



Accreditation Report

Lauderdale County High School

Lauderdale County Board of Education

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	9

Self Assessment

Introduction.....	11
Standard 1: Purpose and Direction.....	12
Standard 2: Governance and Leadership.....	15
Standard 3: Teaching and Assessing for Learning	19
Standard 4: Resources and Support Systems.....	24
Standard 5: Using Results for Continuous Improvement.....	27
Report Summary.....	30

Assurances Report

AdvancED Assurances.....	32
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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?

The school's geographic location is in the eastern end of the county. The school is relatively close to Joe Wheeler State Park and Elk River which is known for its camping, fishing, boating, and other recreational attractions. This attracts people to our area and makes it a desirable place to live. However, the school seems to be the focal point of pride in our community.

Our school is the heart of a rural community made primarily of families that have lived here for generations. Many parents, grandparents, business owners, and community leaders have a vested interest as alumni. For this reason, Lauderdale County High School has a goal that reflects both the desire for a traditional, rigorous education as well as a plan for advancement and growth for the future. Our goals include actively engaging all 21st century students in a challenging curriculum based on college and career standards. We also strive to foster a safe atmosphere which values excellence and respect. We want to increase family involvement and community partnerships, and seek and maintain a commitment to continuous improvement through monitoring and assessment in all levels and departments.

Lauderdale County High School is a traditional K-12 public school with an enrollment of 1095 students as our current 2011-2012 school year. Our students are granted the opportunity to ride the bus to and from school every day. We have nine buses to accommodate our K-12 students. Our students are in school the traditional seven-hour day that begins at 8:00 a.m. and ends at 3:00 p.m. Because it is a K-12 school, students can spend their entire public school experience with us.

The daily schedule follows a traditional semester system with seven periods and four nine-week grading periods. We are a Title 1 school. Our ethnicity summary is as follows: White: 91.5%, Black: 5.9%, Asian: 8.8%, Multi-Race: 0.6%, Hispanic: 0.8%, and American Indian: 0.2%.

The curriculum and academic excellence is held in high regard. Academic achievement is expected from our students on all levels. Dual Enrollment is offered in English 101/102, Math 112/113/125, and Chemistry 111. Students are able to earn 20 hours credit on campus. Our ACT composite score is 20.2 whereas state's composite score is 20.3. Having teachers that are dedicated to their profession is also expected. One-hundred percent of our teachers meet Highly Qualified status. Teachers effectively communicate across grade levels and departments by meeting regularly. During these meetings, data is reviewed and teaching strategies are shared. The elementary mainly have grade level meetings. They have also begun multiple grade level meeting. The high school mainly has departmental meetings, but they work collaboratively to incorporate cross-curriculum instruction.

The following is a list of the number of people on staff:

High School Teachers _ 32

Elementary Teachers _ 37

Counselors _ 2.5

Lunchroom _ 8

Administrators _ 3

Aides _ 12

Secretaries _ 4

Custodians 3.5

Accreditation Report

Lauderdale County High School

Bus Drivers and Aides _ 12

School Nurses _ 2

Art/Music _ 2

Speech _ 1

Computer Lab _ 2

Pace _ 1

Total _ 121

We were the first high school in Lauderdale County. We are proud of the fact that we will be celebrating our Centennial in the 2012-2013 school year. Our staff and community have formed a committee to plan special events and activities to commemorate this once-in-a-lifetime opportunity. This will be a year-long celebration culminating in a birthday celebration at the end of the school year.

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 vision of Lauderdale County High School has been established by assessing the academic and social needs of the students as seen fit by our educators and the community. Our school is the heart of a rural community made primarily of families that have lived here for generations. Many parents, grandparents, business owners, and community leaders have a vested interest as alumni of their alma mater. For this reason, Lauderdale County High School has a vision that reflects both the desire for a traditional, rigorous education as well as a plan for advancement and growth for the future.

Lauderdale County High School's vision enables students to reach their optimum potential academically, socially, and athletically. We believe in a collaborative culture where students, parents, staff, and community help prepare our students for success in the future. Our goal is to develop graduates who will understand their obligations to society, as reflected in our mission statement: Life-long Learners, Contributing Citizens, Honorable Conduct, Supportive Community.

With the support from our community, students work hard every day. We constantly monitor the desired results based on performance. Data drives our teaching in order to ensure skills are mastered.

ARMT Proficiency 2010-2011

Reading

3rd Grade: 96%

4th Grade: 92%

5th Grade: 97%

6th Grade: 97%

7th Grade: 97%

8th Grade: 91%

Math

3rd Grade: 87%

4th Grade: 88%

5th Grade: 95%

6th Grade: 91%

7th Grade: 94%

8th Grade: 98%

AHSGE 2010-2011

92% of seniors passed

To help identify the school's goals, we participated in the Self-Assessment. This provided us with the opportunity to target specific areas that will increase student performance. Other ways to assess student performance involve data meetings, departmental meetings, and Pupil Support Team (PST).

Data meetings/departmental meetings offer opportunities for faculty to assess data and identify weaknesses in student achievement. They

also allow discussion of curriculum gaps and attendance problems. In the high school, teachers in English, reading, math, and science engage in regular meetings to analyze data, to discuss student work and to make adjustments in curriculum when necessary.

PST ensures that students receive interventions matched to their identified needs. Appropriate progress monitoring tools are utilized to provide evidence of students' response to intervention. Progress monitoring data are used to make timely instructional decisions which maximize student outcomes.

The number of PST's needed per school is determined by the number of students receiving interventions. PST's are expected to manage more students than can be responsibly and effectively reviewed and monitored. Each student's data should be reviewed at least monthly. Progress reports to parents are sent regularly.

The structure of the PST is determined locally, but there are some suggested guidelines. These include grade-level PST's, across grade level PSTs (K-2, 3-5, etc.), teacher team PSTs, departmental PSTs, and other options. It is good to involve as many school personnel as possible on teams. In addition to the structure, team members might include classroom teachers, intervention teachers (Title teachers, SPED, paraprofessionals, etc.), instructional coaches (reading, literacy, math, graduation, etc.), special education teachers, school counselor, and administrator (principal or assistant principal). Roles of team members include a chairperson who determines which students will be discussed and in what order and also notifies other members of students involved. The secretary's role is to note decisions made and generate parent letters. The timekeeper keeps discussions on track and timely. The data manager presents and explains data.

The frequency and duration of PST meetings include reviewing each student's data at least monthly, sending progress reports to parents regularly, and meeting for approximately one hour.

LCHS offers students various support programs and services. One such program is JAG. Jobs for America's Graduates is a state-based national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. The program may last up to 60 months. Students are recruited in the 8th grade to attend during the 9th, 10th, 11th, and/or 12th grades and they receive support services for one year following graduation. Specialists deliver an array of counseling, employability skills development, career association, job development, and job placement services that will result in either a quality job leading to a career after graduation or enrollment in a postsecondary education and training program.

Other student support services and programs offered include The Healing Place, Safeplace, and Riverbend. Our guidance department consists of two counselors and a half-a-day counselor. They are highly effective in addressing academic and emotional situations on a daily basis. They are successful in promoting solutions and making students aware of their potential.

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.

Lauderdale County High School has been a school in transition. We have undergone several changes in the past few years.

- o One of the major challenges has been the closing of a local feeder school that caused our enrollment to significantly increase with the addition of only one teacher.
- o Another challenge we have faced has been a transition of seven moves in administrative positions occurring over the last 3 years.
- o Absenteeism is relatively high throughout the school.
- o Lack of financial revenue has caused the entire school community to learn to accomplish our goals with limited resources.
- o Moving from a five-period day to a seven-period day in the high school has also created some challenges. These challenges include the need for more textbooks and student resources because the students remain on the same schedule throughout the year rather than 2/3 of the year. It has also caused the teachers to adapt teaching time from a 75 minute period to a 52 minute period. The students have also been faced with the task of keeping up with work in seven periods versus five periods.
- o INOW has been a challenge as the teachers struggle to adjust to the new system.
- o Our community lacks revenue and jobs. Most of the people in our community are forced to work out of town because of the unavailability of jobs that support families within our local area.

Along with challenges, opportunities have also arisen to make us a better school community.

- o Assess to technology has been increased due to a grant that included a classroom set of laptops, several Interwrite boards and pads, and document cameras. This occurred in the high school English department. In the elementary, the 3rd grade recently received four Interwrite boards, and 4th, 5th, and 6th grades received a new piece of technology called Mimio. They have been trained and it should be installed soon. This will allow their white boards to become like an interactive white board. They also have a new audio system that amplifies their voices. This has been very helpful in keeping students' attention even when the teacher has to turn their back to students.
- o Our parents now have access to Parent Portal, a component of STI that allows them to monitor their child's grades and progress.
- o Our counselors offer exceptional opportunities for our students to prepare for college and careers. They speak in classrooms, post, and announce scholarship and job opportunities. Last year, 33% of our graduating class received some type of college scholarship. The previous year it was as high as 40%. Our high school counselor provides a scholarship night every year. This is a time for her to discuss directly with parents the opportunities that are available to the students.
- o Many of our students enlist in the military as a career option. Last year 10% of our graduating class enlisted. In previous years it has been between 5% and 8%.

- o Representatives from the military set up tables in the lunchroom periodically to talk directly with interested students. Recruiters come to speak to interested students during elective classes.
- o Our entire school community sees the importance of assessing data to track students and their individual needs. We have incorporated RTI (Response to Instruction) in our classrooms to help student achievement.
- o Another very positive reinforcement has been the implementation of positive behavior system. Each week teachers give "Gotcha" cards for students who are caught being responsible, respectful, or resourceful in and out of the classroom. If a student's name is drawn for the week, he/she will receive special recognition during announcements as well as a small prize such as a tardy pass.
- o More of our students are taking the ACT than ever before. This reinforces our goal to engage our students in college and career ready standards.

Accreditation Report

Lauderdale County High School

o Our students are provided with many opportunities within the classroom to get a good education. This can be confirmed by administrators visiting classrooms, checking lesson plans, and engaging/witnessing students and teachers in a safe atmosphere that values excellence and mutual respect.

o We began a track and cross county team this year. This is the first time we have offered this to our students in twenty-six years.

Additional Information

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

Because we are celebrating our Centennial this year, we have adopted "100 Years of Tradition" as our theme for this school year. Lauderdale County High School does have a rich tradition of excellence in academics and athletics. Being the center of our small town, our school is the pride of our community. Our town council members, elected officials and business owners are made up of some of our alumni. As stated earlier, there is currently a committee in place composed of faculty, retired teachers, and community members working together to organize events, recognitions, and celebrations to commemorate this special milestone in our school history. Our students are also getting involved in the celebration by learning about our school's history. Teachers have coordinated several lessons throughout the school year focusing on our history. Such collaboration includes an assembly scheduled in November to present facts about our history. Our Office Complex lobby features our history by displaying our former principals and other important aspects of our heritage. Two banners have been placed on campus to remind our students of this special year.

We are confident our students are receiving a well-rounded curriculum that not only includes valuable lessons in the classroom, but lessons about life as well. Our students are able to give back to the community by being members of successful academic and athletic teams and then by being successful adults and contributing members of society. Almost half of our faculty and staff are graduates of Lauderdale County High School. This just reinforces how proud we are of our tradition here at Lauderdale County High School. We are confident we can build on our tradition of excellence and look forward to another "100 Years of Tradition."

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 •Minutes from meetings related to development of the school's purpose •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) 	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

Accreditation Report

Lauderdale County High School

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.	•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.

Lauderdale County High School

Standard 1: Purpose and Direction

The purpose and direction of Lauderdale County High School has been established by assessing the academic and social needs of the students as deemed appropriate by our educators and the community. Our school is the heart of a rural community comprised primarily of families that have lived here for generations. Many parents, grandparents, business owners, and community leaders have a vested interest as alumni of their beloved alma mater. For this reason, Lauderdale County High School has a vision statement that reflects both the desire for a traditional, rigorous education as well as a plan for advancement and growth for the future.

The area of strength in accomplishing our goals toward our purpose and direction at LCHS is represented in Indicator 1.3: "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning." The administrators and school board of LCHS encourage the teachers, students, and community in their creative vision for improving the school. These include giving ample training, learning, collaboration and implementation time. Administration provides teacher in-service days and staff development opportunities. In addition they monitor the requirements of course of study standards and board policy. We will continue to promote the high standards currently in place by the school leadership.

The apparent area in need of improvement in the implementation of the LCHS Purpose and Direction is represented in Indicator 1.2: "The school 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." Just as an athletic program had a goal for its athletes, a school should have a vision for its students. While an athletic program's effectiveness is measured by a win/loss record and a full trophy case, a measure of a school's alignment between its purpose and direction and its expectations and effectiveness is much more complex. Perhaps the best measure of this alignment is our finished product. We

Accreditation Report

Lauderdale County High School

should examine our graduates to see if they are successful and productive citizens. However, this measure is not enough. We must be diligent in each grade level to make sure our students are on track and that each and every stakeholder is urging our students toward the finish line. To do so, we should constantly be examining what goes on in our classrooms and in our halls. Obvious indicators are standardized test scores and lesson plans. The test scores should be studied yearly and lesson plans and other teacher practices should be modified to help pace our students in reaching our vision. However, we must also study how well our teachers are trained and how well our practices maintain a high level of student achievement. We should provide training for our teachers in proven instructional strategies on a regular basis to help them encourage students to reach their full potential. It is our duty to analyze more than student achievement and engagement. We need to scrutinize our students' characteristics and how these students contribute to our community. By doing so, we will win this race, and our prize will be the realization of our vision.

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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 •Student handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Proof of legal counsel •Governing body minutes relating to training •Governing code of ethics •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest 	Level 2

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 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 maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •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 •Agendas and minutes of meetings 	Level 3

Accreditation Report

Lauderdale County High School

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 decisions in support of the school's continuous improvement plan	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 focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used 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•Representative supervision and evaluation reports	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.

Governance and Leadership Narrative

Addressing Strengths and Weaknesses

Regarding the area of governance and leadership for Lauderdale County High School performance and indicator choices, the following addresses strengths and weaknesses.

2.1 The governing body establishes policies and support practices that ensure effective administration of the school.

Strength: The establishment of policies and practices support the school's purpose and direction and the effective operation of the school through use of student and staff handbooks to establish guidelines and management used to provide requirements and direction for oversight of fiscal management.

Weakness: The policies and practices in place promote effective instruction and assessment that produce equitable and challenging learning experiences for all students, however, may lack strategy in place for effective monitoring. Plan: Continue to make improvements at school level with implementation of handbook and following guidelines.

2.2 The governing body operates responsibly and functions effectively.

Strength: The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit under the Lauderdale County Board policy which sanctions its governing body to adhere to all policies, procedures, laws and regulations and functions.

Weakness: The participation in professional development regarding the roles and responsibilities of the governing body and its individual members may lack exclusive body training plan and assurances and certifications necessary to fulfill extended professional development curriculum including conflict resolution, decision-making, supervision and evaluation and fiscal responsibility. Plan: Find more creative ways to develop professional development due to financial constraints.

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.

Strength: The governing body 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 school improvement plan developed by the school, through social media, and through survey results regarding the functions of the governing body.

Weakness: There may be a lack of consistency that can be improved upon in the governing body maintaining a clear distinction between its roles and responsibilities and those of school leadership. Plan: Continue with walkthroughs, observations to make sure CIP is implemented across K-12.

2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.

Strength: Decision-making and actions toward improvement to achieve the school's purpose are constantly being implemented through school improvement plan. Leaders are supportive and encouraging innovation, collaboration, shared leadership, and professional growth.

Plan: Continue to monitor student progress in PST meeting and develop appropriate strategies of instruction.

2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.

Strength: Through the involvement of stakeholders in a the school improvement plan, school leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.

Weakness: Leaders may not be consistent in communicating effectively with stakeholder groups by providing some leadership roles for stakeholders. Plan: Increase involvement of stakeholders in a CIP.

2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

Strength: Through supervision and evaluation documents with criteria for improving professional practice and student success noted, the focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success.

Weakness: The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning but may be lacking tools to analyze carefully and monitor adequately and effectively adjust professional practice and ensure student learning. Plan: Continue department and monthly meetings to monitor achievement and develop in-house assessment to use to determine student needs.

In accomplishing and maintaining the goals to govern and lead Lauderdale County High School, there are many areas which we have strengths that can be refined and improved that in turn will address weaknesses that may lack focus. Communication can be improved through electronic means as well as web site updates which would keep policies, procedures, and practices easily accessible. Minutes of

meetings regarding leadership decision-making should be electronically available. Stakeholder input and feedback could also be available electronically for instant assessment.

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: 2.75

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 •Enrollment patterns for various courses •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 •Common assessments •Curriculum guides 	Level 3

Accreditation Report

Lauderdale County High School

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 •Recognition of teachers with regard to these practices •Peer or mentoring opportunities and interactions •Documentation of collection of lesson plans and grade books •Administrative classroom observation protocols and logs 	Level 3

Accreditation Report

Lauderdale County High School

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 •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project 	Level 3

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.	<ul style="list-style-type: none"> •Survey results •Examples of learning expectations and standards of performance 	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.	Some 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 school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions 	Level 2

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 their children's education are available. School personnel provide information about children's learning.	<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 2

Accreditation Report

Lauderdale County High School

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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results 	Level 2

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 •Policies, processes, and procedures on grading and reporting •Evaluation process for grading and reporting practices 	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"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •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 •Training and professional learning related to research on unique characteristics of learning •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.

Accreditation Report

Lauderdale County High School

A distinct strength for our school relates to curriculum, instruction, and assessment. Elementary teachers (Grades K-6) meet periodically to analyze data from reading assessments such as DIBELS and Scott Foresman reading assessments. SAT and ARMT scores are analyzed by both elementary and high school counselors early in the school year, and teachers meet to plan strategies to help those struggling. Teachers meet in Pupil Support Teams (PST) monthly to discuss low performing students to plan strategies to promote achievement. In the high school, graduation exam results are examined and used as a guide for instruction. Faculty members collaborate frequently in grade level and department meetings to discuss news, projects, issues or curriculum questions. Poor vertical alignment from sixth to seventh grade was a weakness in the past, but teachers work to communicate curriculum goals to help the transitions for our students.

We scored 3.7 as a two because we have no official mentoring program for new teachers; however, new teachers receive encouragement from fellow grade-level and departmental peers. School administration could implement an official program to welcome and indoctrinate new teachers. New teachers also receive help in weekly grade level meetings in the elementary. We currently have a new faculty handbook in the final stages of production. This handbook will be given to all faculty members and will become a vital resource for new teachers.

Another weakness we identified is regarding the school engaging families in their children's learning progress (3.8). We feel that we do a good job of informing parents at the elementary level with weekly papers home and with an active PTO, but this is an area the high school needs to improve in. We do send home progress reports and newsletters with report cards. The county has recently implemented open access of students' grades and attendance on the home portal of INOW. We feel that this will provide a great improvement in parents/guardian involvement and keep them notified better about their sons'/daughters' grades.

A third weakness is 3.9. Again, we feel that the elementary handles this topic well in that each homeroom teacher is the expert and knows his/her students' strengths and weaknesses and works to encourage and give guidance when needed. The elementary counselors provide regular programs on topics such as bullying, study skills; they also keep track of students who have poor grades in effort to offer encouragement. In the high school, each teacher has a group of fifteen to twenty students assigned to him/her. Currently, we use these groups mainly to disseminate information"progress reports, report cards, Freedom of Choice forms, etc. Teachers are encouraged to talk to their home room students regarding grades and attendance in an effort to build a relationship with them. However, there is more we could use these groupings for. In the past, we have done character education type lessons. Administration could implement this type of program again to help the teachers have more insight into their students' lives.

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: 2.71

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 describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff 	Level 2

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 •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"> •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •System for maintenance requests 	Level 3

Accreditation Report

Lauderdale County High School

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•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">•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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 2

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•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.

Lauderdale County High School

Standard 4: Resources and Support Systems

Evidence indicates that Lauderdale County High School has sufficient human, material, and fiscal resources to support a curriculum and instructional program that reflects the vision of the school. Based on documentation of teaching credentials, the school has recruited highly qualified teachers, indicating the recruiting process is effective. According to teachers and administrators, appropriate professional development is provided for all teachers and support staff. State and federal laws and regulations are met. In addition to an annual budget and Title 1 funds, several grants have been received to aide in the maintenance of facilities. The financial office in the district reports that financial regulations and procedures are in place to monitor all financial transactions. Audits are conducted on a regular basis. Records support the conclusion that financial resources are adequate to support the instructional program, maintain the facilities, and assure successful implementation of the school's continuous improvement plan. Administrators and stakeholders share great pride in clean and safe facilities. Crisis procedures and a security plans have been developed, communicated, and implemented to ensure the safety of students and all school staff. Emergency drills are practiced frequently. Technology infrastructure and equipment are of good quality and are evaluated regularly for improved updates. There is collaboration among the teachers, administrators, and various support staff to identify and meet the health, nutritional, counseling, and special learning needs of each student. There is clear communication with parents using parent/student handbooks, newsletters, the school and teacher websites, and parent conferences.

While the evidence will show that human, material and fiscal resources are adequate to support a curriculum and instructional program that reflects the vision of the school, stakeholders surveyed felt differently. High teacher/student ratios and reduced funding to upgrade technology are a great concern. Future grants may need to be secured to address these funding issues.

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 •Documentation or description of evaluation tools/protocols 	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 •Written protocols and procedures for data collection and analysis 	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"> •Professional learning schedule specific to the use of data •Training materials specific to the evaluation, interpretation, and use of data •Policies specific to data training •Documentation of attendance and training related to data use 	Level 3

Accreditation Report

Lauderdale County High School

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•Evidence of student readiness for the next level•Evidence of student growth•Description of process for analyzing data to determine verifiable improvement in student learning	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">•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Minutes of board meetings regarding achievement of student learning goals	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.

Summary for Standard 5: Using results for continuous improvement.

Standard 5 states 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.

In reviewing the self-assessments from the committee members for standard 5, results show strengths with performance levels of 3's on all indicators with our greatest strengths in indicator 5.1.

Accreditation Report

Lauderdale County High School

Our committee data shows that 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. There are consistent measurements used throughout the year, and our system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

We use:

STAR-K-12 ----3 times per year

DIBELS-K-3----3 times per year

Scott Foresman Reading Assessments K-6---every 6 weeks

ARMT + 3-8----yearly

ACT 10-12----student/ parent request

EXPLORE 8-----yearly

AHSGE..10-12----once in grades 10 and 11, 4 times as seniors.

ACCESS (WIDA) EL----2 times per year (and at the enrollment of new EL student)

To help strengthen our comprehensive assessment system we will be adding the following;

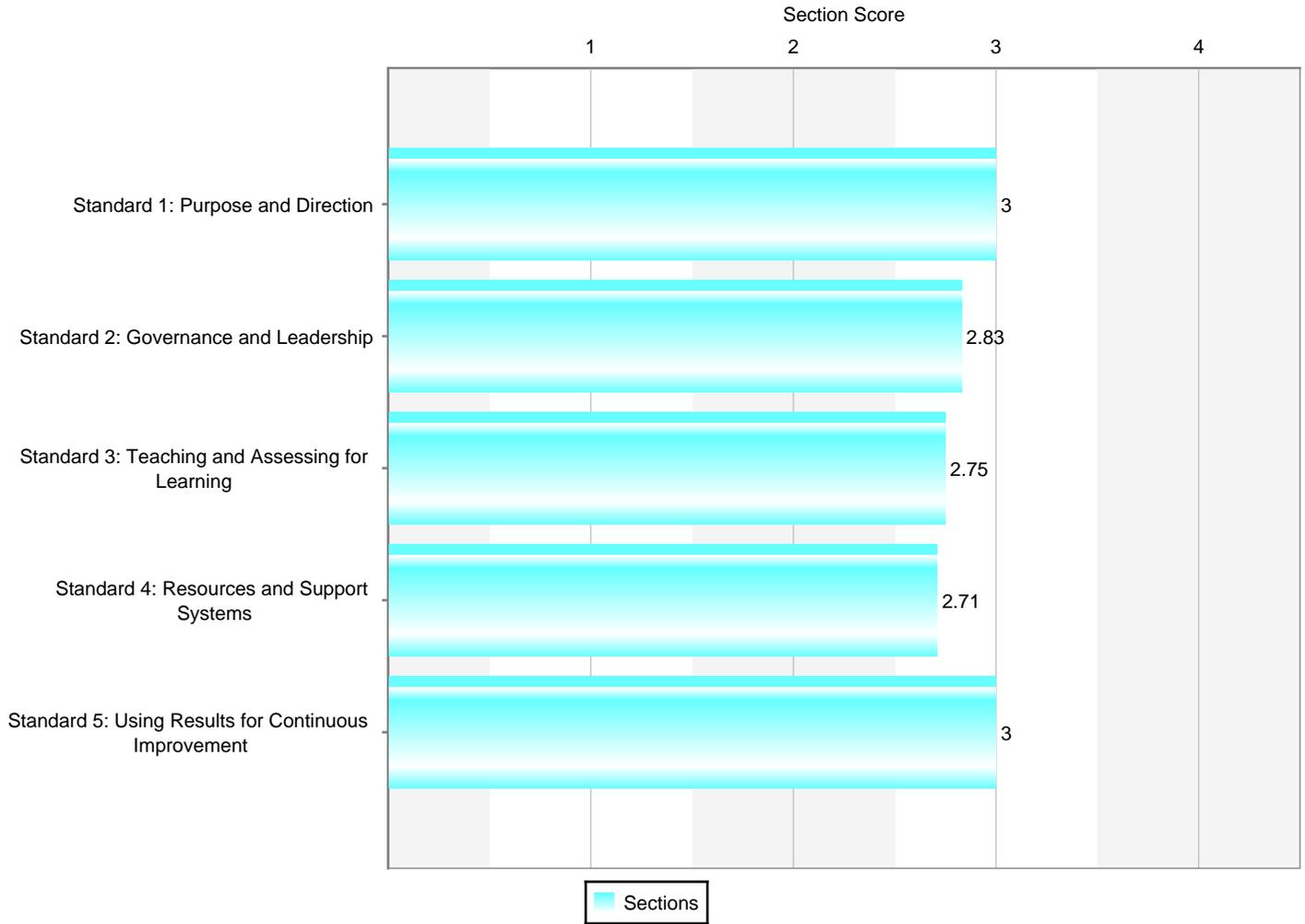
Implementation of PLAN Pre ACT (Will be given to all 10th graders in school year 2012-13).

These multiple sources of data are used throughout the year to improve student instruction and student learning. Evidence collected indicate strong use of data meetings, department meetings and grade level meetings for school improvement throughout the year. These timely meetings have helped us to achieve our goals in targeting at risk students, monitoring progress by use of data, implementing remediation through data analysis, and improving instructional strategies.

Our committee data indicates room for improvement in the area of indicator 5.5 which states leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. The committee data revealed room for improvement in the category of leaders communicating results to all stakeholder groups. We hold parent/teacher conference days twice a year as well as requested conferences that are held throughout the year as needed. Elementary student work is sent home weekly, progress reports go home school-wide every 3 weeks, report cards go out every 9 weeks. The Pupil Support Team (PST) communicates with parents any strategies that are specified for their child for continued progress. Conferences between teachers, administrators and parents reveal that many times these communication methods never reach home. Communication between stakeholders will be improved by the addition of parent access to INOW home portal. Beginning April 23, parents will be able to access their child's grades, attendance, and school announcements. This will allow parents and stakeholders access to current student and school progress. Our CIP can be accessed through our web-site and a flier is sent home communicating the CIP goals for our school. Parents also have access to the CIP by the hard copy that is in the administrative offices.

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	Lauderdale County High 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	Lauderdale County High 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 LCHS 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	Lauderdale County 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 Lauderdale County High School office and a condensed version is located in each classroom.

Accreditation Report

Lauderdale County High School

<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	<p>Yes</p>	<p>Lauderdale County High School received 8 new classrooms and an office for a counselor before the start of the 2011 school year. Because of increased enrollment a portable classroom has been brought in at the beginning of the 2012 school year.</p>
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