

Christian County
Christian County High School
School Leadership Assessment Report



01/09/2011 - 01/14/2011



School Leadership Assessment Executive Summary

Christian County High School Christian County School District

1/9/2011 - 1/14/2011

Kathy Johnson, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Christian County High School during the period of 1/9/2011 - 1/14/2011. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal and school council have not adequately addressed the learning deficiencies of struggling students in reading and math to meet the goals of No Child Left Behind.
Next Steps	The principal and school council should focus every decision intentionally and strategically on advancing academic achievement. The principal, school council, and teachers should have an academic focus that targets learning gaps and supports structures necessary for high student achievement. All decisions should be student-centered.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not ensured that teachers use varied, authentic and rigorous instructional strategies to meet the unique needs of all students and engage them in challenging learning experiences.

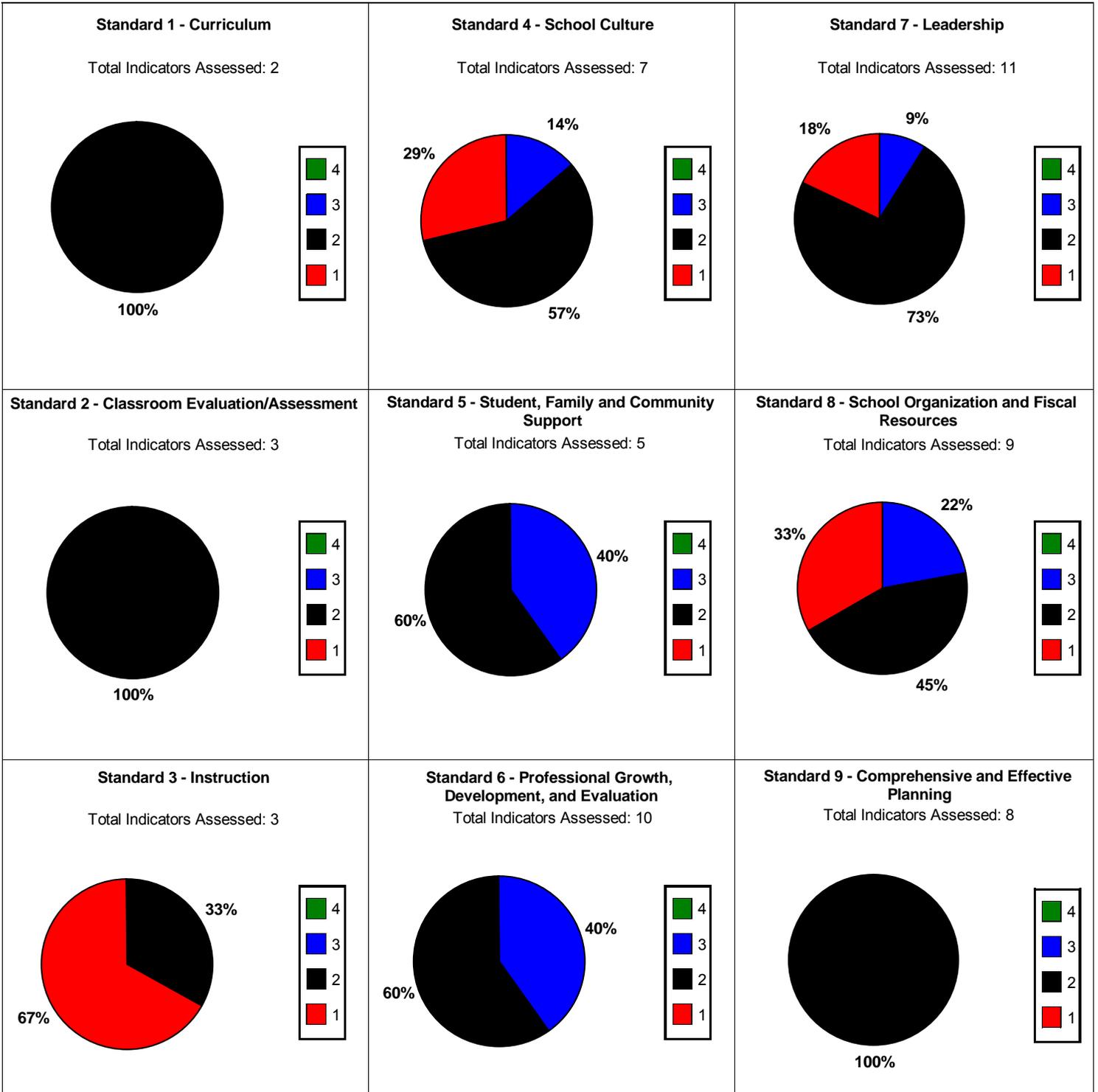
Next Steps	The principal should collaborate with other instructional leaders to continuously monitor instructional practices, provide feedback and ongoing support to ensure that effective research-based and rigorous instructional strategies are used in delivering an aligned curriculum. The principal should provide professional development activities that promote the use of technology and other differentiated instructional strategies for challenging and motivating students to learn at high levels. The principal should assure instruction actively engages students in learning activities that move students to proficiency.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal does not ensure school council policies and procedures and instructional processes are implemented in a timely and consistent manner.
Next Steps	The principal should ensure the procedures affecting teaching and learning are implemented according to policy guidelines and organizational structure. The principal should ensure instructional support staff is consistently monitoring instructional practices. The principal should ensure that school staff consistently applies the district Code of Acceptable Behavior and the consequences listed in the student handbook to foster the belief that all students are treated in a fair and consistent manner.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal has not fostered a culture of respect with high expectations for all.
Next Steps	The principal should foster a nonthreatening learning environment of high expectations with adults taking the role as educational advocates for all students. The learning environment should include a behavioral management program built on a foundation of respect for all. Administrators, teachers and all staff should ensure consistent enforcement of the district Code of Acceptable Behavior.
School Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
5. Deficiency	The school council and principal have not implemented an effective system for monitoring, documenting and ensuring accountability for all programs and personnel.
Next Steps	The principal should begin immediately to collaborate with appropriate staff members to develop and implement systems to monitor and document the implementation and impact of all programs and resources designed to improve student achievement and the operational efficiency of the school. The principal should develop and extend the current job-embedded professional development into a multi-year plan with benchmarks for monitoring the impact of student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	District leadership and the newly hired principal have not built capacity within the learning community to provide effective leadership to move the school toward proficiency.
Next Steps	District leadership should ensure that the principal and other building administrators receive effective instructional leadership and managerial training to build leadership capacity. The principal should define the roles, rules, and responsibilities for each staff member and consistently communicate, implement, and monitor policies and procedures to ensure staff adherence. The principal should establish and implement clear procedures to monitor curriculum, instruction, and assessment to positively impact student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

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 KDE 2011 School Leadership Assessment Report
 At-a-Glance

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

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



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

<p>Standard - 1 - Academic Performance</p> <p>Curriculum</p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment</p> <p>School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency</p> <p>Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance</p> <p>Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment</p> <p>Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p>Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>

Standard - 3 - Academic Performance

Instruction

- 3.1a Evidence that effective and varied instructional strategies are used in all classrooms
- 3.1b Instructional strategies and learning activities are aligned
- 3.1c Instructional strategies/activities are consistently monitored...diverse student population
- 3.1d Teachers demonstrate content knowledge
- 3.1e Evidence teachers incorporate the use of technology
- 3.1f Instructional resources are sufficient to deliver the curriculum
- 3.1g Teachers examine and discuss student work
- 3.1h Homework is frequent and monitored, tied to instructional practice

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

Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation

Professional Development

- 6.1a Support for the long-term professional growth of the individual staff members
- 6.1b The school has an intentional plan for building instructional capacity
- 6.1c Staff development priorities..alignment..goals for student performance
- 6.1d Plans for school improvement directly connect goals for student learning
- 6.1e Professional development is on-going and job-embedded
- 6.1f Professional development planning connect student achievement data

Professional Growth and Evaluation

- 6.2a Clearly defined evaluation process
- 6.2b Leadership provides the fiscal resources for the appropriate professional growth
- 6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency
- 6.2d A process of personnel evaluation which meets or exceeds standards set in statute
- 6.2e The school/district improvement plan identifies specific instructional leadership needs
- 6.2f Evaluation process to provide teachers..change behavior and instructional practice

Standard - 9 - Efficiency - Comprehensive and Effective Planning

Defining the School Vision, Mission, Beliefs

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

Development of the Profile

- 9.2a Planning process involves collecting, managing and analyzing data
- 9.2b Use data for school improvement planning

Defining Desired Results for Student Learning

- 9.3a School and district plans reflect learning research, expectations for student learning
- 9.3b Analyze their students' unique learning needs
- 9.3c Results for student learning are defined

Analyzing Instructional and Organizational Effectiveness

- 9.4a Strengths and limitations are identified
- 9.4b Goals for building, strengthening capacity

Development of the Improvement Plan

- 9.5a Steps for school improvement aligned with improvement goals
- 9.5b Plan identifies resources, timelines
- 9.5c Evaluating the effectiveness of improvement plan
- 9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results

Implementation and Documentation

- 9.6a Plan is implemented as developed
- 9.6b School evaluates the degree to which it achieves the goals and objectives for student learning
- 9.6c The school evaluates the degree to which it achieves the expected impact
- 9.6d Evidence of attempts to sustain the commitment to continuous improvement

Focus on Student Academic Performance

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

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

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

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

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School Leadership Assessment Summary Report
Christian County High School
Christian County School District

1/9/2011 - 1/14/2011

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Christian County High School during the period of 1/9/2011 - 1/14/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (72) and formal interviews and informal discussions with teachers (98), students (167), parents (15), community members (14), Youth Services Center staff members (2), central office personnel (8), support staff members (44), assistant principals (3), counselors (4) and the principal.

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

The chairperson of the team was Bill R. Morgan - District Administrator. The other team members were Margaret K. Dotson - Building Administrator, Sheree W. Thompson - Teacher, Nancy Jones Satterfield - Teacher, Margaret Cleveland - Parent, Carolyn S. Falin - Higher Education Representative, William Philbeck - Educational Recovery Specialist, Carol McKee - District Administrator, Mariann Harlan - Teacher, John Russ - Higher Education Representative, Floyd Hines - District Administrator, Leesa Moman - Educational Recovery Leader, Marilyn Cunningham-Amos - Building Administrator, Jack B. Musgrave - Building Administrator.

Academic Performance

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

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

Learning Environment

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

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, samples of classroom assessments, samples of student work products, student work, teacher portfolios, The Missing Piece of the Proficiency Puzzle and Working Conditions Survey results

Interviews with assistant principal, assistant superintendent(s), curriculum resource specialist, school leadership, students and teachers

Observations of classrooms, common areas, computer lab and hallways

Performance Rating 2

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

The principal does not routinely ensure that meetings are held to facilitate discussions between feeder middle and high school teachers to address curriculum issues that promote student transitions to high school. Discussions began in the spring of 2010 between middle and high school teachers regarding curricular transition points. Some communication occurs within the building among content level teachers to address curriculum issues. Vertical alignment meetings are scheduled to begin in January 2011.

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

The school council adopted a curriculum policy in October 2009 and revisions were made in November 2010. School council policy states that the curriculum committee's role is to analyze curriculum alignment and recommend changes. Curriculum committee members meet monthly to discuss course offerings and pacing guides but are not directly involved in curriculum alignment. Two curriculum specialists are housed in the building. The principal has not always provided guidance for these curriculum specialists to monitor, revise and implement the curriculum.

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The school principal should develop a monitoring process to ensure the curriculum specialists are providing support to teachers in reviewing, evaluating, revising and implementing curriculum in classrooms to address student gap areas.

Resources:

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

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

Taylor, R. (1999). Missing Pieces: Aligned Curriculum, Instruction and Assessment. Schools in the Middle, 9(4), 14-16, National Association of Secondary School Principals.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, class rosters, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, needs assessment data, organizational charts, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, School Report Card data, student handbook, student homework with teacher feedback and student work

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, counselor, curriculum resource specialist, district leadership, parents, principal, school leadership, school resource officer, students and teachers

Observations of classrooms, common areas, hallways, media center and outdoor areas

Performance Rating 2

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

The school council adopted a classroom assessment policy on October 10, 2009, that identifies teacher responsibilities regarding ongoing assessments, continuous student progress and reporting performance levels to the principal or principal designee. The principal requires curriculum specialists and department chairs to collaborate with teachers to develop common assessments with accompanying rubrics in all content areas every four weeks. Most common assessments are aligned with Kentucky's Core Content for Assessment 4.1 and includes multiple choice items and at least one open response question. These common assessments are administered to students monthly. The principal requires teachers to track the results of student progress on data boards. The principal, curriculum specialists, department chairs and teachers meet monthly in small group professional learning communities to discuss student progress and target students who are not meeting learning goals. Teacher-developed common assessment

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

tasks often lack rigor and do not always require students to apply higher-order thinking and problem-solving skills at a proficient level. The principal or principal designee seldom provides feedback to teachers on the quality of daily “wrap up” or other formative assessment tasks used to monitor student achievement. The principal does not ensure that teachers receive meaningful feedback when analyzing assessment results to inform instructional practices.

2.1d Test scores are used to identify curriculum gaps.

The principal and curriculum specialists facilitated a meeting with the school faculty on an early release day, October 10, 2010, to disaggregate and analyze the results of some assessment data (e.g., Interim Performance Report, No Child Left Behind). Results of these assessments were analyzed by content areas to monitor student progress, identify some curricular gaps and determine ways data can drive instruction. The principal presented results of the Interim Performance Report and No Child Left Behind data with the school council at the October 19, 2010, council meeting. The school council seldom analyzes test results to determine if the curriculum is aligned. The principal, curriculum specialists and teachers meet regularly in professional learning communities to analyze other assessment data (e.g., Measures of Academic Progress, common assessments, ACT, PLAN). Test data analyzed in professional learning communities is primarily used to target student progress rather than to ensure the curriculum is aligned with state standards or if curricular revisions are needed.

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

The principal encourages teachers to make students aware of the expectations of performance level standards and to share rubrics prior to assessments. This practice is monitored primarily through occasional walkthrough observations by leadership teams or through reviewing lesson plans by department chairs. Curriculum specialists and department chairs occasionally assist teachers in developing rubrics for common or classroom assessments that explicitly define the expectations of proficient work. However, many samples of student work were not accompanied with rubrics. Distinguished or proficient work is displayed in some classrooms and is usually accompanied with a three column method graphic organizer rather than a rubric. Few samples of student work are displayed in commons areas

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

of the building. Examples of proficiency are seldom posted in classrooms. Some classroom assessment tasks provide opportunities for students to demonstrate mastery of learning.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should develop a process to ensure classroom assessments are analyzed for alignment, rigor and authenticity. Classroom assessments should mirror state assessments. Assessments should require students to use inquiry, problem-solving and critical thinking skills at a proficient level. Teachers should receive meaningful, formal feedback regarding the quality of classroom assessments.

The principal should ensure that staff uses analyzed test data to identify curricular gaps and make revisions in the curriculum as needed.

The principal should develop a process to ensure teachers communicate clear expectations of performance level descriptions and rubrics with students prior to assignments or assessments. The principal or other instructional leaders should monitor classrooms and common areas of the building to ensure models of proficient work with accompanying rubrics are displayed.

Resources:

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

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

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

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, district technology plan, eWalk data, Extended School Services assessment data, Extended School Services entrance and exit reports, faculty meeting agenda, Implementation and Impact Checks, lesson plans/units of study, master school schedule, organizational charts, professional development records, professional resource materials and rubrics

Performance Rating 2

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

The principal has not ensured teachers meet the diverse needs of students through implementation of a variety of instructional approaches which address rigor and higher-order thinking skills. Few teachers use research-based instructional strategies (e.g., cooperative learning, hands-on activities). Teachers administer common assessments which are sometimes aligned with Kentucky Core Content Test assessments but do not require critical thinking. Some learning activities are similar to those on the state assessment but do not reflect the rigor and relevance necessary to reach proficiency. Teachers do not always provide opportunities for students to demonstrate learning in an authentic, real life experience. The principal does not always provide feedback that will assist teachers in the alignment of instructional strategies with state learning goals.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **1**

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

The school council adopted Instructional Practices Policy October 12, 2009, and also Curriculum and Instruction Policy July 28, 2010. The policy states that teachers use a wide variety of student-centered, culturally responsive instructional strategies to address various learning styles. The principal does not ensure that this policy is fully implemented. Most teachers use whole-group instructional strategies for delivery of the curriculum. Few teachers use a variety of effective instructional strategies that promote higher order thinking and address different learning styles. Most teachers deliver instruction at the knowledge and comprehension level. Classroom instruction often lacks rigor. Teachers have been trained in some research-based instructional strategies including those recommended by Mike Rutherford and Robert Marzano, but few teachers utilize these strategies in classroom instruction. Many teachers do not actively engage and cognitively challenge students. Electronic walkthrough data shows that only 15 percent of teachers differentiate instruction to meet the needs of diverse learners to close achievement gaps.

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

The school council utilizes the district's Technology Plan policy. The student handbook has a code of acceptable behavior that includes the use of technology. The principal does not systematically monitor and measure the impact of technology on instruction and student performance. Some classrooms have technology (e.g., graphing calculators, mobile computer labs, document cameras, liquid crystal display projectors) available for both teachers and students, but the equipment is not always functioning. Technology is not consistently used to enhance the rigor of teaching and learning. Few students are provided opportunities to use technology to create products for a variety of purposes. Students' use of technology to enhance their learning experiences in most classrooms is limited. Technology is rarely used to extend classroom learning.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should develop and implement a plan to improve the delivery of instruction so that it is student-centered, rigorous, and addresses the learning needs of all students. This plan should include a systematic and comprehensive process for monitoring instructional practices to ensure the accountability of all staff.

The principal should ensure learning strategies and activities are differentiated to meet the needs of a variety of learners.

School council and the principal should develop a school technology policy, and the principal should implement and monitor this policy to ensure that students' use of technology enhances their learning experience.

Resources:

Armstrong, T. (2003). *The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Gurian, M. & Hensley, P. (2002). *Boys and Girls Learn Differently!* San Francisco, CA: Jossey-Bass. ISBN: 0787964859

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

Shapiro, Arthur. (2003). *Case Studies in Constructivist Leadership and Teaching*. Lanham, MD.: ScarecrowEducation.

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122

Zemelman, S., Daniels, H. & Hyde, A. (2005). *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of attendance records, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive school improvement plan, employee handbooks, eWalk data, examples of school to home communications, Extended School Services program overview and data, Extended School Services Schedule, facility inspection reports, facility work orders, faculty meeting agenda, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, fire marshal reports, master school schedule, newspaper clippings/press releases, organizational charts, record of home visits, safe schools data reports, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, school/district safety plan, student discipline reports, student handbook, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle, trophy cases and yearbooks

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, curriculum resource specialist, district leadership, parents, principal, school leadership, school resource officer, students, teachers and volunteers

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

Performance Rating 3

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

The principal expects the staff to have high expectations for all students; however, this expectation has not been embraced by all staff. The principal has instituted common planning and weekly morning meetings to support professional learning communities. Some stakeholder learning opportunities (e.g., home visits, Connect-ED phone calls, Fee and Forms Night with committee recruitment stations) are initiated to encourage, educate and engage the entire school community in the belief that all students can learn. Rutherford walkthroughs and professional learning communities present opportunities to share teaching and learning strategies among teachers. The principal provides occasions (e.g., common planning time, "good news" segment at faculty meetings) for sharing innovations, successes and failures

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **3**

by staff. Data boards have been developed to continuously monitor and track individual student learning and progress.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **2**

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

The committee process is defined in the school council by-laws. Some committee memberships include staff members, parents and classified staff. Teachers meet formally in professional learning communities and faculty meetings and informally with peers to discuss teaching and learning. Teaching and some non-teaching staff collaborate formally through committees (e.g., culture, safety) and informally through job responsibilities (e.g., instructional assistants, clerical staff) in decision making processes regarding teaching and learning. Some non-teaching staff members (e.g., custodial, cafeteria) perform their duties in isolation of the teaching and learning environment.

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

The Student Assignment policy, revised on November 11, 2009, defines considerations for student class assignments as developmental needs, implementation of individual learning plans and preparation of all students for college work. The principal matches some staff strengths with specific students needs during development of the master schedule. Students in the freshman academy are assigned courses using Measures of Academic Progress scores. Some regrouping occurs after benchmark testing. Sophomore academy core class placements are determined by completion of pre-requisite courses.

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

The principal communicates weekly with staff and parents through Sunday Connect-ED phone call. School information is disseminated to stakeholders through multiple communication tools (e.g., community newspaper, Connect-ED, bi-monthly school newsletter, school and district websites). The second annual Take School to the Community will be scheduled in February following the half year report cards. The Youth Service Center provides translation for English as a Second Language parents and guardians when needed. The school council has not established a systematic plan to ensure and guide communications. Communication between and among staff and

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Performance Rating 2

administration does not always occur in a clear, open and timely manner (e.g., delays in relaying or responding to disciplinary issues, instructional and curricular assistance requests).

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

The principal recognizes academic accomplishments of students formally and informally (e.g., morning announcements, submission of names for board recognition). School staff members, Youth Service Center staff and Culture Committee frequently recognize and celebrate student academic accomplishments (e.g., field trips, end of year programs, awards). Community media sources (e.g., local newspaper, radio station) are occasionally used to share student achievements. Teachers rarely display student work throughout the building.

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Performance Rating **1**

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

The architectural design of the campus and buildings includes multiple outside doors and classrooms. Transitioning students use multiple outside exits to the buildings. The entrance to the front office is unlocked and without a buffer space between visitors and office staff or a buzzer system. Staff members and the School Resource Office monitor the grounds in addition to their other duties. No one is responsible for continuously monitoring the parking lot and grounds of the campus. Edujobs funds are being used to provide three administrative managers to monitor halls as an intervention to skipping and tardies. The principal expunged all tardies from the beginning of the school year on November 10, 2010, due to a change in personnel responsible for monitoring tardies and a backlog of recording of tardies. The building reflects its age and is in need of maintenance (e.g., paint, ceiling tiles, thorough cleaning). Safety management plans are located in each room throughout the buildings including up-to-date school specific information (e.g., responsibilities, names, phone numbers). The principal has implemented some strategies to protect instructional time (e.g., club times before and after school, scheduling of assemblies). Student behavior expectations, discipline guidelines with consequences and the District Code of Conduct are included in the student agenda books. Behavioral management, policy implementation and enforcement are inconsistent and not always equitable. Teachers seldom receive support or assistance from administrators when requested for classroom behavioral issues. Superintendent, principal and teachers do not consistently enforce the adopted codes of conduct of acceptable behavior (e.g., cell phones, tardies, dress code, electronic devices for personal use, dangerous and disruptive behavior). The district provides learning environment survey data (e.g., safety, culture, discipline). Some survey data analysis has resulted in implementation of strategies (e.g., employing administrative managers, staff and student incentive rewards) to address identified areas of concern.

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

The principal provided some cultural responsive learning opportunities (e.g.,

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Dr. Anthony Mohammed video with discussions, analysis of cultural audit data). Most staff members are not incorporating cultural responsive strategies into instruction. Many staff members regard physical, cultural and socioeconomic factors as indicators of students' behavior and commitment. The principal, other school leadership and teachers have not fostered respect between students and staff within the school community. The district actively recruits potential teacher candidates and provides names to the principal. The principal has not developed strategies to ensure the retention of a highly qualified, diverse teaching staff.

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The principal, all school leadership and staff members should consistently enforce the school's procedures addressing district Code of Acceptable behavior.

The principal should provide additional professional development that sustains culturally responsive teaching and learning. Staff should develop an understanding of students' physical, cultural and socioeconomic backgrounds. Students' cultural backgrounds should be respected and embraced as part of developing meaningful relationships. Instructional strategies should address and remove educational barriers students bring into the classroom. The principal should assist staff in fostering a nonthreatening learning environment with adults taking the role as educational advocates for all students.

The principal should collaborate with the school council and staff to establish, consistently implement and ensure equitable enforcement of a behavioral management program. This program should be built on a foundation of respect for all individuals. The principal should ensure support systems are in place for successful implementation.

The principal should develop a systematic communication plan to ensure and guide dissemination of information to all stakeholders. Internal communication systems should be included that encourage and ensure clear, open and timely communication between and among staff and administration.

Resources:

Conzemius, A. & O'Neill, J. (2001). Building Shared Responsibility for Student Learning. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Gay, G. & Banks, J. A. (2001). Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series, No.8). New York, NY:Teachers College Press.

Kentucky Center for Safe Schools - <http://www.kysafeschools.org/>

Kentucky Commissioner's Parents Advisory Council (2007). The Missing Piece of the Proficiency Puzzle
<http://www.education.ky.gov/kde/instructional+resources/student+and+family+support/parents+and+families/the+missing+piece+of+the+proficiency+puzzle.htm>

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, district technology plan, documentation of parent contacts, documentation of referrals to health and social services, eWalk data, Extended School Services assessment data, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Individual Learning Plans, Infinite Campus Reports, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, parent and community member workshop schedule, policies and procedures on access to student records, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school guidance plan, school visitors register, student handbook, The Missing Piece of the Proficiency Puzzle and volunteer schedule

Interviews with assistant superintendent(s), central office staff, classified staff, community members, counselor, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, school council members, school leadership, students and teachers

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

Performance Rating 3

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.

The school council by-laws adopted October 15, 2007, include a committee policy to guide the work of all committees operating within the school. The principal, through recruiting efforts, has ensured most committees have parent members. The principal and a school committee have attended training and written a student advocate action plan. The principal has implemented a "name and claim" initiative to provide support for students from at-risk environments. However, this initiative does not ensure academic support for these students. The principal, Youth Services Center director and other support staff activities establish many connections with families (e.g.,

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Performance Rating **3**

Connect-ED weekly calls, home visits, open house, arena scheduling, and newsletters). The principal and Youth Services Center director collaborated with local businesses to develop partnerships in education (e.g., Propulsy's, Continental Mills). The principal has not implemented formal procedures to address parent complaints, concerns and suggestions. These needs are mainly addressed through conferences, phone calls and e-mails. The Youth Services Center staff provides supplies when individual needs are identified. The student handbook includes the district attendance policy and levels of discipline consequences for violations. The attendance clerk monitors attendance through Infinite Campus.

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

The principal, attendance and guidance staff complies with board policy for the maintenance, security and quality of student records. All student records are maintained in secure file cabinets in guidance counselors' offices. The guidance clerk ensures procedures are followed when records are accessed. Infinite Campus is used to maintain attendance, academic and medical records. The school council has adopted an Individual Learning Plan implementation plan. Guidance counselors, social studies teachers and twelfth grade English teachers assist students with updating Individual Learning Plans.

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Performance Rating 2

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

The principal has established and implemented written referral forms for entering and exiting support programs. Most staff use personal contact (e.g., phone calls, e-mails) to refer students for guidance and Youth Services Center services. The Extended School Services after school program is available to students interested in gaining enrichment in mathematics. However, assistance is not aligned with student course work. Access to this assistance is mainly from student selection, teacher referral or parent request. The Youth Services Center director collaborates with community agencies (e.g., Salvation Army, United Way, Christian County Health Department, Pregnancy Care Center, Challenge House, Alpha Alternative) to address barriers to learning. Counselors are assigned to assist students by grade level. Counselors assist students in personal growth issues, educational needs and guidance in life and career choices.

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

The principal ensures that most staff are trained to identify students with special learning needs or behavioral problems during opening day training sessions with a program overview and review of district procedures presented by the special education coordinator. District procedures are followed when students are referred for testing or screening (e.g., academic, behavioral, emotional). The principal has established and implemented written referral forms for use when referring students for guidance, school nurse and Youth Services Center services; however, telephone calls or e-mails are the basis for many referrals. Guidance counselors, school nurse and Youth Services Center director make referrals for health and social services. Guidance counselors review transcripts and Infinite Campus reports to determine academic placement for students who transfer into the school. The principal has provided opportunity for a counselor, teacher and students to be trained in Student 2 Student Peer Mentoring to assist new students in transitioning into the new environment. However, the program has not been implemented. The principal and counselors use Measures of Academic Progress to determine class assignment (e.g., Achieve 3000, math

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Performance Rating 2

enrichment, leadership, college prep, advanced placement). Students have the opportunity through an on-line program, Triumph College Admissions, to practice for the ACT. Guidance counselors, college coach and Kentucky Higher Education Assistance Authority workshops assist students in applying for college (e.g., filling out college applications, finding and applying for scholarships, filling out Free Application for Federal Student Aid, parent workshops). Youth Services Center director partners with community agencies (e.g., Salvation Army, Pennyroyal Mental Health Center, Christian County Health Department, Cumberland Hall, Rivendell) to provide services to assist students and families in overcoming adversity. The principal and a school committee have attended training and written a student advocate action plan. The principal has implemented a "name and claim" initiative to provide support for students from at-risk environments. However, this initiative does not ensure academic support for these students.

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

The principal and district staff have not collaborated to develop written procedures to assist students to transition back to school from other settings (e.g., alternative school placement, home school, hospitalization). Guidance counselors meet with these students to review academic placement and address other concerns. Students have a variety of opportunities (e.g., Extended School Services, twilight school, Academy of Continuing Education, homework lunch, core area interventionists, on-line credit recovery) for additional assistance to support their learning beyond the classroom. Ninth grade students are assigned to classes (e.g., Achieve 3000, leadership reading class, math enrichment, college prep, advanced placement) based on Measures of Academic Progress scores. The principal supports some organizational structures and programs (e.g., seven period schedule, collaborative teaching, gifted and talented services, on-line advanced study in World Language, migrant education) to enhance student learning. Hopkinsville Community College offers college credit classes. Twelfth grade students have opportunities to enroll in cooperative learning programs (e.g., agriculture, business, family consumer science). The master schedule includes co-curricular offerings (e.g., band, choir).

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The principal should further develop the “name and claim” initiative to include procedures to train and assign an adult advocate to actively intercede in meeting the academic needs of all students, especially at-risk students.

Resources:

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.

Kentucky Commissioner's Parents Advisory Council (2007). The Missing Piece of the Proficiency Puzzle
<http://www.education.ky.gov/kde/instructional+resources/student+and+family+support/parents+and+families/the+missing+piece+of+the+proficiency+puzzle.htm>

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

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, categorical program financial reports, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, lesson plans/units of study, master school schedule, professional development records, professional resource materials, protocols for analyzing student work, records of teacher certification/experience, roster of teaching assignments, rubrics, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school Web pages, staff development agenda, student handbook and student work

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, curriculum resource specialist, media specialist, school council members, school leadership, speech pathologist, students and teachers

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

Performance Rating 3

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

The principal and school council support the professional development committee in a planning, reporting and approval process that connects the professional development goals to student achievement (i.e., focus on writing). The principal leads the teachers to select goals for their individual growth plans from a list of research-based instructional practices that improve student achievement. The principal follows a professional evaluation process developed for the purpose of improving student performance on multiple assessments.

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

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Performance Rating **3**

The principal ensures the personnel evaluation process is implemented in accordance with district policies and state regulations. The principal ensures all certified staff members have access to pertinent evaluation documents and understand the evaluation process. The principal outlines the evaluation procedures to all certified staff during the opening school faculty meeting in August. The principal maintains a log each staff member signs verifying that they have received the evaluation information. The evaluation plan has been approved by the Kentucky Department of Education. The district evaluation committee reviews the evaluation policy and procedures every two years. The district evaluation committee is currently reviewing the evaluation process.

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

The principal ensures professional development resources are expended on activities directed by the school improvement plan or are targeted for growth on staff individual professional growth plans. Fiscal resources for the professional growth of certified staff are provided through state categorical funds with additional funding through available grants (e.g., Carl Perkins funding earmarked for vocational education, Advance Kentucky Schools funds for advanced placement training).

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

The principal and assistant principals follow the district personnel evaluation process that meets the requirements of state statute and regulations and district personnel policies. Each teacher is evaluated according to the requirements of tenure and non-tenure status.

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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.

The principal assures all teachers complete the minimum of twenty-four hours of professional development that is aligned with the goals of the school improvement plan and the teacher's Individual Professional Growth Plan. The principal supports the professional growth of all staff by implementing and monitoring the Individual Growth Plan process within a timely manner. The principal, school council members and the professional development committee support data-driven professional development that is aligned with school improvement. The staff participates in ongoing opportunities to work with colleagues to refine teaching practices. The professional development opportunities address the teachers' needs in the area of professional practice more than it does in content knowledge. The principal offers a structure for teacher leaders to work with each other (e.g., professional learning communities, half-day release time, book reviews, expanded leadership team, district leadership team, department chair coaching). The principal does not have a system in place to monitor the effectiveness of the professional development opportunities. The district and school collaborate to offer professional development for some of the classified staff.

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

The principal facilitates an expanded leadership team that includes teachers. These teachers collaborate with leadership to create job embedded professional development opportunities that meet the time management needs of teachers for collaboration during the school day. The principal does not have a structure to implement a multi-year professional development plan to build on previous training and development experiences. The principal has a process to monitor implementation of professional development, but there are no benchmarks and rubrics to measure the degree of implementation and impact on classroom instruction and student achievement.

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

The principal and school council approve a master schedule that provides professional development regularly within the school day. The principal

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provides a half day instructional release time every four to six weeks. Teachers meet in professional learning communities once a week for thirty minutes during their plan hour. The principal provides department chairs an additional planning period every day to coach, observe and mentor teachers within their departments. The principal does not ensure teachers use these job-embedded experiences as opportunities to continuously improve their professional practice.

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

The principal provides time and opportunities for the staff to demonstrate a connection between professional development planning, analysis of student achievement data and effective instructional strategies. However, the principal rarely analyzes professional development implementation and impact on instructional practices and student achievement. The principal does not have data for making future decisions on professional development and allocation of resources.

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

The principal follows the procedures outlined in the District Evaluation Plan. The principal requires all teachers to develop their individual professional growth plans at the beginning of the school year. The principal or the principal's designee collaborates with all teachers annually to review and update a plan for professional growth. Individual professional growth plans are connected to the employee evaluation plan and relate to school goals and improvement activities established to increase academic performance of all students. The current evaluation process is viewed by some staff as a compliance procedure rather than a change agent designed to foster self reflection and professional improvement.

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 principal follows procedures outlined in the district certified personnel

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evaluation plan and evaluates all certified staff according to designated timelines. The principal or designee does not always provide timely feedback after observations to support changes in behaviors and instructional practices. Teachers who need additional support and coaching are provided limited opportunities for time and assistance with the curriculum specialist and department chairs. Some teachers do not view the current evaluation and professional development plan as adequate support to bring about individual and collective improvement in instructional practice.

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The principal should clearly communicate and facilitate a system to monitor the implementation of the school's professional development activities and measure the impact on improving instructional practices and improving student achievement.

The principal should collaborate with the staff to further develop and extend the current job embedded professional development into a multi-year plan with implementation benchmarks for monitoring the effectiveness on increased student achievement.

Resources:

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

Guskey, T. R. (1999). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, Inc.

Maxwell, J. C. (1998). *The 21 Irrefutable Laws of Leadership*. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of employee handbooks, eWalk data, facility inspection reports, facility work orders, faculty meeting agenda, fire marshal reports, health department inspection reports, Implementation and Impact Checks, Individual Learning Plans, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, needs assessment data, professional development records, roster of teaching assignments, safe schools data reports, samples of classroom assessments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school procedures manual, School Report Card data, school Web pages, school/district safety plan, staff development agenda, state statute and regulation, student handbook, Student Performance Level Descriptors, student work, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle, trophy cases and Working Conditions Survey results

Interviews with assistant principal, central office staff, classified staff, district leadership, parents, principal, school council members, school leadership, school resource officer, students, superintendent and teachers

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

Performance Rating 3

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

The principal's individual professional growth plan includes a goal to effectively use the board approved employee evaluation process. The principal has ensured that all school administrators have developed an individual professional growth plan and submitted it for review and approval. Each administrator's plan focuses on leadership skills pertaining to individual job responsibilities. Some plans have a direct link to increased student achievement while others focus on safety and relationship building.

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Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The school mission statement was developed prior to the tenure of the current principal. The statement originated with the school leadership team with little input from other school or community stakeholders. The current council is developing a process to include all stakeholders in the revision of this mission statement. The council has adopted a Parental Involvement Policy October 12, 2009, to involve parents as partners in student academic achievement. The current vision statement was revised by the council in September 2009, but no other stakeholder involvement occurred. The principal has not initiated the development of a belief statement. The vision and mission are displayed in the school brochure, student handbook, some school meeting agendas and on a banner in the foyer of the school. The School Day and Week Schedule Policy January 11, 2010, references the current mission and vision statements. The mission statement is included in the 2010-11 school improvement plan.

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

The principal has established an administrative team (i.e., assistant principals, counselors), a leadership team (i.e., assistant principals, guidance counselors, curriculum specialists, exceptional child education coordinator, youth service center coordinator) and an expanded leadership team (i.e., leadership team and six teacher representatives). The administrative team reviews walkthrough data, formal teacher observations, and teacher summative evaluations. The leadership team reviews and analyzes data (e.g., No Child Left Behind, Interim Performance Report, PLAN, ACT, Measures of Academic Progress, student grades). The expanded leadership team provides input to the leadership team. The principal has established professional learning communities that meet during common teacher planning times. The principal led the development and implementation of a schedule that requires each professional learning community to analyze student performance data and discuss revisions of open response questions every fourth week. The principal and leadership teams use student performance data to make some programmatic decisions (e.g., establishment of twilight school and homework lunch, placement and adjustment of students in the freshman academy) . The school council does not actively analyze student

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performance data for the purpose of making academic decisions.

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

The principal uses the mechanisms of the school leadership team and professional learning communities to disaggregate school data (e.g., Educational Planning and Assessment System, No Child Left Behind, Interim Performance Reports, ACT, PACT, Measures of Academic Progress). The principal shares disaggregated student performance data at some faculty, professional learning community and school council meetings. The school improvement plan indicates disaggregated data is sometimes used by the leadership team to identify significant differences in academic performance. The principal has not fully implemented research based strategies to reduce the achievement gaps of targeted populations.

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

The council reviewed, revised and adopted policies as required by state statute. The principal has not implemented procedures to enforce all policies. The principal has not created procedures to monitor the outcomes of the professional learning communities. The principal sends a weekly message to the staff with an instructional events calendar. A seven period day is in place that provides common planning for all departments. The principal implemented professional learning communities and a four week rotation of topics that focus on improving student achievement and teacher instructional strategies. Most professional development is provided during the professional learning community meetings.

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

The school council has adopted an Improvement Planning policy October 12, 2009 that provides a process for developing the 2010-11 school improvement plan. Strategies for monitoring the plan are included, but funding sources are

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Performance Rating 2

not identified or aligned with strategies. The council adopted a Budget and Spending Policy October 12, 2009. The principal allocates funds from the school council budget to teachers for supplies. Council by-laws charge the Budget Committee with allocating, reviewing, and monitoring funds. The by-laws provide a process for teachers to request additional funds from the Budget Committee and an appeals process to the school council if the request is denied. The council has established a Special Resources Committee to review needs assessment data to allocate physical resources within the school. District leadership has given the principal flexibility to spend funds allocated as a result of a district safety audit in fall 2010. The council has not developed a policy or process to ensure the principal monitors expenditures of these funds to determine if they are being used efficiently and effectively to address intended student needs.

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

The council has developed all required policies and by-laws. The principal has developed procedures to implement most policies, but the Discipline and Classroom Management and Protection of Instructional Time policies are inconsistently implemented. The principal ensures school council policies are regularly reviewed and revised as necessary.

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

The school council has a standard agenda that includes student achievement. The school council occasionally discusses items that do not have an academic focus and are concerned with the day-to-day operation of the school. The school council submits plans for school improvement to the superintendent and school board for review. District administrators attend some school council meetings.

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

The principal has expressed a personal vision of leading a school recognized for high achieving students. The principal has attempted to engage the faculty in conversation and programmatic changes to increase student

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Standard 7 **Leadership**

Performance Rating 2

academic performance. The principal expects the staff to use data to change instructional practices, but change is not occurring. The principal is attempting to implement programs and practices to build a culture of collaboration, professional engagement, and support for changes in practice that will result in greater learning success for all students. The principal has instituted professional learning communities to provide opportunities for teachers to use data and adjust instruction. The principal has implemented some practices to recognize and reward student achievement. The principal conveys messages of high expectations for students on a regular basis, but all school staff does not support those expectations for students. A culture of respect between and among students and staff is not present in the school. The principal uses several types of leadership teams and staffing options to accomplish the work in the school. The principal employs a variety of human resources in an attempt to support teacher instructional efforts, but provides limited guidance to teachers on instructional practices. The principal assigns responsibility to members of the administrative and leadership teams, but has not ensured their accountability in supporting change (i.e., instruction, safety, culture). The principal does not have procedures in place to manage and systemically monitor people and programs. The principal does not use needs assessments to guide the work of programs in the school.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **1**

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

□ The principal ensures all staff members have access to current Kentucky curriculum documents and other materials related to Kentucky learning goals. Teachers are trained in the application of some resources, but the principal has not implemented monitoring procedures to ensure use of the resources at a high level. The principal has not ensured all staff members are sufficiently trained in using school and district curricular resources. The principal does not have a process in place to ensure teachers new to the building are current with data, programs and instructional practices.

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.

The council has adopted policy for discipline and classroom management that follows the district Code of Acceptable Behavior. The principal does not ensure that administrators, staff and students adhere to the district Code of Acceptable Behavior. The principal has not utilized the infrastructures (i.e., school resource officer, administrative managers) for implementation and maintenance of a safe and effective learning environment. School procedures are established, but are not enforced to support an orderly and safe environment for both students and staff. District leadership provides procedures to guide school personnel's response to threatening situations but these procedures are not consistently implemented. The principal has an organizational structure in place to monitor and maintain facilities and equipment, but these structures do not result in a well maintained facility. The current facilities plan is in an electronic format and maintenance requests are submitted electronically. The principal has not established a procedure to monitor the facility and grounds.

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Standard 7 **Leadership**

The principal should ensure all staff is trained in the use of curricular resources (e.g., Combined Curriculum Document, lesson plans, instructional programs and strategies). The principal should establish and implement clear procedures to monitor curriculum, instruction, and assessment.

The superintendent should ensure that the principal holds administrators, staff and students accountable to the directives of the district Code of Acceptable Behavior. The principal should clarify the roles, rules, and expectations for all staff in regard to student behavior. The principal should develop a specific plan to use human and fiscal resources to ensure a safe and secure learning environment,

The superintendent should ensure that district and building level administrators participate in effective instructional leadership and managerial training based on school initiatives.

Resources:

DuFour, R. and Eaker, R. E. (2005). On Common Ground. Bloomington, IN: National Educational Service.

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

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

Kentucky Commissioner's Parents Advisory Council (2007). The Missing Piece of the Proficiency Puzzle
<http://www.education.ky.gov/kde/instructional+resources/student+and+family+support/parent+s+and+families/the+missing+piece+of+the+proficiency+puzzle.htm>

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of attendance records, categorical program financial reports, classroom assessments, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, district budget and allocations, equipment inventory, eWalk data, faculty meeting agenda, needs assessment data, organizational charts, professional development records, roster of teaching assignments, school budget and allocations, school calendar with motivational and celebratory events, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, student discipline reports, student handbook, Title 1 program plan and Working Conditions Survey results

Interviews with assistant principal, central office staff, classified staff, community members, district leadership, parents, principal, school council members, school leadership, students and teachers

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

Performance Rating 3

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

The school council has adopted a master schedule that provides common planning time for ninth and tenth grade teams and across content grade levels in grades eleven and twelve. The principal facilitates weekly professional learning communities across content areas during teacher planning periods to address unpacking learning standards, research-based strategies and data analysis. Department chairs are scheduled an additional planning period for coaching and assisting teachers in modeling and implementing strategies to enhance student learning and improve instructional practices. The principal invites middle school teachers to attend periodic vertical core content alignment sessions. The district occasionally facilitates vertical and horizontal planning meetings between the two local high schools.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **3**

8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

The school council has adopted a School Day and Week Schedule Policy dated January 11, 2010. The policy references the mission statement "CCHS—Doing whatever it takes to prepare students for the 21st Century" and the school vision, "Whatever It Takes...to produce students who can solve problems, contribute to society, and be life-long learners!" The principal has implemented a master schedule that provides time for all teachers and students to address core content. Students receive additional instruction in reading in the Achieve 3000 reading block. All junior and senior students receive additional instruction in Triumph College Admission to improve ACT scores in content areas. Students access on-line resources for credit recovery, twilight school and advanced study in World Languages. Students choose from a wide selection of electives that meet individual student interests and needs. Students can pursue advanced placement credits in all core content areas.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

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

The principal has established an administrative team (e.g., principal, assistant principals, and counselors) and a leadership team (i.e., administrative team members, curriculum specialists, program directors, program coordinators). Some leadership team activities are expanded to include teachers. School council has adopted bylaws, policies and procedures for establishing and defining the work of standing and ad hoc committees. All standing committees are in place (e.g., Planning and Professional Development, Budget and Spending, Assessment, School Culture, School Resources, Curriculum and Instructional Practices.) All teachers are required to serve on at least one committee. The policy states that teachers will sign up for desired committee membership and that the committees will elect the committee chair. The principal appointed all committee chairs and teachers. The appointed committee chairs conduct meetings when called by the principal. The chairman presents meeting agendas and minutes to the school council for review. The principal has organized the building to maximize staff opportunities for common planning and sharing resources. Teachers in the freshman academy and the sophomore academy are organized in teams to facilitate team planning and student interventions. The principal has assigned core content classrooms in close proximity to each other. The principal uses walkthrough data from the administrative team, Rutherford walkthroughs, learning walks, department head observations and district walk throughs to monitor instructional practices. The principal schedules monthly meetings of professional learning communities to analyze classroom performance data and to present student data using common assessment data boards. The principal conducted a school-wide technology audit and made changes in classrooms based on the best placement of interactive boards and document cameras. School council has adopted a policy and procedures for school space use and assignments. School council has not adopted a policy for evaluating and prioritizing the allocation of all resources. The principal does not search for opportunities for school staff to submit grants for outside resources.

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

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Performance Rating **2**

The school council has adopted the School Day and Week Schedule policy dated January 1, 2010. The principal has implemented procedures for preparing and implementing the school schedule. The principal, in collaboration with the guidance staff, prepares the schedule based on individual student needs to allow them to master core content. The principal appoints an Ad Hoc Scheduling Committee to review student data, graduation needs and teacher strengths when assigning staff and students. Students are assigned to core content classes based on previous year's scores on Measures of Academic Progress and curriculum-based measurements (i.e. common assessments). The principal allows students in grades nine through twelve to select electives that meet individual needs and interests. The school council adopts the master schedule based on the recommendations of the principal. The principal does not present the master schedule to the school council in a timely manner for approval before the start of the school year. The principal assigns some teachers a combination of collaborating classes and college preparation or advanced placement classes which enables some struggling students to access teacher strengths.

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

School council has adopted a policy for protection of school time dated January 11, 2010. The policy defines teacher and principal's responsibilities for maintaining instructional focus. The school council has adopted a Discipline and Classroom Management policy which was revised October 12, 2009. The school uses the current District Code of Acceptable Behavior for disseminating and interpreting the behavior and discipline standards and guidelines of the district and school. The principal issues each student a student planner which outlines student rules and responsibilities and levels of discipline consequences for code violations. The principal has hired three administrative managers to assist in improving class transition time and to lessen the number of tardies. The principal has implemented an electronic scanning system to manage tardies and skips from the classrooms. Teachers are expected to plan daily lessons that guide instruction from bell to bell (i.e., bell ringers, wrap-ups, flashbacks). Many teachers do not design effective lesson plans that contain the components of an acceptable lesson plan. Some teachers do not demonstrate a clear understanding of the scope and purpose of bell ringer and wrap-up activities. The principal, assistant

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Performance Rating 2

principals, curriculum coaches and department chairs do not consistently monitor lesson plans in order to provide meaningful feedback to teachers to improve classroom instructional practices. Teachers in many classrooms are not effective in handling day-to-day classroom disruptions to ensure that each student has an opportunity for a safe and calm learning environment. The principal has not provided timely, targeted professional development in classroom management procedures for those teachers struggling with disruptive student behaviors.

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

The school council by laws adopted October 15, 2007, include a committee policy to guide the work of all committees operating within the school. The Budget and Spending Policy and procedures were adopted October 12, 2009. The policy outlines clear procedures for budgeting and distributing school allocations. Teachers are given a set amount of money for classroom instructional materials. Teachers needing additional resources meet with the budget committee. If the budget committee does not grant the request, teachers may present the request to the school council for further consideration. The principal does not ensure that all resource requests are connected to the learning goals of the school improvement plan. The principal does not always provide copies of current Munis financial documents to the budget committee members and school council members for review when requesting that the committee and the school council approve changes in the school council allocations.

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Performance Rating **1**

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

The school council does not receive allocations to make budget decisions on the use of discretionary funds. Most discretionary funds are determined at the district level and are used to increase the number of allocations for certified and classified staff positions. The superintendent and the principal do not conduct formal needs assessments to determine priority needs for discretionary funds. The superintendent and the principal do not connect expenditures of discretionary funds to the school improvement plan. Discretionary funds are awarded based on requests from school principals.

- 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 budget and spending committee prepares agendas and minutes for each regular meeting. The budget committee submits expenditure reports to the school council for review. The principal does not always submit copies of up-to-date Munis financial reports to the budget and spending committee and the school council. The principal does not ensure the copies of the financial reports are filed in the council minutes for public perusal. The principal, budget and spending committee and the school council do not ensure that resource allocations are connected to the school improvement plan. The school council accepts assurance from the principal and the budget committee that expenditures are spent from appropriate budget categories and enhance school improvement goals.

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

The principal and the school improvement planning team did not include funding sources and amounts for the strategies identified in the school improvement plan. Most state and federal program funds are used independently and are not connected to the school improvement plan. The principal does not monitor the use of categorical funds for the purpose of

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Performance Rating **1**

making program changes. The school improvement plan contains a monitoring component for each strategy, but the process does not clearly consider the impact allocated resources have on student achievement and instructional practices.

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Standard 8 **School Organization and Fiscal Resources**

The principal should implement clear organizational procedures that accurately reflect the intent of the school council policies. School council members should receive information and training on reviewing recommended committee policies and determining if proposed policies are classified as best practice policies or required by KRS 160.345 statute. The principal should make all decisions within the parameters of the school council policy.

The principal should provide up-to-date copies of Munis financial reports to the budget and spending committee members and school council members for review at all committee and school council meetings. The school council secretary should file copies of all financial documents with the agenda and minutes of school council meetings. The superintendent and the principal should conduct formal needs assessments to establish the priority needs of the school to be funded by allocation of discretionary funds.

The principal should ensure that all funding sources and amounts are supportive of the components and strategies of the school improvement plan. The school improvement plan should reflect an integration of state, federal and local funds to maximize the impact on student learning. All categorical funds should be effectively monitored for the purpose of making program adjustments that meet the changing needs of all student learners especially the gap targeted populations.

Resources:

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

<http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/School+Finance/>

Kentucky School Board Association - www.ksba.org

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

Plecki, M.L. & Monk, D.H. (2003). School Finance & Teacher Quality: Exploring the Connections. Larchmont, NY: Eye on Education.

Kentucky Commissioner's Parents Advisory Council (2007). The Missing Piece of the Proficiency Puzzle
<http://www.education.ky.gov/kde/instructional+resources/student+and+family+support/parents+and+families/the+missing+piece+of+the+proficiency+puzzle.htm>

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, eWalk data, examples of school to home communications, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, needs assessment data, newspaper clippings/press releases, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, School Report Card data, school Web pages, staff development agenda, student handbook, student work, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle, trophy cases and Working Conditions Survey results

Interviews with assistant principal, curriculum resource specialist, principal, school leadership, students and teachers

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

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 current mission was adopted during the 2008-09 school year with little or no input from staff or other stakeholders. The current vision statement was revised by the school council in September 2009 but no other stakeholder involvement occurred. The principal and school council reviewed the current school mission statement during the December 16, 2010, school council meeting. The council voted to conduct a future review of the current mission statement "Doing whatever it takes to prepare students for the 21st Century" and the vision statement "Whatever It Takes! Christian County High School wants to turn out "Students Who Can! Students Who Can . . . Solve Problems – Contribute to Society – Be Life-Long Learners!" to allow stakeholder input into changes to be made in future mission and vision statements. The

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

principal has not initiated the development of a belief statement.

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

The principal, school council and the School Improvement Planning committee have identified two goals for the 2010-11 school improvement plan. Goal One is based on data from the PLAN and eleventh and twelfth grade ACT reports, Interim Performance Reports and No Child Left Behind Reports. This data has been utilized within Goal One of the school improvement plan to establish benchmarks and set new learning goals for all No Child Left Behind populations and all content areas. However, goals have not been set for Measures of Academic Progress, Advanced Placement or Kentucky Occupational Skills Standards Assessment improvements. No benchmark data regarding course failures, suspension rates or drop-out rates are included for Goal Two-Learning Environment.

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

The school principal met with leadership team members (assistant principals, guidance counselors, special education coordinator and curriculum specialists) to determine root causes for learning gaps as identified by state assessment data. The School Improvement Planning team, which consists of fifteen department chairpersons, met in November and December for development of the 2010-11 school improvement plan. The leadership team has begun development of the Executive Summary for the school improvement plan and the school improvement plan committee is scheduled to complete the summary at the January 2011 meeting.

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

The school council has established a new timeline for collecting future Implementation and Impact Checks information in January, March and May 2011. The department chairpersons are responsible for the monitoring of strategies for implementation and impact on plan goals. The collection of Implementation and Impact checks has been implemented on a limited basis in the past and has not always provided information on which to base

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Performance Rating 2

success or the need to make changes in the plan strategies.

9.6a The plan is implemented as developed.

The principal, focusing on the school improvement plan adopted in December 2010, has implemented multiple embedded professional development trainings during staff planning time. Data disaggregation, examining student work and targeting low performing students are designed to engage teachers in increasing expectations and rigor in their classrooms. The school improvement plan will not be distributed to all staff until the current review and refinement process is complete.

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

The principal requires staff to attend planning meetings to discuss academic data for evaluating student performance on the Measures of Academic Progress test and on common assessments. Data boards have been created to provide a visual representation of student achievement. Core area teachers are expected to identify students to target for academic improvements to meet the learning goals. The school goal is for 70 percent of students to score proficient or distinguished on the state assessment in May 2011. Data is being collected for academic progress, but there is little or no data identified for monitoring Goal Two benchmarks in attendance, drop-outs and discipline notices.

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

The principal requires staff to examine student data over time and monitors student achievement on the Measures of Academic Progress and common assessments. Implementation and Impact checks have rarely been utilized for this process, but the school improvement committee has identified a schedule for evaluating efforts to improve student achievement and behaviors during January, March and May 2011.

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

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Performance Rating 2

The principal and school council, with input from staff and parents, are developing a school improvement plan to provide a framework for sustained improvement of academic achievement and student behaviors. Student recognitions (e.g., assembly, free yearbooks, homework passes, test passes, public recognition) occur for scoring proficient or distinguished on the state assessment. Students who do not have any discipline notices had a field trip June 16, 2010, to Venture River and the school paid for half of the admission costs and transportation. Staff are expected to increase student achievement to 70 percent of students scoring proficient or distinguished on the May 2011 state assessment.

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The principal should identify benchmarks in the school improvement plan for reduction in discipline notices, student tardies, student drop outs and improvement in student attendance. Discipline data must be based on accurate data collection that reflects the types of incidents occurring and the impact of consequences in improving behaviors. Drop-out prevention and increasing attendance rate efforts should be identified and monitored for effectiveness.

Data must be utilized in measuring the impact of identified instructional strategies on student achievement. Improvement targets should be identified for the Measures of Academic Progress, ACT and Kentucky Occupational Skill Standards Assessment data.

Resources:

Henderson, A. T. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.

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

Loucks-Horsley, S. & Stiles, K. E. (2001). *Leading Everyday*. Thousand Oaks, CA:Corwin Press.

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Summary of Next Steps:

The principal and school council should focus every decision intentionally and strategically on advancing academic achievement. The principal, school council, and teachers should have an academic focus that targets learning gaps and supports structures necessary for high student achievement. All decisions should be student-centered.

The principal should collaborate with other instructional leaders to continuously monitor instructional practices, provide feedback and ongoing support to ensure that effective research-based and rigorous instructional strategies are used in delivering an aligned curriculum. The principal should provide professional development activities that promote the use of technology and other differentiated instructional strategies for challenging and motivating students to learn at high levels. The principal should assure instruction actively engages students in learning activities that move students to proficiency.

The principal should ensure the procedures affecting teaching and learning are implemented according to policy guidelines and organizational structure. The principal should ensure instructional support staff is consistently monitoring instructional practices. The principal should ensure that school staff consistently applies the district Code of Acceptable Behavior and the consequences listed in the student handbook to foster the belief that all students are treated in a fair and consistent manner.

The principal should foster a nonthreatening learning environment of high expectations with adults taking the role as educational advocates for all students. The learning environment should include a behavioral management program built on a foundation of respect for all. Administrators, teachers and all staff should ensure consistent enforcement of the district Code of Acceptable Behavior.

The principal should begin immediately to collaborate with appropriate staff members to develop and implement systems to monitor and document the implementation and impact of all programs and resources designed to improve student achievement and the operational efficiency of the school. The principal should develop and extend the current job-embedded professional development into a multi-year plan with benchmarks for monitoring the impact of student achievement.

District leadership should ensure that the principal and other building administrators receive effective instructional leadership and managerial training to build leadership capacity. The principal should define the roles, rules, and responsibilities for each staff member and consistently communicate, implement, and monitor policies and procedures to ensure staff adherence. The principal should establish and implement clear procedures to monitor curriculum, instruction, and assessment to positively impact student achievement.

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In Conclusion:

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

The Leadership Assessment Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the capability and capacity to continue her roles and responsibilities established in KRS 160.345. The principal was hired July 1, 2010, to implement the district's plan for turning around Christian County High School. However, if after one year of implementing the intervention plan, Christian County High School has not made sufficient progress toward the annual goals and implementation of the intervention plan, the principal shall be removed.

Council Authority:

The Leadership Assessment Team recommends that the school council does have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

Commissioner's Determination:

As a result of Commissioner Holliday's review of the leadership assessment recommendations and findings in the leadership assessment report, including a review of other relevant data that have bearing on the actions to be taken, Commissioner Holliday's final determination is as follows:
School council does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.
School council shall be retained in advisory capacity.
The current membership of the council shall be replaced by the Commissioner.
All other recommendations of the Leadership Assessment Team not conflicting with these final determinations are hereby adopted as the Commissioner's determination.

Commissioner, Kentucky Department of Education:

_____ Date: _____

Pursuant to School Improvement Grant Section 1003g (SIG) Guidance from the US Department of Education the district must submit an application to receive SIG 1003g funds.

The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).

The annual goals will be based on student achievement on the state assessments in both reading/language arts and mathematics.

Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals with a valid, reliable, fair and strong

predictive assessment tool that correlates with KDE's summative measures of student achievement.

I have received the leadership assessment report for Christian County High School. I understand the school and district must meet the requirements listed above.

Principal, Christian County High School

_____ Date: _____

Superintendent, Christian County Schools

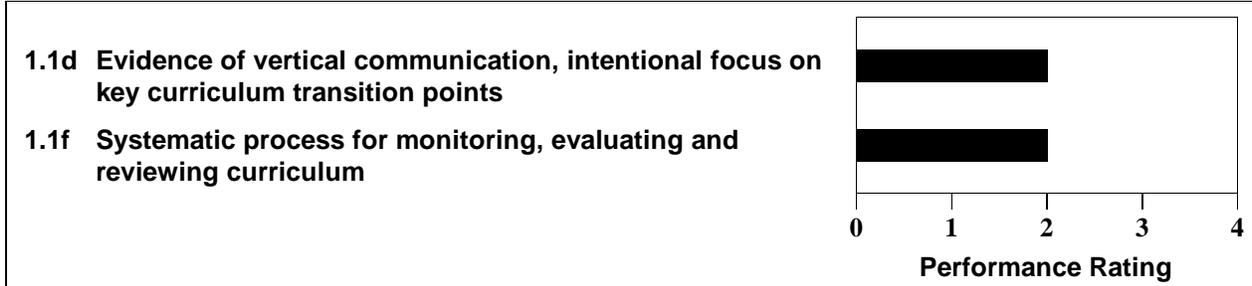
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1.1 Curriculum

Academic Performance

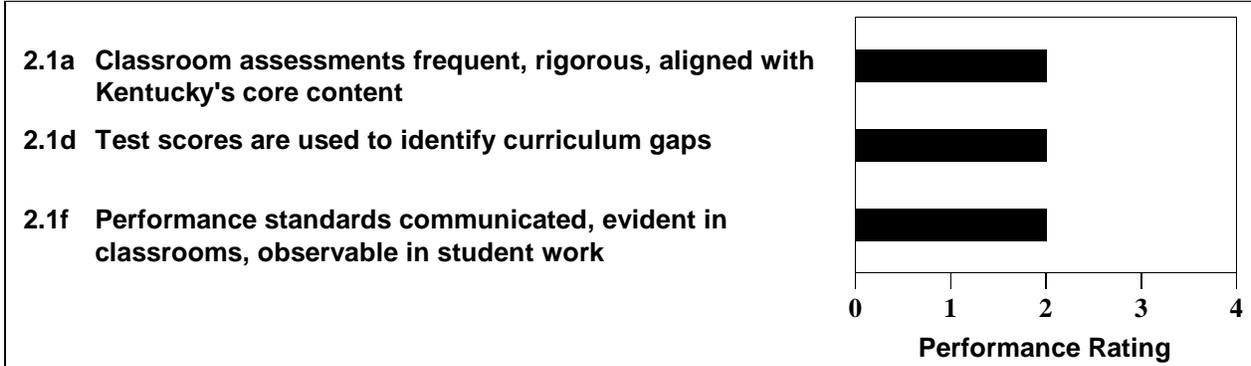


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2.1 Classroom Evaluation/Assessment

Academic Performance



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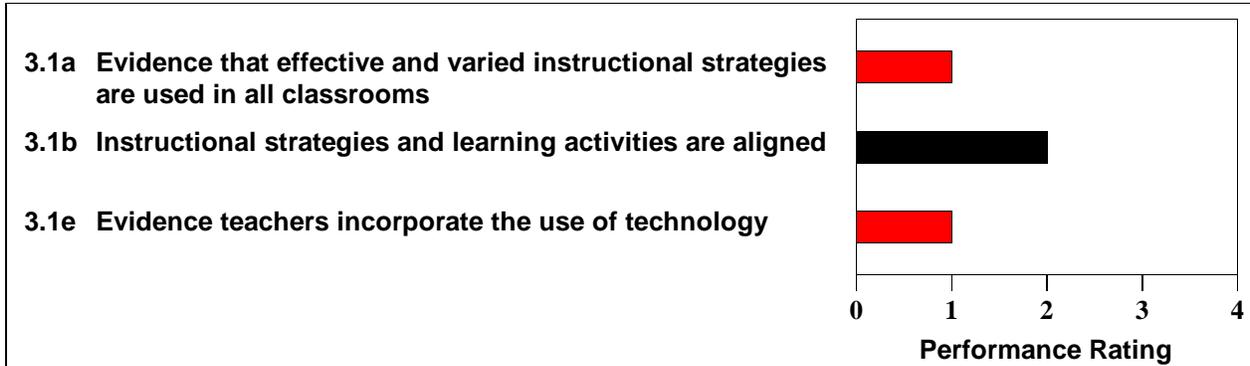
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3.1 Instruction

Academic Performance



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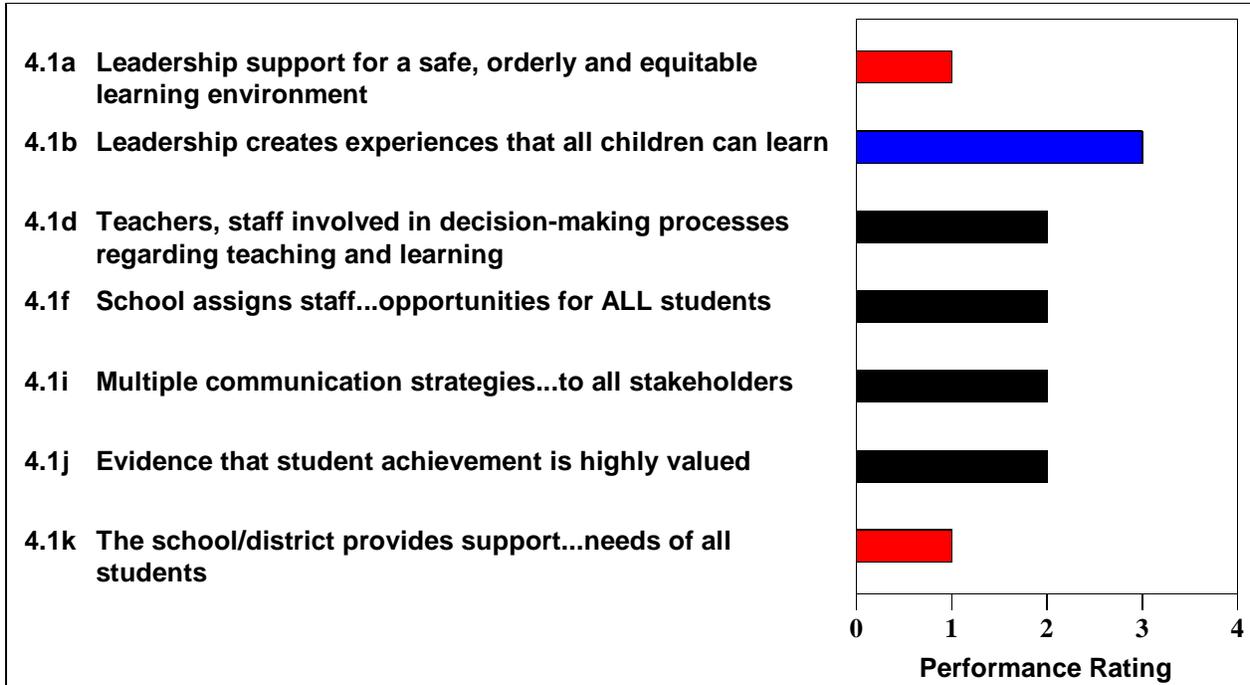
Christian County High School

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4.1 School Culture

Learning Environment



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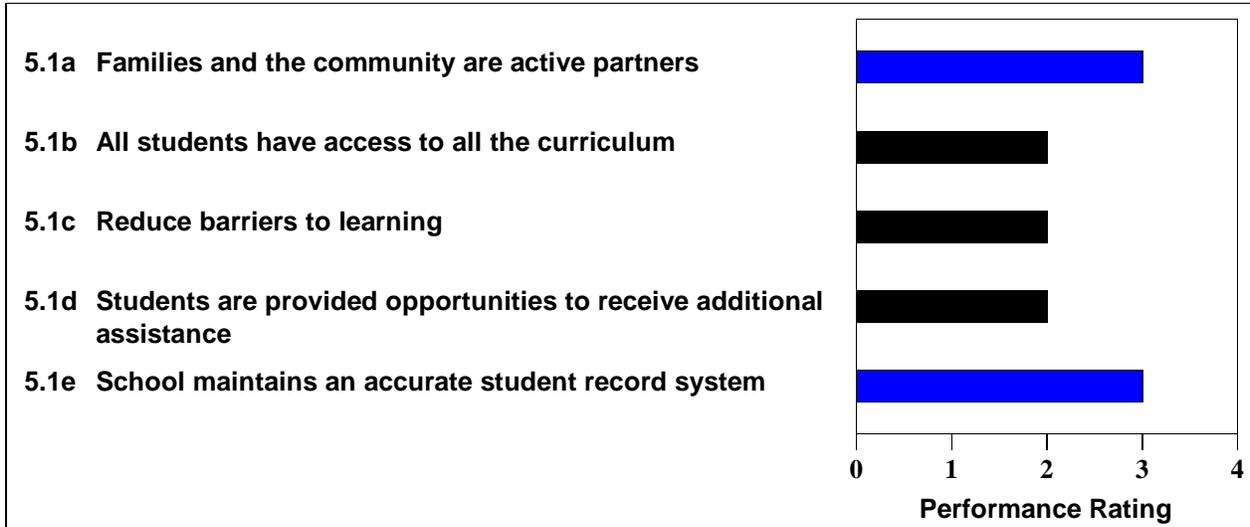
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5.1 Student, Family and Community Support

Learning Environment



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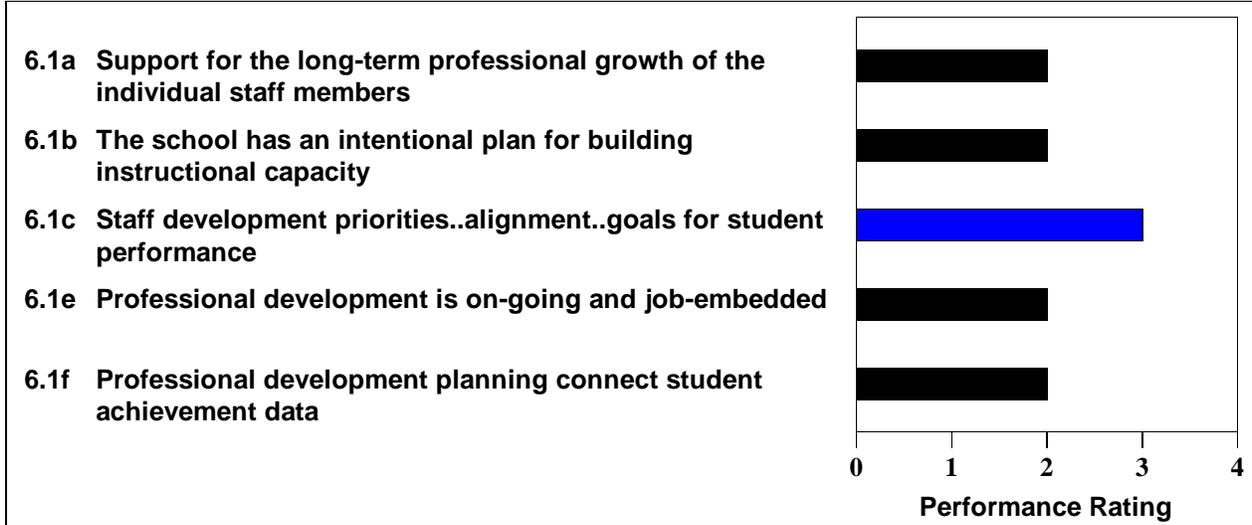
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6.1 Professional Development

Learning Environment



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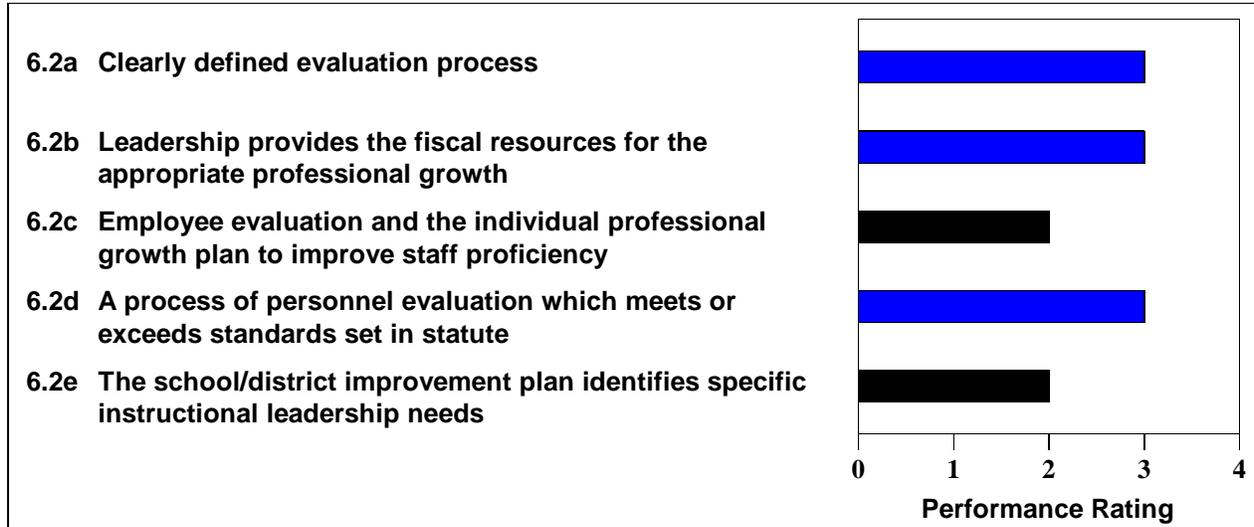
Christian County High School

Christian County School District

1/9/2011 - 1/14/2011

6.2 Professional Growth and Evaluation

Learning Environment

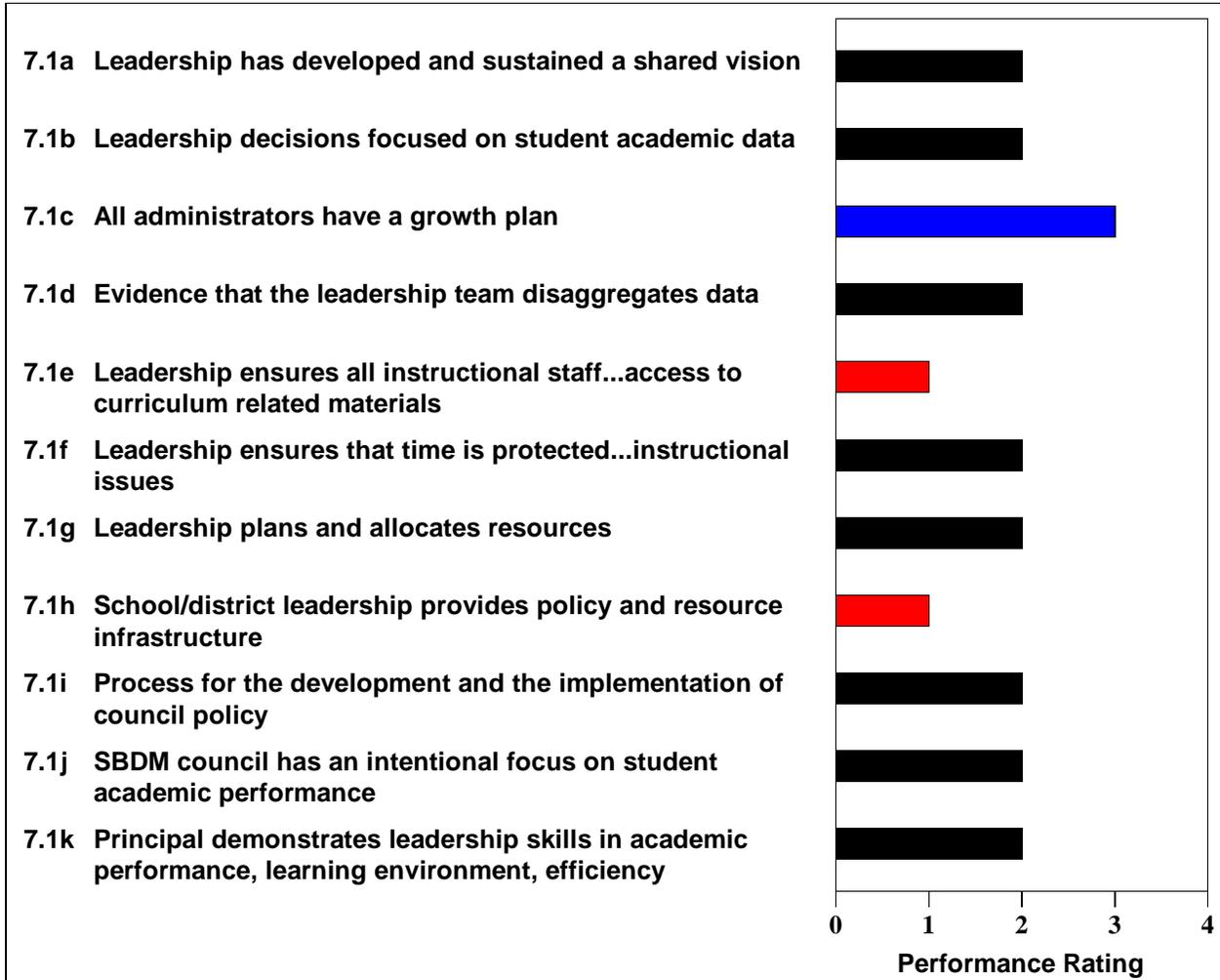


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Christian County High School
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7.1 Leadership

Efficiency

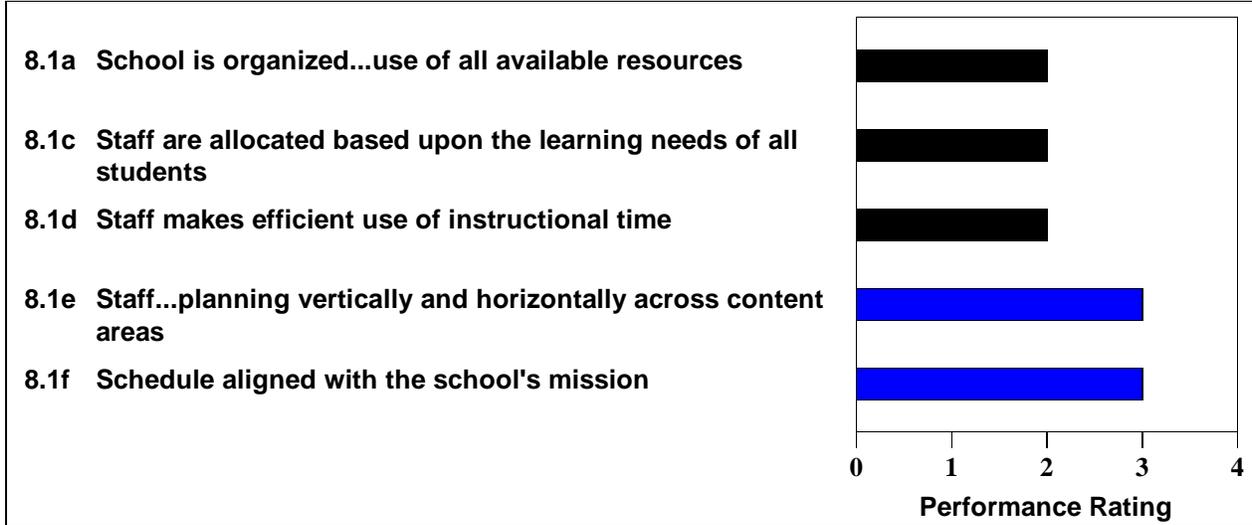


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8.1 Organization of the School

Efficiency



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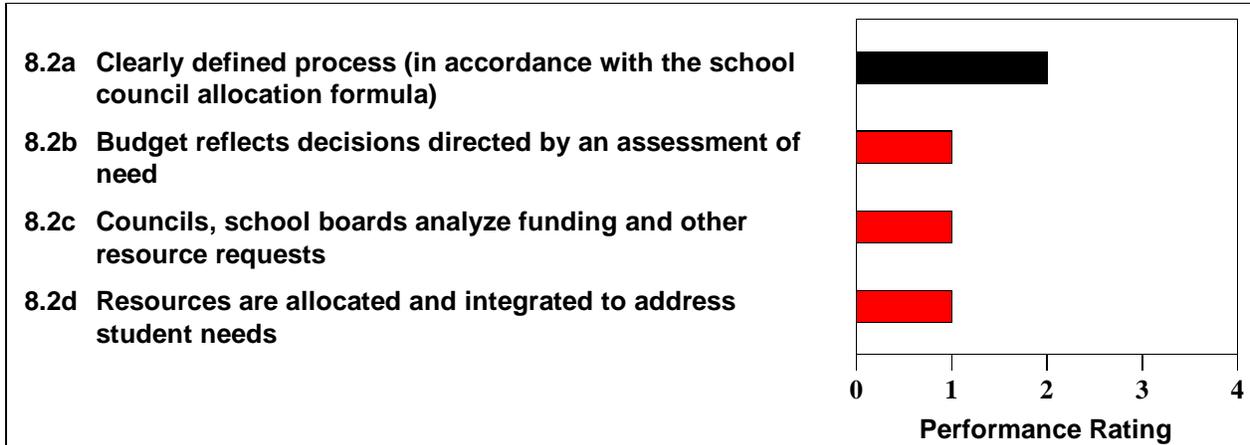
Christian County High School

Christian County School District

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8.2 Resource Allocation and Integration

Efficiency

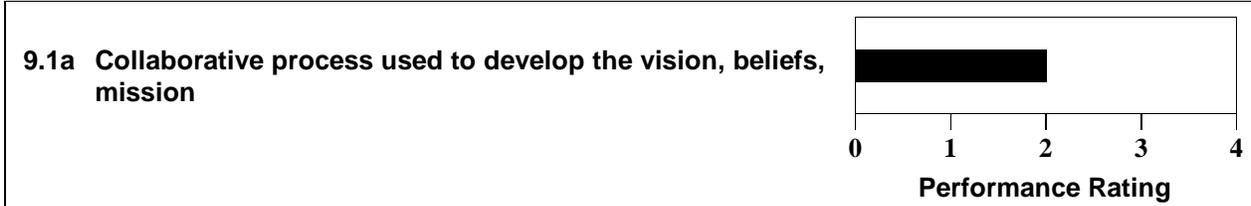


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9.1 Defining the School Vision, Mission, Beliefs

Efficiency



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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

