

Trimble County
Trimble County High School
School Leadership Assessment Report



01/08/2012 - 01/13/2012



School Leadership Assessment Executive Summary

Trimble County High School Trimble County School District

1/8/2012 - 1/13/2012

Stirling Sampson, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Trimble County High School during the period of 1/8/2012 - 1/13/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal has not implemented a fully functioning system of interventions to ensure all students meet state and federal standards.
Next Steps	The principal should collaborate with staff to develop a system of interventions that provides guidelines for identifying students not meeting state and federal standards. Resources should be evaluated to develop a plan to address low-performing student needs in a timely manner. The plan should include intensive research-based instructional interventions, frequent progress and data over time to modify educational decisions. The principal and school council should regularly evaluate the effectiveness of interventions to ensure high achievement for all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not lead school staff in the analysis of data to identify gaps in the curriculum and weaknesses in the instructional program.

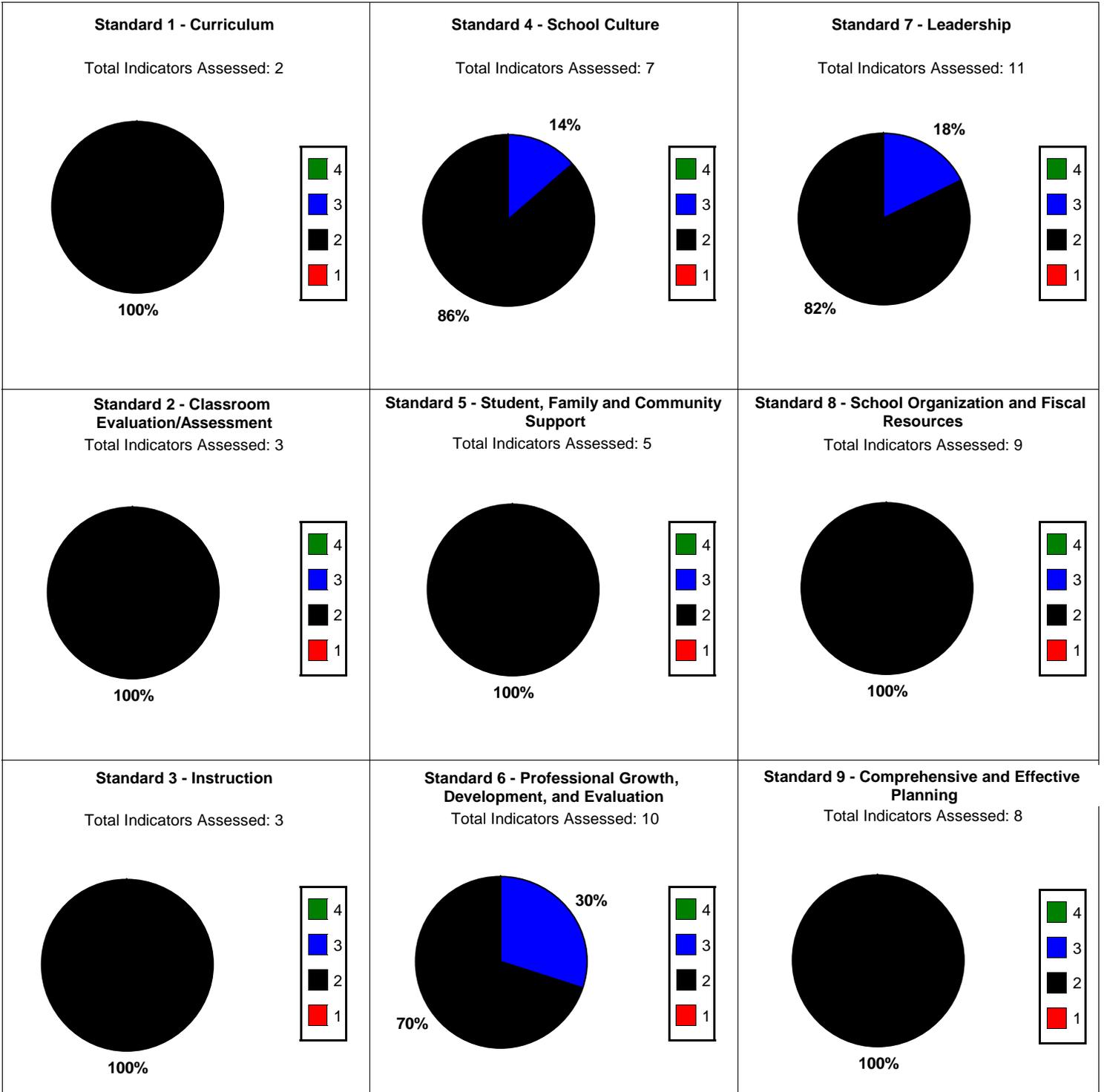
Next Steps	The principal should establish a systematic process for using data to assist teachers in the review, management, and analysis of multiple assessment data. The process should include procedures for using data to identify and address gaps in the curriculum and instructional practices. The principal should ensure all staff have training in formative and summative assessments as tools for informing instruction and a means to determine student learning needs. The principal should monitor instructional practices and provide teachers with meaningful feedback on assessments to assist in the refinement of instruction and to ensure continuous student learning. Decisions regarding teaching 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 ensured that teachers deliver rigorous, differentiated, and student centered instruction that meets the learning needs of all students.
Next Steps	The principal should ensure that rigorous, effective, and varied instructional strategies address the learning needs of all students. The principal should continuously monitor instructional practices, provide feedback and support to assure research-based instructional strategies are used to engage and challenge students at high levels. The principal should emphasize the significance of the school community and its role in supporting and embracing high expectations for all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal and school council have not addressed the learning deficiencies of struggling students in reading and math to meet the goals of No Child Left Behind.
Next Steps	The principal and school council must be focused on strategically addressing low performing students in math and literacy classes. The principal, school council, and teachers should have an academic focus that supports structures necessary for high student achievement. All decisions should be student-centered.
School Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
5. Deficiency	The principal has not ensured that all teachers develop assessments (formative and summative) that are rigorous and relevant to the standards.
Next Steps	The principal should ensure that all teachers develop assessments that are rigorous and relevant to the standards being targeted in lessons. The principal should ensure that teachers use assessments that mirror state assessments (e.g., multiple choice, constructed responses, short answer) and align with the curriculum. Formative assessments should be frequent, rigorous, tied to instruction and used to guide instruction. The principal should ensure that all teachers are trained in the use of a protocol to analyze student work. The principal should assist teachers in the creation, review, management, analysis and use of multiple assessment data. This process should include procedures for using assessment data to identify and address gaps in curriculum and weaknesses in instructional practices. The principal should ensure all staff have training in using formative assessments as a tool for informing instruction and a means to determine student learning needs.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The principal has not engaged all stakeholder groups in sharing ownership of the goals, plans, successes and mission of the school.
Next Steps	The principal should develop a process to recruit stakeholder groups to become partners in sharing ownership in student achievement, goals, plans, successes and mission of the school. The principal should research effective family and community involvement practices, conduct a needs assessment and use results to increase family and community involvement. Families and community leaders should be engaged as partners in school activities supporting student learning and decision making. The school council should develop and adopt a communications plan that addresses interactive communication with all stakeholders regarding student achievement. The plan should use all forms of media to communicate and publicize the accomplishments of administrators, teachers, staff and student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Trimble County High School
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 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 - Trimble County - Trimble County High School

<p>Standard - 1 - Academic Performance Curriculum</p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment - Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance Instruction</p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation Professional Development</p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p>Professional Growth and Evaluation</p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p>Implementation and Documentation</p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report
Trimble County High School
Trimble County School District

1/8/2012 - 1/13/2012

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Trimble County High School during the period of 1/8/2012 - 1/13/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (28) and formal interviews and informal discussions with teachers (26), students (56), parents (26), Youth Services Center director, central office personnel (2), support staff members (14), the assistant principal, the counselor and the principal.

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

The chairperson of the team was Mike Hurt - District Administrator. The other team members were Nancy Gilligan - Teacher; Margaret Dotson - Parent; Henry G. Marks - Higher Education Representative; Fran Salyers - Teacher; Joyce O. Watson - District Administrator; Leesa Moman - Educational Recovery Leader.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, committee meeting minutes and agenda, comprehensive district improvement plan, course syllabi, curriculum documents, Kentucky Performance Report disaggregated data, lesson plans/units of study, school council policies and bylaws, school Web pages and teacher portfolios

Interviews with school council members, school leadership and teachers

Observations of classrooms

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 principal does not routinely facilitate discussions regarding the identification of key curriculum transition points between middle and high school teachers. District leadership provided a four day professional development in the summer of 2011, which provided time for vertical conversations about district curriculum. School leadership provides additional time for each content department to meet during the summer to continue their curricular work. The high and middle school faculties also met for an additional day, November 8, 2011, to discuss curricular gaps.

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

The school council has a Curriculum Policy. The curriculum committee is responsible for assessing, designing, monitoring and evaluating the curriculum. The committee is to report its findings to the school council. Currently there are no specific procedures in place for the curriculum committee to accomplish these tasks. The End of Course subject teachers are in the process of gathering information to develop a revised curriculum based on ACT's QualityCore documents and the new content standards. However, the principal and the curriculum committee have provided little direction in the development of these documents.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should establish clear procedures to guide the curriculum committee to assess, monitor and evaluate the curriculum as required by school council Curriculum Policy. The principal should ensure the curriculum committee submits proposed curriculum changes to the school council for approval. The principal should instruct the curriculum committee to establish an ongoing curriculum alignment process anchored in Kentucky curriculum documents. The curriculum committee should ensure teachers collaboratively develop curriculum materials (e.g., pacing guides, formative and summative assessments, units of study, instructional strategies). The committee should establish timelines, and the principal should monitor the process to ensure curriculum materials are appropriate and that deadlines are met.

Resources:

Assessment Blueprint, (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
[http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Accountability+ System/Blueprint+for+Kentucky+Core+Content+Test.htm?IMAGE=Search](http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Accountability+System/Blueprint+for+Kentucky+Core+Content+Test.htm?IMAGE=Search)

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

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, Kentucky Performance Report disaggregated data, lesson plans/units of study, rubrics, samples of classroom assessments, samples of student work products, school Web pages, Student Performance Level Descriptors, student work and teacher portfolios

Interviews with school leadership and teachers

Observations of classrooms

Performance Rating 2

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

Many teachers design classroom assessments that are aligned with Kentucky curriculum documents. Some formative assessments are used in classrooms (e.g., oral questioning, exit slips, Think-Pair-Share, graphic organizers, fishbowl discussions), but few teachers use these assessment results to modify instruction. Some teacher-designed assessments lack rigor and do not always require students to apply higher-order thinking and problem solving skills at a proficient level.

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

The principal and faculty annually disaggregate and analyze assessment data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, EXPLORE, PLAN, ACT) to ensure the curriculum is aligned with Kentucky standards. There is no systematic process to analyze student work in order to modify instructional practices.

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

Performance standards are communicated in some classrooms using Quality Core, Advanced Placement materials, and the Kentucky holistic scoring guide. The principal does not ensure that performance standards or rubrics are displayed with student work in classrooms and halls. Occasionally a few teachers communicate performance level descriptors before an assessment task. Some assessments lack rigor or fail to challenge students to work at high levels.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should coordinate and provide professional development for teachers regarding the development of effective formative assessment tasks. Teachers should be trained to design authentic formative assessments and to analyze student work. The principal should ensure that assessment results guide instructional next steps, determine needed improvements in existing assessments and identify areas where students need additional assistance to master the content. The principal should develop a systematic process, or enhance existing procedures to regularly monitor classroom assessment tasks to ensure they are standards-based, rigorous and challenge students to perform at a proficient level. The principal and school leadership should examine formative assessment designs and implementation to provide teachers meaningful feedback to guide improvements in assessment design and use. The principal should ensure that teachers are trained to develop scoring guides to ensure students understand the characteristics of proficient work in all content areas.

Resources:

Cawelti, G. (2004). Handbook of Research on Improving Student Achievement (3rd ed.). Alexandria, VA: Educational Research Service.
<http://www.ers.org/CATALOG/items.phtml?CA=Student%20Achievement%20and%20Learning>

Solving the Assessment Puzzle Piece by Piece - Revised Edition by Carolyn Coil and Dodie Merritt (Jan 1, 2011)

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, Kentucky Performance Report disaggregated data, lesson plans/units of study, samples of student work products, school council policies and bylaws, student work and teacher portfolios

Interviews with school council members, school leadership and teachers

Observations of classrooms

Performance Rating 2

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

The school council has not adopted an instructional practices policy. The principal monitors some instructional practices with classroom walkthrough observations and periodic reviews of lesson plans. The principal, however, does not consistently provide teachers with meaningful feedback, which is needed to guide improvement in professional practices. The principal does not ensure that all teachers implement a variety of instructional strategies; most teachers rely on lecture to deliver instruction. Many teachers design instruction at the knowledge and application level. Some teachers have been trained in Ellin Keene's Mosaics of Thought thinking strategies. A social studies teacher participates in the federal American History Grant and shares the information with peers in her content area department.

- 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 does not ensure all teachers align their instruction with Kentucky curriculum standards (e.g., ACT QualityCore Academic Standards, Kentucky Core Academic Standards, Kentucky Core Content for Assessment, 4.1). Teachers occasionally require students to complete tasks similar to those on state assessments (e.g., constructed response, multiple choice) but do not always provide opportunities for students to demonstrate proficient learning. Some teachers provide students scoring guides to assist them understand the characteristics of proficient work.

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

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

The school council has not adopted a policy to address the effective use of technology. The school council; however, adopted the Trimble County High School Technology Plan. The Advanced Placement Chemistry class has ten iPads available for student use. Available technology resources include one document camera and a Classroom Performance System. The building is equipped with two computer labs, thirty-two laptops and SMART Boards in most classrooms. There is not sufficient infrastructure to support the expansion of advanced technology. Many teachers design instructional activities without infusing technology to engage students in learning beyond a superficial level. The principal has not ensured that teachers implement instructional activities that promote the use of technology to motivate students and to extend classroom learning.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should ensure all teachers are using effective research-based instructional strategies to promote a more student-centered learning environment. These learning strategies should be differentiated based on student readiness, interests, learning styles, and multiple intelligence preferences, and cognitively challenging to meet the needs of a variety of learners.

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.

Reading for Academic Success, Grades 2-6: Differentiated Strategies for Struggling, Average, and Advanced Readers by Richard W. Strong, Harvey F. Silver and Matthew J. Perini (Aug 28, 2007)

Math Tools, Grades 3-12: 64 Ways to Differentiate Instruction and Increase Student Engagement Dec 13, 2007
Harvey F. Silver, John R. Brunsting, and Terry Walsh

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, course syllabi, cumulative folders system/student working folders/portfolios, documentation of parent contacts, documentation of referrals to health and social services, employee handbooks, examples of school to home communications, Extended School Services program overview and data, facility inspection reports, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, fire marshal reports, health department inspection reports, lesson plans/units of study, list of co-curricular offerings, master school schedule, needs assessment data, newspaper clippings/press releases, newspapers, notes from parent conferences, policies and procedures on access to student records, record of home visits, records of teacher certification/experience, rubrics, safe schools data reports, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school procedures manual, school profile, school visitors register, school Web pages, school/district safety plan, student discipline reports, student handbook, student work, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle, trophy cases, videos of student performances and survey

Interviews with classified staff, community members, principal, school council members, school leadership, students, teachers and Youth Service Center

Observations of classrooms, common areas, media center and outdoor areas

Performance Rating 3

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

The principal ensures that classrooms and common areas have defined behavioral expectations for students (Preparation, Respect, Integrity, Dedication and Excellence) posted. Student behavior expectations are included in the student handbook students receive at the beginning of the school year. Parents sign the code of acceptable behavior and return this form to school. Students of the Month, students who show academic achievement or good school citizenship, are frequently recognized by the local newspaper. The school averages five behavior referrals per day with the majority of these referrals being for defiance/disrespect, tardies and

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **3**

technology violations. The principal has ensured that fire evacuation plans are posted, but rarely are there any emergency procedure guides located in classrooms. The school council and principal adopted a Discipline, Classroom Management and School Safety policy in December 2011. There was a climate survey conducted in the fall of 2011; however, there were no recommendations listed from this survey. The Kentucky Center for School Safety conducted a school safety assessment at the high school in October 2011. A number of recommendations involving the physical plant were addressed. The district has hired a school safety officer this year to work with schools in the district. All external doors are locked except the front door during the school day; visitors must check in at the office but do not always sign the visitors log. Security cameras are installed throughout the building. The principal ensures that staff members conduct emergency drills (e.g. fire, tornado, earthquake, lockdown). The principal has established procedures to ensure that interruptions are minimal. Announcements are made at the beginning of the school day, between class periods and at the end of the school day. The principal has assigned staff members the responsibility of monitoring hallways and restrooms before, after and during class breaks.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

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 has established high expectations for all students. The principal has not ensured a systematic approach to create partnerships with community members to foster the belief that all students can learn. However, the principal does communicate this expectation directly to parents through e-mails on a regular basis. Parents receive progress reports by mail every four and a half weeks and report cards at the end of the nine week grading period. The Parent Teacher Association does not meet on a regular basis. The principal has not organized the master schedule to ensure that all teachers within a content area have common planning times and to ensure embedded professional development can occur and teachers can share innovative strategies with each other. Seldom are teachers given the opportunity to observe other teachers who are successful with under-achieving students.

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

The principal and school council have not established a plan for involving all certified and non-certified staff in decisions that impact the teaching and learning environment. The principal involves some non-certified staff in formal and informal decision making processes related to student achievement.

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

The school council has adopted Assignment of Instructional and Non-Instructional staff policy assigning the principal the responsibility within parameters of the management function to designate personnel to their positions. The school council has adopted Assignment of Students to Classes and Programs within the School policy assigning the principal the responsibility for making decisions within parameters of the management functions of student assignment. The master schedule is created by the guidance counselor with some input from the principal and assistant principal. The principal has an informal process to allow staff to identify areas of interest of teaching assignments based on qualifications; however, the process is not designed to ensure the instructional strengths of staff are matched to enhance student achievement. Some student groupings and programs (e.g., Credit Recovery, Advanced Placement, Extended School

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Performance Rating 2

Services, ALEKS, Response to Intervention, READ 180) provide additional instruction to meet the needs of students. The principal has not used data to intentionally match student needs with teacher strengths.

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

The principal communicates with community stakeholders, parents, and staff with Raider News (electronic newsletter) on Mondays. The newsletter spotlights student achievements, school events, Youth Service Center services, important dates, and athletic events. School information is also disseminated through multiple communication tools (e.g., community newspaper, school and district websites, TCHS on twitter@TrimbleCoHigh). The Advanced Chemistry class created a Facebook page and EdModo is used in business classes to provide students the opportunity to communicate about events or assignments online. The Youth Service Center created a resource guide to inform the community of the services available to parents and students. Some staff make phone calls and use email to share academic and behavior information with parents. The school council has not established a systematic plan to ensure and guide communications. Some parents use the parent portal of Infinite Campus to access information about their students' grades. Formal reports of student progress are mailed home at the middle and end of the nine weeks.

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

The principal and school staff celebrate student academic and athletic achievements (e.g., marquee, display case, newspaper articles, student of the month, honor roll, Raider News). The Trimble County P.R.I.D.E. student and parent handbook is distributed to all students at the beginning of the school year. The handbook provides students and parents with information regarding rules and requirements for the school year. Students can earn a Blue, Gold or both cards for academic achievement or good citizenship. The cards allow students (e.g., free athletic event admission, hall pass, ten points added to daily grade, buy out one detention [serve, but not on record], special recognition for each nine weeks). Some teachers display student work in their classrooms, but this is not a schoolwide practice.

- 4.1k The school/district provides support for the physical, cultural, socio-economic,

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and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

There are some structures (e.g., Youth Service Center, a guidance counselor, school psychologist, health care coordinator, school nurse) in place for the purpose of reducing barriers to learning. Most staff establish positive relationships with students. The principal does not ensure that teacher lesson plans and instruction always indicate an intentional effort to promote cultural responsiveness and appreciation of diversity (socio-economic). The school culture committee focus is behavior, tier system implementation, student and teacher recognition and school wide intervention system. The Youth Service Center offers an array of services and activities (e.g., school supplies, clothing, home energy assistance, blood drive) that reduce the physical, cultural and socio-economic barriers to student learning. The principal implemented the Rosetta Stone program at the beginning of the 2009-10 school year to meet foreign language requirements. The principal uses the Kentucky Educator Placement Service (KEPS), Northern Kentucky University and University of Louisville to recruit diverse personnel to teach in assigned areas.

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Standard 4 **School Culture**

The principal should coordinate and provide professional development activities focused on designing and implementing culturally responsive instructional strategies (e.g., cooperative learning, wait time, peer tutoring). The principal should establish procedures to monitor the use of these strategies to ensure all teachers give thoughtful consideration to individual student needs.

The principal should seek stakeholder input to identify strategies to unite the school (e.g., certified and non-certified staff, community members, parents, students) through the mutual goal of raising academic expectations for all students. The principal should collaborate with stakeholders in order to communicate the importance of educational partnerships and solicit volunteers. School leadership should share research that demonstrates how stakeholder and especially family involvement positively contribute to student learning. The principal should research strategies to increase stakeholder involvement to identify and implement those that have yielded successful results in schools with similar demographics and barriers.

Resources:

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

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

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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, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, documentation of referrals to health and social services, examples of school to home communications, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center documentation, lesson plans/units of study, list of co-curricular offerings, needs assessment data, newspaper clippings/press releases, school budget and allocations, school council meeting agenda and minutes, school event calendar, school mission, belief and vision statements, school newsletter, school Web pages, student handbook, student work, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle and trophy cases

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

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

Performance Rating 2

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

The principal has not established systematic plans or procedures to actively recruit all school stakeholders (community members and minorities) for service on committees. Some efforts are in place for school leadership and teachers to reach out to parents (e.g., the Raider News newsletter each Monday, TCHS on Twitter@Trimble CoHigh, Facebook pages for some classes, open house parent nights, open house nights to provide assistance with college application and financial aid forms). There is no formal home visitation program. The Youth Services Center has recruited six community members to mentor students. The Community Education and Service Learning grant programs provide opportunities for community members to serve as advocates for students. There are no systematic procedures to recruit community leaders or other adults to serve as advocates or mentors for students at risk. School leadership has attempted to create an atmosphere conducive to open discussion of parental concerns. There are no formal procedures identified to parents for filing complaints or appealing decisions. The school has the services of a Youth Services Center, English as a Second Language position, a Health Services Coordinator (school nurse) a Community Education and Service Learning coordinator and a Drug Free Community coordinator. The Youth Services Center provides numerous

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Performance Rating 2

programs and services (e.g., Christmas Youth in Need Program, Rotary Club donations, local bank donations, home energy assistance, comprehensive Trimble County Resource Directory) to reduce barriers to learning so students come to school ready to learn. The school uses Infinite Campus software to track and monitor student attendance according to state statutes.

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

The principal does not ensure that the response to intervention program is providing individualized targeted assistance to all students. Students are placed using only the ePrep program and not placed in response to intervention programs based on any other student assessment data (e.g., Kentucky Core Content Test, interim progress reports, mastery of English, Language Arts and Math standards, analysis of student work). Services to special needs students are based on documented evaluations and Individual Education Plans. The Jefferson County eSchool credit recovery program is provided for students needing additional credits for graduation requirements. The Extended School Services, a voluntary after school tutorial program, is not based on specific individual needs. The program does not provide transportation or have entry and exit criteria designed to meet individual learning needs. Trimble County High School receives no Title 1 funds. The principal has not required the guidance counselor to develop a school-wide guidance program. The Youth Services Center provides many services to address barriers to learning and students' needs.

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

The principal does not ensure that all staff are trained to identify and refer students with special learning or behavioral needs. There are informal procedures for making student referrals to the counselor, school psychologist, and school nurse. The school counselor identifies the special needs and circumstances of transferring students and makes referrals for services and evaluations to allow these students success with minimal interruptions. Records of in-state transfers can be immediately accessed through Infinite Campus. Extended School Services is a voluntary tutorial program that does not provide transportation. There are no formal advocacy services beyond those created by the Youth Services Center.

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Performance Rating 2

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

The principal has created a comprehensive behavioral management program (P.R.I.D.E. Preparation, Respect, Integrity, Dedication, Excellence) which guides school-wide expectations for student conduct and character in classrooms and common areas of the school. The principal has ensured that there are several academic intervention programs (e.g., extended school services, credit recovery, response to intervention, alternative continuing education program). Students in the credit recovery program gain a half-credit through community service (in collaboration with the Youth Services Center); these students are involved in the school by participating in school management, social, and academic activities. There is a Peer Assisted Learning (PAL) program in which students are paired with other students in a tutoring relationship. The school provides assistance with learning beyond the classroom through college level courses in English, Science, Mathematics, Social Studies, and the Arts. These courses are offered through the Kentucky Virtual High School and through arrangements with nearby colleges and universities. The Jefferson County Public School's eSchool program is used to provide course credits, and foreign language instruction is provided through Rosetta Stone. The student/parent handbook provides a standard menu of twenty-seven extracurricular and co-curricular activities. There are numerous other on-going extracurricular activities such as the Trimble Leadership Team (a community service activity) and a program for teenage mothers managed by the Youth Services Center in collaboration with Eastern Kentucky University.

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

The principal ensures Individual Education Plans and student records are securely stored and managed in the Guidance Office. Student health records are securely stored in the nurse's office. Infinite campus is used in the management of school, classroom and student records. The principal has not ensured the individual learning plans of all students are current for the current school year.

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The principal should establish formal procedures that ensure programs and services provided to students at Trimble County High School remove barriers to student learning. The principal should ensure all responsible program coordinators (e.g., drug free community coordinator, school nurse, Youth Services Center staff, guidance counselor) collaborate and integrate opportunities, funds and materials to support the identified needs of students. The principal should establish a process to monitor the effectiveness of all programs and services to ensure barriers to student learning are being aggressively removed. The principal should ensure that the needs of families, parents and guardians are identified so that the appropriate referrals and assistance are provided to eliminate potential barriers to student learning. The principal should establish a student support services committee to coordinate assistance to students and families and the committee should explore the potential of establishing an outreach program to communicate the availability of services to all stakeholders.

The principal should immediately establish a response to intervention committee to examine successful programs in high schools with similar demographics and circumstances. The principal should aggressively explore scheduling options to increase the time provided to assist students struggling in reading and math. The principal should ensure that teachers of intervention classes use multiple forms of current diagnostic and achievement data to monitor the progress of each individual student and to modify the instruction to more effectively meet each student's needs.

Resources:

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

Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). *Bridges Out of Poverty*. Highlands, TX: Aha! Process, Inc.

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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, individual professional growth plans, professional resource materials, teacher portfolios and TELL survey

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

Observations of classrooms, common areas, media center and outdoor areas

Performance Rating 3

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

The district adopted an evaluation plan for all staff on June 1, 2011, board approval number 6968. The principal and a teacher from Trimble County High School served on the committee that developed the plan. The principal shared the plan with the staff at the beginning of the school year.

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

The principal uses professional development funds to provide professional development opportunities for staff as directed by the school improvement plan or as determined by analysis of student achievement data

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

The principal ensures that personnel evaluations are completed in accordance with the district certified evaluation plan.

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- 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 teachers complete their required hours of professional development. Teachers still needing professional development hours may participate in online opportunities or content alignment work. Professional development opportunities offered this year have enhanced teachers' content knowledge and professional practice. Some teachers have participated in professional development training (e.g., Advanced Placement training, Ellin Keene's Mosaics of Thought thinking strategies) with the expectation of sharing research based instructional strategies with colleagues. The principal has not ensured implementation of this expectation. Some classified staff participate in trainings related to their job responsibilities.

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

The principal developed a one year professional development plan with little stakeholder involvement which includes few job-embedded activities. Some of the activities build on previous professional development and training experiences.

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

The principal has selected professional development opportunities to support the school's learning goals to improve student achievement. Professional development activities do not always intentionally align with individual professional growth plans or professional evaluations.

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

The principal ensured that teachers attended the district professional development addressing curriculum alignment in June 2011. The principal planned for ongoing work sessions, one prior to the start of school and one on November 8, 2011. Plans for continuing curriculum alignment are outlined in the school improvement plan. Professional learning communities are participating in a book study on "Curriculum and Assessment for Student Learning." The principal has provided little direction for this work. The master schedule allows minimal time for job-embedded professional development

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Performance Rating 2

through the professional learning communities.

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

The principal uses student achievement data (e.g., Interim Performance Report, PLAN, ACT) to determine some of the professional development opportunities offered to teachers (e.g., Advanced Placement training, curriculum alignment, Ellin Keene's "Mosaics of Thought" thinking strategies). The impact of professional development on the practice of teachers and student achievement is rarely analyzed for the purpose of planning future professional development. The principal, through reading and online research, finds relevant professional development opportunities for staff before determining the allocation of resources.

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

The principal evaluates employees according to the district evaluation plan. He does not make full use of this process to improve the proficiency of the school staff. Individual professional growth plans are completed with some self-reflection and discussion with the principal at the beginning of the year. Plans are focused on improving professional practice of teachers and sometimes incorporate both individual and school goals.

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

The principal discusses the professional growth plans with teachers at the beginning of the year as the plans are completed. Limited additional support to change behavior and instructional practices is provided throughout the year. The principal conducts classroom walkthroughs. However, his feedback does not always result in changes to teachers' instructional practices.

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The principal, in collaboration with stakeholders, should develop a comprehensive multi-year professional development plan based on identified teacher and student needs derived from student achievement data and individual teacher professional growth needs. Professional development should align with school improvement goals, the individual professional growth goals of teachers, and needs identified during the evaluation process. The principal should establish systematic procedures to monitor the implementation and effectiveness of professional development activities and modify the plan as necessary to immediately improve instructional capacity and student achievement.

Resources:

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

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, facility inspection reports, faculty meeting agenda, Implementation and Impact Checks, job descriptions, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, newspaper clippings/press releases, newspapers, professional development records, professional resource materials, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school newsletter, School Report Card data, student handbook, student/parent/staff handbooks and teacher portfolios

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

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

Performance Rating 3

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

Each school administrator has a current individual professional growth plan focused on job-specific leadership skills to support and promote student achievement. Administrators develop their own growth goals based on self-reflection. The evaluator discusses individual professional growth plans with each administrator and approves each plan.

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 adopted Discipline, Classroom Management and School Safety policy, that promotes a safe and an orderly environment for students and staff. The policy reflects the adoption of school wide expectations (Preparation, Respect, Integrity, Dedication, Excellence). The custodial staff conducts regular safety inspections and submits reports to the principal. The reports also are provided to district leadership. Although the facility is classified as a category five building, it is clean and safe. The principal

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Performance Rating **3**

ensures emergency drills are conducted on a regular basis and that procedures are followed to create a safe and orderly learning environment for students.

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Performance Rating **2**

7.1a Leadership has developed and sustained a shared vision.

The principal integrated and summarized a variety of resources (e.g., existing mission statement, PRIDE behavior expectation model, the College and Career Readiness standards) to develop the motto, Grow, Compete, Excel, which is considered the school mission statement. Staff members developed PRIDE expectations for different locations (e.g., common areas, classrooms and school events) defining behavioral standards. School leadership communicates the expectation for post-secondary education using a variety of venues (e.g., bulletin boards, newsletters). The principal and school leadership intentionally focus students on preparation for life beyond high school. Teachers motivate students in a variety of ways (e.g., displays, posters, teachers share information about the colleges they attended). School staff embraces the school vision; however, school leadership did not solicit input from representatives of a variety of stakeholders groups in the revision of the mission statement.

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

The school council, principal and staff analyze a variety of assessment data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, PLAN, ACT scores, transition and attendance rates) to determine impact on student achievement. The principal facilitates ePrep data analysis and uses findings to make decisions regarding additional academic assistance for students. School leadership, however, seldom used data to identify needed improvements in instructional practices or to plan to reduce gaps in student achievement. School leadership does not always use data to guide the development of the school improvement plan.

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

The principal reviews assessment data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, senior transition reports) with the school council and the faculty. Teachers review and discuss content-specific data. As a result of 2011 assessment data, the principal ensured changes occurred in programs (e.g., intervention class, daily mathematics tutoring, mathematics software program, half-time mathematics teaching position) to improve

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Performance Rating 2

student achievement. Data from ePrep are used to predict student performance on the ACT. Findings from data analysis are reflected in the executive summary of the school improvement plan; however, the principal did not ensure that findings from data analysis anchored the development of all strategies and activities in the school improvement plan.

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

The principal has ensured teachers have access to curriculum related materials (e.g., content-specific Kentucky Common Core Academic Standards, Advanced Placement, ACT QualityCore Academic standards, end-of-course assessments, ACT College Readiness Standards, program reviews). The principal has not ensured teachers who attend trainings share their learning with colleagues and use it effectively in their own instructional designs. Some teachers have curriculum maps, course syllabi, and pacing guides. Most teachers participated in a school wide curriculum update training.

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

The principal ensures instructional time is protected (e.g., announcements at the beginning and end of each day, only emergency phone calls to classrooms, class and club meetings scheduled). The principal does not ensure the master schedule provides a time for teachers to meet and collaborate during the school day. Flex time, however, is provided in the schedule each Monday, which provides some time for response to intervention classes and a time for professional learning community meetings.

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

The school council and principal have created a committee structure that promotes shared decision making and engages the school staff in the school improvement process. The school council adopted Fiscal Management of Council and Developing and Administering the School Budget policies, to guide the allocation of resources to teachers for classroom supplies through the budget process. The school council reviews school activity budgets monthly. The principal uses an informal process for teachers to request

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additional funds. The school council does not review the comprehensive school improvement plan strategies during the school year to determine the extent to which allocated resources produce intended results.

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

District leadership secured the services of The Kentucky Association of School Councils to review existing policies and by-laws. District leadership provided the recommendations to the school council in February, 2011. The school council is currently revising policies using the recommendations from the review.

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

The school council meeting agendas and meetings focus on issues related to student learning. The principal reports regularly to the board of education on a variety of topics (e.g., student achievement data, school initiatives).

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

The principal demonstrates a shared leadership style that promotes leadership and confidence in staff members. This leadership style results in teachers having a sense of empowerment. His leadership style results in a heavy reliance on teachers to design and deliver effective instruction. Although the principal communicates some instructional expectations, he has not effectively monitored classroom instructional and assessment practices and used appropriate cycles of observations, immediate and meaningful feedback, follow-up and continuous support to improve the instructional capacity of each teacher. The principal has built professional relationships with staff, but has not held them accountable for using a variety of effective instructional strategies (e.g., cooperative learning, student-centered technology, graphic organizers, high level questions, authentic and engaging learning tasks). Although he exhibits a passion for student success and school improvement, he has not held teachers accountable for their role in student success and failure. The principal attempts to hold students accountable through retention and failing grades, but he does not apply the same level of responsibility to himself and school leaders and teachers. The principal has not adequately addressed the needs of students who need

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additional assistance. The principal has established a response to intervention program that only meets one day each week, which does not meet the academic needs of struggling students. The principal expresses a belief that all students can learn and aggressively addresses the needs of college bound students. He does not apply that same assertiveness when addressing the needs of students in targeted populations. The principal maximizes most resources (i.e., human, physical, fiscal) to promote student academic achievement. The principal begins each day verbalizing high expectations for students and staff. He reinforces the belief that all students can become college and career ready. The principal seizes opportunities to promote positive school culture. Seniors, for example, are emphasizing the 100th Trimble County High School graduation and are celebrating their own "Legacy". The principal is efficient in time and budget management and develops a budget using current student achievement data. He does not consistently solicit input from stakeholders beyond faculty and staff or reach into the school community to develop strategic educational partnerships. The principal should engage in ongoing self-reflection and seek critical feedback from district leadership and school staff.

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The school council and principal should follow all recommendations of the Kentucky Association of School Council to complete the revision of the school policies and by-laws. The school council should establish a schedule to ensure all policies are reviewed at regular intervals.

The principal should establish a process to ensure school leadership continuously monitors instructional practices, provides immediate and meaningful feedback, and follows-up and supports teacher improvements. The principal should use the evaluation process to hold teachers accountable to ensure a highly effective teacher is in every classroom. The principal should maintain a tunnel vision focus on improving the instructional practices, thereby accelerating student achievement. The principal should hold all teachers accountable for designing authentic, engaging, challenging and appropriate instruction and for meeting the needs of every student. The principal should ensure teachers understand their role in improving instruction and student achievement.

The principal should establish a process to ensure that students are continuously assessed and those in need of additional assistance are identified. The principal should ensure that teachers differentiate instruction within their classroom. The principals should ensure teachers use ongoing formative assessments to identify student learning needs and design instruction to address those needs.

The principal should ensure that response to intervention classes provide students with intensive research based instructional interventions needed to overcome learning deficiencies.

Resources:

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

McLaughlin, M. W. & Talbert, J. E. (2006). Building School-Based Teacher Learning Communities. New York,NY: Teachers College Press.

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

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of attendance records, committee meeting minutes and agenda, comprehensive school improvement plan, district budget and allocations, employee handbooks, faculty meeting agenda, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), master school schedule, newspaper clippings/press releases, professional development records, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school financial reports, school newsletter, School Report Card data, school Web pages, staff extra-duty schedule, student discipline reports, student/parent/staff handbooks and student/teacher ratio

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

Observations of classrooms, common areas and hallways

Performance Rating 2

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

The principal has established several communication venues (e.g., administrative team, professional learning communities, school council committees) and shares the responsibilities with others (e.g., department chairpersons, assistant principal, guidance counselor) to ensure the effective operation of the school. The principal facilitates frequent formal and informal meetings with his administrative team. The school council adopted Developing and Administering the School Budget policy. The principal submits monthly budget reports to the school council. The principal has established an informal process for teachers and department chairpersons to request additional funds. One implementation and impact check was submitted and approved on the previous comprehensive school improvement plan in December 2011. The school council adopted Fiscal Management of Council policy, but it does not address how to evaluate the impact of resources on school improvement and student learning. The principal also has developed some informal procedures (e.g., examine budgets, talk with staff, review implementation and impact checks) to monitor and evaluate the allocation of resources. Few external resources are used to support student achievement and remove barriers to learning.

8.1b The master class schedule reflects all students have access to all the

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Performance Rating 2

curriculum.

The school council adopted Assignment of Instructional and Non-Instructional Staff policy that assigns the responsibility of staff assignment to the principal in consultation with the school council. The principal has not established a process to ensure students are assigned to teachers who have the skills to meet their individual learning needs. School leadership does not consistently use student performance data as the primary criteria to assign staff members to their positions; rather, the principal primarily considers teacher strengths and experience during course assignment decisions. Some students are assigned to classes (e.g., Advanced Placement, honors classes, electives) based on student preference or teacher recommendation.

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

The school council adopted Selection and Implementation of Discipline and Classroom Management Techniques policy that grants the principal the responsibility of making decisions while following the school and district discipline guidelines. The principal has established procedures to ensure classroom time is not disrupted. Teachers, typically, handle student discipline infractions with minimal disruption. Most teachers consistently implement behavior management techniques (Preparation, Respect, Integrity, Dedication and Excellence) in all areas of the building. Administrators and teachers supervise hallways during transitions, which results in orderly class changes.

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).

Teachers meet in content area departments during professional learning community meetings. Flex time is built into the schedule on Mondays to allow for response to intervention time and professional learning community meetings. The principal has not ensured that discussions occurring at professional learning community meetings consistently encompass how to effectively implement the school improvement plan strategies. The principal has not ensured the master schedule provides daily common planning time for content teachers.

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Performance Rating 2

- 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 master schedule is organized in seven class periods each day, providing equal time for core academic classes (e.g., language arts, math, science, social studies). Teachers lack the flexibility to extend class time when additional time is needed. The instructional day is modified to provide flex time for a response to intervention class on Mondays.

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

The school council has adopted Developing and Administering the School Budget policy that outlines procedures for the principal to develop and implement the school budget. In the budget, funds are allocated for classroom supplies based on requests from content area department chairs. Teachers request additional resources directly from the principal, and he reviews requests to determine the availability of funds and the impact on student achievement.

- 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 adopted Developing and Administering the School Budget policy. The policy, however, does not articulate a process for requesting and distributing discretionary funds. The school council approved the school budget, which was developed by the principal and his leadership team. The principal engages in formal and informal discussions with his leadership team concerning the allocation of resources. The principal has not developed formal procedures to monitor the impact from budget expenditures on student growth and achievement. Decisions regarding discretionary funds are not always directly connected to the school improvement plan priority needs. Most discretionary funds are used for staffing and programs.

- 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.

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Performance Rating **2**

The principal reviews additional fund requests and presents them to the school council for approval. He approves most requests based on the availability of funds and the appropriateness of the expenditure. The principal does not intentionally determine whether they are aligned to the goals of the school improvement plan. The school council considers requests that require modifications of the school budget.

- 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 in accordance with program guidelines. The school council and principal follow district, state and federal program guidelines in the allocation of all categorical funds. The principal integrates funds to implement the activities and strategies as outlined in the school improvement plan. The expenditure of categorical funds is rarely monitored to determine the impact on school improvement and the budget is seldom revised based on emerging student achievement data.

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The principal should establish a comprehensive, systematic monitoring process to evaluate the impact of expended funds and implemented programs on teacher practices and student learning. The principal should continuously analyze student achievement and diagnostic data with the school council for use in identifying needed modifications to budgets, resource allocations, programs and professional development.

Resources:

Bernhardt, V. L. (2006). Using Data to Improve Student Learning in School Districts. Larchmont, NY:Eye on Education.

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

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Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, Implementation and Impact Checks, school council meeting agenda and minutes, school improvement planning team meeting minutes and agenda and Student Performance Level Descriptors

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

Observations of classrooms

Performance Rating 2

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

The principal led the faculty in a review of the mission statement. The faculty concluded that the existing mission statement was still relevant and compatible with the guiding principles of PRIDE (Preparation, Respect, Integrity, Dedication, Excellence), the school wide behavior initiative. The principal summarizes the mission statement (i.e., Mission is to empower the faculty, parents, and staff to provide an atmosphere conducive to optimum academic performance which foster social and emotional growth for all students, thus enabling them to compete and excel in today's postsecondary environment) as "Grow, Compete, Excel." Both the motto and the PRIDE slogan contribute to the school vision of college and career readiness. However, the mission, vision, beliefs and goals were developed with little collaboration outside the school staff.

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

School leadership collected and analyzed multiple sources of data to assist in the development of the school improvement plan (e.g., Interim Progress Report, Explore, Plan, ACT, ePrep, student surveys). Few teachers use analysis of student work or classroom assessment data for planning purposes.

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

The principal relies on multiple sources of assessment data (e.g., the EPAS system, ePrep online college readiness software, the Kentucky Core Content

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Test, Kentucky Occupational Skill Standards and Assessments, Compass Learning) to determine the goals and content of the school improvement plan. The principal does not ensure the involvement of stakeholders beyond certified school staff in the collection, analysis, or review of data.

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

The principal has described in the executive summary some procedures to evaluate the effectiveness of the 2011-12 school improvement plan. These procedures require the completion of implementation and impact checks, but a timeline for conducting these has not been established. The principal does not have a formal, systematic process for evaluating the effectiveness of the school improvement plan.

- 9.6a The plan is implemented as developed.

The principal has not fully implemented the school improvement plan. A plan was written on November 2010 and approved by the school council. An implementation and impact form was completed on this plan on December 1, 2011. The school council met on December 13, 2011 and approved the 2011-12 school improvement plan with strategies, activities, timelines and persons responsible for implementation. Most staff members are unaware of the new plan.

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

School leadership has conducted one implementation and impact check (December 1, 2011) on the 2010-11 school improvement plan. School leadership does not analyze data from the implementation and impact check to improve student achievement. The principal and council have not developed a protocol for monitoring and evaluating the goals and activities of the recently completed 2011-12 school improvement plan.

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

The principal rarely uses student achievement data to determine the impact school improvement plan activities have on classroom practices in order to address student needs. The school improvement plan was updated

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December 13, 2011. The only implementation and impact check was done on December 1, 2011 on the 2010-11 improvement plan.

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

The principal, school council and staff express a desire to improve their school; however, they have not developed and implemented an effective school plan that supports continuous improvement of instructional practices and student achievement. The principal has made limited attempts to engage all stakeholder groups (e.g., parents, students, community) for input on the school's goals for improving teaching and learning. The school council and the principal do not always monitor implementation of improvement initiatives or measure the impact these initiatives have on classroom practices and student achievement. Some celebrations occur regarding student improvements (e.g., attendance, honor roll, ACT benchmarks).

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Standard 9 **Comprehensive and Effective Planning**

The principal should ensure that teachers collaborate to create a school improvement plan that identifies researched based activities to address identified needs, including the need to improve instructional and assessment practices and achievement for all students. The plan should include incremental benchmarks to monitor progress toward reaching goals and to determine the effectiveness of improvement strategies. The plan should be anchored in current and emerging data from a variety of sources (e.g., ePrep, ACT, walkthroughs, attendance,). Implementation and Impact checks should be based on quantitative data and drive modifications and improvements in the plan beyond the typical end of the year revisions. The impact of strategies should be determined to guide program and instructional improvements and resource allocations.

The principal should ensure all staff members share responsibility for effectively implementing improvement strategies according to the school plan.

Resources:

Comprehensive School and District Improvement Planning. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/>

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

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Summary of Next Steps:

The principal should collaborate with staff to develop a system of interventions that provides guidelines for identifying students not meeting state and federal standards. Resources should be evaluated to develop a plan to address low-performing student needs in a timely manner. The plan should include intensive research-based instructional interventions, frequent progress and data over time to modify educational decisions. The principal and school council should regularly evaluate the effectiveness of interventions to ensure high achievement for all students.

The principal should establish a systematic process for using data to assist teachers in the review, management, and analysis of multiple assessment data. The process should include procedures for using data to identify and address gaps in the curriculum and instructional practices. The principal should ensure all staff have training in formative and summative assessments as tools for informing instruction and a means to determine student learning needs. The principal should monitor instructional practices and provide teachers with meaningful feedback on assessments to assist in the refinement of instruction and to ensure continuous student learning. Decisions regarding teaching should be data-driven, and modifications in curriculum, assessment and instruction should be based on the analysis of data.

The principal should ensure that rigorous, effective, and varied instructional strategies address the learning needs of all students. The principal should continuously monitor instructional practices, provide feedback and support to assure research-based instructional strategies are used to engage and challenge students at high levels. The principal should emphasize the significance of the school community and its role in supporting and embracing high expectations for all students.

The principal and school council must be focused on strategically addressing low performing students in math and literacy classes. The principal, school council, and teachers should have an academic focus that supports structures necessary for high student achievement. All decisions should be student-centered.

The principal should ensure that all teachers develop assessments that are rigorous and relevant to the standards being targeted in lessons. The principal should ensure that teachers use assessments that mirror state assessments (e.g., multiple choice, constructed responses, short answer) and align with the curriculum. Formative assessments should be frequent, rigorous, tied to instruction and used to guide instruction. The principal should ensure that all teachers are trained in the use of a protocol to analyze student work. The principal should assist teachers in the creation, review, management, analysis and use of multiple assessment data. This process should include procedures for using assessment data to identify and address gaps in curriculum and weaknesses in instructional practices. The principal should ensure all staff have training in using formative assessments as a tool for informing instruction and a means to determine student learning needs.

The principal should develop a process to recruit stakeholder groups to become partners in sharing ownership in student achievement, goals, plans, successes and mission of the school. The principal should research effective family and community involvement practices, conduct a needs assessment and use results to increase family and community involvement. Families and community leaders should be engaged as partners in school activities supporting student learning and decision making. The school council should develop and adopt a communications plan that addresses interactive communication with all stakeholders regarding student achievement. The plan should use all forms of media to communicate and publicize the accomplishments of administrators, teachers, staff and student achievement.

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In Conclusion:

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

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

Principal Authority:

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

Council Authority:

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

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

Commissioner, Kentucky Department of Education:

_____ Date: _____

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

Principal, Trimble County High School

_____ Date: _____

Superintendent, Trimble County Schools

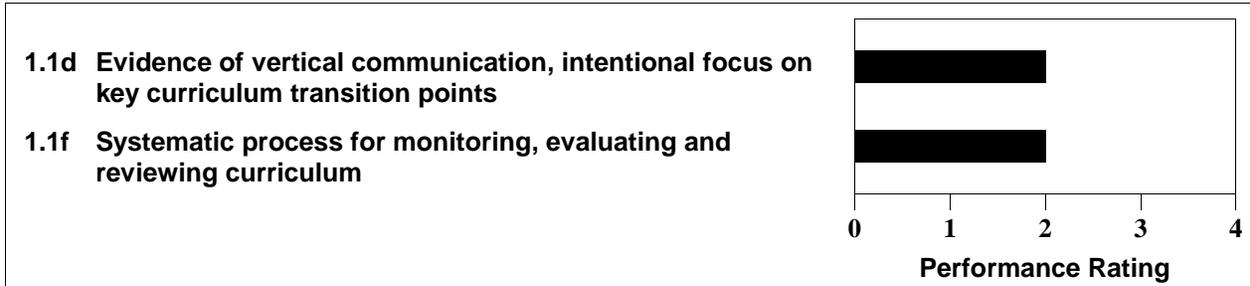
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1.1 Curriculum

Academic Performance

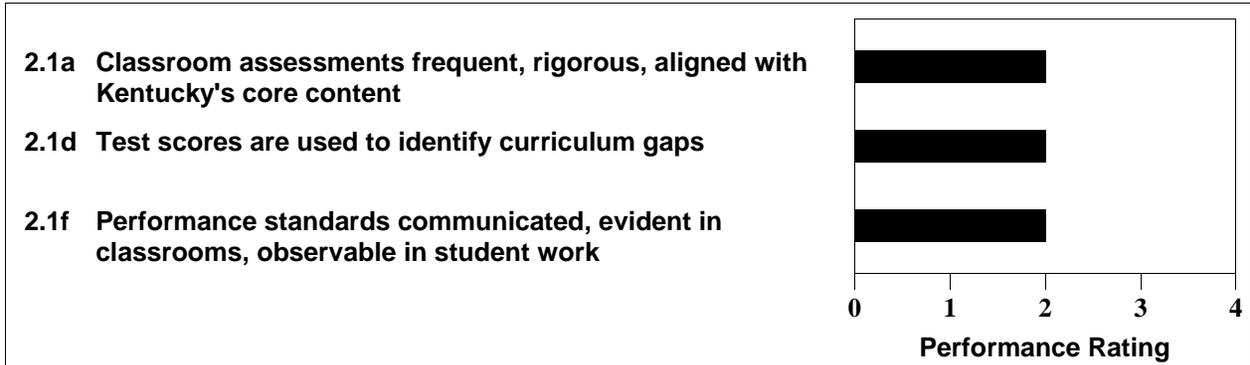


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2.1 Classroom Evaluation/Assessment

Academic Performance



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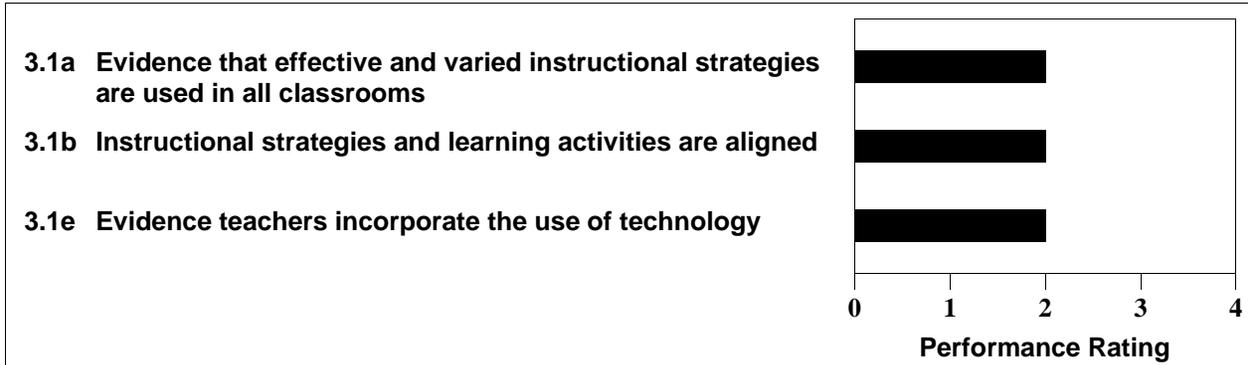
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3.1 Instruction

Academic Performance

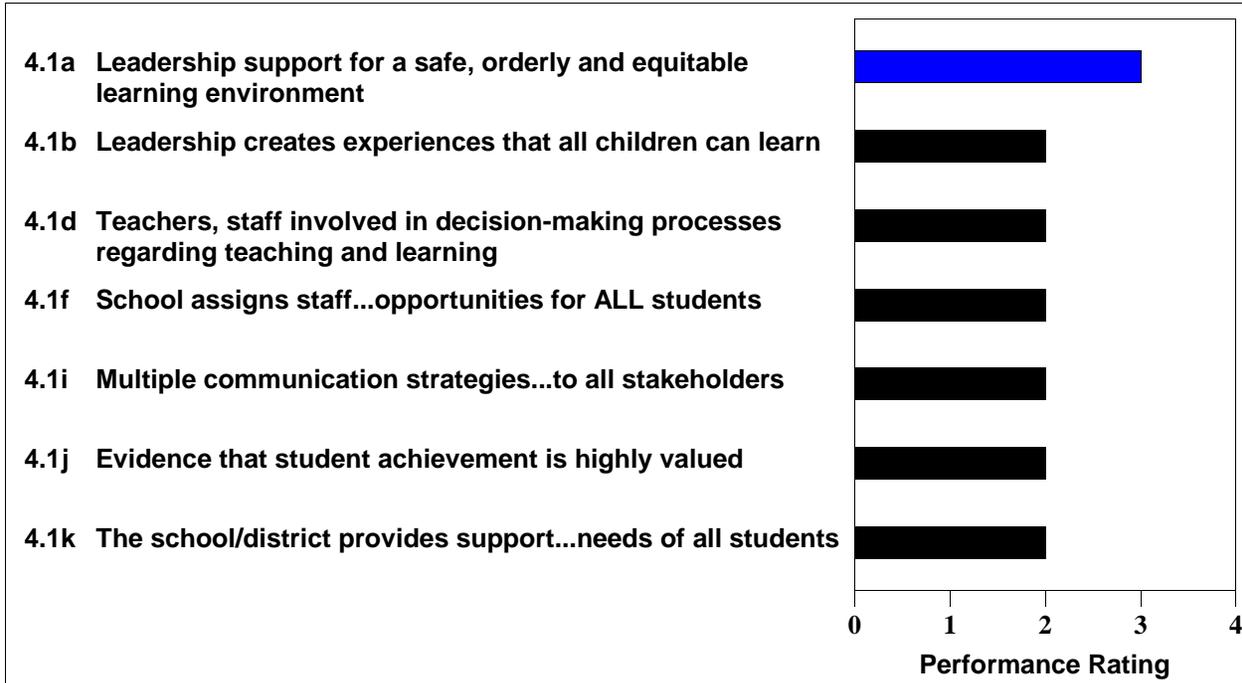


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4.1 School Culture

Learning Environment

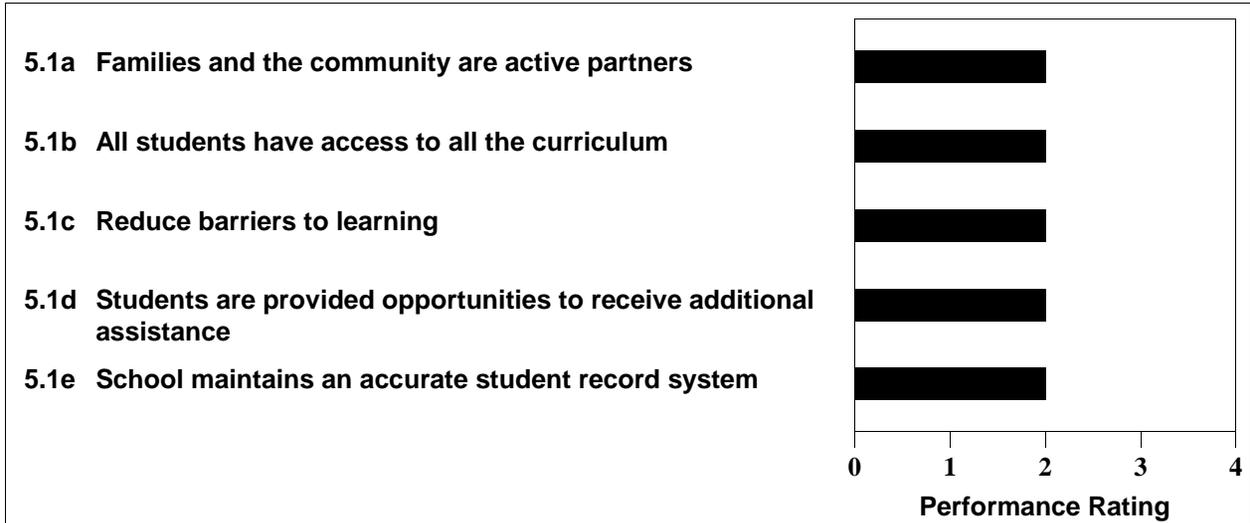


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5.1 Student, Family and Community Support

Learning Environment

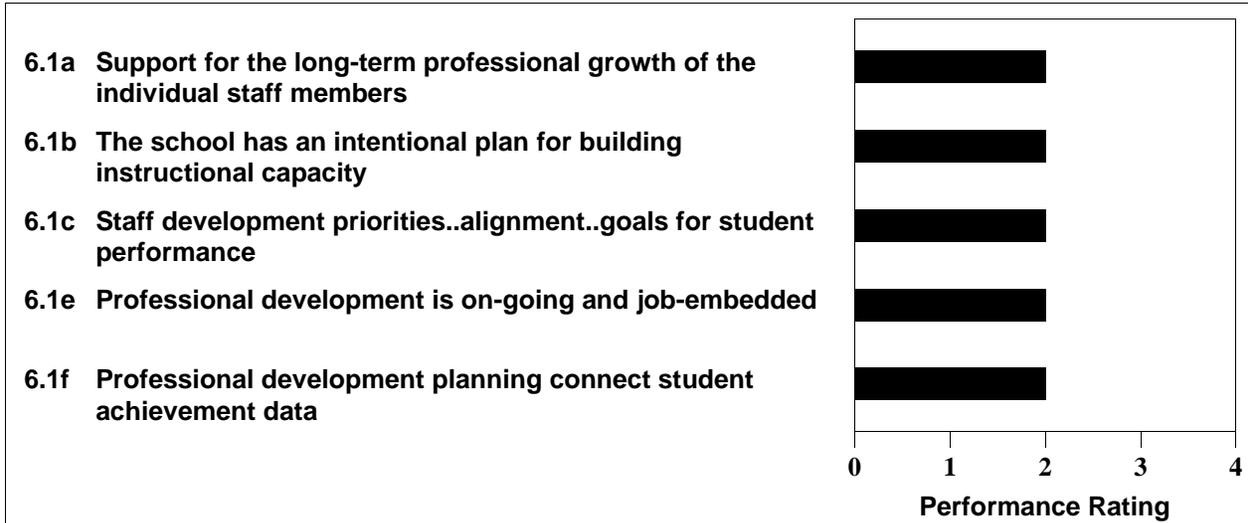


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6.1 Professional Development

Learning Environment

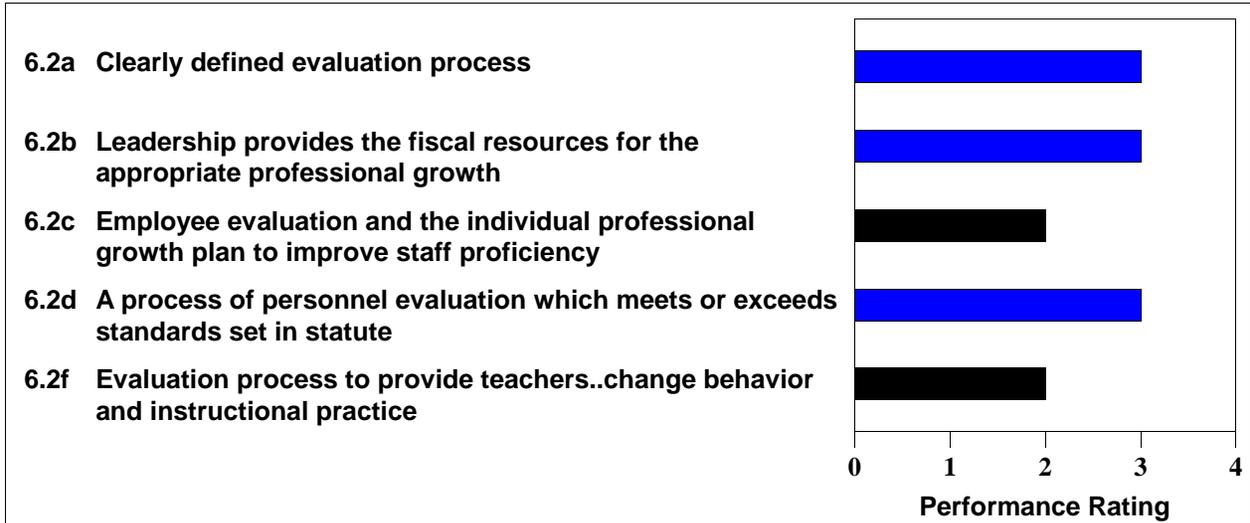


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6.2 Professional Growth and Evaluation

Learning Environment

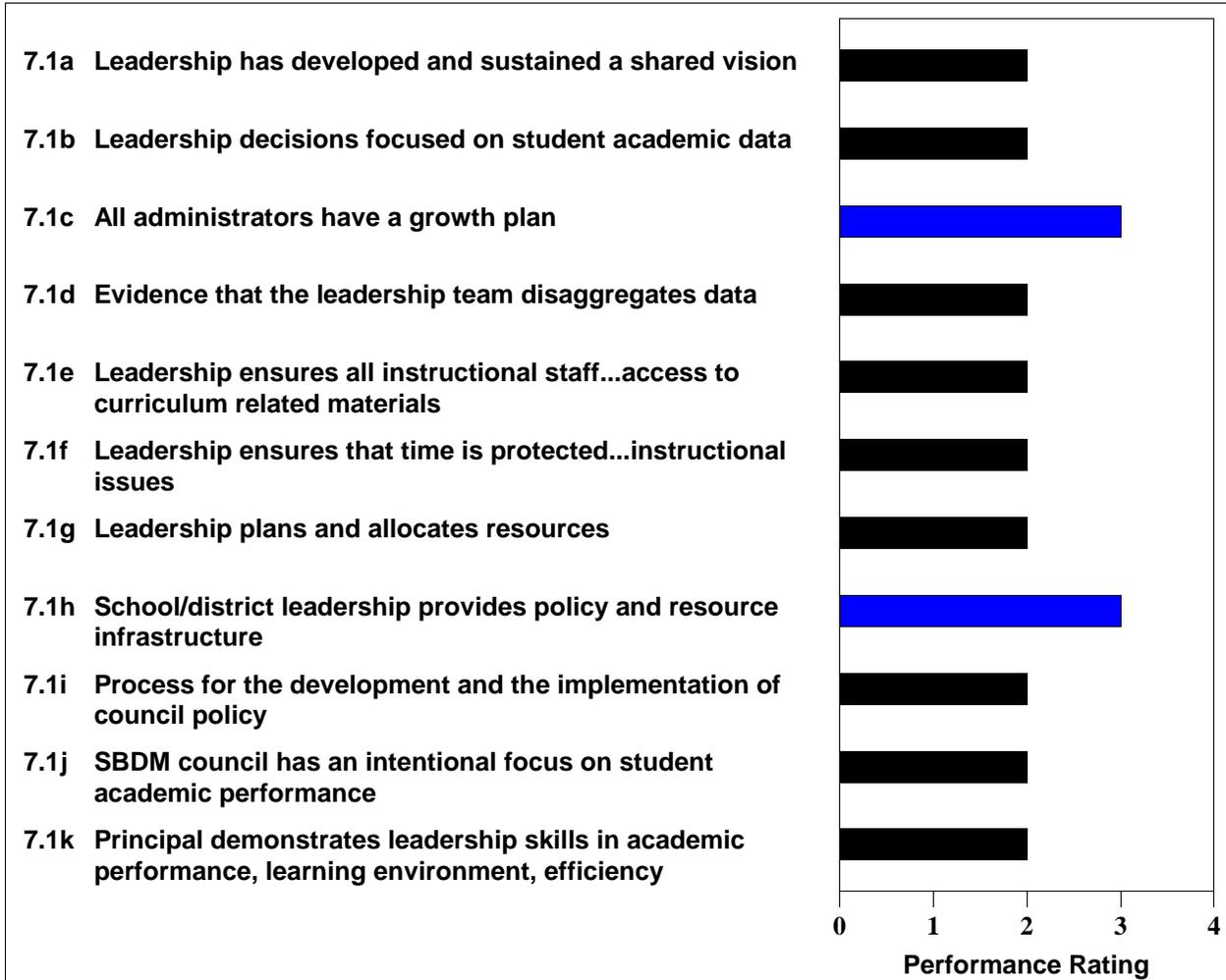


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7.1 Leadership

Efficiency

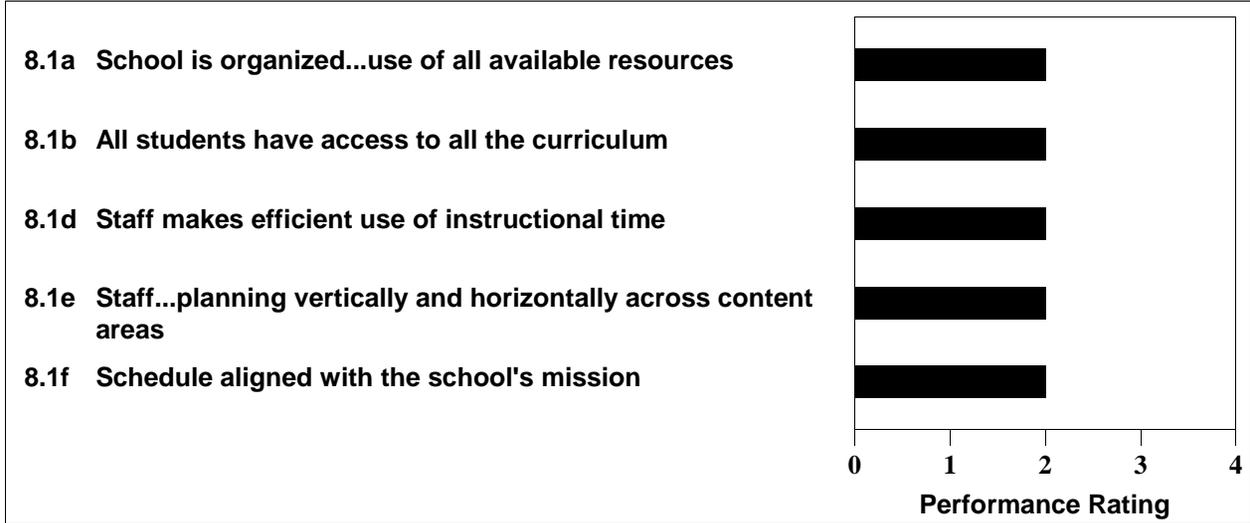


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8.1 Organization of the School

Efficiency



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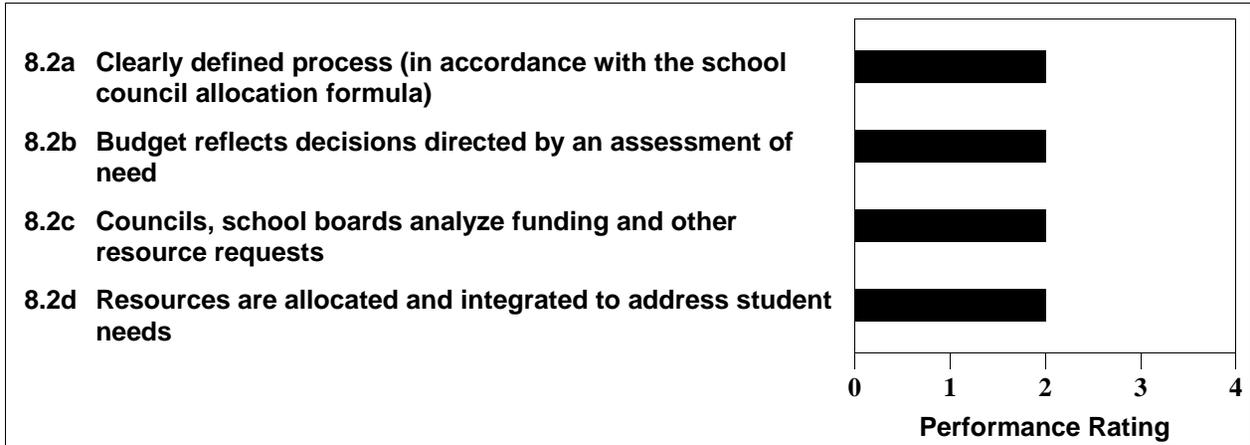
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



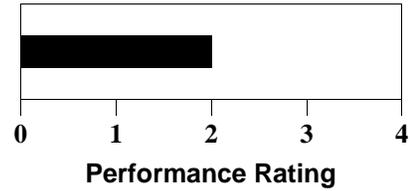
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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

