

Monticello Independent
Monticello High School
School Leadership Assessment Report



10/30/2011 - 11/04/2011



School Leadership Assessment Executive Summary

Monticello High School

Monticello Independent School District

10/30/2011 - 11/4/2011

Roger Keith, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Monticello High School during the period of 10/30/2011 - 11/4/2011. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal has not created a culture of high academic expectations.
Next Steps	The principal should model high academic expectations for all students. The principal should require teachers to implement formative assessment strategies to identify the needs of each student and to design instruction to meet those needs. Teachers should develop learning tasks that challenge students to think and to perform at high levels. Teachers and staff should identify and implement high yield, research based strategies designed to remove barriers to learning and to raise academic achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal and the school council have not created a sense of urgency for improving instructional capacity.
Next Steps	The school council and the principal should engage staff in discussions regarding the urgency of improving instructional capacity and student achievement. The principal and teachers should conduct an in-depth analysis of student achievement data and collaboratively establish academic improvement goals for each student. The school council should allocate funds and resources to support teachers in their quest to assist each student to master course content. The principal should monitor student progress through regular meetings with teachers and should regularly apprise the school council of progress toward reaching established goals.

School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal and the school council do not consistently anchor decision making in student achievement data.
Next Steps	The school council and the principal should routinely conduct an analysis of student achievement data and non-cognitive data and use findings to inform decision making, especially those decisions related to the allocation of resources to improve classroom instruction and increase student learning. The principal should facilitate ongoing, job-embedded professional development that addresses the use of data to design instruction that meets the individual needs of students. The school council, the principal and teachers should move from decision-making based on past experiences and assumption to a culture of data-driven decision making and using research to design solutions to current and emerging issues related to school improvement, instructional capacity and student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal has not ensured that instructional strategies and learning tasks meet the needs of all students.
Next Steps	The principal should ensure that all teachers participate in ongoing, job-embedded professional development to increase their repertoire of research based instruction and assessment strategies. The principal should hold teachers accountable for infusing varied and engaging research-based strategies into instructional practices. The principal should coordinate teacher visits to successful schools with similar demographics to observe and discuss the strategies used to meet the unique learning needs of all students. The principal should monitor classroom practices through a cycle of ongoing observations, immediate and specific feedback and ongoing support. The principal should maximize the district evaluation process to improve school instructional capacity.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal and school council have not empowered teachers as partners in decision making.

Next Steps	<p>The school council should revisit the committee policy to ensure that it empowers teachers and other stakeholders to be important decision-makers focused on school improvement. The principal should fully implement the school council policy addressing committees. All school council committees should be fully functioning and engage in meaningful collaboration to improve student achievement. The school council should develop a schedule that requires all committees to formally report to the school council on a regular basis. The school council should require committees to routinely conduct data analysis and research effective strategies for improving student achievement. The school council should monitor the work of all committees and hold itself accountable for improving the instructional capacity of the school.</p>
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Monticello High School

KDE 2011 School Leadership Assessment Report At-a-Glance

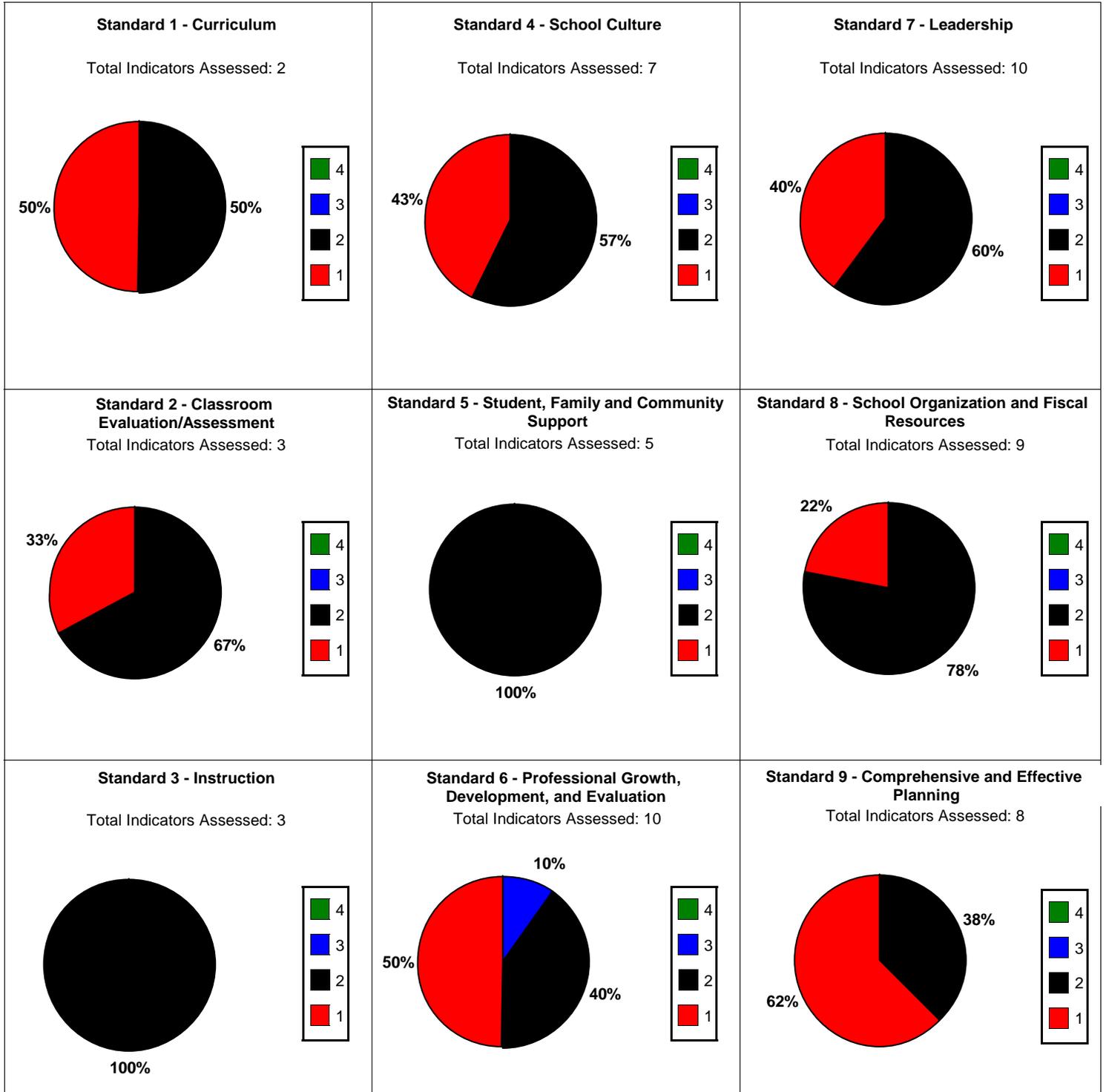
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Monticello Independent - Monticello 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>

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Monticello High School
Monticello Independent School District

10/30/2011 - 11/4/2011

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Monticello High School during the period of 10/30/2011 - 11/4/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (21) and formal interviews and informal discussions with teachers (23), students (45), parents (8), Youth Services Center staff members (1), central office personnel (4), support staff members (23), the counselor 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 Mike Hurt - District Administrator. The other team members were Nancy Gilligan - Teacher, Henry G. Marks - Higher Education Representative, Fran Salyers - Teacher, Joyce O. Watson - District Administrator, Jennifer Van Waes - Higher Education Representative, Akeel H. Zaheer - Parent, Kelly Foster - Educational Recovery Leader.

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 assignments, comprehensive school improvement plan, curriculum documents, lesson plans/units of study and Interim Performance Reports

Interviews with principal and teachers

Observations of cafeteria, classrooms, common areas and hallways

Performance Rating 2

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

The school council has adopted a curriculum policy (1.1). This policy does not provide a systematic process for the principal to monitor, evaluate, review, and modify the implementation of the curriculum and its effect on student achievement.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **1**

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

The principal does not facilitate discussions between the middle and high school to address the key curriculum transition points.

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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 school council should review and revise the curriculum policy. The curriculum policy should identify the school curriculum and all required components (e.g., curriculum, learning targets, formative and summative assessments). The policy should include a schedule for ongoing review of the curriculum based on an analysis of student achievement data. The policy should require the principal to establish a systematic and intentional process for monitoring, evaluating, reviewing, and revising the curriculum. The principal should fully implement the policy and provide the school council with regular reports regarding the effectiveness of the school curriculum and its impact on student achievement.

The principal should organize and facilitate discussions between middle and high school teachers to vertically align the curriculum and ensure that key transition points in the school curriculum are identified and intentionally addressed.

Resources:

Quality Core Standards, Kentucky Core Academic Standards

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, comprehensive school improvement plan, curriculum documents, curriculum maps, Kentucky Performance Report disaggregated data, lesson plans/units of study, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws and student work

Interviews with central office staff, classified staff, parents, principal, school council members, students and teachers

Observations of cafeteria, classrooms, common areas and hallways

Performance Rating 2

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

Some assessments are aligned with Kentucky curriculum documents (e.g. Kentucky Academic Core Standards, Program of Studies). Some teachers include multiple choice items, open response questions, and constructed responses in their summative assessments. A few teachers are accessing the ACT Quality Core assessment items that are online. Oral questioning is the most frequently used type of formative assessment. A few teachers use exit slips. Most teachers do not use formative or summative assessment results to inform their daily instruction. Most teacher-designed assessments are not intentionally matched to the Kentucky Core Academic Standards. Daily formative assessments are not always congruent to the standards. Curriculum maps do not include assessments that are congruent to the standards. Most summative and formative assessments lack rigor and do not require higher level thinking skills.

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

The principal shares assessment results with the school council and staff (e.g., Kentucky Core Content Test, ACT, No Child Left Behind). The principal does not have a process in place to determine if the curriculum is aligned to state standards.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

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

Few teachers provide students with scoring guides for assessments that include performance level descriptions, and few teachers display student work.

Assessment tasks lack rigor and do not require the use of higher order thinking skills.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should ensure that teachers participate in ongoing professional development regarding formative assessment. Teachers should design assessments that align to state standards, and provide information to teachers and students that guide instructional practices and student learning.

The principal should ensure that teachers communicate to students the characteristics of proficient work. Students should be provided scoring guides so they understand and articulate what it takes to reach proficiency and be able to evaluate their own progress. Teachers should provide students with examples of proficient work.

The principal, the school council, and teachers should collaboratively engage in disaggregating student achievement data from a variety of assessments (e.g., Kentucky Interim Performance Report, No Child Left Behind Report, EPAS Report) to identify gaps in student achievement. This data should be used to make curriculum changes and guide daily classroom instruction.

Resources:

Classroom Assessment for Student Learning

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, comprehensive school improvement plan, curriculum documents, curriculum maps, Kentucky Performance Report disaggregated data, lesson plans/units of study, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws and student work

Interviews with central office staff, classified staff, parents, principal, school council members, students and teachers

Observations of cafeteria, classrooms, common areas and hallways

Performance Rating 2

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

The school council has adopted an instructional policy (3.4), but the policy does not require that teachers employ effective or varied instructional practices, nor does it require the principal to monitor instruction. The principal has not established procedures to systematically monitor teacher instructional practices. The principal visits classrooms but the visits are informal and seldom result in immediate and meaningful feedback to direct instructional improvements. Most strategies used to deliver instruction are not research based, and teachers seldom challenge students to think at high levels. Most teachers do not use a variety of instructional strategies.

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

Some instructional strategies align with Kentucky curriculum standards (e.g., Kentucky Core Academic Standards, Program of Studies). Some teachers design instructional tasks similar to those on state assessments (e.g., multiple choice, constructed response). However, these tasks do not consistently challenge students to think at high levels or to engage in academic discussions.

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

All classrooms are equipped with LCD projectors. Many teachers participated

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

in professional development to learn to use technological tools (e.g., Web 2.0 Tools, Poll Everywhere.com). A few teachers regularly incorporate interactive technology into their instructional design. The school council has not adopted a technology policy to define the effective use of technology for learning; however, the school council has adopted a policy regarding online learning. Students can enroll in Advanced Placement classes through the Kentucky Virtual High School, and dual credit classes from Eastern Kentucky University. PLATO credit recovery software is used with students who are at risk of not graduating.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should develop and implement a plan to improve the delivery of instruction so that it is student-centered, rigorous, and addresses the learning needs of all students. This plan should include a systematic and comprehensive process to monitor and document instructional practices to ensure the accountability of all staff members.

The principal should develop a systematic process for monitoring daily instruction and providing meaningful feedback that will impact student achievement. Daily classroom instruction should include a wide variety of activities that engage all types of learners. A variety of strategies including differentiated instruction should be evident in all classrooms.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom displays, documentation of parent contacts, 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 Web pages, student work and trophy cases

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

Observations of classrooms, common areas and hallways

Performance Rating 2

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

The physical structure of the school is well-maintained and provides a safe learning environment. While the learning environment is orderly, the school council does not have a school safety plan that outlines classroom management techniques or responsibilities of staff or students. Parents receive a student code of conduct handbook at a picnic at the beginning of the school year and are asked to sign a statement indicating that they have read and understand the behavior expectations. For parents who do not attend the picnic, students are asked to take the handbook home for parent signature. Some teachers have posted information about courses, classwork, and assignments on the new school website. A Spanish interpreter assists parents and students with limited English speaking skills. Interruptions in instructional time are minimal as a result of principal policies that allow announcements only at the end of the day. District leadership conducted a Family Perception survey last spring; however, the principal has not developed a systematic process to use the data to evaluate the learning environment.

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

The school does not have a written communication plan for dissemination of information to all stakeholders. A monthly calendar is sent home to parents via the students and is posted on the website. The calendar on the website is not user-friendly and parents without Internet do not have access to it. A school "highlight" is printed in the local newspaper every two weeks. A communication software program has been implemented to replace the old

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

system to better communicate with parents. A LED sign located on Highway 90 is used to highlight school events. Parent-teacher conferences are held four times a year but are not well attended. A Spanish interpreter assists parents who are limited English speakers.

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

The principal does not regularly recognize academic achievements of students on a school-wide basis. Student work is not displayed throughout the building. Academic achievement is sometimes featured in the bi-weekly "highlight" in the community newspaper. A few trophies from academic competitions are displayed in a case in a hallway outside the elementary school office. Some teachers celebrate student success.

- 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 Spanish interpreter provides some instructional support for students and facilitates communications with families at ARC meetings and other school family interactions. School leadership has not developed a culture that recognizes physical, cultural, and socioeconomic factors as challenges rather than barriers. Some teachers attribute lack of academic achievement to factors outside the academic environment instead of embracing their role in increasing student achievement regardless of the student's socioeconomic status.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **1**

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

The principal articulates a commitment to high expectations for all students and staff but this commitment has not been transferred into practice. Communication about academic expectations to family members and other stakeholders rarely occurs. The principal has not established regular opportunities for teachers to interact or share strategies (i.e., common planning times, sharing of information gained at leadership networks) that improve student achievement. Parents receive very little information about and/or explanation of student academic data. The principal has not developed a systematic approach that focuses on continuous school improvement.

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

The principal has not established opportunities for certified and non-certified staff to collaborate on teaching and learning processes to increase student achievement.

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

The school council does not have a policy regarding the assignment of students to classes. Students are not assigned to classes based on their individual instructional needs. The principal has demonstrated some intentional effort to meet the needs of students by reassigning a teacher to an assessed area. A course offering was changed (e.g., principles of teaching to business math) to better meet the needs of the students.

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Standard 4 **School Culture**

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

The principal should form a school leadership team consisting of administrators, teachers, and classified staff to provide direction for school improvement. This leadership team should be charged with creating school-wide vision and mission statements that communicates high expectations for all stakeholders.

The principal, with the guidance of the school leadership team, should immediately develop and implement a school-wide plan for celebrating student academic successes and building student motivation (e.g., academic hall of fame, academic awards assemblies, banquets to recognize proficient/distinguished students).

The principal should establish opportunities (e.g., common planning, regular departmental meetings, professional learning communities) for teachers to collaborate and share strategies for improving instruction and developing standard based assessments.

The principal, with the guidance of the school leadership team, should implement and monitor a written communication plan that focuses on high expectations and academic achievement. All stakeholders (e.g., school staff, students, parents, and community members) should be involved in the development of the plan. The plan should include a variety of strategies (e.g., newsletters online and in print, bulk email, positive praise postcards, website, mail) to communicate with all parents.

Resources:

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

Deal, T.E. & Peterson, K.D. (1999). *Shaping School Culture*. San Francisco, CA: Jossey-Bass.

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

Gay, G. & Banks, J. A. (2001). *Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series, No.8)*. New York, NY:Teachers College Press.

Transforming School Culture: How to Overcome Staff Division Dr. Anthony Muhammed

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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, civic group programs/agenda, community involvement programs, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, Family Resource Youth Services Center documentation, Individual Learning Plans, school Web pages, student handbook, student/parent/staff handbooks and TELL Survey Results

Interviews with counselor, district leadership, Family Resource/Youth Services Center personnel, parents, principal, school leadership, students, teachers and volunteers

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

Performance Rating 2

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

The school council has adopted a committee policy (7.3) and a parent involvement policy (5.3), but these policies are not routinely followed or implemented. The principal does not have a system to inform and recruit parents to serve on school council committees. The school council does not actively encourage parents and community members to participate in the decision making processes of the school. A Spanish language interpreter on staff facilitates communication with Hispanic students and their families and serves as their informal advocate if required. Advocates are not available for other students; however, school leadership and staff provide a welcoming and caring environment for students. The school has a Back to School Picnic each year for parents and students. The practice of home visits began last school year, but the practice is neither regular nor systematic. Parents of seniors planning to attend college participated in a workshop in September to receive information about financial assistance. Parents receive the Monticello High School and Middle School Student/Family Handbook & Student Code of Conduct at the beginning of the school year. The handbook contains various policies and procedures but does not contain procedures for communicating and addressing complaints, concerns or suggestions. The Youth Services Center provides snack packs and other supplies for students in need. The Youth Services Center attempts to make home contact for students with poor attendance, but this effort is hampered by lack of timely communication within the school.

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Performance Rating 2

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

The school has a 21st Century grant that provides after school instructional support for students. Entry and exit from this program is voluntary and based on student or parent interest. Letters are sent to parents of students not making satisfactory academic progress informing them of the availability of this program. The Youth Service Center provides a variety of services such as parent referrals to social service agencies, nutrition assistance and access to psychological and mental health agencies (e.g., ADANTA, Phoenix Care and Somerset Mental Health). Health services are provided by two school nurses who are shared with the middle and elementary schools. The local health department funds one of the school nurse positions. Psychological testing for students with special needs is provided by a clinical psychologist contracted by the district. The Youth Service Center Director makes home visits to students he has informally identified through personal contact. The Spanish language interpreter is housed in the Youth Service Center and facilitates services for Hispanic students and families. Title I funds are used to support school wide math instruction with the hiring of an additional math teacher. There is a guidance counselor on staff, but there is no comprehensive school-wide guidance program in place to address the intellectual, social, physical and developmental needs of all students.

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

Students with special learning needs are identified through referral by teachers or parents. Teachers do not receive regular training in identifying students with special learning needs. The Monticello Independent Schools Student/Family Handbook includes a student code of conduct and procedures for referral of discipline problems to the principal. Records of transfer students are obtained by guidance staff to determine appropriate services. Except for Hispanic students, the school does not arrange for an adult advocate or advocacy services for students. The Youth Service Center and guidance counselor coordinate assistance for students with difficult home environments; however, these services are not systematic or consistently delivered. The principal has recently established an interagency group of school based and community service providers that meets periodically to coordinate academic, social, and health services for students.

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

Performance Rating 2

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

The Comprehensive School Improvement Plan identifies the need to improve attendance, retention and to reduce the dropout rate. The school offers the Monticello Independent Secondary Assistance Academy which uses a computer based instruction program (i.e., PLATO) for students who are at risk of not graduating. Through a partnership with Eastern Kentucky University the school makes some dual credit courses available to students. In collaboration with First Southern Bank students in business class operate banking services at the school. Some students have the opportunity to participate in a careers class that allows them to job shadow or work for pay in a community business. Clubs and organizations are available for student participation.

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

The school maintains the student records system in a location with restricted access. Records of students with individual education plans are kept with the special education teacher assigned to the student. Parents can monitor student academic progress using the Infinite Campus parent portal. However, the school has not provided all parents with the necessary information (i.e., login, passwords) for access to the portal. Students develop individual learning plans and the guidance department monitors for completion.

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Summary of recommendations in: **Learning Environment**

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

The principal should develop and implement a plan for ongoing recruitment of parents to be active and contributing members in the decision making processes at the school. The plan should include strategies to inform parents regarding the significant role they can play in school improvement and the academic success of children. To facilitate the recruitment of parents, the principal should align the committee structure to the priorities set in the school improvement plan. Expectations for each committee and its members should be defined as well as the parent's role in the decision making processes. Training sessions to build parent capacity for effective participation in school improvement should be scheduled at convenient times and locations to support greater participation.

The principal should establish and implement clearly defined procedures to identify students not making adequate academic progress and provide them with appropriate additional assistance during or after school. The assistance should not be left to parent or student choice. The interventions should be structured and targeted but adapted to meet individual student needs. These services should be delivered in coordination with any social, psychological, health and family services that can reduce barriers to student success. The recently established interagency coordination committee could serve as a highly effective tool to design and deliver holistic services that address student and family needs. These services should be regularly evaluated for impact on student achievement.

The principal should examine, select and implement creative targeted strategies for early identification of students at risk of dropping out of school. Procedures should be established for greater and more effective collaboration and coordination among the District Director of Pupil Personnel, Director of the Youth Service Center, Guidance Counselor, the county social services and the justice system to address attendance, retention, drop-out issues and provide student advocates when necessary. These strategies should be regularly monitored and evaluated for their effectiveness and continuous improvement.

Resources:

Christenson, S.L. & Sheridan, S.M. (2001). Schools and Families: Creating Essential Connections for Learning. New York, NY: The Guilford Press.

Hiatt-Michael, D.B. (2001). Promising Practices for Family Involvement in Schools. Greenwich, CT: Information Age Publishing.

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

Missing Pieces, TELL Survey Data

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, committee rosters, district budget and allocations, individual professional growth plans, professional development records, school council policies and bylaws, state statute and regulation and TELL Survey

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

Observations of classrooms, hallways and media center

Performance Rating **3**

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

At the beginning of the school year, the principal discussed the evaluation process and shared forms used during formative and summative evaluations.

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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 has ensured that teachers participate in required professional development activities, and some teachers participate in training to update their content knowledge (e.g., Eastern Kentucky University math initiative, math and English language arts content networks, Quality Core training, program review). All teachers have participated in technology and curriculum alignment professional development. The principal, however, has not ensured that all teachers participate in ongoing, job-embedded professional development that spans multiple years and improves instruction and assessment practices. Professional development opportunities are not specifically designed to foster leadership skills of administrators and teachers. The principal does not provide sufficient job-specific professional development for classified staff.

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

Two teachers, (math and English) participate in the ongoing content networks focused on the Kentucky Core Academic Standards and some teachers are attending Quality Core trainings. The principal has not planned job-embedded professional development activities that nurture continuous growth for instructional practices.

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

School leadership allocates funds for teachers to attend content network meetings as articulated in the comprehensive school improvement plan. Some teachers are also attending the ACT Quality Core trainings as outlined in the professional development plan.

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

District leadership provides a process for personnel evaluation that meets or exceeds standards set in statute and regulation. However, the principal has not fully implemented the personnel evaluation process (i.e., professional growth plans) with the staff.

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

Performance Rating **1**

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

The professional development plan is a one year plan that does not include job-embedded, professional development. The principal did not collaborate with staff in developing the plan. The professional development committee is not currently functioning.

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

The professional development plan is based on Kentucky Core Content data and the Teaching, Empowering, Leading and Learning survey data. The professional development plan is not aligned with professional growth plans or teacher evaluations.

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

The principal considered data from assessments (e.g., Kentucky Interim Progress Report, PLAN, EXPLORE, No Child Left Behind Report) to determine some of the professional development activities (e.g., Eastern Kentucky University math initiative, math and English language arts content networks). The principal has not established a formal process to evaluate the impact of professional development activities on instructional practices and student achievement. Most classroom observations are informal and do not generate data to evaluate how professional learning transfers to improvement of instructional and assessment strategies.

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

The principal does not ensure that individual professional growth plans are completed by September 15th as specified in the district evaluation plan. Informal observations are being conducted but with little feedback to the teachers.

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

The principal has not fully initiated the personnel evaluation process for the

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Performance Rating **1**

2011-2012 school year. The principal recently completed the initial certified personnel evaluation training; however, the principal did not require the development of individual growth plans prior to September 15th in accordance with the guidelines established in the district evaluation plan.

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

The principal, in collaboration with the professional development committee, should facilitate the development of a multi-year professional development plan that supports continuous instructional and professional growth of all teachers that will result in increased student achievement. The plan should include job-embedded, ongoing activities that are classroom focused and include opportunities for enhancing leadership skills (e.g., collaboration, problem-solving) for all staff members. The professional development offerings should be determined by the analysis of student data, individual professional growth plans, and personnel evaluations.

The principal should evaluate the impact of professional development on instructional practice by conducting regular and frequent walkthroughs. Feedback should be provided to teachers in a timely manner in order to promote continuous professional growth. Data from the walkthroughs should be used in determining the priorities for professional development and for evaluating the effectiveness of past professional development activities.

Resources:

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

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

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

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district personnel evaluation system and documentation of implementation, Extended School Services program overview and data, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, samples of classroom assessments, samples of student work products, school budget and allocations, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school procedures manual, School Report Card data, school visitors register, school Web pages, school/district safety plan, state statute and regulation, student handbook, student work, student/parent/staff handbooks, teacher portfolios and trophy cases

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

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

Performance Rating 2

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

The principal shares state assessment results with the staff and school council. There is no process to collect and analyze results of student performance data throughout the school year. Discovery Education assessment data is used to determine student placement in math intervention classes. Some professional development decisions are made as a result of the assessment data.

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

The principal recently developed his own growth plan which is aligned with ISSLC standards. The growth plan focuses on communication and documentation. The principal has not collaborated with the school counselor to develop an individual professional growth plan for the 2011-2012 school year.

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Standard 7 **Leadership**

Performance Rating **2**

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.

There is no process in place to monitor student performance data or to identify achievement gaps. The principal did share disaggregated data from the Kentucky Core Content Test with the school council and staff. The principal does not hold all staff members accountable for collecting and using data to target students who are at risk of failure on a regular basis. There is an Extended School Services Policy which was adopted in 2003, but it is not being implemented to address individual student needs. The comprehensive school improvement plan does not reflect disaggregation of data in order to target learning needs of diverse student populations.

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.

School representatives are participating in the regional leadership networks for mathematics and English language arts so they can access the new Kentucky Content Academic Standards (KCAS). Additionally, staff representatives are participating in the ACT Quality Core training which also provides curriculum guidelines and materials for the end-of-course assessments. However, there has been no intentional collaboration time provided on a regular basis for staff members to share the information with all of their colleagues. District leadership has provided some school wide training on the new assessment model, and the teachers who are responsible for the four areas of end-of-course assessment have accessed the quality core sample assessment items. School leadership has provided training relating to the upcoming Program Reviews for Arts and Humanities, Practical Living, and Writing. District leadership provided three hour curriculum mapping training. Teachers were directed to develop curriculum maps for each class using current instructional resources and the Kentucky Department of Education website. All teachers have access to the curriculum resources available on the Kentucky Department of Education website and the vast resources from ACT.

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

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Standard 7 **Leadership**

Performance Rating 2

and effective learning environment.

School council does not have a policy for the implementation of discipline and classroom management techniques as part of a school safety plan. The student handbook outlines expectations for student behavior for school activities and is distributed to all students. The high school facility is clean, safe, and is maintained in an orderly manner. Students remain in the classrooms during instruction with hallways being virtually empty. The students behave orderly in the classrooms and are respectful of teachers. The high school principal, counselor and some teachers are listed as contacts and are active participants in the processes described in the district School Safety Plan. The plan was developed in collaboration with the Kentucky Center for School Safety (KCSS). The plan includes charts to document the practices and drills that are included. KCSS representatives worked with the district and school leadership during the previous school year to improve some areas of concern. For example, the district and school leadership team used signage to improve the traffic flow in front of the school. The KCSS team is scheduled to perform a school safety audit on November 23, 2011. The district leadership visits the school daily and monitors safety procedures informally. The principal consults with district leadership when a safety concern arises.

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

Student achievement and academic issues are included on council agendas. The council agendas include good news reports of student and staff accomplishments. School council and school leadership engage in some discussion about student performance. However, actions and strategies to improve student performance are left up to committees, department and teachers to design and implement. The school council approved the comprehensive school improvement plan. The district comprehensive improvement plan was updated recently, but there was no discussion with school council how the district and school improvement plans coordinate. The council has a committee policy and committees have been established; however, most are not functioning. Teachers and committees present to the council as needed. For example, the writing teachers presented the school writing plan to the council for adoption. The school council does not report student achievement progress to the board of education regularly.

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Performance Rating **1**

7.1a Leadership has developed and sustained a shared vision.

The principal has not developed a school wide vision with input from all stakeholders. The mission statement was developed in 2004 and was approved by the council that existed at that time. The mission statement is not posted in the high school areas. There is no school-wide acknowledgement of a common vision or mission for the school. The principal and school council have not engaged stakeholders in the development of a vision and a mission statement to guide continuous school improvement.

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

The principal does not consistently ensure that all instructional time is used effectively. There is a loss of learning time for students returning from the area technical center. Additional loss of student time results from frequent tardiness and absenteeism. The principal reduces the use of the school intercom by communicating via handheld communication devices whenever possible rather than interrupting instructional class time with announcements. Some announcements and communication are done via email for that purpose as well. The principal does not provide staff members with time to collaborate on a regular basis to review student work, analyze student performance, or design interventions.

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 presents school allocations to the council and reviews the budget monthly. The principal does not have a monitoring process in place to determine the impact of resource (e.g., human, physical, fiscal) allocations on student achievement. The master schedule provides a thirty-minute flex time designed for math interventions for students based on Discovery Education data. There is an interpreter and English Second Language assistance is provided to students to reduce the language barrier. Special education instructional aides are provided. The master schedule does not include other targeted assistance to students who need additional help during the school day. There is no common planning time for teachers to collaborate for improvement in instructional practices.

7.1i Leadership provides a process for the development and the implementation

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Performance Rating **1**

of council policy based on anticipated needs.

The Principal has not ensured that all required policies are in place (e.g., discipline, classroom management techniques) and that they are adequate to guide the school towards improvement. Most adopted policies are in need of revision to ensure adequacy for guiding continuous school improvement. The school council has been reviewing and revising policies but this process has not resulted in policies that are adequate and tied to improving instructional practices and increasing student achievement.

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The principal should collaboratively engage the school community in developing a shared vision and mission that focuses on student success and college and career readiness. The vision and mission for school improvement should be communicated at all school meetings, public events, on the school webpage, and in school publications.

The principal should develop a sense of urgency for higher student achievement. He should hold all staff members accountable for student achievement. The principal should form a school-level leadership team to include teacher leaders to build leadership capacity and involve them in making important decisions.

The principal should ensure that all requirements of the evaluation plan are followed according to guidelines. He should seize the opportunity to collaborate with teachers in the development of their professional growth plans in order to demonstrate his commitment to school improvement. He should communicate to teachers that the professional growth plan process is a way to grow professionally and increase student achievement.

The principal and school council should review the policies and procedures for completeness and adequacy. The SBDM Required Policies and Decisions Checklist for High Schools is available on the Kentucky Department of Education website (dated July 2011) and provides guidance for required policies for school council. The principal should ensure that the scheduling committee develops a master schedule that maximizes staff strengths, time, and resources while addressing individual student needs. The timelines of the council scheduling policy should be followed to develop a master schedule for the 2012-2013 school year.

The principal and council should develop a systematic process for analyzing and monitoring formative and summative student data throughout the school year. Through this process, students who need additional support should be identified to receive research-based interventions in a timely manner.

Resources:

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

Marzano, R. J. (2003). *What works in schools: translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive school improvement plan, district budget and allocations, documentation of parent contacts, examples of school to home communications, individual professional growth plans, master school schedule, notes from parent conferences, organizational charts, samples of written correspondence to staff/stakeholders, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school procedures manual, The Missing Piece of the Proficiency Puzzle, Teaching, Empowering, Leading and and Learning Survey

Interviews with counselor, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, principal, school council members, students, superintendent and teachers

Observations of classrooms, common areas, computer lab and hallways

Performance Rating 2

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

The principal has not developed clear procedures to prioritize and evaluate the use of all resources to address the goals, strategies, and activities of the comprehensive school improvement plan. The principal has not designated a building level leadership team to help in planning and allocating instructional resources. There are limited community partnerships that focus on increasing student achievement. Many school council policies need to be updated (e.g., curriculum, instructional practices). Some required polices have not been adopted (e.g., student assignment, school discipline and safety management). The council has adopted a policy (7.1) that requires all teachers to serve on at least one committee (e.g., assessment, curriculum, budget, professional development). Committees are not fully functioning. The principal does not require committees to report to the school-based decision making council on a regular basis. Some lines of communication have been created via limited emails by school principal.

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

The staff assignment policy (8.1) has been adopted but the school principal has not established clear procedures to guide the intentional assignment of

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Performance Rating 2

staff members to increase student achievement. The principal does not use available data (e.g., Teaching, Empowering, Leading, and Learning Survey, student learning styles, staff evaluations, individual professional growth plans) to match staff strengths with individual student needs. The number of school staff members is based on school council budget allocations. Some staff members are shared with the middle school.

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

The principal and school council have not adopted a policy implementing an appropriate school-wide behavior system to ensure that instructional time is protected. The principal has established an in-school suspension classroom that is used for students with severe discipline problems. The principal has not ensured that all teachers maximize instructional time (e.g., free time during class, lack of student engagement) and teach bell to bell. The principal has not resolved scheduling conflicts for vocational students. Most vocational students lose 20-30 minutes of instructional time daily. While no policy has been adopted for protecting instructional time, the principal restricts intercom announcements and makes an intentional effort not to interrupt the instructional day.

- 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 has not intentionally aligned the school schedule with the mission to ensure that all staff members provide challenging instruction and meet the individual needs of all students. The principal does not ensure that quality bell to bell instruction is occurring in all classrooms and that student instructional time is maximized throughout the school day. The principal did strategically place a teacher in an assessed area to help increase student achievement. The principal has created a daily thirty minute "Flex Period" to provide math interventions for targeted students.

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

District leadership provides the principal and school council with monthly

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Performance Rating 2

budget reports. The principal and school council have not developed a school budget policy. Funds are not allocated based on the unique learning needs of the students. The budget traditionally includes an equal allocation for most departments with the exception of some (e.g., science, art, band).

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

The principal provides the school council with a monthly budget report. Teacher requests for classroom resources are made through a systematic process using purchase orders filled out by teachers and sent to the principal for his approval and signature. The principal has not developed procedures to monitor allocated resources to ensure the resources are connected to student needs and goals identified in the comprehensive school improvement plan. The principal and school council do not ensure the allocation of resources are aligned to the goals of the comprehensive school improvement plan and have the intended impact on student achievement.

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 monitor all federal and state funded program initiatives (Extended School Services, professional development, gifted and talented) to ensure they are aligned with the comprehensive school improvement plan and focused on improving student achievement. Some resources are integrated (e.g., Gifted and Talented, Title 1, 21st Century) to address identified school needs, but are not grounded by a needs assessment or data analysis. District program directors monitor fund expenditures in accordance with state and federal guidelines.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

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

The principal has not provided sufficient time for teachers to collaborate on the goals, objectives, and strategies of the comprehensive school improvement plan (e.g., implementation of professional learning communities, vertical planning time). The principal has not implemented a master schedule that allows for common planning.

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

The school council has not adopted a policy, and the principal has not implemented procedures to request discretionary funds from the board of education. The principal does not conduct a formal needs assessment or seek input from other stakeholders to guide the determination for the need of discretionary funds. Discretionary funds received from the board of education are not intentionally aligned to the goals identified in the comprehensive school improvement plan. Most discretionary funds are expended on personnel salaries. Decisions made by the council concerning discretionary funds are not grounded in data.

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Standard 8 **School Organization and Fiscal Resources**

The school council should develop and the principal should implement a budget policy that is data driven, involves all stakeholders and includes monitoring and evaluation of expenditures as needed. The school principal should develop a systematic process to monitor and evaluate the effectiveness of resource allocations (e.g., personnel, financial, time) to ensure that resources are aligned with the goals and objectives of school improvement. The budgeting committee should become functional and be required to report to the council at regular intervals.

The school council should adopt and the principal should implement a policy to ensure that instructional time is protected. The master schedule should be reviewed by stakeholders to ensure student needs are being addressed and innovative strategies used to meet the diverse needs of the student population. The principal should regularly monitor all teachers to ensure the maximum use of instructional time. The principal should resolve scheduling conflicts for vocational students.

Resources:

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

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

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

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Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, comprehensive school improvement plan, individual professional growth plans, Kentucky's Core Content for Assessment, school council meeting agenda and minutes, school council policies and bylaws, trophy cases and TELL Survey

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

Observations of cafeteria, classrooms, common areas and hallways

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 mission statement articulated in the executive summary of the comprehensive school improvement plan was developed in 2004, using input from students and staff. School leadership did not include parents or community members in the development of the mission statement. The principal has not facilitated a process to develop mission and belief statements and an articulated vision for the school.

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

The principal analyzes data from a few sources (i.e., Kentucky Core Content Test data, PLAN, ACT, No Child Left Behind report) to develop the comprehensive school improvement plan priority needs, goals and strategies. The principal, however; has not involved parents and community members in the development of school improvement plan goals.

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

The principal relies almost exclusively on an annual review of Kentucky Core Content Test data and test score analysis worksheet to identify strengths and weaknesses in the instructional program. In September of 2011, The Wilderness Trail Educational Cooperative provided school leadership with a report called Systematic Process for Achieving School Excellence (SPASE) assessment. The report contained data in several areas (e.g., instructional delivery in the areas of literacy and math, response to intervention,

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Performance Rating 2

technology, assessment, school-wide expectations, student discipline and time on task). The report detailed a plan of action to address the needs identified as a result of their assessment. Findings from the action plan have not been embedded in the comprehensive school improvement plan. Stakeholders other than school leadership and departmental staff are rarely involved in the analysis of student academic performance data.

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Performance Rating **1**

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

There are no benchmarks in the comprehensive school improvement plan to measure incremental progress toward reaching the plan's goals. Measurable objectives are not articulated. The principal has not established a process to evaluate school improvement plan components.

9.6a The plan is implemented as developed.

The comprehensive school improvement plan is dated for the 2011-2012 school year. However, strategies, activities, and objectives have ending dates of May or June 2011. The goals and objectives of the plan are not stated in measurable terms. Most staff members are unaware of the content of the comprehensive school improvement plan.

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

The principal's does not measure progress towards the goals and objectives set in the comprehensive school improvement plan.

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's classroom walkthrough observations do not relate to stated goals of the comprehensive school improvement plan and do not result in follow up or feedback for improvement of instructional practice. The plan contains no measurable objectives or interim benchmarks. There are no evaluations of benchmark data of progress toward meeting the goals and objectives of the 2011-2012 comprehensive school improvement plan.

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

The principal emphasizes a commitment to continuous school improvement; however, there has been little progress made toward school improvement. Student celebration opportunities are not seized. The principal has not held the staff accountable for school improvement.

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Standard 9 **Comprehensive and Effective Planning**

The principal should immediately establish a collaborative process involving all school stakeholders in the development of a meaningful statement describing the mission of Monticello High School, with a corresponding vision for the school in the coming years and related statements of beliefs.

The principal should immediately develop training for certified and classified staff, parents and community members relating to the construction of an effective comprehensive school improvement plan. This plan should be the driving force for school improvement with ongoing monitoring and modification to reflect changes in student academic data and needs. The plan should follow guidelines specified by the Kentucky Department of Education and include measurable goals and objectives, timelines for determining progress, and identification of persons responsible for implementation of each component.

Resources:

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

Lambert, L. (1998). Building Leadership Capacity in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

O'Hallaron, R. and O'Hallaron, D. (1999). The Mission Primer: Four Steps to an Effective Mission Statement. Richmond, VA: Mission Incorporated.

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Summary of Next Steps:

The principal should model high academic expectations for all students. The principal should require teachers to implement formative assessment strategies to identify the needs of each student and to design instruction to meet those needs. Teachers should develop learning tasks that challenge students to think and to perform at high levels. Teachers and staff should identify and implement high yield, research based strategies designed to remove barriers to learning and to raise academic achievement.

The school council and the principal should engage staff in discussions regarding the urgency of improving instructional capacity and student achievement. The principal and teachers should conduct an in-depth analysis of student achievement data and collaboratively establish academic improvement goals for each student. The school council should allocate funds and resources to support teachers in their quest to assist each student to master course content. The principal should monitor student progress through regular meetings with teachers and should regularly apprise the school council of progress toward reaching established goals.

The school council and the principal should routinely conduct an analysis of student achievement data and non-cognitive data and use findings to inform decision making, especially those decisions related to the allocation of resources to improve classroom instruction and increase student learning. The principal should facilitate ongoing, job-embedded professional development that addresses the use of data to design instruction that meets the individual needs of students. The school council, the principal and teachers should move from decision-making based on past experiences and assumption to a culture of data-driven decision making and using research to design solutions to current and emerging issues related to school improvement, instructional capacity and student achievement.

The principal should ensure that all teachers participate in on-going, job-embedded professional development to increase their repertoire of research based instruction and assessment strategies. The principal should hold teachers accountable for infusing varied and engaging research-based strategies into instructional practices. The principal should coordinate teacher visits to successful schools with similar demographics to observe and discuss the strategies used to meet the unique learning needs of all students. The principal should monitor classroom practices through a cycle of ongoing observations, immediate and specific feedback and ongoing support. The principal should maximize the district evaluation process to improve school instructional capacity.

The school council should revisit the committee policy to ensure that it empowers teachers and other stakeholders to be important decision-makers focused on school improvement. The principal should fully implement the school council policy addressing committees. All school council committees should be fully functioning and engage in meaningful collaboration to improve student achievement. The school council should develop a schedule that requires all committees to formally report to the school council on a regular basis. The school council should require committees to routinely conduct data analysis and research effective strategies for improving student achievement. The school council should monitor the work of all committees and hold itself accountable for improving the instructional capacity of the school.

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In Conclusion:

The members of the Monticello 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 not have the ability to lead the intervention and should not 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.

A new council will be appointed by the Commissioner to 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 Monticello High School.

Principal, Monticello High School

_____ Date: _____

Superintendent, Monticello Independent Schools

_____ Date: _____

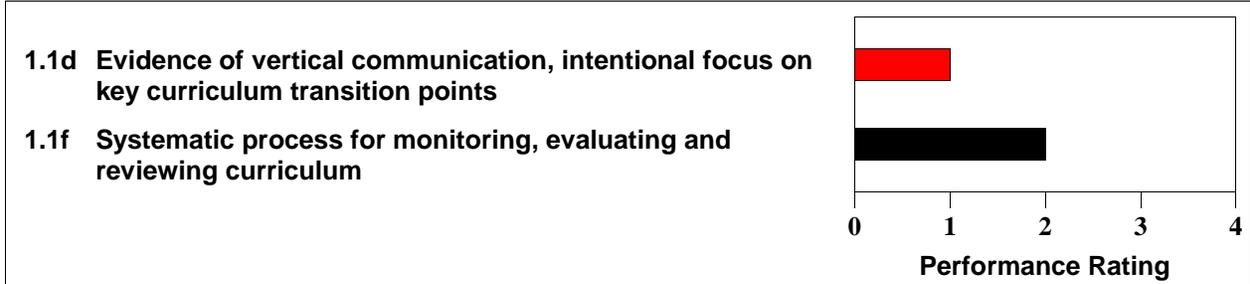
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1.1 Curriculum

Academic Performance



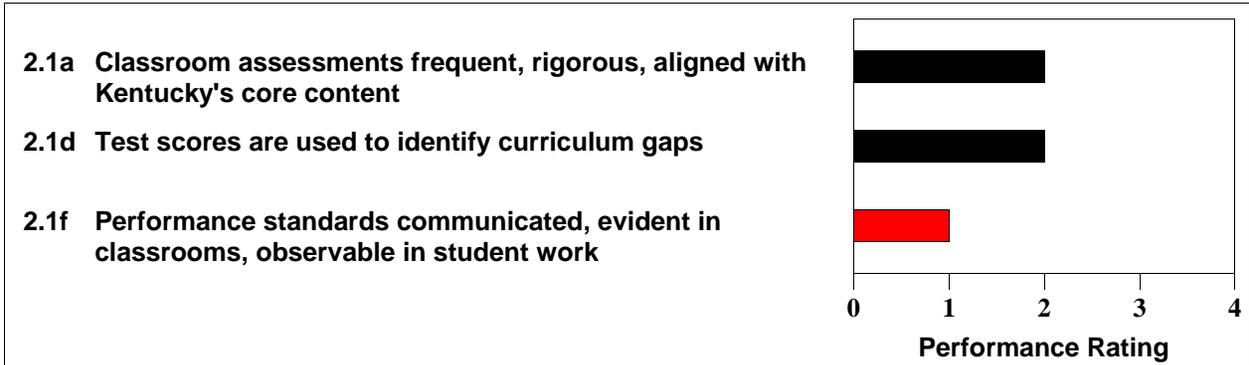
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2.1 Classroom Evaluation/Assessment

Academic Performance



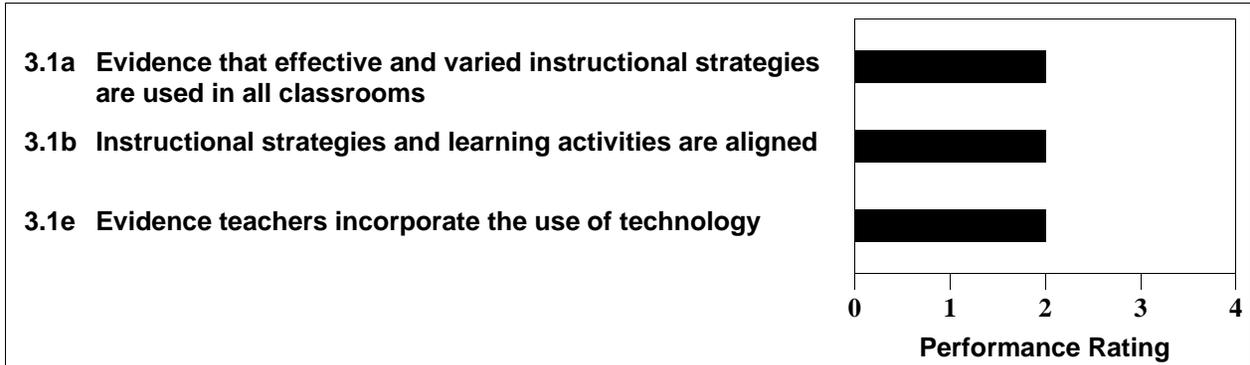
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3.1 Instruction

Academic Performance



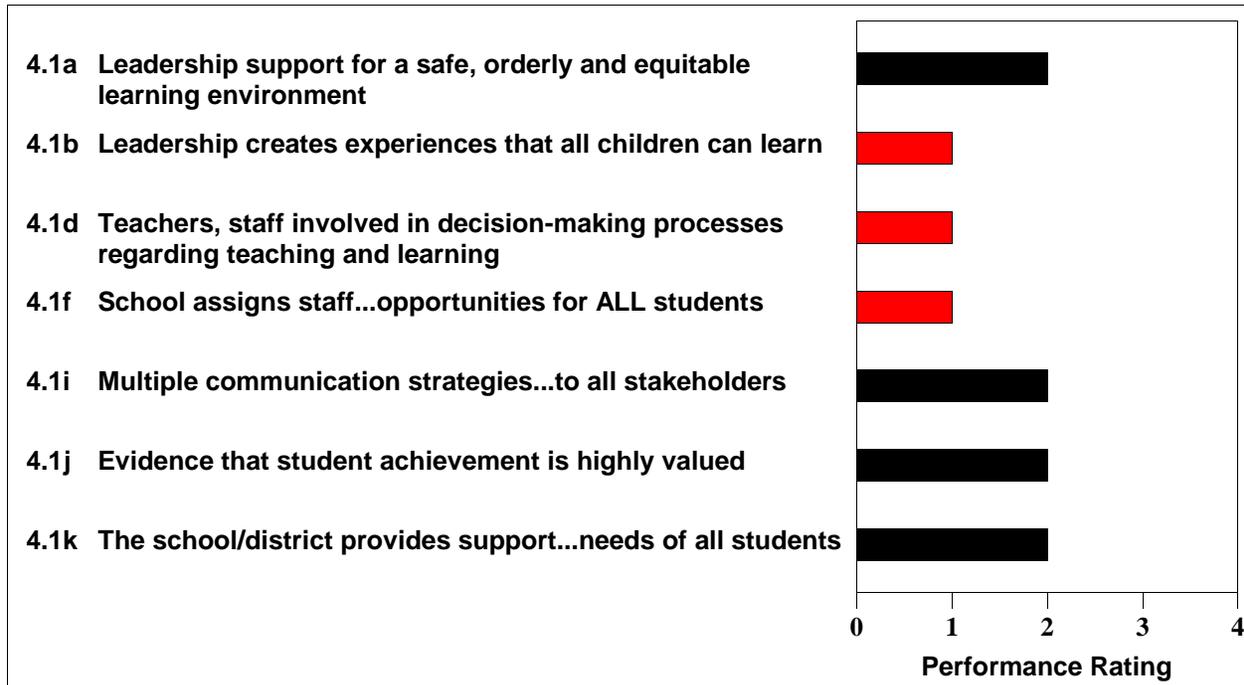
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4.1 School Culture

Learning Environment



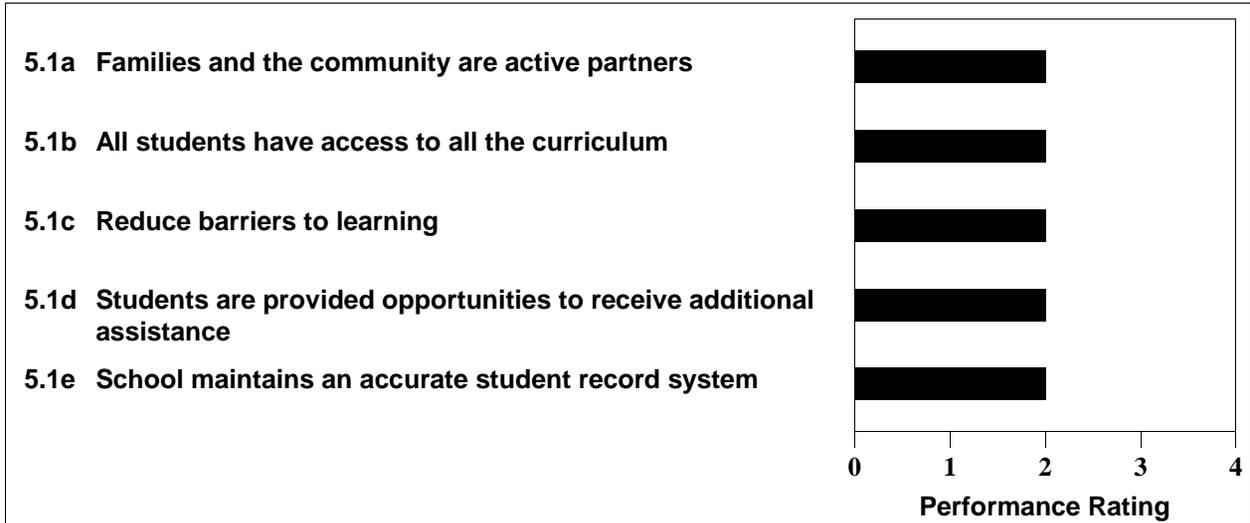
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5.1 Student, Family and Community Support

Learning Environment



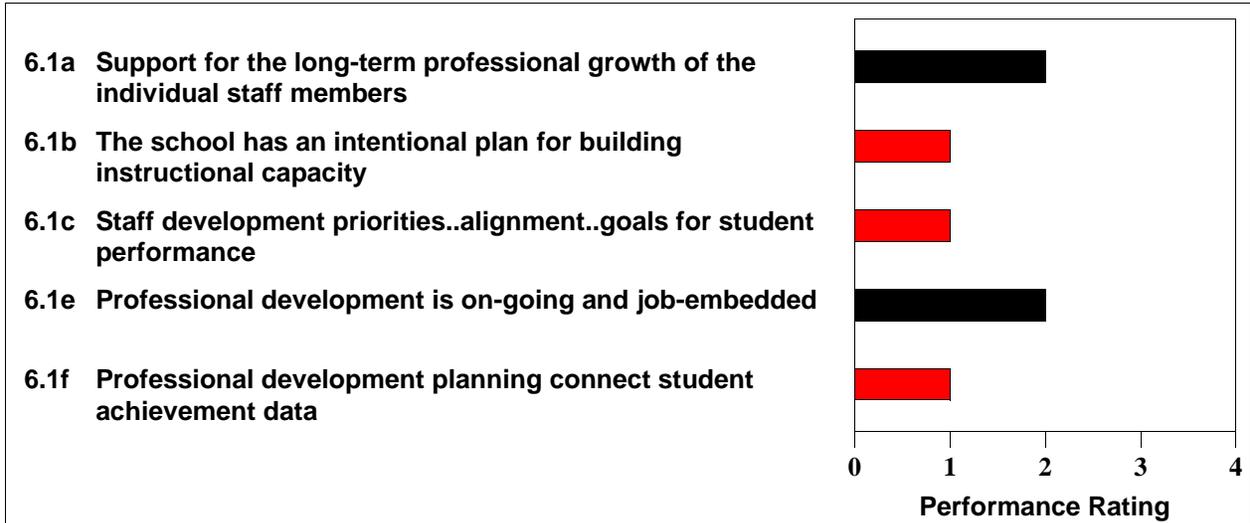
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6.1 Professional Development

Learning Environment



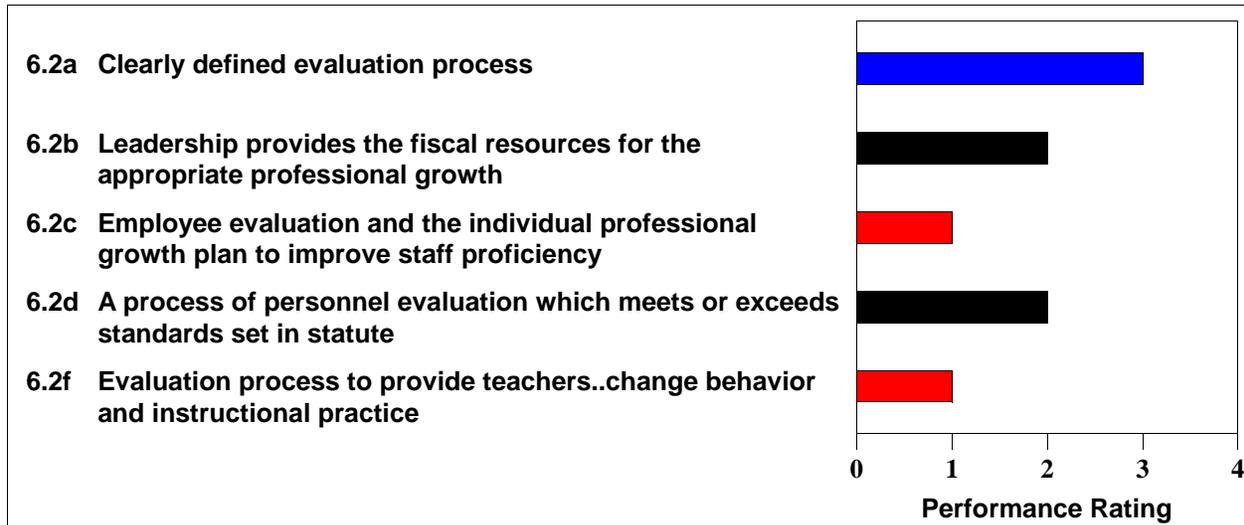
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6.2 Professional Growth and Evaluation

Learning Environment



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7.1 Leadership

Efficiency



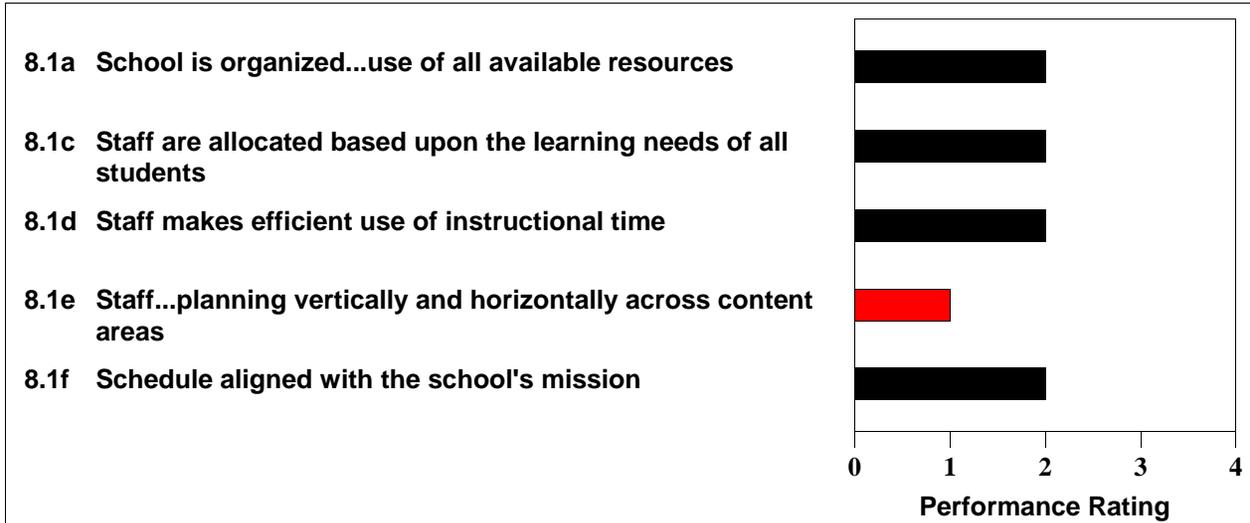
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8.1 Organization of the School

Efficiency



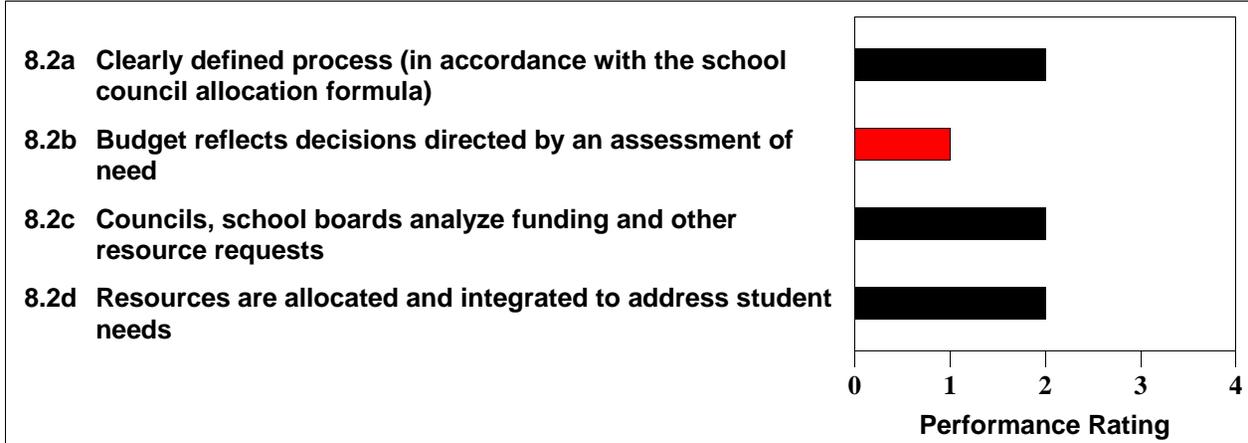
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

