

Hopkins County  
Hopkins County Central High School  
School Leadership Assessment Report



01/08/2012 - 01/13/2012



# School Leadership Assessment Executive Summary

## Hopkins County Central High School

### Hopkins County School District

1/8/2012 - 1/13/2012

Tommy Burrough, Principal

#### Introduction

The Kentucky Department of Education conducted a school leadership assessment of Hopkins County Central High School during the period of 1/8/2012 - 1/13/2012. 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 has not used the services of district personnel to support his efforts in moving all students and staff of Hopkins County Central High School to proficiency and beyond.
Next Steps	The principal and the superintendent should initiate discussions among district and school leadership on what it would take for the two entities to work together in creating a high performing school. A focused plan, including short- and long-term goals, should be developed with roles and responsibilities delineated for district leadership, instructional support personnel, high school leadership and staff members. All efforts and decisions should be supported by data, and these data should be effectively used to move the high school toward achieving proficiency for all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not ensure teachers are creating learning environments where students are active participants and are engaged in hands-on experiences and motivated to accept responsibility for their learning.

Next Steps	The principal and leadership team should provide support and training to staff in creating learning environments where students are active participants and are empowered to participate in engaging, rigorous activities and inspired to learn. This training should be followed up with regular monitoring by the principal and leadership team to ensure skills acquired in training are implemented into classroom practices and are having the desired effect on student achievement. Following walkthroughs, the principal and leadership team should provide specific feedback to teachers to serve as an impetus for modifications in instruction. Data should be collected to determine the most effective strategies in meeting learning needs for all students, and teachers should be provided opportunities to share successful practices with colleagues.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>The principal and his leadership team do not monitor the work of professional learning communities to ensure expectations are clearly defined and decision making is intentionally focused on curricular, assessment and instructional decisions.</b>
Next Steps	The principal should clearly define procedures (student work analysis, data analysis, identifying curriculum gaps, strengthening research-based instructional strategies, using learning styles of students for planning) to raise the bar of the work of the professional learning communities. The principal should develop and implement a process for monitoring, evaluating and reviewing the work of professional learning communities. The process should include a comprehensive analysis of all achievement data that goes beyond a review of scores.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>The school does not have a process to collect, analyze and evaluate data from multiple sources and use the results to make informed decisions that positively affect student achievement.</b>

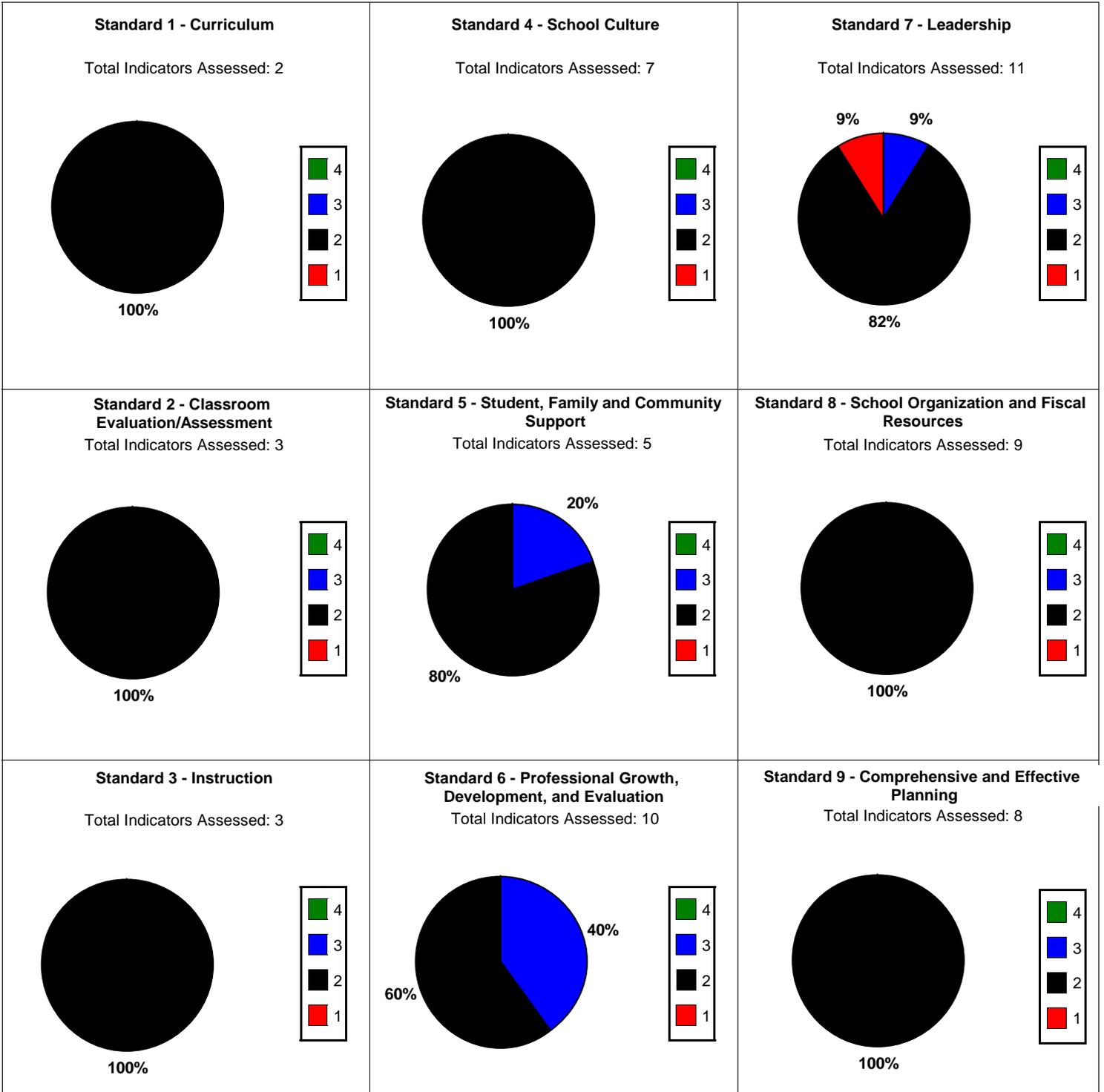
Next Steps	The principal should engage all stakeholders in a systematic process to collect, analyze and evaluate data from human, fiscal and physical resources to make programmatic and academic decisions. Data (student achievement, attendance, discipline, graduation rate, socio-economic) should be regularly collected and evaluated to develop the comprehensive school improvement plan. The school council and principal should seek additional training to analyze multiple forms of data and develop clear and measureable benchmarks that effectively guide decision making.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>5. Deficiency</b>	<b>The principal and district leadership have not intentionally developed a plan to engage students, families and business and community members as partners to improve student achievement for all students in the high school.</b>
Next Steps	District and school resources should be allocated to recruit and train family, business and community members as partners to participate in decision-making and implement substantive work in the continuous school improvement process. The principal should create and implement a detailed plan to ensure every student has an adult who can advocate for their educational success. The principal should implement policies and procedures to support this level of advocacy and provide training for adults in the community to learn how to advocate for student academic success.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>6. Deficiency</b>	<b>The school council has not fulfilled its role or accepted its responsibility for the governance of the school.</b>

Next Steps	<p>The school council should seek training and assistance in policy development and council responsibility. The school council should review sample bylaws and policies to use as a guide in developing, formatting and organizing their policies. The school council should review, revise and adopt all bylaws and required and best practice policies. All council policies should include a process to monitor for implementation, review for impact and revise as needed. The school council should develop an agenda timeline to review data, guide reports and complete all required council decisions. Current student achievement data, use of resources and implementation of the comprehensive school improvement plan should be items of discussion at all regular council meetings. The school council should recruit representatives from all stakeholder groups to serve on committees.</p>
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

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 KDE 2012 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 - Hopkins County - Hopkins County Central High School**

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

**Legend**

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

## **Focus on Student Academic Performance**

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

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

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

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

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1/8/2012 - 1/13/2012

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of Hopkins County Central High School during the period of 1/8/2012 - 1/13/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (65) and formal interviews and informal discussions with teachers (72), students (54), parents (21), Family Resource/Youth Services Center staff members (2), school council members [5], community members [9], educational consultant [1], curriculum specialist [1], central office personnel (3), support staff members (34), assistant principals (2), counselors (3) 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 Jill L. Crowe - Teacher, Cindy Price - Parent, Cindy Baumert - Parent, Rhonda C. Marshbanks - Teacher, Gayla B. Jenkins - University Representative, Bernice Bates - Educational Recovery Specialist, Sandy Swann - Building Administrator.

## **Academic Performance**

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

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

## **Learning Environment**

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

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

## Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

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

Review of comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, individual professional growth plans, lesson plans/units of study, master school schedule, professional development records, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, student work and professional learning community meeting minutes and binders

Interviews with assistant principal, curriculum resource specialist, principal, school council members, school leadership, teachers and educational consultant

Observations of classrooms, computer lab, hallways and media center

**Performance Rating    2**

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

The principal and leadership team ensure teachers have access to state curriculum documents on the server, and CDs of current curriculum standards were purchased for each department at the high school. Ten teachers attended QualityCore training and brought back information regarding curriculum to share with other members of the staff. Four content-area representatives attended end-of-course training to strengthen their understanding, and these teachers shared information with other content-area teachers. The principal provided a full day for language arts and mathematics teachers to work on aligning their curriculum with QualityCore. Some gaps were identified and adjustments were made to the curriculum to address these gaps. The principal has not developed a systematic process for facilitating vertical alignment of the curriculum and identifying key curriculum transition points between grade configurations (middle to high school). Middle and high school teachers do not regularly meet to review their curriculum and identify gaps and overlaps within and between each school. At Hopkins County Central High School, curricular discussions sometimes occur during professional learning community meetings, and some departments occasionally discuss transition points between course offerings. These discussions are not ongoing and have not resulted in a cohesive, sequential curriculum in all content areas. Teachers at the two district high schools implemented a trimester schedule last year to assist transient students between the two schools; however, courses and pacing guides are not fully aligned to provide a seamless continuity of curriculum for students moving from one school to the other.

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Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**Performance Rating**    **2**

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

The school council identifies their responsibilities in determining curriculum development, aligning curriculum with state standards and describing duties of the curriculum committee; however, the principal and school council have not defined procedures for monitoring, evaluating and reviewing the curriculum. The principal and leadership team monitor implementation of the curriculum through classroom observations and walkthroughs and lesson plan reviews. This monitoring process does not include the identification of gaps and overlaps in the curriculum or methods to address them. Following observations and reviews, teachers are provided feedback describing what school leadership observed, and leadership sometimes provides suggestions for improvement in instructional practices. The principal requires teachers to identify 80 percent mastery of content on mastery standards checklists and to re-teach content not mastered by students. Teachers re-teach the content for those students who have not demonstrated mastery but often do not change instructional practices or assessments to meet student needs.

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Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

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Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

The principal, in collaboration with middle and high school administrators and district leadership, should develop a systematic process for identifying key curriculum transition points. This process should be ongoing and promote vertical alignment across all content areas and grade configurations (middle schools to high schools) to assist students transitioning from school to school.

The school council should review and revise the curriculum policy to include a methodical process for regularly monitoring, evaluating, reviewing and modifying the curriculum to meet the changing needs of all students

Resources:

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

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

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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, eWalk data, rubrics, samples of classroom assessments, samples of student work products and student work

Interviews with assistant principal, parents, principal, school council members, 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 principal and leadership team routinely conduct classroom walkthroughs but collect limited assessment data. The assessment component of the current walkthrough instrument identifies exit slips as the only assessment look-for. The leadership team recently revised the walkthrough instrument to include other types of formative (pre-assessment, live scoring, "clicker" system, human scatter plots) and summative assessments (end-of-course assessment, rubric for projects, multiple choice, open response question). Classroom assessment data using the new instrument have not been collected. Teachers meet twice monthly in professional learning communities to examine student work samples. Analysis of student work rarely goes beyond an item analysis. The quality of most assessments does not challenge students to produce work that is representative of rigorous expectations and relevant connections. Teachers are providing opportunities for students to access Triumph College Admissions (TCA) ACT Prep computer program similar to the format of end-of-course exams in U.S. History, Algebra II, Biology and English II and Educational Planning and Assessment System (EPAS). The school council has delegated its responsibility for monitoring classroom assessments to the principal.

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

During regular professional learning community meetings, some departments use student achievement data to identify gaps (Algebra I, Algebra II) in the curriculum, but most core content teachers have not completed a gap analysis. At the recommendation of a recent AdvancEd evaluation, the principal identified staff members to serve on a newly formed data team. The goal of the committee is to collect, examine and monitor achievement data [Educational Planning and Assessment System (EPAS), Measures of

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

**Performance Rating    2**

Academic Progress (MAP), state assessment results] to ensure the results are used to drive instruction. Since teachers have not been trained to interpret Measures of Academic Progress data, the results of the first round of progress monitoring assessment have not impacted classroom instructional strategies or student achievement. The next step of the data team is to provide adequate Measures of Academic Progress training to all teachers. Every student has a data folder so they can use their scores to inform college and career goals. The process allows students to track Educational Planning and Assessment System scores to support those goals. The school council receives information about student achievement data at monthly meetings but does not always rely on data results to effectively guide decision making.

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

Some teachers provide students with rubrics to use as a guide for producing proficient work. Most performance level descriptors do not provide rigorous standards that would lead students to demonstrate high levels of learning. Some student samples in professional learning community binders were accompanied with what was labeled as “rubrics”, but most were checklists of completing tasks for compliance. Some students recognize the rubric process but are, most often, required to complete projects or assignments without clear performance standards.

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

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Summary of recommendations in: **Academic Performance**

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

The principal should require the data team to continue their efforts in providing student achievement data to all teachers. The charge of the team should be clearly defined and directly tied to improving curriculum, assessment and instruction. The principal and leadership team should expand the collection, management and analysis of data beyond student achievement to include barriers (attendance, discipline, graduation rate, socio-economic) to learning. The school council should seek additional training on analyzing student achievement data and how to use the results of these analyses to effectively guide decision making.

Resources:

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>

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.

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

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

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

Review of comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, individual professional growth plans, lesson plans/units of study, master school schedule, professional development records, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, student work and professional learning community meeting minutes and binders

Interviews with classified staff, media specialist, parents, principal, school council members, school leadership, students and teachers

Observations of classrooms, computer lab, hallways and media center

**Performance Rating    2**

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

The school council has adopted an instructional practices policy that states the council assigns the task of planning and resolving issues regarding instructional practices to the curriculum committee. The policy does not include guidelines or expectations for teachers to use research-based instructional strategies (higher-order thinking, inquiry, problem solving, learning styles, rigor and relevance). The principal and leadership team have adopted the Classroom Instructional Framework (CIF) as the format for teachers to use for designing lesson plans and have provided professional development for teachers in using this technique. The Classroom Instructional Framework separates the 70-minute class period into four sections (student engagement by connecting standards to previous learning, interactive instruction using research-based strategies, guided practice and formative assessment). Most classrooms have posters illustrating these class period divisions, and teachers sometimes reference them during instruction. Teachers are using this format to design instruction, but not all teachers are using this format effectively. Some teachers do not provide opportunities for interactive student engagement, and some "I can" statements reflect the activity rather than the learning target. All lesson plans do not include formative assessments, and lecture is the regular mode of instruction in some classrooms. Teachers submit lesson plans to respective professional learning community binders for inclusion. The principal and leadership team review lesson plans to ensure completion, but teachers are not always provided constructive feedback to assist in refining their instructional practices and lesson planning. Lesson plans often do not include research-based strategies or the effective use of instructional technology.

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating    2**

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

The principal and leadership team monitor classroom instruction through walkthroughs to ensure teachers are articulating learning targets to students through “I can” statements and implementing the curriculum using the Classroom Instructional Framework. The principal and leadership team provide some specific feedback to assist teachers in the alignment of instructional strategies with school and state learning goals. Teachers sometimes require students to complete learning tasks (on-demand writing, multiple choice, short answer, extended response) similar to those on Kentucky Performance Rating for Educational Progress (K-PREP) and Educational Planning and Assessment System (EPAS). Many teachers use ACT questions as bellringers and exit slips to provide students with additional practice. Students are not always provided opportunities to demonstrate learning in a rigorous, authentic learning environment, and rubrics often do not accompany assignments to assist students in knowing what they need to do to be proficient. The principal and leadership team are in the process of designing a new walkthrough instrument that includes specific look-fors including learning targets, formative assessments, differentiation and rigor.

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

The school council has developed technology policy, but this policy does not identify how technology should be effectively used in instruction. Many teachers use the computer projector system (CPS), document camera and textbook as their primary instructional tools. Students are given few opportunities to use technology to extend learning or to create products for authentic learning tasks. Technology training is provided for teachers, but many teachers are not seamlessly integrating technology into instruction.

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

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Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The principal and leadership team should continue monitoring classroom instruction for the purpose of identifying effective instructional strategies and assisting teachers in refining instructional practices. Monitoring should be ongoing and include the collection of data to determine the most effective strategies in meeting unique learning needs of all students. The principal should ensure all classroom instruction is rigorous, effective and student-centered (cooperative learning, differentiated, problem-solving tasks, higher-order thinking skills).

The principal should ensure 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., 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.

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.

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Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, documentation of parent contacts, examples of school to home communications, Family Resource Youth Services Center documentation, fire marshal reports, health department inspection reports, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, newspaper clippings/press releases, newspapers, roster of teaching assignments, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, school/district safety plan, student handbook, student/parent/staff handbooks and trophy cases

Interviews with assistant principal, classified staff, community members, curriculum resource specialist, Family Resource/Youth Services Center personnel, parents, principal, speech pathologist, teachers and volunteers

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

**Performance Rating    2**

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

Hopkins County Central High School is a clean, well maintained facility. Procedures (locked entrances, identification badges for staff and visitors, supervision of students during non-teaching time, buzzer system for entry to school, 32 cameras) are in place to provide a safe and orderly learning environment. The school council and principal have an Emergency Operations Plan which is reviewed and modified annually. Safety drills (fire, tornado, lockdown) are conducted regularly. Evacuation and safety procedures as well as crisis and emergency plans are located in all classrooms. Uniform tornado and fire evacuation routes and destinations are posted over classroom doors. At the beginning of the school year, every student at the high school is provided with a student agenda handbook that contains the Hopkins County Schools code of conduct. An administrator meets with each grade level to discuss this code of conduct with students. Students are required to turn in an acknowledgment form signed by a parent or guardian confirming they have seen and reviewed the rules. Each teacher has posted behavior standards which are enforced by the principal and assistant principals. The sheriff's office provides a school resource officer to assist the principal and assistant principals with legal issues regarding

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**Performance Rating    2**

student behavior. A school nurse is located at the high school to address minor health and emergency issues. The school council has adopted a dress code policy, but this policy is not uniformly enforced. The Kentucky Center for School Safety conducted an assessment in 2010, and the principal has implemented most of the recommendations ( schedule for supervision of common areas during planning times, additional cameras placed in critical areas and monitored by staff members, teachers encouraged to enforce class rules) from that assessment. The principal does not have a formal plan to minimize disruptions to instruction. Some classroom disruptions occur because of intercom announcements and phone calls made during instructional time. The principal does not conduct parent and community culture and climate surveys to collect and analyze learning environment data for consideration in the planning process and for the review of existing policies to evaluate effectiveness.

- 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 demonstrates a commitment to high academic expectations (classes for struggling students to receive extra instruction, co-teachers by content area, common planning time for professional learning communities, conversations with students to determine areas of strength and weakness) for all students. The Hopkins County Central High School mission statement, Dream Big-Work Hard-Achieve Success, reflects a commitment to all students reaching their highest level of academic performance. School staff members have formed some partnerships with community leaders and organizations to support fundraising and provide basic needs and social services, but these partnerships do not include building parent and community understanding of academic expectations, school strategies and student achievement results. The principal provides time in the school schedule for professional learning communities in each core content area and the Freshman Academy team to meet and share resources and strategies to improve classroom instruction. The principal requires teachers to document use of data to drive instruction and this documentation is collected by the data team each trimester. Professional learning communities have identified the need to observe and implement successful strategies for motivating students who have low academic expectations and little or no family or adult support. The principal has not developed a plan for this to occur. The school council approved a new comprehensive school improvement plan in November 2011 which has goals and identified areas of concern from the AdvancEd

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**Performance Rating    2**

accreditation process. The principal sustains a schoolwide focus on continuous improvement in student learning through implementation and impact checks and the collection of data. These data are used to identify struggling students but are not all used to inform instructional practices. Some junior students initiated discussions with school leadership to express concerns about school academic performance and are developing groups (promotions, ambassadors, community outreach, peer mentoring) to promote school improvement. Other stakeholders (family members, community and business members) have not been surveyed or included in any school improvement discussions. While several parents are involved in booster club activities, few community and family members have been engaged as partners to plan and implement substantive work to improve student achievement for all students at the high school.

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

The principal e-mails the school council meeting agenda and minutes to all school personnel. Certified and non-certified staff members have the opportunity but are not actively sought to participate on school council committees and provide input to school council members through informal conversations. The principal does not have a formal process to ensure all staff members are involved in decision making that impacts teaching and learning. Families and business and community members are not recruited to serve on the school council or council committees. The principal and district leadership do not actively seek families and business and community members to be involved in decision-making processes at the high school.

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 adopted policies regarding the assignment of students to classes and programs and assigned responsibility to the principal. The master schedule is designed by the principal in collaboration with guidance counselors and the Learning Behavior Disability coach. The master schedule is shared at a school council meeting and input is collected. All incoming freshman take a learning styles survey, and the guidance counselor reviews this information with students. Some students are placed in classes based on unique learning needs (Freshman Academy, College and Career Readiness classes, dual credit, Advanced Placement); however, student grouping and regrouping based on continuous assessment data does not always occur.

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**Performance Rating    2**

Special education teachers are assigned to collaborative and resource classrooms by content area. At the end of each trimester, teachers give a list of students who have failed the class to the guidance counselor for further scheduling changes.

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

The principal identifies the need for a written systematic communications plan but currently uses an informal process that includes multiple means (school Web site, school marquee, The Messenger, One Call Now, Channel 14, Infinite Campus Parent Portal) of communicating with all stakeholders. Some teachers communicate with parents via e-mail and phone calls. The school marquee is updated daily and often displays pertinent parent and community information (upcoming events, cancellations, parent and teacher conferences, report cards).

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

School leadership supports and leads efforts to celebrate student academic successes; however, most recognitions (Student of the Week, Proficient and Distinguished banners, Perfect Attendance, Honor Roll, personal parking spots) take place at the school. Few opportunities are identified and planned to include families and community members in celebration of student achievement and school improvement efforts. The school marquee is changed daily and routinely displays academic and athletic accomplishments (Student of the Week, Athlete of the Month, school academic awards).

- 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.

Youth Services Center staff administers an annual needs assessment survey to students to determine programming and services to reduce the impact of physical, cultural and socio-economic barriers that affect student learning. The principal has not developed a formal procedure for introduction of new students or student referrals to the Youth Services Center. District leadership provides diversity training but does not ensure an intentional focus on the use of culturally-responsive instructional practices throughout the school. The principal does not provide opportunities for teachers to learn instructional

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strategies and practices that are successful with students with low motivation for academic success. The principal does not have a plan or procedure to identify adult mentors for students who have little or no family support for their educational success. The principal has not made an intentional effort to recruit a diverse highly qualified staff.

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Summary of recommendations in: **Learning Environment**

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

The principal should collaborate with district leadership to recruit and retain a diverse staff and to sustain a culturally responsive climate. The principal and district leadership should first identify cultural differences (physical, socio-economic, ethnicity) that define the population of Hopkins County Central High School. Dialogue between school and district leadership should include discussions of cultural differences and responsiveness. The principal should adopt a zero tolerance response with staff and other stakeholder groups (families, students, community and business members) that use cultural differences as excuses to increasing student achievement. Hopkins County Central High School staff should adopt a commitment to accepting cultural differences as challenges instead of barriers to learning.

The school council should develop and adopt a schoolwide communications policy. This policy should ensure interactive communication among school staff, families and community and business members. The principal should develop procedures that address types of communication, frequency and documentation. The principal should monitor components of the plan to ensure procedures are being followed, and the policy is implemented as adopted.

The principal should work in collaboration with district leadership to foster an expectation that all students can achieve academic success at high levels within the entire school community. Partnerships should be developed with all stakeholders to foster understanding of academic expectations, decision making processes and student achievement results. Opportunities should be provided for school staff to observe and implement successful strategies for motivating students who have low academic expectations and little or no family or adult support.

Family and business and community members should be engaged and trained as partners to plan and implement substantive work to improve student achievement for all students at the high school. The principal should conduct parent and community culture and climate surveys to collect and analyze learning environment data for consideration in the comprehensive school improvement planning process. The school council should review existing policies to determine if all council policies equitably address all student populations.

Resources:

Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., Voorhis, F. (2002). School, Family, and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA: Corwin Press.

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

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Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, employee handbooks, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Individual Learning Plans, Infinite Campus Reports, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, report cards/progress reports, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, staff extra-duty schedule, student handbook, student homework with teacher feedback, student work, teacher portfolios and trophy cases

Interviews with assistant principal, classified staff, community members, counselor, Family Resource/Youth Services Center personnel, parents, principal, school council members, school nurse, school resource officer, students and teachers

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

**Performance Rating    3**

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

Cumulative student folders, containing both educational and developmental sources of data, are well organized and maintained by a records clerk. Infinite Campus is used to assist in records management within classrooms and school offices. Multiple sources of student information (grades, attendance, assessment data, health) are accessible to school staff. Parents may track their child's attendance, discipline data and grades through Infinite Campus Parent Portal. Individual Learning Plans are currently developed during the student's first period class, and benchmarks are completed according to criteria set at each grade level. The information contained in the Individual Learning Plans is up-to-date and used by student and school personnel to monitor effective academic development.

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**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 policy that includes parents as committee members. However, the principal has not developed or implemented procedures to continually recruit and train families and community members to serve on school committees and in decision making. The principal does not ensure every student has a parent or other adult to advocate for their academic needs. Some students with behavioral problems meet with an adult mentor, but this is not a schoolwide effort. Parents are invited to attend parent and teacher conferences. Although families feel welcome in the school, programs to include parents and families in the educational process have not been established. A policy has been adopted by the school council as a means for parents to file complaints or ask questions regarding school policy. Most parents are not aware of the policy or procedures they should follow. The Youth Services Center collaborates with various organizations (Pennyrile Allied Community Services, Lions Club, Hope to All, Salvation Army) to assist families and reduce barriers to learning for students. A list of community organizations is also posted on the Youth Services Center Web page. A truancy diversion program is being implemented within the school to encourage and support students with attendance issues. Perception surveys are not regularly used to seek input and feedback from families and the community.

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

The principal has not established criteria for entering and exiting Extended School Services. Students may attend tutoring before and after school on Tuesday, Wednesday and Thursday. Enhanced Learning is offered at the end of each grading period. Students may receive two extra points to their trimester grade by attending these sessions and completing all assigned work. Students attend tutoring and Enhanced Learning on a voluntary basis. The council has not adopted policy, and the principal has not implemented formal procedures for students to be referred to other support services (school guidance, Youth Services Center, school nurse) within the school. The Youth Services Center partners with various community agencies (Pennyrile Allied Community Services, Lions Club, Hope to All, Salvation Army) to reduce barriers to learning. A list of community organizations and

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**Performance Rating    2**

their contact information is also posted on the Youth Services Center Web page. Each of the three guidance counselors has been assigned grade levels and specific duties for which they are responsible

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

Some staff members have been trained to identify students with special learning or behavioral needs. The principal has not established formal procedures for making referrals to available services (Youth Services Center, guidance, health). A full-time nurse is provided to address minor health and emergency issues. Youth Services Center staff participates in freshman orientation to ensure incoming students and their families are aware of available services. Guidance counselors meet with students transferring into the school to determine curriculum needs and assign students to classes. The Youth Services Center collaborates with community organizations (Pennyrile Allied Community Services, Lions Club, Hope to All, Salvation Army) to provide basic needs and social services; however, the principal has not established programs within the school to include community leaders as a resource to increase student achievement. A schoolwide advocacy program has not been implemented, and the principal has not informed parents and community members on how they can become educational advocates.

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

The school council has not adopted a policy, and the principal has not established procedures for re-engaging students after extended absences (truancy, drop out, homebound). The Academy is provided by the district for students at risk of dropping out of school. Dual credit classes (Business Education, Family and Consumer Sciences, Health Science, Education, Engineering and Technology, Information Technology), in cooperation with Madisonville Community College, are offered at Hopkins County Central High School. Students may attend Madisonville Community College North Campus to complete other dual credit courses (Advanced Integrated Industrial Technology, Machine Tool Technology, Welding Technology). An initiative (School Counts) providing free tuition to students meeting established criteria (excellent attendance, grades and discipline) is available through a partnership with Madisonville Community College. Advanced Placement classes (United States history, world history, government, language, literature, biology, chemistry, calculus, art) are offered at the school. Credit

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**Performance Rating    2**

recovery is provided for students needing to earn credits and keep them on track for graduation. Health Science students participate in clinicals, volunteer as nurse aids (First Steps) and participate in monthly service projects (North Hopkins County Nursing Home). Partnerships with other businesses and organizations for the purpose of job shadowing and mentoring have not been created.

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Summary of recommendations in: **Learning Environment**

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

The principal should develop and implement initiatives to involve all school and community stakeholders (students, certified and classified staff members, 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. The principal should seek business and community partners to assist the school in providing co-curricular programs (job shadowing, exploring career options, tours, guest speakers, educational advocates) for students. All stakeholder groups should be involved in school planning and decision making through the committee structure and advisory groups. Interactive communication between school staff and families should be a main focus of the school's effort in improving student achievement. In order to change the perception of the value of education, programs should be developed and implemented to bring business and higher education personnel together with students and families for the purpose of increasing expectations, exploring career options and discussing education needs.

Resources:

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

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

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

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Summary Findings in: **Learning Environment**

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

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

Review of certified personnel evaluation plan and process, comprehensive school improvement plan, course syllabi, district personnel evaluation system and documentation of implementation, eWalk data, individual professional growth plans, master school schedule, professional development records, school budget and allocations, school council policies and bylaws and school Web pages

Interviews with assistant principal, classified staff, curriculum resource specialist, principal, school council members and teachers

**Performance Rating    3**

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

The board of education has adopted policies that clearly define the evaluation process for certified and classified staff members. For the 2011-12 school year, the principal reviewed evaluation procedures with staff members on opening day. Staff members absent on opening day were required to watch a recording of the presentation.

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

The principal ensures personnel evaluations are conducted in accordance with procedures outlined in the Hopkins County Professional Growth & Evaluation of Certified Personnel 2009. The principal assumes primary responsibility for the evaluation of all certified and classified staff members. Individual professional growth plans for certified staff are developed by individual teachers. Once developed, these plans are shared with the principal who provides input using personnel evaluation information and personal observations. Most individual professional growth plans are aligned with goals of the comprehensive school improvement plan. The principal monitors growth plans by meeting with each teacher three times during the school year (November, February, May) to discuss implementation and impact of the plan and document progress toward achieving goals.

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 Hopkins County Professional Growth & Evaluation of Certified Personnel 2009 on July 20, 2009, and the plan was approved by the Kentucky Department of Education on July 22, 2009. District

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

**Performance Rating**    **3**

leadership monitors schedules for the evaluation of both tenured and non-tenured personnel to ensure they are administered according to timelines. The principal and assistant principals evaluate certified staff according to the requirements of the board of education district 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 established a plan that uses the evaluation process to give teachers adequate and ongoing support. Personnel evaluations are conducted in accordance with board of education approved required procedures, and the principal uses this process to improve teacher instructional practices. Individual professional growth plans are developed and monitored by the principal. He meets with each teacher three times during the school year (November, February, May) to discuss implementation and impact of the plan and progress toward achieving goals. The principal also provides support to affect change in teachers' instructional practices through feedback from walkthroughs, corrective action plans and support personnel (curriculum specialist, educational consultant).

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

**Performance Rating    2**

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

The principal provides some professional development opportunities to update content knowledge (QualityCore, Advance Kentucky, aligning new standards) and professional practices (rigor and relevance, learning targets, “I can” statements) of certified staff. Teachers were provided 15 hours of mandatory professional development (Superintendent’s Day; Implementing Literacy, CTE, and Arts and Humanities Program Reviews; new standards and other accountability tasks) for the 2011-12 school year. Other required hours can be received through additional approved professional development within the district (Senate Bill 1-Implementing New Standards, Review of Thoughtful Education Reading Strategies, Classroom Instructional Framework, Co-Teaching) or out of district (Career and Technical Education Conference, Advance Kentucky, QualityCore). Some approved activities (rigor and relevance, Advance Kentucky) enhance classroom practices to challenge students to higher levels of learning. The principal, with input from guidance counselors and the Learning Behavior Disability coach, developed a school schedule to provide common planning to meet as professional learning communities for core subject teachers and the Freshman Academy team. These meetings provide opportunities for additional trainings (use of research-based instructional strategies, QualityCore, rigor and relevance, Classroom Instructional Framework). The principal provided a work day for language arts and mathematics professional learning communities to vertically align curriculum and identify some curricular gaps. Ten teachers were selected to participate in QualityCore trainings and four of these attended End-of-Course training. The principal set the expectation that these team members share learned information with other staff members. The principal expects professional learning community members to take on leadership roles as representatives on committees (Leadership, Literacy Program Review, Data, Vision and Mission), but these team members do not receive specific training to enhance the skills needed to be effective in these roles. Some classified staff members (office staff, classified instructional assistants, cooks) participate in professional development activities (Infinite Campus, de-escalation strategies, visually impaired, medications) to enhance their knowledge for better job performance. The principal has not offered parent workshops or meetings to help parents develop skills in supporting their children’s learning and school improvement efforts. The principal does not have a plan to develop parent leaders within the school setting.

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

**Performance Rating    2**

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

The school council and principal have not developed a formal process to create a professional development committee or professional development plan. The principal ensured 15 hours of mandatory professional development were planned for the current school year. Most professional development activities (Advance Kentucky, QualityCore, rigor and relevance, aligning new standards, Classroom Instructional Framework) are listed in the Hopkins County Central High School Improvement Plan. Some are multi-year (Advance Kentucky, Classroom Instructional Framework) and build on previous training. New teachers are provided some training on long-term initiatives (Thoughtful Education). Some job-embedded professional development opportunities (research-based instruction, rigor and relevance, QualityCore) are provided to increase instructional capacity of teachers.

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

The professional development strategies in the comprehensive school improvement plan align with student learning goals. Most strategies meet the instructional needs identified in the individual professional growth plans of teachers. The principal does not ensure professional development activities are intentionally connected to evaluation of staff members and individual professional growth plans.

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

The principal ensures a yearly professional development plan is created with some focus on continuous growth (Advance Kentucky, Classroom Instructional Framework). The principal provides job-embedded professional development opportunities for teachers through common planning for core content teachers and the Freshman Academy team. The principal sets the expectation that this time be used to update content knowledge (QualityCore) and professional practices (rigor and relevance, research-based strategies). The principal collects agendas and minutes from these meetings but does not have a formal process to measure impact on classroom practices and student learning.

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

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**Performance Rating    2**

The principal requires professional learning communities to collect student achievement data (PLAN, EXPLORE, mastery checklist), but few connections are made between these data and planned professional development activities. The principal does not have a formal process to determine the impact of these activities on classroom practices and student achievement. The principal and leadership team conduct walkthrough observations, but the current walkthrough instrument does not always target skill sets acquired during professional development activities. A new walkthrough instrument is being created to better align with learned skills (use of formative assessment, using technology to enhance lesson, literacy strategies, rigor, relevance), but this instrument is not yet being used. Many activities (formative and summative assessments, QualityCore, Advance Kentucky) are grounded in research. Teachers must obtain approval for professional leave and staff development from district leadership and the principal before attending out-of-district professional development activities. A rationale on how the professional development activity will be incorporated into the school's ongoing professional development is completed after attending the approved training.

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

District leadership has allocated professional development funds to the high school, but the principal is not aware of the availability of this resource. Most professional development activities in the comprehensive school improvement plan do not include funding sources. Most professional development activities are presented by district (technology) or school personnel (curriculum specialist, teacher leaders). The principal provides funds (Support Educational Excellence in Kentucky) for some out-of-district trainings (Advanced Placement Spanish, Advanced Placement History) while others are paid by the program (Advance Kentucky). Career and Technical Education teachers are able to attend annual conferences through use of Carl Perkins and district funds.

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Summary of recommendations in: **Learning Environment**

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

The school council and principal should establish and implement a comprehensive process for identifying professional development needs. This process should include the analysis of student achievement data. The principal should collaborate with certified staff members to use these analyses to develop a professional development plan that closely aligns with student learning goals in the comprehensive school improvement plan. The plan should span multiple years, directly build on previous trainings, include focused job-embedded opportunities and allow for differentiation to meet the distinctive individual staff member (teachers, administrators, support personnel, classified staff) needs identified in individual professional growth plans.

The principal should develop and implement a systematic process to measure the impact of professional development on classroom practices and student learning. This process should include monitoring of instructional practices for implementation, providing teachers with constructive feedback and supporting teachers with needed resources.

Resources:

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

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

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

Commiissioner's Parents Advisory Council, *The Missing Piece of the Proficiency Puzzle*

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

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

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district budget and allocations, district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, Extended School Services Schedule, facility inspection reports, Implementation and Impact Checks, individual professional growth plans, Infinite Campus Reports, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, newspaper clippings/press releases, professional development records, 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 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 Web pages, school/district safety plan, staff development agenda, state statute and regulation, student academic records, student discipline reports, student handbook, student work, student/teacher ratio and trophy cases

Interviews with assistant principal, classified staff, community members, counselor, curriculum resource specialist, media specialist, parents, principal, school council members, school resource officer, students and teachers

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

**Performance Rating    3**

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

All school administrators have individual professional growth plans. The principal develops his individual growth plan based on four Interstate School Leaders Licensure Consortium standards selected by the superintendent. The principal meets with the superintendent four times each year and has to present documentation on progress toward meeting goals outlined in his growth plan. The superintendent provides written feedback to the principal at the completion of each meeting. Administrators (assistant principals, counselors) at the high school develop their individual professional growth plan based on district approved administrative standards, needs due to individual job responsibilities and identified personal needs. The principal

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**Performance Rating**    **3**

meets with these administrators to review, modify and approve growth plans. The principal meets with his administrative team members three additional times during the school year to review individual growth plans, gather data to record growth and revise individual professional growth plans as needed.

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**Performance Rating**    **2**

7.1a Leadership has developed and sustained a shared vision.

The school's vision and mission statement, Dream Big-Work Hard-Achieve Success, was developed at the end of the 2009-10 school year prior to the employment of the current principal. This statement was collaboratively developed by teachers with some input from students. Teachers and students brainstormed a list of possible statements and submitted these ideas to a committee made up of certified staff who selected several that best fit the focus of the school. These statements were reviewed by the teachers who then voted to determine the final version. All stakeholder groups (families, community and business members) were not invited to participate in the selection process. This vision and mission statement has been embraced by the current principal and is used as his focus on raising the bar at Hopkins County Central High School. A vision and mission committee meets to communicate the vision and mission, promote college and career readiness to students and align this statement to the goals of the comprehensive school improvement plan. The principal uses a variety of strategies (displaying the statement on a billboard close to the school; frequently displaying the statement on the school's digital sign, school Web page, school stationary, e-mails, throughout school) as a means of sharing the vision and mission statement with stakeholders. The principal repeats the vision and mission statement daily in afternoon announcements. The vision and mission statement is divided into three working parts in the comprehensive school improvement plan: Trimester I-Dream Big, Trimester II-Work Hard and Trimester III-Achieve Success. Activities for each trimester have been designed to promote the vision and mission throughout the school year. In Trimester I, a former student from the high school who has become very successful was invited to be a motivational guest speaker to instill the "Dream Big" vision and mission component. Staff shirts were purchased embossed with the vision and mission statement, and departments were encouraged to develop bulletin boards representing the three components.

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

The principal collects a variety of data (EXPLORE, PLAN, Measures of Academic Progress, ACT). However, he has not developed a data management system that ensures reliable data are collected, disaggregated and analyzed in order to make effective programmatic and academic decisions. The school council receives information about student achievement data at monthly meetings but does not always rely on data

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**Performance Rating    2**

results to effectively guide decision making. One goal is for students to achieve 80 percent mastery on classroom assessments, but the principal does not provide clear directions on how to determine mastery.

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

The principal, leadership team and professional learning community members review a multitude of available student assessment data (No Child Left Behind, Interim Performance Report, EXPLORE, PLAN, Triumph College Admissions) to identify needs to be addressed in the comprehensive school improvement plan. Upon receipt of 2010-11 state assessment data, the principal presented scores to all teachers at an after school staff meeting. Scores were then distributed to the appropriate departments for review. Each department had to develop a plan that included strategies for improving student achievement. These plans were then reported to the entire staff and incorporated into the comprehensive school improvement plan. Student assessment data (EXPLORE, PLAN, ACT, Triumph College Admissions) is immediately shared with the entire staff upon receipt. The school council receives regular reports on student performance data. Although data are collected and organized, data are not always thoroughly analyzed or effectively managed to determine root causes that impede all students from reaching proficiency. The principal uses Educational Planning and Assessment System benchmarks to identify students who need additional instruction in college and career readiness skills in the areas of reading and mathematics.

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

The principal ensures certified instructional staff members are provided access to Kentucky's curriculum documents. Current curriculum documents are on the school server for easy access to all teachers. The principal has purchased CDs containing current curriculum documents for each department. Ten staff members attended QualityCore training, and four staff members attended end-of-course training. These staff members are responsible for sharing pertinent information with their cohorts. Content area groups are at various stages in aligning their curriculum to the new standards.

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Curricular discussions sometimes occur during professional learning community meetings. The principal provided coverage for language arts and mathematics teachers to work on aligning curriculum and identifying curricular gaps.

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

The principal develops a master schedule that includes common planning times for content area and Freshman Academy teachers to meet in professional learning communities. Although the principal sets the expectation for these professional learning communities to meet two times monthly, most groups meet more frequently. Content area teachers in the Freshman Academy are expected to meet after school at least monthly with core departments in the upper grades. The principal requires each team to keep minutes to document their activities and report monthly to the school council. The school council has defined what standing committees should be regularly meeting, but the principal has not developed procedures to guide committee work. The principal has implemented informal procedures to limit the number of interruptions during the school day. The principal and leadership team conduct walkthroughs to monitor the use of instructional time and best practice instruction, but feedback to teachers is often non-specific.

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

The fiscal and human resources allocated to Hopkins County Central High School are sufficient to deliver effective instruction to all students and to ensure significant improvement in student performance. The principal uses individual professional growth plans to monitor certified staff members on growth needs and as a means of continuous focus on improving student achievement. The principal and school council have not developed a process to monitor the use of all resources (Youth Services Center, school nurse, school resource officer, extended school services) to eliminate gaps and overlaps in services and measure their impact on sustaining continuous school improvement. The principal meets with the superintendent to request resources that will enhance the delivery of the approved state curriculum and improve school climate. The school council receives monthly MUNIS and internal school budget reports. However, the school council does not assume an active role in prioritizing, monitoring or evaluating the expenditure of funds

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**Performance Rating    2**

to maximize their impact on student achievement. The principal is not aware of professional development funds allocated to the high school.

- 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 not adopted a safety policy. However, the principal ensures the Emergency Operations Plan that includes written procedures for staff members to respond to emergencies is updated on an annual basis. Crisis and emergency plans are maintained in easily accessible areas throughout the school. Fire and tornado evacuation routes and destinations are posted over classroom doors. On March 19, 2010, the Kentucky Center for School Safety conducted a safety assessment on the high school. Safety discrepancies (supervision of students in restrooms, locker rooms, parking lot and hallways, theft, fights, tobacco use, lack of consistency in enforcing rules, bus supervision, Internet safety training, House Bill 91 training, bullying and harassment) were noted in the report. The principal has addressed (revised supervision schedule, additional cameras placed in critical areas and monitored by staff members, teachers encouraged to enforce class rules) most identified discrepancies. The principal ensures district policy on bullying and harassment is followed and paperwork is completed for reporting, investigating and following up on student reports of bullying and harassment. The Kentucky Center for School Safety included commendations (traffic flow design, entrance procedures for visitors, surveillance system, flame detectors installed in student restrooms, cleanliness of building) for the district and school leaderships' efforts in making the high school a safe place for staff and students. The principal ensures safety drills (fire, tornado, lockdown) are practiced on a regular basis. The principal follows district guidelines in reporting maintenance and safety issues.

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

Although the school council has adopted all required policies and some best practice and other policies specific to school identified needs, the school council has deferred its responsibility in some required areas of decision making to the principal. During the 2010-11 school year, all council policies were reviewed and revised as needed with language changed to focus on new standards. School council policies are included in staff handbooks. The principal sends e-mail reminders to staff regarding policies and talks

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individually with teachers if policies are not followed. The school council has not developed a schedule to conduct regular reviews of policies. School council policies for the high school are not often reviewed by district leadership to verify all required council policies have been adopted. The principal forwards council agenda and minutes to the district office but rarely receives feedback on school council discussions or decisions. Agenda and minutes of school council meetings are e-mailed to certified and classified staff members. The principal has not developed written procedures for policies or communicated policies to all stakeholder groups. The school council has not established a process to measure the impact of council policies on student performance.

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

The principal has a past record of leading high performing high schools. During his short tenure at Hopkins County Central High School, he has implemented strategies that have decreased discipline issues, improved school culture and enhanced professional growth of staff members. The principal uses individual professional growth plans to hold staff members accountable and uses corrective action plans when needed. He develops personal relationships with students, supports teachers, does the right thing according to the law and motivates staff and students to perform at higher levels. The principal shares responsibility and accountability for managerial tasks with assistant principals. He personally evaluates all non-tenured and most tenured teachers as well as most classified staff members. He uses his Leadership Team (assistant principals, guidance counselors, department heads, curriculum specialist, educational consultant) to assist him in solving problems and making decisions. Some organizational structures (common planning time, professional learning communities) are in place. Although the principal does not effectively participate in or monitor these structures to determine their impact on improving instructional practices and student performance, he recognizes his limitations and effectively delegates tasks to his leadership team members. He expects teachers to collect and use a multitude of student assessment data but does not effectively manage the data to determine individual student growth and intervention needs. The principal does not actively invite and involve all stakeholders (families, community and business members) to become part of the school community (Our House). The principal uses media (school Web page, Channel 14, The Messenger, school marquee, One Call Now, Infinite Campus Parent Portal) to inform the local community about what is going on at Hopkins County Central

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High School. He is very visible throughout the school but is not usually visible within the local community. He rarely engages the local community in what is required for all students to attain proficiency. He realizes he still has many hurdles to overcome but is confident that he has the school moving in the right direction. He often tells others, "I hate to lose."

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**Performance Rating**    **1**

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

Most school council members have not demonstrated that they understand their roles and responsibilities as the governing body of Hopkins County Central High School. Although all required school council bylaws and policies have been adopted, many policies are vague, delegate school council responsibilities to the principal and include few procedures to assist the principal in effective implementation. The school council does not collect sufficient data to ensure council policies are positively impacting student performance. The principal includes agenda items to keep the school council informed (budget expenditures, assessment data results, program reviews) on instructional issues that impact student academic performance, and a few council decisions are made as a result of these reports. The school council receives little direct support from district leadership to assist them in becoming a fully functional governing body. District liaisons have been assigned to the high school but do not attend high school council meetings.

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The principal should use Dream Big-Work Hard-Achieve Success as his vision and mission and his "I hate to lose" as his battle cry in motivating staff and students to create a sense of urgency for Hopkins County Central High School to become a high performing school. He should initiate discussions between and among district and school leadership focused on what it would take for the two entities to work together in making this goal a reality. A focused plan, including short-term and long-term goals, should be developed with roles and responsibilities delineated for district leadership and instructional support personnel and all high school leadership and staff members. All efforts and decisions should be supported by data, and these data should be effectively used to move the high school toward achieving proficiency for all students.

The principal should engage in conversations concerning high student achievement and communicate this expectation to all school council members, certified and classified staff, students and local community stakeholders (families, community and business members). The principal should ensure all staff members are trained in the effective use of current curriculum documents and monitor to ensure these documents are used. He should monitor classroom instruction and provide meaningful feedback, support and follow up that will lead teachers in teaching to proficiency. The goals and priorities within the comprehensive school improvement plan should be his guide to continuous school improvement.

The school council should develop policy, and the principal should develop a data management system that ensures reliable data are analyzed and disaggregated. The results of the analysis should be shared with district leadership, the school council and all staff members. These data should be used to establish regular benchmarks and performance goals for school improvement. These goals for improvement and progress on reaching benchmarks should be shared with staff members, students, families and other community stakeholders.

The school council should receive intensive training regarding areas of responsibility, legal obligations and effective governance. The school council should request assistance (district leadership, Kentucky Department of Education, Kentucky Association of School Councils) to ensure council policies are comprehensive and contain procedures for effective implementation. The principal should implement these policies as written, and the school council should gather data to measure the impact of policies on student achievement. The principal should reinforce and provide direction to the school council for their role in improving student performance.

The principal should actively invite and involve all school community stakeholders to participate in the educational process at Hopkins County Central High School. Representatives from 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 regularly engage the school community (Rotary and Lion Club presentations, overview of school goals at senior citizen meetings, editorials in The Messenger newspaper, family learning nights) in what is required for all students to attain proficiency.

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

Johnson, R. S. (2002). *Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools*. Thousand Oaks, CA: Corwin Press, Inc.

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

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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, class rosters, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, employee handbooks, eWalk data, examples student learning Inventories, Extended School Services assessment data, facility inspection reports, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), master school schedule, professional development records, professional resource materials, roster of teaching assignments, samples of classroom assessments, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, School Report Card data, school Web pages, staff development agenda, staff extra-duty schedule, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios and trophy cases

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

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

**Performance Rating    2**

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

The school council has adopted by-laws and all required policies. The council assigned responsibility to the principal for implementation of several policies. The principal develops lines of communication and assigns areas of responsibility to his leadership team composed of assistant principals, curriculum specialist, educational consultant and department chairs to help guide the efficient use of resources. The principal has assigned specific duties (walkthrough observations, professional learning committee meetings, attendance, discipline, curriculum) that facilitate the efficient operation of the school and monitor the effectiveness of the team's activities weekly through informal conversations with his leadership team. The principal organizes the building to maximize staff opportunities for common planning and for sharing of resources (technology, common assessments, lesson and unit plans, pacing guides) in professional learning communities. The principal uses

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**Performance Rating    2**

walkthrough data and professional learning community documents to monitor delivery of curriculum and classroom instructional practices. The school council has not adopted policy, and the principal has not developed procedures for evaluating and prioritizing the allocation of all resources. The principal does not have formal procedures identified to evaluate the impact of all resources on continuous school improvement. The principal rarely solicits external resources from the community or develops partnerships with businesses, organizations or agencies to support student learning.

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

The school council has adopted a policy on the assignment of instructional and non-instructional time for all staff members and assigned to the principal responsibility for implementing the policy. The policy does not specify that staff assignments are to be made based on the specific learning needs of students or their unique learning styles. A learning style inventory is administered to all incoming freshman students with the expectation that appropriate instructional opportunities will be designed by staff to meet individual student needs. Educational Planning and Assessment System (EPAS) data are used for placement of students in college and career readiness classes.

- 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 for the selection and implementation of discipline and classroom management and assigned responsibility to the principal for implementing the policy. The principal has implemented informal procedures to limit the number of interruptions during the school day (announcements at specified times, no intercom use, limited telephone calls to classrooms). The leadership team conducts walkthroughs to monitor the use of instructional time and best practice instruction. Feedback from these walkthroughs is provided in a timely manner to the teachers with the intent of changing deficiencies noted in the walkthrough. The school follows the district Code of Acceptable Behavior but does not have a schoolwide behavior management program followed by all staff. The principal gives each student a handbook which outlines student rules and responsibilities and levels of discipline consequences for code violations. Serious discipline issues are addressed by the assistant principals or principal. Behavior data from Infinite Campus are not analyzed to ensure equitable consequences for all student

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population groups (gender, ethnicity, socio-economic, disability, gifted and talented). For minor infractions, teachers complete discipline referrals, monitor student completion of the consequence and inform parents of the referral. Some teachers do not incorporate all components of the Classroom Instructional Framework.

- 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, with input from guidance counselors, developed the master schedule to provide common planning time for grade level and core content teams. Language arts and mathematics teachers met for one day in core content teams in grades 9-12 to vertically align their curriculum and identify some curricular gaps. Teachers meet in department teams and professional learning communities during the school day or after school. The principal requires each team to keep minutes to document their activities and report monthly to the school council. The principal assigns assistant principals and the curriculum specialist to attend some meetings, provide assistance for implementing required components and report results to him. Teachers meet to develop instructional units, common assessments, end-of-course assessments and formative assessments and to determine 80 percent mastery of standards. Teachers keep all documents in professional learning community binders along with examples of lesson plans and student work samples. The binder is designed to assist teachers in organizing documents (Classroom Instructional Framework, pacing guides, 80 percent mastery checklist). The binder is reviewed by the principal and leadership team for compliance. Contents of the binder are not analyzed to determine a direct connection to standards-based instruction or learning that results in an increase in student achievement.

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

The school council has adopted a policy for the determination of the schedule and assigned responsibility to the principal for implementation of the policy. The master schedule using a trimester format is designed by guidance

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counselors with input from the principal and Learning Behavior Disability coach. The vision and mission statement is divided into three sections, and each trimester focuses on one part of the vision and mission statement. Activities are planned in each trimester to provide a continuous focus on the vision and mission statement. The schedule provides for core classes to have adequate time for teachers to deliver the curriculum but does not allow for extended time for writing labs or science labs. The trimester schedule does not always ensure continuity between scheduling of sections A and B or student assignments to the same teacher for each section. All students participate in the Triumph College Admissions program to improve ACT scores. Students who score one to three points below Educational Planning and Assessment System benchmarks receive instruction in college and career readiness skills for reading and mathematics. Some students are enrolled in a behavior class to help develop appropriate social skills. Advanced Placement Exam Review Learning Systems provides online course work designed to assist students for credit recovery. Some students experience conflicts when enrolling in electives and Advanced Placement classes.

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

The school council has adopted a policy to guide the development of the school budget and assigned responsibility to the principal for implementation of the policy. A budget committee has been formed but does not have an active role in the development of the school budget. The principal develops the draft school budget based on the allocation of Section 6 funds from the district, and the school council approves the final copy. The school council receives monthly MUNIS and internal school budget reports. The largest allocation in Section 6 funds are for instructional supplies. Funds are distributed to department chairs with the expectation that individual staff will spend the funds, but the principal does not monitor to determine how departments allocate funds to individual staff members. Teachers and departments make requests to the principal for additional funds, and most requests are approved. The principal has not developed a formal process to monitor and evaluate the impact of the requested resources on student achievement or continuous school improvement. The principal follows district, state and federal guidelines in administering the school budget.

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- 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 adopted a policy on the use of discretionary funds and assigned the responsibility to the principal for implementation of the policy. Many discretionary fund decisions are made by the principal based upon an informal needs assessment of curriculum and instruction requirements from new state regulations. The comprehensive school improvement plan reflects the curricular and instructional needs of the school, and decisions on expenditures (QualityCore materials, program reviews) are reflected in the plan. The principal has not developed a formal needs assessment process to determine priority needs or evaluate the impact of these funds on continuous school improvement.

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

The school council does not have a policy to analyze funding requests. The principal has an informal process to evaluate funding requests based on the comprehensive school improvement plan and identified needs. A formal process has not been developed to prioritize needs or evaluate requests. Professional development expenditures are approved by the principal and district leadership. The principal meets with the superintendent to request additional staff members and sends an e-mail validating the need. District leadership approves school requests for instructional materials to deliver the approved state curriculum and improve the school climate. These requests are identified in the comprehensive school improvement plan.

- 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.

State and federal program resources are sometimes integrated for the unmet needs of students. Extended School Services, professional development, educational technology and Individuals with Disabilities Education Act are allocated according to guidelines and provide additional resources to address student needs. The school council does not assume an active role in prioritizing, monitoring or evaluating the expenditure of categorical funds to

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**Performance Rating**    **2**

maximize their impact on student achievement.

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

The school council should seek training and assistance (district leadership, Kentucky Department of Education, Kentucky Association of School Councils) for the purpose of improving council proficiency in school governance. The training and assistance should include information designed to analyze multiple components of council functions and provide information for leading the council through the process of reviewing and revising policies, coaching to make the council and committee meetings more inclusive and productive and developing committee organizational structures and functions.

The principal and school council should define the responsibilities of the budget committee. The budget committee should be involved in developing the annual budget. The budget committee should review financial information to create short-term and long-term goals for funding. The principal and school council should use budget committee input to regularly and systemically evaluate the use of fiscal resources to sustain continuous school improvement. The principal and district leadership should routinely engage in an exchange of fiscal and human resource information.

Resources:

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

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)

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Summary Findings in: **Efficiency**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school profile, School Report Card data, student work, teacher portfolios, The Missing Piece of the Proficiency Puzzle and trophy cases

Interviews with assistant principal, curriculum resource specialist, parents, principal, school council members, school leadership, speech pathologist, students and teachers

Observations of classrooms, common areas, hallways and media center

**Performance Rating    2**

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

The principal implemented the newly revised vision and mission statement during his first year of tenure at Hopkins County Central High School. This vision and mission statement was developed during the 2009-10 school year through a collaborative process with the staff and students. Teachers and students brainstormed a list of ideas and submitted these ideas to a committee made up of certified staff, and then reduced the number of ideas to a select few. The teachers voted to determine the final version of the new vision and mission statement, Dream Big-Work Hard-Achieve Success. All stakeholder groups (families, community and business members) were not invited to participate in the selection process. The current principal and school council created a vision and mission committee to advance the new vision and mission statement, promote college and career readiness to students and align this statement to the comprehensive school improvement plan. The vision and mission statement is visible in and out of the classroom and school (digital school sign, billboard close to school, school stationary, posters, school Web site) and articulated in daily announcements. All staff members and students know the vision and mission statement. The principal and school council have not developed belief statements.

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Summary Findings in: **Efficiency**

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

**Performance Rating 2**

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

The principal and leadership team reviewed a variety of data (No Child Left Behind, Interim Performance Report, EXPLORE, PLAN, ACT, Triumph College Admissions, walkthrough observations) to develop the goals of the comprehensive school improvement plan. A data committee was charged with the responsibility of collecting, organizing and managing school data. The data committee includes one representative from each professional learning community but does not include representatives from other stakeholder groups (families, students, community and business members). This committee formally reports to the school council at the end of each trimester on the school's priorities and action steps based on evidence (checklists, formative and summative assessments, student work) collected from teacher data binders. Implementation progress checks are reported monthly to the school council. However, analysis of collected data is not used to determine the effectiveness or impact on classroom instructional practices and student performance.

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

The principal and leadership team review a variety of student data (No Child Left Behind, Interim Performance Report, EXPLORE, PLAN, ACT, Triumph College Admissions, walkthrough observations) to identify areas of strengths and needs. The data committee reviews disaggregated data and submits these results to the professional learning community content teams. The principal has not identified a formal protocol for data analysis. The principal does not actively include representatives from all stakeholder groups (families, students, community and business members, classified staff) to serve on committees or participate in formal needs assessments or surveys to identify school needs in the areas of organizational capacity and instructional effectiveness.

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

Although the school council has not identified a specific strategy for measuring the effectiveness of the comprehensive school improvement plan, the principal has selected implementation and impact checks as a way of collecting information to determine progress on the goals of the

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

**Performance Rating**    **2**

comprehensive school improvement plan. The school council receives a monthly report on the implementation of strategies in the comprehensive school improvement plan but does not receive information on how these strategies are impacting classroom practices and student performance.

9.6a    The plan is implemented as developed.

The principal, leadership team and teachers developed the 2011-12 comprehensive school improvement plan. The principal e-mailed the comprehensive school improvement plan for teacher review and presented the plan in a faculty meeting. The principal delegated a specific component of the comprehensive school improvement plan to each professional learning community content team to implement activities and strategies within their assigned component. Each professional learning community content team is required to report on their component to the school council at the end of each trimester. Staff members know their responsible component of the plan. Other stakeholder groups (families, students, community and business members, classified staff) were not involved in the development of the comprehensive school improvement plan. The plan was approved by the school council in November 2011.

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

The principal, leadership team and teachers in professional learning community content teams collect and review various forms of data (EXPLORE, PLAN, ACT, Triumph College Admissions) to compare student performance and track student performance levels at the end of each trimester. Professional learning community teams collect completed checklists, copies of lesson plans and student work samples for the data binder as evidence of meeting the comprehensive school improvement plan goals. However, the principal does not have a systematic process to monitor the analysis of the collected data to ensure an impact on classroom instructional practices and student performance.

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 leadership team use student data from various sources (EXPLORE, PLAN, ACT, Triumph College Admissions, walkthrough observation data) to compare student performance levels across content

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

**Performance Rating    2**

areas. The principal and leadership team use iPads to complete electronic walkthroughs based on the required components of the Classroom Instructional Framework. The principal provides feedback to teachers from walkthrough data via e-mail and face-to-face conversations. Teachers are sometimes provided suggestions on how to improve instructional practices. The principal does not always follow up to ensure suggestions are put in place. The principal has not established a systematic process to measure the 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 vision and mission statement, Dream Big-Work Hard-Achieve Success, reflects a renewed commitment among school leadership, staff and students to foster a culture of high expectations and increase student achievement. The principal holds teachers accountable for instructional non-negotiables (“I can” statements, professional learning communities, data binders, 80 percent mastery level, Classroom Instructional Framework) to monitor comprehensive school improvement goals. The principal holds students accountable for their personal success and improvement through assessment goal setting, student data binders, 80 percent mastery and displaying responsible behavior. Before winter break, students earning proficient or distinguished on the 2010-11 state assessment were rewarded with school rewards (1 minute express tickets, 5/10 student activity tickets, personal parking tickets, names on posters). Students are also recognized for perfect attendance and honor roll in the newspaper. Students of the week are selected by teachers, and posters are displayed in the hall. The principal verbalizes plans to revise the present reward criteria to reflect the new state accountability system and add school assessment rewards for students meeting benchmarks with Measures of Academic Progress and Triumph College Admissions assessments. The principal does not actively involve families or community members in decisions about student learning.

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Summary of recommendations in: **Efficiency**

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

The principal should include all stakeholders in the development of the comprehensive school improvement plan. The staff should be trained in the implementation and evaluation of strategies used to reach school improvement goals. The school council should adopt a policy, and the principal should implement procedures for monitoring to ensure the plan is implemented as written, evaluated for impact on instructional practices and student achievement and revised as needed to ensure continuous progress toward meeting the improvement goals

The school council should take an active role in analyzing committee reports and cognitive (formative, summative, common, ACT, Triumph College Admissions) and non-cognitive (attendance, discipline, graduation rate) data. The results of the analyses should be used to determine the effectiveness of the comprehensive school improvement plan goals, activities and strategies in ensuring continuous student achievement.

Resources:

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

Commissioner's Parents Advisory Council, The Missing Piece of the Proficiency Puzzle

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**Summary of Next Steps:**

The principal and the superintendent should initiate discussions among district and school leadership on what it would take for the two entities to work together in creating a high performing school. A focused plan, including short- and long-term goals, should be developed with roles and responsibilities delineated for district leadership, instructional support personnel, high school leadership and staff members. All efforts and decisions should be supported by data, and these data should be effectively used to move the high school toward achieving proficiency for all students.

The principal and leadership team should provide support and training to staff in creating learning environments where students are active participants and are empowered to participate in engaging, rigorous activities and inspired to learn. This training should be followed up with regular monitoring by the principal and leadership team to ensure skills acquired in training are implemented into classroom practices and are having the desired effect on student achievement. Following walkthroughs, the principal and leadership team should provide specific feedback to teachers to serve as an impetus for modifications in instruction. Data should be collected to determine the most effective strategies in meeting learning needs for all students, and teachers should be provided opportunities to share successful practices with colleagues.

The principal should clearly define procedures (student work analysis, data analysis, identifying curriculum gaps, strengthening research-based instructional strategies, using learning styles of students for planning) to raise the bar of the work of the professional learning communities. The principal should develop and implement a process for monitoring, evaluating and reviewing the work of professional learning communities. The process should include a comprehensive analysis of all achievement data that goes beyond a review of scores.

The principal should engage all stakeholders in a systematic process to collect, analyze and evaluate data from human, fiscal and physical resources to make programmatic and academic decisions. Data (student achievement, attendance, discipline, graduation rate, socio-economic) should be regularly collected and evaluated to develop the comprehensive school improvement plan. The school council and principal should seek additional training to analyze multiple forms of data and develop clear and measureable benchmarks that effectively guide decision making.

District and school resources should be allocated to recruit and train family, business and community members as partners to participate in decision-making and implement substantive work in the continuous school improvement process. The principal should create and implement a detailed plan to ensure every student has an adult who can advocate for their educational success. The principal should implement policies and procedures to support this level of advocacy and provide training for adults in the community to learn how to advocate for student academic success.

The school council should seek training and assistance in policy development and council responsibility. The school council should review sample bylaws and policies to use as a guide in developing, formatting and organizing their policies. The school council should review, revise and adopt all bylaws and required and best practice policies. All council policies should include a process to monitor for implementation, review for impact and revise as needed. The school council should develop an agenda timeline to review data, guide reports and complete all required council decisions. Current student achievement data, use of resources and implementation of the comprehensive school improvement plan should be items of discussion at all regular council meetings. The school council should recruit representatives from all stakeholder groups to serve on committees.

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**In Conclusion:**

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

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

**Principal Authority:**

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

**Council Authority:**

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

The school council shall be retained in an advisory capacity.

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

Commissioner, Kentucky Department of Education:

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

I have received the leadership assessment report for Hopkins County Central High School.

Principal, Hopkins County Central High School

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

Superintendent, Hopkins County Schools

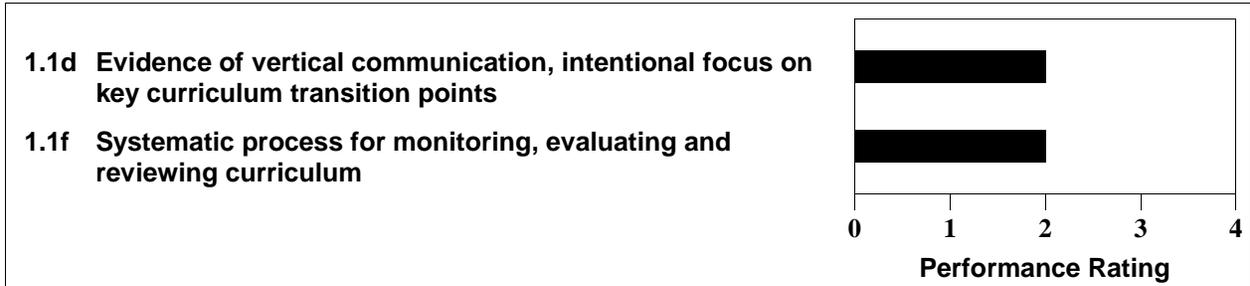
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**1.1 Curriculum**

**Academic Performance**

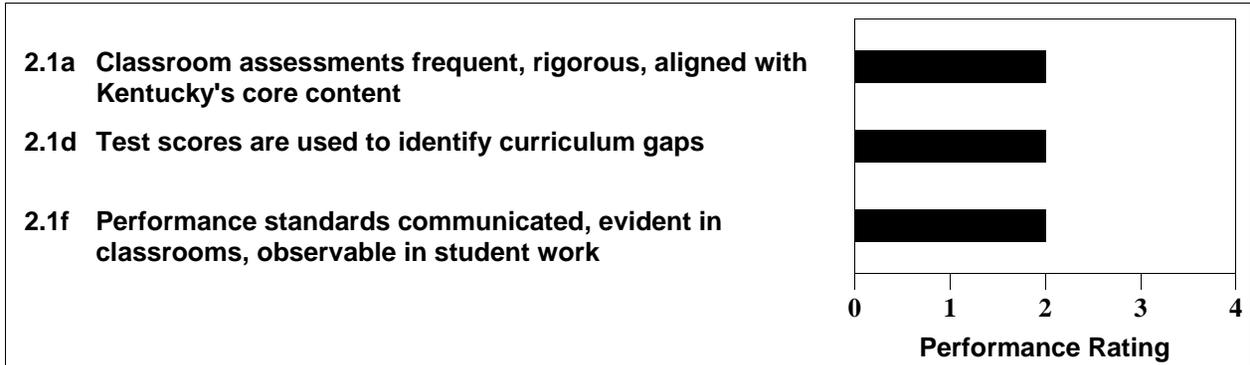


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**2.1 Classroom Evaluation/Assessment**

**Academic Performance**

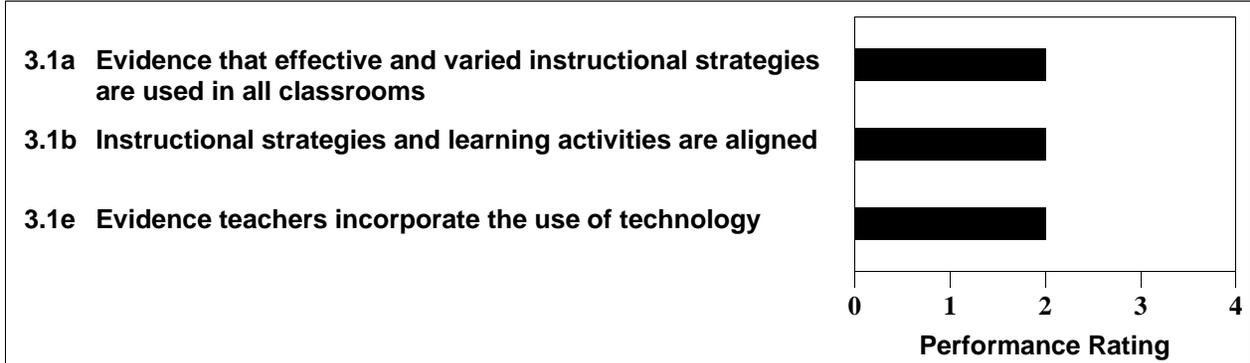


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**3.1 Instruction**

**Academic Performance**

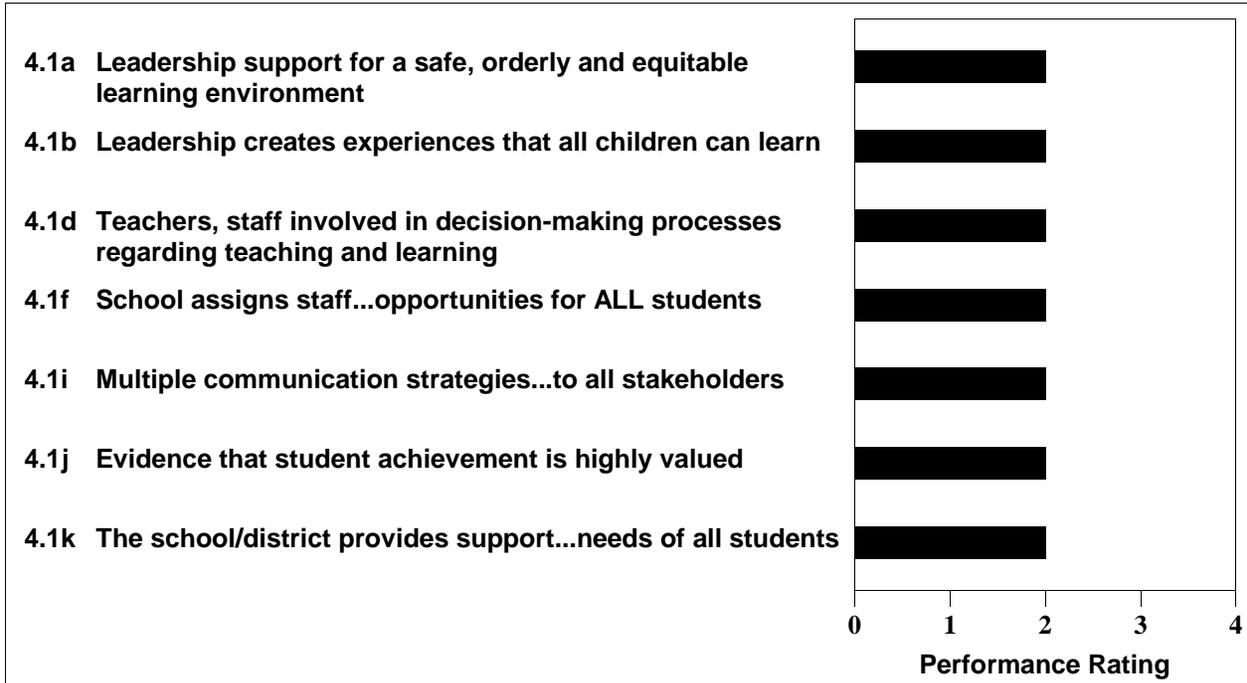


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**4.1 School Culture**

**Learning Environment**

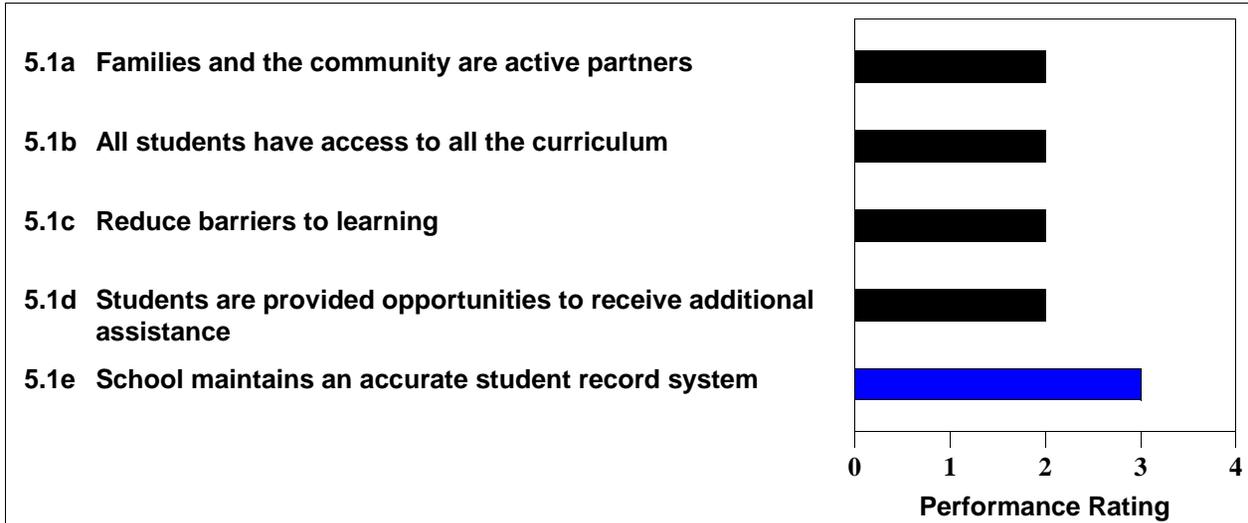


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**5.1 Student, Family and Community Support**

**Learning Environment**

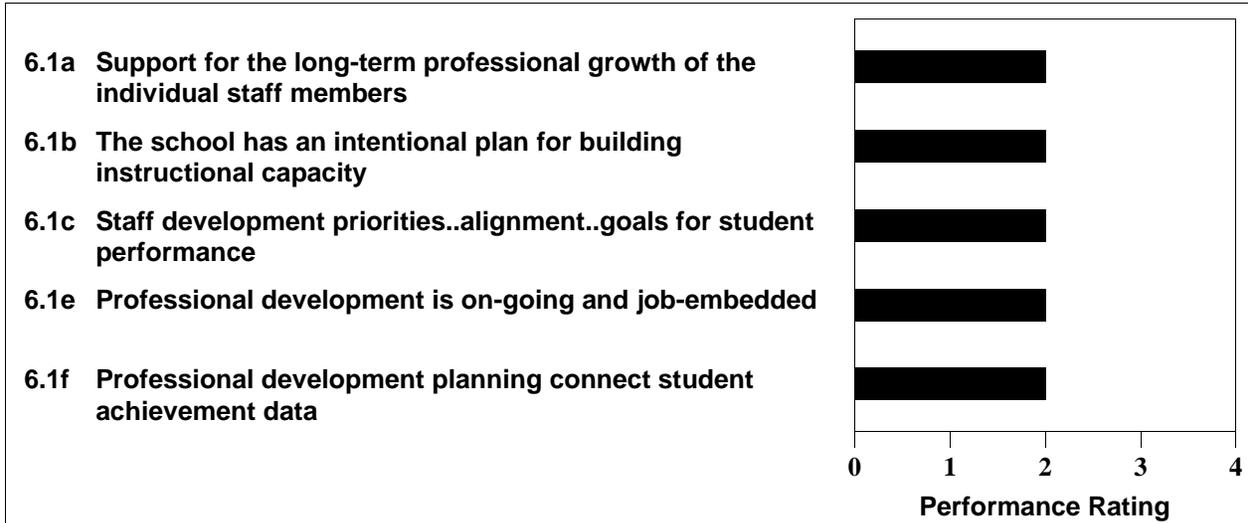


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**6.1 Professional Development**

**Learning Environment**

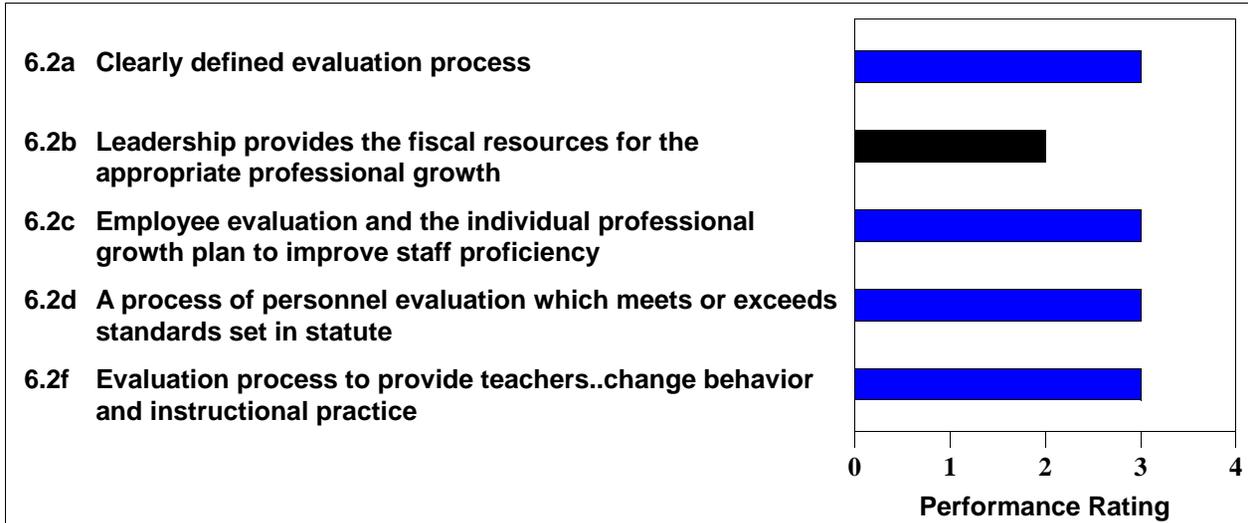


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**6.2 Professional Growth and Evaluation**

**Learning Environment**

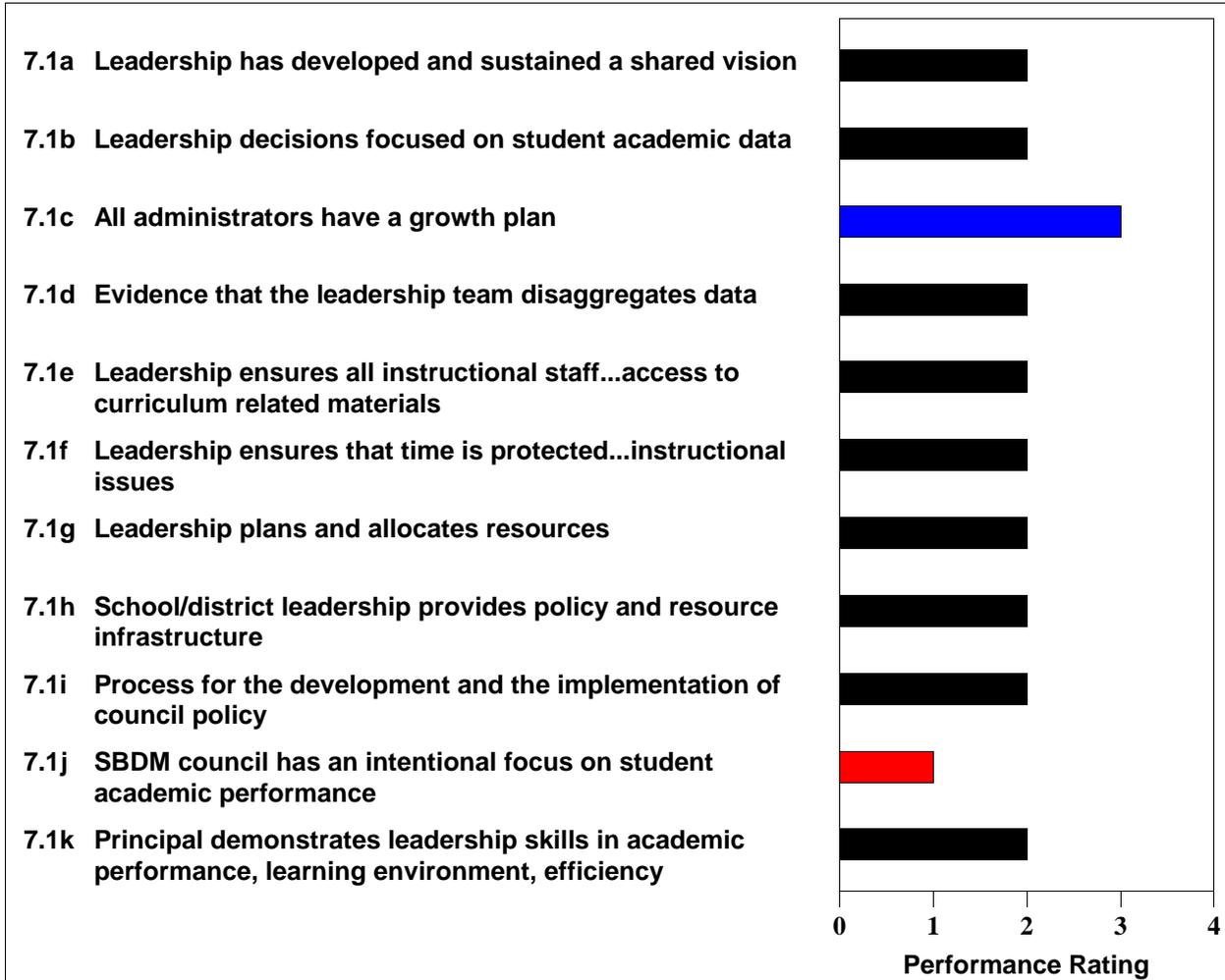


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**7.1 Leadership**

**Efficiency**

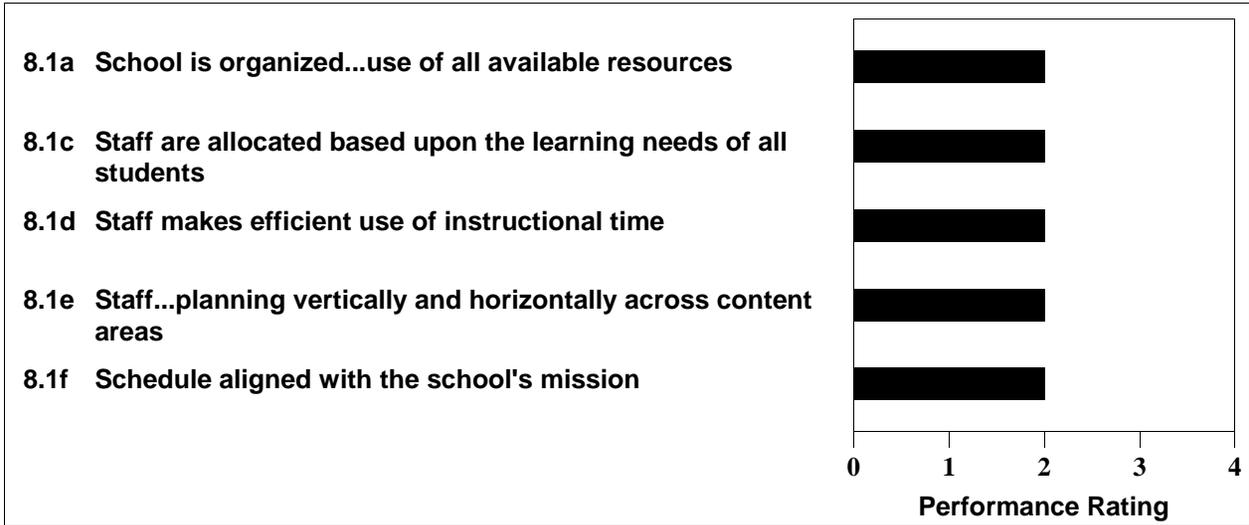


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**8.1 Organization of the School**

**Efficiency**

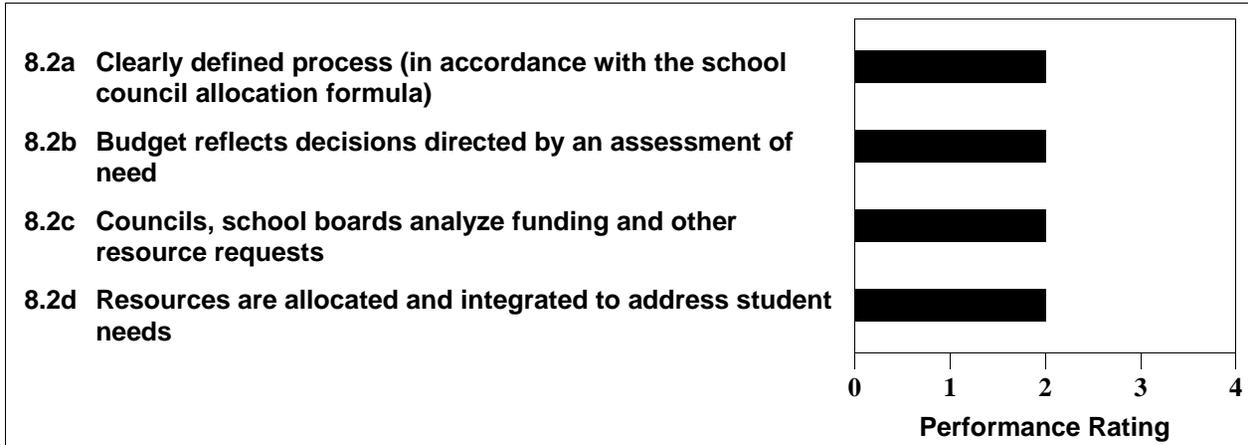


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**8.2 Resource Allocation and Integration**

**Efficiency**



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

**Efficiency**

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



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**9.2 Development of the Profile**

**Efficiency**

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



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**9.4 Analyzing Instructional and Organizational Effectiveness**

**Efficiency**

**9.4a Strengths and limitations are identified**



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**9.5 Development of the Improvement Plan**

**Efficiency**

**9.5c Evaluating the effectiveness of improvement plan**



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**9.6 Implementation and Documentation**

**Efficiency**

