Accreditation Report

Lexington School

Lauderdale County Board of Education

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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 Lexington School Mission Statement reads, "Our school and community are committed to continuous improvement and enabling successful lifelong learners in a safe environment."

The process for establishing a vision for our school began several years ago with the formation of an internal committee of faculty members with an objective to develop a vision statement as part of a plan for school improvement. The committee then conducted a self-assessment of who we were, why we were here, and what we wanted to accomplish. Since the faculty is only one part of a successful learning community, the committee organized stakeholders with representation from students, community leaders, business owners and parents. Lexington is a small rural community in Northwest Alabama. In 2010, the median income was slightly over $46,000, which was above the state average. Its racial makeup is 98% White, 1% Hispanic, and 1% two or more races. Our current enrollment is 891 students (99% White, and 1% American Indian). Our faculty is made up of 98% White and 2% Hispanic.

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 administration, counselors, and teachers at Lexington School evaluate academic effectiveness by reviewing annual, standardized test scores for each grade level. First, each grade level is reviewed for any changes in demographic data. Changes in demographic data are used as indicators for a changing school profile. Annual goals for each grade level are then developed using the current profile and performance and high expectations for achievement. Continuous school improvement is important to Lexington School and the community. The annual goals for each grade level are used as the vehicle for moving our school toward realizing our vision for the future.

A variety of programs are used to prepare students for life-long learning. Programs such as the Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI), and Alabama Science in Motion (ASIM) teach not only basic skills but they also stimulate inquiry and provide motivation for students to learn. Lexington School also provides opportunities to take Advanced Placement (AP) courses, online and distance learning Alabama courses through ACCESS computer lab, and dual enrollment college courses. These nontraditional opportunities provide students with skills that will support the life-long learning process. Teachers at Lexington School use the Alabama Course of Study, test scores, and research-based strategies to determine appropriate curriculum and learning strategies and assessments. These assessments are aligned and articulated across grade levels to meet national as well as state standards.

Teachers follow curriculum pacing guides in all subject areas. In addition, data from ARMT, and AHSGE are used to help the faculty determine the strengths and weaknesses of classroom instruction. Teachers also use additional data from DIBELS, STAR, and the research based Scott Foresman Reading Program (benchmark tests) to make adjustments to reading instruction and intervention. All texts are aligned with the Alabama Course of Study after adoption.

In order to ensure student learning, instructional strategies, such as data meetings, departmental meetings, ARI grade-level meetings, and CIP (Continuous Improvement Plan) meetings are utilized throughout the school year. Our school also strives to protect instructional time and keep interruptions to a minimum. All elementary grade levels adhere to a daily 90 minute uninterrupted reading block of time.

The administration encourages stakeholders, including staff to provide leadership and contribute in the decision making process in a multitude of ways, when and if the need arises.
o Technology Committee
o CIP Committee
o SACS Committee
o Budget Committee
o BBSST Committee
o Safety Plan
o Professional Development Plan
o 4-H Club, FBLA, FFA, Student Council, SAE, Peers for Life

Parents are welcomed and encouraged to volunteer for many of the yearly activities.
o PTO
o Scholastic Book Fairs

o Field Day

o Fall Festival

o Fund raisers

o Teacher's Resource

o Booster Clubs

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.

We are most proud of our Dual Credit and ACCESS classes that we offer. We have also been recognized three times by the U.S. News and World Report as one of the best high schools in America. In addition to these things, our school has met the AYP goals each year that are established by the No Child Left Behind Act.

The main challenge that Lexington School has faced during the past three years is the reduction in funding and staff. We have used creative scheduling to attempt to alleviate some of the staffing shortfalls and our faculty has responded positively to these changes. Our school system transitioned to a seven period school day last year, and this too has helped address the reduction in staff. Our faculty and staff have done a tremendous job in addressing the reduction in classroom funding as well. They have done this by being creative themselves in getting the most production from the limited resources that are available at this time. We are confident that our faculty and staff will continue to meet the challenges of the future with the same determination that they have exhibited during these last three years of reduced funding.

Additional Information

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

We are proud to be a community school. Our community supports our academic programs and our athletic programs. Many of the parents of our students are graduates of Lexington School and want our proud tradition to continue.

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.	•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 •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.	•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

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 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.

1.1 We assigned ourselves a rating of three. Our school stakeholders have reviewed and discussed revisions of our school's formal purpose statement. We have communicated this purpose statement, which clearly focuses on student success, to students, parents, and other stakeholders within the community. We will sustain this area of strength by looking for ways to improve and document two-way communication, especially with parents.

1.2 We assigned ourselves a rating of three. The administration, faculty, and staff are dedicated to doing our best for our students, and we have high expectations for each other and for them. While we challenge them to use higher thinking skills and plan activities that address all learning styles, we realize that we can improve in applying these toward life skills that our students will need after they leave us.

1.3   We assigned ourselves a rating of three. While not all stakeholders are currently involved in documentation and data analysis for the improvement of achievement and instruction that are aligned with the school purpose statement, our administration does implement a documented, systematic improvement plan with measurable performance targets, strategies, and timelines for the achievement of goals.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

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 clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	•School handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Staff handbooks •Student handbooks	Level 4

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.	•List of assigned staff for compliance •Proof of legal counsel •Governing body minutes relating to training •Historical compliance data •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Assurances, certifications •Communications about program regulations •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •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 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.	•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 3

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.	•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.	•Communication plan •Minutes from meetings with stakeholders •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.	•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 •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria	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.

The Standard 2 Committee of Lexington School met on March 9, 2012 to discuss the strengths and weaknesses of the leadership and governance of our school and district. We affirmed the decisions of our district committee and assessed the weaknesses of our school in the following narrative.

Strength

The area of strength for the Lauderdale County School System is how the governing body establishes policies and support practices that ensure effective administration of the system and its schools. Our Board policies attempt to create an understanding through which the superintendent, his staff, and teachers carry out their duties.
The Board, upon written recommendations by the Superintendent, determines and establishes a written educational policy for the district and prescribes rules and regulations for the conduct and management of the schools. The Lauderdale County Board of Education may approve, amend, or revoke policies.

The Lauderdale County Board of Education's policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. The Board has the following in place to assure policies and practices ensure effective administration of the system: governing body policies, procedures, and practices are posted online as well as the district operation manuals, the student handbook, and the revisions policies of communications to stakeholders. Other evidence that can be obtained is professional development plans, school handbooks, and staff handbooks. Our governing body's policies and practices clearly and directly support the system's purpose and direction and the effective operation of our system and schools.

Weakness

An area of weakness for the Lauderdale County School System is how the leadership engages stakeholders effectively in support of the system's purpose and direction. The Lauderdale County System is limited on communicating effectively with stakeholder groups and providing opportunities for them to help shape decisions or solicit feedback from the stakeholders. Leaders often do not solicit feedback to the stakeholders because of the lack of accessibility of communication avenues.

Possible plan of action for Lexington School includes changes to our school's website by updating and maintaining staff web pages and

continuing to post daily announcements. Parental communication will be improved with the opening of the INOW parent portal and Accelerated Reader Renaissance Place. Areas of improvement have been targeted and future plans will involve more interaction between stakeholders, the governing body and the school.

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: 3.08

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 that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	•Learning expectations for different courses •Representative samples of student work across courses •Graduate follow-up surveys •Survey results •Course schedules •Lesson plans •Posted learning objectives •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques	Level 4

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.	•Lesson plans aligned to the curriculum •Standards-based report cards •Surveys results •Common assessments •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Curriculum writing process •Products – scope and sequence, curriculum maps	Level 3

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.	•Professional development focused on these strategies •Findings from supervisor walk-thrus and observations •Agenda items addressing these strategies •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 beyond classroom observation 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.	•Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Surveys results •Peer or mentoring opportunities and interactions •Curriculum maps •Examples of improvements to instructional practices resulting from the evaluation process •Documentation of collection of lesson plans and grade books •Administrative classroom observation protocols and logs	Level 4

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.	•Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration •Survey results •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Peer coaching guidelines and procedures	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.	•Survey results •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	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.	•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Professional learning calendar with activities for instructional support of new staff • Survey results •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 meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Survey results •Calendar outlining when and how families are provided information on child's progress •Volunteer program with variety of options for participation	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.	•Master schedule with time for formal adult advocate structure •Curriculum and activities of formal adult advocate structure •List of students matched to adult advocate •Survey results •Description of formal adult advocate structures	Level 3

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.	•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 •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.	•Survey results •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction	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.	•Data used to identify unique learning needs of students •Survey results •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.

1) What were the areas of strength you noted?

3.1 - Level 4 - The system'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.

o   Lexington School teachers identify challenging and equitable learning opportunities for students in grades K-12 by identifying skills through their lesson plans which require course of study objectives, purpose, guided practice, independent practice, etc... These plans are consistent across the district, as well as the state with INOW requirements. Lauderdale County has a K-6 pacing guide for the Scott-Foresman Reading program which allows county wide consistency of skills being taught. For our mathematics program we use data from Envision and AMSTI. Differentiated Instruction techniques are used to individualize learning activities for each student. Whole group and small group tiered instruction strategies are used to support student learning.

3.4 - Level 4 - System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

o   County wide walkthroughs are implemented three times a year by central office personnel. School walkthroughs are conducted by our principal and assistant principals on a regular basis. Our reading coach is constantly looking at data for improving our reading instruction. K-6 data/grade level meetings are conducted three times a year. EDUCATE Alabama evaluation procedures use a pacing schedule for every teacher. Curriculum maps and pacing guides are online to ensure consistent implementation of content across the district.

2) What were areas in need in improvement?

3.7 - Level 2 - Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.

In the past mentoring programs were in place county wide, due to lack of funding, these programs have been cut.

New hire orientation has been cancelled due to lack of need

3) What actions are you implementing to sustain the areas of strength?

o PST Teams

o Data Meetings

o Grade Level Meetings

o Upward Bound- Shoals Community College

o Homeless data

o Basic Skills Remediation

o Life Academy

o Credit Recovery

o Dual Enrollment

o Early Scholars

o Outside tutoring- Athens University

o ACCESS lab

o Advanced Placement Classes

o Graduation Exam Remediation

o Differentiated Instruction

o Make Sense Strategies

o Professional Development Opportunities

4) What plans are you making to improve the area of need?

o Ambassador Program to assist new students

o County Wide Department/Grade Level Head or Lead teacher to assist new teachers

o New personnel manuals with information related to new hires including mentoring, coaching and inductions practices need to be developed

o School specific handbooks could be developed

o Possible Middle School Academy during discovery period for 2-4 weeks

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.	•Assessments of staffing needs •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •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.	•School schedule •Survey results •Examples of efforts of school leaders to secure necessary material and fiscal resources •School calendar •Alignment of budget with school purpose and direction	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.	•Survey results •Documentation of compliance with local and state inspections requirements •Records of depreciation of equipment •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •System for maintenance requests	Level 3

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.	•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 resoutce 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.	•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.	•Schedule of family services, e.g., parent classes, survival skills •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

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.	•Description of referral process •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for 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.

Lexington School, in conjunction with the Lauderdale County Superintendent's office, has a strong mandate that requires the recruitment and hiring of only highly qualified personnel. The policies and procedures for hiring and maintaining such a qualified staff include the posting of all position openings, the requirement of a letter of interest, application, resume, proof of educational background and fingerprint documentation before anyone is interviewed or hired. The principals and superintendent work together to select the persons most qualified and appropriate for each position that becomes available. Insuring the best teachers for each situation is of utmost importance. Unfortunately, due to continuing budget reductions and proration teaching units have been lost which is leading to overcrowding in some classrooms. Also, system-wide, we are understaffed in the areas of gifted education, resource officers, and fine arts education. Like most schools Lexington School is able to offer fewer electives than would be optimal due to staff reduction

The administration and staff of Lexington School are dedicated to their students and are careful to protect and use wisely each moment of class time available for instruction, evaluation, and learning. Students are discouraged from being out of class for any reason and a video monitoring system helps the administration maintain a close watch on traffic in the halls during class. Policies and plans are in place to insure

that self-monitoring by teachers result in the continued best use of class time. These policies include CIP plans, walkthroughs by local and County Office staff, data meetings and monthly grade level/subject meetings. As with most schools, Lexington's teachers must work hard to adequately supplement textbooks that are old and outdated. Due to a lack of funding they are also called upon to make the most of antiquated technology and work with limited supplies. Our staff is to be commended for the job they do with the resources they are given.

Student and faculty safety is a priority at Lexington School. The safety plan includes monthly fire/tornado drills, regular lockdown drills, a clearly written safety plan, county wide automatic phone call system, emergency bus evacuation drills, and visits from the state fire marshal. In addition to emergency plans, our cafeteria staff is constantly training and learning in order to provide our children with balanced meals at lunch and breakfast. Monitoring of the cafeteria by the health department and the county child nutrition program (CNP) supervisor ensure compliance with state and federal CNP guidelines. Lexington has one school nurse to oversee the needs and health of the entire school population. The staff as a whole receives annual training in the handling of bio-hazardous materials. The Lexington School campus is so large and spread out over such a large physical area that additional custodial staff is needed.

Every effort is made at Lexington to make long-range capital plans that make the best use of the limited fiscal resources available. Both at the county and school level, capital plans are in place that clearly defines the intended use of present and future funds. These funding plans include plans for not only the building of any future facilities, but also the maintenance of existing facilities. The current system of submitting work orders and maintenance requests to the county maintenance supervisor assures that necessary work is completed in a timely manner. Every effort is made to use every dollar allotted in the wisest manner. Large matters of costly maintenance are often postponed due to a lack of funds. Many of the existing facilities are older and require frequent work and ideally would be replaced. Also, some of the facilities, such as the band room, are too small to adequately serve the population of students for whom they were intended.

The Lauderdale County System currently employs two technology instructors, Cheri McCain and Carol Pace. These ladies, in coordination with Lexington's librarian and staff provide the training of teachers in all areas of the use of technology resources. As a result, the students at Lexington receive the best technological training possible. Faculty and staff are limited in the effectiveness of technology training by the lack of monies set aside for the purchase of equipment. The library is also suffering from severe budget cuts and lacks the funds to replace and enhance its existing technology and inventory.

The recent installation of INOW has updated our electronic record keeping capabilities. Currently, wireless internet access is being installed that will allow Lexington to have more consistent and less problematic Internet service. Each year, technology surveys are completed by faculty and staff and are used to create a technology plan. This plan includes a time line for the purchasing and replacement of technology as the funds become available. Unfortunately, with a team of only four technicians county wide to service the antiquated computers that students and especially teachers have for their use the need for repair often exceeds the availability of repair personnel.

Lexington School and Lauderdale County as a whole are committed to meeting the physical, social, and emotional needs of our students. To that end, Lexington employs counselors for both elementary and high school students, a school nurse, and Physical Education teachers. Also, on an as needed basis, students are provided services by occupational and physical therapists, grief counselors, mental health educators, and homebound instructors. Free and reduced breakfasts and lunches are provided for all students who complete the required forms and meet program criteria. A fairly new addition to Lexington's academic arsenal is Life Academy. This program helps students who might other wise fail or drop out to complete the credits needed for graduation. A limited, elementary only Gifted Education program is offered to those who qualify. The lack of a gifted program past sixth grade is a problem that must be addressed by the county office. With only one social worker to serve the population of the entire county, there is an obvious need for additional staff in this area. The county is also in need of a liaison to serve homeless students and their families.

Having two guidance counselors helps Lexington in it efforts to coordinate the support of its student's academic endeavors. This includes personal counseling, assessment and referral to special education programs, and educational and career planning. The sheer volume of need generated by a school of this size often inundates the existing counselors and requires them to prioritize their time and efforts. Due to a need for more personnel in this area, high school students especially, do not always have access to the career planning, college planning, and scholarship information that would ease their entrance into college life. Also, a problem is the lack of varied and available career fairs in our region.

In summary, Lexington School, in cooperation with the Lauderdale County Board of Education and the Superintendent's office, works diligently to develop and implement plans that provide for the most effective use of all resources, both physical and financial, to provide an educational program that best serves our student population. While not perfect and often limited by lack of funds, Lexington School continues to educate and train students to be productive adults and contributing members of society. This is the very definition of success to an educator.

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.	•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 •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.	•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.	•Professional learning schedule specific to the use of data •Training materials specific to the evaluation, interpretation, and use of data •Survey results •Policies specific to data training •Documentation of attendance and training related to data use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuousprocess 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.	•Examples of use of results to evaluate continuous improvement action plans •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 •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.	•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •Survey results •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.

Standard 5.1

The committee ranked our school at level 3.

Strengths: K - 12 students are thoroughly assessed in each core subject area with a variety of testing measures. How do we sustain this strength? Maintain current testing strategies. What areas of this standard need improvement? Not ALL data is used for effective evaluation of student learning. How do we improve this area of weakness? Make all teachers aware of raw testing data and allow all them access to data, not just data regarding their subject area. Implementation of county-wide focus meetings centered on disaggregation of raw data related to student learning. School-level collaborative meetings conducted at regular intervals to analyze student performance data to adjust classroom instruction.

The committee ranked our 5.2 performance as a Level 3.

Standard 5 Narrative

Strength:

System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures.

To sustain this area: Maintain assessment strategies that are already in place and be continuously aware of relevant assessment trends.

Evidence:

System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement.

To sustain this area: Continuation of current practices

Evidence: data meeting, walkthroughs,

Weakness

Lack of formal progress monitoring procedures in math.

Efforts to improve: In elementary, progress monitoring will be built in the series. In high school, discussions center around curriculum based measurements.

Standard 5.3

We reached a consensus of a 3 rating on Indicator 5.3 because evidence demonstrated that the professional and support staff in the Lauderdale County School System are well trained in relation to evaluating, interpreting, and using data. Our evidence includes such things as district wide data reports, professional learning schedules, and evidence of trainings and regular meetings related to data. This documentation shows that we have an ongoing professional development program in which the staff is regularly and rigorously trained in this area.
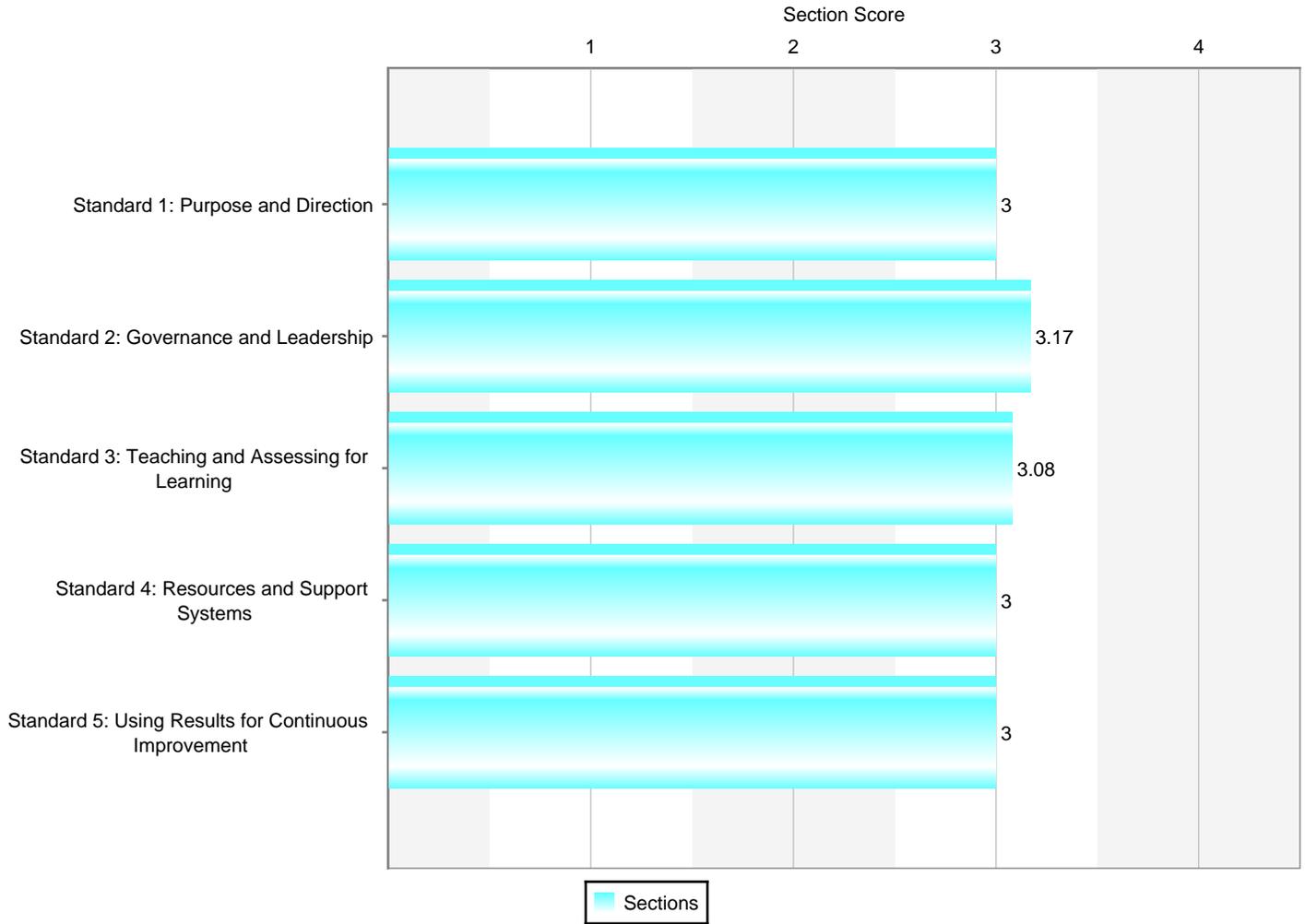
Standard 5.4

Our committee ranked our school system at level 3 on indicator 5.4. We came to this conclusion because our system has many policies in place to track elementary reading, middle school achievement, and high school readiness. The improvement our system has shown in these areas also led the committee to choose level 3 for this indicator. Our committee did identify areas of weakness in elementary math and Tier III student placement in high school classes. These areas lack procedures to track student achievement and readiness.

Standard 5.5

We believe we have achieved a level three rating on Indicator 5.5 because our district curriculum supervisors conduct regular walkthroughs to observe teaching practices and student engagement. Our district prints its mission statement in the student handbook, which every student receives, and each school has its mission statement posted in multiple areas onsite, as well as on the school's website. Schools communicate student achievement via parent meetings, as well as AYP status letters.   Each school maintains a Continuous Improvement Plan that is updated and reflected upon regularly. We believe that we could improve in the area of communication with our stakeholders by employing more varied delivery methods, such as turning on the Home Portal access on iNow and increasing the parent information on the schools' and district's websites. We also would like to improve communication between supervisors at the district level and their respective school leaders, and, in turn, between the school leaders and their staff members.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3.17

Standard 3: Teaching and Assessing for Learning — 3.08

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 3

Sections

Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	Lexington 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	Lexington 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 Lexington High School 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	Lexington 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 Lexington High School office and a condensed version is located in each classroom.

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: •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	No substantive changes have been made at Lexington School in the past few years.