



Accreditation Report

Central High School

Lauderdale County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

In the 1800s, the Central community was known as Sullivan's Crossroads and was named in honor of a local doctor who lived nearby. The high school was named Central because it was built in a central location for the area's children. From this, the community came to be called Central Heights. Prior to 1927, the young people of the Central community who wanted to complete their high school education had no high school to attend. Parents of the community worked with the board of education in planning and building the high school. This school had to be centrally located and be able to serve the Threets, Oakland, Beulah, Cloverdale and Burcham Valley students. The people of the community had to raise enough money to match the funds provided by the county in order to build the school. Mr. Sam Haddock donated the land for the original school building. At that time it was valued at \$100/acre. The first graduating class was 15 students in 1929. An additional 38 acres was purchased in 1968 on which the present parking lot, gym and recreational areas now exist.

Central High School is located in the far northwest corner of Alabama. We are a very rural area that is part of city of Florence and under the guidance of the Lauderdale County Board of Education. In the 83 years that have followed, there have been a multitude of changes at Central School, but the one constant has been that the needs of the students have been put first.

Central currently has a population of 1,361 students in grades PreK - 12. Of these students, 7% are African American, 1% is Hispanic and 92% are Caucasian. In addition, 53% of our students are receiving free/reduced lunches. We are a school-wide Title I school. We operate 12 regular school buses and 3 special education buses and roughly transport 503 (37%) students on a daily basis. Central is the largest unit school in the Lauderdale County School District. We are housed in three different buildings (PreK - 5/6 - 8/9-12) on a single campus. We share one lunchroom and serve breakfast and lunch - lunch served from 10:00 - 1:30. We also have two gymnasiums - one for elementary and one for high school.

We have only a few small businesses in our area and several local churches and we frequently call upon these establishments to assist us when needed.

We employ 3.5 administrators, 91 certified teachers, 4 custodians, 14 bus drivers, 3 secretaries, 1 bookkeeper, 2.5 librarians, 14 classroom aides, 2 nurses, 1 store clerk, and 12 cafeteria employees. Our faculty works tirelessly to provide the quality instruction that our students receive.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The belief at Central School is that every student can learn, just not in the same way. We realize that all students have their own challenges when it comes to learning, and we are tasked with facing those challenges so students can succeed.

Central High School Mission:

Central High School is committed to providing all students an environment where they can succeed, become lifelong learners, and develop into responsible citizens who have integrity, a work ethic, and compassion for others.

Central High School is committed to providing all students an environment where they can succeed, become lifelong learners, and develop into responsible citizens who have integrity, a compassion for others, and a strong work ethic that will inspire them to succeed in the future.

In order to help achieve our Mission, we have plans/programs in place to help in each of these areas. We expect our students to be responsible and come to school prepared to learn. Later in this executive summary is a list of programs/plans that help us obtain our mission and goals.

Central's is proud of the:

- o ample and equitable technological resources to all students
- o open communication and shared responsibility with school's stakeholder community
- o implementation and monitoring of intervention/supplemental programs for struggling students
- o cultivating an atmosphere of high standards for faculty - resulting in 100% teachers being Highly Qualified
- o our PreK program continues to be a model for others in the state and we are currently the only PreK site in our school system.

The latest testing data for Central showed the following results:

Alabama Reading and Math Test - Reading Scores (2010-11)

3rd grade - 98% proficient 6th grade - 93% proficient

4th grade - 95% proficient 7th grade - 89% proficient

5th grade - 90% proficient 8th grade - 82% proficient

Alabama Reading and Math Test - Math Scores (2010-11)

3rd grade - 90% proficient 6th grade - 85% proficient

4th grade - 90% proficient 7th grade - 55% proficient

5th grade - 85% proficient 8th grade - 74% proficient

DIBELS - Mid Year 2011-12

Kindergarten (Phoneme Segmentation)

90.2% low risk 6.5% some risk 3.3% at risk

Kindergarten (Initial Sound Fluency)

72.8% established 27.2% emerging 0% deficit

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1st grade (Nonsense Word Fluency)

74.1% established 24.7% emerging 1.2% deficit

2nd grade (Oral Reading Fluency)

75% low risk 15.5% some risk 9.5% at risk

3rd grade (Oral Reading Fluency)

62.7% low risk 26.5% some risk 10.8% at risk

Alabama High School Graduation Exam

As of March 13, 2012, 17 of our seniors still had not passed at least one portion of the AHSGE. This is roughly 17% of our senior class. Of these 17, 4 students are on Alabama Occupational Diploma.

Our most current CIP (Continuous Improvement Plan) was developed by a large cross section of school employees and parents. This plan looked at the current strengths and weaknesses of our school based on a compilation of the most recent data.

Our current CIP address the following areas of concern:

- a. raising our 7th grade math ARMT scores from 55% proficient to 83%
- b. raising our 8th grade math ARMT scores from 74% proficient to 85%
- c. raising our reading scores on the AHSGE from 85% to 95%
- d. raising our graduation rate from 88% to 90%

In looking at our data it was evident where our weaknesses were and where our students failed to make adequate gains. To address these issues above, we have hired a graduation exam/remediation specialist to work with high school teachers on strategies to use for struggling students. In addition, we have provided professional development to our teachers to help with differentiated instruction and tiered instruction in the classroom. We continue to revisit our CIP and make the necessary adjustments to ensure we are meeting the needs of the students. In addition, we constantly use data to drive and adjust our instruction. Teachers in grades K - 6 meet weekly to look at student data and make adjustments in instruction based on those results. In addition, the reading coach sits down with teachers and administrators and we come up with strategies to help those students who continue to struggle. In grades 5 - 12, the remediation/graduation coach works with teachers to provide high quality professional development based on school data. In addition, the PST team monitors those students who fall behind in their classroom grades and try to implement ways to make those students successful. To help with our graduation rate, we now have students enrolled in the Life Academy and who are completing Credit Recovery. In addition, before any student can drop out of school, he/she must complete a drop out interview where the principal/counselor help the student explore any other option before dropping out of school.

We use a wide variety of assessments to measure student achievement. Among those are DIBELS, STAR, Scott Foresman Benchmark, NAPE, ARMT, SAT (last year was the final assessment), Alabama High School Graduation Exam, classroom tests, semester exams, computer assessments and daily classroom assessments.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

CHS is proud of the achievements of our students. This past year our school made AYP on the latest accountability testing. We were able to meet in ours 23 out of 23. Our students consistently excel in academics and athletics. We are proud of our school atmosphere and the culture that we have created. We are now offering Dual Enrollment in our high school classes (English, Math, Welding, Music) and extracurricular activities for our students to excel after school hours.

Recently I surveyed the employees to tell me what they thought were the strengths at our school and where they saw areas for improvement. It is always an eye-opener to get responses from those in the trenches everyday.

Strengths:

1. Overwhelmingly, the teachers' response was the caring and supportive atmosphere we have at our school. In fact, almost every response related to a "family" atmosphere where we take care of each other on so many different levels.
2. Another area of strength involved the school faculty having the best interest of the students at heart. Our teachers constantly go above and beyond to provide whatever is needed for the students.
3. Other areas of strength that were mentioned were school pride, community support, good communication with administration, and teachers who are willing to constantly learn new teaching strategies.

Areas of improvement:

1. The top concern here was in money. Right now we are in a financial crisis. In fact, we often have only enough money to cover our bills and never any left over to help provide supplies and materials for school. Also, other areas of concern which also involve money are:

- a) Lack of technology
- b) Outdated facilities
- c) Need for more vocational class choices
- d) Lack of personnel (to serve struggling students and also gifted students)

To address this area, we have a strong school Green Team that by implementing energy measures at our school saved us over \$38,000 that we were able to spend in other areas. Also, by being school-wide Title I, we have been able to purchase technology items to aide in classroom instruction.

2. Since we have such a high number of special education students, they are expected to perform at the same level as those who are not special education and it is so frustrating when test results are released and our school doesn't make AYP because of our students with special needs.

To address this area, we have implementing school-wide Differentiated Instructional Strategies to help our classroom teachers meet the needs of all students. In addition, our Pupil Support Team meets regularly to discuss students who are struggling and implement strategies to help those students succeed.

3. Many teachers said that student motivation (or lack thereof) is a big area of concern. School has so many other outside elements where we try to compete that often time students have little or no interest in their schoolwork.

To address this issue we have tried to use more engaging classroom strategies and differentiated strategies, but this continues to be an area where we struggle. We have also implemented the Life Academy for those students who are "at risk" of dropping out of school. In addition, we offer Credit Recovery after school where students can earn back credits they are lacking.

4. Parental involvement continues to challenge the school, even though we offer several opportunities annually for parents to have input in
SY 2012-2013

the school, decision making and attending school functions and conferences.

When practical, we try to offer incentives to students and parents to get more parental involvement. For example, in the elementary when parents show up to certain events, parents and students can receive free books to take home and use. Parental involvement in the upper grades continues to be a challenge.

Additional Information

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

Central High School has a long and proud tradition in Lauderdale County and the state of Alabama. Our goal is for students to leave Central and be successful in whatever endeavor they choose - and if they are - then our goal is accomplished. Many of our students go on to colleges and graduate with degrees and have successful careers. Other students take the knowledge they gained from high school and use it in the vocational or technical world. Still others go on to join the military and serve our county. Others will settle down and become stay-at-home parents and raise children who are well taken care of and loved. We consider all of these success stories.

The faculty at Central High School loves and cares for the students and for each other. We have an extremely low teacher turnover which speaks volumes for the atmosphere we have at our school. The faculty is hardworking and committed to the students. Members of our staff take initiative to solve problems and to aide where there is a need. Seeing this on a daily basis makes this a great place to work and learn.

The lessons we teach our children are the ones that we hope will last them a lifetime. Those lessons begin at an early age. We teach them to share, to follow the rules, to be kind to others and to listen while others are talking. As they get older we begin teaching them the importance of acceptance of others, how to make healthy food choices, the importance of learning to read and their multiplication tables. When these students become teenagers we try to teach them that diversity is what makes life interesting. We want them to know that they must take responsibility for their actions and that life is not always fair. They need to learn how to handle difficult situations and ask for help when they need it. For those students involved in sports, we teach them to rely on others, play by the rules and always be a good sport. Students involved in clubs learn that service to others can truly make one happy. We teach our children that college is very important - but not for everyone. We realize these students won't always remember every math fact or every state's capital, but there are life lessons that come along with academic ones and when our students are able to apply both, then that is truly a measure of our success.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Purpose statements - past and present •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•The school data profile•Survey results•Communication plan and artifacts that show two-way communication to staff and stakeholders•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan	Level 3

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

Standard 1 - Vision/Purpose

Indicator 1.1

Strengths

1. Our CIP focuses on student success
2. The school's process is documented and kept on file
3. The school has a mission statement that is clearly defined and communicated to stakeholders and is on our website
4. All teachers display our mission statement in their classrooms

Weaknesses

1. More stakeholders should be involved in development of CIP
2. Not all CIP stakeholders are chosen at random

Indicator 1.2

Strengths

1. Challenging educational programs are implemented where all students can learn
2. Teachers are held accountable with lesson plans submitted weekly, walk-throughs and department meetings
3. School counselors and outside agencies help provide additional learning experiences

Weaknesses

1. Need stronger commitment to instructional practices that lead to more student engagement
2. More classes needed in area of vocational prep, fine arts, foreign language and life skills for grades 7 - 12

Indicator 1.3

Strengths

1. Counselors do excellent job providing collected data to our staff
2. School personnel systematically use data from student and school performance to drive instruction
3. A broad range of data is analyzed to identify goals for improvement of achievement

Weaknesses

1. More stakeholders need to be engaged in process
2. Teachers should be held more accountable for teaching practices
3. Selection of parents for improvement should be more random

Standard 2: Governance and Leadership

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •School handbooks •Governing body policies, procedures, and practices •Staff handbooks •Student handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •List of assigned staff for compliance •Proof of legal counsel •Governing code of ethics •Assurances, certifications •Communications about program regulations •Findings of internal and external reviews of compliance with laws, regulations, and policies 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Stakeholder input and feedback •Survey results regarding functions of the governing body •Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Survey results•Examples of decisions in support of the school's continuous improvement plan•Examples of decisions aligned with the school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none">•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Job specific criteria	Level 2

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

Standard 2 - Government and Leadership

Indicator 2.1

Strengths

1. Various types of professional development are offered on both school and system level in a variety of topics

Weaknesses

1. Fiscal management is not always consistent and is often not kept current

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Indicator 2.2

Strengths

1. BOE has staff members for compliance with laws and guidelines
2. BOE has an attorney on retainer

Weaknesses

1. There is a perception that the BOE hiring decisions are often based on personal relationships rather than best qualified applicants.

Indicator 2.3

Strengths

1. BOE provides agendas and minutes from meetings
2. Schools have developed improvement plans

Weaknesses

1. Decisions made at local school level seem to be challenged often by the district.

Indicator 2.4

Strengths

1. School leaders support innovation and collaboration along with professional growth of staff
2. The culture is based on a strong sense of community

Weaknesses

1. Not all decisions made are based on continuous improvement
2. Not all teachers are held accountable for student learning

Indicator 2.5

Strengths

1. none noted

Weaknesses

1. Lack of parental involvement in school and decision making process
2. Many times directives are given concerning who may or may not participate in decision making process

Indicator 2.6

Strengths

1. Title I funds have been utilized for valuable, pertinent professional development and materials to improve our students' success

Weaknesses

1. Evaluation process for faculty and staff is not clearly defined or communicated.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Representative samples of student work across courses •Survey results •Course schedules •Lesson plans •Posted learning objectives •Course descriptions •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Lesson plans aligned to the curriculum •Standards-based report cards •Surveys results •Curriculum guides •Products – scope and sequence, curriculum maps 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Professional development focused on these strategies •Findings from supervisor walk-thrus and observations •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Interdisciplinary projects •Surveys results •Student work demonstrating the application of knowledge •Authentic assessments •Examples of student use of technology as a learning tool 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Supervision and evaluation procedures •Surveys results •Documentation of collection of lesson plans and grade books 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Calendar/schedule of learning community meetings •Survey results •Agendas and minutes of collaborative learning committees 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> • Survey results •Records of meetings and walk thrus/feedback sessions 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Survey results •Calendar outlining when and how families are provided information on child's progress 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none">•Sample report cards for each grade level and for all courses•Survey results•Policies, processes, and procedures on grading and reporting•Samples communications to stakeholders about grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Survey results•Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Data used to identify unique learning needs of students•Survey results•List of learning support services and student population served by such services	Level 3

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

Standard 3 - Teaching and Assessing for Learning

Indicator 3.1

Strengths

1. Teachers document lessons including COS numbers and instructional strategies/assessments being used
2. Elementary teachers have common planning times

Weaknesses

1. High school teachers do not have common planning times

Indicator 3.2

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Central High School

Strengths

1. Multiple assessments are conducted and data is used to drive instruction

Weaknesses

1. Lack of vertical and horizontal alignment is carried out

Indicator 3.3

Strength

1. Teachers are supportive of differentiated instruction and are working towards implementation
2. PD focuses on DI

Weaknesses

1. Instructional strategies often lack student collaboration and self reflection

Indicator 3.4

Strengths

1. none

Weaknesses

1. Lack of peer or mentoring opportunities
2. School leaders often do not monitor instruction to see that it is aligned with school's CIP and mission statement

Indicator 3.5

Strengths

1. Teachers regularly participate in collaborative learning communities to improve instruction

Weaknesses

1. none

Indicator 3.6

Strengths

1. Teachers use multiple measures of assessments to look at student success
2. Progress reports are sent home with students between grading periods

Weaknesses

1. none

Indicator 3.7

Strengths

1. none

Weaknesses

1. No formal programs in place for new teacher mentoring
2. No instructional manual for new teachers (policies/procedures)

Indicator 3.8

Strengths

1. none

Weaknesses

1. Limited opportunities for families to attend programs of educational benefits

Indicator 3.9

Strength

1. School personnel develop strong relationships with students

Weaknesses

1. No advocate program for all students

Indicator 3.10

Strengths

1. Grading and reporting of grades are well defined consistently across grade levels
2. All stakeholders are aware of school grading policies and procedures

Weaknesses

1. none

Indicator 3.11

Strengths

1. PD opportunities are aligned with school's CIP

Weaknesses

1. PD programs are not systematically evaluated

Indicator 3.12

1. no strengths or weaknesses noted

Standard 4: Resources and Support Systems

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Survey results •Documentation of highly qualified staff •School budgets for the last three years 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •School schedule •Survey results •Examples of efforts of school leaders to secure necessary material and fiscal resources •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •System for maintenance requests 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Data on media and information resources available to students and staff •Survey results •Budget related to media and information resource acquisition 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Survey results •Assessments to inform development of technology plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Social classes and services, e.g., bullying, character education •Survey results •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •List of support services available to students 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Description of referral process•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Description of IEP process	Level 3

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

Standard 4 - Resources and Support System

Indicator 4.1

Strengths

1. Clearly defined policies, processes, procedures to hire, place and retain qualified professional and support staff

Weaknesses

1. Lack of fiscal resources available to fund critical positions to achieve the purpose and direction of the school

Indicator 4.2

Strengths

1. Efforts toward continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction (school schedules and calendars)

Weaknesses

1. Lack of protection of instructional time

Indicator 4.3

Strengths

1. Maintain safety and healthy environment (drills - tornado, fire, bus, lockdown; nurses).
2. School personnel and students are accountable for maintaining safe and healthy environment

Weaknesses

1. Lack of development and implementation of plan to maintain cleanliness check
2. Understaffed custodial staff for size of campus

Indicator 4.4

Strengths

1. Data and information resources are available to staff

Weaknesses

1. Limited staff available to assist students in learning the tools and locations for finding and retrieving information

Indicator 4.5

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Strengths

1. School personnel develop needs assessments to inform, development and implement a technology plan
2. Most classrooms have multiple pieces of technology

Weaknesses

1. Technology does not meet the teaching, learning and operational needs
2. No high school computer lab is available
3. Many computers/server outdated

Indicator 4.6

Strengths

1. Clearly defined process in place to determine physical, social and emotional needs of students

Weaknesses

1. Limited resources available to meet students' emotional needs
2. Counselors spend much of their time in administrative duties instead of counseling
3. Lack of follow-up on survey results

Indicator 4.7

Strengths

1. Systematic process in place to determine needs of students (referral process, PST, counselors, IEP process)

Weaknesses

1. Counselor limited time due to administrative duties

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evidence that assessments are reliable and bias free •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Survey results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Survey results 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Student surveys•Evidence of student readiness for the next level•Evidence of student success at the next level•Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Survey results	Level 3

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

Standard 5 - Using Results for Continuous Improvement

Indicator 5.1

Strengths

1. Uniform assessments and grading system exists between schools

Weaknesses

1. Assessment system is not regularly evaluated for reliability and effectiveness

Indicator 5.2

Strengths

1. Both secondary and elementary teachers hold grade and subject area meetings frequently throughout the school year.
2. Data meetings in elementary on regular basis
3. Departmental/cross curriculum meetings

Weaknesses

1. Need a better tracking system in grades 7 - 12 to monitor students progress much like the one Title I uses in grades K - 6 to monitor students

Indicator 5.3

Strengths

1. None

Weaknesses

1. Non core teachers are often not included in professional development offerings when core teachers are

Indicator 5.4

Strengths

1. Both secondary and elementary have PST that monitor student progress
2. Remediation classes are offered for AHSGE
3. STAR and DIBELS testing used to monitor students

Weaknesses

1. none

Indicator 5.5

Strengths

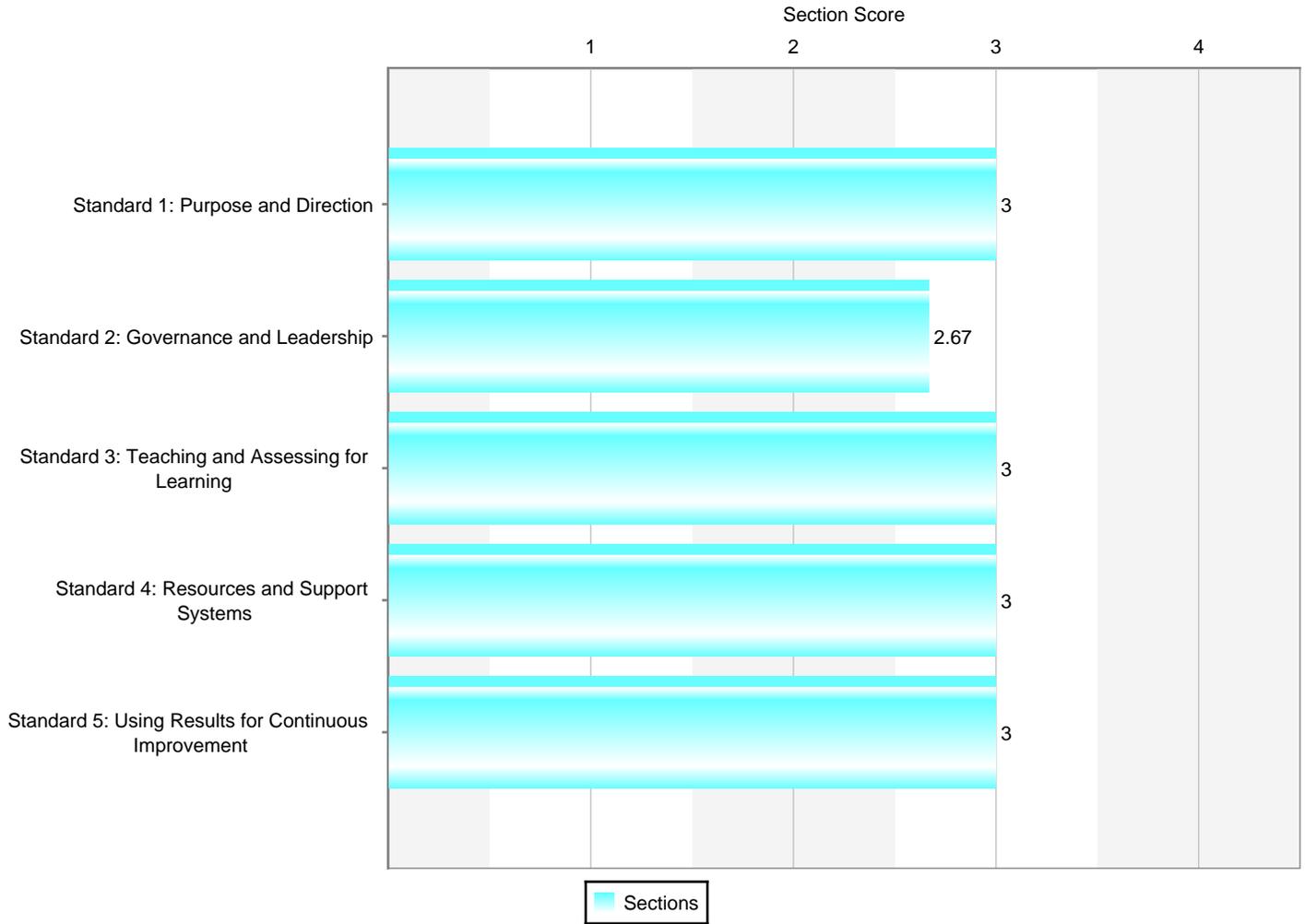
1. none

Weaknesses

1. Many stakeholders do not understand and comprehend the different assessments given for student progress - need exists for more parent/community meetings so assessments can be explained in easy-to-understand terminology.
2. Need exists for multiple delivery methods of distributing information via email/electronic communication
3. Board minutes do not address student learning achievement

Report Summary

Scores By Section



Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	Central School makes every effort to comply with all AdvancED policies and procedures.
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	Central School monitors all financial transactions through a recognized, regularly audited accounting system.
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	The Continuous Improvement Plan for CHS can be found at the following link. http://www.alsdecip.com/
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	Central High School has developed a local Crisis Intervention Plan detailing procedures and policies for security and safety purposes. The plan is updated on a regular basis. The plan can be located in the Central High School office and a condensed version is located in each classroom.

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<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none">•Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction•Mission and purpose of the institution•Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership•Grade levels served by the institution•Staffing, including administrative and other non-teaching professionals personnel•Available facilities, including upkeep and maintenance•Level of funding•School day or school year•Establishment of an additional location geographically apart from the main campus•Student population that causes program or staffing modification(s)•Available programs, including fine arts, practical arts and student activities	Yes	Central School received 8 new classrooms in 2010. The High School Library and High School office received a new roof and extensive paving was added to the campus.
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