Board of Directors, all computers have been upgraded and are now on a four-year cycle for replacement. The board of directors identified the addition of SmartBoards in every classroom as a priority in the strategic plan. To date, there are eleven SmartBoards installed and fourteen remaining to be purchased in order to achieve the goal of providing Smart technology in all instructional classrooms. Teachers with SmartBoards in their classrooms receive a four-day intensive summer training with ongoing training throughout the year. Other technology training includes the use of the Discovery Education site, Turnitin.com, Alabama Virtual Library, GradeQuick, and EDLINE for grade and assignment reporting.

The school's mentoring program was initiated in grades four through twelve during the 2007-2008 school year. After a year-end evaluation, it was determined that the program that was used did not adequately meet the needs of the students. The program is currently undergoing revision.

With the establishment of the development office, the annual giving has increased in the amount of giving as well as the percent of participation among stakeholders. The alumni have become more active by attending regular local and regional events. The development officer has established communication with stakeholders through emails, newsletters, and donor recognition letters. Three major endowments have been established in the area of financial aid and library enhancement.

Many of our facilities are aging and in need of updating. The oldest building on campus is the Stan Ingram Upper School Building which was completed in 1963. The most recent addition is that of the Fargason Fine Arts Building, which was built in 1997. The Building and Grounds Committee has been diligent in maintaining the facilities with annual recommendations for improvement. The upper school gymnasium has been renovated with new varsity locker rooms, lighting, bleachers, and updated restrooms. Our cafetorium which houses large meetings, plays, concerts, and dining has been recently updated with a new sound system and professional stage lighting. A stairway has been built to safely join the lower school with the upper school campus providing a feeling of unity among the divisions. Security cameras have been installed in strategic locations to enhance further our safety program and to deter any possible vandalism on campus. Our upper school chemistry laboratory was remodeled to provide the first Smart classroom as a model for others that have since been installed. An additional computer lab is currently being installed in the upper school library and will be completed in March 2009.

While Donoho has experienced a healthy eleven percent increase in enrollment over the past five years, the current global economic crisis may slow the increase in student enrollment. Currently the admissions director has seen no evidence of a drop in future enrollment.

A pre-kindergarten three-year-old program is planned to begin in the fall of 2009. The class will be limited to ten students and will provide a high quality program for young children and their parents. The program is designed to promote the development of the total individual by helping each child develop skills in the emotional, social, creative, cognitive, and physical areas. While classroom space is an issue, a room has been identified in the Fargason Fine Arts Center that will be modified to meet the needs of preschool students.

The process of developing this self-study symbolizes and reinforces the dedicated efforts of our stakeholders and their commitment to The Donoho School. As current students complete their academic preparation for college, they will benefit from their personal involvement in this process. Each parent, faculty member, administrator, staff member, board member, alumnus, and community member-at-large contributing his/her time, opinions, and creative energy will feel ownership and pride as we continue to serve as a strong academic choice in our area. We are pleased to submit this self-study for review in the spring of 2009 and the opportunity for an evaluation of our plans by the visiting peer review team.

Part II

Self-Study Process

The Donoho School applied for SAIS/SACS re-accreditation in the fall of 2008. The faculty and administration received their committee assignments in August and began working during pre-planning meetings to examine the school's compliance with the Standards and Indicators provided by the Southern Association of Independent Schools. In September, other stakeholders were added to the committees to represent parents, alumni, and board members.

The committees reviewed the surveys used in the last self-study to determine the appropriateness of the surveys as a measure of compliance with the new standards. After revisions were made, the surveys were distributed to students in grades four through twelve, parents, faculty, and members from the local Chamber of Commerce.

A systematic process began to examine the organization of the school as well as its programs, operating procedures, and policies. Each committee was assigned specific standards and responded to the indicators as required to be filed with SAIS and sent to Mr. John Marshall, chairman of the visiting team, for his review. The committees were asked to review the recommendations of the last visiting team, the action plans that resulted from the last self-study and make suggestions for new areas of improvement based on the school's mission, survey results, and long-range strategic plan.

Committee members were given an opportunity to vote on a variety of suggested goal statements made by the committees in areas needing improvement and to establish action steps for improvement. Having selected the new action plans, the school leadership team, composed of faculty and administration, began the process of assembling the parts of the self-study to submit as a final product to the visiting team prior to its visit on March 10-12, 2009.

The self-study represents the dedication and efforts of stakeholders of The Donoho School and reflects the on-going review of its programs and commitment to continuous improvement.

2004-2008 Action Plans

Action Plan -#1

Desired Results for Student Learning: Learning to Learn Skills

Goal Statement: 1. Students will demonstrate an ability to use technology resources as a tool to facilitate learning.

Action Steps	Timeline	Person(s) Responsible	Resources
1) The Technology Department will be expanded to include electronic publication instruction.	August 2004 – August 2005	Technology Coordinator, Lower School Resource Staff Member, School Publications Sponsors and Staffs, Administration	Publications Software, In-Service Training
2) Faculty will be trained in the use of technology resources.	August 2004- August 2006	Technology Department Coordinator, Faculty, Administration	Technology Department Coordinator, Certified On-Line Training
3) Technology infrastructure and equipment will be upgraded and maintained to meet the current needs of the students and staff.	August 2004- August 2006	Technology Department Coordinator, Administration	Funding
4) Technology skills will be utilized throughout the curriculum.	August 2004- August 2006	Department Coordinators, Technology Department Coordinator, Faculty, Administration	Technology Resources

Action Plan - #2

Desired Results for Student Learning: Expanding and Integrating Knowledge

Goal Statement:

Students will set and pursue personal goals for academic performance with the help of a faculty mentor.

Action Steps	Timeline	Person(s)/ Responsible	Resources
<p>1) Each student in grades 4-12 will meet with his or her faculty mentor within the first three weeks of the school year to review past academic progress and available standardized test scores.</p> <p>2) As a result of the initial meeting, the student will identify specific areas for improvement. These personal goals will be reviewed by parents and returned to advisors.</p> <p>3) Subsequent meetings between student and faculty mentor to assess progress will be scheduled within three weeks after the end of the first semester and during the month of May.</p>	<p>August 2006 – August 2008</p> <p>August 2006- August 2008</p> <p>August 2006- August 2008</p>	<p>Counselors, Faculty Mentors, Students, Parents, Administration</p> <p>Counselors, Faculty Mentors, Students, Parents, Administration</p> <p>Counselors, Faculty Mentors, Students, Parents, Administration</p>	<p>Standardized Test Scores, Previous Year’s Grade Report, Individual Goal Statements</p> <p>Standardized Test Scores, Previous Year’s Grade Report, Individual Goal Statements</p> <p>First Semester Final Grade Report, Current Second Semester Progress Report, Standardized Test Scores</p>

Action Plan#3

Desired Results for Student Learning: Personal and Social Responsibility

Goal Statement:

Students will utilize various oral and written communication skills throughout the curriculum.

Action Steps	Timeline	Person(s) Responsible	Resources
<p>1) Students will utilize oral communication skills throughout the curriculum by participation in the following activities: book discussions in advisory groups, special classroom projects (one oral presentation per year in each subject area), extra-curricular activities that include public speaking opportunities.</p>	<p>August 2004- August 2006</p>	<p>Faculty, Students, Extra-Curricular Activities Sponsors, Administration</p>	<p>Community Sponsored Speech Contests, Extra- Curricular Activities, School Assemblies</p>
<p>2) Students will utilize written communication skills throughout the curriculum by participation in the following activities: one written activity per semester in advisory, special classroom projects (one written presentation per year in each subject area), extra-curricular activities including writing contests, school publications and the school website.</p>	<p>August 2004- August 2006</p>	<p>Faculty, Students, Extra-Curricular Activities Sponsors, Administration</p>	<p>Community Sponsored Writing Contests, Extra- Curricular Activities, School Publications</p>
<p>3) Faculty will receive in-service training in the evaluation of writing skills.</p>	<p>August 2004- August 2006</p>	<p>Faculty, Administration</p>	<p>In-Service Training</p>

Evaluation Methods for the Target Area Goals for Student Learning

Goal 1: Learning to Learn Skills

- Completion of a comprehensive technology plan which includes a scope and sequence and proficiency standards for all grade levels
- Certification of technology training for the faculty
- Documentation of purchases and upgrades for technology
- Student portfolios
- Lesson Plans
- Scope and sequence upgrades throughout the curriculum incorporating technology resources
- Faculty observation of student presentations utilizing technology

Goal 2: Expanding and Integrating Knowledge

- Written goals for personal academic performance
- Grade reports
- Standardized test scores

Goal 3: Personal and Social Responsibility

- Faculty observation of student presentations
- Lesson Plans
- Student portfolios
- Documentation of faculty in-service training

**THE DONOHO SCHOOL
STRATEGIC PLAN
2005-2008**

GOVERNANCE AND LEADERSHIP

The Donoho School will maintain the high quality and motivation of faculty by recruiting competent faculty members, offering competitive salaries and benefits, and maintaining an optimum teacher/student ratio.

1. Explore additional avenues for faculty recruitment (career fairs, universities, professional affiliations – NAIS, etc.)

STATUS: Direct contact with the universities and local advertising has been more successful.

2. Offer and encourage opportunities for continuing professional development for faculty through seminars and other advanced course offerings.

STATUS: This should be on-going professional development opportunities have increased about 22% in the past three years.

ACADEMIC EXCELLENCE

The Donoho School will maintain the high quality and motivation of faculty by recruiting competent faculty members, offering competitive salaries and benefits, and maintaining an optimum teacher/student ratio.

1. Assess current curriculum on an ongoing basis and make improvements where and when necessary, making certain that curriculum is as good as or better than other area (state and local) private schools. This would include AP courses.

STATUS: This is on-going. Each course's curriculum is evaluated on a yearly basis. The College Board through their AP course audit program has approved all of our AP courses.

2. Hire para-professionals as needed.

STATUS: A pre-school aide has been hired to allow Sue Canter time in the afternoons to lead small group activities, test prospective students, and assist with mentoring lower school students.

A library aide helps keep the upper school library open so the media specialist is able to teach library/research skills to the lower school students. The media specialist is able to spend more hours each day in the lower school library.

FACILITIES AND EQUIPMENT

The Donoho School will provide a safe, aesthetically pleasing, and accessible environment for students, while ensuring that all of the school's facilities and technology are able to support the school's mission and vision for the future.

1. Update technology.

STATUS: The board has made a commitment of an additional \$25,000 annually to upgrade technology. The Parents Association has matched that commitment for five years. Upgrades are currently on a three-year cycle. To date, all teachers have received a new computer. The first Smart Classroom has been established with a variety of multi-media equipment.

2. Address structural improvements.

STATUS: The roof at the lower school has been replaced. The light fixtures in the lower school classrooms have been secured and new lighting installed. Gutters were installed at the lower school. Repairs and refurbishing of the cafetorium during the 2007-08 were necessary due to structural damage caused by blasting for the new Eastern By-Pass near the campus.

3. Cosmetic improvements

STATUS: The upper school gym restrooms were upgraded with a new drainage system, tile, and self-flushing toilets.

4. Grounds improvements

STATUS: The retaining wall near the baseball field was reinforced. Changes to the walkway between the fine arts building and the lower school were completed to improve the level of safety.

ADMISSIONS AND MARKETING

Recruit and retain students with high academic promise and behavioral integrity while maintaining an optimum level of enrollment of 400, along with a commensurate level of diversity within the student body.

1. Hire an Admissions Director for active and ongoing student recruitment.
2. Widen scope of current marketing strategy.
3. Advertise our financial aid offering and provide instruction to pertinent staff members on how to speak with knowledge about financial aid opportunities.

STATUS: Financial assistance is advertised on the web page, and a flyer is included in packets for prospective students.

4. Increase promotion of Summer Odyssey program (mid to late spring) as an opportunity to recruit full-time students.

STATUS: Participation has increased over the years. Some students have enrolled at Donoho after attending the Summer Odyssey program

BUILDING THE DONOHO COMMUNITY

The Donoho School will promote active partnerships between students, families, alumni, faculty, administration, and the community as a means to create a positive and rewarding climate and culture within the school and enhancing The Donoho School's reputation as an asset to the city of Anniston and neighboring communities.

1. Revitalize Alumni Association and involve alumni in school functions besides solicitation (mentorship? College contacts?)

STATUS: This process is on-going. In addition to one campus activity, two luncheon meetings were held in 2008.

2. Plan better strategy for recruiting talented students in our area (through professional organizations, corporations, realtors, word of mouth, other school counselors, etc.)

STATUS: Efforts to increase the school's visibility in the community and to attract talented students include the use of the Duke mailing list, newspaper and featured ads in the local *Longleaf* magazine, and cinema advertisements, as well as an increased distribution of brochures and school packets designed for recruitment.

3. Implement community service hours for graduation (9th – 12th grades) – form task force to investigate appropriate opportunities.

STATUS: Ninth through twelfth graders are required to earn fifteen hours of community service each year.

4. Continue to maintain open and timely communication with the parents (i.e.- financial review presented during fall PA meeting.)

STATUS: Newsletters, web updates, and Edline have improved communication between the school and parents. The Donoho Parents' Association meets in August and May of each year. A board member attends the monthly DPA steering committee meeting.

5. Improve website accessibility so that all school forms, notes, announcements, etc, are retrievable.

STATUS: Through the use of Edline, school forms are available. The school newspaper and parents association newsletter will be on-line beginning with the 2007-2008 school year.

STUDENT ENRICHMENT

The Donoho School will foster the intellectual, artistic, emotional, physical, and social development of the students by providing extracurricular opportunities in the areas of athletics, fine arts, music, performing arts and civic organizations.

1. Implement character development program.

STATUS: Character Education materials were purchased in 2006 for all divisions. A weekly character trait is chosen for discussion and related activities.

2. Implement peer-to-peer mentorship for new students.

STATUS: It is the consensus of the stakeholders that this program needs to be explored further and a definite plan of action developed before we attempt to implement this.

3. Implement peer counseling for all athletic teams (modeled after program currently in place for football).

STATUS: Peer counseling is in place for athletes in football and basketball under the direction of Coach Felder.

The Donoho School

2501 Henry Rd
Anniston, AL 36207
256-236-4459

Response to Standards and Indicators
Submitted 10/10/08

by

Sue Canter, Accreditation Coordinator

to

Mr. John Marshall, Visiting Team Chairman

STANDARD 1: VISION & PURPOSE

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

- **IMPACT:** A school that commits to shared beliefs and mission establishes expectations for student learning that are aligned with the school's vision. These expectations serve as benchmarks for assessing student performance and school effectiveness and are supported by school personnel and external stakeholders. The school's mission guides allocations of human, time, material, and fiscal resources.

STANDARD 1 – INDICATORS:

- 1.1 Establishes in collaboration with its stakeholders a mission for the school that guides all planning and decision-making.**

In keeping with the school's mission, stakeholders are encouraged to participate in an evaluation process as well as the planning of continuous improvement as evidenced by surveys, Parents' Association meetings, and student involvement through the Upper and Lower School S.G.A.

- 1.2 Identifies goals to advance the mission of the school and ensures the mission is congruent with principles of academic scholarship: permitting and encouraging freedom of inquiry, diversity of viewpoints, and independent, critical thinking.**

Action plan goals are evidence of the commitment to advancing the mission of the school by a continual evaluation of school programs and the desire to maintain high standards of excellence through a variety of learning modalities.

- 1.3 Ensures the beliefs and mission guide the instruction and curriculum throughout the school and reflect research and best practices concerning teaching and learning.**

Regular discussions are held to ensure the curriculum is aligned with the mission. Implementation across the grade levels is consistent with the vision and purpose. Yearly updates are made to scope and sequence, as well as quarterly updates of nine-week plans. Through professional development based on current research and best practices, faculty and students benefit from the resulting efforts in providing differentiated instruction as well as innovative techniques and integration of technology.

- 1.4 Regularly reviews its mission and revises when appropriate.**

The school's mission is frequently examined to assure alignment with the strategic plan and to revisit the philosophical basis of the original mission statement. Consideration is given to current trend in student applications and the anticipated growth from prospective applicants.

- 1.5 Provides evidence that no form of bias or prejudice is allowed or practiced within the mission scope of the school in order to promote an equitable, just, and inclusive community that inspires students to respect and value diversity.

The school's admissions policy clearly communicates the opportunity for prospective students to join a diverse student body free from discrimination on the basis of ethnic, cultural, or racial background.

STANDARD 2: GOVERNANCE & LEADERSHIP

The school provides a governance, leadership, and organizational structure that promote student performance and school effectiveness.

- **IMPACT:** School leaders are advocates for the school's vision and improvement efforts. Leaders provide direction and deploy 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.

STANDARD 2 – INDICATORS:

- 2.1 Operates within the jurisdiction of a governing board or civil authority and, when necessary, has a charter, license, or permit to operate within that jurisdiction.

The Donoho School, organized as a non-profit corporation, operates exclusively for educational purposes as expressed in the mission statement of the school. The management of the business, property, and affairs of the corporation is vested in the board of directors, which has the final power and authority in all matters relating to the corporation and to the school conduct.

- 2.2 Assures that the governing board provides for the continuity of mission.

The board of directors along with the school administrators meet annually to review, evaluate, and plan for continuity of the mission of the school.

- 2.3 Complies with all applicable statutes and governmental regulations.

To the best of the school's knowledge, The Donoho School is in compliance with all known laws and regulations.

- 2.4 Maintains access to legal counsel who can advise or obtain necessary information about the legal requirements and obligations that exist in the state, federal, or other jurisdictions in which it operates.

The Donoho School engages legal counsel when necessary. The names and affiliations of counsel are available for review.

- 2.5 Assures that the governing board clearly defines roles and responsibilities for board members and the head of school, and provides procedures for board and head orientation and evaluation.

The Donoho School Board of Directors and the head of school have clearly defined roles and responsibilities as described in Article IV, Article VIII, and Article X of The Donoho School By-laws.

- 2.6 Assures that the governing board supports and models inclusive decision-making methods.

The board of directors has a common purpose and commitment to working together. There is a level of trust and openness to ideas, feelings, and experiences of others as well as a willingness to work for the best interests of the school as a whole. The focus of all meetings is on issues and problem solving, not on personalities.

- 2.7 Establishes by its governing process policies to ensure no conflict of interest between businesses, professional or parental roles and duties to the school.

Qualifications of candidates for director and officer positions on the board include an emphasis on community leaders who have a history of personal association with the school and have expressed a willingness to serve and parents who have demonstrated support through service to the Donoho Parents' Association. All members of the board of directors must sign a Trustee Letter each year identifying the expected involvement and commitment given to the school.

- 2.8 Has a governing board that hires one employee, the administrative head of school.

As stated in Article X of the bylaws of The Donoho School Board of Directors, the president is employed by the board of directors, upon recommendation of the executive committee. All other employees are hired at the discretion of the president.

- 2.9 Establishes policies and procedures that recognize and preserve the executive, administrative, and leadership prerogatives of the head of the school.

The duties of the president are clearly defined in Article X in the by-laws of The Donoho School Board of Directors Handbook.

- 2.10 Assures that the governing board does not interfere with the day-to-day operations of the school.

The duties of the members of the board of directors and the president are clearly delineated in Article X of the bylaws of The Board of Directors Handbook. The president handles all day-to-day operations while keeping the chairman of the board apprised of any situations that arise.

- 2.11 Assures that the governing board establishes comprehensive monitoring of overall school policies.

Members of The Donoho School Board of Directors serve on several standing committees that meet regularly with the administration. Monthly reports at board meetings keep all members apprised of policies and procedures.

- 2.12 Assures that the administrative head of the school allocates and aligns the human, instructional, financial, and physical resources in support of the vision, mission, and beliefs of the school. The school head shall have responsibility for the expenditure of all funds raised in the name of the school by booster clubs and other related organizations of students, parents, alumni, or supporters.

The president of the school is responsible for the financial reports of the school, the annual fund, and the parents' association, which reflect expenditures in support of the vision, mission, and beliefs of the school.

- 2.13 Assures that the governing board provides for stability in transitions of leadership.

The vice chairman assumes the duties of the chairman in the absence of the chairman as stated in Article V of The Donoho Board of Directors By-laws. The president of the school has presented a succession plan as outlined in the board minutes.

- 2.14 Analyzes student performance and school effectiveness.

Student performance and school effectiveness is reported to the board at regular intervals throughout the year by the dean of academics. Test results and program evaluations are reported on and discussed at annual board retreats.

- 2.15 Assures that debt service or lines of credit are managed in such ways as to ensure that fiscal responsibility remains under the control of the governing authority.

Financial records will reflect that The Donoho School is debt-free and is in sound fiscal condition.

- 2.16 Assures that the school is not in, nor in prospect of moving into, financial reorganization under the protection of bankruptcy.

Financial records will reflect that The Donoho School is debt-free and in sound fiscal condition. When necessary, withdrawals are made from the endowment fund to balance the budget.

- 2.17 Assures that the governing board provides adequate risk management policies for the protection of the school.

The governing board has adequate risk management policies that protect the school. Insurance policies are filed in the executive secretary's office for review.

- 2.18 Provides adequate documentation of insurance or equivalent resources to protect its financial stability and administrative operations from protracted proceedings and claims for damage.

A copy of the liability coverage policy is on file in the executive secretary's office for review.

2.19 Maintains a plan to fund a maintenance reserve.

The school maintains a repair and replacement fund for capital improvements with authorized expenditures from the earnings of the endowment fund.

STANDARD 3: TEACHING & LEARNING
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The school provides research based curriculum and instructional methods that facilitate achievement for all students.

- **IMPACT:** *The school that implements a curriculum based on clear and measurable expectations for student learning provides opportunities for all students to acquire requisite knowledge, skills and attitudes. Teachers that use proven instructional practices actively engage students in the learning process, provide opportunities for students to apply knowledge and skills to real world situations, and give students feedback to improve performance.*

STANDARD 3 – INDICATORS:

- 3.1 Develops and aligns the curriculum and instructional design with the school’s mission and expectations for student performance across subject areas and grade levels.**

As a college preparatory school, internal steps are taken to align and accelerate grade levels with set system standards. System standards are aligned to accelerate and challenge students with grade appropriate curriculum.

- 3.2 Implements curriculum based on clearly defined expectations for student learning.**

Students are encouraged to be active learners. Teachers use higher order skills that require application and processing of information. Curriculum is monitored through performance on standardized tests.

- 3.3 Assures that the curriculum relies on sound learning principles and provides a balance of educational experiences, including academic, fine arts, and physical education based on knowledge of human growth and development.**

The school addresses the needs of the whole student through a wide variety of academic, fine arts, and physical education programs. Academically, students in all grade levels are challenged by the rigorous curriculum requirements. Students are provided numerous academic opportunities such as foreign language programs and fine arts programs in all grade levels as well as honors, Advanced Placement and dual enrollment courses in the upper grade levels. In addition to the academic offerings, students have access to a variety of competitive athletic opportunities through the school’s athletic programs. Our enrichment program offers students access to numerous athletic and fine arts opportunities such as fine arts performances, forensics, intramural sports, and weight training. The Intersession program provides students opportunities for work-based learning as well as for educational travel.

- 3.4 Assures that the curriculum promotes the active involvement of students in the learning process, including opportunities to explore application of higher order thinking skills and to investigate new approaches in applying learning.

Student interaction and involvement are not only encouraged but expected of students in the learning process. Critical thinking skills are necessary for students to master the challenging, accelerated curriculum; thus, instruction is geared toward higher level thinking skills. Students are actively engaged in the learning process through lab activities, and integration of technology, creation of short stories, and hands-on math and science activities. Teachers promote the development of higher order thinking skills by preparing students to analyze, synthesize, and evaluate concepts.

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

As a college preparatory school, steps are taken within the school to link learning to a set of standards that meet and exceed the standards set by the state. Students participate in studies of various cultures and explore their place in the global community. Continued efforts are made within the school to articulate learning both horizontally and vertically. Differentiated instruction is provided to students with specific needs and various learning styles.

- 3.6 Promotes the use of relevant data and research in making curriculum, instructional, and organizational decisions.

School leadership supports the investigation of strategies for improved instruction by providing professional development in current educational trends, reviewing standardized test scores and reviewing samples of teachers' tests and lessons.

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

The engagement and collaboration of faculty between the lower, middle, and upper school divisions address transition activities as well as curriculum alignment. A comprehensive scope and sequence within each discipline/subject area ensures continuity throughout each grade level.

- 3.8 Assures that there are written curriculum guides and support materials that serve as a basis for implementing the curriculum.

Teachers and administrators can articulate how implementation of the curriculum is monitored by using Edline. Teachers articulate the curriculum using nine-week overviews for each subject area. Scope and Sequence is updated yearly and posted on Edline.

- 3.9 Instructional time is allocated and protected to support student learning.

State department recommended subject time allotments are utilized. The use of interschool radio system is prohibited during instructional time except in case of emergency.

- 3.10 Plans an academic calendar with a minimum of 175 days (or more if required by state law) during which students and teachers engage in teaching/learning activities (Note: For half-day kindergarten programs, one-half day is equivalent to one full day in meeting the 175-day standard).**

The Donoho School students attend school 180 days a year. Teacher professional development days are beyond the 180 instructional days. The State Department recommended subject time allotments are followed and during which time instructional lesson plans are followed.

- 3.11 Provides comprehensive information and media services that support the curricular and instructional programs and the mission of the school.**

As a college preparatory school, opportunities are provided for each student to have access to a vetted informational resource. Students are encouraged to use the appropriate media services throughout the school, library, and computer labs for completing assignments and projects.

- 3.12 Assures that, in schools without a central library, students have access to all resources necessary to accomplish developmental learning goals.**

This indicator does not apply to The Donoho School because the school has a central based library in the elementary school as well as the high school. The Donoho middle school is connected to the high school by a short catwalk, and the majority of middle school students travel to and from the high school on a daily basis. The libraries are easily accessible to all students enrolled at The Donoho School.

- 3.13 Assures that the school has a policy and procedure for responding to challenged materials.**

Current School policy allows anyone in the school community to request a Reconsideration of Library Materials form, which is to be completed and returned to the principal for consideration. The principal, school president, and/or board of directors, as deemed necessary, will determine whether or not any changes in the materials need to be made. Parents who have concerns about the materials used in the curriculum may notify the school administration about their concerns.

- 3.14 Assures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that support the curricular and instructional program.**

Students and staff of the Donoho School have access to computers for their use in the classrooms, two computer labs, and the library media centers. The school has a collection of comprehensive materials, both in traditional formats such as books, DVDs, VHS tapes, and in electronic formats such as software, that supports the instructional program. The school provides access to well-equipped computer labs in the lower school and in the middle/upper schools for student research and assigned work. Teachers have access to computers, laptops, multimedia projectors, SmartBoards, and Senteo individual response systems for teaching and student learning. The school's two media centers provide comprehensive collections of non-fiction materials for research and reading, as well as collections of fictional materials

for assigned reading, reading enjoyment, and Accelerated Reader requirements. Software and Internet access, as well as use of Alabama Virtual Library (AVL) and Discovery Streaming, provide access to sources for research and skill reinforcement.

STANDARD 4: DOCUMENTING & USING RESULTS

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

- **IMPACT:** *A comprehensive assessment system provides timely and accurate information that 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. Performance measures generate information that guides decision-making and planning to improve student performance. The assessment system yields 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.*

STANDARD 4 – INDICATORS:

- 4.1 Provides a comprehensive system for assessing student progress based on clearly defined student results for learning.**

The Donoho School uses the Iowa Test of Basic Skills, the PLAN, PSAT, semester exams, and subject-based tests and projects to assess student progress. Weekly progress is noted and published on Edline and quarterly progress reports are mailed to parents.

- 4.2 Uses assessment data for making decisions for continuous improvement of teaching and learning processes.**

Post planning time in May gives teachers the opportunity to take a close look at the standardized tests given that school year and to do an item analysis on each subtopic. Areas of weakness are identified as any subtopic on which the student had less than 60% of the items correct. Subject departments then meet to identify gaps and to formulate a plan to address them. As a result of this study for this year, spelling was added as a separate subject area in grades four through six, additional geographical concepts were integrated into the intermediate and middle school curriculum, and individual courses updated their course of study.

- 4.3 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance.**

Teachers submit a detailed scope and sequence of each course and nine-week plans, which are updated each quarter. Each teacher is also observed by an administrator, and a conference is held to discuss strengths and weaknesses and to set goals for improvement. Department meetings and cross-curricular meetings are held, and the agendas of these meetings are kept on file by the administration.

- 4.4. Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations.

All records are kept in locked and secured files in the office area. Current computerized files have very limited access. The social security number of the student is not recorded on any record or file. Cumulative records are paper based for security and documents are shredded when no longer needed. The school strictly adheres to the guidelines set by the Family Educational Rights and Privacy Act (FERPA).

STANDARD 5: RESOURCES & SUPPORT SYSTEMS

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

- **IMPACT:** *The school that has sufficient human, material, and fiscal resources provides a curriculum that enables students to achieve expectations for student learning, meet special needs, and comply with applicable regulations. The school employs and deploys staff well-qualified for assignments and provides ongoing learning opportunities for all staff to improve effectiveness.*

STANDARD 5 – INDICATORS:

- 5.1 Assures that administrative, instructional and support staff are qualified and competent to perform the duties assigned to them in the school in order to meet the needs of the total school program and the students enrolled.

Credentials of administrators, instructional and support staff meet specific qualifications as required to support the school's commitment to academic excellence. Teachers must hold a bachelors degree in their teaching field or state certification. Academic teachers must have a graduate degree by the fifth year of employment. Applicants for employment are interviewed by a committee and may be asked to respond to hypothetical situations. Credentials and references are verified and follow-up interviews may be conducted. Background checks are required. An official transcript from the college or university issuing the degree and an original copy of teaching certificate remain on file.

- 5.2 Provides written policies covering recruitment, employment, assignment, evaluation, and termination of service of all school personnel.

The faculty handbook addresses school policy regarding assignment of responsibilities, evaluation of employees, as well as termination of employment contracts as specified in this indicator.

- 5.3 Assures that there is an effective orientation program for faculty and staff new to the school.

Pre-planning meetings are scheduled one week prior to the beginning of school each year. At least one full day is devoted to orientation for new faculty and staff. In addition, a day is offered for an introduction to Edline and Grade Quick programs used regularly by all faculty, staff, and administrators. Returning faculty join new faculty and staff for three to four days of planning meetings prior the beginning of school.

- 5.4 Assures that all staff participates in a continuous program of professional development.

Staff members are offered opportunities for professional development each year on campus. In addition, faculty members enjoy a variety of opportunities offered by Jacksonville State University Teacher In-Service Department, and often attend conferences and workshops related to specific subject areas. Each certificated employee is required to complete at least fifty clock hours of professional development each five years.

- 5.5 Implements an evaluation system that provides for the professional growth of all personnel.

Personnel files are updated to reflect professional development credit offered on campus as well as individual attendance of workshops and conferences. A conversion chart is used to determine credit for participating in activities through other sources and/or educational trips, etc.

- 5.6 Provides counseling services that meet the needs of students.

Two counselors serve students in grades Pre-K through twelve. Students in the lower school enjoy weekly class visits from the lower school counselor and have access to counseling services, as well as academic advisement. A full-time guidance counselor coordinates lessons for use during regularly scheduled advisory period and serves middle and upper school students. Junior and senior class members benefit from the scholarship and college entrance advisement offered early in the application process.

- 5.7 Assures that students whose needs cannot be met in school are referred to appropriate agencies for assistance.

On rare occasions a student will develop academic or behavioral problems that may only be addressed by seeking professional help. Teachers contact parents periodically with concerns. If appropriate, the school will initiate contact with DHR.

- 5.8 Establishes written procedures for termination of any student.

The student handbook contains policy regarding academic and behavioral probation, as well as behaviors warranting immediate expulsion.

- 5.9 Has a written crisis management plan.

The faculty handbook contains the emergency and crisis management plans designed for the safety of students, faculty, and staff while on the school campus. Written emergency plans are reviewed yearly and regularly scheduled drills are conducted throughout the year to ensure successful implementation of the plans.

- 5.10 Provides documentation of ongoing health and safety inspections that verifies an environment that is safe, healthy, and orderly.

Inspection certificates are on file, as applicable to the attributes of our campus and facilities to support adherence to this indicator.

- 5.11 Maintains the accounts of the school in accordance with generally accepted accounting principles (GAAP), audited annually by an independent licensed accountant. The report of the annual audit is onsite and available to the accreditation visiting team.

School accounts are routinely reviewed by the head of school for accuracy and to evaluate and support the practice of acceptable accounting principles by the business manager. An annual audit is done and will be available to the accreditation visiting team.

- 5.12 Budgets sufficient resources to support its educational programs and plans for improvement.

Yearly financial reports are published and made available during DPA meetings for the purpose of answering questions regarding the school budget, the appropriation of funds, and all expenditures. Printed copies are distributed to stakeholders in attendance at such events.

STANDARD 6: STAKEHOLDER COMMUNICATION & RELATIONSHIPS

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

- IMPACT: The school that has effective communications and relationships enjoys the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students achieve expectations for student learning and to advance improvement efforts.

STANDARD 6 – INDICATORS:

- 6.1 Fosters collaboration with community stakeholders to support student learning.

School administrators regularly attend monthly civic group meetings. Students will occasionally accompany an administrator or faculty representative to speak or be recognized for their accomplishments. Presentations given during these meetings are to provide community leaders with information regarding new programs, highlights, or performance data.

- 6.2 Assures that communications among and between school staff, stakeholders, and alumni are clear and effective.

Communication among and between all stakeholders is the result of Parents' Association and Alumni Newsletters, Edline emails, Edline posting of grades and assignments, lower school notes home and regular updates to the website.

- 6.3 Uses the knowledge and skills of parents to enhance the work of the school.

The Donoho School enjoys an active and diversely talented group of volunteers organized by the direction of the school Parents' Association. Parents' Association committees support athletics, academics, and the arts. The DPA Steering Committee meets monthly to hear reports from each committee chair from the Parent's Association as well as updates from school

administrators regarding upcoming events, admissions updates, public relations, and alumni updates.

- 6.4 Assures that there is evidence of communication with appropriate agencies, such as public health, mental health, physicians, and other professionals.

Examples of recent communications will be made available for review.

- 6.5 Assures that the school's advertising and promotional materials reflect accurate information about the school's programs and accomplishments.

Admissions and marketing materials are updated to reflect the most recent information regarding school performance data, policy changes, program additions, as well as updates in school branding.

- 6.6 Assures that there is a well-defined, published admission process including criteria upon which admission decisions are made, and that professional ethics are strictly observed in the admissions process.

The admissions application procedure is clearly defined and available on the school's website and in printed form by request from prospective families. An admissions packet consists of a full-color program presenting an overview of the school's history, profile, and programs, in addition to the application steps, application, teacher recommendation forms, tuition information and the latest school performance data available.

- 6.7 Accepts students for whom there is a reasonable expectation of success from the program.

The admissions committee consists of a representative from each division of the school. Committee members review the completed admissions packet by carefully considering all components, weighing each one to assure that the candidate for admission meets the criteria set forth in the school's mission as evidenced by the documentation of prior school success, teacher recommendation, and the results of the appropriate admission tests administered at the time of application.

- 6.8 Bases financial aid and scholarships upon established and published criteria.

The Donoho School takes great pride in its practice of dedicating a generous portion of the school's endowment income earnings to providing financial aid assistance to a significant number of students in grades one through twelve. The Financial Aid Committee meets yearly to review previously awarded funds before continuing or reassigning aid for the next school year. The committee may also meet to consider new financial aid requests as applications are received throughout the school year.

- 6.9 Conducts follow-up studies of graduates and other former students, using the resulting data to improve the school.

Surveys and communication with graduates are available for review.

- 6.10** Emphasizes elements of citizenship and conduct that include honesty, integrity, trustworthiness, responsibility, citizenship, self-discipline, and respect for others.

Students in every grade have formal character education; grades 4 – 12 have an honor code and town council; grades 9-12 serve their community at least 15 hours per year; athletes are required to complete the STARS sportsmanship program; and all students participate in food collection, adoption of families in December, and other charitable activities.

- 6.11** Assures that guidelines for student conduct, attendance, and dress are written and communicated to all students, parents, and members of the staff.

All students and their parents review the Student-Parent handbook and sign a conduct agreement. Discussions with students are held during homeroom or advisory period.

STANDARD 7: COMMITMENT TO CONTINUOUS IMPROVEMENT

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

- IMPACT: The school that implements a collaborative and continuous improvement process based on clear expectations for student learning fosters the commitment and support of the stakeholders. New improvement efforts are informed by the results of earlier efforts and reflection on the engagement in the improvement process. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness.

STANDARD 7 – INDICATORS:

- 7.1** Assures that a strategic plan aligned with the vision, mission, and beliefs of the school is developed and implemented to guide improvement efforts.

A copy of the current strategic plan will be made available to the visiting team.

- 7.2** Engages in a continuous process of improvement that is documented by a self study every five years explaining four essential actions: Describe the current school environment, student profile, performance indices, and organizational effectiveness (Profile); Explain the vision and purpose the school wants to pursue (Vision); Indicate how the school plans to move from where it is to where it wants to go (Plan); Explain how the school will show the results of its plan and its effect on future improvement (Results).

This indicator is evidenced by our current self-study and our last self-study in 2004. The information in the handbook and on our school website supports three of the four essential actions: profile, vision, and results. The plan is ongoing by our continuous efforts to review, establish goals, implement action steps, and assess desired results.

- 7.3** Evaluates the effectiveness and impact of its continuous process of improvement, and takes action to correct any identified areas of noncompliance with standards, addressing recommendations for improvement.

The school has addressed and continues to evaluate progress specific to the last self-study and recommendations included in the Peer Visiting Team Report from March 8- 9 of 2004.

Part III

MISSION STATEMENT

The Donoho School's mission is to provide a quality college preparatory education for capable, highly motivated students. The school is committed to the development of the total child by providing a challenging curriculum in an atmosphere conducive to good citizenship, personal integrity, and devotion to religious principles. The school's academics, athletics, fine arts, and other student activities are designed to fulfill this commitment.

The mission statement resulted from the adoption of the following belief statements by stakeholders of The Donoho School.

BELIEF STATEMENTS

1. Student learning is the primary focus of the school.
2. Each student is valued as an individual with unique physical, social, emotional, spiritual, and intellectual needs.
3. A caring and safe environment facilitates teaching and learning.
4. Opportunities in athletics and fine arts enhance student learning.
5. Time management and organizational skills are an integral part of the learning process.
6. Students are encouraged to stretch the limits of individual talents within a positive learning environment.
7. Education is essential for human growth and development.
8. Continuous improvement is imperative in order to enable students to gain confidence while becoming self-directed and life-long learners.
9. Students develop a desire to learn and understand that learning is a lifetime pursuit.
10. The presence of positive role models and mutual respect among students, faculty, staff, and parents are key elements to enhance students' self-esteem.

Recommendations by the peer review team regarding the school's mission and beliefs were as follows:

- The mission statement be posted in every classroom
- That a discussion with the students on the importance and meaning of the mission statement be held in every grade level
- That the mission statement and beliefs be incorporated in marketing, informational, and public relations documentation
- That the mission and beliefs statements be discussed in small group meetings by the faculty with regard to its relevance to curriculum and instruction

During the self-study it was determined that the posting of the mission statement in each classroom has been inconsistent. This is currently being addressed. We are pleased with our efforts to include the mission statement in our student-parent handbook to insure its review in class during the first week of school. Incorporating the mission statement and beliefs in marketing, informational, and public relations documentation is an ongoing consideration.

Part I: Profile

Part One of our school improvement plan shows a profile of student performance data, student demographics, school characteristics, and perspective on the quality of education by the major stakeholders. Charts and tables accompany the narrative description in these categories.

Student Performance Data

The Donoho School's student achievement is measured annually by nationally normed assessments. Performance data is compared to national norms as well as previous results for our students. In the ongoing attempt to strengthen the academic program, these results are used each year by the faculty and staff as a means of assessing individual student progress and the effectiveness of the school's programs. Individual results are shared with the parents through written summaries of the results and scheduled meetings with advisors or members of the counseling department as a means of keeping them informed of the progress of their children.

- The *Form A, 2001 normed edition of the *Iowa Tests of Basic Skills* is administered each year to students in grades K-8. Traditionally, Donoho students have scored well above both the state and national averages on the test. During the spring 2008 testing administration, the average for each grade level was at or above the 97th percentile. (See **table 1** for results covering the past five years.)
- As a college-preparatory school, the testing program for grades 9-12 is designed to help Donoho students meet the college admissions requirements of colleges and universities across the country. Academic proficiency for students in grades 9-11 is measured using the *PSAT* and for students in grade 10 using the *PLAN*. These scores are reviewed yearly by each academic department to determine necessary changes to the curriculum.

Over the past five years, seventeen students have been named as National Merit Finalists, Semi-Finalists, or Commended Students, and the average Donoho student's selection index on the *PSAT* has been 169.3 (68th percentile).

Over the past five years, the average Donoho student's score on the *PLAN* has been in the 83rd percentile.

(See **table 2** for results covering the past five years.)

- Students in grade 11 are required to take either the *ACT* or *SAT-I* and are encouraged to take both.

Over the past five years the average Donoho student has performed 11% higher than the average college-bound student in Alabama, 19% higher than the average college-bound student in the nation, and 8% higher than the average college-bound student in the Southern Association of Independent Schools (SAIS) on the verbal and math sections of the *SAT-I*.

The writing portion was not a required section of the *SAT-I* until 2006. Since 2006, the average Donoho student has scored 13% higher than the average college-bound student in Alabama, 22% higher than the average college-bound student in the nation, and 10% higher than the average college-bound student in the SAIS on the writing portion of the *SAT-I*. (See **table 3** for results covering the past five years.)

Over the past five years, the average Donoho student has scored 20% higher than the average college-bound student in Alabama and 19% higher than the average college-bound student in the nation on the *ACT*.

ACT has established college readiness benchmark scores (CRBS) for English composition, algebra, social science, and biology. The class of 2008 met and exceeded these criteria:

CRBS for English composition: minimum of 18 on *ACT* English test

96% of Donoho students tested at or above the CRBS (compared to 68% statewide and 68% nationwide).

CRBS for algebra: minimum of 22 on *ACT* math test

62% of Donoho students tested at or above the CRBS (compared to 30% statewide and 43% nationwide).

CRBS for social science: minimum of 21 on *ACT* reading test

85% of Donoho students tested at or above the CRBS (compared to 48% statewide and 53% nationwide).

CRBS for biology: minimum of 24 on *ACT* science test

50% of Donoho students tested at or above the CRBS (compared to 21% statewide and 22% nationwide).

- Students in grades 11 and 12 who complete Advanced Placement courses are required as a condition of the course to complete the corresponding AP test in May of each year. Since Donoho began offering enough AP courses for students to meet the criteria for AP Scholars (2007-08 school year), eleven Donoho students have qualified. (See **table 4** for results covering the past five years.)

Table 1

ITBS
2004 –2008 Comparison

National School Norms

	CORE TOTAL 04	CORE TOTAL 05	CORE TOTAL 06	CORE TOTAL 07	CORE TOTAL 08	COMPOSITE 04	COMPOSITE 05	COMPOSITE 06	COMPOSITE 07	COMPOSITE 08	GRADE EQUIVALENT 04	GRADE EQUIVALENT 05	GRADE EQUIVALENT 06	GRADE EQUIVALENT 07	GRADE EQUIVALENT 08
K	99	99	99	99	99	N/A	N/A	N/A	N/A	N/A	1.5	1.6	1.5	1.6	1.8
1	96	96	98	97	97	97	97	98	97	98	2.3	2.3	2.2	2.5	2.4
2	98	98	99	99	99	98	98	99	99	98	3.6	3.7	4.3	4.0	4.8
3	98	98	96	98	99	99	99	97	98	98	5.1	5.0	5.0	5.6	6.0
4	99	99	98	97	97	98	99	98	98	97	6.6	7.3	6.6	6.7	6.7
5	99	99	99	99	97	99	99	99	99	97	9.3	8.5	8.6	9.2	8.4
6	99	99	99	98	98	99	99	99	98	98	9.9	10.7	10.5	11.4	10.9
7	88	98	99	99	97	84	98	99	99	98	12.1	11.5	13+	13+	13+
8	88	99	98	99	98	86	99	98	99	99	13+	13+	13+	13+	13+

Table 2

**PLAN Scores
(Percentile Averages)
2004-present**

	2004-05	2005-06	2006-07	2007-08	2008-09
English	83.5	79.4	86.5	74.8	87.8
Math	87.0	81.8	76.4	71.7	75.5
Reading	79.8	82.4	77.9	73.2	76.4
Science	84.9	85.5	77.3	73.5	78.0
Composite	87.4	86.1	83.1	76.1	82.9

**PSAT Scores
(Percentile Averages)
2004-present**

	2004-05	2005-06	2006-07	2007-08	2008-09
Selection Index	152.7	196.0	170.1	171.1	156.5

Table 3

**ACT Scores
2004-2008**

	Donoho	Alabama	Nation
2004	25.3	20.2	20.9
2005	26.1	20.2	20.0
2006	24.8	20.2	20.2
2007	25.7	20.3	21.2
2008	25.1	20.4	21.1
Average	25.4	20.3	20.7

**SAT Scores
2004-2008**

Class of	Donoho	Alabama	National	SAIS
2004	1212	1113	1020	1155
2005	1307	1126	1020	1168
2006	1212	1126	1021	1159
2007	1302	1119	1017	1153
2008	1249	1122	1017	1158
Average	1256	1121	1019	1159

Class of	Donoho	Alabama	National	SAIS
2006	626	565	497	576
2007	663	554	494	572
2008	625	554	494	573
Average	638	558	495	574

**Advanced Placement Scores
(Average)
2004-present**

Table 4

	2003-04	2004-05	2005-06	2006-07	2007-08
Biology	3.0	4.0	4.5	3.0	4.0
Calculus	3.5	3.0	4.7	3.1	3.3
Economics				2.5	2.8
English Language				2.9	3.7
English Literature	2.8	3.5	4.0	3.3	3.6
French					3.0
Government				2.5	3.0
Spanish	1.0				
US History	1.5	3.0	3.6	2.3	2.6
Overall Avg	2.4	3.4	4.2	2.8	3.3
# AP Scholars				7	4

Part III – School Characteristics

The Donoho School is a coeducational college-preparatory day school enrolling more than 400 students in grades Pre-K-12. Located in Anniston, Alabama, approximately sixty miles from Atlanta, Georgia, to the east, and Birmingham, Alabama, to the west, the school features a challenging academic curriculum within a family environment and opportunities for all students to participate in athletics, the performing arts, and a wide array of other co and extra-curricular activities.

Founded as a secondary institution in 1963 and chartered under the name of The Anniston Academy, the school has enjoyed a healthy expansion to meet the growing needs of the community it serves. In 1976, the name was changed to The Donoho School in recognition of Mrs. Harriet Wallis Donoho, a founder and benefactor of the school. Celebrating its forty-fifth anniversary earlier this year, the school has held full accreditation from the Southern Association of Colleges and Schools since 1968. The Southern Association of Colleges and Schools and the Southern Association of Independent Schools dually accredit The Donoho School. It is an active member of the Alabama Association of Independent Schools, Alabama High School Athletic Association, College Board, and National Association for College Admission Counseling, National Association of Independent Schools, National Association of Secondary School Principals, National Honor Society, and Southern Association of Independent Schools.

A self-perpetuating board of directors governs The Donoho School. Currently there are fifteen active members on the board, and nine honorary members. Of the fifteen active members, seven are parents of current students. Full board meetings are held seven times per year with each of the eleven sub-committees meeting at least twice. During the months that the full board does not meet, an Executive Committee meeting considers all major business. The president, as the chief administrative executive officer of the school, is an active participant in all board meetings.

The Donoho School endorses an active parents' association that operates under a set of by-laws governed by the board of directors. The Donoho Parents' Association Steering Committee composed of officers and committee chairs meets monthly August through May to coordinate an active schedule of school support activity. The president, division heads, and a faculty representative are active participants in all meetings.

In addition to the DPA's first priority of assisting the faculty and staff in organizing and providing supervision for the myriad of school-approved activities of its volunteers, each year their fund-raising events also provide between \$50-\$100,000 for the instructional, athletics, and fine arts programs. Since 2004, the DPA has provided the following types of support to the school's programs: funds for continuing education and classroom instructional materials for faculty and staff, equipment and uniforms for the athletics department, landscaping throughout campus, financial and volunteer support of academic teams, renovations and/or upgrades to multiple areas throughout campus, \$25,000 for each of five years to support technology upgrades, and instruments, equipment, and other supplies for the fine arts program.

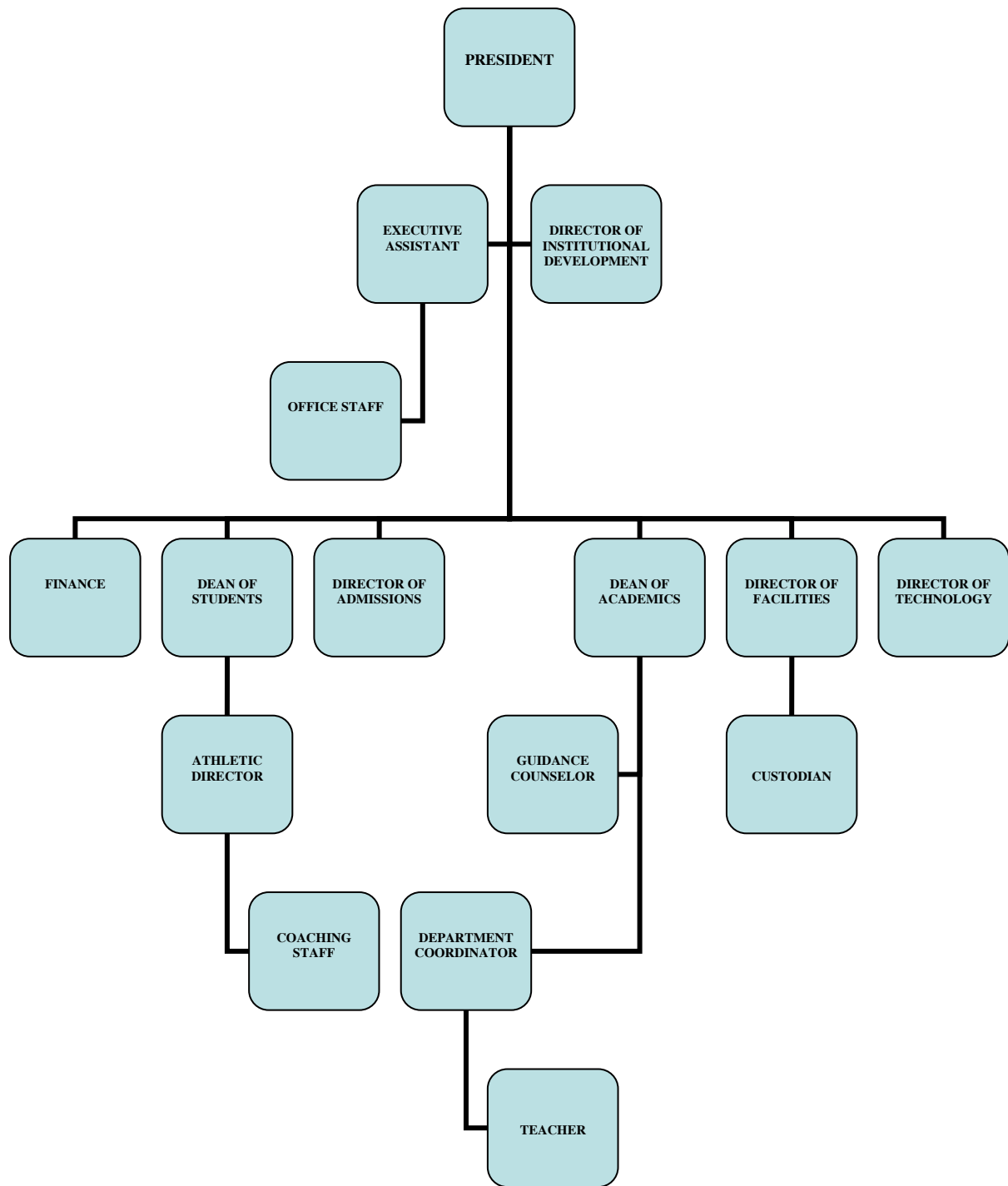
The faculty and staff of The Donoho School for the 2008-2009 school year is composed of thirty-seven teachers, four administrators, six administrative staff members, and nine support staff. One librarian and two guidance counselors are included in the number of teachers. All members of the instructional staff maintain credentials meeting the standards of the Southern Association of Colleges and Schools. Approximately 85% of the instructional staff have earned a master's degree or higher in their field.

Each member of the faculty acts as a mentor/advisor for a specific group of students; this role is considered by the school to be equal in importance to his or her teaching contribution in the classroom. The school's curriculum emphasizes maximizing effective student/teacher/parent communications in a student-centered learning environment in all divisions (lower school: PK-6th grade, middle school-grades 7-8, and upper school: grades 9-12).

The academic program is aimed at providing the best possible college preparatory education for average to above-average students who have demonstrated an interest, willingness and ability to learn in their previous school environments. Students at the high school level benefit from options to engage in honors, accelerated, Advanced Placement, and dual enrollment course electives in all the major disciplines in preparation for their enrollment in some of the nation's top colleges and universities.

Tutorial, religion class, Geography Bee, Spelling Bee, Town Council, Science Olympiad team, and a newspaper are some of the activities provided in the lower school. The middle school offers junior varsity athletic competition, cheerleading, Discovery Club, Geography Bee, Language Arts Team, Spelling Bee, Student Government Association and National Junior Honor Society. In the upper school, special interest clubs and enrichment courses are available in drama, music, science, math, French, forensics, Spanish, and computer science. National honorary groups include Mu Alpha Theta (math), Tri-m music honor Society, National Honor Society, National Spanish Honor Society, and the National French Honor Society. Knox Concert Series Service Club and SAAD are examples of service-oriented organizations available. Fifteen hours of community service are required each year of students in grades 9-12. Students showing an interest in journalistic endeavors produce the school annual (*Gauntlet*), the school newspaper (*The Penfeather*), and an art literary magazine (*The Lure*). Leadership opportunities are available through the Student Government Association and the Honor Council. The Center for the Fine Arts houses a spacious band room with individual practice rooms, a choral room and a visual arts studio. Private lessons are offered in voice, piano, guitar, and violin. Several art exhibits are hosted each year. These activities in addition to a diverse athletic program allow every student the opportunity to enhance individuality and creativity.

The Donoho School has been well managed, is debt-free, and tuition, gift, and endowment-income driven. Approximately 75% of the school's annual income is derived from tuition and fees. The budget for the 2008-2009 school year totals approximately two and one-half million dollars. The current value of the school's endowment is approximately three point one million dollars.



Faculty and Staff

NAME	TITLE	NAME	TITLE
Bellin, Amy	Second Grade	Johnson, Rhonda	Pre-Kindergarten
Bowling, Mary	Upper School Administrative Assistant	Kinney, Carolyn	Lower School Spanish
Brooks, Robert	Building and Grounds	Landen, Susann	Library Aide
Brown, Pat	Lower School Administrative Assistant	Landrum, Sarah	Art
Burrage, Ashley	Fine Arts Dept. Coordinator	Light, Lisa	English
Burton, Sarah	Building and Grounds	McCullars, Jessica	Spanish
Burt, Sharon	Assistant to the President	McGehee, Misty	English, Librarian
Canter, Sue	Director of Admissions, LS Counselor	Moore, Kim	Math
Chandler, Pam	History	Morris, Mattelyn	History, Language Arts
Clay, Jean	Science	Mullins, Allecia	First Grade
Connell, Russ	English	Olivas, Charlie	Director of Buildings and Grounds
Cook, Melinda	First Grade	Otwell, Beverly	English, Dept. Coordinator
Cunningham, Ben	Director of Technology	Palmer, Betty	Athletic Director and History
Darby, Sam	Physical Education	Perkins, Nancy	Science Dept. Coordinator
Davis, Robert	Lower School Reading Specialist	Phillips, Laura	Dean of Academics, LS Principal
Faulkner, Paige	Direct of Marketing, Development and Alumni Affairs	Plunkett, Donna	Science
Felder, Shannon	Physical Education, Dept. Coordinator	Porteous, Kathryn	Business Manager
Ford, Matt	History	Rauch, Sharon	Mathematics, Dept. Coordinator
Forrest, Irene	Middle School Administrative Assistant	Richardson, Emily	French, Dept. Coordinator
Gaines, Jacqueline	Director of Guidance	Senter, Jennifer	Science
Garrett, Allison	Computer Science, History	Swinford, Michelle	Second Grade
Guyton, Karen	Third Grade	Swinney, David	Band Director
Harris, Stacey	Lower School Music	Waters, Myra	Third Grade
Hester, Karen	Dean of Students, US/MS Coordinator	Webb, Winifred	Building and Grounds
House, Shelley	Pre-Kindergarten	Whetstone, Cynthia	Kindergarten
Howell, Kendall	Kindergarten	Wingo, Sandy	Mathematics Dept. Coordinator
Huddleston, Dawn	Choir		
Hurd, Jan	President		

Contact Sources

To help identify the responsible source for answers to questions regarding The Donoho School program, the following contact information has been prepared:

Overall School Policy

Mrs. Janice Hurd is president and head of school. She is responsible for the articulation of the school's mission, the supervision and coordination of the members of the school's instructional and supporting staffs, and the design and implementation of the day-to-day operating rules and regulations for the entire school Pre-K through grade 12. Questions regarding school philosophy, mission, and policies should be directed to Mrs. Hurd at (256) 237-5477; email: jhurd@donohoschool.com.

Mrs. Sharon Burt is the administrative assistant to the president. Mrs. Burt is responsible for assisting in the setting of appointments with Mrs. Hurd and for the coordination of all president and head of school office services (256) 237-5477; email: sburt@donohoschool.com.

Curriculum

Mrs. Laura Phillips is Dean of Academics and principal for the lower school. She is responsible for the development and coordination of the entire school curriculum, Pre-K-12, including the efforts of the department chairs. Mrs. Phillips is the person to call with questions related to the design and philosophy of the school's academic programs. Mrs. Phillips (256) 236-4459; email: lphillips@donohoschool.com.

Lower School Daily Operations (PK-6 grades)

Mrs. Laura Phillips is the principal of the lower school. She is responsible for overseeing the daily operations of the Lower School including both the primary and intermediate divisions. Questions of Lower School policy, student schedules, discipline situations, dress code, and the like, should be directed to Mrs. Phillips. (256) 236-4459; email: lphillips@donohoschool.com.

Mrs. Pat Brown is the administrative assistant to the lower school principal. Mrs. Brown is responsible for assisting in the setting of appointments with Mrs. Phillips, and for the coordination of all lower school office services. Mrs. Brown (256) 236-4459; email: pbrown@donohoschool.com.

Middle-Upper School Daily Operations (7 - 12 grades)

Ms. Karen Hester is Dean of Students and coordinator of the middle and upper school. She is responsible for overseeing the daily operations of the upper school including both the middle and upper school divisions. Questions of upper school policy, student schedules, discipline situations, dress code, and the like should be directed to Ms. Hester. (256) 237-5477; email: khester@donohoschool.com.

Mrs. Mary Bowling is the administrative assistant for upper school matters. Mrs. Bowling is responsible for assisting in the setting of appointments with Ms. Hester and is the one to call for upper school division office services. Mrs. Bowling (256) 237-5477; email: mbowling@donohoschool.com.

Mrs. Irene Forrest is the administrative assistant for middle school matters. Mrs. Forrest is responsible for assisting in the setting of appointments with Ms. Hester and is the one to call for middle school division office services. Mrs. Forrest (256) 237-5485; email: iforrest@donohoschool.com.

Guidance Services (Counseling, College Advising, College Admissions)

Mrs. Jacqueline Gaines and Mrs. Sue Canter comprise Donoho's guidance department. Mrs. Gaines coordinates the guidance program for students in grades 7 – 12; Mrs. Canter is responsible for students in K – grade 6. Each student has a faculty advisor or homeroom teacher with whom he/she has contact on a daily basis. While the majority of questions regarding individual student progress would normally be directed to the faculty advisor or teacher, Mrs. Gaines or Mrs. Canter would be the individual to contact with questions regarding family or individual student personal concerns, counseling policy, college advising services, and testing services for the school. Mrs. Gaines. (256) 237-5477; email: jgaines@donohoschool.com or Mrs. Canter (256) 236-4459; email: scanter@donohoschool.com.

Mrs. Jacqueline Gaines is responsible for directing the student college admissions advising program. Questions regarding college counseling or the status of any college admissions application should be directed to Mrs. Gaines. (256) 237-5477; email: jgaines@donohoschool.com.

Mrs. Sharon Burt is the administrative assistant responsible for assisting in setting appointments for college advising sessions with Mrs. Gaines. She is also the person who coordinates the processing of applications to college for the Donoho students. Questions of the status of paperwork submitted to the school to assist in the completion of college applications should be made initially to Mrs. Burt. (256) 237-5477; email: sburt@donohoschool.com.

Admissions and Financial Aid Programs

Mrs. Sue Canter, Director of Admissions, is responsible for responding to admissions inquiries for the respective school divisions, distributing published information descriptive of the school program and/or required to complete the admissions process, and for both administering and answering all questions regarding The Donoho School's admissions application and testing programs. Questions on the testing program or receipt of any information required as part of the admissions application process (i.e. recommendations, transcripts, etc), or the status of an application should be directed to Mrs. Canter – students entering Pre-K-grade 12 (256) 237-5477, ext 119 or (256) 236-4459; email: scanter@donohoschool.com.

Mrs. Pat Brown is the administrative assistant for admissions. Mrs. Brown is responsible for

assisting in the setting of appointments with Mrs. Canter and the coordination of the admissions application process. Mrs. Brown (256) 236-4459; email: pbrown@donohoschool.com.

School Student Records

Mrs. Pat Brown, lower school (Pre-K-grade 6) and Mrs. Sharon Burt, middle and upper school (grades 7-12) are responsible for the maintenance of all school student records. Questions regarding policy guiding the processing of grade reports, transcript mailings, and any other student school records should be directed to either Mrs. Brown (256) 236-4459; email: pbrown@donohoschool.com or Mrs. Burt (256) 237-5477; email: sburt@donohoschool.com.

Finance

Due to the recent resignation of Mrs. Kathryn Porteous, questions about the coordination of all business and financial policy should be directed to Mrs. Janice Hurd, President. (256) 237-5477; email jhurd@donohoschool.com.

Maintenance

Mr. Charlie Olivas is in charge of all building and grounds maintenance services for the school. Mr. Olivas directs the efforts of all the members of the maintenance and building and grounds support staff. Requests for repair and or maintenance services should be directed to Mr. Olivas. (256) 237-5477; email: colivas@donohoschool.com

Conduct/Discipline

While investigating and deciding consequences of violations of school policy are the direct responsibility of the Dean of Students (grades 7-12) and principal of the lower school (Pre-K-grade 6), the president and head of school is the ultimate authority and decision-maker when disciplinary action is involved. The head of school should be contacted if additional consideration or an appeal of a consequence for any violation considered major by school definition is desired.

As Ms. Karen Hester is Dean of Students and coordinator of the middle and upper school and Mrs. Laura Phillips is principal of the lower school, questions regarding process, status of individual situations for students, and general code of behavior policy should be directed to either Mrs. Phillips (students in Pre-K-grade 6 at (256) 236-4459; email: lphillips@donhoschool.com; or Ms. Hester (students in grades 7-12 (256) 237-5485; email: khester@donohoschool.com.

Library Media Services

Mrs. Misty McGehee is the librarian and Mrs. Susann Landen and Mrs. Ashley Burrage provide assistance to faculty and students in the libraries during the course of the school day. Questions about the library media program of both the lower or upper school libraries, and overall library services policy should be directed to Mrs. McGehee at (256) 237-5477; email: mmcgehee@donohoschool.com.

Technology Services

Mr. Ben Cunningham is the director of technology services. He is responsible for resource services to members of the faculty, staff, the student body, and maintenance of technology equipment and networking services for all areas of the school, academic and administrative (Pre-K- grade 12). Mr. Cunningham is in charge of directing school information to the appropriate web steward for news appearing on the school's Internet website. Copy, photos, questions and/or suggestions for items to be included on the website should be directed to Mr. Cunningham. Questions of policy including the *Technology Acceptable Use Agreement*, and services provided by the technology program of the school should be directed to Mr. Cunningham (256) 237-5477; email: bcunningham@donohoschool.com.

Performing and Visual Arts

Mrs. Ashley Pendley Burrage is the fine arts department coordinator. She is the person to whom questions of policy and practice of the wide array of music, dance, drama, comedy, orchestra, band, and two or three-dimensional art programs should be directed at (256) 237-5477; email: apendley@donohoschool.com.

Interscholastic Athletic Program

Ms. Karen Hester is the athletics director. She is in charge of the coordination of all practice and game schedules, student eligibility adherence to the Alabama High School Athletic Association guidelines, and records of all of the school's interscholastic and intramural athletic teams. Questions regarding policy and all aspects of the middle, junior varsity, or varsity level interscholastic athletic programs, of the practice and game schedules, transportation arrangements to away games, and equipment for the athletic program should be directed to Ms. Hester at (256) 237-5477; email: khester@donohoschool.com.

Mrs. Irene Forrest is the administrative assistant to the athletics director. She is responsible for assisting in clerical work needed regarding athletics. (256) 237-5485; email: iforrest@donohoschool.com

Note: Updated information of rosters, practice and game schedules for both the women's and men's athletic teams may be found on the school's website under athletics.

Parents' Association, Board of Directors

Mrs. Janice Hurd, president and head of school, is the school liaison to both the parents' association and board of directors. While Mrs. Hurd is not the authority to provide answers regarding the plans or status of the DPA's active program, she will be able to guide an inquiry to the right source. Questions or suggestions for agenda items for the board of directors may also be directed to Mrs. Hurd. (256) 237-5477; email: jhurd@donohoschool.com.

Development, Marketing and Alumni Affairs

Ms. Paige Faulkner is the director of development, marketing, and alumni affairs. She is responsible for coordinating the school's wide array of publications and assists with the preparation of press releases and other news media issues. Copy, questions and/or suggestions of articles for the school's alumni magazine or other school publications or press releases should be directed to Ms. Faulkner. (256) 237-5485; email: pfaulkner@donohoschool.com.

She is responsible for maintaining contact with the alumni of the school, coordinating a program of alumni activity including class gatherings and reunions, and is the school liaison to the alumni association. Questions of alumni events and up-dated addresses and other information intended to keep the school apprised of the activity and location of its alumni should be directed to Ms. Faulkner (256) 237-5485; email: pfaulkner@donohoschool.com.

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Student and Community Demographic Data

This section contains statistical data relating to Donoho students and their community. Special attention is given to developing an effective program that communicates the attributes of Donoho's college-preparatory program and the type of student best served.

- The total enrollment of The Donoho School on the opening day of school for the 2008-2009 school year was 409, which is an increase of 11.1% from five years ago. (See **table 5** for data concerning the past five years.)
- The minority enrollment has remained approximately 13% of total enrollment during the past five years. The highest percentage (15%) occurred in the 2004-2005 school year, and the lowest percentage (11%) occurred in the 2007-2008 school year. This number has rebounded to 13% in the current year. While no target or quota of numbers of minority students has ever been identified by the School, additional efforts have been made to attract minority students through advertisement of the Liberty National Endowed Scholarship for minority students.
- The majority of the students are residents of Calhoun County, primarily from Anniston and Oxford. Over the past five years, we have begun to focus attention on the residents of St. Clair, Talladega, and Etowah counties as prospects for immediate student gain. We have targeted these areas through print advertising as well as direct mail. As a result, our enrollment from St. Clair County has increased to 3% from 1% in 2004-2005, and our enrollment from Talladega County has remained steady at approximately 6.5%. Efforts are still being made to break into the Etowah county market.
- The Donoho community has a mix of service, post-secondary education, industry, recreation, agriculture, manufacturing, health-related, and retail businesses, which makes for a variety of employment opportunities. Two of the largest employers in the area are Northeast Alabama Regional Medical Center in Anniston and the large number of health-related businesses associated with it, and Jacksonville State University, located in Jacksonville, Alabama, approximately 15 miles from the Donoho campus.

Currently 16% of the Donoho student population is from families associated with NEARMC. Enrollment from families associated with Jacksonville State University has grown to 3% since 2004.

- The ability of the community to “afford” The Donoho School continues to be a question and source of concern. Tuition levels are among the lowest in Alabama and the southeastern United States for programs of similar quality and scope and have increased on average approximately 15% over the past five years. (See **table 6** for information concerning the past five years.)

Currently, 53% of Donoho students are from two-income households.

Financial assistance for parents demonstrating financial need to afford The Donoho School's tuition is available and advertised. The number of families receiving financial assistance has remained steady at approximately 11% for the past five years.

Enrollment Data
2004-2008
Opening Day

Table 5

Grade	2004-05	2005-06	2006-07	2007-08	2008-09
PK	10	17	22	17	30
K	34	24	29	33	25
1	29	32	24	34	34
2	20	27	33	25	36
3	17	19	31	38	22
4	26	21	22	32	39
5	22	27	21	21	31
6	22	22	34	23	22
LS Total	180	189	216	223	239
7	30	20	22	38	27
8	35	27	22	23	38
MS Total	65	47	44	61	65
9	28	34	27	25	25
10	38	29	35	25	24
11	19	32	32	32	23
12	25	21	32	29	33
US Total	110	116	126	111	105
Total Enrollment	355	352	386	395	409

Tuition Schedules

2004-present

Table 6

	2004-05	2005-06	2006-07	2007-08	2008-09
PK	4700	4888	5132	5360	5425
K5	5200	5408	5678	5920	5995
Grades 1-3	5300	5512	5788	6040	6330
Grades 4-6	5675	5902	6198	6380	6689
Grades 7-8	6350	6604	6934	7190	7540
Grades 9-12	6350	6604	6934	7270	7625
Average	5595.83	5819.67	6110.67	6360	6600.67

Stakeholder Perspectives

The Donoho School repeated the system designed surveys used to gather data for the last accreditation review. The surveys were designed to gather data about the quality of education at the school as expressed through the opinions of students, faculty, parents, and community members. The surveys were completed in the fall of 2008.

Faculty Survey Overview

The faculty members of The Donoho School were given the faculty surveys at the beginning of a faculty meeting and asked to return the surveys upon departure. One hundred percent of the faculty participated in the survey.

The faculty completed the survey by indicating one of the following opinions: strongly agree, agree, disagree, strongly disagree, or do not know. The survey was divided into four sections including School/Parent Relations, Instructional Program, Student Learning, and School Environment.

The results of the School/Parents Relations survey indicate that one hundred percent of the faculty members believe the faculty communicates with parents on a regular basis and that parents feel welcome in our school. Ninety-eight percent agree that parents work cooperatively with teachers in meeting the needs of students. Ninety-seven percent agree that parents are aware of school policy, parents take an active role in the education of their child, and that stated goals of the school are the primary basis for the academic program. The area of concern with school/parent relations is student absences. Sixty-six percent of the faculty members disagree or strongly disagree that parents ensure students are absent from school only for valid illnesses or emergencies.

The faculty rates our instructional program highly. One hundred percent of the faculty agrees that the school offers a quality academic program, a quality fine arts program, and a quality athletic program. One hundred percent of the faculty agrees the school offers a quality co-curricular/enrichment program and students are prepared for the academic challenges of higher learning. Seventeen percent of the faculty feels the academic requirements are too demanding.

Responses to statements about student learning are positive, with faculty members giving a rating of one hundred percent in the area of high expectations for student learning. The faculty members also believe they genuinely care about each child as an individual and convey respect for the students. The negative responses in this section are that forty-one percent of the faculty members believe co-curricular activities interfere with student learning and seventeen percent of the faculty disagrees with the effectiveness of the honor code in reducing incidences of lying, cheating, and stealing.

Section four of the survey asked faculty members to share their opinions on our school environment. One hundred percent of the faculty agrees the school provides a safe

environment for faculty and students and the faculty and administration are sensitive to issues of ethnic and gender fairness. Ninety-seven percent agree that the rules and regulations are reasonable, and the faculty is involved in curriculum development. The areas of concern are that twenty-five percent disagree that faculty and administration consistently enforce rules. Twenty percent of the faculty disagree that faculty morale at this school is high.

Areas of Strength:

- The faculty communicates with parents on a regular basis.
- The school offers a quality academic program.
- The school offers a quality fine arts program.
- The school offers a quality athletics program.
- The faculty holds high expectations for student learning.

Areas in Need of Improvement:

- Parents ensure students are absent from school only for valid illnesses or emergencies.
- Co-curricular activities interfere with student learning
- Faculty and administrations consistently enforce rules.
- Faculty morale at this school is high.
- The Honor Code is effective in reducing incidences of lying, cheating, and stealing.

Parent Survey Overview

The parents of all students enrolled in The Donoho School received our parent survey by mail in fall 2008. At the time surveys were mailed to parents, student enrollment was 409; representing 265 families. We were pleased to have 104 surveys returned by mail or to the school offices.

The parents completed the survey by indicating one of the following opinions: strongly agree, agree, disagree, strongly disagree, or do not know. The survey was divided into four sections including School Environment, Instructional Program, School/Parent Relations, and Student Learning.

Parents rate our school environment positively with ninety-nine percent believing our school provides a safe environment for faculty and students and our rules and regulations are reasonable. Ninety-eight percent respond that a pleasant environment for learning is provided. Ninety-seven percent of our parents believe our rules and regulations are reasonable, but twenty-four percent have concerns about rules and regulations being consistently enforced by the faculty and administration. An area of concern is item number six stating, "The school provides adequate drug/alcohol awareness programs." Only fifty-five percent agree we provide adequate drug/alcohol awareness programs. However, only thirteen percent disagreed or strongly disagreed and thirty-two percent of our parent population responded with "do not know" to this statement.

We are pleased to have our parents rate our instructional program highly. Ninety-seven percent of our parents believe our school offers a quality academic program. Ninety-five percent of our parents believe the necessary resources are available and our facilities are adequate to support our instructional programs. Ninety-four percent respond favorably concerning our fine arts department. We repeated an interest question from our 2002 survey asking parents if they favor a one-week fall break. In our 2008 survey fifty-three percent are in favor of a one-week fall break, and forty-eight percent disagree with offering a week-long fall break. Most parents seem pleased with our current calendar offering a long weekend in the fall.

Section three asked parents their opinions on our school/parent relations. Our most favorable response is that ninety-seven percent of our parents feel welcome in our school. Parents also respond very highly to being aware of our school policies. (Our school policies are made available in a handbook and given to every family in August.) We also received positive feedback on our report card format as being detailed and informative. Areas of concern include fourteen percent of respondents who disagreed or strongly disagreed that parental input is reflected in the decisions affecting our school and the same number disagreed or strongly disagreed that the parents' association represents their concerns. Twelve and sixteen percent respectively responded, "do not know."

Responses to statements about student learning are positive with parents giving very high ratings to our faculty for encouraging students to fulfill their potential and for faculty members who genuinely care about their child. The parents feel our grading policies are fair and grades are administered fairly. The negative response in this section indicates twenty-three percent of our parents have students who do not feel comfortable in asking for help.

Areas of Strength:

- Our school provides a safe environment for faculty and students.
- A pleasant environment for learning is provided.
- The school offers a quality academic program.
- Our rules and regulations are reasonable.
- Parents feel welcome in our school.

Areas in Need of Improvement

- The school provides adequate drug/alcohol awareness programs.
- The Parents' Association represents my concerns.
- Parental input is reflected in decisions affecting our school.
- Faculty and administration consistently enforce rules and regulations.
- Students feel comfortable asking for help.

Community Survey Overview

Members of the area Chambers of Commerce received the community survey. Thirty surveys were returned. This report compared the initial report from the 2002 survey to the 2008 survey.

The surveys indicate that the community is aware that the school provides programs for pre-kindergarten through grade 12. Many respondents feel that the school enrolls students of all socio-economic levels. While the majority of those surveyed feel the business community has a good understanding of the program offered by the school, there is still a significant number who feel that the business community does not have a clear understanding of the program.

The majority of those surveyed feel that Donoho's educational program is more academically challenging than other area schools, and they also feel the school provides opportunities for students beyond the classroom environment.

As in the 2002 survey, many respondents indicated that tuition is generally not affordable for some families in the community. A small percentage of the respondents still feel that the community is unaware of the availability of financial aid.

An area which reflected a difference in the opinions expressed in the 2002 survey was in the diversity of the students. We are pleased that respondents to the 2008 survey believe the school is more culturally diverse than was indicated in the 2002 survey.

Areas of Strength

The school provides opportunities for students beyond the classroom environment
classroom environment.

The school offers a quality academic program.

The school meets the needs of students planning for a college
education.

The school provides a safe environment.

I would recommend The Donoho School to a newcomer.

Areas in Need of Improvement

Tuition is affordable for families in the community.

The public is aware of the availability of financial aid

I have a clear understanding of the vision and purpose of The Donoho School

Average students can meet the academic demands of the school.

Student Survey Overview

Seventh through twelfth grade students completed 165 surveys, while fourth through sixth graders completed 87 surveys. All who were present on the day and in the class period when the surveys were done had opportunity to give input. Surveys were collected by teachers.

Lower School

The survey given students in grades four through six had questions that could be answered yes or no. Eighty-seven surveys were completed. Overall, the instructional program was highly rated. The strongest response indicates that students feel their teachers expect them to do their best, with one hundred percent of students surveyed expressing this opinion. The survey also overwhelmingly indicates that students in grades four through six appreciate the education they are receiving at Donoho. Furthermore, students feel the homework assignments reinforce what

is taught in class, and there is respect for the teachers, as well as the secretary, who is viewed as being helpful and concerned.

However, among fourth through sixth graders, the survey indicates that an area for improvement lies in the advisory program in aiding with student relationships. Other areas of concern deal with the appearance of classrooms and how that appearance supports learning, seeing graded tests and assignments to help learning, the recognition of student achievement both at school and in outside activities, and the degree of comfort associated with talking to the principal.

Middle and Upper Schools

Students in the middle and upper schools, grades seven through twelve, completed the survey by indicating one of the following five opinions: strongly agree, agree, disagree, strongly disagree, or do not know. The survey was divided into four sections, including Instructional Program, Facilities and Environment, Involvement and Activities, and Support Services. The overall response for every question was positive, receiving a positive response of more than fifty percent.

Students rate the instructional program highly, indicating especially emphatically that the teachers expect the best from the students, they feel prepared for the next grade level, and the library and technology resources are helpful in their learning. The only area of dissatisfaction is with the advisory program, and that is mild: twenty-nine percent of respondents disagree or strongly disagree that advisory helps communication with faculty and improves peer relations.

Responses to questions about the facilities and environment are very positive, with students giving high ratings to science labs and activities, computer access, and their feeling of safety while at school. The strongest negative responses in this section indicate that about a third of students do not feel free to give input to faculty and administration about issues affecting them. They also express disagreement that disciplinary policies are fair and appropriate as well as indicating that there is insensitivity to issues of racial and ethnic fairness among the students.

As for student involvement and activities, students are very happy with their opportunities to participate in both athletics and other non-academic activities. The only area with which students are somewhat dissatisfied is the effectiveness of assemblies in communicating and promoting student involvement.

Students are very satisfied with support services here at Donoho. They appreciate the education available here, the sportsmanship and motivation promoted by the coaches, and the effectiveness of tutorial. They overwhelmingly express respect for their teachers. No question regarding support services indicates significant negative responses.

Most Favorable to Least Favorable Ratings – Lower School

Most Favorable

- Teachers expect me to do my best.
- The secretary is concerned for my needs and is helpful.
- I respect the teachers at my school.
- I appreciate the education I am receiving at The Donoho School.
- Homework assignments reinforce what I learn in class.

Least Favorable

- I feel comfortable talking to the principal.
- The Advisory Program helps me with student relations.
- The school recognizes student achievement both at school and in outside activities.
- The classrooms are attractive and support learning.
- Seeing graded tests and assignments helps me to learn.

(Note: 53% responded “No” to the statement “Harassment by other students is not a problem at our school,” giving it a highly unfavorable rating. However, as advisors discussed this with students, it was revealed that many misunderstood the statement because of the presence of a double-negative, citing that they do not feel that harassment is an issue of concern. Thus, with the validity of the responses being in question, this statement and its responses have been disregarded.)

Most Favorable to Least Favorable Ratings – Middle and Upper Schools

Most Favorable

- The faculty expects the students’ best and challenges them.
- Labs and activities help the students learn science.
- Students appreciate the education they are receiving at Donoho.
- Coaches promote sportsmanship.
- Students feel safe on campus and do not think security is a problem.

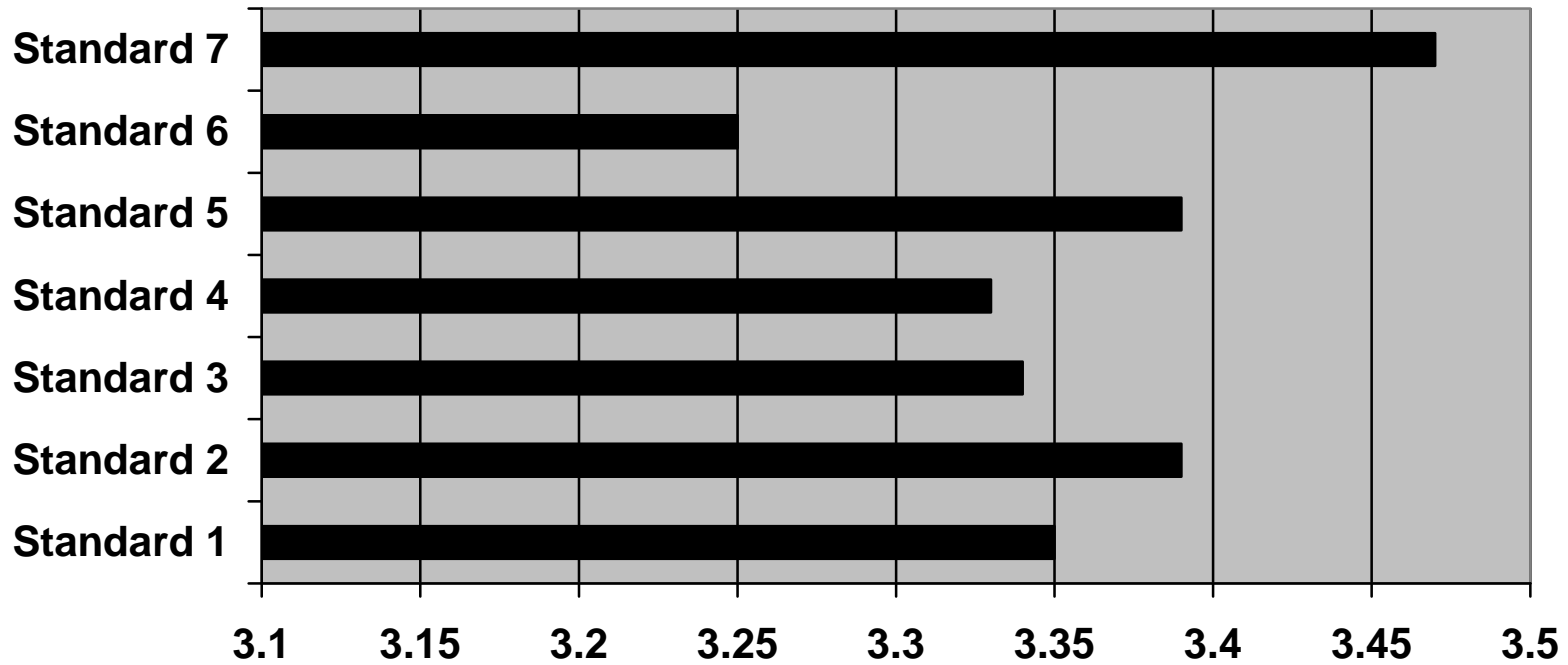
Least Favorable

- The advisory program is not effective in helping communication with faculty or improving peer relations.
- Students feel that other students are not sensitive to racial and ethnic fairness issues.
- Students do not feel free to give input to faculty and administration about policies affecting them.
- Some students do not feel that assemblies improve communication or promote student involvement.

To evaluate the school's overall performance as determined by the stakeholders' surveys, the following steps were followed:

- Each survey question was assigned to the appropriate standard(s) based on content.
- Each answer was assigned a numerical value: SA = 4, A = 3, D = 2, and SD = 1.
 - The “do not know” answers were not used in this evaluation.
- Several questions were exceptions to this procedure:
 - Questions I-8, II-9, and III-11 from the faculty survey; questions I-4, I-5, and I-11 from the parent survey, question II-4 from the student (7-12) survey; and number 25 from the community survey were scored as follows because of the wording of the questions: SD = 4, D = 3, A = 2, and SA = 1.
 - The questions on the student (4-6) survey were answered “yes” or “no.” The “yes” answers were assigned a value of 4, and the “no” answers were assigned a value of 2.
- The total scores were tabulated and averaged, and the results are displayed in the attached table.

SACS/SAIS
Standards



FINANCE

GOAL	IMPLEMENTATION	RESOURCES NEEDED	COMPLETION / TIMELINE
Annually reduce the school’s annual deficit until funding from tuition revenues meets 85% of budgeted expenses.	Strive to attain these benchmarks:	Increased enrollment	
	Year 2008-2009 – increase to 80%		2009
	Year 2009-2010 – increase to 82.5%		2010
	Year 2010-2011 – increase to 85%		2011
	Seek grant opportunities		2009
	Implement summer school course offerings		2008
	Implement course credit for home school students		2008-2009

FINANCIAL ASSISTANCE

GOAL	IMPLEMENTATION	RESOURCES NEEDED	COMPLETION / TIMELINE
Attract a diverse group of applicants through the use of the financial aid program	Maintain financial aid/tuition income ratio between 3-4% in enrollment if finances allow		Ongoing
	Maintain 8-12% participation of student enrollment		Ongoing
	Explore potential for other means of support from outside sources such as the Liberty National Life Insurance Scholarship Fund		2009
	Monitor FACTS financial aid program to make sure it continues to be beneficial		

FACULTY

GOAL	IMPLEMENTATION	RESOURCES NEEDED	COMPLETION / TIMELINE
Attract and retain superior faculty and staff through effective professional development including comprehensive evaluations	Ensure that each faculty member writes individual professional development plans		Ongoing
	Provide seminars and other workshops relative to faculty needs	\$500 per teacher	Ongoing
	Evaluate the feasibility of merit-based faculty evaluation and master teacher program		

CURRICULUM

GOAL	IMPLEMENTATION	RESOURCES NEEDED	COMPLETION / TIMELINE
Provide a well-articulated college preparatory curriculum that is challenging, cohesive and responsive to a broad range of student interests	Assess current curriculum and make improvements where and when necessary, making certain that curriculum is as good as or better than other area (state and local) independent schools		Ongoing
Develop a strong, early foundation for success at the entry level	Implement a three-year-old program	Classroom space; additional teacher	2009

TECHNOLOGY

GOAL	IMPLEMENTATION	RESOURCES NEEDED	COMPLETION / TIMELINE
Enhance our global technology understanding through training and integration into the curriculum	Continue to update technology by replacing obsolete equipment	Additional \$25,000 annually from board and DPA	Ongoing
	Continue the addition of smart classrooms	\$7,500 per classroom	2008-2011
	Explore grant opportunities	Matching funds	2009
	Provide continuous technology training opportunities for faculty and staff		Ongoing

ADVANCEMENT AND DEVELOPMENT

GOAL	IMPLEMENTATION	RESOURCES NEEDED	COMPLETION / TIMELINE
Strengthen the alumni affairs program	Revitalize the Alumni Association and involve alumni in school functions	Development budget	2008
Promote the existing and future fiscal welfare of the school	Increase the annual fund gifts and participation to \$175,000 reflecting 100% participation from the Board, faculty, staff, and parents and 7.5% participation in alumni gifts; continual increase in all other constituency groups	Development budget	2009
	Increase the annual fund gifts and participation to \$200,000 reflecting 100% participation from the Board, faculty, staff, and parents and 10% participation in alumni gifts; continual increase in all other constituency groups	Development budget	2010
	Increase the annual fund gifts and participation to \$225,000 reflecting 100% participation from the Board, faculty, staff, and parents and 12.5% participation in alumni gifts; continual increase in all other constituency groups	Development budget	2011
Manage a capital campaign to address the identified needs of the campus that support the mission of the school and vision for the future	Launch a feasibility study	\$\$\$	Fall 2009
	Launch leadership phase of capital campaign		Fall 2010

ADMISSIONS AND MARKETING

GOAL	IMPLEMENTATION	RESOURCES NEEDED	COMPLETION / TIMELINE
Demonstrate continual growth to reflect a culturally and intellectually diverse student body, while maintaining high standards of excellence	Effectively recruit qualified students to increase enrollment to 410 students	Admissions and marketing budget	2009
	Effectively recruit qualified students to increase enrollment to 420 students	Admissions and marketing budget	2010
	Effectively recruit qualified students to increase enrollment to 430 students	Admissions and marketing budget	2011
	Hire an admissions director	\$30,000+ for ½ unit	2008
Create a style guide and establish the school brand for use in admissions and marketing collateral pieces	Determine a clear brand that will deliver the mission of the school, confirm its credibility, and connect prospects to the school	Admissions and marketing budget	Fall 2009
Provide clear communication and image of the school to prospective students and gatekeepers	Update and improve the current website	TBD – Admissions and Marketing budget	Fall 2009

FACILITIES

GOAL	IMPLEMENTATION	RESOURCES NEEDED	COMPLETION / TIMELINE
The campus facilities will provide a safe, aesthetically pleasing, and accessible environment for students, thus supporting the school's mission and vision for the future	Conduct a comprehensive facilities analysis to project the health and efficiency of existing facilities		Ongoing annually
	Complete repairs to the cafeteria	\$75,000+	2008
	Install security cameras around the exterior of the campus	\$20,000	2008
	Renovate and update existing buildings		2010-2011
	Commission a professional rendering of a performing arts center and landscaping design; prioritize stages of implementation	Cost of architect and landscape designs	2011

Part IV

School Improvement Plan

Since the beginning of August, 2008, The Donoho School’s stakeholders have participated in a self-study and the development of action plans to address areas of improvement based on the review of the school’s academic programs and its commitment to continuous improvement. The School Leadership Team and its sub-committees identified areas for improvement, established goal statements to address the targeted areas, and developed action steps for each of the action plans.

The School Leadership Team reviewed the goal statements and action steps to ensure that each plan is consistent with the school mission and commitment to continuous improvement. The action plans were presented to the faculty for final review, suggestions and comments. The School Leadership Team considered all suggestions and comments before making final revisions.

The following action plans reflect the combined efforts of sub-committees composed of faculty, parents, alumni, and board members as well as the opinions expressed by parents, faculty, students, and community members on recent surveys.

Action Plan #1

Areas of Improvement:

1. **Teaching and Learning**
2. **Commitment to Continuous Improvement**

Goal Statement:

Students will be actively engaged in classroom instruction through the integration of technology.

Action Steps	Timeline	Person(s) Responsible	Resources
Install interactive white boards in all academic classrooms (grades 1-12)	2009-2014	Director of Technology	School budget Parents’ Association Grants
Continue to implement a refresh cycle for updating and expanding existing technology	Ongoing	Director of Technology	School budget Parents’ Association
Increase integration of technology into classroom instruction through continued access to professional development for faculty.	Ongoing	Dean of Academics Dept. Chairs Director of Technology	School budget *On-campus activities *Off-campus workshops Local University’s Continuing Education program
Explore implementation of laptop program for grades 10-12	2009-2011	Director of Technology Dean of Academics Department Coordinators	School budget Parental purchase

Action Plan - #2

Areas of Improvement:

1. Teaching and Learning
2. Documenting and Using Results
3. Vision and Purpose
4. Commitment to Continuous Improvement
5. Stakeholder Communication and Relations

Goal Statements:

1. Ensure that all stakeholders are fully aware of the school's mission, which is fully supported by the academic program.
2. Improve communication of academic continuity between teachers who teach same academic subjects in order to reflect school unity to stakeholders.
3. Protect the integrity of the academic program.

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES
Conduct quarterly department and grade level meetings to discuss pacing and use of instructional materials.	Ongoing	Teachers Dean of Academics Department Chairs Department Coordinators	Coordination of planning times
Continue to conduct annual school-wide department meetings to evaluate test scores/scope and sequence	Ongoing	Administration Dean of Academics Department Coordinators Teachers	
Evaluate the structure of advisory and mentoring programs and conduct planning survey for middle school enrichment offerings as each relates to the school's mission	2009-2010	Administration Student Advisors Counselors Students	
Pursue the feasibility of creating a position for a permanent substitute to protect faculty members' planning time.	2009-2011	Administration	School budget
Provide access to quality professional development in such areas as Advanced Placement, dual enrollment, and other accelerated programs.	Ongoing	Dean of Academics Teachers	School budget
Evaluate and realign course offerings to ensure alignment with college entrance requirements.	2009-2011	Dean of Academics Department Coordinators Teachers	School budget Parents' Association Grants

The Donoho

D I F F E R E N C E



the difference is...

Academics

The class of 2008 received more than \$2.6 million in college scholarship offers and was accepted to more than thirty-five colleges and universities.

Arts

The fine arts play an important role in the life of the Donoho School. Self expression and experiences in both the visual and performing arts are placed among the top priorities at the school.

Athletics

Students enjoy participating in a variety of sports offered at The Donoho School: football, basketball, volleyball, golf, soccer, tennis, track, cross-country, baseball, and cheerleading. The Donoho School was selected by the Birmingham News to receive the 2007 AHSAA IA All Sports Championship Award.

The Donoho School is located in Anniston, AL at 2501 Henry Road.

For more information, please contact Director of Admissions Sue Canter at (256) 236-4459 or by visiting our website at www.donohoschool.com.

The Donoho School is dually accredited by the Southern Association of Colleges and Schools (SACS) and the Southern Association of Independent Schools (SAIS). It is an active member of the National Association of Independent Schools and the Alabama Association of Independent Schools.