



Accreditation Report

Lauderdale County Board of Education

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

Lauderdale County, named for Colonel James Lauderdale of Tennessee, who served under Andrew Jackson, is located in the heart of the beautiful Tennessee Valley basin of Northwest Alabama. The county is composed of many small communities, some established in early 1800 with a rich history. The county is comprised of 718 square miles with 14% of that being in water. The abundant water power in Lauderdale County was important for industrial use, for carrying cotton to cloth mills, and for making low cost electrical power today.

Current census numbers show a population for the county of slightly over 92,000. The median income for Lauderdale County households is \$33,354 and the cost of living is approximately 10% below the national average. Data from the 2010 census show the ethnic/racial make-up as White, 84.4%; Black, 10%; and other, 5.8%.

Many interesting and historic sites are located in or near Lauderdale County including Ivy Green, birthplace of Helen Keller; Alabama Music Hall of Fame; Frank Lloyd Wright's Rosenbaum House; Prehistoric Indian Mounds; and Joe Wheeler State Park.

The County is served by two school systems: Lauderdale County School System (LCSS) and Florence City Schools. LCSS first graduated students in 1913 and is dedicated to preparing students for successful futures by providing quality education today. LCSS operates with the understanding that education is a cooperative effort among its teachers, parents and the community.

LCSS is managed under the direction of its five board members who are elected at large by voters outside the city limits of Florence. The superintendent is selected by all voters in Lauderdale County. Board members serve six year terms, and the Superintendent serves a four year term. The present superintendent has served in the role since January, 2006, and is not seeking reelection in the November 2012 superintendent election.

LCSS is presently comprised of ten schools and a Career Technical Center serving 8,870 students. In recent years, there has been some consolidation and reduction in the number of schools in the district. Enrollment has declined four percent over the past five years and the number of students receiving free or reduced lunch has increased over eight percent. (Table 1) The majority of students enrolled in the district are white (95%) and there are slightly more male students than female. (Table 2)

LCSS employs 653 instructional staff members, 61% of the teachers have advanced degrees of a masters or higher. LCSS has seventeen students for every full-time equivalent teacher, with the Alabama state average being sixteen students per full-time equivalent teacher.

LCSS serves the communities of the county with six schools that serve K-12, three schools that serve K-6 and one school that serves 7-12.. Nine schools are Alabama Reading Initiative Schools (ARI) staffed with an on-site reading coach. Four schools have Preschool/Pre-K Programs. Based on the geographical needs of the district, LCSS has 84 buses that run approximately 5,000 miles per day, serving over 4,000 students. Additionally, 17 vocational buses travel approximately 440 miles per day. LCSS spends \$8,551 per pupil in current expenditures. The District spends 63% on instruction, 30% on support services, and 7% on other.

The District has system wide computer application programs with each school having computer labs in addition to computers in the classrooms. Seven schools have Distance Learning Classes through ACCESS and Northwest Shoals Community College. All schools provide a challenging curriculum, advanced courses/advanced placement classes and/or dual enrollment classes. Students have the

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opportunity to take classes at the award winning Allen Thornton Career Technical School.

System's Purpose

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

LCSS serves all students in Lauderdale County outside the city limits of Florence. LCSS' vision is Together!..Committed to Excellence Through Education. As part of the process for accreditation, this vision was developed with collaboration of stakeholders. It articulates what LCSS strives to be for all the students and serves as the basis for the LCSS Strategic Improvement Plan. Copies of the vision and Strategic Improvement Plan can be found in the LCSS AdvancEd Portfolio, on the web-site, posted throughout the district and in district publications.

Mission and Core Beliefs:

LCSS will maintain a research based curriculum that keeps pace with the needs of society. The curriculum will be challenging, based upon a core standard of knowledge, and promote higher level thinking skills. Students will develop the ability to apply knowledge and make appropriate decisions. The curriculum will meet the physical, social, artistic, and cognitive requirements of each child and promote responsible citizenship.

LCSS will measure and assess all aspects of the district: educational programs, instruction, student performance, financial management, community relations, employee relations, and facility utilization and management for continuous improvement and accountability.

Students will be provided an opportunity for an education of the highest quality in which their learning styles are appreciated and their diversity is valued. Student's will be encouraged to value education as well as recognize their responsibility for learning. As active partners in their education, the school district will hold students accountable for their actions while providing an atmosphere that nurtures student development.

LCSS will encourage and foster a safe atmosphere which values excellence and mutual respect. LCSS will actively support cooperation and collaboration among a highly committed faculty, staff and administrator, students, and parents and community stakeholders.

LCSS will encourage and provide frequent opportunities for open two-way communication with parents and community stakeholders.

LCSS will build the capacity of the district education leadership through frequent professional development, mentoring, support and accountability. LCSS recognizes that increased leadership capacity over time is the most productive way to bring about improvement that can be sustained.

LCSS will continually evaluate the most appropriate school environment for the district and community, considering demographics and population of the community, preferred school size, transportation, parent involvement, and budget constraints.

LCSS will actively partner with community groups, including businesses, civic organizations, and local government to provide resources and facilities to ensure all students receive quality education.

LCSS will maintain a commitment to continual improvement and accountability in all areas of education.

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Notable Achievements and Areas of Improvement

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

LCSS enjoys strong community support. In addition to PTOs and Booster Clubs, the communities provide after-prom breakfasts, backpack meals, school supplies and clothing, and teacher appreciation events. In turn, students coordinated a huge relief drive after the ravaging tornadoes in April 2011.

A walk through LCSS classrooms shows many opportunities to meet individual educational needs of students such as dual enrollment/dual credit courses through various universities, AP courses, technology integrated into the curriculum with a large variety of equipment, instruction frequently project based, and students having the opportunity to attend a specialized performing arts program. Each school in the system is fully Wi-Fi capable. The career technical center houses eleven programs with each high school hosting additional career technical courses.

Classroom technology is integrated into the curriculum at all schools. Equipment such as Interwrite Pads/Mobis, Elmos, Interactive Smart Boards, Classroom Response Systems, and graphing and TI-Nspire calculators make learning more interactive and relevant. Some schools have classroom carts of notebooks through the 21st Century grant and some have iPad carts. Online tools including Moodle, Edmodo, Survey Monkey, RubiStar, Audacity, and Google Docs are used by teachers and students to enhance learning and assessment. Teachers and lab managers have a great variety of software to use to supplement and enhance courses of study. Some of the programs available are Classworks, Destination Reading, Destination Math, Reading Horizons, Discovering Intensive Phonics (DIP), A+, Apex, Kidspiration/Inspiration and Earobics. All libraries at Title One schools have classroom sets of Nooks with books available for classroom study or individual learning.

Our system has 3 JAG (Jobs for Alabama Graduates) grants. The at-risk students in this program compete in regional and state competitions. We have had several state winners.

Dropout prevention interventions are in place at the high schools with credit recovery and credit rescue. The system has an alternative academic school called LIFE (Learning is for Everyone) Academy. At-risk students are referred by the home schools and recommended by a system committee. Most of the instruction is delivered through computer software. This program has been highly successful in keeping students on track to graduate.

Continuous professional development for staff is provided on relevant topics and brought to the school to provide expertise and support. Administrators and teachers with instructional leadership degrees are provided additional opportunities for professional learning.

Our system provides a PLU (Professional Learning Unit) for all practicing administrators in our system as well as all teachers with an instructional leadership degree. We rotate a state PLU one year with a local PLU the next year. This past year we completed an ACLD approved PLU on the 7 Habits of Highly Effective Administrators and applied all of the habits to administrative and instructional leadership tasks. We partnered with our Inservice Center to provide this training and utilized a Moodle for administrators to read articles and post reflections and responses.

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school year.) Goals were met in all areas except in Special Education. The District is very proud the graduation rate improved during these years from 89% to 91%.

LCSS is proud that the number of students taking the ACT increased by 17%, although total enrollment for the district has decreased. Additionally, the student scores have increased to become consistent with the state average. In the areas of English composition, algebra, and social science, LCSS students exceeded the state average.

These and many other opportunities provide a great place for student learning as evidenced by our test scores, scholarship monies awarded to students and teacher retention.

The primary challenge of LCSS is to provide appropriate educational environment that is best for the needs of all students while balancing academic and fiscal needs.

Additional Information

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

The Lauderdale County School System believes we can improve in all areas that impact student learning. We have involved all stakeholders in the continuous improvement process at the local and district level. The self-assessment has allowed all stakeholders, including administrators, teachers, support staff, parents, students, community members, and business leaders to research and understand the five standards and analyze the system's effectiveness in relation to the indicators.

Research of the data has, and will allow the system to evaluate our strategic plan and institute changes into future action plans. We will continue to review and monitor various sources, set goals, revise and develop our continuous improvement plans and recommend changes as needed. We value input from internal and external stakeholders in order to maximize the effectiveness of the strategies and suggestions provided by them. By doing so, we can improve upon the level of services provided to the students of the Lauderdale County School System.

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.

Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.25

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system'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"> •District purpose statements - past and present •Survey results •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the district's purpose •Minutes from meetings related to development of the district's purpose and direction •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Copy of strategic plan referencing the district purpose and direction and its effectiveness 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> •Examples of school purpose statements if different from the district purpose statement •Survey results •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system 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. System leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Examples of schools' continuous improvement plans •The district strategic plan •Statements of shared values and beliefs about teaching and learning •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Statements or documents about ethical and professional practices •Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system 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. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system'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. Leaders hold all 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 conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"> •The district strategic plan •Survey results •The district data profile •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Communication plan and artifacts that show two-way communication to staff and stakeholders •Agenda, minutes from continuous improvement planning meetings •Examples of schools' continuous improvement plans 	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 the External Review team members may be interested in reviewing.

The strength noted in Standard 1.1 is the district's purpose. The purpose is reviewed yearly by administration and board personnel and

communicated to stakeholders through the schools. The system's purpose is focused on students' achievement and success in all areas of their lives. During the AdvancEd process, the system chose to implement a stronger review and revision policy by having a committee made up of representative stakeholders to annually review the vision and mission / core beliefs statement as to the on going strategies and policies of the board and individual schools' leadership teams. The committee will submit a review status report on the implementation of the mission and vision statement system- wide and, as needed, draft revisions to the existing purpose. The review will include the effectiveness of communicating this purpose to all stakeholders. A review report will be available at the central office and individual schools for all stakeholders to review.

Indicator 1.2

The strength of this indicator is that all schools have a vision and mission / core belief statement that was developed by the stakeholders for that school. The schools also review and develop new eCIP Plans each year which annually review the purpose and success of all students. Procedures for monitoring feedback are presently in place. During the Advanced Ed process, the system reaffirmed that the communication between all stakeholders was of vital importance and was challenged to improve two-way communications between schools and stakeholders. Developing the shared vision and mission core belief statement for the system and schools strengthened the commitment made by all stakeholders to bond to a shared belief that together we were committed to achieving excellence in all things. Sharing the system's vision and mission core beliefs while allowing individual schools their own identity shows strength through unity.

Indicator 1.3

The system strength in this indicator is that the system has a commitment of shared ideas and core beliefs about teaching and learning and is reflected by communication among system leaders, school leaders and staff. The system provides two-way communication between the schools and promotes a shared vision and belief among the schools. The system leadership and staff hold one another accountable to high expectations for professional practices. The school leadership and system personnel meet regularly to exchange ideas and discuss policy. Professional development is available to all personnel which allows for educational growth and shared experiences. The system, school leadership and teachers are committed to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills; however, evidence such as drop out rate, AYP, PST referrals, and graduation rates indicate a lack of success by some students. Through the AdvancEd system accreditation process, the system and schools can work more closely and strengthen procedures that continually analyze, monitor, revise, and implement plans that will allow for all students to achieve educational success.

Indicator 1.4

Strengths noted included Continuous Improvement Plans. The CIPs are reviewed and developed each year by every school. The plan is developed by a committee of all stakeholders. Continuous school improvement which leads to the success of all students is the goal and vision of all stakeholders. This plan is made available to all stakeholders. Through the Advanced Ed process, an additional system of review and accountability will be implemented by having the school leadership teams meet with the system leadership team regularly to provide documentation that the process developed to improve student achievement does yield the appropriate student success. This ongoing two-way communication will also strengthen the support between local schools and the system.

Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system 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 system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, 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 at all levels of the system.	<ul style="list-style-type: none"> •School handbooks •District operations manuals •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Professional development plans •Student handbooks 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels 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 system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> •District strategic plan •Stakeholder input and feedback •Survey results regarding functions of the governing authority and operations of the district •Social media •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Examples of school improvement plans •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings •Communications regarding governing authority actions 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system 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 schools' continuous improvement plans •Examples of decisions aligned with the district's purpose and direction •Examples of collaboration and shared leadership •Survey results •Examples of improvement efforts and innovations in the educational programs •Professional development offerings and plans 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system'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 system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none"> •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 •Examples of stakeholder input or feedback resulting in district action 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The criteria and processes of supervision and evaluation include references to system-wide professional practices and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation • Copies of surveys or screen shots from online surveys, Communication plan, Minutes from meetings with stakeholders , Involvement of stakeholders in a school improvement plan, Involvement of stakeholders in district strategic plan, Examples of stakeholder input or feedback resulting in district action 	Level 2

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

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

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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

Our teacher evaluation process is seen as a weakness. With the state's new evaluation processes of evaluation, we feel that this weakness will be improved. These new processes include EDUCATEAlabama and LEADAlabama. EDUCATEAlabama is inclusive of all certified teaching positions, while LEADAlabama is inclusive of all certified administrators.

Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	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.	Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and 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 across the system. Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Course or program descriptions •Learning expectations for different courses and programs •Survey results •Student work across courses or programs •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Lesson plans •Enrollment patterns for various courses and programs •Posted learning objectives •Course, program, or school schedules •Descriptions of instructional techniques •Walk through documentation, CIP 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system 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, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Lesson plans aligned to the curriculum •Surveys results •Common assessments •Program descriptions •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Products – scope and sequence, curriculum maps 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district 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"> •Examples of teacher use of technology as an instructional resource •Interdisciplinary projects •Surveys results •Student work demonstrating the application of knowledge •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •Authentic assessments •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Findings from supervisor formal and informal observations •Examples of student use of technology as a learning tool 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system'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 •Surveys results •Documentation of collection of lesson plans, grade books, or other data record systems •Curriculum maps •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, 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 system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none"> •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 •Professional development funding to promote professional learning communities •Agendas and minutes of collaborative learning committees •Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system 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•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 system's values and beliefs about teaching and learning.	Some system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for system personnel.	<ul style="list-style-type: none">•Records of meetings and informal feedback sessions•Survey results•Professional learning calendar with activities for instructional support of new staff•Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	<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 •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 •Examples of learning expectations and standards of performance •Performance-based report cards •Volunteer program with variety of options for participation •Samples of exemplars used to guide and inform student learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Most school personnel participate in a structure designed by the system 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 •Description of formalized structures for adults to advocate on behalf of students 	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 across the system 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 in all schools 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 program or grade level and for all courses and programs •Survey results •Policies, processes, and procedures on grading and reporting •Sample communications to stakeholders about grading and reporting 	Level 3

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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 system's purpose and direction. Professional development is based on assessment of needs of the system. 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"> •Crosswalk between professional learning and district purpose and direction •Survey results •Evaluation tools for professional learning •District professional development plan involving the district and all schools •District quality control procedures showing implementation plan for professional development for district and school staff •Brief explanation of alignment between professional learning and identified needs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and 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). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •Data used to identify unique learning needs of students •Survey results •Training and professional learning related to research on unique characteristics of learning •List of learning support services and student population served by such services •Schedules, lesson plans, or example student learning plans showing the implementation of learning support 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 the 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.

Lauderdale County implements a variety of research-based instructional programs that teach grade level specific skills while incorporating higher order thinking skills, active participation, and collaborative learning experiences. These programs and initiatives include: AMSTI (Alabama Math, Science, Technology Initiative), ASIM (Alabama Science in Motion), ARI (Alabama Reading Initiative), and Scott-Foresman Reading Street and Envision Math.

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Lauderdale County schools provide the following to ensure that all students have sufficient opportunities to develop learning, thinking, and life skills for success:

Individualized and tiered instruction, Differentiated Instruction, RtI (Response to Instruction), Counseling services, Homeless services, PACE for gifted students, Special Education, Title I/Title I Parent Involvement, Speech Therapy, English Learner program, Credit Recovery, Dual Enrollment, Career Tech Student Organizations, TRAC Recovery, Jobs for Alabama Graduates, Life Academy, Make Sense Strategies, QAR, and various professional development opportunities for teachers.

Lauderdale County Schools' 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, and assessments. These plans are consistent across the system, as well as the state with INow requirements found on STI.

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

Research-based programs are used for curriculum implementation and include curriculum maps and pacing guides that are online to ensure consistency of lessons plans and implementation of content across the system.

EDUCATEAlabama evaluation procedures use a pacing schedule to ensure every teacher is monitored for improving instructional practices and ensuring that instruction supports student learning.

County wide CIP walkthroughs are implemented three times a year by central office personnel and individual school walkthroughs are conducted by principals and assistant principals on a regular basis to monitor improvement goals/actions.

Teachers in grades K-6 document assessment data on spreadsheets that are turned in to principals and reading coaches monthly.

K-6 data meetings are conducted three times a year. Data from DIBELS and the core reading program are analyzed and used in planning instructional strategies for Tier 1 instruction with whole group and small group and for intervention in Tiers 2 and 3 for supporting student learning. Data meetings are followed up with grade level meetings where professional development is provided as needed and plans are made from ongoing data analysis and student learning.

ARI Reading Coaches adhere to a schedule that supports coaching based on the needs of assessment data.

Departmental meetings are held in grades 7-12 to analyze annual standardized test scores including the AHSGE. Strengths and weaknesses are identified and instructional goals are established for increasing student learning in the specific skill areas identified.

PST meetings are held in grades K-12 to discuss students who continue to struggle and plans are developed to meet the needs of those individual students.

Professional development is provided by school and system personnel to target identified weaknesses identified through data analysis.

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. However, due to state funding cuts these programs have ceased temporarily. New hire orientation has been cancelled due to low number of new hires.

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

Pupil Support Teams, Data Meetings, Department/Grade Level Meetings, Implement the Infocus program to track At-risk students, Survey all students using a student residency questionnaire to ensure adequate data, Continue to implement the following programs and/or strategies: Life Academy, Credit Recovery, Dual Enrollment, Early Scholars, outside tutoring, Differentiated Instruction, Make Sense Strategies, and

professional development opportunities

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

Assign home room teachers for high school beginning in 9th grade, Implement an Ambassador Program to assist new students, Assign County Wide Department/Grade Level Head or Lead teacher to assist new teachers, Develop new personnel manuals with information related to new hires including mentoring, coaching and inductions practices, and develop school specific handbooks.

Resources and Support Systems

The system has resources and provides services in all schools 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	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •School budgets or financial plans for last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools •Documentation of highly qualified staff •District budgets or financial plans 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 system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and 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 purpose and direction of the system and its schools.	<ul style="list-style-type: none"> •Examples of school schedules •District strategic plan showing resources support for district •Survey results •Alignment of district budget with district purpose and direction •Examples of efforts of school leaders to secure necessary material and fiscal resources •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of school calendars •Alignment of school budgets with school purpose and direction 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and 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. System and school personnel as well as 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"> •Example school records of depreciation of equipment •School safety committee responsibilities, meeting schedules, and minutes •District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Survey results •Policies, handbooks on district and school facilities and learning environments •Documentation of compliance with local and state inspections requirements •Example systems for school maintenance requests •Example maintenance schedules for schools 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.	<ul style="list-style-type: none"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments •District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •Survey results •Policies, handbooks on district and school facilities and learning environments 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Data on media and information resources available to students and staff •Survey results •District education delivery model intended for school implementation including media and information resources to support the education program 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Assessments to inform development of district and school technology plans •Survey results •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •Policies relative to technology use at the district-level and school-level •Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •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
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Description of referral process •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •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 the External Review team members may be interested in reviewing.

4.1 The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.

Strength - Our system has a commitment to hire only personnel meeting the Highly Qualified status. The policies/procedures for hiring and retaining qualified staff are in place and followed at each school throughout the system.

Weakness - Over the last several years, the system has experienced proration due to state funding cuts. In some cases, this has caused overcrowded classes. We also need to increase personnel for gifted/counselors/career tech/resource officer/fine arts and to provide teachers to address our current low number of electives. The lack of recruitment/hiring from outside the system for certain positions sometimes keeps the system from getting the best personnel available.

4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual

schools, educational programs, and system operations.

Strength - All schools have CIP teams made up of school and community people who analyze various data and create CIP plans with goals, strategies and action steps based on areas of need. School and District Administrators conduct walkthroughs and use the CIP plans to monitor the school's implementation of the strategies and action steps addressed in the plan. Data meetings are conducted on a regular basis to analyze the effectiveness of the instruction and CIP implementation.

Weakness - Many textbooks are out of date and some of those textbooks will not be replaced in the near future due to the state's timeline. A great deal of the classroom and system technology (mainly computers) available is outdated and will not always run the newer programs the available in the system.

4.3 The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Strength - Schools conduct the fire/tornado drills, bus evacuations, and lockdown drills on a regular schedule. Our system and each school have a crisis intervention plan and our auto call system can be used to inform all parents at once of any event. The fire marshal monitors campuses annually. Custodians inspect campus and playgrounds for infestation of insects. Janitorial supplies are stored as required. The maintenance supervisor conducts asbestos training and monitors the campus for mold. Balanced lunch meals, regular health department checks, alcohol based and sanitizer soaps are in all cafeterias and restrooms, school nurses on each campus and two system nurse supervisors all contribute to healthy environments.

Weakness - Our system needs at least one more SRO officer to serve our large student population. Custodial staff is not sufficient to take care of all of the facilities, grounds, and equipment. Campus layouts are spread out. Communication with stakeholders is often lacking.

4.4 The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

Strength - Our system has a capital plan that includes long-range planning. Our schools have regular EPA inspections, health department checks of all lunchroom, and regular bus maintenance. Maintenance requests are sent in to the maintenance supervisor to address. Our system utilizes available resources for buying buses to keep a safe fleet.

Weakness - Our system has several old facilities and needs an updated facility assessment. A lack of maintenance in certain schools/facilities is a weakness.

4.5 The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.

Strength - Our system has a full time Instructional Technology Specialist and a half-time Technology Integration Specialist who are very effective in coordinating and evaluating information resources and training personnel in the use of these resources. Our school librarians work are effective in providing and evaluating resources. Technology paraprofessionals and school technology managers support educational programs and are trained on resources to share with the teachers. There are webmasters in each school.

Weakness - The State has not provided funding for technology and libraries in several years which has led to a lack of technology and library resources. We do not have a systematic evaluation of the effectiveness of all educational programs.

4.6 The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

Strength - The system has wireless capabilities throughout each school. INow provides a platform for management of grades, courses, school to parent communication, and assessments. Technology surveys are conducted annually. The system and all schools have a technology plan.

Weakness - The technology infrastructure, including servers, is not adequate to handle all of the schools instructional technology available. There are only four IT personnel for 11 schools and over 8500 students. Much of the equipment is outdated and will not run newer programs, and some servers need to be replaced.

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4.7 The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.

Strength - Our system has counselors, nurses, and PE teachers in place in all schools in numbers according to state regulations. Our system conducts vision/hearing screenings, physicals, and drug tests (athletes and/bus drivers). We provide OT, PT, and homebound services to students with identified needs and collaborate with outside counselors/agencies to provide other services. Our system has an early warning program for attendance issues and LIFE Academy for at-risk students who need a non-traditional academic program. Students may qualify for Free/Reduced lunch or 504.

Weakness - We have no gifted program for high school students and a limited program for elementary. We have only one social worker and no homeless liaison. There is no system of evaluations of the effectiveness of all educational programs.

4.8 The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Strength - Our system has counselor(s) at each school and a PST to monitor students with academic and behavioral needs and make Special Education/504 referrals as needed. Counselors work with 8th graders in developing a career plan.

Weakness - Counselors have too many duties other than counseling to provide the level of counseling needed, and career planning is limited to 8th grade in many schools. Assessing is ongoing but follow-up on the assessment is a weakness. We do not provide career fairs in adequate number for the middle school and high school population.

Using Results for Continuous Improvement

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment 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"> •Brief description of technology or web-based platforms that support the education delivery model •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Evidence that assessments are reliable and bias free •Survey results •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Documentation or description of evaluation tools/protocols 	Level 3

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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 that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. 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. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<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 district effectiveness •Examples of data used to measure the effectiveness of the district systems that support schools and learning •District quality control procedures that monitor schools in effectively using data to improve instruction and student learning •Examples of changes to the district strategic plan based on data 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	Throughout the system professional and support staff are trained in the 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"> •Policies and written procedures specific to data training •Training materials specific to the evaluation, interpretation, and use of data •Survey results •Documentation of attendance and training related to data use 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system 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 system and school personnel systematically 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"> •Examples of use of results to evaluate continuous improvement action plans •Agendas, minutes of meetings related to analysis of data •Policies and procedures specific to data use and training •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	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	<ul style="list-style-type: none"> •District quality control procedures for monitoring district effectiveness •Minutes of meetings regarding achievement of student learning goals •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement •District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement 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 the External Review team members may be interested in reviewing.

Strengths:

Our system and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. In order to sustain this area: We will maintain assessment strategies that are already in place and be continuously aware of relevant assessment trends.

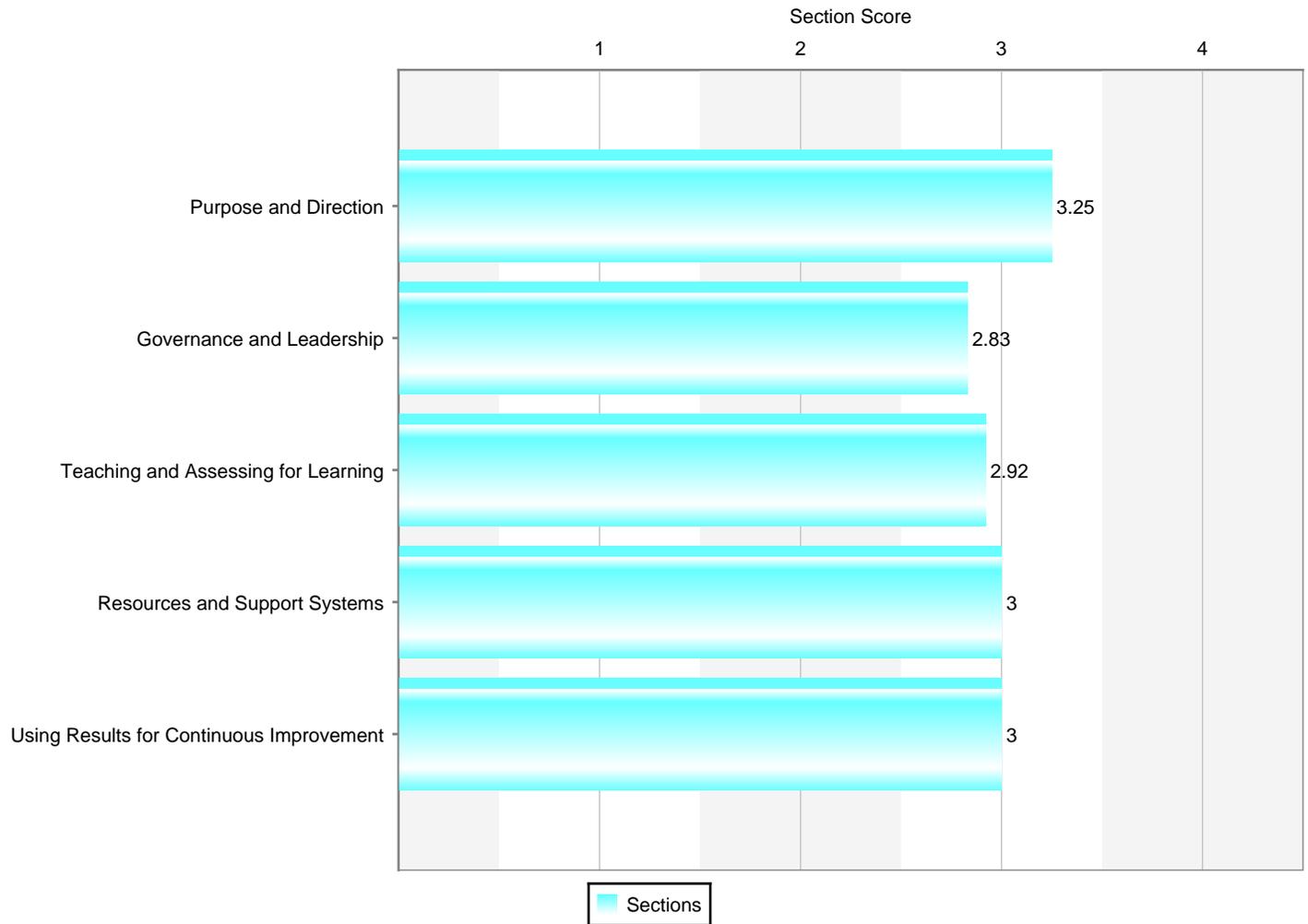
Our system and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement. In order to sustain this area: We, as a district, will continue current practices and monitor with evidence of data meetings, and walkthroughs

Weakness

There is a 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 and the State purchased Global Scholars Achievement series.

Report Summary

Scores By Section



Lauderdale County School System Improvement Plan

Overview

Plan Name

Lauderdale County School System Improvement Plan

Plan Description

System Goals

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	All students in the Lauderdale County School System will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 4	Academic	100% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency on the common core ELA standards in English Language Arts by 05/31/2018 as measured by State assessments.	\$0
2	All students in the Lauderdale County School System will become proficient in mathematical practices.	Objectives: 1 Strategies: 2 Activities: 3	Academic	100% of Eleventh and Twelfth grade students will demonstrate a proficiency in mathematical practices in Mathematics by 05/31/2018 as measured by the numbers of students achieving benchmark scores on the math portion of the ACT and WorkKeys.	\$0

Goal 1: All students in the Lauderdale County School System will become proficient readers.

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency on the common core ELA standards in English Language Arts by 05/31/2018 as measured by State assessments.

Strategy 1:

Strategic Teaching - Teachers will be trained in strategic teaching methods. The district reading specialist will prepare and deliver professional development to each school and the reading coach/instructional specialists. Each school will work with an instructional coach who will deliver professional development to teachers on a regular basis.

Research Cited: Research conducted by the National Reading Panel, Reading First, and the Alabama Reading Initiative all support the strategic teaching method as highly effective.

Activity - Reading Coach Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading specialist and reading coaches will participate in monthly trainings on specific teachings methods. The professional development will be turned around at the local schools. Schools: All Schools	Professional Learning	01/07/2013	12/20/2013	\$0	Title II Part A	Curriculum coordinators, district reading specialist, reading coaches, instructional specialists

Strategy 2:

Universal Screener - All students will be administered a universal screener to identify strengths and weaknesses.

Research Cited: The Rtl Action Network identifies screening all students as the first step in the Rtl prevention model.

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified with weaknesses through the administration of Global Scholar will be progress monitored through its achievement series component. Schools: All Schools	Academic Support Program	09/30/2013	05/30/2014	\$0	State Funds	Teachers, district technology specialist, technology assistants

Activity - Global Scholar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will participate in a universal screener through the performance series of Global Scholar. Schools: All Schools	Academic Support Program	09/30/2013	05/31/2018	\$0	State Funds	Teachers, District Technology Specialists, Technology Assistants
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Strategy 3:

Differentiated Instruction - Teachers will deliver differentiated instruction in all content areas.

Research Cited: The Response to Intervention model identifies differentiated instruction as a component of effective tier I classroom instruction.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will deliver differentiated teaching methods as part of their daily tier I classroom instruction. Strategic teaching methods will also be delivered on a routine basis. Schools: All Schools	Direct Instruction	10/01/2012	05/31/2018	\$0	No Funding Required	Classroom teachers

Goal 2: All students in the Lauderdale County School System will become proficient in mathematical practices.

Measurable Objective 1:

100% of Eleventh and Twelfth grade students will demonstrate a proficiency in mathematical practices in Mathematics by 05/31/2018 as measured by the numbers of students achieving benchmark scores on the math portion of the ACT and WorkKeys.

Strategy 1:

Tiered Instruction - Students will be instructed using the tiers of instruction in all math classes.

Research Cited: Response to Intervention (Instruction) identifies effective tier I, II, and III teaching strategies to increase student achievement. This research can be found on the Rti Action Network.

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-6 and core math teachers in 7-12 will use DI techniques in Tier I and implement daily tier III and Tier III instruction. Schools: All Schools	Direct Instruction	10/01/2012	05/31/2018	\$0	General Fund	Math teachers

Strategy 2:

Universal Screener - Students will be administered a Universal Screener at the beginning of the year to identify strengths and weaknesses in mathematical practices.

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Research Cited: The Rtl Action Network identifies administering a universal screener as a critical first step in the Rtl Model.

Activity - Global Scholar Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-12 will participate in the Global Scholar Universal Screener. Schools: All Schools	Academic Support Program	09/30/2013	05/30/2014	\$0	State Funds	Curriculum Coordinators, Classroom teachers, District technology specialist, technology assistants
Activity - Progress Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified with weaknesses according to the performance series component of Global Scholar will be progress monitored through its achievement series component on a regular basis. Schools: All Schools	Academic Support Program	09/30/2013	05/30/2014	\$0	State Funds	Classroom math teachers, district technology specialist, technology assistants

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Teachers will deliver differentiated teaching methods as part of their daily tier I classroom instruction. Strategic teaching methods will also be delivered on a routine basis.	Direct Instruction	10/01/2012	05/31/2018	\$0	Classroom teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Instruction	Teachers in grades K-6 and core math teachers in 7-12 will use DI techniques in Tier I and implement daily tier III and Tier III instruction.	Direct Instruction	10/01/2012	05/31/2018	\$0	Math teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Global Scholar Universal Screener	All students in grades K-12 will participate in the Global Scholar Universal Screener.	Academic Support Program	09/30/2013	05/30/2014	\$0	Curriculum Coordinators, Classroom teachers, District technology specialist, technology assistants
Global Scholar	All students will participate in a universal screener through the performance series of Global Scholar.	Academic Support Program	09/30/2013	05/31/2018	\$0	Teachers, District Technology Specialists, Technology Assistants

State Funds, continued

Progress Monitor	Students identified with weaknesses according to the performance series component of Global Scholar will be progress monitored through its achievement series component on a regular basis.	Academic Support Program	09/30/2013	05/30/2014	\$0	Classroom math teachers, district technology specialist, technology assistants
Progress Monitor	Students who have been identified with weaknesses through the administration of Global Scholar will be progress monitored through its achievement series component.	Academic Support Program	09/30/2013	05/30/2014	\$0	Teachers, district technology specialist, technology assistants
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Coach Training	The reading specialist and reading coaches will participate in monthly trainings on specific teachings methods. The professional development will be turned around at the local schools.	Professional Learning	01/07/2013	12/20/2013	\$0	Curriculum coordinators, district reading specialist, reading coaches, instructional specialists
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Coach Training	The reading specialist and reading coaches will participate in monthly trainings on specific teachings methods. The professional development will be turned around at the local schools.	Professional Learning	01/07/2013	12/20/2013	\$0	Curriculum coordinators, district reading specialist, reading coaches, instructional specialists
Progress Monitor	Students who have been identified with weaknesses through the administration of Global Scholar will be progress monitored through its achievement series component.	Academic Support Program	09/30/2013	05/30/2014	\$0	Teachers, district technology specialist, technology assistants
Global Scholar	All students will participate in a universal screener through the performance series of Global Scholar.	Academic Support Program	09/30/2013	05/31/2018	\$0	Teachers, District Technology Specialists, Technology Assistants
Differentiated Instruction	Teachers will deliver differentiated teaching methods as part of their daily tier I classroom instruction. Strategic teaching methods will also be delivered on a routine basis.	Direct Instruction	10/01/2012	05/31/2018	\$0	Classroom teachers
Tiered Instruction	Teachers in grades K-6 and core math teachers in 7-12 will use DI techniques in Tier I and implement daily tier III and Tier III instruction.	Direct Instruction	10/01/2012	05/31/2018	\$0	Math teachers
Global Scholar Universal Screener	All students in grades K-12 will participate in the Global Scholar Universal Screener.	Academic Support Program	09/30/2013	05/30/2014	\$0	Curriculum Coordinators, Classroom teachers, District technology specialist, technology assistants

All Schools, continued

Progress Monitor	Students identified with weaknesses according to the performance series component of Global Scholar will be progress monitored through its achievement series component on a regular basis.	Academic Support Program	09/30/2013	05/30/2014	\$0	Classroom math teachers, district technology specialist, technology assistants
Total					\$0	

Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	The Lauderdale County School System requested to begin the AdvancEd process in March, 2011. The visitation dates were set by the AdvancEd organization. The LCSS began work immediately to prepare for the External Review which will be held October 28-31, 2012.
The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes	The Lauderdale County School System makes every effort to comply with the accreditation standards set forth by AdvancEd. Quality Assurance Process for LCSS.doc
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	The LCSS is audited annually by the State Department of Education.
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	Each school develops an annual Continuous Improvement Plan. The Lauderdale County School System has developed a strategic plan as a foundation for improvements.
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	Each school is required by the state to develop and implement safety procedures within its crisis management plan on a regular basis. The system's crisis intervention plan can be found in the Office of Student and Support Services located at the System's Central Office.

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<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none">•Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction•Mission and purpose of the institution•Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership•Grade levels served by the institution•Staffing, including administrative and other non-teaching professionals personnel•Available facilities, including upkeep and maintenance•Level of funding•School day or school year•Establishment of an additional location geographically apart from the main campus•Student population that causes program or staffing modification(s)•Available programs, including fine arts, practical arts and student activities	<p>Yes</p>	<p>One of the most substantial changes we have made as a system is the closing of Cloverdale Elementary School at the end of the 2011-2012 school year. The 90 students previously served at Cloverdale have now been transferred to surrounding schools. At the conclusion of the 10-11 school year, the Anderson and Cloverdale Schools' grade spans were reconfigured from K-9 to K-6.</p> <p>The Lauderdale County School System will experience a change in the superintendent position in November due to it being an elected position. The present superintendent is retiring and is not seeking re-election.</p>
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