

Leslie County
Leslie County High School
School Leadership Assessment Report



02/28/2010 - 03/05/2010



School Leadership Assessment Executive Summary

Leslie County High School Leslie County School District

2/28/2010 - 3/5/2010

Mr. Kevin Gay, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Leslie 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 school council and principal have not developed or approved a comprehensive school improvement plan to guide the school toward increased student achievement.
Next Steps	The principal should immediately lead the collaborative development of a comprehensive school improvement plan in the format adopted by the Leslie County Board of Education. The principal should lead implementation of the plan as written. A formal, frequent method of implementation and impact checks should be established through school council policy. A process of frequently monitoring student progress for reaching benchmarks should be established and monitored by the school council.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The school council and principal have not accepted responsibility in shared decision making as defined by state statute.
Next Steps	The school council should immediately contact the Kentucky Association of School Councils for additional council training and assistance in policy development and council effectiveness. The school council and principal should include representatives from all stakeholder groups in decision making.
School Action Steps to Overcoming Obstacles	

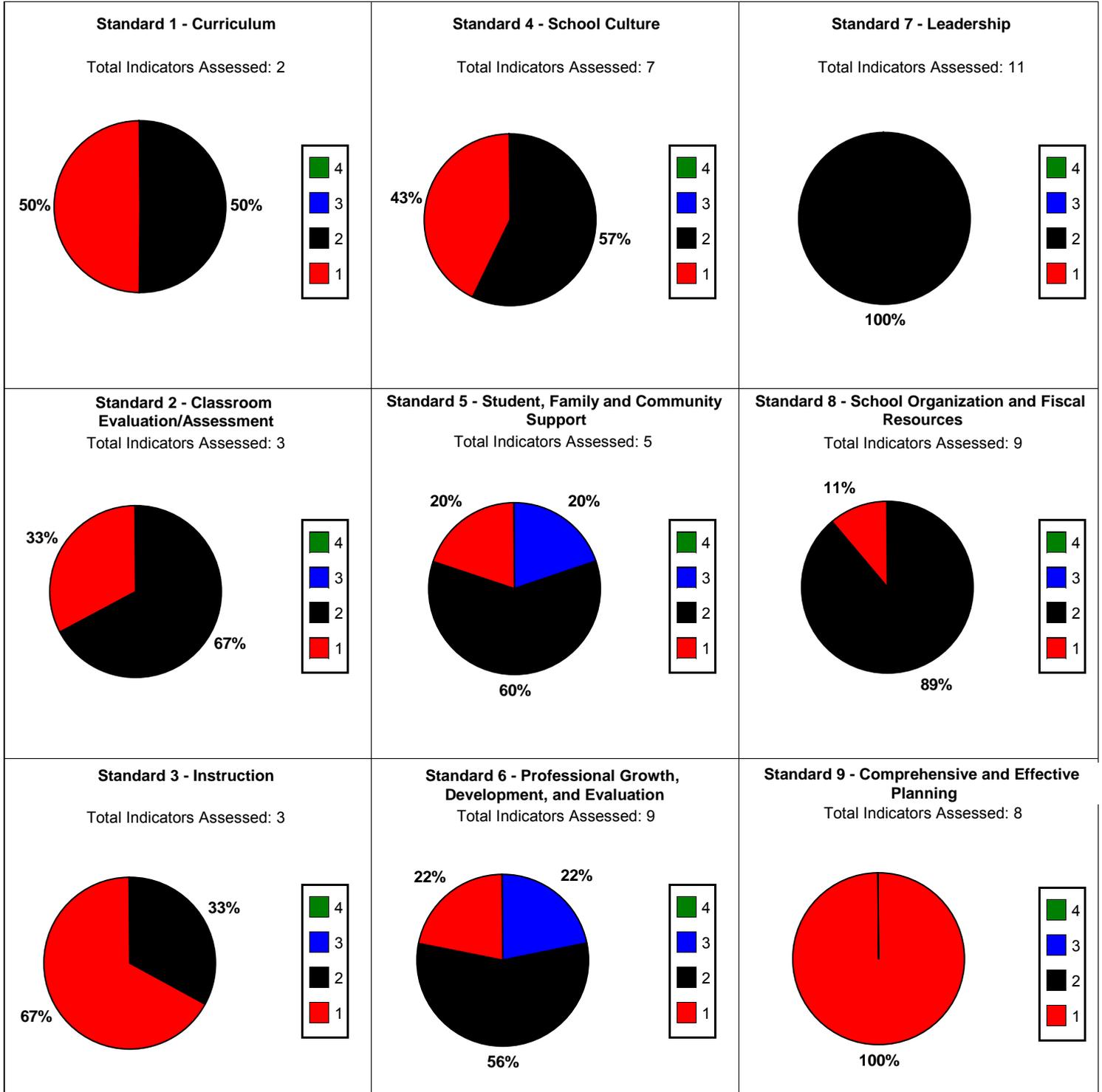
Timeline/Person Responsible	
3. Deficiency	The school council and principal do not ensure the adopted instructional practices policy is fully implemented and technology is integrated in classroom instruction.
Next Steps	The school council and principal should ensure the adopted instructional practices policy is fully implemented. The principal should monitor classroom instruction and identify effective instructional practices. He should provide constructive feedback with appropriate follow-up to assist teachers in refining instructional strategies and meeting diverse learning needs of students. He should monitor technology use to ensure teachers are providing opportunities for students to extend learning using technological resources and apply what they learn in authentic situations.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal does not ensure classroom assessments are frequent, rigorous and authentic.
Next Steps	The principal should develop and implement a systematic process for developing, evaluating and monitoring classroom assessments that mirror state expectations for student learning. Assessment data should be collected regarding frequent, rigorous and authentic assessments to provide feedback for modification of assessments.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal does not lead the staff in ongoing data analysis to determine the school's instructional and organizational effectiveness.
Next Steps	The principal should lead the staff in the regular collection and analysis of data from multiple sources to determine the school's instructional and organizational effectiveness. These data should be collected, reviewed and analyzed at scheduled intervals to measure the impact of resources and activities on student learning. The principal, in collaboration with the school council and other staff members, should continually analyze student performance data and use the results of this analysis to evaluate academic programs and instructional strategies and to ensure that students' unique learning needs are met.

School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	A student centered culture that is focused on student needs and academic achievement has not been created.
Next Steps	The principal should foster a culture of caring, nurturing relationships and include the total school community in modeling his philosophy of ready, respectful and responsible. The principal should develop a comprehensive communications plan that includes dissemination of school and student successes to the public and a process for teachers to participate in frequent, interactive communication with parents regarding student academic needs and successes. The school council should develop and adopt policy to increase family and community involvement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Leslie 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 - Leslie County - Leslie 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

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Leslie 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 (32) and formal interviews and informal discussions with teachers (26), students (42), parents (10), Family Resource/Youth Services Center staff members (1), central office personnel (3), support staff members (11), the assistant principal (1), counselors (2) and the principal.

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

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

The chairperson of the team was Betty E. Fox - District Administrator. The other team members were Julia M. Rawlings - Highly Skilled Educator, Cindy Price - Parent, Jill L. Crowe - Teacher, Rhonda C. Marshbanks - Teacher, Carol J. Wheat - Building Administrator, Gayla B. Jenkins - University Representative, Brenda W. Owen - Teacher.

Academic Performance

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

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

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

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of attendance records, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, course syllabi, curriculum documents, eWalk data, individual professional growth plans, Kentucky's Core Content for Assessment, master school schedule, roster of teaching assignments, samples of classroom assessments, samples of student work products, school mission, belief and vision statements, School Report Card data, school visitors register, student work, trophy cases and Student Code of Conduct

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

Observations of cafeteria, classrooms, common areas and hallways

Performance Rating 2

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

The school council has adopted curriculum policy, but the principal and school council do not ensure that the policy is fully implemented. School council members do not maintain an intentional focus on curricular issues at school council meetings. A curriculum committee has been formed to assess, design, monitor and evaluate the curriculum. According to the policy, members of the curriculum committee should be representatives of each teaching area, but the current committee is comprised of two members and has not met this school year. Professional learning communities meet each week to focus on curriculum standards, instruction and assessment. The principal conducts informal evaluations of curriculum through lesson plan checks and walkthroughs. The Leslie County High School principal and the Leslie County Area Technology Center principal do not collaborate in the design of course schedules to ensure a common academic core for all students.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **1**

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

The principal does not coordinate the facilitation of discussions of key curriculum transition points between and among the middle school, high school and the Leslie County Area Technology Center. All staff members are not using a curriculum that is fully aligned to Kentucky's curriculum documents (Academic Expectations, Program of Studies, Kentucky Core Content for Assessment) across all grade levels.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should initiate and facilitate collaborative discussions between and among the middle school, high school and Leslie County Area Technology Center staff members to identify key curricular transition points that will ensure seamless transition for students.

The principal should establish a systematic process for aligning the curriculum with current Kentucky standards documents (Academic Expectations, Kentucky Core Content for Assessment, Program of Studies). Teachers should define what students should know and be able to do in all content areas and grade levels. Professional learning communities should continue to meet each week to focus on curriculum standards, instruction and assessment. School council should maintain an intentional focus on curricular issues at school council meetings. The curriculum committee with members from every content area should meet regularly to review curriculum. The Leslie County High School principal and the Leslie County Area Technology Center principal should collaborate in the design of course schedules to ensure a common academic core for all students.

Resources:

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

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

Taylor, R. (1999). *Missing Pieces: Aligned Curriculum, Instruction and Assessment*. *Schools in the Middle*, 9(4), 14-16, National Association of Secondary School Principals.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, rubrics, samples of classroom assessments and samples of student work products

Interviews with parents, principal, school council members, students and teachers

Observations of classrooms, common areas and hallways

Performance Rating 2

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

The school council has adopted an assessment policy (open response and multiple choice items on all tests, on-demand writing at least one item each nine weeks at 9th-11th grades, on-demand at least two times each six weeks at 12th grade, core content must be cited on each test question, real-life scenarios), but the policy is not fully implemented. The principal has initiated professional learning communities for teachers to align and design formative and summative classroom assessments with Kentucky Core Content for Assessment. Teachers occasionally examine classroom assessments for alignment. Textbook-generated evaluations currently used in some classrooms are not always aligned to state standards. The frequency of administering classroom assessments varies (daily, weekly, unit tests) among teachers. Some formative and summative assessments are not authentic tasks for gauging continuous student achievement. The principal attends some content professional learning community meetings and sometimes leads teachers to examine levels of depth of knowledge. Most teachers do not design rigorous assessments that lead students to demonstrate what they should know and be able to do at high levels of learning. Few assessments require students to use inquiry, problem-solving and higher-order thinking skills.

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

The principal regularly attends professional learning community meetings and occasionally participates in discussions about performance standards of classroom assignments and assessments. Teachers are in the beginning stages of designing performance standards and using student performance level descriptors that lead students to demonstrate content mastery. Some teachers regularly provide rubrics to students before they complete open-response questions. Few students can articulate how performance

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

descriptors may serve as a guide for producing proficient work. Samples of proficient student work are rarely displayed in classrooms or commons areas.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

2.1d Test scores are used to identify curriculum gaps.

The principal does not lead all teachers in the disaggregation of state assessment data. The principal and some certified staff members disaggregated assessment data and the principal presents the results of data disaggregation at school council meetings. (Interim Performance Report, No Child Left Behind report, American College Testing results, PLAN results). The principal expects all content area teachers to disaggregate the Interim Performance Report data in their respective subject area. Teachers do not use disaggregated data to identify curricular, assessment and instructional gaps.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should revise the classroom walkthrough form to include assessment accountability. Assessment data should be collected to address frequent, rigorous and authentic assessments. The principal should monitor classroom formative and summative assessments to ensure students are given multiple opportunities to complete classroom assessments at all depths of knowledge and to use rubrics with rigorous performance level descriptors that lead students to proficiency.

The principal and school council should implement progress monitoring as a means for gauging continuous student achievement. The principal should lead staff and the school council in an analysis of progress monitoring data results and use the analysis to inform curriculum, assessment and instruction.

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

McTighe, J. & Thomas, R. S. (2002). Applying Understanding by Design to School Improvement Planning. (Audio tape). Alexandria, VA: Association for Supervision and Curriculum Development.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of course syllabi, curriculum documents, district technology plan, eWalk data, faculty meeting agenda, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), master school schedule, media materials and inventory, perception survey results, professional development records, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, school Web pages, student work, Professional Learning Community binders, Student Code of Conduct, Walkthrough Instrument and Technology Newsletters and Technology Resource requests

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

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

Performance Rating 2

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

The principal monitors classroom instruction through regular walkthroughs to ensure that teachers are articulating learning targets with students and identifying Program of Studies and core content on lesson plans and units of study. The principal does not always provide feedback that will assist teachers in the alignment of instructional strategies with state learning goals. Teachers sometimes require students to complete tasks similar to state assessments but do not always provide opportunities for students to demonstrate learning in a rigorous, authentic learning environment. Students are not regularly provided rubrics to assist them in knowing what they need to do to be proficient. All teachers are certified to teach in their assigned areas, but many classrooms do not sustain a climate of high expectations. The principal does not ensure that teachers differentiate instruction to meet diverse learning needs of students (gifted and talented, special needs, gender differences). Teachers meet weekly in professional learning communities to discuss curriculum and learning targets to guide assessments and instruction. Most professional learning communities have not implemented formal procedures for analyzing student work.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **1**

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. This policy states that teachers will use varied student-centered instructional strategies that address various learning styles and multiple intelligences and use activities that require all students to use higher-order thinking and problem-solving skills. The school council does not ensure that this policy is fully implemented as written. The policy has not been reviewed or updated to address emerging student needs. Many teachers use whole-group instructional strategies for delivery of the curriculum but do not always consider student readiness or diverse learning styles. The principal monitors classroom instruction through walkthroughs but does not consistently provide meaningful feedback to assist teachers in modifying instruction to meet diverse learning needs. The policy states that homework should be used to extend student learning, but the principal does not regularly monitor to ensure that homework extends learning or provides opportunities for authentic application of learned skills. Students often cannot articulate relationships between what they are learning in school and homework.

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

The school council has embedded technology in other council policies. These policies state that the school should utilize technology in a manner consistent with local school board policy and state laws and regulations. Teachers are given opportunities to complete technological resource requests and proposals, and some instructional resources for teaching units (Web sites, newsletter, SharePoint) are provided. Teachers do not regularly integrate technology in instruction, and classrooms have few technological resources. Most teachers rely on the textbook for instruction and have few supplementary resources beyond those that accompany their textbooks. The principal conducts regular walkthroughs for the purpose of monitoring classroom instruction, but the walkthrough instrument does not include look-fors in the use of technology. The media center has few current, innovative resources to enrich student learning and enhance instructional practices. Students sometimes research topics for classroom projects but are given few opportunities to extend learning beyond the classroom and create products that demonstrate higher-order thinking and problem-solving skills.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The school council and the principal should ensure that the adopted instructional practices policy is fully implemented. The principal should monitor classroom instruction and identify effective instructional practices. He should provide constructive feedback with appropriate follow-up to assist teachers in refining instructional strategies and meeting diverse learning needs of students.

The principal should collaborate with professional learning community leaders to assist content area teachers in the design and implementation of differentiated tasks for students with different abilities, interests and learning styles.

The principal should engage stakeholder representatives in actively seeking grants to augment school finances and purchase technological resources to support classroom instruction. The school council should modify the technology policy to ensure that technology is integrated into all classrooms. The principal should monitor technology use to ensure that teachers are providing opportunities for students to extend learning using technological resources and apply what they learn in authentic situations.

Resources:

Gurian, M. & Ballew, A. C. (2003). *The Boys and Girls Learn Differently Action Guide for Teachers*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-6485-6

Gurian, M. & Hensley, P. (2002). *Boys and Girls Learn Differently!* San Francisco, CA: Jossey-Bass. ISBN: 0787964859

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom displays, committee rosters, comprehensive school improvement plan, eWalk data, facility inspection reports, health department inspection reports, Individual Learning Plans, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, perception survey results, policies and procedures on access to student records, professional development records, report cards/progress reports, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school visitors register, school Web pages, school/district safety plan, staff extra-duty schedule, student discipline reports, transcripts, trophy cases, Assistance and Support School Improvement Success Team (ASSIST) Plan, cumulative folders system, Infinite Campus reports, Interim Performance Report and District Code of Student Conduct

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

Observations of classrooms, common areas 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 principal has recently supervised an extensive transformation (painting and clean up) of the school entrance, office and commons areas. The school council has recently adopted a discipline policy that includes leveled offenses and actions to promote a safe environment for staff and students. The principal has established procedures for morning zone supervision, duty expectations and assignments of teachers. Although the school council has not officially adopted a safety plan, the school has a plan in place (The Leslie County High School Emergency Guide) that outlines safety procedures and guidelines for staff. The principal ensures that safety drills are regularly practiced. The principal has not ensured that emergency evacuation routes are posted in all classrooms. School buildings and grounds are patrolled by a fulltime school resource officer. The building is equipped with security cameras and monitors. Operational procedures to minimize interruptions (announcements only at the beginning of class periods, tardy policy, iPod and cell phone policy) are being implemented by the principal and staff. The principal is implementing his three R philosophy (ready, respectful and responsible) among the students and staff. The principal recently conducted

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

opinion surveys of students and staff to obtain data to aid in planning and decision making regarding the learning environment. The principal has not developed a plan for supervising students as they travel between the school, gymnasium and Leslie County Area Technology Center.

- 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 fosters a “no excuses” culture and communicates the expectation that all staff members recognize their professional role in student success and failure. The principal has not developed partnerships with families and business and community leaders to support student learning and to promote high expectations. Professional learning community groups have been formed in order to increase instructional capacity within the faculty. The principal does not provide opportunities for teachers to collaborate with teachers that are successful with under-achieving students. The principal does not lead the staff in frequent progress monitoring of student performance in order to promote continuous improvement.

- 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 begun the policy revision process and staff assignment policy is due to be revised, but has not been revised at this time. The principal has fully not developed and implemented formal procedures to guide the effective matching of student needs to teacher strengths. Student groups are sometimes formed as a result of instructional needs (mathematics classes, advanced placement, classes for students with disabilities), but student performance data are not always collected and analyzed to guide regrouping of students. Few teachers use pre-assessments to identify individual needs of students and to form learning groups within classrooms.

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

Students are recognized at an end-of-year awards program held during the school day which impedes the attendance of some parents and community members. The Youth Services Center recognizes students of the month and those that scored proficient or distinguished on the Kentucky Core Content Test. Individual pictures of these students are displayed in the commons

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

area. Academic accomplishments are rarely shared with families or the community.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **1**

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

The school council has developed and adopted committee policy that does not include participation of all stakeholder role groups. Certified staff members are given the opportunity to serve on committees, but committees have not met. Teaching and non-teaching staff are rarely involved in making decisions that affect the teaching and learning environment. Parents and members of the community have not been encouraged to participate in committee structure.

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

The school council has not adopted policy, and the principal has not developed a comprehensive plan to guide communication with all school stakeholders.

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.

Some structures (Youth Services Center, guidance counselors) are in place to reduce the impact of socio-economic, physical or intellectual factors on learning. Multicultural education is not intentionally recognized and celebrated. The principal is not intentionally focused on hiring and retaining a diverse staff.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

The school council should re-activate the committee structure to assist in program planning and decision making. Committee membership should include teaching and non-teaching staff, families, business leaders and community members. The school council's actions and decisions should focus on promoting increased student achievement and involving all stakeholder groups in decision making.

Continuous encouragement and recognition of high student achievement should become a schoolwide initiative. Student successes should be celebrated both within the school and community. Teachers should take ownership of student success as well as failure. Consistent high expectations in all classes should become the norm and attainment of these expectations by students should be recognized and celebrated.

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

The principal should develop a comprehensive communications plan. The plan should include dissemination of school and student successes to the community and should seek input of all stakeholders (teaching and non-teaching staff, families, business leaders and community members) in decision making and school planning. The plan should also detail a process for teachers to participate in frequent and interactive communication with parents regarding student academic needs and successes.

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

Resources:

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

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

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

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

Whitaker, T., Whitaker, B. & Lumpa, D. (2000). Motivating & Inspiring Teachers: The Educational Leader's Guide for Building Staff Morale. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4.

Winer, M. & Ray, K. (1994) Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey. St. Paul, MN: Amhurst H. Wilder Foundation.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom displays, committee rosters, eWalk data, facility inspection reports, health department inspection reports, Individual Learning Plans, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, perception survey results, policies and procedures on access to student records, professional development records, report cards/progress reports, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, school visitors register, school Web pages, school/district safety plan, staff extra-duty schedule, student discipline reports, transcripts, trophy cases, Assistance and Support School Improvement Success Team (ASSIST) Plan, cumulative folder system, District Code of Student Conduct, Infinite Campus Reports, Interim Performance Report and school mission statement

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

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

Performance Rating 3

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

Cumulative student folders contain multiple sources of data that are well organized and stored in a locked records room. The records provide both educational and developmental information regarding students and are available for review by appropriate staff. Folders are accompanied by inspection logs along with procedures to guide third party releases. Infinite Campus is used to assist in records management within the classrooms and school offices. Individual learning plans have been developed, and benchmarks are completed according to criteria set at each grade level. The information contained in the individual learning plans is accurate, up-to-date and used by the student and school personnel to monitor effective academic development.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

Criteria for entering and exiting extended school services have been established through school council policy adopted Oct. 19, 2006. Transportation is not provided for extended school services limiting students' ability to attend. The school council has not adopted policy, and the principal has not implemented formal procedures for students to be referred to other support services (school guidance, Youth Services Center) within the school. The Youth Services Center partners with various community agencies (Kentucky River Community Care, Leslie Knott Letcher Perry, local churches, Kids for Coal Board, the University of Kentucky Extension Office) to reduce barriers to learning. School counselors are available to assist students with social, educational and career exploration needs, but administrative duties sometimes impede their effectiveness with direct student services.

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

The school council has not adopted a comprehensive intervention program that includes procedures to be implemented by the principal for referring students for additional needed services (Youth Services Center, guidance counselors, health or behavioral services). Some staff members have been trained to identify students with special learning or behavioral needs. Guidance counselors meet with students transferring into the school to determine curriculum needs and make referrals for other services to reduce barriers to learning.

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

The school council has not adopted policy, and the principal has not established procedures for re-engaging students after extended absences (truancy, drop out, homebound, suspension). Other than activities offered by the Leslie County Area Technology Center, few co-curricular programs (academic or career interest clubs) are available to enhance student learning. Extended school services tutoring is sometimes offered after school, but the lack of transportation for students limits attendance. The school partners with colleges (Hazard Community College, Eastern Kentucky University) to offer some learning opportunities (dual credit hours, credit recovery, college credit

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

hours) beyond the regular classroom.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Learning Environment**

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

Performance Rating **1**

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.

Procedures to resolve parent issues or complaints have not been developed by the school council. The school council has adopted policy to address consequences for excessive or unexcused absences and tardies. The district director of pupil personnel collaborates with school personnel and the truancy diversion program to resolve issues of truant students. The Youth Services Center partners with community agencies to reduce barriers to student learning, but the principal has not developed formal procedures to ensure all students are being served. The school council has adopted a committee policy, but the principal has not fully implemented the policy. Parents and community members are not active partners in the committee structure. Programs have not been established to develop relationships with families that would increase support in the educational process.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary of recommendations in: **Learning Environment**

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

The school council should develop and adopt policy to increase family and community involvement. The principal and school staff should brainstorm ideas to include families, guardians and business and community members in the educational process. All stakeholders should be active partners in promoting programs and services for all students with a focus on student achievement and reducing barriers to learning. Programs should be initiated to increase interaction between families and teachers regarding student achievement. All stakeholders should be consistently recruited to serve on committees, participate in school improvement planning and hold volunteer positions in the school that will have an effect on student achievement. This network of volunteers (classroom mentors, guest speakers, one-on-one tutors) should assist in planning academic celebrations and other meaningful experiences identified by the school to maximize opportunities for student engagement and learning.

The principal should facilitate the coordination of all support programs in the school. Program entry and exit criteria and a process for identifying student needs should be developed, communicated and implemented.

The principal should survey students to determine areas of interest in co-curricular programs (school bank, Kentucky Youth Assembly, school to work, co-ops, job shadowing, mentoring opportunities, community service). Business and community partners along with parent volunteers should be invited to work with school staff to implement these programs.

Resources:

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L. (2002). *School, Family, and Community partnerships: Your Handbook for Action* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.

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

Pearson, S. S. (2002). *Finding Common Ground: Service-Learning and Education Reform-- A Survey of 28 Leading School Reform Models*. Washington, D. C.:American Youth Policy Forum Publications Department.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

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, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, perception survey results, professional development records, professional resource materials, school council meeting agenda and minutes, School Report Card data, staff development agenda and Walkthrough Instrument

Interviews with classified staff, media specialist, principal, school council members, teachers and Technology Coordinator

Performance Rating 3

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

District leadership has developed a clearly defined certified evaluation process. The principal shared the evaluation process with all certified staff at the beginning of the school year.

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

The principal evaluates certified staff according to the requirements of the state approved district evaluation process.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

Due to the change in administration (principal and assistant principal), a professional development amendment committee was formed to determine professional development for the 2009-2010 school year. Most teachers participate in professional development that updates their content knowledge or professional practice. Teachers participated in 12 book study sessions to discuss *Tools for Teaching* by Fred Jones facilitated by the principal and other school administrators. The principal conducts walkthroughs to monitor instructional practice and the implementation of strategies learned from the book study sessions. The principal provides feedback regarding the use of these strategies for teachers. The principal implements professional learning communities that assist department heads in enhancing leadership skills by leading their colleagues in their respective content areas. Classified staff members are not provided professional development but receive on-the-job training from co-workers.

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

A professional development amendment committee (administrators, support staff, district staff) was established to amend the 2008-2009 professional development plan to support the principal's vision of quality teaching and learning at Leslie County High School. According to the revised 2009-2010 professional development plan, the identified activities are to take place first before reverting to those from the 2008-2009 professional development plan. The principal has not surveyed staff to determine professional development needs or collaborated to develop a job-embedded, multi-year plan for staff development. Teachers occasionally seek professional development outside the district and sometimes share what they learned with teacher colleagues and the principal provides feedback regarding the effectiveness of the strategies. The principal monitors the implementation of some professional development activities (*Tools for Teaching* book study) through walkthroughs.

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

Professional development is not always job-embedded. Few teachers have the opportunity to take advantage of professional development beyond what is offered at the school or in the district. The principal has led in an after

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

school venture to study the book, "Tools for Teaching". In these study groups, teachers were exposed to new strategies and techniques for improving the quality of classroom management. The principal has divided the faculty into professional learning communities that meet weekly. Professional learning communities work together to improve student achievement. Although positively perceived, the success of this tool has not been proven. Individual professional growth plans are sterile in format and need to be individualized for each teacher.

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

The principal adheres to the expenditure of professional development funds for activities identified in the Assistance and Support School Improvement Success Team (ASSIST) and the professional development plans. Certified staff professional development activities are not always intentionally linked to identified student needs.

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

The principal recently completed the requirement that all teachers develop an individual professional growth plan. The delay was intentional so the principal could better know the staff which would give him an insight for individual growth. However, the development took place with limited collaboration with the principal. Many individual professional growth plans are identical and do not allow for identifying goals and activities that are based on personnel evaluation data. Most plans do not model ongoing self-reflection and feedback from the principal.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Learning Environment**

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

Performance Rating **1**

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

The principal has not established a systematic process to connect professional development activities with the school's learning goals, individual professional growth plans and personnel evaluations. The goals (higher rates of student achievement, curriculum development) identified in the ASSIST plan were not directly considered when planning for professional development. Most teachers completed individual professional growth plans as late as February 2010 after most professional development requirements were fulfilled for the 2010 school year. The principal does not use personnel evaluations to determine professional development needs of staff.

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

The principal did not require teachers to develop 2009-2010 individual professional growth plans until February 2010. The late development of the plans has not allowed the principal to provide meaningful feedback on their implementation or to document progress on certified personnel evaluations.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary of recommendations in: **Learning Environment**

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

The principal should follow the state approved district personnel evaluation process as written. Individual professional growth plans should be a collaborative activity between the principal and certified staff. Plans should be written in conjunction with growth areas identified during the summative phase of a teacher's evaluation and should align with the learning goals of the comprehensive school improvement plan. The principal should review the individual professional growth plan at scheduled intervals within each school year to measure progress toward achievement of the identified goals.

The school council and principal should establish a comprehensive process for identifying professional development needs and monitor the impact professional development has on instructional practices and student achievement. The principal should facilitate the process for aligning the activities with school learning goals identified in the comprehensive school improvement plan, individual professional growth plans and personnel evaluations of certified staff members.

The principal should collaborate with staff in developing a job-embedded, multi-year plan to maintain continuity and to build on previous years training experiences.

Resources:

Guskey, T. R. (1999). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press, Inc.

Maxwell, J. C. (1998). The 21 Irrefutable Laws of Leadership. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of categorical program financial reports, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, faculty meeting agenda, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, needs assessment data, perception survey results, professional development records, professional resource materials, safe schools data reports, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school Web pages, school/district safety plan, state statute and regulation, student discipline reports and Assistance and Support School Improvement Success Team (ASSIST) Plan Interim Performance Report

Interviews with assistant principal, central office staff, classified staff, community members, counselor, parents, school council members, students and superintendent

Observations of cafeteria, classrooms, common areas and hallways

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal articulates his personal vision that Leslie County High School should be viewed as a place of quality teaching and learning but has not led a process for developing a shared vision for the school. A vision statement was adopted by a former school council, but few staff members can verbalize the process by which it was developed. The school council recently adopted a new mission statement, but stakeholder groups, beyond the Assistance and Support School Improvement Success Team (ASSIST) members, administrative team and some certified staff members, were not involved in molding this mission statement. The school council and teachers have embraced the new statement as the stimulus for determining educational programs, plans and actions of the school. The principal ensures that the mission statement is displayed in each classroom, included on the school Web page and posted in the front foyer.

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

The principal sets the expectation that all content area teachers disaggregate Interim Performance Report data. The principal does not lead this

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

disaggregation process but meets with department teams to discuss findings. The principal does not assist teachers in using disaggregated data in identifying curricular, assessment and instructional gaps to increase student performance. The school council is not involved in the data disaggregation process, but the principal presents the results of all data disaggregation at school council meetings. The administrative team reviews percentages on the No Child Left Behind report, and the principal shares findings with certified staff members and the school council. Other student assessment data (American College Testing results, PLAN results, Standardized Testing And Reporting reading and mathematics results), staff and student surveys and classroom data obtained from Infinite Campus (grades, attendance, behavior) are also collected. The ASSIST members use this information to determine monthly activities for inclusion in the ASSIST plan but not for the development of a state-required comprehensive school improvement plan.

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

The principal has collaboratively developed his individual professional growth plan with the district superintendent and assistant superintendent. Goals and activities are centered on developing a sustained and shared vision. The principal obtains most Effective Instructional Leadership Act hours within district-led professional development and administrative professional learning community book studies but is given leeway to obtain additional hours or to purchase professional leadership materials at his discretion. The principal's individual professional growth plan is informally discussed with the superintendent several times during the school year. The principal delayed completing an individual professional growth plan with the first year assistant principal until January 2010 in order to effectively determine appropriate leadership growth needs. Informal discussions have occurred with the assistant principal on progress toward achieving goals. School counselors have completed individual professional growth plans with input from the principal but have not met to determine progress on identified goals.

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

The principal and some certified instructional staff analyzed data from assessments (No Child Left Behind report, Interim Performance Report) in

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

specific content areas, but these analyses have little focus on identification of differences in academic performance of gap groups. The school council and principal are aware of gap groups (male students in reading, free and reduced lunch students, students with disabilities) but have not developed specific strategies to address these student populations. The principal shares disaggregated performance data with school staff, and strategies (additional math class for struggling students, moving certified math teacher from the in school detention unit, incorporate reading strategies in all content areas, name and claim) for increasing proficiency and reducing novice have been implemented. Most disaggregated data are incorporated in the ASSIST plan, but these data are not used to develop a state-required comprehensive school improvement plan.

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

The principal ensures certified instructional staff members have access to Kentucky's curriculum documents through professional learning communities. Most teachers have received training in the use of these documents by unpacking standards to ensure awareness of knowledge, skills and products required for mastery of concepts in order to maximize student performance. The principal has created a walkthrough instrument which includes the monitoring of classroom activities for alignment to state standards, but impact on student performance is not measured.

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

The school council has adopted a discipline policy to address classroom management practices and student expectations for behavior. The principal has implemented schoolwide practices and procedures (no calls to classrooms, morning and afternoon announcements, zone duty) to minimize distractions to learning and maximize instructional time. The principal sets the expectation that all classroom teachers implement non-negotiable strategies (10-10 rule, posted learning targets, flashbacks, exit slips) and conducts walkthroughs to monitor the implementation of these practices in the classroom. The principal has not begun the process of collecting data for analysis to measure the impact of non-negotiables on student achievement. Most content area staff members share common planning time, but the principal reserves this time for individual planning. The principal sets the

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

expectation that content area professional learning communities meet weekly on a day after school. He allowed each content area team to determine a day that best suits the schedules of team members so that each team can have full attendance. He also wants to have professional learning teams meet on different days to allow him a better opportunity to attend these meetings in order to provide guidance and clarification of agenda items. The professional learning communities are directed on agendas for these scheduled meetings.

- 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 does not have a formal process for allocating human, physical and fiscal resources or a process to measure the effectiveness of these resources on student performance. Committees (budget, staffing and hiring, schedule of the school day, space use) are sometimes used by the principal to plan and allocate resources for the purpose of eliminating identified barriers (students struggling in mathematics, students having persistent behavior problems, student safety and health issues) to student learning. Few community resources are used to support the instructional program. The principal has collaborated with district leadership to complete an extensive facelift of the school entrance and office and commons areas.

- 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 recently adopted a discipline policy that includes leveled offenses and actions to promote a safe environment for staff and students. The principal has established procedures for morning zone supervision, duty expectations and assignments of teachers. Although the school council has not officially adopted a safety plan, the school has a plan in place (The Leslie County High School Emergency Guide) that outlines safety procedures and guidelines for staff. The principal ensures that safety drills are regularly practiced. The principal has not ensured that emergency evacuation routes are posted in all classrooms. School buildings and grounds are patrolled by a fulltime school resource officer. The building is equipped with security cameras and monitors. The physical structure and condition of the school buildings provides all students and staff with a safe, healthy and orderly learning environment. The principal has recently supervised an extensive transformation (painting and clean up) of the school entrance and

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

office and commons areas. The principal recently conducted opinion surveys of students and staff to obtain data to aid in planning and implementing a positive image initiative regarding the learning environment. Operational procedures to minimize interruptions (announcements only at the beginning and end of the school day, tardy policy, iPod and cell phone policy) have been implemented by the principal.

The principal has introduced and is currently implementing his three R philosophy (ready, respectful, responsible) among the students and staff. The principal has not developed a plan for supervising students as they travel between the school, gymnasium and Leslie County Area Technology Center.

- 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 bylaws and policies required by Kentucky's Revised Statutes. Additional best practices policies and many procedural policies have also been adopted. The school council is currently in the process of reviewing, revising, consolidating or eliminating policies. The review process includes little stakeholder input beyond the school council. The principal has not ensured that council policies are fully implemented. School council policies are available to stakeholders on the school Web page, but this page has not been updated to include recently revised policies.

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

Student achievement and issues that impact student performance are embedded in some school council actions and decisions, but the council has not sustained an intentional focus on improving student academic performance. The principal is in the process (reviewing disaggregated assessment data, revising council policies) of guiding the school council to focus on student achievement. The superintendent or his designee frequently attends school council meetings, participates in council discussions when requested and shares pertinent information with council members. The school council is required to report goals and achievements on an annual basis to the board of education, but the principal has requested time to report monthly at the board of education meetings.

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

The principal expresses an awareness of the immense amount of work to be accomplished at Leslie County High School. In determining a starting point and gathering available information (high numbers of discipline infractions, poor attendance, drop-out rate, observation of facilities, staff and student surveys), the principal decided to primarily focus on creating a positive school culture that is student-centered, safe and inviting. Procedures (zone duty, safe room, discipline practices, hall passes) are in place to decrease discipline issues. The principal sets the expectation that all classroom teachers implement non-negotiable strategies (10-10 rule, posted learning targets, flashbacks, exit slips, Tools for Teaching book study) and conducts walkthroughs to determine if these non-negotiables are being used to contribute to using class time effectively. He is implementing professional learning communities and set expectations for after school meetings. In primarily focusing on creating a student centered school culture, many essential components (collaborating with the middle and Leslie County Area Technology Center to create a fully aligned curriculum, involving stakeholders in the development of a comprehensive school improvement plan, actively inviting and involving parents and other stakeholders to participate in decision making on student learning) vital to increasing student performance have not been addressed. The principal promotes and models a no excuses belief that all students can learn to proficiency regardless of life circumstance and personally encourages each student to perform at higher levels. The principal does not invite and involve all stakeholders to become part of the school community, and the school community is rarely informed of what is going on at Leslie County High School.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The school council should develop a comprehensive communication plan to provide all stakeholders with educational information in a timely manner. The plan should provide multiple opportunities for meaningful interactive communication between and among the school, families, students and community.

The school council and principal should establish processes and procedures for monitoring the implementation of all policies, comprehensive school improvement plan goals and instructional improvement initiatives. The school council should receive regular reports on student achievement based on ongoing assessments and how student performance has been affected by the implementation of the policies, goals and initiatives. The council should use the monitoring process to determine which initiatives should be ensured through policy and which initiatives should be abandoned due to the lack of positive results.

The school council and principal should facilitate a process to revisit the school mission statement and develop school vision and beliefs statements. This process should include representation from all stakeholder groups. School mission, vision and beliefs statements should be communicated to all stakeholders and used to inform decision making.

The school council and principal should develop a systematic process for collecting data from multiple sources to monitor continuous student progress. The process should include collecting, graphing and analyzing state, standardized and classroom assessment data. The principal should lead all certified staff members in the disaggregation and analysis of these data. Trend data from these analyses should be used to identify curricular and instructional gaps and target students needing interventions and additional support.

Resources:

Blankstein, A. M. (2004). *Failure is Not an Option*. Thousand Oaks, CA: Corwin 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.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, district budget and allocations, facility work orders, needs assessment data, perception survey results, professional resource materials, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda and Assistance and Support School Improvement Success Team (ASSIST) Plan

Interviews with assistant principal, central office staff, classified staff, counselor, media specialist, parents, principal, school council members, school resource officer, students, superintendent and teachers

Observations of classrooms 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 developed some lines of communication and defined areas of responsibility (administrative team, professional learning communities, zone duties) primarily for certified staff members. The administrative team meets weekly to guide and monitor progress on academic performance, provide an up-to-date situational awareness of the building and coordinate activities for the week. The principal meets with professional learning community leaders on Mondays and disseminates information from administrative meetings. Leaders report team progress and agendas for weekly meetings are developed to guide the work of professional learning communities. The principal assigns zone duties to all certified staff members to monitor hallways, bathrooms and common areas. The school council meets monthly, but the principal does not share the council agenda, minutes or decisions with all stakeholders. The school council has adopted a committee participation policy requiring eight standing committees to work within clusters of curriculum and instruction, assessment and planning, budget, professional development, staffing and hiring, governance, technology and school climate, but the principal does not implement this practice as written. Certified staff members are required to serve on a council committee, but the principal has not established procedures and communicated expectations for committee work. The school council allocates human, physical and fiscal resources but does not have a well-defined process to analyze student achievement data and measure the effectiveness of these resources on student performance. Few community resources (guest speakers, mentors, career day participants) are used to support the

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

instructional program.

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

The school council adopted an assignment of all instructional and non-instructional staff time policy in 1992. A staffing committee meets in the spring to review instructional staff assignments and determine placements for the upcoming school term based on student enrollment and student class needs. The principal does not use an analysis of student performance data to guide all decisions concerning staff assignments. In July, the principal requested the staff committee to revisit staff assignments based on some student disciplinary and instructional needs (safe room, moving certified math teacher from in-school detention unit). The unique talents of staff members are not always intentionally matched with the learning needs of students.

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

The school council has not adopted best practice policies specific to protection of instructional time. The principal has implemented schoolwide practices and procedures (no calls to classrooms, morning and afternoon announcements, zone duty) to minimize distractions to learning and maximize instructional time, but does not monitor this practice to ensure all teachers are using this time to teach bell to bell. The principal communicates to teachers that only academic assembly programs are permitted during the instructional day. The school council recently revised the discipline policy to define classroom management and student behavior expectations. To further assist teachers with classroom management and organization, the principal requires teachers to complete weekly lesson plans, arrange rooms for close proximity and work the crowd. The principal sets the expectation that all classroom teachers implement non-negotiable strategies (10-10 rule, posted learning targets, flashbacks, exit slips) and conducts walkthroughs to monitor the implementation of these practices in the classroom. The principal has not begun the process of analyzing the impact of the non-negotiables on student achievement. Most instructional staff members assume zone duties between classes to monitor transitions and encourage students to be in class on time.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

The principal has organized the master schedule to accommodate department common planning times for most instructional staff. The principal tries to keep this time reserved for individual planning. The principal negotiated this practice of protecting individual planning with developing an after school schedule for professional learning community teams to meet weekly. The principal has established expectations for professional learning communities to focus on implementation of activities (developing learning targets, creating lesson plans, unpacking standards) identified in the Assistance and Support School Improvement Success Team (ASSIST) plan. The professional learning community structure provides content department teachers time to plan vertically but limits opportunities for interdisciplinary planning. The professional learning community work varies (unpacking standards, designing assessments, developing units of study) in the level of implementation.

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

The principal and administrative team design a master schedule that provides sufficient time for instruction, but does not allow the flexibility of increasing class time to accommodate individual instructional and curricular needs (science laboratories, art and humanities projects, expanded assessments). The Leslie County Area Technology Center schedule is considered and coordinated into the design of the high school's master schedule. Self-contained and resource rooms are used to deliver instruction to meet the educational needs of students with disabilities. Limited collaboration opportunities for students with disabilities are available. Two mathematics classes are scheduled to provide additional time for some students struggling to master content.

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

The school council receives the annual Support Education Excellence in Kentucky (SEEK) funds as required by Kentucky Revised Statutes. The

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

school council approved budget, fiscal management and purchase order procedures policies in 1992. These policies define the process used to allocate fiscal resources, complete purchase order requests, timelines to follow and procedures for reporting to the school council. The principal has established steps (department head expenditures, requests for additional funds) to equitably distribute funds. A budget committee is in place, but this committee rarely meets to fulfill the guidelines of the school council policies. The principal presents an updated budget on expenditures to the school council at each monthly meeting.

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

The school council has adopted several policies addressing distribution of school allocated funds. School council allocations are funded primarily through categorical and SEEK funds. The principal does not have formal procedures for determining needs for distribution of discretionary funds. The school council usually allocates most school funds to departments and managerial needs. The principal requests department heads to collaborate with content area teachers to develop a plan for expenditures of content area funds, but this process is informal and does not always match specific needs of the school.

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

The principal collaborates with district leadership to ensure that state and federal funding sources (Individuals with Disabilities Education Act, Title II, professional development) are expended according to program guidelines. Some funds are integrated to enhance school initiatives (Standardized Testing And Reporting reading and mathematics, technology purchases, safe room). Categorical funds are allocated to support identified student needs and according to specific program guidelines, but program strategies are not always monitored for effectiveness in meeting goals or impact on student learning. Title II and professional development allocations are integrated to provide professional development opportunities for staff. The principal provides monthly budget reports to the school council for approval. School council members occasionally ask questions for clarification.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

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

The school council adopts policy for the expenditure of school funds and approves a budget for the allocation of funds for materials and supplies to departments. The principal manages the school budget and presents the school council with a budget report at each monthly meeting. Lack of a comprehensive school improvement plan impedes the assurance that expenditures are based on identified priority needs. Budget expenditures are not always evaluated for effectiveness in meeting goals or impact on student learning. The school council has not adopted policy to ensure funds are expended equitably, rather than in an equal manner.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The school council should review, revise, develop, adopt and implement all required and appropriate best practice policies and bylaws that govern the decision making of the council. School council policies and bylaws should be titled, sequentially numbered, signed and dated upon adoption, review or revision to provide clear record tracking of policies. These policies and bylaws should be used by the council to drive instructional and operational decisions that will chart the direction of the school.

The school council should review and revise the budget policy. The policy should include a needs assessment process to determine budgetary priorities. The priorities should be tied to school goals and improve student achievement. The policy should include an evaluation process for measuring the effectiveness of expenses and impact on student learning. The principal should establish procedures and implement the policy as designed. The principal should communicate this policy to all stakeholders, and the school council should monitor the policy for compliance.

Resources:

Kentucky Association of School Councils - <http://www.kasc.net/>

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie 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 comprehensive school improvement plan, faculty meeting agenda, Kentucky Performance Report disaggregated data, needs assessment data, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data and Assistance and Support School Improvement Success Team (ASSIST) Plan (serving as Comprehensive School Improvement Plan)

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

Observations of classrooms, common areas and hallways

Performance Rating 1

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

The Assistance and Support School Improvement Success Team (ASSIST) plan executive summary indicates that the current mission statement was developed by a representative group of all stakeholders in the school community; however, the stakeholders were neither identified by name nor role group. The principal collaborated with ASSIST, administrative team members and some certified staff on the development of the mission statement. Although the school council was not involved in the development of the mission statement, the school council has embraced this statement as their guide for making decisions. This plan does not contain a beliefs statement. The vision statement has not been reviewed or revised by the principal and school council.

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

The monthly ASSIST plan has been adopted as the school's comprehensive school improvement plan but does not meet the requirements of a state-required improvement plan. The Standards and Indicators for School Improvement document was used as the basis for the school needs assessment. Using these data, the priorities, causes, objectives and activities were established to aid in the development of the ASSIST plan. School and classroom data from Infinite Campus (grades, attendance, behavior) were reviewed along with some state and national student assessment data (Interim Performance Report, American College Testing, Standardized

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

Testing And Reporting reading and math, PLAN results). The school council is not involved in the data disaggregation process, but the results of disaggregation are presented at school council meetings. The principal does not complete a comprehensive and intentional analysis of classroom assessments and individual student work to complete the planning process.

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

The ASSIST plan does not include improvement goals that are clear, concise and measurable. In addition, benchmarks are not established to measure progress toward achieving the improvement goals. The principal collects assessment data from the Interim Performance Report but does not identify specific instructional and organizational needs among all groups within the school population. Other sources of data (American College Testing results, Standardized Testing And Reporting reading and math results, PLAN results from 2008-2009, staff and student surveys) are collected along with classroom data obtained from Infinite Campus (grades, attendance, behavior). These sources of data are used by the ASSIST members to determine monthly activities that are included in the plan but are not analyzed to determine strengths and limitations.

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

During monthly ASSIST meetings, members discuss the progress of activities within the plan. Most of these discussions center around the implementation of the activities rather than the evaluation of the impact on student achievement. In October 2009, the school council adopted the ASSIST plan as the 2009-2010 comprehensive school improvement plan. The principal presents information regarding the implementation of the activities at some school council meetings.

9.6a The plan is implemented as developed.

The monthly ASSIST plan has been adopted as the school's comprehensive school improvement plan but does not meet the requirements of a state-required improvement plan. School council members and teaching and non-teaching staff are not involved in the plan's development or revision. The principal, along with other ASSIST members, are the primary contributors in the development and implementation of the ASSIST plan. Teachers recently

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

received their first copy of an ASSIST plan in February 2010. Teachers are responsible for implementation of some of the activities identified in the ASSIST plan within the professional learning community structure. The principal has not communicated the goals of the ASSIST plan with all stakeholders.

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

The principal sets the expectation for staff analysis of state assessment data. The school council does not participate in disaggregation and analysis of data, but the principal reports results of data analysis. Little data are collected for evaluating the degree to which the ASSIST plan goals are achieved.

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

The principal and ASSIST members monitor instructional practices through formal and informal walkthroughs, but the data are not used for the purpose of evaluating the plan's effect on student performance. The principal does not lead all staff in the analysis of student performance data to inform curriculum, assessment and instruction decisions in the classroom throughout the school year.

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

The principal has not led the process of collaboratively developing a comprehensive school improvement plan to sustain a commitment to continuous school improvement. The monthly ASSIST plan has been adopted as the school's comprehensive school improvement plan but does not meet the requirements of a state-required improvement plan. Although the principal is in the initial stages of promoting an atmosphere of high expectations for staff and students, he is not holding teachers accountable for increasing student achievement. He has not collaboratively developed a communication plan that guides the dissemination of information of initiatives, events or celebrations to stakeholders. He is beginning to challenge the status quo by implementing initiatives (establishing professional learning communities, creation of an administrative team, grade level student meetings, mentoring groups, naming and claiming students, zone duties).

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The principal should immediately lead the collaborative development (based on Consolidated Plan Development operational procedure) of a true comprehensive school improvement plan in the format approved and adopted by the Leslie County Board of Education. The school council should coordinate the development and implementation of the plan including working with component teams. This plan should be a guiding document that goes beyond compliance and should reflect current research and best practice planning. A formal and frequent method of implementation and impact checks should be established through school council policy. The plan should include well defined benchmarks to determine effectiveness of activities on student performance. A process for frequently monitoring student progress for reaching benchmarks should be established. The principal should lead implementation of the plan as written. The school council should monitor the implementation of the plan and measure the impact of the activities on student achievement at regular intervals.

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

Summary of Next Steps:

The principal should immediately lead the collaborative development of a comprehensive school improvement plan in the format adopted by the Leslie County Board of Education. The principal should lead implementation of the plan as written. A formal, frequent method of implementation and impact checks should be established through school council policy. A process of frequently monitoring student progress for reaching benchmarks should be established and monitored by the school council.

The school council should immediately contact the Kentucky Association of School Councils for additional council training and assistance in policy development and council effectiveness. The school council and principal should include representatives from all stakeholder groups in decision making.

The school council and principal should ensure the adopted instructional practices policy is fully implemented. The principal should monitor classroom instruction and identify effective instructional practices. He should provide constructive feedback with appropriate follow-up to assist teachers in refining instructional strategies and meeting diverse learning needs of students. He should monitor technology use to ensure teachers are providing opportunities for students to extend learning using technological resources and apply what they learn in authentic situations.

The principal should develop and implement a systematic process for developing, evaluating and monitoring classroom assessments that mirror state expectations for student learning. Assessment data should be collected regarding frequent, rigorous and authentic assessments to provide feedback for modification of assessments.

The principal should lead the staff in the regular collection and analysis of data from multiple sources to determine the school's instructional and organizational effectiveness. These data should be collected, reviewed and analyzed at scheduled intervals to measure the impact of resources and activities on student learning. The principal, in collaboration with the school council and other staff members, should continually analyze student performance data and use the results of this analysis to evaluate academic programs and instructional strategies and to ensure that students' unique learning needs are met.

The principal should foster a culture of caring, nurturing relationships and include the total school community in modeling his philosophy of ready, respectful and responsible. The principal should develop a comprehensive communications plan that includes dissemination of school and student successes to the public and a process for teachers to participate in frequent, interactive communication with parents regarding student academic needs and successes. The school council should develop and adopt policy to increase family and community involvement.

Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

In Conclusion:

The members of the review team are grateful to the leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

School Council Authority:

The school leadership assessment team has determined that the school council has the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

Principal Authority:

The school leadership assessment team has determined that the principal has the capability and capacity to continue his roles and responsibilities established in KRS 160.345.

Recommended Intervention Option:

Re-staffing Option

Commissioner, Kentucky Department of Education: _____

Date: _____

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

- Pending approval from the US Department of Education, the principal of Leslie County High School may remain in this position for the 2010-11 school year.
 - However, after one year of implementing the intervention plan, if Leslie County High School has not made sufficient progress toward the annual goals and implementation of the intervention plan, the principal shall be removed.
- 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 with a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

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

Principal, Leslie County High School: _____ Date: _____

Superintendent, Leslie County Schools: _____ Date: _____

Kentucky Department of Education
School Leadership Assessment Summary Report

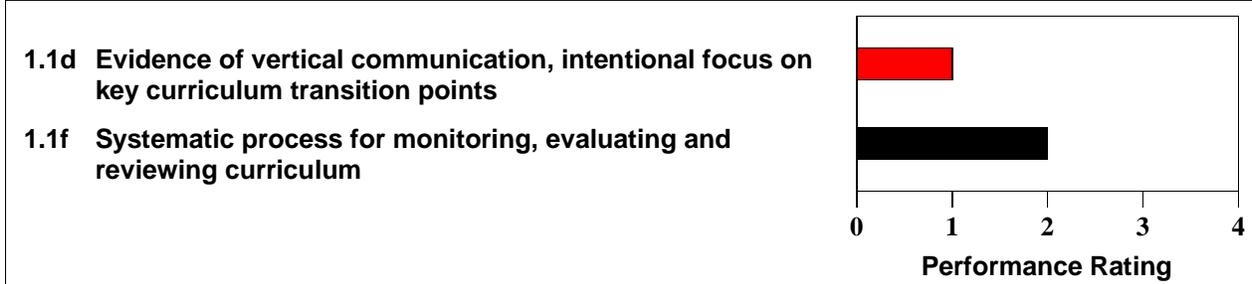
Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

1.1 Curriculum

Academic Performance



Kentucky Department of Education
School Leadership Assessment Summary Report

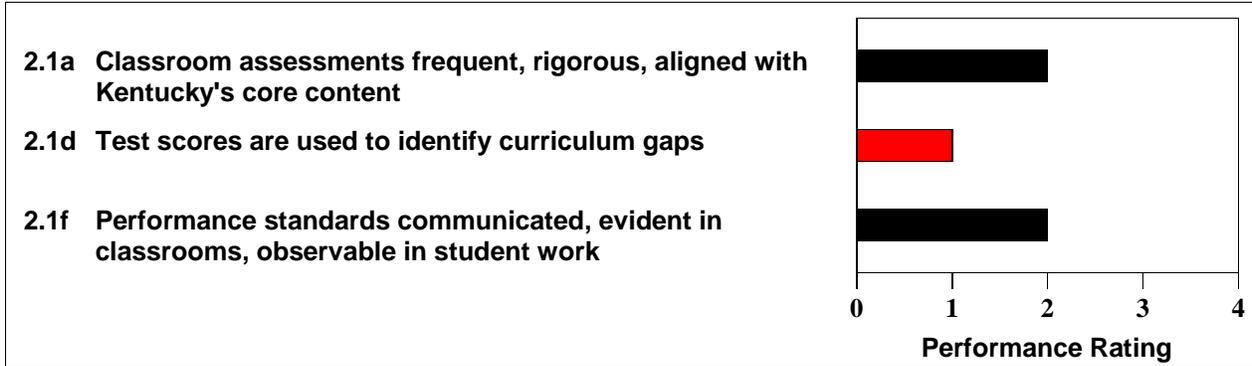
Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

2.1 Classroom Evaluation/Assessment

Academic Performance



Kentucky Department of Education
School Leadership Assessment Summary Report

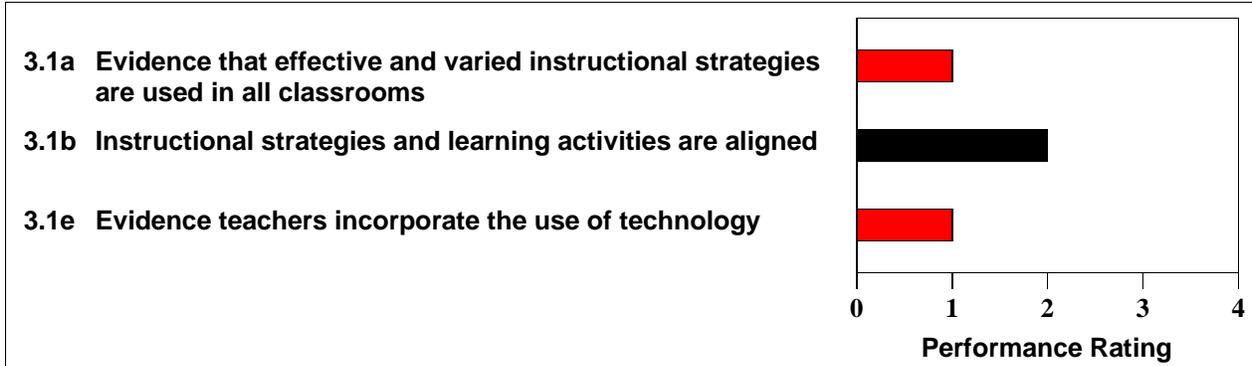
Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

3.1 Instruction

Academic Performance



Kentucky Department of Education
School Leadership Assessment Summary Report

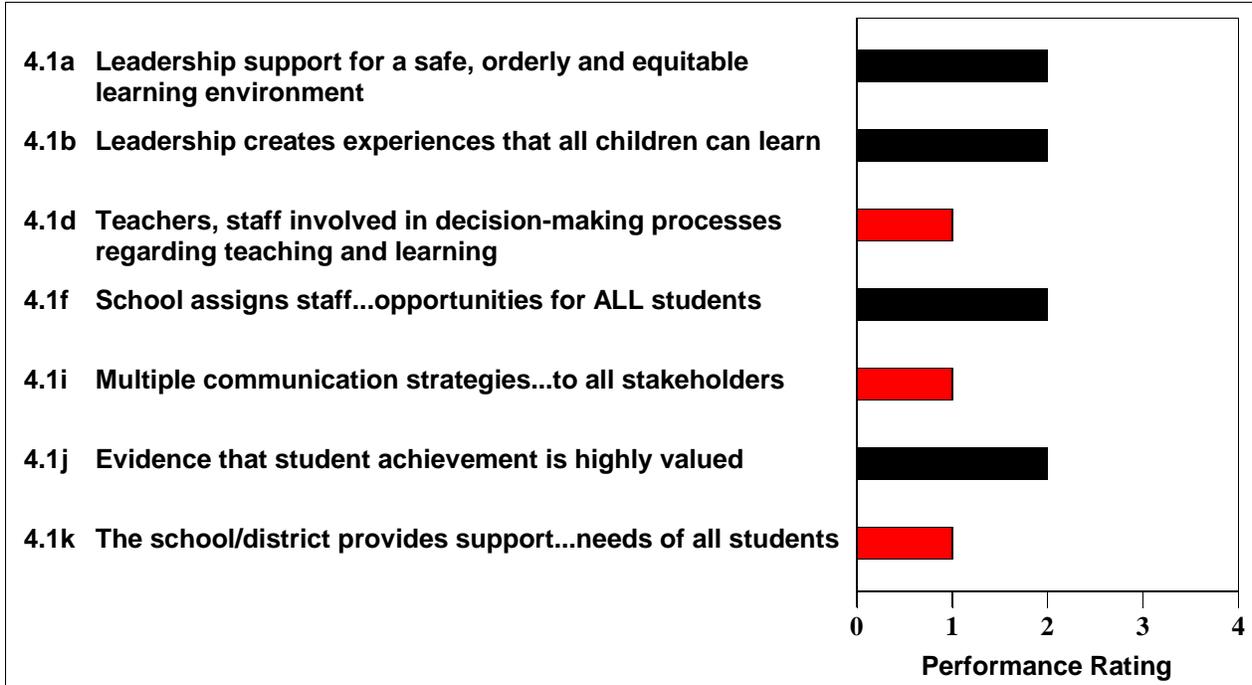
Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

4.1 School Culture

Learning Environment



Kentucky Department of Education
School Leadership Assessment Summary Report

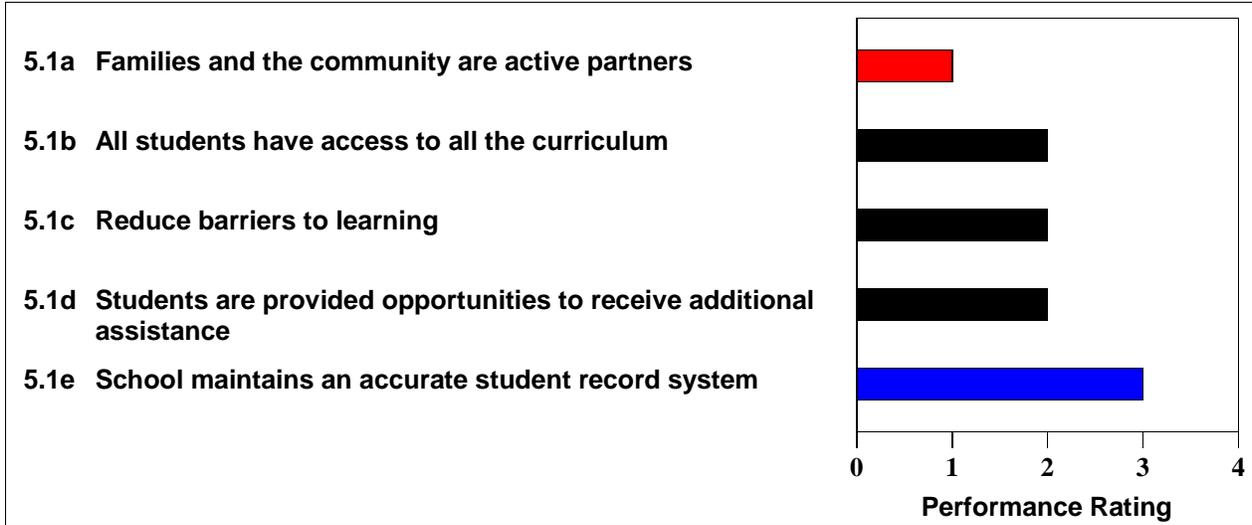
Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

5.1 Student, Family and Community Support

Learning Environment



Kentucky Department of Education
School Leadership Assessment Summary Report

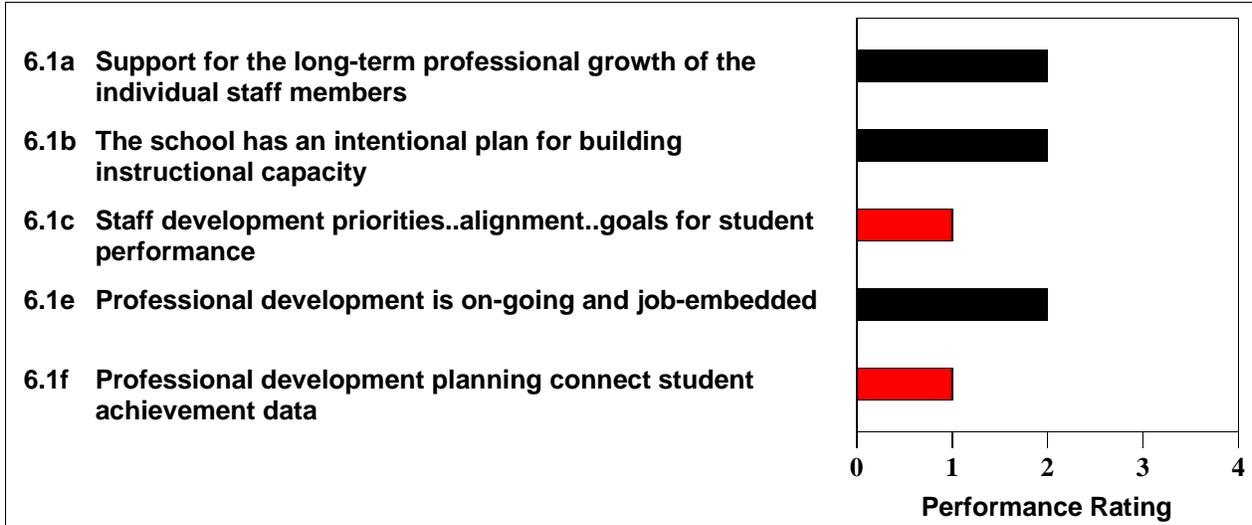
Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

6.1 Professional Development

Learning Environment



Kentucky Department of Education
School Leadership Assessment Summary Report

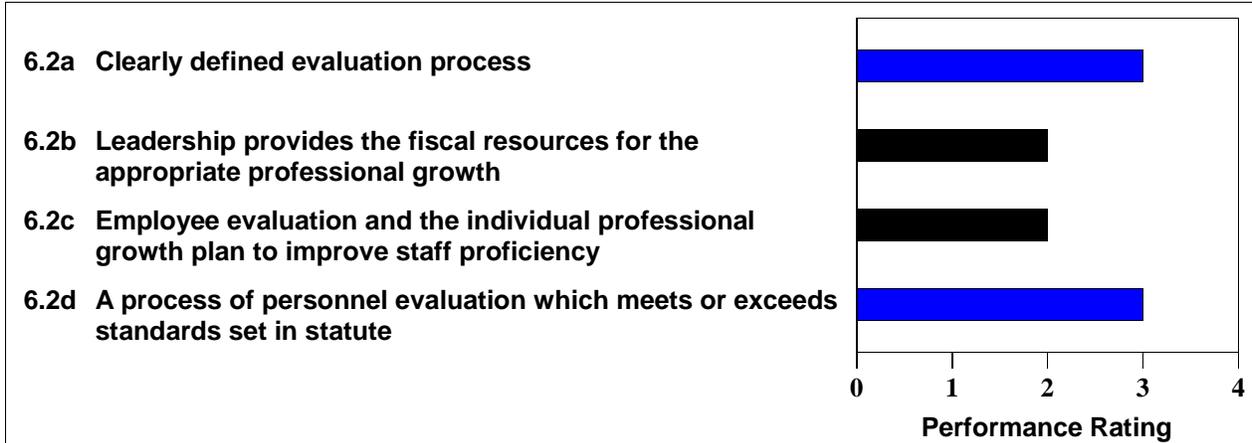
Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

6.2 Professional Growth and Evaluation

Learning Environment



Kentucky Department of Education
School Leadership Assessment Summary Report

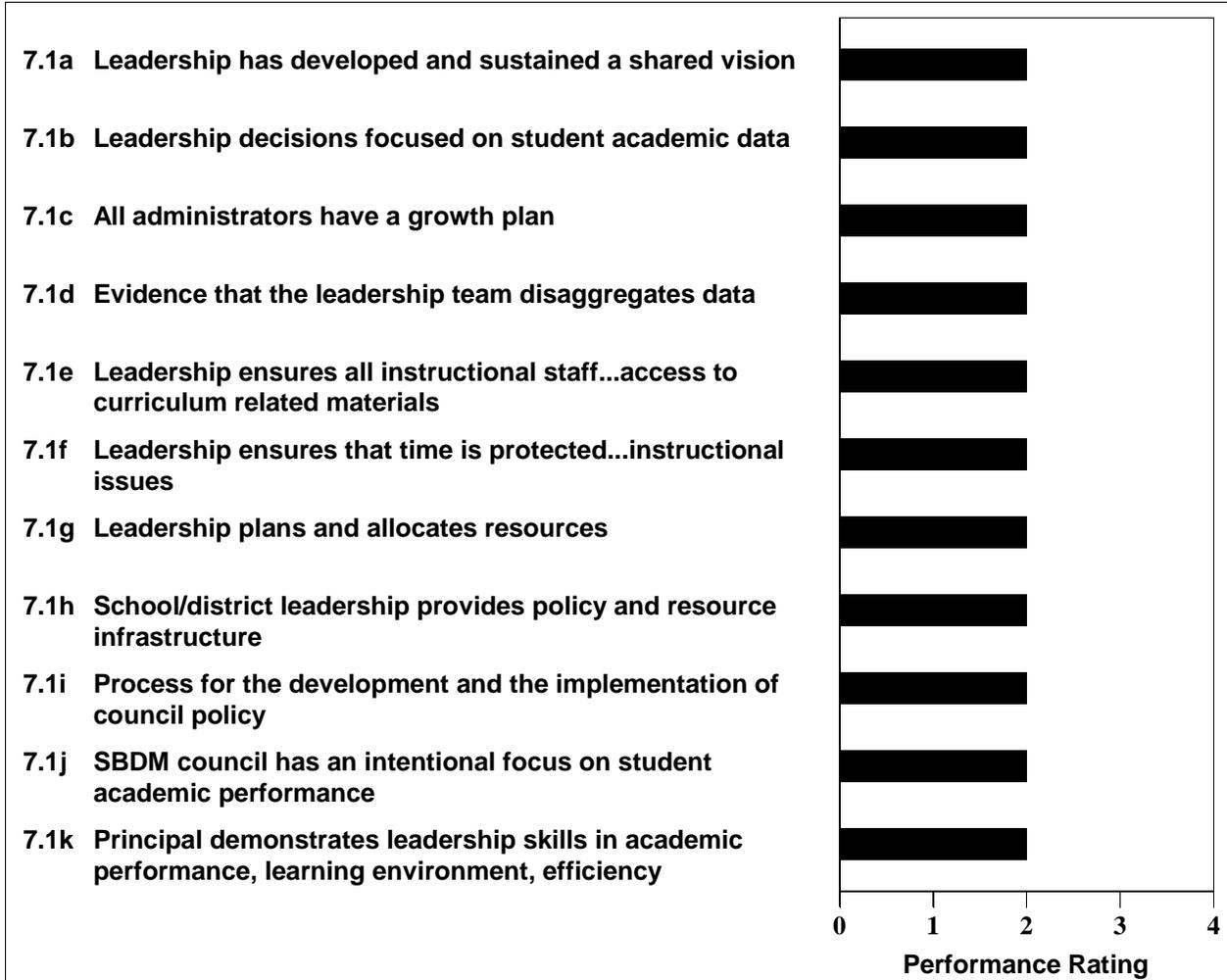
Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

7.1 Leadership

Efficiency



Kentucky Department of Education
School Leadership Assessment Summary Report

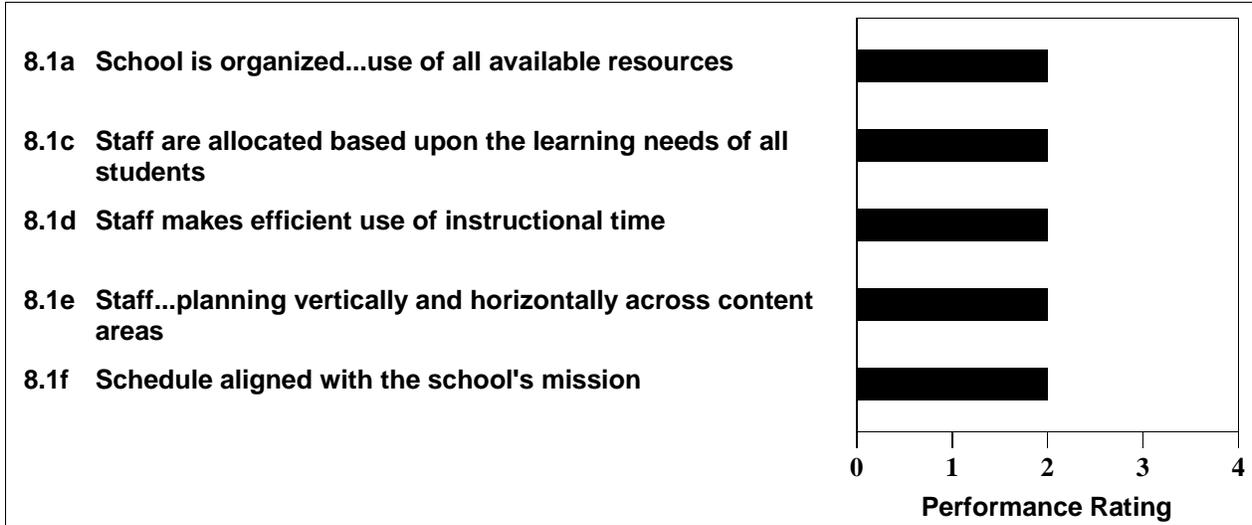
Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

8.1 Organization of the School

Efficiency



Kentucky Department of Education
School Leadership Assessment Summary Report

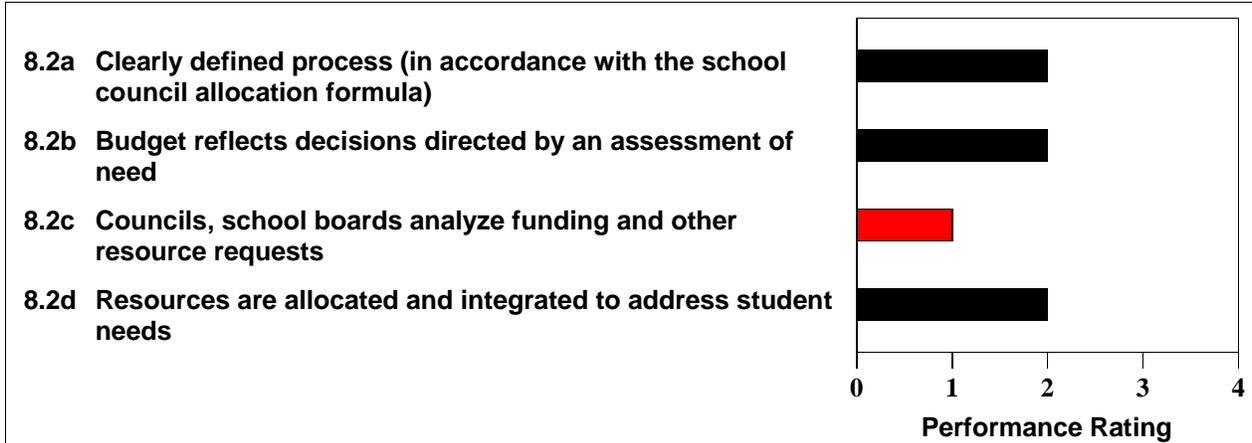
Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

8.2 Resource Allocation and Integration

Efficiency



Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



Kentucky Department of Education
School Leadership Assessment Summary Report

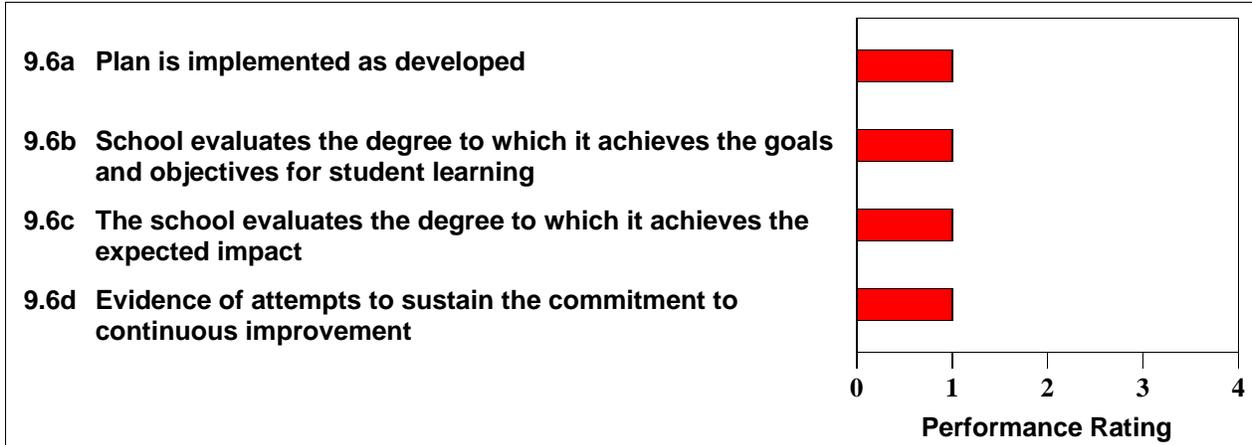
Leslie County High School

Leslie County School District

2/28/2010 - 3/5/2010

9.6 Implementation and Documentation

Efficiency



Kentucky Department of Education
School Leadership Assessment Summary Report

Leslie County High School
Leslie County School District

2/28/2010 - 3/5/2010

In Conclusion:

The members of the review team are grateful to the leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

School Council Authority:

The school leadership assessment team has determined that the school council has the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

Principal Authority:

The school leadership assessment team has determined that the principal has the capability and capacity to continue his roles and responsibilities established in KRS 160.345.

Recommended Intervention Option:
Re-staffing Option

Commissioner, Kentucky Department of Education: _____

Date: _____

C. Hollis
4/16/10

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

- Pending approval from the US Department of Education, the principal of Leslie County High School may remain in this position for the 2010-11 school year.
 - However, after one year of implementing the intervention plan, if Leslie County High School has not made sufficient progress toward the annual goals and implementation of the intervention plan, the principal shall be removed.
- 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 with a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

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

Principal, Leslie County High School: _____ Date: _____

Superintendent, Leslie County Schools: _____ Date: _____

Kevin Day
Larry Spahr

4-21-10
4-21-10