

Dayton Independent  
Dayton High School  
School Leadership Assessment Report



10/30/2011 - 11/04/2011



# School Leadership Assessment Executive Summary

Dayton High School

Dayton Independent School District

10/30/2011 - 11/4/2011

Rick Wolf, Principal

## Introduction

The Kentucky Department of Education conducted a school leadership assessment of Dayton High School during the period of 10/30/2011 - 11/4/2011. 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 indicates a need for skill and knowledge enhancement but has identified no specific plan to address those needs.  |
| Next Steps                                  | District leadership should provide the principal with a mentor who has experience in leading a school to proficiency to aid his growth in organizational structures and systems. The mentor should coach the principal in team building, data analysis, goal development, and human resource management, including the establishment of a formal leadership team to assist in providing direction for the school. The superintendent should monitor and evaluate the principal leadership and managerial style through specific growth plans and timely feedback. |
| School Action Steps to Overcoming Obstacles |   |
| Timeline/Person Responsible                 |   |
| 2. Deficiency                               | The school council is not in compliance with state statute and regulations.   |

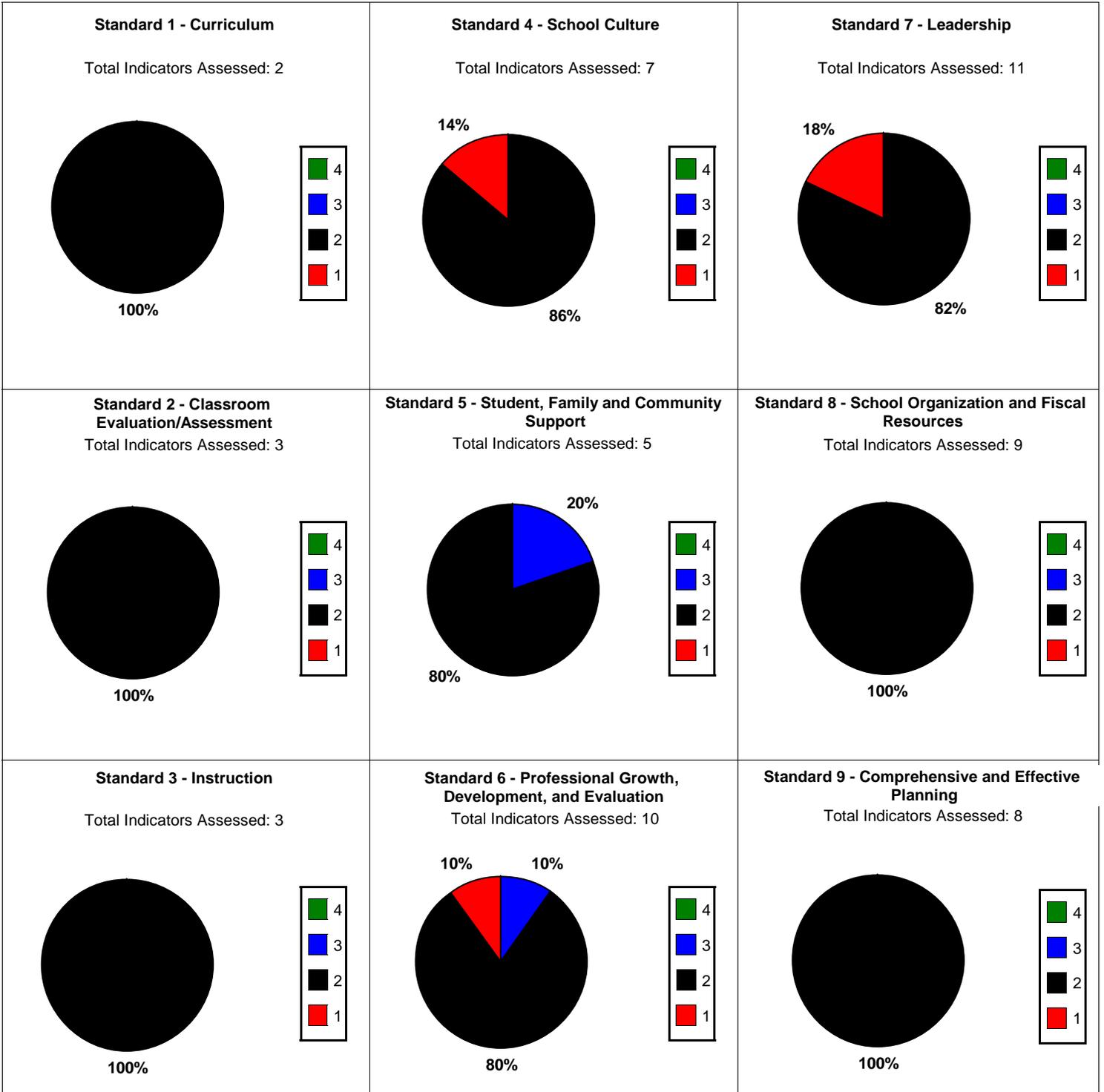
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|---|---|
| Next Steps                                  | The school council should contact the Kentucky Department of Education for assistance and training in review and revision of the by-laws and policies and in effective management of school council meetings. The objective should be to ensure that school council operations are in compliance with state law and include best practices that will provide direction and accountability that clearly demonstrate how the school council is to conduct its business in providing a quality education for all students. The principal should then guide the school council in adopting all required and suggested best practice policies. These policies should reflect and support the vision, mission and the school improvement plan. In order to promote continuous student growth and achievement, the policies should be designed to meet the specific needs and characteristics of the school. |
| School Action Steps to Overcoming Obstacles |   |
| Timeline/Person Responsible                 |   |
| <b>3. Deficiency</b>                        | <b>The school curriculum is not aligned with state standards.</b>   |
| Next Steps                                  | The principal and school council should ensure that the curriculum is fully aligned to Kentucky Core Academic standards. The principal should ensure that there is vertical and horizontal communication within and between schools to address key curriculum transition points. Teachers in each content area should work together to align the curriculum vertically and horizontally. There should be a formal process to facilitate and document regular discussions between schools and among faculty groups about these key curriculum transition points. The principal should monitor to ensure the resulting recommendations of these discussions are implemented. Curriculum maps should be developed in all content areas and pacing guides completed to facilitate the implementation of the aligned curriculum.   |
| School Action Steps to Overcoming Obstacles |   |
| Timeline/Person Responsible                 |   |
| <b>4. Deficiency</b>                        | <b>The principal does not ensure that all teachers analyze student work to guide instruction or use rigorous instructional strategies to meet the needs of all students.</b>  |

|   |  |
|---|--|
| Next Steps                                  | The principal should ensure that all teachers are trained in a protocol to analyze student work. Analysis should be ongoing and instruction should be adapted to meet the needs of all students. The principal should ensure that all teachers are trained to effectively implement the use of rigorous, research based instructional practices. Follow-up training should be provided as needed. Lesson and unit plans should indicate how these strategies will be used to meet the individual needs of all students. The principal should monitor the use of these instructional strategies to ensure learning styles and multiple intelligences of the diverse student population are addressed. |
| School Action Steps to Overcoming Obstacles |  |
| Timeline/Person Responsible                 |  |
| <b>5. Deficiency</b>                        | <b>Teachers do not have a clear understanding of formative assessment for learning.</b>  |
| Next Steps                                  | The principal should ensure that all teachers understand and regularly use formative assessments to inform and modify instruction. Training in the use of formative assessments for learning should be provided. Teachers in all content areas should develop rubrics for classroom assessments. Students should be given strategies to help them understand and use these rubrics for self-assessment and for communication of what they are to know and are able to do. Performance standards and models of proficient student work should be displayed in all classrooms.   |
| School Action Steps to Overcoming Obstacles |  |
| Timeline/Person Responsible                 |  |
| <b>6. Deficiency</b>                        | <b>There is no formal communication plan.</b>  |
| Next Steps                                  | The principal and the communications committee should develop a formal communication plan. This plan should include multiple forms of communication and procedures for disseminating information to all stakeholders. Communication should be continual, two-way and provide information that encourages frequent and meaningful interactions among the entire school community.   |
| School Action Steps to Overcoming Obstacles |  |
| Timeline/Person Responsible                 |  |

**Dayton High School**  
 KDE 2011 School Leadership Assessment Report  
 At-a-Glance

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

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



**9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Dayton Independent - Dayton High School**

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

**Legend**

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

## **Focus on Student Academic Performance**

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

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

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

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

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**Dayton High School**  
**Dayton Independent School District**

10/30/2011 - 11/4/2011

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of Dayton High School during the period of 10/30/2011 - 11/4/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (54) and formal interviews and informal discussions with teachers (23), students (90), parents (23), Youth Services Center staff member, therapist, central office personnel (8), classified personnel (14), community members (5), the assistant principal, the counselor 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 Randell E. Harrison - Building Administrator. The other team members were Wayne Puckett - District Administrator, Jean Roberts - Teacher, John A. Roberts - Higher Education Representative, Sandra Shepherd - Parent, Patricia Hale - Building Administrator, Floyd Hines - District Administrator, Marti H. Stuckey - District Administrator, Larry G. Stinson - Kentucky Department of Education Representative, Kristie Kelly - Kentucky Department of Education Representative and Shannon Coyle - Educational Recovery Specialist.

## **Academic Performance**

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

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

## **Learning Environment**

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

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

## Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

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

Review of classroom assessments, classroom assignments, course syllabi, curriculum documents, curriculum maps, Kentucky's Core Content for Assessment, lesson plans/units of study, professional development records, school council meeting agenda and minutes, school council policies and bylaws, student work, SpringBoard materials and teacher assessment binders

Interviews with assistant superintendent(s), central office staff, curriculum resource specialist, media specialist, parents, principal, school leadership, students and teachers

Observations of classrooms, common areas and computer lab

**Performance Rating    2**

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

There is some vertical communication within and between schools (e.g., within departments, between elementary, middle and high schools) to address key curriculum transition points, but these conversations are informal and documentation is limited. There is no formal process in place to facilitate regular discussions between schools or among faculty groups about these key curriculum transition points. Neither is there a process to ensure that the results of any discussion are implemented.

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

The school's curriculum is not fully aligned to state standards. English and mathematics are using SpringBoard documents as curriculum maps. Teachers in other content areas have individually developed unit and curriculum documents, but there is no evidence of vertical and horizontal alignment of all curriculum to state standards. The school council's Determination of Curriculum policy (1.01; revised on October 26, 2011). The council minutes do not indicate that the revised policy was adopted. The revised school council policy states that "the chairperson of the Curriculum Committee shall, by February 28, report to the school council a recommendation from the Curriculum Committee that includes a curriculum that is aligned with state standards for the school." According to the policy, all issues related to the curriculum of the school are to be referred to the curriculum committee for discussion and recommendation to the school

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Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating    2**

council. There is no formal documentation that the curriculum is regularly reviewed and evaluated in order to make modifications for improvement. There is no formal procedure for monitoring to ensure that the curriculum is being implemented as designed.

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Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

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Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

The principal and school council should ensure that the school curriculum is fully aligned to Kentucky Core Academic standards. The principal should ensure that there is vertical and horizontal communication within and between schools to address key curriculum transition points. Teachers in each content area should work together to align the curriculum vertically and horizontally. A formal process should be in place to facilitate and document regular discussions between schools and among faculty groups about these key curriculum transition points. The principal should monitor to ensure that the resulting recommendations of these discussions are implemented. Curriculum maps should be developed in all content areas and pacing guides completed to facilitate the implementation of the aligned curriculum.

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Summary Findings in: **Academic Performance**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, professional development records, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, school Web pages, student work and teacher portfolios

Interviews with assistant superintendent(s), central office staff, curriculum resource specialist, media specialist, parents, principal, students and teachers

Observations of cafeteria, classrooms, common areas, computer lab, 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.

Classroom assessments are sometimes aligned with Kentucky standards. Many classroom assessments, however, are textbook driven (e.g., quizzes, vocabulary, end of chapter/unit test) and lack rigor and relevance. Formative assessments provided by SpringBoard are designed to be rigorous, authentic in design and used to guide instruction. These assessments are not always intentionally used as designed. Teacher designed classroom assessments often lack rigor and do not always require students to think critically. These formative assessments are seldom used to guide and differentiate instruction. The principal does not have a procedure in place to monitor classroom assessments to ensure that they are rigorous, frequent and used to inform instruction.

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

Results of Kentucky Core Content Test (KCCT) and No Child Left Behind (NCLB) assessments are disaggregated by the district and the data provided to the school. School leadership, along with school staff reviews the data, but there is no protocol used to analyze the data to identify gaps in curriculum and ensure alignment with state standards. The school staff routinely evaluate test data such as Measure of Academic Progress (MAP) and American College Test (ACT) to identify gaps in student learning and sometimes gaps in instruction, but gaps in the alignment of the curriculum are

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Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

not included in the evaluation. The school council receives reports on the results of these assessments, but they do not review or analyze the data.

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

Most classrooms post the lesson objectives in an “I will or I can” statement, but the connections to Kentucky standards are not displayed. Some lesson plans gave the connection to the standards, but this connection was not always observed in classroom instruction and assessment. Expectations (e.g., rubrics, models, performance standards) are not often communicated to the students before assessments or assignments. Performance standards, rubrics and models of proficient student work are not displayed in most classrooms or in common areas of the school. English/Language Arts and mathematics have adopted SpringBoard, a common core standard’s based curriculum model. This curriculum has formative and summative assessment embedded in the curriculum unit plans, but the formative assessments are not always used to inform instruction. Teacher-made classroom assessments do not always challenge all students to achieve mastery, and students are not able to show what they know and are able to do because the assessments and assignments are of such low rigor. The principal does not have a formal process for monitoring to ensure that students are given rigorous assessments and assignments that allow them to demonstrate learning at high levels, and to ensure that performance standards, rubrics and models of proficient work are displayed in classrooms and common areas so that students can make the connection to Kentucky standards.

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Summary Findings in: **Academic Performance**

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

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Summary of recommendations in: **Academic Performance**

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

The principal should ensure that all teachers are trained in a protocol to analyze student work. Analysis of student work (e.g., test scores, formative assessments, classroom assessments) should be ongoing and instruction adapted to meet the needs of all students. The principal should systematically monitor to ensure that these analyses are being used to guide instruction and address instructional gaps and overlaps and gaps in student learning.

The principal should ensure that all teachers have an understanding of and regularly use formative assessments in the classroom to inform and modify instruction. Training in the use of formative assessments for learning should be provided.

Teachers in all content areas should develop rubrics for classroom assessments. Students should be given strategies to help them understand and use these rubrics for self-assessment and for communication of what they are to know and are able to do. Performance standards and models of proficient student work should be displayed in all classrooms. Use of "I Can" statements, making the connection to state standards and teaching for learning to ensure content mastery should be non-negotiable. The principal should monitor to ensure this is occurring.

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, curriculum documents, curriculum maps, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, rubrics, samples of classroom assessments, samples of student work products, Student Performance Level Descriptors, student work, teacher portfolios and Interim Performance Report

Interviews with assistant superintendent(s), central office staff, curriculum resource specialist, media specialist, parents, school leadership, students and teachers

Observations of classrooms, common areas and computer lab

**Performance Rating    2**

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

The school council adopted an Instructional Practices: Schoolwide Writing Component (01.04; 2007) and an Instructional Practices: Standards and Assessment policy (06.01; revised in 2008), but neither policy directly addresses varied and effective instructional strategies in the classroom. The newly adopted SpringBoard curriculum in English and mathematics incorporates a variety of student-centered strategies that differentiate instruction, but these are not always effectively used to address the needs of all students. A few teachers differentiate instruction to meet the needs of diverse learners (e.g., students with disabilities, gifted and talented students, males and females) by using research based instructional strategies such as cooperative learning and inquiry-based learning. Many teachers, however, are using classroom practices that lack rigor, do not engage the students or do not address their diverse learning styles and needs (e.g. whole group, teacher-directed, lecture, note taking, reading from textbook, worksheets). The principal and assistant principal conduct walkthroughs, but they are often informal and provide limited feedback. There is no formal procedure to ensure that varied and effective instructional strategies are being used in all classrooms to promote student growth and achievement.

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

Teachers are expected to develop units of study which include strategies,

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Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

**Performance Rating    2**

activities and assessments, but these are not always intentionally aligned with state learning goals and assessment expectations. The lack of an effective comprehensive school improvement plan hinders alignment with the goals of the school plan. The SpringBoard curriculum used in English and mathematics includes strategies and activities and assessments that are intentionally aligned with state standards, but teachers have received only two days of training in the implementation of the program. Students are sometimes given activities and assessment that are similar to those on the American College Test (ACT) and the Kentucky Core Content Test (e.g., on-demand writing, ACT practice tests, various types of reading, multiple choice questions).

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

The council has adopted a State Standards, Technology Utilization, Program Appraisal policy (09.01), but the policy does not address the effective use of technology in the classroom. Some teachers use technology as an integral part of their planning and instruction (e.g., PowerPoint, video clips, internet resources, SMART Board); however, technology is not integrated into instruction across all content areas. Not all classrooms are fully equipped to effectively use technology to enhance instruction. Students' limited access to computers hinders the use of technology to extend their classroom learning (e.g., research, development of resources, WebQuest). The principal has not developed and implemented a procedure for monitoring the integration of technology into classroom instruction.

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Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

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Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The principal should ensure that all teachers are trained to effectively implement the use of rigorous instructional practices that are research based (e.g., hands-on, real world, cooperative learning). Follow-up training should be provided as needed. Lesson and unit plans should indicate how these strategies will be used to meet the individual needs of all students. The principal should monitor the use of these instructional strategies to ensure learning styles and multiple intelligences of the diverse student population (e.g., culture, gender, race, disability) are addressed.

When collaborating with district leadership, the principal should advocate on behalf of the school's students and staff to ensure that technology is functional and available to teachers and students in all content areas. The use of technology should be monitored to ensure that technology is an integral part of each teacher's instructional practice and available to all students.

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Summary Findings in: **Learning Environment**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, curriculum documents, employee handbooks, Family Resource Youth Services Center documentation, lesson plans/units of study, master school schedule, newspaper clippings/press releases, newspapers, rubrics, samples of classroom assessments, samples of student work products, school mission, belief and vision statements, School Report Card data, school Web pages, student work and The Missing Piece of the Proficiency Puzzle

Interviews with central office staff, classified staff, Family Resource/Youth Services Center personnel, media specialist, parents, principal, students and teachers

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

**Performance Rating    2**

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

Dayton High School in collaboration with the local police department developed a comprehensive school safety plan that is reviewed yearly. Evacuation maps are posted in most classrooms, drills are practiced on a regular basis and a log is maintained. The crisis management plan adopted by a group of local schools and districts is available and is a familiar document to most personnel. A universal emergency procedures chart and an emergency phone tree list of contacts are included in the teacher handbook. The school facility provides a safe environment for staff and students. Even though the student handbook reflects rules and consequences for behaviors and some teachers have a list of behavior intervention strategies, there is no formal classroom management program. Some classrooms do reflect the use of effective behavior management techniques. Some learning environment data are collected for state reporting purposes but the data are not used to inform change. The principal is visible and encourages high behavior standards in both classrooms and common areas.

- 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 describes high behavioral expectations for all students that are emphasized to a much higher degree than academic expectations. Not all

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**Performance Rating    2**

staff members have accepted their role and responsibility in the success and failure of each student. The principal and staff reference student demographics and parent apathy as their greatest barriers to student learning. There are few school partnerships with area businesses and community members whose primary focus is promoting high expectations and opportunities for student learning. Parents report that some teachers are willing to provide students with extra help with school work if needed. There is some teacher collaboration and the "Professional Learning Communities" initiative allows for collegial observations and feedback. Upon request, there are opportunities for teachers to observe in other schools, but there is no assurance they are observing teachers who are successfully implementing proven instructional strategies that meet the learning needs of low-achieving students. Further, there is no procedure in place to ensure information gleaned from these visits is shared with colleagues. The principal and school council do not maintain a schoolwide focus on continuous academic improvement for all students.

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

The council has adopted a Committee Participation Policy (11.01) that states that parents will be informed of committee membership and will be encouraged to serve and further states that the principal will present committee membership at the August school council meeting. According to the policy each standing committee will establish the dates, frequency and agenda of each meeting. The school council has established standing committees (e.g., curriculum, culture and climate, communication) but does not keep written records of all meetings. There is little participation by parents, community members and classified staff in committee membership and in the decision making process of the school.

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

The council has adopted a Student Assignment policy (3.01). The policy does not address developing student schedules based upon individual student need. The principal uses walkthrough and observation data to assign teachers according to their strengths. The number of allocated staff impedes the success of this process. The principal has not made an intentional effort to ensure the lowest achieving students are placed with the most effective teachers.

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

**Performance Rating    2**

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

The principal has some initiatives in place to recognize and celebrate student success (e.g., Student of the Month, Student Recognition Summits, Communication Committee). There is little display of student work throughout the building. Common area bulletin boards, trophy cases and display boxes showcase athletic accomplishments. Some student academic achievement is shared with families, but this process rarely reaches community members and local businesses.

- 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 encourages the belief that all students can learn and be successful. Lesson plans and teacher practice do not always reflect intentional efforts to promote culturally responsive teaching and learning. Many faculty members do not accept responsibility for the failure as well as success of their students. Some faculty reflect the belief that students in poverty do not have the capacity to be successful. Some faculty have a positive and encouraging demeanor, are culturally responsive in their teaching and learning and deeply understand the culture of the students and community. Positive relationships are not always developed with parents and families.

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

**Performance Rating**    **1**

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

The school council and principal have not developed a formal plan to systematically address written, electronic or verbal communication with stakeholders. The district provides an employee handbook, and the school provides student and teacher handbooks. Within the teacher handbook is an emergency phone tree list of staff contact numbers.

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Summary of recommendations in: **Learning Environment**

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

The principal, in collaboration with the communications committee, should develop a formal comprehensive communication plan. This plan should include multiple forms of communication and procedures for disseminating information to all stakeholder groups. The communication should be continual, two-way and provide families with information that encourages frequent and meaningful interactions among the entire school community.

The school council should adopt a formal schoolwide behavior and classroom management plan. The principal should ensure that the plan is uniformly applied in all classrooms, common areas and activities of the school.

The principal should develop a plan with stakeholder input that identifies initiatives to engage the entire school community (e.g., certified and non-certified staff, community members, students, parents) in supporting high expectations for all students. All stakeholder groups should be made aware of the importance of their role and contribution to the teaching and learning environment.

The principal should ensure that all staff members demonstrate high academic expectations and nurture a climate of culturally responsive teaching and learning that celebrates each student. All staff members should accept their role and responsibility in student success and failure.

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Summary Findings in: **Learning Environment**

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

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

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, civic group programs/agenda, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, district budget and allocations, documentation of parent contacts, documentation of referrals to health and social services, examples of school to home communications, Extended School Services assessment data, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, newspapers, notes from parent conferences, policies and procedures on access to student records, record of home visits, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school communications plan, school council policies and bylaws, school event calendar, school newsletter, school Web pages, student academic records, student handbook, student/parent/staff handbooks, teacher portfolios and Title 1 program plan

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

Observations of classrooms, common areas, hallways and media center

**Performance Rating    3**

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

A school record system of students' academic and educational development is maintained in secure cabinets locked in the front office and available only to official persons. Individual learning plans are up-to-date and revised as needed.

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

The Family Youth Services center has developed relationships with 32 community partners. These agencies provide support for programs (e.g., open houses, Health Services Referral, grandparents lunch, CATs cookout,) that will facilitate communication and interaction between teachers, students and families. The school makes an effort to ensure that every student has a parent or adult advocate who will intercede for the student and support the student's academic goals. School staff and the Family Youth Services staff also encourages parents or advocates to ensure that students come to school ready to learn. The council has adopted a Parent Involvement Policy (18.02) with the intent to provide opportunities for parent participation. However, some parents expressed concern that the school was not always welcoming. In the by-laws, the school council has adopted three standing committees (i.e., curriculum, culture-climate and communications). These committees meet regularly but do not function completely as stated in the by-laws (e.g., perform component checks to the comprehensive school improvement plan, monthly report on the progress of improvement plan activities). Through the use of the Infinite Campus program and faculty attendance reports, student attendance and movement is tracked in compliance with state policy. Parents are encouraged to use Infinite Campus to keep updated on student academic progress and attendance.

- 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 council has adopted a Determination of Curriculum policy (1.01) and the school has procedures to ensure all students have equal access to the common academic core. Students also have access to co-curricular courses (band, art, Spanish) and take college courses through the School Based Scholars program with Northern Kentucky University. Services are also provided by the Youth Services Center, guidance office and extended school services. However, extended school services are currently only provided during a three week summer term. The Youth Services Center, in cooperation with community agencies, provides students and families with assistance to eliminate barriers to learning. The school guidance office provides counseling services to meet the needs of all students. This includes meeting with each student, individually, during the second semester to determine courses of

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**Performance Rating    2**

study for the next academic year. Title I funds are coordinated with the school's instructional program and are closely monitored by the district. Most of the current year's Title I funds were used for professional development (90%). Title II funds were used this academic year (2011-2012) to provide an additional English teacher and a part-time math teacher.

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

The principal has not ensured that all faculty have received professional development training on identifying students with special learning needs (i.e., Response to Intervention). There are procedures for referring students to school services (i.e., school nurse, guidance office). Referral forms are provided through the office of the principal, but most referrals are made verbally by teachers. The guidance counselor is responsible for checking records and family needs of all transferring students so that the transition is accomplished with minimal interruption of their academic progress. School staff has procedures in place to provide mentors for every student (e.g., Big Devil/Little Devil peer mentoring, assigned faculty mentors) but these programs have not been fully implemented.

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

Students who are having attendance problems are referred to the Youth Services Center. The director contacts these students to determine the cause of the problem and helps in finding a solution that will keep them in school. Parents are called when a student has been absent for three days. After six days, the director of pupil personnel will arrange a meeting with parents, often with the assistance of the director of the Youth Services Center. If the absence continues for nine days, charges are filed with the court. This results in the student entering the Truancy Diversion Program. Efforts are made by school personnel to encourage attendance (e.g., a pizza party for the grade level showing the best attendance for the year). Faculty are assigned students for mentoring and the peer mentoring program, Big Devil/Little Devil, provides assistance to support learning beyond the classroom. However, faculty and students report that these programs are not being fully implemented. There are co-curricular opportunities (i.e., band, art, Spanish) available for students but opportunities for some clubs have been temporarily suspended.

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Summary of recommendations in: **Learning Environment**

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

The principal should establish a student advisory group to collaborate on ways to increase “Green Devil” spirit and pride (e.g., clubs, spirit days, academic incentives). These efforts should provide opportunities to increase the overall “excitement” of being a Dayton High School student and staff member.

The principal, in collaboration with district leadership, should ensure that all staff are trained to identify students with special learning needs or behavior problems. This training should occur annually and be led by qualified trainers.

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Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assignments, classroom displays, comprehensive school improvement plan, district personnel evaluation system and documentation of implementation, employee handbooks, individual professional growth plans, lesson plans/units of study, master school schedule, newspaper clippings/press releases, newspapers, professional development records, samples of student work products, 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 Web pages, school/district safety plan, staff development agenda, student work, student/teacher ratio, The Missing Piece of the Proficiency Puzzle and trophy cases

Interviews with assistant superintendent(s), central office staff, classified staff, curriculum resource specialist, principal, school resource officer, students and teachers

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

**Performance Rating    3**

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

The board of education has adopted an Evaluation Plan policy (03.18; revised: July 24, 2006) which describes the evaluation process and district leadership developed a booklet Certified Evaluation Plan & Process 2011-2012, 2012-2013. The principal conducted the annual evaluation policy orientation with the entire faculty on August 14, 2011.

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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 supports instructional and leadership growth by requiring staff to develop an individual growth plan. The individual growth plan is developed by the teacher, in collaboration with the principal, using evaluations and observations to identify the areas of growth. Not all teachers have developed an individual growth plan. The principal reviews individual growth plans, but the plans are only signed by the teacher. When school and district personnel attend professional development outside the school district, many return and share the information in optional training sessions. These trainings are usually scheduled for one to two hours on Mondays throughout the school year, and an agenda of topics, date/time and trainer has been established. This is in addition to the early release professional development for 2011-2012. District leadership scheduled training for all staff to attend the SpringBoard training in the spring and summer of 2011. Some classified staff do not have a long term professional development plan.

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

District leadership and the principal informally discuss the professional development needs for the high school and establish the professional development training for the year. Other than informal conversations with some staff members, the certified staff is not involved with making decisions concerning what is included in the professional development plan. Lack of collaboration with the staff in identifying needs often results in professional development that is not ongoing, job embedded or intentionally focused to build capacity.

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

The comprehensive school improvement plan, professional development plan and individual growth plans are being developed but are not always aligned with the learning goals for students. Some professional development activities are identified in the improvement plan, but the plan does not guide decisions for student improvement and staff development. High school staff development activities are often established by district leadership based on attendance at trainings and recommendations from other districts.

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

**Performance Rating    2**

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

Professional development is ongoing, but is not always intentional, job embedded or focused on continuous growth. Early release days scheduled every Wednesday are used to address various professional development objectives (e.g., curriculum, common assessments, Measures of Academic Progress analysis, team building, Response To Intervention implementation).

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

The principal and teachers informally request funding from district leadership for professional growth. District leadership is the decision maker in the use of professional development funds. Decisions on the use of discretionary funds allocated to the school are often made by district leadership. The principal does not use a needs assessment survey to determine professional development activities for the staff.

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

The principal conducts summative staff evaluations in the spring of the each year and uses that evaluation summary to determine the following year's individual growth plan for the teacher. Not all teachers and school leadership have a current individual growth plan on file. The individual growth plan is collaboratively developed, but is not always based on evaluation or comprehensive school improvement plan goals. Evaluation summary forms do not always reflect individual and improvement plan goals.

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

Personnel evaluations meet the requirements of the state statutes and regulations, but the evaluations are not always consistently administered. The district leadership provides a Certified Personnel Evaluation and Process for 2011 to 2013.

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

The principal follows the evaluation procedures in the employee handbook for

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

**Performance Rating    2**

conducting scheduled observations and evaluations. Formal classroom observations are conducted by the principal and the teacher receives feedback. However, the principal rarely provides written feedback following classroom walkthroughs. There is no documentation that the principal and teachers intentionally use the results of the evaluation when developing the individual growth plans to change instructional practices.

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

**Performance Rating**    **1**

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

The principal and district leadership rarely review student data (e.g., American College Testing, Measures of Academic Progress, classroom assessments) to determine professional development activities. There is no documentation of the analysis of the impact of prior professional development activities on staff instructional practices and student achievement, nor is there evidence the student data is used to determine professional development needs. Before allocating resources, the principal and district leadership do not validate the effectiveness of professional development on student growth and achievement.

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Summary of recommendations in: **Learning Environment**

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

The principal should ensure that the professional development plan is based on student data and that staff needs assessment information is used to develop the comprehensive school improvement plan. Professional development should be job embedded and monitored for impact on student growth and achievement.

The principal should ensure that individual professional growth plans are aligned with specific goals and objectives of the school plan and are reviewed annually as stated in state requirements.

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Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

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

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, district technology plan, employee handbooks, facility inspection reports, facility work orders, fire marshal reports, health department inspection reports, individual professional growth plans, job descriptions, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, newspapers, professional development records, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school Web pages, school/district safety plan, staff development agenda, state statute and regulation, student/parent/staff handbooks, student/teacher ratio, The Missing Piece of the Proficiency Puzzle, trophy cases, TELL Survey results and Interim Performance Report

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, curriculum resource specialist, Family Resource/Youth Services Center personnel, media specialist, parents, principal, school council members, students, superintendent, teachers and Therapist

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

**Performance Rating    2**

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

The principal and others in leadership roles use academic performance as a factor in making decisions, but there is no systematic process to define how performance data lead to changes in the instructional programs or who should be involved in contributing to those decisions. State assessment scores, Measures of Academic Progress scores and American College Testing practice test scores are presented for review at school council meetings. Teachers also review these data in content area groups during early release Wednesday professional development meetings. These data are not systematically or intentionally used to inform development of the comprehensive school improvement plan, and there is no clear connection between test score analysis and curricular or instructional program changes.

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**Standard 7**                    **Leadership**

**Performance Rating    2**

While the principal consults with the district curriculum director, assistant principal and school counselor, he does not use a specifically identified leadership team to conduct needs analyses to make decisions. The principal does not consistently develop an agenda or maintain a record of what has been discussed or decided when meeting with other administrative personnel.

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

The principal and school staff effectively use Measures of Academic Progress (MAP) scores to assign students to leveled groups for twice-weekly math intervention activities led by all certified staff in the building. State assessment scores, MAP scores and American College Testing practice test scores are presented for review at school council meetings. Teachers review these data in content area groups during early release Wednesday professional development meetings. However, there is little training or guidance provided to the principal or staff on analyzing data for use in identifying instructional changes needed to reduce gaps in academic growth and achievement of diverse student populations. Further, these data are not consistently used to inform development of the comprehensive school improvement plan, and there are not clear connections between test score analysis and curricular or instructional program changes.

- 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 does not ensure that all staff members possess or have access to Kentucky's current curriculum documents. Each teacher develops a curriculum map for his/her courses, but there is no formal vertical alignment by subject area. The budget development process used by the principal and school council does not intentionally encourage teachers to request funds necessary to support curricular needs. The principal and district staff do not ensure that all staff members are sufficiently trained to use school and district curricular and data resources. Teachers are allowed to attend professional growth activities of interest and are required to share new information with fellow faculty members during the optional professional development sessions. Professional growth plans do not reflect schoolwide emphasis on specific curricular initiatives and rarely include goals or activities focused on

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**Performance Rating    2**

student learning. State assessment scores, Measures of Academic Progress scores and American College Testing practice test scores are presented for review at school council meetings and in content area groups during early release Wednesday professional development meetings. There is no systematic guidance on how to analyze data and match the information to learning goals for Kentucky public schools.

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

The principal does not always ensure that procedures to promote the efficient use of staff time and to focus on curricular and instructional practices are consistently implemented. The principal allocates specific blocks of time (e.g., planning time, weekly and after the school day) to enable staff to work collegially and individually but does not always ensure the focus is on curricular and instructional matters. His focus to date has been primarily on building a safe and orderly learning environment.

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

Council by-laws do not charge a budget committee with allocating, reviewing, and monitoring funds. The council does not have in place a process for developing and administering the school budget. The school improvement plan does not reflect the use of available resources to sustain school improvement. The principal allocates funds from the school council budget to teachers for instructional supplies, but there is no procedure for monitoring the impact of funds for continuous student growth and achievement.

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

The school council has adopted a Discipline and Classroom Management policy (7.01). The principal ensures that administrators, staff and students adhere to this code of behavior. The principal has used the infrastructures (e.g., principal, assistant principal, teachers, classified staff, school resource officer) for implementation and maintenance of a safe and effective learning environment. School procedures are established to support an orderly and safe environment for both students and staff; however, there is no schoolwide

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**Performance Rating    2**

classroom management program. The evacuation plan diagram does not identify room assignments by personnel name. There is a record of practiced fire, earthquake, intruder and bus evacuation drills. There is an organizational structure in place to monitor and maintain facilities and equipment. The current facilities plan and maintenance records are housed in the district administrative offices.

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

The school council has adopted most of the required policies, but the principal and the council have not ensured that the policies are fully implemented. The principal is leading the school council in reviewing school council policies for revision. However, the policies are rarely revised in terms of anticipated needs and to correct ineffective instructional practices. The focus has been primarily on creating a safe, orderly learning environment.

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

The school council has a standard agenda format that includes some instructional items, but there is a lack of intentional focus on matters that impact student growth and achievement. The school council meeting minutes reflect that there is little stakeholder participation in the open session. The school council submits the comprehensive school improvement plan to district leadership and school board for review.

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

From all accounts, the learning environment in the school was very disruptive and disorderly until three years ago. The principal has been engaged primarily in promoting a change in the school's culture and environment (e.g., discipline, attendance, classroom management) to increase student academic performance and his efforts have been successful in creating a safe and orderly learning environment. The principal expresses a personal vision of leading the school toward an orderly climate, but has not effectively shared with all stakeholders his vision and plan for student growth and achievement. The principal does not always ensure that data are being used to change instructional practices. The principal has not developed a formal leadership team to assist in providing direction for the school. The principal

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**Dayton High School**  
**Dayton Independent School District**

10/30/2011 - 11/4/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating    2**

assigns some responsibilities and tasks to administrative staff but does not effectively document these assignments or monitor their implementation. The principal has access to a variety of human resources (e.g., Youth Services Center, school nurse) that could impact instruction but does not always effectively use the experience and expertise of these resources to maximize student growth and achievement. The principal does not have procedures in place to manage and systematically monitor people and programs. He has communicated his awareness of the need to focus more clearly on instruction now that an orderly learning environment has been established, but he acknowledges that he and his staff need additional training and support as they focus their attention on increased rigor and high student achievement.

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**Performance Rating**    **1**

7.1a Leadership has developed and sustained a shared vision.

The principal has not developed written mission, vision or belief statements. The principal and other staff members refer to a mission statement that was adopted 6-7 years ago and has not been updated since. The school council has not reviewed the mission statement in the last several years. The mission statement is not visible on the school website and rarely appears on print materials other than the student handbook. The principal and district curriculum director do orally express expectations for improved student behavior and academic achievement, but have not used a process to involve school and community stakeholders in developing a vision for the school. Those expectations do not appear in written form nor in activities included in staff professional improvement plans or the comprehensive school improvement plan.

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

The principal's and assistant principal's growth plans seldom address the enhancement of leadership skills. Only the previous year's professional growth plans were on file. Not all growth plans were signed by the administrator and none of the plans were signed by the evaluator. The principal's and assistant principal's growth plans only contain a few goals that relate to leadership skill development. The principal indicates a need for skill and knowledge enhancement but has identified no specific plans to address those needs.

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**Standard 7**      **Leadership**

The superintendent or designee should ensure that the roles and expectations for the principal are clarified. The principal should be provided a mentor who has experience in leading a school to proficiency to aid his growth in organizational structures and systems that are intentional to student growth and school improvement. The mentor should coach the principal in team building, data analysis, goal development, and human resource management. The superintendent or designee should monitor and evaluate the principal leadership and managerial style through specific growth plans and timely feedback.

The principal should establish a formal leadership team to assist in providing direction for the school.

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

The principal should solicit the expertise and experience from staff, community leaders, students and parents in developing statements of belief, mission and vision.

The principal should ensure the use of a collaborative needs assessment process to focus on the resources and instruction for continuous academic improvement.

The principal should clarify the roles and expectations for all staff in regard to student growth and academic achievement. The principal should provide focused leadership in the areas of curriculum, assessment and instruction.

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

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

Review of categorical program financial reports, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district budget and allocations, lesson plans/units of study, master school schedule, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports and Title 1 program plan

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

**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 developed informal lines of communication with some administrative personnel, committee chairs and department chairs. However, there is no leadership team to collaborate with the principal in organizing the available resources to effectively and efficiently support student achievement. The school council committees and the department teams meet on a regular basis. They frequently submit reports to the school council. The principal has not developed a formal process to evaluate the fiscal and human resources for their impact on student achievement and staff performance. The school council has developed a Setting the Budget for School Instructional Funds policy (19.01; adopted March 21, 2007) that functions as a budget policy. The principal develops and submits to the council for approval, a tentative budget based on prior year expenditures. The specific learning needs of the students or a needs assessment are not intentionally used as a foundation for the allocation of funds. There is no systematic formal process to monitor the impact of the budget allocation on the school's organizational effectiveness and student achievement. The principal makes budget reports to the school council as needed or as requested, but related discussions and actions are not clearly recorded. The school staff has made some contact in the community to solicit support and resources to supplement school programs. Some teachers seek out community resources to assist in a specific class or program, but this practice is not evident schoolwide.

- 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 Staff Time Assignment Policy (02.01; revised September 15, 2010). The policy does not state that the unique learning needs of the students will be matched to the teacher strengths and talents. The school council has adopted a School Schedule Policy (04.01; revised September 9, 2011) that states “the school administrative team shall develop and present a proposed schedule to the school council for its approval by its June meeting.” The principal, with assistance from the assistant principal and counselor, develops the master schedule and submits it to the school council for approval. The principal states that he “tries to match teacher talents to student needs, but with the number of allocated staff this is not always possible.” The master schedule is designed to ensure that all students have access to the entire curriculum.

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

The school council has adopted a Discipline and Classroom Management policy (7.01; revised November 17, 2010) as their schoolwide student management system. The policy states that “the faculty and principal shall implement the district code of acceptable student behavior and discipline.” However, there is no schoolwide classroom management system in place to handle classroom and school disruptions. The school council has not adopted a policy to protect instructional time. The principal states the expectation that all teachers will teach “bell to bell”; however, this does not occur in all classrooms. The principal has implemented informal procedures (e.g., limited telephone calls to the classroom, limited intercom use, 10-10 Rule) in order to minimize classroom interruptions. Classroom behavior disruption issues in some classes prevent students from receiving the full benefit of instructional time. The principal and members of his administrative staff conduct walkthroughs to monitor the use of instructional time and best instructional practices. Feedback regarding these walkthroughs is not always provided to the teachers.

- 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 2011-2012 master schedule developed by the principal, assistant principal and counselor provides common planning time for the math,

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language arts, science and social studies teachers. Early release days are sometimes used for vertical planning activities with the 4th through 12th grade teachers. Department teams and some committee meetings are held after school once a month. The principal does not ensure that the focus of these meetings is the integration of the goals and objectives of the comprehensive school improvement plan into learning activities, instructional practices and analysis of student work.

- 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 master schedule is not intentionally aligned with a school vision and mission. The principal, with assistance from the assistant principal and counselor, develops the master schedule and submits it to the school council for approval. The 2011-2012 master schedule includes instructional class time for all students to receive intervention strategies (e.g., Response To Intervention, Adult Basic Literacy Education).

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

The school council has developed a Setting the Budget for School Instructional Funds policy (19.01; adopted March 21, 2007) that functions as a budget policy. This policy does not clearly define how the budget is developed, monitored and evaluated. The principal develops the tentative budget based on prior year expenditures. The budget is submitted to the council for approval. The allocation of funds is not always based on the specific learning needs of the students or a needs assessment. The principal submits budget reports to the school council as needed or as requested. All federal, state and district requirements are followed by the principal in administering the school budget.

- 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 principal develops a tentative budget and submits it to the school council for approval; however, the principal is not in compliance with the Setting the

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Budget for School Instructional Funds policy (19.01; adopted March 21, 2007) that functions as a budget policy. The policy states that “the Principal shall convene a meeting with the Organizational Structure and Resources Committee to consider the instructional requests from each department. The Principal will then prepare a recommendation for distribution of the council’s allocation based on the needs in the Comprehensive School Improvement Plan. The school council will approve the Principal’s recommendations. The Principal will provide reports to the council about the expenditure of funds and remaining balance as needed or requested (revised March 21, 2007).” Discretionary funds are not always allocated based on needs assessment data and identified in the comprehensive school improvement plan. All state and federal requirements for discretionary funds are followed.

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 comprehensive school improvement plan identifies only one funding source (i.e., Central Office funds) for the strategies and activities to be implemented. There is no formal process for teachers and departments to request additional funds for specific classroom needs. The school council does not ensure that all classrooms have adequate resources to deliver effective instruction to meet the specific learning needs of the students. The principal has not developed a formal process to ensure resources are tied to the comprehensive school improvement plan or to monitor expenditures for their impact on student achievement.

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 follows the district, state and federal programs guidelines in the allocation of all categorical funds (e.g., Extended School Services, Youth Services Center, Carl Perkins funds, Title 1, Title 2, Safe Schools). Most district funds are allocated on a per-pupil basis and not on a school-specific needs assessment. The principal integrates the categorical funds to implement the strategies and activities of the specific school programs and initiatives. The categorical funds are monitored by the principal according to district requirements and state and federal guidelines. The principal has not developed a systematic process to monitor and evaluate the categorical

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funds for their impact on student achievement.

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

The principal should guide the school council in adopting all required and suggested best practice policies. These policies should reflect and support the school improvement plan. In order to promote continuous student growth and achievement, the policies should be designed to meet the specific needs and characteristics of Dayton High School. These council policies should be reviewed annually to coincide with the board of education annual review of board policies.

The school council should contact the Kentucky Department of Education and request assistance and training in the review and revision of the by-laws and policies and in effective management of school council meetings. The objective should be to ensure that school council operations are in compliance with the Kentucky Revised Statutes and Kentucky Administrative Regulations and include best practices that will provide direction and accountability that clearly demonstrates how the school council is to conduct its business in providing a quality education for all students.

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

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

Review of classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, needs assessment data, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school profile, School Report Card data, school Web pages, student handbook and Interim Performance Report

Interviews with central office staff, community members, district leadership, school council members, school leadership and teachers

Observations of classrooms and common 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 school mission statement was developed several years ago with some collaboration from various stakeholder groups. (e.g., teachers, parents, community members) This school mission statement is found in the 2011-2012 student handbook. The mission statement is not part of an introduction or executive summary in the comprehensive school improvement plan. It is not found on the school Web site or posted in all classrooms. The district mission statement is found in the school foyer. There are no vision, belief, or goal statements to guide the work of the school.

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

The principal collaborates with school council committees in the comprehensive school improvement planning process to review College and Career Readiness Report, end of Course assessments, and American College Testing data. Some classroom assessments and student work are reviewed by the curriculum committee as part of the process.

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

The principal collaborates with curriculum, climate/culture and communication committees to collect and review data (e.g., Interim Performance Report, No Child Left Behind, Explore, Plan and American College Test), to determine

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

**Performance Rating    2**

the strengths and limitations in the instructional program. The goals for improvement are not written in measurable terms, and no benchmarks are provided. The committee chairpersons report information about strategies and activities to the school council. The comprehensive school improvement plan has priority needs and goals for Dayton High School and Dayton Middle School. The causes and contributing factors, objectives, strategies and activities of the school plan are not school specific.

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

The principal has no systematic, formal procedures to evaluate and ensure continual progress toward the goals in the school comprehensive improvement plan. Although the school council received and reviewed the comprehensive school improvement plan on October 26, 2011, no provisions for documentation of the impact of the plan were included to promote continuous student improvement. A motion to approve the plan was made and seconded, but no action for approval or rejection was recorded in the meeting minutes. The objectives of the school improvement plan do not have expected outcomes written in measurable terms (e.g., "by 2012 we will strive to reduce all barriers to learning").

9.6a The plan is implemented as developed.

The comprehensive school improvement plan identifies "component managers and responsible persons" for implementing the improvement plan. Timelines for implementation are non-specific and the plan is not written in measurable terms, rendering the improvement plan as ineffective in guiding the school toward continuous student growth and achievement. Most staff members are aware of the comprehensive school improvement plan.

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

Data is collected and reviewed on a limited basis (e.g., Measures of Academic Progress, American College Testing, on demand writing). Implementation and impact checks are not completed to allow school leadership to compare student performance levels to the goals of the comprehensive school improvement plan.

9.6c The school evaluates the degree to which it achieves the expected impact on

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

**Performance Rating    2**

classroom practice and student performance specified in the plan.

The principal occasionally and informally reviews student performance data with staff (e.g., end of course assessments, American College Testing) to improve classroom practice. Some walkthrough observations provide data that is reviewed to determine the impact of instruction on student achievement. Feedback to teachers is not always provided from the walkthroughs.

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

The principal articulates a commitment to continuous improvement and challenging the status quo. However, the principal has not created a systematic process to implement, monitor, review and revise the plan to ensure continuous improvement and to hold staff accountable for accomplishing the goals of the plan. No activities have been planned to celebrate the achievement of goals in the comprehensive school improvement plan.

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

School leadership of Dayton High School and Dayton Middle School should develop separate comprehensive school improvement plans. Each plan should include a complete analysis of their own data with measurable goals, objectives, strategies and activities and timelines that reflect their particular school population.

The principal should seek assistance and models through collaboration with all stakeholder groups to guide the development of a comprehensive school improvement plan. An executive summary should begin with the revision of the mission statement and a vision, belief and goals to serve as guideposts during the planning process. These statements should lead to a plan that includes measurable goals and objectives, strategies and activities with specific timelines, needed resources and incremental benchmarks to monitor and measure progress toward achieving the goals. An analysis of data from various sources, rather than a review, should be completed. The school council and principal should monitor, evaluate and modify the plan using an ongoing systematic process.

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**Summary of Next Steps:**

District leadership should provide the principal with a mentor who has experience in leading a school to proficiency to aid his growth in organizational structures and systems. The mentor should coach the principal in team building, data analysis, goal development, and human resource management, including the establishment of a formal leadership team to assist in providing direction for the school. The superintendent should monitor and evaluate the principal leadership and managerial style through specific growth plans and timely feedback.

The school council should contact the Kentucky Department of Education for assistance and training in review and revision of the by-laws and policies and in effective management of school council meetings. The objective should be to ensure that school council operations are in compliance with state law and include best practices that will provide direction and accountability that clearly demonstrate how the school council is to conduct its business in providing a quality education for all students. The principal should then guide the school council in adopting all required and suggested best practice policies. These policies should reflect and support the vision, mission and the school improvement plan. In order to promote continuous student growth and achievement, the policies should be designed to meet the specific needs and characteristics of the school.

The principal and school council should ensure that the curriculum is fully aligned to Kentucky Core Academic standards. The principal should ensure that there is vertical and horizontal communication within and between schools to address key curriculum transition points. Teachers in each content area should work together to align the curriculum vertically and horizontally. There should be a formal process to facilitate and document regular discussions between schools and among faculty groups about these key curriculum transition points. The principal should monitor to ensure the resulting recommendations of these discussions are implemented. Curriculum maps should be developed in all content areas and pacing guides completed to facilitate the implementation of the aligned curriculum.

The principal should ensure that all teachers are trained in a protocol to analyze student work. Analysis should be ongoing and instruction should be adapted to meet the needs of all students. The principal should ensure that all teachers are trained to effectively implement the use of rigorous, research based instructional practices. Follow-up training should be provided as needed. Lesson and unit plans should indicate how these strategies will be used to meet the individual needs of all students. The principal should monitor the use of these instructional strategies to ensure learning styles and multiple intelligences of the diverse student population are addressed.

The principal should ensure that all teachers understand and regularly use formative assessments to inform and modify instruction. Training in the use of formative assessments for learning should be provided. Teachers in all content areas should develop rubrics for classroom assessments. Students should be given strategies to help them understand and use these rubrics for self-assessment and for communication of what they are to know and are able to do. Performance standards and models of proficient student work should be displayed in all classrooms.

The principal and the communications committee should develop a formal communication plan. This plan should include multiple forms of communication and procedures for disseminating information to all stakeholders. Communication should be continual, two-way and provide information that encourages frequent and meaningful interactions among the entire school community.

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**In Conclusion:**

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

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

**Principal Authority:**

The principal does have the ability to lead the intervention and should remain as principal of the school to continue his roles and responsibilities established in KRS 160.345.

**Council Authority:**

School council does have the ability to lead the intervention and does have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

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

Commissioner, Kentucky Department of Education:

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

I have received the leadership assessment report for Dayton High School.

Principal, Dayton High School

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

Superintendent, Dayton Independent Schools

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

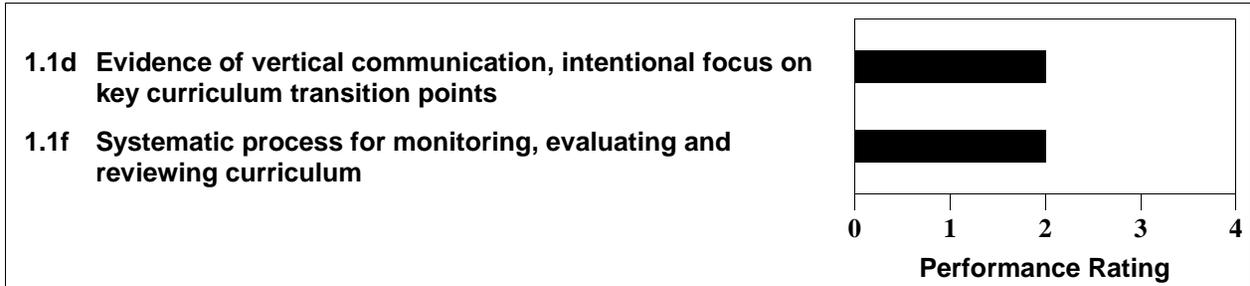
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**1.1 Curriculum**

**Academic Performance**



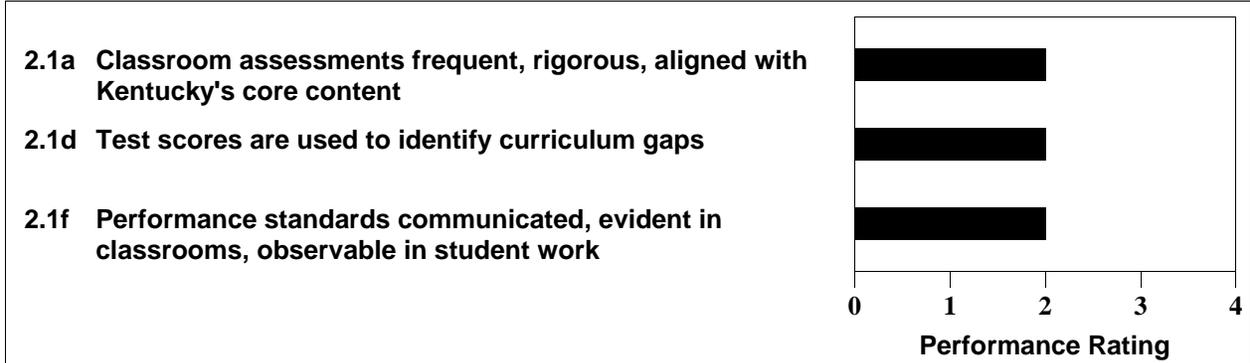
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**2.1 Classroom Evaluation/Assessment**

**Academic Performance**



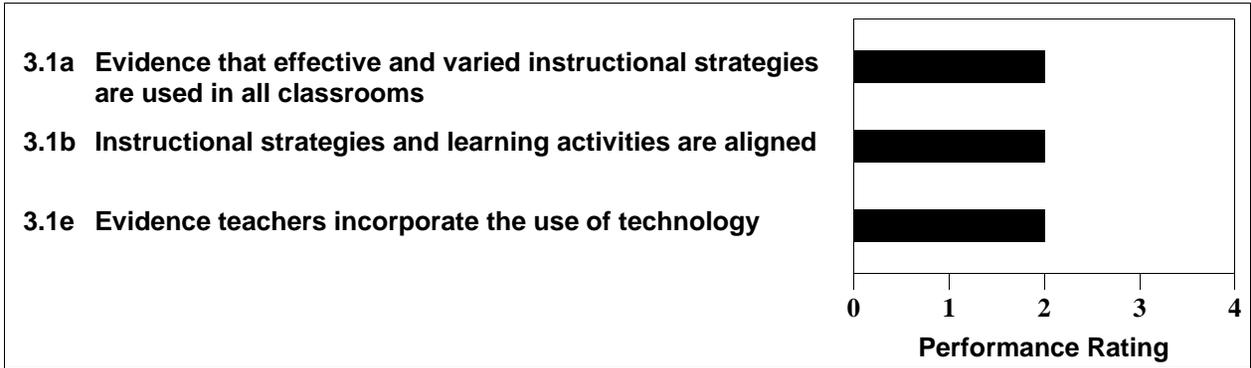
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**3.1 Instruction**

**Academic Performance**



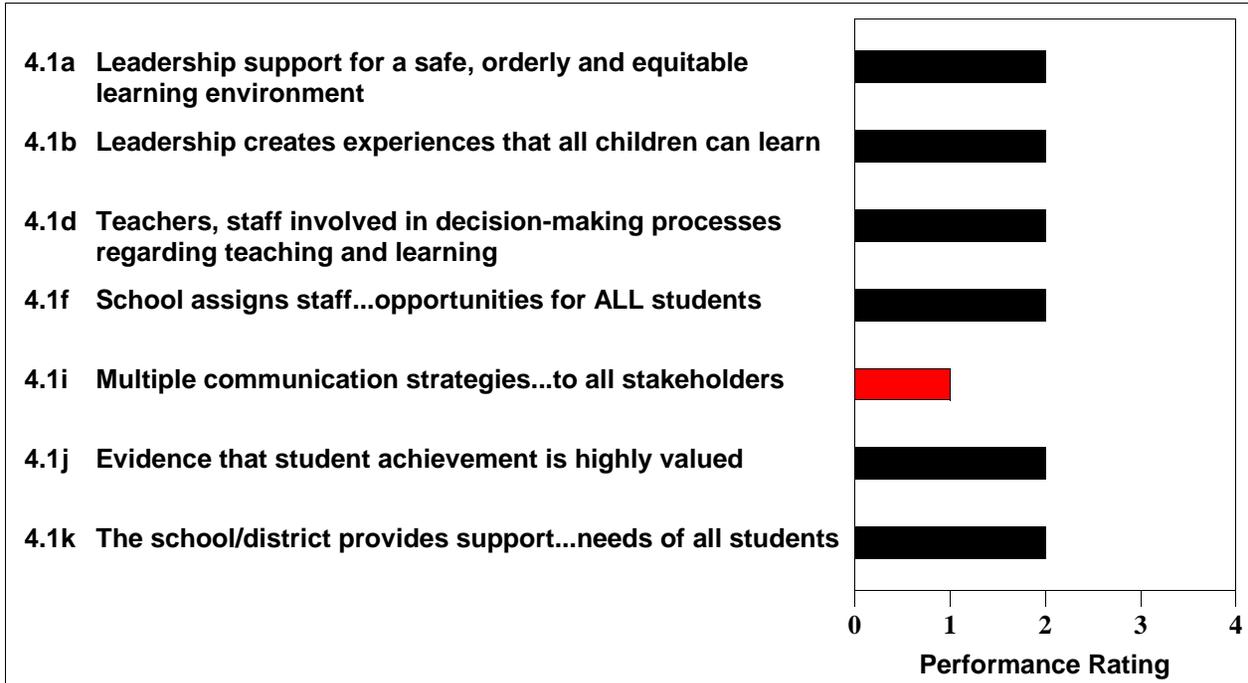
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4.1 School Culture

Learning Environment



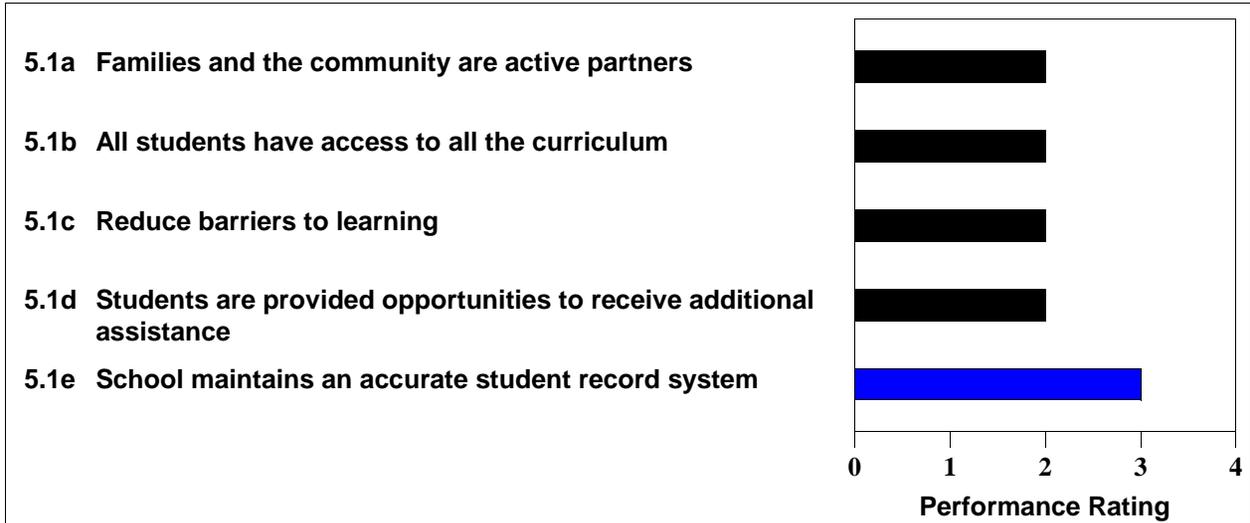
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**5.1 Student, Family and Community Support**

**Learning Environment**



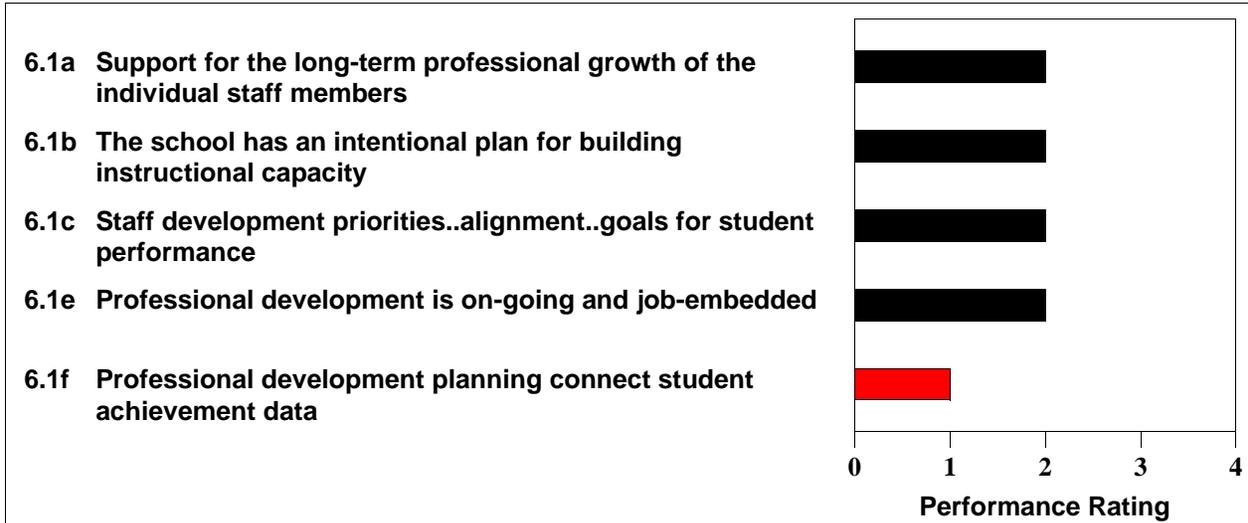
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**6.1 Professional Development**

**Learning Environment**



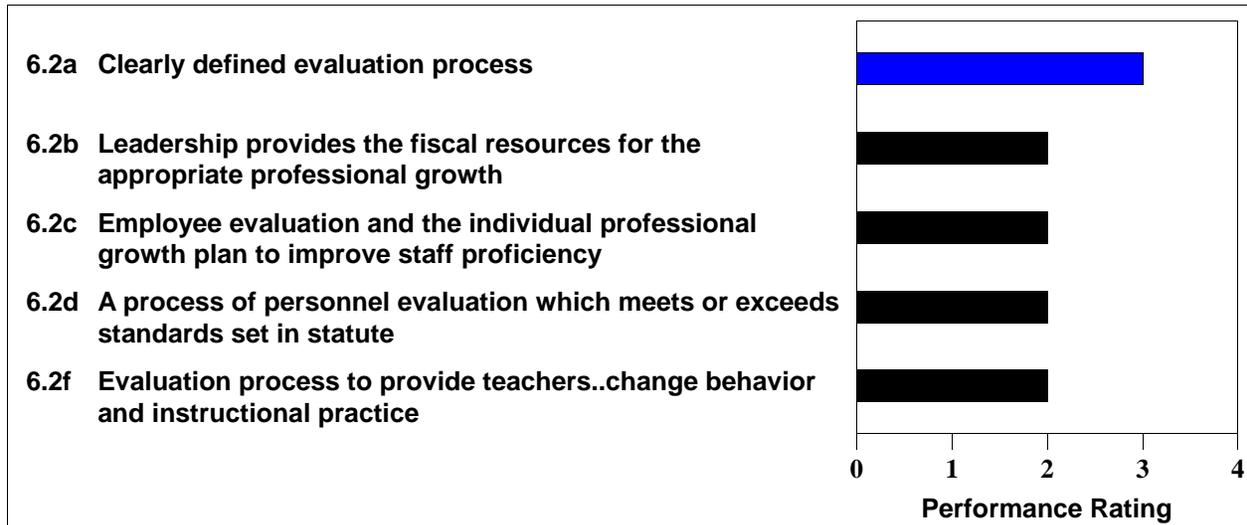
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6.2 Professional Growth and Evaluation

Learning Environment



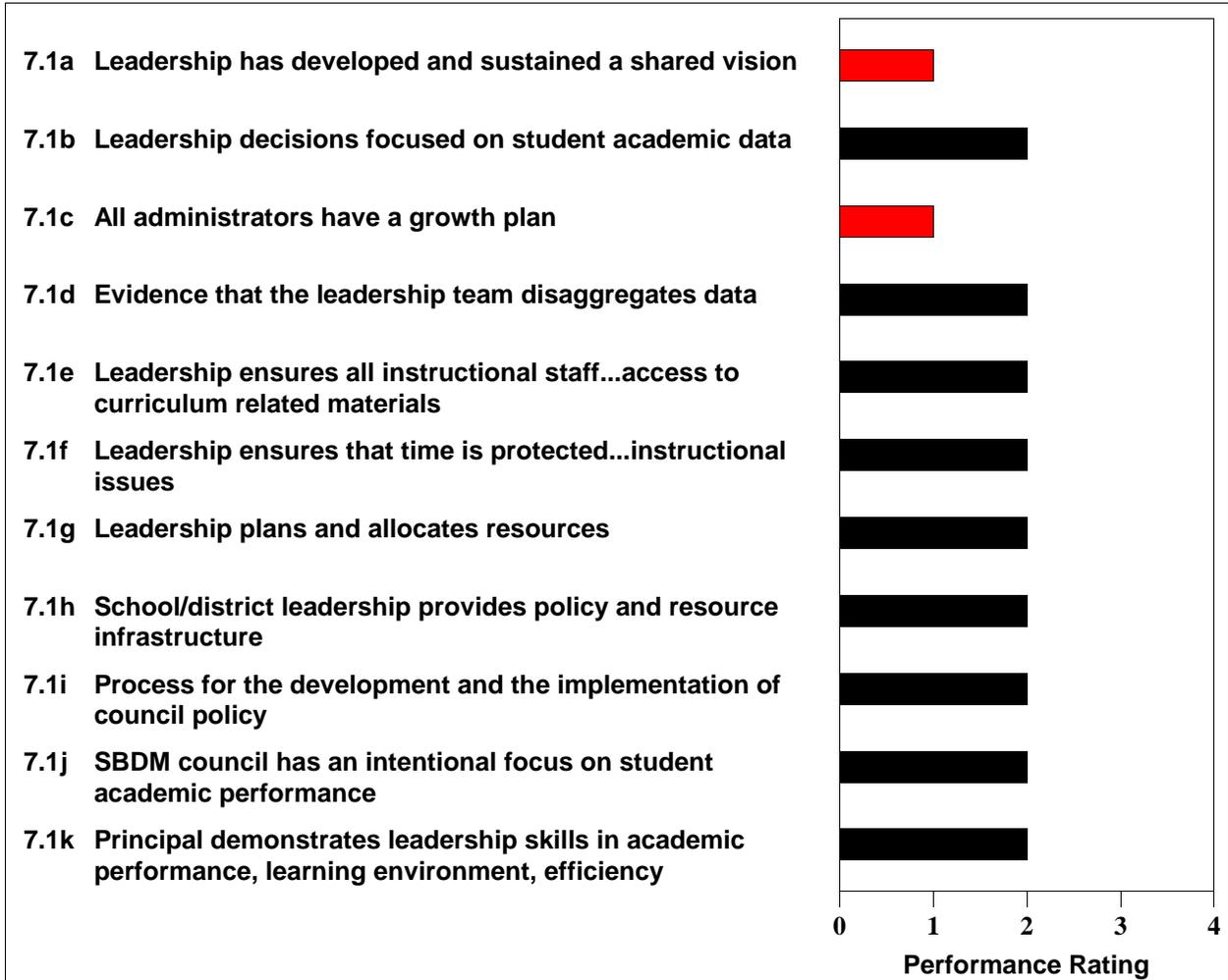
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**7.1 Leadership**

**Efficiency**



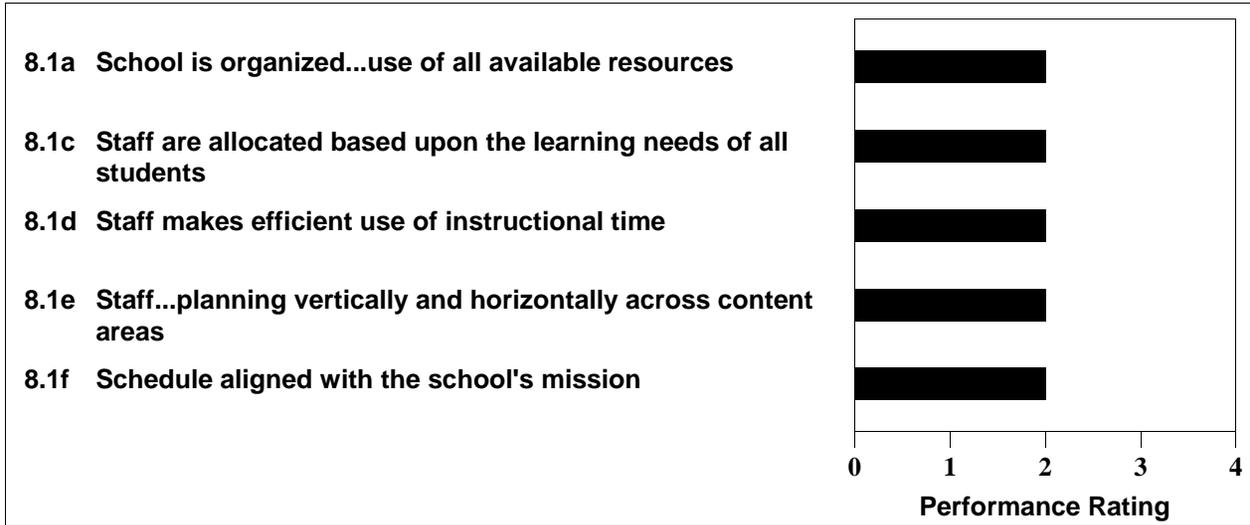
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**8.1 Organization of the School**

**Efficiency**



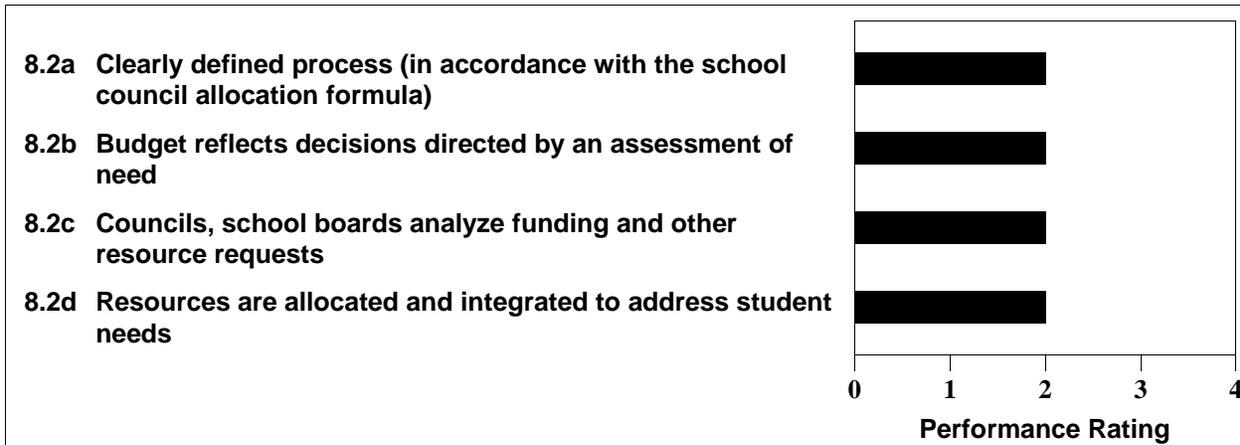
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**8.2 Resource Allocation and Integration**

**Efficiency**



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

**Efficiency**

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



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**9.2 Development of the Profile**

**Efficiency**

**9.2a 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**

