

Fleming County
Fleming County High School
School Leadership Assessment Report



02/05/2012 - 02/10/2012



School Leadership Assessment Executive Summary

Fleming County High School Fleming County School District

2/5/2012 - 2/10/2012

Robert Bowers, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Fleming County High School during the period of 2/5/2012 - 2/10/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal does not hold himself and all staff members accountable for the success or failure of each and every student at Fleming County High School.
Next Steps	The principal should communicate to all stakeholders the urgency of placing student achievement as the school's top priority and adopt a "Whatever it Takes" policy for getting the job done. They should procure and welcome the assistance of district leadership in school improvement efforts. Non-negotiables should be defined, communicated, implemented and monitored. The principal should use the district certified evaluation plan as the basis for holding all staff members accountable for their roles and responsibilities in improving student performance.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not cultivate and sustain a commitment to high expectations among all stakeholders.

Next Steps	The principal should consistently communicate a commitment to high expectations. This commitment should be shared with stakeholders through various venues (school council meetings, parent organizations, school Web site, community presentations). The principal should involve stakeholders in mitigating barriers to learning and sustaining a focus on high achievement. He should engage all stakeholder groups in interactive conversations to identify successful practices and unite them in a collaborative effort of assisting all students to reach high levels of learning. The principal should ensure the school serves as the framework for development of 21st Century skills.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal and school council have not clearly defined a systematic process for collecting, analyzing and monitoring student achievement data.
Next Steps	The principal and school council should develop a systematic process for handling and monitoring student achievement data. The principal should lead his staff in intentional efforts to collect, organize, manage, analyze, evaluate and use student achievement data to improve student learning. The focus of the process should be clearly defined and directly tied to evaluating the effectiveness of all facets of decision making. Results of data analyses should be used to identify trends and patterns in all Fleming County High School programs.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal has not created a positive climate for teaching and learning and a culture of openness that fosters trust and participation among all stakeholders.

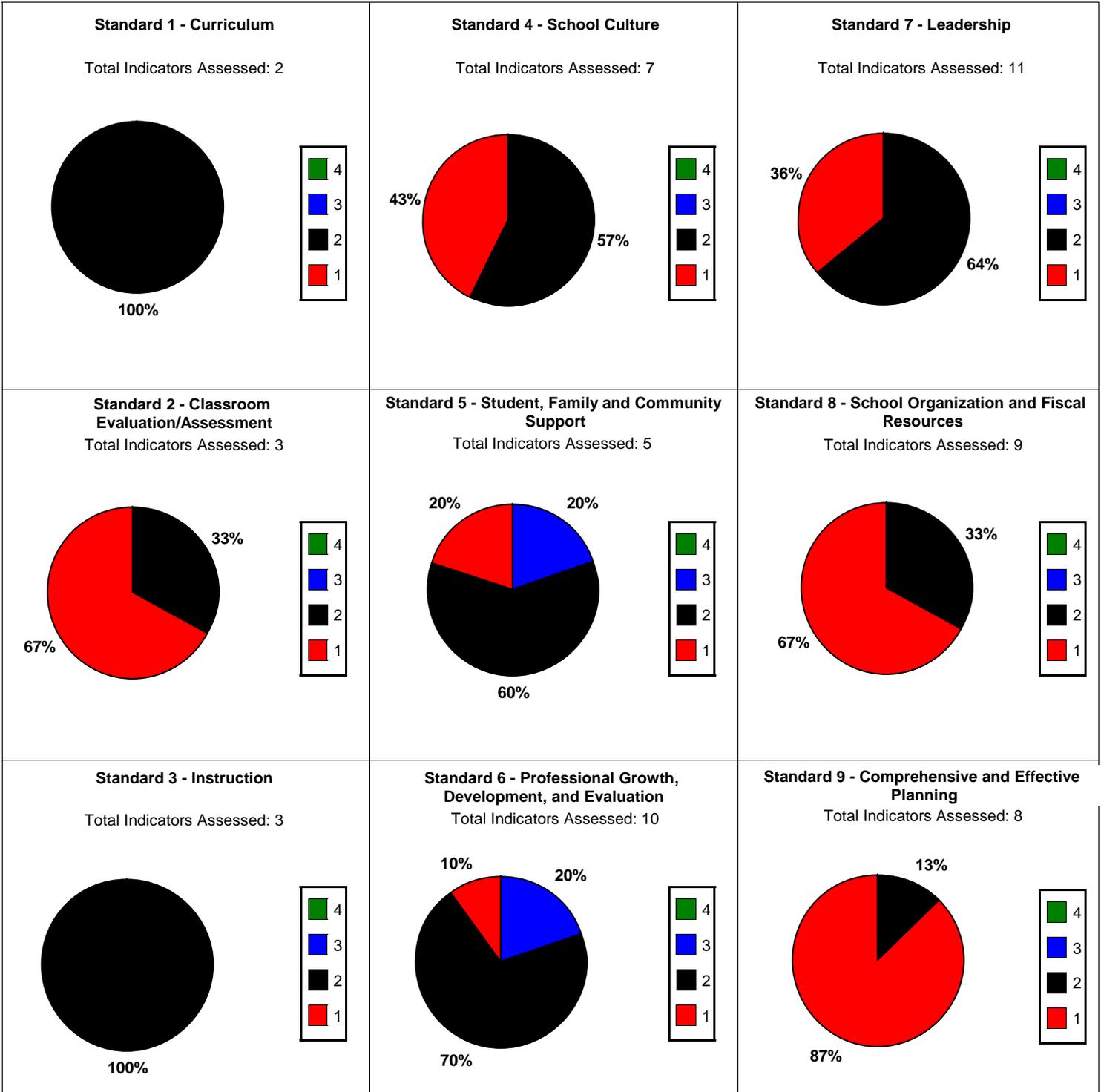
Next Steps	The principal should establish, communicate and implement a formal procedure to address parent and student concerns. The principal should be available and interact with students daily. He should interact with community members and share the vision and goals of the school. He should develop procedures and activities to encourage parent participation in the school decision-making process by implementing the school council committee policy. The principal should lead teachers in identifying roles in creating a positive climate for learning and address needs through regular communication and support. The principal should sustain a focus on mutual trust and respect among all stakeholders through the collection and analyses of data (surveys, collaborative activities, formal and informal discussions).
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal and school council do not collaborate with stakeholder groups or have a formal process for comprehensive school improvement planning.
Next Steps	The principal and school council should collaborate with stakeholder groups to create organizational structures and processes for comprehensive school improvement planning. The principal, school council and stakeholder group representatives should create vision, mission and beliefs statements and set goals for the plan. Evaluation of impact on classroom practices and student achievement should occur. Strategies, activities and benchmarks should be established. Implementation and impact checks should be used to monitor implementation and evaluate the impact of the strategies and activities on student achievement and should result in changes in classroom practices.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The school council has not adopted all policies and bylaws required by statute, and the principal has not developed and implemented procedures for implementation of policies.

Next Steps	The principal and school council should receive training in areas of responsibility, legal obligations and effective governance. The school council should request assistance to ensure all required policies, bylaws and procedures are developed. The bylaws and policies should be comprehensive, contain procedures for effective implementation and should be communicated to all stakeholder groups. The principal should implement policies as written, and the council should gather data to measure the impact of policies on student achievement. Meeting schedules, agendas and minutes should be publicized and communicated to all stakeholder groups.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Fleming County High School
 KDE 2012 School Leadership Assessment Report
 At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

- 4- Exemplary level of development and implementation
- 3- Fully functional and operational level of development and implementation
- 2- Limited development or partial implementation
- 1- Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Fleming County - Fleming County High School

<p>Standard - 1 - Academic Performance <u>Curriculum</u></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment <u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency <u>Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance <u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment <u>Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources <u>Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><u>Resource Allocation and Integration</u></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance <u>Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation <u>Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities...alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning <u>Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><u>Implementation and Documentation</u></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

Blue 3- Fully functional and operational level of development and implementation

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

The school leadership assessment report contains many important findings the school should consider. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.

Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.

Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Kentucky Department of Education
School Leadership Assessment Summary Report
Fleming County High School
Fleming County School District

2/5/2012 - 2/10/2012

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Fleming County High School during the period of 2/5/2012 - 2/10/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (49) and formal interviews and informal discussions with teachers (55), students (67), parents (54), community members (5), School Resource Officer (1), Grant Personnel (1), Family Resource/Youth Services Center staff members (2), central office personnel (4), classified staff members (31), superintendent (1), assistant principal (1), counselors (2) and the principal.

The school leadership assessment team utilized the Standards and Indicators for School Improvement, The Missing Piece of the Proficiency Puzzle, classroom observations, stakeholder interviews and a portfolio of school records during this visit. All collected data were considered in the development of the report. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The chairperson of the team was Betty E. Fox - District Administrator. The other team members were Wayne Puckett - District Administrator, Jill L. Crowe - Teacher, Rhonda C. Marshbanks -Teacher, Akeel Zaheer - Parent, Gayla B. Jenkins - School Administrator, Ginger K. Mason - Higher Education Representative, John Russ - Higher Education Representative, Robyn Baxter - Educational Recovery Specialist.

Academic Performance

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

- Standard 1:** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3:** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district technology plan, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, lesson plans/units of study, master school schedule, professional development records, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, student handbook, Teaching, Empowering and Leading and Learning Survey
departmental meeting minutes
Integration grant

Interviews with classified staff, district leadership, parents, principal, school council members, school leadership, students and teachers

Observations of classrooms and media center

Performance Rating 2

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

The principal does not lead the staff in the identification of key curriculum transition points between and within course offerings at the high school. During departmental meetings, some content-area teachers discuss curriculum pacing guides and identify some transition points to promote vertical alignment and scaffolding of curriculum. These discussions have led to the identification of some curriculum transition points. Some high school and middle school staff members occasionally have conversations regarding curriculum, but these discussions are not prevalent among all content areas and have not resulted in a fully aligned curriculum. Some teachers at the high school attend QualityCore training to assist in aligning the curriculum with Kentucky Core Academic Standards. Another training is planned for this spring. Teachers were provided professional development in Learning Targets and Assessments at the end of the 2010-11 school year, and a few teachers attended a session on Curriculum Mapping for New Standards.

- 1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

School council policy (Policy #1: Curriculum) requires the curriculum

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

committee to recommend to the council a curriculum that is aligned with state standards. Subsequent amendments to the curriculum are to be brought to the school council for approval, and any curriculum issues are to be referred to the curriculum committee for discussion. This policy does not include procedures to regularly monitor, evaluate, review and modify the curriculum. The curriculum and instruction committee was recently formed and has met one time to discuss their charge. This committee has not yet developed systematic procedures to guide curriculum alignment or to impact instructional practices. The principal and designees conduct some walkthroughs to monitor the implementation of the curriculum, but this practice does not always include constructive feedback from the walkthrough process to ensure teachers are using learning targets effectively, providing rigorous tasks or implementing research-based strategies.

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Standard 1 **Curriculum**

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should develop a systematic process for using assessment data (e.g., formative and summative assessments, student work analysis, walkthrough findings, end of course assessments) to identify gaps in the curriculum. This process should include procedures for monitoring, evaluating and reviewing the curriculum at regular intervals as well as methods to ensure successful transitioning for all students at all levels.

The principal and leadership team should use the walkthrough process as a means to monitor the implementation of the curriculum and to improve instructional practices. Following walkthroughs, the principal should ensure teachers receive timely, constructive feedback to assist in the identification of effective instructional strategies. The principal should ensure teachers receive timely follow-up and support to assist them in refining instructional practices and to meet individual teacher's instructional needs.

Resources:

Blackburn, Barbara R. (2008). Rigor is NOT a Four-Letter Word. Eye on Education.
Hewitt, Kimberly Kappler and Weckstein, Daniel K. (2011). Differentiation is an Expectation: A School Leader's Guide to Building a Culture of Differentiation. Eye on Education.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, eWalk data, Kentucky Performance Report disaggregated data, lesson plans/units of study, samples of classroom assessments, samples of student work products, student homework with teacher feedback and student work

Interviews with parents, principal, school leadership, students and teachers

Observations of classrooms and common areas

Performance Rating 2

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

The principal conducts classroom walkthroughs, but the assessment component of the walkthrough instrument does not allow for a collection of frequent and authentic formative and summative classroom assessments. Assessment walkthrough data are reported as percentages of teachers who are conducting an assessment at the time of the walkthrough. Teachers are trained to use Classroom Assessment of Student Learning measures (e.g., exit slips, pre-assessment, sponge activities) of student mastery of content, but few teachers require students to complete formative assessments that are rigorous, inquiry- based and higher-order thinking. Some departments engage in discussions of student work, but most analyses do not go beyond an item analysis. Some teachers are providing opportunities (e.g., The Student Edge, Triumph College Admissions) for students to practice timed assessments similar to the ACT and end of course format.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

2.1d Test scores are used to identify curriculum gaps.

The principal and school council review some data (e.g., Measures of Academic Progress, Kentucky Core Content Test, IXL, Student Edge, PLAN, ACT) but do not set clear benchmarks for gauging academic growth. On September 28, 2011, an early release day, the principal presented a PowerPoint “Where we are/Where we are going” concerning the Interim Performance Report. Each department was to go to an assigned area and look over data for their core area, making note of any gaps, discussing current actions for improvement, analyzing specific goals and planning next steps as a department. E-mail notes were sent to the principal. Minutes from the October school council meeting do not reflect the outcome from this data review. Although the school council reviews a variety of student achievement data, the council does not actively participate in the analyses or use the results to make decisions regarding student learning and classroom practices. Measures of Academic Progress is administered to 9th and 10th grade students. Results of progress monitoring are shared with teachers but most have limited experience interpreting Measures of Academic Progress data. The principal has not clearly defined a process for using the results of student achievement data analysis to identify gaps in the curriculum. Some teachers use Measures of Academic Progress data to identify students who need additional instruction to master the content.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Few teachers provide performance standards for students to use as a guide to produce proficient work. Students recognize the term “rubrics” but most cannot articulate how to use performance level descriptors to demonstrate high levels of learning. Performance standards are rarely displayed for students to use as references or models of content mastery.

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Standard 2 **Classroom Evaluation/Assessment**

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should review and revise the current classroom walkthrough instrument to include a systematic process for collecting, graphing and analyzing classroom walkthrough assessment data. The principal should ensure assessments are frequent, rigorous and authentic. Feedback concerning assessment issues should be used to identify curricular and instructional gaps and assessment trends and patterns. Assessments should also be monitored to ensure students are given opportunities to demonstrate problem solving and higher-order critical thinking skills at a proficient level and make real-life connections.

The principal and school council should establish a systematic process for collecting, analyzing and monitoring school data. The focus of the process should be clearly defined and directly tied to improving curriculum, assessment and instruction. The principal should collect, organize, manage, analyze, evaluate and use student achievement and other relevant data (e.g., attendance, discipline, graduation rate, college and career readiness) to improve student learning.

Resources:

Johnson, R. S. (2002). *Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools*. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1

Marzano, R. J. (2000). *Transforming Classroom Grading*. Alexandria, VA: Association for Supervision and Curriculum Development.

O'Shea, M. R. (2005). *From Standards to Success*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom assessments, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district technology plan, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, lesson plans/units of study, master school schedule, professional development records, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, student handbook, Teaching, Empowering and Leading and Learning Survey
departmental meeting notes
Integration grant

Interviews with classified staff, district leadership, parents, principal, school council members, school leadership, students and teachers

Observations of classrooms, common areas, computer lab and media center

Performance Rating 2

- 3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

School council policy (Policy #3: Instructional Practices) states “the faculty and principal shall elect the appropriate instructional practices” to ensure the school’s curriculum is fully implemented. The policy does not include guidelines or expectations for teachers to use research-based instructional strategies (e.g., higher-order thinking, inquiry, problem solving, learning styles, rigor and relevance). The principal has not defined procedures in the policy for monitoring instruction. The principal and his designee monitor instructional practices using an electronic walkthrough instrument. Following these walkthroughs, the principal provides limited feedback to assist teachers in modifying their instructional practices to meet individual learning needs. The curriculum and instruction committee was recently formed and has met one time to discuss their charge in monitoring the curriculum and instruction. This committee has not yet developed systematic procedures to guide curriculum alignment or to impact instructional practices. Teachers provide some opportunities for interactive student engagement but do not consistently require students to apply inquiry or problem-solving skills. The principal does not effectively monitor lesson plans to ensure teachers are planning rigorous instructional strategies and challenging all students to extend their thinking. District leadership has assigned two instructional coaches to the high school but does not monitor their work. These coaches work one day each week with mathematics and science teachers to provide instructional resources, to

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

answer questions about assessments and to model lessons upon request. District leadership received a Gates Foundation Integration Grant to provide training for teachers in the areas of mathematics and literacy. This grant helped the school in hiring a literacy coach to work with the Integration team (I-Team) at the middle and high school level. A mathematics teacher has also been hired to serve the two schools for the rest of the year. The Mathematics Design Collaborative (MDC) and Literacy Design Collaborative (LDC) will provide training for some teachers focusing on rigorous, engaging learning experiences incorporating the framework of assessment.

- 3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

The principal and his designee monitor classroom instruction through walkthroughs and provide some feedback via e-mail to teachers. Classroom assessments are not regularly monitored to ensure students are engaged in hands-on experiences to connect what they are learning in school and making meaningful connections to real-life experiences. Teachers sometimes require students to complete learning tasks (e.g., on-demand writing, multiple choice, short answer, constructive response) similar to those on state assessments (e.g., Educational Planning and Assessment System, Kentucky Performance Rating for Educational Progress). Some teachers are providing opportunities for students to practice completing assessments during timed sessions. The principal recently provided opportunities for students in 9th-12th grades to participate in a College Readiness Boot Camp to sharpen their skills in taking ACT tests. The Boot Camp took place on five consecutive Saturdays and 50 to 130 students attended each Saturday. These students were provided incentives (e.g., ice cream social, Morehead State University basketball game, tee shirts, reimbursement for ACT registration) for attending the sessions.

- 3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

The school council has not developed a comprehensive technology policy to guide the implementation of technology into instruction. Most classrooms have technological resources (e.g., SmartBoards, computers, computer projector systems); however, teachers are not seamlessly integrating technology into their instructional practices. Students sometimes use technology to extend their learning and to share information (e.g., research,

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Standard 3 **Instruction**

Performance Rating 2

PowerPoints, digital probes, calculators, word processing). The principal does not regularly collaborate with district technology resource personnel to provide professional development on the effective integration of technology in support of 21st Century Skills for staff and students. A district technology resource staff member is available to assist individual teachers in implementing effective technology integration into classroom instruction, but all staff members do not take advantage of this resource.

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Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal and his designee should continue monitoring classroom instruction for the purpose of identifying effective instructional strategies and assisting teachers in refining their instructional practices. The principal and his designee should ensure all classroom instruction is rigorous, effective and student-centered (e.g., cooperative learning, differentiated, higher-order thinking skills, problem-solving tasks, hands-on activities). The principal should identify his non-negotiables and hold staff accountable for the implementation of these into practice. Monitoring should be ongoing and instructional support should be provided.

The school council should develop policy to guide teachers in integrating and utilizing technology effectively in instruction. This policy should include procedures for the principal and his designees (i.e., assistant principal, instructional coaches and department heads) to monitor the integration of technology into classrooms. The policy should identify methods for students to use technology to expand their learning and to provide a venue for the completion of projects, assignments and products.

Resources:

Marzano, R. J. (2003). What works in Schools: Translating Research into Action. Alexandria, VA: Association of Supervision and Curriculum Development.

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Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, health department inspection reports, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school visitors register, school Web pages, school/district safety plan, staff extra-duty schedule, student handbook, student work, student/parent/staff handbooks, student/teacher ratio, The Missing Piece of the Proficiency Puzzle, trophy cases, Teaching, Empowering and Leading and Learning Survey

Interviews with classified staff, media specialist, parents, principal, school resource officer, students and teachers

Observations of cafeteria, classrooms, hallways and media center

Performance Rating 2

- 4.1a There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).

The principal supports a safe, orderly environment and ensures the physical condition of the school provides a clean, well maintained learning facility. However, district leadership has not rectified the problem of leaking ceilings in classrooms and common areas. School council policy (Policy #4: Discipline, Classroom Management, School Safety) follows the district code of discipline. All students are provided a copy of the student handbook which contains this policy. The principal requires a signed form from parent or guardian confirming they have seen and reviewed the behavior expectations found in the handbook. The principal does not ensure behavior expectations are clearly communicated to students and staff or consistently enforced (e.g., disruptive behavior, tobacco use by students and staff, cell phone use by staff and students in classrooms). An emergency plan, Emergency Management and Recovery Guide for Fleming County High School 2011-12, addresses emergency team assignments, procedures for lock down, earthquake, tornado and fire evacuation and includes a tornado drill map. Although fire evacuation procedures are provided in the narrative, a fire evacuation map is not a part of this plan. Emergency procedures and maps are not posted in all classrooms. A safety committee meets at the beginning of and during each

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school year to review roles and responsibilities of staff members in the event of an emergency. A school security officer, stationed in the welcome center structure at the entrance of the school parking lot, monitors and logs vehicles entering and exiting the lot. The security officer and a school resource officer patrol the grounds and building, assisting with monitoring, emergency drills, student discipline and hallway sweeps. The building is equipped with security cameras. Exterior doors, with the exception of the front entrance, require a code to enter. Outside doors to the career and technical center are often unlocked during the school day. Visitors do not have immediate access to the main area of the school and must enter into the front office and sign in as a visitor. Students sign out when leaving, and the responsible adult is asked to show identification if the attendance clerk does not know or recognize them. If the responsible adult is not on the student's pick up list, the parent or guardian of the student must notify the school. At dismissal, local law enforcement assists with traffic flow. The principal minimizes interruptions to instruction by making announcements at the end of the day, performing tardy hall sweeps at the beginning of each period and enforcing a cell phone policy, but instruction is often interrupted by classroom telephone calls. The principal ensures regular monitoring of students in hallways and common areas through a rotating extra duty schedule. The principal shared the Teaching, Empowering, Leading and Learning (TELL) survey results with staff but has not used those results in a shared planning process. The climate committee is designing a parent survey to get feedback on parental involvement.

- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

The principal communicates a commitment to high academic expectations with students, parents and staff through e-mails, faculty meetings and presentations. The principal provides learning experiences (e.g., after-school tutoring, in-school suspension program, College Readiness Boot Camp) beyond the classroom. The principal has limited involvement in creating partnerships with families and community members and has not established a two-way communication system with students, teachers or parents to build a shared vision for student learning. The principal provides common planning time for some department teachers and schedules faculty and regular department meetings. The principal does not set the expectation that these opportunities are used to share or observe effective instructional strategies or methods, particularly those that have been successful with under-achieving students. The principal invites teachers to share celebrations at faculty

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meetings. The principal has established and shared a plan for improvement but has not included staff, parents and community members in the planning or decision-making process.

4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

School council policy (Policy #7: Committees) establishes procedures for creating standing and ad hoc committees. All faculty members are required to serve on a committee. Parent and school council member representation is desired but not mandatory. The policy mandates the principal to solicit parent participation in committees. This solicitation must be in writing and completed by March of the respective school year. Final determination of committee membership rests with the principal or school council. Current committee rosters include all certified staff members, a few classified staff members and both school council parents. The current committees are in their infancy and most have had at least one meeting. The principal has not clearly defined committee responsibilities (e.g., assigning specific tasks and timelines, setting agendas and recording minutes, reporting to school council).

4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

The principal has not provided professional development targeting equity and diversity. He has not established a formal process to monitor cultural responsiveness in instructional strategies and practices. A few teachers develop and teach lessons focusing on multiculturalism and integrate strategies to remove barriers to learning. The principal does not ensure culturally responsive curriculum is seamlessly integrated into schoolwide programs and activities. Support systems (e.g., Youth Services Center, Comprehend, Health Access Nurturing Development Services, school nurse) are available within the school and community. Although students are referred to these, the principal has not established formal referral procedures to ensure all students in need of services are identified. Student associations (e.g., Family, Career and Community Leaders of America, Health Occupations Students of America) and extracurricular groups promote cultural education and tolerance. Teachers have access to professional materials on diversity in the Youth Services Center and professional library collection. The principal has not established practices to recruit diverse or highly qualified teachers.

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Performance Rating **2**

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Performance Rating **1**

- 4.1f The school intentionally assigns staff to maximize opportunities for ALL students to have access to the staff's instructional strengths.

School council policy (Policy #2: Staff Time Assignment) assigns instructional and non-instructional staff time. A student assignment policy, a required school council policy, has not been adopted. Students have access to a wide variety of classes in the regular and Career Technical Education programs and through credit recovery, on-line courses and local community college courses, but the master schedule does not always accommodate student choice. Recently, some students were identified for academic intervention, regrouped based on learning needs and assigned to appropriate staff who can best meet these needs. These students are monitored for progress, and their schedule is flexible for intervention during electives. The principal has not collected data or developed procedures to intentionally match student needs to teacher strengths.

- 4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

The principal has not developed and implemented a systematic communications plan. He and his leadership team occasionally use various avenues (e.g., school Web site, guidance newsletter, The Fleming Shopper, Flemingsburg Gazette, local access channel) to inform stakeholders of upcoming events or academic information. The principal does not inform stakeholder groups of upcoming school council meetings as mandated by Kentucky Revised Statutes for open-meeting requirements.

- 4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

The principal provides few opportunities (e.g., end-of-year awards night, student of the month, College Readiness Boot Camp gains, 21 Society) for celebrations of student academic success. Academic achievement is not celebrated at the same intensity as athletic or extracurricular success.

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The principal should ensure evacuation maps are a part of the safety plan and all procedures and maps are posted in all classrooms.

The principal should develop and implement a plan to communicate behavior expectations to all students, staff and parents. The principal should ensure consequences for infractions to the discipline policy are enforced consistently and fairly, and parent notification procedures regarding behavior and discipline are clearly defined and followed.

The principal should ensure students, parents and teachers have full access to him for conversations, allowing opportunities for input in the school's vision for continuous improvement in student learning and to reach his goal of becoming a "model school".

The principal should ensure school council adopts a student assignment policy. The principal should ensure the master schedule honors student choice. The principal should collect data and develop procedures to intentionally match student needs to teacher strengths.

The principal, in collaboration with all stakeholder groups, should develop a comprehensive formal communications plan. The plan should detail multiple ways (e.g., workshops, parent newsletter, e-mail) for leadership and school staff to disseminate information to all stakeholder groups allowing them to become active partners in the academic success of all Fleming County High School students.

The principal should immediately implement a process for recognizing student and staff successes that foster a routine celebratory climate. The process should include ways for leadership and staff to support students in setting academic goals and a system of recognizing students as they reach these goals.

Resources:

Dufour, R. & Eaker, R. (1998). Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development.

DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283

Payne, R. (1998). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.

Prichard Committee Parent Involvement Toolkit. <http://www.prichardcommittee.org>

Whitaker, T., Whitaker, B. & Lumpa, D. (2000). *Motivating & Inspiring Teachers: The Educational Leader's Guide for Building Staff Morale*. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4.

Commissioner's Parent Advisory Council. *The Missing Piece of the Proficiency Puzzle*. (2007).

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Standard 5 **Student, Family and Community Support**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, individual professional growth plans, Kentucky Performance Report disaggregated data, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, parent and community member workshop schedule, School Report Card data, student handbook, student/parent/staff handbooks, transportation records for Extended School Services, trophy cases, Teaching, Empowering and Leading and Learning Survey

Interviews with community members, parents, principal, school leadership, students and teachers

Observations of classrooms, common areas, computer lab, media center and outdoor areas

Performance Rating 3

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

The principal provides a credit recovery program (i.e., Novel Stars on-line courses) for students who are not on track for completing graduation requirements, students returning from homebound and transferring students needing additional credits. The high school curriculum includes advanced placement courses in a variety of subjects (Geography, Literature, World Civilizations, History, Biology and Chemistry). Certain Career and Technical Education courses are eligible for dual credit through Maysville Community and Technical College. Students in the Telemedia Technology major program develop Web sites and videos for local businesses. The auto repair and auto body programs partner with local businesses and manufacturers for supplies and customer referrals. Another class operates two school-based businesses, the high school greenhouse and embroidery and lettering service. Students are provided opportunities to take orders and market their products. The agriculture program has collaborative support from local agribusiness and farm supply companies which make financial and in-kind donations and provide students with work opportunities. The local community has donated approximately two hundred acres of land for a school farm that serves as a learning laboratory for the agriculture program. Peoples Bank of Flemingsburg sponsors a student bank at the school staffed by student

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Performance Rating **3**

members of the Future Business Leaders of America club. Students enrolled in the Career Options class participate in co-op opportunities with local businesses. The Health Occupation Sciences program places students in work settings to complete practicum experience as part of their course work. The school sponsors an academic team as well as a variety of academic and career-oriented clubs (e.g., Future Farmers of America, Health Occupation Sciences Association, Technology Students Association, Family, Career and Community Leaders of America, Future Educators Association). Many clubs win awards in regional and state competitions.

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Performance Rating 2

- 5.1a Families and the community are active partners in the educational process and work together with the school district staff to promote programs and services for all students.

School council policy (Policy #7: Committees) encourages parent participation. The council has formed seven standing committees, but only two of these have a parent representative. The principal does not ensure families are informed of opportunities to serve on committees and does not systematically seek family and community participation in decision-making processes of the school. The principal has not formally developed a system to ensure every student has an adult who can intercede on their behalf to support continuous academic progress. Youth Services Center personnel provide school supplies to students in need at the beginning of the school year. After three unexcused absences the district Director of Pupil Personnel sends a written notice to the family and follows up with a home visit after the sixth absence. Youth Services Center personnel participate in some home visits, and referrals are made to social service agencies when appropriate. A parent teacher organization meets regularly, but the principal and teachers rarely attend these meetings. An open house for families is held at the beginning of the school year, and a day for parent teacher conferences is scheduled midway through the first trimester. Unless families schedule an individual conference, they do not have the opportunity to meet with teachers once the first trimester ends. The principal has not scheduled parent teacher conferences for the second and third trimesters. The principal invited parents at each grade level to a PowerPoint presentation by school and district leadership to discuss the school's persistently low performing status. The focus of the meeting was on how parents can help promote positive change and to enlist their support as the school moves toward a better future for students and school. The principal did not use this opportunity to create a line of open communication with parents. The principal did not solicit and the school council did not require parent input into the development of the comprehensive school improvement plan. The principal has not established a formal procedure to receive and address parent concerns. Some families do not feel comfortable contacting the principal with concerns and suggestions.

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

The principal provides a variety of academic support programs (e.g., College Readiness Boot Camp, after-school tutoring, credit recovery, Extended

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Performance Rating 2

School Services) for students to improve achievement. After-school tutoring sessions, supported with Extended School Services funds, are open to all students. However, these sessions are not targeted or timely for students not keeping pace with the curriculum. Entry and exit requirements to these sessions are not well defined or regularly monitored. Participation in tutoring sessions varies with proximity to the grading period. Transportation recently became available for students attending these sessions. The principal does not have a systematic process to evaluate the effectiveness of these services and their impact on student learning. The Youth Services Center provides support (e.g., school supplies, clothing, food assistance, dental services, vision screening) to reduce barriers to learning. The Fleming County Youth Services Center Advisory Council meets regularly throughout the school year and includes community representatives (e.g., county hospital, extension office) and school personnel (guidance counselors, school nurse and the principal). Youth Services Center staff organize workshops on a variety of topics (e.g., substance abuse awareness and prevention, nutrition and wellness, interview and job-related skills) for families and students. Pre- and post-natal health and nutritional counseling and home visits are arranged for teenage mothers through the local Health Department Health Access Nurturing Development Services (HANDS) program. District leadership provides a full-time nurse at the high school. A mental health counselor from Comprehend, Inc. provides counseling at the school two days a week. Substance abuse counseling for students and families is available at the local Comprehend clinic. The high school has not currently been identified as a Title I school. Two guidance counselors are available to serve Fleming County High School students, but the principal does not ensure these counselors are providing services to all students through a schoolwide guidance program. The principal has not provided a process for timely access for all students to guidance services, particularly those students seeking information and assistance on career and college preparation.

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

The principal ensures individual student records are stored in locked filing cabinets in the counseling office. Each case manager keeps special education student records in secure cabinets. Student information such as enrollment, grades, attendance and behavior is maintained on Infinite Campus. Some parents access Infinite Campus to monitor their child's academic progress, but this information is not always up-to-date. Most 9th grade students work on their individual learning plans in the career options

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Performance Rating 2

class. The progress on completion of these plans in the 10th, 11th and 12th grades is monitored by the career options teacher. The principal does not monitor to ensure the completion of individual learning plans for all students.

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Performance Rating **1**

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

The principal does not ensure all teachers receive training in identifying students with special learning needs or behavioral problems. The principal has not established formal procedures for making referrals to guidance counselors, school nurse, mental health counseling and Youth Services Center. School staff members are aware of available health, psychological and social services and sometimes make referrals. Transfer students and those returning to school from extended absences meet with counseling staff and are assigned to appropriate education services. The principal has not ensured an adult advocate is available for students who lack a significant adult or whose families lack the ability to help with their child's learning or social and physical well being.

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The principal should implement and sustain ongoing initiatives and practices to establish a culture of openness and dialogue that cultivates trust and encourages two-way communications with all parents. The principal should develop and implement systematic and ongoing strategies to encourage parent participation in the school decision-making process. The strategies should include implementation of the school council Committee Policy guiding meaningful participation of parents on standing committees. The principal should provide parent workshops that are interactive and leverage individual parent strengths, build capacity and bridge communication gaps. The principal should ensure these workshops are scheduled at convenient times and locations to encourage greater participation.

The principal should establish, communicate and implement a formal procedure to receive and address parent and student concerns.

The principal should ensure interventions and services for students not making adequate academic progress are structured to meet individual student needs. Academic interventions and social, psychological, health and family services should be coordinated and integrated to maximize the impact of these services in reducing barriers to student achievement. The principal should develop and use a systematic process to evaluate these services, measure their impact on student success and make necessary modifications.

The principal should establish procedures to identify, recruit and train adults from within and outside the school community who can serve as advocates and mentors of students needing an adult to advocate on their behalf regarding student academic goals and learning needs. These advocates would intercede when appropriate on behalf of the student to maximize potential for their success. The principal should consult with a variety of organizations (e.g., Prichard Committee for Academic Excellence, Kentucky Educational Development Corporation) to assist in developing a process and providing training for identifying potential advocates for students. The principal should solicit assistance from community organizations (e.g., Lion's Club, Rotary Club, Extension Service, Kiwanis) to recruit potential advocates.

Resources:

Barr, R. & Parrett, W. (2006). *The Kids Left Behind*. Bloomington, IN: Solution Tree.

Marzano, R. (2003). *What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

National PTA. (2004). *National Standards for Parent/Community Involvement Programs*. Chicago, IL: Author.

Commissioner's Parent Advisory Council. The Missing Piece of the Proficiency Puzzle. (2007).

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Standard 6 **Professional Growth, Development, and Evaluation**

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, comprehensive school improvement plan, district Effective Instructional Leadership Act records (EILA), eWalk data, Implementation and Impact Checks, individual professional growth plans, parent and community member workshop schedule, professional development records, school budget and allocations, school council policies and bylaws, school Web pages, staff development agenda, Teaching, Empowering and Leading and Learning Survey Intergration grant

Interviews with classified staff, district leadership, principal, school council members and teachers

Performance Rating 3

6.2a The school/district provides a clearly defined evaluation process.

Board of education policy (03.18) clearly defines the evaluation process for certified staff members. The principal conducted an orientation of the Fleming County Schools Certified Evaluation Procedures for certified personnel on August 17, 2011.

6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.

District leadership has developed a clearly defined certified evaluation process that was approved June 10, 2009 by the board of education and July 1, 2009 by the Kentucky Department of Education. District leadership provides the principal with names of certified staff members to be formally evaluated each year. The principal and his designee use procedures outlined in this plan for these evaluations. The principal is required to turn in evaluations to the central office by April 1 of each year.

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Performance Rating 2

- 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

The principal and district leadership provide professional development opportunities (e.g., Learning Targets & Assessments, Suicide Prevention, Unbridled Learning Follow Up, SmartBoard Training) for teachers to complete their required training hours. These and other trainings (e.g., QualityCore, writing Webinar, English language arts network, mathematics network) meet content area needs of many teachers, but do not meet the individual needs of all teachers to improve instruction in the classroom. The principal conducts walkthroughs but does not have a process to intentionally monitor the impact of professional development strategies on classroom practices and student achievement. Professional development is planned on a yearly basis to match the needs of the district leadership plan for implementation of different aspects of Senate Bill 1 (2009). New teachers are provided extra support by the principal through scheduled training activities (e.g., What Great Teachers Do Differently book study, classroom management, grading/other issues, individual progress check). The principal provides some teachers the opportunities to become leaders within the school through the Integration (e.g., special education, English language arts, mathematics, social studies and science) and school leadership teams. District leadership includes these team members as part of the District Network Leadership Team. The principal selects the teachers who will participate but does not provide training to further develop their leadership skills. The principal and district leadership expect these team members to train other staff members. Parents were invited to participate in "Parents for Change" presentations at Fleming County High School. These presentations shared information about persistently low achieving status and educated those attending on the accountability and assessments by which student performance is measured. The principal's plan for change and improvement for the school was included. Although these presentations were designed to motivate parents toward a positive change and enlist their support as the school moves toward a better future for school and students, parents were given little opportunity to provide input or ask questions. Some classified staff members (e.g., cooks, custodians) participate in yearly state required trainings to update job-related knowledge.

- 6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

The school council has not developed procedures for a schoolwide

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Performance Rating 2

professional development plan. Professional development is planned by the district network leadership team. This team has executed a three-year plan [i.e., implementing aspects of Senate Bill 1 (2009)], and upon receiving the Gates Foundation Integration Grant, has begun the first year of the required three-year cycle of putting some facets (e.g., Integration Leadership Team, mathematics and literacy design collaborative, new teacher evaluation system) of this program into practice. Some job-embedded professional development (lesson planning, review deconstruction of standards into learning targets, QualityCore planning, new trimester preparation) occurs during districtwide early release days.

- 6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

The principal and district leadership align professional development priorities with the school's learning goals for students, but do not ensure professional development activities are intentionally connected to individual professional growth plans and evaluations of staff members. Certified staff evaluations and individual professional growth plans are not used to determine activities to be included in the district or school professional development plans.

- 6.1e Professional development is on-going and job-embedded.

Professional development at the high school is planned to follow the three-year district plan that focuses on aspects of Senate Bill 1 (2009). The principal along with district leadership has begun the first year of the required three-year cycle of putting facets (e.g., Integration Leadership Team, mathematics and literacy design collaborative, new teacher evaluation system) of the Gates Foundation Integration Grant into practice at Fleming County High School. The principal ensures some job-embedded professional development occurs during scheduled early release days. Although some job-embedded professional development occurs, the principal does not monitor to determine if these skills are impacting classroom practices and student learning.

- 6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Staff members review achievement data (e.g., ACT, PLAN, EXPLORE, Measures of Academic Progress) upon receipt by the high school, but limited connections are made between these data and planned professional

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Performance Rating 2

development activities. The principal conducts classroom walkthrough observations to collect data, but does not use this instrument to target skill sets acquired during professional development activities or to measure the impact of these activities on student achievement. Most professional development activities (e.g., learning targets, QualityCore, Literacy, unit development) are grounded in research. The principal has a formal process to determine need and effectiveness of proposed activities before allocating funds for out-of-district professional development. Prior to approval to attend professional development outside the district, a teacher must explain how this training relates to their professional growth plan or the goals identified in the comprehensive school improvement plan. Once professional development is completed, a reflection that describes how specific skills or information will improve teaching and learning in the classroom must be submitted.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

The school council approved the use of some professional development funds to address activities (e.g., professional learning communities, job-embedded professional development) as stated in the comprehensive school improvement plan. Some professional development resources (e.g., Carl Perkins, professional development allocation, Title II) are available to address staff member growth needs, but the principal has not developed a professional development plan to direct the use of available professional development funds.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

The Fleming County Schools Certified Evaluation Procedures manual outlines a process for the evaluation of all certified personnel. The principal at Fleming County High School shares the responsibility of teacher evaluations with the assistant principal. The principal conducts personnel evaluations based on most procedures in the evaluation plan. This plan states that all certified employees shall use the individual professional growth plan to develop strategies for professional improvement for the following year. Individual professional growth plans shall be tied to school goals as identified in the comprehensive school improvement plan and finalized during a conference between the employee and supervisor. The principal does not ensure individual professional growth plans are intentionally aligned with the goals of the comprehensive school improvement plan or that the plans are

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Performance Rating 2

implemented as written. The principal does not monitor the progress toward achievement of the goals set in the individual professional growth plans or their impact on classroom practices. Board of education policy (0.328) concerns the evaluation of classified personnel. However, this policy is not being implemented as written.

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Performance Rating **1**

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

The principal does not use the district-approved certified evaluation process to determine staff growth needs or to develop and measure progress of individual professional growth plans. Some teachers (e.g., Kentucky Teacher Internship Program, corrective action plans) are provided feedback and support for change in behavior and instructional practices. However, most teachers receive little meaningful feedback or support following walkthroughs or formal evaluations. Individual professional growth plans are neither reviewed or revised throughout the year nor monitored to determine implementation and effect on classroom practices and student learning. Some support systems (e.g., district technology resource personnel, mathematics coach, science coach, literacy coach) to bring about changes in classroom instructional practices are available, but these resources are not always used to develop areas of instructional needs identified during the evaluation process.

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Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

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Summary of recommendations in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

The principal and school council should establish and implement a comprehensive process for identifying professional development needs. This process should include in-depth analyses of student achievement data. The principal should collaborate with certified staff members to use these analyses to develop a professional development plan that closely aligns with student learning goals in the comprehensive school improvement plan. The plan should span multiple years, directly build on previous trainings, include focused job-embedded opportunities and allow for differentiation to meet distinctive individual staff member (e.g., teachers, administrators, support personnel, classified staff) needs identified in individual professional growth plans.

The principal should develop and implement a systematic process to measure the impact of professional development on classroom practices and student learning. This process should include monitoring of instructional practices for implementation, providing teachers with constructive feedback and supporting teachers with needed resources.

The principal should use the certified staff evaluation process to improve staff capacity and performance level. The principal should use information gleaned from a variety of information (e.g., formative and summative assessments, walkthrough data, needs assessments) to guide the development of individual professional growth plans. The principal should ensure all individual professional growth plans for teachers are collaboratively developed with their primary evaluator and implemented as designed. The plan should include measurable goals tied directly to student achievement and should be revisited at regular intervals to ensure implementation and continuous progress toward attaining goals and to measure its impact on instructional practices and student learning. The principal should ensure meaningful feedback is provided to teachers throughout the evaluation process and that available school resources are used effectively to provide support in a timely manner.

Resources:

DuFour, R. (2004). *Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn*. Bloomington, IN: National Educational Service.

Killion, J. (2007). *Assessing Impact: Evaluating Staff Development*. Thousand Oaks, CA: Corwin Press, Inc.

Reeves, D.V. (2006). *The Learning Leader: How to Focus School Improvement for Better Results*. Alexandria, VA: Association for Supervision & Curriculum Development.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, district budget and allocations, district personnel evaluation system and documentation of implementation, eWalk data, examples of school to home communications, facility inspection reports, health department inspection reports, Implementation and Impact Checks, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, parent and community member workshop schedule, professional development records, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school Web pages, school/district safety plan, state statute and regulation, student work, student/parent/staff handbooks, student/teacher ratio, Teaching, Empowering and Leading and Learning Survey

Interviews with classified staff, community members, district leadership, parents, principal, school council members, school leadership, school resource officer, students and teachers

Observations of classrooms, common areas, computer lab and media center

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal has not facilitated the process of developing a shared vision for Fleming County High School. The principal shares his personal vision "to be a model school in every aspect" with staff members, but this vision is not consistently communicated to all stakeholders by describing what qualities are necessary for the high school to be considered exceptional. Input from representative stakeholder groups was not solicited for the development of the 2012-13 comprehensive school improvement plan. The principal and school council do not request information from school stakeholder groups in establishing future direction for Fleming County High School.

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

The principal and school council review some student achievement data (e.g., Measures of Academic Progress, Kentucky Core Content for Assessment, IXL, PLAN, ACT). On Sept. 28, 2011 on an early release day, the principal

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presented a PowerPoint “Where we are/Where we are going” concerning the Interim Performance Report. Each department was to go to an assigned area and look over data for their core area, making note of any gaps, discussing current actions for improvement, analyzing specific goals and planning next steps as a department. E-mail notes were sent to the principal. Minutes from the October school council meeting do not reflect the outcome of this data review. In the fall of 2011, the principal began collecting data on the large number of students who were tardy to class. As a result of this data collection, the principal made the decision to implement hallway sweeps between classes. Students who are tardy are sent to the in-school detention room where they must remain for that class period. Data collected, after hallway sweeps were implemented, show a great decrease in tardies. The principal recently implemented College Readiness Boot Camp to assist students in sharpening their ACT test-taking skills. The school council receives some information about student achievement data but does not always rely on data results to effectively guide decision making.

7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.

All school administrators (i.e., principal, assistant principals and counselors) have individual professional growth plans. The principal confers with the superintendent in the spring to mutually agree on the focus of his individual professional growth plan. The principal develops his individual professional growth plan and submits his plan to the superintendent for approval. Once developed and approved, the plan is not collaboratively revisited until the next spring. Individual professional growth plans for building administrators (i.e., assistant principals and counselors) are primarily completed in isolation and submitted to the principal for approval. The principal approves administrator individual professional growth plans with minimal dialogue. Most plans address job-specific duties but do not intentionally align with certified staff evaluations or the identified goals in the comprehensive school improvement plan. Once completed, individual professional growth plans are rarely revisited until the end of the school year.

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

The school council has not adopted a comprehensive procedure to guide staff

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members in the review, disaggregation, analysis and evaluation of the varied non-cognitive (e.g., graduation rate, attendance, drop-out) and cognitive (e.g., ACT, PLAN, No Child Left Behind, Measures of Academic Progress, Triumph College Admissions, The Student Edge, student work, classroom assessments) data available at Fleming County High School. Upon receipt of 2010-11 state assessment data, the principal presented scores to all teachers in a PowerPoint presentation at an after school faculty meeting. Scores were distributed to the appropriate departments for review. The principal has not monitored or followed up with departments to ensure actions for improvement are implemented and improving student performance and classroom practices. The principal shares student performance data with school council and staff members. School council committees were established in December 2011, but the school council has not developed procedures to guide their work. The principal has not solicited representatives from a variety of stakeholder groups (e.g., families, students, community and business members) to serve on committees, to disaggregate data or to participate on a comprehensive school improvement planning team for the purpose of determining strategies to eliminate gaps and improve student performance. The school council does not actively participate in data analysis.

7.1e Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

The principal and district leadership ensure certified instructional staff members are provided access to Kentucky curriculum documents. Fleming County High School staff members are provided curriculum documents in hard copy and through the district Web site, which links to the Kentucky Department of Education Web site. District leadership provides limited training and assistance to school leadership and teachers in using curriculum resources. The principal does not systematically monitor to determine if teachers develop capacity in their understanding and use of curriculum documents and resources. Some English and mathematics teachers received training and materials (e.g., curriculum binder, sample units and strategies, on-line access to test builder, CD) in QualityCore curriculum. Although the principal has not set expectations for these teachers to provide training to other staff members on QualityCore, information is usually shared during departmental meetings. Some teachers were trained to administer end of course tests. Two part-time instructional coaches are available to access curricular materials and provide training when needed. Data resources (e.g., Triumph College Admissions, IXL, The Student Edge) are available to provide

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students extra practice in taking state and national assessments. The principal and guidance counselors applied and was approved for Fleming County High School to be a national ACT testing site. The curriculum and instruction committee was recently formed and has met one time to discuss their charge in monitoring curriculum and instruction. This committee has not yet developed systematic procedures to guide curriculum alignment or to impact instructional practices.

7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

The school council has not adopted procedures for the protection of instructional time. The principal has implemented some procedures (hallway sweeps, no outside phone calls to classrooms, announcements at the end of the school day, cell phone use by staff and students) to protect instructional time, but the principal does not have procedures to effectively monitor these practices. Some teachers use bellringer activities, exit slips, posted learning targets, SmartBoards and a variety of teaching strategies to ensure effective use of instructional time, but the principal has not communicated a set of non-negotiables for all teachers to use in maximizing student learning time. The principal has developed a rotating monthly schedule (e.g., faculty, department, faculty, committee) for staff members to stay after school on Wednesdays. Some departments meet more frequently while others do not meet on the designated day. Departments set their own agendas and in January 2012 began to keep meeting minutes on a regular basis. Minutes from meetings held in 2011 show the work is not consistently focused on the goals, objectives and strategies of the comprehensive school improvement plan. School council committees were established in December 2011, but the principal has not developed procedures to guide their work. The principal does not have procedures in place to monitor their productivity and determine their effectiveness and sufficiency of time.

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

School council policy (Policy #4: Discipline, Classroom Management, School Safety) maintains a safe environment for students and staff members. This policy states that the faculty and principal of Fleming County High School shall implement the district code of conduct. Additional rules have been included to address the most frequent areas of inappropriate behavior and

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the discipline range for each offense. However, the principal does not always ensure disciplinary actions are consistently and fairly applied to all students and staff members (e.g., disruptive behavior, tobacco use by staff and students, cell phone use by staff and students in classrooms). An emergency plan (i.e., Emergency Management and Recovery Guide for Fleming County High School 2011-12) is updated each time the trimester changes to meet special needs of some students. A safety committee meets at the beginning of and during each school year to review roles and responsibilities of staff members in the event of an emergency. Fire and tornado evacuation routes and destinations are not posted in all classrooms and common areas. The principal recently implemented hallway sweeps that have resulted in a decrease in tardies to class. Students who are tardy are sent to the in-school detention room and are required to miss the class period to which they were tardy. The principal ensures safety drills (i.e., fire, tornado, earthquake and Code Red lockdown) are practiced as required. A discipline committee annually reviews and revises the student discipline code. The principal follows district guidelines in reporting maintenance and safety issues. District leadership has not completed the process of eliminating leaky ceilings in classrooms. The front foyer is designed to direct visitors into the office area for sign in and to receive a visitor's pass. The principal has implemented sign-out procedures for students leaving during the school day. A security officer, stationed in the welcome center structure at the entrance of the school parking lot, monitors and logs vehicles entering and exiting the lot. A school resource officer patrols the high school building and grounds and assists the principal with student behavioral issues. Forty-eight cameras are installed throughout the high school (i.e., hallways, exterior of the building, gym, library and cafeteria).

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7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

The principal and school council do not provide a shared vision and direction to guide school improvement. District leadership provides sufficient resources to sustain continuous school improvement, but the expenditure of the resources are not effectively budgeted or monitored to ensure they have the intended impact on student achievement and instructional practices. The principal and school council do not have a formal process for conducting a needs assessment for budget planning. Some collaboration occurs between the principal, department chairpersons and sponsors of school activities in the development of the school activity and school council allocations budgets, but the school bookkeeper does most of the budget preparation with no input from the school council. The principal and school council have not developed written procedures for budget planning. The principal does not provide an effective and efficient organizational infrastructure to monitor the implementation of school improvement initiatives and to eliminate significant barriers to student performance. Staff roles and responsibilities for improving student achievement are not always identified and the lack of monitoring school initiatives leads to low expectations and ineffective and inefficient use of school resources. Some strategies and procedures have been identified and incorporated into the comprehensive school improvement plan to address achievement gaps identified in No Child Left Behind and KRS 158.649. However, the goals and objectives for school improvement are not supported by sufficient data, and continuous monitoring and measurement of impact on student performance does not occur. The principal and the school council do not have a process in place to regularly assess the effectiveness and efficiency of the school's organizational and instructional effectiveness to ensure sustained continuous school improvement.

7.1i Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

The principal and school council at Fleming County High School have not developed and adopted a set of bylaws or all policies (e.g., assignment of students to classes and programs within the school, determination of the schedule of the school day, advanced placement) as required by KRS 160.345 and 160.358. Additionally, the principal and school council have not developed policies or written procedures (e.g., number of personnel in each job classification, determination of textbooks, instructional materials, student

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support services, analysis of data and the school improvement planning process, professional development planning) in all areas where they must make decisions. The school council has not developed a systematic process for the review of council policies to address needs as identified by student achievement data. The principal recently began the process of reviewing and revising existing policies, but the school council was not actively involved in the revision process. Revision dates have not been properly documented. The principal has not developed procedures or implemented all school council policies as required. The school council does not have a process to determine if council policies are having the expected impact on improving classroom practices and student performance. The school council has not developed a systematic process for the review of council policies to address needs as identified by student achievement data. The principal recently purchased membership in the Kentucky Association of School Councils but has not yet used their services for improving and correcting school council deficiencies. The school council receives little direct support from the principal or district leadership in assisting them in becoming a fully functional governing body.

7.1j There is evidence that the SBDM council has an intentional focus on student academic performance.

The school council is not in compliance with open-meeting requirements (e.g., sets own regular meeting schedule; schedule must list the dates, times and places of regular meetings; schedule must be available to the public). The principal does not publish school council agendas in a timely manner. Most stakeholder groups (e.g., certified and classified staff members, families, community and business members) do not know when a school council meeting is scheduled or what the meeting will address. Minutes of meetings are not disseminated to staff members or made available to families or community members. Although some discussions about academic issues may occur at each meeting, minutes do not reflect an intentional focus on improving student academic performance. School council meeting minutes do not accurately reflect the actions of school council business. The principal does not guide the school council in using student performance data to drive council decisions. A district liaison (superintendent) serves to assist the school council but does not attend council meetings. The school council rarely solicits assistance from district leadership in determining goals for building the school's instructional and organizational capacity.

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Performance Rating **1**

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

During his approximately year and a half tenure at Fleming County High School, the principal has communicated to staff and students his desire for Fleming County High School “to be a model school in every aspect”. Although he has implemented some practices (e.g., initiated hallway sweeps, designated time for meetings, started a Boot Camp for ACT practice, provided a safe learning environment, designated times for departments and committees to meet) that have been successful, he has not put systems in place that will move the school forward in improving student performance. He expects teachers to collect and use student assessment data, but he does not have a systematic process for managing data to determine organizational and instructional needs for effective decision making. He does not effectively use the certified evaluation process and individual professional growth plans to hold staff members accountable for their role in the success or failure of each student. Although he verbalizes the desire for Fleming County High School to become a model school, he has not defined what is needed to complete this task. The principal conducts classroom walkthroughs but does not always identify effective classroom practices (e.g., rigor and relevancy, teaching to proficiency and standards, proficient student work) or provide meaningful feedback, follow up and support for teachers. He does not actively invite and involve all stakeholder groups (i.e., families, students, community and business members) to become a part of the school community. The principal invited parents to participate in “Parents for Change” presentations for the purpose of sharing information about persistently low achieving status and educating those attending on the accountability and assessments by which student performance is measured. The principal’s plan for change and improvement for the school was included. Although these presentations were designed to motivate parents toward positive change and enlist their support as the school moves toward a better future for students and the school community, parents were given little opportunity to provide input or ask questions. The principal has not provided adequate guidance and support to the school council in assisting them in becoming a fully functioning governing body charged with the responsibility of making decisions that directly impact the learning of each and every student at Fleming County High School.

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The principal and school council should develop a focused improvement plan with short- and long-term goals. An effort should be launched in assisting all students at the high school in becoming proficient in coursework. They should procure and welcome the assistance of district leadership in school improvement efforts. The principal, leadership team and school council should collaborate to determine a set of non-negotiables (e.g., bell-to-bell instruction, learning targets posted and used in each classroom, well developed lesson plans, formative and summative assessments). The principal should develop a process for collecting data to ensure the non-negotiables are used effectively in all classrooms. The principal should use professional development initiatives to model what proficiency should look like for both teachers and students. Meaningful feedback from classroom observations should be immediately discussed with teachers and appropriate follow up and support provided, when needed, in order to lead all teachers in teaching to proficiency. The principal, school council and all staff members should embrace the belief that all students from the high school can learn at high levels and demonstrate to the community their commitment to this belief. Regular celebrations for success of personal accomplishments for both staff and students should become the norm. School council policies and procedures should reflect high expectations for all staff, student behavior and academic performance. The principal, school council, district leadership and all school staff members should recognize, accept and be held accountable for their role in student success and failure.

The principal and school council should receive intensive training regarding areas of responsibility, legal obligations and effective governance. The school council should request assistance (district leadership, Kentucky Department of Education, Kentucky Association of School Councils) to ensure all required council bylaws, policies and procedures under the purview of the school council are developed. The bylaws and policies should be comprehensive, contain procedures for effective implementation and clearly communicated to all stakeholder groups. The principal should implement school council policies as written and the council should gather data to measure the impact of policies on student achievement. The principal should ensure open-meeting requirements are followed. Meeting schedules and agendas should be widely publicized and communicated to all stakeholder groups. Minutes of meetings should be disseminated to all staff members and posted on the school's Web page for accessibility by other stakeholder groups. The principal and district liaison should reinforce and provide direction to the school council for their role in improving student performance.

The principal in collaboration with all stakeholder groups (i.e., school council, certified and classified staff members, families, students, district leadership, interested business and community members) should join in an intentional effort to foster a school environment where learning is highly valued and prized. A shared

vision should be created to provide direction to guide school improvement. The principal and school council should develop a formal process for conducting a needs assessment determining the allocation of human, fiscal and physical resources. All resources should be effectively budgeted and monitored to ensure they have the intended impact on student achievement and instructional practices. Staff roles and responsibilities for improving student achievement should be identified and incorporated into the comprehensive school improvement plan. The principal and school council should create a systematic process for regularly assessing the effectiveness and efficiency of the school's organizational and instructional structures to ensure sustained continuous school improvement.

Resources:

Blankstein, A. M. (2004). *Failure is Not an Option*. Thousand Oaks, CA: Corwin Press.

Schmoker, M. (2006). *Results Now*. Alexandria, VA: Association for Supervision & Curriculum Development.

Whitaker, T. (2006). *What Great Principals Do Differently*. Larchmont, NY: Eye on Education.

Commissioner's Parent Advisory Council. *The Missing Piece of the Proficiency Puzzle*. (2007).

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, categorical program financial reports, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, roster of teaching assignments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, student handbook, student work, teacher portfolios, Teaching, Empowering and Leading and Learning Survey

Interviews with parents, principal, school council members, school leadership, students and teachers

Observations of classrooms and common areas

Performance Rating 2

- 8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

The school council has not developed procedures in regard to the use of instructional time. The principal has implemented some procedures (e.g., hallway sweeps, no outside phone calls to classrooms, announcements at end of school day) to maximize time for student learning. Some teachers use bellringer activities, exit slips, posted learning targets, SmartBoards and a variety of teaching strategies to ensure effective use of instructional time. The principal does not have procedures in place to effectively monitor teacher practices. School council policy (Policy #3: Instructional Practices) provides for teachers to elect instructional strategies in the classroom. School council policy (Policy #4: Discipline, Classroom Management, School Safety) explicitly explains the parameters for student behavior and the consequences for violations of those parameters. The principal has not implemented procedures to monitor the efficiency and effectiveness of these policies on student learning.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

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Performance Rating 2

The principal has designated time after school once a month for departments to meet, with another day for school council committees to meet. Some departments meet more frequently while others do not meet on the designated day. Departments set their own agendas and in January 2012 began to keep meeting minutes on a regular basis. Minutes from meetings held in 2011 show department work is not consistently focused on the goals, objectives and strategies of the comprehensive school improvement plan. School council committees were established in December 2011, but the school council does not have procedures in place to guide or monitor their work and determine committee and department effectiveness and sufficiency of time.

8.2d State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

Fleming County High School receives funding from several state and federal programs (e.g., Extended School Services, professional development, Individuals with Disabilities Education Act, Career and Technical Education, Gates Foundation Integration Grant). These funding sources are included in the comprehensive school improvement plan. The principal has not devised a plan to purposely integrate funds from state and federal programs. The school council has not developed a plan or established procedures to ensure programs (e.g., Youth Services Center, Extended School Services, professional development) support each other and maximize student learning. Program directors and district personnel monitor the expenditure of categorical program funds, but program fund expenditures are not evaluated for their impact on student achievement.

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Performance Rating **1**

8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

The principal has not established a clear, effective communication system between the school and all stakeholder groups (i.e., certified and classified staff members, students, families, community and business members). The principal does not require meeting agendas and minutes from all organized groups (i.e., leadership team, departments and committees). Although the principal uses an informal process for teachers to obtain classroom resources, these purchases are not always intentionally linked to the goals of the comprehensive school improvement plan or improvement of student achievement. The principal has not established standards to guide departments in the acquisition of resources. The school council has not developed a systematic process or established procedures to evaluate and prioritize the use of resources. The principal, school staff and school council does not conduct a needs assessment to identify future needs. He does not collect data to evaluate the impact of human, fiscal and physical resources on improving classroom practices and student achievement. The principal and some staff have received assistance for student programs from a variety of community businesses and organizations (e.g., Dairy Queen, Rotary Club, Kentucky State Police, local police, medical personnel). Community groups (Kiwanis Club, Veterans of Foreign Wars, Farm Bureau, Community Trust Bank, People's Bank) have contributed scholarship money for students. A grant from Lowe's has been obtained to support the construction of an outdoor classroom.

8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

School council policy (Policy # 2: Staff Time Assignment) assigns instructional and non-instructional staff time. The school council has not adopted a student assignment policy as required by KRS 160.345. The principal uses an informal process that provides for teachers to meet in departments, discuss changes to present assignments and forward any requests to the principal. The principal may consider some student data and teacher certification before making staffing decisions. Student performance data are not usually considered to intentionally match staff strengths with

8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time,

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organization based on developmental needs of students, interdisciplinary units, etc.).

The principal does not ensure the trimester schedule provides instructional support for all students. Exceptional childhood education and regular teachers collaborate to provide assistance in core academic areas to students with individual education plans (IEPs). However, other students who need academic interventions are sometimes pulled from elective courses to receive help or assigned tutoring through Extended School Services (ESS). The parameters of the schedule do not allow for immediate response to individual student intervention needs. The principal has not provided sufficient training and oversight in the scheduling process to ensure effective use of the trimester schedule. The existing schedule is not conducive for continuity of teachers and courses (e.g., English A and B, Algebra 1A and 1B). Students are not always able to schedule desired electives (band, chorus, career and technical).

8.2a The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

The school council has not adopted a clearly defined budget process stipulating that all available funds are targeted to support identified student needs in the comprehensive school improvement plan. The school council has not developed nor has the principal implemented clearly defined budgeting procedures for planning and development. The principal and school council do not conduct a formal needs assessment to guide decisions about resource allocations. The principal solicits some input from departments and the school bookkeeper in the development of the draft budget. A budget committee was not in place until January 2012 to offer additional input. The principal and school council have not determined a process to monitor the use of all human, fiscal and physical resources and to measure the impact of resources on teaching and learning.

8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

District leadership has not provided a formal process for school councils to request Section 7 funds. The principal and school council did not conduct a formal needs assessment prior to the district's preparation and approval of

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Performance Rating **1**

the school allocation fund. According to the minutes of the May 2011 school council meeting, a draft budget was approved for the 2011-12 school year with no increases in expenditures or receipts from the previous year. The principal did not provide, and the school council did not request, data to support the allocations in the proposed budget. Decisions regarding discretionary funds are not always directly connected to priority needs identified in the comprehensive school improvement plan.

8.2c School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

The principal provides the school council with monthly budget reports for review and approval. The principal uses an informal process for teachers to obtain classroom resources, and some teachers make requests directly to district personnel. The principal and school council have not developed a clearly defined process to assess requests for resources and determine if resources are consistent with needs, goals and strategies of the comprehensive school improvement plan. The principal has not developed procedures for monitoring the impact of expenditures on improving student performance.

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The principal should establish a clear, effective communication system between the school and all stakeholder groups (i.e., certified and classified staff members, students, families, community and business members). The principal should require meeting agendas and minutes from all organized groups (i.e., leadership team, departments and committees). He should establish standards to guide departments in the acquisition of resources. The principal should develop a systematic process and establish procedures to evaluate and prioritize the use of resources. The principal along with school staff and the school council should conduct a needs assessment to identify future needs. He should collect data to evaluate the impact of human, fiscal and physical resources on improving classroom practices and student achievement.

The school council should adopt a student assignment policy as required by KRS 160.345. The principal should develop and implement procedures to match instructional and non-instructional staff strengths to students. These assignments should be based on student needs and performance data.

The principal should ensure the trimester schedule provides instructional support for all students. The principal should provide sufficient training and oversight in the scheduling process to ensure effective use of the trimester schedule. He should ensure the schedule allows for immediate response to individual student intervention needs. The principal should ensure the trimester schedule is conducive to the continuity of teachers and courses (e.g., English A and B, Algebra 1A and 1B) and that students are able to schedule desired electives (e.g., band, chorus, career and technical).

District leadership should provide a formal process for school councils to request Section 7 funds. The school council should adopt a clearly defined budget process stipulating that all available funds are targeted to support identified student needs in the comprehensive school improvement plan. The principal should implement clearly defined budgeting procedures for planning and development. The principal and school council should conduct a formal needs assessment, prior to the district's preparation and approval of the school allocation fund, to guide decisions about resource allocations. The principal and school council should develop a clearly defined process to assess requests for resources and determine if the requests are consistent with needs, goals and strategies of the comprehensive school improvement plan. The principal should provide data to support the allocations in the proposed budget. The principal and school council should determine a process to monitor the use of all human, fiscal and physical resources and measure their impact on teaching and learning.

Resources:

Bernhardt, V. L. (2006). Using Data to Improve Student Learning in School Districts. Larchmont, NY:Eye on Education.

Kentucky Association of School Councils - <http://www.kasc.net/>

Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J. & Kleiner, A. (2000). Schools That Learn. New York, NY: Doubleday Dell Publishing Group, Inc.

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, school council meeting agenda and minutes, school profile, Teaching, Empowering and Leading and Learning Survey Mission statement

Interviews with classified staff, community members, parents, principal, school council members, school leadership, students and teachers

Observations of classrooms and common areas

Performance Rating 2

- 9.5c The means for evaluating the effectiveness of the improvement plan are established.

The principal and school council have identified implementation and impact checks as a means of evaluating the comprehensive school improvement plan. Implementation and impact check procedures require the plan to be reviewed quarterly for changes or needed additions of new goals and strategies. An implementation and impact check was completed on November 22, 2011. This check consisted of a checklist for implementation of activities, but did not evaluate the impact the action steps had on student achievement and meeting school goals.

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

- 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

The current Fleming County High School mission statement was developed and adopted prior to the current administration. The mission statement has not been reviewed or revised as part of the comprehensive school improvement planning process. The principal and school council have not developed vision or beliefs statements, but the principal shares his personal vision for Fleming County High School “to be a model school in every aspect” with some stakeholder groups. Input from representative stakeholder groups was not solicited for the development of the 2012-13 comprehensive school improvement plan and goals for school improvement. The principal and school council do not solicit input from school stakeholder groups in the decision-making process for Fleming County High School.

- 9.2b The school/district uses data for school improvement planning.

Although the principal collects and reviews a variety of data (e.g., No Child Left Behind report, EXPLORE, PLAN, ACT, walkthrough observations) to develop the goals of the comprehensive school improvement plan, an analysis to specifically determine root causes of low achievement and gaps in student learning does not occur. Classroom assessments and student data were not collected or analyzed as part of the comprehensive school improvement planning process. Staff input into this process was minimal.

- 9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

The principal and school council review some data (e.g., state assessment results and national assessment results), and some departments have informal conversations about student data. Analyses of performance data are informal, inconsistent and not sufficient to evaluate instructional strengths and limitations in the instructional and organizational effectiveness of the school. The principal and school council do not solicit input or involve all stakeholder groups in assessing the instructional and organizational effectiveness of the school.

- 9.6a The plan is implemented as developed.

The principal does not ensure all staff members are aware of and have a

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

clear understanding of the comprehensive school improvement plan and their roles in its development and implementation. The principal has not provided clearly defined procedures for implementation of the comprehensive school improvement plan as written. The principal collects little data to ensure implementation has the expected impact on classroom practices and student performance. The school council does not require the principal to regularly report on implementation of the comprehensive school improvement plan.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

The principal and school council do not include benchmarks in the comprehensive school improvement plan for comparing student performance levels at frequent intervals. Student performance data from state and national assessments (No Child Left Behind, EPAS) are used to establish baselines and improvement goals for school improvement. The principal and school council do not have a formal data management process to collect and analyze student performance data at frequent intervals (i.e., quarterly, end of trimesters, monthly) for determining the progress toward meeting school improvement goals.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

The principal and school council annually review state and national assessment data. The principal conducts classroom walkthroughs using an instrument to monitor classroom practices, but this instrument does not intentionally target strategies found in the comprehensive school improvement plan. A formal process has not been developed to evaluate the impact the comprehensive school improvement plan has on classroom practices and student performance.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

The principal, school council and staff members express a desire to improve their school. However, they have not developed and implemented an effective and efficient comprehensive school improvement plan that serves as a roadmap for continuous improvement of instructional practices and student achievement. The principal has not developed and implemented a systematic process to monitor implementation of improvement initiatives and to measure

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the impact these initiatives have on classroom practices and student achievement. Accountability for implementation of the comprehensive school improvement plan is not clearly defined resulting in inconsistency in implementation and effectiveness in improving student performance.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The school council and principal should solicit input and collaborate with staff and representatives from all stakeholder groups to create formal organizational structures and systematic processes including an evaluation system for comprehensive school improvement planning. The principal, school council, staff and representatives from all stakeholder groups should create a shared vision, mission and beliefs statements and set goals for the development of the comprehensive school improvement plan. This process should include a system to evaluate the impact the plan has on classroom practices and student achievement. Strategies and activities should be developed and prioritized based on greatest impact for student achievement and for addressing gap populations. Benchmarks should be established and data collected and analyzed at regular intervals to monitor the impact of the comprehensive school improvement plan over time. The principal and school council should require periodic implementation and impact checks to monitor the implementation of the plan and to evaluate the impact of the strategies and activities on student achievement. Information should be shared with staff members and be used to make changes in classroom practices and strategies throughout the school year. Regular implementation and impact checks should serve as milestones to reflect a sense of urgency to meet emerging student learning needs and to inform instruction.

Resources:

Holcomb, E. (2004). Getting Excited About Data: How to Combine People, Passion and Proof to Maximize Student Achievement. Thousand Oaks, CA: Corwin Press.

Kentucky Association of School Administrators - www.kasa.org

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Summary of Next Steps:

The principal should communicate to all stakeholders the urgency of placing student achievement as the school's top priority and adopt a "Whatever it Takes" policy for getting the job done. They should procure and welcome the assistance of district leadership in school improvement efforts. Non-negotiables should be defined, communicated, implemented and monitored. The principal should use the district certified evaluation plan as the basis for holding all staff members accountable for their roles and responsibilities in improving student performance.

The principal should consistently communicate a commitment to high expectations. This commitment should be shared with stakeholders through various venues (school council meetings, parent organizations, school Web site, community presentations). The principal should involve stakeholders in mitigating barriers to learning and sustaining a focus on high achievement. He should engage all stakeholder groups in interactive conversations to identify successful practices and unite them in a collaborative effort of assisting all students to reach high levels of learning. The principal should ensure the school serves as the framework for development of 21st Century skills.

The principal and school council should develop a systematic process for handling and monitoring student achievement data. The principal should lead his staff in intentional efforts to collect, organize, manage, analyze, evaluate and use student achievement data to improve student learning. The focus of the process should be clearly defined and directly tied to evaluating the effectiveness of all facets of decision making. Results of data analyses should be used to identify trends and patterns in all Fleming County High School programs.

The principal should establish, communicate and implement a formal procedure to address parent and student concerns. The principal should be available and interact with students daily. He should interact with community members and share the vision and goals of the school. He should develop procedures and activities to encourage parent participation in the school decision-making process by implementing the school council committee policy. The principal should lead teachers in identifying roles in creating a positive climate for learning and address needs through regular communication and support. The principal should sustain a focus on mutual trust and respect among all stakeholders through the collection and analyses of data (surveys, collaborative activities, formal and informal discussions).

The principal and school council should collaborate with stakeholder groups to create organizational structures and processes for comprehensive school improvement planning. The principal, school council and stakeholder group representatives should create vision, mission and beliefs statements and set goals for the plan. Evaluation of impact on classroom practices and student achievement should occur. Strategies, activities and benchmarks should be established. Implementation and impact checks should be used to monitor implementation and evaluate the impact of the strategies and activities on student achievement and should result in changes in classroom practices.

The principal and school council should receive training in areas of responsibility, legal obligations and effective governance. The school council should request assistance to ensure all required policies, bylaws and procedures are developed. The bylaws and policies should be comprehensive, contain procedures for effective implementation and should be communicated to all stakeholder groups. The principal should implement policies as written, and the council should gather data to measure the impact of policies on student achievement. Meeting schedules, agendas and minutes should be publicized and communicated to all stakeholder groups.

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In Conclusion:

The members of the Fleming County High School Leadership Assessment Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Leadership Assessment Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does not have the ability to lead the intervention and should not remain as principal of the school to continue his roles and responsibilities established in KRS 160.345.

Council Authority:

School council does not have the ability to lead the intervention and does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

The council will serve in advisory capacity.

I have reviewed the recommendations of the Leadership Assessment Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education:

_____ Date: _____

I have received the leadership assessment report for Fleming County High School.

Principal, Fleming County High School

_____ Date: _____

Superintendent, Fleming County Schools

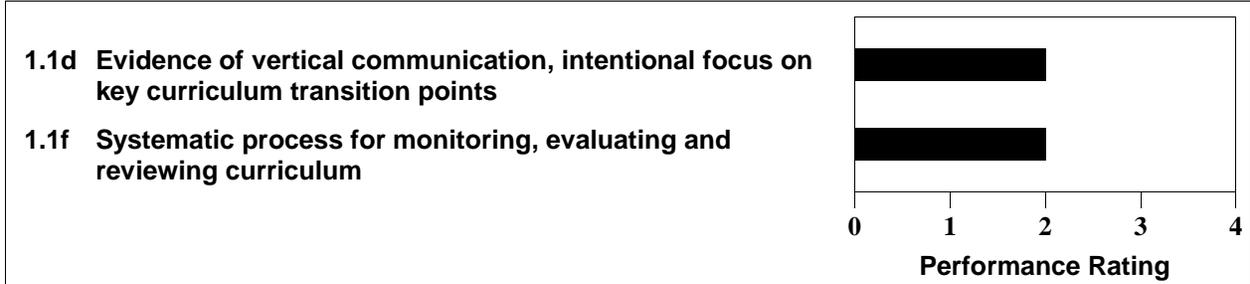
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1.1 Curriculum

Academic Performance

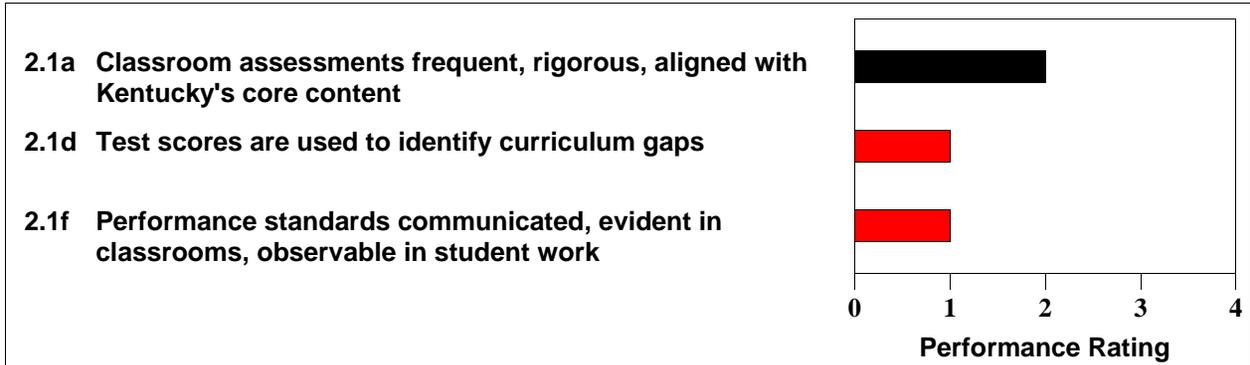


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2.1 Classroom Evaluation/Assessment

Academic Performance

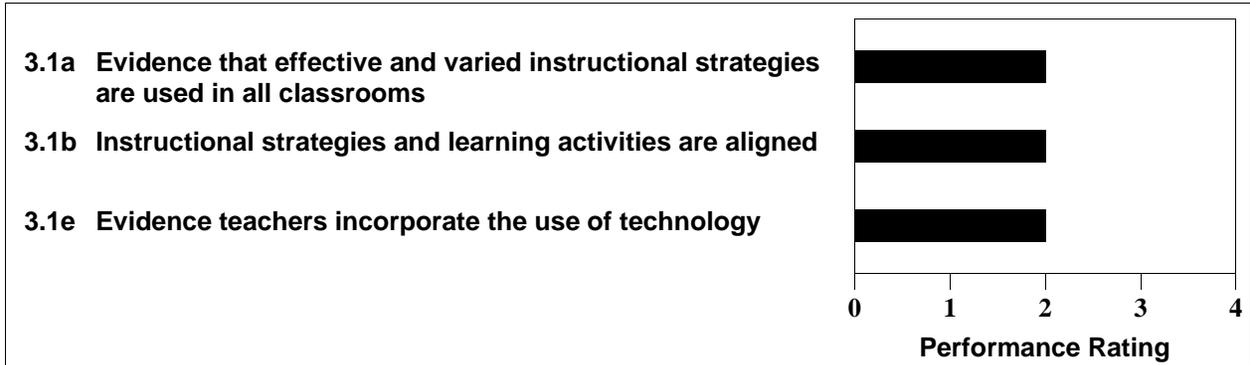


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3.1 Instruction

Academic Performance

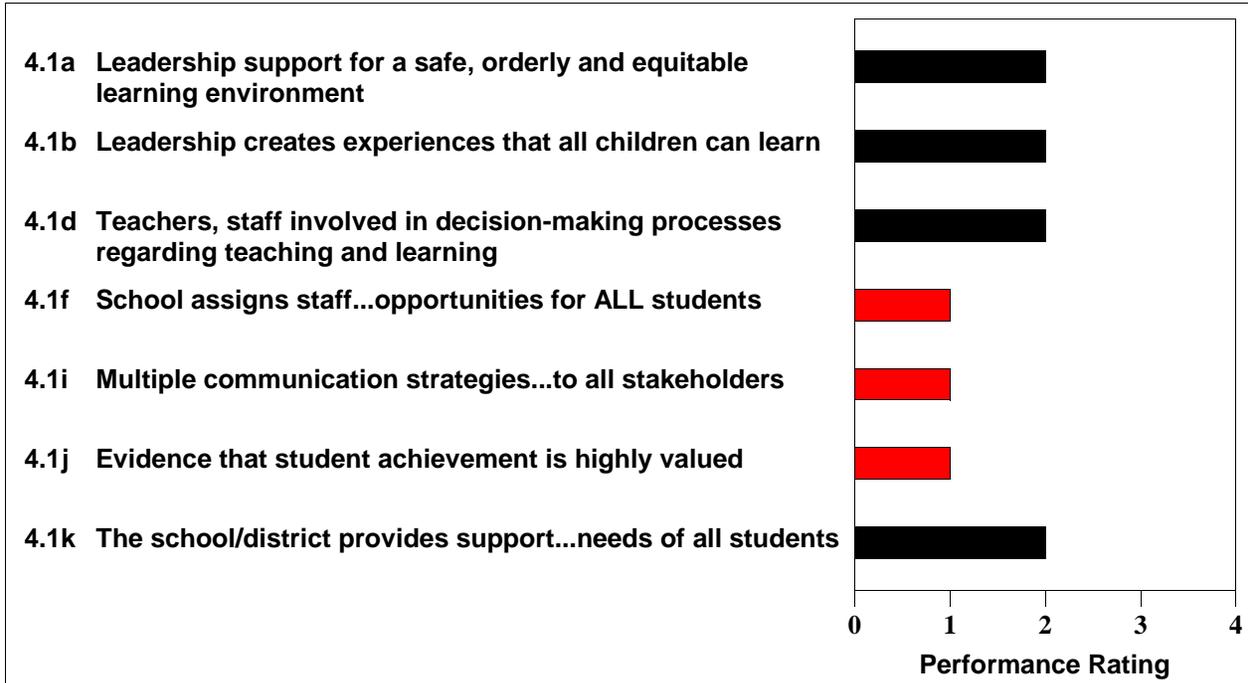


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4.1 School Culture

Learning Environment

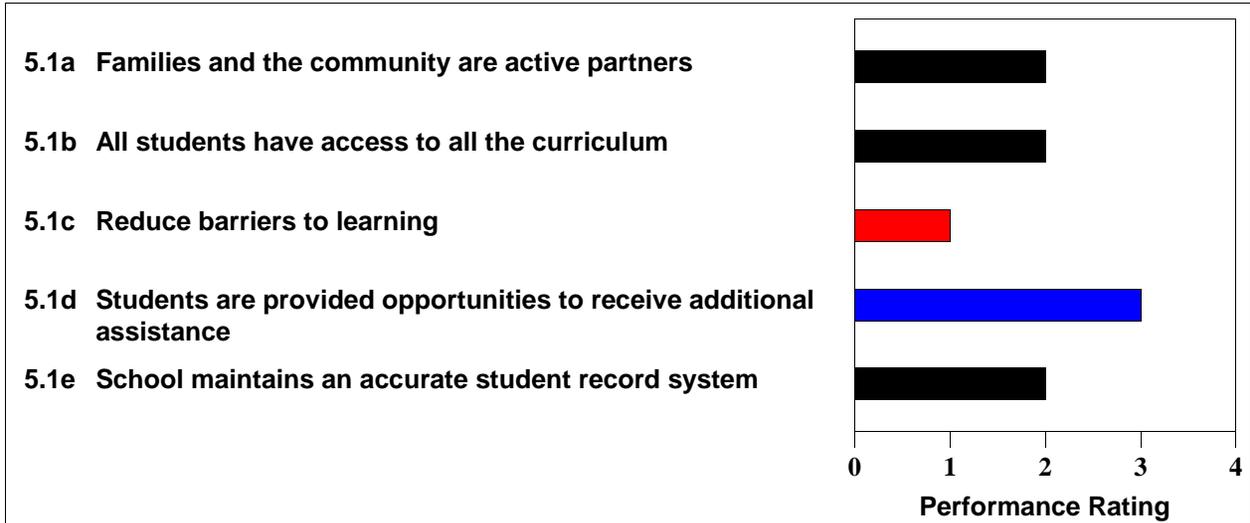


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5.1 Student, Family and Community Support

Learning Environment

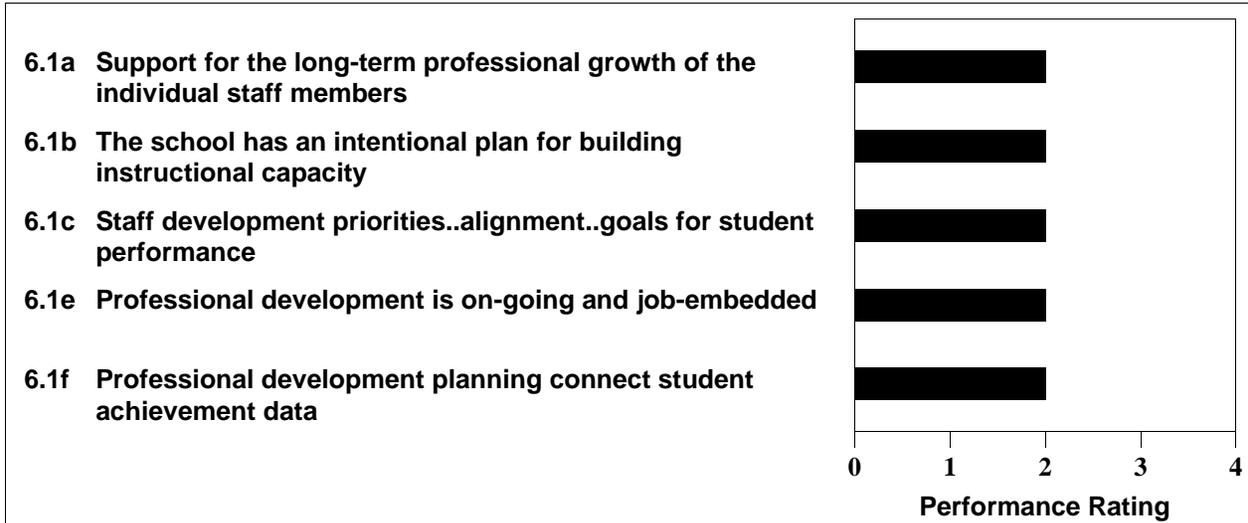


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6.1 Professional Development

Learning Environment

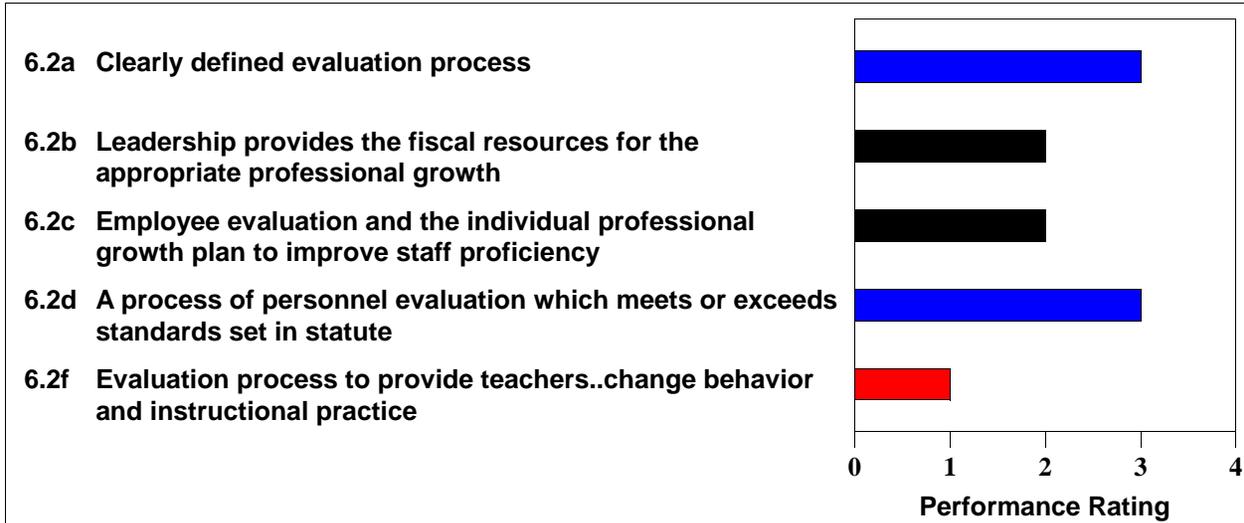


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6.2 Professional Growth and Evaluation

Learning Environment

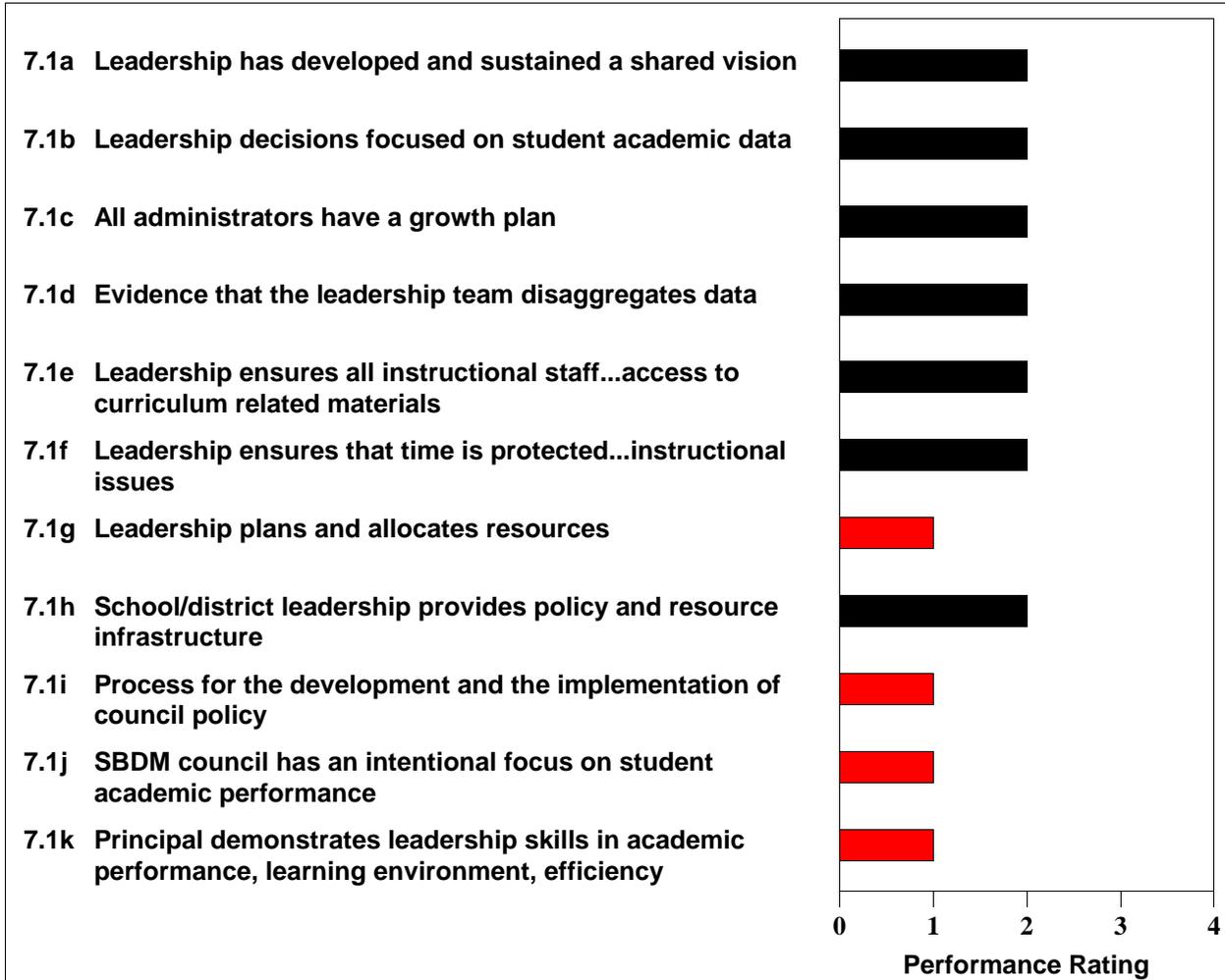


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7.1 Leadership

Efficiency

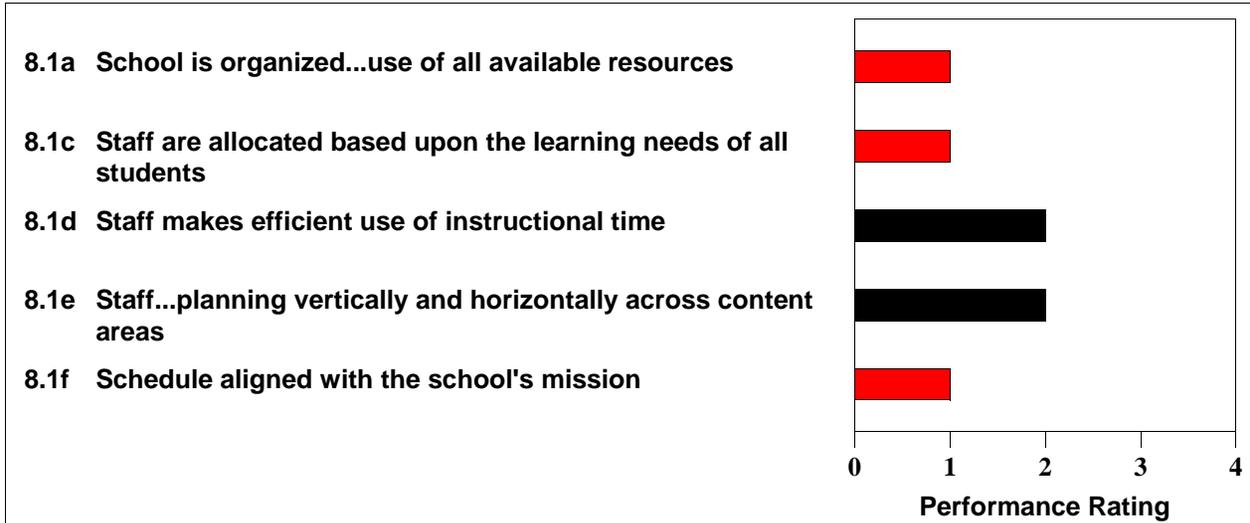


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8.1 Organization of the School

Efficiency

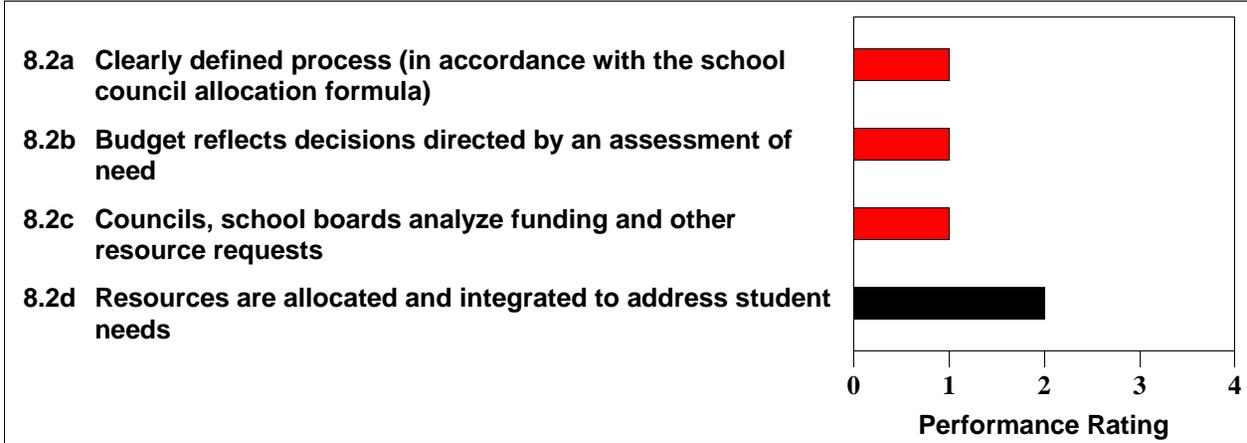


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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



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9.2 Development of the Profile

Efficiency

9.2b Use data for school improvement planning



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

