

Carter County
East Carter County High School
School Leadership Assessment Report



11/28/2010 - 12/03/2010



School Leadership Assessment Executive Summary

East Carter County High School

Carter County School District

11/28/2010 - 12/3/2010

Donald Damron, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of East Carter County High School during the period of 11/28/2010 - 12/3/2010. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal and school council have not provided the organizational infrastructure to sustain continuous school improvement.
Next Steps	<p>The principal should focus on communicating a sense of urgency for school improvement.</p> <p>The principal should define and communicate to all staff members their roles and responsibilities for improving student achievement and hold individual staff members accountable for continuous improvement in student learning.</p> <p>The principal, in collaboration with the school council, should establish and implement a monitoring system which provides immediate constructive feedback to teachers on teacher performance with emphasis on effective instructional strategies, a rigorous curriculum and high expectations for student achievement.</p> <p>The principal should ensure that the school improvement plan guides all work of the school. The principal should ensure that the school improvement plan communicates a clear purpose and direction through action components focused on teaching and learning.</p>
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

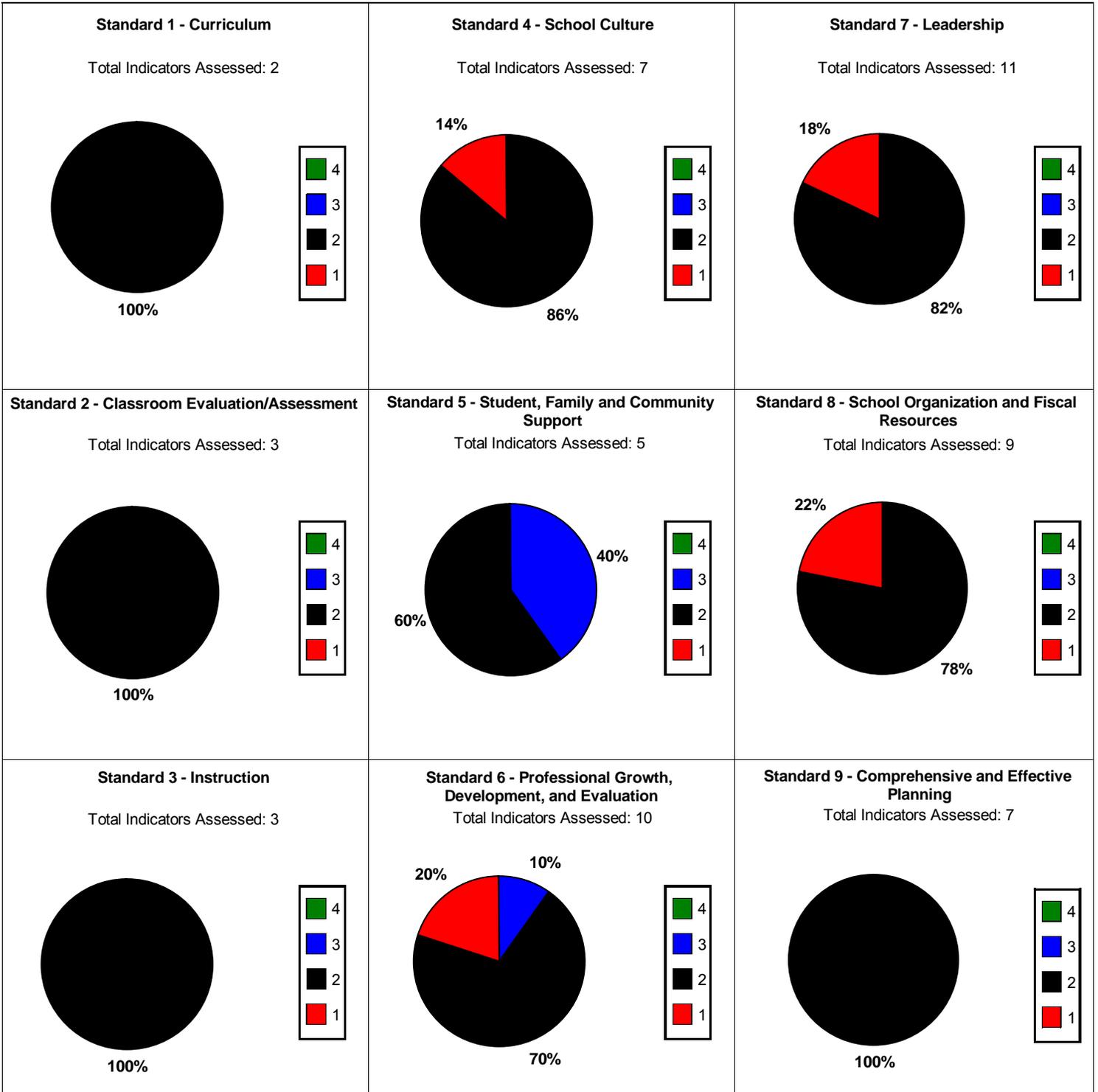
2. Deficiency	The school does not use the analysis of data to drive instructional decisions.
Next Steps	The principal should engage all instructional staff in systematically collecting, reviewing and analyzing all available assessment data in order to impact classroom instruction and make informed decisions to meet the unique needs of all learners.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal has not created a learning community that supports a climate conducive to performance excellence.
Next Steps	<p>The principal and school council should foster a student-centered culture of high expectations that focuses on individual student needs. Teachers should be held accountable for student failure as well as success.</p> <p>The principal should immediately initiate dialogue with community stakeholders (e.g., parents, business partners, community members, clergy, civic organizations, local government) focused on transforming East Carter High School into a high performing school.</p>
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal and school council have not ensured that professional development opportunities and performance evaluation procedures improve teaching and learning.
Next Steps	<p>The principal should ensure professional learning communities focus on job-embedded professional development that is based on strategies/activities within the school improvement plan.</p> <p>The principal should ensure that all individual professional growth plans for teachers are collaboratively developed and monitored for progress.</p> <p>The principal should ensure that meaningful feedback is given to teachers following all evaluative phases and that adequate support structures are in place to initiate and sustain change in teacher behavior and classroom practice.</p>

School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

East Carter County High School
 KDE 2010 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 - Carter County - East Carter County High School

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

Standard - 3 - Academic Performance

Instruction

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

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

Professional Development

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

Professional Growth and Evaluation

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

Standard - 9 - Efficiency - Comprehensive and Effective Planning

Defining the School Vision, Mission, Beliefs

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

Development of the Profile

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

Defining Desired Results for Student Learning

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

Analyzing Instructional and Organizational Effectiveness

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

Development of the Improvement Plan

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

Implementation and Documentation

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

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
East Carter County High School
Carter County School District

11/28/2010 - 12/3/2010

Introduction

The Kentucky Department of Education conducted a school leadership assessment of East Carter County High School during the period of 11/28/2010 - 12/3/2010.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (51), ewalk observations (54) and formal interviews and informal discussions with teachers (54), students (153), parents (42), Youth Services Center staff members (1), central office personnel (8), support staff members (17), assistant principals (2), counselors (2) and the principal.

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from working conditions surveys, leadership assessments and efficiency reviews. All of these results were considered in the development of this report.

The school leadership assessment report was based upon examination of the documents provided in the school portfolio, team experiences and observations. 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 is addressed in the following pages.

The chairperson of the team was Wayne Puckett - District Administrator. The other team members were Julia Rawlings - Educational Recovery Specialist, Dee Ann Newton - Teacher, Sheila Underwood - Teacher, Barbara W. Miller - Building Administrator, Jack Musgrave - University Educator, Martha Francis - Teacher, Ruth Gail Butler - Teacher.

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.

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

11/28/2010 - 12/3/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, master school schedule, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages, student handbook, Kentucky Interim Performance Report, No Child Left Behind Report and Professional Learning Community agendas and minutes

Interviews with assistant principal, counselor, curriculum resource specialist, district leadership, media specialist, parents, students and teachers

Observations of classrooms, computer lab and media center

Performance Rating 2

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

Curriculum transition discussions occur between high school and middle school teachers in some content areas. The principal has not initiated discussions with the middle school to eliminate gaps or overlaps in the curriculum and to ensure proper sequencing takes place. Curriculum alignment is addressed as teachers meet within their subject area professional learning community (both vertical and horizontal). Agendas are submitted to the principal; however, the subject of these meetings is not always consistent from one department to the next. The district initiated curriculum alignment five years ago, including vertical alignment, but that work has not been sustained. East Carter High School was to finish the document by adding the program of studies, but this initiative has not been completed in all subjects. The curriculum in the subjects developed is incomplete and does not address how or when the curriculum will be taught.

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

The school council has a curriculum policy (01.01) and has developed procedures to review the curriculum. However, the principal has not ensured

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

11/28/2010 - 12/3/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

compliance with the curriculum procedures outlined in the policy. The council policy states that a curriculum committee will be comprised of department heads, parents and a representative of the student council with a guidance counselor serving as the chair; however, this is not a functioning committee.

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

11/28/2010 - 12/3/2010

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should ensure a fully functioning curriculum committee is in place to determine key curriculum transition points between schools (e.g., middle to high).

Resources:

Jacobs, H. H. (2004). *Getting Results with Curriculum Mapping*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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

11/28/2010 - 12/3/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, district technology plan, eWalk data, faculty meeting agenda, 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, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, student handbook, Kentucky Interim Performance Report, No Child Left Behind Report and Professional Learning Community agendas and minutes

Interviews with assistant principal, counselor, curriculum resource specialist, district leadership, media specialist, parents, principal, school council members, school leadership, superintendent and teachers

Observations of classrooms and media center

Performance Rating 2

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

The school council curriculum policy (01.01) requires the regular use of assessment items that are similar to the Kentucky Core Content Test. However, the principal has not ensured full implementation of this policy. The principal does not monitor instructional practices to ensure teachers use multiple forms of assessments that are aligned to Kentucky's curriculum standards. Assessments are not always rigorous or authentic and do not elicit proficient student work. Common assessments are not regularly designed by all teachers who teach common classes. Students are assessed using different types of tests; however, teachers do not use this data to inform instruction. Formative assessments are not being used in all classes to inform instructional practices and to meet individual student needs.

2.1d Test scores are used to identify curriculum gaps.

The principal does not ensure assessments are used to identify curriculum gaps. The principal, school council and school staff annually review achievement data (e.g., Kentucky Core Content Test and No Child Left

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

11/28/2010 - 12/3/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

Behind Report) to analyze curriculum effectiveness and to identify some curricular gaps. The school council makes little effort to involve parents in this process. Classroom assessment data (e.g., teacher designed classroom assessments) are not consistently used to analyze the curriculum and inform instruction.

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

Performance standards for student work are not displayed in most classrooms. Samples of student work are sparsely displayed throughout the school in hallways and classrooms and most are not accompanied by scoring guides. Little evidence is apparent in lesson plans that performance standards are communicated to students prior to assignments with the exception of generic scoring rubrics on open response questions. Most classroom assessments are in a format similar to that used for state assessments as stated in school council policy (06.01), but most assessments are not designed to encourage or require higher order thinking. Although the school's instructional coach is available to assist teachers with performance standards, the principal does not effectively and consistently monitor to ensure that performance standards are clearly communicated to students, evident in the classrooms and observable in student work.

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

11/28/2010 - 12/3/2010

Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal and school council should ensure teachers are properly trained to recognize proficient student work. Teachers should receive training in the development of rubrics that clearly articulate varying performance levels. These rubrics should be used to assess student work and ensure that students understand the characteristics of proficient work. The principal should ensure that teachers clearly communicate performance standards to the students prior to each learning activity. Student work should reflect the use of these standards.

Resources:

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

SISI Toolkit Standard 2. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%202/Standard%202%20By%20Standards.htm

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

11/28/2010 - 12/3/2010

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, district technology plan, eWalk data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, student handbook, Student Performance Level Descriptors, student work, Kentucky Interim Performance Report, No Child Left Behind Report and professional learning community agendas and minutes

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

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

Performance Rating 2

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

School council policy (06.01) states all instruction will be student-centered, will engage students in higher order learning and will meet diverse student learning needs. The principal does not consistently and effectively ensure this policy is fully implemented and does not provide constructive and specific feedback to teachers. Many teachers demonstrate adequate content knowledge; however, most instruction is not engaging or cognitively challenging and does not address the unique learning needs of all students. Instruction in many classrooms is whole group and does not consistently include a variety of effective instructional strategies that lead to higher order thinking.

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

Some instructional strategies and learning activities are aligned with some state standards. The principal reviews lesson plans weekly; however, he does not provide feedback to assist teachers in making modifications to ensure learning strategies and activities are all aligned with appropriate

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

11/28/2010 - 12/3/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **2**

standards. Some learning activities (e.g., open response questions, various types of reading) are similar to those on state assessment.

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

The school council has a technology bylaw (08.01), but the council does not have a school technology plan. The school's library media specialist has recently initiated the formation of a school technology committee. The principal does not systematically monitor and measure the impact of technology on instruction and student performance. Although adequate technology (e.g., computers, document cameras, mounted projectors, interactive boards, student response systems) is available in the school, technology is not consistently used to enhance the rigor of teaching and learning. Teacher use of technology is evident; however, students' use of technology to enhance their learning experience is limited in most classrooms.

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

11/28/2010 - 12/3/2010

Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should develop and implement systematic procedures to monitor and ensure the effective use of research-based instructional strategies by all teachers. This monitoring should provide teachers with constructive feedback delivered in a timely manner. The principal should monitor classroom instruction to ensure that learning strategies and activities are differentiated and cognitively challenging to meet the needs of a variety of learners. The principal should ensure that technology is used to enhance student learning experiences.

Resources:

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

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

Michael Rutherford, Rutherford Learning Group, Inc., Charlotte, N.C. www.rutherfordlg.com, "Learning Centered Schools"

Teaching With Poverty In Mind: What Being Poor Does To Kids' Brains and What Schools Can Do About It, Jensen, Eric, 2009

Different Brains, Different Learners: How To Reach The Hard To Reach, Jensen, Eric, 2009

Kentucky Department of Education
School Leadership Assessment Summary Report

East Carter County High School

Carter County School District

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, enrollment data, eWalk data, Extended School Services program overview and data, facility inspection reports, health department inspection reports, Infinite Campus Reports, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, report cards/progress reports, roster of teaching assignments, safe schools data reports, samples of classroom assessments, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, school/district safety plan, staff extra-duty schedule, student discipline reports, student handbook, student work, trophy cases, Kentucky Interim Performance Report, No Child Left Behind Report and Professional Learning Community agendas and minutes; Daily Announcement emails; Trimester Survey Results; Student Assessment Survey; East Carter High School Emergency Management Plan

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

Observations of cafeteria, classrooms, common areas, computer lab, hallways, media center and Student entrance; parent drop off/pick up location

Performance Rating 2

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

The school's physical structure provides a safe, healthy, orderly and equitable learning environment. Although the physical structure provides safety features, not all stakeholders feel safe (e.g., improper use of metal detectors, hand scanners, purse scanners and lack of monitoring by staff) in the building. School building and grounds are patrolled by a part time school resource officer. There is an established extra duty schedule for zone supervision, duty expectations and assignments of teachers; however, monitoring for effectiveness is limited. The building is equipped with security cameras, monitors, metal detectors, hand scanners and fire alarms. The principal does not ensure maintenance, proper operation and repair of safety equipment. Although the school council has not officially adopted a safety

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

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **2**

plan, the school has a plan in place (The East Carter High School Emergency Procedures Guide and Emergency Quick Reference Guide) that outlines safety procedures and guidelines for staff. The school council is in compliance with board policy (5.4) on conducting emergency practice drills with logs maintained at central office. Operational procedures to minimize interruptions (announcements only at the beginning of first period and RED period, tardy policy, telecommunications policy) are being implemented by the principal. Student behavior, expectations and attendance are clearly defined in the student agenda; however, no procedure is in place to ensure that this information is read and understood by students and parents/guardians. Learning environment data is occasionally collected (Kentucky Center for Instructional Discipline Positive Behavior Interactions and Support Program, School Report Card Learning Environment data), but analysis and adjustments to current safety plan are not made.

- 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 and school council have adopted a policy (19.01, adopted November 2010) entitled "Enhancing Student Achievement" which provides guidelines to accomplish the school vision and mission statements. Some strategies included within the 2010-11 school improvement plan are focused on increasing student achievement and closing the existing achievement gaps. Administrative professional learning community agendas are sometimes focused on increasing student achievement. Annually, the principal shares information on student achievement data during council meetings. During the last two years, increases in student attendance and decreases in student discipline referrals have occurred. The principal has put some items (e.g., council policy [19.01]), strategies in the school improvement plan) in place to demonstrate a belief that all students can learn at high levels, but there is no follow up to ensure that staff are motivated and this belief is being demonstrated in all classrooms. The principal has provided some opportunities for teachers to share instructional strategies that have proven successful through implementing professional learning community meetings. A specific focus/agenda item for sharing these strategies is not in place. The principal provides only minimal opportunities for teachers to observe colleagues who are implementing effective

Kentucky Department of Education
School Leadership Assessment Summary Report

East Carter County High School

Carter County School District

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

instructional strategies for the purpose of building capacity within and among the staff to increase student achievement. Parents are provided the opportunity to attend the annual East Carter High School open house event where some written materials are provided regarding student academic expectations and opportunities for parents to attend committees and school council meetings.

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

School council policy (03.01), revised November 2010, provides the operational procedures for assignment of students to classes. The policy does not specifically address procedures regarding the assignment of students to staffs' instructional strengths. The principal has not fully implemented formal procedures to guide the effective matching of student needs to teacher strengths for all students. Some students are assigned to math lab and reading lab classes based on analysis of some assessment data.

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

The principal has developed a communication plan that outlines all forms of formal communication (e.g., WGOH radio announcements, newspaper, television, website, graduation exercises and recognition ceremonies, Principal's Podium) from school to stakeholders. The principal has not publicized the communication plan to all stakeholder groups nor monitored the plan for effectiveness.

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

Students are recognized at an end-of-year awards program (Distinguished Scholars) held during the school day. Celebrations occur prior to spring testing for students scoring Proficient and/or Distinguished on the prior year's Kentucky Core Content Tests. Students are provided "Dinner and/or a Movie" for their performance. Few opportunities exist to recognize student achievement at regular intervals. Academic accomplishments of students are rarely shared with families or community. The school improvement plan has

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

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

established benchmarks for stated goals; however, these benchmarks are infrequent and are not used to celebrate achieving and/or exceeding goals.

- 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.

There are some structures (e.g., East Carter Youth Service Center, Guidance Counselors) in place for the purpose of reducing barriers to learning. Some staff establish positive relationships with students. Few teachers provide differentiated and varied instructional strategies to meet the individual needs of students. Recruitment initiatives are not intentionally focused on hiring and retaining a diverse staff.

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

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **1**

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

School council's bylaw on committees (07.01) mandates stakeholder participation. Opportunities for stakeholder input are available. Certified staff occasionally collaborate with the principal to provide formal and informal input on instructional decisions. Non-certified staff are rarely involved in the decision-making process. The principal does not seek regular input from parents nor teaching and non-teaching staff (e.g., surveys, invitations, public forums, advisory groups).

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

11/28/2010 - 12/3/2010

Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

The school council should fully implement the committee structure, with fidelity, to assist in planning and decision making.

The principal should ensure that the existing communication plan is publicized and monitored for effectiveness. The plan should include dissemination of school and student achievement successes to the community and should seek input of all stakeholders (e.g., teaching and non-teaching staff, parents, families, business leaders, community members) in decision making and school planning. The plan should also detail a process for teachers to participate in frequent and interactive communication with parents regarding student academic needs and successes.

The principal and school council should immediately address specific cultural needs as well as the multiple learning styles of the student populations in order to eliminate achievement gaps. All school staff should receive continuous job-embedded professional development on the impact of cultural differences on student learning to meet the social, cultural and academic needs of students. Instructional practices should be research-based and specifically designed to impact the cultural needs of East Carter High School students. The principal and school council should actively support the total school community in recognizing and celebrating diversity among its students.

The principal should develop and implement formal procedures to guide the effective matching of student needs to teacher strengths. The procedures should allow for the flexible grouping and regrouping of students based on student performance data. The principal should intentionally and strategically consider teacher expertise and individual learner needs in the staff assignment process.

Resources:

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

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

Ladson-Billings, G. (1997). *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey-Bass.

Rodriguez, E., Bellance, J. (2007). *What Is It About Me You Can't Teach?: An Instructional Guide for the Urban Educator*

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

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of attendance records, comprehensive school improvement plan, documentation of parent contacts, examples of school to home communications, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Individual Education Plan/504 Plan, Individual Learning Plans, list of co-curricular offerings, schedule for co-curricular offerings, school communications plan, school council policies and bylaws, school mission, belief and vision statements, school Web pages, student handbook and Working Conditions Survey results

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

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

Performance Rating 3

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

The principal provides opportunities for additional support for students needing assistance with class work through RED (The RED period is designed for students to be flexibly scheduled for tutoring and intervention/remediation while other students are scheduled for enrichment and advisor-advisee curriculum activities.). However, because of scheduling problems, some students do not have access to RED. Along with this program, two AmeriCorps tutors are on staff to assist students referred by teachers. Ten senior peer tutors have been assigned to work with students. Extended School Services will begin during the second trimester. Alternative School located at Carter County Career and Technical Center, a credit recovery program, allows students to make-up missed assignments, and a recently added program, Virtual Academy, provides educational access for students estranged from the school setting. A number of university partnerships are established including the Educational Talent Search Program, Upward Bound Program and GearUp. The school council provides opportunities within the master schedule for dual credit offerings from Kentucky Christian University, Ashland Community College and Morehead State University. The school offers a number of co-curricular opportunities

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

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

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

Performance Rating **3**

(e.g. Future Farmers of America, Future Business Leaders of America, Art, French, Spanish). The principal has an informal process in place to re-engage students who are alienated or estranged from the school.

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

School student cumulative records are secure, current and maintained in a locked vault. Infinite Campus is used for record keeping. Individual Learning Plans are completed online and are monitored by the guidance department. Parents report that they are informed, as required, to participate in the continuous development of Individual Learning Plans and receive information about their child's learning needs. Special education records are secured and maintained in a special education classroom.

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

11/28/2010 - 12/3/2010

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.

School council adopted a bylaw (07.01) to establish a committee structure with required membership including parents; however, committees are not presently implemented. Parents learn of their student's academic progress by midterms and report cards that are given to students with the expectation that parents will receive them at six and twelve weeks respectively. Parents with computer access may also retrieve information about grades and attendance using Infinite Campus. Some teachers invite parents to communicate concerns about student progress by email. Parent-teacher conferences may be scheduled by either parent or teacher request. Open house is conducted at the beginning of the school year to introduce parents to their student's teachers, but few parents attend. "Howling with the KYOTE" provides a college night opportunity for seniors. Even though the principal advertizes these events in multiple ways (e.g., WGOH radio, the Grayson Journal Enquirer, School Messenger), some parents are unaware of the events. Most parents report they feel welcome in the school, but few have been solicited to partner in services to provide opportunities for students. The principal does not provide stakeholders with a clear, complete procedure for resolving concerns, filing complaints and making suggestions. The Family Resource/Youth Services Center provides numerous services (e.g., clothing, school supplies, food) to help ensure that students come to school ready to learn. Parents are informed of their child's attendance routinely by school staff. School Messenger technology contacts the parents of students missing school days or classes. The Family Resource/Youth Service Center director also contacts students with attendance issues.

- 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).

Youth Service Center provides items of need to students (e.g., clothing, school supplies, food, money for graduation), as well as beneficial programs (e.g., Kick-Off for Back to School, Adopt a Child Christmas Project, Girls Club). Parents are encouraged to participate and utilize the programs offered by Family Resource/Youth Service Center. The guidance department

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

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

endeavors to work effectively with students. Administrative demands often diminish the time the counselors have to counsel students. A daytime waiver for Extended School Services has been granted; however, the program will not be implemented until later in the school year because of a lack of funding. Since Extended School Services is not currently available, some teachers are providing additional help to novice learners. Special programs for the identified Gifted and Talented students were not provided for the previous two school years, but programs have been reinstated for the current school year. The principal and school council do not ensure entry and exit criteria are developed for all intervention initiatives.

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

The principal does not ensure that all school staff is regularly trained to identify students with special learning needs and behavioral problems; however, teachers may request training in this area as a professional development opportunity. Parents have the opportunity to be involved in their child's individual learning needs (e.g., Individual Education Plan, 504 plan, Individual Learning Plan). An informal process for making referrals to the guidance office and to medical assistance is in place. The records clerk has been trained to dispense drugs and deal with minor medical issues; however, if medical needs extend beyond the clerk's training, parents are informed. A school nurse at East Carter Middle School is also available. Pathways provides mental health services to students once a week. The guidance counselor enrolls transferring students, monitors their transition into the school and solicits assistance from Youth Services Center and Pathways if needed. Parents of transferring students are informed of their progress. Additional programs available to help reduce barriers to student learning include GearUp, The Graduate Kentucky Program and Virtual Academy. The principal has developed a daily 30 minute RED period. One of the purposes of this period is to provide students with an adult mentor. Due to scheduling issues, not all students are enrolled in RED period and do not receive this advocacy.

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

11/28/2010 - 12/3/2010

Summary of recommendations in: **Learning Environment**

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

The school council should revise the communication bylaw (09.01) and develop a council policy that incorporates strategies to encourage two-way communication between administration/staff and parents. The principal should monitor these strategies to ensure that parents are communicating with staff resulting in increased parent involvement.

The principal should ensure implementation of the bylaw (07.01) which establishes committee structures. The principal should ensure that all committees include representatives from all stakeholder groups as designated in the by-law and that committees meet regularly and effectively contribute to the decision making process for school improvement.

Resources:

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

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York, N. Y.: The New Press.

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

SISI Toolkit Standard 5. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%205/Standard%205%20By%20Standards.htm

Commissioner's Parents Advisory Council-
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of categorical program financial reports, certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive school improvement plan, district personnel evaluation system and documentation of implementation, individual professional growth plans, professional development records, professional resource materials, roster of teaching assignments, school council policies and bylaws, School Report Card data and staff development agenda

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

Observations of classrooms

Performance Rating 3

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

The principal and assistant principals of East Carter High School utilize procedures outlined in the district certified personnel evaluation plan for the evaluation of all certified staff. This plan was approved by the Carter County Board of Education on April 21, 2009, and was deemed to meet all requirements of state statute and regulations by the Kentucky Department of Education on May 18, 2009.

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

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

School council policy (10.01) provides guidance for professional development planning for the school. The 2010-11 professional development plan for East Carter High School stems from a district-wide focus centered on essential components of Kentucky Senate Bill 1. All teachers are required to participate in 24 hours of non-flexible professional development activities planned by a district professional development planning committee which includes six representatives from East Carter High School. The goal for this year's professional development is to build foundational expertise in the areas of balanced assessment systems, characteristics of highly effective teaching and learning, and the new Kentucky Core Academic Standards. Some teachers extend their professional learning beyond these 24 mandated hours to accommodate individual growth needs. A few teachers are afforded opportunities (e.g. professional learning community leaders, school council members, teacher leaders who train other faculty members) to develop leadership skills. A few teachers in various departments (e.g., math, career and technical, social studies) supplement their professional learning with content specific training experiences. Instructional aides are required to receive 12 hours of professional training annually, and some classified staff (e.g., bus drivers, cooks) participate in training requirements based on job descriptions. The principal has not capitalized on opportunities to develop parent leaders or avail parents of training activities to help them become more effective partners in the education of their children.

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

The principal, along with three teachers and two instructional coaches from the school, serves on the district professional development planning committee for the 2010-11 school year. This district committee, comprised of representatives from all Carter County schools and the central office staff, met in May, 2010, and reached consensus that professional development for this school year should concentrate on a district wide focus centered on Kentucky Senate Bill 1 components. The district planning committee determines the specific topics to be addressed on each professional

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

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

development day. The principal, in collaboration with other representatives on the committee from East Carter High School, determines how the designated topics will be delivered at the school level. The professional development plan is designed for a single year and does not intentionally scaffold on previous training experiences or focus on job-embedded avenues that foster continuous growth and build instructional capacity with the school staff.

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

Professional development priorities for the 2010-11 school year are focused on balanced assessments, characteristics of highly effective teaching and learning and Kentucky Core Academic Standards and make clear connections with student learning goals specified in the comprehensive school improvement plan. The principal does not ensure that professional development priorities show clear alignment to professional evaluation feedback data or the individual professional growth needs of teachers.

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

Professional development planning is done on a yearly basis with limited continuity of training focus from year to year. The principal does not ensure professional development facilitates a process that manifests in continuous growth of the staff. Some job-embedded professional development opportunities are provided through collaborative professional learning community groupings, modeling by instructional coaches and teacher leaders, peer support and academic discussions at faculty meetings. However, the principal has no system in place to monitor implementation and effectiveness of these embedded activities on teacher performance in the classroom.

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

The district has adopted policies that clearly define the evaluation process and meet all state requirements for the evaluation of certified personnel. The principal discussed the district's certified personnel evaluation plan with the entire faculty on opening day (August 4, 2010); however, some teachers do not have copies of the evaluation forms, and many teachers lack full

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

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

understanding of all components of the plan.

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

All monies spent on professional development activities are not directly referenced in the cost/funding column of the school improvement plan; however, all professional development expenditures make connections to student goals targeted in the plan. Professional development money allocated for the 2010-11 school year has been used to provide certified substitute salaries, registration fees, travel and general supplies. As a result of recent state budget shortfalls, professional development funding for the third and fourth quarter of the year will not be allocated to the school. East Carter High School professional development account balance is zero. There is no plan to address the unmet professional development needs of staff.

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

The principal does not ensure that all individual professional growth plans of teachers are developed in a collaborative process that aids in the identification of professional growth targets tailored to individual teacher needs. The principal fails to provide adequate levels of feedback to teachers following informal walkthroughs, formal observations or summative evaluations. The principal does not have a system in place to review or monitor progress on targeted items for growth throughout the year. Limited support structures (e.g. instructional coach, PD360) are in place to help strengthen identified areas for growth for the staff. The principal seldom goes beyond the compliance stage of the evaluation process and fails to utilize the process as a method to bring about changes in teacher behavior and instructional practice that lead to increased performance in student achievement.

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

11/28/2010 - 12/3/2010

Summary Findings in: **Learning Environment**

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 reviews some student achievement data (e.g., Kentucky Core Content Test, No Child Left Behind Report), but the data is not intentionally used to help formulate professional development priority needs. The principal does not have a formal system in place to analyze the impact of current or past professional development on staff behavior and student achievement for use as a springboard in planning or allocating resources for future professional development experiences.

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

The principal complies with paperwork procedures outlined in the district evaluation plan for certified employees; however, the process is not effectively utilized to improve the proficiency of the whole school staff. Individual professional growth plans for teachers are not always collaboratively developed with the evaluator and show little correlation to evaluation feedback data or meaningful self reflection. Some growth plans list the same growth targets from year to year. The principal does not have an effective system in place to monitor progress toward meeting professional growth targets and measuring their impact on teacher performance. The current evaluation process is often viewed by the staff as a compliance procedure rather than a change agent designed to improve the proficiency of the staff.

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

11/28/2010 - 12/3/2010

Summary of recommendations in: **Learning Environment**

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

The principal and school council should develop a plan that ensures unmet professional development needs are addressed. The principal should ensure that professional development priorities are data driven, linked to the individual professional growth needs of teachers, scaffold on previous training experiences and focused on job-embedded avenues that foster continuous growth to build instructional capacity with the school staff. The principal should ensure all professional development experiences reach the implementation stage in the classroom and manifest in increased achievement for all students.

The principal should capitalize on the use of the certified staff evaluation process to improve staff proficiency. The principal should ensure that all individual professional growth plans for teachers are collaboratively developed with evaluators and focus on the depth of appropriate professional growth that leads to increased student performance. The principal should ensure that adequate levels of feedback are provided to teachers following all phases of the evaluation process. The evaluation process should include frequent monitoring of professional growth progress and a system of support that helps teachers initiate and sustain change in their teaching behavior and instructional practice.

Resources:

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

East Carter County High School

Carter County School District

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, eWalk data, examples of school to home communications, faculty meeting agenda, individual professional growth plans, Kentucky's Core Content for Assessment, master school schedule, needs assessment data, safe schools data reports, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school profile, school Web pages, student handbook, Kentucky Interim Performance Report, No Child Left Behind Report, school safety procedures and Professional Learning Community agendas and minutes

Interviews with assistant principal, community members, parents, principal, school council members, school leadership, school resource officer, superintendent and teachers

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

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The school principal submitted his proposed vision for East Carter High School to the school council and staff for review and comment. This vision was discussed at the October and November, 2010, school council meeting. The principal and school council do not intentionally solicit input from other stakeholder groups in the development, review and comment on the vision and future direction of East Carter County High School. The school council approved the 2010-11 comprehensive school improvement plan on November 22, 2010, that included the principal's vision "East Carter High School will be the school of choice for the parents of eastern Carter County." The principal articulates some tentative plans to sustain this vision, but his plan is limited, unwritten and does not include all stakeholder groups.

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

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

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

The school principal and the school council collaborate in the review of data from the No Child Left Behind Report and the Kentucky Core Content Test. The results are used as a needs assessment to establish goals for school improvement. The principal and school council do not ensure that other student assessment data are considered in this process. Professional learning communities are being implemented, but they are in the early stages of development and the analysis of student assessment data is inconsistent and is used on a limited bases to inform classroom practices. There is not a protocol in place to monitor these practices, to measure their impact on student achievement or to involve parents in the improvement planning process.

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

All school administrators have individual professional growth plans. However, most individual professional growth plans are developed in isolation. The principal approves these plans with limited dialogue with the school administrators. There is no intentional focus on aligning individual growth plans with personnel evaluations or the identified goals for school improvement.

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

The school principal collaborates with the school council and conducts an annual review of disaggregated student performance data from the No Child Left Behind report and Kentucky Core Content Test. The results are used to compare student performance and identify some gaps in student achievement between student population groups. The results are shared with the teaching staff and are incorporated into the comprehensive school improvement plan. Some of this data is used to determine the action components for school improvement with an intentional focus on the elimination of some achievement gaps within the student population.

- 7.1e Leadership ensures all instructional staff have access to curriculum related

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

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

The principal ensures that teachers are provided Kentucky's combined curriculum documents, district related materials and resources related to Kentucky's learning goals. There are some job-embedded professional development opportunities (e.g., collaborative vertical and horizontal professional learning communities, modeling and peer observation) available; however, the job-embedded professional development is not consistently monitored for impact on instructional practices and student achievement.

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

The school principal collaborates with the school council and develops and implements procedures (e.g., limiting intercom announcements, communicating the expectation of bell-to-bell instruction, limiting telephone interruptions in the classroom to emergencies) designed to protect instructional time. These strategies are not consistently monitored for implementation and effectiveness. Instruction is disrupted through field trips and other activities that require students to miss core classes.

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

The school council has not adopted all policies required by Kentucky Revised Statute and often substitutes bylaws for policies. The school council conducts an annual review of policies and bylaws (bylaw 11.01) for possible revision. The connection of school council policies on improving student achievement is not always clearly communicated to stakeholders. Procedures for implementing school council policies are not effectively communicated, monitored for implementation nor assessed for intended impact on staff and student performance. The school council does not intentionally solicit input from parent and community stakeholders in decisions concerning the instructional and organization structure of the school.

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

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

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

School council bylaws and policies focus on improving student achievement. However, many of the procedures (e.g. implementation of safety plans, school improvement plans, committee structure, monitoring) used in the day-to-day operation of the school, as well as the planning for school improvement, are not in compliance with the school council bylaws and policies. District leadership and school principal provide limited oversight of school council activities. A protocol is not in place to guide district leadership and school councils in meaningful dialogue concerning improving student achievement. The school principal does not conduct formal evaluations of the school's instructional and organizational structure for efficiency and effectiveness in the delivery of curriculum. School improvement plans are submitted to the superintendent or designee.

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

The principal succeeds in creating and sustaining some aspects of a positive school culture. The principal does not engage the school community in discussions about academic performance levels (e.g., novice, apprentice, proficient, distinguish). Many stakeholders, including parents, do not understand what is required for a student to obtain proficient performance in their classes. Opportunities and training for parents to become partners in their child's education are not intentional. School council bylaws designed to solicit and engage parents as participants in school decision making are not being implemented by the school principal, and parents are not involved in school planning and decision making. Few opportunities are provided for student-centered teacher-parent conferences. Parents are appreciative of the improvements that have been made in school culture, but have concerns about low expectations for student achievement and the lack of success among some student population groups. The school principal does not ensure consistent and regular monitoring of the implementation of current and previous school improvement plans to measure the impact of the plans on instructional practices and student achievement. Roles and responsibilities for improving student achievement are not clearly communicated to all certified and non-certified staff. Accountability for meeting these responsibilities is inconsistent. A school-wide protocol for the ongoing analysis of student performance data to inform instruction is not being implemented. The fiscal and human resources allocated to East Carter

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

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

High School are sufficient to deliver effective instruction to all students and to ensure significant improvement in student performance. The principal does not ensure that the instructional and organizational structures are in place to effectively and efficiently manage these resources to meet federal, state and community expectations.

Kentucky Department of Education
School Leadership Assessment Summary Report

East Carter County High School

Carter County School District

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **1**

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

The school principal, in collaboration with the school council, develops a comprehensive school improvement plan. The principal ensures that adequate fiscal and human resources are allocated for implementing the school improvement plan. However, the principal does not provide an efficient organizational infrastructure needed to monitor the implementation of the school improvement initiatives in order to eliminate barriers to student performance. Staff roles and responsibilities for improving student achievement are not always identified, and the lack of monitoring school initiatives lead to low expectations and inefficient use of school resources.

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.

Although the school council has not developed a school-specific safety plan, the principal has provided staff with procedures (e.g., East Carter High School Emergency Guide, Emergency Quick Reference Guide) to ensure that the learning environment is a safe, inviting and healthy place for students and staff. These procedures are communicated to school stakeholders via student/staff handbooks and posted within the school. The principal does not provide the organizational structure to effectively monitor and hold staff and students accountable for following school safety procedures. Security equipment is not inspected and maintained on a regular basis to ensure full operation.

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

11/28/2010 - 12/3/2010

Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The school principal should solicit the expertise and experience from staff, community leaders, students and parents in the development of a strategic plan that will bring about academic excellence for East Carter High School.

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

Resources:

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

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

Pruess, Paul G. (2003) School Leader's Guide To Root Cause Analysis: Using Data to Dissolve Problems

Kentucky Department of Education
School Leadership Assessment Summary Report

East Carter County High School

Carter County School District

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of classroom assignments, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, documentation of parent contacts, examples of school to home communications, Extended School Services Schedule, faculty meeting agenda, Implementation and Impact Checks, Individual Learning Plans, Kentucky's Core Content for Assessment, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), master school schedule, media materials and inventory, newspaper clippings/press releases, newspapers, organizational charts, roster of teaching assignments, samples of written correspondence to staff/stakeholders, school budget and allocations, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school procedures manual, School Report Card data, school Web pages, student/parent/staff handbooks, student/teacher ratio, volunteer schedule, Kentucky Interim Performance Report and No Child Left Behind Report

Interviews with assistant principal, assistant superintendent(s), classified staff, counselor, district leadership, parents, school council members, school leadership, students and teachers

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

Performance Rating 2

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

The principal prepares an annual budget for expenditures and submits it to school council for approval. The school council has not adopted a formal process to allocate, monitor and assess available resources for impact on student achievement. The principal does not develop formal procedures to monitor fiscal resources for positive impact on student achievement. The principal acquires some fiscal and human resources through grants and partnerships with community members. Few community resources (e.g. guest speakers, mentors, career day participants) are used to support the instructional program. Lines of communication have not been established or clearly defined by the principal to outline roles and responsibilities for staff,

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

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

committees, professional learning communities and department chairs. Zone responsibilities and duty expectations for staff supervision assignments are established but not monitored for implementation.

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

The school council has adopted policies for student assignments and school schedules. The council established the scheduling adhoc committee which functioned in a research gathering and advisory capacity to the council as the school planned and implemented the current trimester schedule. There is no formal process to ensure consistency in implementation and to measure impact of the new trimester schedule, including the RED Period on student performance. The trimester schedule provides adequate numbers for all courses to ensure most students have full access to the curriculum. The schedule provides special education students increased access to elective courses, reading intervention and pre-algebra.

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

The council does not have an adopted policy that clearly defines procedures to ensure protection of instructional time. The principal has established designated times for school announcements to keep interruptions to a minimum. The principal requires each content area department to establish a classroom instructional delivery model specific to their content. Each teacher is expected to use this framework to guide the time management of lesson activities and transitions. The primary purpose of this model is to ensure effective transition between planned activities, student engagement and maximum use of instructional time. The council has a code of conduct and behavior expectation in the student handbook to assist teachers with classroom management practices. However, these initiatives are not consistently implemented in all classrooms nor assessed for impact on student performance.

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

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

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

area teachers; emphasis on learning time and not seat time; and integrated units).

The master schedule does not provide common planning time for core content teachers. Vertical content teams (professional learning communities) meet regularly outside the school day. Most content teachers in the same grade have limited opportunities for common planning. The school is in the developmental stages of Professional Learning Communities. Clear expectations and processes for monitoring the Professional Learning Community work and the impact on classroom practices and student achievement have not been established.

- 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 principal, in collaboration with school council, has transitioned the school day from a traditional schedule to a trimester schedule for the 2010-11 school year. The trimester schedule has six seventy-minute periods and one thirty-minute period referred to as the RED period. The RED period is designed for students to be flexibly scheduled for tutoring and intervention/remediation while other students are scheduled for enrichment and advisor-advisee curriculum activities. The six seventy-minute periods are used to schedule all core content and elective classes. The schedule is designed to accommodate the differences in the amount of time required for each content area and student developmental needs, but the schedule is not monitored for fidelity of implementation.

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

District discretionary funds are allocated through an informal process which involves the principal and superintendent reviewing a prioritized needs assessment. The principal and school council do not conduct a formal needs assessment to identify additional funds and resources needed by the school.

- 8.2d State and Federal Program Resources are allocated and integrated (Safe

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

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

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 school improvement plan identifies some integration of state and categorical funds in professional development activities that support the priority needs of the school. Most state and federal programs are used independently and not directly aligned with the school improvement plan. The principal does not have a clearly defined process to evaluate the impact of all resources on student achievement.

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

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

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 receives the annual Support Education Excellence in Kentucky funds as required by Kentucky Revised Statutes. The council bylaw does not clearly define the budgeting process the school uses to allocate fiscal resources, complete purchase order requests and report to the school council. The principal has established clearly communicated steps for department expenditures and requests for additional funds. The process allows for equitable distribution of funds. The council has designated a standing budget committee, but the committee has not met. The principal does not update the school council on budget expenditures on a monthly basis.

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 school council has not established clear policy guidelines and procedures for funding and other resource allocations and requests. Most budgetary decisions are made by the principal and are not brought before the council for review and approval. The school council does not make connections between resource allocation requests and the school improvement plan.

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

11/28/2010 - 12/3/2010

Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The school council should activate the committee structure, including all stakeholder groups, to ensure that the council has a process to monitor and evaluate the work of the school in the areas of academic performance, learning environment and efficiency. The school council and principal should develop a communication plan that reaches all stakeholders to include agendas, minutes, committee reports and financial statements.

The school council should review and update all council policies and procedures to ensure compliance with current statutes, regulations and best practice policies and procedures for increasing student academic achievement.

Resources:

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

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

SISI Toolkit Standard 8. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%208/Standard%208%20By%20Standards.htm

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

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of comprehensive school improvement plan, curriculum documents, faculty meeting agenda, Implementation and Impact Checks, lesson plans/units of study, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, student handbook, Kentucky Interim Performance Report, No Child Left Behind Report and Professional Learning Community agendas and minutes

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

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

Performance Rating 2

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

The current mission statement and belief statements were written and approved by the faculty during the 2008-09 school year. In an August, 2010, faculty meeting, the mission statement and belief statements were revisited, but no revisions were made. Neither parents nor community stakeholders were solicited (e.g., surveys, website, public forum) for participation in the revision of the school mission and belief statements or development of a school vision. A vision statement for the school was discussed during the October and November school council meetings. The principal drafted a vision statement and solicited faculty input via email. The principal's vision statement for East Carter County High School is included in the 2010-11 school improvement plan. Most staff members indicate they are not involved with the school improvement planning process. The school improvement plan, approved on November 22, 2010, was developed with no committee process to solicit input from all stakeholder groups. Board policy (02.44) states the school shall organize a planning team consisting of four teachers, four parents and a community representative. The high school shall include a student on the committee. The school council and principal have not ensured a collaborative process in the development of the school's vision, mission, belief statements and goals of the comprehensive school improvement plans.

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

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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

The principal has access to multiple forms of data (e.g., Kentucky Core Content Test, No Child Left Behind Report, ThinkLink Math, ACT, PLAN, EXPLORE). All data is not analyzed and minimal use of this data is used to identify perceived strengths and limitations of the instructional and organizational effectiveness of the school. Some perceived limitations are described in the priority need sections of the school improvement plan. The principal does not collaborate with stakeholder groups. The principal does not collect perception data from stakeholder groups for the purpose of determining the instructional and organizational effectiveness of the school.

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

The 2009-10 school improvement plan includes ways of assessing the effectiveness of the plan throughout the year. Implementation and impact check lists exist for this plan; however, many activities were partially implemented or show limited impact. The strategies/activities of the 2010-11 school improvement plan, approved November 22, 2010, articulate measures of monitoring (e.g., administrative walkthroughs, ThinkLink Math, work within professional learning communities, PLAN). Measures of progress in the school improvement plan are stated; however, a majority of the end dates are listed as May 30, 2011, which limits current information to ensure continual progress. The principal has not ensured a systematic protocol for monitoring the strategies to ensure the effectiveness of the plan on student achievement at continuous intervals. Implementation and impact checks have not been completed through November of the current 2010-11 school year.

9.6a The plan is implemented as developed.

Some strategies/activities listed in the 2009-10 school improvement plan have been implemented. Others are being extended into the plan for the 2010-11 school year. The principal is not monitoring implementation of the school improvement plan to determine if implementation of the school plan is meeting the educational needs of all students. Currently, implementation and impact checks have not been completed. Therefore, the principal is unable to provide evidence of continuous impact on student performance resulting from

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

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

the implementation of activities listed in the school improvement plan. Teachers recently received the 2010-11 school improvement plan via email. Teachers are aware of receiving the school improvement plan, but many teachers are not familiar with the strategies/activities in the plan.

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

The school council and the principal collect some data in the areas targeted by the school improvement plan. Department heads and staff collect data in their own content areas. In the 2010-11 school improvement plan the goals are written in clear and concise terms but are not measureable in frequent intervals of time. ThinkLink Math is administered three times each school year to measure student progress. Although some measures of progress have been conducted, all data have not been analyzed to evaluate the degree to which the goals of the school improvement plan are achieved.

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

The school council, principal and department heads collect some data for group analysis. Stages of implementation of 2009-10 strategies/activities are indicated on the school improvement plan, but data is not available to determine the impact on classroom practice and student performance for all strategies/activities. Evaluation of the recently adopted 2010-11 school improvement plan has not been taken to the level of monitoring or analyzing for determining effectiveness of classroom instruction and impact on student performance.

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

The principal emphasizes a commitment to continuous school improvement. There is limited monitoring, revisiting and revision of the school improvement plan to ensure the plan meets the needs of all students. The principal does not hold all staff members accountable for their roles and responsibilities in student success or failure. The 2010-11 school improvement plan, approved November 22, 2010, was developed with no input from all stakeholder groups. The school council and the principal do not always monitor to

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

11/28/2010 - 12/3/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

evaluate the plan for impact on student achievement.

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

11/28/2010 - 12/3/2010

Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The school council and the principal should utilize periodic implementation and impact checks to monitor the implementation of the strategies/activities and the impact on increased student achievement. The information should be shared with staff members and should be used to make adjustments and changes in the plan throughout the school year. Goals and strategies in the school improvement plan should include not only what teachers know and will do, but also how this will impact student performance. Regular implementation and impact checks should serve as checkpoints to reflect a sense of urgency to meet new and emerging student learning needs and to inform instruction.

The school council and the principal should continue guiding the faculty and staff in the implementation of the current 2010-11 school improvement plan. The progress of strategies/activities within the school improvement plan should be regularly reported to all stakeholder groups. Gap populations should be identified in the plan and their learning needs addressed. Strategies and activities should be prioritized based on greatest impact for student achievement. Benchmarks should be established at regular intervals to monitor the impact of the school improvement plan over time.

Resources:

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

Kaufman, R. A. & English, F. Mapping Educational Success Strategic Planning for School Administrators.

Lambert, L. (1998). Building Leadership Capacity in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Prioritizing Changes. SISI Toolkit Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/Prioritizing%20Changes.doc

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

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

11/28/2010 - 12/3/2010

Summary of Next Steps:

The principal should focus on communicating a sense of urgency for school improvement.

The principal should define and communicate to all staff members their roles and responsibilities for improving student achievement and hold individual staff members accountable for continuous improvement in student learning.

The principal, in collaboration with the school council, should establish and implement a monitoring system which provides immediate constructive feedback to teachers on teacher performance with emphasis on effective instructional strategies, a rigorous curriculum and high expectations for student achievement.

The principal should ensure that the school improvement plan guides all work of the school. The principal should ensure that the school improvement plan communicates a clear purpose and direction through action components focused on teaching and learning.

The principal should engage all instructional staff in systematically collecting, reviewing and analyzing all available assessment data in order to impact classroom instruction and make informed decisions to meet the unique needs of all learners.

The principal and school council should foster a student-centered culture of high expectations that focuses on individual student needs. Teachers should be held accountable for student failure as well as success.

The principal should immediately initiate dialogue with community stakeholders (e.g., parents, business partners, community members, clergy, civic organizations, local government) focused on transforming East Carter High School into a high performing school.

The principal should ensure professional learning communities focus on job-embedded professional development that is based on strategies/activities within the school improvement plan.

The principal should ensure that all individual professional growth plans for teachers are collaboratively developed and monitored for progress.

The principal should ensure that meaningful feedback is given to teachers following all evaluative phases and that adequate support structures are in place to initiate and sustain change in teacher behavior and classroom practice.

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

11/28/2010 - 12/3/2010

In Conclusion:

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

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

Principal Determination:

The principal does not have the capability and capacity to continue his roles and responsibilities established in KRS 160.345.

School Council Determination:

The school council does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

The School council shall be retained in an advisory capacity.

The school council is retained in advisory capacity and the current membership of the council shall not be replaced by the Commissioner.

Commissioner, Kentucky Department of Education: _____

Date: _____

Pursuant to School Improvement Grant Section 1003g (SIG) Guidance from the US Department of Education

The district must submit an application to receive SIG 1003g funds.

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

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

Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals with a valid, reliable, fair and strong predictive correlation with KDE's summative measures of student achievement.

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

Principal, East Carter County High School

Date: _____

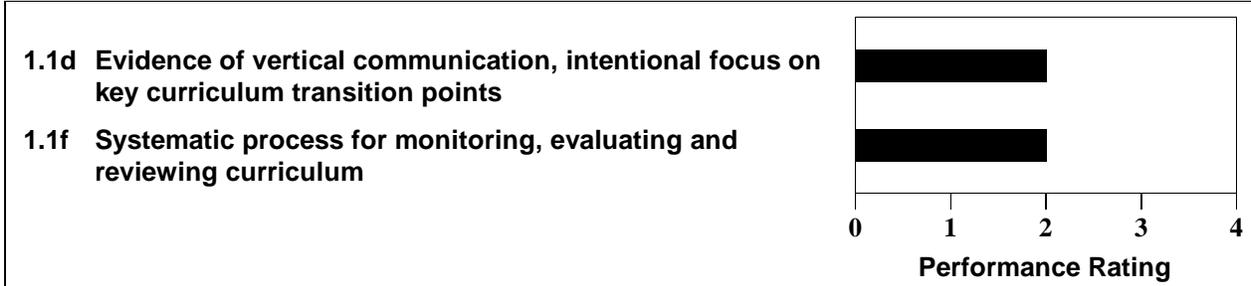
Superintendent,
Carter County
Schools _____ Date: _____

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

11/28/2010 - 12/3/2010

1.1 Curriculum

Academic Performance

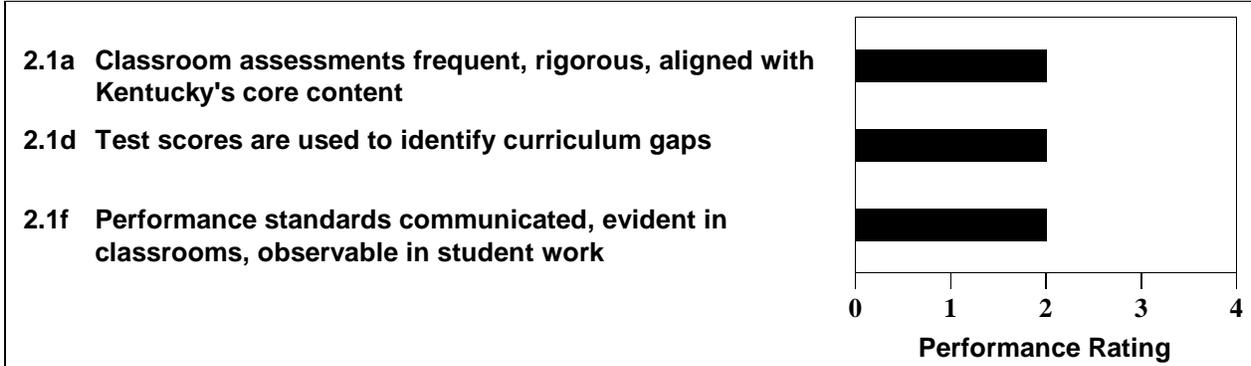


Kentucky Department of Education
School Leadership Assessment Summary Report
East Carter County High School
Carter County School District

11/28/2010 - 12/3/2010

2.1 Classroom Evaluation/Assessment

Academic Performance

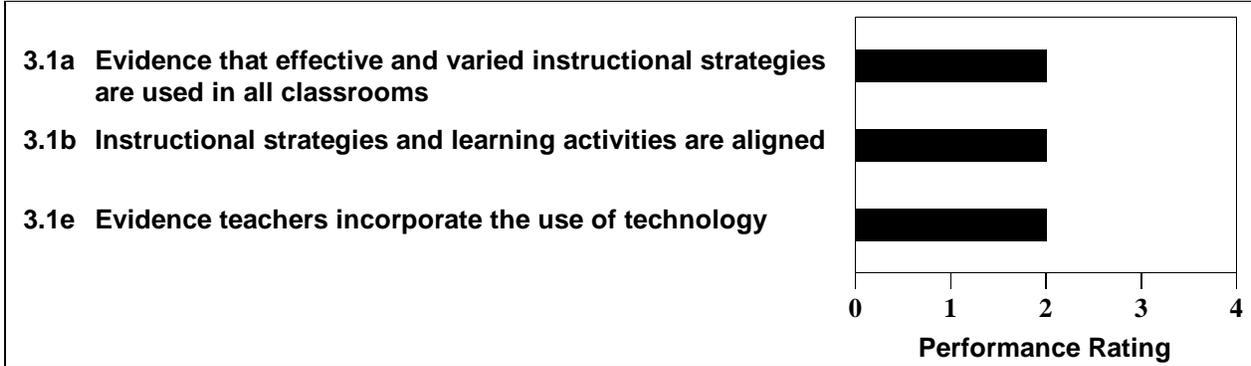


Kentucky Department of Education
School Leadership Assessment Summary Report
East Carter County High School
Carter County School District

11/28/2010 - 12/3/2010

3.1 Instruction

Academic Performance

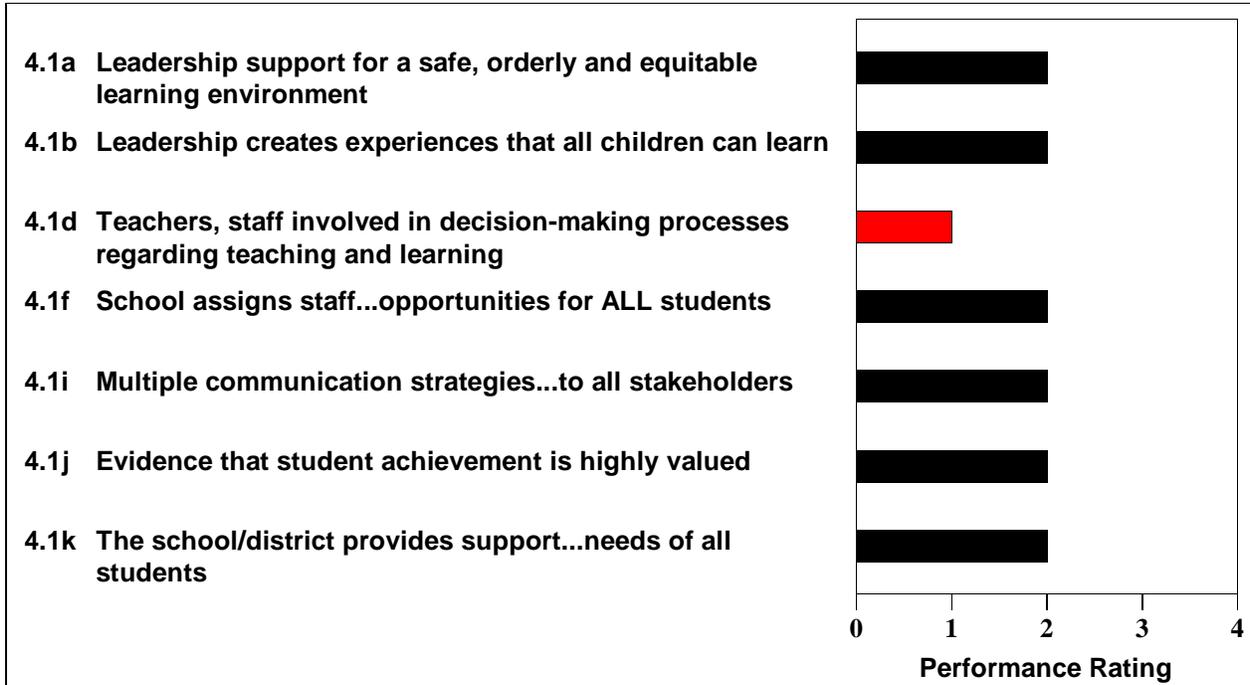


Kentucky Department of Education
School Leadership Assessment Summary Report
East Carter County High School
Carter County School District

11/28/2010 - 12/3/2010

4.1 School Culture

Learning Environment

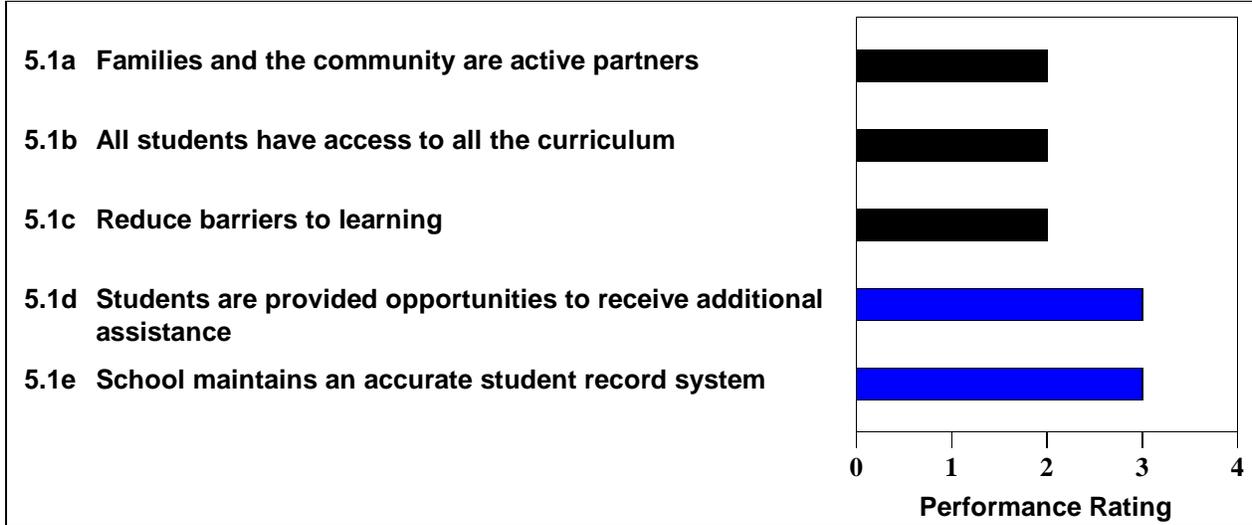


Kentucky Department of Education
School Leadership Assessment Summary Report
East Carter County High School
Carter County School District

11/28/2010 - 12/3/2010

5.1 Student, Family and Community Support

Learning Environment

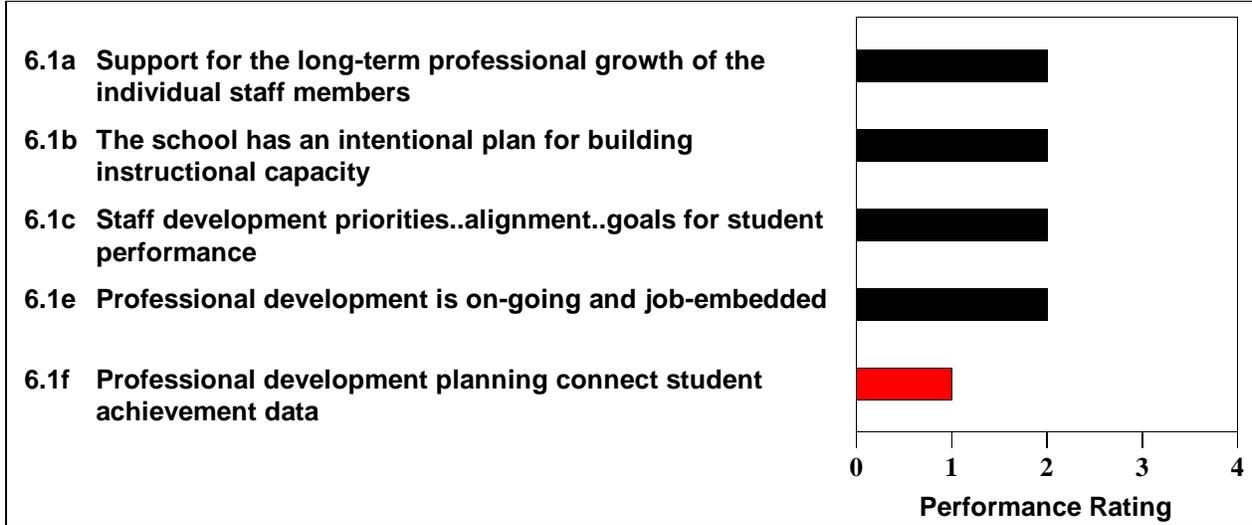


Kentucky Department of Education
School Leadership Assessment Summary Report
East Carter County High School
Carter County School District

11/28/2010 - 12/3/2010

6.1 Professional Development

Learning Environment

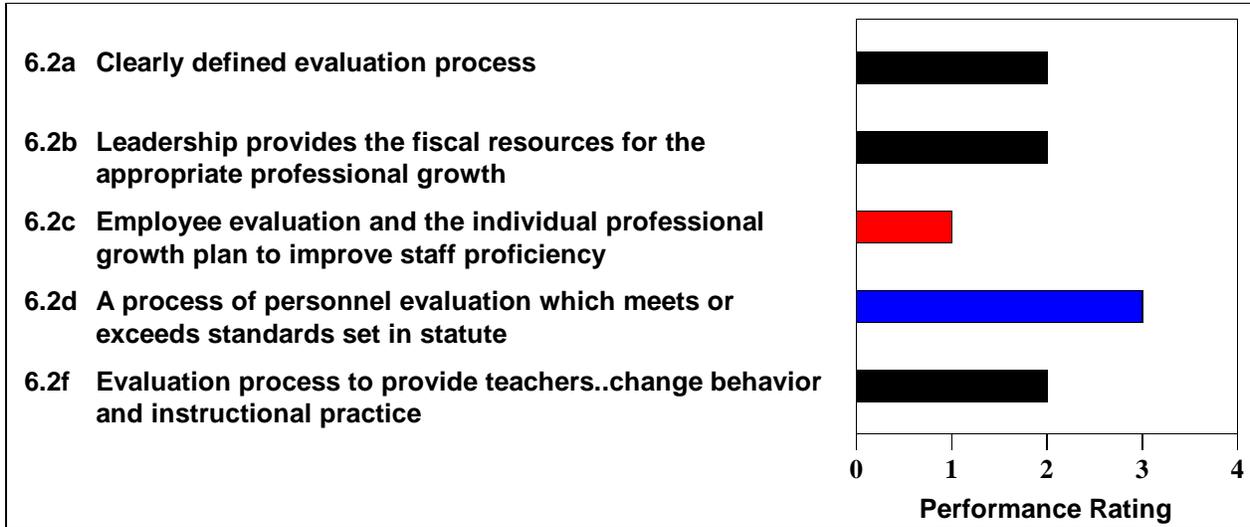


Kentucky Department of Education
School Leadership Assessment Summary Report
East Carter County High School
Carter County School District

11/28/2010 - 12/3/2010

6.2 Professional Growth and Evaluation

Learning Environment

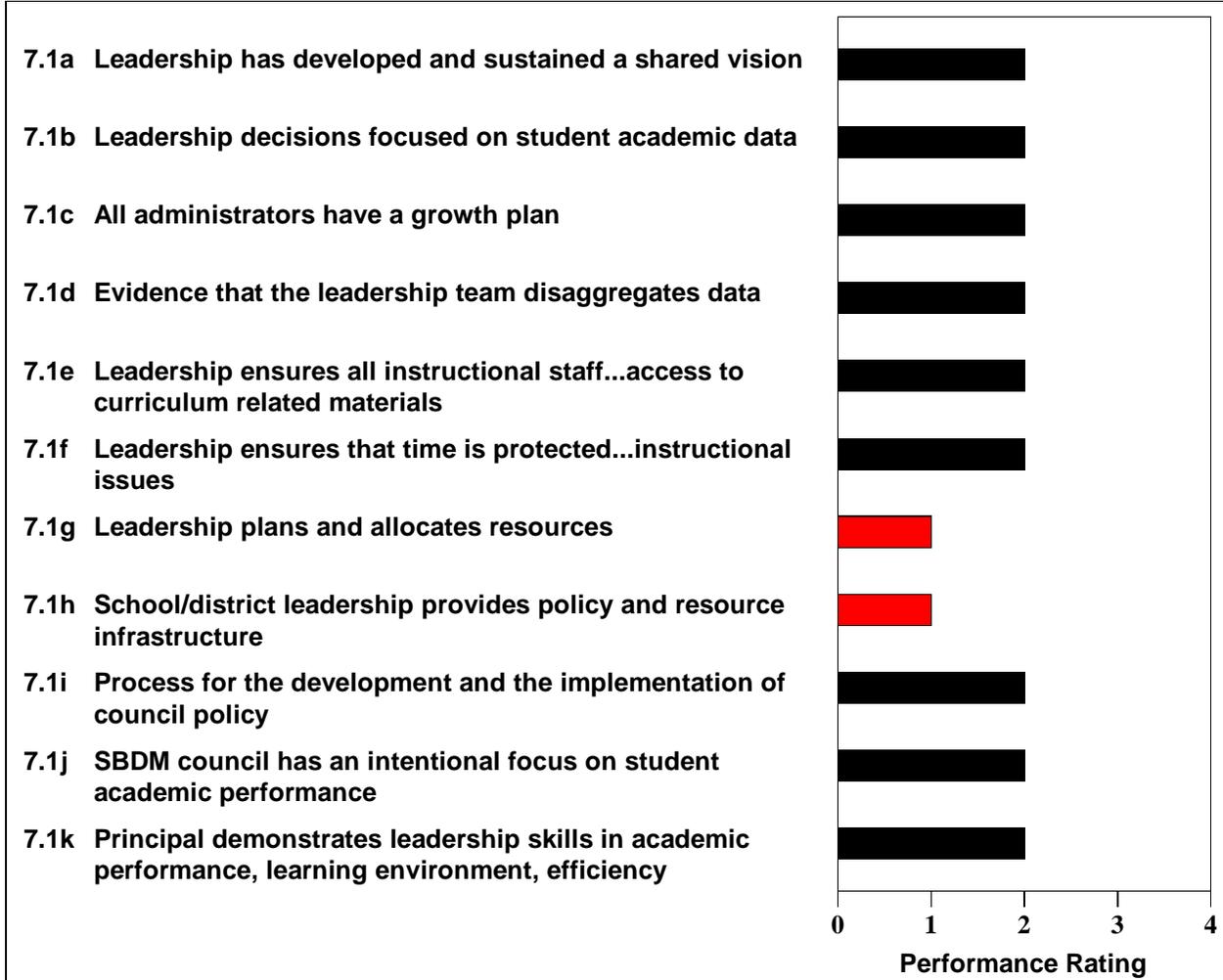


Kentucky Department of Education
School Leadership Assessment Summary Report
East Carter County High School
Carter County School District

11/28/2010 - 12/3/2010

7.1 Leadership

Efficiency

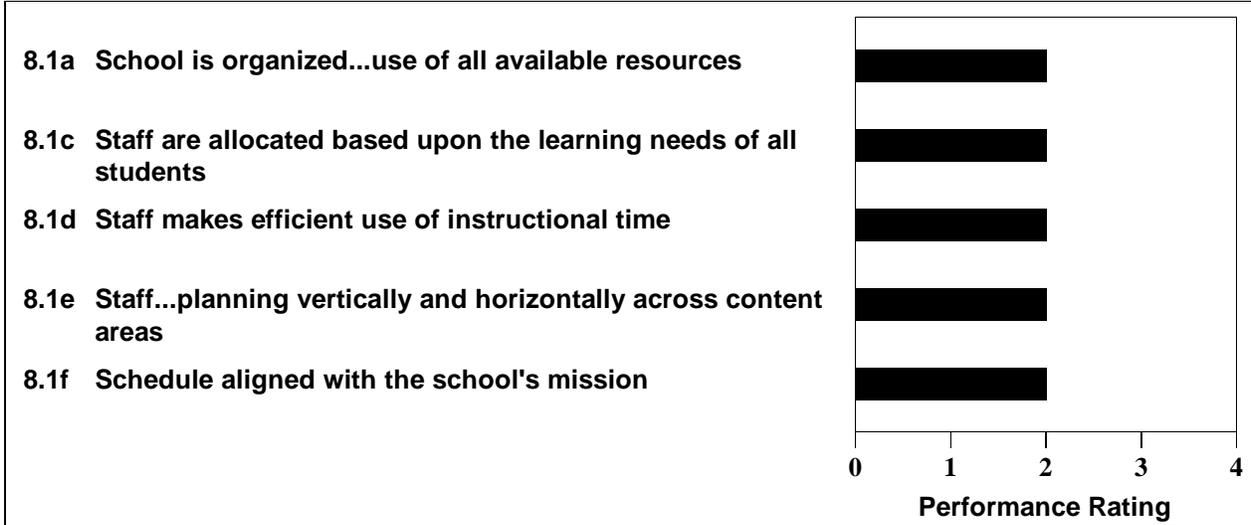


Kentucky Department of Education
School Leadership Assessment Summary Report
East Carter County High School
Carter County School District

11/28/2010 - 12/3/2010

8.1 Organization of the School

Efficiency

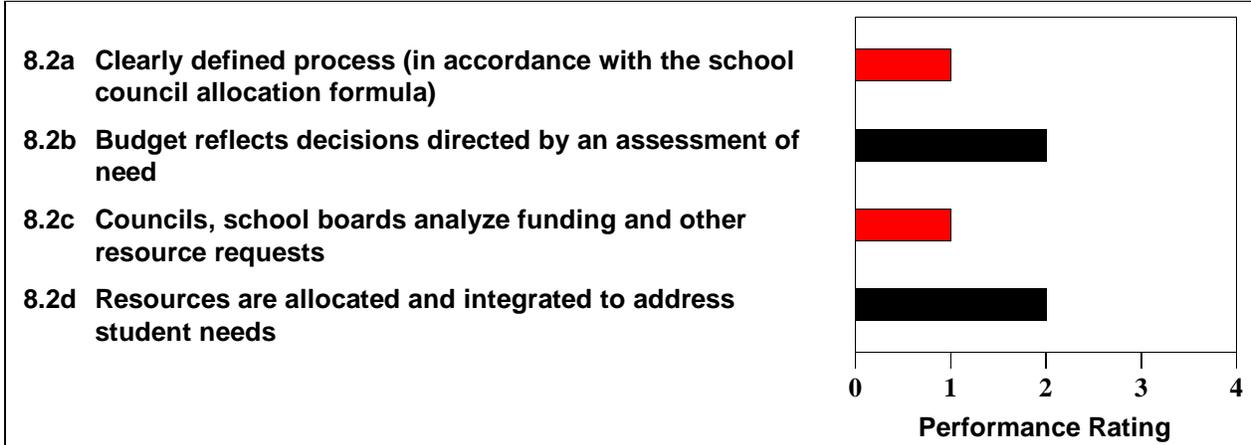


Kentucky Department of Education
School Leadership Assessment Summary Report
East Carter County High School
Carter County School District

11/28/2010 - 12/3/2010

8.2 Resource Allocation and Integration

Efficiency



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

11/28/2010 - 12/3/2010

9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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

11/28/2010 - 12/3/2010

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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

11/28/2010 - 12/3/2010

9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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

11/28/2010 - 12/3/2010

9.6 Implementation and Documentation

Efficiency

