

# Monticello Independent District Leadership Assessment Report



**10/30/2011 - 11/04/2011**



# District Leadership Assessment Executive Summary

## Monticello Independent School District

10/30/2011 - 11/4/2011

Gary Abbott, Superintendent

### Introduction

The Kentucky Department of Education conducted a district leadership assessment of Monticello Independent School District during the period of 10/30/2011 - 11/4/2011. Here are the most relevant facts and next step recommendations from the district 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.

### District Deficiencies and Next Steps in Supporting its Low-Performing Schools

1. Deficiency	District leadership has not provided vision, mission and belief statements or a viable plan to guide decision making for district and school improvement.
Next Steps	District leadership should involve all stakeholders in developing shared vision, mission and belief statements. These statements should be created as guides for the district in providing a rich, rigorous, equitable and successful education for all students. District leadership should formalize a process for development of the comprehensive district improvement plan and ensure representatives from all stakeholder groups are included. Stakeholders should disaggregate student achievement data in order to develop concise goals for student achievement. District leadership and the board of education should conduct regular, ongoing formal implementation and impact checks and determine progress toward meeting goals in the plan. The plan should be modified as needed.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The Monticello Independent School District Board of Education, the superintendent and school leadership have not ensured that all instructional and non-instructional staff are organized and allocated to support high levels of student and staff performance at the high school.

Next Steps	District leadership should allocate and organize the instructional and non-instructional staff based on learning needs of students and challenges facing the school. District leadership should define roles and responsibilities for each staff member. This reorganization should use the strengths of the staff to meet the unique learning needs of all students. District leadership should take a system-wide approach focused on high expectations for academic student achievement to make it possible for Monticello High School to meet state and federal goals.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>District leadership does not ensure appropriate and effective professional development is provided to all staff to enhance and develop the skills needed to deliver a successful instructional program.</b>
Next Steps	District and school leadership should collaborate to develop a multi-year, job-embedded professional development plan that aligns with comprehensive district and school improvement plans and focuses on building a high level of competence in the instructional staff. The plan should include best practice, research-based instructional strategies and reflect the individual needs of staff members in addition to goals for student achievement. District leadership should develop and implement a process to monitor and evaluate the impact of professional development activities on teacher practices and student performance.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>The superintendent does not implement the district certified evaluation process resulting in lack of accountability for personnel performance.</b>

Next Steps	The superintendent should immediately begin the district certified evaluation process with all district leadership and the high school principal. The superintendent should ensure that all district and high school leadership be responsible for evaluating certified staff and begin immediately. All aspects of the current district certified evaluation process should be fully and consistently implemented by all evaluators and used as a critical component to ensure individual professional growth and increase professional competency. The superintendent should clearly articulate the expectation that accountability must follow the designation of responsibility and should hold himself, as well as all district and school staff, responsible for ensuring that all students are achieving at high levels.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>5. Deficiency</b>	<b>District leadership has not ensured that a belief system based on high expectations for all students is communicated and fostered across the district.</b>
Next Steps	District and school leadership in collaboration with all staff should immediately embrace a culture of high expectations for all students to include non-negotiables (e.g., student and teacher engagement, bell-to-bell instruction, student involvement, research-based strategies, authentic learning activities). District and school leadership and all staff must accept their roles and responsibilities in the success and failure of each student, refusing to view outside barriers as insurmountable to high student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>6. Deficiency</b>	<b>District leadership does not have a systematic plan for monitoring the delivery of curriculum, instruction and assessment.</b>
Next Steps	District leadership in collaboration with school leadership and teachers should immediately begin analyzing formative and summative assessments and student work to inform instruction that allows for timely interventions for struggling students. District and school leadership should begin immediately using formal observations with ongoing, specific and meaningful feedback and support provided to school staff to ensure an effective and rigorous curriculum is being delivered.

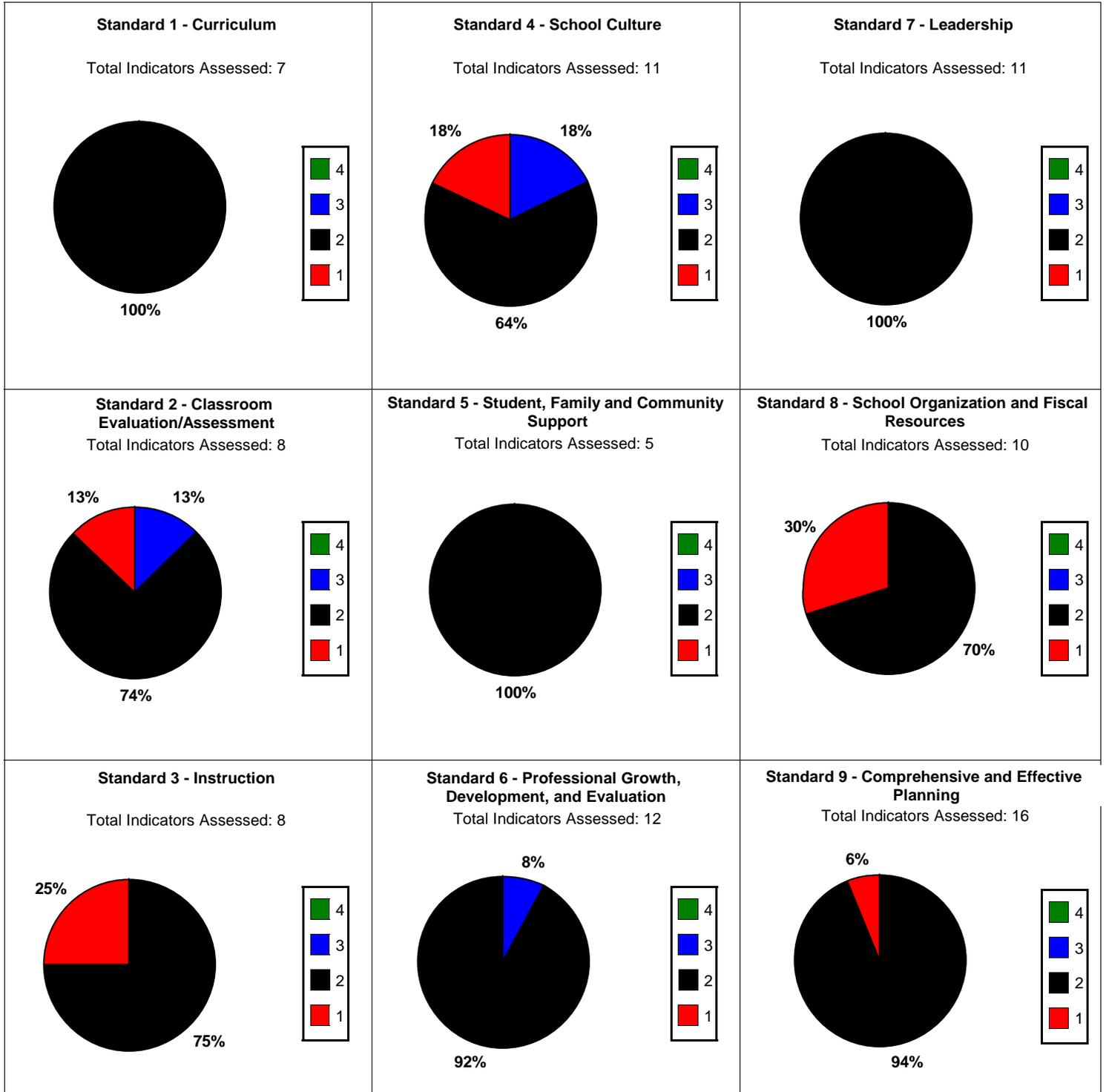
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

# Monticello Independent

## KDE 2011 District 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 - Monticello Independent**

<p><b>Standard - 1 - Academic Performance</b></p> <p><b>Curriculum</b></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><b>Standard - 4 - Learning Environment</b></p> <p><b>School Culture</b></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><b>Standard - 7 - Efficiency</b></p> <p><b>Leadership</b></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><b>Standard - 2 - Academic Performance</b></p> <p><b>Classroom Evaluation/Assessment</b></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><b>Standard - 5 - Learning Environment</b></p> <p><b>Student, Family and Community Support</b></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><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><b>Organization of the School</b></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><b>Resource Allocation and Integration</b></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><b>Standard - 3 - Academic Performance</b></p> <p><b>Instruction</b></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><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><b>Professional Development</b></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><b>Professional Growth and Evaluation</b></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><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b></p> <p><b>Defining the School Vision, Mission, Beliefs</b></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><b>Development of the Profile</b></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><b>Defining Desired Results for Student Learning</b></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><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><b>Development of the Improvement Plan</b></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><b>Implementation and Documentation</b></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 district leadership assessment report contains many important findings district leadership should consider. It will be the task of district leadership to read and prioritize the results from this report to plan for improving student performance.

Carefully read the scholastic leadership assessment report for each school that triggered the district leadership assessment. Consider the implications of the report for each school's work and policies.

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

Identify the implications of this report for stakeholders.

Acknowledge and address the fact that current practice does not provide adequate opportunity for teachers and principals to carry out the demands of their work to ensure student success.

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

### Introduction

The Kentucky Department of Education conducted district leadership assessment of Monticello Independent School District during the period of 10/30/2011 - 11/4/2011.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with teachers (8), students (23), parents (3), central office certified staff members (5), central office support staff members (6), school support staff (6), high school counselor (1), high school principal (1), board of education members (5), and the superintendent.

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

The chairperson of the team was Janet Lee Clark Hurt - District Administrator. The other team members were: Marilyn C. King - Teacher; Carol Ann Higdon - Building Administrator; Wayne Puckett - District Administrator; Sharon Baker Knight - Building Administrator; Jill Lee Crowe - Teacher; Kelly Foster - Educational Recovery Leader; Cynthia H. Williams - University Representative; Gayle H. Mills - Parent; Joy Waldrop - District Administrator; Deborah Mapp-Embry - University Representative.

### 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.

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Academic Performance**

### **Standard 1**                    **Curriculum**

#### **Findings For This Standard Are Based On:**

Review of Individual Learning Plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, needs assessment data, perception survey results, School Report Card data, school Web pages and state statute and regulation

Interviews with central office staff, classified staff, counselor, district leadership, Family Resource/Youth Services Center personnel, principal, superintendent and teachers

Observations of classrooms and hallways

### **Performance Rating 2**

- 1.1a There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment, Transformations and the Program of Studies.

District leadership provides teachers with a link on the school Web site to access Kentucky Department of Education standards documents (e.g., Program of Studies for Kentucky Schools, Kentucky Core Content for Assessment, 4.1, Academic Expectations) and to a software program called Proficiency Quest, which is aligned to the Kentucky Core Content for Assessment, 4.1. Three high school teachers attended Kentucky's network training to learn how to implement and assess the Kentucky Core Academic Standards, and three attended ACT Quality Core training. Teachers attending these trainings are asked to share their curriculum work with peers, but this process has not been systematically implemented. District leadership has not facilitated meetings to ensure vertical alignment of the curriculum.

- 1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).

District leadership has initiated occasional curriculum articulation discussions but rarely facilitates horizontal and vertical conversations among grade levels or content areas. District and school leadership attempt to systematically align school curriculum (e.g., curriculum maps, Proficiency Quest software, unit development notebooks) with state content standards, but this work is in its infancy.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating    2**

District and school leadership sent teacher representatives to curriculum network trainings and ACT Quality Core trainings. District leadership expects these teachers to collaborate with their peers to align curriculum, eliminating gaps and overlaps. This process lacks strategic planning and implementation.

- 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).

District and school leadership engage in informal dialogues to resolve curriculum problems between grade configurations (e.g., primary to elementary, elementary to middle, middle to high school). District leadership has not facilitated a process for teachers at transitional grade levels to collaborate in identifying and planning for smooth curriculum transitions from grade to grade or content class to content class.

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

District and school leadership engage in discussions about how to provide students with information regarding career opportunities (e.g., college visits, college fair, vocational classes), which will link student academic learning to life after graduation. Opportunities for dual credit exist through articulation agreements with Eastern Kentucky University, Marshall University and Somerset Community College. School leadership implements and monitors the development of Individual Learning Plans.

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

The Monticello Independent Board of Education has adopted a Curriculum policy (08.1), but the policy lacks a monitoring component. District leadership has collaborated with Wilderness Trail Education Cooperative to develop a plan to effectively implement the curriculum. District leadership has not established a fully functioning district-wide curriculum committee to address current and emerging curriculum issues. District leadership has not ensured that school leadership establishes a systematic process to review, evaluate, revise and monitor the curriculum.

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating 2**

1.1g The curriculum provides access to a common academic core for all students.

District leadership espouses an expectation that all students have access to all academic core classes. District leadership informally reviews the high school master schedule but this process does not ensure that students have access to all academic core classes. Some scheduling conflicts (e.g., vocational school students) require students to obtain these classes in different semesters or school years; however, all students have access to these classes during their four years at the high school. Some collaboration occurs between general education and special education teachers.

**District Leadership Assessment Summary Report**

**Monticello Independent**

**School District**

10/30/2011 - 11/4/2011

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

## District Leadership Assessment Summary Report

### Monticello Independent

#### School District

10/30/2011 - 11/4/2011

Summary of recommendations in: **Academic Performance**

#### **Standard 1**      **Curriculum**

District leadership should initiate and assist school leadership in facilitating vertical alignment discussions among Monticello Elementary School, Monticello Middle School and Monticello High School. These discussions should be ongoing with an intentional focus on key curricular transitional points to eliminate unnecessary overlaps and gaps.

District leadership should establish a fully functioning district-wide curriculum committee with the charge to address the curriculum standards and expectations. This committee, with input from all stakeholders, should create a rigorous, intentional and aligned with state (Kentucky Core Academic Standards, Kentucky's Core Content for Assessment, 4.1) and national (ACT Quality Core) standards.

#### Resources:

Carr, J. F. & Harris, D.E. (2001). *Succeeding with Standards: Linking Curriculum, Assessment and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-509-2

Individual Learning Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [www.education.ky.gov](http://www.education.ky.gov) (type ILP in the search box)

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

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

### Findings For This Standard Are Based On:

Review of classroom assessments, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, Implementation and Impact Checks, Kentucky's Core Content for Assessment, needs assessment data, perception survey results, professional development records, samples of classroom assessments, samples of student work products, school council policies and bylaws and student work

Interviews with counselor, district leadership, school council members and students

### Performance Rating    **3**

2.1g    Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.

The Monticello Independent School District Board of Education has adopted an assessment policy (08.222) to address test administration and ethics related to Kentucky's assessment system. District leadership has established procedures and fully implements the policy, which includes annual training for all staff involved in administering assessments.

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

**Performance Rating    2**

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

District leadership expects school leadership to ensure classroom assessments are aligned with standards (e.g., ACT Quality Core, Kentucky Core Content for Assessment, 4.1, Kentucky Core Academic Standards) and articulated in student-friendly learning targets ("I Can" statements). District leadership expects school councils to adopt all required policies, including one that addresses classroom assessment; however, district leadership does not regularly monitor school council policies and meeting minutes and agendas to ensure compliance by high school leadership and the school council. District leadership attempts to assist teachers in understanding and designing rigorous assessments (e.g., Classroom Assessment for Student Learning book study), but the process is not systematic, well-planned or monitored. Three high school teachers attended ACT Quality Core training and the Kentucky Instructional Support Leadership Network and are responsible for sharing the information with other teachers within their departments at the high school. District leadership, in collaboration with the Wilderness Trail Education Cooperative, has developed a Classroom Evaluation, Assessment and Instruction---Action Plan; however, district leadership does not consistently monitor for timely implementation. District leadership has initiated conversations with some teachers regarding classroom assessment but does not formally monitor classroom assessments.

- 2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

District and school leadership have recently initiated discussions (e.g., Title I monthly meetings, Classroom Assessment for Student Learning book study) pertaining to assessment, but neither district or school leadership collaborates with teachers specifically for the purpose of designing authentic assessments aligned with ACT Quality Core, Kentucky Core Content for Assessment, 4.1 and Kentucky Core Academic standards.

- 2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

District leadership expects teachers to post learning targets ("I Can" statements) each day and sporadically conducts walkthroughs to check for compliance; however, district leadership rarely monitors classrooms to

# District Leadership Assessment Summary Report

## Monticello Independent

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Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

### **Performance Rating    2**

specifically determine if students know what is required to reach proficiency in all content areas.

2.1d Test scores are used to identify curriculum gaps.

District and school leadership collect and analyze data (e.g., No Child Left Behind report, Kentucky Interim Performance Report, ACT results, diagnostic assessments). Findings generally are presented to the high school faculty and achievement gaps are identified. A strategic focus on identifying curriculum gaps using data rarely occurs.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

District leadership communicates an expectation to school leadership for teachers to use formative assessment data to identify needed instructional improvements and the individual academic needs of students. District leadership does not require school leadership to monitor assessment practices to determine if multiple assessments are embedded, and results drive instructional improvements and immediate, meaningful feedback to students to guide their learning. District and school leadership analyze data from multiple sources (e.g., Kentucky Interim Performance Report, No Child Left Behind report, Discovery Education results). District leadership has not developed a process to ensure that analysis of assessment data results in improvement or modification of teacher instructional practices.

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

District leadership has not established a formal process to ensure that Student Level Performance Descriptions are clearly communicated to students. Learning targets ("I Can" statements) are visible in most classrooms but not consistently evident in student work.

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

**Performance Rating**    **1**

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

District leadership has not established a systematic process or protocol to analyze student work, or provided opportunities for teachers to acquire the skills necessary to effectively use student work to improve instruction and student learning. District leadership rarely monitors classroom practices to determine if student work analysis has changed instructional practices, resulted in a revision of the curriculum or produced feedback to students to guide their learning.

**District Leadership Assessment Summary Report**

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**School District**

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Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary of recommendations in: **Academic Performance**

### **Standard 2**      **Classroom Evaluation/Assessment**

District leadership should assist school leadership in providing job-embedded professional development for teachers to expand their knowledge and use of formative and summative assessments to meet the unique learning needs of students. Learning targets should be displayed, referenced in learning and observed in student work. Rubrics should be developed in collaboration with students prior to assessment to help understand expectations for proficient work.

District leadership in collaboration with school leadership should identify and implement a protocol for examining student work. District leadership should ensure school leadership immediately provides job-embedded professional development for teachers to effectively analyze student work. District and school leadership should monitor this initiative for consistency in implementation and hold staff accountable for using collected data to inform instructional practices.

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Academic Performance**

### **Standard 3**                    **Instruction**

#### **Findings For This Standard Are Based On:**

Review of classroom assessments, classroom assignments, classroom displays, comprehensive district improvement plan, curriculum maps, district technology plan, Individual Learning Plans, report cards/progress reports, rubrics, samples of student work products, school council meeting agenda and minutes, school Web pages, student homework with teacher feedback, Student Performance Level Descriptors, student work and student/teacher ratio

Interviews with counselor, district leadership, school council members, students, superintendent and teachers

### **Performance Rating    2**

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

District leadership communicates to school leadership the expectation that instruction be effective and includes multiple strategies appropriate to learning targets. District leadership encourages school leadership to ensure teachers embed high yield instructional strategies into daily learning tasks. District and school leadership collaboratively sought the assistance of Wilderness Trail Education Cooperative to increase and improve instructional practices. District leadership has not established an ongoing and strategic professional development plan to ensure teachers have the knowledge and skills necessary to design and implement a variety of instructional strategies. Informal classroom visits are conducted by school leadership; however, meaningful, specific feedback regarding instruction is seldom shared with teachers individually.

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

District leadership provides school leadership with some resources (e.g., Math Automaticity, Proficiency Quest, Formative Assessments for Learning) to assist teachers in aligning instruction to Kentucky's curriculum standards. District leadership, however, has not assisted school leadership by providing ongoing professional development, addressing the alignment of learning goals and assessments and providing feedback to teachers regarding their classroom practices. District leadership has not consistently conveyed a sense of urgency for strategically aligning learning goals, ongoing

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10/30/2011 - 11/4/2011

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating 2**

assessments and learning tasks.

- 3.1c Instructional strategies/activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

District leadership suggests that school leadership monitor classroom instructional practices to determine if the unique needs of students are being addressed. School leadership has not developed a systematic process for monitoring the effectiveness of the methodology used to address individual student needs. District and school leadership informally visit classrooms but not for the specific purpose of identifying appropriate and varied strategies used to meet the needs of diverse students and to provide feedback regarding those practices to teachers. School leadership observes teachers as part of the certified evaluation process. District leadership collaborated with the Wilderness Trail Education Cooperative to develop a long-term classroom evaluation, assessment and instruction action plan; however, implementation of this plan is in its infancy. District leadership does not monitor to ensure that school leadership uses data to determine necessary interventions for individual students. School leadership requires teachers to submit lesson plans on Monday mornings.

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

District leadership occasionally attends job fairs (e.g., Eastern Kentucky University) to specifically recruit certified staff members. District leadership has ensured that 100% of the teachers are highly qualified as reported on the Education Professional Standards Board Highly Qualified Summary Report. District leadership facilitates new teacher orientation prior to each school year. District leadership assists school leadership in planning a few professional development activities which are designed to update teacher content knowledge and current professional practices; however, district and school leadership have not established a process to effectively monitor classrooms to determine if knowledge gained in trainings has successfully transferred to classroom practices.

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

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating    2**

The Monticello Independent School District Board of Education has adopted a technology policy (08.2323). School leadership has not established procedures to monitor the impact of technology use on instructional practices and student achievement. District leadership provides teachers with some technology resources (e.g., document cameras, Mimios, SmartBoards, iPads). All high school classrooms are equipped with a teacher workstation, and some classrooms have a few student workstations. Many computers need updating. School leadership uses some computer labs as regular classrooms. The school council has not formally adopted policies and implemented procedures to support the use of technology in the classroom. Most students do not have access to technology to extend their learning or to create products. District leadership has developed a technology plan that addresses future trainings and allocations of resources.

3.1f    Instructional resources (textbook, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

District leadership does not have a systematic process to evaluate or monitor the use of resources in the high school. District and school leadership responds to special requests for additional instructional resources. Many resources (e.g., textbooks, science lab equipment, servers, technology equipment) are inadequate or outdated. There has not been a textbook adoption since 2008. Some teachers rely on resources from Proficiency Quest. Technology resources are insufficient for designing and implementing many student-centered learning tasks that infuse technology.

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

**Performance Rating**    **1**

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

District and school leadership have not facilitated ongoing, job-embedded professional development addressing collaborative evaluation of student work to drive instructional improvements.

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

The Monticello Independent School District Board of Education has adopted a policy (08.211) addressing homework. District leadership does not ensure that school leadership requires meaningful and purposeful homework assignments and monitors homework practices to determine whether assignments extend student learning beyond the classroom.

**District Leadership Assessment Summary Report**

**Monticello Independent**

**School District**

10/30/2011 - 11/4/2011

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary of recommendations in: **Academic Performance**

### **Standard 3**      **Instruction**

District and school leadership should provide job-embedded professional development and training for implementation of a variety of research-based instructional strategies (e.g., cooperative learning, summarizing, comparing and contrasting, note making) that challenge students to learn at high levels and meet individual needs. District and school leadership should develop a methodical process to monitor instructional strategies through systematic observations that produce specific, meaningful feedback to teachers to inform instruction.

District leadership should collaborate with school leadership in monitoring all classrooms with timely, constructive feedback to ensure the effectiveness of their instruction. The monitoring process should include follow-up observations and support to ensure that teachers are planning and organizing rigorous and engaging learning tasks and effectively implementing these plans in the classrooms.

#### 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

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

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

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

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

#### **Standard 4**                      **School Culture**

#### **Findings For This Standard Are Based On:**

Review of comprehensive district improvement plan, employee handbooks, Local Educator Assignment Data Report (LEAD), perception survey results, safe schools data reports, school event calendar, school/district safety plan, student handbook and student/parent/staff handbooks

Interviews with central office staff, classified staff, counselor, district leadership, Family Resource/Youth Services Center personnel, local board of education members, parents, principal, students and superintendent

#### **Performance Rating**    **3**

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

The Monticello Independent School District Board of Education adopted a Safety policy (5.4), and district leadership has developed procedures (e.g., School-Centered Emergency Management and Recovery Guide) to ensure students have a safe, orderly and equitable environment. A safe school assessment is scheduled for this month (November, 2011). District leadership has implemented emergency procedures (e.g., fire, earthquake, severe weather, lockdown). Teachers practice communication with emergency personnel by sliding a red (imminent danger), yellow (student out of room) or green (everything okay) card under their classroom doors. All administrators use radios to communicate with one another. There are 56 security cameras located throughout the school. The district public relations officer created identification tags for students, faculty and staff. Student identification tags are checked as they leave campus for open lunch. The Monticello Independent School District Board of Education adopted a Grievances policy (9.4381). Formal and informal grievance procedures are included in the Student/Family Handbook and Student Code of Conduct. District leadership conducted a Family Perception survey last spring; however, district and school leadership have not developed a process to systematically use the data to improve the learning environment.

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

District leadership has established a public relations position to promote communications among the district, the schools, and the community. District and school leadership communicate regularly with families, business leaders

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

**Standard 4**            **School Culture**

**Performance Rating**    **3**

and community groups through a variety of venues (e.g., Wayne County Outlook Spotlight, Z93, WKYN, local Channel 8, messaging alert system, monthly newsletter, digital sign on bypass, district Web site).

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

**Standard 4**            **School Culture**

**Performance Rating    2**

- 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.

District leadership communicates high expectations through a variety of venues (e.g., district Web site, The Wayne County Outlook, Daily Bulletin, local television Channel 8, Reach Alert), but many stakeholders do not embrace the same high level of academic and behavioral expectations. District leadership has not ensured that school leadership develops a systematic process for teachers to share successful strategies that positively impact student learning. District leadership recognizes student and school successes through several arenas (e.g., district Web site, Spotlight in The Wayne County Outlook, Daily Bulletin, WKYM, WMKZ, local Channel 8). District leadership has developed partnerships with some community stakeholders (e.g., Monticello Mayor, Wayne County Judge Executive). The superintendent has initiated conversations with some school and community stakeholders regarding accelerating student achievement.

- 4.1c Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice.

The school council at Monticello High School has adopted policies (e.g., Curriculum, Instructional Practices). Discipline and Classroom Management procedures can be found in the Student/Family Handbook and Student Code of Conduct, which is distributed to students at the beginning of each school year. District leadership expects school leadership to ensure that policies focus on student achievement and are implemented equitably; however, school leadership seldom monitors the discipline and academic practices in classrooms to provide meaningful feedback to teachers. District leadership promotes a culture of high expectations and recognizes students for their achievements through a variety of venues (e.g., Daily Bulletin, weekly staff e-mails, Teacher Appreciation Awards, academic jackets for juniors), but high expectations are not embraced by all stakeholders.

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

The Monticello Independent School District Board of Education has adopted a School Staffing policy (02.4331) that addresses a student-teacher ratio. District leadership has not ensured that the school council has adopted a

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

**Standard 4**            **School Culture**

**Performance Rating    2**

policy articulating the desired student-teacher ratio. The School Staffing policy also addresses staff and student assignments. District leadership expects school leadership to organize staff to maximize student learning and engages them in informal discussions regarding the placement of staff. School leadership makes some intentional effort (e.g., strategically placing staff based on strengths) to meet the needs of students. Students are not always assigned to classes based on their individual instructional needs. District leadership staff allocations to the high school exceed those required by the state staff allocation formula.

4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

The Monticello Independent School District Board of Education has adopted a policy called Grading (08.221) that addresses the frequency of communication of student progress to families. High school grade reports are generated using Infinite Campus software but rarely include specific written information of student performance. Teachers distribute individual state assessment results during parent-teacher conferences. Teachers contact parents through various venues (e.g., e-mails, telephone calls, parent-teacher conferences). Parents can view their child's information (e.g., grades, absences, discipline reports) on-line through the Parent Portal in the Infinite Campus software and Individual Learning Plans through Career Cruising Web site.

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

District leadership is beginning to collect data (e.g., Family Perception survey) to assess perceptions about district and school staff. District leadership, school leadership and teachers have created a caring, nurturing environment at Monticello High School. Advocates or adult mentors are not assigned to all students to eliminate barriers to success. District and school leaderships provide some resources to support programs (e.g., Monticello Independent Secondary Alternative Graduation Academy, 21st Century, Response to Intervention) that provide students with opportunities to succeed. School leadership provides multiple opportunities (e.g., Think, Don't Drink, Fellowship of Christian Athletes, athletic teams) for student involvement to feel a sense of belonging at school.

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

**Standard 4**                    **School Culture**

**Performance Rating    2**

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

District leadership has not clearly articulated a formal plan for recognizing student academic successes or to publicly display student work in all content areas. District leadership celebrates student academic success using various formal and informal communications (e.g., Wayne County Outlook, digital sign on bypass, daily bulletin). High school student successes are occasionally recognized at school board meetings. District leadership employs a public relations officer who is responsible for all district communications.

- 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.

District and school leaderships provide some programs (e.g., Youth Services Center, Monticello Independent Secondary Alternative Graduation Academy, 21st Century, Families and Students Together, Think, Don't Drink, Wayne County Health Coalition, Promoting Effective Parenting) to reduce barriers to learning. District leadership provides a Spanish interpreter for some instructional support for students and to facilitate communications with families. Many instructional resources (e.g., textbooks, science lab, technology equipment) are inadequate or outdated and do not always meet the intellectual, cultural and physical needs of all students.

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

**Standard 4**                      **School Culture**

**Performance Rating**    **1**

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

Although district and school leadership occasionally collaborate with teachers in decision making regarding teaching and learning, non-teaching staff members are rarely invited to assist in decision making.

4.1e Teachers recognize and accept their professional role in student success and failure.

District leadership expects teachers to accept their professional responsibilities in the success and failure of student achievement; however, some teachers point to external circumstances (e.g., low socio-economic, low expectations by parents, student apathy) and blame those for low motivation, lack of engagement and poor academic performance. District leadership does not provide common planning, early release or freshman academy configuration for teachers to discuss and reflect on their professional roles in student learning.

**District Leadership Assessment Summary Report**

**Monticello Independent**

**School District**

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

**Standard 4**            **School Culture**

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary of recommendations in: **Learning Environment**

### **Standard 4**      **School Culture**

District leadership should intentionally solicit and provide opportunities for representation from all stakeholder groups (e.g., teaching and non-teaching staff, parents, community members, students) to be involved in district decisions regarding teaching and learning by including them on fully functioning committees (e.g., Local Facility Planning, District Code of Conduct Planning, Comprehensive District Improvement Plan, Safety Planning, District Advisory Council) to engage in meaningful decision making.

District leadership should collaborate with all staff to identify their individual roles in improving student achievement and building a culture of high expectations for themselves and all students. All staff should accept responsibility for the success or failure of each student and refuse to view outside barriers as insurmountable to high student achievement. District and school leadership should hold all staff accountable by implementing the evaluation process and providing constructive feedback, support and corrective actions.

Resources:

Deal, T.E. & Peterson, K.D. (1999). *Shaping School Culture*. San Francisco, CA: Jossey-Bass.

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

The Missing Piece of the Proficiency Puzzle

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

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

#### **Findings For This Standard Are Based On:**

Review of attendance records, brochures, pamphlets, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, examples of school to home communications, Extended School Services program overview and data, master school schedule, perception survey results, policies and procedures on access to student records, professional development records, samples of written correspondence to staff/stakeholders, school Web pages and staff development agenda

Interviews with central office staff, counselor, district leadership, principal, students and superintendent

### **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.

District leadership includes representation from stakeholder groups (e.g., students, staff, parents, community members) to advise and promote some programs and services. These groups (e.g., Title I, Title II, 21st Century and Family Resource/Youth Services Center Joint Advisory Council; Elementary and Secondary Counseling Grant Advisory Board) meet regularly to discuss items relevant to enhancing student learning and increasing parent and community engagement. The Youth Services Center links school and community resources (Wayne County Health Coalition, Incorporated) by obtaining 501-C-3 Non-Profit status. This status allows them to serve as the fiscal agent for nine local coalitions (e.g., Wayne County Health Council, Preschool Interagency Planning Council, Community Early Childhood Council, Youth Empowerment Network, Growing Healthy Kids, Defensive Action Against Drugs, Wayne County Child Abuse Prevention Coalition, Promoting Effective Parenting Coalition, Interagency Council, Basic Needs for Children & Families, Wayne County Women's Cancer Coalition) as well as facilitate and coordinate the resources and services of these agencies to effectively and efficiently address the physical, mental, emotional and social health of all students and citizens of the community. District leadership collaborates with school leadership to offer some programs and events to develop positive relationships among teachers, students and their parents (e.g., Families and Schools Together, parent-teacher conferences, Family Literacy Nights) but seldom evaluates programs for determining impact on

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

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

### **Performance Rating    2**

student learning. District leadership collects data on dropout and transfer rates and meets with Wayne County School district leadership annually to discuss their reciprocal agreement and possible student situations. The Director of Pupil Personnel attempts to encourage regular attendance with truant students and their parents (e.g., conferencing with student, phone calls, letters, home visits, requesting assistance of the judicial system) but experiences minimal success in reducing truancy issues. The Youth Service Center attempts to assist district leadership with making home visits to promote attendance but is often not notified of the situation until it has become a truancy issue. The Director of Pupil Personnel has attempted a few attendance incentives (e.g., free ice cream and pizza, high attendance day), but these efforts are not clearly or consistently implemented and do not always occur in a timely manner. District leadership provides at-risk students with some options for obtaining a diploma (e.g., summer school, PLATO Credit Recovery, Monticello Independent Secondary Alternative Graduation Academy). The superintendent has initiated opportunities for conversation and discourse with students, parents and community members (e.g., Reach Alert, Student Voice, Community Unite, Administrators, Board members, Council members meeting) regarding challenges that face the district but has not developed a formal process to ensure these initiatives are reoccurring events or intentionally focused on analyzing issues and developing solutions

- 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).

District leadership provides services through the Youth Services Center, technology programs (e.g., Monticello Independent Secondary Alternative Graduation Academy, distance learning, PLATO) and state and federal programs (e.g., Extended School Services, Title 1, 21st Century) that are available to students to help reduce barriers to learning. Student guidance services are available to assist with student needs, but the sharing of one counselor for both middle and high school and the subsequent ending of a counseling grant will limit student access to this service. Students at risk of failure or in danger of dropping out have some variety in technology-centered learning opportunities (e.g., Monticello Independent Secondary Alternative Graduation Academy, PLATO credit recovery, virtual high school, Eastern Kentucky University on-line classes). District leadership provides teachers with some technology resources (e.g., document cameras, Mimios, SmartBoards, iPads), but many computers need updating. The Monticello

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

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

### **Performance Rating    2**

Independent School District Board of Education has adopted an Equal Educational Opportunities policy (09.13) to ensure equal access to the academic core for all students. District leadership monitors some services through monthly meetings with the Title I, Title II, 21st Century and Family Resource/Youth Services Center Joint Advisory Council and the Elementary and Secondary Counseling Grant Advisory Board.

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

Although district and school leadership responds to special requests for additional instructional resources, some current instructional resources (e.g., textbooks, science lab equipment, servers, technology equipment) are inadequate or outdated. Textbook adoption has not occurred since 2008, and some teachers rely on Proficiency Quest resources. Technology resources are insufficient for designing and implementing many student-centered learning tasks. District and school leadership have not provided all school staff with appropriate professional development opportunities so they can actively engage students in learning. District leadership initiates discussions with school leadership and provides access to a variety of resources to reduce barriers to student learning. The Youth Services Center collaborates with a variety of community agencies (e.g., Wayne County Health Council, Preschool Interagency Planning Council, Community Early Childhood Council, Youth Empowerment Network, Growing Healthy Kids, Defensive Action Against Drugs, Wayne County Child Abuse Prevention Coalition, Promoting Effective Parenting Coalition, Interagency Council, Basic Needs for Children & Families, Wayne County Women's Cancer Coalition) through the Wayne County Health Coalition, Inc. to provide physical, mental, emotional and social health services to students and citizens of the community. A systematic process has not been established to refer students for community services. A new computer system (Infinite Campus) is utilized now as a reporting system. District leadership does not ensure teachers are aware of cultural issues among students or how these differences impact student learning. District leadership participates informally in student assignment decisions.

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

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

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

### **Performance Rating    2**

District leadership collaborates with school leadership to provide services and resources (e.g., Monticello Independent Secondary Alternative Graduation Academy, PLATO Credit Recovery, Response to Intervention, summer school, tutoring) so students have opportunities to gain additional time to master skills and concepts as defined in the Kentucky's new curriculum (e.g., Kentucky Core Academic Standards, ACT Quality Core, Kentucky's Core Content for Assessment, 4.1) and assessments (e.g., End of Course Exams, PLAN, ACT, On-Demand Writing). District leadership has not established a process for systematically reviewing and evaluating all support services to determine the impact on student success or to determine the need for program modifications or additional services. District leadership facilitates monthly meetings with some advisory groups (e.g., Title I, Title II, 21st Century and Family Resource/Youth Services Center Joint Advisory Council, Elementary and Secondary Counseling Grant Advisory Board, Wayne County Health Coalition, Incorporated) that provide regular opportunities for collaboration and coordination of services in order to ensure efficiency and to maximize impact on student achievement.

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

The Monticello Independent School District Board of Education has adopted policies, Guidance (08.14), Release of Students and Student Information to Parents (09.12311), Student Record (09.14) and Health Requirements and Services (09.21), to protect and maintain student records. District and school leadership enters student information (e.g., personal information, grades, behavior incidents, attendance, Individual Learning Plans) into Infinite Campus software program. Parents can access information (e.g., grades, attendance, discipline reports) regarding their child via the Parent Portal. Although pass codes have been mailed, few families access the available information. Individual Learning Plans are updated yearly and monitored for completion rather than quality and are not a significant guide for planning future academic pathways for students or modifying course offerings and the master schedule.

**District Leadership Assessment Summary Report**

**Monticello Independent**

**School District**

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

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

## District Leadership Assessment Summary Report

### Monticello Independent

#### School District

10/30/2011 - 11/4/2011

Summary of recommendations in: **Learning Environment**

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

District leadership should work cooperatively and collaboratively with all relevant stakeholder groups (e.g., Youth Services Center, Title I, Title II, 21st Century, Family Resource/Youth Services Center Joint Advisory Council, Elementary and Secondary Counseling Grant Advisory Board, Wayne County Interagency, Wayne County Health Coalition, Wayne County judicial system) to integrate existing resources to strategically and intentionally focus all available energy on creating a solution to the truancy issue.

District leadership should collaborate with school leadership and community agencies, families and other relevant stakeholder groups to develop and implement a plan to monitor drop-out rates and propose options for reducing them.

The superintendent should develop a formal plan to ensure his newly initiated efforts (e.g., Student Voice, Community Unite, Administration, Board Members and Council Members) to provide conversation and discourse with students, parents and community members culminates in authentic partnerships with all stakeholder groups. This plan should include a schedule for ensuring these events are regular and reoccurring. The events should be grounded in meaningful dialogue that primarily focuses on analyzing challenges facing the district and devising solutions that advance student achievement.

Resources:

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

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

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

The Missing Piece of the Proficiency Puzzle

## District Leadership Assessment Summary Report

### Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

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

#### **Findings For This Standard Are Based On:**

Review of certified personnel evaluation plan and process, comprehensive district improvement plan, comprehensive school improvement plan, district Effective Instructional Leadership Act records (EILA), district technology plan, Extended School Services assessment data, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, professional development records and Board Policy Manual

Interviews with classified staff, district leadership, local board of education members, parents, principal, students and superintendent

#### **Performance Rating    3**

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

The Monticello Independent School District Board of Education has adopted policy (03.18, 03.28, KRS 156.557, KAR 3:345) and defined procedures for the evaluation of certified and classified personnel performance that meets standards set in statute and regulations. The plan requires multiple observations and feedback. The high school principal recently received the required training for implementing the evaluation process. Personnel evaluations have not yet occurred for the 2011-12 school year.

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

District leadership verbalizes the belief that professional development is an important instrument for bringing about change in practices that lead to increased student performance. Although district leadership has developed a plan with Wilderness Trail Education Cooperative and a Middle/High Schools Professional Development Plan to address some short-term professional development needs, a continuous process for professional growth that meets the needs of all certified and classified staff in the district has not been established. A systematic process has not been developed to ensure every employee in the district participates in learning experiences that will enhance their ability to be successful in improving student achievement. Although district leadership acknowledges that professional development is an important part of the school improvement process, they do not consistently monitor to ensure the learned strategies are being effectively implemented into classroom instruction.

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

District and school leadership have conversations concerning the development of an annual professional development plan at the school level. Most professional development activities tend to be events occurring within one school year (e.g., technology, ACT Quality Core, Eastern Kentucky University Math Initiative) rather than carefully planned multi-year, job-embedded training with continuity and follow-up; however, district and school leadership have initiated a three year Wilderness Trail Classroom Evaluation, Assessment and Instruction---Action Plan to improve classroom performance.

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

District leadership does not effectively ensure that the professional growth plans of district and school leadership have clear connections to the goals for student performance in the district and school improvement plans. Growth plans show a lack of reflection to previous feedback generated from the evaluation process. District leadership does not ensure the professional development activities for school certified staff have a clear connection to

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

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

#### **Performance Rating 2**

school improvement goals and targeted items of growth on the individual growth plans of teachers. District leadership does not have a formal system in place to monitor the implementation of individual professional growth plans at all levels to ensure targeted strategies for growth are actually completed. School leadership does not use personnel evaluations to determine professional development needs of staff.

- 6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Informal discussions occur between district and school leadership concerning strategies identified in the comprehensive district and school improvement plans. District leadership reviews the high school improvement plan but does not ensure the connectivity of professional development activities with student learning goals.

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

District leadership does not ensure that most professional development activities are job-embedded and ongoing. Most professional development activities tend to be events occurring annually (e.g., technology, ACT Quality Core, Eastern Kentucky University Math Initiative) rather than carefully planned multi-year, job-embedded training with follow-up and support. A three year Wilderness Trail Classroom Evaluation, Assessment and Instruction--- Action Plan has been initiated by district and school leadership to improve classroom performance. A structured monitoring system is not used to ensure the extent to which professional development activities and experiences impact student learning.

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

District leadership analyzes data (e.g., Interim Performance Report, No Child Left Behind report, ACT and PLAN results, attendance rates, dropout rates, discipline records) and uses these analyses to develop district professional development activities. District and school leadership have conversations concerning the development of an annual professional development plan at the school level. The high school/middle school professional development plan does not specifically address closing achievement gaps for students in targeted populations, and the professional development timelines do not span

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

multiple years.

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

The Monticello Independent School District Board of Education has adopted policies (03.18, 03.28, KRS 156.557, KAR 3:345) for the evaluation of certified and classified staff. Procedures are established in the certified evaluation plan approved by the board of education on July 16, 2001. These procedures have not been implemented by district or school leadership for the 2011-12 school year. State approval of the plan was granted on August 13, 2001, certifying the plan met all state requirements for the evaluation of all personnel.

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

The Monticello Independent School District Board of Education has adopted policy (2.4242) to appropriate to each school funds equal to or greater than that specified in 702 KAR 3:246 to purchase instructional materials, supplies and equipment. Professional development funds are allocated equally (\$1500 per school) without consideration for specific needs of struggling schools. School certified staff provides some input into the professional development plan through e-mail solicitations to determine professional development needs, but district and school leadership recommends professional development activities to the school council for approval. District leadership does not have formal procedures established to effectively monitor, evaluate and identify the impact of professional development activities and expenditures on meeting the identified needs of all students.

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

District leadership requires all certified personnel to develop an individual professional growth plan as outlined in the Monticello Independent School District Evaluation: Certified & Classified Personnel plan. Most district and high school staff members develop individual professional growth plans in isolation with little collaboration from their primary evaluator. These plans do not always focus on priorities identified in individual evaluations or comprehensive district and school improvement plan goals. District leadership has not developed a formal process to review and revise individual

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

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

### **Performance Rating    2**

professional growth plans during the school year or to ensure all individual professional growth plans are collaboratively developed and implemented as written.

- 6.2e The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the effective instructional leadership act requirements as a resource to accomplish these goals.

The comprehensive district improvement plan does not address instructional leadership needs. District and school administrators select professional development that fulfills the requirements of the Effective Instructional Leadership Act. Although district leadership supports the participation of administrators in out-of-district professional development opportunities (e.g., Kentucky Leadership Academy, Kentucky Instructional Support Network), specific strategies or needs are not identified in the comprehensive district improvement plan.

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

District leadership does not monitor formative teacher evaluations conducted by the principal to specifically determine the timeliness and effectiveness of feedback but reviews summative evaluations to ensure all staff members are evaluated as directed by the approved district evaluation plan. District leadership has not established a monitoring process to ensure individual professional growth plans are designed to promote the needed changes identified through the evaluation process.

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**Monticello Independent**

**School District**

10/30/2011 - 11/4/2011

Summary Findings in: **Learning Environment**

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

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary of recommendations in: **Learning Environment**

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

District and school leadership should collaborate to develop a multi-year, job-embedded professional development plan that focuses on building a high level of competence in the instructional staff. The plan should reflect the individual needs of staff members in addition to goals for student achievement determined through analysis of student achievement data. District leadership should develop and implement a process to monitor and evaluate the impact of professional development activities on teacher practices and student performance.

The superintendent should immediately implement and maximize the certified evaluation process to strategically focus on improving instructional performance of teachers, thereby advancing student achievement. Individual professional growth plans should be developed using the results of this process to address identified individual administrator and teacher needs. Support and training should be provided to assist staff members in making identified improvements. Implementation of the approved growth plan and progress toward meeting goals should be monitored and appropriate, ongoing feedback should be provided. District and school leadership should ensure a direct connection between the goals in the district and school comprehensive improvement plans, the personnel evaluations and the individual professional growth plans.

Resources:

Developing Individual Professional Growth Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). SISI Toolkit, Standard 6.  
[http://www.education.ky.gov/SISI\\_Toolkit/Standard%206/Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc](http://www.education.ky.gov/SISI_Toolkit/Standard%206/Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc)

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

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

Results-Based Staff Development. National Staff Development Council.  
<http://www.nsd.org/connect/projects/resultsbased.cfm>

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

#### Findings For This Standard Are Based On:

Review of brochures, pamphlets, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district Effective Instructional Leadership Act records (EILA), employee handbooks, faculty meeting agenda, Implementation and Impact Checks, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, needs assessment data, organizational charts, perception survey results, professional development records, safe schools data reports, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, Software Technology and Incorporated reports

Interviews with central office staff, district leadership, local board of education members, principal, students and superintendent

Observations of common areas, hallways and outdoor areas

#### **Performance Rating    2**

7.1a Leadership has developed and sustained a shared vision.

District leadership has not collaborated with stakeholders to articulate shared vision or belief statements to anchor district-wide decision-making. The mission statement published in the 2011-12 comprehensive district improvement plan was developed in 2004, which is prior to this administration. The superintendent espouses a slogan "Better, Faster" as his personal vision statement and intentionally communicates this vision through a variety of venues (e.g., e-mails, administrative staff meeting agendas, professional correspondence), but his vision has not been embraced by all stakeholders. The superintendent and his district level administrative team state a desire to increase district and school capacity and improve student achievement.

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

District leadership shares assessment data results with the Monticello Independent School District Board of Education. The school board rarely uses student achievement data to make decisions that directly focus on improving student learning and increasing the instructional capacity of the

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

### **Performance Rating    2**

district and school. Resources have not been allocated in sufficient amounts to close the achievement gap among targeted student populations at Monticello High School. The board of education does not systematically engage in meaningful discussions regarding academic achievement of students and improvement of schools. District leadership sometimes collaborates with school leadership on instructional and curricular decisions (e.g., high school flex time schedule). District leadership rarely includes representatives from stakeholder groups, particularly parents, in discussions regarding teaching and learning. District and school leadership have not developed a plan to close achievement gaps for targeted student populations at the high school.

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

Each administrator has an individual professional growth plan, but the activities do not always align to the comprehensive district improvement plan goals or specifically address individual leadership skills. Administrators identify goals and objectives to include in their individual professional growth plans, and the superintendent approves these. The individual professional growth plan goals for administrators align with Interstate Leadership Licensure Consortium Standards. District leadership ensures that all administrators earn the required number of Effective Instructional Leadership Act hours. Most of these hours are earned at professional trainings occurring outside of the district. The superintendent has not consistently collaborated with administrators to review and revise the implementation of individual professional growth plans as needed to accomplish the goals.

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.

District leadership disaggregated data and shared it with the district needs assessment committee and the Monticello Independent School District Board of Education. This committee developed some comprehensive district improvement plan goals using the findings from the data analysis. District leadership has not established procedures to ensure school leadership and the school council disaggregates data and anchor their decision making in findings from their data analysis. The Monticello Independent School District

# District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

### **Performance Rating    2**

Board of Education and district leadership allocated funds to the high school for math interventionists and to provide additional professional development opportunities for some teachers (e.g., English-language arts, math, science). Many decisions regarding allocation of resources and funds are made without evaluating the needs of this low performing high school and of targeted student populations with no consideration to the expected impact from allocated resources or funds. The Monticello Independent School District Board of Education has not established a systematic and intentional process where findings from data analysis drive decision making, especially as it relates to allocation of resources and funds. District leadership ensures that information regarding student achievement was communicated to parents at an annual Title 1 meeting; however, only two non-teaching parents attended.

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.

District leadership sends high school representatives to Kentucky Department of Education trainings regarding the alignment, implementation and assessment of new Kentucky curriculum standards (e.g., ACT Quality Core, Kentucky Core Academic Standards, Kentucky's Core Content for Assessment, 4.1) and provides school staff access to Kentucky curriculum standards via these teacher representatives, as well as through downloading the standards from their respective Web sites. Monticello High School teachers are required to have these documents in their curriculum binders. District leadership have included professional development days in the school calendar for high school content teams to deconstruct the math and the language arts Kentucky Core Academic Standards and to participate in ACT Quality Core training. The superintendent allocates funds for district administrators to participate in the Kentucky Leadership Academy, professional development activities and meetings with the South East South Central Cooperative staff. District leadership and Wilderness Trail Education Cooperative staff collaboratively designed an action plan that includes strategies for monitoring the effectiveness of the implemented curriculum. District and school leadership have provided no formal training to high school staff regarding Kentucky's new accountability system.

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

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

### **Performance Rating    2**

District leadership has ensured that the school council has adopted a policy on the protection of instructional time. District leadership has not ensured school leadership has established and implemented procedures to protect instructional time from unnecessary disruptions.

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

Monticello Independent Schools Board of Education adopted a policy called Review of Instructional Resources (8.232), which addresses the allocation of resources. District leadership has not established a process to monitor the impact from fund expenditures or staff allocations. District leadership has not identified how existing resources contribute to the successful implementation of comprehensive district improvement plan strategies and activities or how these resources impact continuous improvement at the high school. School leadership developed a master schedule that includes some opportunities (e.g., flex time, transition classes) to assist students in targeted populations. Many students do not have Internet access at home, which deters their ability to access online resources beyond school hours. Technological equipment is in need of updates and additional equipment (e.g., laptops, workstations, servers) is needed. Many teachers lack sufficient resources to motivate students to want to learn and to engage them in meaningful learning tasks. New textbooks have not been adopted since 2008, and additional content resources are needed. Diagnostic assessments are not systematically used for identifying struggling students. The Monticello Independent School District Board of Education has not provided curriculum coaches or additional resources needed to allow high school teachers some common planning time to build instructional capacity at the high school and to accelerate student learning. District leadership seldom collaborates with high school leadership on how the district infrastructure or physical facility supports continuous school improvement.

- 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.

District leadership provides an equitable learning environment for all students. The Monticello Independent School District Board of Education has adopted a policy called Safety (5.4), which addresses lockdown and tornado drills, bomb

# District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

### **Performance Rating    2**

threats, crowd control, earthquakes, weapons and security. District leadership ensures school leadership establishes procedures to fully implement the safety policy. District leadership requested a safe school assessment from Kentucky Center for School Safety, which is scheduled to be conducted at the high school on November 23, 2011. District leadership provides a district-wide safety plan called School-Centered Emergency and Recovery Guide to ensure that students have a safe, orderly and equitable environment. District leadership routinely visits the high school and monitors the implementation of school safety procedures through informal observations. District leadership consults with school leadership when safety concerns emerge.

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

Monticello Independent School District Board of Education has adopted a variety of policies, including Definitions (1.0), School Board Policies (1.5), School Council Policies (1.5), School Board Policies (2.4242) and Other Board Policy (2.433), providing parameters for the operation of the high school council. District and school leadership analyze assessment data from a variety of sources (e.g., No Child Left Behind report, Kentucky Interim Performance Report). District leadership rarely attends council meetings and does not routinely monitor school council meeting agendas and minutes. District leadership seldom reviews or suggests by-law and policy revisions.

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

District and school leadership analyze assessment data (e.g., Kentucky Interim Performance Report, No Child Left Behind report), and school leadership shares the findings with the school council. District leadership is available to assist the school council when requested. District leadership rarely attends school council meetings or reviews school council policies, by-laws, meeting minutes and agendas to provide guidance and feedback to ensure a consistent and unwavering focus on student achievement. District and school leadership, however, engage in informal discussions regarding the goals for building and strengthening the instructional and organizational capacity of the school.

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

## District Leadership Assessment Summary Report

### Monticello Independent

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating    2**

The superintendent espouses a belief that all stakeholders should hold themselves accountable for the success and failure of students. The superintendent did not collaborate with the high school principal in the development of the principal's individual professional growth plan. The high school principal developed his own individual professional growth plan and submitted it to the superintendent for his approval. The superintendent has not evaluated the high school principal this year, because the evaluation is not required by district policy until the end of the school year. Although the superintendent and his administrative team provide some assistance to the high school principal, the number of roles assigned to several district administrators creates a time barrier, making it difficult for them to devote the needed quality time to make instructional improvements. District leadership has not developed a formal and systematic process to monitor implementation of all district and school policies. Likewise, district leadership has not developed a formal and systematic process to monitor and evaluate the impact of resources on teaching and learning at the high school. District leadership has not required that school leadership establish systems for monitoring classroom instruction that includes ongoing feedback, support and observations. School leadership and teachers do not engage in a thorough data analysis to determine emerging concerns and to identify struggling students. The Monticello Independent School District Board of Education decisions are often related to non-academic issues unrelated to student achievement and building district and school instructional capacity. The Monticello Independent School District Board of Education has adopted an evaluation plan that adheres to state statutes and regulations (KRS 156.557, KAR 3:345) and district policies. The superintendent did not collaborate with the high school principal to help him establish individual professional growth goals. The superintendent has only a short tenure in his position and has not had the opportunity to fully implement the district evaluation process. The superintendent is proactive in responding to the requirements of Senate Bill 1 by enrolling district leadership in Instructional Leadership Network and the Kentucky Leadership Academy. District leadership has secured the services of external resources (e.g., Wilderness Trail Education Cooperative, Southeast/South Central Educational Cooperative) to increase instructional capacity. The superintendent has allocated some resources (e.g., Mathematics teacher interventionist, Math Automaticity) to the high school to increase student achievement. The superintendent is initiating more effective internal (e.g., daily visits to the high school, weekly e-mails to all staff, Student Voice, Administration, Board members, Council members communication, District Administrative meetings) and external (e.g., Kiwanis meetings,

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**Performance Rating 2**

Community Unite, Reach Alert) communication strategies.

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Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

# District Leadership Assessment Summary Report

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10/30/2011 - 11/4/2011

Summary of recommendations in: **Efficiency**

### **Standard 7**      **Leadership**

The superintendent should be a catalyst and create a sense of urgency for increasing student achievement. The superintendent should lead district and school leadership in the development of an intentional, systematic plan with a laser-like focus on accelerating student achievement. This plan should be clearly articulated for all stakeholders. The superintendent should establish a process to monitor the implementation and evaluate the impact of this plan on student achievement. This plan should include targeted assistance to the high school to improve leadership and instructional capacity.

The superintendent should analyze current roles and responsibilities of each district and school level administrator. The superintendent should establish an organizational structure to ensure efforts of all district human resources are maximized to deliver an efficient and effective support system for all students. The superintendent should aggressively and strategically evaluate all district and school level administrators. The superintendent should immediately begin the evaluation process and hold himself and all administrators accountable for the successes and failures of students. The superintendent should hold the high school principal accountable for using the evaluation system to improve the instructional capacity of the high school staff.

The superintendent should establish a culture of high expectations. The superintendent should facilitate a process involving all stakeholder groups to develop a shared vision and mission and articulate belief statements to anchor all decision making. The superintendent should model the same high expectations he expects to be visible in his administrative team.

The superintendent should ensure that all certified staff be trained regarding the new reporting, student testing and accountability systems. This should include defining career and college readiness and next-generation learners, next-generation instructional support and next-generation professionals.

Resources:

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

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

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

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Efficiency**

### **Standard 8**                    **School Organization and Fiscal Resources**

#### **Findings For This Standard Are Based On:**

Review of categorical program financial reports, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district Effective Instructional Leadership Act records (EILA), district technology plan, facility inspection reports, Family Resource Youth Services Center grant proposal, Kentucky Performance Report disaggregated data, school budget and allocations, school council policies and bylaws, school financial reports, school mission, belief and vision statements, School Report Card data, state statute and regulation, student/teacher ratio and Title 1 program plan

Interviews with district leadership, local board of education members and superintendent

### **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.

District and school leadership engage in occasional discussions regarding how resources are used to improve student achievement. School leadership submits school budgets to the finance department and purchase orders to district leadership for approval by the appropriate program director. District leadership reviews a few organizational structures (e.g., school council committees, testing administration, school council policies); however, they do not ensure these structures are effective and fully functioning to advance student achievement and improve instructional capacity.

- 8.1b    The master class schedule reflects all students have access to all the curriculum.

District leadership expects school leadership to ensure all students have access to core curriculum classes at the high school, but district leadership does not intentionally monitor to ensure this occurs. During his tenure as interim principal, the current superintendent developed the 2011-12 high school master schedule. During this process in 2010-11, district leadership did not engage the principal or the school council in discussions related to students having a sufficient number of core curriculum classes or regarding students having access to those classes. District leadership staffing allocations to the high school exceed those required by the state staffing allocation formula.

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

10/30/2011 - 11/4/2011

Summary Findings in: **Efficiency**

#### **Standard 8**                    **School Organization and Fiscal Resources**

#### **Performance Rating    2**

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

District leadership expects school leadership to organize the staff to maximize student learning. District leadership engages school leadership in informal discussions regarding effectively implementing Response to Intervention and transition classes, which are designed to accelerate student learning.

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

District leadership provides a few resources and some assistance to school leadership to improve instruction and student learning and to maximize instructional time. District leadership, for example, asked the staff at Wilderness Trail Education Cooperative to conduct walkthroughs. Findings from these walkthroughs were reported to district and school leadership at an administrative meeting on August 3, 2011. District and school leadership, additionally, are collaborating with Eastern Kentucky University to provide a math intervention program and dual credit classes.

- 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.).

District leadership engages school leadership in occasional conversations regarding the design of the master schedule to accommodate specific classes or programs (e.g., response to intervention, transition classes) and to maximize instructional time.

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

The Monticello Independent School District Board of Education and district leadership rarely consider the unique needs of each school when allocating funds. Most fund allocations occur in accordance with program guidelines (e.g., Title I, Individuals with Disabilities Education Act) or are allocated equally to schools (e.g., professional development, Extended School Services). Although program directors (e.g., Title I, Special Education) sign

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Summary Findings in: **Efficiency**

**Standard 8**                    **School Organization and Fiscal Resources**

**Performance Rating    2**

purchase orders, district leadership does not strategically provide assistance or monitor the use of funds and resources to ensure expenditures support program goals and school improvement.

- 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.

District leadership allocates most categorical funds based on program guidelines (e.g., Title I) or by equally dividing funds (e.g., professional development) among schools. Funds from different programs are integrated occasionally to meet the needs (e.g., gifted and talented coordinator/teacher, Spanish teacher, iPads) of students or schools. District leadership does not consistently or intentionally measure the effectiveness of all categorical programs on student learning.

# District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

**Standard 8**                    **School Organization and Fiscal Resources**

**Performance Rating**    **1**

- 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).

District leadership rarely allocates time (e.g., professional development activities, meetings) specifically for teacher planning. At the high school, common planning across the content areas or grade levels seldom occurs. District leadership typically does not assist school leadership in helping teachers maximize planning time.

- 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.

Discretionary funds are rarely allocated to schools. The budgeting process used by the district does not include procedures to specifically allocate discretionary funds based on the identified needs of students in schools, especially the high school that is not meeting its goals of adequate yearly progress. Funds are frequently allocated as a result of principal requests rather than based on school needs identified through a thorough data analysis.

- 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 Monticello Independent School District Board of Education rarely requests explanations or assurances from district and school leadership regarding how the proposed budget will support school improvement or provide the resources necessary to build instructional capacity while meeting the needs of students. The board of education typically allocates funds without giving consideration to individual needs of each school and poses few questions regarding how allocated funds will improve instruction at each school.

**District Leadership Assessment Summary Report**

**Monticello Independent**

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10/30/2011 - 11/4/2011

Summary Findings in: **Efficiency**

**Standard 8**                    **School Organization and Fiscal Resources**

## District Leadership Assessment Summary Report

### Monticello Independent

#### School District

10/30/2011 - 11/4/2011

Summary of recommendations in: **Efficiency**

#### **Standard 8**      **School Organization and Fiscal Resources**

The Monticello Independent School District Board of Education and district leadership should allocate funds to meet the unique needs of the staff and students in each school rather than always dividing funds equally among the schools. The board of education and district leadership should have an unwavering focus on the academic improvement of the high school when establishing a district budget and during decision-making. The board of education and district leadership should establish a process to evaluate the effectiveness of budgeted funds and require school leadership to regularly report on progress toward building instructional capacity and advancing student learning. The board of education should require school leadership and the school council to report annually to the board of education on their progress toward reaching the comprehensive school improvement plan goals, as required by Monticello Independent School District board policy 2.44.

District leadership should collaborate with school leadership to ensure that organizational structures are fully functioning and effective. School council policies, by-laws and meeting minutes and agendas should be regularly reviewed by district leadership and feedback provide to schools. School council committees should be fully functioning and meeting minutes and agendas should be routinely reviewed by district leadership.

The superintendent should develop and implement a comprehensive process for monitoring all programs and funds to ensure maximization of all fiscal and human resources. This process should include detailed procedures for evaluating the impact of all resources on student achievement. This process should also include specific procedures for addressing resources that are not accomplishing intended outcomes or resulting in positive impact on student learning. Additionally, this process should include procedures for making timely program modifications and the addition or deletion of services, if results deem necessary.

Resources:

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

Kentucky School Board Association - [www.ksba.org](http://www.ksba.org)

Lezotte, L. W. Stepping Up: Leading the Charge to Improve Our Schools. Okemos, MI: Effective Schools Products, Ltd.

Norton, M., Scott, N.M. & Kelly, L.K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education.

# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

Summary Findings in: **Efficiency**

### **Standard 9**                      **Comprehensive and Effective Planning**

#### **Findings For This Standard Are Based On:**

Review of categorical program financial reports, comprehensive district improvement plan, comprehensive school improvement plan, Kentucky Performance Report disaggregated data, needs assessment data, perception survey results, professional development records, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages, school/district safety plan and Board Policy Manual

Interviews with central office staff, district leadership, local board of education members, parents, principal, school leadership, students, superintendent and teachers

### **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 Monticello Independent School District Board of Education adopted the 2011-12 comprehensive district improvement plan on September 12, 2011. The most recent update of the mission statement (2004) was articulated in the comprehensive district improvement plan executive summary with input from students and staff. The superintendent shared his personal vision with administrators, board members and school council members on July 1, 2011. His articulated personal vision, "Better, Faster", is occasionally published in his correspondence. District leadership, however, has not formally facilitated a collaborative process involving all stakeholder groups to articulate vision, mission and belief statements to guide district and school improvement.

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

District and school leadership collaborate and examine data from a variety of sources (e.g., Interim Performance Report, No Child Left Behind report, attendance rates, dropout rates) to develop the comprehensive district improvement plan goals and action components. School and district leadership do not ensure formative assessment data are analyzed.

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

District leadership reviews student achievement results (e.g., Interim Performance Report, No Child Left Behind report) and non-cognitive data

# District Leadership Assessment Summary Report

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### School District

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Summary Findings in: **Efficiency**

#### **Standard 9**                    **Comprehensive and Effective Planning**

#### **Performance Rating 2**

(e.g., attendance rates, dropout rates) to identify school and district needs and to develop most comprehensive district improvement plan goals, action components and strategies.

- 9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are viewed by the planning team.

District leadership embedded research-based strategies (e.g., Automaticity, Discovery Education software) in some comprehensive district improvement plan activities. The district improvement planning committee considered alignment to the Kentucky Core Academic Standards and the ACT Quality Core Standards during the planning process.

- 9.3b The school/district analyzes their students' unique learning needs.

In October, district leadership shared No Child Left Behind and ACT assessment data with the board of education, high school teachers and school council members. District and school leadership have not established a systematic process for analyzing data to establish baselines and benchmarks in order to measure student learning over time.

- 9.3c The desired results for student learning are defined.

The three goals described in the 2011–12 comprehensive district improvement plan are clear and measurable. Benchmarks for determining incremental progress toward meeting those goals have not been established. The expected impact of each strategy or activity is not clearly defined as it directly relates to student achievement.

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

The school needs assessment committee collected and analyzed school level data (e.g., Interim Performance Report, No Child Left Behind report, ACT and PLAN results, grades) to develop the comprehensive school improvement plan action components. The district needs assessment committee reviewed these data along with various district-level indicators (e.g., alignment with standards and indicators) to analyze gaps in achievement and other problem areas but not for the specific purpose of determining the strengths and

# District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

#### **Standard 9**                    **Comprehensive and Effective Planning**

#### **Performance Rating    2**

limitations of the district. District leadership did not intentionally or formally collect data from parents and other stakeholder groups to plan or evaluate district improvement efforts.

- 9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

The comprehensive district improvement plan goals are stated in clear and concise terms, and focus is on meeting No Child Left Behind adequate yearly progress and the reduction of the student dropout rate. The comprehensive district improvement plan goals lack a strategic alignment to the school improvement plan goals. The Monticello Independent School District Board of Education policy governing school improvement planning (02.442) describes how school leaders are to develop their improvement plans, and district leadership occasionally provides assistance. School leadership submits their comprehensive school improvement plan to district leadership for an informal review.

- 9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

A few strategies and activities (e.g., Response to Intervention, Eastern Kentucky University Now, Monticello Independent Secondary Alternative Graduation Academy) embedded in the action components of the comprehensive district improvement plan focus on closing the achievement gap for students in targeted populations. Most comprehensive district improvement plan activities are aligned with and support the goals and objectives. Although many activities are research based, they generally lack cohesiveness and depth.

- 9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

District leadership established timelines to accompany most comprehensive district improvement plan activities. Ending times for activities are within the current school year and through fall of 2012, resulting in few activities that span more than one year. District leadership has allocated sufficient funds to accomplish most comprehensive district improvement plan activities. Actual cost and funding sources for most activities are identified in the comprehensive district improvement plan. Many activities are supported by

# District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

#### **Standard 9**                    **Comprehensive and Effective Planning**

#### **Performance Rating 2**

funds from a variety of sources (e.g., Extended School Services, Title I, general funds). Role groups (e.g., principal, faculty, committee, supervisor of instruction), rather than individual people, are identified as responsible for implementing each activity in the comprehensive district improvement plan.

- 9.5d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

District leadership articulated comprehensive district improvement plan action components that align with the district mission statement. Many strategies in the comprehensive district improvement plan are indirectly aligned with their corresponding goals. Completion of most action component strategies, generally, will not produce immediate and direct improvement in student achievement. The first comprehensive district improvement plan goal, for example, is for all schools to reach adequate yearly progress in reading and math by May 2012 and to increase the number of students scoring proficient and distinguished by 15%. In strategy A1, which is designed to support achievement of goal 1, it states that teachers will receive professional development in using ACT Quality Core Curriculum for the end of course exams, yet it fails to describe the necessary next steps for implementing this strategy to the depth necessary for it to produce the desired and stated outcome of students improving their performance on end of course state assessments.

- 9.6a The plan is implemented as developed.

District leadership provides some resources (e.g., Wilderness Trail Education Cooperative training, PLATO and Proficiency Quest software, ACT Quality Core Curriculum) and assistance to school leadership for implementing the high school improvement plan. District leadership is familiar with the 2011-12 comprehensive school improvement plan goals and activities. District leadership does not have a systematic process for ongoing support including monitoring the comprehensive district improvement plan.

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

District leadership examined data from a variety of sources (e.g., No Child Left Behind report, Kentucky Interim Performance Report, attendance,

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Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

### **Performance Rating    2**

retention and dropout rates) to ascertain the needs of the district. District leadership reports the results from annual assessments to the board of education following the release of the scores. The Monticello Independent School District Board of Education provides minimal feedback. District leadership does not ensure that school leadership regularly evaluates and updates the comprehensive school improvement plan goals and objectives. District leadership has not established a formal process for analyzing data at regular intervals throughout the year and using the results to revise the district improvement plan. Although the comprehensive district improvement plan goals are measurable, benchmarks specifically designed to monitor and measure incremental progress toward reaching comprehensive district improvement plan goals have not been established.

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

District leadership coordinated walkthroughs by staff members from Wilderness Trails Education Cooperative to determine progress toward meeting the comprehensive district improvement plan goals. A representative from Wilderness Trails Education Cooperative attended an administrative meeting in August 2011 and shared results from their walkthroughs. District leadership provides ACT Quality Core software for high school leadership to collect and evaluate longitudinal data on student performance. District leadership occasionally visits classrooms, but data from these visits are rarely analyzed to share with school leadership or teachers.

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

District leadership annually reports student achievement results from the No Child Left Behind report to the Monticello Independent School District Board of Education. District leadership and the board of education rarely engage in discourse regarding student achievement or policies that impact student learning.

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Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating**    **1**

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

District leadership established a process to evaluate progress toward meeting comprehensive district improvement plan goals, which requires staff to complete implementation and impact checks at regular intervals. District leadership, however, has not implemented this process. Benchmarks have not been established to incrementally measure quantitative progress toward reaching goals. District leadership and the Monticello Independent School District Board of Education has not required the principal and the school council to annually report to the board of education on progress toward reaching comprehensive school improvement plan goals as mandated by district policy 02.44.

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**Monticello Independent**

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Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

# District Leadership Assessment Summary Report

## Monticello Independent

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10/30/2011 - 11/4/2011

Summary of recommendations in: **Efficiency**

#### **Standard 9**      **Comprehensive and Effective Planning**

District leadership should formalize a process that ensures representatives from all stakeholder groups (e.g., parents and families, community members, students, teaching and non-teaching staff, administrators, board of education members) are included in the development of the comprehensive district improvement plan. Stakeholders should take an active role in disaggregating all student achievement data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, ACT, PLAN, student work samples, common assessment data) in order to develop concise goals for student achievement. This process should include methods of monitoring the progress of these goals in the comprehensive district improvement plans on an ongoing basis. District leadership and the board of education should conduct regular formal implementation and impact checks throughout the year to monitor the progress made toward increasing student success and modify the plan as needed.

District leadership should set in motion a collaborative process, involving all stakeholders in developing shared vision, mission and belief statements. These statements should be created as guides for the district in providing a rich, rigorous, equitable and successful education to meet the unique learning needs and eliminate achievement gaps in the student population of the Monticello Independent School District.

#### Resources:

Comprehensive School and District Improvement Planning. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/>

McTighe, J. & Thomas, R. S. (2002). Applying Understanding by Design to School Improvement Planning. (ASCD audio). Alexandria, VA: Association for Supervision and Curriculum Development.

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

ASCD Educational Leadership Journal

# District Leadership Assessment Summary Report

## Monticello Independent

### School District

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#### **Summary of Next Steps:**

District leadership should involve all stakeholders in developing shared vision, mission and belief statements. These statements should be created as guides for the district in providing a rich, rigorous, equitable and successful education for all students. District leadership should formalize a process for development of the comprehensive district improvement plan and ensure representatives from all stakeholder groups are included. Stakeholders should disaggregate student achievement data in order to develop concise goals for student achievement. District leadership and the board of education should conduct regular, ongoing formal implementation and impact checks and determine progress toward meeting goals in the plan. The plan should be modified as needed.

District leadership should allocate and organize the instructional and non-instructional staff based on learning needs of students and challenges facing the school. District leadership should define roles and responsibilities for each staff member. This reorganization should use the strengths of the staff to meet the unique learning needs of all students. District leadership should take a system-wide approach focused on high expectations for academic student achievement to make it possible for Monticello High School to meet state and federal goals.

District and school leadership should collaborate to develop a multi-year, job-embedded professional development plan that aligns with comprehensive district and school improvement plans and focuses on building a high level of competence in the instructional staff. The plan should include best practice, research-based instructional strategies and reflect the individual needs of staff members in addition to goals for student achievement. District leadership should develop and implement a process to monitor and evaluate the impact of professional development activities on teacher practices and student performance.

The superintendent should immediately begin the district certified evaluation process with all district leadership and the high school principal. The superintendent should ensure that all district and high school leadership be responsible for evaluating certified staff and begin immediately. All aspects of the current district certified evaluation process should be fully and consistently implemented by all evaluators and used as a critical component to ensure individual professional growth and increase professional competency. The superintendent should clearly articulate the expectation that accountability must follow the designation of responsibility and should hold himself, as well as all district and school staff, responsible for ensuring that all students are achieving at high levels.

District and school leadership in collaboration with all staff should immediately embrace a culture of high expectations for all students to include non-negotiables (e.g., student and teacher engagement, bell-to-bell instruction, student involvement, research-based strategies, authentic learning activities). District and school leadership and all staff must accept their roles and responsibilities in the success and failure of each student, refusing to view outside barriers as insurmountable to high student achievement.

District leadership in collaboration with school leadership and teachers should immediately begin analyzing formative and summative assessments and student work to inform instruction that allows for timely interventions for struggling students. District and school leadership should begin immediately using formal observations with ongoing, specific and meaningful feedback and support provided to school staff to ensure an effective and rigorous curriculum is being delivered.

# District Leadership Assessment Summary Report

## Monticello Independent

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### **In Conclusion:**

The members of the Monticello Independent District Leadership Assessment Team are grateful to the district 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:

District Authority:

District leadership does not have the ability to manage the intervention of Monticello High School.

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 Monticello Independent School District and Monticello High School.

Superintendent, Monticello Independent Schools

\_\_\_\_\_ Date: \_\_\_\_\_

# District Leadership Assessment Summary Report

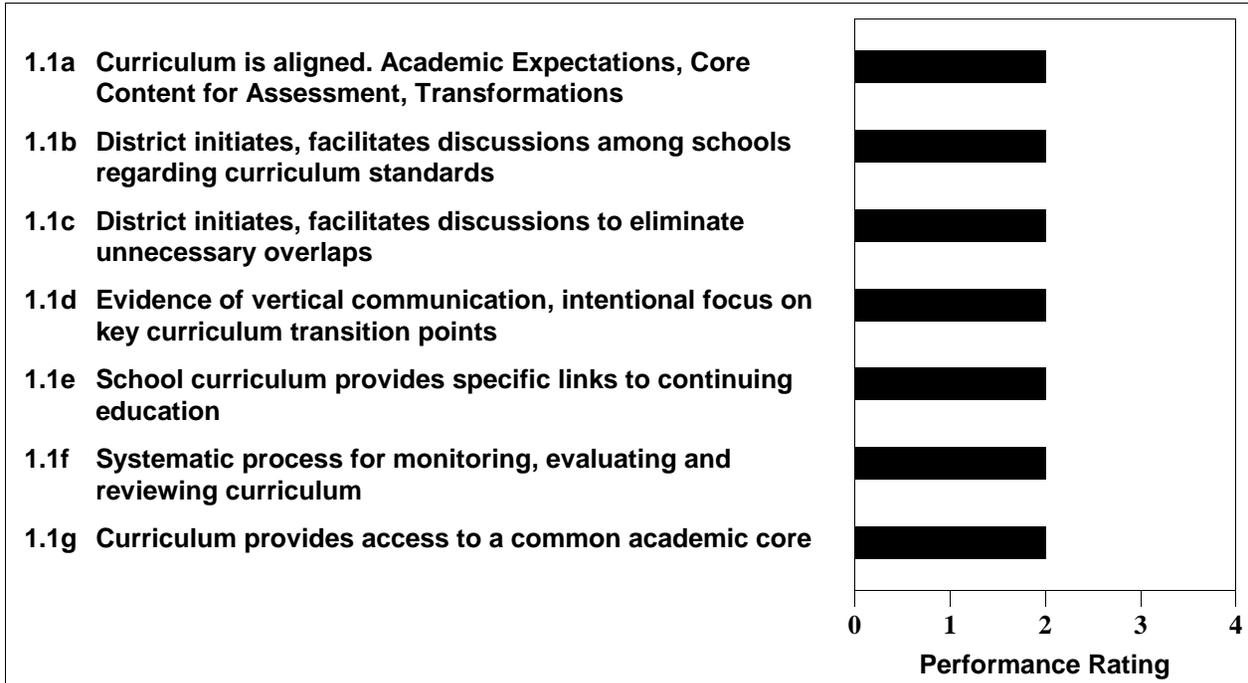
## Monticello Independent

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10/30/2011 - 11/4/2011

### 1.1 Curriculum

### Academic Performance



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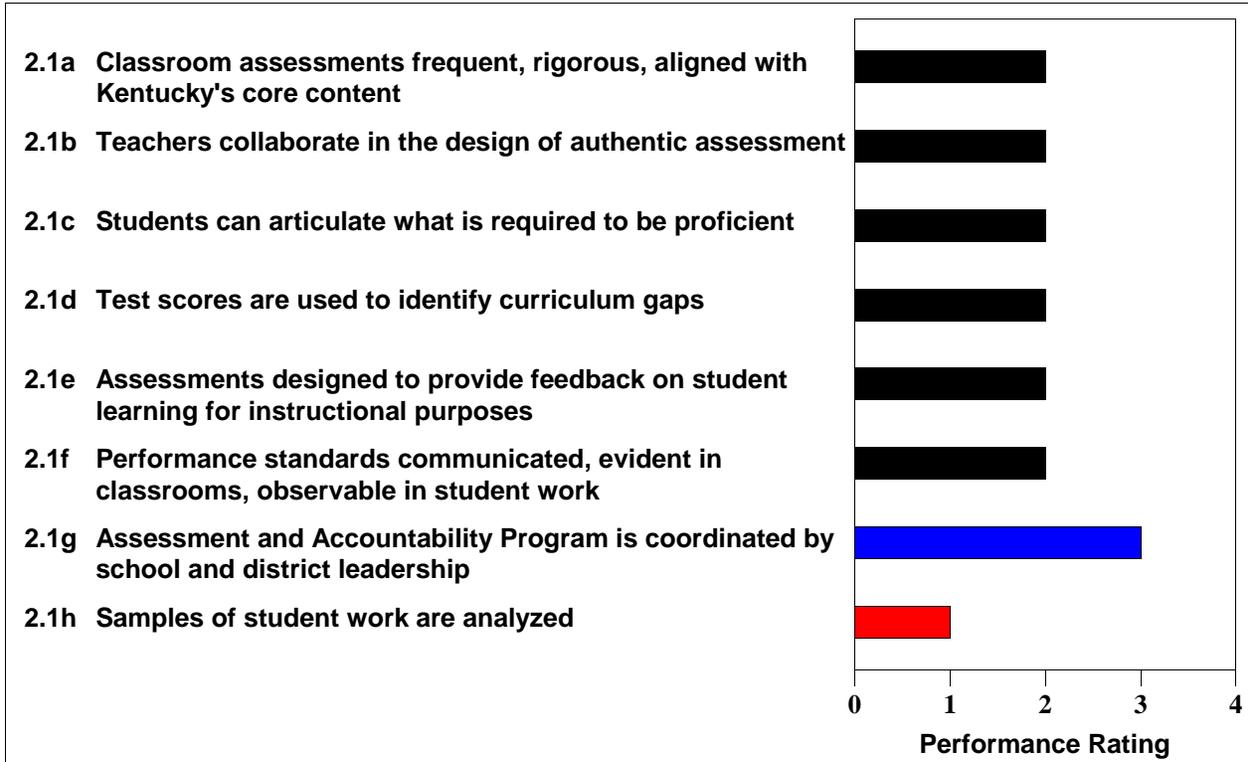
## Monticello Independent

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### 2.1 Classroom Evaluation/Assessment

### Academic Performance



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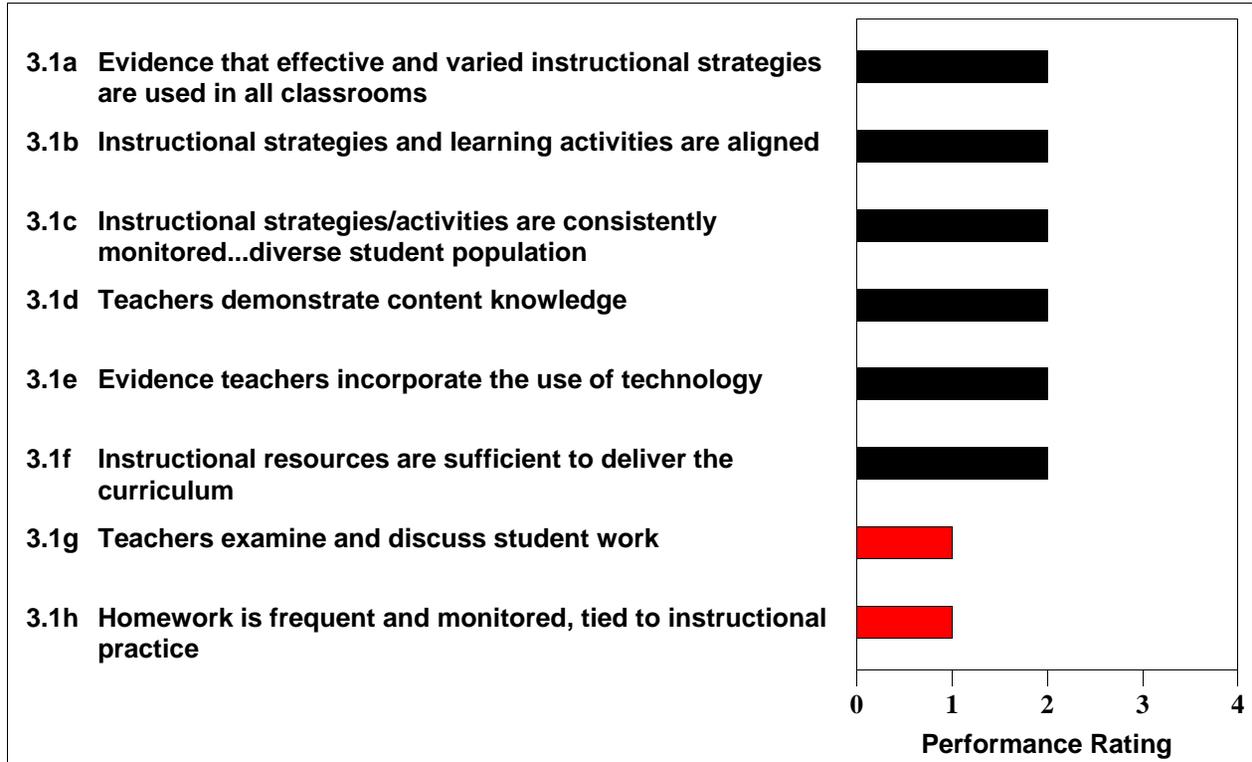
## Monticello Independent

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### 3.1 Instruction

### Academic Performance



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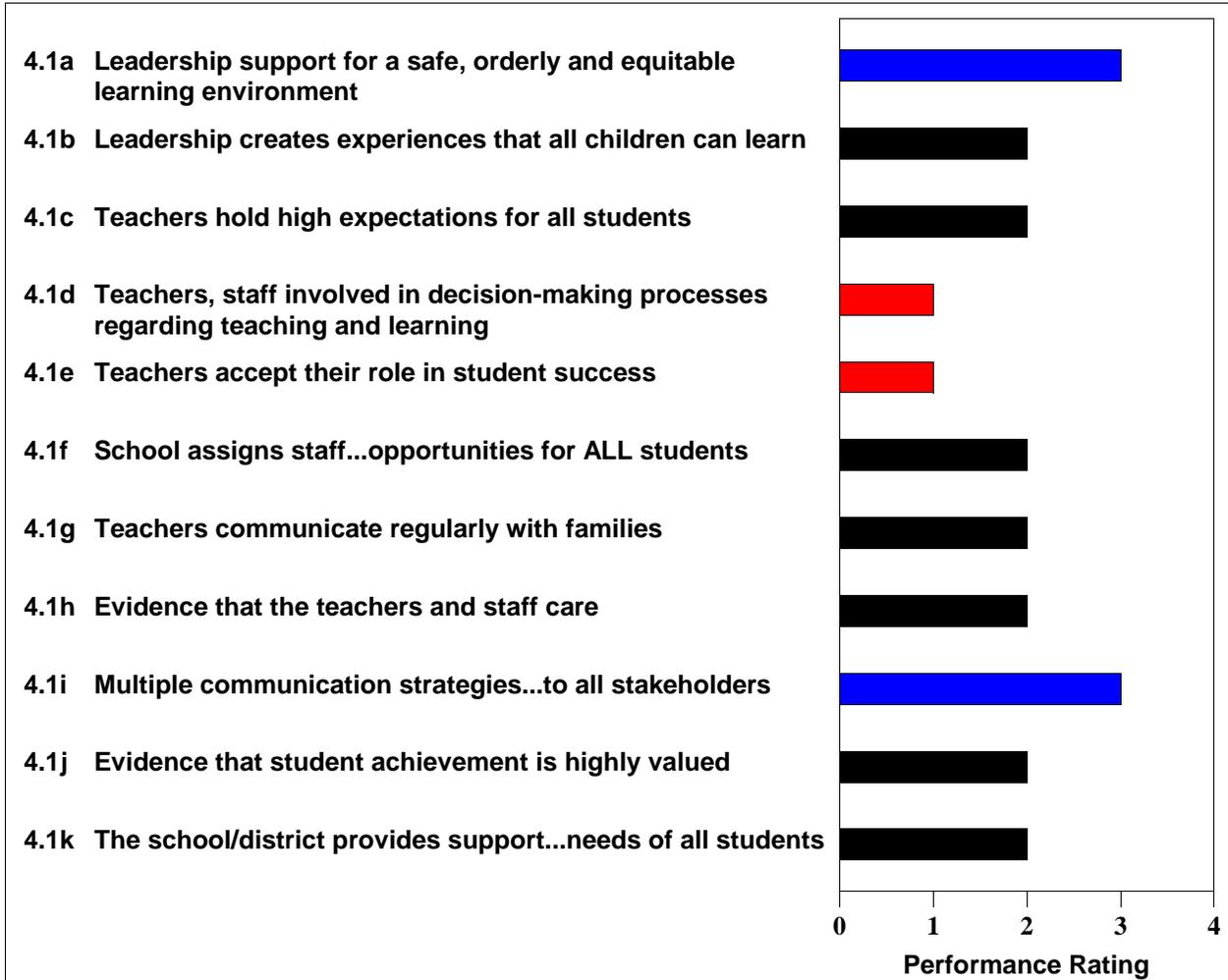
## Monticello Independent

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### 4.1 School Culture

### Learning Environment



# District Leadership Assessment Summary Report

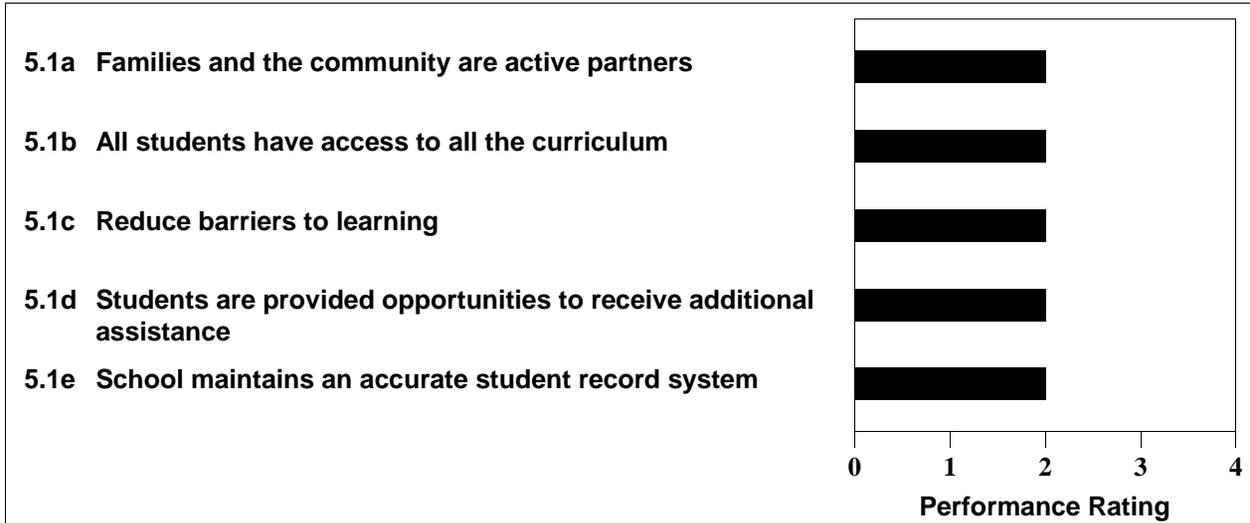
## Monticello Independent

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10/30/2011 - 11/4/2011

### 5.1 Student, Family and Community Support

### Learning Environment



# District Leadership Assessment Summary Report

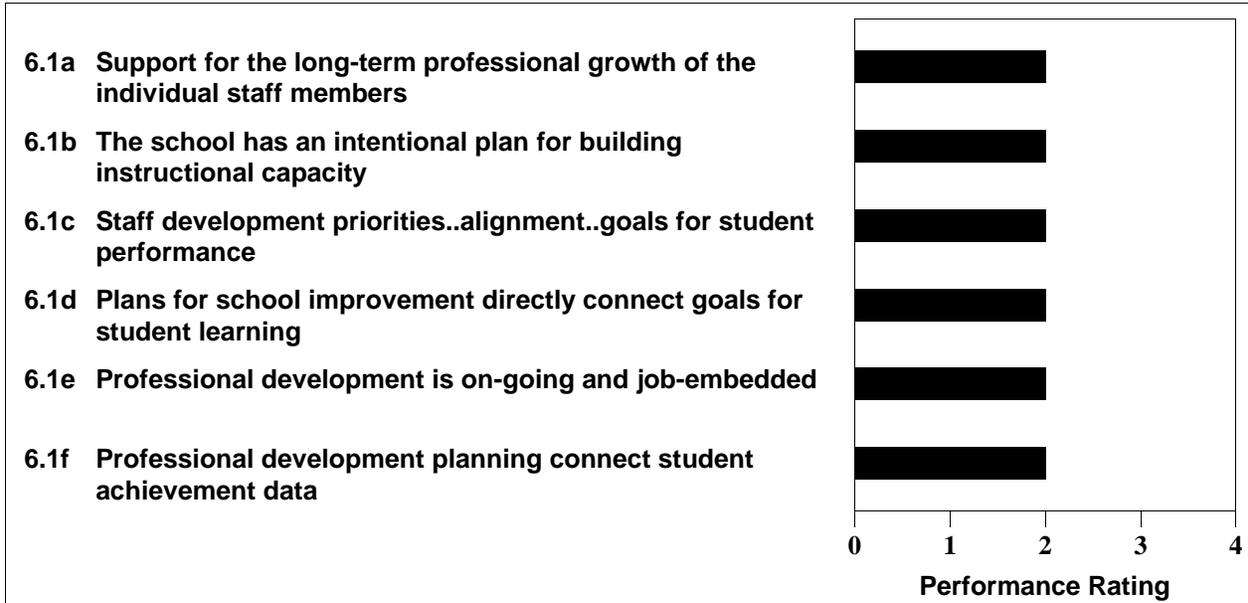
## Monticello Independent

School District

10/30/2011 - 11/4/2011

### 6.1 Professional Development

### Learning Environment



# District Leadership Assessment Summary Report

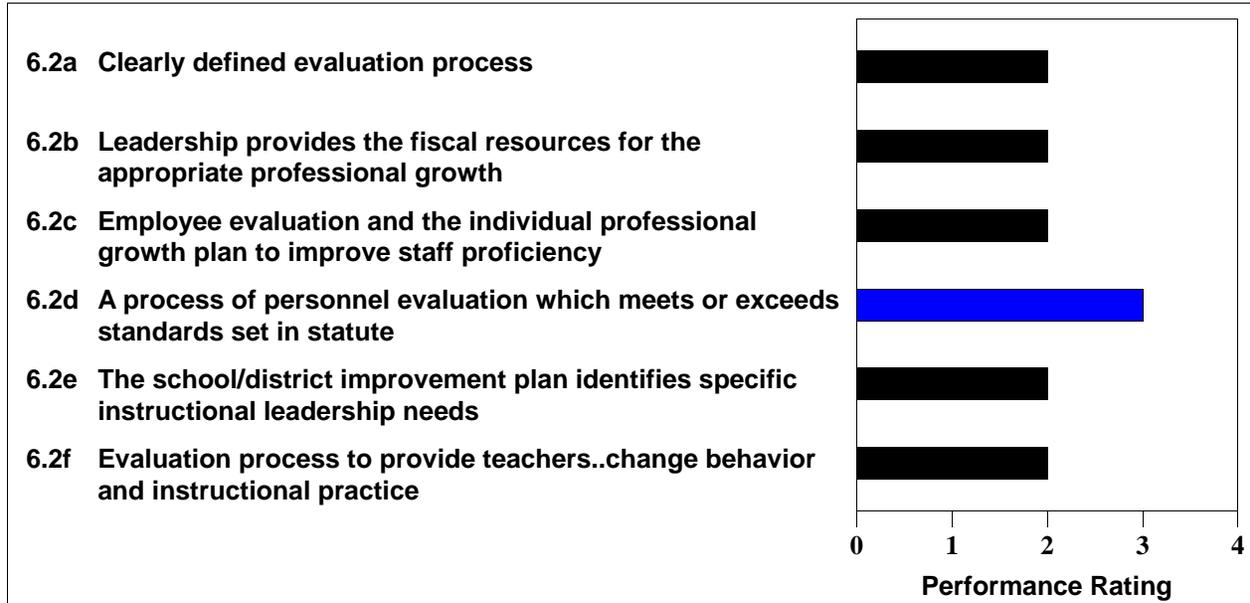
## Monticello Independent

School District

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### 6.2 Professional Growth and Evaluation

### Learning Environment



# District Leadership Assessment Summary Report

## Monticello Independent

School District

10/30/2011 - 11/4/2011

### 7.1 Leadership

Efficiency



# District Leadership Assessment Summary Report

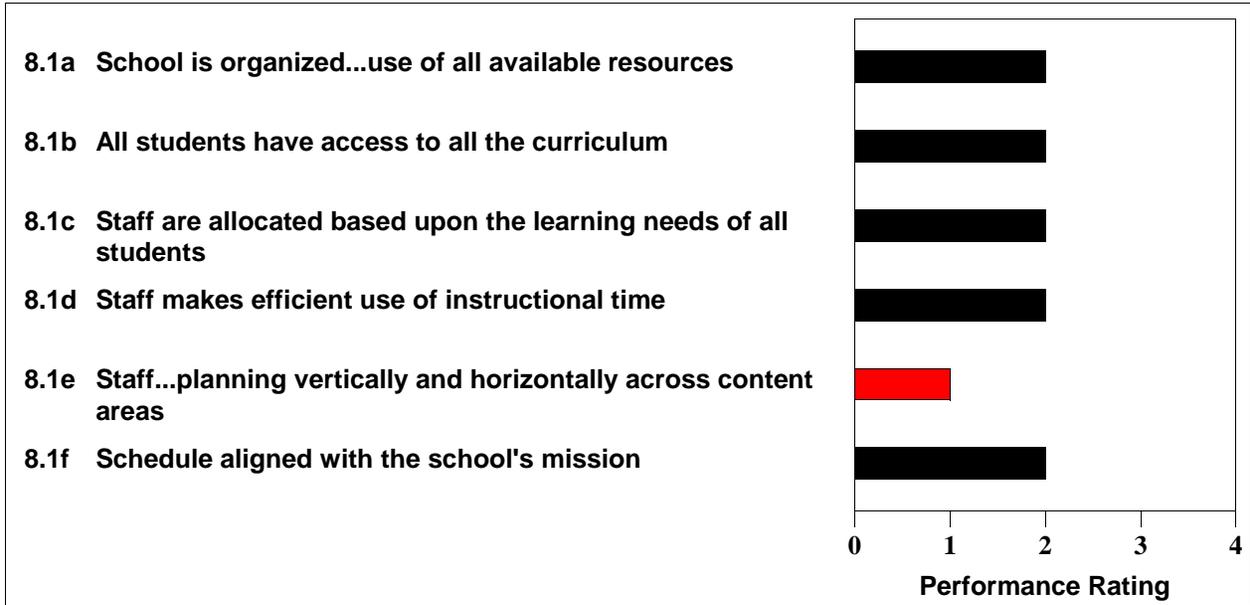
## Monticello Independent

School District

10/30/2011 - 11/4/2011

### 8.1 Organization of the School

Efficiency



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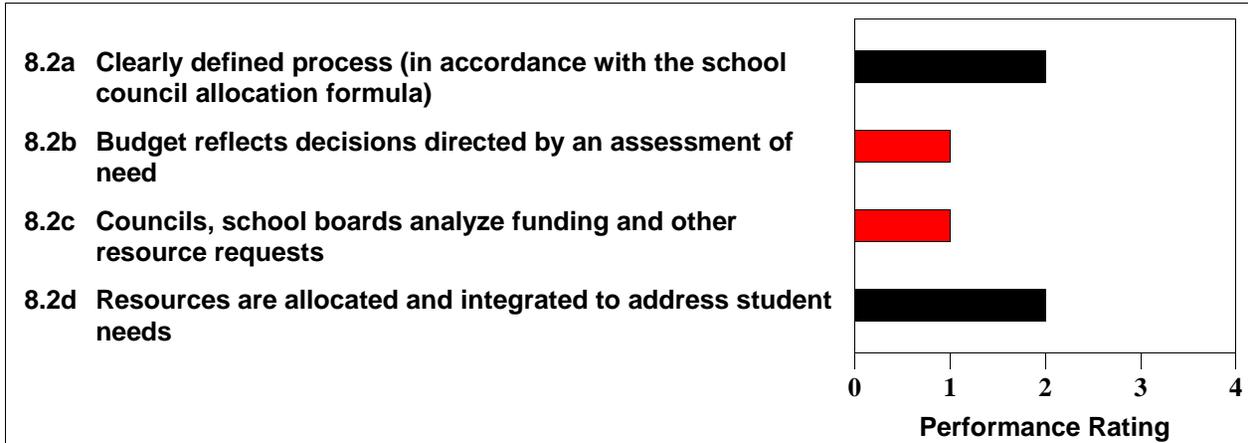
## Monticello Independent

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10/30/2011 - 11/4/2011

### 8.2 Resource Allocation and Integration

Efficiency



# District Leadership Assessment Summary Report

## Monticello Independent

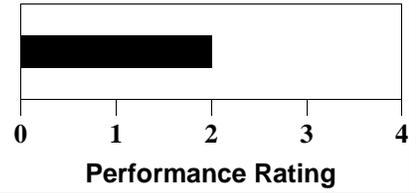
School District

10/30/2011 - 11/4/2011

### 9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



# District Leadership Assessment Summary Report

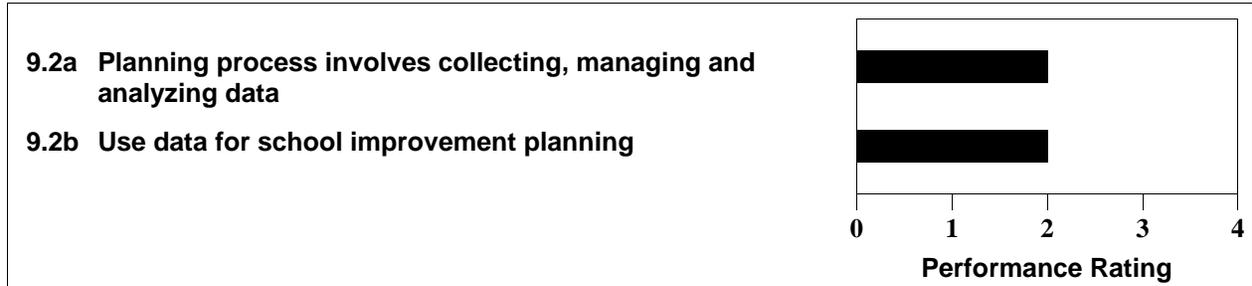
## Monticello Independent

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### 9.2 Development of the Profile

Efficiency



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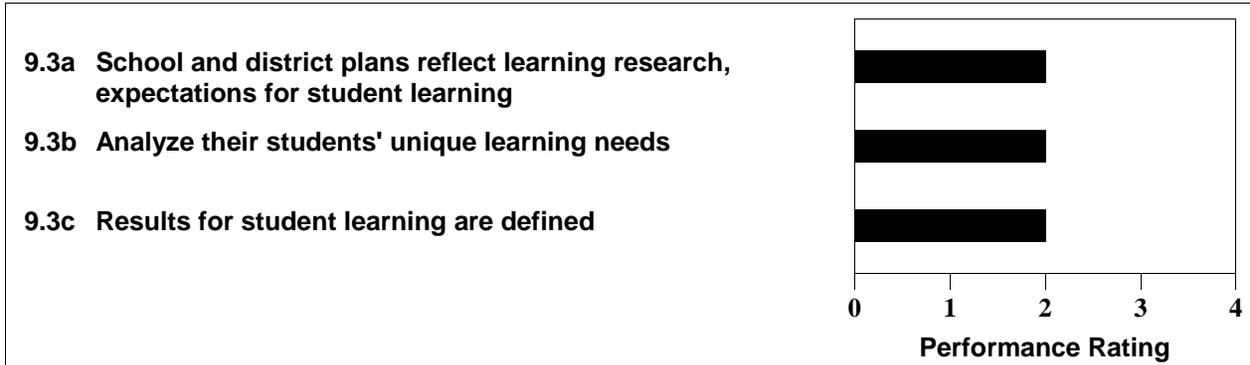
## Monticello Independent

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### 9.3 Defining Desired Results for Student Learning

Efficiency



# District Leadership Assessment Summary Report

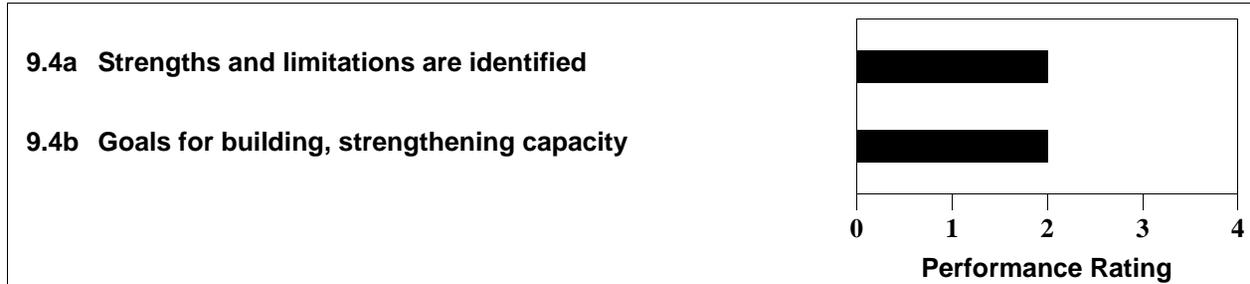
## Monticello Independent

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### 9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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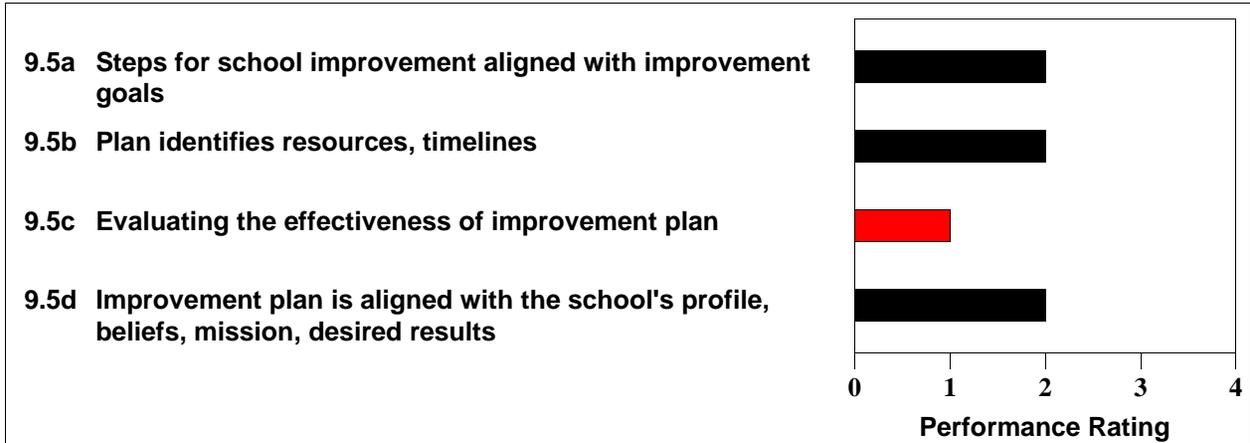
## Monticello Independent

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### 9.5 Development of the Improvement Plan

Efficiency



# District Leadership Assessment Summary Report

## Monticello Independent

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### 9.6 Implementation and Documentation

Efficiency

