

Lawrence County
Lawrence County High School
School Leadership Assessment Report



02/28/2010 - 03/05/2010



School Leadership Assessment Executive Summary

Lawrence County High School

Lawrence County School District

2/28/2010 - 3/5/2010

Mr. Lonnie Laney, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Lawrence County High School during the period of 2/28/2010 - 3/5/2010. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal does not hold staff members accountable for establishing high academic expectations for all students.
Next Steps	The principal, assistant principals, faculty and staff members should embrace high academic expectations for all students. The principal should facilitate professional conversations with all staff concerning how to raise academic expectations and unite around the common purpose of doing whatever it takes to increase academic expectations and reach proficiency. The principal should hold all staff members accountable for their role in the success or failure of each student. School leadership and staff members should not consider outside barriers as insurmountable to high student achievement. All stakeholders should embrace the urgency of improving academic opportunities.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The school council lacks an intentional focus on academic achievement.
Next Steps	The school council should focus on and ground every decision in intentionally and strategically advancing academic achievement. The school council should make informed decisions in a timely manner to best impact student learning. All decisions should be student-centered.
School Action Steps to Overcoming Obstacles	

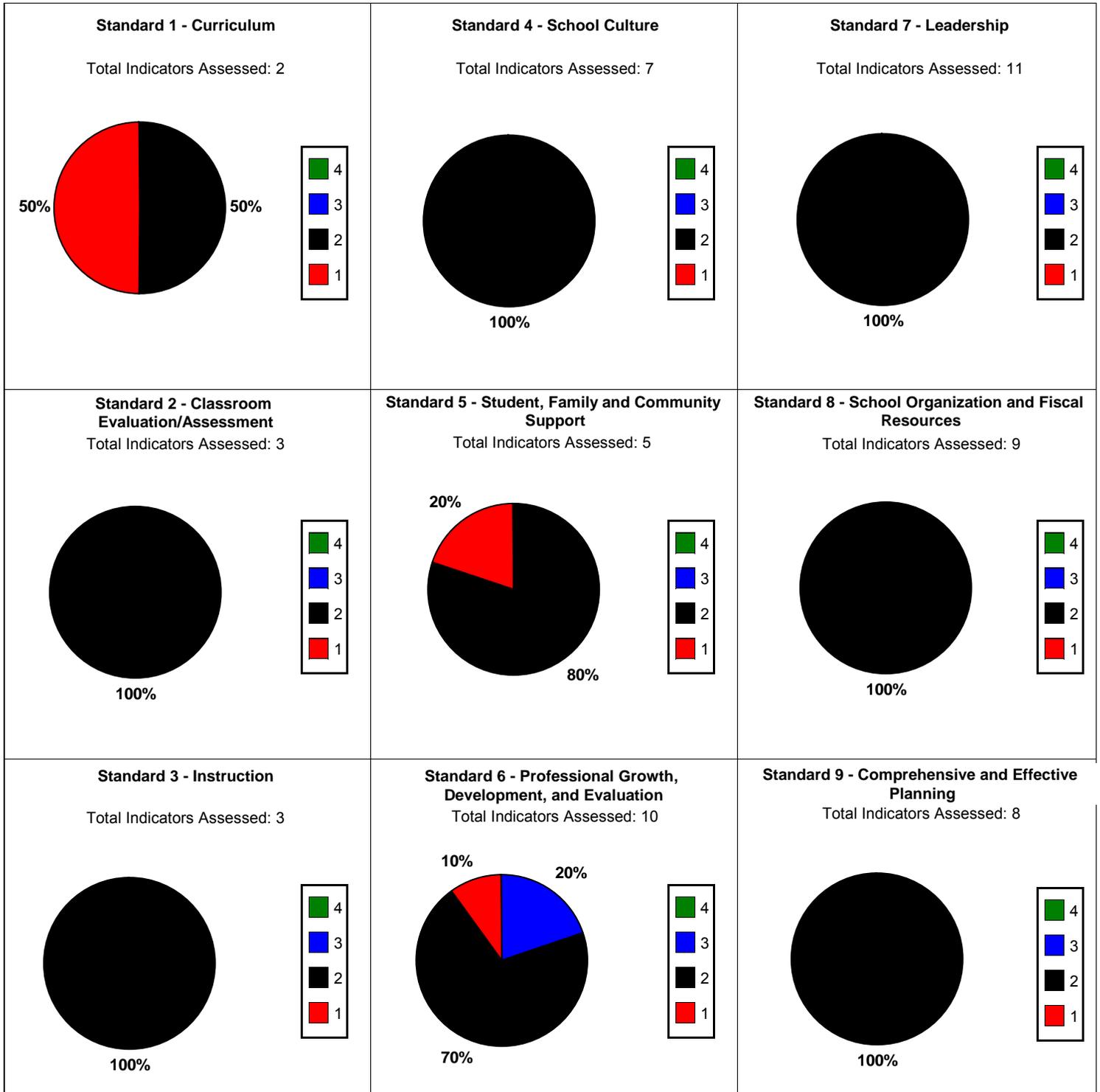
Timeline/Person Responsible	
3. Deficiency	Teachers do not use a variety of instructional strategies.
Next Steps	The principal should hold all teachers accountable for designing instruction and assessment strategies that are anchored in research and meet the needs of each student. The principal should establish a systematic process that includes fully using the evaluation system to ensure that all teachers are using effective, varied and research-based instructional strategies (e.g., differentiated instruction, cooperative learning, notetaking, student-centered learning, simulation, inquiry, experiments, blogs). The principal should provide ongoing feedback and support to teachers, as well as job-embedded professional development (e.g., Marzano, Thoughtful Education, book studies) and guidance to assist them in improving instructional practices. School leadership should conduct frequent walkthrough observations, provide meaningful feedback and ensure that teachers use effective and varied instructional practices.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal does not hold staff members accountable for designing high-quality lesson plans.
Next Steps	The principal should hold staff members accountable for designing lesson plans that clarify the instruction and assessment strategies that will be used to meet the academic needs of all students. The principal should establish non-negotiables (e.g., student-friendly learning targets, formative assessment, research-based activities, critical vocabulary strategies, guiding questions) for lesson plans. The principal should monitor lesson plans and assist teachers in designing rigorous instruction that challenges students and meets the learning needs of all students. Lesson plans should include modifications for students who are either excelling or struggling academically. Teachers should use common planning time effectively and focus on student achievement (e.g., develop common assessments, analyze student work).
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal has not maximized available resources to advance student achievement.

Next Steps	The principal should ensure that all available resources (e.g., instructional time, master schedule, teacher strengths, common planning, technology, physical space, lesson plans, personnel, programs) are fully used to support a learning environment that has an urgent focus on improving academic achievement for all students. The principal should review all resources to ensure that they are integrated and maximized. The principal should examine and revise the master schedule to ensure all classes are intentionally designed with an academic focus. The principal should utilize teacher strengths and match those to student needs. The principal should monitor common planning to ensure it is used effectively and efficiently to improve teaching and learning and review lesson plans routinely.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The principal does not ensure that instructional time is protected and maximized.
Next Steps	The principal does not ensure that instructional time is protected and maximized for student learning. Teachers should plan meaningful instruction that actively engages student from bell to bell. The principal should establish procedures and monitor implementation to ensure that instructional time is protected from interruptions (e.g., intercom announcements, telephone calls) and maximized.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Lawrence County High School
 KDE 2010 School Leadership Assessment Report
 At-a-Glance

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

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



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

<p>Standard - 1 - Academic Performance <u>Curriculum</u></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment <u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency <u>Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance <u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment <u>Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources <u>Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><u>Resource Allocation and Integration</u></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>Standard - 3 - Academic Performance <u>Instruction</u></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>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation <u>Professional Development</u></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><u>Professional Growth and Evaluation</u></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>Standard - 9 - Efficiency - Comprehensive and Effective Planning <u>Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></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><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></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><u>Implementation and Documentation</u></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>
<div style="border: 1px solid black; padding: 10px;"> <p align="center">Legend</p> <p>Grey - No Assessment Made</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>		

Focus on Student Academic Performance

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

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

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

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

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

2/28/2010 - 3/5/2010

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Lawrence County High School during the period of 2/28/2010 - 3/5/2010.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (73) and formal interviews and informal discussions with teachers (52), students (80), parents (8), Family Resource/Youth Services Center staff members (1), central office personnel (3), support staff members (22), (the) assistant principal/s (1), (the) counselor/s (2) and the principal.

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

The school leadership assessment report was based upon examination of the documents provided in the school portfolio, team experiences and observations. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools is addressed in the following pages.

The chairperson of the team was Mike Hurt - District Administrator. The other team members were Amon W. Couch - Highly Skilled Educator, Margaret Cleveland - Parent, Carol Higdon - Building Administrator, Pat H. Ingram - Parent, Marilyn C. King - Teacher, Suella F. Slibeck - Higher Education Representative, Gayle Mills - Teacher

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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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, curriculum documents, eWalk data, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, rubrics, school council meeting agenda and minutes, school council policies and bylaws, student homework with teacher feedback, Student Performance Level Descriptors, student work and student/teacher ratio

Interviews with assistant principal, media specialist, parents, principal, school council members, students, superintendent and teachers

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

Performance Rating 2

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

The school council has a curriculum policy (#1.00) that requires the school to use district curriculum documents which have been aligned both vertically and horizontally. The policy states that school leadership is to monitor classroom practices to ensure that the curriculum is being addressed and delivered by all teachers. Some walkthrough observations occur and feedback is provided to teachers. The feedback from these observations does not always address the implementation of curriculum. A curriculum and instructional practices committee is to annually review the school curriculum, research best practices and monitor implementation of school council policies; however, this committee is not fully functioning.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **1**

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

School leadership has not facilitated discussions between grade levels to identify key curriculum transition points. District leadership does not have a systematic process to address gaps and overlaps in the curriculum and identify transition points between feeder schools and the high school.

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should facilitate regular meetings for teachers to meet with feeder school teachers to collaborate on identifying key curriculum transition points. The principal should work with district leadership to provide teachers regular opportunities to meet with feeder school teachers to review curriculum gaps and overlaps and to monitor the curriculum to identify needed modifications.

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>

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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, committee rosters, comprehensive school improvement plan, curriculum documents, eWalk data, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, perception survey results, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, student homework with teacher feedback, Student Performance Level Descriptors and student/teacher ratio

Interviews with assistant principal, media specialist, parents, principal, school council members, students, superintendent and teachers

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

Performance Rating 2

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

The school council has adopted an assessment policy (#6.01). Also, the committee policy (#11.00) establishes an assessment committee to oversee testing, instructional practices and analyze test data. Some assessments are aligned to the Kentucky Program of Studies and Kentucky Core Content. Most assessments are textbook-generated and do not require students to produce rigorous responses aligned with the appropriate depth of knowledge. Many assessments are multiple choice, matching and fill-in-the blanks. A few assessments require an open response. Some teachers use an organizer (Do Vo What) to answer open response questions. Some teachers use bell-ringers, exit slips and other formative assessment strategies. Few rubrics and models of proficient work are displayed for student reference.

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

School leadership and staff members annually disaggregate and analyze assessment data (e.g., Kentucky Interim Performance Report, No Child Left Behind report). There is not an ongoing systematic process to analyze student work and modify instructional practices or address curriculum gaps if needed to impact student achievement. Student performance data (e.g., Measure of Academic Progress, Nelson Denny, Explore) is used to identify freshman students in need of reading remediation.

- 2.1f Performance standards are clearly communicated, evident in classrooms and

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

observable in student work.

Some teachers communicate performance level descriptors before an assessment task. Few teacher or student-created models of proficiency are displayed in classrooms. Most assessments lack rigor and fail to challenge students to work at high levels.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should ensure that assessments are designed at the appropriate depth of knowledge levels and assess what the students should know as defined in Kentucky Program of Studies and Core Content for Assessment 4.1. Student performance level descriptors should be posted in all classrooms and communicated to students prior to assessments. Models of proficient work should be displayed. Assessments should be rigorous and authentic and require students to use higher-order critical thinking skills at a proficient level.

Resources:

eWalk walkthrough observations for schoolwide improvement, John Fields, Office of Leadership and School Improvement, Kentucky Department of Education, 502-564-4201.

KCCT Coach. Triumph Learning.
http://www.triumphlearning.com/c/@36bvQ9ga_z4h./Pages/home.web?nocache@2

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.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, eWalk data, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, perception survey results, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, student homework with teacher feedback, Student Performance Level Descriptors, student work and student/teacher ratio

Interviews with assistant principal, media specialist, parents, principal, school council members, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas, computer lab 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 (#6.00) to guide classroom instruction. The policy requires teachers to use a variety of student-centered and research-based instructional practices that address the various learning styles of students. Most classroom instruction is textbook-driven and teacher-directed. Few teachers use a variety of instructional practices that challenge and motivate students to learn. Lesson plans do not sufficiently outline daily classroom instruction and provide for differentiated instructional strategies. Staff members have received some professional development training (e.g., Frayer Model, Learn More Now, Content Area Reading) on the use of varied instructional strategies during PLAN days. School leadership conducts walkthrough observations; however, the feedback does not always ensure that teachers plan and use effective and varied instructional practices.

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

Instructional strategies in some classrooms are aligned with state and district learning goals. Some learning activities are similar to those on the state assessment, but do not reflect the rigor and relevance necessary to reach proficiency. Textbooks and worksheets are frequently used to drive

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

instructional practices and assess student learning.

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

The school council policy on instructional practices (#6.00) requires that teachers use technology as an integral part of instruction. Few teachers incorporate technology into their instructional practices. Most classrooms lack sufficient technology to expand learning opportunities. Some vocational classes provide avenues for students to use technology.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should establish a systematic process to ensure that all teachers are using effective, varied and research-based instructional practices (e.g., differentiated instruction, hand-on activities, literature circles, blogs, simulation, modeling). Professional development, such as Marzano's Classroom Instruction That Works, should be provided to train teachers in the use of research-based instructional practices. The principal should monitor lesson plans and assist teachers in designing rigorous instruction that meets the learning needs and styles of all students. The principal should continue frequent walkthrough observations and provide meaningful feedback to guide teachers.

The principal should explore all possible avenues (e.g., grants, donations) to obtain more technological resources for student use in all classrooms. Teachers should use technology to deliver instruction and actively engage students by maximizing the technology (e.g., SMART boards) that is currently available.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive school improvement plan, eWalk data, examples of school to home communications, faculty meeting agenda, Family Resource Youth Services Center documentation, lesson plans/units of study, master school schedule, newspaper clippings/press releases, perception survey results, roster of teaching assignments, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school visitors register, student handbook and student work

Interviews with assistant principal, classified staff, counselor, media specialist, parents, principal, students, superintendent and teachers

Observations of cafeteria, classrooms, 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).

The layout of the building restricts accessibility and limits learning opportunities for some students. Due to the current assignment of space, some teachers must move to various locations throughout the day to instruct students and this inhibits learning. There is a copy of Strategic Management and Response Tactics - Emergency Plan in every classroom but all information is not current. The principal has established procedures and routinely conducts emergency drills (e.g., fire, tornado, lockdown). Visitors sign in and out in the front office. The principal has some operational procedures to minimize disruptions to instruction; however, instructional time is not maximized in all classrooms. The Lawrence County High School Student Handbook is distributed to all students at the beginning of the school year and contains behavioral standards. Learning environment data are not regularly collected.

- 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 encourages staff members to set high expectations for all students. All staff members have not accepted their role and responsibility in the success and failure of each student. The principal recently organized a

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

school-wide academic pep rally, introducing a new motto, "Together We Will". Some organizations (e.g., Rotary Club, Workforce Investment Act) provide financial and human resources to support student learning. Local businesses partner with the school to provide Cooperative Work Experience placements for students. Although a common planning time is provided for some teachers (e.g., freshman academy, core content departments), the principal has not ensured that this time is spent in ways that impact student learning. The principal has provided some opportunities for teachers to share successful practices. District personnel and school leadership conduct classroom walkthroughs to assist in the collection of data focused on continuous improvement in student learning.

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

Although school leadership and teachers are the primary decision-makers, non-certified staff members occasionally collaborate in decisions that effect the teaching and learning environment.

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

The school council has adopted a policy called student assignment (#3.00), addressing the appropriate placement of students in classes. The policy requires that students with disabilities be assigned according to the student's Individual Education Plan. Students are assigned to some classes (e.g., credit recovery, mathematics, reading) based on need, Measures of Academic Progress scores and screenings. The freshman academy assigns students randomly to one of two teams (black or red). Students are not always assigned to classes based on the strengths of teachers.

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

The principal has not established a comprehensive communication plan. However, there are various methods of communication in place (e.g., school Web site, student handbook, posting of student grades in Infinite Campus, electronic mail, telephone calls, "Senior Bulletin"). Information is shared on bulletin boards and announcements are made daily to teachers by electronic mail.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

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

The principal formally and informally recognizes and celebrates some student academic achievement. Senior Salute portraits are showcased in the front hallway. The Rotary Club hosts an Honors Graduate Luncheon for outstanding seniors each spring. Recognition of student success is shared during nine-week celebrations and the Hard Work Café. The school sponsored a breakfast to honor students who scored distinguished on the 2009 Commonwealth Accountability Testing System. Recognition and celebration of student achievements are found on the school's bulletin boards and are featured in the district newsletter.

- 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.

Teachers use few culturally responsive instructional strategies. Some staff members and programs work to reduce physical, socioeconomic and emotional barriers that impede learning. Pathways Mental Health and the Adult Education program are available for additional services. The distance that some students must travel reduces opportunities for these students and creates a barrier.

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

The principal should develop a systematic process (e.g. culture/climate surveys, opinion surveys) for evaluating the learning environment. The findings should be used to address issues that are identified and make adjustments if necessary to positively impact the school culture.

School leadership and staff members should embrace high academic and behavioral expectations for all students. Each staff member should accept their role and responsibility in the success or failure of all students. School leadership and staff members should refuse to view outside barriers as insurmountable to high student achievement. All stakeholders should unite around the common purpose of doing what is best for the students.

The principal should revisit the use of existing space in the building. The principal should ensure that the needs of students are the priority in assignment of space.

Resources:

Inside the Black Box of High Performing High Poverty Schools, Lexington, KY:Prichard Committee for Academic Excellence.

Norton, M. S. & Kelly, L. K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education. ISBN 1-883001-35-8.

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

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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, eWalk data, examples of school to home communications, Extended School Services Schedule, Family Resource Youth Services Center documentation, Kentucky Performance Report disaggregated data, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, perception survey results, samples of student work products, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages, student academic records, student handbook, student work and trophy cases

Interviews with assistant principal, classified staff, counselor, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, principal, school council members, school nurse, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas and media center

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 comprehensive policy on committees (#11.00). Each committee is required to have one parent member; however, committees do not have parent members. Few parents are actively involved in decision-making. Most committees do not meet on a consistent basis or provide regular reports to the school council. Some families participate in athletic booster clubs. Few programs are established to foster family and school interaction to build relationships. Parents and guests were invited to the Distinguished Breakfast honoring students that received a distinguished score on the 2009 Commonwealth Accountability Testing System. Interaction between the school and parents generally occurs only when attendance, behavior or grade issues are identified. Some teachers send positive notes to parents. Grievance procedures are included in the student handbook. Some teachers provide the required instruction and guidance during advisor/advisee time. The Youth Service Center provides supplies when individual needs are identified. Student attendance is monitored as required by law.

- 5.1b Structures are in place to ensure that all students have access to all the

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Performance Rating 2

curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

Reading level criteria is used to determine student eligibility for reading intervention and reading specialist's services. Extended School Services offered before school are available to any student interested in learning a concept or skill, reviewing or refreshing a concept or skill, making up exams or homework, or gaining enrichment in a subject area. There are no entry or exit criteria used for those students receiving instruction through Extended School Services. Credit recovery is offered for students that are not on target to graduate. The Youth Service Center collaborates with some community agencies (e.g., mental health agencies, social services) to address barriers to learning. Proactive procedures to identify and address barriers to learning are not in place. Two counselors serve selected grade levels and provide some student services. Student records (e.g., grades, schedules, transcripts) maintained by the guidance office are not up-to-date and are not processed in a timely manner.

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

Most staff members have not participated in professional development on identifying and assisting students with various learning needs which impedes timely identification. The district has formal procedures to follow when referring students with special learning or behavioral needs. Student referral procedures are informally communicated to staff members. A few community partnerships (e.g., Rotary Club, Workforce Investment Act) have been established to increase the potential for student academic achievement. The Youth Service Center assists transferring students with identified needs. A formal process to integrate new students and to ensure a positive transition into the school has not been established. Individual students do not have an adult advocate other than the adult assigned to their advisor/advisee group. The agendas for adviser/advisee sessions are not consistently followed.

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

School leadership and staff members are cognizant of the difficult life circumstances and barriers to learning that exist for many students. Informal referrals to address the unique needs of these students are made to the counselors and/or the Youth Service Center. Formal procedures are not in

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Performance Rating 2

place to re-engage students that have distanced themselves from the learning environment. Credit recovery and counseling are offered for students considering dropping out and for students re-entering after dropping out of school. Several vocational courses offer dual enrollment opportunities. A few students earn college credit through advanced placement classes and dual courses. Some co-curricular activities (e.g., academic team, band, study abroad) extend student learning. Provisions have not been made to provide assistance for students living out in the county to participate in opportunities outside of the school day. The Community Based Instruction program for special needs students has been discontinued due to insufficient funds.

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

Performance Rating **1**

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

Student records are in unlocked cabinets and are not always supervised in the guidance suite. Infinite Campus software is used to maintain attendance, health information, enrollment and grades. Several transfer students' schedules have not been entered into Infinite Campus software. Individual Learning Plans are not current and many have not yet been developed. The Parent Portal of the Infinite Campus software program is available for families to access their student's attendance and grades with an authorized password.

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

The principal should develop procedures to ensure timely entry of student data into the Infinite Campus software system. Procedures should include guidelines with clearly defined timelines and assigned responsibilities for processing records requests (e.g., grades, transcripts), enrolling students, maintaining Individual Learning Plans, referring students for services and entering data. Procedures should also ensure the security and confidentiality of student records.

The principal should actively seek and develop opportunities that involve families in school activities (e.g., volunteering, student performances, award ceremonies). The principal should establish procedures to make parents feel welcome, comfortable and valued. Parents should be recruited to serve on school committees and be active participants in decision-making.

Resources:

Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). Bridges Out of Poverty. Highlands, TX: Aha! Process, Inc.

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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, committee meeting minutes and agenda, comprehensive school improvement plan, district Effective Instructional Leadership Act records (EILA), Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, perception survey results, professional development records, professional resource materials, records of teacher certification/experience, school budget and allocations, school council meeting agenda and minutes and school council policies and bylaws

Interviews with district leadership, principal and teachers

Observations of classrooms

Performance Rating 3

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

The Board of Education and district leadership have adopted policies that clearly define the evaluation process, which meets state requirements. Annual meetings with certified staff are facilitated by the principal to discuss the evaluation process, and copies of the evaluation plan are distributed to all employees.

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

The principal implements the certified staff evaluation process as required by state statute and regulations.

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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.

All teachers participate in the required professional development hours. Some professional development training improves content knowledge and professional practices; however, there are few opportunities to enhance leadership skills for all staff members. Professional development activities are planned on an annual basis. Classified staff members participate in the required professional development training (e.g., blood borne pathogens, first aid).

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

The district develops a professional development calendar and the school has additional professional development offerings planned for the 2009-2010 school year. The professional development committee met in November and December of 2009 to discuss topics for future PLAN days that might occur due to snow. The professional development committee has not conducted a needs assessment. Staff members and school leadership analyze some data to determine school and student needs. Some professional development (e.g., Thoughtful Education) is identified in the school improvement plan and could span multi-years.

- 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 school improvement plan align with student learning goals. Few strategies are specifically designed to address the professional growth needs of individual staff members that are identified in the evaluation process. Most staff members have not developed an individual professional growth plan in collaboration with the principal for the current school year.

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

Some professional development training (e.g., Differentiated Instruction: Theory into Practice) is sustained and job-embedded. Few opportunities emphasize continuous professional growth that would scaffold over time to enhance professional practices.

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Performance Rating 2

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

The principal facilitated an analysis of data on October 12, 2009 during a professional development day. The findings from this data analysis were used to develop a new school improvement plan which includes professional development designed to address identified school needs. District and school leadership conduct walkthrough observations; however, the feedback is not always used to evaluate the impact of professional development training on classroom practices. Some professional development activities (e.g., Deconstruction of Standards, Differentiated Instruction: Theory into Practice) are grounded in research. Professional development funds have been allocated for one strategy in the school improvement plan.

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

Funds for professional development are listed in one strategy of the school improvement plan and is designed to address an identified need.

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

The principal has not collaborated with all teachers to develop individual professional growth plans. The evaluation process has not been intentionally linked with the professional growth plan to support and guide teachers to make desired changes in behavioral and instructional practices. The principal provides some meaningful feedback to impact professional practices following walkthrough observations.

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Performance Rating **1**

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

Most teachers do not have an individual professional growth plan developed in collaboration with the principal. Personnel evaluations are conducted in accordance with required procedures, but do not always address both the individual professional growth needs of the teacher and school improvement goals.

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

The principal and individual teachers should collaborate to identify areas for growth to include in teacher individual professional growth plans. The principal should ensure that individual professional growth plans derive from the professional growth needs identified in the formal evaluation process and address the goals of the school improvement plan.

The principal should lead the budget/professional development committee in developing and implementing a professional development plan that assists the school in meeting the goals of the school improvement plan. A needs assessment should be conducted. Multi-year professional development training should be considered to scaffold over time and enhance professional practices.

Resources:

Danielson, C. & McGreal, T. (2000). *Teacher Evaluation to Enhance Professional Practice*. Alexandria, VA: Association for Supervision & Curriculum Development.

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

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

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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, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, facility inspection reports, facility work orders, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, newspaper clippings/press releases, perception survey results, professional development records, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school budget and allocations, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, school/district safety plan, student handbook, student homework with teacher feedback, student work, student/teacher ratio and trophy cases

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

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

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal is making an effort to sustain a positive school vision. The motto "Together We Will" was developed collaboratively with staff members to promote improved academic achievement. The motto is displayed throughout the building, on t-shirts worn by students and staff members and is also referenced in the principal's communications to staff members.

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

The principal used an October professional development day to analyze multiple forms of data. Teachers worked in teams with their department chairperson to analyze student performance data and create activities to improve student achievement. The principal adjusted the Measure of Academic Progress testing schedule so that students took the Algebra tests instead of general mathematics. A reading specialist assists students struggling in English. Some department meetings look at Measure of Academic Progress data to target students, but seldom include analysis of the student's daily work or assessments. A systematic process has not been developed to regularly review programs and inform academic decisions.

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Standard 7 **Leadership**

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

The principal has a professional growth plan that focuses on two areas: finance and leadership. He developed his professional growth plan in October with the Superintendent. The principal has not yet developed professional growth plans with the other school level administrators. The district evaluation policy (#03.18) requires the development of a professional growth plan every two years with an annual review and update to address needs based on the district improvement plan.

- 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.

Most staff members were involved in the disaggregation of data (e.g., No Child Left Behind report, Kentucky Interim Performance Report) to determine the goals for the school improvement plan. The reading and mathematics components of the school improvement plan address the achievement gaps identified on the No Child Left Behind report. Few Implementation and Impact Checks have taken place to monitor the effectiveness of the strategies of the school improvement plan in meeting the needs of the student population.

- 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 has provided staff members access to district curriculum documents. Some training has been provided in the use of these documents. Few teachers use their PLAN days to work on curriculum pacing guides and instructional strategies. A targeted coach is provided for teachers in the first three years of their career.

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

Through the master schedule, the principal provides opportunities for some departments to meet for common planning. Some departments use this time to work in small groups to discuss curriculum issues relating to their specific content areas. The principal has not set an expectation that all departments

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Standard 7 **Leadership**

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are to meet during common planning nor has the principal developed a system by which to ensure that this time is being used to strengthen both the curricular and instructional programs of the school. The school council's instructional practices policy (#6.00) does require that teachers meet regularly to collaboratively analyze student work, but there is not a system in place to ensure that this occurs.

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

The school council has a budget policy (#13.00) for allocating resources. The budget/professional development committee does not conduct formal needs assessment research to determine priority needs for the school year as specified in the policy. A few Implementation and Impact Checks have occurred to monitor progress, and some barriers to continuous improvement have been addressed (i.e. principal adjusting the mathematics Measures of Academic Progress testing to include Algebra instead of general math).

- 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 developed a school safety policy. The principal has not established formal procedures to protect instructional time. Announcements via the intercom and telephone calls throughout the school day serve as a constant interruption. The principal expects all external doors to be locked after the school day begins but due to the large number of external doors, this is difficult to monitor. Procedures are in place to provide for proper maintenance and repairs but not all repairs are done in a timely manner. The principal ensures that the mandated severe weather and emergency drills are conducted on a regular basis, according to the district's policy. Emergency evacuation routes are posted in most classrooms, and most teachers have a copy of the school's emergency plan.

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

The school council has adopted all policies required by state statute, but not all policies are fully implemented. The principal has indicated the need to examine school council policies but has not yet developed a systematic plan

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to regularly review and revise the policies and address emerging needs.

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

Student academic performance has not always been the focus of the school council. School council agendas and minutes reflect discussions often tabled or postponed. The school council has established standing committees but the committees do not always follow the policy that governs their operation. The school council has submitted the school improvement plan to the district for review.

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

Staff members, students and parents believe the principal is visible and approachable. The principal has made efforts to unite the school community behind the goal of increasing student achievement. The principal seeks advice from district administration to make more informed decisions. The principal has not effectively made the necessary decisions to maximize human and fiscal resources to increase opportunities for student success. The principal has not yet developed the organizational skills to prioritize and maintain the appropriate balance between building manager and instructional leader. The principal has communicated high expectations but has not provided the necessary follow-up to ensure that these are carried out by all staff members to impact student achievement in a timely manner.

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Standard 7 **Leadership**

The principal should ensure that common planning time is used effectively and focused on student achievement (e.g., analyze student work, develop common assessments, design lesson plans).

The principal should develop procedures to protect instructional time. The principal should ensure that valuable instructional time is not disrupted (e.g., telephone calls, intercom announcement) or wasted (e.g., lack of planning to teach). Meaningful, well-planned instruction should occur from bell-to-bell.

The school council and principal should ensure that all school council policies are fully implemented. All school council committees should be fully functioning with the specified membership and report to the school council as required. The school council should focus on academic achievement and make timely decisions that are in the best interest of students.

The principal should ensure that all resources are maximized to increase student learning. The principal should assign staff members to their positions based on their strengths and student needs. The principal should ensure that the master schedule is intentionally designed with an academic focus. The principal should establish a process to monitor the effectiveness of all resources, illuminating needed modifications in programs, schedules, budget and staff allocations, planning time use and professional development activities. The principal should use human and fiscal resources to advance student academic achievement.

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

Resources:

Lewis, C. P. (1996). *Building a Shared Vision: A Leader's Guide to Aligning the Organization* (Corporate Leadership). University Park, IL: Productivity Press.

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

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

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, categorical program financial reports, class rosters, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, district budget and allocations, eWalk data, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, master school schedule, perception survey results, professional development records, records of teacher certification/experience, roster of teaching assignments, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school Web pages, student handbook and videos of student performances

Interviews with assistant principal, classified staff, community members, counselor, district leadership, Family Resource/Youth Services Center personnel, parents, principal, school council members, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas, computer lab 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 principal has some structures in place to delineate responsibilities; however, formal procedures have not been developed to define areas of responsibility. Committees are established, but most are not fully functioning and therefore are not involved in shared decision-making. Some lines of communication have been created. Most information is disseminated using electronic mail. Procedures to formally evaluate the effective use of human, fiscal and physical resources have not been developed. Few community partnerships are ongoing and used to extend student achievement. Some external funding (e.g., Perkins, Teacher Quality, Project Lead the Way) supports the learning environment and enhances 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 a policy (#2.00) establishing a process for assigning instructional and non-instructional staff time. Staff members' talents are not always intentionally matched with student needs. Several resource teachers and instructional aides extend learning opportunities for students.

8.1d There is evidence that the staff makes efficient use of instructional time to

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Performance Rating 2

maximize student learning.

The school council has adopted an extensive discipline and classroom management policy (#7.00). All parents are to return a signed copy of the Lawrence County District Code of Conduct acceptance form to indicate that they have reviewed this Code of Conduct. School leadership and staff members have not adopted a school-wide behavior management system. Students can be assigned to an in-school suspension classroom to prevent disruptive behavior that impedes learning. Some teachers fail to effectively handle distractions and transitions to ensure instructional time is maximized. Numerous interruptions (e.g., intercom announcements, telephone calls, electronic mail) occur during the instructional day. Formal procedures to protect instructional time and ensure that student learning occurs from bell-to-bell have not been developed.

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

The school council has adopted an instructional practices policy (#6.00) to outline expectations for teachers and the principal for classroom instruction. The master schedule provides opportunities for most department teams to meet during common planning. Staff members do not typically use this time to focus on team planning, professional development, disaggregation of student performance data and other collaboration that could improve student achievement and instructional practices. Strategies in the school improvement plan indicate that teachers should meet for Tuesday planning meetings and use this time to improve professional practices. Few staff members meet or plan vertically across content areas or grade levels.

- 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.).

Although the master schedule accommodates many differences in student needs, it is not fully designed to advance student academic achievement. During seventh period, for example, three classes called fundamental sports (1. football, 2. boys basketball, and 3. baseball and tennis) have only team

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Performance Rating 2

members for that specific sport or sports enrolled and the instructor is the head coach of that specific sport/team. These students dress out in their school practice uniforms during instructional time.

- 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.

Although the school council has adopted a budget policy (#13.00), which directs the budget/professional development committee to prepare and submit a tentative budget to the school council, the budget policy is not fully implemented. The school council budget allocates specific funds to each department based on need and available monies.

- 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 budget/professional development committee drafts a budget based on the identified needs of each content area department. The school council has not adopted a specific policy and school leadership has not established procedures for the distribution of discretionary funds. Discretionary funds are used primarily for extra personnel and some special programs (e.g., in-school suspension, Plato, A+). The school council receives regular budget reports.

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

The principal evaluates requests (e.g., classroom resources) for funds prior to approval. In the school improvement plan, funding sources are identified for each strategy where appropriate. However, all budget expenditures do not intentionally support the implementation of the strategies in the school improvement plan. The school council and principal seldom examine the impact of budget expenditures on student achievement.

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

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Performance Rating 2

Some state and federal funds are integrated (e.g., Teacher Quality, Perkins, Extended School Services) to increase their impact on student learning. Although the principal monitors the effectiveness of integrated funds in accordance with program guidelines, the principal has not established a systematic process to evaluate the impact of combined programs on student achievement.

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Standard 8 **School Organization and Fiscal Resources**

The principal should ensure that instructional time is used efficiently and is maximized for student learning from bell-to-bell in all classes. The principal should monitor the use of instructional time and hold every teacher accountable for actively engaging students in meaningful learning tasks the entire class period. Teachers should establish procedures that encourage smooth transitions between activities and organize their materials and resources to provide seamless distribution and collection of these during classes.

The principal should establish procedures that protect instructional time. The principal should fully implement these procedures to prevent the loss of valuable time for learning and unnecessary interruptions (e.g., intercom, telephones, cell phone conversations, non-academically focused classes).

The principal should ensure that the master schedule has an academic focus designed to improve student achievement. The principal should assign teachers to teach classes based on their individual strengths and the academic needs of students. The principal should give thoughtful consideration to the assignment of classrooms (e.g., transition times between classes, student academic needs, physical limitations of students) after the master schedule has been designed.

The principal should ensure that all course offerings are academically focused (e.g., baseball/tennis, football and basketball Foundations of Sports classes).

The principal should establish, communicate and monitor expectations regarding the use of common planning time. The principal should ensure that common planning time is used in accordance with the school improvement plan goals and school council policies. Teachers should use common planning time as required (e.g., examine student work, develop common assessments, plan effective instruction and assessment tasks).

Resources:

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

Lezotte, L. W. and Pepperl, J.C. (2002). *Assembly Required, A Continuous School Improvement System: A Proven Path to Learning for All*. Okemos, MI: Effective Schools Products, Ltd.

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

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

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School Leadership Assessment Summary Report

Lawrence County High School

Lawrence County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, lesson plans/units of study, needs assessment data, perception survey results, samples of classroom assessments, school council meeting agenda and minutes, school council policies and bylaws and school financial reports

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

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 has not established a collaborative process to revisit, revise or rewrite the current mission statement. The mission statement was developed by a previous administration and most stakeholders are not aware of a current mission statement. The school council approved a mission statement for the school improvement plan.

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

The principal collaborated with staff members to analyze some data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, ACT results, attendance) during a professional development day on October 12, 2009. Department teams created a list of needs to improve student achievement. A school improvement plan committee used this data analysis, as well as a review of the previous school improvement plan, to assist the principal in establishing the goals and strategies of the 2009-2010 school improvement plan. The school council adopted a new school improvement plan in December, 2009.

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

The principal conducted an analysis of data (e.g., No Child Left Behind report, Kentucky Interim Performance Report) with staff members on October 12, 2009. Other stakeholder groups (e.g., community, families) did not participate in this data analysis. Findings from this assessment data were used to

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

determine the instructional and organizational effectiveness of the school and establish the goals and strategies of the 2009-2010 school improvement plan.

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

The recently adopted school improvement plan includes benchmarks for assessing the progress toward meeting the goals. Implementation and Impact Checks are to be conducted according to district guidelines to measure the effectiveness of the strategies on student achievement. The school council is to review the progress toward meeting the goals of the school improvement plan each month; however, this has not been fully implemented.

9.6a The plan is implemented as developed.

The principal has started to implement a few strategies (e.g., Frayer Model, principal's advisory council) of the newly adopted 2009-2010 school improvement plan. Most strategies have not been fully implemented. Staff members are aware of the school improvement plan, but some cannot articulate the goals of the school improvement plan.

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

The principal has not fully implemented the evaluation process to measure the impact of the school improvement plan toward meeting the goals. Some benchmarks for measuring progress have not been conducted as scheduled. Some data has been collected to analyze student performance levels.

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 has not fully implemented the process to evaluate the impact of the school improvement plan on student achievement and organizational effectiveness. The principal conducts walkthrough observations for the purpose of monitoring classroom practices. The school council has received some reports on the implementation of strategies in the school improvement plan. Student performance data was not included in these reports.

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

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **2**

The principal has articulated a commitment to continuous school improvement and higher expectations for all students. A motto (Together We Will) to improve test scores and unite all stakeholders is posted throughout the school. The goals and strategies of the school improvement plan are challenging and set high standards for student achievement and school progress. The principal has not held all staff members accountable for their role and responsibility in student success or failure.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The principal should facilitate a collaborative process to revise or rewrite the school mission statement. All stakeholder groups (e.g., students, families, community, staff members) should be represented in this process and should perceive themselves as valued partners in this process. The mission statement should be displayed throughout the school, communicated to the stakeholders and guide all decision-making.

The principal should ensure that strategies in the school improvement plan are fully implemented and hold himself, his assistant principals, teachers and staff members accountable for effectively implementing the activities in the school improvement plan. A sense of urgency should direct this implementation. All staff members should embrace their role in the academic success or failure of each student.

The school council and the principal should routinely monitor and evaluate progress toward meeting school improvement plan goals. Benchmark data should be collected and analyzed. The school council should use emerging data to determine needed modifications in the school improvement plan activities. The principal should hold staff members accountable for presenting timely and accurate progress reports to the school council as required in the school improvement plan.

Resources:

Comprehensive School Improvement Plan Data Analysis. Standards and Indicators for School Improvement Toolkit. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40604).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/PowerPoints/CP%20DATA%20ANALYSIS.ppt

Kotter, J. P. (1996). *Leading Change*. Boston, MA: Harvard Business Press.

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

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Summary of Next Steps:

The principal, assistant principals, faculty and staff members should embrace high academic expectations for all students. The principal should facilitate professional conversations with all staff concerning how to raise academic expectations and unite around the common purpose of doing whatever it takes to increase academic expectations and reach proficiency. The principal should hold all staff members accountable for their role in the success or failure of each student. School leadership and staff members should not consider outside barriers as insurmountable to high student achievement. All stakeholders should embrace the urgency of improving academic opportunities.

The school council should focus on and ground every decision in intentionally and strategically advancing academic achievement. The school council should make informed decisions in a timely manner to best impact student learning. All decisions should be student-centered.

The principal should hold all teachers accountable for designing instruction and assessment strategies that are anchored in research and meet the needs of each student. The principal should establish a systematic process that includes fully using the evaluation system to ensure that all teachers are using effective, varied and research-based instructional strategies (e.g., differentiated instruction, cooperative learning, notetaking, student-centered learning, simulation, inquiry, experiments, blogs). The principal should provide ongoing feedback and support to teachers, as well as job-embedded professional development (e.g., Marzano, Thoughtful Education, book studies) and guidance to assist them in improving instructional practices. School leadership should conduct frequent walkthrough observations, provide meaningful feedback and ensure that teachers use effective and varied instructional practices.

The principal should hold staff members accountable for designing lesson plans that clarify the instruction and assessment strategies that will be used to meet the academic needs of all students. The principal should establish non-negotiables (e.g., student-friendly learning targets, formative assessment, research-based activities, critical vocabulary strategies, guiding questions) for lesson plans. The principal should monitor lesson plans and assist teachers in designing rigorous instruction that challenges students and meets the learning needs of all students. Lesson plans should include modifications for students who are either excelling or struggling academically. Teachers should use common planning time effectively and focus on student achievement (e.g., develop common assessments, analyze student work).

The principal should ensure that all available resources (e.g., instructional time, master schedule, teacher strengths, common planning, technology, physical space, lesson plans, personnel, programs) are fully used to support a learning environment that has an urgent focus on improving academic achievement for all students. The principal should review all resources to ensure that they are integrated and maximized. The principal should examine and revise the master schedule to ensure all classes are intentionally designed with an academic focus. The principal should utilize teacher strengths and match those to student needs. The principal should monitor common planning to ensure it is used effectively and efficiently to improve teaching and learning and review lesson plans routinely.

The principal does not ensure that instructional time is protected and maximized for student learning. Teachers should plan meaningful instruction that actively engages student from bell to bell. The principal should establish procedures and monitor implementation to ensure that instructional time is protected from interruptions (e.g., intercom announcements, telephone calls) and maximized.

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In Conclusion:

The leadership assessment team would like to express its gratitude to the Lawrence district leadership and staff for the cooperation and hospitality extended to the team members during the week of the leadership assessment.

School Council Authority:

The school leadership assessment team has determined that the council does not have sufficient capacity to manage the recovery of the school and recommends the council's authority be transferred to the Superintendent.

Principal Authority:

The school leadership assessment team has determined that the principal does not have the capability and capacity to continue the roles and responsibilities established in KRS 160.345.

The transfer of council authority to the superintendent as recommended by the leadership assessment team and approved by Commissioner of Education, Dr. Terry Holliday, gives the superintendent of Lawrence County school district the authority to hire a principal for Lawrence County High School.

Recommended Intervention Option:

Transformation Option

Commissioner, Kentucky Department of Education: _____

Date: _____

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

- The district must submit an application to receive SIG 1003g funds.
 - The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).
 - The annual goals will be based on student achievement on the State's assessments in both reading/language arts and mathematics.
 - Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals by using a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

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

Principal, Lawrence County High School: _____ Date: _____

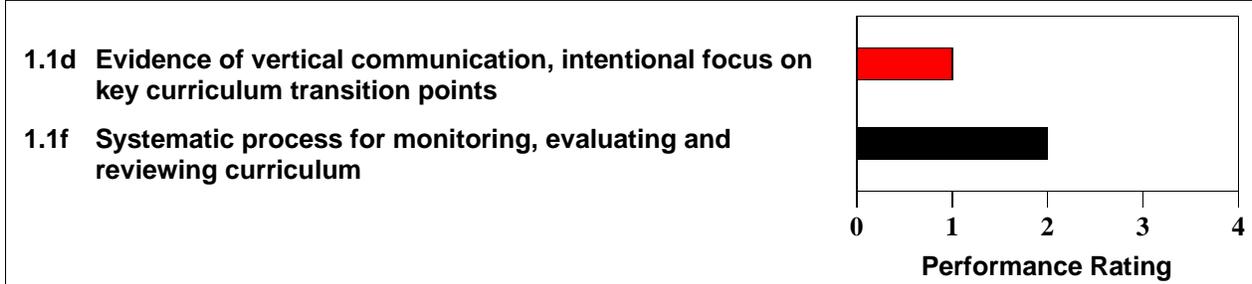
Superintendent, Lawrence County Schools: _____ Date: _____

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1.1 Curriculum

Academic Performance

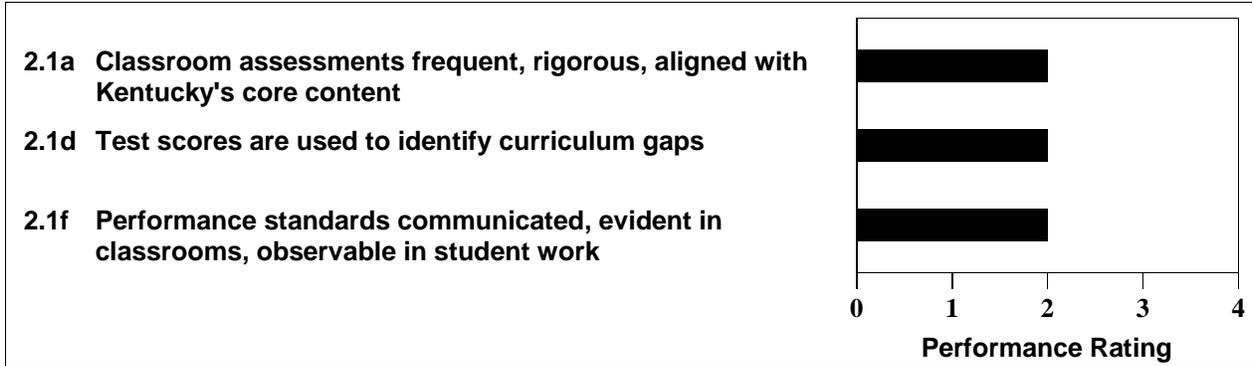


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2.1 Classroom Evaluation/Assessment

Academic Performance

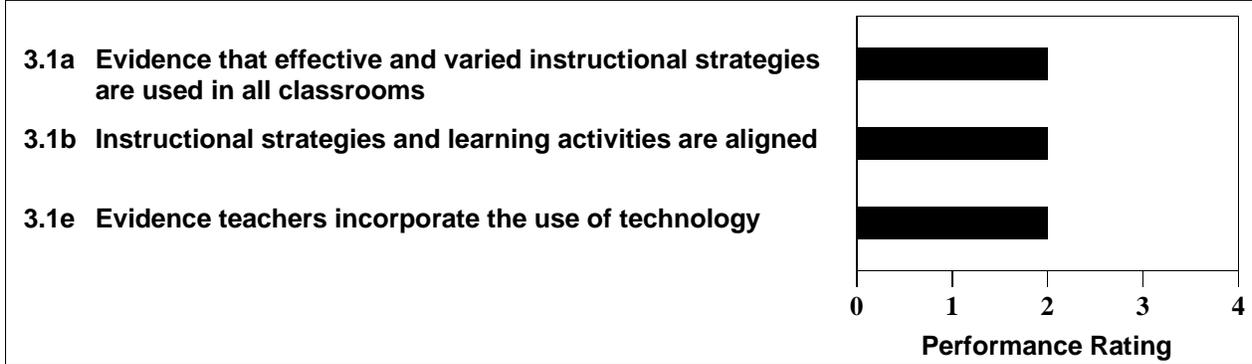


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3.1 Instruction

Academic Performance



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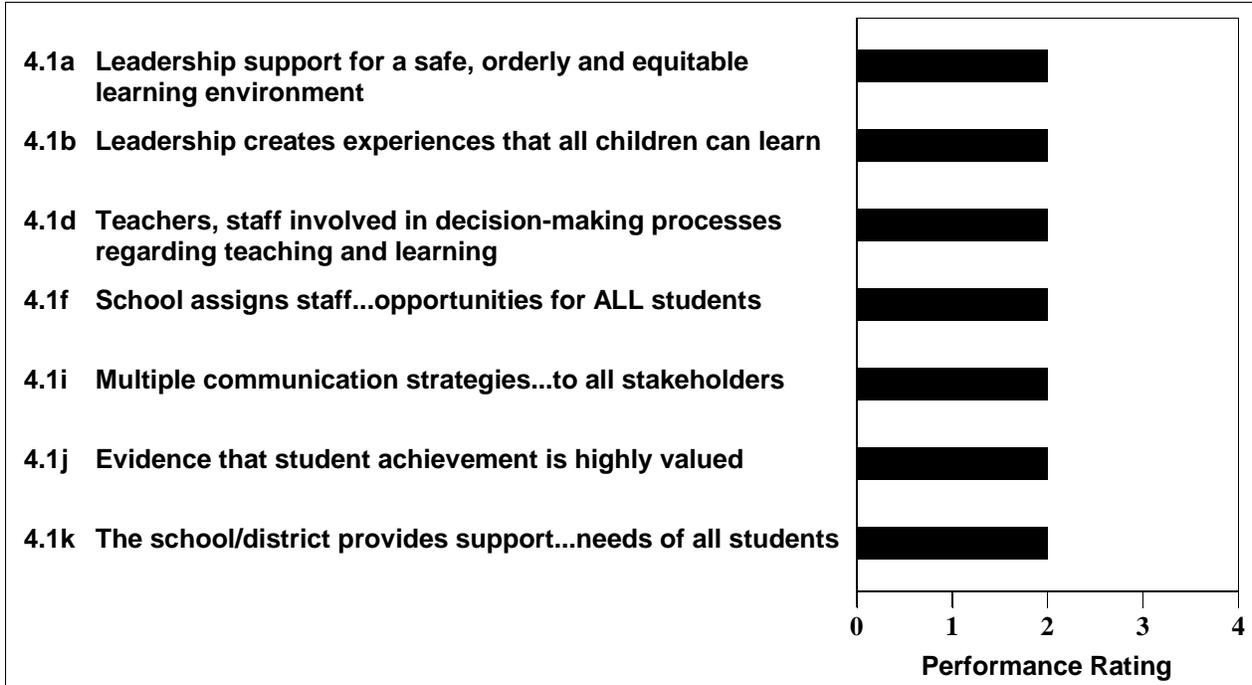
Lawrence County High School

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4.1 School Culture

Learning Environment

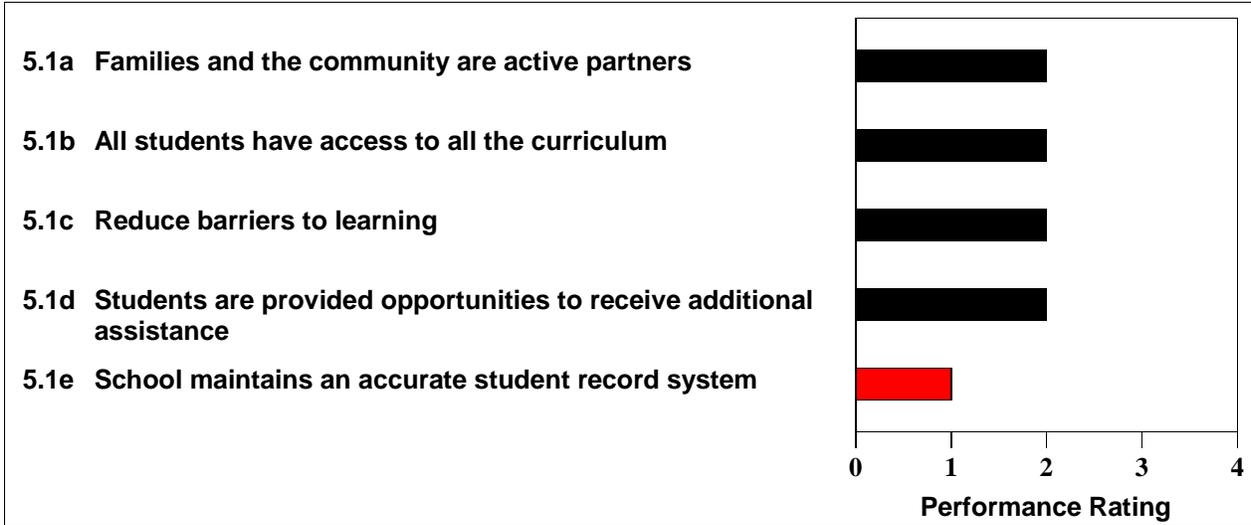


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5.1 Student, Family and Community Support

Learning Environment



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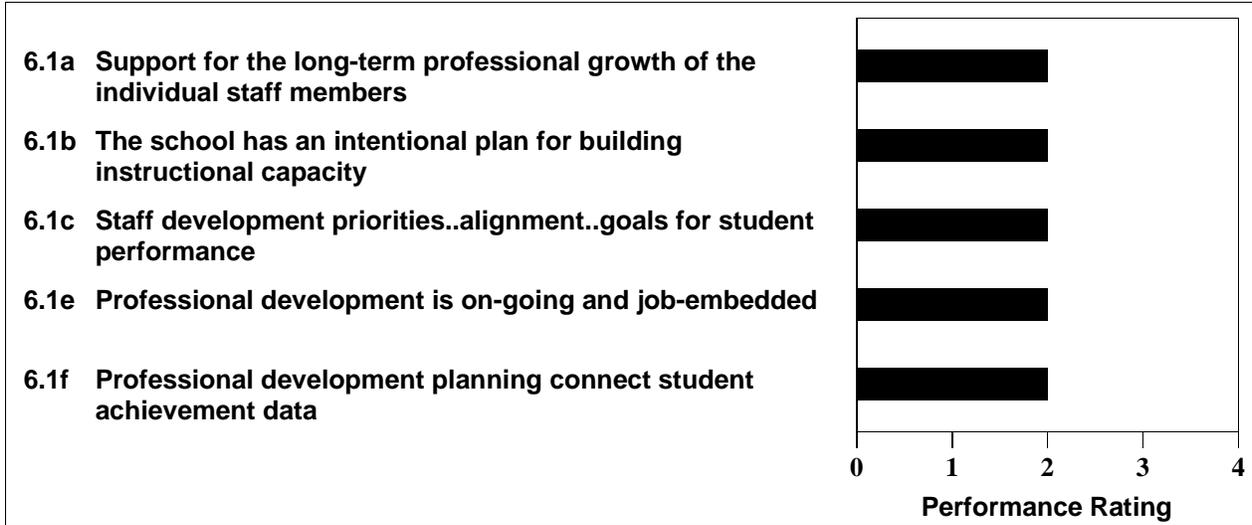
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6.1 Professional Development

Learning Environment

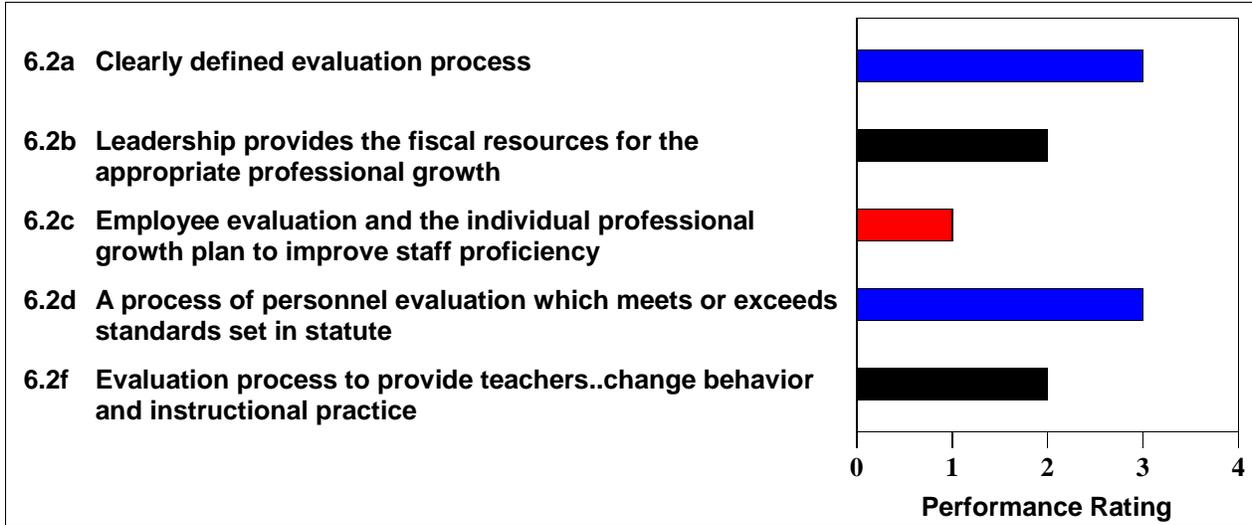


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6.2 Professional Growth and Evaluation

Learning Environment

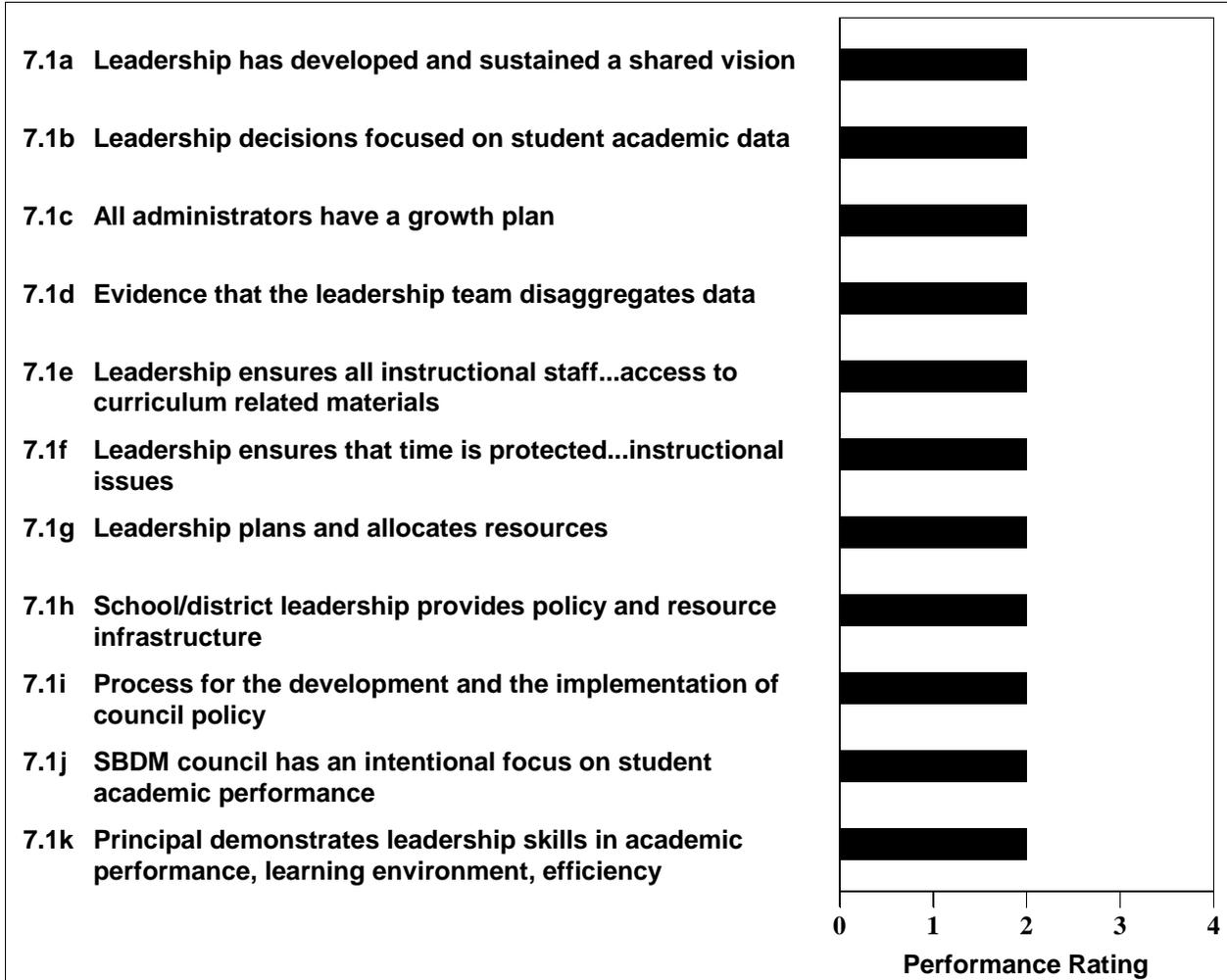


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School Leadership Assessment Summary Report
Lawrence County High School
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7.1 Leadership

Efficiency

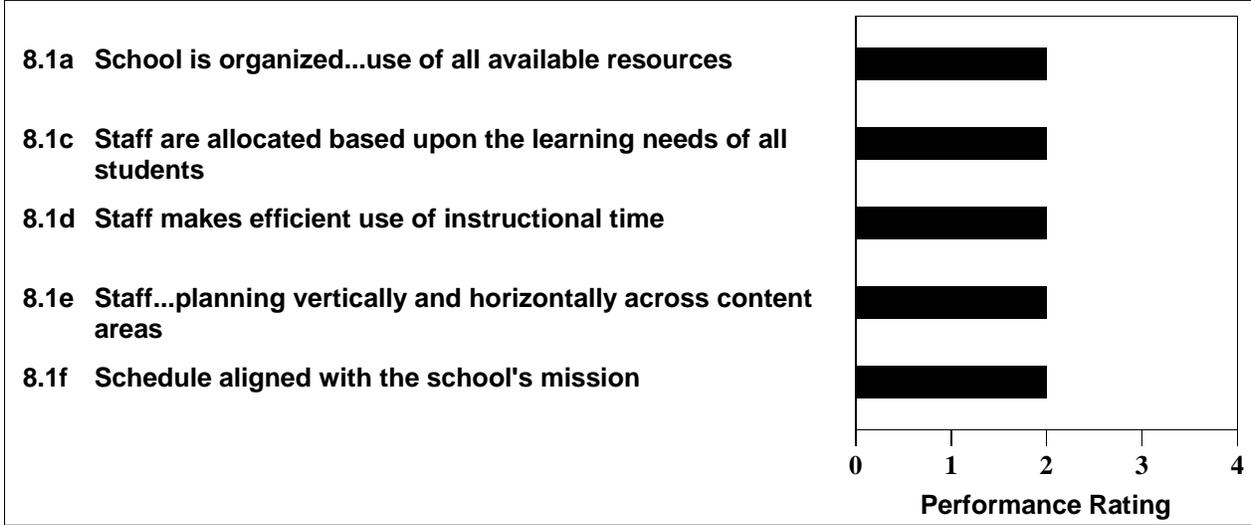


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8.1 Organization of the School

Efficiency

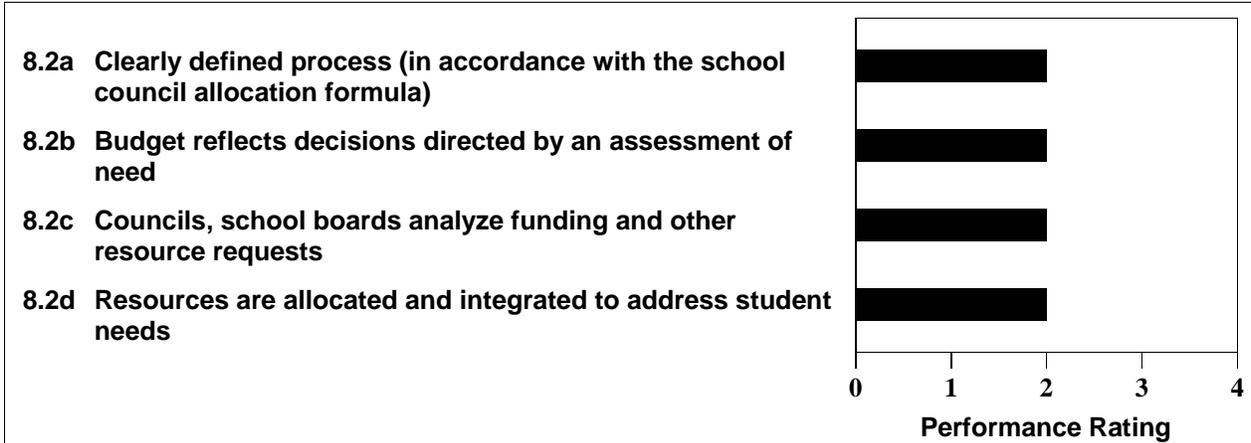


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8.2 Resource Allocation and Integration

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

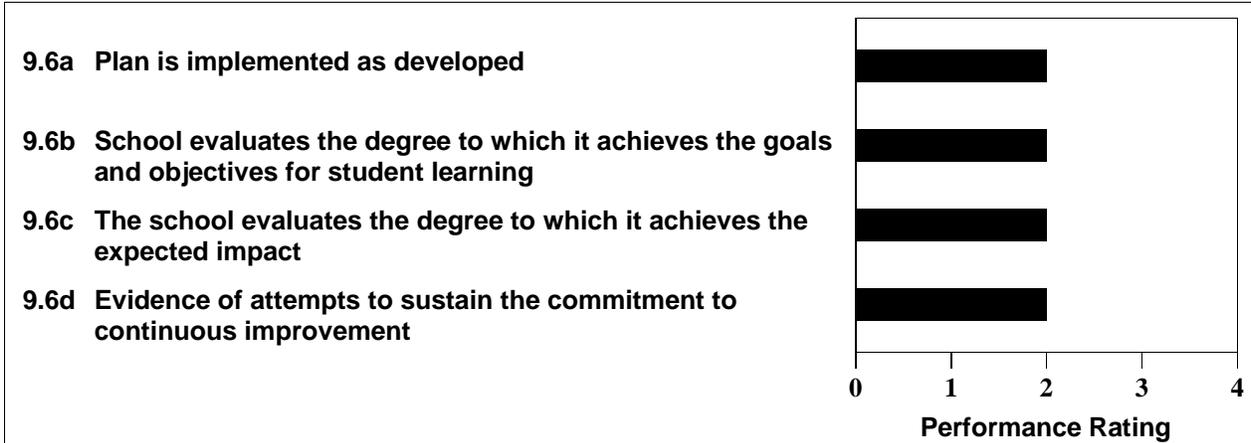


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9.6 Implementation and Documentation

Efficiency



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In Conclusion:

The leadership assessment team would like to express its gratitude to the Lawrence district leadership and staff for the cooperation and hospitality extended to the team members during the week of the leadership assessment.

School Council Authority:

The school leadership assessment team has determined that the council does not have sufficient capacity to manage the recovery of the school and recommends the council's authority be transferred to the Superintendent.

Principal Authority:

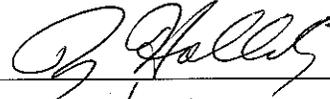
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The transfer of council authority to the superintendent as recommended by the leadership assessment team and approved by Commissioner of Education, Dr. Terry Holliday, gives the superintendent of Lawrence County school district the authority to hire a principal for Lawrence County High School.

Recommended Intervention Option:
Transformation Option

Commissioner, Kentucky Department of Education: _____

Date: _____


2/21/10

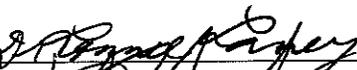
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I have received the leadership assessment report for Lawrence County High School. I understand the school and district must meet the requirements listed above.

Principal, Lawrence County High School: _____

Date: _____



4/28/10

Superintendent, Lawrence County Schools: _____

Date: _____



4-28-10