

Newport Independent
Newport High School
School Leadership Assessment Report



04/24/2011 - 04/29/2011



School Leadership Assessment Executive Summary

Newport High School

Newport Independent School District

4/24/2011 - 4/29/2011

Scott Draud, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Newport High School during the period of 4/24/2011 - 4/29/2011. 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

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| 1. Deficiency | The principal, school council and district leadership have not created a professional working environment that fosters positive relationships and promotes collaborative decision-making. |
| Next Steps | The principal, school council and district leadership should collaborate on what it would take to build a culture of professionalism, trust and collegiality. They should work as a collegial team to improve student achievement and instructional effectiveness. A needs assessment should be used to determine how district leadership can support leadership needs, teacher growth and student learning. The principal, school council and staff members should seek assistance from district personnel. They should unite to help all students reach proficiency. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 2. Deficiency | The school council has not adopted a comprehensive school-specific behavior management plan. |

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| Next Steps | The school council should adopt a comprehensive school-specific student behavioral management plan. The plan should align with the Student Code of Acceptable Behavior. The principal should establish procedures to fully implement the plan. The plan should include common schoolwide behavioral expectations and aggressively protect instructional time. The plan should be consistently implemented by all staff members. The principal and school council should monitor the implementation of the plan to ensure its effectiveness and to identify needed modifications. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 3. Deficiency | The principal has not provided teachers with the leadership and support necessary to ensure they intentionally use instructional strategies, learning activities and rigorous assessments that meet the learning needs of the diverse population at Newport High School. |
| Next Steps | The principal should collaborate with staff to design an ongoing school based professional development plan grounded in best practices and research-based strategies (e.g., learning styles, multiple intelligences, brain research, higher-order thinking skills). The principal should monitor the use of these strategies through unit and lesson plans and formal and informal observations. Teachers should receive timely feedback and assistance in planning and modifying instruction. Teacher evaluation and individual professional growth plans should support improvement in teacher instructional practices and student achievement. The principal, school council and teachers should accept their responsibility for student learning. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 4. Deficiency | The principal and school council have not created a professional learning community that supports collaboration between and among staff and leadership. |

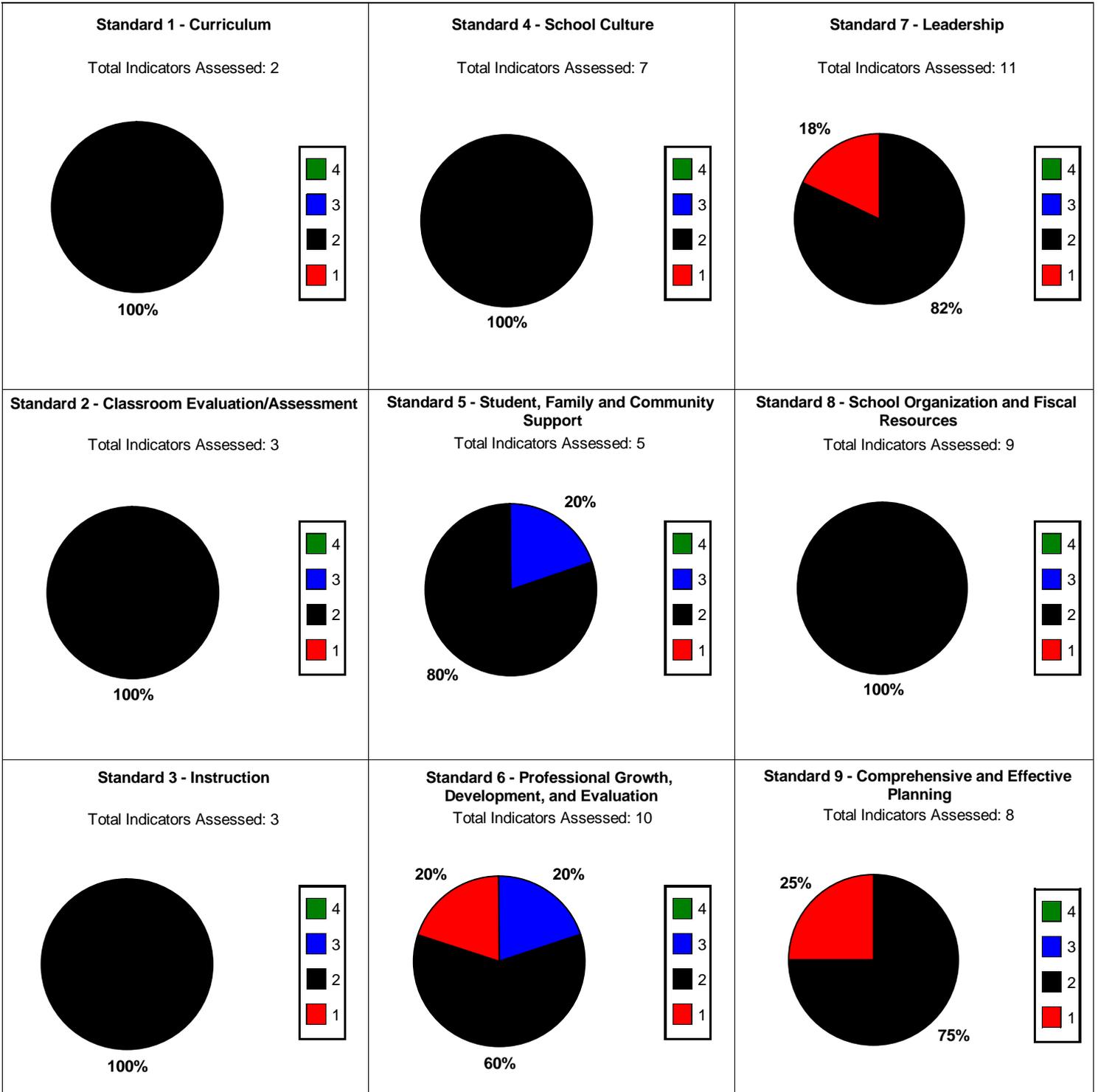
| | |
|---|---|
| Next Steps | The principal and school council should work collaboratively with staff members to create a professional learning community. A significant part of this work, initially, should focus on creating a culture of mutual trust and respect among staff members. The cultural norms should encompass open and honest communication; as well as the identification and resolution of concerns. The principal should use existing and emerging survey information and a variety of data to begin this process. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 5. Deficiency | The principal and school council have not established a system to ensure data are used to drive decisions and to monitor student progress toward academic proficiency. |
| Next Steps | The principal and school council should establish a data management system. This system should include methods for documenting student academic performance using data analysis and should include interim checks and summative measures of student learning. The system should measure the impact of interventions on student achievement. The principal should implement procedures for monitoring the quality of instruction and measure the outcome of initiatives on student learning to make data-driven decisions to continue, modify or terminate each initiative. The principal and school council should use this system to guide all decision making and planning. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 6. Deficiency | The principal and school council do not foster a culture of high academic and behavioral expectations for all students. |

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| Next Steps | <p>The principal and school council should actively work with staff members, students and stakeholders to promote a culture of high academic and behavioral expectations. They should create a “no excuses” culture and hold faculty and themselves accountable for student successes and failures. The principal should model high expectations, build rapport with staff and students and uniformly support schoolwide behavioral and academic standards. The principal should engage all stakeholder groups in discourse and unite these groups through a laser-like focus on doing whatever it takes for each and every student to reach proficiency. The principal and school council should ensure all students are prepared to successfully transition beyond high school experiences.</p> |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |

Newport 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 - Newport Independent - Newport High School

| | | |
|--|---|---|
| <p>Standard - 1 - Academic Performance</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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> |

Standard - 3 - Academic Performance

Instruction

- 3.1a Evidence that effective and varied instructional strategies are used in all classrooms
- 3.1b Instructional strategies and learning activities are aligned
- 3.1c Instructional strategies/activities are consistently monitored...diverse student population
- 3.1d Teachers demonstrate content knowledge
- 3.1e Evidence teachers incorporate the use of technology
- 3.1f Instructional resources are sufficient to deliver the curriculum
- 3.1g Teachers examine and discuss student work
- 3.1h Homework is frequent and monitored, tied to instructional practice

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

Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation

Professional Development

- 6.1a Support for the long-term professional growth of the individual staff members
- 6.1b The school has an intentional plan for building instructional capacity
- 6.1c Staff development priorities..alignment..goals for student performance
- 6.1d Plans for school improvement directly connect goals for student learning
- 6.1e Professional development is on-going and job-embedded
- 6.1f Professional development planning connect student achievement data

Professional Growth and Evaluation

- 6.2a Clearly defined evaluation process
- 6.2b Leadership provides the fiscal resources for the appropriate professional growth
- 6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency
- 6.2d A process of personnel evaluation which meets or exceeds standards set in statute
- 6.2e The school/district improvement plan identifies specific instructional leadership needs
- 6.2f Evaluation process to provide teachers..change behavior and instructional practice

Standard - 9 - Efficiency - Comprehensive and Effective Planning

Defining the School Vision, Mission, Beliefs

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

Development of the Profile

- 9.2a Planning process involves collecting, managing and analyzing data
- 9.2b Use data for school improvement planning

Defining Desired Results for Student Learning

- 9.3a School and district plans reflect learning research, expectations for student learning
- 9.3b Analyze their students' unique learning needs
- 9.3c Results for student learning are defined

Analyzing Instructional and Organizational Effectiveness

- 9.4a Strengths and limitations are identified
- 9.4b Goals for building, strengthening capacity

Development of the Improvement Plan

- 9.5a Steps for school improvement aligned with improvement goals
- 9.5b Plan identifies resources, timelines
- 9.5c Evaluating the effectiveness of improvement plan
- 9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results

Implementation and Documentation

- 9.6a Plan is implemented as developed
- 9.6b School evaluates the degree to which it achieves the goals and objectives for student learning
- 9.6c The school evaluates the degree to which it achieves the expected impact
- 9.6d Evidence of attempts to sustain the commitment to continuous improvement

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

Newport High School
Newport Independent School District

4/24/2011 - 4/29/2011

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Newport High School during the period of 4/24/2011 - 4/29/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (64) and formal interviews and informal discussions with teachers (35), students (99), parents (9), Family Resource/Youth Services Center staff members (1), central office personnel (4), support staff members (14), the assistant principal (1), counselor (1) 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 Janet Hurt, Ph.D. - District Administrator. The other team members were Betty E. Fox - District Administrator, Carol Ann Higdon - Building Administrator, Joy Stinnett Waldrop - Higher Education Representative, Marilyn C. King - Teacher, Gayle H. Mills - Parent, Jill L. Crowe - Higher Education Representative, Rhonda C. Marshbanks - Teacher, Robert Holliday, Ph.D. - District Administrator, Todd Tucker - Educational Recovery Staff.

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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School Leadership Assessment Summary Report

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, Extended School Services assessment data, faculty meeting agenda, Individual Learning Plans, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, professional development records, rubrics, samples of classroom assessments, school improvement planning team meeting minutes and agenda, student homework with teacher feedback, student work and Working Conditions Survey results

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

Observations of classrooms, computer lab and media center

Performance Rating 2

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

School leadership has not developed a systematic process for facilitating discussions between middle and high school staff members with an intentional focus on identifying key curriculum transition points. Some discussions occur between middle and high school staff members during district standards committee meetings and early release days; however, these discussions are insufficient to eliminate gaps and overlaps in the curriculum. Guidance counselors at each school collaborate in the placement of students in high school classes using various data (e.g., Measures of Academic Progress, attendance, grade point averages, teacher recommendations).

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

The school council has adopted a curriculum policy, but the principal has not established clearly defined procedures for monitoring, evaluating and reviewing the curriculum. The principal conducts monthly informal and formal classroom walkthrough observations and shares some written feedback with teachers. The principal does not use the classroom walkthrough observation

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

instrument to monitor the alignment of the curriculum to state standards. The principal has not established a systematic monitoring process to ensure teachers effectively deliver a rigorous curriculum. Some curriculum discussions take place during monthly departmental meetings and early release days. Some teachers are in the process of deconstructing Kentucky Common Core Standards.

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal with district assistance should initiate and facilitate systematic vertical alignment discussions between middle and high school teachers. These discussions should be regular with an ongoing focus on key curricular transitional points to eliminate unnecessary overlaps and gaps.

The school council should develop a comprehensive curriculum policy, and the principal should establish procedures for monitoring, evaluating and reviewing the curriculum.

Resources:

Core Content for Assessment 4.1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/ Core+Content+for+Assessment+4.0/default.htm>

Individual Learning Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). www.education.ky.gov (type ILP in the search box)

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

Standards-Based Curriculum Development Manual. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district personnel evaluation system and documentation of implementation, eWalk data, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, professional development records, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school Web pages, student work and Working Conditions Survey results

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

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

Performance Rating 2

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

The school council has not developed an assessment policy. Some classroom assessments are aligned with Kentucky Core Content for Assessment and The Program of Studies for Kentucky Schools; however, many assessments are textbook-generated and do not always have clear connections to state standards. Teachers do not always use formative assessments to inform instructional practices, and many cannot articulate how these assessments are used to guide instruction. Classroom assessments are more often used as a means for a grade rather than an impetus for change in instructional strategies to promote continuous student progress. The principal does not regularly monitor classroom assessments to ensure students are presented with rigor, authenticity and standards-based learning tasks. Teachers do not have common planning as departments to collaborate in the development of common or formative assessments. Teachers do not often design assessments requiring students to activate higher-order thinking and problem-solving skills.

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

The school council has not developed a policy or procedures for analyzing

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

assessment data. The principal led staff members in the disaggregation of data from the Kentucky Core Content Test to determine if the curriculum was aligned with state standards. This disaggregation process did not include the identification of curricular gaps within content areas. Content area department teachers sometimes review assessment data to determine if the curriculum is aligned with state learning objectives. Student assessment data (Kentucky Interim Performance Report, No Child Left Behind report, Measures of Academic Progress report, ACT and PLAN results) are collected, but data are not regularly analyzed to determine curricular gaps.

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

Teachers do not consistently use performance descriptors to define and communicate what students need to do to be proficient prior to completion of an assignment or assessment. Teachers sometimes use rubrics to assist students in completing assessments, but the rubrics do not always include rigorous and relevant performance standards. Teachers seldom share models to assist students in knowing and recognizing characteristics of proficiency, and samples of student work shared with students do not always demonstrate proficiency. Feedback on assessments is often generic and does not include constructive remarks to assist students in producing proficient work.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The school council should develop a comprehensive assessment policy. The principal should implement procedures for monitoring assessments to ensure students are given multiple opportunities to demonstrate mastery of content at all depths of knowledge and to use rubrics with rigorous performance level descriptors to produce proficient work.

The principal should lead the teachers in the analysis of assessment data to determine strengths and weaknesses in the instructional program and to identify gaps in the curriculum. This analysis should include the use of data to monitor student progress and to modify instruction to meet student learning needs and promote continuous student achievement.

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School Leadership Assessment Summary Report

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum maps, eWalk data, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, newspapers, professional development records, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school newsletter, school Web pages, student discipline reports, student handbook and trophy cases

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

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

Performance Rating 2

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

The school council has adopted a policy (Instructional Practice) that states leadership is to provide opportunities for professional development in research-based instructional strategies. Through Wednesday early release days, school leadership provides professional development in some research-based instructional strategies (e.g., learning targets, higher-order questioning techniques, formative and summative assessment). Some teachers use a variety of student-centered instructional strategies that are research-based and engage students; however, most classroom instructional practices are teacher-directed (e.g., whole group, lecture, text-book driven) and content is often taught in isolation. Few alternative instructional settings (e.g., field trips, outdoor labs, museums, the aquarium) are provided for all students. The principal conducts periodic classroom walkthrough observations using the Newport Classroom Expectations “Whatever It Takes for Kids” instrument. A copy of this checklist is provided to teachers as a form of feedback from the observations. The principal seldom follows up to monitor changes in instructional practice or to provide assistance for teachers. The principal has not implemented procedures to ensure instructional practices are rigorous, research-based and authentic.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **2**

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

Instructional strategies and classroom activities are partially aligned to state standards. The principal provides a uniform lesson plan format that allows opportunities for teachers to connect content to state standards. The principal rarely provides specific feedback regarding the quality of the lesson plans in meeting student learning needs. Some activities (e.g., multiple choice and open response questions, on-demand writing) require students to complete tasks similar to those on the Kentucky Core Content Test. Teachers provide few activities that activate high-level thinking. Teacher expectations for student work are not typically at the depth of knowledge required for students to reach proficiency on state standards.

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

The school council has adopted a policy (Alignment with State Standards, Technology Utilization and Program Appraisal). This policy requires the assessment and planning committee to report to the school council regarding the status of alignment with state standards and technology utilization. The principal has not developed procedures to fully implement this policy. The technology coordinator annually e-mails all teachers to collect a technology wish list. This list is presented to the council, approved and forwarded to the district technology coordinator who determines what, if any, items will be purchased. All classrooms have a teacher computer workstation. A few classrooms have student workstations. The school has two computer labs, and teachers may sign up online to use these facilities. Some teachers have technology equipment (e.g., SmartBoards, up-to-date graphing calculators, digital projectors and cameras) to use for instruction. The media specialist is designated as the school technology coordinator. Teachers provide few opportunities for students to use technology to extend their learning.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

School leadership should provide teachers with professional development in research-based instructional strategies (e.g., learning styles, multiple intelligences, brain research, cooperative learning, hands-on activities, higher-order questioning techniques, student-centered technology).

The principal should provide teachers with opportunities to visit master teachers within and outside the school to observe characteristics of effective instructional practices.

The principal should establish a monitoring process to ensure all teachers are provided meaningful feedback regarding the effectiveness of their instruction in meeting student learning needs. This process should include timely follow-up observations and support by school and district leadership to ensure teachers are planning and organizing learning tasks that are rigorous, engaging and standards-based.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, course syllabi, curriculum documents, examples of school to home communications, Extended School Services Schedule, faculty meeting agenda, Family Resource Youth Services Center documentation, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, report cards/progress reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school procedures manual, School Report Card data, school Web pages, student handbook, student work, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle and trophy cases

Interviews with classified staff, counselor, curriculum resource specialist, Extended School Services director/staff, parents, principal, school council members, school resource officer, students and teachers

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

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 structures of the school and entry procedures (e.g., locked doors, surveillance cameras, buzzers for entry, sign-in and sign-out log, visitor passes) generally support a safe and secure learning environment. School leadership has established zone duty assignments for morning and afternoon supervision of the building and grounds. Emergency management procedures, including up-to-date school-specific information (e.g., responsibilities, names, phone numbers), are defined in the Newport High School Emergency Management Response Plan. The plan is reviewed with faculty and staff at the beginning of each school year. Evacuation maps are posted in most classrooms. The school council is in compliance with Newport

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

Board of Education policies on conducting emergency practice drills (e.g., fire, tornado, earthquake, lockdown drills). The adopted school council discipline and classroom management policy states that they will use the district Student Code of Conduct as their schoolwide plan. This policy, however, does not include a school-specific classroom and behavior management plan for Newport High School. Student behavior expectations are defined in the Newport Independent Schools Student Code of Conduct and School Information Handbook, which is provided to parents and students at the beginning of the year. A form is included in the handbook for parents to sign indicating they have reviewed the document with their child. School leadership and teachers do not consistently enforce the adopted student code of conduct. Behavior management and student discipline are not consistently implemented in all classrooms. The principal does not prepare an annual report on discipline and classroom management as required by school council policies. The school council has not adopted policies to protect instructional time. The principal has communicated some informal procedures (e.g., no all calls after beginning of school day, second period announcements, no staff personal cell phone call during instructional time), but some classroom disruptions (e.g., intercom announcements, telephone calls sent to the teacher during instructional time, club activities) continue to occur. Learning environment data are not regularly collected from all stakeholder groups or considered in school council work.

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 expresses a commitment to high academic and behavioral expectations for all students. This commitment is not reflected in all classrooms and schoolwide practices. Many teachers model respect and build rapport with students. Few teachers provide the structured support that ensures student success in reaching proficiency through rigorous and engaging learning experiences. School leadership and the Youth Services Center coordinator provide some opportunities (e.g., Wildcat Warm Up, Alumni Association, booster club, Parent Teacher Student Association) for stakeholder groups to share in the belief that all students should earn a high school diploma. The principal provides teachers some opportunities to participate in research-based trainings through Wednesday early release

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Performance Rating 2

sessions. These sessions rarely provide opportunities for teachers to collaborate or visit colleagues in other schools who are successfully implementing research-based instructional strategies that meet the needs of under-achieving students. The principal and school council do not maintain an intentional focus on continuous improvement in student learning.

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

The school council has adopted a by-law (Article V. Committees) that regulates committee composition. The by-law requires representatives from faculty, support staff, parents and students to serve as members of school council committees; however, the principal has not ensured all committees recruit and attempt to include the required representatives. Some committees are comprised of staff members and parents. Collaboration between classified and certified staff members regarding teaching and learning decisions rarely occurs.

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

The school council has adopted a student assignment policy; however, it does not state the procedures for assigning students to classes. The master schedule is created by the guidance counselor with some input from staff. Some student groupings and programs (e.g., Exceptional Child Education, Advanced Placement, Extended School Services, PLATO, Response to Intervention, READ 180) provide additional instruction to meet the needs of students. Grouping and re-grouping of students based on continuous assessment data do not always occur. The Measures of Academic Progress assessment is administered three times a year. Data are collected, and student RIT scores are placed in groups on the data board. The principal has not used data to intentionally match student needs with teacher strengths.

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

The principal has not developed a systematic plan to provide open communication lines between and among the home, school and community. The Newport High School Student Handbook is distributed to all students at

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the beginning of the school year. School information and student progress are reported to families in a variety of ways (e.g., telephone conversations, parent-teacher conferences, Wildcat Channel, school alert messaging system, Newport High School Web site). Student progress reports are sent home at the middle and end of each nine-week period. Students are provided information through a variety of media (e.g., SmartBoard in the cafeteria, school Web site, The Newportian, daily announcements), which keeps them informed of current events. The Youth Services Center coordinator e-mails a weekly calendar of events (Newport High School This Week) and a monthly newsletter to parents and staff. The school council does not have a school communication committee to research and suggest effective internal and external modes of communication. District and school leadership do not always effectively communicate to discuss leadership needs, teacher growth and student learning.

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

The principal and staff members have established some initiatives (e.g., sport and academic trophy cases, Academic Hall of Fame, CATS Commandos, Star achievement awards, end-of-year certificates for seniors and undergraduates) to recognize and celebrate student achievement. The Alumni Association, Boosters and Parent Teacher Student Association provide awards and scholarships in some content areas. Some community and business partners (e.g., Kroger, Beef O'Brady's) provide prizes and awards for student achievement. Academic achievement is not always shared within the community.

- 4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

The principal and staff members have not consistently fostered the belief that all students can learn at high levels. Teacher lesson plans and instructional practices do not always intentionally promote cultural responsiveness and an appreciation of diversity. The Youth Services Center coordinator offers an array of services and activities (e.g., school supplies, clothing, vision clinic, blood drive, Kid's Café, diversity workshops, Hispanic Heritage Celebration, Martin Luther King, Jr. scholarship luncheon) to reduce the physical, cultural

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and socio-economic barriers to student learning. Some teachers volunteer before and after school to tutor students. District leadership creates a diverse pool of applicants from job fairs, advertisements and job postings for the principal and school council to use when filling vacancies.

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Standard 4 **School Culture**

The principal and school council should lead the process of fostering a culture of high academic and behavioral expectations for all students. The principal and school council should create a “no excuses” culture and hold faculty and himself accountable for student successes and failures.

The principal and school council should collaborate with district leadership to maximize school resources. The principal should skillfully manage all resources (e.g., Extended School Services, Youth Services Center, Gear UP) to integrate services and collectively focus on eliminating barriers for students whose life circumstances make learning more difficult. The principal should organize the school to ensure students are academically and behaviorally successful.

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.

Dufour, R. & Eaker, R. (1998). *Professional Learning Communities at Work*. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development.

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

Zmuda, A., Kuklis, R. & Kline, E. (2004). *Transforming Schools, Creating a Culture of Continuous Improvement*, Alexandria, VA: Association for Supervision and Curriculum Development.

Kentucky Commissioner's Parents Advisory Council (2007). *The Missing Piece of the Proficiency Puzzle*
<http://www.education.ky.gov/kde/instructional+resources/student+and+family+support/parent+s+and+families/the+missing+piece+of+the+proficiency+puzzle.htm>

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

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, civic group programs/agenda, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, course syllabi, Extended School Services Schedule, Family Resource Youth Services Center documentation, list of co-curricular offerings, master school schedule, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school procedures manual, School Report Card data, student handbook, student work, student/parent/staff handbooks, teacher portfolios, The Missing Piece of the Proficiency Puzzle and Working Conditions Survey results

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

Observations of cafeteria, classrooms, common areas, hallways and outdoor areas

Performance Rating 3

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

Student records are current and maintained in secure file cabinets in the guidance office. Exceptional Child Education records are secured in a locked closet. Infinite Campus software is used to house and organize attendance, academic and medical records. Parents and guardians have access to their child's academic and attendance records and others through a Parent Portal in Infinite Campus software. Individual learning plans are completed online during English classes and are monitored by school leadership. Individual learning plans are 85 percent complete for the 2010-11 school year.

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

Performance Rating 2

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

The school council has adopted a by-law (Article V. Committees) on committee structure and a policy (Improvement Committee) on areas that committees are to address. The by-law states committees shall have representatives from faculty, support staff, parents and students, but these stakeholder groups are not always included or actively recruited as members of committees. Some programs (e.g., parent-teacher conferences, Parent Student Teacher Association, Booster Club, after-prom committee) are implemented to connect the school with families and business and community members. Parents are invited to attend end-of-the-year awards banquets. School leadership has not developed or implemented programs to ensure an adult is available who can support continuous academic progress for each student. The Newport Board of Education has adopted policies (Grievances, 09.4281, Citizen Suggestions and Complaints 10.2) detailing the processes for students or citizens to resolve concerns and file complaints, but these processes and procedures are not always shared with parents. The Youth Services Center provides numerous services (e.g., school supplies, food, hygiene items) to ensure students come to school ready to learn. The center also partners with community agencies (e.g., Community Action Center, Brighton Center, Northern Kentucky Health Department, Cabinets for Family and Children, Campbell County Cooperative Extension Office) and local businesses (e.g., WalMart, Lowe's, Remke Market) to meet student and family needs to reduce barriers to learning. Student attendance is tracked using Infinite Campus software, and parents and guardians are informed of their child's absence through the school messenger technology system. The district director of pupil personnel monitors student attendance and works with the court-designated worker provided by the Truancy Diversion program. Through the STRIVE Initiative, school leadership has implemented some activities (e.g., Invisible Mentoring, home visits) in an effort to improve attendance and reduce dropout rates. These programs are monitored for participation rates, but the impact on student attendance and dropout has not been measured.

- 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,

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Performance Rating 2

Extended School Services).

Academic assistance is provided through the Extended School Services program on Tuesdays (Math and Science) and Thursdays (English and Social Studies). Teachers may recommend students to the Extended School Services program, or students may attend voluntarily. Few students take advantage of these services. The principal has not established entrance and exit criteria for Extended School Services. School leadership does not regularly evaluate Extended School Services to determine impact on student achievement. The Youth Services Center coordinator collaborates with some community agencies (e.g., Brighton Center, Northern Kentucky Health Department, Cabinet for Families and Children) to address barriers to learning. The Youth Services Center coordinator participates in schoolwide activities (e.g., Newport High School This Week, Wildcat Warm Up, school Web page, Upward Bound orientation) to inform parents of available services. The Youth Services Center coordinator provides students with essential items and services (e.g., food, clothes, vision clinic, transportation). One counselor serves all students at Newport High School. The counselor uses a scheduling program and solicits staff input in the scheduling of students to classes. All students have access to the required curriculum. Newport High School does not receive Title I funds.

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

Some teachers participate in training to identify students with special learning or behavioral problems. The school crisis counselor presented a suicide prevention program, To Save a Life, to the Newport High School student body and staff. Information on school services is available to students and families attending Wildcat Warm Up, an orientation before the school year starts. The principal has not established formal procedures for making referrals to available services (e.g., Youth Services Center, Extended School Services, guidance or crisis counselors). Most referrals occur informally or are communicated through e-mail. Transferring students enroll and obtain an informational packet at the Welcome Center in the office of Academic Center for Educational Services. The counselor determines curriculum needs and solicits assistance from the Youth Services Center coordinator if needed. An invisible mentor program has been established through the STRIVE Initiative in an effort to reduce dropouts and truancy. However, there is no established

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Performance Rating 2

formal advocacy program.

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

Students who need additional academic support may participate in the Extended School Services and PLATO credit recovery programs. Some teachers and staff members volunteer their time to provide additional tutoring and homework help before, during and after school. University partnerships (e.g., Educational Talent Search, Upward Bound) are implemented to support academic and social progress. The guidance and crisis counselors and the Youth Services Center coordinator collaborate to offer programs and services (e.g., CITI Future Focus, School-Connect, dual credit through Northern Kentucky University and Gateway Community and Technical College, Kentucky Virtual High School, Reality Fair, College Expo, advanced placement classes, Cooperative Work Experience, ACT Prep) to enhance student learning beyond the classroom. Some co-curricular activities (e.g., Future Business Leaders of America, band, Reserve Officer Training Corps, journalism) support classroom instruction.

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

The principal and school council should develop and fully implement procedures for referring students to Extended School Services and other support programs. The principal should monitor and evaluate all support programs to ensure that the needs of all students are addressed. The principal and teachers should apprise parents of available support programs. Staff members should regularly engage parents or guardians in discussions about student progress. The school council, the principal and staff should establish two-way communication venues and use these to encourage parents and community members to become educational advocates for students.

District and school leadership should develop a comprehensive plan to decrease student dropout and increase attendance of staff and students. This plan should delineate roles and responsibilities of all stakeholder groups and include incentives and recognitions to encourage student attendance. District and school leadership should regularly monitor implementation of the plan and its impact on dropout and attendance rates. All staff members should model exemplary attendance for students.

Resources:

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

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

Kentucky Commissioner's Parents Advisory Council (2007). *The Missing Piece of the Proficiency Puzzle*
<http://www.education.ky.gov/kde/instructional+resources/student+and+family+support/parent+s+and+families/the+missing+piece+of+the+proficiency+puzzle.htm>

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, comprehensive school improvement plan, district personnel evaluation system and documentation of implementation, individual professional growth plans, professional development records, school council policies and bylaws, school Web pages, staff development agenda and The Missing Piece of the Proficiency Puzzle

Interviews with classified staff, counselor, district leadership, principal, school council members and teachers

Performance Rating 3

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

The Newport Board of Education has adopted policies (Evaluation, 03.18, 03.28) that clearly define the evaluation process for certified and classified staff members. The principal outlines the evaluation procedures to staff members on opening day.

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

The principal ensures all certified staff evaluations are completed in adherence to the district certified evaluation plan as approved by the Kentucky Department of Education. The principal adheres to timelines for the evaluation of both tenured and non-tenured personnel.

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

Performance Rating 2

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

District and school leadership provided the required 24 hours of professional development (e.g., Suicide Prevention, Blood Borne Pathogen, Rigor-Step It Up!, Curriculum Maps) for all certified staff members for the 2010-11 school year. These professional development opportunities, generally, were not content-specific. Some teachers seek professional development within (e.g., new core content English and Mathematics) or outside the district (e.g., Kentucky World Language Association conference, Partnership Institute for Math and Science Education Reform) to update content knowledge. The school schedule provides weekly early release days on Wednesdays to be used for a variety of activities designated by the principal, including additional professional development to meet school and departmental needs (e.g., Writing Program review, Learning Targets, Science Department Shell Grant meeting, Senate Bill 1, curriculum alignment). Other than school council training for council members (principal, teachers and parents), intentional opportunities are not available to enhance leadership skills for all staff members and parent leaders. Professional development activities are planned annually. School leadership has not developed a systematic process for addressing long-term professional development needs. Some classified staff members (e.g., instructional assistants, cooks) participate in professional development activities (e.g., PLATO, medication training, Infinite Campus) based on job descriptions or district requirements.

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

Although most professional development strategies (e.g., instructional strategies, mathematics, literacy) in the comprehensive school improvement plan align with student learning goals, many of these strategies (e.g., parental involvement, student apathy and behavior) are not implemented to create the impact needed to improve student performance and classroom practices. School leadership does not intentionally connect professional development activities with individual professional growth plans and evaluations of staff members.

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

Performance Rating 2

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

Staff members review achievement data (e.g., Kentucky Interim Performance Report, Measures of Academic Progress results, No Child Left Behind report) during early release day meetings, but few connections are made between these data and planned professional development activities. The principal conducts monthly classroom walkthrough observations using an instrument that targets some skill sets (e.g., learning targets, critical vocabulary, higher-order questioning) acquired during professional development activities, but he does not measure the impact of these activities on student achievement. School leadership has a process to determine the need and effectiveness of proposed activities prior to allocating funds for out-of-district professional development. Staff members must submit a Request for Professional Development Leave form that describes how the training relates to district or school improvement. If approved by the principal, the request is submitted to district leadership. Few teachers take advantage of this opportunity. The comprehensive school improvement plan includes the allocation of professional development funds.

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

School leadership has not conducted a professional development needs assessment to help identify the professional growth needs of certified staff members. The principal uses professional development funds to address some activities included in the comprehensive school improvement plan. If certified staff members desire to obtain out-of-district training, they are required to complete a Request for Professional Development Leave form that asks for justification on how the training will impact school improvement. The principal does not intentionally consider individual professional growth needs of each teacher when planning professional development activities.

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

The principal complies with procedures outlined in the Newport Independent Evaluation Plan. The principal instructs teachers at the beginning of each school year to develop plans for professional growth and identifies at least

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Performance Rating 2

one schoolwide growth area. Although each teacher has an individual professional growth plan, these plans do not always correlate to formative and summative evaluations. Individual professional growth plans do not always foster teacher reflection and refinement of professional practices. Some individual professional growth plan goals correlate to schoolwide goals identified in the comprehensive school improvement plan. The principal does not consistently monitor progress toward achievement of the goals set in individual professional growth plans or measure their impact on classroom practices at intervals throughout the school year.

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

The principal rarely uses the evaluation process to provide teachers adequate and ongoing support. Most staff evaluations indicate standards and performance criteria have been met but seldom identify specific growth needs. The principal develops corrective action plans for some struggling teachers. The principal conducts some classroom walkthrough observations to monitor instructional practices using an instrument with explicit look-fors (learning targets, critical vocabulary, unit assessments, bell ringers, activities, instructional strategies and exit and flashback questions). Feedback from these observations is often non-specific and does not indicate areas for professional growth. Most individual professional growth plans focus on school and district initiatives with few of them addressing specific growth needs of teachers. Progress toward goals set on individual professional growth plans are rarely monitored and only addressed at the end of the school year.

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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.

School leadership has not developed a formal process to create a professional development committee or a professional development plan. District leadership plans six hours of mandatory professional development each year, and the principal determines the remaining 18 hours with little input from staff members. Some professional development activities (e.g., dropout prevention, parent involvement, instructional practices) are listed in the comprehensive school improvement plan but are not multi-year and fail to intentionally build on previous training. The school professional development plan, developed by the principal, does not include some of the strategies found in the school improvement plan to impact student performance and classroom practices. Few job-embedded professional development opportunities are provided to increase instructional capacity with teachers.

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

District leadership and the principal do not ensure professional development activities promote continuous growth. Few job-embedded professional development opportunities are provided for teachers. District leadership makes planning and training time available to school staff members by providing weekly early release days. This time is not always focused on activities to update content knowledge and professional practices. Professional development plans do not intentionally address growth needs of individual staff members or student identified needs from analysis of collected data (e.g., Kentucky Interim Performance Report, Measures of Academic Progress results, No Child Left Behind report).

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

School leadership should collaborate with certified staff members to develop a professional development plan that includes a needs assessment. This plan should make connections to the analysis of assessment data and be tightly aligned to comprehensive school improvement plan goals. This plan should span multiple years, build on previous trainings, include job-embedded opportunities and allow for differentiation to meet distinctive individual staff member (e.g., teachers, administrators, support personnel, classified instructional staff) needs identified in individual professional growth plans and evaluations.

School leadership should develop and implement a systematic process to measure the impact of professional development on classroom practices and student learning. This process should include monitoring instructional practices, quality of professional development and student engagement and achievement. The principal should provide timely, constructive feedback to teachers.

The principal should use the evaluation process to identify individual professional growth needs of each staff member. Individual professional growth plans should be collaboratively developed between the evaluator and evaluatee and include growth needs identified in the formal evaluation process. Individual professional growth plans should be aligned with the comprehensive school improvement plan goals, and data should be collected to determine changes in teacher behavior and instructional practices.

The principal should use the evaluation process, including the individual professional growth plans, to hold all staff members accountable for the success or failure of each and every student.

Resources:

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

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

SISI Toolkit Standard 6. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%206/Standard%206%20By%20Standards.htm

Kentucky Commissioner's Parents Advisory Council (2007). The Missing Piece of the Proficiency Puzzle
<http://www.education.ky.gov/kde/instructional+resources/student+and+family+support/parents+and+families/the+missing+piece+of+the+proficiency+puzzle.htm>

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom displays, comprehensive school improvement plan, curriculum documents, curriculum maps, district personnel evaluation system and documentation of implementation, documentation of parent contacts, eWalk data, examples of school to home communications, Extended School Services program overview and data, facility work orders, fire marshal reports, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, needs assessment data, samples of classroom assessments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, School Report Card data, school Web pages, school/district safety plan, staff development agenda, state statute and regulation, student handbook, The Missing Piece of the Proficiency Puzzle and trophy cases

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

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

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal created vision and mission statements, core values and the slogan for the school. The principal solicited suggestions from staff members; however, he did not include representatives from all stakeholder groups. The principal presented the vision and mission statements, the slogan and core values to the school council during the 2007–08 school year for approval. These statements are posted in most classrooms and common areas. The slogan, “Our Passion Is Education” and the mission statement, “Newport High School-preparing students for life”, are sometimes published in school publications. The school mission statement and the slogan are not displayed on the school Web site. The vision and mission statements, the core values and the slogan do not routinely inform and guide decision making.

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

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Standard 7 **Leadership**

Performance Rating 2

The principal provides a variety of data sources (e.g., Kentucky Interim Performance Report, No Child Left Behind report, Measures of Academic Progress results, ACT and PLAN results) for teachers and school council members to review and analyze but rarely shares this information with other stakeholders. The principal recently led teachers in the creation of a data room. The principal created the data room to display student results from the Measures of Academic Progress RIT three times annually, but the second and third rounds of RIT scores have not been posted. Available data have not routinely and intentionally informed instructional decisions or determined needed intervention for students. Additional data posted in the data room includes sticky notes from faculty members identifying the top three desired characteristics for students, administrators and teachers. The principal and school council and teachers have not analyzed or used data to inform academic and programmatic decision making.

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

The principal developed his individual professional growth plan and forwarded it to the superintendent. The principal receives little feedback from the superintendent regarding his individual professional growth plan criterion and objectives. The principal signed and dated his individual professional growth plan on August 16, 2010; however, it has not been signed or dated by an evaluator. The principal self-selected his own individual professional growth plan criterion and objectives. Both the assistant principal and the guidance counselor selected their leadership objectives and criterion for their individual professional growth plans, and the principal reviewed these plans on April 1, 2011.

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

The principal analyzes data (e.g., No Child Left Behind report, Interim Performance Report, Measuring Academic Progress results, ACT and PLAN results) and shares results with teachers and the school council. School council parents and other stakeholders do not receive adequate training in how to interpret student achievement data. The principal sometimes

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Performance Rating 2

collaborates with the school council, district leadership, school administrators and teachers to analyze data to identify trends and patterns in underachieving groups of students. Data analysis rarely results in intervention and differentiated instruction for students with diverse needs and learning styles. Extended School Services are available to students on a voluntary basis and primarily focuses on homework completion and make-up work and tests. The principal and teachers monitor some student learning within targeted student populations to determine specific areas of concern; however, there is a lack of follow-up to meet the needs of individual students. The principal has not established a systematic method for analyzing data and determining instructional practices that would assist students in targeted populations reach proficiency.

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

The principal ensures that staff members have copies of district and school curriculum maps and Kentucky curriculum documents. Some teachers have received training in deconstructing Kentucky Common Core Standards. Teachers have the opportunity to occasionally review curriculum maps during Wednesday early release days. The principal consistently participates in meetings or professional development activities occurring on early release days. The principal does not routinely monitor lesson plans and instruction to ensure fidelity to the curriculum maps.

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

The principal established a calendar of activities for Wednesday early release days. Curricular and instructional issues are frequent agenda items on early release days, but few topics scaffold from week to week. The principal does not formally monitor the impact from these meetings on school improvement.

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

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The principal develops and presents a budget proposal and projected staffing assignments to the school council. The school council seldom uses results from data analysis to guide decision making regarding budget and staff allocations. The evaluation process in the comprehensive school improvement plan includes quarterly implementation and impact checks, but only one has been conducted this school year. Wednesday early release days provide the organizational structure and the opportunity for professional learning and are protected to ensure there is time for collaboration; however, most professional development is not ongoing or sustained.

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

The school council has adopted a policy (Discipline and Classroom Management) that identifies the District Student Code of Conduct as the school discipline policy. This policy states that a school council governance committee should review the district code of conduct and make recommendations for any additions needed to improve classroom management. An ad-hoc discipline (governance) committee is established and meets when necessary to review and recommend improvements in the school disciplinary procedures. Discipline within classrooms and common areas is inconsistently implemented by school leadership and teachers. The principal does not prepare an annual report on discipline and classroom management as required by school council policy. District and school leadership have collaborated to ensure physical structures of the school and entry procedures (e.g., locked doors, surveillance cameras, buzzers for entry, sign-in and sign-out log, visitor passes) generally support a safe and secure learning environment. School leadership has established zone duty assignments for morning and afternoon supervision of the building and grounds. During transitions, staff members are expected to monitor hallways, but the principal does not consistently monitor to ensure appropriate supervision of students. Emergency management procedures, including up-to-date school-specific information (e.g., responsibilities, names, telephone numbers), are defined in the Newport High School Emergency Management Response Plan. The plan is reviewed with faculty and staff at the beginning of each school year. Evacuation maps are posted in most classrooms. The school council is in compliance with Newport Board of Education policies

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governing emergency practice drills (e.g., fire, tornado, earthquake, lockdown).

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

Student achievement and issues that impact student performance are embedded in some school council actions and decisions, but the school council does not sustain an intentional focus on improving student academic performance. The principal shares data (e.g., Measures of Academic Progress results, Kentucky Interim Performance Report, No Child Left Behind report, ACT and PLAN results) with the school council, but the school council does not use results from data analysis to guide the decision-making process and focus on student achievement. School council decisions are not always shared with all stakeholder groups. A district liaison has not been appointed to assist the school council when needed or to share pertinent information. The school council is required to report monthly on goals and achievements to the Newport Board of Education at its regular meetings.

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

The school council has not adopted adequate policies and procedures to guide student learning and school improvement. School council policies are not reviewed by district leadership to ensure all required policies have been adopted. The principal has not developed written procedures for fully implementing adopted policies. School leadership does not implement procedures to ensure school council business (e.g., by-laws, policies, meeting agendas, times and minutes) is communicated to all stakeholder groups. The school council has not established a systematic and ongoing process to review or revise policies. Most staff members are unaware of adopted school council policies. The school council has not established a process to measure the impact of policy implementation on student performance.

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

The principal does not lead the school community in a “whatever it takes” effort to increase student learning at Newport High School. The principal fails to engage the school community in ongoing discourse regarding what is needed for each and every student to reach proficiency. The principal does not intentionally maximize existing partnerships and does not involve the whole community in the educational process. The principal infrequently collaborates with district leadership to assess curricular and instructional needs for teachers. Principal support of teacher leadership for student learning success and equitable acceptance of accountability for student learning at the proficient level is minimal. The principal does not foster a culture of high academic and behavioral expectations for all staff and students. The principal tracks the use of resources but does not rigorously evaluate the impact of resources on student academic achievement. Although the principal is well organized and exhibits well developed management skills, he fails to unite the school community. The principal and school council have not efficiently and effectively integrated or maximized all available resources in a common goal of improving student performance.

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The school council should request assistance from the Kentucky Association of School Councils to ensure all required by-laws and policies are adopted. By-laws and policies should be clearly written and include procedures and reflect the changing needs of the diverse student population at Newport High School. The principal should establish procedures to fully and effectively implement the policies. By-laws and policies should be communicated to all stakeholders. The school council should establish a regular schedule to revisit policies based on emerging needs. The school council should monitor implementation of the policies and procedures, as well as review data that illustrates the impact the policies are having on classroom practices and student achievement. Staff members and stakeholders should receive ongoing communication regarding school council policies, agenda, decisions and meetings.

The principal should make routine and ongoing data analysis a priority. Data analysis should collaboratively involve staff and school council members. Following routine data analysis, the staff should collaborate to establish incremental benchmarks for growth and to develop a plan of action. The principal should ensure the action plan is implemented, monitored and evaluated based on the benchmarks. Following the evaluation, the process should begin anew.

The principal and school council should collaborate with the superintendent and district leadership on what it would take to build a culture of professionalism, trust and collegiality. They should unite as a team to improve student achievement and instructional effectiveness. A needs assessment should be conducted to determine how district leadership can support the efforts of the high school in improving leadership, teacher growth and student learning. The school council and high school staff should seek assistance from district personnel. All efforts should be targeted to advance the high school toward achieving proficiency for all students.

The principal and school council should work collaboratively with staff members to create a professional learning community. A significant part of this work, initially, should focus on creating a culture of mutual trust and respect among staff members. The cultural norms should encompass open and honest communication; as well as the identification and resolution of concerns. The principal should use existing and emerging survey information and a variety of data to begin this process.

Resources:

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

Educational Service.

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.

SISI Toolkit Standard 7. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%207/Standard%207%20By%20Standards.htm

Kentucky Commissioner's Parents Advisory Council (2007). *The Missing Piece of the Proficiency Puzzle*
<http://www.education.ky.gov/kde/instructional+resources/student+and+family+support/parents+and+families/the+missing+piece+of+the+proficiency+puzzle.htm>

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Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, curriculum documents, district personnel evaluation system and documentation of implementation, documentation of parent contacts, eWalk data, examples of school to home communications, facility inspection reports, faculty meeting agenda, fire marshal reports, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, organizational charts, record of home visits, safe schools data reports, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school Web pages, staff development agenda, state statute and regulation, student handbook, student/teacher ratio, The Missing Piece of the Proficiency Puzzle and Working Conditions Survey results

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

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

Performance Rating 2

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

The principal and school council have not established a systematic process to monitor the use of allocated human, physical and fiscal resources and to measure their effectiveness on classroom practices and student performance. The principal communicates to some groups (e.g., administration, departments, committees, teachers) their responsibilities. The principal has established four non-negotiables (learning targets, bell ringers, critical vocabulary and exit slips) as daily expectations for teachers. Non-negotiables are monitored through classroom walkthrough observations. A budget committee meets to allocate fiscal resources upon receipt of school council allocations. The school council approves an annual budget, which typically follows the budget committee's recommendations for expenditures; however, a discussion or review of the school budget is not a standing agenda item for the school council. The principal does not always provide monthly budget

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updates to the school council. The school council has not adopted a required policy regarding Advanced Placement classes. School council meeting agenda and minutes are e-mailed to district leadership, and school council policies are reviewed on an annual basis. Although a district liaison has been assigned in previous years to support the school council, one has not been assigned to the high school for the 2010-11 school year. The school council by-laws include a list of required standing committees; however, this committee structure is not congruent with the committee structure outlined in the comprehensive school improvement plan. Certified staff members are required to serve on a committee, but formal procedures are not articulated to delineate responsibilities and establish meeting times. A variety of community resources (e.g., CITI Future Focus Program, guest speakers, Campbell County Community Library, Northern Kentucky University, Gateway Community and Tech College, Kroger) enhance student learning.

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

District leadership provides the school council with an allocation for certified teaching staff based on a teacher to student ratio. The high school allocation is in compliance with the Newport Board of Education adopted staffing policy and Kentucky Revised Statutes. The school council has adopted policies (Staff Allocation and Student Assignment) regarding the assignment of staff and students to classes. The staff allocation policy lacks clarity in delineating between staff assignment and staff hiring. The principal has not established a process to ensure teachers are assigned to classes with an intentional focus on matching instructional strengths to the individual learning needs of students. The responsibility for assigning students to classes is delegated to the school counselor. Student performance data are not the primary criteria used to assign staff members or students to courses. Student assignments are primarily based on graduation requirements and course availability. Some students are assigned to classes (e.g., Advanced Placement, honors classes, electives) based on their choice or teacher recommendation. Students requesting courses during one-period daily (e.g., band, chorus, art) are not always able to design a schedule to include one of these courses. Non-certified instructional staff members (Functional Mental Disability instructional assistant, in-school detention and PLATO), typically, are assigned to courses based on the identified needs of students.

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Performance Rating **2**

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

The school council has not adopted a policy that protects instructional time. The principal, however, has established informal procedures (e.g., no all calls after beginning of school day, second period announcements, no staff personal cell phone calls during class time) in an attempt to keep interruptions to a minimum. Occasionally, classroom instruction is disrupted because of intercom announcements, club or student meetings and phone calls to classrooms during instructional time. The principal, school council and teachers have not established procedures to effectively manage student behavior issues. The school council has adopted the district student code of conduct to guide behavior intervention strategies in classrooms; however, these expectations are not consistently implemented by school staff or administrators. The principal has delegated the assistant principal the responsibility of addressing student behavior issues. During transitions, staff members are expected to monitor hallways, but the principal does not monitor teacher supervision or hold teachers accountable for supervising the hallways and common areas. The in-school detention classroom provides timeout for short-term behavior interventions, but it is not always effective for every student. The principal requires teachers to complete daily lesson plans and submit these plans to him on a weekly basis, but he rarely provides written and specific feedback on lesson plans. The principal has communicated non-negotiables (learning targets, bellringers, critical vocabulary and exit slips) for teachers to use as strategies in teaching bell-to-bell. He monitors the implementation of these strategies through classroom walkthrough observations. Feedback from these observations is usually specific to the non-negotiables, but this feedback rarely includes suggestions for the refinement of classroom practices that encompass instruction, behavior management or assessment strategies.

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).

Common planning time for teachers is not available during the school day;

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Performance Rating 2

however, weekly early release days have been established to provide opportunities for teachers to collaborate. The principal occasionally communicates expectations for teachers to integrate learning from the comprehensive school improvement plan activities into their daily instructional practices.

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

The school council approved a master schedule organized into seven periods, which provides sufficient time for instruction. The master schedule organization, however, does not allow the flexibility for increasing class time to accommodate individual instructional and curricular needs (e.g., science laboratories, art and humanities projects, expanded assessments). Students with disabilities are served in self-contained, resource (learning strategies) and collaborative classes. Many collaboration opportunities for students with disabilities are available.

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

The school council has adopted a policy (Staff Allocation) directing the principal to prepare a staffing assignment plan and to present the plan to the school council for consultation. The school council has not adopted a budget policy. District leadership allocates funds to the school council consistent with Kentucky statute and regulation and the Newport Board of Education policy (School Staffing, 02.4331) and for instructional materials, supplies and equipment, (School Budget and Purchasing, 02.4242). The principal prepares and submits a staff assignment plan, and the school council approves the plan. Staffing decisions are seldom based on the comprehensive school improvement plan or needs identified through the analysis of data. Staffing decisions are influenced by historic precedent. Instructional materials, supplies and equipment funds are allocated based on the number of teachers in each department with attention to equality of allocations for all departments. Department heads determine expenditures for these funds.

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

District leadership has procedures for the school council to follow when requesting discretionary funds, and the school council prepares and submits a Section 7 fund request annually. District leadership notifies the principal of discretionary funds available. The principal prepares budget recommendations for discretionary funds and presents the recommendations to the school council. Discretionary funds requests do not always reflect priorities in the comprehensive school improvement plan or data driven needs. The school council requested Title I funds for the 2009–10 and 2010–11 school years. This request, although denied, focused on the need for reading and math interventionists.

- 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 has not established a formal process to analyze funding and resource requests to ensure a connection to comprehensive school improvement plan goals. The principal recommends funding requests to the school council and submits the requests to district leadership. District leadership does not routinely collaborate with the principal and school council to ensure allocated funds are directed to the goals and strategies identified in the comprehensive school improvement plan.

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

Program funds (e.g., Individuals With Disabilities Act, Family Resource and Youth Services Center, Extended School Services) are expended according to program regulations and guidelines. The school does not receive Title I funding. The school council has not adopted a policy ensuring that program funds are integrated to accomplish the goals of the comprehensive school improvement plan and to close gaps for underachieving students. The principal and school council do not regularly monitor the impact of these

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programs on student learning. The principal and school council do not routinely gather and analyze data related to the success and failure of these programs or take action to modify program expenditures and activities.

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The principal, the school council and staff should investigate schoolwide behavior management systems that are congruent with the adopted district code of acceptable behavior. The school council should adopt policies supporting a schoolwide behavior management plan, and the principal should establish procedures to effectively implement the plan. All staff members should be trained in implementing effective behavioral management strategies. The principal and staff should clearly communicate high behavior expectations to students. The principal should ensure that classroom management is monitored and the schoolwide behavior plan is consistently implemented by teachers and administrators.

The school council should adopt a policy that clearly defines a budget development process based on the comprehensive school improvement plan goals and student needs derived through data analysis. Budget allocations should focus on equitable distribution of available funds to ensure the diverse learning needs of all students are met. The budget development process should include input from representatives of all stakeholder groups. Results from formal needs assessments, including multiple sources of student learning data, should be used in budget planning. The school council should monitor expenditures and gather data to determine the impact and effectiveness of human, physical and fiscal resources on student learning.

The school council should establish an ongoing schedule to regularly review and revise their by-laws and policies to ensure that emerging needs are formally addressed. The principal should establish procedures to fully and effectively implement all school council policies. School council policies and by-laws should guide school council instructional and operational decisions. The school council should monitor the implementation of the policies and gather data to measure the impact of the policies on student learning.

Resources:

<http://www.education.ky.gov/KDE/Administrative+Resources/School+Health/>

<http://www.education.ky.gov/KDE/Administrative+Resources/Facilities/>

Kentucky School Board Association - www.ksba.org

Marzano, R. J., Pickering, D.J. & Pollock, J. E. (2001). Classroom Instruction that works: research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

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Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of comprehensive school improvement plan, curriculum documents, eWalk data, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school Web pages and staff development agenda

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

Observations of classrooms and media center

Performance Rating 2

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

The current vision, mission, core values and slogan of Newport High School were approved during the 2007-08 school year. The principal solicited input from the faculty; however, this process did not include representatives from all stakeholder groups. The school council discussed their suggestions and asked the principal to recommend revisions. The principal created the school slogan, mission and vision statements and core values for the school council to consider. The school council revised and approved the current mission and vision statements, core values and slogan.

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

The principal collects assessment data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, Measures of Academic Progress results, ACT and PLAN) and other non-cognitive data (e.g., 2008-09 Kentucky Scholastic Review, Standards and Indicators for School Improvement Review, graduation rate). The principal occasionally collaborates with staff members (e.g., committees, steering committee) on early release days to determine priority needs, strategies and activities to be included in the comprehensive school improvement plan. A three-hour professional development session in October 2010 was used by teachers in their content area departments to analyze Kentucky Interim Performance Report data. A data room has been established for departmental teams to collect and

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manage Measures of Academic Progress data on individual students, but school leadership does not monitor the data room to determine if Measures of Academic Progress data are up-to-date. Classroom assessment data (e.g., teacher-designed assessments, student work, unit tests, projects, homework) are not used as a basis for determining goals, objectives or activities in the comprehensive school improvement plan. A new comprehensive school improvement plan is being developed but has not been approved by the school council.

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

The principal collects multiple sources of data (e.g., No Child Left Behind report, Kentucky Interim Performance Report, Measures of Academic Progress results, financial reports, attendance reports) and shares data with teachers and the school council. Some departments review and analyze Measures of Academic Progress assessment data three times during the school year. Data analysis does not routinely and consistently inform decision making for curriculum and instruction, finances or student attendance and discipline. Data analysis is included in the comprehensive school improvement plan, but data are not monitored and evaluated rigorously over time to determine the success or failure of the comprehensive school improvement plan goals and strategies. Data are reviewed, but the process does not always involve all stakeholder groups. Data are not used in a comprehensive way in making decisions and evaluating the effectiveness of decisions.

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

The 2010-11 comprehensive school improvement plan includes a quarterly evaluation process using the implementation and impact form. The improvement plan also states that lesson plans will be reviewed weekly to ensure the improvement plan is followed. The steering committee is to review the progress toward the goals and revise the plan when necessary, and the committee is to forward its report to the school council for approval. The principal and school council do not ensure these procedures are followed as written. School improvement committees (academic, efficiency and learning environment) only use the implementation and impact form for the final review

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of the comprehensive school improvement plan. These committees meet either formally or informally throughout the year to discuss their components, but benchmarks are not established in the improvement plan to monitor continuous growth. Although recommendations for changes to the plan are shared with the principal, data are not collected or used to determine the impact of the implemented activities on classroom practices and student learning.

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 occasionally leads the staff in the review of student performance data. Content department chair persons review data from Measures of Academic Progress three times per year. Each chairperson posted student RIT scores from the first round in the data room and identified student achievement using a color-code system (green for students performing at grade level, yellow for those within 10 RIT points of grade level and pink for those more than 10 points below grade level). Data results from the last two rounds of testing have not been added to these postings to track student progress toward learning goals. Various intervention services have been identified; however, some students have not been provided interventions. School leadership collects limited data to measure the impact these services have on student achievement. School leadership has not established benchmarks in the comprehensive school improvement plan to measure progress toward learning goals or the impact of the activities on student learning and classroom practices. The principal conducts some classroom walkthrough observations to monitor instructional practices using an instrument with explicit look-fors (learning targets, critical vocabulary, unit assessments, bell ringers, activities, instructional strategies and exit and flashback questions). Feedback from these observations is often non-specific, and data are rarely compiled and analyzed to evaluate the impact of the comprehensive school improvement plan activities on instructional practices and student performance.

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

School leadership does not maintain an intentional focus on continuous improvement on student achievement among all stakeholder groups. School

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leadership has not established a systematic process to use data to evaluate the effectiveness of activities identified in the comprehensive school improvement plan. The principal does not ensure student achievement data are regularly compared and analyzed to identify needed modifications in the instructional program to address the changing needs of students. School leadership does not regularly celebrate progress toward learning goals or hold staff accountable for student success and failure.

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9.6a The plan is implemented as developed.

The principal provides little direction and support for the implementation of the comprehensive school improvement plan activities. Few staff members were active participants in the identification of goals and activities during the development of the plan. Most classroom teachers have a copy of the school improvement plan but are not actively involved in the implementation of the activities.

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

The principal and school council review assessment data (e.g., No Child Left Behind report, Measures of Academic Progress results, ACT and PLAN, Kentucky Interim Performance Report) for the development of the comprehensive school improvement plan; however, data are seldom analyzed to measure the degree to which the goals of the school improvement plan are achieved. School leadership is not consistently using data to determine the effectiveness of the comprehensive school improvement plan activities or impact on student achievement. Benchmarks have not been established to measure progress toward learning goals, and school leadership seldom modifies the plan to reflect emerging needs of students or to identify ineffective instructional practices.

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The principal should develop a process for the management, review and analysis of student achievement data and use these data as the basis for decision making and planning. Data should be reviewed and analyzed at regular intervals throughout the school year to ensure the comprehensive school improvement plan activities are positively impacting student achievement. Benchmarks should be established and adjusted to reflect findings from these data analyses and to promote continuous growth. Students should be given opportunities to celebrate their progress in reaching goals as well as to identify new goals.

The principal and school council should develop a systematic process for monitoring implementation of action steps and measuring the impact on student learning at regular intervals throughout the year. These implementation and impact checks should serve as a determinate of measuring progress toward school improvement plan goals. The principal or designee should provide the school council with regular reports on the implementation of activities and their impact on student learning and instructional practices. As objectives are met, new goals should be identified to promote continuous learning.

The principal should ensure all staff members are aware of their responsibilities in implementing the comprehensive school improvement plan activities. The principal should monitor to ensure these activities are being implemented in a timely manner. This monitoring should include measuring the impact on student achievement as well as instructional practices. The principal and designees should provide direction and support for teachers in identifying and addressing the unique learning needs of students and refining their instructional practices to address these areas of need.

Resources:

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

Schmoker, M. (1999). Results: The Key to Continuous School Improvement. Alexandria, VA: Association for Supervision & Curriculum Development.

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Summary of Next Steps:

The principal, school council and district leadership should collaborate on what it would take to build a culture of professionalism, trust and collegiality. They should work as a collegial team to improve student achievement and instructional effectiveness. A needs assessment should be used to determine how district leadership can support leadership needs, teacher growth and student learning. The principal, school council and staff members should seek assistance from district personnel. They should unite to help all students reach proficiency.

The school council should adopt a comprehensive school-specific student behavioral management plan. The plan should align with the Student Code of Acceptable Behavior. The principal should establish procedures to fully implement the plan. The plan should include common schoolwide behavioral expectations and aggressively protect instructional time. The plan should be consistently implemented by all staff members. The principal and school council should monitor the implementation of the plan to ensure its effectiveness and to identify needed modifications.

The principal should collaborate with staff to design an ongoing school based professional development plan grounded in best practices and research-based strategies (e.g., learning styles, multiple intelligences, brain research, higher-order thinking skills). The principal should monitor the use of these strategies through unit and lesson plans and formal and informal observations. Teachers should receive timely feedback and assistance in planning and modifying instruction. Teacher evaluation and individual professional growth plans should support improvement in teacher instructional practices and student achievement. The principal, school council and teachers should accept their responsibility for student learning.

The principal and school council should work collaboratively with staff members to create a professional learning community. A significant part of this work, initially, should focus on creating a culture of mutual trust and respect among staff members. The cultural norms should encompass open and honest communication; as well as the identification and resolution of concerns. The principal should use existing and emerging survey information and a variety of data to begin this process.

The principal and school council should establish a data management system. This system should include methods for documenting student academic performance using data analysis and should include interim checks and summative measures of student learning. The system should measure the impact of interventions on student achievement. The principal should implement procedures for monitoring the quality of instruction and measure the outcome of initiatives on student learning to make data-driven decisions to continue, modify or terminate each initiative. The principal and school council should use this system to guide all decision making and planning.

The principal and school council should actively work with staff members, students and stakeholders to promote a culture of high academic and behavioral expectations. They should create a "no excuses" culture and hold faculty and themselves accountable for student successes and failures. The principal should model high expectations, build rapport with staff and students and uniformly support schoolwide behavioral and academic standards. The principal should engage all stakeholder groups in discourse and unite these groups through a laser-like focus on doing whatever it takes for each and every student to reach proficiency. The principal and school council should ensure all students are prepared to successfully transition beyond high school experiences.

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In Conclusion:

The members of the Newport 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.

The Leadership Assessment Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

Principal does not have the capability and capacity to continue his roles and responsibilities established in KRS 160.345.

Council Authority:

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

School council shall not be retained in an advisory capacity.

Commissioner, Kentucky Department of Education:

_____ Date: _____

Pursuant to School Improvement Grant Section 1003g (SIG) Guidance from the US Department of Education the district must submit an application to receive SIG 1003g funds.

The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).

The annual goals will be based on student achievement on the state assessments in both reading/language arts and mathematics.

Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals with a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

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

Principal, Newport High School

_____ Date: _____

Superintendent, Newport Independent Schools

_____ Date: _____

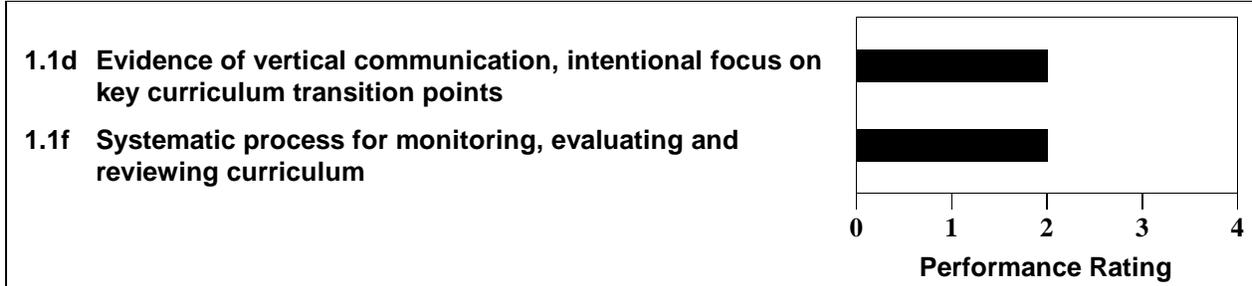
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1.1 Curriculum

Academic Performance



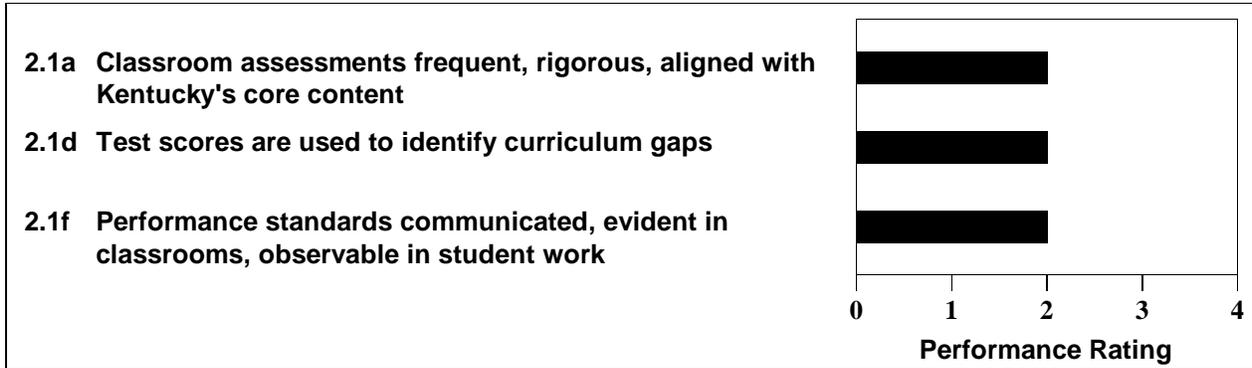
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2.1 Classroom Evaluation/Assessment

Academic Performance



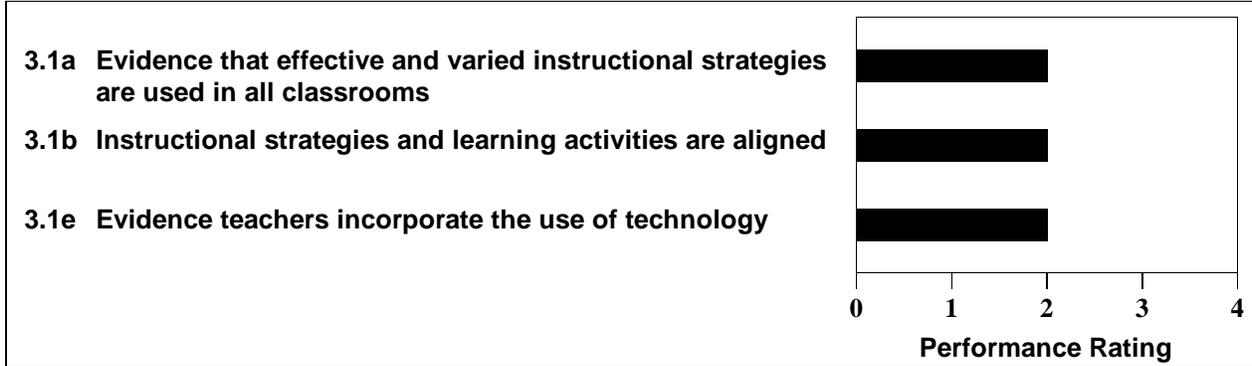
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3.1 Instruction

Academic Performance



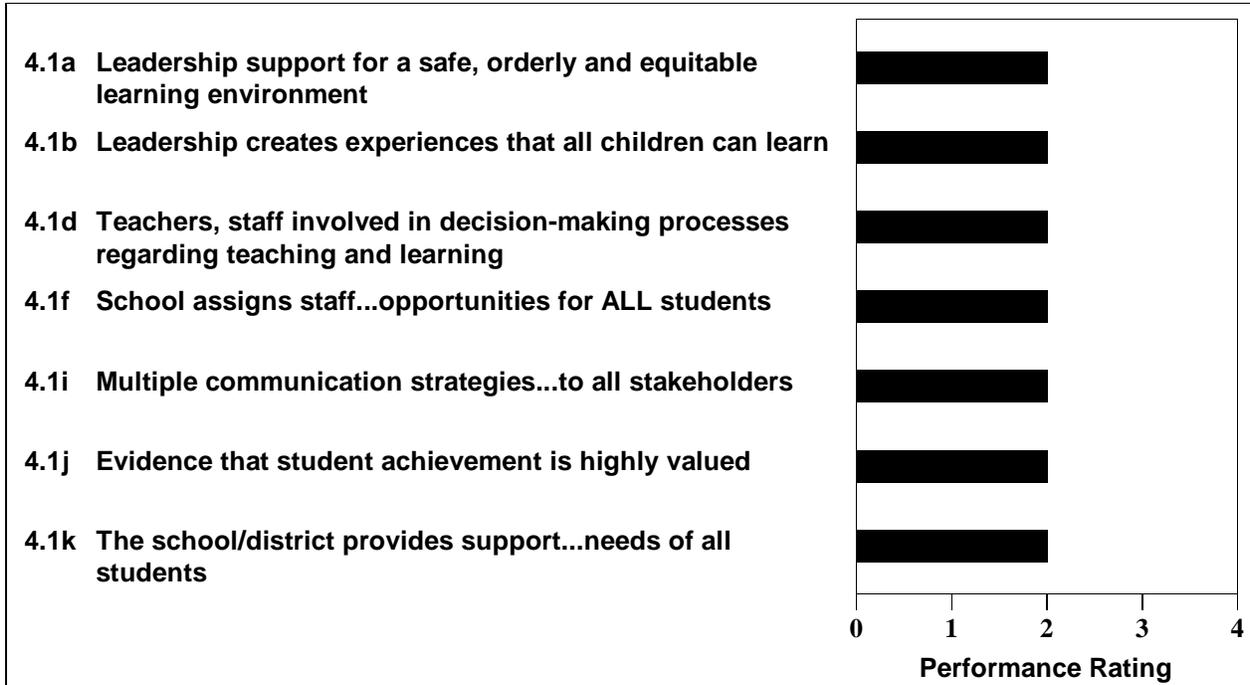
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4.1 School Culture

Learning Environment



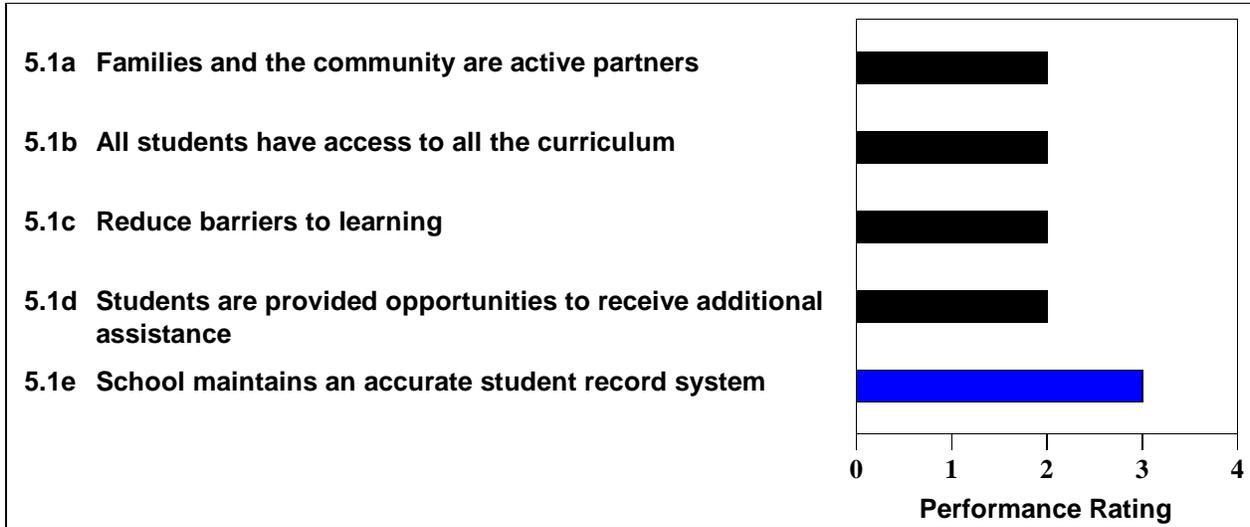
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5.1 Student, Family and Community Support

Learning Environment



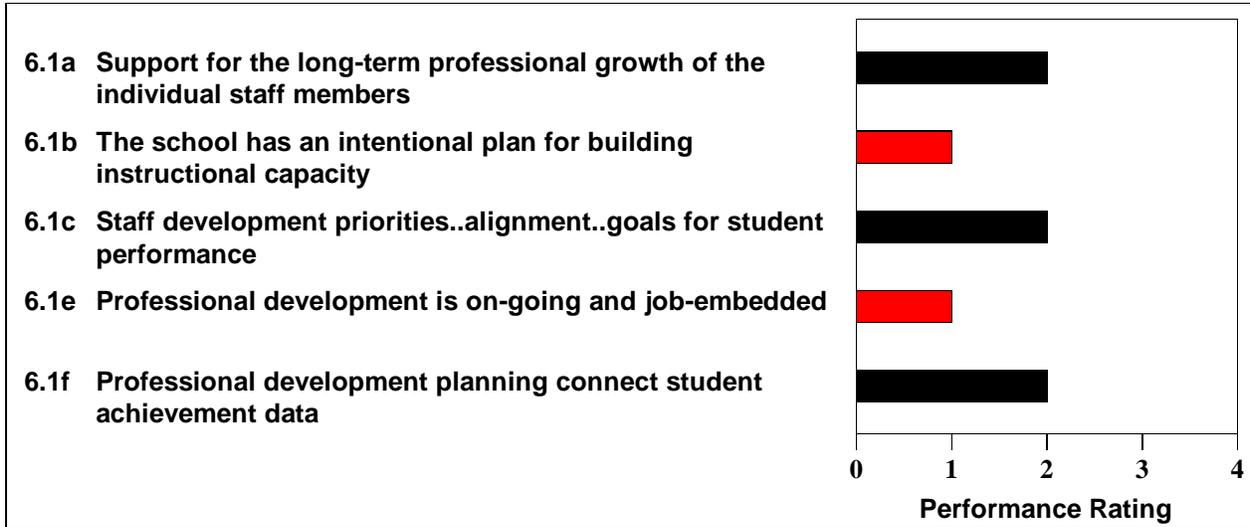
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6.1 Professional Development

Learning Environment



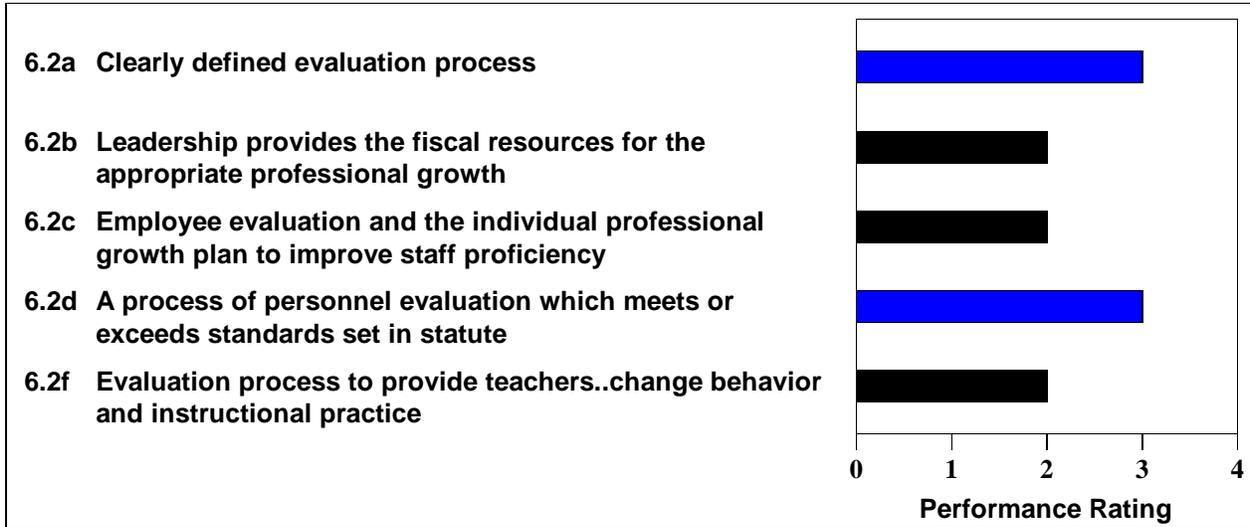
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6.2 Professional Growth and Evaluation

Learning Environment



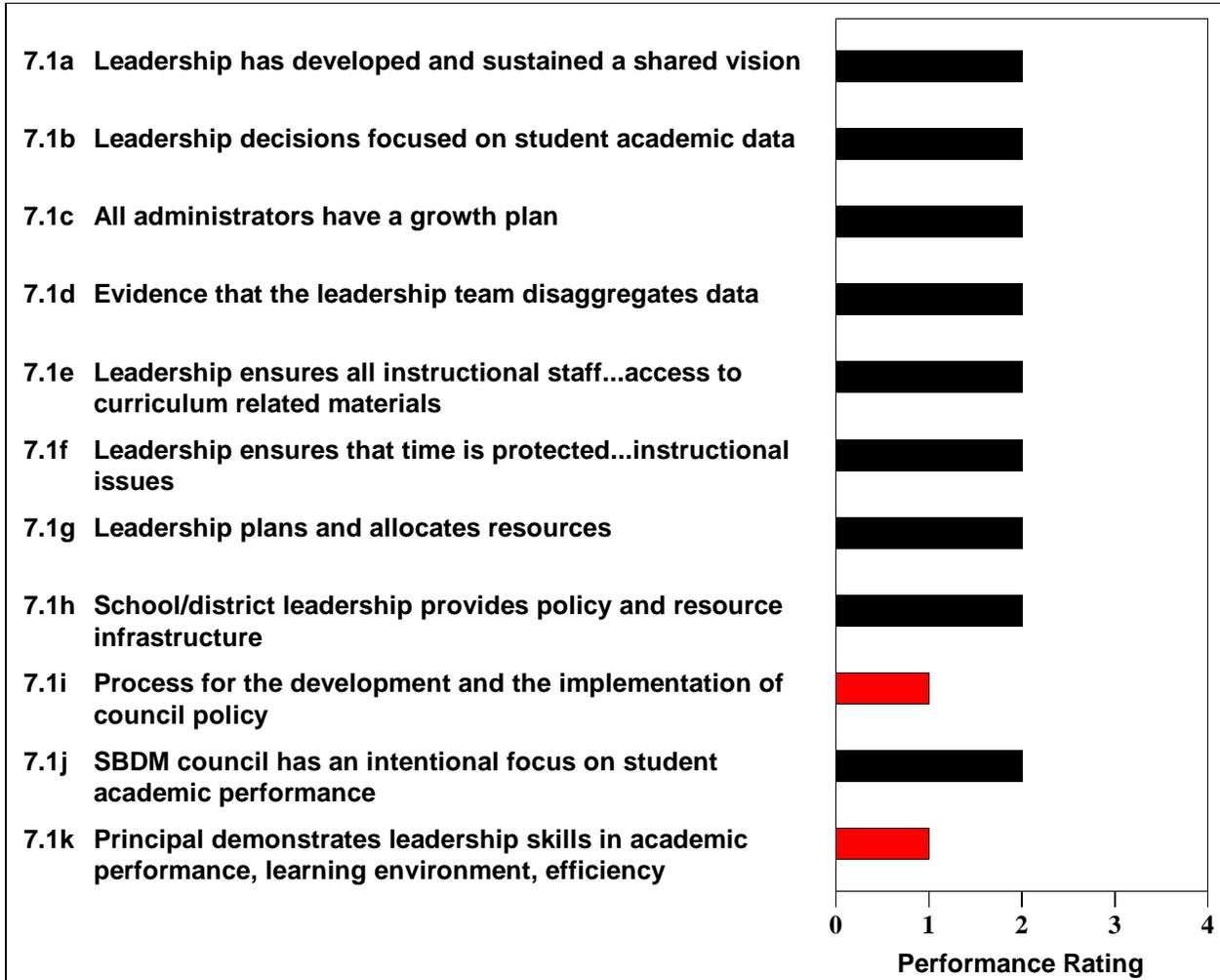
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7.1 Leadership

Efficiency



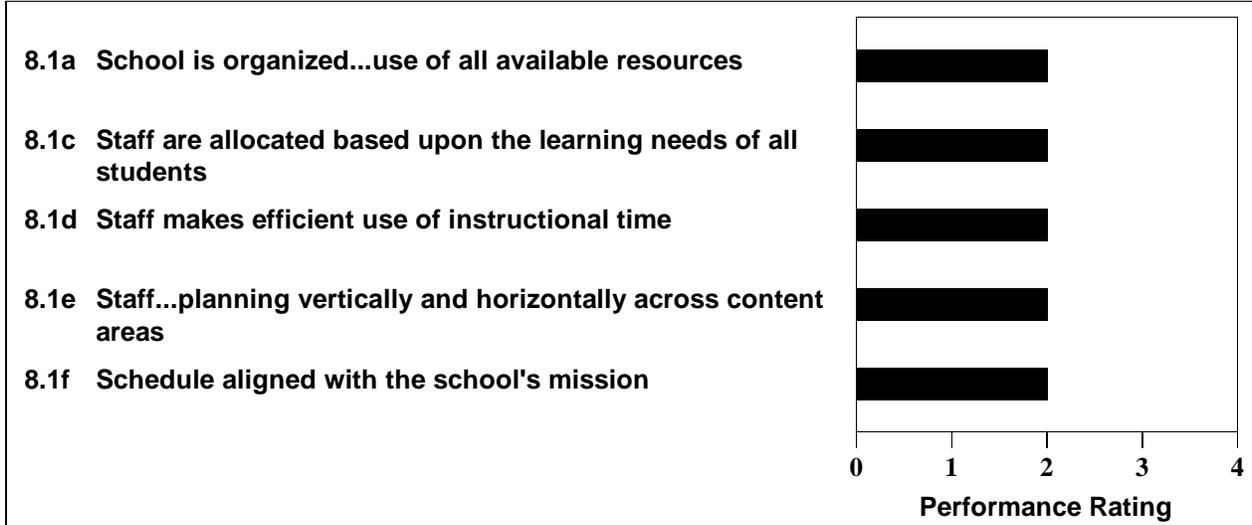
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8.1 Organization of the School

Efficiency



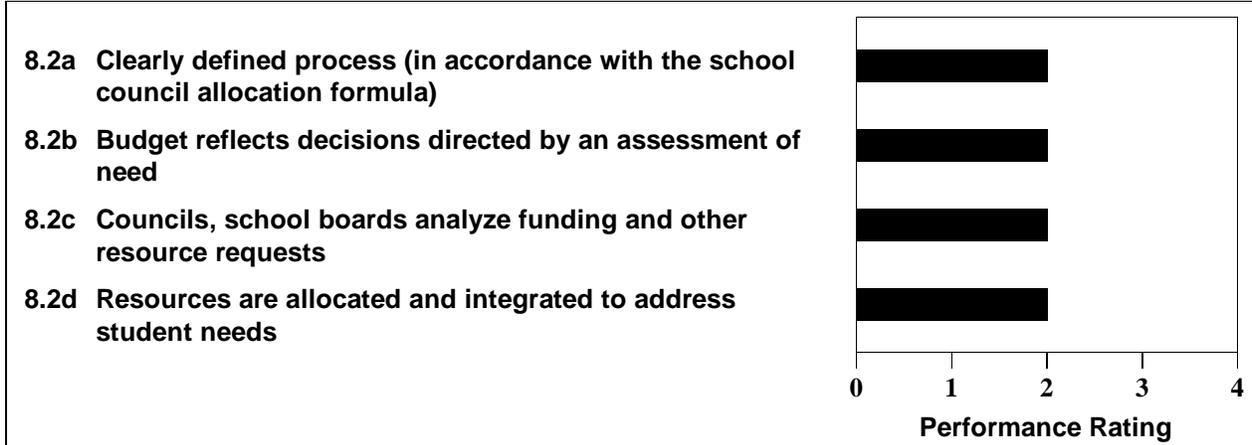
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8.2 Resource Allocation and Integration

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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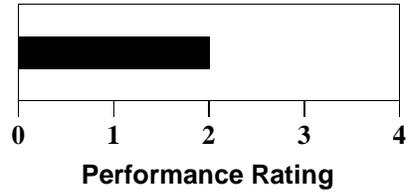
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9.2 Development of the Profile

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

