

Simpson County
Franklin-Simpson High School
School Leadership Assessment Report



12/04/2011 - 12/09/2011



School Leadership Assessment Executive Summary

Franklin-Simpson High School
Simpson County School District

12/4/2011 - 12/9/2011

Patrick Vejr, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Franklin-Simpson High School during the period of 12/4/2011 - 12/9/2011. 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 and school council have not established the organizational structures to sustain continuous school improvement.
Next Steps	The principal should provide focused leadership in the areas of curriculum, assessment, instruction and behavioral and academic interventions. The principal and school council should collaborate with the administrative team to develop a strategic plan that will provide rigorous and intensive oversight of the implementation of plans, programs, and services for impact on student achievement and school improvement. The principal and school council should create formal organizational structures and systematic processes to ensure that implementation and monitoring of academic programs and services are consistent, efficient, and effective. Responsibilities of staff should be clearly delineated and communicated, and should have a focus on student achievement and school improvement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal and school council have not created a school culture of high academic and behavioral expectations and respect for all students and staff.

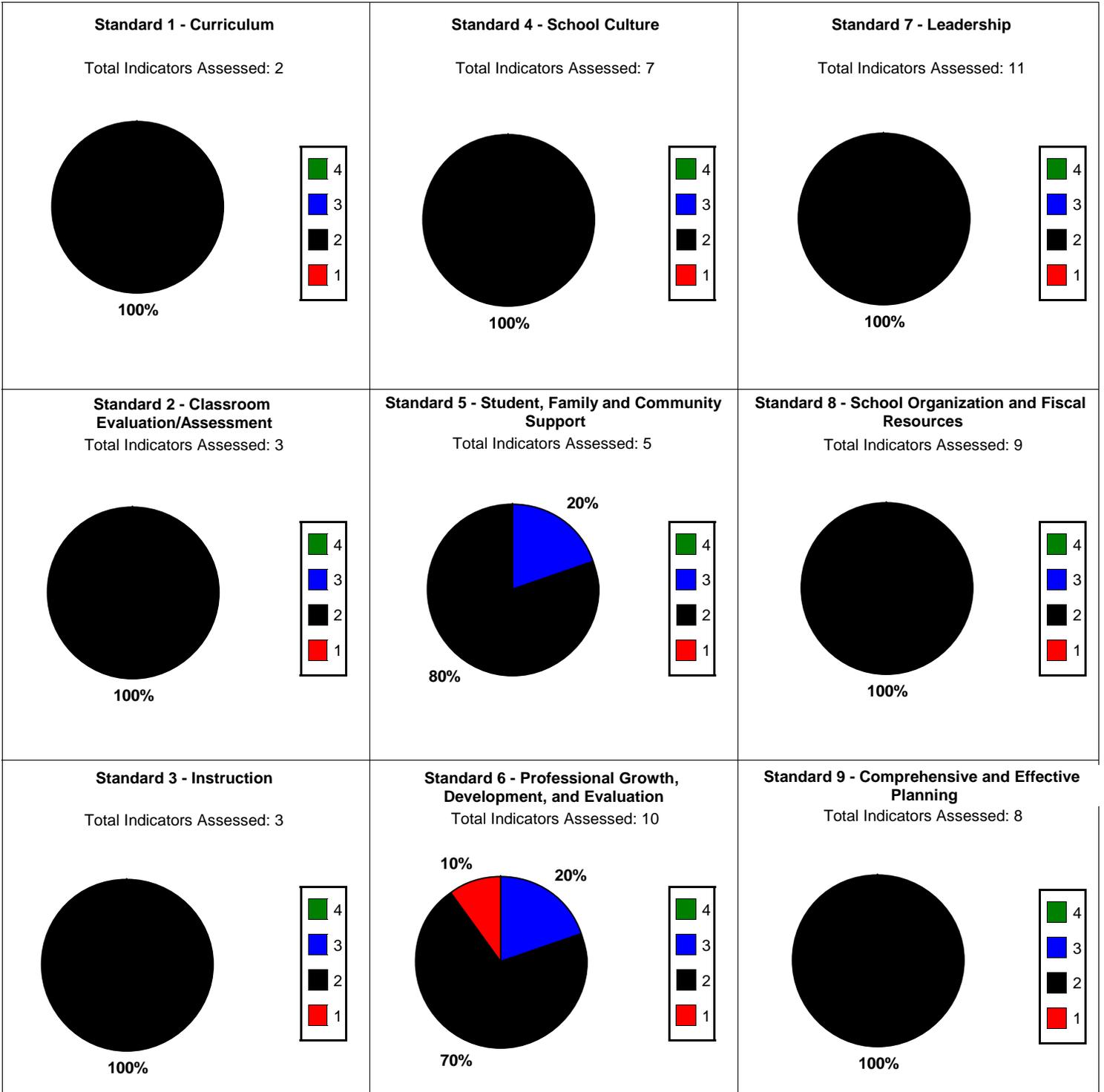
Next Steps	The principal and school council should create a school environment where students and staff show mutual respect and where expectations for behavior are clearly understood and enforced. Socioeconomic, ethnic, and racial diversity of all students and staff should be recognized and celebrated throughout the school community. Students at all academic levels and all social groups should have equal opportunities to belong and succeed.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal and school leadership do not systematically monitor implementation of academic programs to measure their impact on student achievement.
Next Steps	The principal and school council should lead the administrative team in the development and implementation of a comprehensive and systematic monitoring process for all academic programs. This should allow for monitoring of instructional practices through scheduled weekly walkthroughs using specific non-negotiables, use of common planning time, data analysis to modify instructional practices, and intentional intervention activities.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal does not involve family and community as active partners in improving academic achievement.
Next Steps	The school council should develop and implement procedures to increase participation of all stakeholder groups in improving student achievement. The principal and council should explore creative family and community involvement strategies, conduct a needs assessment and use results to create a plan to increase involvement with all stakeholders. Families and community leaders should be engaged as partners in school activities that support student learning and decision making. The school council should develop and implement a systematic plan that addresses frequent and two-way interactive communication with all stakeholders regarding student achievement. The plan should be publicized and monitored for effectiveness.
School Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
5. Deficiency	The school does not have a process to analyze and evaluate data and use the results to make informed decisions that positively affect student achievement.
Next Steps	The principal should engage all stakeholders in a systematic process to collect, analyze, and evaluate all data from human, fiscal, and physical resources to make informed decisions relating to academic performance, learning environment and efficiency. On-going data should be regularly collected and evaluated to provide updates and revisions with clear and measurable benchmarks as a means of maintaining high academic and behavioral expectations and supports for all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Franklin-Simpson High School
 KDE 2011 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 - Simpson County - Franklin-Simpson High School

<p>Standard - 1 - Academic Performance</p> <p>Curriculum</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</p> <p>School Culture</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</p> <p>Leadership</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</p> <p>Classroom Evaluation/Assessment</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</p> <p>Student, Family and Community Support</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</p> <p>Organization of the School</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>Resource Allocation and Integration</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</p> <p>Instruction</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</p> <p>Professional Development</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>Professional Growth and Evaluation</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</p> <p>Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</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>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</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>Implementation and Documentation</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
Franklin-Simpson High School
Simpson County School District

12/4/2011 - 12/9/2011

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Franklin-Simpson High School during the period of 12/4/2011 - 12/9/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (107) and formal interviews and informal discussions with teachers (70), students (176), parents (27), Family Resource/Youth Services Center staff members (01), central office personnel (05), support staff members (27), assistant principals (02), counselors (02), school nurse (01), social worker (01), visual impaired specialist (01) 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 co-team leaders of the team were Joy Stinnett Waldrop - District Administrator, Sandy Swann - Building Administrator. The other team members were Gayle H. Mills - Parent, Dee Ann Newton - Teacher, Gayle Short Musgrave - Teacher, Jack Musgrave - Building Administrator, Floyd Hines - District Administrator, Ruth Webb - Parent, Kim Willhoite - Kentucky Department of Education Representative, Cynthia H. Williams - Ph.D., Pebbles Lancaster - 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 committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, Individual Learning Plans, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, schedule for co-curricular offerings, school council meeting agenda and minutes, school council policies and bylaws, staff development agenda, teacher portfolios and Interim Performance Report disaggregated data

Interviews with assistant principal, curriculum resource specialist, parents, principal, students and teachers

Observations of classrooms and computer lab

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 supports the use of Advance Kentucky for facilitation of discussions of key curriculum transition points between the middle and high school in the content areas of science, math and English. District and school leadership provide some opportunities (e.g., professional learning communities, common planning) and personnel (e.g., roll-out leaders, curriculum specialists, school instructional leaders) for content area teachers to align their curriculum with state standards. Transition points between the high school and Career and Technical Education center have not been clearly identified. Kentucky Core Academic Standards curriculum maps and pacing guides were created this summer by select members from each department and then reviewed by colleagues before adoption. Some teachers are currently in the process of creating a crosswalk between deconstructed Kentucky Core Academic Standards and ACT QualityCore in order to create rigorous units that eliminate gaps and drive instruction in a manner consistent with state standards.

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

The school council has adopted a policy (Curriculum). The principal has not implemented a systematic process for monitoring teacher progress in the delivery of the curriculum. Some teachers monitor their own progress through a checklist system (e.g., QualityCore, Kentucky Core Academic Standards, Program of Studies, Core Content 4.1), share progress at professional

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

learning communities with their departments, and turn in unit plans to building curriculum specialists.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should become actively engaged in facilitating collaborative discussions in regular scheduled meetings between middle school, high school and Career and Technical Education staff members to identify key transition points and to eliminate curriculum gaps and overlaps. The principal should ensure full compliance with the school council curriculum policy by employing continuous monitoring of the curriculum.

Resources:

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>

Core Content for Assessment 4.1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/ Core+Content+for+Assessment+4.0/default.htm>

Program of Studies. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+ Studies/default.htm>

Kentucky Core Academic Standards Document
Quality Core - ACT Material

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, Kentucky's Core Content for Assessment, lesson plans/units of study, professional development records, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, student homework with teacher feedback, student work, teacher portfolios, The Missing Piece of the Proficiency Puzzle and Interim Performance Report disaggregated data

Interviews with assistant principal, classified staff, curriculum resource specialist, principal, school council members, students and teachers

Observations of classrooms, computer lab and media center

Performance Rating 2

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

The school council policy (Classroom Assessment) states students will regularly complete formative and summative assessments to demonstrate their learning and to ensure continuous student progress. However, this policy is not fully implemented by the principal. Most of the classroom assessments are aligned to current standards (e.g., Kentucky Core Academic Standards, Core Content 4.1, Program of Studies, Kentucky Occupational Skill Standards Assessment). Many assessments lack rigor, higher-order and critical thinking and problem solving. Assessments for learning (e.g., bell ringers, performance assessments, quizzes, unit/chapter assessments) are referenced in curriculum maps, instructional units and lesson plans. Teacher feedback on assessments is not always timely, specific and descriptive to meet individual student learning needs.

- 2.1d Test scores are used to identify curriculum gaps.

The principal and administrative team disaggregate EXPLORE, PLAN, and ACT and present the results to the school council. School staff members review data at a professional learning community day. All stakeholders are not intentionally included in discussions of assessment data. The principal does not ensure state assessments are analyzed to evaluate the curriculum, identify curriculum gaps and make instructional adjustments.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

The principal does not ensure that all teachers consistently communicate performance standards to students prior to assignments and assessments. Occasionally, unit plans include student performance rubrics, but teachers do not always communicate the expectations of the rubric. Samples of student work are posted in classrooms and throughout the building. Most students are unable to articulate the performance levels expected in their classes or on their assignments. Most student work is graded but rarely includes descriptive feedback. Student products do not always demonstrate the level of mastery required in performance standards.

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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 ensure the staff is trained to identify proficient student work based on the state standards. Performance standards should be displayed in the classrooms and along with student work samples in order to distinguish proficient work. The principal should emphasize the importance of providing timely, meaningful feedback without making the needed corrections for the students but guiding the students in the revision process.

The principal should ensure that teachers are developing and regularly administering assessments, both formative and summative, that are rigorous and relevant to the state standards and the learning targets of the unit or lesson. Instructional rubrics should be developed, and the use of the rubrics should be modeled for and with students before classroom assessments and assignments are given to ensure student understanding of performance levels.

The principal should guide the teachers through a data analysis process that identifies needed improvements in instruction and provide guidance on for making the curricular and instructional adjustments.

Resources:

Allen, D. & McDonald, J. (1992). *The Tuning Protocol: A Process for Reflection on Teacher and Student Work*. Coalition of Essential Schools. www.itag.education.tas.gov.au

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

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. 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.

Popham, W. J. (2001). *The Truth about Testing: An Educator's Call to Action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2001). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. (1998). *Educative Assessment: Designing assessments to inform and improve student performance*. San Francisco, CA: Jossey-Bass.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, Implementation and Impact Checks, Kentucky's Core Content for Assessment, 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, teacher portfolios and Interim Performance Report disaggregated data

Interviews with assistant principal, curriculum resource specialist, parents, principal, students and teachers

Observations of classrooms, computer lab and media center

Performance Rating 2

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

The school council has adopted a policy (Instructional Practices). The policy requires teachers to regularly provide students with opportunities that encompass a variety of differentiated instructional strategies based on student-centered and research-based best practices in order to meet individualized needs of students. Some teachers provide best practice instruction (e.g., small group, student-centered, hands-on); however, many classroom practices remain centered on textbook-driven and teacher-directed instruction. Teachers have been granted numerous job-embedded professional development opportunities (e.g. Marzano, Antonetti, Thoughtful Education) to enhance engagement, motivation, and best practices in instruction. Instructional rounds are conducted by the school administrative leadership team and teachers four times a year and district administrative team three times a year. For the past two years, the focus for instructional rounds has been rigor and student engagement. Instructional round feedback is not teacher individualized with strengths and weaknesses identified. The principal provides limited follow-up and general feedback (e.g., e-mail and displayed posters).

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

Instructional strategies in some classrooms are aligned with state, district and

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

school learning goals. Some learning activities and formative assessments are similar to state assessments (e.g., EXPLORE, PLAN, ACT, Kentucky Performance Rating for Educational Progress), but instructional activities do not always replicate the rigor and relevance deemed necessary for proficiency. The principal requires all teachers to develop and submit unit plans based on Kentucky Core Academic Standards, Program of Studies, Core Content 4.1 or QualityCore ACT standards. Unit plans are to include standards with objectives, essential questions, engaging activities, assessment strategies and accommodations. Some teachers do not consistently implement all of these components in their daily instruction.

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

The school council has adopted a policy (Technology Use). Teachers have access to several technology resources (e.g., Turning Point Student Response clicker systems, Interwrite tablets, iPads, Mac portable labs) that would expand learning opportunities. There are some barriers to full use (e.g., lack of internet connection, technology training, maintenance, teacher choice). Most teacher use of technology is limited to basic resources (e.g., computers, Elmo projector, content specific Web sites). Some teachers provide students opportunities to extend their learning (e.g., create products, Channel 9, livescribe pen). Most students use technology in the classroom for basic research of topics for classroom projects. The principal does not systematically monitor the impact of technology on instruction and student performance.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should reevaluate the instructional round process in order to be more specific with individual teacher feedback and follow-up of next steps. The principal should extend the monitoring of best instructional practices by employing a regular scheduled, weekly walkthrough with direct congruency of unit plans to classroom practice.

The principal should monitor technology use to ensure that teachers are providing opportunities for students to extend their learning through various technological resources and to enhance instructional delivery. The principal should ensure that teachers have adequate training to make full use of technological resources and that hardware and software problems are quickly resolved.

Resources:

Barr, R. & Parrett, W.H. (2007). *The Kids Left Behind: Catching Up the Underachieving Children of Poverty*. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9

Jensen, Eric. (1998). *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-299-9

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Pickering, D. J., Norford, J. S., Paynter, D. E. & Gaddy, B. B. (2001). *A Handbook for Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Silver, H., Strong, R.W. & Perini, M.J. (2000). *So Each May Learn*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0871203871

Whitaker, T. (2004). *What Great Teachers Do Differently*. Larchmont, NY: Eye on Education.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, community involvement programs, comprehensive school improvement plan, lesson plans/units of study, master school schedule, safe schools data reports, school council policies and bylaws, School Report Card data, school visitors register, school Web pages, school/district safety plan, student handbook, student work, student/parent/staff handbooks, teacher portfolios, The Missing Piece of the Proficiency Puzzle and trophy cases

Interviews with assistant principal, counselor, Family Resource/Youth Services Center personnel, parents, school nurse, students and teachers

Observations of cafeteria, classrooms, common areas, computer lab, 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 implements the school council adopted policy (Discipline, Classroom Management, and School Safety), which includes the Simpson County Schools District Code of Conduct and the School Safety Plan, to provide a safe and orderly environment. Several measures (e.g., security officer, electronic sign in-sign out, visitor passes, glassed-in reception area) help to keep the campus safe. The Simpson County Schools Classroom Emergency Procedures Guide flip chart is available in all classrooms. The principal ensures staff members routinely conduct emergency drills (e.g., fire, tornado, lockdown, bomb threat). Homeland Security provides materials to the school on preparing for natural disasters and emergencies (e.g., Active Shooter Response, Incident Command System). The Safety Committee (teachers in different areas of building and assistant principal) meet quarterly to discuss on-going safety concerns throughout the school. The Safe Schools audit identified areas of concern due to the configuration of the buildings. The principal attempts to minimize classroom disruptions by making morning, mid-day and afternoon announcements; however, frequent disruptions (e.g., intercom all-calls, tardies, students leaving class) still occur. School wide behavioral expectations are well defined and communicated to students and families in the Franklin-Simpson Student Handbook and some teachers have behavioral standards posted in their classrooms; however, these behavioral standards and expectations are not consistently enforced by all administrators and teachers. School leadership employs a program (Positive Behavioral Interventions & Supports) to assist in creating an environment where positive

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Performance Rating 2

behavior is the norm. Some surveys (e.g., Positive Behavioral Interventions & Supports, Culture and Climate, Safe Schools) have been conducted to assess climate needs and to plan school improvement.

- 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 demonstrates a desire for all students to achieve; however, he has not implemented strategies (i.e., non-negotiables related to classroom instructional and assessment practices) that foster high expectations for all staff and students. Franklin-Simpson High School's watch words -Focus, Spirit, Honor, Success-, the mission statement and expectations are publicized on the lobby information screens. Some events (e.g., parent-teacher conferences, Wildcat Orientation, Freshmen Orientation) are designed to encourage and engage the entire school community in the belief that all children can learn; however, proficiency is not always the goal for every student. The principal has established some opportunities (e.g., common planning, Professional Learning Communities, sharing of information gained at the English/Language Arts and Mathematics Teacher Leader Networks) for teachers to interact and share strategies that increase academic achievement for all students. Instructional rounds and the teacher mentoring program provide leadership opportunities and build instructional capacity for selected teachers.

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

Although teaching and non-teaching staff occasionally collaborate informally, the principal and school council have not established a formal plan to include non-teaching staff in decisions that impact the teaching and learning environment.

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

The school council has adopted a policy (Student Assignment) that addresses the appropriate placement of students based on their individual needs. Student groupings and programs (e.g., special education, Assistive Technology, Homework Help, summer school, credit recovery) are used to provide support for students who need additional assistance. Some activities

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(e.g., Saturday Advanced Placement study sessions, ACT practice tests) are provided for enhancement. Students are not always assigned to teachers whose expertise best matches their learning needs.

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

The principal and school council have not developed a written, publicized formal school communication plan. Student progress is reported to parents or guardians via telephone conversations, email, conferences, and Infinite Campus. Teachers also communicate student progress with parents during informal interactions within the community (e.g., athletic events or visits at local stores). Formal progress reports are provided to each student at the end of each trimester grading period. Information about school events are shared via email, the One Call system, Channel 9, the Franklin Favorite, and district or school Web sites. Some classroom teachers also have class Web sites. The Chamber of Commerce assists with announcing special school events to businesses, the community via newspaper ads and Channel 9.

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

The principal and school council have not established a policy and procedure to recognize student academic achievement. The principal and staff members recognize some achievements of students through several venues (e.g. Channel 9, school Web site's blog and Facebook, lobby information screens, Awards Night). Some teachers display proficient student work in their classrooms. Student success is shared outside the school in the Franklin Favorite and WFKN.

- 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 school council has adopted a policy (Equity and Diversity), which references the school's commitment to enhance student achievement for all students by providing opportunities for students to learn about their own and other cultural values and traditions, and building a school culture where diversity is valued and appreciated. The principal, however, has not fully implemented this policy. Multicultural considerations are rarely evident in school programs and activities. The principal does not ensure staff receives

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the training and support needed to deal with cultural differences. Some teachers use differentiated and varied instructional strategies (e.g., Marzano's instructional strategies, hands-on learning, cooperative and inquiry learning) to meet the individual learning needs of students; however, some teachers only address cultural diversity through lessons in textbooks. Several structures (e.g., Youth Services Center, social worker, intervention classes, a staff-sponsored mentoring project, Positive Behavioral Interventions & Supports) are in place for the purpose of reducing barriers to learning. Resources (e.g., culturally relevant library instructional materials, Asian faculty member provided through Western Kentucky University's Confucius Institute, Hispanic staff and students) are also available to the faculty and staff, but are seldom used to enhance the cultural and instructional learning experiences of students. A few staff members are from culturally diverse backgrounds. The principal has not developed strategies to intentionally recruit and retain additional highly qualified, diverse teaching staff.

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

The principal and school council should create a school culture of high academic and behavioral expectations and respect for all students and staff. In conjunction with the Positive Behavioral Interventions & Supports program, teachers and administrators should reach agreement on consequences for student misbehavior that are non-negotiable. Teachers should be taught strategies for coping with minor conduct code violations and student inattention and disrespect in the classroom, and should have confidence that when misbehavior escalates administrators will support them in accelerating discipline.

The principal and school council should implement strategies to engage the students who are not served by either the accelerated curriculum (i.e., Advanced Placement) or special education services, to ensure that they achieve their full potential. These students benefit from a set of courses and activities that allow them to explore their individual talents and interests in which they can excel. The full implementation of the Individual Learning Plan, mentoring, peer tutoring, service learning and leadership development are strategies for reaching these students, in addition to career skills classes and clubs. Partnering with external organizations such as Rotary Club, Chamber of Commerce, Habitat for Humanity and the Franklin Simpson Education Excellence Foundation Alumni Organization could provide leadership and service opportunities for these students that would motivate them to higher academic achievement.

The principal should develop a systematic two-way communication plan to inform all stakeholders (e.g., teachers, staff, parents, and community members) and engage them in the decision-making process regarding teaching and learning. The plan should be publicized and monitored for effectiveness.

The principal should assist the faculty and staff in addressing the cultural and instructional climate of the school. All school staff should receive continuous, job-embedded professional development on research-based instructional practices that address the socioeconomic and cultural needs of students. The principal and school should actively support the total school community in recognizing and celebrating diversity among its students. The principal should develop strategies to intentionally recruit and retain additional highly qualified, diverse teaching staff.

The principal should establish a formal plan for recognizing student academic achievement. The principal should ensure that there are recognitions and celebrations for student successes within the school (e.g., proficient and distinguished student work displayed, announcements, banners) and community (e.g., Franklin Favorite, Web site, Channel 9).

Resources:

Decker, L.E. & Decker, V.A. (2001). *Engaging Families & Communities: Pathways to Educational Success*. Fairfax, VA: National Community Education Association. ISBN: 0-939388-19-4

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

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

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.

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, documentation of referrals to health and social services, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Individual Learning Plans, Infinite Campus Reports, list of co-curricular offerings, schedule for co-curricular offerings, school council policies and bylaws, school event calendar, school guidance plan, school newsletter, school Web pages, student handbook, student/parent/staff handbooks, teacher portfolios and The Missing Piece of the Proficiency Puzzle

Interviews with counselor, Family Resource/Youth Services Center personnel, parents, principal, school nurse, students and teachers

Observations of cafeteria, classrooms and hallways

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 ensures the behavior development teacher monitors students returning from the Learning Opportunities Center; other estranged students (e.g., Homebound, Rivendell, a crisis care unit) are not always supported. The principal supports a number of resources (e.g., College Coach through AmeriCorps; dual credit Bowling Green Technical College Franklin Campus; dual credit Confucius Institute, Western Kentucky University; Community Based Transition Program; Advance Kentucky Grant; credit recovery, Jefferson County e-school, OdysseyWare; Kentucky Virtual High School) that provide learning beyond the curriculum. The school offers several co-curricular (e.g., Future Business Leaders of America, Future Farmers of America, Skills USA, Health Occupations Students of America, Distributive Education Clubs of America, Future Educators Association) opportunities for students.

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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 has adopted a policy (Committees); however, the principal has not ensured that the required standing committees (e.g., Planning and Professional Development, School Safety, Learning Environment, Curriculum, Instruction, & Assessment) are functioning. The principal has formed other school committees (e.g. Positive Behavioral Interventions & Supports, Bridging the Gap, Academic Achievement). Parent involvement in the school is limited and some parents do not feel welcome. There is no functioning Parent Teacher Organization. The principal does solicit parents to serve on the school council, and then relies upon them to recruit other parents to serve on school committees. A few venues (e.g., parent teacher conferences, Awards Night, Wildcat Orientation) attempt to create relationships with parents and teachers, but the principal does not intentionally monitor these programs to determine their effectiveness. Parents are informed of academic achievement with midterms and report cards each trimester. Parents with computer access may retrieve information about grades and attendance using Infinite Campus. Some teachers contact parents about student progress by phone and email. The Youth Services Center coordinator partners with community agencies to implement programs (e.g. Elf Connection, Health Fair, Back Pack Program) that ensure students come to school ready to learn. The district director of pupil personnel and school staff work with the court designated worker through the Truancy Diversion program to reduce dropout rates and increase student attendance. The principal has implemented a mentoring program and a behavior development teacher to provide at risk students with an advocate to support them with attendance issues. District leadership has established formal procedures for resolving concerns, complaints and making suggestions. Parents are presented these guidelines in informational packets at the beginning of school year.

- 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 Extended School Services program consists of two components, Homework Help and summer school. Homework Help is available before and after school two days per week to provide additional academic assistance for students. There are no formal entry or exit criteria for the program, and no transportation is provided. Summer school for credit recovery (e.g.,

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

Performance Rating 2

OdysseyWare, Jefferson County e-school), is available to all students. The principal has developed an intervention program that provides students with support if they have fallen behind in classwork or are in danger of failing a class. Students are pulled from elective classes until work is completed, or are assigned to the intervention class for a trimester to pass a course. Teachers are also expected to assist students with assignments in Advisor/Advisee class. Some teachers volunteer to tutor students after school when they need additional help. Title I grant funds pay the salary of an intervention teacher. Youth Services Center provides assistance (e.g., Health Fair, Elf Connection, Back Pack Program, Thanksgiving Baskets) to students and families when life events affect learning in the classroom. The two guidance counselors provide teachers with information on timely topics (e.g., Drug Abuse, Physical Activity and Fitness) to share with students during the Advisor/Advisee class.

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

The school principal expects that referrals to the counselors and school nurse will occur; however, he has not developed a formal procedure. District leadership has established formal procedures for referrals to the school psychologist. The guidance counselors enroll transferring students and review their school records. The principal has the expectation that counselors will evaluate those transferring students when needed. The principal has established programs (e.g., mentoring program, Advisor/Advisee class) and provided resources (e.g., social worker, behavior development teacher) designed to assist students whose learning is disrupted by traumatic life circumstances. A formal procedure is not in place to inform parents of student involvement in these programs. Some teachers are not regularly trained to identify students who have special learning or behavioral needs.

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

Student cumulative records contain multiple sources of data that are secure, current and maintained in a locked vault. Special education records are secured and maintained in special education classrooms. Infinite Campus is used for record keeping. Parents are informed and encouraged to use student/parent portal to keep up with student attendance and academic progress. However, the principal does not ensure that all teachers post timely and accurate information for parents and students. Individual Learning Plans

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Performance Rating 2

are not always up-to-date. The principal does not monitor to ensure that the annual benchmarks in the development of the Individual Learning Plans are completed.

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

The principal should ensure that the school council policy addressing the formation of standing committees is implemented as written. This policy and accompanying procedures should ensure the recruitment of parents and other stakeholders as active partners in planning and decision making. These committees should guide the work of the school in eliminating achievement gaps within the student population and leading all students to proficiency.

The principal and council should explore creative strategies (e.g., The Missing Piece of the Proficiency Puzzle, the Prichard Committee for Academic Excellence) to increase active participation from all stakeholders and create a welcoming school environment.

Resources:

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

Decker, L.E. & Decker, V.A. (2001). *Engaging Families & Communities: Pathways to Educational Success*. Fairfax, VA: National Community Education Association.

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

Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). *Bridges Out of Poverty*. Highlands, TX: Aha! Process, Inc.

Pearson, S. S. (2002). *Finding Common Ground: Service-Learning and Education Reform-- A Survey of 28 Leading School Reform Models*. Washington, D. C.:American Youth Policy Forum Publications Department.

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, lesson plans/units of study, professional development records, professional resource materials, 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 mission, belief and vision statements, school profile, School Report Card data, teacher portfolios and Interim Performance Report disaggregated data

Interviews with assistant principal, classified staff, curriculum resource specialist, parents, principal, students and teachers

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

Performance Rating 3

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.

All teachers and some instructional assistants are required to complete twenty-four hours of professional development annually. The district calendar contains two days during the summer and another two days prior to opening of a new school year designated for professional development. The principal led two professional development sessions in June 2011, which were focused on classroom management and instructional strategies. On August 1, 2011, another professional development offering was presented by the principal and other school staff that combined trainings for improving instructional strategies, classroom management and student engagement. (e.g., FOCUS, by Dr. Mike Schmoker). On August 2, 2011, another six hours of professional development was available to staff (e.g., QualityCore, Enneagram, FOCUS, community history). In addition, the principal, on the last Wednesday of each month offers after school professional development sessions to provide additional opportunities for teachers to improve instructional practices (e.g., formative assessment, engagement strategies, authentic literacy, brain research). Teachers are encouraged to attend out of district professional learning events to enhance content knowledge. School level professional development sessions are open to all teachers for either professional development credit or for staff development. Although attendance is not

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Performance Rating **3**

required, many teachers have taken advantage of these after school opportunities as well as other professional development provided through outside agencies (e.g., Career and Technical Education, Laying the Foundation, Yearbook Design, Advanced Placement Institutes.) A few teachers participate in opportunities to develop leadership skills (e.g., Teacher Leader Networks, National Teacher Certification). Most classified employees are not expected to earn professional development credits.

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

The principal shares the responsibility for evaluations with administrators. The evaluation plan is implemented and meets or exceeds the standards set in statute and regulation.

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Performance Rating 2

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

There is a council policy (Budget and Spending) that requires planning for professional development. The school council Committees Policy specifies that a planning and professional development committee will coordinate the development and implementation of the school professional development. There is no fully functioning professional development committee. The principal in collaboration with the administrative team develops and implements some professional development offerings that are multi-year, build on previous professional development training and are job-embedded (e.g., John Antonetti's engagement, Green River Regional Education Cooperative's MathPlus, QualityCore, Special Education trainings, Laying the Foundation, Instructional Rounds, Teacher Mentoring) but the procedures to ensure teacher participation are not specified.

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

The principal believes professional development priorities for all teachers should intentionally link to the school's learning goals for students, individual professional growth plans and professional evaluations for staff. The principal attempts to ensure those connections through conferencing and review of growth plans. When conducting evaluations the principal does not have systematic monitoring procedures to ensure all teachers evaluated by other administrators have these same connections between professional development, professional growth goals and evaluation.

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

The principal and administrative team annually plan for professional development. Some trainings build on previous professional development offerings (e.g., Marzano, Dufour, Antonetti, Schmoker). Some professional development opportunities are embedded and ongoing (e.g., Instructional Rounds, Teacher Mentoring Program, Laying the Foundation). There is no intentional procedure for teachers to share information learned from out of district professional learning events or to do follow-up activities to sustain their learning.

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

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Performance Rating 2

The school district has an established and clearly defined evaluation process for certified teachers; however, the principal has not documented that all staff members were trained on the evaluation process.

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

The principal pursues professional development fiscal resources through various initiatives, grants, and funding sources (e.g., Title II, Advance Kentucky, district general fund). The professional development requests are submitted by the teachers to the school administrative staff for approval and are processed through the board of education for final approval. Professional development requests are approved and some relate to teacher professional growth plans. The school improvement plan does not direct the professional learning of the staff. Therefore, the principal does not have a process to ensure all professional development funds are expended according to the comprehensive school improvement plan goals.

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

The principal does not ensure all evaluators are monitoring the impact and effectiveness of professional growth plans of the teachers they evaluate. Most plans are developed independently rather than collaboratively with evaluators. Some teachers discuss their growth areas with their evaluator to determine if the professional learning goals have been met and to establish next steps.

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

The principal attempts to use the evaluation process to improve the proficiency of each staff member. The principal delegates some of the responsibility for staff evaluations to each of the three assistant principals and communicates during leadership team meetings his expectation for the evaluation process. The principal does not have a monitoring process to ensure all evaluators are closely adhering to all procedures in the district evaluation plan and are including meaningful and timely feedback to teachers regarding implementation of teacher growth plan goals. There are no documented monitoring procedures to ensure that all desired changes in staff behaviors and instructional practices actually occur in a timely manner.

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Performance Rating **1**

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

The principal has written a professional development plan, but it does not reference the use of student achievement data to determine professional development activities. The principal and school council do not have a process to determine if past professional development opportunities actually had the intended impact on teacher and student performance. The principal and school council do not have procedures to ensure all professional development activities will positively impact student achievement before the funds are requested and allocated.

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Summary of recommendations in: **Learning Environment**

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

The principal and school council should establish a fully functioning professional development committee. The committee should implement procedures identified in the school council policies on professional development and committees. This committee should use a clearly defined and systematic process to monitor all professional development requests for direct connections to an analysis of student achievement data, individual professional growth plans, school improvement goals, and sufficient resources to ensure a significant impact on classroom practices over time.

The principal should ensure that professional growth is job-embedded and cultivates continuous growth within the staff. The principal should ensure all professional learning experiences are impacting instruction and lead to increased achievement for all students.

The principal should ensure that all professional growth plans are collaboratively developed by the teacher and his or her evaluator. The principal should ensure that continuous feedback is provided to staff based on the frequent monitoring of their professional learning and implementation.

Resources:

National Comprehensive Center for Teacher Quality, www.tqsource.org. 1100 17th Street - N.W. Suite 500, Washington, DC 20036-4632. 2009

National Institute for Excellence in Teaching: Best Practice Center for Educator Evaluation. www.niet.org

Guskey, T. R. (2000) *Evaluating Professional Development* (Thousand Oaks, CA, Corwin Press).

e-Learning Kentucky- Online Professional Development & Training, Kentucky Department of Education.

<http://www.education.ky.gov/kde/instructional+resources/secondary+and+virtual+learning/e-learning+kentucky+online+professional+development+and+training/>

National Council for Teachers of English, www.ncte.org

National Council for Teachers of Mathematics, www.nctm.org

United States Department of Education, www.ed.gov

Guskey, T. R. & Sparks, D. (1996) Exploring the relationship between staff development and improvements in student learning, *Journal of Staff Development*, 17(4), pp. 34± 38.

Kentucky Teacher Online Newsletter. [Http://www.kentuckyteacher.org/](http://www.kentuckyteacher.org/)

“Guidelines for Closing the Gaps for All Students” authored by the Commissioner’s Raising Achievement/Closing Gaps Council, November 2011, Kentucky Department of Education, [www. Education.ky.gov](http://www.Education.ky.gov)

The Leader in Me. Steven Covey. The Leader in Me Web Community - www.TheLeaderInMe.org

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, class rosters, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, curriculum documents, curriculum maps, employee handbooks, enrollment data, facility inspection reports, fire marshal reports, Implementation and Impact Checks, individual professional growth plans, Infinite Campus Reports, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, professional development records, professional resource materials, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school financial reports, school mission, belief and vision statements, school procedures manual, school Web pages, student academic records, student discipline reports, student handbook, student work, student/parent/staff handbooks, teacher portfolios, The Missing Piece of the Proficiency Puzzle and Interim Performance Report disaggregated data

Interviews with assistant principal, classified staff, counselor, curriculum resource specialist, parents, principal, school council members, school leadership, students and teachers

Observations of cafeteria, classrooms, common areas, hallways, media center and trophy cases

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal and school council developed a vision and mission statement in 2009 with limited input from all stakeholders (i.e. students, parents, teachers, community members). In 2010, all stakeholders collaborated to develop "watch words" -Focus, Spirit, Honor, Success-. These words appear on public documents (e.g., lobby information screen, banners, brochures). The principal does not intentionally reference the vision or mission statements or "watch words" to guide decision making and school improvement planning.

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

The principal and administrative team (i.e. assistant principals, counselors, social worker, building assessment coordinator, curriculum specialist) collaboratively disaggregate Educational Planning and Assessment System

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Performance Rating 2

school data, discipline and attendance reports in order to identify needs and goals for school improvement. The administrative team reviews other data (e.g., No Child Left Behind, Interim Performance Reports, Measure of Academic Progress) and presents some results from data to the council to inform curricular decisions. (e.g., QualityCore purchase, Advance Placements expansion, intervention and behavior specialists). The principal has no formal procedure to communicate student achievement data to parents. The principal does not have a systematic process used by all administrative team members to monitor the data collection and to evaluate the decisions to determine their impact on student achievement.

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

The principal has a growth plan developed by the superintendent with components focused on leaderships skills required to promote student achievement. The assistant principals have a growth plan developed by the principal with components focused on building the leadership skills required for their specific roles. Administrator growth plans are not always collaboratively developed or connected to the comprehensive school improvement plan but do reflect individual needs from evaluation and reflection.

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 principal and administrative team disaggregate student performance data (e.g., Measure of Academic Progress, No Child Left Behind, Educational Planning and Assessment System, Interim Performance Report) to identify needs and goals of the school improvement plan. Parents other than council members are not included in the disaggregation of data. The principal uses additional student data (i.e., Infinite Campus, Positive Behavioral Interventions & Systems) to address targeted populations of students and to group and re-group some students for academic needs (e.g., two intervention classes, behavior interventionist). The principal shares data analysis results with the faculty and the council at council and staff meetings, and during professional learning community days. The principal is in the first year of implementing a program of research based strategies (e.g., Schmoker, Antonetti, Marzano) designed to reduce the achievement gaps of targeted

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populations and raise the level of rigorous classroom instruction. School leadership does not always use student performance data to determine action component activities and to monitor the comprehensive school improvement plan with an intentional focus to eliminate achievements gaps with the student population.

- 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 ensures that all staff members have access to current Kentucky curriculum documents (e.g., Kentucky Core Academic Standards, Program of Studies, Core Content 4.1) related to all learning goals. Teachers received training in the application of QualityCore last summer and are in the initial stages of implementation of the instructional program based on current standards to develop units, pacing guides, maps, and learning targets. Some staff members understand and use the school curriculum delivery program in classrooms. The principal has not ensured that all staff members are sufficiently trained in using school and district curriculum resources. The principal has not implemented monitoring procedures (i.e., non-negotiable instructional components matched to a walkthrough instrument) designed to evaluate the delivery of the curriculum to ensure students perform at a proficient level.

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

School council has adopted a policy (Protection of Instructional Time) and the principal has developed procedures to implement the policy. The principal developed a master schedule to provide common planning time for some teachers to work together. The principal informally monitors the use of common planning by analyzing documents (e.g., instructional units, common assessments, pacing guides, research-based instructional strategies) that result from the common planning time. There is no systematic process (e.g., agendas, minutes, protocol for meetings) to monitor the use of common planning time, collect data, analyze results, and provide feedback to staff and the council.

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

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continuous school improvement.

The principal developed the current school improvement plan with limited involvement of school staff. Each component was written by the component manager and the Implementation and Impact checks conducted quarterly by the principal. Infrastructure (e.g., mentoring, social worker, school nurse, Youth Services Center, intervention staff) is developed to remove barriers to learning (e.g., low expectations, behavioral disruptions, lack of parental involvement). The principal has not communicated clearly stated roles, expectations, and responsibilities to staff to ensure equitable allocation and use of resources. The principal has not fully organized the school staff to monitor the implementation of the improvement plan or fully developed a process to measure impact on student achievement.

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.

A Safe Schools Audit was completed in 2009 and identified deficiencies in supervision throughout the campus and access to the school building. School council has adopted policy (Discipline, Classroom Management and School Safety) that establishes behavior standards and expectations. Implementation of this policy by both teachers and administrators is somewhat inconsistent and the rationale for the differences has not been effectively communicated to all staff members. Student noise in the hallways and some classrooms is sometimes excessive. In general, the school culture is slowly but consistently improving as evidenced by Positive Behavioral Interventions & Supports data. School attendance has improved and necessary resources are available to support instruction. The facility is clean and well maintained. Some equipment (e.g., technology hardware, clocks, security cameras) is not fully functioning. The Classroom Emergency Procedures Guide is available in classrooms; however, all staff are not aware of specific roles and responsibilities.

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

The school council has adopted all required policies and by-laws. The principal has developed procedures to implement policies, but several policies (e.g., Discipline, Classroom Management, and School Safety; Protection of Instructional Time; Committees) are not fully implemented. Parents have limited involvement in council committees. Council policies were reviewed

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and revised in 2009.

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

The school council has a standard agenda that includes student academic performance. The principal presents the budget to the council for approval. The council discusses student achievement and reviews Implementation and Impact checks quarterly to monitor the progress of the plan. The component managers have limited input after the plan is approved. Budget reports, behavior and attendance data are provided to the council at monthly meetings and data disaggregation results are reviewed after test scores are released. School council occasionally discusses items that do not have academic focus but focus on the day-to-day operation of the school. School council submits its plan for school improvement to the superintendent and school board for review. The comprehensive school improvement plan includes an activity to engage some minority parents and students to give them a better understanding of school resources, and the activity has been

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

The principal expresses a personal vision of leading this school to achieve proficiency for all students. His goal is to integrate the certified evaluation system, the professional growth plans, the comprehensive school improvement plan and the professional development plan. He initiated the goal this year and organized the activities around research based practices of Schmoker, Marzano and Antonetti. He has not effectively engaged all stakeholders in conversations and programmatic changes to increase student achievement. He has instituted common planning and professional learning communities to provide opportunities for all staff to build a culture of collaboration and professional engagement that will result in increased student learning. The principal uses several types of leadership teams to accomplish the work of the school. He employs a variety of human resources in an attempt to support teacher instructional efforts, but he provides limited guidance to teachers in instructional practice. He assigns responsibility to the members of his administrative and leadership teams but has not ensured their accountability in supporting change (e.g., behavior, instruction). The principal does not have formal procedures in place to effectively manage and systematically monitor all people and all programs to ensure a continuous commitment to proficiency.

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The principal should provide focused leadership in the areas of curriculum, assessment, instruction, behavioral and academic interventions. The principal and school council should collaborate with the administrative team to develop a strategic plan that will provide rigorous and intensive oversight of the implementation of plans, programs, and services for impact on student achievement and school improvement. The principal and school council should create formal organizational structures and systematic processes to ensure that implementation and monitoring of academic programs and services are consistent, efficient, and effective. Responsibilities of staff should be clearly delineated and communicated, and should have a focus on student achievement and school improvement.

The principal should engage all instructional staff in systematically collecting, reviewing and analyzing all available assessment data in order to monitor the impact of classroom instruction to make informed decisions to meet the unique needs of all students. The principal should implement formal and timely procedures to continuously communicate student achievement data to parents and students. The principal should lead creative efforts to use achievement data as a means of sustaining a sense of urgency to maintain high academic and behavioral expectations and support for students.

The principal should develop and implement a formal process to monitor and document that best practice instructional strategies are being used in all classrooms. The principal and assistant principals should conduct regular walkthroughs to ensure that appropriate instruction and intervention strategies are occurring in all classrooms. The walkthrough process should include regular, specific, and timely feedback.

Resources:

Marzano, R. J. (2003). *What works in schools: translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, district budget and allocations, district technology plan, employee handbooks, equipment inventory, Implementation and Impact Checks, Kentucky's Core Content for Assessment, master school schedule, media materials and inventory, needs assessment data, professional development records, professional resource materials, schedule for co-curricular offerings, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school financial reports, school mission, belief and vision statements, school Web pages, student handbook, student work, student/parent/staff handbooks, teacher portfolios, textbook/instructional resources purchasing plans, The Missing Piece of the Proficiency Puzzle, Title 1 program plan and Interim Performance Report disaggregated data

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, parents, principal, school council members, school leadership, students and teachers

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

Performance Rating 2

- 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 and school council have delegated some responsibility for allocation of resources to department chairs through the appropriation of departmental budgets for instructional materials. Individual teachers and organizations conduct fundraisers (e.g., magazine sales for class activities, Wildcat cards) and seek grants from private sources (e.g., Franklin Simpson Education Excellence Foundation funds for student council, chorus, and Project Graduation). Other teachers appeal directly to the district office for resources (e.g., special education, professional development). The council and principal do not have guidelines for decision making to ensure the effective, efficient and equitable allocation of resources. Most state and federal grant funds (e.g., Extended School Services, Gifted and Talented, Title I) are allocated by district staff. The council has a policy (Program Appraisal Needs Assessment) that provides for an annual analysis of student performance data and the effectiveness of programs, but the policy has not been implemented in a sustained and systematic way in order to prioritize the use of resources. The principal and council encourage the use of external

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resources and community partners to meet identified student needs (e.g., Franklin Simpson Education Excellence Foundation funds for Positive Behavioral Interventions & Supports; business partners for student co-op experiences; Advance Kentucky support for some Advanced Placement teachers).

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

The school council has adopted a policy (Instructional and Non-Instructional Staff Time Assignment) for assigning staff that takes into account the comprehensive school improvement plan, the council's policy (Student Assignment), staff requests, staff strengths and certifications, and student needs based on student performance data. The policy clearly states the annual process and timeline by which the principal is to implement the policy. The principal does not ensure all students are assigned to teachers whose expertise best matches their learning needs. The principal provides opportunities for some struggling students by assigning intervention staff to provide behavioral interventions and study skills in addition to core courses. Students are referred for interventions based on academic performance data, behavior issues, or excessive absences. Some students are not provided appropriate curriculum and instruction to meet their individual learning needs in these intervention courses.

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

The school council has adopted a policy (Protection of Instructional Time) that clearly defines procedures to support the protection of instructional time. The principal has not fully implemented this policy. The principal has established designated times during each class period for school announcements in order to keep classroom interruptions to a minimum. He does not, however, monitor this expectation to ensure compliance. Classroom instruction is frequently disrupted (e.g., unscheduled intercom usage, all calls for missing students, phone calls to classrooms, students entering and leaving classrooms) during instructional time. The principal expects all teachers to establish rigorous lesson units designed to actively engage students during the entire class period. However, all teachers do not implement bell to bell instruction. The principal and school council have also adopted an acceptable behavior and discipline policy (Discipline, Classroom Management and School Safety Policy), which outlines student behavior expectations. While the principal has

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delegated three assistant principals the responsibility of addressing student behavior issues, he has not ensured that procedures are in place to manage behavioral issues that disrupt instructional time.

- 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).

The principal implements a class schedule with six fifty-five minute class periods organized by trimester. The master schedule also includes a common planning time for ninth and tenth grade teachers and for content area teachers in grades eleven and twelve. During the four district-sponsored professional learning community days, the principal provides teachers with opportunities to engage in vertical and horizontal curriculum planning. The principal does not ensure that the planning time is focused on the goals of the school improvement plan.

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

The school council has adopted a policy (Student Assignment), which assigns students to classes and programs that will take into account each student's developmental needs among other considerations. The principal, in collaboration with the counselors, has developed a master schedule that includes six fifty-five minute periods and one thirty-minute Advisor/Advisee class. The advisory period is designed for advisor/advisee curriculum activities, Individual Learning Plan, student grade checks, tutoring and homework. The trimester schedule is designed to address unique learning needs of all students (e.g., collaboration, credit recovery, advanced placement extensions, distance learning). Students who are failing content courses are placed in an academic intervention course during an elective class period.

- 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.

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The school council has a policy (Budget and Spending) which requires the principal to prepare a recommended budget annually for council approval based on the needs of the comprehensive school improvement plan and other needs, including instructional materials. In practice, the budget is primarily based on the previous year's budget. The budget complies with the district's Section 6 allocation process. Funds for instructional materials and supplies are distributed equitably among the departments and classrooms. The principal maintains control over a portion of Section 6 funds for equipment and office supplies, conference registrations, and instructional field trips. Some departments and teachers have access to other sources of funds (e.g., Perkins funds for Career and Technical Education, Advance Kentucky funds for Advanced Placement math, science and English teachers); therefore, the budget process does not ensure equitable distribution of resources.

- 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.

The budget approved by the school council is incremental from the previous year's budget rather than reflecting an assessment of performance data. The principal strives to maintain at least the same level of student and staff support as in the previous year. The budget does conform to the requirements of all discretionary funds. The principal has worked with the district to secure extra resources for the school beyond the required council allocation, including a school nurse, school resource officer (part-time), school social worker, a career coach and several paraeducators, in addition to technology hardware and software and extra duty supplements for teachers for extra- and co-curricular activities (e.g., academic teach coach, band director, sports coaches).

- 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 council with quarterly finance reports. There is no council finance or budget committee. The council does not review resource requests to ensure that spending is linked to the comprehensive school improvement plan or priority needs. The principal does not have a procedure requiring that resource requests are based on specific elements of the school improvement plan. The principal makes every effort to provide funding for all

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demonstrated classroom and program needs, including tapping various activity fund accounts supported by fundraising and donations. Activity accounts are not monitored by the school council for purposeful spending.

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.

The principal and council do not allocate most state and federal categorical grant funds; they are allocated by the district (e.g., Extended School Services, Professional Development, Gifted and Talented, Individuals with Disabilities Education Act, Safe Schools, Educational Technology). The council does not have an active role in prioritizing, monitoring or evaluating the expenditure of categorical funds to address student needs. These fund sources are not integrated to maximize their impact on student achievement, and in most instances their impact is not measured. There are some programs funded by external sources, including the Advance Kentucky program funded through the Kentucky Science and Technology Council and Positive Behavioral Interventions & Supports program supported by the Kentucky Center for Instructional Discipline and by the Franklin Simpson Education Excellence Foundation, which are targeted to specific student needs (e.g., accelerating college readiness and improving student behavior). Outcomes of these programs (e.g., the number of students taking and passing Advanced Placement courses; the number of student behavior referrals) are being measured.

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To ensure the effective and efficient distribution of resources, the principal and council should more clearly and urgently communicate the comprehensive school improvement plan to all stakeholders so that it becomes the focus for planning and budgeting. Procedures for approving expenditures should include a link to identified priority needs. The principal and school council should create a finance committee or act as a committee of the whole to regularly and systematically evaluate the use of all human, fiscal and physical resources to sustain continuous improvement.

The principal should develop a comprehensive monitoring system to ensure that all policies (e.g., instructional, student and staff assignments) are effectively implemented and have a positive impact on instructional practices, student achievement, and school culture.

Resources:

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

Marzano, R. J., Waters, T. & McNulty, B.A. (2005). *School Leadership That Works: From Research To Results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Pickering, D.J. & Pollock, J. E. (2001). *Classroom Instruction that works: research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

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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Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, employee handbooks, Implementation and Impact Checks, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, professional development records, rubrics, samples of classroom assessments, samples of student work products, schedule for co-curricular offerings, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school profile, school Web pages, student work, student/parent/staff handbooks, teacher portfolios and Interim Performance Report disaggregated data

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

Observations of cafeteria, classrooms, common areas, computer lab, hallways, media center, outdoor areas and trophy cases

Performance Rating 2

- 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 principal facilitated a committee of parents, teachers and students to revise vision, mission and belief statements for the school in 2010. The school council adopted a policy (Enhancing Student Achievement) containing the vision, mission and belief statement in March 2010. The vision and mission are published in a few venues (e.g., school council policy and school entrance area). Few staff members and students can articulate the vision and mission statements.

- 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

The principal provides disaggregated student performance data (e.g., Educational Planning and Assessment System (EPAS), Positive Behavioral Interventions & Supports (PBIS)) to the administrative leadership team for analysis. The principal then presents the results of the analysis to the school council for review. There is some review of data in faculty meetings with

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expectations that review and analysis will continue during content and professional learning community meetings. However, analysis and reflection is not always intentionally used for comprehensive school planning.

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

The principal and the administrative team collaborate to analyze disaggregated student performance data (e.g., Educational Planning and Assessment System (EPAS), Positive Behavioral Interventions & Supports (PBIS)) to identify learning goals. The results are shared with teachers and the school council; however, there is no outreach to parent and community stakeholders. Further review of the data led by department chairs occurs in content area meetings. The administrative team uses some feedback from teachers to develop strategies for the comprehensive school improvement plan. The principal does not have a process in place to effectively monitor instruction and organization structures.

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

The principal uses the process of implementation and impact checks to report the status of the comprehensive school improvement plan to the school council. In the culture and climate component most activities have been fully implemented, and the impact of the activities has been measured and documented. There is inconsistent use of this process in identifying all changes needed to reduce gaps in academic growth and achievement of student subpopulations. There are not clear connections between the reported implementation and impact checks and the development of instructional or programmatic change.

9.6a The plan is implemented as developed.

The school council reviews the strategies and activities in the comprehensive school improvement plan through quarterly implementation and impact check reports including a rating scale for each activity. However, many faculty members are not familiar with the plan or their roles and responsibilities in meeting the goals and objectives of the plan. The principal has not established an effective process to engage all staff and stakeholders in the implementation and evaluation of the comprehensive school improvement plan.

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

The principal has initiated a process for reporting progress toward meeting the goals and objectives of the comprehensive school improvement plan to the school council through quarterly implementation and impact checks. The principal and administrative team collect and analyze annual student performance data (e.g., Educational Planning and Assessment System, No Child Left Behind, targeted behavior data, attendance, teacher and student culture surveys). The analysis does not adequately measure whether the activities in the comprehensive school improvement plan are having a positive impact on improving instruction and student learning. Additional academic achievement data (e.g., learning targets, formative assessments, analysis of student work) is not collected and analyzed continuously throughout the school year for the purpose of closing the achievement gap.

- 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, administrative team and the school council analyze some data (e.g., state assessment data, targeted behavior, defiance and disruption data, attendance, surveys of staff and students). However, there is limited use of the data for changing or modifying instruction in the classroom. Although the principal expects teachers to develop common summative and formative assessments through their professional learning communities, he has not provided a systematic and effective process to ensure that student learning is measured at regular intervals throughout the school year. Classroom practices are occasionally observed by the principal and teachers are provided opportunities to observe other teachers through the internal instructional rounds. There is limited feedback and follow up provided to teachers through these initiatives to ensure improvement in instruction and increased student learning as identified in the comprehensive school improvement plan.

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

The principal is making an effort to sustain the school's commitment to continuous improvement through several initiatives (e.g., in-school interventions for failing students, instructional rounds, professional learning

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communities, common planning for teachers, Advisor/Advisee). However, there is not a systematic process to link the results of these initiatives to improving instruction and student learning. Although the principal articulates a commitment to improving student achievement, he has not developed a communication plan that guides the dissemination of information and expectations to all stakeholders. The principal does not regularly celebrate progress toward learning goals or hold staff accountable for student success and failure.

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Standard 9 **Comprehensive and Effective Planning**

The school council and principal should collaborate to provide rigorous and intensive oversight of the implementation and evaluation of plans, programs and services for impact on student achievement and school improvement. The school council and principal should create formal organizational structures and systematic processes to ensure services are intentional, consistent, efficient and effective.

The principal should ensure that the goals, objectives and activities in the comprehensive school improvement plan are clearly communicated to all stakeholders and ensure that all staff members are aware of their responsibilities in implementing the plan.

The principal should monitor the impact of the activities in the plan on classroom instruction and student learning. Ongoing data throughout the school year should be collected and analyzed to inform instruction and provide updates and revisions to the plan when needed.

Resources:

DuFour, R. & Eaker, R.E. (1998). *Professional Learning Communities At Work, Best Practices for Enhancing Student Achievement*. Bloomington, IN: National Educational Service.

Journal of Staff Development - National Staff Development Council - www.nsd.org

Kentucky Association of School Administrators - www.kasa.org

Kotter, J. P. (1996). *Leading Change*. Boston, MA: Harvard Business Press.

Schmoker, M. (2001). *The Real Causes of Higher Achievement*. Alexandria, VA: Association for Supervision & Curriculum Development.

Schmoker, M. (1999). *Results: The Key to Continuous School Improvement*. Alexandria, VA: Association for Supervision & Curriculum Development.

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Summary of Next Steps:

The principal should provide focused leadership in the areas of curriculum, assessment, instruction and behavioral and academic interventions. The principal and school council should collaborate with the administrative team to develop a strategic plan that will provide rigorous and intensive oversight of the implementation of plans, programs, and services for impact on student achievement and school improvement. The principal and school council should create formal organizational structures and systematic processes to ensure that implementation and monitoring of academic programs and services are consistent, efficient, and effective. Responsibilities of staff should be clearly delineated and communicated, and should have a focus on student achievement and school improvement.

The principal and school council should create a school environment where students and staff show mutual respect and where expectations for behavior are clearly understood and enforced. Socioeconomic, ethnic, and racial diversity of all students and staff should be recognized and celebrated throughout the school community. Students at all academic levels and all social groups should have equal opportunities to belong and succeed.

The principal and school council should lead the administrative team in the development and implementation of a comprehensive and systematic monitoring process for all academic programs. This should allow for monitoring of instructional practices through scheduled weekly walkthroughs using specific non-negotiables, use of common planning time, data analysis to modify instructional practices, and intentional intervention activities.

The school council should develop and implement procedures to increase participation of all stakeholder groups in improving student achievement. The principal and council should explore creative family and community involvement strategies, conduct a needs assessment and use results to create a plan to increase involvement with all stakeholders. Families and community leaders should be engaged as partners in school activities that support student learning and decision making. The school council should develop and implement a systematic plan that addresses frequent and two-way interactive communication with all stakeholders regarding student achievement. The plan should be publicized and monitored for effectiveness.

The principal should engage all stakeholders in a systematic process to collect, analyze, and evaluate all data from human, fiscal, and physical resources to make informed decisions relating to academic performance, learning environment and efficiency. On-going data should be regularly collected and evaluated to provide updates and revisions with clear and measurable benchmarks as a means of maintaining high academic and behavioral expectations and supports for all students.

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In Conclusion:

The members of the Franklin-Simpson 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 have the ability to lead the intervention and does have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

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 Franklin-Simpson High School.

Principal, Franklin-Simpson High School

_____ Date: _____

Superintendent, Simpson County Schools

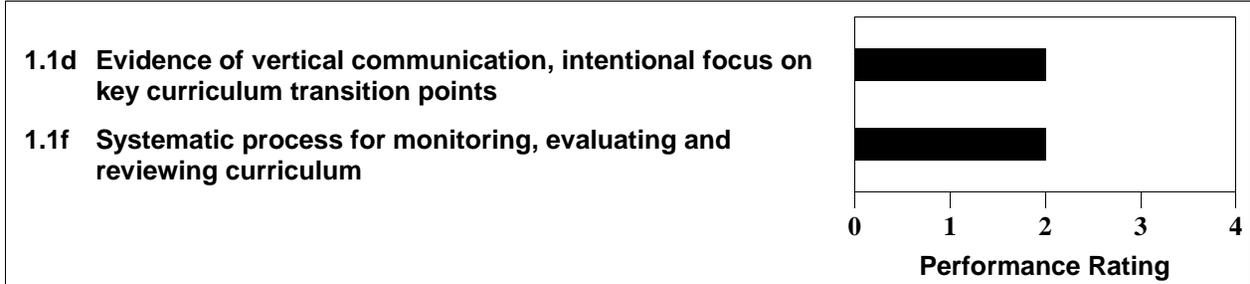
_____ Date: _____

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12/4/2011 - 12/9/2011

1.1 Curriculum

Academic Performance

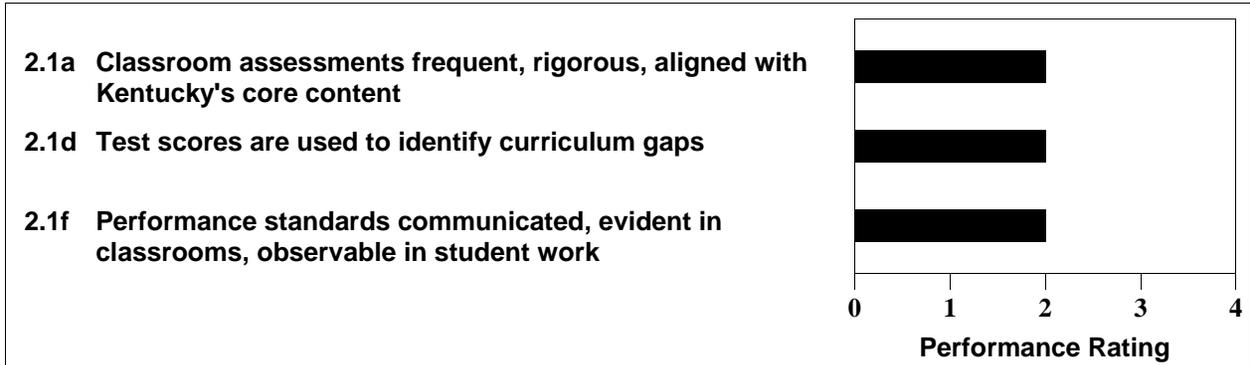


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2.1 Classroom Evaluation/Assessment

Academic Performance

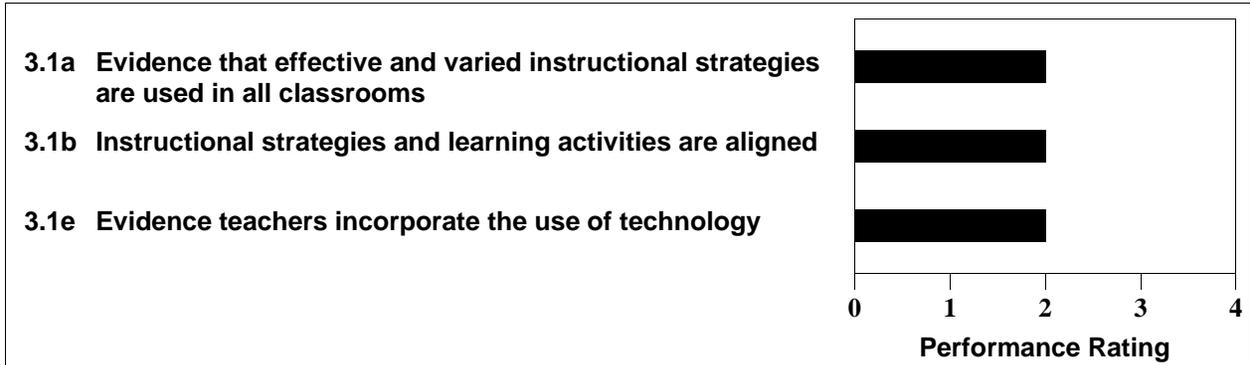


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3.1 Instruction

Academic Performance

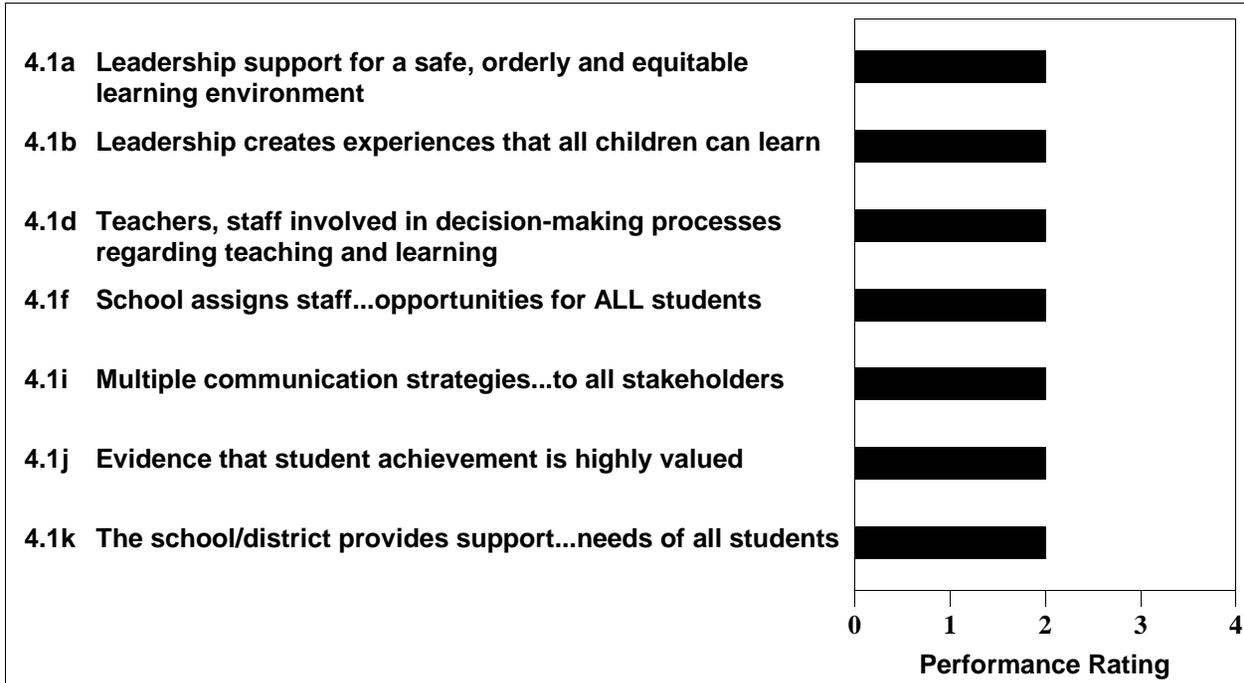


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4.1 School Culture

Learning Environment

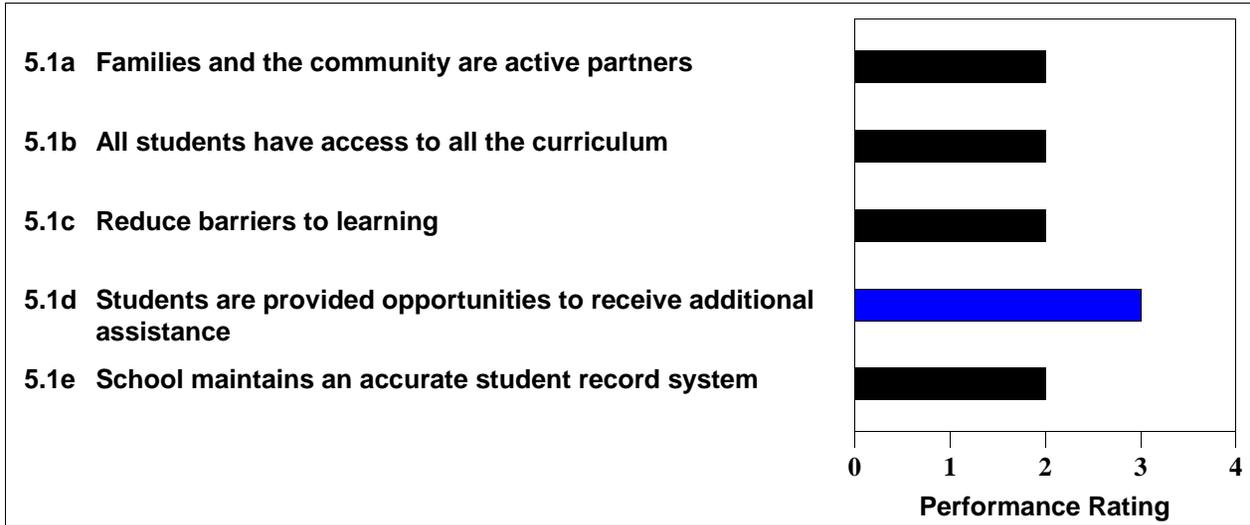


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5.1 Student, Family and Community Support

Learning Environment

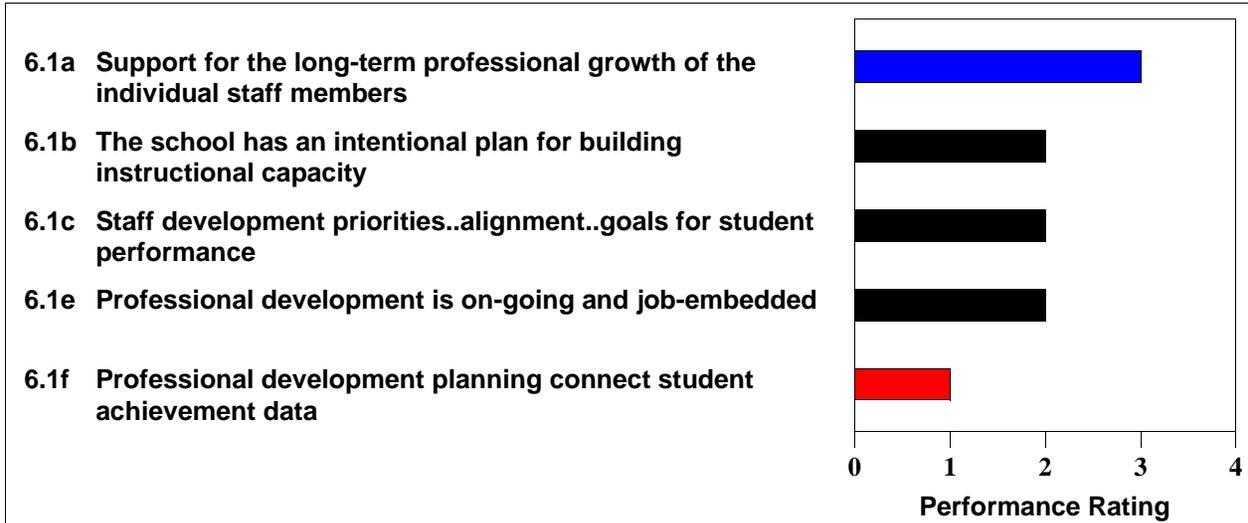


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6.1 Professional Development

Learning Environment

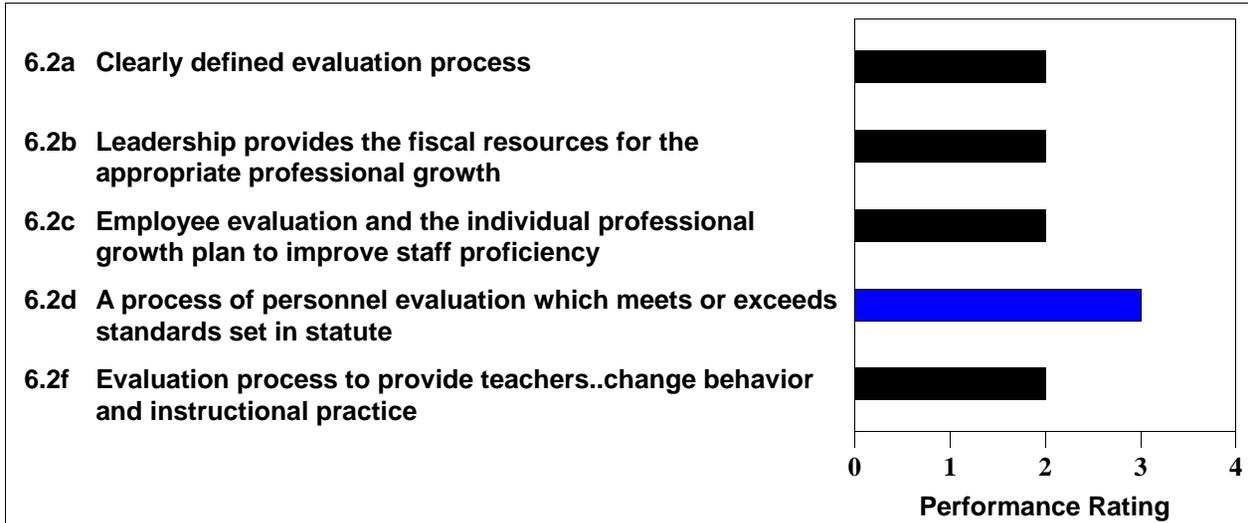


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6.2 Professional Growth and Evaluation

Learning Environment

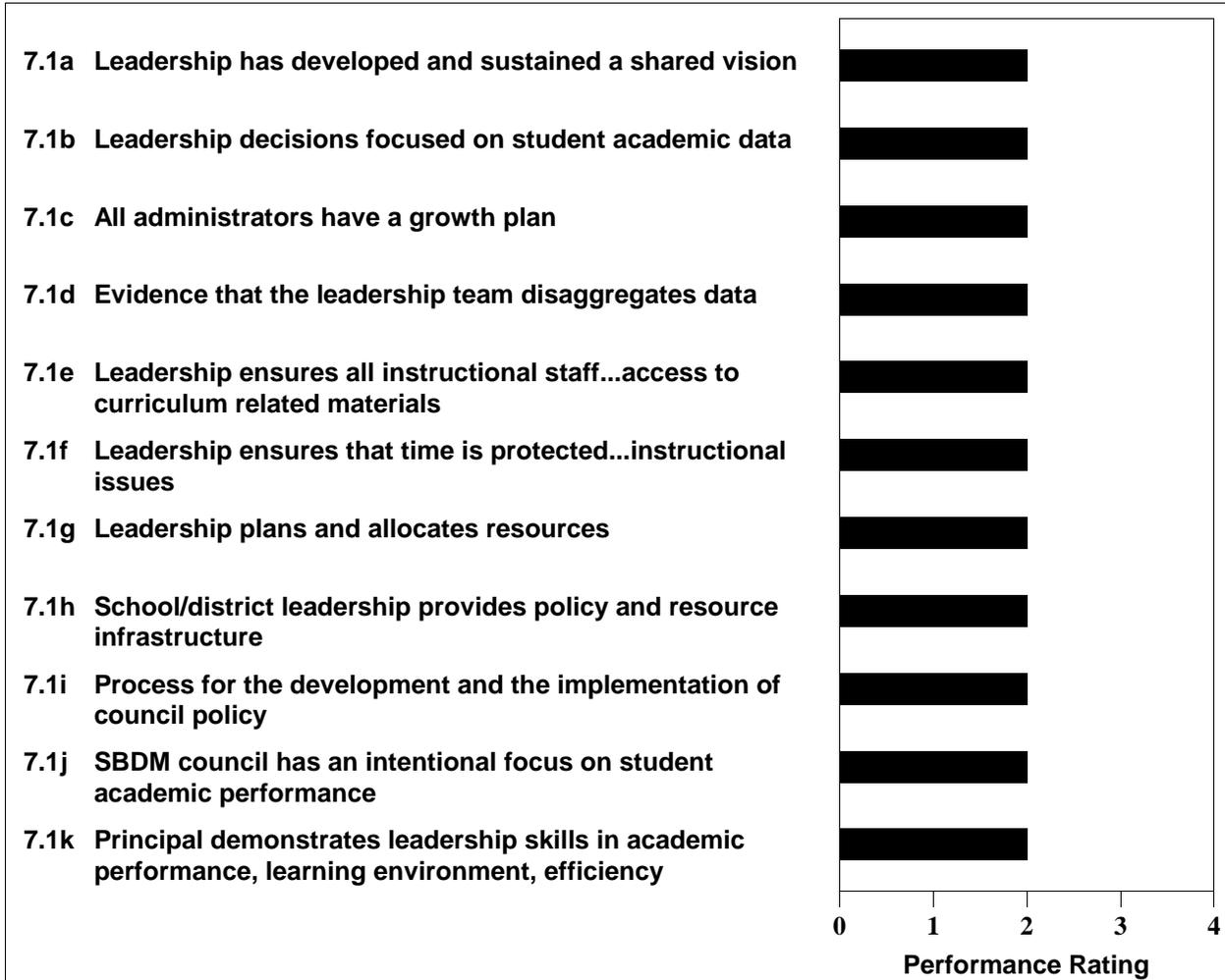


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7.1 Leadership

Efficiency

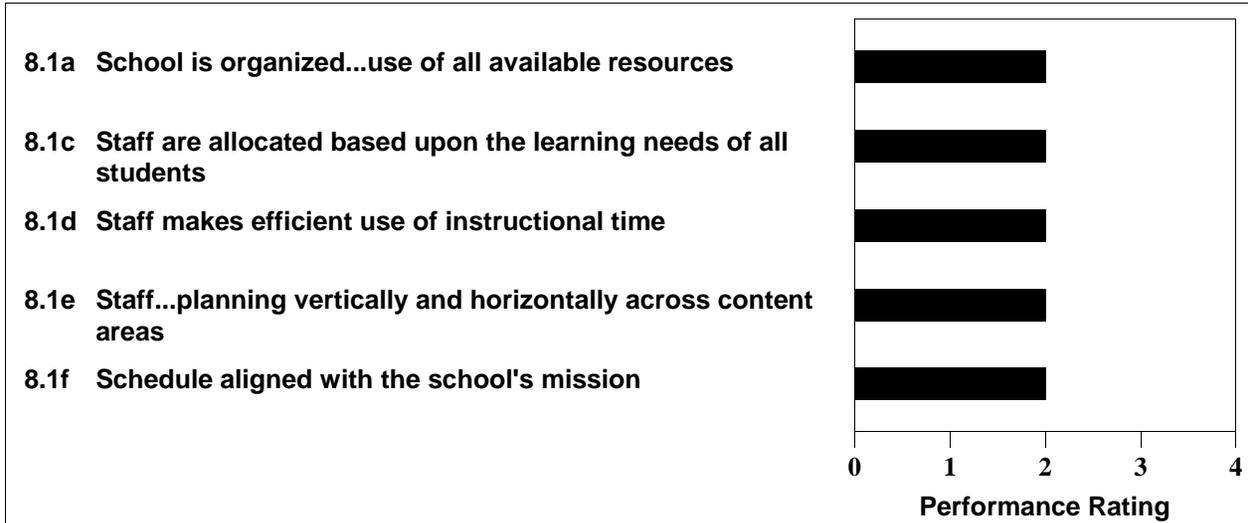


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8.1 Organization of the School

Efficiency

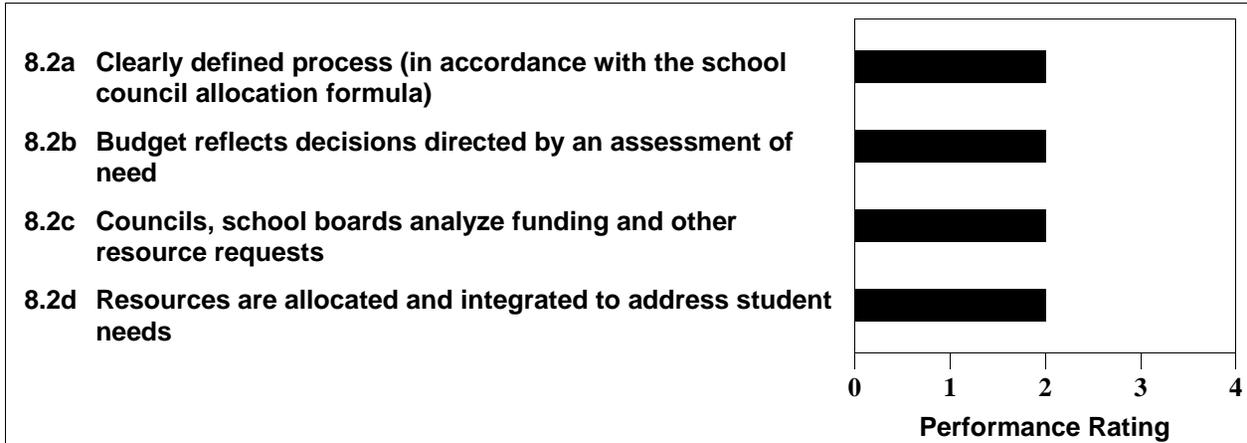


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8.2 Resource Allocation and Integration

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

9.2a Planning process involves collecting, managing and analyzing data



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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

