

Martin County  
Sheldon Clark High School  
School Leadership Assessment Report



12/12/2010 - 12/17/2010



# School Leadership Assessment Executive Summary

Sheldon Clark High School  
Martin County School District  
12/12/2010 - 12/17/2010

Robbie Fletcher, Principal

## Introduction

The Kentucky Department of Education conducted a school leadership assessment of Sheldon Clark High School during the period of 12/12/2010 - 12/17/2010. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

## School Deficiencies and Next Steps

1. Deficiency	The principal does not hold all staff members accountable for setting high expectations for all students.
Next Steps	The principal should lead the charge in creating a high performing school. He should engage all stakeholders in interactive conversations concerning high student achievement. He should hold teachers accountable for the success or failure of their students. He should monitor classroom instruction and provide meaningful feedback that will lead teachers in teaching to proficiency. The principal should provide direction to the school council as to their role in improving student performance. He should ensure all stakeholders are informed about school policies and then implement those policies. The goals and priorities within the comprehensive school improvement plan should be his guide to continuous school improvement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not lead school staff in the regular analysis of data to identify gaps in the curriculum and weaknesses in the instructional program.

Next Steps	The principal should establish a systematic process for using the data room to assist teachers in the review, management, analysis and use of multiple assessment data. This process should include procedures for using assessment data to identify and address gaps in the high school curriculum and weaknesses in instructional practices. The principal should ensure all staff members have training in using formative assessments as a tool for informing instruction and a means to determine student learning needs. The principal should monitor instructional practices and consistently provide teachers with meaningful feedback on assessments (formative and summative) and support to assist in the refinement of instruction. To ensure continuous student learning, the principal should guide teachers in a cycle of reflection and change. All decisions regarding teaching and learning should be data-driven, and modifications in curriculum, assessment and instruction should be based on the analysis of data.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal has not implemented a fully functioning system of interventions to reduce achievement gaps and ensure all students meet state and federal proficiency standards.
Next Steps	The principal should collaborate with school staff members to develop a system of interventions that provides guidelines for identifying students not meeting state and federal grade level expectations. All human and program resources should be evaluated to search for ideas in developing a comprehensive plan to address low-performing student needs in a timely manner. The plan should include progress monitoring criteria for supplemental and intensive interventions. The principal and school council should regularly evaluate the effectiveness of interventions in moving students to grade level competency and beyond.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	Procedures and programs have not been developed to involve all stakeholders as active partners in improving academic achievement at Sheldon Clark High School.

Next Steps	The school council should develop and adopt policy to increase participation of all stakeholder groups in improving student achievement. The principal should research effective family and community involvement practices, conduct a needs assessment and use results to create a plan to increase family and community involvement. Families and community leaders should be engaged as partners in school activities that support student learning and decision making. The school council should develop and adopt a communications policy that addresses frequent and interactive communication with all stakeholders regarding student achievement. The school council should monitor the implementation of all policies for impact on student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>5. Deficiency</b>	<b>The principal and school council have not created a safe and healthy learning environment for all students and staff.</b>
Next Steps	The principal should lead the staff in the creation of a comprehensive school emergency and safety plan. Safety procedures (fire, tornado, earthquakes, intruders) should be developed and posted in all classrooms and throughout the building. All safety drills should be regularly practiced and documented for completion. These procedures should be communicated to all stakeholder groups. The principal and school council should conduct a needs assessment of repairs to the school building and work with district leadership to create a safe and healthy learning environment.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>6. Deficiency</b>	<b>The principal and school council have not developed a comprehensive school improvement plan that addresses the learning needs of all students.</b>
Next Steps	The principal should collaborate with all stakeholder groups to develop a comprehensive school improvement plan that is data-driven and addresses the learning needs of all students. The principal and school council should monitor and evaluate the plan according to established timelines and benchmarks.
School Action Steps to Overcoming Obstacles	

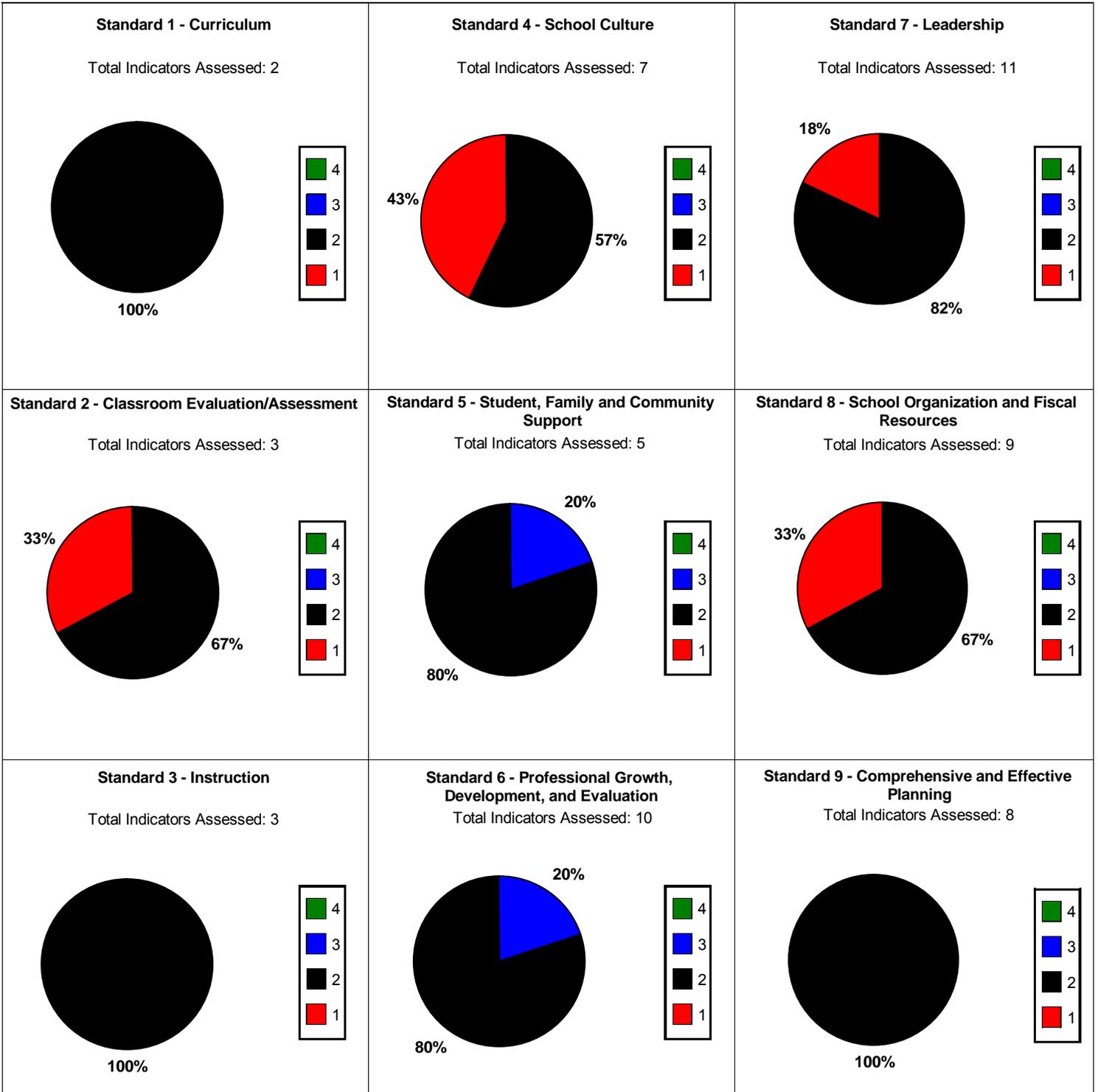
Timeline/Person Responsible	
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# Sheldon Clark High School

## KDE 2010 School Leadership Assessment Report At-a-Glance

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

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



**9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Martin County - Sheldon Clark High School**

<p><b>Standard - 1 - Academic Performance</b></p> <p><b>Curriculum</b></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><b>Standard - 4 - Learning Environment</b></p> <p><b>School Culture</b></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><b>Standard - 7 - Efficiency</b></p> <p><b>Leadership</b></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><b>Standard - 2 - Academic Performance</b></p> <p><b>Classroom Evaluation/Assessment</b></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><b>Standard - 5 - Learning Environment</b></p> <p><b>Student, Family and Community Support</b></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><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><b>Organization of the School</b></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><b>Resource Allocation and Integration</b></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**

**Sheldon Clark High School**

**Martin County School District**

12/12/2010 - 12/17/2010

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of Sheldon Clark High School during the period of 12/12/2010 - 12/17/2010.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (47), eWalk walkthroughs (39), and formal interviews and informal discussions with teachers (44), students (59), parents (29), Youth Services Center staff members (1), central office personnel (3), support staff members (29), assistant principals (2), counselors (2) 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 Betty E. Fox - District Administrator. The other team members were Cindy Baumert - Parent, Jill L. Crowe - University Representative, Rhonda C. Marshbanks - teacher, Cindy Price - Parent, John Russ - School Administrator, Mike Henderson - Education Recovery Leader, Julia Rawlings - Education Recovery Specialist.

## **Academic Performance**

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

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

## **Learning Environment**

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

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

## Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**Findings For This Standard Are Based On:**

Review of comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, professional development records, school council policies and bylaws, Kentucky Interim Performance Report, No Child Left Behind Report, Professional Learning Community agendas and minutes, Working Conditions Survey results and The Missing Piece of the Proficiency Puzzle

Interviews with principal and teachers

Observations of classrooms and data room

**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).

The school council has adopted a curriculum policy (Curriculum 1.0), but this policy does not include procedures for the identification of key curriculum transition points between grade (middle to high) and school (high school, alternative school, vocational school) configurations. Informal discussions between middle and high school staff sometimes occur, but the discussions are not ongoing or initiated by the principal. All students (alternative school, credit recovery) do not have access to the same curriculum. Sheldon Clark High School staff members discuss some curriculum issues (pacing, sequencing, "I Can" statements) in professional learning communities. These discussions occasionally lead to modifications in the curriculum to meet student learning needs. The principal monitors the implementation of the curriculum through walkthroughs and by attending professional learning community meetings. Following walkthroughs, he provides some feedback to teachers regarding curriculum (learning targets, assessments) and offers some suggestions for improvement.

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

The school council has adopted a curriculum policy (Curriculum 1.0), but this policy does not include procedures for monitoring, evaluating and reviewing the curriculum. The principal conducts walkthroughs to monitor identified areas for improvement (questioning techniques, "I Can" statements) and may check on progress of the curriculum by reviewing units of study. The principal

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Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**Performance Rating    2**

has recently created a data room for posting assessment results and meeting in professional learning communities. The principal has not developed a clearly defined process for using assessment data to identify curricular gaps. School staff members occasionally identify gaps in curriculum using assessment data for their specific content area and sometimes develop strategies for addressing these gaps. School staff members are implementing course outlines and unit plans that are aligned with Kentucky's Combined Curriculum documents and have developed curriculum maps and pacing guides for their specific content areas. Teachers have developed "I Can" statements as part of unit planning. Some staff members have also identified formative and summative assessments and modification strategies on their unit plans. Lesson plan format includes identification of learning targets, procedures and assessments; however, the learning targets sometimes only identify what content is to be covered, and procedures are often classroom lecture and note-taking.

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Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

The principal, in collaboration with district leadership and middle school administrators, should develop a systematic process for identifying key curriculum transition points, particularly between 8th and 9th grades. The review of the curriculum and identification of curriculum transition points should be ongoing and identify gaps and overlaps in the curriculum to assist students transitioning from school to school. The principals of Sheldon Clark High School and the Martin County Vocational School should collaborate to ensure course offerings are sufficient and provide a common academic core for all students.

The school council should review the curriculum policy and include measures for regularly monitoring, evaluating, reviewing and modifying the curriculum to meet the ever-changing needs of all students. This policy should include clearly defined procedures for implementation and define the roles of various stakeholder groups (principal, teachers, students).

Resources:

SISI Toolkit Standard 1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%201/Standard%201%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%201/Standard%201%20By%20Standards.htm)

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Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

**Findings For This Standard Are Based On:**

Review of classroom assessments, comprehensive school improvement plan, eWalk data, lesson plans/units of study, professional development records, rubrics, samples of classroom assessments, samples of student work products, school council policies and bylaws, Student Performance Level Descriptors, Kentucky Interim Performance Report, No Child Left Behind Report, Professional Learning Community agendas and minutes and Working Conditions Survey results

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

Observations of classrooms, hallways and data room

**Performance Rating    2**

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

The school council has developed an assessment policy (Classroom Assessment 20.0), but this policy is not comprehensive and does not include procedures for monitoring assessments. The principal has recently articulated to teachers the expectation that they keep an evidence binder and that it is to include various pieces of information (units of study, lesson plan samples, student work samples, assessments). Content area teachers are designing unit plans that are aligned with Kentucky's Combined Curriculum documents during some professional learning community meetings. The principal attends some meetings and offers suggestions and guidance. Teachers identify "I Can" statements, but these statements are not consistently written to assess student learning and are not always congruent to Kentucky standards. Content area teachers are at various stages of development of formative and summative assessments. Teachers are not consistently using formative assessments to inform instructional practices and often cannot articulate how these assessments are used to guide instruction. Some teachers collaborate in the development of formative assessments but do not regularly examine student work samples to gauge the effectiveness of the assessments in identifying weaknesses in the instructional program or gaps in the curriculum. Many teachers use assessments that are intentionally aligned with state assessment format (multiple-choice, open response, on-demand). Some assessments are textbook or software generated (Study Island) and do not always have clear

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Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

**Performance Rating    2**

connections to state standards. Teachers do not always design assessments requiring students to activate higher-order thinking and problem-solving skills. Assessments are not always authentic tasks that promote continuous student progress.

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

The school council has approved, and the principal has reorganized, the school master schedule into a seven-period day to assist teachers in meeting for common planning and professional learning communities. The principal has led the school staff in book studies (Classroom Assessment for Student Learning and Seven Strategies of Assessment for Learning). This has led to the development of course outlines and unit plans. These unit plans are being developed during some professional learning community meetings. The principal attends some of these meetings and offers guidance in unit development. The teachers are in the beginning stages of identifying formative and summative assessments and are not consistently using performance descriptors to lead students in the mastery of content. Some teachers regularly use rubrics to assist students in completing assignments, but the assignments do not always demonstrate rigor and relevance. Many teachers use performance descriptors to measure student learning for grading purposes rather than as a means to ensure continuous improvement. Samples of student work do not always demonstrate proficiency.

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Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

**Performance Rating**    **1**

2.1d    Test scores are used to identify curriculum gaps.

The school council has not developed comprehensive policy (Classroom Assessment 20.0) or clearly defined procedures for analyzing assessment data. The principal led the school staff in the disaggregation of data from the Kentucky Core Content Test. The principal and high school staff identified low-achieving student populations (free and reduced lunch students and male students in reading, all students in math, students with disabilities). Student assessment data (Interim Performance Report, ACT report, Measures of Academic Progress report, PLAN results, middle school scores of current 9th grade students) are collected, compiled and then posted on the data room wall. Teachers may refer to these data for the identification of students needing extended school services or other interventions to assist them in mastering content. Due to the recent establishment of the data room for compilation of data, the principal has not yet extended the practice of using data to determine weaknesses in the instructional program or gaps in the curriculum.

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Summary of recommendations in: **Academic Performance**

**Standard 2**      **Classroom Evaluation/Assessment**

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.

The school council should develop a comprehensive assessment policy. The principal should implement procedures for monitoring assessment 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.

Resources:

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

SISI Toolkit Standard 2. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%202/Standard%202%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%202/Standard%202%20By%20Standards.htm)

Tomlinson, C. A. (2001). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Findings For This Standard Are Based On:**

Review of comprehensive school improvement plan, course syllabi, eWalk data, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), master school schedule, samples of classroom assessments, samples of student work products, school council policies and bylaws, student work, Kentucky Interim Performance Report, No Child Left Behind Report, Professional Learning Community agendas and minutes and Working Conditions Survey results

Interviews with principal, students and teachers

Observations of classrooms, 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 policy (Instructional Practices 6.0) that states that the faculty, in collaboration with the principal, shall select the appropriate instructional practices to be utilized in class. The policy does not require the use of a variety of instructional strategies (multiple intelligences, learning styles, higher-order thinking, inquiry) to meet student learning needs. Some teachers incorporate student-centered learning activities (PowerPoint presentations, projects, research) to engage students, while others rely mainly on the textbook to generate assignments. Some teachers regularly use technology to enhance instruction and present information; however, the use of technology by students is limited. District and school leadership monitor instructional practices through walkthroughs and sometimes provide constructive feedback to teachers to assist them in refining their instructional practices. The school council has adopted policy (Homework 16.0) that says homework will be determined by each individual teacher based on the core content and the amount and frequency will vary. This policy does not require that homework extends student learning or provides opportunities for students to receive meaningful feedback to assist in continuous student learning.

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

The principal monitors classroom instruction through walkthroughs to

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating**    **2**

determine if teachers are in compliance with his non-negotiables (learning targets, questioning techniques). Many teachers do not use I Can statements that are aligned with state standards. Questioning techniques do not always provide appropriate wait time for students to think and respond. The principal does not always provide constructive feedback to assist teachers in the refinement of instructional strategies following walkthroughs. Teachers sometimes require students to complete tasks similar to state assessments but do not always provide opportunities for students to demonstrate learning in a rigorous, authentic learning environment. Students are not regularly provided performance standards prior to completion of assignments to assist them in knowing what they need to do to be proficient.

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

The school council has developed policy (State Standards, Technology Utilities and Program Appraisal 9.0), but the policy does not define how technology should be used to enhance instruction. The use of technology varies among teachers depending on the availability of resources and the amount of training teachers have received. Most teachers have projectors and white boards to present information, but student use is limited. Special education teachers have little access to technological resources. Some students have opportunities to use technology for real-life application of skills (Fine Print publication in social studies, film class, PowerPoint, journalism "Bird's Eye View" articles), but the use of technology is not integrated in all classrooms. School leadership monitors instructional practices and sometimes provides feedback regarding the use of technology.

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Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The school council should modify the instructional practices policy to include the use of varied instructional strategies (problem-solving skills, higher-order thinking, inquiry-based learning). The principal should monitor classroom instruction for collection and analysis of data to determine the most effective practices on impacting student achievement.

The school council should modify the technology policy to include methods to monitor the use of technological resources. The principal should ensure that students are provided multiple opportunities to use technology in innovative ways for creating products, presenting information and expanding their learning beyond the school setting.

Resources:

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

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

Silver, H., Strong, R.W. & Perini, M.J. (2000). *So Each May Learn*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0871203871

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

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

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Summary Findings in: **Learning Environment**

**Standard 4**                    **School Culture**

**Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, comprehensive school improvement plan, curriculum documents, curriculum maps, Extended School Services Schedule, Implementation and Impact Checks, lesson plans/units of study, master school schedule, newspaper clippings/press releases, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, student handbook, Kentucky Interim Performance Report, No Child Left Behind Report, Professional Learning Community agendas and minutes and Working Conditions Survey Results

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

Observations of cafeteria, classrooms, common areas, computer lab, hallways, media center, outdoor areas, data room and school facilities

**Performance Rating    2**

- 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 verbalizes a commitment toward improving student achievement. The principal shows a commitment through visibility in halls and classrooms, creation of a data room, implementation of peer walkthroughs and non-negotiables for classroom practices, conversations with students to build relationships and implementation and collaboration with professional learning communities. Although the principal expresses the commitment to continuous student improvement, this commitment has yet to manifest in increased student performance. The principal does not extend this commitment through a shared vision of high expectations to all stakeholder groups (certified and classified staff members, community members, families, students). Access to technology is limited for all students, especially assistive technology for students with disabilities (text readers, accessible media, phonetic spellchecker). Reading and mathematics intervention curricula are not in place. Ongoing learning opportunities are not available for family, business and community members to build an understanding of academic expectations, student motivation and student achievement results. Some

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**Performance Rating    2**

teachers share strategies for improving student achievement in professional learning community meetings. The principal encourages peer walkthroughs but not for the specific purpose of observing teachers who are successful at implementing high yield strategies with low performing students (free and reduced lunch, all students in mathematics, male students in reading, students with disabilities).

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

School council policy (Student Assignment 3.0) provides the operational procedures for assignment of students to classes regarding availability and communication of completed student schedules as well as procedures for student schedule changes. The policy does not specifically address procedures regarding the assignment of students to the staff's instructional strengths. The principal has not fully implemented formal procedures to guide the effective matching of student needs to teacher strengths for all students. School council policy (Staff Time Assignment 2.0) outlines the criteria to assign teachers to courses including specialized training, teacher requests, teaching experience, seniority with the district and school and individual teacher evaluation. The principal sometimes uses teacher strengths to make course assignment decisions. The principal has ensured that all advanced placement teachers have appropriate training. The principal does not have a process to ensure students are assigned to teachers who meet their individual learning needs. The current school schedule allows the opportunity for flexibility of regrouping students for intervention services, but these services have not been implemented.

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

Senior students are recognized at an end-of-year awards program (Academic Banquet). Underclassmen are also recognized at an end-of-year awards program held during the school day to allow all students to attend. Some parents attend both award events. Incentives are provided for students scoring proficient or distinguished on prior year's Kentucky Core Content Tests. The principal led faculty in the creation of an addendum (Improvement Plan for SCHS Area of Concern: Student Motivation - Extrinsic Rewards) to the comprehensive school improvement plan that outlines incentives for

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**Performance Rating    2**

academic performance. Plans have been made to recognize student achievement at regular intervals (after each round of Measures of Academic Progress testing, Advanced Placement exams, PLAN, ACT, Kentucky Core Content Test). Academic accomplishments of students are sometimes shared with families or community. Students are recognized for school accomplishments through community venues (newspaper articles, Kiwanis Club, school marquee).

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.

Few culturally responsive instructional practices are occurring in classrooms, school programs and activities to reach the diverse student population (free and reduced lunch students, males versus females, students with disabilities) at Sheldon Clark High School. Some structures are in place for the purpose of reducing barriers to learning (Youth Services Center, guidance counselors, Appalachian Reach Out, Children, Inc.). Few teachers provide differentiated and varied instructional strategies to meet the individual needs of students. The principal is attempting to recruit teachers that support his initiatives.

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**Performance Rating**    **1**

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

The board of education districtwide discipline code of conduct (Discipline Code) is distributed at the beginning of the school year to parents and students, but many teachers are not familiar with the disciplinary actions assigned to each offense. A few teachers have class rules posted in their classroom. The school council has adopted policy (Daily Interruption 14.0) regarding minimizing classroom disruptions, but the principal has not monitored to ensure this policy is consistently enforced. Telephone calls (student early dismissal, report to office, external) are sometimes transferred to classrooms during instruction. The rules for student cell phone use are not consistently enforced by teachers. Although an additional assistant principal and surveillance cameras have been provided, the principal and district leadership have not ensured that all entrances to the high school are secured (lack of locks on doors, unmonitored doors). The school structure does not provide an equitable learning environment (mobile classrooms, non-handicap accessible areas, interconnected classrooms) for all students. A school safety plan has been developed, but the principal has not ensured the emergency and safety procedures are comprehensive and communicated to all staff, parents and students. Evacuation routes and safety procedures (fire, tornado, earthquakes, intruders) are not posted in all classrooms. Some safety drills, other than fire drills, have not been practiced. Some restroom equipment does not function properly (broken sinks, toilets in disrepair), and most restroom facilities are in need of repair (peeling paint, dim lighting, broken tile and mirrors). The heating, ventilation and air conditioning system is not functioning properly in several classrooms. Blower fans are very noisy and disruptive to instruction. Teacher culture surveys were conducted in August 2009, but parent and student surveys have not been conducted.

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

Common teacher planning times are in place for each content area, and most teachers meet in professional learning communities twice a week. However, these meetings do not include non-certified staff members. Information resulting from professional learning community meetings is used in making decisions that affect the teaching and learning environment, but this

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**Performance Rating**    **1**

information is not shared in school council meetings. Some non-certified staff members informally communicate their ideas in regard to student achievement with the principal, but decision-making structures are not in place to allow non-certified staff to collaborate with certified staff. The school council does not have committees to address learning needs of all students.

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

The principal disseminates information to some stakeholders through various methods ("Bird's Eye View" section of the local paper, new school marquee, school, conversations at athletic events, academic team meets, phone calls, hand delivering progress reports to students); however, a comprehensive communications plan has not been developed.

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Summary of recommendations in: **Learning Environment**

**Standard 4**      **School Culture**

The principal and school council should conduct a needs assessment of repairs to the school building and work with the district to create a safe and healthy learning environment. The principal should lead the staff in the creation of a comprehensive school emergency and safety plan. The school council should adopt this plan and share the plan with all stakeholders (certified and classified staff, students, families, community members). Procedures should be posted in all classrooms and throughout the building. All safety drills (fire, tornado, earthquakes, intruders) should be practiced and documented.

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

All school staff should receive continuous job-embedded professional development on the impact of cultural differences (free and reduced lunch students, males versus females, students with disabilities) on student learning to help meet the social, cultural and academic needs of students in order to eliminate achievement gaps. Instructional practices should include research-based strategies specifically designed to impact the specific cultural needs of Sheldon Clark High School students. The principal and school council should actively support the total school community in recognizing and celebrating diversity among its students.

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

Resources:

Henderson, A. T. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle

Rodriguez, Eleanor Renee, Bellance, James (2007). What Is It About Me You Can't Teacher? Corwin Press

Guide to Kentucky Systems of Interventions:

<http://www.education.ky.gov/kde/instructional+resources/kentucky+system+of+interventions/>

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Summary Findings in: **Learning Environment**

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

**Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, documentation of parent contacts, Extended School Services Schedule, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Individual Learning Plans, Infinite Campus Reports, master school schedule, newspaper clippings/press releases, parent and community member workshop schedule, record of home visits, report cards/progress reports, school council policies and bylaws, school newsletter, school Web pages, student handbook, Kentucky Interim Performance Report, No Child Left Behind Report, Professional Learning Community agendas and minutes, Working Conditions Survey results and The Missing Piece of the Proficiency Puzzle

Interviews with community members, counselor, Family Resource/Youth Services Center personnel, parents, principal, students and teachers

Observations of classrooms and hallways

**Performance Rating    3**

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

Cumulative student folders contain multiple sources of data that are well organized and stored in a locked records room. The records provide both educational and developmental information and are available for review by appropriate staff. Inspection logs are maintained and must be signed for information to be released to a third party. Infinite Campus is used to assist in records management within the classrooms and school offices. Individual learning plans have been developed, and benchmarks are being completed by some students according to criteria set at each grade level.

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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 bylaw and committee policy (Committee Participation 11.0) regarding formation of committees, but neither the bylaw nor policy is being implemented. Some parents are involved in clubs (Spanish, Academic Team) and booster groups. Programs have not been established to involve parents and community members in decision making or the educational process. The principal shared several educational concepts (formative and summative assessments, standards based grading) at an evening parent meeting. School leadership has not developed or implemented programs to ensure that every student has an adult who can support the student's continuous academic progress. The Youth Services Center partners with numerous community agencies (Mountain Comprehensive Care, Children Inc. Christian Appalachian Project, Quality Care for Kids, Martin County Health Department) and local businesses (Inez Deposit Bank, Whole Foods, Wal-Mart, Booth Energy) to provide needed services and reduce barriers to learning. A student referral form has been adopted by the Youth Services Center for school staff to use when referring students for needed services. Student attendance is tracked through Infinite Campus. The district director of pupil personnel and school personnel work with a court-designated worker from the Truancy Diversion program to decrease student drop-out rates and increase attendance rates. The school council has not adopted policy or procedures for parents to resolve issues or voice complaints. The Youth Services Center has implemented several programs (freshmen orientation, Grandparents as Parents, Back-to-School Bash, Angel Tree, sports physicals, nutrition and health classes, college financial aid workshops) to build relationships with families and support student and family needs.

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

Extended school services are provided after school on Tuesdays and Thursdays and transportation is provided. Formal criteria for entering and exiting extended school services have not been established. Extended school

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

**Performance Rating    2**

services are primarily used for completion of missed or incomplete assignments. The school council has not adopted policy, and the principal has not implemented formal procedures for students to be referred to other support services (school guidance, Youth Services Center, credit recovery) within the school. A student referral form is used by school staff for referring students to the Youth Services Center. The Youth Services Center partners with various community agencies (Mountain Comprehensive Care, Children Inc., Quality Care for Kids, Martin County Health Department, Christian Appalachian Project) to reduce barriers to learning. Youth Services Center staff participates in freshman orientation and the Back-to-School Bash to ensure families are aware of available services. Students transferring into the school and their families are introduced to Youth Services Center staff and any needed services are discussed. School counselors are available to assist students with social, educational and career exploration needs, but a schoolwide guidance program has not been established and many students are unaware of available counseling services.

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

The principal has not established formal procedures for making referrals to available services (Youth Services Center, guidance, health), but the Youth Services Center staff has developed a student referral form for teachers and school staff to use in the referral of students for needed health and social services. Youth Services Center staff participates in freshman orientation and the Back-to-School Bash to ensure families are aware of available services. Transferring students are introduced to the Youth Services Center staff and are assessed for needed services. Guidance counselors meet with students transferring into the school to determine curriculum needs. A few staff members have been trained to identify students with special learning or behavioral needs. A formal advocacy program has not been established.

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

The district director of pupil personnel and school personnel work with the court designated worker from the Truancy Diversion program to reduce drop-out rates and increase student attendance. Programs to re-engage students who are no longer attending school have not been established. Extended

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

**Performance Rating    2**

school services are primarily used for completion of missed or incomplete assignments. Transportation is provided for students participating in extended school services. Some teachers offer additional tutoring and homework help before, during and after school. Students may make an appointment with their teachers to receive additional help. Advanced Placement classes are offered in English, United States history, European history, biology, chemistry and Spanish. The school partners with Morehead State University to offer a dual credit class in algebra. Students have the option of taking classes at Martin County Vocational Center. An alternative school is available for students that are struggling in the regular school environment (credit recovery, discipline). The Jefferson County Curriculum, A+ software and Study Island are used for credit recovery. The Youth Services Center recruits business and community members (guest speakers, Reality Store, drug education, nutrition classes, resume completion) to enhance student learning.

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Summary of recommendations in: **Learning Environment**

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

School leadership should develop and implement initiatives (tutors, mentors, guest speakers, academic celebrations, co-curricular) to involve all school community stakeholders (families, community members) in the educational process. These stakeholders should be continually recruited as volunteers, tutors or mentors in the school to enhance student learning. All stakeholder groups should be involved in planning and decision making through the committee structure. Interactive communication between school staff and families should be a main focus of the school's effort in improving student achievement.

School leadership should develop formal procedures for referring students for support programs (Extended School Services, credit recovery, Youth Services Center, guidance). The principal should facilitate the coordination of all support programs in the school. Program entry and exit criteria and a process for identifying student needs should be developed, communicated and implemented.

Resources:

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

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

*Principal's Guide to Effective Family Involvement*. (2002). Gaithersburg, MD.: Aspen Publishers.

SISI Toolkit Standard 5. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%205/Standard%205%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%205/Standard%205%20By%20Standards.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, lesson plans/units of study, master school schedule, professional development records, school council policies and bylaws, school Web pages, Kentucky Interim Performance Report, No Child Left Behind Report and Professional Learning Community agendas and minutes

Interviews with classified staff, counselor, principal and teachers

Observations of classrooms

**Performance Rating    3**

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

The principal conducts an orientation of the certified evaluation plan for certified personnel no later than the end of their first month of employment as stated in the local board of education adopted plan. This orientation for Sheldon Clark High School staff is held on the opening day of school.

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

The principal integrates multiple funding resources (professional development, instructional, Title I districtwide improvement) to ensure availability of activities directed by the professional development and comprehensive school improvement plans. These funds are also used to provide training in the identified professional development needs of individuals (collaboration, Advanced Placement) and targeted items for growth in professional learning communities.

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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.

The principal ensures all teachers participate in required professional development hours but does not ensure the required trainings meet the individual needs of all teachers. Three days of professional development (Defining Curriculum: Course Outline, Unit Plans, Completion) were required prior to the opening of school with others (Data Driven Decision Making, Professional Learning Days) offered or planned throughout the school year to fulfill the 24 hour requirement. Some professional development (Advanced Placement training, Hybrid Algebra, Kentucky Education Development Cooperative Math Cadre) enhances teacher content knowledge and instructional practices to inspire students to higher levels of learning. The daily school schedule provides two planning periods for teachers with one to be used for professional learning community meetings and departmental meetings and the other to be used for instructional planning. These meetings, along with faculty meetings, are used for additional professional development to meet school and departmental needs (questioning strategies, Classroom Assessment for Student Learning and Seven Strategies of Assessment for Learning book studies). Other than school council training for council members (staff, parents), intentional opportunities are not available to enhance leadership skills for all staff members and other stakeholders (parents, community members, students). A variety of educational concepts (formative and summative assessments, standards-based grading) was shared at a parent meeting. Professional development activities are planned on a two-year cycle, but a systematic process for addressing the long-term professional development needs of the school staff has not been developed by school leadership. Some classified staff members (cooks, custodians) participate in professional development requirements based on job descriptions or district requirements, and special needs instructional assistants have attended district professional development on working with special needs students.

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

The school council has adopted policy (Professional Development 17.0) that

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

**Performance Rating    2**

states the principal, in conjunction with a professional development committee, will develop a schoolwide professional development plan. However, the principal has not abided by this policy in development of professional development activities for the staff. Professional development is planned by the principal on a two-year basis but does not build on previous knowledge or promote continuous growth to build instructional capacity with the staff. Some job-embedded professional development is provided through professional learning community meetings. Some members of these professional learning communities observe content area peers and provide feedback on implementation of learned skills.

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

Professional development strategies in the comprehensive school improvement plan align with student learning goals. Most strategies are designed to meet specific content (Advanced Placement training, Hybrid Algebra) or instructional needs (questioning, formative and summative assessments, technology, collaboration) of staff as identified in their individual professional growth plans and professional learning community meetings. Certified evaluations are used on a limited basis to determine professional development strategies. The principal has not ensured that all school administrators (assistant principals, counselors) have individual professional growth plans.

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

The principal plans schoolwide professional development on a two-year basis with limited continuity of training focus from year-to-year. The principal, in the development of the master schedule, provides planning time for content area professional learning communities to meet. Each group, in collaboration with the principal, has determined departmental growth needs and uses some planning time for professional development to meet these needs. Some teachers use planning time to observe colleagues implementing new strategies and provide feedback on these practices.

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

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

**Performance Rating    2**

Although the principal encourages staff to use multiple sources of data (Kentucky Core Content Test data, Measures of Academic Progress, PLAN, student work) during professional learning community meetings, the Kentucky Core Content Test data are the major determinant for professional development needs of core content departments. School leadership uses walkthroughs that target the learned strategies (“I Can” statements, questioning) to determine impact on teacher classroom practices but does not have a monitoring system to determine impact on student learning to plan future professional development activities. Most professional development activities (formative and summative assessments, collaboration, questioning) are grounded in research. Before approval is given to attend professional development activities outside the district, a teacher must explain how this training will affect student instruction, show how it reflects needs in the comprehensive school improvement plan and explain how it will be implemented upon return to school.

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

The principal follows procedures outlined in the board of education adopted certified evaluation plan. The principal collaborates with professional learning community teams to develop a plan for professional growth that includes identified departmental needs and connects to the comprehensive school improvement plan goals for school improvement. A few plans show connection to evaluation feedback data. The principal does not continuously monitor progress of teachers toward individual goals. Individual professional growth plans are reviewed on an annual basis. All administrative staff members (assistant principals, counselors) at the high school do not have individual professional growth plans.

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

The principal evaluates certified staff according to the requirements of the board of education approved district evaluation process. Although district leadership has developed a clearly defined certified evaluation process that was approved August 11, 2009, Board Order #31, this plan has not been approved to date by the Kentucky Department of Education.

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

**Performance Rating    2**

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

The principal collaborates with professional learning community teams to develop individual professional growth plans that include identified departmental team needs as well as some individual needs. Personnel evaluations are conducted in accordance with board of education approved required procedures and make some use of the process to improve teacher instructional practices. The principal provides some support to affect change in teachers' instructional practices through professional learning community meetings, feedback from walkthroughs and the certified evaluation process. The principal measures the implementation of a few professional growth activities on classroom practices but does not have a systematic process for measuring the impact on student achievement.

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Summary of recommendations in: **Learning Environment**

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

The principal should comply with school council policy to develop a professional development plan in conjunction with the professional development committee. This plan should be based on individual professional growth plans, needs assessment, assessment data and other school data. The plan should focus on building instructional capacity through job-embedded, ongoing, multi-year professional development and allow for meeting the unique professional growth needs of individual staff members. The principal should develop procedures to monitor the impact professional development has on classroom practices and student achievement.

The principal should collaborate with individual teachers to identify areas for growth to include in teacher individual professional growth plans. The principal should develop procedures for the review of individual professional growth plans at scheduled intervals throughout the school year to measure progress toward achievement of the identified goals.

Resources:

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

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](http://www.education.ky.gov/SISI_Toolkit/Standard%206/Standard%206%20By%20Standards.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, classroom assessments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, lesson plans/units of study, 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 Web pages, school/district safety plan, student handbook, teacher portfolios, Kentucky Interim Performance Report, No Child Left Behind Report, Professional Learning Community agendas and minutes, Working Conditions Survey results and The Missing Piece of the Proficiency Puzzle

Interviews with assistant principal, principal, school council members and teachers

Observations of classrooms and facilities

**Performance Rating    2**

7.1a Leadership has developed and sustained a shared vision.

In 2006-07 the current mission statement was developed and approved by the school council. The process of developing the mission statement involved many staff members, but input from other stakeholder groups (parents, students, community members) was limited. The mission statement is included in the comprehensive school improvement plan, school handbook and on the school's Web site. The mission statement is not displayed in conspicuous places inside or outside school facilities. The mission statement was revisited in fall of 2009 at a staff meeting, but a recommendation to change the mission was not initiated. Many school staff members know a mission statement is in place but cannot discuss its details. The mission statement is not usually used as a guide in making decisions regarding student learning. Vision and beliefs statements have not been developed. The principal has not clearly articulated a vision to all stakeholders.

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

The principal led the school staff in the disaggregation of student performance data from the Kentucky Core Content Test. Low-achieving student populations (free and reduced lunch students and male students in

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reading, all students in math, students with disabilities) were determined by the principal and high school staff. The school council reviews assessment data reports but is not directly involved in the data disaggregation process. The principal recently initiated a data room where student assessment data (Interim Performance Report, ACT report, Measures of Academic Progress report, PLAN results, middle school scores for current 9th grade students) are collected, compiled and posted. Content specific professional learning communities meet in the data room and may refer to these data for the identification of students needing extended school services or other interventions to assist them in mastering content. Although the principal collects multiple forms of data (Interim Performance Report, ACT, PLAN), the Kentucky Core Content Test is the primary data source for developing goals, objectives and activities in the comprehensive school improvement plan. After reviewing Kentucky Core Content Test data in 2010, an addendum (The Improvement Plan for SCHS Area of Concern: Curriculum and Instruction) was developed by some content area departments (English, mathematics, social studies, science, special education) to identify strategies and activities to increase student achievement. Programmatic and instructional decisions by the principal or school council are not always driven by the data.

- 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 school council has developed an assessment policy (Classroom Assessment 20.0), but this policy is not comprehensive and does not include procedures for collecting, disaggregating, managing, evaluating and monitoring student performance data. The principal does not regularly lead the school staff in disaggregating data beyond the annual disaggregation of the Kentucky Core Content Test. Most test results (No Child Left Behind, ACT, PLAN) are reported to the school council and certified staff members but are rarely communicated to other stakeholder groups. The principal has recently initiated a data room where multiple sources of data (Interim Performance Report, ACT report, Measures of Academic Progress report, PLAN results, middle school scores of current 9th grade students) are collected and posted. The principal has not yet extended the practice of analyzing collected data to identify changes in instructional strategies to

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assist low-achieving student populations (free and reduced lunch students and male students in reading, all students in math, students with disabilities) in reaching proficiency. Teachers may refer to these data for the identification of students needing extended school services or other interventions to assist them in mastering content. The principal has recently articulated to teachers the expectation that they keep an evidence binder that is to include various pieces of information including student work samples and assessments, but the principal has not provided training in how to analyze these collected pieces of data to improve student performance. The Improvement Plan for SCHS Area of Concern Curriculum and Instruction, developed in fall 2010 and considered as an addendum to the comprehensive school improvement plan, contains disaggregated data from the 2010 Kentucky Interim Performance Report. The plan also contains specific instructional strategies developed by teachers in the areas of English, mathematics, social studies and science to address the academic deficiencies highlighted in the data. Disaggregated data from multiple sources are not always incorporated into the comprehensive school improvement plan. Benchmarks and timelines are not established and data are not monitored to measure the impact of activities in the plan on student learning.

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 school Web site has links to Kentucky Core Content for Assessment 4.1 and the Program of Studies. Most school staff members use Kentucky's Combined Curriculum document for unit plans. The principal has recently required teachers to complete daily lesson plans, but plan format does not include an area to reference Kentucky standards. Prior to the opening of the 2010 school year, teachers engaged in three days of professional development (Defining Curriculum: Course Outline, Unit Plans, Completion). Kentucky documents (Kentucky Core Academic Standards, Kentucky Core Content for Assessment 4.1, Program of Studies) were used for these sessions. The principal ensures all staff members have adequate textbooks and teaching materials. Many classrooms have current technology resources (Smartboards, document cameras, projectors), but all teachers are not trained in their use. Other professional development sessions on curricular resources (formative and summative assessment, learning targets) have

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been held with others still planned. Measures of Academic Progress was implemented in 2010, but all teachers are not proficient in using this data to make changes in classroom practices to improve student learning.

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

The master schedule is built on a seven-period day that allows for most teachers to have two planning sessions, one for personal planning and the other for departmental professional learning community meetings. Professional learning communities are required to meet at least twice a week. The principal sometimes meets with professional learning community members, but responsibilities of the members are not clearly delineated and communicated. Formal agendas for professional learning community meetings are not set and only recently have minutes or notes been kept of activities. A comprehensive school improvement plan strategy is to use team planning to create uniform assessments and vertically and horizontally align curriculum. Some professional learning communities are currently involved in this work. Faculty meetings are sometimes used for professional development, and professional learning days have been built into the school calendar for professional development during the school year. School policy (Daily Interruption 14.0) is in place to protect daily classroom instructional time, provide for a school schedule (School Schedule 4.0) and regulate cell phone use (Cell Phone Use 7.02). The school council has adopted policy (Daily Interruption 14.0) regarding minimizing classroom disruptions. The principal does not ensure all staff members are complying with these policies.

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

The school council has adopted policies (School Schedule 4.0, School Space 5.0, Instructional Practices 6.0, Weighting for Grading Period/Semester Exams 6.02, Extracurricular Programs 8.0, State Standards, Technology Utilities and Program Appraisal 9.0, AP/College Level Course 15.0, Professional Development 17.0) that impact allocation of many resources. The school council has not adopted policy on the use of fiscal resources. In the 2009 comprehensive school improvement plan, funds are allocated for programs, training and materials. Procedures are not established for staff to

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request and receive specific resources. A systematic process is not in place to allocate resources based on needs assessment aligned with school improvement. The principal has not developed a process to monitor the efficient and effective use of resources and to make determinations for continued use.

- 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 policies (Staff Time Assignment 2.0, Student Assignment 3.0, School Schedule 4.0, School Space 5.0, Discipline and Classroom Management 7.0, Cell Phone Use 7.02, Student Dress Code 7.03, School Wellness 13.0) to support a healthy and effective learning environment for staff and students. In addition, school council has adopted policy (Martin County Alternative Placement Center Discipline Code 7.1) regarding discipline issues at the alternative school. An additional assistant principal and surveillance cameras have been provided at Sheldon Clark High School, but the principal and district leadership have not ensured that all entrances to the high school are secured (lack of locks on doors, unmonitored doors). Some restrooms have walls and stalls with chipped paint, broken tiles and bathroom stalls in need of replacement accessories. Heating is unevenly distributed throughout the building. Procedures are in place for addressing classroom disruptions. Although the school council has adopted a safety plan, the principal has not developed emergency procedures to guide how school personnel respond to events or behaviors that could threaten the physical well being of students or staff.

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

Most school council discussions and agenda items do not have an intentional focus on improving student performance. Only recently has academic performance been reflected in school council discussions. School council agendas and material pertinent to meetings are not always sent to council members prior to the meetings. Minutes of meetings are not disseminated to staff or parents in a formal or systemic manner. Outside of the council membership, few teachers, parents, community members, and district leadership attend council meetings. District leadership takes a hands-off

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approach to working with school councils. A district liaison is assigned to Sheldon Clark High School but does not attend school council meetings.

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

The principal was selected by the school council in July 2009 for the specific purpose of turning the school around and increasing student achievement. In his first year as principal, he initiated efforts to improve school climate and culture. His second year focus is instructional strategies of teachers. The principal has initiated the first steps for improving classroom practice and student performance through implementation of programs (student incentives) and strategies (professional learning communities, instructional walkthroughs with feedback to teachers, collaboratively designed individual professional growth plans, data room). Although these programs and strategies provide a venue for continuous conversations regarding student proficiency, the principal has not moved the staff beyond initial implementation. The principal has engaged some members of the business community in discussions concerning the academic performance of students; however, he does not have a process in place to engage families. He has not developed effective communication strategies and procedures to involve families in significant activities to improve student performance. The principal, through his presence in classrooms, cafeteria, and other areas of the school, communicates to students high expectations about academic performance and appropriate conduct. He recognizes and rewards students for academic achievements. Using the comprehensive school improvement plan and addenda, faculty meetings, professional learning communities and professional development, the principal is attempting to create a positive school culture for staff and students. He has not articulated a vision and communicated to all stakeholders a comprehensive plan to build this culture focused on high academic achievement for every student. A clear plan to involve families and community members as partners in this endeavor has not been developed. The principal shares responsibility and accountability for managerial tasks with two assistant principals. A process is not in place to ensure accountability of this administrative team or professional learning communities. Although the principal has leveraged significant resources for school athletics and other programs, his management system does not include processes to ensure engagement of all stakeholders in all aspects of

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the school. The principal has not fully implemented and monitored council policies and does not have a process in place to communicate council decisions to the school community. The principal has used hiring practices and staff placement to strengthen the instructional program.

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**Performance Rating**    **1**

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

The principal does not ensure that all school administrators (assistant principals, counselors) have individual professional growth plans. The principal has an individual professional growth plan, developed in collaboration with the superintendent, focusing on school culture, the learning environment and collaboration with community members. The principal's individual professional growth plan is reviewed annually for implementation or needed revisions.

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 all required council policies. The policies that are in place are not comprehensive and include few guidelines for procedural development. The principal has not developed written procedures for policies, implemented all policies or communicated policies to all stakeholders. Although some policies in areas such as reading and writing are reviewed and revised to address needs, the school council does not have a system in place to review or revise policies on a regular schedule. Most staff members are not aware of most policies, and, except for council members, do not have copies of policies.

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The school council should request assistance from the Kentucky Association of School Councils to revisit bylaws and council policies. Bylaws and policies should be clearly written, include procedures and reflect the changing needs of the student population at Sheldon Clark High School. Bylaws and policies should be communicated to all stakeholders, and the principal should implement the policies as written. The school council should set a schedule to revisit policies annually. The school council should monitor implementation of the policies as well as review data that show the impact the policies are having on classroom practices and student learning. Staff and stakeholder groups should receive consistent communication regarding council policies, decisions and meetings.

The principal should lead the charge in creating a high performing school. He should engage all stakeholders in interactive conversations concerning high student achievement. He should hold teachers accountable for the success or failure of their students. He should continue to monitor classroom instruction and provide meaningful feedback that will lead teachers in teaching to proficiency. The principal should provide direction to the school council as to their role in improving student performance. He should ensure all stakeholders are informed about school policies and then implement those policies. The goals and priorities within the comprehensive school improvement plan should be his guide to continuous school improvement.

The principal should establish a regular time to meet weekly with professional learning community team leads. This group should share information, discuss findings from data, determine student learning needs and develop common agendas for upcoming professional learning community meetings.

The principal should ensure that all administrators develop individual professional growth plans. These growth plans should be collaboratively developed, focus on enhancing leadership skills required to effectively perform their varied roles, aligned to professional standards, monitored with at least two checkpoints and reflected in the summative evaluation conference.

The principal should develop and distribute a staff handbook that contains procedures regarding, but not limited to, the following: communication with staff, families, community and students; facilities; resource allocation; school council; school budget; culture; safety; and student issues.

Resources:

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

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

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

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

Knapp, Michael; Copland, Michael; et al, (2010). *Learning Focused Leadership and Leadership Support*, Wallace Foundation

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**Standard 8**                    **School Organization and Fiscal Resources**

**Findings For This Standard Are Based On:**

Review of categorical program financial reports, comprehensive school improvement plan, enrollment data, lesson plans/units of study, master school schedule, needs assessment data, organizational charts, records of teacher certification/experience, roster of teaching assignments, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school Web pages, Title 1 program plan, Kentucky Interim Performance Report, No Child Left Behind Report, Professional Learning Community agendas and minutes, Working Conditions Survey results and

Interviews with assistant principal, assistant superintendent(s), classified staff, community members, district leadership, parents, principal, school council members, students, superintendent and teachers

Observations of classrooms, common areas and hallways

**Performance Rating    2**

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

The school council has policies (Staff Time Assignment 2.0, Student Assignment 3.0) on assignment of staff and students to courses. The principal does not have a process to ensure students are assigned to teachers that meet their individual learning needs, and student performance data are not the primary criteria used to assign staff members or students to courses. Certified staff members are primarily assigned to courses based on teacher contract requirements; however, the principal sometimes uses teacher strengths to make course assignment decisions. Student assignments are primarily based on graduation requirements and space availability. Some students are assigned to classes (Advanced Placement, honors classes, electives) based on student choice or teacher recommendation. Non-certified instructional staff members (special education instructional assistants) are assigned to courses based on some identified needs of students.

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

The school council has adopted policy (Daily Interruption Policy 14.0) to protect instructional time. The principal has set expectations (no phone calls

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during class time, bell-to-bell instruction, morning and afternoon announcements only) to minimize distractions to learning and maximize instructional time, but this practice is not monitored for compliance. Since the arrival of the principal, council policies have been developed to address cell phone usage (Cell Phone Use 7.02) and appropriate dress for students (Student Dress Code 7.03). The principal does not hold teachers accountable for the enforcement of all policies. The school council has adopted the district student code of conduct to guide behavior intervention strategies in classrooms, but all teachers are not aware of the disciplinary actions assigned to each offense. The principal has defined the duties of the two assistant principals to address discipline issues. Each assistant principal is responsible for two grade levels to take care of disciplinary referrals. The assistant principals follow the two grade levels through high school. Recently the principal has required teachers to complete daily lesson plans rather than relying solely on schedules outlined in content unit plans. The principal has communicated non-negotiables ("I Can" statements and questioning techniques) for teachers to use as strategies in teaching bell-to-bell. He monitors the implementation of these strategies through walkthroughs. Feedback following walkthroughs sometimes results in refinement of instructional strategies. The principal makes himself available to work through classroom problems (classroom management, preparing for instruction, locating materials) should a staff member request or need assistance.

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

The school council has approved, and the principal has reorganized, the school master schedule into a seven-period day to assist teachers in meeting for common planning and professional learning communities. The professional learning community structure provides departmental time to plan vertically but limits opportunities for interdisciplinary planning. The principal attends some professional learning community meetings but not always for the specific purpose of focusing teachers on integrating the goals, objectives and strategies of the comprehensive school improvement plan in organizing

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classroom instruction and management for student learning. All teachers are not fully aware of their role in the implementation of the comprehensive school improvement plan.

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

The principal designs a master schedule that provides sufficient time for instruction but does not allow the flexibility of increasing class time to accommodate individual instructional and curricular needs (science laboratories, arts and humanities projects, expanded assessments). Two years ago, a seven-period day was created for the specific purpose of forming departmental professional learning communities and to allow for more creative scheduling opportunities for students, particularly those students needing additional assistance in math. The principal is encouraging staff members to participate on a scheduling committee for the 2011-12 school year. Some collaborative teachers plan with core content teachers to support students with special needs in mastering required content.

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

District leadership provide some assistance to school councils in understanding the budget process through required council trainings but primarily leaves budget development to principals. The school council receives the annual Support Education Excellence in Kentucky (SEEK) funds as required by Kentucky Revised Statutes. Additional funds for the high school [State Fiscal Stabilization Fund (SFSF)] are used to pay salaries of an additional assistant principal and school counselor. The school council has not adopted a clearly defined budget process stipulating that all available funds are to be targeted to support identified student needs in the comprehensive school improvement plan. The principal has not implemented clear budgeting procedures to ensure that all decisions about resource allocations are fair and equitable. The principal drafts a budget to be approved by the school council and monthly budget reports are presented at council meetings. Large item purchases are approved by the school council

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with small purchases approved by the principal. The principal and school council do not conduct needs assessments to guide decisions about resource allocations. If a department or individual staff member has a need for instructional materials, the staff member requests funds from the principal. The principal either uses school instructional funds to purchase needed materials or seeks funds from other sources (district, community, grants). The principal is very supportive of teacher requests whenever funds are available. The school council has not adopted policies, and the principal has not implemented procedures to monitor the use of all fiscal resources and the impact of resources on teaching and learning.

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.

District leadership allocates state and federal categorical funds according to program guidelines. Federal categorical funds (Individuals with Disabilities Education) at Sheldon Clark High School are allocated by formula to support student needs. Individuals with Disabilities Education Act funds are allocated according to strict federal guidelines based on the category of identification (emotional behavior disability, mild mental disability, multiple disability) and the number of students each certified special needs teacher can serve. Some Title I districtwide improvement funds are integrated to support professional development activities. Other state program resources (Extended School Services, professional development, Youth Services Center) are sometimes integrated to support student learning needs. Program directors and other district personnel monitor the expenditure of categorical program funds, but program fund expenditures are not consistently evaluated for their impact on student learning.

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**Performance Rating**    **1**

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 school council has policies for the allocation of human and physical resources but has not developed policy to allocate fiscal resources. The principal and council have not established a systematic process to monitor the use of allocated resources or measure their effectiveness on student performance. Most school council policies were adopted in March, 2008, but include few procedures to guide implementation by the principal. Several policies (Weighting for Grading Period/Semester Exams 6.02, Cell Phone Use 7.02) have been adopted during the tenure of the principal. District leadership has not provided sufficient oversight of the school council to ensure they are effectively operating as a decision-making body focused on improving student achievement. A district liaison is appointed to attend school council meetings and serve to assist the council when requested, but the liaison has not been present at a school council meeting to date. School council agenda and meeting minutes are sent to the district leadership responsible for school councils, but an annual review of council policies is not conducted. The school council meets monthly, but the principal does not share or communicate the council agenda, minutes or decisions with all stakeholders. The school council bylaws require five standing committees (curriculum, professional development, budget, social and discipline), but this committee structure is not consistent with policy (Committee Participation 11.0) that requires a committee structure consisting of 18 standing committees centered around three areas (academic performance, learning environment and efficiency). The principal does not implement either the bylaw or the policy requirement for committees, and the school council does not monitor to ensure committees are in place. According to policy, certified staff members are required to serve on a standing committee, but the principal has not established required committees. The principal is encouraging staff members to participate on a scheduling committee for the 2011-12 school year. The principal has developed some lines of communication and defined areas of responsibility for certified and non-certified staff members (assistant principals, school counselors, teachers, janitors). The principal sometimes meets with professional learning communities, but responsibilities of these communities are not clearly delineated and communicated. Agenda items within department professional learning communities are not consistent. A few community resources (guest

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speakers, Reality Store) are used to support instruction and many community resources (Booth Energy, Martin County Fiscal Court) are used to enhance athletic facilities. The principal does not actively develop parent, business and community partnerships that can enhance student learning beyond classroom instruction.

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

The school council has not adopted policy, and the principal has not implemented clear procedures for prioritizing and allocating discretionary funds and other resources. The principal and school council do not collect data or conduct schoolwide needs assessments to guide the allocation of discretionary funds and resources. Decisions regarding discretionary funds are not always directly connected to the priority needs identified in the comprehensive school improvement plan.

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

The school council has not adopted policy for the expenditure of school funds. The principal develops and manages the school budget. He presents the school council with a budget report at each monthly meeting. Informal procedures for requesting instructional funds are the norm. Teachers request instructional funds from the principal, and the principal seeks funding sources to purchase requested items. The school council approves expenditures for large items, and the principal is responsible for approval of small items. The school council does not monitor, and the principal does not ensure proposed expenditures are connected to the comprehensive school improvement plan and improvement of student achievement. Budget expenditures are not always evaluated for effectiveness in meeting goals of the comprehensive school improvement plan or impact on student learning.

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The school council should review and revise council bylaws and committee policy for congruency. The required committee policy should define membership to include representatives from all stakeholders (certified and classified staff, parents, students, community members). The component managers of the comprehensive school improvement plan should present implementation and impact checks at least quarterly to inform council members of the progress made in achieving established benchmarks of the school's learning goals.

The school council should review and revise council bylaws and policies to ensure that the changing needs of the students are addressed. All policies should include procedures to guide implementation. These policies and bylaws should be used by the council to drive 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.

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

Resources:

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

SISI Toolkit Standard 8. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%208/Standard%208%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%208/Standard%208%20By%20Standards.htm)

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**Standard 9**                    **Comprehensive and Effective Planning**

**Findings For This Standard Are Based On:**

Review of comprehensive district improvement plan, comprehensive school improvement plan, eWalk data, Implementation and Impact Checks, school council meeting agenda and minutes, Kentucky Interim Performance Report, No Child Left Behind Report, Professional Learning Community agendas and minutes and The Missing Piece of the Proficiency Puzzle

Interviews with principal, students and teachers

**Performance Rating    2**

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

The mission statement was developed and approved by the school council during the 2006-07 school year. This process involved many staff members, but input from other stakeholders was limited. In the fall of 2009, the principal guided the review of the mission statement at a staff meeting, but a recommendation for change was not made. The mission statement is not visible throughout the school. Vision and beliefs statements have not been developed.

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

The principal collects multiple forms of data (Kentucky Core Content Test data, No Child Left Behind report, ACT, PLAN), but analysis is limited to the Kentucky Core Content Test data to develop the goals of the comprehensive school improvement plan. All stakeholder groups (certified and classified staff, students, parents, community members) were not involved in the disaggregation of data.

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

The comprehensive school improvement plan was adopted by the school council on November 19, 2009. After reviewing the Kentucky Core Content Test data in 2010, two separate addenda (Curriculum and Instruction, Student Motivation) were developed by some content area departments to

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**Performance Rating    2**

identify strategies and activities to increase student achievement. These addenda have not been incorporated into the comprehensive school improvement plan. Kentucky Core Content Test data were used to identify weaknesses and set goals in the comprehensive school improvement plan.

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

The comprehensive school improvement plan identifies implementation and impact checks as the method for evaluating the effectiveness of the plan. The principal documents the status of implementation of strategies and activities by color coding, but the impact on student achievement is not measured. The school council reviews these findings.

- 9.6a    The plan is implemented as developed.

The principal monitors the implementation of the comprehensive school improvement plan. The plan has been color coded (red, yellow, green) to identify the implementation status of activities and strategies within the plan. Activities and strategies coded as implemented or partially implemented have not been evaluated to determine impact on student learning. Most staff members are aware of the comprehensive school improvement plan but are not always active participants in the development or evaluation of the plan. All teachers are not fully aware of their role in the implementation of the comprehensive school improvement plan. Component managers are not actively engaged in implementation of the comprehensive school improvement plan.

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

The principal has not developed a process for measuring the impact of the strategies and activities on achieving the goals and objectives of the comprehensive school improvement plan. The principal monitors classroom practices through walkthroughs but not for the specific purpose of gauging the impact that identified activities in the plan have on student learning. The plan does not include benchmarks or timelines to measure student achievement over time.

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**Martin County School District**

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating    2**

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 collects some data through walkthroughs to evaluate classroom practices but not always for the specific purpose of evaluating the impact of the activities and strategies in the comprehensive school improvement plan on student achievement.

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

The principal has implemented some researched-based strategies (professional learning communities, questioning strategies, content specific professional development, book studies) in an attempt to sustain continuous improvement. However, he has not used data to set benchmarks to measure student progress at regular intervals. The principal does not consistently hold staff accountable for their role in student success and failure. The principal does not involve all stakeholder groups in efforts to improve and sustain student achievement.

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Summary of recommendations in: **Efficiency**

**Standard 9**      **Comprehensive and Effective Planning**

The principal should collaborate with all stakeholder groups (certified and classified staff, students, parents, community members) to develop a comprehensive school improvement plan that addresses the learning needs of all students. The principal and school council should monitor and evaluate the plan according to established timelines and benchmarks. Data from multiple sources should be collected, managed and analyzed to measure progress toward goal attainment.

The principal should establish procedures for holding staff accountable for student success and failure. The school council should play an active role in evaluating the implementation and impact of activities on student learning.

The principal should lead a collaborative process of reviewing the mission statement and the development of vision and beliefs statements. This process should include representation of all stakeholder groups. These statements should be communicated to the entire school community, posted throughout the school facilities, included on school publications and communications and mirrored in the school culture. School council decisions should be guided by these statements.

Resources:

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

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

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](http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/Prioritizing%20Changes.doc)

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**Summary of Next Steps:**

The principal should lead the charge in creating a high performing school. He should engage all stakeholders in interactive conversations concerning high student achievement. He should hold teachers accountable for the success or failure of their students. He should monitor classroom instruction and provide meaningful feedback that will lead teachers in teaching to proficiency. The principal should provide direction to the school council as to their role in improving student performance. He should ensure all stakeholders are informed about school policies and then implement those policies. The goals and priorities within the comprehensive school improvement plan should be his guide to continuous school improvement.

The principal should establish a systematic process for using the data room to assist teachers in the review, management, analysis and use of multiple assessment data. This process should include procedures for using assessment data to identify and address gaps in the high school curriculum and weaknesses in instructional practices. The principal should ensure all staff members have training in using formative assessments as a tool for informing instruction and a means to determine student learning needs. The principal should monitor instructional practices and consistently provide teachers with meaningful feedback on assessments (formative and summative) and support to assist in the refinement of instruction. To ensure continuous student learning, the principal should guide teachers in a cycle of reflection and change. All decisions regarding teaching and learning should be data-driven, and modifications in curriculum, assessment and instruction should be based on the analysis of data.

The principal should collaborate with school staff members to develop a system of interventions that provides guidelines for identifying students not meeting state and federal grade level expectations. All human and program resources should be evaluated to search for ideas in developing a comprehensive plan to address low-performing student needs in a timely manner. The plan should include progress monitoring criteria for supplemental and intensive interventions. The principal and school council should regularly evaluate the effectiveness of interventions in moving students to grade level competency and beyond.

The school council should develop and adopt policy to increase participation of all stakeholder groups in improving student achievement. The principal should research effective family and community involvement practices, conduct a needs assessment and use results to create a plan to increase family and community involvement. Families and community leaders should be engaged as partners in school activities that support student learning and decision making. The school council should develop and adopt a communications policy that addresses frequent and interactive communication with all stakeholders regarding student achievement. The school council should monitor the implementation of all policies for impact on student achievement.

The principal should lead the staff in the creation of a comprehensive school emergency and safety plan. Safety procedures (fire, tornado, earthquakes, intruders) should be developed and posted in all classrooms and throughout the building. All safety drills should be regularly practiced and documented for completion. These procedures should be communicated to all stakeholder groups. The principal and school council should conduct a needs assessment of repairs to the school building and work with district leadership to create a safe and healthy learning environment.

The principal should collaborate with all stakeholder groups to develop a comprehensive school improvement plan that is data-driven and addresses the learning needs of all students. The principal and school council should monitor and evaluate the plan according to established timelines and benchmarks.

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**In Conclusion:**

The members of the Sheldon Clark 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 conclusions:

**Principal Authority:**

Principal does have the capability and capacity to continue his roles and responsibilities established in KRS 160.345. The principal was hired July, 2009, to implement the district's plan for turning around Sheldon Clark High School. However, if after one year of implementing the intervention plan, Sheldon Clark High School has not made sufficient progress toward the annual goals and implementation of the intervention plan, the principal shall be removed.

**Council Authority:**

School council does have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

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 Sheldon Clark High School. I understand the school and district must meet the requirements listed above.

Principal, Sheldon Clark High School

\_\_\_\_\_ Date: \_\_\_\_\_

Superintendent, Martin County Schools

\_\_\_\_\_ Date: \_\_\_\_\_

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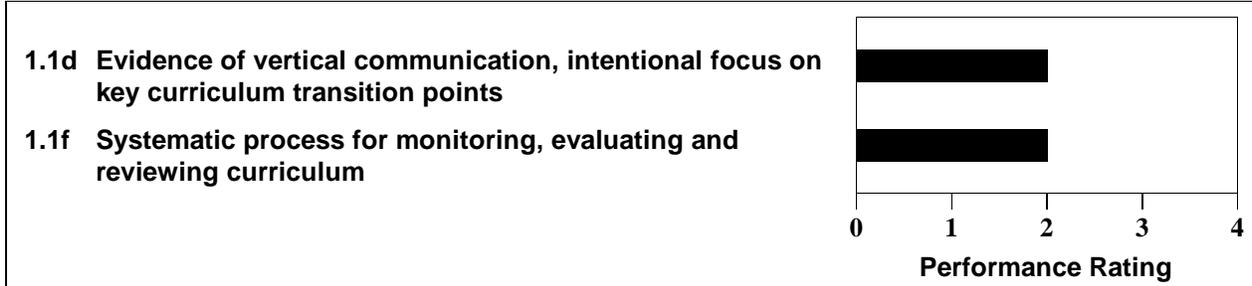
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**1.1 Curriculum**

**Academic Performance**



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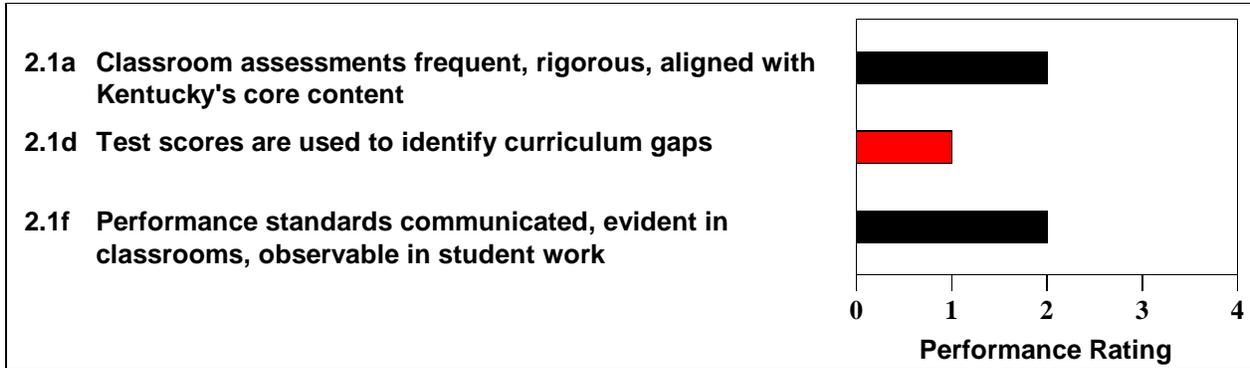
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2.1 Classroom Evaluation/Assessment

Academic Performance



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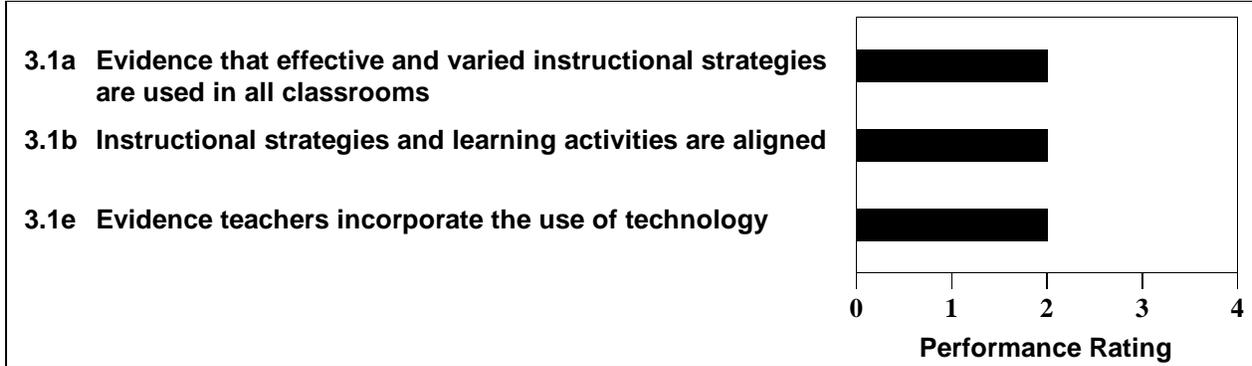
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**3.1 Instruction**

**Academic Performance**



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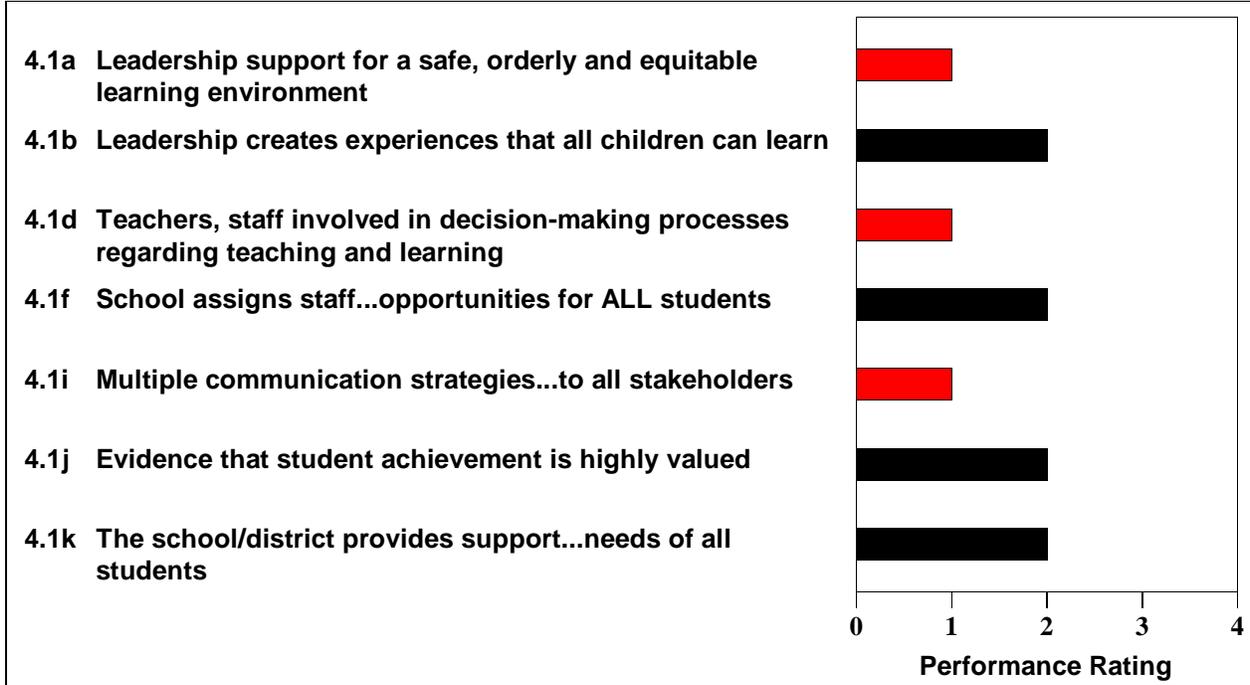
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4.1 School Culture

Learning Environment



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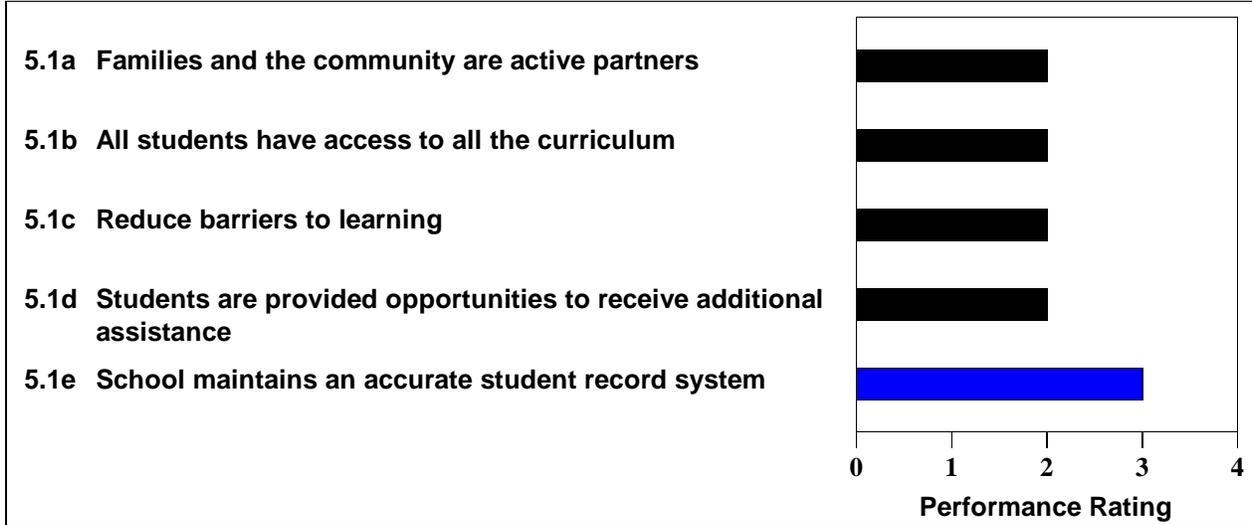
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**5.1 Student, Family and Community Support**

**Learning Environment**



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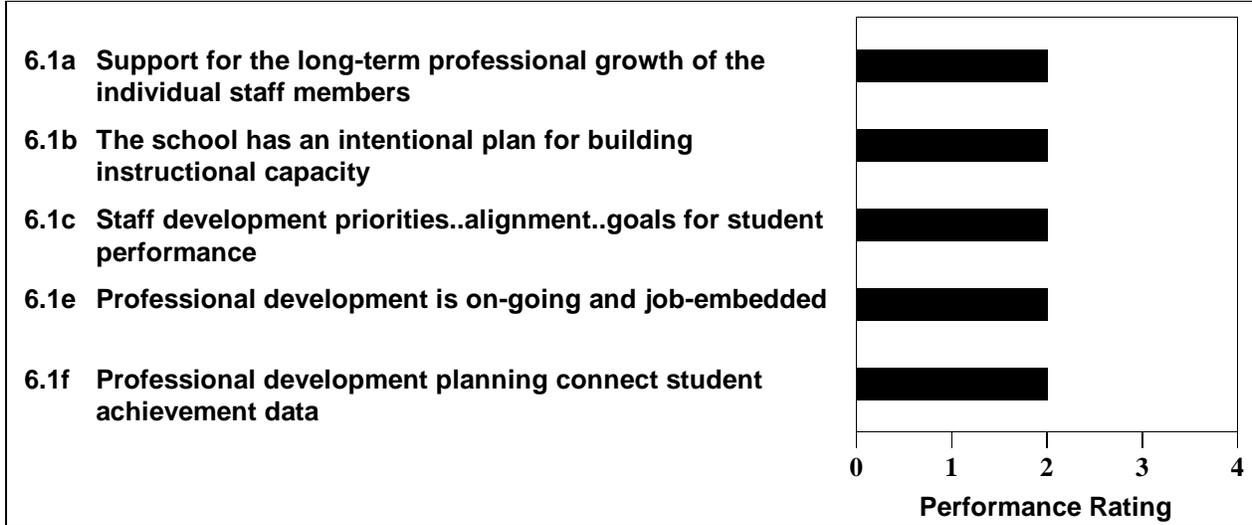
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**6.1 Professional Development**

**Learning Environment**



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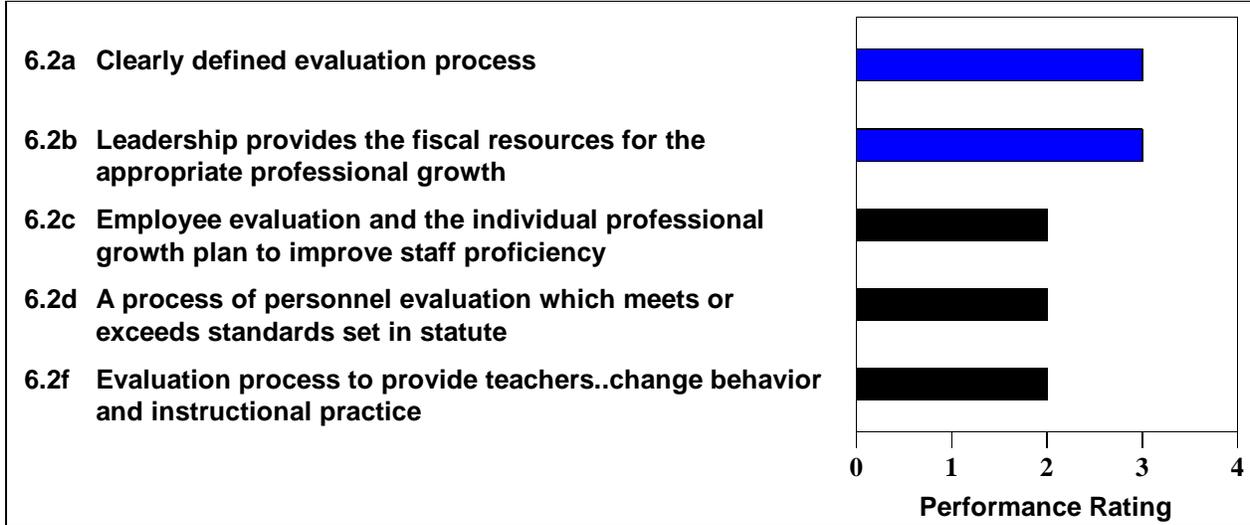
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**6.2 Professional Growth and Evaluation**

**Learning Environment**



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**7.1 Leadership**

**Efficiency**



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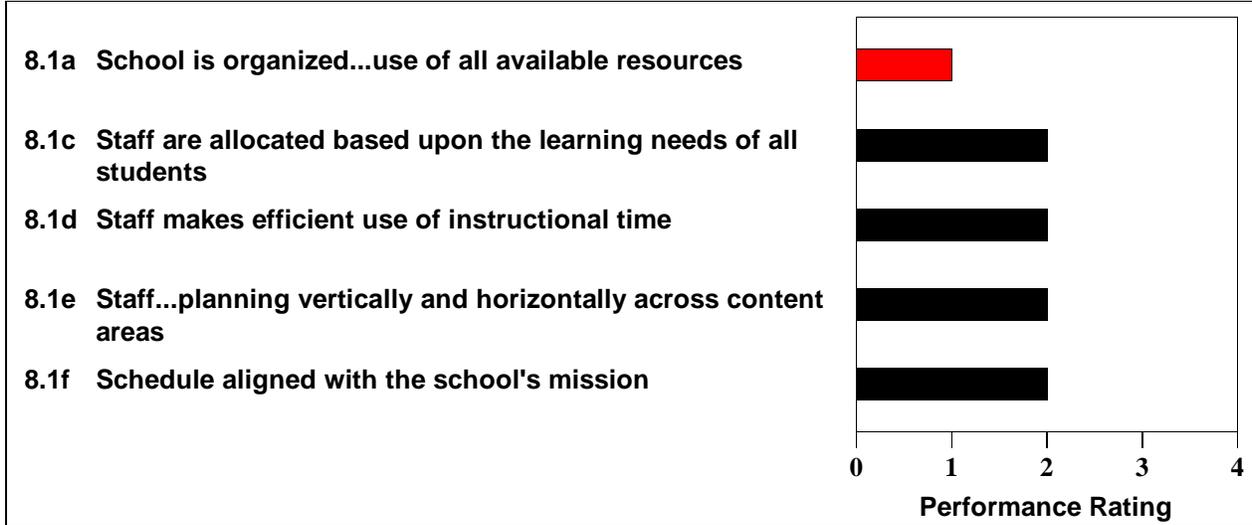
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**8.1 Organization of the School**

**Efficiency**



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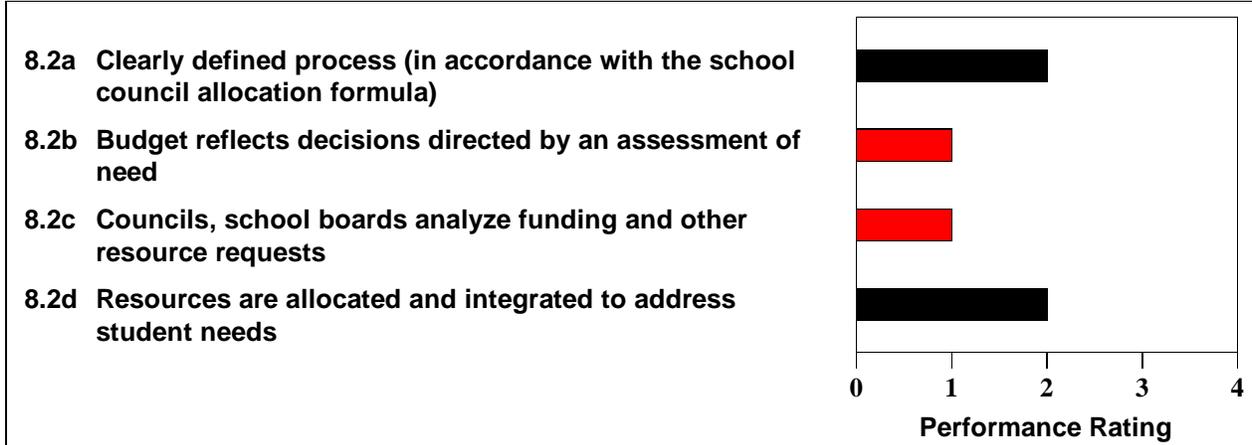
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**8.2 Resource Allocation and Integration**

**Efficiency**



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**9.1 Defining the School Vision, Mission, Beliefs**

**Efficiency**



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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**

