

Lincoln County
Lincoln County High School
School Leadership Assessment Report



02/12/2012 - 02/17/2012



School Leadership Assessment Executive Summary

Lincoln County High School
Lincoln County School District

2/12/2012 - 2/17/2012

Tim Godbey, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Lincoln County High School during the period of 2/12/2012 - 2/17/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal does not ensure that classroom instructional practices meet the needs of all students.
Next Steps	The principal should enhance the monitoring system to include instructional rounds, walkthroughs, the personnel evaluation system and additional formal and informal classroom observations. The principal should ensure non-negotiables require instruction to be challenging, authentic and engaging. Requirements should include teachers using a variety of instructional strategies that vary according to the needs of students. The principal and his leadership team should ensure appropriate professional development is provided as needed. Regular observations and walkthroughs should be followed by specific and meaningful feedback as well as ongoing coaching designed to support promote and sustain instructional excellence and increased rigor and relevance. The principal should provide explicit suggestions for improvement and establish a timeline that includes ongoing follow-up and support.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not ensured that all staff embrace high expectations and does not hold them responsible for their individual roles and responsibilities in the success and failure of each student.

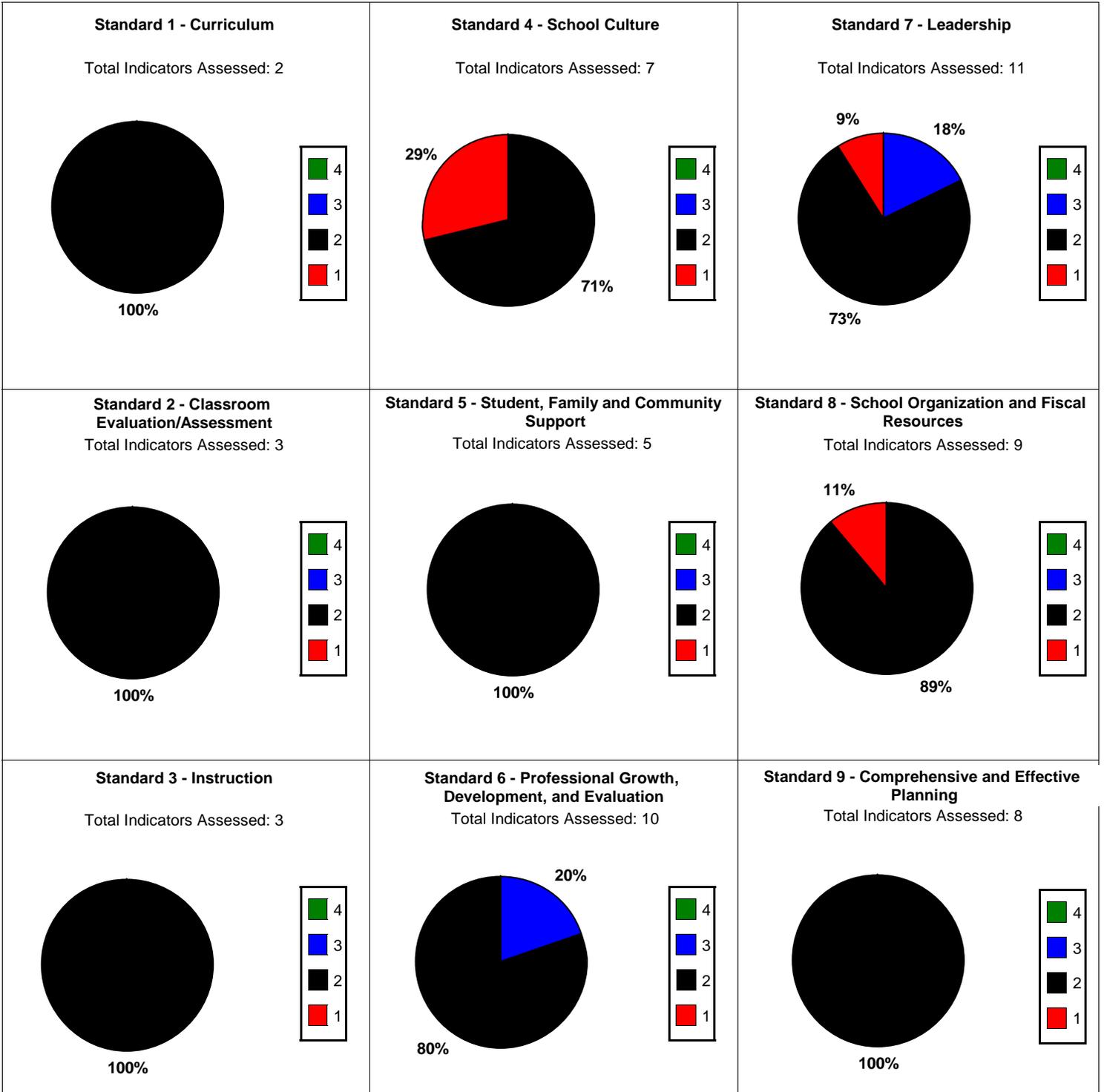
Next Steps	The principal should lead a collaborative initiative involving all stakeholders in raising the level of expectations of all students. This initiative should include engaging all staff in conversations regarding their role and responsibility for student success and failure and raising expectations for all students. The principal should hold his administrative team and school staff responsible for delivering a rigorous and authentic curriculum to all students regardless of life barriers.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal has not instilled a sense of urgency for improving student achievement at the high school.
Next Steps	The principal should continue to communicate to all staff members and students the urgency of placing student achievement as their top priority and should adopt a “No Excuses” policy for getting the job done. He should initiate discussions between and among school leadership, certified and classified staff, students and community and family members and use a shared vision to determine what steps are necessary for moving Lincoln County High School to becoming a 21st Century learning institution. He should develop and fully implement a focused plan and data should be collected, analyzed and evaluated at regular intervals to measure impact of activities on classroom practices and student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal and school council do not systematically review and analyze all instructional and behavioral programs and interventions to ensure the most efficient and effective use of human, physical and fiscal resources.
Next Steps	The principal, leadership team and school council should conduct a comprehensive review of all instructional and behavioral programs and interventions to answer the following questions: Does it address an identified need in the comprehensive school improvement plan? Is it research based and well designed? Do staff members have the training and knowledge to implement it with fidelity? Do we have all the resources (physical, fiscal and human) necessary for full implementation? Are we monitoring for results in order to expand successful programs and eliminate ineffective programs? Are we coordinating efforts to ensure the most efficient use of resources, avoid duplication of effort and gain support of all stakeholders?

School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal and school council do not actively recruit stakeholders for school decision making.
Next Steps	The school council and principal should develop and implement a clearly defined plan to promote stakeholder involvement at the school. This plan should involve school leadership, certified and classified staff, community and family members and students as active partners in the decision-making and educational process of the school. Interactive communication among all stakeholders should be a main focus of the school's efforts in improving student achievement. This plan should involve recruiting individuals and businesses that can provide assistance and resources to advance educational opportunities.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The principal does not ensure the use of the evaluation process to focus individual growth for all administrators and teachers in promoting student achievement.
Next Steps	The principal should use the evaluation process to guide the development of individual growth and enhance skills of all certified staff. The evaluation process should meet the district and state standards and provide for the collaborative development and implementation of individual growth plans. These plans should have specific measurable goals tied directly to student achievement and should be monitored to ensure implementation and continuous progress toward attaining improved academic performance.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Lincoln County High School
 KDE 2012 School Leadership Assessment Report
 At-a-Glance

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

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



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

<p>Standard - 1 - Academic Performance Curriculum</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 School Culture</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 Leadership</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 Classroom Evaluation/Assessment</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 - Student, Family and Community Support</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 Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance Instruction</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 Professional Development</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>Professional Growth and Evaluation</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 Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</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>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</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>Implementation and Documentation</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
Lincoln County High School
Lincoln County School District

2/12/2012 - 2/17/2012

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Lincoln County High School during the period of 2/12/2012 - 2/17/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (66) and formal interviews and informal discussions with teachers (66), students (78), parents (19), Family Resource/Youth Services Center staff members (2), central office personnel (6), support staff members (6), assistant principals (3), counselors (3), classified staff (28), community members (4) and the principal.

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

The chairperson of the team was Joy Stinnett Waldrop - District Administrator. The other team members were Dee Ann Newton - Teacher, Gayle Musgrave - Teacher, Jill L. Crowe - Teacher, Mike Hurt - District Administrator, Wayne Puckett - District Administrator, Susan Y. Nichols - Educational Recovery Specialist, Floyd Hines - Higher Education Representative, Marianne Harlan - Teacher, Ruth H. Webb - Parent, Gayla Jenkins - Building Administrator.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, district technology plan, examples student learning Inventories, faculty meeting agenda, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, lesson plans/units of study, professional development records, roster of teaching assignments, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements and School Report Card data

Interviews with community members, curriculum resource specialist, parents, principal, school resource officer, students and teachers

Observations of cafeteria, classrooms and computer lab

Performance Rating 2

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

Curriculum alignment at Lincoln County High School is a work in progress. District and school leadership have recently initiated a process to align the curriculum across all grade levels using Kentucky Core Academic Standards and ACT QualityCore. Curriculum specialists facilitate discussions between and among Lloyd B. McGuffey 6th Grade Center, Lincoln County Middle School and Lincoln County High School. Content cadres have been formed with representatives from the three schools to review the curriculum and identify some key curricular transition points between grade configurations and courses. These groups are creating a district curriculum map and including "I Can" statements and required reading lists for all grade levels. The cadres meet once a month with a targeted completion date of August 2012. The principal has initiated a school level curriculum alignment process, and an academic program consultant has recently been hired to facilitate this process. The process has not been fully established to ensure that transition points are understood and effectively implemented.

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

The school council has adopted a curriculum policy (8.0 Curriculum) which includes curriculum development, evaluation and alignment. A curriculum committee has been formed. The principal has initiated the collection of multiple forms of data and encourages staff to review the data in professional

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

learning committees for the purpose of improving student achievement. However, the principal has not established a systematic process for reviewing and revising the curriculum based on the multiple indicators of student performance or to ensure teachers effectively deliver a rigorous and effective curriculum.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should hold his administrative team and instructional staff accountable for the delivery of a rigorous, intentional and aligned curriculum to all students at Lincoln County High School.

The principal should ensure that the work of the district alignment initiative is shared with all staff. The principal should monitor all classrooms for effective implementation of all aligned curriculum documents.

Resources:

Carr, J. F. & Harris, D.E. (2001). *Succeeding with Standards: Linking Curriculum, Assessment and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-509-2

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

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, committee meeting minutes and agenda, cumulative folders system/student working folders/portfolios, district technology plan, faculty meeting agenda, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, lesson plans/units of study, professional development records, rubrics, samples of classroom assessments, samples of student work products, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, staff development agenda, student work, teacher portfolios and walkthrough instruments

Interviews with parents and principal

Observations of classrooms and computer lab

Performance Rating 2

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

The principal, administrative teams and peer teachers conduct classroom walkthroughs, but the walkthrough instrument does not allow for collecting the frequency, rigor and relevance of assessments. The focus of walkthrough rounds alternates between student engagement and chunking. The principal and peers provide feedback about their visits, but the feedback is often not prescriptive. Teachers meet weekly in professional learning community meetings to align formative and summative classroom assessments with Kentucky's Program of Studies and Common Core Standards, and QualityCore testing format. The principal and his school administrative team often attend these meetings, but the frequency varies among content areas. Teachers design probes that mimic end of course format and use them to intentionally gauge continuous student achievement and monitor learning targets. Some assessments require students to use inquiry, problem-solving and higher-order thinking skills, but the quality of most assessments does not challenge students to produce work that makes real-life connections or demonstrates high levels of learning.

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

The school council does not have a systematic process for using the results of data disaggregation to identify gaps in the curriculum. Some departments have recently engaged in curricular discussions about the preliminary end of course exam results. The principal provides numerous data tools [e.g., Computer Adaptive Placement Test (COMPASS), Kentucky Online Testing

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

Program (KYOTE), Triumph College Admissions (TCA), Study Island, Assessment and Learning in Knowledge Spaces (ALEKS), WorkKeys] to provide achievement results for teachers to group and re-group students who are not mastering content, but teachers do not always make connections to gaps in the curriculum to impact instruction. The principal, administrative team and teachers have not intentionally identified curricular and assessment issues that directly impact the performance level of all students. The school council does not engage all stakeholders in analysis of assessment data and its use to improve student learning.

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

The principal expects teachers to design performance level descriptors, but the expectation is not monitored for completion or use with students as they attempt to complete projects or assessments. Most performance level descriptors lack rigor and do not guide students to demonstrate high levels of learning. Teachers in some core content areas are exposing students to QualityCore assessments that are directly tied to use of rubrics. Samples of student work are displayed in some classrooms, but most are not displayed with identified core content or rubrics. Displayed student work reflects limited teacher feedback that would allow students to improve the quality of their work.

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Standard 2 **Classroom Evaluation/Assessment**

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should implement a systematic process for collecting, monitoring and analyzing student achievement data. The principal should revise the classroom walkthrough instrument to allow for a collection of frequent, rigorous and relevant assessment data. The principal should provide prescriptive feedback to teachers about assessment issues so they can use suggestions to improve instructional strategies, refine formative and summative assessments and identify gaps in the instructional program.

The principal should monitor teacher assessments to ensure consistency in providing all students clear and high expectations for reaching high levels of performance.

Resources:

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

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

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, faculty meeting agenda, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, organizational charts, professional development records, professional resource materials, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements and School Report Card data

Interviews with classified staff, community members, curriculum resource specialist, parents, principal, students and teachers

Observations of classrooms, computer lab, hallways and media center

Performance Rating 2

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

The school council has adopted three instructional policies (Instructional Assessment Policy 8.013, Instructional/Non-instructional Staff Time 9.00 and Instructional practices 13). Policy 13 includes core content delivery, grading, time in classroom, class size and writing policy. The principal has a vision for improving learning for all students at Lincoln County High School. He has encouraged all staff to pursue “with a vengeance” improved student learning with a focus on classroom instruction centered on the 5 Cs of the 21st Century Learner (Communication, Collaboration, Critical Thinking, Creativity and Connectivity). Many teachers are incorporating Four Essentials of Lesson Planning (e.g., learning targets, teaching, modeling and demonstrating, guided practice and formative assessment) in their lesson plans. The principal has provided training on Thoughtful Classroom Strategies and implemented weekly professional learning community meetings, weekly walkthroughs and feedback sessions and a schoolwide literacy plan. Some teachers have developed lesson plans using some of these initiatives. However, many teachers have not embraced these initiatives with a sense of urgency and implemented the strategies into their classroom instruction and are still utilizing strategies (e.g., whole group instruction, lectures, work sheets) that do not incorporate higher-order thinking or problem solving skills. All teachers do not hold high expectations for all students to do proficient work. Many teachers are focusing on test-taking strategies rather than

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

learning for deep knowledge.

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

The principal and school council have developed targeted non-negotiable goals (e.g. rigorous units of study, literacy plans in all content areas, formative and summative assessment, pyramid of interventions) in the comprehensive school improvement plan. Although some learning activities require students to complete assessment tasks that are intended to be authentic and aligned to state standards (e.g., constructed response questions, open response questions, experiences in different types of reading), the teachers' standards for proficiency do not always match the rigor of state standards for proficiency. The principal has initiated a process of regular walkthroughs by his administrative staff and also peer teachers that calls for monitoring instructional strategies. The follow up and feedback from these walkthroughs have not consistently resulted in changes in instruction and improved student learning. Some teachers are meeting the diverse needs of students through implementation of a variety of instructional approaches (e.g., learning styles, multiple intelligences, brain research, cooperative learning, hands-on activities, student-centered technology, higher-order questioning techniques) which address rigor and higher-order thinking skills.

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

The school council does not have a technology policy. There is a Lincoln County School Technology Plan that was developed and implemented in 2010-11 by the School Technology Committee (6 certified teachers and one classified staff member). The principal has ensured that each department has one teacher in charge of technology who serves on the technology committee. Most classrooms have computer work stations; however, many are outdated and some are not in working order. Four technicians are provided by the district to support technology (service of equipment, training for teachers) in the schools, and there is a classified person who monitors the computer labs and assists teachers in the area of technology. Some teachers are incorporating technology into their instructional practices (e.g., formative assessment using clickers, smart boards, power points). Many teachers are not using technology to extend student learning, and students rarely have the opportunity to make use of technology to produce products.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **2**

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The school council should develop a technology policy that will address the integration of technology and instruction. There should be ongoing professional development in the area of technology. The principal should ensure that the policy is implemented and all teachers should be held accountable to incorporate the use of technology as an integral part of instruction in all content areas. Students should be taught required technology standards and given the opportunity to practice in the classrooms.

The principal should take the walkthrough process that he has established to a higher level. Each walkthrough should be followed with constructive, intentional suggestions for improvement in the delivery of instruction to students. Teachers should be visited again and again to ensure that that the suggestions have been fully integrated in each teachers classrooms and student engagement in rigorous classroom activities can be seen every time you walk into their classrooms.

Resources:

Barr, R. & Parrett, W.H. (2007). *The Kids Left Behind: Catching Up the Underachieving Children of Poverty*. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9

Fullan, M.G., Hill, P. & Crevola, C. (2006). *Breakthrough*. Thousand Oaks,CA:Corwin Press.

Zemelman, S., Daniels, H. & Hyde, A. (2005). *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, comprehensive school improvement plan, course syllabi, curriculum documents, documentation of parent contacts, employee handbooks, examples of school to home communications, facility inspection reports, faculty meeting agenda, Family Resource Youth Services Center documentation, fire marshal reports, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, newspaper clippings/press releases, newspapers, organizational charts, professional development records, rubrics, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, School Report Card data, school visitors register, school Web pages, school/district safety plan, staff development agenda, student discipline reports, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, teacher portfolios and trophy cases

Interviews with classified staff, community members, counselor, parents, teachers and school psychologist

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

Performance Rating 2

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

Several measures have been implemented to address school safety and security (e.g., locked doors, surveillance cameras, buzzers for entry, sign-in and sign-out logs, visitor passes). The school council does not have a safety policy. A Safe Schools Audit was conducted in 2008 and areas of need (e.g., substantial number of incidents of bullying, fighting and harassment; restroom supervision; tobacco use) were identified. The principal has used these findings to implement needed changes (e.g., revised discipline policy, new supervision schedule, weekly tobacco cessation classes). The principal ensures that periodic inspection records (e.g., fire alarms, fire prevention, health department) are current. Emergency procedures (e.g., fire drills, tornado drills, earthquake drills, lockdown drills) are conducted as required. Evacuation routes are posted in most classrooms. District leadership provides each principal with a safety manual (Crisis Response Manual). Each student

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Performance Rating 2

receives a handbook at the beginning of the school year. The handbook includes behavior standards and disciplinary responses to misconduct. The principal's expectations for classroom management are included in the teacher handbook; however, these expectations are not consistently implemented in all classrooms. Supervision, duty expectations and assignments for teachers are in the teacher handbook. Some classroom disruptions occur because of intercom announcements and phone calls during instructional time. A School Culture Audit was conducted in 2010 and areas of need (e.g., revisit mission and vision statement, establish a comprehensive communication plan, increase parental and community involvement) were identified. The principal has used these findings to address some school needs.

4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

The principal communicates (e.g., announcements, community events, faculty meetings, professional learning communities) his belief that all students can learn at high levels. The principal and school council have not communicated to stakeholders (staff, parents, community) their roles and responsibilities in the successes and failures of each student. The school has developed some partnerships with families, community leaders and postsecondary institutions (e.g., Eastern Kentucky University dual credit, Murray State University dual credit) to promote and support high expectations for student learning. Stakeholders are not always provided with opportunities to advocate for individual student success, provide resources and participate in school planning. The principal provides some opportunities for family members to understand student achievement goals and school improvement efforts (e.g., incoming freshman home visits, freshman orientation, open house). The principal provides opportunities through peer walkthroughs for faculty to observe other teachers. The principal provides common planning time in the master schedule for most content area teachers to meet as professional learning communities to focus on student learning. The principal and school council attempt to maintain a focus on continuous improvement in student learning; however, this focus does not always have the desired impact on high student achievement.

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

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The school council has adopted policy (Assignment of Students to Classes and Programs10.0), and the principal implements procedures regarding the assignment of students to classes and programs. The principal does not ensure these procedures maximize opportunities for all students to have access to the staff's instructional strengths. Some students are grouped (e.g., Advanced Placement, resource rooms, Transition Classes) to address individual learning needs. However, these groupings are not flexible to allow adjustments in student schedules. Most student assignments to teachers are made based on courses required for graduation without regard to teacher expertise or student learning needs as identified in the individual learning plan.

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

The principal and staff display some student academic successes (e.g., ACT bulletin board, academic team display case, art work) throughout the building. Discussion and celebration of student academic success has recently become more intentional. The school council recognizes some student achievement in the Good News portion of the agenda. A public celebration of student achievement occurs at the end of the school year on honors night. School and student academic successes are rarely shared with the business community and other 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.

The principal does not ensure instructional practices are culturally responsive, but a few teachers integrate some cultural experiences (e.g., Spanish, French, Chorus, World Civilizations) into lessons. The school Web site is soliciting input on diversity issues. Certified staff members have participated in diversity training (e.g., Ruby Payne's A Framework for Understanding Poverty, Culturally Responsive Teaching), but this is not consistently reflected in instruction. Some socioeconomic barriers are reduced through access to materials (e.g., school supplies, basic needs items) and programs (e.g., Snack Pack, Angel Tree) provided by the Youth Services Center. School leadership solicits diversified staff by contacting the colleges of education (e.g., Eastern Kentucky University, Berea College, Western Kentucky University) when vacancies occur.

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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 adopted a policy (Committees1.0604) that defines a committee structure that encourages participation from certified and non-certified staff. The principal has not ensured that the policy has been implemented, and few opportunities are provided for collaborative decision making involving certified and non-certified staff.

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

The school council has adopted a communication policy (Communication 1.0801), but this policy is not comprehensive or intentional to include communication outside of committee and council work. The school council does not have a written communications plan. School information is shared with stakeholders through various venues (e.g., Interior Journal newspaper, WPKV radio, school messenger). Stakeholders can also obtain information from the school and district Web sites. A weekly e-mail is sent to teachers and to parents who have requested to be included on the distribution list. Freshman home visits are conducted by staff members before student orientation.

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Summary of recommendations in: **Learning Environment**

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The principal should hold all staff members accountable for addressing barriers to learning and increasing student success. High quality professional development, geared toward addressing learning barriers, should be ensured by the school leadership for all staff.

The principal should research, identify and implement strategies that are proven to increase stakeholder involvement in schools with similar demographics and barriers. The principal should solicit stakeholder input to unite the school community (e.g., certified and non-certified staff, community members, parents, students) through the mutual goal of raising academic expectations for all students. The principal should collaborate with stakeholders in order to communicate the importance of educational partnerships and solicit volunteers.

Resources:

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

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

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

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, documentation of parent contacts, documentation of referrals to health and social services, examples of school to home communications, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Individual Learning Plans, list of co-curricular offerings, newspaper clippings/press releases, record of home visits, report cards/progress reports, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, student handbook, student/parent/staff handbooks, and Teaching, Empowering and Leading and Learning Survey

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

Observations of cafeteria, classrooms, common areas and hallways

Performance Rating 2

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

The school council has adopted a bylaw (Standing Committees 1.0603) that requires the formation of specific standing committees and a bylaw (Committee Membership 1.0604) that defines the composition of committee members. The principal and school council have ensured standing committees have been formed. However, an additional committee (Parent Volunteer Committee) has been created, and membership (parents, students, classified staff) on committees does not always meet requirements set in these bylaws. Two parents serve on the school council, and these parents also elect to serve on other school council committees. The principal solicits parent members to serve on the school council and has formed a Parent Volunteer Committee. However, parent involvement at the school is limited. The principal employs some programs (e.g., parent teacher conferences, honors night, freshman home visits, Town Hall meetings, Freshman Orientation) and strategies (e.g., school messenger, Interior Journal newspaper, WPBK radio, twitter) to create mutually supportive relationships between teachers and families. The Youth Services Center has some programs (e.g., Snack Pack program, Angel Tree, providing school supplies

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Performance Rating 2

and basic needs items) to ensure students come to school ready to learn. The principal has formed the Coordinated School Health Committee that meets weekly to monitor students with attendance issues. Some members of the committee make home visits to students who are at risk of truancy or are truant. The principal has not monitored to ensure these home visits are made in a timely manner. Midterm reports and end-of-trimester report cards are sent home with students, and the third trimester report card is mailed to families. Some teachers contact parents by phone or by e-mail concerning grades or behavior. Parents with computer access or electronic devices may retrieve information about grades and attendance using Infinite Campus Parent Portal. The principal expects teachers to use the Patriot Period which meets twice per month as a time to provide each student with an adult advocate to encourage and support academic growth, but he does not monitor this time to ensure this is occurring. District leadership has established formal procedures for parents to use for resolving concerns, complaints and making suggestions. This procedures and an accompanying form are located in the Lincoln County Student Handbook. Parents are presented these guidelines in informational packets at the beginning of the school year.

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

The Extended School Services program is available to all students after school four days per week for tutoring and to makeup classwork and tests. Students may elect to attend and may also be referred by teachers, guidance counselors or parents. Mandatory Extended School Services has recently been implemented for students who have repeatedly failed a class. Bus transportation is provided for these students through the 21st Century grant. The 21st Century grant also funds additional tutoring in the morning and afternoon to assist struggling students. The principal supports several other programs and activities (e.g., math college readiness, English college readiness, Kentucky Online Testing, Assessment and Learning in Knowledge Spaces, ACT practice tests, Triumph College Admissions) to assist students. The Youth Services Center offers programs (e.g., Snack Pack program, providing school supplies and basic needs items) to reduce barriers to learning. Some community agencies (e.g., United Human Service Counsel, Lincoln County Health Department, Comprehensive Care Services) collaborate with the Youth Services Center to provide services for at-risk students. During the Patriot Period, the three guidance counselors provide

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Performance Rating 2

students with information on timely topics (e.g., signs of suicide, harassment, bullying). Due to administrative demands, the guidance department's focus is on the academic needs of students.

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

The principal does not ensure all school staff members are regularly trained to identify students with special learning or behavioral needs. A formal process has been developed for referrals to the school nurse and school psychologist. However, there is no formal process for referrals to school counselors, Youth Services Center or the principal. The principal expects teachers to use the Patriot Period which meets twice per month as a time to provide each student with an adult advocate to assist students whose lives are disrupted by family discord, but he does not monitor this time to ensure this is occurring. Formal procedures for evaluating students who enter the school with a history of family mobility have not been developed. Transferring students are enrolled into school by school counselors and are scheduled to classes. School counselors provide new students with a tour of the building.

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

The principal has not established formal procedures for re-engaging students estranged from the school. If students returning from alternative school or homebound require a schedule, the guidance counselors review student records and schedule them into classes. However; they are not interviewed or assigned an adult mentor to facilitate a seamless transition. The principal supports programs (e.g., ECU Now, Dual Credit Murray State University, peer tutoring, Advanced Placement, Novel Star, ACT prep, Study Island, Patriot Savings and Loan) that provide learning beyond the curriculum. Varied co-curricular opportunities (e.g., Future Business Leaders of America, Future Farmers of America, Future Educators of America, Health Occupations Students of America) are provided to enhance classroom instruction and student learning.

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

Cumulative records are stored in the guidance office. The guidance staff secures the office throughout the school day, and the office is locked at night.

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Performance Rating 2

Special education records are securely stored in the special education office or teacher classrooms. Infinite Campus is used for record keeping. Parents have access to Infinite Campus Parent Portal; however, Student Portal is not available to students. The school council adopted policy (Assessment of Individual Student Progress 21.04) that requires teachers to post grades to Infinite Campus every two weeks. The principal does not monitor to ensure all teachers are meeting this mandate. Individual learning plans are developed throughout the year in assigned teachers classes and are monitored by the guidance department to ensure they are updated. Completion of the individual learning plan is a requirement for graduation. Some parents are unaware of their students' individual learning plans.

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

The principal should implement school council bylaws (Standing Committees 1.0603 and Committee Membership 1.0604) as written. The principal should ensure all required committees are formed and include representatives from all stakeholder groups as designated in the bylaw and that committees should meet regularly. All stakeholders should have the opportunity to effectively contribute to the decision-making process for school improvement.

The principal should develop and implement a clearly defined plan to increase parent and community involvement. The principal should encourage the school staff to embrace the idea of parent and community members within the school. Programs should be initiated to involve all stakeholders as active partners in the educational process of the school.

The principal should monitor to ensure students are receiving the adult advocacy as intended in the designated Patriot Period. The principal should expand the program to allow students, especially those from at-risk environments, have access as needed to an adult advocate.

The principal should clearly define roles and responsibilities for members of The Coordinated School Health Committee. The committee should create and implement a plan to increase student attendance and decrease truancy. The principal should monitor efforts to ensure that the committee's efforts result in improved attendance at Lincoln County High School.

Resources:

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

Prichard Committee for Academic Excellence, Lexington, KY - www.prichardcommittee.org

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

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district personnel evaluation system and documentation of implementation, employee handbooks, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, professional development records, samples of student work products, samples of written correspondence to staff/stakeholders, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school profile, School Report Card data, school Web pages, state statute and regulation, student work, trophy cases, Teaching, Empowering, Leading and Learning Survey and Walkthrough Instrument

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

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

Performance Rating 3

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

The board of education has adopted policies (Personnel 03.18 and 03.28) that clearly define the evaluation process for certified and classified staff members. On July 1, 2009, the Board of Education reviewed and approved the Certified Personnel Evaluation Plan by Board Order No. 13. The evaluation plan was reviewed and approved by the Kentucky Department of Education in a letter dated July 28, 2009. On August 3, 2011, the principal reviewed the board approved district evaluation procedures with all classified and certified staff.

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

The principal receives professional development funds from district leadership based on student enrollment. A school professional development committee looks at results from faculty surveys along with data used to develop comprehensive school improvement goals to determine what the focus of professional development should be for the upcoming year. The \$2500 school professional development budget for 2011-12 has been expended. The principal uses additional resources (e.g., Carl Perkins Grant, EduJobs, supplies, previously purchased training materials, planning periods,

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Performance Rating **3**

teacher workdays) and collaborates with district administrators to assist teachers in meeting professional growth needs.

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Performance Rating 2

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

The principal and district leadership provide multiple professional development opportunities for teachers, but these opportunities are not always content specific to meet the individual needs of all teachers. Some teachers seek professional development within or outside the district to update content knowledge (e.g., Partnership Institute for Math and Science Education Reform, English Language Arts Leadership Network, Mathematics Leadership Network, Career Technical Education Conference) or to enhance instructional practices (e.g., What Can I Do With My Interactive Whiteboard?, Using Video Clips to Engage, Special Education Strategies). The principal and district leadership mandated 18 hours of professional development (i.e., In-coming Freshmen Home Visits, The Art and Heart of Teaching, Equity-Reaching Them All, Round Robin) for all teachers for the 2011-12 school year. Teachers are offered a variety of activities at the high school (e.g., Technology Workshop: Designing Classroom Web pages, Critical Thinking in the Classroom, Educational Planning and Assessment System Data Analysis, How to Make Group Work...Work) and district office (e.g., Clicking for Understanding, Formative Assessment Strategies, Constructed Responses, Culturally Responsive Teaching and Learning-Understanding Your Learner) throughout the year to complete the 24 required hours. Teacher choices for participation are not always monitored to ensure they meet needs identified through professional evaluations or on individual professional growth plans. The principal and school leadership have provided opportunities to enhance leadership skills at district directed trainings (e.g., Red Book, Media Relations, book studies) and professional conferences (e.g., Kentucky Association of School Administrators, Kentucky Association of School Councils, Instructional Leadership Network). The principal provides some teachers opportunities to become leaders within the school through leadership networks (e.g., Mathematics, English Language Arts) and school and district teams (e.g., departments, Professional Learning Communities, Lincoln District Cadres) but does not provide training to further develop their leadership skills. Parents have the opportunity to participate in informational sessions (e.g., Infinite Campus Parent Portal, What You Should Know About the ACT) during parent teacher conference nights. However, few parents took advantage of this opportunity. The principal and district leadership provide classified staff members the mandatory 12 hours of professional development, and most activities are appropriate, job-related training (e.g., Behavior Improvement

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Performance Rating 2

Strategies, Microsoft Office, Smart Board, food services training, chemical mixtures). Some classified staff members are required to attend most staff workdays where more opportunities (e.g., Accommodations Trainings, Working with Alternate Assessments, IEP Guidance document training, Code of Ethics for Testing) for growth are offered.

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

The school council has adopted a bylaw (Standing Committees 1.06) for the formation of committees that includes a professional development committee. The school council has adopted a policy (Professional Development 17) for development of a schoolwide professional development plan. This policy states that all professional development will be based on the comprehensive school improvement plan and teachers' individual professional growth plans. The principal has not insured this policy has been implemented as written. The professional development committee submits a one-year plan to the school council for approval. This plan includes one mandatory day organized by the committee, required freshmen home visits and a required districtwide professional development day. The principal plans flexible professional development activities (e.g., Critical Thinking in the Classroom, Technology Workshop: Using Clicker Systems as Formative Assessment, Constructed Response and the End of Course Exams) and staff workdays (e.g., Characteristics of Highly Effective Teaching and Learning, Standards Deconstruction, Literacy Plan Implementation, Formative Assessment Data Analysis). These plans meet many of the needs of the comprehensive school improvement plan. However, all individual professional growth plans were not developed when the professional development offerings were determined. Some job-embedded professional development (e.g., Four Essentials of a Lesson, QualityCore, Probes, Data Analysis) is provided through professional learning community meetings. Teachers are required to conduct walkthroughs of colleagues and write a reflection on observed classroom practices and strategies and how these could be incorporated into their classrooms.

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

Most strategies in the professional development plan align with student learning goals, but the principal does not ensure these activities are intentionally connected to individual professional growth plans and evaluations of staff members. Professional evaluations and individual

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professional growth plans are not always used to determine activities to be included on the school or district professional development plans.

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

The principal does not develop a professional development plan with focus on continuous growth from year to year. The principal develops a master schedule that provides common planning time for most content area teachers to meet as professional learning communities. Each group meets weekly with a school accountability team (SAT) member and includes professional development items (e.g., Four Essentials of Lesson Planning, QualityCore, Probes, Data Analysis) during these meetings. Teachers are required to conduct walkthroughs of colleagues to observe other teachers' strategies and classroom practices.

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

The principal reviews assessment data (e.g., PLAN, ACT, Interim Performance Report), but limited connections are made between these data and planned professional development activities. The principal conducts classroom walkthrough observations to collect data and uses the walkthrough instrument to target a few skill sets acquired during professional development activities (lesson planning and assessment strategies). The principal does not have a formal process to measure the impact of these activities on student achievement.

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

The principal shares the responsibility for the evaluation of staff with two assistant principals. The evaluators use the evaluation process to improve proficiency of most staff. However, not all staff evaluations are current. Upon completion, copies of the results of all formative and summative observations and conferences are given to staff members, and copies of the summative observations are sent to the district office. For 2011-12, most individual professional growth plans for staff members were not collaboratively developed to include both school and individual goals. Most certified staff members have individual professional growth plans developed by the principal with a focus on enrichment activities. These plans were distributed on January 3, 2012 for signing. The goals on these plans are aligned with the

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goals of comprehensive school improvement plan and are intended to focus the entire staff on participation in weekly professional learning communities for the purpose of analyzing student achievement data, revising curriculum and developing rigorous instructional activities and common assessment probes. A few staff members have additional professional growth plans (assistance or intensive). Improvement goals in these plans are intentionally developed during meaningful conversations between evaluator and staff member. Results from personnel evaluations are used to target improvement activities that align with student learning goals and include recommendations for professional development.

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

The principal and assistant principals administer the evaluation procedures outlined in the district certified and classified evaluation plan. The evaluation plan was reviewed and approved by the Lincoln County Board of Education on July 1, 2009 and by the Kentucky Department of Education on July 28, 2009. However, not all professional growth plans are developed as mandated in procedures.

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

The principal and assistant principals follow the District Certified Evaluation Plan and document staff performance through walkthroughs, formative and summative observations and conferences. The principal encourages and supports staff to make changes in their instructional practices to improve student learning. Since most individual professional growth plans were not developed until January 2012, they have not yet been used as a process for ensuring changes in instructional practices. Oral and written feedback is given to teachers following walkthroughs and observations, but it is not always comprehensive enough to result in improving teacher efficacy and student achievement. The principal provides and encourages peer mentoring and coaching as tools for improving instructional practices, but all staff members do not take advantage of these opportunities. Teachers who do not demonstrate the improvement deemed necessary by their evaluators have additional specific activities written into their individual professional growth plans (assistance). If this growth plan is not effective for assisting the staff member in accomplishing the necessary changes, a more intensive assistance growth plan is developed.

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Performance Rating **2**

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Summary of recommendations in: **Learning Environment**

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

The principal and school council should establish and implement a comprehensive process for identifying professional development needs. This process should begin with an analysis of multiple sources of student achievement data and a comprehensive needs assessment. The principal, the professional development committee and staff should collaborate and use these analyses and assessment results to develop a professional development plan aligned with student learning goals. The plan should span multiple years, directly build on previous trainings, include job-embedded opportunities and allow for differentiation to meet the individual staff member needs identified through the evaluation process and in individual professional growth plans.

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

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

Resources:

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

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district personnel evaluation system and documentation of implementation, facility inspection reports, fire marshal reports, health department inspection reports, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, safe schools data reports, samples of classroom assessments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, school/district safety plan, staff development agenda, student handbook and student work

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

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

Performance Rating 3

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 and school council provide all instructional staff access to state and district curriculum documents (e.g., districtwide curriculum guides and maps aligned to Kentucky's Core Academic Standards, QualityCore and Kentucky Content for Assessment 4.1). Weekly content area professional learning community planning meetings and instructional leadership team meetings provide opportunities for teachers to discuss curricular issues. Professional learning communities and scheduled staff work days also provide participants some curricular training with the expectation that these teachers share information with their respective colleagues.

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

The principal develops a master schedule to provide common planning time for some teachers to work together. The principal provides scheduled meetings [e.g., school accountability team (SAT), staff work days,

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professional learning community, faculty] within and outside of the school day schedule to enable staff to focus on instructional issues. The principal uses the SAT to review lesson plans and conduct walkthroughs to provide some feedback to departments and staff.

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7.1a Leadership has developed and sustained a shared vision.

In the fall of 2011, the principal and school council appointed an ad-hoc committee charged with developing a vision and mission for Lincoln County High School. This committee included representation from the faculty, administrative staff and one parent. The principal facilitated the committee's work and identified the purpose of the vision and mission statements as guiding the future direction and purpose for all improvement initiatives. This work resulted in a new mission: "Student Success Every Day... Every Student ...No Excuses" and a new vision: "Lincoln County High School will provide every student with the opportunity to achieve his or her highest potential. Success reaches into all areas of school life including academics, the arts, practical living, athletics, and co-curricular studies. We accept responsibility to help all students achieve the skills necessary to be successful after high school." The principal and school council made limited efforts to solicit input from all stakeholder groups in the development of these statements, and minimal efforts are made to ensure stakeholders are aware of the vision and mission or to obtain their buy-in and support for school improvement initiatives. The current vision and mission statements are posted on the school's Web site, and the school principal has submitted two articles to the local newspaper that reference the new vision and mission statements and the future direction of Lincoln County High School. Other strategies for publishing these statements are not in place.

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

The principal and school council adopted the 2011-12 comprehensive school improvement plan that identifies non-negotiable goals for improving student performance. Goal 2.2 states that teachers shall use a system of continuous progress monitoring to assess individual student learning. Several strategies are identified in the comprehensive school improvement plan to direct the principal, school council and teachers to use student performance data to track and report progress at regular intervals to inform instruction. The principal and school council do not consistently hold staff accountable for this goal. Some teachers and departments use the data collected through these initiatives to inform instruction and implement interventions. However, the principal does not consistently monitor these initiatives for quality of implementation and impact on student performance and classroom practices. The principal and school council do not provide a formal data management protocol to ensure all student performance data are collected, reviewed,

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analyzed and reported to appropriate stakeholder groups to determine root causes of students not meeting expectations.

- 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.

Some members of the school leadership team and some professional learning community teams review student performance data (e.g., PLAN, EXPLORE, ACT, COMPASS, teacher-made probes) on a regular basis to monitor and compare academic achievement of some population groups. The student gap data are available to staff; however, there is not a systematic process to ensure that all instructional staff use the data to inform instruction and to meet the unique learning needs of all students. The comprehensive school improvement planning committees used data to develop strategies in the comprehensive school improvement plan to target achievement gaps, but these strategies are not being implemented effectively to have a measurable impact on student academic growth. Training (e.g., Infinite Campus parent portal, What You Should Know About the ACT) has been available to parents.

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

The principal and school council have not developed a formal needs assessment process to consistently enable the intentional allocation of resources based on the needs of students. Infrastructure (e.g., school accountability team, literacy coach, the Youth Services Center, intervention staff) is developed to remove barriers to learning (e.g., low expectations, behavioral disruptions, lack of parental involvement). The principal has not communicated clearly stated expectations and responsibilities to staff to coordinate the use of these resources. The principal has not established a focused systematic process to monitor or evaluate the effectiveness of programs and resources on student growth and achievement in a unified effort toward continuous improvement.

- 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.

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The school council has adopted a policy (School Discipline 14.0101). The principal designates one assistant principal to serve as school safety coordinator to monitor implementation of the safety plan and one assistant principal to monitor the buildings and grounds for maintenance of a safe learning environment. The principal uses the adopted a policy (School Discipline 14.0101) as the behavior management program to provide structure for student behavior; however, he does not consistently monitor to ensure schoolwide implementation of the program. The principal does not always ensure consequences for student disciplinary referrals are equitable and consistently enforced. Additional personnel (e.g., school resource officer, in-school suspension, alternative school) are provided to manage behaviors that could disrupt the learning environment.

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 KRS 160.345 required policies and bylaws. The principal has developed procedures to implement required policies. There is little evidence of policy review and revision based on anticipated needs other than the Kentucky School Council Association review two years ago. The school council has not established some best practice policies (e.g., equity and diversity, protection of instructional time, budget procedures, parent involvement) to address needs and guide school improvement.

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

The school council has a standard agenda that includes reports of student academic performance. Council minutes reflect some discussion of instruction but do not identify actions taken as a result of these discussions. The school council discusses student growth and achievement and reviews implementation checks to provide some monitoring of the school improvement plan. The principal presents the budget to the school council for approval, but there is limited council involvement in development of the budget. Budget reports, behavior and attendance data are provided to the school council at monthly meetings, and data disaggregation results are reviewed after test scores are released. The school council submits its plan for school improvement to the superintendent designee and school board for review. The school council minutes and agendas are posted on the Web site for stakeholders to access.

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

The principal articulates his vision of high expectations for all children and of a school that fosters an environment of success for all students. Not all staff members embrace this vision. The principal has not instilled a sense of urgency. Extensive professional development efforts have resulted in improvement in the pedagogical skills of many staff members, but rigor in classroom instruction continues to be a challenge to sustained growth in student achievement. The principal and his leadership team have implemented a wide array of curricular, assessment and instructional interventions with teachers to improve classroom instruction. The principal has led the staff in initiating a range of interventions and support programs to remove barriers to learning for the population of students who face life circumstances that impede learning. The number of initiatives and programs being implemented may be impeding the ability of the principal and his staff to focus clearly on the most critical issues facing the school. His staff and the school community demonstrate a commitment to his leadership and generally demonstrate motivation to overcome the challenges that he has presented to them. The principal distributes leadership responsibilities among his staff. While communication problems sometimes limit the effectiveness or impact of these efforts, he maintains his focus on school improvement and student achievement.

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Performance Rating **1**

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

The principal is not in compliance with the district evaluation plan for evaluating school administrators under his supervision. Neither of the assistant principals has a current individual professional growth plan on file. All school administrators participate in professional development that is designed to enhance their leadership skills.

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The principal and assistant principals should establish and adhere to an ongoing monitoring system that includes instructional rounds, walkthroughs, the personnel evaluation system and additional formal and informal classroom observations. They should hold themselves accountable for ensuring that teachers understand what they need to improve and how to improve. The principal and assistant principals should provide more than simple feedback. The principal should ensure that all instructional staff members understand and can implement rigorous instruction for all students. He and his leadership team should ensure that appropriate training is provided when needed and that regular observations and walkthroughs are followed by personal, targeted and face-to-face feedback and coaching designed to support sustained instructional excellence and increased rigor and relevance. Suggestions for improvement should be paired with a timeline that includes ongoing follow-up and support by department chairpersons, curriculum support staff, school leadership and district staff. In some cases, the principal should provide teachers with intense coaching and models of effective teaching strategies. The principal should hold teachers accountable for increasing their instructional effectiveness and document their progress.

The school council should develop a protocol for data management and take a more active role in analyzing test data and monitoring and revising the activities in the comprehensive school improvement plan. This data management protocol should address how and what student performance data is collected, disaggregated, analyzed, reported and celebrated. The school council should ensure that performance data drives all school decisions and improvement initiatives and that continuous monitoring of student performance and instructional data is used to determine root causes for not meeting expectation and for monitoring progress.

The school council should ensure that all funds are expended to support student learning as outlined in the comprehensive school improvement plan and teacher improvement goals. The school council should require that data be used to support or refute the effectiveness of all activities and revise these as needed to ensure that they are positively impacting student achievement.

The principal, leadership team and school council should conduct a comprehensive review of all instructional and behavioral programs and interventions to determine whether these activities have fragmented the school improvement efforts and diluted the impact of resources, both human and fiscal, applied to these efforts. The coordination, implementation and monitoring of the programs should be focused with student achievement as the goal. The relative impact of each program on sustained student achievement and the well-being of students should be considered and the determination made whether or not all of the programs or interventions are beneficial to achieve the goals of the school.

The principal should continue to engage his administrative and leadership teams in candid discussions regarding their respective roles in school improvement efforts. Areas of ambiguity should be addressed and needed training should be provided wherever necessary. The principal should then continue to monitor the effectiveness of their communication and implementation of job responsibilities and hold all staff strictly and appropriately accountable.

Resources:

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

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

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

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Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, categorical program financial reports, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive school improvement plan, course syllabi, cumulative folders system/student working folders/portfolios, curriculum documents, district budget and allocations, district technology plan, equipment inventory, Extended School Services entrance and exit reports, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center grant proposal, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, master school schedule, professional development records, professional resource materials, protocols for analyzing student work, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school budget and allocations, school communications plan, school council policies and bylaws, school event calendar, school financial reports, school profile, School Report Card data, school Web pages, state statute and regulation, student discipline reports, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, student/teacher ratio and teacher portfolios

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

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

Performance Rating 2

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

The principal, school council, budget committee and department chairs have developed an understanding of how school resources are allocated. Each spring the principal and school council receive input from the budget committee when making the annual allocation of Section 6 funds for instructional supplies between the academic departments and the school administration for the following school year. Although council policy (Expenditure of Funds 19.01) calls for accountability of departmental spending on the first of December, February, April and June and redistribution of unencumbered funds, this is not current practice. Department chairs have discretion in spending within their budgets. Unbudgeted

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Performance Rating 2

expenses are approved on a case-by-case basis by the principal. If the district provides Section 7 funds, neither the council nor the budget committee are engaged in preparing a needs assessment or budget for these funds. Section 7 funds are used for athletics, diplomas, band expenses and the vocational program. There is no systematic or sustained evaluation of the impact of expenditures on student performance. While some staff seek external resources to supplement or enhance school programs (e.g., the energy team earned an \$8000 grant for energy efficiency tools), the principal and school council do not widely recruit external partners.

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

The school council has adopted a policy for assigning staff (Assignment of Staff Time 9.01) based on teacher preferences. The policy has not been revised since 1996. The policy allows the principal to consider whether assignments will contribute to student success, but analyses of student performance data, teacher strengths, and the skills of non-instructional staff are not required.

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

The school council has not adopted policies to maximize instructional time other than requiring educational purposes for field trips (Field Trips 10.06) and codifying rules for student discipline (School Discipline 14.0101). The master schedule provides five 70 minute class periods each day, which allows for varied instruction, adequate time for lab experiments and projects and little wasted time between classes; however, there is lost time with the trimester grading period because there are three sets of course introductions, reviews of prior work and final exams. Instruction is interrupted by Patriot Time, Club Days, ACT and End of Course test practice in the computer labs, announcements and telephone calls. In many classes, instruction is not bell-to-bell, and students are inattentive. The twelve staff work days are non-instructional days resulting in a school year of 165 instructional days.

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

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units).

The principal and school council have adopted a schedule that allows adequate and appropriate time for teachers to plan collaboratively. Although the planning schedule changes each trimester, teachers in each department generally share a planning period and are able to meet weekly in professional learning communities. If they are not scheduled to have common planning time, their professional learning community meets after school. In these meetings, teachers work together on strategies to improve instructional practices (e.g., curriculum, common assessments, lesson plans, learning strategies, book studies). There is also a cadre of teachers who meet with middle school teachers to discuss content standards and vocabulary needed for successful transition from eighth grade to ninth grade. The principal monitors this planning to ensure it is instructionally focused. Not all teachers are familiar with all goals and strategies of the comprehensive school improvement plan and how the work of their professional learning communities is connected to the plan.

- 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 school council are continuing to experiment with the school schedule to find the optimal combination of class length, number of daily class periods, and number of grading periods. They changed from a four-block schedule with semesters to five 70 minute classes with trimesters in 2010-11, and the council approved a change to a 50 minute, seven-period day with semester grading periods next year. The current and planned schedules do not provide flex time to accommodate extended instruction, projects or performances for some content areas (e.g., art, science labs, music).

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

The budget approved by the school council for instructional materials is incremental from the previous year's budget and in recent years has been a process of distributing cuts rather than distributing additional resources. The budget is not based entirely on relevant data but on departmental request.

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Performance Rating 2

The budget committee considers the identified needs of the comprehensive school improvement plan, as well as the equipment and instructional materials needs of each department to basically maintain classrooms. The budget conforms to the requirements of all discretionary funds.

- 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 reviews account balances at its monthly meetings but does not play an active role in school financial decisions. The council does not examine resource requests to ensure spending is linked to the comprehensive school improvement plan or priority needs. The principal and council do not systematically examine the impact of expenditures (e.g., technology and software programs) on student performance and adjust resource allocations based on the findings.

- 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 and school council do not allocate most state and federal categorical grant funds. They are allocated by the district (e.g., Extended School Services, Professional Development, Gifted and Talented, Individuals with Disabilities Education Act, Safe Schools, Educational Technology). The council does not have an active role in prioritizing, monitoring or evaluating the expenditure of categorical funds to address student needs. These fund sources are not integrated to maximize their impact on student achievement, and in most instances their impact is not measured. There are some significant program funds from external sources, including the 21st Century Community Learning Center after school program and the Carl D. Perkins vocational grant funds through the United States Department of Education. The school district has utilized federal American Recovery and Reinvestment Act and Edujobs funds to support some staff salaries and professional development. The school does not receive Title I funds, although it is Title I eligible. The district provides some professional development with Title I funds.

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Performance Rating **1**

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

The school council does not have a clearly defined budget process for allocating staffing resources. District leadership provides revenue estimates on a working budget template, with expenditures to be completed by the school council, including Section 4 (certified staff salaries), Section 5 (classified staff salaries) Section 6 (council per pupil allocation for instructional materials) and Section 7 (for other needs identified by the council). The school council, according to KRS 160.345(2)(f), shall determine, within the total available funds, the number of persons to be employed in each job classification at the school. The school council does not perform this function for Section 4 and Section 5 funds. The principal and superintendent develop the staffing plan, as well as the Section 7 plan. The council does allocate Section 6 funds with advice of the school budget committee. The budget committee includes representatives from each department, the librarian, a counselor and the principal. No parent or community stakeholders are represented on the budget committee.

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The principal and school council should create a working resource allocation plan that includes all sources of funds, including local, state, federal and private, in-kind or partnership support, and human resources (certified, classified and volunteer) that may be integrated to address student learning needs. The principal and council should target areas where resources are deficient and engage all stakeholders, including parents and community representatives, to devise efficiency strategies, streamline processes, and seek out supplemental resources. The principal and council should systematically evaluate the impact of expenditures on student achievement.

The principal and school council should update and revise council policies to clarify their intent and ensure that they reflect current school practices, needs and goals. Policies should be student-centered and council decisions should be based on analysis of student needs, informed by current data.

The principal and school council should adopt policies and procedures to maximize instructional time during the school year, grading period, day and class period, based on considerations of student engagement, interruptions for administrative tasks, time needed for quality instruction in all content areas, and career and postsecondary preparation. The principal and council should implement school-wide strategies for classroom behavior management and provide assistance and training to teachers.

The school council should annually determine, within the available funds provided by the district, the number of persons to be employed in each job classification at the school.

Resources:

Miles, Karen and Frank, Stephen. *The Strategic School: Making the Most of People, Time and Money*. Corwin Press, 2008.

Reallocating Resources for School Improvement. Center for School Reform and Improvement, 2009 (<http://www.centerforcsri.org/pubs/reallocation/>).

Rethinking School Resources. www.educationresourcestrategies.org/documents/rethinking-resources.pdf.

Adams, Jacob. *Smart Money: Using Education Resources to Accomplish Ambitious Learning Goals*. Harvard Education Press, 2010.

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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, safe schools data reports, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data and school Web pages

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

Observations of classrooms

Performance Rating 2

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

The principal articulated the process used to develop the mission statement and revisit the vision statement in the executive summary of the comprehensive school improvement plan. The mission statement, "Student Success Every Day.....Every Student....No Excuses", was developed by a committee of teachers and one parent, presented to the staff (along with the new components included in the comprehensive school improvement plan developed by other committees) at a faculty meeting and approved by the school council in December 2011. The committee simultaneously revisited and revised the vision statement. The new vision and mission statements are not yet posted in classrooms and common areas, but they are published on the school Web site. Some teachers are unaware of the new vision and mission statements.

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

School leadership analyzed data from some sources (e.g., No Child Left Behind report, Kentucky Interim Performance report, EXPLORE, PLAN and ACT scores, dropout rates, graduation numbers) during the development of school improvement goals in the comprehensive school improvement plan. School leadership, however, seldom reviews classroom assessment data or student work to develop or modify school improvement strategies.

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

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The principal reviews a variety of cognitive (e.g., No Child Left Behind report, ACT, PLAN) and non-cognitive (e.g., attendance, drop out, retention) data to identify areas of concern. Teachers in some professional learning communities have recently initiated a review of data relevant to their teaching teams. The principal rarely seeks input from parents and representatives from other stakeholder groups to specifically build instructional capacity or improve organizational effectiveness. The principal does not perform ongoing analysis of emerging data and use findings to drive decisions that impact teacher practices and student achievement.

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

The evaluation plan articulated in the executive summary of the 2011-12 comprehensive school improvement plan requires school leadership to monitor the implementation and impact from school improvement strategies. The process requires the principal to evaluate school improvement strategies and submit quarterly reports to the school council. Reports to the council addressing the comprehensive school improvement plan are typically updates on the status of the construction of the plan and do not reflect the impact of strategies on student achievement.

9.6a The plan is implemented as developed.

The principal ensured that each teacher served on a committee to develop the comprehensive school improvement plan during 2011. The committees were organized around needs identified by the leadership team. The committees did not meet as a whole to finalize the plan. A few teachers have a copy of the 2011-12 school improvement plan, and the plan is published on the school web site. Many teachers cannot articulate the components and goals included in the school improvement plan. The school council approved the improvement plan in December of 2011.

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

The principal has not developed a clearly defined process for measuring the impact of the school improvement strategies on achieving goals and objectives of the comprehensive school improvement plan. The principal monitors classroom practices through classroom walkthrough observations but he does not intentionally monitor to determine the impact of the

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improvement plan's strategies on student learning. The plan includes benchmarks at set intervals to measure student achievement over time, but the principal has not adhered to the schedule of measurements.

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

The principal has not developed a clearly defined process for measuring the impact of the school improvement strategies on achieving goals and objectives of the comprehensive school improvement plan. The principal monitors classroom practices through classroom walkthrough observations, but he does not intentionally monitor to determine the impact of strategies on student learning. The plan includes benchmarks at set intervals to measure student achievement over time.

- 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 the school council rarely examine data specifically to determine if school improvement goals and strategies have had significant impact on student learning and instructional practices. School leadership collects data from some sources (e.g., walkthrough observations, lesson plan reviews) to evaluate classroom instruction, but the principal has not established a process to evaluate the impact of school improvement strategies on classroom instruction.

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

The principal has identified several high priority school improvement focus areas (e.g., Lincoln County High School Literacy Plan, Characteristics of Highly Effective Teaching and Learning). The principal has implemented some initiatives (e.g., Study Island, Assessment and Learning in Knowledge Space, professional learning communities, school accountability team) to accomplish school goals and to promote continuous school improvement. At the beginning of the current school year, school leaders initiated some strategies (e.g., probes, common assessments, diagnostic data analysis), but these are not fully implemented. The school council and the principal do not always monitor implementation of improvement initiatives or measure the impact these initiatives have on classroom practices and student achievement. The principal has not established a process to involve

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representatives from all stakeholder groups as partners to sustain a commitment to continuous improvement.

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The principal should ensure that the comprehensive school improvement plan is communicated to all stakeholders and drives decision making. The plan should include incremental benchmarks to monitor progress toward reaching goals and to determine the effectiveness of improvement strategies and the principal should adhere to the monitoring schedule. The school council should require regular implementation and impact check reports that include quantitative data and drive modifications and improvements in the plan beyond the typical year-end revisions. The plan should be anchored in current and emerging data from a variety of sources (e.g., ACT, common assessments, walkthroughs). The impact of strategies should be determined to guide program and instructional improvements and resource allocations. The principal should ensure all staff members share responsibility for effectively implementing improvement strategies according to the school plan.

Resources:

Holcomb, E. (2004). *Getting Excited About Data: How to Combine People, Passion and Proof to Maximize Student Achievement*. Thousand Oaks, CA: Corwin Press.

Kentucky Association of School Administrators - www.kasa.org

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

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Summary of Next Steps:

The principal should enhance the monitoring system to include instructional rounds, walkthroughs, the personnel evaluation system and additional formal and informal classroom observations. The principal should ensure non-negotiables require instruction to be challenging, authentic and engaging. Requirements should include teachers using a variety of instructional strategies that vary according to the needs of students. The principal and his leadership team should ensure appropriate professional development is provided as needed. Regular observations and walkthroughs should be followed by specific and meaningful feedback as well as ongoing coaching designed to support promote and sustain instructional excellence and increased rigor and relevance. The principal should provide explicit suggestions for improvement and establish a timeline that includes ongoing follow-up and support.

The principal should lead a collaborative initiative involving all stakeholders in raising the level of expectations of all students. This initiative should include engaging all staff in conversations regarding their role and responsibility for student success and failure and raising expectations for all students. The principal should hold his administrative team and school staff responsible for delivering a rigorous and authentic curriculum to all students regardless of life barriers.

The principal should continue to communicate to all staff members and students the urgency of placing student achievement as their top priority and should adopt a "No Excuses" policy for getting the job done. He should initiate discussions between and among school leadership, certified and classified staff, students and community and family members and use a shared vision to determine what steps are necessary for moving Lincoln County High School to becoming a 21st Century learning institution. He should develop and fully implement a focused plan and data should be collected, analyzed and evaluated at regular intervals to measure impact of activities on classroom practices and student achievement.

The principal, leadership team and school council should conduct a comprehensive review of all instructional and behavioral programs and interventions to answer the following questions: Does it address an identified need in the comprehensive school improvement plan? Is it research based and well designed? Do staff members have the training and knowledge to implement it with fidelity? Do we have all the resources (physical, fiscal and human) necessary for full implementation? Are we monitoring for results in order to expand successful programs and eliminate ineffective programs? Are we coordinating efforts to ensure the most efficient use of resources, avoid duplication of effort and gain support of all stakeholders?

The school council and principal should develop and implement a clearly defined plan to promote stakeholder involvement at the school. This plan should involve school leadership, certified and classified staff, community and family members and students as active partners in the decision-making and educational process of the school. Interactive communication among all stakeholders should be a main focus of the school's efforts in improving student achievement. This plan should involve recruiting individuals and businesses that can provide assistance and resources to advance educational opportunities.

The principal should use the evaluation process to guide the development of individual growth and enhance skills of all certified staff. The evaluation process should meet the district and state standards and provide for the collaborative development and implementation of individual growth plans. These plans should have specific measurable goals tied directly to student achievement and should be monitored to ensure implementation and continuous progress toward attaining improved academic performance.

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In Conclusion:

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

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

Principal Authority:

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

Council Authority:

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

The council will serve in advisory capacity.

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

Commissioner, Kentucky Department of Education:

_____ Date: _____

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

Principal, Lincoln County High School

_____ Date: _____

Superintendent, Lincoln County Schools

_____ Date: _____

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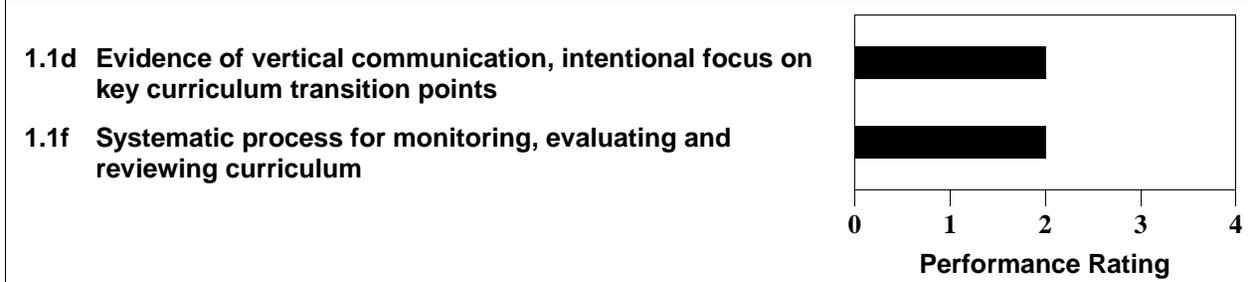
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1.1 Curriculum

Academic Performance



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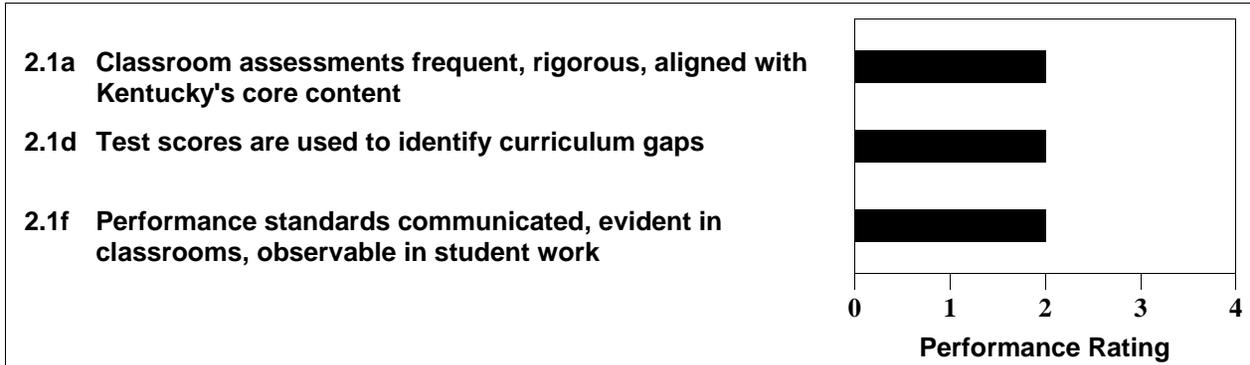
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2.1 Classroom Evaluation/Assessment

Academic Performance



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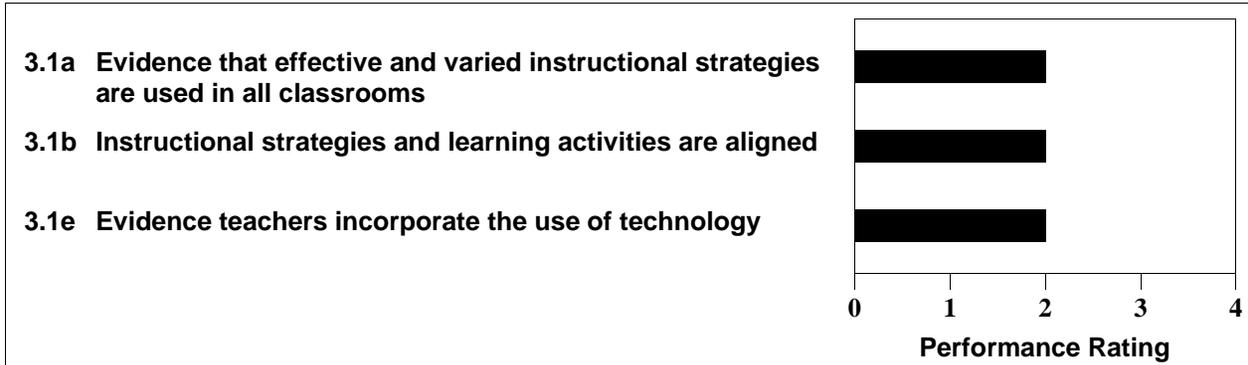
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3.1 Instruction

Academic Performance



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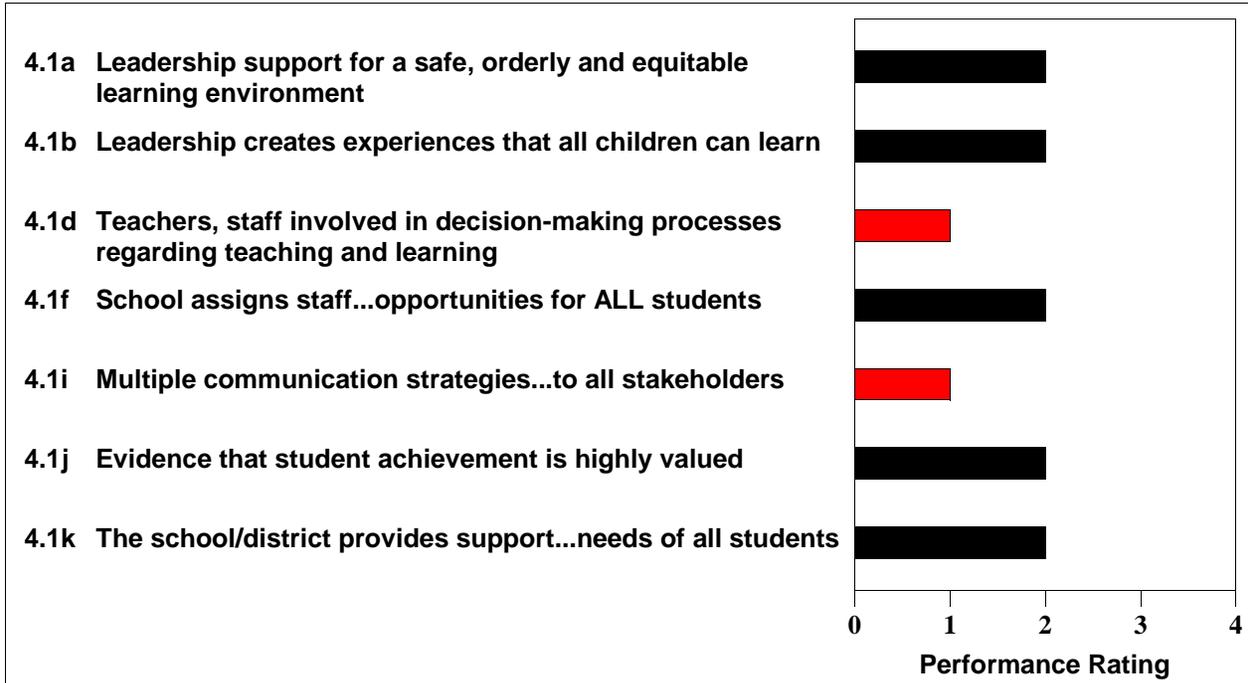
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4.1 School Culture

Learning Environment



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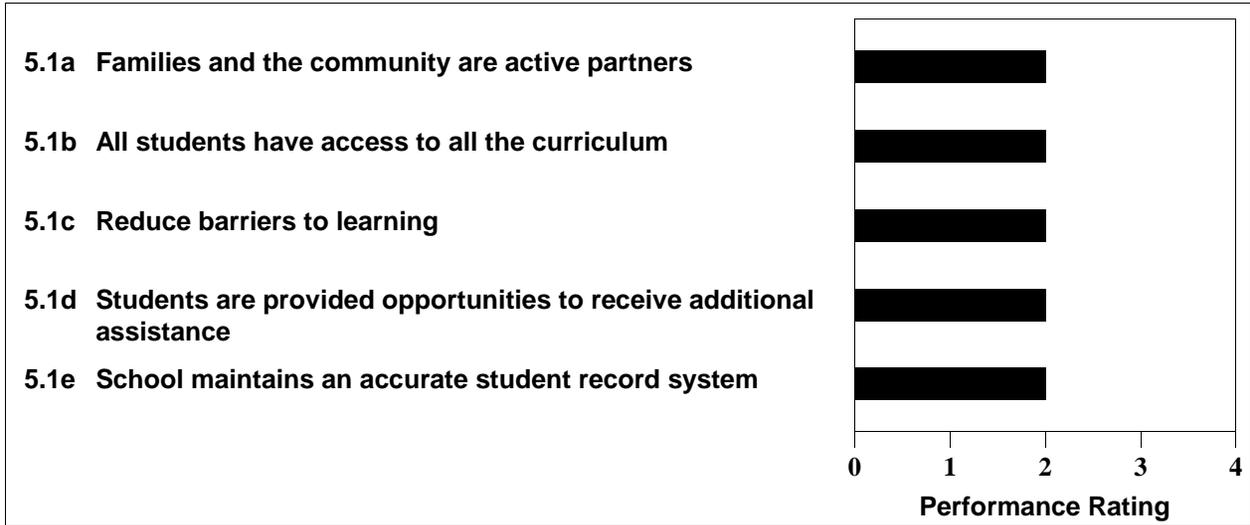
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5.1 Student, Family and Community Support

Learning Environment



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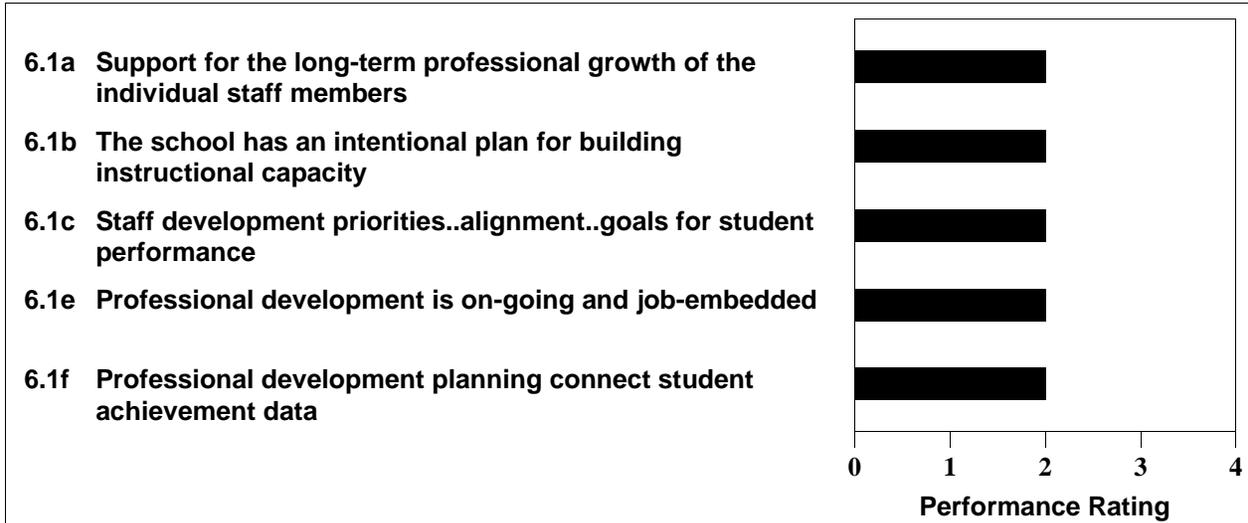
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6.1 Professional Development

Learning Environment



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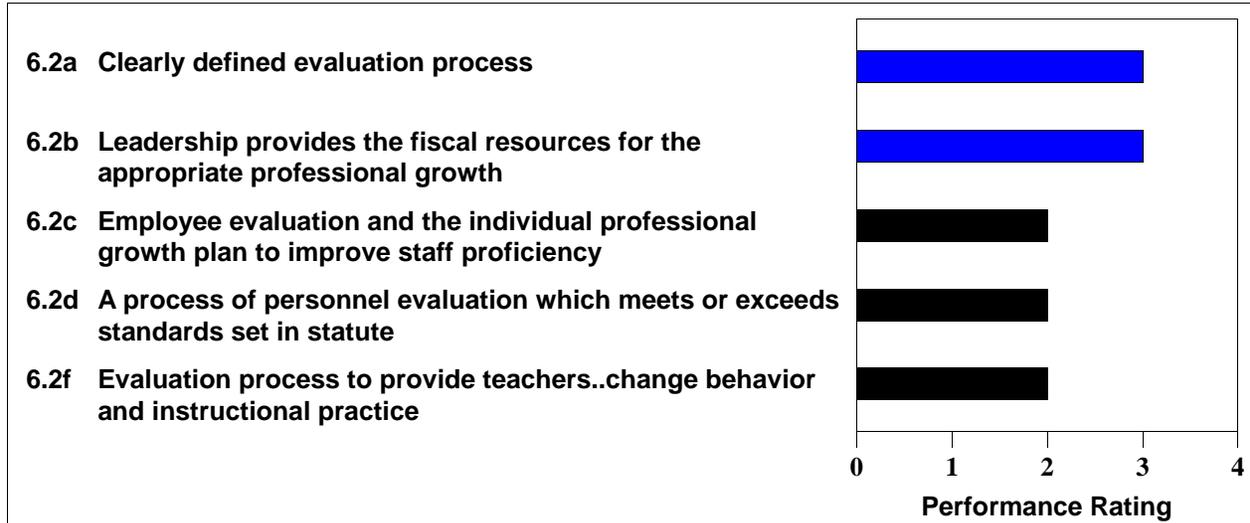
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6.2 Professional Growth and Evaluation

Learning Environment



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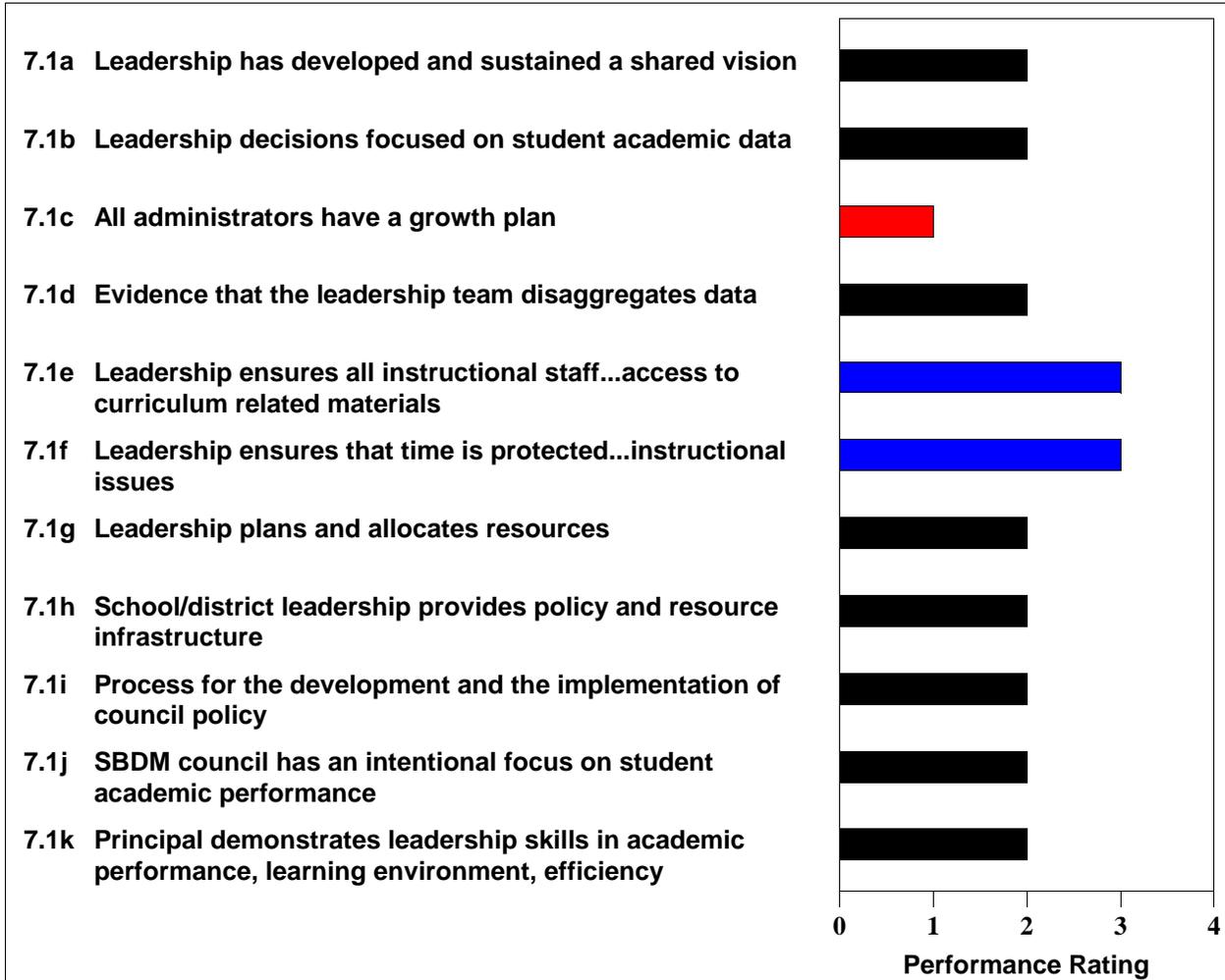
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7.1 Leadership

Efficiency



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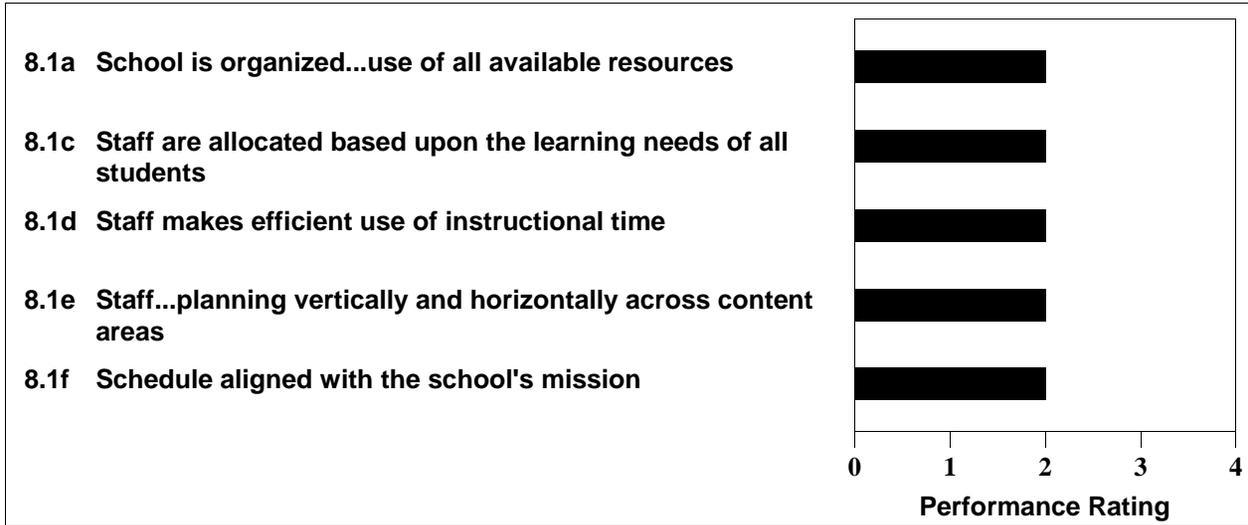
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8.1 Organization of the School

Efficiency



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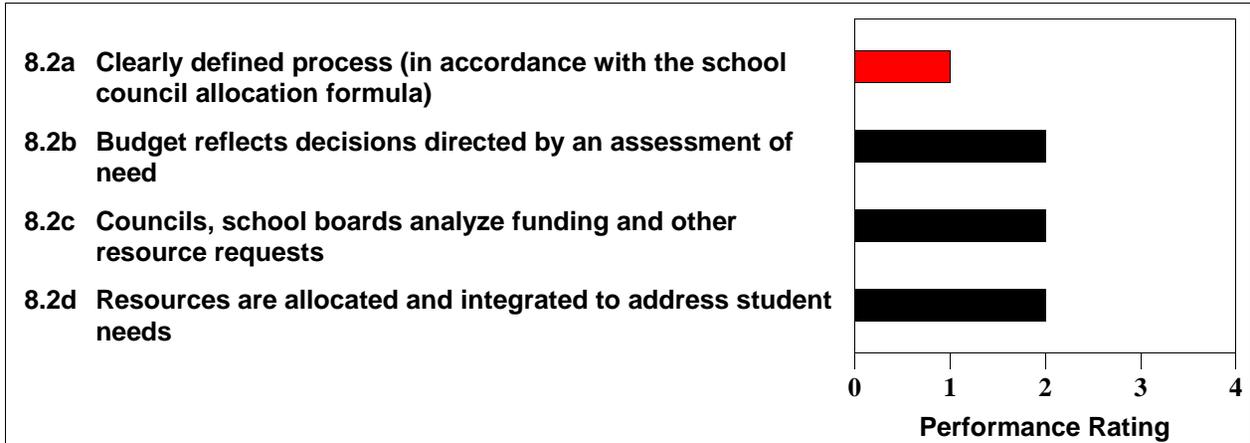
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

