

Greenup County  
Greenup County High School  
School Leadership Assessment Report



01/09/2011 - 01/14/2011



# School Leadership Assessment Executive Summary

## Greenup County High School Greenup County School District

1/9/2011 - 1/14/2011

Jim Dunaway, Principal

### Introduction

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

### School Deficiencies and Next Steps

1. Deficiency	The principal does not hold all staff members accountable for the success or failure of students at Greenup County High School.
Next Steps	The principal should communicate to all staff members and students the urgency of placing student achievement as the school's top priority. The principal should ensure that all available resources are effectively and efficiently used to support a learning environment that focuses on improving academic achievement for all students. The principal should set non-negotiable expectations (bell-to-bell instruction; teaching to Kentucky's standards; collecting and analyzing individual student performance data) to drive decision making. He should monitor and hold all staff accountable to ensure high quality lessons are designed and implemented to meet the learning needs of each student.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not ensure interactive communication regarding student absenteeism between district and school staff.

Next Steps	The principal should collaborate with district staff to determine reasons for high absenteeism. The principal should research proven attendance incentive programs and examine strategies directly tied to increased student attendance. The principal and school council should use the results of their research to design an attendance incentive program based on the unique needs of students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>The principal has not provided the direction and support necessary for student performance to meet local, state and federal expectations.</b>
Next Steps	The principal should ensure effective instructional practices are in place that will lead to a successful 2010-11 school year. The principal and school council should immediately review and revise the current school improvement plan and focus on goals specifically aligned to student performance. Each goal should be clearly stated and accompanied by baseline data, benchmarks and summative expectations for student performance. Research-based or proven action components should be implemented to yield immediate results in student achievement and provide necessary job-embedded professional development for success. The principal and school council should ensure school improvement action steps have the expected impact on targeted groups. The principal should ensure stakeholders are aware of components, goals and activities of the plan. Roles and responsibilities for improving student achievement should be identified, communicated and monitored for accountability. The process for communicating progress or the lack of progress toward the goals of the plan should be delivered in an intentional manner.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>The principal does not lead school staff in using student performance data as a basis for sound decision making.</b>

Next Steps	The principal and school council should establish a systematic process for collecting and using data to assist staff in making decisions regarding teaching and learning. This process should include the review and management of multiple forms of data. To ensure continuous student learning, the principal should guide teachers in a cycle of reflection and change based on the results of data analysis. All decisions regarding teaching and learning should be data-driven.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>5. Deficiency</b>	<b>The principal does not reach beyond the school walls for support in improving academic success.</b>
Next Steps	The principal should lead a collaborative initiative involving all stakeholder groups to assess current practice of family and community involvement in improving student achievement. After conducting a needs assessment and researching effective family and community resources, a comprehensive communications policy should be developed to effectively involve all stakeholders in meeting the needs of all students. The principal should allocate professional development resources to develop the capacity of family and community leaders to participate in the development, monitoring and modification of school council policies, improvement plan and procedures.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>6. Deficiency</b>	<b>The principal does not implement the certified evaluation process according to state and district guidelines.</b>
Next Steps	The principal should ensure all requirements specified in the state approved district certified personnel evaluation plan are completed according to specified timelines. He should ensure individual professional growth plans for all administrators and teachers are collaboratively developed. Goals set in the plans should reflect needs identified during the evaluation process and in the school improvement plan. The principal should monitor progress toward identified goals with at least two checkpoints during the school year. He should provide specific feedback, follow-up and support to improve classroom practices and increase student performance.

School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

# Greenup County High School

## KDE 2011 School Leadership Assessment Report At-a-Glance

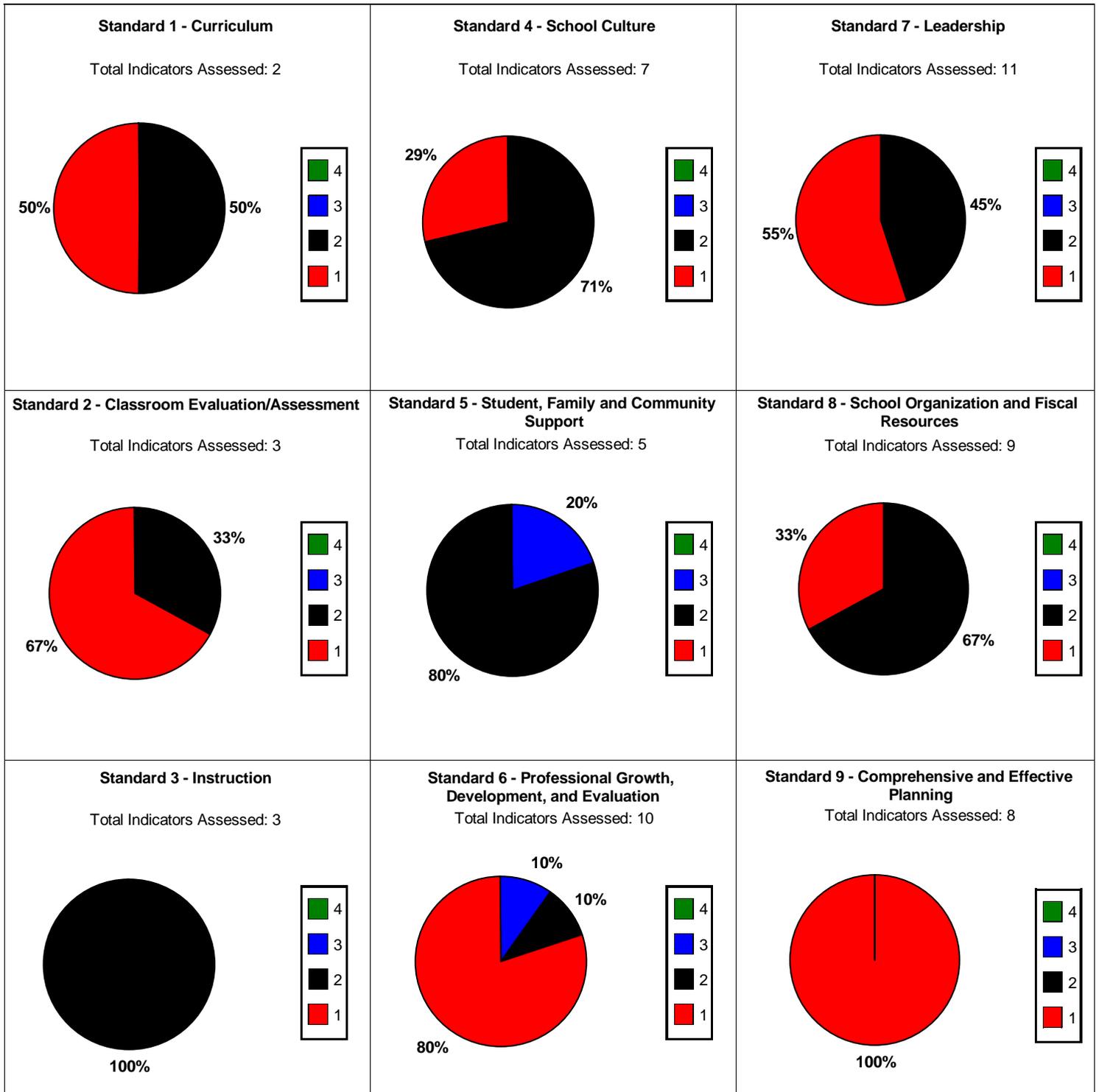
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



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

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

**Standard - 3 - Academic Performance**

**Instruction**

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

**Legend**

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

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

**Evaluation**

**Professional Development**

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

**Professional Growth and Evaluation**

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

**Standard - 9 - Efficiency - Comprehensive and Effective Planning**

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

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

**Development of the Profile**

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

**Defining Desired Results for Student Learning**

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

**Analyzing Instructional and Organizational Effectiveness**

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

**Development of the Improvement Plan**

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

**Implementation and Documentation**

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

## **Focus on Student Academic Performance**

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

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

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

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

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**Introduction**

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

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (58) and formal interviews and informal discussions with teachers (57), classified staff (32), students (92), parents (21), Family Resource/Youth Services Center staff members (2), district leadership (5), district classified staff (6), assistant principals (2), counselors (2) and the principal.

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

The chairperson of the team was Betty E. Fox - District Administrator. The other team members were Gayla B. Jenkins - University Representative, Jill L. Crowe - Teacher, Rhonda C. Marshbanks - Teacher, Carol Ann Higdon - Building Administrator, Wayne Puckett - District Administrator, Cindy Price - Parent, Bernice Bates - Educational Recovery Specialist, Carolyn Sholar - Building Administrator, Corey M. Keith - Educational Recovery Specialist, Cindy Baumert - Parent

## **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**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**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 district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, employee handbooks, eWalk data, examples of school to home communications, faculty meeting agenda, Individual Learning Plans, individual professional growth plans, lesson plans/units of study, notes from parent conferences, professional development records, rubrics, samples of classroom assessments, samples of student work products, school profile, School Report Card data, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, teacher portfolios and Working Conditions Survey results

Interviews with principal, students and teachers

Observations of cafeteria, classrooms, common areas and hallways

**Performance Rating    2**

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

The school council has a policy (Curriculum) that includes procedures for monitoring, evaluating, reviewing and modifying the curriculum; however, the school council is not monitoring to ensure the policy is implemented as designed. The school council does not require annual review reports or monthly impact checks on student achievement. A school administrator meets with content area teachers to review raw data (ThinkLink, cluster tests, common assessments), but there is limited dialogue on how to use the data to inform curriculum. The school council and principal have not developed a systematic process to monitor curriculum.

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

**Greenup County High School**

**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**Performance Rating**    **1**

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

The principal does not initiate or facilitate discussions between high school and middle school staffs to address key curriculum transition points to assist middle school students transitioning into the high school setting. School leadership conducts a freshmen orientation that acquaints students with basic information (dress code, attendance, daily procedures, schedules) before each school year, but this orientation does not have an intentional curriculum focus. A school administrator meets with content area teachers in some department meetings, yet the focus of the majority of meetings is more informational (discipline, test schedules, classroom assessments) than curriculum. The principal does not initiate discussions among the staff for the review of the curriculum and the identification of gaps and overlaps. Some efforts have been made to collaborate with the Area Technology Center, but discussions regarding curriculum are not ongoing.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

The principal, in collaboration with district leadership and middle school administrators, should develop a systematic process for certified staff to discuss and review curriculum to identify and eliminate gaps and overlaps between and among schools and grade levels. High school teachers should meet with middle school teachers across content areas and grade levels. This ongoing process should encourage vertical alignment across content areas and grade configurations (middle to high school) to transition students from school to school.

The school council should routinely review and modify the curriculum policy to ensure the curriculum is meeting the diverse learning needs of all students. The principal should establish a process to monitor and review curriculum needs based on student data to intentionally align unit and weekly instruction with state aligned documents.

Resources:

SISI Toolkit Standard 1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%201/Standard%201%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%201/Standard%201%20By%20Standards.htm)

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**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

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

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

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, samples of classroom assessments and samples of student work products

Interviews with assistant principal, classified staff, community members, counselor, parents, students and teachers

Observations of classrooms, common areas and hallways

**Performance Rating    2**

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

The school council recently reviewed the adopted assessment policy and decided not to make any changes. The principal is not implementing most components (principal report, progress monitoring at 75 percent of grading period) of this policy. The principal and school council are not in compliance with this policy. During common planning departmental meetings, a school administrator encourages teachers to align and design formative and summative classroom assessments with Kentucky Core Content for Assessment but does not always monitor the completion or quality of this expectation. Some teachers occasionally examine assessments for alignment, but many use assessments that are textbook-generated. The frequency of administering formative classroom assessments varies among teachers. Formative and summative assessments are not usually authentic tasks for evaluating continuous student achievement. Common assessments vary in format, rigor and real-life connections. Most teachers do not design rigorous assessments that lead students to demonstrate what they should know and be able to do at high levels of learning. Few assessments require students to use inquiry, problem-solving and higher-order thinking skills.

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

**Greenup County High School**

Greenup County School District

1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

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

**Performance Rating    1**

2.1d    Test scores are used to identify curriculum gaps.

The school council receives some assessment results (Interim Performance Report, ACT, PLAN) but does not always use data to gauge the effectiveness of the school's instructional program and to determine if the curriculum is aligned with state learning goals. The principal does not lead all teachers in the disaggregation of Kentucky assessment data (Interim Performance Report, ACT, PLAN). Content area teachers are required to review state achievement data in their respective area and report the results to the principal. The principal includes the review of these results as a council agenda item. The principal does not hold teachers accountable for using these results to impact student achievement. Common assessments are administered at the end of each semester, but the data are not used to identify curricular, instruction and assessment gaps. Reading and mathematics ThinkLink data are collected three times a year, but the data are not shared with all teachers. Comprehensive professional development training has not been provided for using all components of the ThinkLink program. Some students who are achieving below grade level are assigned to Response to Intervention math and reading classes. Response to Intervention is not available for all students with disabilities.

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

A school administrator regularly attends department meetings and occasionally participates in discussions about performance standards of classroom assignments and assessments. Teachers are at various levels of designing performance standards and performance level descriptors that lead students to demonstrate content mastery. Some teachers regularly provide rubrics to students before they complete open-response questions. Few students can articulate how performance descriptors lead them to producing proficient work. Samples of proficient student work are rarely displayed in classrooms or commons areas. The principal does not require teachers to use a protocol for analyzing student work nor to regularly use student work analysis to inform instruction and increase student achievement.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary of recommendations in: **Academic Performance**

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

The principal should develop a systematic process for collecting, charting and analyzing classroom walkthrough data. The process should include information that ensures assessments are frequent, rigorous and authentic. Timely feedback from the collected walkthrough data should be shared with teachers to guide their work for identifying curricular, assessment and instructional weaknesses.

The principal should develop a plan to regularly monitor department meetings to ensure teachers collaborate to analyze student work and use the results of the analysis to inform instruction and to provide meaningful feedback to students. Student work should be examined to ensure students are provided assessments that lead them to demonstrate inquiry, problem solving and higher-critical thinking skills.

The principal should provide opportunities (public forums, council meetings, committee structure) for stakeholder groups to review state assessment data for Greenup County High School and participate in school improvement planning.

Resources:

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

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

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](http://www.education.ky.gov/SISI_Toolkit/Standard%202/Standard%202%20By%20Standards.htm)

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

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

Review of classroom assessments, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, Extended School Services Schedule, individual professional growth plans, lesson plans/units of study, master school schedule, professional development records, school council meeting agenda and minutes, school council policies and bylaws, school Web pages and student work

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

Observations of classrooms, common areas, computer lab and hallways

**Performance Rating    2**

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

The school council has established a curriculum and instruction committee and charged them with the responsibility of reviewing and revising the Instructional Practices policy. This policy has not been adopted at this time. The principal sometimes conducts informal walkthroughs but has not developed a systematic process for ongoing monitoring of instructional strategies in all classrooms. Verbal feedback from these walkthroughs is sometimes given to teachers by the principal, but feedback is often non-specific and rarely leads to modifications in instructional practices. Teachers include common core standards in unit planning but do not consistently communicate these standards to students. Some teachers identify distinct learning targets and share these with the students prior to beginning instruction, while others reference the day's agenda. Teachers do not always teach bell-to-bell, and many use textbooks as the primary source of delivery of the curriculum. Instruction often consists of students taking notes from the board and does not always provide opportunities (projects, hands-on, cooperative learning, technology) for students to connect what they are learning in school with real-life experiences. In many classrooms, students complete the same assignments and assessments with little differentiation of activities. Students do not frequently complete tasks requiring higher-order thinking and problem-solving skills. The principal does not ensure that all teachers regularly communicate high academic expectations and include tasks requiring all depths of knowledge. School staff examines some

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating**    **2**

assessment data (ThinkLink, cluster tests) to identify students needing additional assistance (Extended School Services, Response to Intervention classes, mathematics laboratory). The principal does not lead the staff in the analysis of data to determine weaknesses in the instructional program or gaps in the curriculum. Although a collaborative model is being implemented, collaboration between general education and special education teachers is limited and has not yielded the expected impact on classroom practices and the learning of students with disabilities.

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

The principal occasionally monitors instruction through informal walkthroughs but has not developed a systematic process for ensuring that instructional strategies are aligned with state, district and school learning expectations. Limited feedback from these walkthroughs does not always reference curriculum standards and instructional strategies. Students are provided opportunities to enroll in several advanced placement and dual credit courses. Transition courses using the March 2 Success program are available for students not meeting ACT benchmarks as juniors. Students in danger of failing may attend classes for credit or grade recovery. These students use either the Jefferson County curriculum or PLATO computer-assisted program, but these programs are not always aligned with state standards. High expectations for student performance are not articulated in all classrooms. Some teachers design departmental cluster exams using a multiple-choice format to measure student learning. Open-response questions are sometimes identified in unit plans, but students cannot always articulate what it means to be proficient.

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

The school council completed the second reading of the technology policy, and adoption of the policy has been tabled until further work can be done. Some guidelines for the use of technology are included in the Instructional Practices policy. This policy is being left as written until the curriculum and instructional practices committee presents suggestions for revisions. Many teachers use technology as part of their instructional practices, but

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating**    **2**

technology is primarily used to present information rather than to enhance student learning. Students do not regularly use technology to extend their learning, to create products or to apply learned skills in real-life situations. The principal occasionally conducts informal walkthroughs to monitor classroom instruction but rarely leaves constructive feedback to guide teachers in the effective use of technology. Some technological resources (Achieve 3000, Study Island, Read and Write Gold, assistive learning devices) are available for enhancing the instructional program. Many teachers have designed Web pages for students and parents to access information (school events, assignments, syllabi, classroom expectations). Parents and students may access Infinite Campus through the parent portal. Some teachers have attended professional development in the effective use of technology (Integrating Technology into Instruction and Assessment, Creating Interactive Lessons on the SmartBoard, Teacher Web Training).

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The principal should develop a systematic process for monitoring classroom instruction to ensure all classroom instruction is rigorous, effective and student-centered (cooperative learning, differentiated, problem-solving, higher-order thinking). This process should include meaningful feedback to assist teachers in modifying instructional practices. Monitoring should be ongoing and should include the collection of data to determine the most effective strategies in meeting students' unique learning needs. The school council should require regular updates on student progress supported by data.

The principal should ensure that teachers are using technology to enhance instruction and student learning. Students should be given multiple opportunities to use technological resources for creating products, presenting information and expanding their learning beyond the school setting.

Resources:

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

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

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

Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-342-1

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

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, course syllabi, curriculum documents, documentation of parent contacts, enrollment data, eWalk data, examples of school to home communications, Family Resource Youth Services Center documentation, Individual Education Plan/504 Plan, Infinite Campus Reports, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, notes from parent conferences, records of teacher certification/experience, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school newsletter, school procedures manual, school profile, School Report Card data, school Web pages, school/district safety plan, staff extra-duty schedule, student discipline reports, student homework with teacher feedback, student work, student/parent/staff handbooks, trophy cases, Working Conditions Survey results and The Missing Piece of the Proficiency Puzzle

Interviews with central office staff, classified staff, community members, counselor, Family Resource/Youth Services Center personnel, parents, principal, school council members, school leadership, students, teachers and volunteers

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

**Performance Rating    2**

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

Renovations were recently made to Greenup County High School, but not all areas (older exterior doors, band room carpet, stage flooring, downstairs bathrooms near gym, lack of heat in gym) were included in this renovation. District leadership does not always respond to maintenance work orders submitted by high school staff members in a timely fashion. The comprehensive school safety plan (School-Centered Emergency Management and Recovery Guide for: Greenup County High School) is reviewed with teachers at the beginning of each school year. Evacuation maps are posted in most classrooms and in several places throughout the

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

**Greenup County High School**

**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

school building. The safety plan includes a schedule of safety drills (fire, earthquake, severe weather, lockdown). A log is maintained with the date and time the drill is performed, but efficiency of the drill is not recorded. The school council has not adopted policies to protect instructional time. The principal does not monitor disruptions (intercom, phone calls) to instruction through data collection or through walkthroughs. Behavior standards are defined in the Greenup County High School Handbook 2010-11, which is provided to parents and students at the beginning of the year. District leadership provided training (Universal Prevention 300 School-wide Positive Behavior Support: Addressing the Behavior of All Students) for all high school staff members, through the Kentucky Center for Instructional Discipline (KyCID). This program is not consistently implemented in all classrooms. A follow-up training is planned by district leadership. The principal does not monitor enforcement of discipline procedures or analyze disciplinary action data. Learning environment data are not regularly collected from all stakeholder groups or considered in school council work.

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

The school council has recently adopted policy (Student Assignment) that states the principal/designee with all stakeholders shall develop a master class schedule that ensures all students have equal access to the school curriculum. Student groupings and programs (special education, advanced placement, Extended School Service, ThinkLink, Positive Academic Social Success, Response to Intervention, grade recovery) are created to provide support for some students, but other students' unique learning needs are rarely considered when planning programs and interventions. Grouping and regrouping of students based on continuous assessment data does not always occur. The school council has adopted policy (Staff Assignment) but this policy does not include procedures for the principal to match the most effective teachers with low-performing students.

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

The principal has not developed a formal communication plan. The Greenup County High School Handbook is distributed to all students. School communication and student progress are reported to families in a variety of

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

**Greenup County High School**

**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

ways (phone conversations, conferences, School Cast one call system, Infinite Campus, Facebook, En Garde newsletter, Musketeer Web site). Information about the school and student learning needs is inconsistently communicated, often out of date and not always accessible to parents. Formal reports of student progress are sent home at the middle and end of the nine weeks. The school council has recently developed a school communication committee to maintain effective lines of communication in the building and within the community. District and school leadership have not developed a systematic process for evaluating the effectiveness of two-way communication between the district and school. The principal has initiated the Stay-Put Wednesday morning meeting with all the students to share current information.

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

The principal and staff have some initiatives in place to recognize and celebrate student achievement (hallway trophy cases and Wall of Fame bulletin boards contain a prominent display of athletic accomplishments, Stay-Put Wednesday, Youth Service Center's Good News! post cards, proficient and distinguished bracelets, student of the week, end-of-year certificates for high achievement in the content areas). Proficient student work is rarely displayed in classrooms and hallways. Some student academic achievement is shared at half-time (Musketeer Minute) of sporting events. The principal rarely shares information on student academic achievement with business and community leaders. The school council is presently working on a policy to enhance student achievement within the building and community.

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

The principal does not foster the belief that all students can learn at high levels. Teacher lesson plans and instruction do not always indicate an intentional effort to promote cultural responsiveness and appreciation of diversity (socio-economic). The Youth Service Center offers an array of services and activities (school supplies, clothing, home energy assistance, blood drive, spirit week, open house, freshman orientation, Evening with the Arts, En Garde contained an article on the history of equity and diversity) that

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **2**

reduce the physical, cultural and socio-economic barriers to student learning. Some teachers stay after school to help students understand concepts and complete assignments. The principal has made little effort to recruit a highly qualified diverse teaching staff.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **1**

- 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 communicates verbally and through e-mail his expectations for academic achievement; however, these expectations are not high for all students. The principal and school council have not demonstrated a commitment for high academic achievement for all students through council policies and school procedures. The principal has not developed relationships with families and community members intentionally focused on improving student achievement. Processes are not in place for staff to identify and mentor students. The principal provides some learning opportunities (open house, teacher conferences) for family members to understand student achievement goals and school improvement efforts. Business leaders, other community members and families are rarely encouraged to share in the belief that all students can learn. Families and community members are not provided with opportunities to advocate for individual student success, provide resources and participate in school planning. Teachers sometimes review curriculum and share instructional strategies, but this practice has rarely resulted in the identification or implementation of innovative strategies that have the potential to produce high achievement for low-performing students (free and reduced lunch students, students with disabilities). The principal does not encourage faculty to observe other teachers using innovative practices. The principal and school council do not always maintain an intentional focus on continuous improvement in student learning.

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

The school council has recently revised the policy (Committees) that specifies committees to be formed. Membership may include certified and classified staff, parents, students and community members, but committee membership is not required of certified and classified staff. Parents and community members have not been intentionally solicited to participate on school council committees. Current membership of all committees consists only of certified staff.

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

**Greenup County High School**

**Greenup County School District**

1/9/2011 - 1/14/2011

Summary of recommendations in: **Learning Environment**

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

The principal should collaborate with district leadership in effective decision making and school planning to maximize student achievement. The principal should collaborate with parents and business and community members to turn Greenup County High School around so this school will excel in academics. The principal should use all available resources (including district resources) to inspire students and staff to strive for academic excellence.

The principal should create a culture of high expectation for teaching and learning for all students. The focus should provide ways for the staff to share successful strategies and assist each other in addressing problems within the classrooms. The principal should monitor the quality of instruction and hold the staff accountable for student successes and failures. The principal should immediately set a goal to encourage students from surrounding communities to want to attend Greenup County High School.

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

The principal should implement the committee policy and intentionally solicit involvement from all stakeholder groups (certified staff members, classified staff members, family members, students, business and community members).

Resources:

Beaudoin, M.& Taylor, M. E. (2004). *Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together*. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7

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

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

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

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

Prichard Committee Parent Involvement Toolkit. <http://www.prichardcommittee.org>

Schlechty, P. (2001). *Shaking Up the School House*. San Francisco, CA: Jossey-Bass.

SISI Toolkit Standard 4. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%204/Standard%204%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%204/Standard%204%20By%20Standards.htm)

Southwest Educational Development Laboratory - Online Module for Family and Community Involvement. <http://www.sedl.org/learning/>

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

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, eWalk data, examples of school to home communications, Individual Learning Plans, individual professional growth plans, Infinite Campus Reports, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, newspaper clippings/press releases, report cards/progress reports, 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 academic records, student discipline reports, student handbook, trophy cases, Working Conditions Survey results and The Missing Piece of the Proficiency Puzzle

Interviews with assistant principal, central office staff, community members, counselor, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, principal, students and teachers

Observations of cafeteria, classrooms, common areas and hallways

**Performance Rating    3**

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

Cumulative student folders contain multiple sources of data that are well organized and stored in a locked records room. The records provide both educational and developmental information and are available for review by appropriate staff. Inspection logs are maintained and must be signed for information to be released to a third party. Records of students with special needs are kept in locked filing cabinets. Infinite Campus is used to assist in records management within the classrooms and school offices. Individual learning plans have been developed, and benchmarks are being completed by some students according to criteria set at each grade level. Some parents are aware of individual learning plans but have not been involved in the development. Individual learning plans may be accessed through the school Web site using log in and password information.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

The school council has adopted a revised policy (Committees) outlining committee structure, and six standing committees have recently been initiated. The policy states that parents and community members may serve on committees, but representatives from all stakeholder groups (classified staff, students, parents, community and business members) are not included as members. Some programs (open house, freshman orientation, spirit night, parent-teacher conferences) are implemented to connect the school with families and business and community members. The principal does not have a process in place to inform or provide training for caregivers on how they can effectively intercede as needed to support their child's academic progress. The board of education has adopted policy (Grievances 09.4281) detailing the processes for students to resolve concerns and file complaints, but most parents are not aware of this process. The Youth Services Center partners with community agencies (Helping Hands, Pathways, Goodwill, Greenup County Health Department) to meet student and family needs and reduce barriers to learning. The school attendance clerk tracks student attendance through Infinite Campus. Although the district director of pupil personnel monitors student attendance and works with the court-designated worker provided by the Truancy Diversion program, he does not regularly communicate with the high school staff to address attendance concerns before they become truancy issues. Current attendance initiatives are not having the intended impact to improve student attendance at the high school. School leadership does not regularly conduct surveys to evaluate the needs of students or the parents' perception of the school.

- 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).

School leadership has not developed criteria or procedures for referral of students to support programs. Extended school services are provided after school on Tuesday and Thursday, and several programs (tutoring in core subjects, grade recovery, cluster test retakes) are offered, but students attend on a voluntary basis. Collaboration between extended school services

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

teachers and regular classroom teachers is limited. Transportation home after extended school services is not provided. Extended school services are not regularly evaluated to determine their effect on student achievement. Guidance counselors are assigned to grade levels (9th and 10th, 11th and 12th) to focus their attention on specific grade level needs. The Youth Services Center partners with community agencies (Helping Hands, Pathways, Goodwill, Greenup County Health Department) to meet student and family needs and reduce barriers to learning. Youth Services Center staff members participate in schoolwide activities (freshman orientation, open house, spirit night) to inform parents of services.

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

Some teachers have been trained to identify students with special learning or behavioral problems. The principal has not developed clearly defined procedures to refer students for available services (guidance, Youth Services Center, extended school services). The Youth Services Center provides a student referral form, but most referrals are informal and communicated through e-mail. Students transferring into the school are introduced to the Youth Services Center staff after meeting with a guidance counselor if the student or parents request services.

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

The district director of pupil personnel works with the court-designated worker from the Truancy Diversion program to reduce drop-out rates and increase student attendance, but communication between the district director of pupil personnel and school staff is limited. Programs to re-engage students that are no longer attending school have not been established. Extended school services offers various programs (tutoring in core subjects, grade recovery, cluster test retakes), but these services are not evaluated to determine impact on student achievement. Transportation is not provided for students participating in extended school services, and student attendance is voluntary. Some teachers offer additional tutoring and homework help before, during and after school. Advanced placement classes are offered in English literature, calculus, chemistry, physics, United States history, government and world history. Transition classes are offered for students not meeting

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

benchmarks on the ACT taken during their junior year. Students that fail a core subject may attend summer school to receive credit. Students have the option of taking classes at Greenup County Area Technical Center. District leadership provides credit recovery through the Positive Academic Social Success program. This program is offered during the school day, and students who have fallen behind at least seven credits may attend. Some co-curricular activities (band, Future Business Leaders of America) are offered.

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

**Greenup County High School**

**Greenup County School District**

1/9/2011 - 1/14/2011

Summary of recommendations in: **Learning Environment**

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

The principal and school council should develop criteria for referring students to all support programs (Youth Services Center, guidance counseling, extended school services). Program entry and exit criteria and a process for identifying student needs should be developed, communicated and implemented. The principal should facilitate the coordination of all support programs in the school. These programs should be monitored and evaluated for their effectiveness in meeting student needs and revised as needed to ensure they have the greatest impact on student achievement.

The principal should develop and implement initiatives to involve all school community stakeholders (families, community and business members) in the educational process. These stakeholders should be continually recruited as volunteers, tutors or mentors in the school to enhance student learning. School leadership should seek business and industry partners to assist the school in providing co-curricular programs (job shadowing, tours, guest speakers) for students. All stakeholder groups should be involved in school planning and decision making through the committee structure. Interactive communication between school staff and families should be a main focus of the school's effort in improving student achievement.

The principal should establish a process to collaborate with parents and community and business members in becoming educational advocates for students to meet educational needs.

The principal should collaborate with the superintendent to evaluate current communication between the district director of pupil personnel and high school staff to determine if the lack of communication is negatively impacting student attendance. The principal should collaborate with district staff to determine reasons for high absenteeism and student dropouts. The principal should research proven attendance incentive programs and examine strategies that are directly tied to increased student attendance. The principal and school council should use the results of their research to design an attendance incentive program that is based on the unique needs of Greenup County High School. The new program should include a method for involving all stakeholders as partners (students, district and school staff, parents, business, community and industry members) for increasing student attendance. Should incentives require monetary sources the school should seek business and industry partnerships to support attendance endeavors. These incentives should be communicated to all stakeholders.

Resources:

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

National Dropout Prevention Center. (2004). *Linking Learning With Life* (Service Learning Series). Clemson, SC: National Dropout Prevention Center.

Principal's Guide to Effective Family Involvement. (2002). Gaithersburg, MD.: Aspen Publishers.

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

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

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

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom displays, comprehensive school improvement plan, course syllabi, curriculum documents, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, professional development records, samples of classroom assessments, school council meeting agenda and minutes, school council policies and bylaws and student handbook

Interviews with assistant principal, classified staff, counselor, district leadership, parents, principal, students and teachers

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

**Performance Rating    3**

6.2a    [The school/district provides a clearly defined evaluation process.](#)

[Greenup County School District has a clearly defined certified evaluation process. School leadership shared the evaluation process with certified staff during opening day activities on August 10, 2010.](#)

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

The principal and district leadership provide professional development opportunities, but these opportunities are not always content specific to meet the needs of all teachers. Some teachers seek professional development within or outside of the district to update content knowledge (Literacy Conference, AP Chemistry Institute, KEDC Math Cadre) or enhance instructional practices (Creating Interactive Lessons on the SmartBoard, Differentiated Instruction). District leadership mandated 12 hours of professional development (Welcome/Confidentiality, Suicide Prevention, IEP Training, Progress Monitoring & IEP Data Collections) for all teachers for 2010-11 school year. Teachers are offered a variety of activities throughout the year as well as access to PD 360 to complete required hours, but these offerings are not intentionally aligned with the comprehensive school improvement plan. Teacher choices for participation in professional development are not monitored to ensure they meet the needs identified in individual professional growth plans. Principals are provided professional development for leadership growth through districtwide administrator professional learning community meetings (Attitude Reflects Leadership, Ideal Culture), administrators' retreat and school council training. Teachers and parents, as members of the council, also receive this school council training, but few opportunities to develop other leaders among these stakeholder groups are available. School council has recently formed committees, but all stakeholder groups (classified staff, students, parents, community and business members) are not represented. Some classified staff members receive appropriate job related professional development (medication administration, food services training).

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **1**

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

The principal does not ensure a professional development plan is created for Greenup County High School. Professional development is planned by district leadership on a yearly basis with some sessions (Learning Target Examples for Math) created by school staff members throughout the year and submitted to school and district administrators for approval. Some staff members use PD 360 to obtain professional development credit. Professional development activities are not planned to intentionally build on previous training or effectively use job-embedded avenues (department common planning) to increase instructional capacity with the staff.

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

The school council has drafted policy (Instructional Practices) that states the principal shall make recommendations to the council about instructional strategies that appear to be weak and may need to be a professional development priority for the school. The principal does not always intentionally connect professional development priorities with the learning goals in the comprehensive school improvement plan. Most teachers do not have up-to-date individual professional growth plans and select their own areas of growth with little guidance from their evaluator. The principal does not always use personnel evaluations to determine professional development needs of staff.

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

The principal does not ensure that professional development is ongoing and job-embedded. Although the principal provides common planning time for department teams to meet, this time is not intentionally focused on activities to update content knowledge and professional practices. Small pockets of training (using CPS units for assessments, learning targets video) are embedded in some meetings. Professional development activities are frequently one-time events that are not sustained over time for professional growth.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

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 does not use student achievement data to determine the need for professional development activities or analyze the impact of past and current professional development on staff behavior and student achievement. The principal has not implemented procedures to determine the connections between requested professional development presentations by staff members of Greenup County High School and comprehensive school improvement plan goals before approval is granted. Staff members wanting to attend professional meetings outside the district must submit a district form and cite how it matches their individual professional growth plan and connects to the comprehensive school improvement plan. All individual professional growth plans are not current.

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

The principal uses professional development funds but does not always use these funds as stated in the comprehensive school improvement plan. District leadership does not always provide timely information to the school council and principal concerning available professional development funds. The principal did not use a needs assessment to create a professional development plan to guide teacher growth for the current school year. The principal approves specific requests for professional development based on potential benefit but does not intentionally consider the comprehensive school improvement plan or individual professional growth plans when making these decisions.

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

Individual professional growth plans for a few teachers are developed collaboratively with administrative staff during the summative evaluation conference. Some individual professional growth plans are not reviewed annually by teachers and their evaluators. The principal does not ensure that individual professional growth plans are intentionally aligned with the goals of the comprehensive school improvement plan or that the plans are implemented as written. The principal does not monitor progress toward

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **1**

achievement of the goals set in the individual professional growth plans or their impact on classroom practices. All administrators at the high school do not have current individual professional growth plans.

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

The board of education adopted the Certified School Personnel Evaluation Plan which is approved by the Kentucky Department of Education. The principal does not consistently complete all parts (individual professional growth plans, evaluations) of this process for all staff members. The principal has not provided district leadership with all requested evaluation documents. Some individual professional growth plans of staff members are reviewed on an annual basis as required by the Certified School Personnel Evaluation Plan.

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

The principal has not established a systematic plan that uses the evaluation process to give teachers adequate and ongoing support. Non-specific feedback from walkthroughs is sometimes given, but improvements in instructional practices are not regularly monitored. Individual professional growth plans are not reviewed annually for all teachers. Progress toward goals set on individual professional growth plans is rarely monitored. The principal does not always use the evaluation process to determine professional development priorities for individual teachers.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary of recommendations in: **Learning Environment**

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

The principal should receive additional training on the personnel evaluation process. The principal should follow the district approved Certified School Personnel Evaluation Plan as required by state statute and regulation.

The principal and school council should establish and implement a comprehensive process for identifying professional development needs. This process should begin with an analysis of multiple sources of student achievement data and a comprehensive needs assessment. The principal should collaborate with staff to use these analyses and assessment results to develop a formal professional development plan that closely aligns with student learning goals in the comprehensive school improvement plan. The plan should be flexible to meet the unique professional growth needs of individual staff members. The plan should cover multiple years to support professional development priorities that build on previous trainings and allow for job-embedded opportunities that promote continuous growth and build instructional capacity. This plan should include a budget that details proposed expenditures. The principal should monitor the impact professional development has on instructional practices and student achievement.

The principal should use the evaluation process, needs assessments and other pertinent evidence to guide the development of individual professional growth plans of certified staff. Development and implementation of individual professional growth plans should be a collaborative activity between evaluator and evaluatee. The plan should have measurable goals tied directly to student achievement and should be revisited at regular intervals to ensure implementation and continuous progress toward attaining goals and to measure its impact on classroom practices.

Resources:

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

Diaz-Maggoli, G. (2004). Teacher Centered Professional Development. Alexandria, VA: Association for Supervision & Curriculum Development.

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

Professional Development Resources. ((Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
<http://education.ky.gov/KDE/Administrative+Resources/Professional+Development/>

SISI Toolkit Standard 6. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%206/Standard%206%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%206/Standard%206%20By%20Standards.htm)

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

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

Review of certified personnel evaluation plan and process, classroom assessments, classroom assignments, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, curriculum documents, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, documentation of parent contacts, eWalk data, examples of school to home communications, facility work orders, fire marshal reports, Implementation and Impact Checks, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, needs assessment data, professional development records, protocols for analyzing student work, roster of teaching assignments, rubrics, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school budget and allocations, school council policies and bylaws, school mission, belief and vision statements, school Web pages, state statute and regulation, student discipline reports, student handbook, student work, student/teacher ratio, Working Conditions Survey results and The Missing Piece of the Proficiency

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

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

**Performance Rating    2**

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

The school council has recently established a curriculum and instruction committee to review the present curriculum policy and present suggestions for revision. This committee is charged with evaluating course offerings and the master schedule, identifying instructional resources to teachers and evaluating the Response to Interventions program. Teachers have access to core curriculum standards and are developing learning targets for their units of study. Teachers include common core standards in unit planning but do not consistently communicate these standards to students. Some teachers

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

**Performance Rating    2**

identify specific learning targets and share these with students prior to beginning instruction, while others reference the day's agenda. The principal sometimes conducts walkthroughs but has not developed a systematic process for regular monitoring of the implementation of the curriculum in all classrooms. Informal verbal feedback from these walkthroughs is sometimes given by the principal to teachers, but feedback is often non-specific. Some teachers have attended professional development for the use of curricular and data resources (Curriculum Alignment for AP, AP Curriculum Mapping, Developing Standards-based Units Using Research-based Strategies, Data Analysis of Student Work), but the principal does not monitor the curriculum to ensure the implementation of learned skills.

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

Content departments are scheduled in common planning times and are expected to meet at times to work on curriculum and instructional issues. Agenda items for some department meetings are developed by assistant principals and are sometimes facilitated by administrators. Although administrators facilitate some department meetings, the principal does not ensure that all departments use common planning time for an intentional focus on activities to update content knowledge and professional practices. The principal occasionally monitors instruction through informal walkthroughs but has not developed a systematic process for ensuring that instructional strategies are aligned with state, district and school learning expectations. The principal does not use walkthrough data for the specific purpose of ensuring that instructional time is protected from interruptions (intercom, phone calls). The principal has not provided support to ensure that teachers maximize the use of instructional time and eliminate classroom practices that are not efficient and engaging for students. The principal has not led the instructional staff in analyzing course offerings to ensure that rigorous and standards-based learning experiences are the norm for every student in every classroom, every period, every day.

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

The school council has adopted policy (Discipline, Classroom Management,

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

**Greenup County High School**

**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating    2**

and School Safety) that states “our school will maintain and implement the district safety plan, addressing the issues by our stakeholders and issues required by law.” The principal conducts a review of the district safety plan (School-Centered Emergency Management and Recovery Guide for: Greenup County High School) with teachers at the beginning of each school year. Evacuation maps are posted in most classrooms and in several places throughout the school building. The principal ensures all safety drills are conducted as required but does not ensure all procedures (date, time of completion, efficiency of drill) for documentation are recorded. School buildings and grounds are patrolled by a fulltime school resource officer. Classrooms are equipped with security cameras and monitors. The physical structure of the facility has recently undergone extensive renovation and supports efforts to maintain an environment conducive to learning. The principal forwards staff work orders for maintenance needs, but district personnel do not always follow up on work orders to ensure they are completed in a timely manner. The school council has not adopted policies to address the protection of instructional time. The principal does not establish expectations on the use of the intercom or develop procedures for phone calls to classrooms during instructional time. He does not monitor disruptions to instruction through data collection or classroom walkthroughs. The district provided classroom management training for all Greenup County High School staff, through the Kentucky Center for Instructional Discipline (KyCID). The principal does not monitor classroom practices to ensure enforcement of discipline procedures are consistently and fairly applied. Behavior standards are defined in the Greenup County High School Handbook 2010-11. The handbook is distributed to parents and students at the beginning of the school year.

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

The principal has not ensured the school council has adopted adequate policies and procedures that will guide school improvement and lead to proficient student performance. A district liaison has not been appointed to provide oversight or assist with school council governance. School council policies are not reviewed by district leadership to ensure all required policies are in place. The principal does not ensure all adopted school council policies are implemented. The 2010-11 school council conducted a search to

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

**Greenup County High School**

**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating    2**

locate policies that had been misplaced. Once located, the school council initiated a comprehensive review of school council bylaws and policies, but representatives from all stakeholder groups were not part of this process. The Kentucky Association of School Councils was contacted to provide assistance in order to update school council policies to meet the current needs of Greenup County High School students. Most updated policies have either recently received a second reading or have yet to receive a second reading from the school council. Due to the recent final readings of these revised policies, the principal has not developed procedures for their implementation. The school council has not established a process to measure the impact of policies on student performance.

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

Student achievement and issues that impact student performance are beginning to be included on most school council agendas, but the high school's council does not always sustain an intentional focus on improving student academic performance. The 2010-11 school council has spent an enormous amount of school council time focusing on updating council policies. The principal (school council chairperson) does not ensure school council agenda and material pertinent to meetings are collected and distributed to council members in a timely manner. Minutes of meetings are disseminated to staff members through e-mails but are not usually made available to parents or community members. Although discussions about academic issues may occur at each meeting, student performance data are not driving council decisions. The school council recently implemented a committee structure, determined committee responsibilities and received initial committee reports. The school council approved the updated comprehensive school improvement plan for the 2010-11 school year on November 15, 2010, but council members did not engage in an in-depth process of analyzing student performance data to determine strategies and activities to be included in the plan. The recently adopted plan does not have strategies and measureable objectives for building authentic partnerships among family members, community members, business partners and the school community. The school council rarely solicits assistance from district leadership in determining goals for building the school's instructional and organizational capacity.

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

**Greenup County High School**

**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **1**

7.1a Leadership has developed and sustained a shared vision.

The principal articulates his vision of “Every child on grade level in math and reading” to teachers and students, but his vision has not been embraced by all staff members. A schoolwide vision has not been developed with input from all stakeholder groups (certified and classified staff, parents, students, community members). The current high school mission statement is the district adopted mission derived as the result of district strategic planning in 2001. The principal and school council have not initiated a process to review, revise or change the mission statement based on what high school stakeholders determine is the ultimate goal for student learning. The mission statement is posted on the walls of some classrooms, included on the school Web page and referenced in some school council policies. The principal and school council do not intentionally communicate the principal’s vision or school’s mission to the home or community. The principal’s articulated vision and the adopted mission statement are rarely used to guide decisions at Greenup County High School.

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

The principal does not lead the school staff in the disaggregation of student performance data. When state assessment data (Interim Performance Report, ACT, PLAN) are delivered to the high school, teachers review data in departmental meetings and give feedback on findings to the school council and other certified staff members. Low-achieving student populations (all students in reading and math, white students in reading and math, free and reduced lunch students) are identified on the No Child Left Behind report as not meeting Adequate Yearly Progress. The school council reviews assessment data reports but is not directly involved in the data disaggregation process. Other assessment data (ThinkLink, common assessments, cluster tests) are collected, but the principal does not have a systematic process for analyzing the results of these data to make changes in classroom practices that impact student learning. Student achievement data results are seldom shared with all stakeholder groups (parents, community and business members). These groups are rarely afforded the opportunity to discuss schoolwide achievement issues or provide input on how to improve student performance. Programmatic and instructional decisions by the

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

**Greenup County High School**

**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **1**

principal or school council are not usually driven by what data reveals.

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

The principal has not collaborated with school administrators (assistant principals, counselors) to develop individual professional growth plans for the 2010-11 school year. The principal has a growth plan that was recently developed by the superintendent.

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 council recently reviewed the adopted policy (Assessment) on assessment, but the policy was not changed. The principal has not implemented most assessment policy components (principal report, progress monitoring at 75 percent of grading period); therefore, the principal and school council are not in compliance with this policy. The principal does not have a systematic process for collecting, managing, analyzing or evaluating student performance data for the purpose of comparing academic achievement of student populations (low socioeconomic, students with disabilities, gifted and talented) to identify gaps in academic performance. The principal does not lead the entire staff in analyzing assessment data but rather shares the disaggregation process with the two assistant principals. Once data are disaggregated, state assessment (Interim Performance Report, ACT, PLAN) results are presented to the school council and certified staff for their purview. The principal does not hold all staff accountable for using data to target the needs of individual students at risk of failure, but some teachers use assessment data (ThinkLink, cluster tests, common assessments) to identify students needing additional assistance (Extended School Services, Response to Intervention classes, mathematics laboratory). The principal and school council do not use the results from multiple sources of data to develop and implement a comprehensive school improvement plan designed to produce significant gains in student achievement. The school council does not set benchmarks within the comprehensive school improvement plan to measure the impact of activities on classroom practices or student learning. The principal does not provide

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

**Greenup County High School**

**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **1**

opportunities (public forums, committee structure) for stakeholder groups to review state assessment data and participate in school improvement planning.

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

The principal and school council do not have a systematic process in place to allocate resources based on needs assessment data aligned with school improvement efforts. The school council has established policies (Instructional and Non-Instructional Staff Time Assignment, School Space Use, Technology Use, Extracurricular Programs, College-Level Courses, Textbooks and Instructional Materials) that impact allocation of some human, physical and fiscal resources. The principal has not established formal procedures for staff to request and receive needed instructional resources. The school council has recently established a budget committee charged with the responsibility of making recommendations to the council on allocation of fiscal and human resources. The principal has not developed a process to monitor the efficient and effective use of all resources or to measure the impact these resources have on improving classroom practices or student achievement. Few community resources are used to support the instructional program.

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

Although the principal was selected by the school council in September 2009, he is often not viewed by staff, students or parents as an instructional leader possessing the skills needed to raise the bar in instructional practices that can lead students in reaching proficiency. However, he is viewed as a lifelong member and supporter of the Greenup County community that cares about students. For the past year and a half, he has received little support from district leadership in setting expectations or assistance to grow as an instructional leader. Until November 2010, he served not only as principal of a low performing high school but also as a full-time district allocated athletic director. The principal sincerely articulates the desire for all students to be successful, but he is not holding all staff accountable for their role in the success or failure of each student assigned to their responsibility. Up-to-date individual professional growth plans focused on identified school

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **1**

improvement needs or individual needs have not been collaboratively developed for all teachers and administrative staff members. The principal does not complete all requirements outlined in the state-approved district evaluation plan for evaluating certified staff members. He does not have systematic processes in place for evaluating and maximizing all human, fiscal and physical resources or processes in place to effectively improve student performance at a low-performing high school. The principal rarely engages the school community in conversations regarding student proficiency or solicits their input in making decisions to improve student performance. Effective communication procedures are not in place to involve families in significant activities to improve student performance.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary of recommendations in: **Efficiency**

**Standard 7**      **Leadership**

The principal should ensure all requirements specified in the state-approved district evaluation plan for evaluating certified staff members are completed according to timelines outlined in the evaluation plan. The principal should ensure individual professional growth plans for all administrative and teaching staff are collaboratively developed, aligned to professional standards, monitored with at least two checkpoints and reflected in the summative evaluation conference.

The principal should develop a sense of urgency for higher student achievement. He should demonstrate this urgency to his administrative team, teachers and staff members by holding everyone accountable for school improvement. The principal should hold teachers accountable for developing high quality lesson plans and for implementing instruction that meets the needs of all students. The principal should place student achievement as his top priority.

The principal should collaboratively engage the school community in redefining the identity of Greenup County High School by developing shared vision and mission statements that focus on student success in school and beyond. The school vision and mission should be publicized through a variety of ongoing communication strategies so that all stakeholders are able to articulate them clearly and consistently. The vision and mission statements should be regularly articulated in school meetings, public events, all school publications, school Web page and e-mail correspondences. The principal should ensure that school improvement planning, decision-making and problem-solving are consistent with the school's vision and mission.

The principal should collaborate with district leadership and other education partners to develop an instructional leadership team that identifies and builds the capacity of administrative and teacher leaders to design and implement change processes to increase student achievement. The principal should facilitate the engagement of teachers in monitoring classroom instructional practices, providing feedback to colleagues and supporting targeted professional growth. The principal should ensure that the instructional leadership team is provided with high quality ongoing leadership training and support.

The principal and school council should develop a process to ensure that all instructional staff are held accountable for regularly collecting, managing, analyzing and evaluating formative and summative assessment data to track individual student progress, identify students needing additional academic support and provide tiered research-based interventions in a timely manner. The principal should ensure that

all students, including students with disabilities and gifted and talented students have access to these interventions.

The principal in collaboration with the school council, staff, student leaders, families and community leaders should develop and launch a public relations program intended to change the public perception of the school. The principal should exert extensive efforts to ensure that parents and community members become actively involved with the school and become partners in creating a high performing learning culture. The principal should move quickly to empower the staff and student body to join in an effort to foster a school environment where learning is highly valued and prized. The principal should adopt a “Whatever It Takes” attitude to guide decisions and ensure that all students can and shall learn, and that under his leadership, the school will assist all students in becoming highly successful learners and productive citizens of the school.

Resources:

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

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

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

SISI Toolkit Standard 7. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%207/Standard%207%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%207/Standard%207%20By%20Standards.htm)

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

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

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

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

Review of categorical program financial reports, certified personnel evaluation plan and process, classroom assessments, classroom assignments, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district budget and allocations, district personnel evaluation system and documentation of implementation, documentation of parent contacts, Extended School Services program overview and data, Extended School Services Schedule, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, Local Educator Assignment Data Report (LEAD), master school schedule, media materials and inventory, professional development records, records of teacher certification/experience, roster of teaching assignments, samples of classroom assessments, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school Web pages, staff development agenda, student academic records, student handbook, student work, student/teacher ratio, teacher portfolios and Working Conditions Survey results

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

Observations of classrooms, common areas and hallways

**Performance Rating    2**

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

The school council adopted policies to assign students and staff (Staff Time Assignment and Student Assignment) on November 15, 2010; however, policies were not in place to assign staff or to ensure students had equal access to the curriculum for the 2010-11 school year. The staff time assignment policy delegates the responsibility for assigning staff to the principal. Consideration to assigning students to classes is generally based on special education, advanced placement and dual credit needs as well as

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

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

**Performance Rating    2**

classroom space availability. Performance data are not used when assigning staff, but the principal sometimes considers teacher strengths when making course assignments.

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

The school council has adopted a policy (Discipline, Classroom Management and School Safety) that addresses classroom management and includes the Kentucky Center for Instructional Discipline (KyCID) schoolwide behavior management plan. The plan was initiated for the 2010-11 school year but is not fully functioning. The school council has not adopted policies to protect instructional time, but the principal has implemented some procedures to facilitate the efficient operation of the school. The principal has implemented a sweep process in the hallways between class changes to reduce the number of students skipping and arriving tardy to class, but the principal does not always hold staff accountable for implementing this process. The principal sometimes communicates to teachers his expectations to efficiently use instructional time (bell-to-bell instruction, bellringer activities, written daily learning targets), but many teachers do not consistently implement these instructional practices. These expectations are sometimes monitored through the use of informal walkthroughs and formative observations, but the principal does not hold teachers accountable for non-compliance. The principal, school council and staff have not ensured that procedures are in place to effectively manage student behavior issues. The in-school instruction (ISI) and instant in-school instruction programs that provide time outs for short term behavior interventions are not always effective for some students. The principal sometimes communicates that he expects classroom interruptions (phone calls, announcements) be kept to a minimum, but he does not monitor this expectation to ensure compliance.

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

The principal has implemented a master schedule that includes common planning time for content area teachers. Some content teachers meet

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

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

**Performance Rating    2**

regularly with a school administrator who provides an agenda and usually facilitates the meeting. Some department meetings include discussions of curriculum, assessment and instructional practices (syllabi, lesson plans, cluster tests, formative assessments, common core standards, essential questions), and some meeting agenda and minutes are available. Some departments initiate meetings to review content assessment data (cluster tests, common assessments). The principal does not collaborate with district leadership to initiate planning between middle school and high school teachers to vertically align the curriculum. The principal seldom communicates the expectation to teachers to integrate the goals of the school improvement plan into their daily instruction and practice. District leadership does not support, evaluate or monitor the school's planning process.

- 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 administrative staff, in collaboration with the counselors, has developed a master schedule that is based on a seven-period day. The schedule allows opportunities for students to receive second-chance learning, intervention programs and remediation (Response to Intervention, mathematics laboratory, resource classes, Extended School Services, grade recovery, cluster test retakes, remedial reading class). The mission statement is not a consideration when developing the master schedule. The schedule is developed around staff certifications and qualifications as well as special education, advanced placement and dual credit considerations for students.

- 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 annual Support Education Excellence in Kentucky (SEEK) funds. District leadership provides the principal and council with a staffing allocation that is based on a board approved staffing allocation formula. District leadership did not provide the principal and school council with monthly budget reports for the 2009-10 school year until May 2010. The school council has not developed a budget policy but did establish a budget committee on November 1, 2010. The newly formed budget committee has

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

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

**Performance Rating**    **2**

met, reported to the school council and requested additional information from the principal and district leadership regarding budgetary revenue and expenditure issues. The principal and school council do not conduct a formal needs assessment for school improvement planning. The principal and school council have not developed a policy, defined a process or developed clearly defined procedures to ensure the requisition and equitable distribution of fiscal resources. The principal informally reviews fiscal distribution of resources and approves requisitions on an as needed basis.

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

Some state and federal funds are integrated (Perkins, Individual with Disabilities Education Act, Extended School Services, professional development) to support student achievement and teacher efficacy. District program directors monitor fund expenditures in accordance with state and federal guidelines. The principal and school council do not monitor all federal and state funded program initiatives (Extended School Services, professional development) to ensure they are aligned with the comprehensive school improvement plan and focused on improving student achievement.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

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

**Performance Rating**    **1**

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

The principal has developed some lines of communication and delegated responsibilities to some designated staff; however, a formal process has not been established to define areas of responsibility. The principal has appointed department chairpersons and a school administrator to meet with and facilitate some department meetings. The principal has not monitored these meetings to ensure meetings are focused on improving student achievement. The principal did not implement the committee's policy adopted on November 18, 2004. The school council revised the committee's policy on November 1, 2010, to include a new committee structure of six standing committees (budget, curriculum and instruction, student attendance, communications, math initiative and literacy initiative). Some of the newly formed committees have reported to the school council on their function and responsibilities. The school council adopted policy (Data Review Program Appraisal Policy) to revise the comprehensive school improvement plan based on the needs assessment data; however, the principal has not implemented this policy as required. The principal and school council have not developed procedures to determine and prioritize the needs of students or to monitor and determine the effectiveness and efficiency of all fiscal, human and physical resources. Staff members have solicited some external funding (state and federal grants); however, the principal has not developed a plan to actively recruit community resources (community mentors, volunteers, business partnerships) to support student achievement at Greenup County High School. Most community resources are solicited through the athletic, extra-curricular and co-curricular programs and the Youth Services Center.

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

The school council has not adopted a policy, and the principal has not implemented procedures to request discretionary funds from the board of education. The principal does not conduct a formal needs assessment or seek input from other stakeholders to guide the determination for the need of discretionary funds. Discretionary funds received from the board of education do not always align to the goals identified in the comprehensive school

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

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

**Performance Rating**    **1**  
improvement plan.

8.2c School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

The principal does not always provide the school council with a monthly budget report. The principal uses an informal process to approve teacher requests for classroom resources. The school council sometimes reviews large item budgetary requests. The principal has not developed procedures to monitor allocated resources to ensure the resources are connected to student needs and goals identified in the comprehensive school improvement plan. The principal and school council do not ensure the allocation of resources are aligned to the goals of the comprehensive school improvement plan and have the intended impact on student achievement.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary of recommendations in: **Efficiency**

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

The principal should ensure that the school council regularly reviews policies to ensure they are current and related to student needs. The council policies should be signed, numbered and indexed, and the first reading and adoption dates should be included on all policies. The principal should implement the revised Committees policy that includes six newly formed standing committees. The committees should meet regularly, collaborate with the school council and submit minutes to the school council on a regular basis.

The newly formed school budget committee should collaborate with the school council to establish a budget policy and clearly defined budget procedures to guide decisions about the equitable allocation of all resources (fiscal, human, physical). Budget reports should be discussed and included as an action item on the monthly school council meeting agenda. The principal and school council should establish a needs assessment process to determine and prioritize needs that guide the planning and resource allocation process. The identified needs and allocated resources should be addressed in the comprehensive school improvement plan and the professional development plan. The principal should ensure that resource allocations including categorical and discretionary funds are equitably allocated, distributed and monitored, and that there is a process in place to determine their impact on student achievement.

The school council should develop a policy and clearly defined procedures to protect instructional time. The principal should ensure these procedures are implemented and monitored to prevent the loss of instructional time due to classroom interruptions (intercom, phone calls, disruptive students) and student activities that are not connected to student learning goals (non-instructional field trips). The principal should regularly monitor classroom instructional time, provide teachers with immediate and specific feedback to inform their instructional practice and hold teachers accountable for actively engaging students in meaningful bell-to-bell instruction and varied instructional activities.

Resources:

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

Norton, M., Scott, N.M. & Kelly, L.K. (1997). *Resource Allocation: Managing Money and People*. 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](http://www.education.ky.gov/SISI_Toolkit/Standard%208/Standard%208%20By%20Standards.htm)

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

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

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

Review of attendance records, categorical program financial reports, certified personnel evaluation plan and process, classroom assessments, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district personnel evaluation system and documentation of implementation, eWalk data, examples of school to home communications, faculty meeting agenda, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, needs assessment data, organizational charts, policies and procedures on access to student records, professional development records, report cards/progress reports, samples of classroom assessments, samples of student work products, school mission, belief and vision statements, school profile, trophy cases and The Missing Piece of the Proficiency Puzzle

Interviews with assistant principal, assistant superintendent(s), classified staff, community members, parents, principal and superintendent

Observations of cafeteria, classrooms and common areas

**Performance Rating    1**

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 board of education adopted a district mission statement in 2001, "To provide the students of Greenup County with a quality education through a safe and equitable learning environment and a qualified, caring teaching staff". This mission was adopted by the school council in 2001 as the mission for Greenup County High School. The mission is posted on the school Web page, displayed in some classrooms and included in some school communications. This mission is not reviewed on a regular basis and does not consistently guide school improvement planning. The principal verbally communicates his vision, "Every child on grade level in math and reading", to staff and students. This vision statement is not communicated in writing and limited efforts are made to solicit input or support from other school stakeholder groups. Most stakeholder groups are unaware of the principal's vision for Greenup County High School. The school council has not adopted belief statements concerning student learning and performance.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

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

**Performance Rating**    **1**

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

The high school improvement process is not in compliance with board of education's planning policy (02.442). The principal and the school council did not intentionally solicit or involve representation from the school's stakeholder groups to serve on the school improvement committee. A variety of current student performance data is not used in the development of the comprehensive school improvement plan. The 2010–11 comprehensive school improvement plan is basically a copy of previous school improvement plans. The principal submitted the improvement plan to the school council, and the council approved the plan on November 15, 2010. Most teachers are unaware of the goals and content of the current improvement plan.

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

The principal and school council review some data (Interim Performance Report, No Child Left Behind report, ThinkLink), and some departments (math, language arts) review and analyze some data from classroom assessments. These reviews and analyses of student performance data are inconsistent and not sufficient to evaluate instructional strengths and limitations in the instructional and organizational effectiveness of the school. The principal and school council have collected little data to determine if interventions are having the expected impact on student achievement in reading and math. Student performance data are not consistently used to determine the core content to be taught, how students will be assessed on learning, what to do if a student does not learn and what to do if a student already knows the material. The principal does not monitor or hold teachers accountable for meeting outcomes, analysis of student work findings, changes to instruction or alignment of student work with Kentucky's Academic Expectations and Program of Studies. The principal and school council do not intentionally solicit input or involve all stakeholder groups in assessing the instructional and organizational effectiveness of the school.

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

The comprehensive school improvement plan approved by the school council

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

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

**Performance Rating**    **1**

on November 15, 2010, is for the 2010–11 school year. This plan is basically a copy of the 2009–10 plan. Both plans state that implementation and impact checks will be conducted annually and presented to the district in October. The plan also states that these reports will be submitted and discussed through departmental meetings and then presented to the school council. The principal and school council do not ensure that implementation and impact checks are completed. School leadership conducts some walkthroughs, and department staff reviews some student achievement data (ThinkLink, common assessments, cluster tests). However, because many goals and objectives are not written in measurable terms, and lack benchmarks to compare student performance over time, efforts to measure the impact of the comprehensive school improvement plan on student achievement are futile.

9.6a The plan is implemented as developed.

The principal has not provided a comprehensive school improvement plan that can be fully implemented as written. Some of the action components are being implemented, but the implementation of these action components is inconsistent and does not yield the expected impact on student performance and classroom practices. District leadership provides limited direction and support for the effective implementation of the Greenup County High School comprehensive school improvement plan. Meaningful and specific feedback between the district and school leadership for the purpose of effective implementation of the high school improvement goals, strategies and activities is not adequate to ensure effective impact on student achievement. Attempts to implement the plan are unsuccessful because of insufficient professional development, support and direction from district leadership, principal and the school council. The principal has not provided clearly defined procedures for implementation of the comprehensive school improvement plan and for measuring impact on classroom practices and student achievement. The principal, school council and staff do not receive adequate training on developing and implementing school improvement plans.

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

The principal does not collect data at frequent intervals to measure the impact of the comprehensive school improvement plan on student achievement. The plan does not include benchmarks or comparisons of

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

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

**Performance Rating**    **1**

levels of student performance to assess the degree to which the goals and objectives for school improvement are being achieved during the school year.

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

The principal and school council review and compare annual data (Interim Performance Report, No Child Left Behind report) to monitor changes in student performance from one school year to the next. A protocol is not in place to evaluate ongoing impact of the comprehensive school improvement plan on classroom practices and student performance.

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

The principal, school council and staff express a desire to improve their school; however, they have not developed and implemented an effective and efficient comprehensive school improvement plan that serves as a roadmap for continuous improvement of instructional practices and student achievement. The principal does not develop and implement a systematic process to monitor implementation of improvement initiatives and for measuring the impact that these initiatives have on classrooms practices and student achievement. The principal does not effectively implement the district's personnel evaluation plan that will lead to the improvement of classroom practices and student achievement.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

Summary of recommendations in: **Efficiency**

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

The principal should lead an initiative to create a set of shared vision, mission, beliefs and goals that are collaboratively developed by leadership, staff and representatives from all stakeholder groups in the school community. The principal should then bring consistency and intentionality to school improvement that is tightly focused on student learning and based on the values determined by stakeholders. This plan should identify a manageable number of goals, objectives and action steps that will have the greatest impact on student achievement and achieve the goals agreed upon through the collaborative effort. The action steps should be benchmarked to allow interim measures of progress based upon data collected and analyzed for that purpose. Responsibility for implementation should be shared among several staff members, and the principal should carefully monitor to ensure that all staff members effectively complete assigned responsibilities and that the plan has its intended impact. Appropriate support and accountability should follow.

The principal should ensure the goals and objectives of the comprehensive school improvement plan are tightly focused on specific, measurable student achievement targets for the school, especially in areas with achievement gaps (all students in math and reading, white students in math and reading, free and reduced lunch students in math and reading).

The principal should ensure that the comprehensive school improvement plan includes a systematic process to evaluate the effectiveness of the plan, based on the analysis of a variety of data (state assessment data, ThinkLink, common assessments, non-cognitive). The evaluation process should not only be summative but should also include interim measures of progress based on benchmarks established in the plan. Adjustments should be made to the plan as needed to ensure its immediate impact on student success.

Resources:

Preuss, P. G. (2003). School Leader's Guide to Root Cause Analysis. Larchmont, NY: Eye on Education.

Jefferson County Public Schools - School Improvement Planning Process

Kentucky Association of School Administrators

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

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**Summary of Next Steps:**

The principal should communicate to all staff members and students the urgency of placing student achievement as the school's top priority. The principal should ensure that all available resources are effectively and efficiently used to support a learning environment that focuses on improving academic achievement for all students. The principal should set non-negotiable expectations (bell-to-bell instruction; teaching to Kentucky's standards; collecting and analyzing individual student performance data) to drive decision making. He should monitor and hold all staff accountable to ensure high quality lessons are designed and implemented to meet the learning needs of each student.

The principal should collaborate with district staff to determine reasons for high absenteeism. The principal should research proven attendance incentive programs and examine strategies directly tied to increased student attendance. The principal and school council should use the results of their research to design an attendance incentive program based on the unique needs of students.

The principal should ensure effective instructional practices are in place that will lead to a successful 2010-11 school year. The principal and school council should immediately review and revise the current school improvement plan and focus on goals specifically aligned to student performance. Each goal should be clearly stated and accompanied by baseline data, benchmarks and summative expectations for student performance. Research-based or proven action components should be implemented to yield immediate results in student achievement and provide necessary job-embedded professional development for success. The principal and school council should ensure school improvement action steps have the expected impact on targeted groups. The principal should ensure stakeholders are aware of components, goals and activities of the plan. Roles and responsibilities for improving student achievement should be identified, communicated and monitored for accountability. The process for communicating progress or the lack of progress toward the goals of the plan should be delivered in an intentional manner.

The principal and school council should establish a systematic process for collecting and using data to assist staff in making decisions regarding teaching and learning. This process should include the review and management of multiple forms of data. To ensure continuous student learning, the principal should guide teachers in a cycle of reflection and change based on the results of data analysis. All decisions regarding teaching and learning should be data-driven.

The principal should lead a collaborative initiative involving all stakeholder groups to assess current practice of family and community involvement in improving student achievement. After conducting a needs assessment and researching effective family and community resources, a comprehensive communications policy should be developed to effectively involve all stakeholders in meeting the needs of all students. The principal should allocate professional development resources to develop the capacity of family and community leaders to participate in the development, monitoring and modification of school council policies, improvement plan and procedures.

The principal should ensure all requirements specified in the state approved district certified personnel evaluation plan are completed according to specified timelines. He should ensure individual professional growth plans for all administrators and teachers are collaboratively developed. Goals set in the plans should reflect needs identified during the evaluation process and in the school improvement plan. The principal should monitor progress toward identified goals with at least two checkpoints during the school year. He should provide specific feedback, follow-up and support to improve classroom practices and increase student performance.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**In Conclusion:**

The members of the Greenup 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 Authority:**

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

**Council Authority:**

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

School council shall be retained in advisory capacity.

The current membership of the council shall 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 assessment tool that correlates with KDE's summative measures of student achievement.

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

Principal, Greenup County High School

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

Superintendent, Greenup County Schools

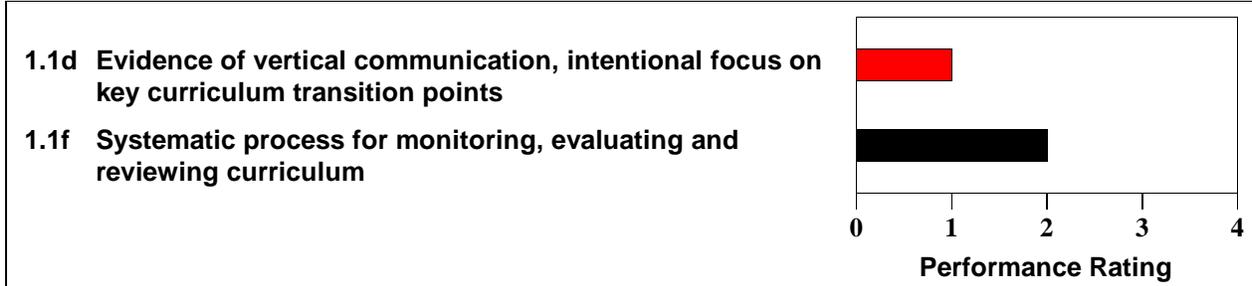
\_\_\_\_\_ Date: \_\_\_\_\_

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**1.1 Curriculum**

**Academic Performance**

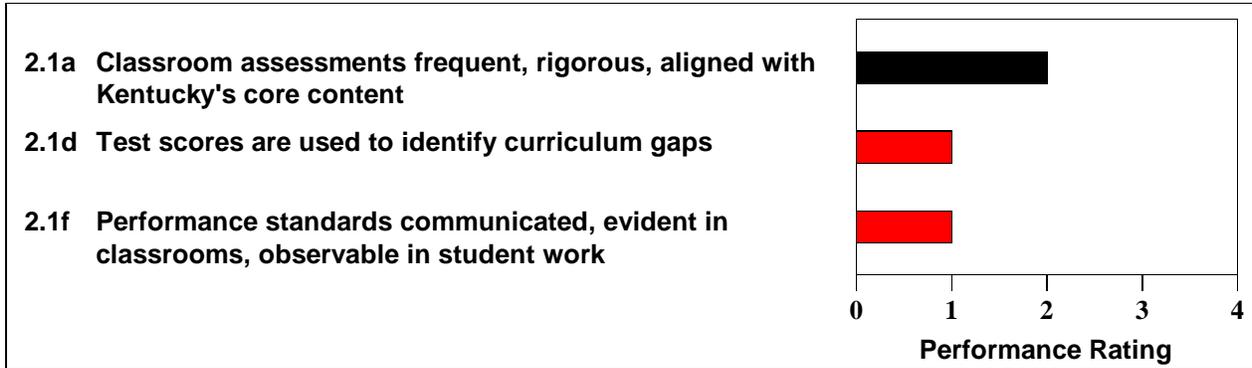


**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**2.1 Classroom Evaluation/Assessment**

**Academic Performance**

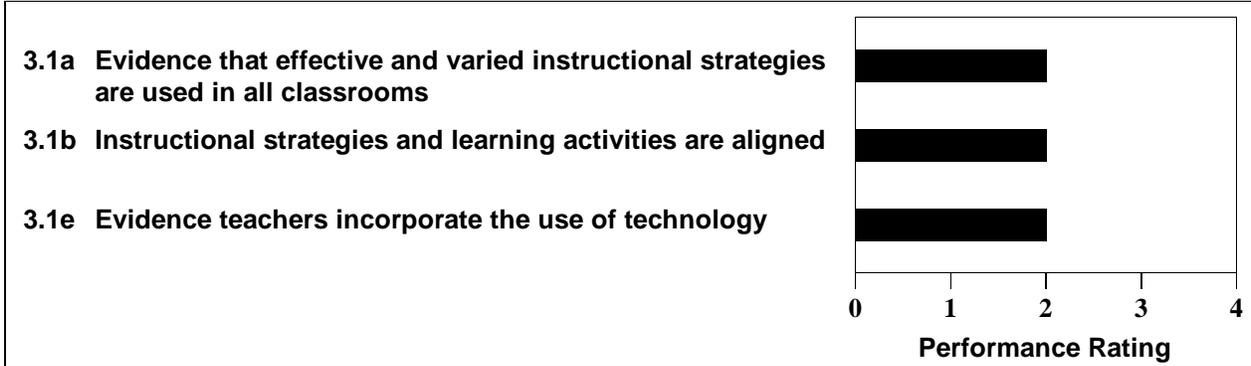


**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**3.1 Instruction**

**Academic Performance**



Kentucky Department of Education  
School Leadership Assessment Summary Report

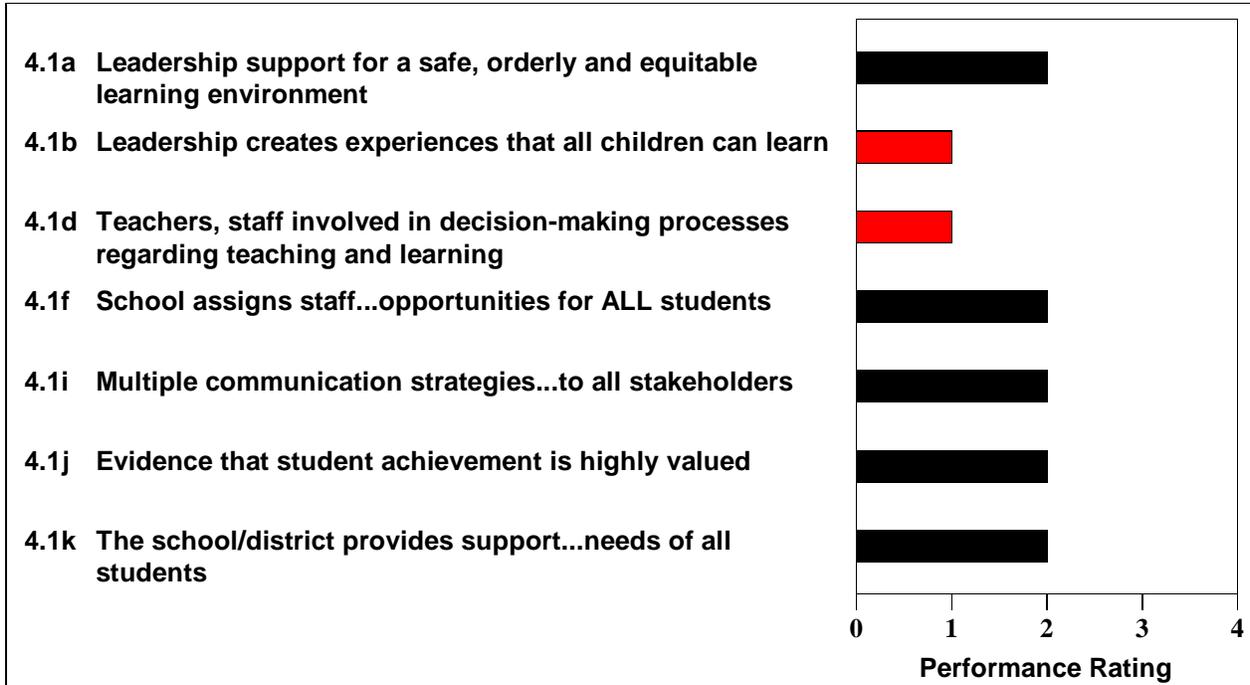
**Greenup County High School**

Greenup County School District

1/9/2011 - 1/14/2011

**4.1 School Culture**

**Learning Environment**

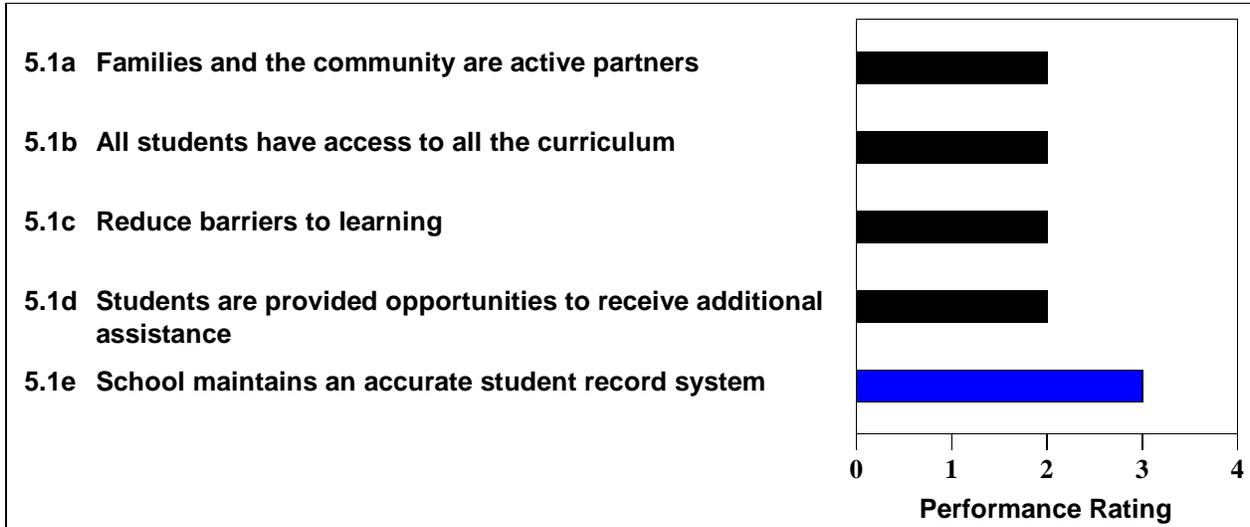


**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**5.1 Student, Family and Community Support**

**Learning Environment**

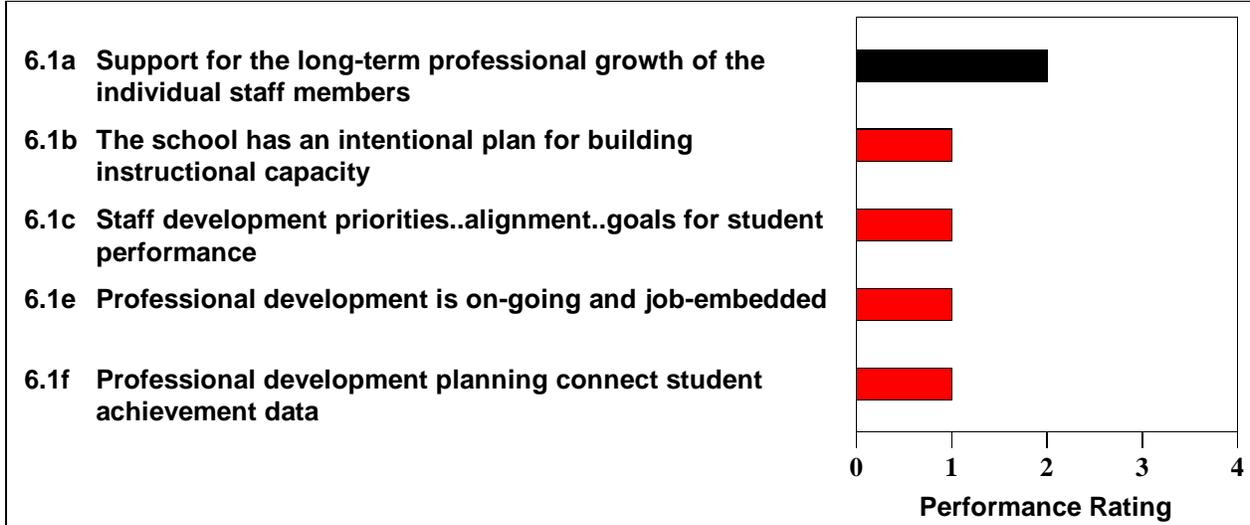


**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**6.1 Professional Development**

**Learning Environment**

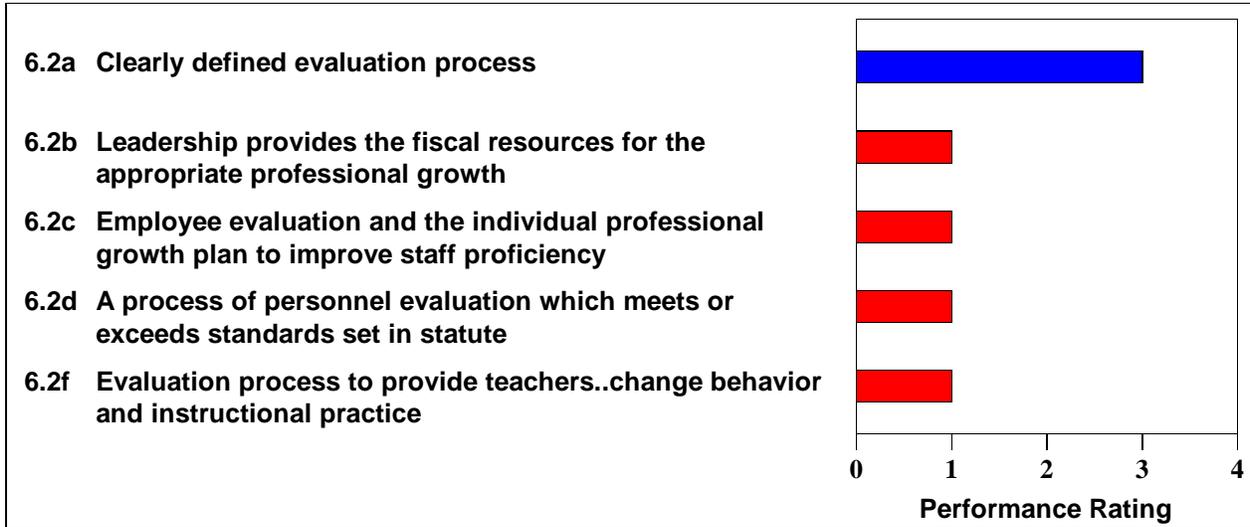


**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**6.2 Professional Growth and Evaluation**

**Learning Environment**

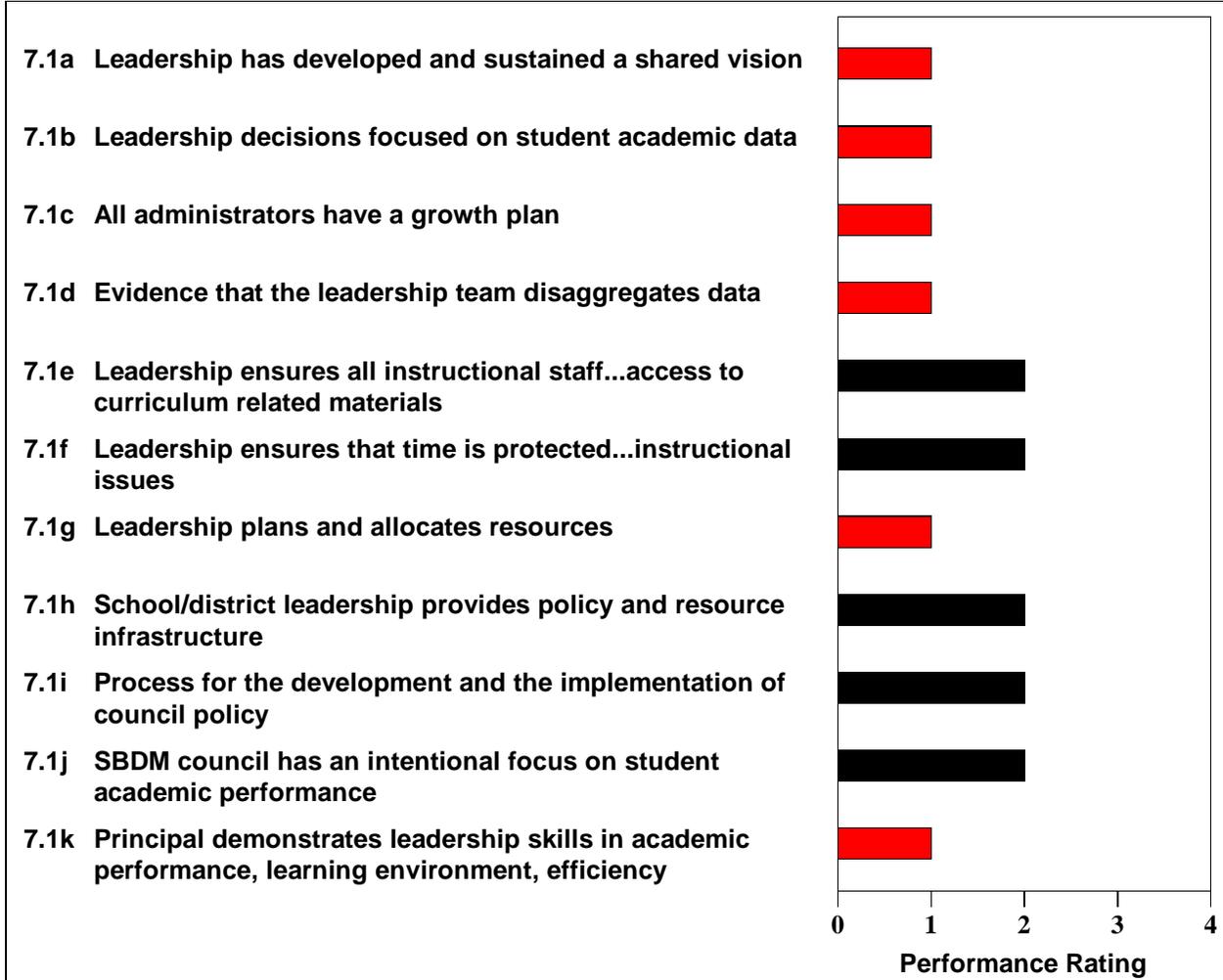


**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**7.1 Leadership**

**Efficiency**

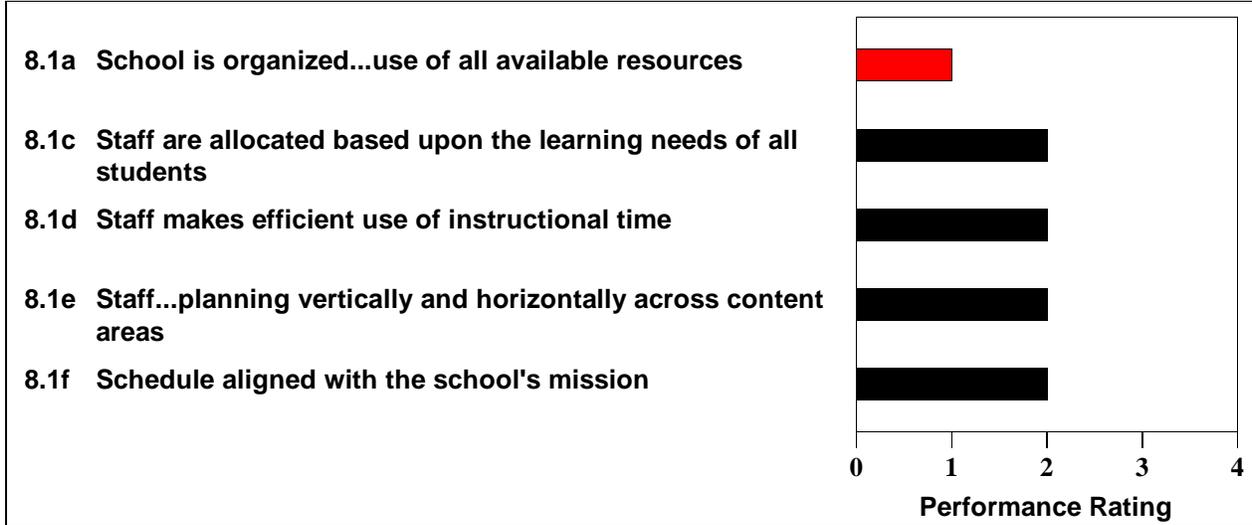


**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**8.1 Organization of the School**

**Efficiency**



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

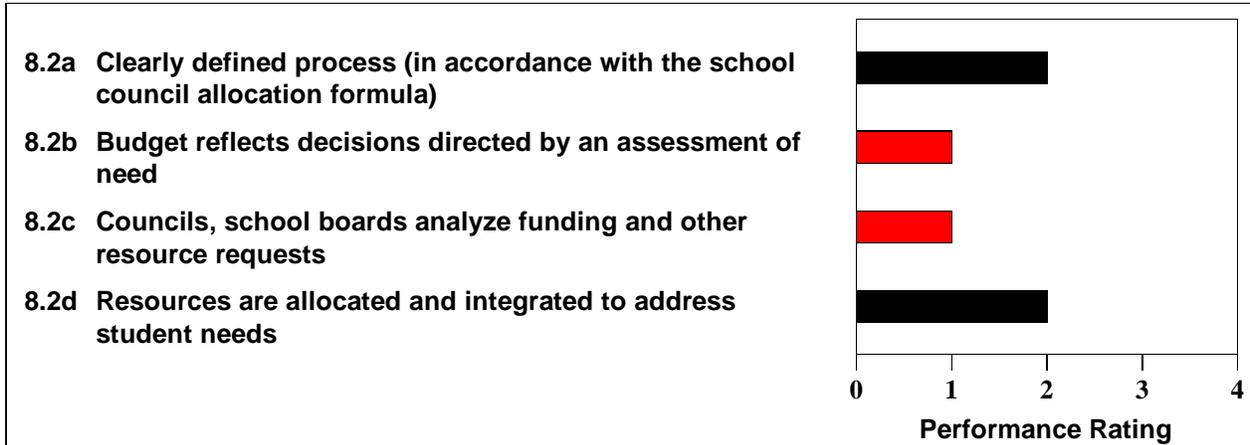
**Greenup County High School**

Greenup County School District

1/9/2011 - 1/14/2011

**8.2 Resource Allocation and Integration**

**Efficiency**

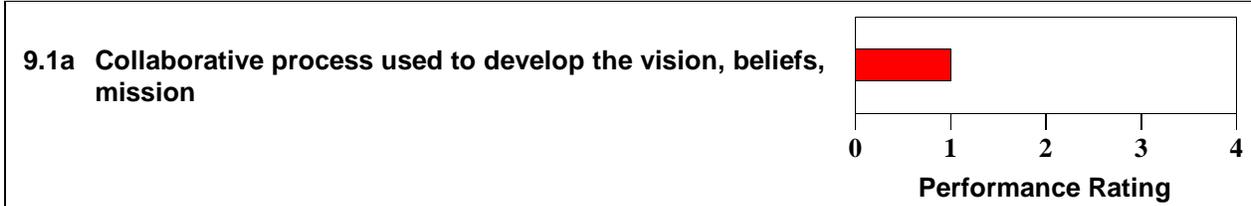


**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

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

**Efficiency**



**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**9.2 Development of the Profile**

**Efficiency**

**9.2a Planning process involves collecting, managing and analyzing data**



**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**9.4 Analyzing Instructional and Organizational Effectiveness**

**Efficiency**

**9.4a Strengths and limitations are identified**



**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**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**  
**Greenup County High School**  
**Greenup County School District**

1/9/2011 - 1/14/2011

**9.6 Implementation and Documentation**

**Efficiency**

