

Lee County
Lee County High School
School Leadership Assessment Report



11/06/2011 - 11/11/2011



School Leadership Assessment Executive Summary

Lee County High School
Lee County School District
11/6/2011 - 11/11/2011

David Land, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Lee County High School during the period of 11/6/2011 - 11/11/2011. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

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|---|--|
| 1. Deficiency | The principal has not used the district certified personnel evaluation process to improve staff performance. |
| Next Steps | The principal should use the certified personnel evaluation process as a tool to drive improvement of teacher performance and instructional practice. The process should include collaborative development of teacher growth plans derived from needs identified during the evaluation process and in the school improvement plan. The principal should monitor progress toward goals in the teacher growth plans, provide professional development, specific feedback, and corrective action designed to improve professional practice. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 2. Deficiency | The principal has not provided an aligned curriculum to guide instruction. |
| Next Steps | District and school leadership should initiate a systematic process for developing, reviewing and monitoring a district-wide curriculum aligned across grade levels and content areas and also aligned with Kentucky Core Academic Standards. Curriculum Maps should be collaboratively developed by stakeholders (e.g. district leadership, school leadership and school certified staff) to address transition points and eliminate unnecessary overlaps and gaps. |
| School Action Steps to Overcoming Obstacles | |

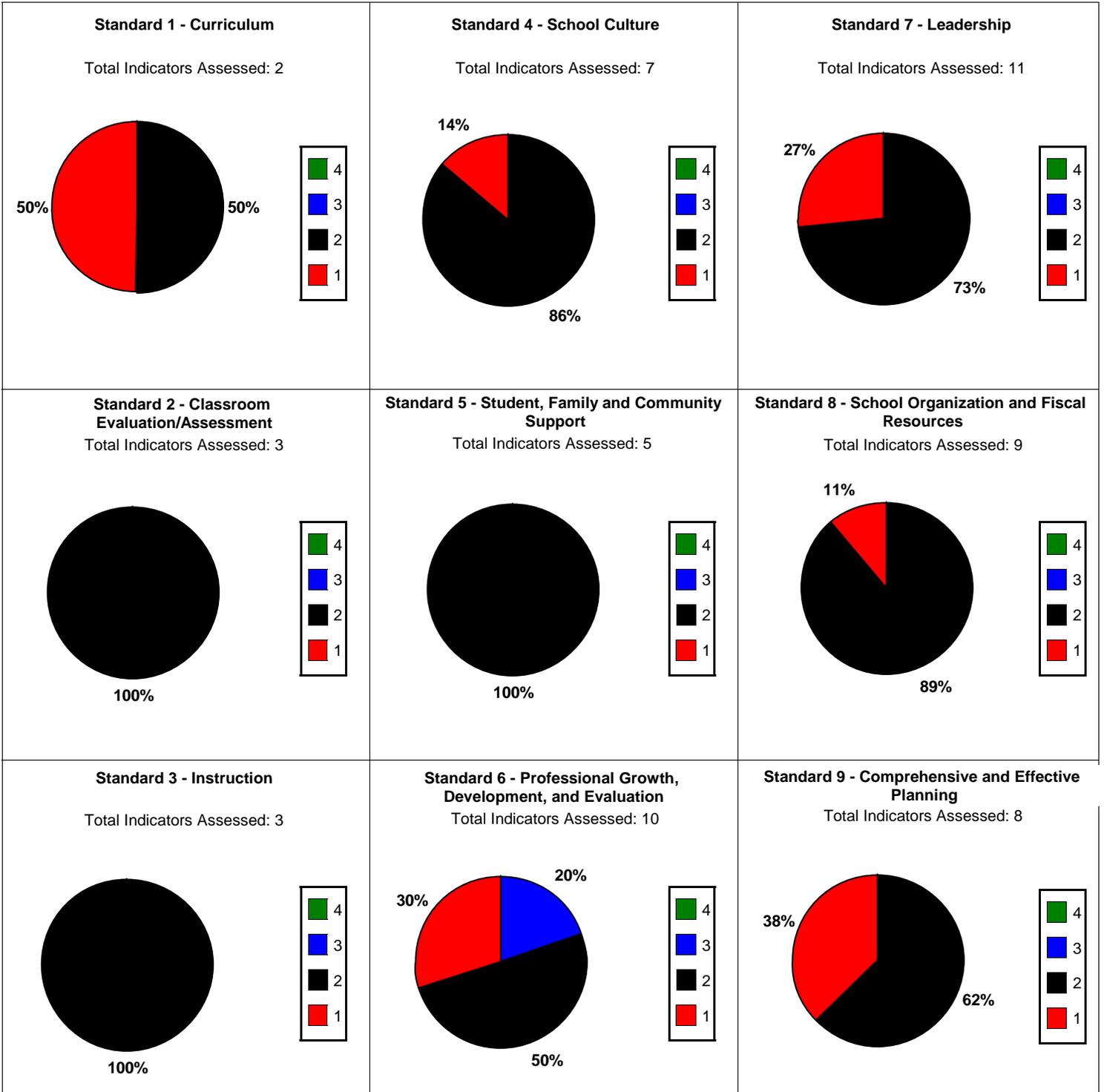
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|---|---|
| Timeline/Person Responsible | |
| 3. Deficiency | The principal has not ensured effective two-way communication between school and stakeholders. |
| Next Steps | The principal should collaborate with the school council, Communication Committee, and other stakeholders to develop a comprehensive communication plan. The plan should foster two-way communication between the school and students, staff, parents, district office and community. The plan should detail the process by which teachers and administrators will share successes and concerns with parents. The plan should ensure participation from all stakeholder groups in school decision making. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 4. Deficiency | The principal and the school council have not developed a systematic process for monitoring and evaluating the impact of resources (e.g., human, physical, fiscal, instruction, time) on classroom practices and student achievement. |
| Next Steps | The principal and school council should develop a process to regularly evaluate the school's organizational structure, classroom practices and fiscal expenditures to determine effectiveness and efficiency for sustaining continuous improvement. Results of the evaluative process should be used to determine what works, what does not work and what will work with some modification to improve staff and student performance. District and school leadership should collaborate and develop strategies (e.g., delineation of responsibilities for all staff, identification of research-based practices) to address identified deficiencies in the organizational and instructional framework. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 5. Deficiency | The principal and school council have not provided a vision or plan to ensure continuous school improvement. |

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|---|---|
| Next Steps | The principal should collaborate with representatives from all stakeholder groups to develop shared vision, mission and belief statements focused on improving student academic achievement. These statements should guide the revision of the comprehensive school improvement plan. The revised plan should include baseline data, benchmark goals and research-based action steps and include a formal and frequent method for monitoring the implementation and impact of the action steps. The principal and school council should use the comprehensive school improvement plan to guide all decision making, including prioritization of professional development. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 6. Deficiency | The principal and school council have not adopted and implemented policies and procedures needed to sustain continuous school improvement. |
| Next Steps | The school council should adopt all policies required by law, and seek training and assistance from the Kentucky Association of School Councils to improve the functioning of the council, including developing additional school-related policies, conducting effective meetings, collecting and using data to inform decisions, engaging family and community stakeholders, and maximizing committee participation. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |

Lee County High School
KDE 2011 School Leadership Assessment Report
At-a-Glance

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

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



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

| | | |
|--|--|--|
| <p>Standard - 1 - Academic Performance</p> <p>Curriculum</p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p> | <p>Standard - 4 - Learning Environment</p> <p>School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p> | <p>Standard - 7 - Efficiency</p> <p>Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p> |
| <p>Standard - 2 - Academic Performance</p> <p>Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p> | <p>Standard - 5 - Learning Environment</p> <p>Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p> | <p>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p>Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p> |
| <p>Standard - 3 - Academic Performance</p> <p>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</p> <p>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</p> <p>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

Lee County High School

Lee County School District

11/6/2011 - 11/11/2011

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Lee County High School during the period of 11/6/2011 - 11/11/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (39) and formal interviews and informal discussions with teachers (21), students (63), parents (40), Family Resource/Youth Services Center staff members (3), central office personnel (4), support staff members (17), 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 Joy Stinnett Waldrop - Higher Education Representative. The other team members were Sandy Swann - District Administrator, Sheila K. Underwood - Teacher, Dee Ann Newton - Teacher, Gayle S. Musgrave - Teacher, Wayne Puckett - School Administrator, Ruth H. Webb - Parent, Mariann Harlan - Teacher, Corey M. Keith - 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, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, faculty meeting agenda, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, protocols for analyzing student work, rubrics, samples of classroom assessments, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages and student work

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

Observations of classrooms, computer lab and hallways

Performance Rating 2

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

School council has a curriculum policy (Curriculum Policy: Development and Implementation) but the principal has not fully implemented the policy or procedures for addressing curriculum issues. According to the comprehensive school improvement plan, curriculum alignment in grades K-12 will occur vertically and horizontally by August of 2011 but this has not occurred. The principal does walkthroughs frequently, but the feedback to teachers rarely addresses curriculum issues.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **1**

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

The principal does not ensure that curriculum transition points are addressed within and among schools to provide consistency. The curriculum has not been reviewed with the elementary and middle school staff to ensure proper course sequencing. Teachers are networking through the Kentucky River Educational Cooperative to receive professional development regarding the Kentucky Core Academic Standards in math and English/Language Arts, but these teachers are not consistently communicating that information with their colleagues. Some teachers access the curriculum from the Kentucky Department of Education online; however, the curriculum is not consistent from class to class.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

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School Leadership Assessment Summary Report

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should initiate the development of an aligned rigorous curriculum in all content areas at all grade levels. Curriculum maps should be developed by stakeholders (e.g. district leadership, school leadership, and school certified staff) to address transition points and eliminate unnecessary overlaps and close gaps. A formal process should be put in place to review and revise the curriculum regularly. The principal should develop systematic procedures to monitor the delivery of curriculum to ensure consistency and intended impact on student achievement. Data from this process should be used to inform decision-making regarding curricular issues.

Resources:

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

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 bulletin boards, exhibits and displays, classroom assessments, classroom assignments, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, cumulative folders system/student working folders/portfolios, curriculum documents, employee handbooks, Implementation and Impact Checks, Individual Learning Plans, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, needs assessment data, policies and procedures on access to student records, professional development records, protocols for analyzing student work, roster of teaching assignments, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, school/district safety plan, staff development agenda, student handbook, student work, perception survey results and examples of student learning inventories

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

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

Performance Rating 2

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

The principal has provided some support for the design of formative and summative assessments through professional development opportunities for teachers in previous years. However, the principal does not monitor to ensure all classroom assessments are aligned with state and national standards (e.g. Kentucky Core Academic Standards, Program of Studies) to inform instructional practices. The principal has provided some resources that give students and teachers immediate feedback on student progress (e.g., Accelerated Reader, Assessments and Learning in Knowledge Spaces). Some teachers have designed assessments that give feedback to students on their progress; however, most classroom designed assessments are infrequent and lack rigor and authenticity. Few teachers have examples of student work available to demonstrate proficiency based on state standards. The principal does not ensure that meaningful, in-depth feedback or assistance is provided to teachers on analyzing assessment results to inform instructional practices.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

2.1d Test scores are used to identify curriculum gaps.

District leadership, the principal and school council have not collaborated to disaggregate and analyze test data to monitor student progress and identify curricular gaps. The principal and school council have provided some time for the staff to analyze data from recent state assessments and No Child Left Behind reports, but parents and other stakeholders were not actively recruited to participate. This analysis is incomplete and has not incorporated steps for improving instruction or for monitoring and revising the comprehensive school improvement plan. The principal has not used the data to ensure a sense of urgency for aligning the curriculum and assuring that learning objectives are being effectively taught.

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

Few teachers develop rubrics that are based on performance standards and performance level descriptors. Most student assessments lack rigor and are not always designed to be age and developmentally appropriate. The principal has encouraged teachers to communicate learning targets to students (e.g., "I can" statements) but has not monitored or provided feedback to ensure that students are aware of expectations. Teachers communicate with parents through phone calls, school newsletters and parent conferences regarding expectations for students. Some teachers provide students with examples of proficient work prior to assessments. However, models of student performances or teacher developed examples are seldom displayed to help students understand the requirements for proficiency. Student proficient work accompanied with performance standards is rarely visible in classrooms or the school building.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

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School Leadership Assessment Summary Report

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District leadership, the principal and school council should collaborate to provide job-embedded professional development to ensure that teachers internalize and have a clear understanding of the qualities of proficient work, based on state standards. The professional development should assist teachers in designing high level, standards driven assessment.

The principal should regularly review teacher-designed assessments and ensure they are rigorous and developmentally appropriate and teachers clearly communicate performance standards to students through displayed proficient work.

The principal should implement a protocol approved by the school council for analyzing student work samples. Teachers will be trained on using the protocol. The principal should ensure that the teachers have uninterrupted common planning time to collaboratively analyze student work. This analysis shall be used to inform instruction and design proficient level assessments. The principal should ensure that this protocol is consistently used by all staff and report results to the school council.

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.

Stiggins, R., Arter, J., Chappuis, J., Chappuis, S. (2009) Classroom Assessment for Student Learning: Doing It Right - Using It Well

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, protocols for analyzing student work, rubrics, samples of classroom assessments, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages, student homework with teacher feedback and student work

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

Observations of classrooms, computer lab and hallways

Performance Rating 2

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

School council has adopted an instructional practices policy (Instructional Practices). The principal has not consistently and effectively implemented this policy. The principal conducts walkthroughs on a regular basis. There is little evidence that this monitoring has had an intentional impact on instructional practices and meeting the needs of all students. Most classroom instruction is teacher-focused or textbook-driven and not adequately rigorous to challenge students at high levels of learning.

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

Instructional strategies in some classes are aligned with state standards. No systematic process is in place to modify instruction to meet the unique learning needs of all students and to narrow or eliminate student achievement gaps within the school population. Some teachers allow students to work in groups, use hands on activities, and work in computer labs to show mastery of content. However, most instruction is lecture and not interactive, engaging or authentic. Some teachers use formative and summative assessments that are similar to the structure of state and national tests as instructional activities, but this practice is not consistent from teacher to teacher.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

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

The school council has adopted policy addressing the utilization of technology (Alignment with State Standards, Technology Utilization, and Program Appraisal); however, the principal has not effectively implemented this policy. Most classrooms lack sufficient technology for student use and most computers and monitors are antiquated. Most teachers do not incorporate technology into their lesson design. Teachers do not always take advantage of professional development activities regarding instructional technology. Most teachers use document cameras as overhead projectors and few students are actively involved with technology. A new Apple Macintosh Lab has recently been installed in the school, but few teachers or students have access to this resource. An insufficient variety of instructional resources are available to support student learning in most content areas. In many classrooms, textbooks are insufficient in number for student use.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should develop a process to monitor instructional practices. The principal should provide frequent, effective and ongoing support to faculty to ensure that all instructional practices are research-based and result in increased student achievement.

The principal and school council should ensure that adequate technology is available to all students and staff. Professional development for the use of technology in research-based best practice instructional strategies should be provided for all staff. Technology resources should be made more accessible for students to enhance their learning experience.

Resources:

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

Jensen, Eric. (1998). *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-299-9

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of attendance records, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, employee handbooks, fire marshal reports, health department inspection reports, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, media materials and inventory, needs assessment data, newspaper clippings/press releases, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school visitors register, school/district safety plan, staff extra-duty schedule, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle, trophy cases, yearbooks, TELL survey results and perception survey results

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

Observations of cafeteria, classrooms, common areas, computer lab, hallways, media center, outdoor areas and gym
locker rooms

Performance Rating 2

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

Several measures have been implemented to address school safety and security (locked doors, surveillance cameras, buzzers for entry, sign-in and sign-out logs, visitor passes). The building reflects its age and is in need of maintenance (e.g. paint, thorough cleaning, locker room renovations). The principal ensures that periodic inspection records (e.g., fire alarms, fire prevention, health department) are current. Emergency procedures (e.g., fire drills, tornado drills, earthquake drills, lock-down drills) are conducted as required. Evacuation routes are posted in most classrooms. The district provides each principal with a safety manual (Crisis Response Manual). The school council does not have a safety policy. The Code of Acceptable Behavior and Discipline which outlines punishable offenses (e.g., bullying and harassment/discrimination) is included in the student handbook. School leadership investigates all reported instances of bullying and harassment and

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the disciplinary responses to the misconduct as included in the handbook. Students wishing to initiate a harassment/discrimination complaint can follow Procedure 09:42811AP2 as stated in the student handbook. Staff and students received information on bullying during the 2011-2012 school year. The handbook includes permission forms to be signed by the parent/guardian and student and returned to the school (e.g., Drug Testing, Electronic Use Agreement, Individual Learning Plan Web Release). The principal's expectations for classroom management are included in the teacher handbook; however, these expectations are not consistently implemented in all classrooms. Supervision, duty expectations and assignments for teachers are in the teacher handbook. Some classroom disruptions occur because of intercom announcements and phone calls sent to the teachers during instructional time. Planning decisions are not always based on analysis of culture and climate surveys.

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

The principal communicates his belief that all students can learn at high levels. The principal and school council have not communicated to stakeholders (staff, parents, community) their roles and responsibilities in the successes and failures of each student. The school has developed some partnerships with families, community leaders and postsecondary institutions (e.g., Kiwanis, Eastern Kentucky University, Morehead State University, Berea College) to promote and support high expectations for student learning. Stakeholders are not always provided with opportunities to advocate for individual student success, provide resources and participate in school planning. The principal provides some opportunities for family members to understand student achievement goals and school improvement efforts (e.g. freshman orientation, Open House, GEAR UP table at basketball games). The Youth Service Center and the GEAR UP program provide parents with information about family support services and community based learning opportunities that will assist in eliminating barriers to learning. The principal provides limited opportunities for faculty to observe other teachers who use innovative practices to meet the needs of underachieving students. Common planning time is available for teachers, but the principal has not ensured this time is focused on student learning. The principal and school council do not always maintain an intentional focus on continuous improvement in student learning.

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- 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 policy (Assignment of Students to Classes and Programs) regarding the assignment of students to classes and programs. The master schedule is designed by the guidance counselor in collaboration with the principal. Student career clusters from the Individual Learning Plans are considered when scheduling students for classes. Some classes are heterogeneously grouped while others are not. There is some evidence of intentional grouping (e.g., ninth and tenth grade math classes for top students, ninth grade Ramp Up classes in English and math for struggling students, senior math classes based on ACT score). Some teachers are strategically placed based on their strengths, but not always based on the unique learning needs of students. There is some flexible grouping of students; however, grouping and regrouping based on continuous assessment data does not always occur. The principal does not ensure that collaboration and co-teaching occur between special education and general education teachers. Five Advanced Placement Courses (English Literature, Calculus, Physics, U.S. History, and World History) are offered. A few students are enrolled in dual credit college courses with Eastern Kentucky University and Morehead State University.

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

The school does not have a current, formal, comprehensive, published communication plan. However, multiple strategies are used for communicating with stakeholders. The school communicates with parents in a variety of ways (e.g. phone conversations, School Messenger automated calling system, two Open House meetings per year, school web page, monthly newsletters, progress reports, grade cards, Infinite Campus Parent Portal, local newspapers, mailing of American College Testing results). The Lee County High School parent-pupil handbook is distributed to all students. The principal has set expectations for his staff concerning parent contacts for specific student concerns (e.g., concerns with academic progress, behavior, or attendance). The Communications Committee is a standing committee (Lee County High School SBDM Council By-Laws, IX.B.1.f.); however, this committee has not met during the 2011-2012 school year. Many school council policies have a communication component.

- 4.1j There is evidence that student achievement is highly valued and publicly

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celebrated (e.g., displays of student work, assemblies).

There are some initiatives in place to recognize and celebrate student achievement (e.g., academic honor roll, trophy cases, bulletin boards displaying newspaper articles, current college information for last year's graduates on display, "Top 10" students for the senior class recognized in the school yearbook, senior honors night, end-of-year awards ceremony for underclassmen). Proficient and distinguished student work is rarely displayed in hallways and classrooms. Some rewards are given for student achievement and attendance (e.g., special parking spot for high attendance, ice cream social for honor roll students). Student success is sometimes shared with community and business partners (e.g., honor roll in local newspaper). There is some business and community support for the students at the school (e.g., college scholarships sponsored by the Kiwanis Club and the Republican Women's Club); however, there is not always an intentional effort to solicit their involvement in school improvement initiatives.

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

Some measures have been taken to reduce the impact of physical, cultural, and socio-economic barriers through the work of the Youth Service Center (e.g., Blessings in a Backpack program, Readifest, Postponing Sexual Involvement) and the GEAR UP program, which also supports intellectual needs. Although diversity is addressed in some classes, there is not an intentional focus on the use of culturally-responsive instructional practices. There is limited evidence of differentiated instruction. The principal has not made an intentional effort to partner with business and community leaders to recruit a highly qualified and diverse staff.

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

The principal does not always ensure the participation of certified and non-certified staff members in decision making regarding teaching and learning. School council has adopted a committee policy (Policy on Committees) that defines a committee structure that encourages participation from certified and non-certified staff, but the principal has not ensured that the policy has been implemented and few opportunities are provided for shared decision making.

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The principal should hold all staff members accountable for student success and foster the belief that all students can learn at high levels. School leadership should ensure that staff members receive high quality professional development geared toward addressing the cultural barriers to learning for the students of Lee County High School. This should include, but not be limited to, effective strategies and appropriate instructional rigor. Staff members should have the opportunity to learn from educators who have had success with students from backgrounds similar to those at Lee County High School.

The principal should collaborate with the school council, Communication Committee, and other stakeholders to develop a comprehensive Communication Plan. The plan should foster two-way communication and involve students, staff, parents, and community. The plan should detail the process by which teachers and administrators will share successes and concerns with parents. The plan should ensure participation from all stakeholder groups in school decision making. The principal should monitor the implementation of the plan for effectiveness.

The principal should lead a thorough review of the school's teacher and student assignment practices to ensure that the strengths of the staff are always matched with the needs of the students. The individualized education programs of all students with disabilities should be reviewed to ensure that each child is in his or her least restrictive environment. Current practice regarding the instructional strategies used in servicing students with disabilities should be reviewed and adjusted if necessary.

Resources:

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

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

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

Muhammad, Anthony (2009). Transforming School Culture: How to Overcome Staff Division

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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, committee rosters, community involvement programs, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, district budget and allocations, documentation of referrals to health and social services, examples of school to home communications, Extended School Services program overview and data, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Individual Learning Plans, list of co-curricular offerings, newspapers, record of home visits, report cards/progress reports, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school newsletter, school Web pages, student academic records, student handbook, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle, Title 1 program plan, yearbooks, perception survey results and TELL survey results

Interviews with central office staff, community members, counselor, Family Resource/Youth Services Center personnel, parents, principal, school council members, school nurse, 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.

School council has adopted a committee policy (Policy on Committees) and the principal has established committee assignments, but all committees do not regularly meet. Some school council committees do not include parents. The principal has made some attempts to promote parent participation on committees (e.g., sign-ups at Open House and Orientation), but these strategies have not been effective. The principal has not provided a formal process to ensure that every child has an adult advocate and to ensure parents of students with disabilities are provided a trained advocate to represent the student's needs. Parents are informed of academic achievement quarterly with progress reports and midterm reports. Parents with computer access may receive training to retrieve information about grades and attendance using Infinite Campus. Two Open Houses are conducted and a newsletter is mailed to parents six times per school year by the principal to promote supportive relationships between teachers and families; however, these strategies are not monitored to determine their

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Performance Rating 2

effectiveness. Most parents feel welcome at the school and some receive phone calls from the school regarding poor grades or inappropriate behavior. The principal recently developed the Lee County High School Title I Parental Involvement Policy; however, he does not comply with all of its commitments. The Lee County Student Handbook informs parents and students about grievance procedures for resolving concerns and filing complaints. The Youth Services Center coordinator provides assistance (e.g. Orientation, Blessings in a Backpack) to ensure students come to school prepared to learn. School office staff monitors attendance and contacts parents when a student is absent. The Youth Service Center director and the Director of Pupil Personnel make home visits to students who have poor attendance.

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

Extended School Services program is available after school to students who need additional assistance in math and reading, and bus transportation is available two days per week. Formal entrance or exit criteria have not been developed for Extended School Services. The student handbook provides parents with information concerning Extended School Services. Additional instructional assistance is volunteered by other content area teachers after school. Response to Intervention is scheduled in Adviser/Advisee periods twice per month. The Youth Service Center provides services (Orientation, Blessings in a Backpack, home visits, Leadership/Community Councils) to reduce barriers to learning. Title I funds are used by the district to fund the salaries of three full-time teachers. Administrative demands often diminish the time the guidance counselor has to counsel students.

- 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 is trained to identify students with special learning needs or behavioral problems. A process for referral to the guidance department and principal have been developed, but not for access to the school nurse. The principal has not established a formal plan to ensure that extra support is provided to students transferring into the school, but has the expectation that all staff will provide any needed assistance or services. The Bridges Project counselor is available daily to provide services to ensure students' academic learning is not disrupted by debilitating life circumstances; however, the principal does not monitor referrals to ensure that all students

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Performance Rating 2

have access to the this service.

- 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 does not have a formal process to re-engage students who are estranged from school. Services to students in need of an alternative setting are no longer available due to the recent closing of the Alternative School. The principal provides some assistance to support learning beyond the classroom. Dual credit classes are offered including College Algebra from Morehead State University and ECU Now. A credit recovery program (e.g., Novel Star) is available two days each week and during the summer. The Berea College GEAR UP partnership provides programs and services that include mentoring, college and career planning and cultural enrichment. District leadership initiated and the Youth Service Center director has established Leadership/Community Councils as an program to foster student leadership and involve the community with the school. The school provides some co-curricular offerings (e.g. Future Farmers of America, Future Business Leaders of America, Drug Prevention Council).

- 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 does not ensure that student cumulative records are secured. Cumulative records are current, but are sometimes left unlocked and unattended in the guidance office. Infinite Campus is used for record keeping; however, some teachers do not keep timely records of daily progress and only thirty percent of homes have internet access. Parents are also informed about student's grades in Open House events. Individual Learning Plans are completed on line and are monitored by the guidance department, but are not currently updated. Information about Individual Learning Plans is posted in the school newsletter, but some parents are not aware of Individual Learning Plans and are not able to assist students with developing the plans.

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

The principal should ensure that the school council policy addressing committees (Policy on Committees) and the Title I Parent Involvement policy are implemented as written. This policy and accompanying procedures should ensure the recruitment of parents and other stakeholders as active partners in planning and decision making. The purpose of these committees is to provide the direction that guides the school in eliminating achievement gaps with in the student population and leading all students to proficiency.

The principal should engage the instructional staff in developing and implementing a tiered intervention system (Response to Intervention) for students who have not mastered the academic standards.

The principal and school council should implement a formal process to ensure that every student has an adult advocate and that every parent of a student with disabilities has access to a trained advocate to assist with educational decisions.

Resources:

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

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

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

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

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

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, policies and procedures on access to student records, professional development records, samples of classroom assessments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, state statute and regulation, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks and TELL survey results

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

Observations of cafeteria, classrooms, hallways and outdoor areas

Performance Rating 3

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

The principal evaluates school staff according to district policy. Procedures for evaluation are clearly defined in the Certified Employee Evaluation Plan approved by the board of education and the Kentucky Department of Education in June, 2001. The evaluation process meets state requirements for evaluation of certified personnel. The principal reviews the personnel evaluation procedures with staff annually. The principal reviewed these procedures on August 3, 2011. The principal also meets individually with each teacher to discuss his or her upcoming evaluation.

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

The principal evaluates personnel fairly and consistently in compliance with the district personnel evaluation plan.

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Performance Rating 2

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

All teachers are required to participate in twenty-four hours of professional development that is intended to update their professional practices every year (e.g. Data Analysis; America's Choice; Kentucky Center for Instructional Discipline Positive Behavior Management). The principal attends the school wide professional development. The principal documents staff attendance at professional development sessions with logs, sign-in sheets and evaluation forms. An additional five days are available for teachers to participate in trainings to expand their content knowledge and classroom practices. (e.g. Quality Core for Math and English; Perpetuating Excellence in Teaching, Leadership, and Learning; Kentucky Integration Project; Program Review Training, Community Based Work Transition Program; Assessment and Learning in Knowledge Spaces; College/Career Readiness.) A few teachers participate in opportunities to develop leadership skills (Teacher Leader Networks), but the school council and principal do not have an intentional focus on strengthening leadership capacity. Classified staff receives district wide trainings (e.g. bloodborne pathogens, safety in the workplace, special education compliance).

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

District leadership and the principal collaborate to plan professional development opportunities. Planning occurs annually and does not include clearly communicated procedures that can be monitored to ensure new training scaffolds on previous professional development. Some teachers meet in professional learning communities or department meetings to sustain newly learned instructional practices. The principal and school council have not established or implemented monitoring procedures to ensure professional development will be embedded (e.g. peer coaching, modeling, co-teaching) to impact continuous student achievement.

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

District leadership follows state guidelines in the allocation of professional development funds to the school. The principal does not use a professional development committee as defined in school council policy (Professional Development). Some professional development funds are linked to the

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Performance Rating 2

activities of the comprehensive school improvement plan, but there is no systematic process to ensure that the expenditure of all available professional development funds will assist staff in implementing classroom practices designed to close achievement gaps and move all students to proficiency.

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

The principal evaluates staff in compliance with the Lee County Schools Certified Personnel Evaluation Plan. The principal uses the observation feedback forms to guide annual summative evaluations of teacher performance and to provide input for new individual professional growth plans. The principal and the staff member collaboratively write the individual professional growth plan. Some plans include detailed suggestions for professional growth, but most identify general areas for improvement. There is little on-going dialogue between teachers and the principal regarding accountability for teacher growth that will result in increased student achievement.

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

The principal articulates a belief and intent to use the evaluation process to improve the proficiency of each staff member. All growth targets in individual professional growth plans are discussed and agreed upon collaboratively during the summative evaluation conference. The principal does not have a systematic process to ensure the desired changes in staff behavior and instructional practices actually occur in a timely manner. The written feedback to staff from the principal is brief and does not include in-depth suggestions for how to sustain improved instructional practices. Many evaluations have identified the same improvement goals year after year. The principal does not use the corrective action process to assist employees in making timely and measurable progress in the remediation of significant and repeatedly identified improvement needs.

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Performance Rating **1**

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

School council policy (Professional Development) states that a professional development committee shall be established by the council to assist the principal in all areas of staff professional development. The committee is charged with the responsibility to work with the principal to identify the professional development needs of the staff; to assist the principal in writing a comprehensive professional development plan; and to design a professional development budget that provides staff equal access to all available training. In addition, this committee is expected to provide assistance to the principal in conducting Implementation and Impact checks for the school improvement activities; revising and writing the school improvement plan; and, developing strategies for monitoring the carryover of professional development into classroom practices. Currently there is no functioning professional development committee. The principal, in collaboration with the district staff, assumes all responsibility for professional development planning and monitoring. Professional development opportunities are not intentionally monitored by the principal and school council to ensure previous trainings scaffold and are job-embedded. Teachers can request permission to attend trainings as needed, but there is no clearly communicated process for approval that ensures equity and correlation with the goals of the comprehensive school improvement plan and individual professional growth plans.

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

The principal sometimes asks for input from staff regarding professional development needs. He presents the suggestions to the district level professional development coordinator for approval. If approved, the professional development activities are inserted into the comprehensive school improvement plan. The high school staff is required to participate in district determined professional development opportunities that do not always correlate to a needs assessment or the comprehensive school improvement plan. Some professional development initiatives (e.g. America's Choice, formative assessment) are identified in the comprehensive school improvement plan but are not consistently monitored to ensure they reflect individual staff needs identified through individual professional growth plans and professional evaluations.

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Performance Rating **1**

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

The principal and school council have not developed a formal professional development plan. The principal sometimes uses student achievement data to determine professional development needs and submits a list to district leadership for approval. The principal and school council have neither a formal plan to determine if past professional development had the intended impact on teacher and student performance; nor do they ensure that proposed professional development activities are research based, aligned to the comprehensive school improvement plan and will have the intended impact on student achievement before the funds are requested and allocated.

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Summary of recommendations in: **Learning Environment**

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

The principal and school council should establish a fully functioning professional development committee as defined in the school council policy on committees. The committee should develop an annual professional development plan that includes school wide offerings and a process for approving individual requests. This committee should use a clearly defined systematic process to ensure all requests for individual professional development are equitably evaluated and aligned with the following criteria: long-term growth needs of individual staff; goals for student learning and the action priorities in the comprehensive school improvement plan; comprehensive analysis of a variety of student achievement data; and appropriation of sufficient resources to ensure the professional development is job-embedded. All professional development offerings should be monitored for direct connections to individual professional growth plans and school improvement goals and should result in embedded and sustained instructional and leadership capacity.

Resources:

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

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

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

Guskey, T. R. (1999). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, Inc.

Professional Development Resources. ((Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://education.ky.gov/KDE/Administrative+Resources/Professional+Development/>

Results-Based Staff Development. National Staff Development Council.
<http://www.nsd.org/connect/projects/resultsbased.cfm>

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

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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, categorical program financial reports, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, documentation of parent contacts, employee handbooks, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Infinite Campus Reports, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, needs assessment data, professional development records, professional resource materials, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, staff development agenda, student academic records, student work, teacher portfolios, The Missing Piece of the Proficiency Puzzle, Title 1 program plan, perception survey results and TELL survey results

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

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

Performance Rating 2

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

The principal leads the faculty in reviewing various data (e.g., American College Testing, PLAN) annually. Data from the Kentucky Interim Performance Report is reviewed by the principal and then analyzed in departmental meetings. This analysis is reported to the entire faculty and the school council. Some efforts are made to report this data to parents. Behavior, attendance, and grade data from Infinite Campus are sometimes reviewed by faculty. In the past, some faculty have analyzed student work; however, a common protocol was not used and the activity has not continued. The principal has not implemented strategies to ensure formative or common assessment practices that would generate timely data for guiding instructional decisions. Some academic and programmatic decisions (e.g., master schedule change from block to seven period day, assignment of students to second math class) result from the analysis of data.

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Performance Rating 2

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

The principal has a growth plan developed with input from the superintendent that is focused on developing skills related to school management and instruction. These goals have been the same for the last three years. The activities are completed as singular events related to the school management and do not focus on specific leadership skills designed to promote student achievement and continuous school progress. The principal has not collaborated with the assistant principal to revise her professional growth plan to address her role in improving student achievement. The guidance counselor has a current professional growth plan; however, the plan does not specifically reference professional development needed to fulfill the objectives listed.

- 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 conducts an initial review of student performance data and shares the information with the staff. Chairpersons facilitate the disaggregation of data in department meetings to identify gaps in academic performance and share the information with other school staff (e.g. faculty meetings, school council meetings, Title I reports). The principal does not have a common protocol used by all departments to report data analysis results or to ensure an in-depth analysis of significant differences in academic performance across different student population groups. Some program changes have resulted from the analysis (e.g. master schedule, Math Lab). The data are not effectively used to develop the components of the comprehensive school improvement plan. The principal does not intentionally involve parents in the process of data analysis.

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

School leadership has not provided a curriculum document aligned to Kentucky state standards for all teachers in all content areas. Some teachers have attended curriculum alignment trainings (e.g., Quality Core Standards,

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Standard 7 **Leadership**

Performance Rating 2

American College Testing, Advanced Placement curriculum, Teacher Leadership Networks) with the expectation of sharing the information to all staff at a faculty meeting. This information is not always shared in a timely manner. Some lessons and unit plans reflect targeted curriculum items. Most teachers rely on the curriculum accessed online from the Kentucky Department of Education or from the course textbooks with limited use of other resources.

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

Time is allocated in the master schedule to allow staff to work individually and collaboratively (e.g., common planning, departments, professional learning communities) on curriculum and instruction issues. The principal has not ensured that the time is protected. The principal and assistant principal sometimes attend the math and English meetings. Minutes from the meetings are mostly brief, bulleted statements that do not provide adequate details to monitor the quality of the work from the meeting. While informal discussions and planning take place in these meetings, the principal has been unable to leverage this work into consistent, systematic, and sustained academic progress.

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

The principal allocates resources with the intent of increasing student achievement, often using an informal process based upon staff requests. Money is allocated to teachers for classroom supplies and teachers will request additional funds if needed. These requests are not always granted and the principal has not established written criteria for approving these requests. The principal and school council informally discuss methods to provide infrastructure and remove barriers to continuous school improvement. These efforts are usually single events, not consistent or sustained over time (e.g., analysis of student work, formative and summative assessments). The failure to effectively integrate the number of initiatives (e.g., America's Choice, professional learning communities, Response to Intervention, Think Link, technology integration) that are started makes it difficult to sustain implementation for continuous student learning.

7.1h The school/district leadership provides the organizational policy and resource

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infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

The school council has not adopted a safety policy to ensure a safe, healthy, orderly and inviting school environment. The principal follows the guidelines from the district developed crisis response manual to provide for school safety. The principal communicates procedures (e.g., evacuation, lockdowns, tornado, earthquake drills) annually to staff in an email at the beginning of the school year. Evacuation routes are posted in most classrooms. The principal ensures that most safety measures (e.g., locked doors, visitor badges, safety committee) are in place. The Kentucky Center for School Safety performed a school safety audit. The principal monitors safety through informal observations during daily walkthroughs in the building. Some areas of the building are not properly maintained (e.g., peeling paint, areas in need of proper cleaning, plumbing).

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

The principal and school council have established some dialogue on improving student performance. Data from state assessments are reviewed at council meetings but are not used to identify baselines and benchmarks for the comprehensive school improvement plan. School council policies and procedures are not monitored, evaluated and revised to ensure a focus on student academic performance. The goals, objectives and activities of the comprehensive school improvement plan are rarely discussed at school council meetings. Implementation and impact checks are reported annually, but this does not provide ongoing data needed to monitor progress at regular intervals throughout the year. The school council submits the comprehensive school improvement plan to the local board of education for review annually.

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7.1a Leadership has developed and sustained a shared vision.

The principal and school council have not collaborated with stakeholders to develop a shared vision for the purpose of guiding the future direction of Lee County High School. A mission statement is included in the Executive Summary of the comprehensive school improvement plan, appears on each school council meeting agenda and is displayed in some classrooms and public areas of the school. The principal does not use the mission statement to guide decisions for the school community. Few stakeholders refer to the mission statement when discussing their role in the school.

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

The school council has not adopted all policies (Consultation in Selection of Personnel, Extracurricular Activities) required by Kentucky Revised Statute (KRS 160.345). The principal does not routinely collaborate with the school council to develop policies. The principal does not monitor the implementation of policies or ensure they are regularly reviewed and revised as necessary to ensure improvement of instruction and student achievement. The school council provides opportunities for parents to serve on committees, but most committees are inactive.

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

The principal has not developed a vision or established a working plan to lead Lee County High School toward continuous school improvement. The comprehensive school improvement plan outlines goals and objectives for improvement, but the principal does not systematically monitor the activities of the plan for implementation or for effectiveness in improving teacher instruction or student learning. Many staff and other stakeholders are not familiar with the plan. The principal manages the day to day activities (e.g. bus transportation, student athletic activities, lunch room, student behavior) to create an orderly and comfortable environment for students and staff. The principal has an open door policy and most stakeholders (e.g. teachers, staff, students, parents) feel comfortable in discussing any concerns with him. However, he does not seek stakeholder input in making decisions about the school improvement goals. The principal has not developed procedures to equitably distribute leadership responsibilities among administrative staff. The principal has not established a culture of high expectations for students and

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Standard 7 **Leadership**

Performance Rating **1**

staff performance and does not hold himself or his staff responsible for high student achievement. The principal does not monitor or evaluate the organizational structure to effectively and efficiently use all available resources to maximize student achievement.

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Standard 7 **Leadership**

The superintendent and principal should collaborate to develop the principal's growth plan focused on building his leadership skills with the expectation of providing accountability for leading the school in a continuous school improvement model. The growth plan should be implemented, evaluated and revised annually.

The principal should collaborate with the teachers to create a comprehensive curriculum document aligned with Kentucky Core Academic Standards. Professional development should be provided to ensure all faculty are sufficiently trained to use the curriculum. The principal should develop a formal process to evaluate the implementation of the curriculum, analyze the results of implementation, and communicate the results to the faculty.

The school council should adopt all policies required by Kentucky Revised Statute 160.345, including Consultation in Selection of Personnel and Extracurricular Activities. The council should consult with the Kentucky Department of Education for assistance and training with developing additional policies, conducting effective meetings, collecting and using data, engaging family and community stakeholders, and maximizing committee participation. The principal should monitor the implementation of policies and ensure they are regularly reviewed and revised to conform to annual changes in board policies, state laws and regulations.

Resources:

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

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

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

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Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of classroom assignments, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, curriculum documents, district budget and allocations, faculty meeting agenda, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, state statute and regulation, student handbook, student/parent/staff handbooks, student/teacher ratio, textbook/instructional resources purchasing plans, Title 1 program plan, perception survey results and TELL survey results

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

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

Performance Rating 2

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

The principal and school council have not established clear lines of communication and responsibility for allocation of resources. The principal relies on subject area departments to assess their resource needs such as textbooks and instructional materials, but there are no efficiency and effectiveness guidelines for decision making. Individual faculty members (e.g., the Future Farmers of America club sponsor, band director) regularly seek out external sponsorship to enrich student experiences, but the principal and school council do not actively engage partners for all academic areas. The school has few policies for evaluating and prioritizing the use of resources. One school council policy (Consultation with School Media Librarian Specialist) mandates consultation with the school media librarian regarding the budget for library resources, and another policy (Extracurricular Trips Overnight Trip Guidelines) states that field trips must have an educational purpose. The school council does not play an active role in school finance. The school council infrequently receives a verbal budget update from the principal at its monthly meetings and the finance committee does not meet.

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Performance Rating 2

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

The school council has adopted a policy (Determine the Number of Persons to be Employed in Each Job Class) setting the criteria for certified and classified staffing, which includes addressing the needs of all students. The principal and school council have not implemented procedures to ensure that instructional and non-instructional staff talents are matched with students' unique learning needs. For example, the three resource teachers for special needs students do not teach collaboratively with regular education teachers. The resource teachers instruct these students in all subjects, although the resource teachers are not certified in all content areas.

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

The school council has not adopted a policy regarding the use of instructional time. Most teachers manage student behavior to minimize disruption of instructional time and some make use of the full class period with varied learning activities. Some teachers provide bell-to-bell instruction. All classes are interrupted when students are called to the office throughout the day. Students are allowed to eat breakfast and lunch during class. Some teachers allow students to enter and leave the classroom during class time.

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

The master schedule allows for twenty minutes of common planning time each morning and forty-five minutes at the end of the day when all teachers are free to meet among themselves. The principal does not ensure that this time is protected from interruption. Some faculty members also meet in professional learning communities/department meetings to discuss student performance and share teaching strategies. These meetings are not intentionally focused to integrate the goals, objectives and strategies of the comprehensive school improvement plan. The principal does not attend or receive minutes from all meetings. High school faculty does not meet with middle school faculty, and curriculum is not aligned either vertically or horizontally.

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- 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 has been modified this year from a block design to a seven-period day, for the purpose of improving the quality and quantity of instruction. With seven periods, students who are struggling in either math or English are able to add an elective period in that subject for targeted instruction. Students now have math and English classes every semester rather than one semester each year. A negative consequence of the new schedule is that the added math and English electives take away an opportunity for vocational school courses. Many students do not have sufficient electives to complete a career pathway for certification in a vocational program.

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

The school council does not have a defined budget process. The school council's finance committee does not participate in creating the budget. The principal annually presents a budget to the council for approval, based on the allocation of Section 6 funds from the district and in the format provided by the district. The largest portion of the school council budget is "general supplies." The principal distributes funds to the teachers for classroom supplies on an equitable basis. Some teachers charge student fees, at their discretion, and may conduct fundraising events with school council approval. Teachers make requests to the principal or to the district office for additional funds throughout the school year. The principal deviates from the approved budget without notice to the school council.

- 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 approved budget is not based upon an analysis of data, but it conforms to the requirements of discretionary funds. The principal does consult with the school librarian regarding the need for library books and materials, which is the largest budget item other than general supplies. The modest budget (\$34,100.00) covers only essential expenses. Staff members

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seek off-budget resources for new initiatives. For example, GEAR UP sponsored ACT preparation sessions.

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

The principal does not have a formal process to monitor the expenditure of state and federal categorical grant funds allocated from the district (e.g., Title I, Extended School Services, Professional Development, Gifted and Talented, IDEA, Safe Schools, Educational Technology). However, there is some collaboration between programs (e.g., GEAR UP and ESS) to integrate resources for the unmet learning needs of students. The school council does not assume an active role in prioritizing, monitoring or evaluating the expenditure of categorical funds to address student needs. These categorical fund sources are not integrated to maximize their impact on student achievement. The GEAR UP Advisory Council does have well-defined authority for managing its grant resources for a specific goal (i.e., college and career readiness) and the Youth Services Center contributes resources to support career awareness.

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Performance Rating **1**

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.

Other than approving field trips and fundraisers at its monthly meetings, the school council does not review resource requests to ensure that spending is linked to the comprehensive school improvement plan or priority needs. The principal does not always present expenditure reports to the council. The principal does not require that resource requests be based on specific elements of the comprehensive school improvement plan.

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Standard 8 **School Organization and Fiscal Resources**

The principal and school council should empower the finance committee to evaluate the use of resources according to the needs of the comprehensive school improvement plan and recommend priorities to the council. The committee, including parent and community stakeholder members, should meet regularly to review financial information and resource requests and to create short- and long-term strategies for funding, including grants and external partnerships. The committee should be involved in developing the annual budget and should receive monthly expenditure reports. The principal and council should use the committee's input to regularly and systematically evaluate the use of all human, fiscal and physical resources to sustain continuous improvement. The principal should routinely engage in a mutual exchange of resource information with district leadership.

Resources:

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

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

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

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

Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J. & Kleiner, A. (2000). Schools That Learn. New York, NY: Doubleday Dell Publishing Group, Inc.

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

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Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of categorical program financial reports, classroom assessments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, employee handbooks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, needs assessment data, school budget and allocations, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school profile, School Report Card data, school Web pages, student handbook, The Missing Piece of the Proficiency Puzzle, trophy cases and TELL survey results

Interviews with assistant principal, central office staff, classified staff, community members, counselor, district leadership, parents, principal, school council members and teachers

Observations of cafeteria, classrooms, common areas and outdoor areas

Performance Rating 2

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

The principal and school council provide for multiple sources of data to be collected (e.g., No Child Left Behind, American College Testing, Iowa Test of Educational Development, Surveys and walk through data by Perpetuating Excellence in Teaching, Leadership and Learning). Some analysis of data takes place in faculty meetings. The principal expects teachers to analyze all student work in professional learning communities but does not always monitor to ensure that the results have the intended impact on instructional practices and student achievement. The data are not always used to determine the goals of the comprehensive school improvement plan or to measure the school's progress toward meeting these goals.

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

The principal collects multiple sources of data and reports to the school council when he updates the comprehensive school improvement plan. These data are used to determine some strengths and limitations of the school's instructional and organizational effectiveness. The principal and school council are not always focused on improving instructional skills (e.g., differentiation, content knowledge, strategies to meet diverse student learning needs) and organizational effectiveness (communication, decision making,

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Performance Rating 2

and matching resources with identified student needs). The principal does not routinely seek additional input from stakeholder groups beyond school council members and representatives of curricular departments. Achievement data are communicated informally to parents when parents ask about their child's assessment data; however, there is not a formal communication plan between school and parents.

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

The Executive Summary of the comprehensive school improvement plan includes a process for reporting the implementation and impact of the improvement strategies through continual committee reviews and monthly reports; however, the principal has not implemented this process. The comprehensive school improvement plan does not include baseline data and benchmarks for tracking student progress at regular intervals to determine the effectiveness of the plan. The principal annually writes a summary of what is determined to be the implementation and impact of the current school improvement strategies.

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

The principal and school council collect data and set the expectation for staff analysis of state assessment data; however, disaggregation of data has only been partially completed for the 2011-2012 school year. Although some data analysis (e.g., October 2010) has resulted in changes (e.g., block to the seven period day schedule, math lab) with the intent to improve student achievement, data analysis is not intentionally focused on evaluating the degree to which the comprehensive school improvement plan goals are achieved.

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 observes classrooms intermittently throughout the year and leads faculty in an annual data review, but does not systematically evaluate the impact of the activities of the comprehensive school improvement plan on classroom practices and student performance. For example, comprehensive school improvement plan strategies include: "teachers will model good writing," and "student use of technology will be maximized," but these and

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other strategies are not always monitored to determine their impact on instructional practices and student achievement.

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Performance Rating **1**

- 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.

A mission statement “All Lee County High School students will achieve the academic, technical, and social skills necessary to be successful in school and life” was developed approximately ten years ago. This mission statement is displayed in the high school lobby, student handbook and is included on each school council agenda. The principal has not collaborated with stakeholder representation to review this mission statement and does not intentionally use the mission statement in the development of school improvement initiatives. The principal and school council have not developed a vision statement or belief statements to establish a future direction of Lee County High School.

- 9.6a The plan is implemented as developed.

The principal provides minimal direction and support for the comprehensive school improvement plan. Staff members are not adequately informed of the comprehensive school improvement plan and are not involved in the development of the plan. The principal does not monitor the implementation of the plan to evaluate the impact activities have on student learning and instructional practices.

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

School leadership has not sustained the commitment to continuous improvement. The principal has not implemented a systematic process for monitoring the impact of proposed actions identified in the comprehensive school improvement plan. The principal documented progress of some of the strategies in the comprehensive school improvement plan, but this was not formally shared with the school council, faculty and parents. Many staff members and other stakeholders are unaware of the strategies and objectives with measures of success and have limited involvement in continuous improvement efforts that are listed in the plan.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The principal should collaborate with representatives from all stakeholder groups to develop shared vision, mission and belief statements. These statements should guide the revision of the comprehensive school improvement plan to move all students to proficiency. The comprehensive school improvement plan should include baseline data, benchmark goals and research based action steps. The plan should include a systematic process for monitoring to ensure the plan is implemented as written, evaluated for impact on instructional practices and student achievement and revised as needed to ensure continuous progress toward meeting the improvement goals.

Resources:

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

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

Kotter, J. P. (1996). Leading Change. Boston, MA: Harvard Business Press.

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

Jefferson County Public Schools Comprehensive School Improvement Planning Process

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Summary of Next Steps:

The principal should use the certified personnel evaluation process as a tool to drive improvement of teacher performance and instructional practice. The process should include collaborative development of teacher growth plans derived from needs identified during the evaluation process and in the school improvement plan. The principal should monitor progress toward goals in the teacher growth plans, provide professional development, specific feedback, and corrective action designed to improve professional practice.

District and school leadership should initiate a systematic process for developing, reviewing and monitoring a district-wide curriculum aligned across grade levels and content areas and also aligned with Kentucky Core Academic Standards. Curriculum Maps should be collaboratively developed by stakeholders (e.g. district leadership, school leadership and school certified staff) to address transition points and eliminate unnecessary overlaps and gaps.

The principal should collaborate with the school council, Communication Committee, and other stakeholders to develop a comprehensive communication plan. The plan should foster two-way communication between the school and students, staff, parents, district office and community. The plan should detail the process by which teachers and administrators will share successes and concerns with parents. The plan should ensure participation from all stakeholder groups in school decision making.

The principal and school council should develop a process to regularly evaluate the school's organizational structure, classroom practices and fiscal expenditures to determine effectiveness and efficiency for sustaining continuous improvement. Results of the evaluative process should be used to determine what works, what does not work and what will work with some modification to improve staff and student performance. District and school leadership should collaborate and develop strategies (e.g., delineation of responsibilities for all staff, identification of research-based practices) to address identified deficiencies in the organizational and instructional framework.

The principal should collaborate with representatives from all stakeholder groups to develop shared vision, mission and belief statements focused on improving student academic achievement. These statements should guide the revision of the comprehensive school improvement plan. The revised plan should include baseline data, benchmark goals and research-based action steps and include a formal and frequent method for monitoring the implementation and impact of the action steps. The principal and school council should use the comprehensive school improvement plan to guide all decision making, including prioritization of professional development.

The school council should adopt all policies required by law, and seek training and assistance from the Kentucky Association of School Councils to improve the functioning of the council, including developing additional school-related policies, conducting effective meetings, collecting and using data to inform decisions, engaging family and community stakeholders, and maximizing committee participation.

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In Conclusion:

The members of the Lee 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 not have the ability to lead the intervention and should not remain as principal of the school to continue his roles and responsibilities established in KRS 160.345.

Council Authority:

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

A new council will be appointed by the Commissioner to serve in advisory capacity.

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

Commissioner, Kentucky Department of Education:

_____ Date: _____

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

Principal, Lee County High School

_____ Date: _____

Superintendent, Lee County Schools

_____ Date: _____

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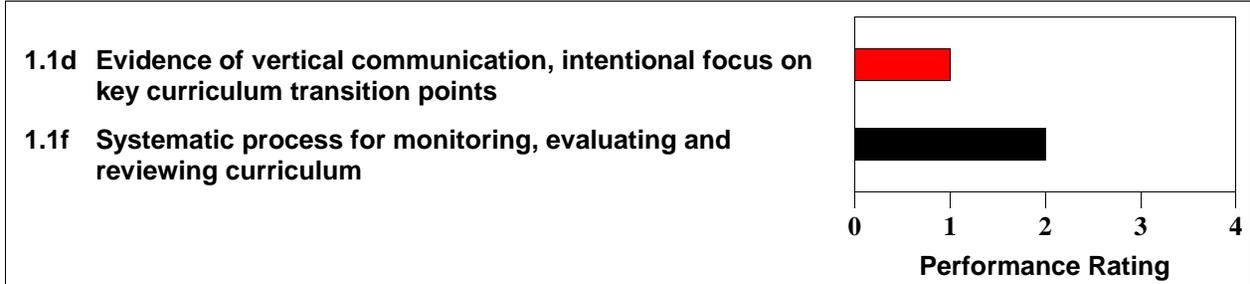
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1.1 Curriculum

Academic Performance



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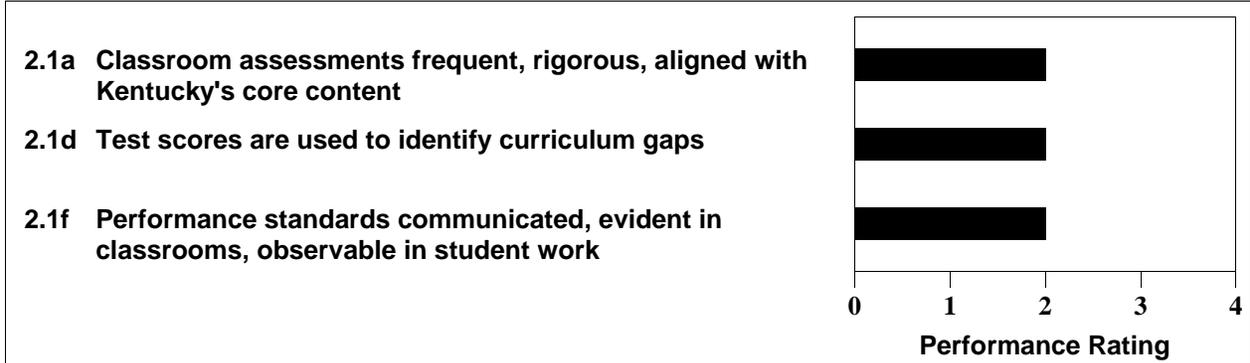
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2.1 Classroom Evaluation/Assessment

Academic Performance



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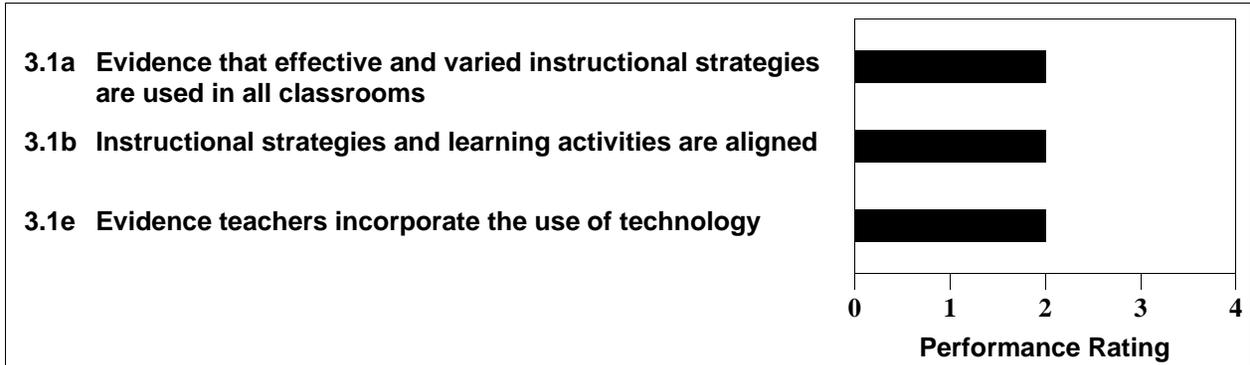
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3.1 Instruction

Academic Performance



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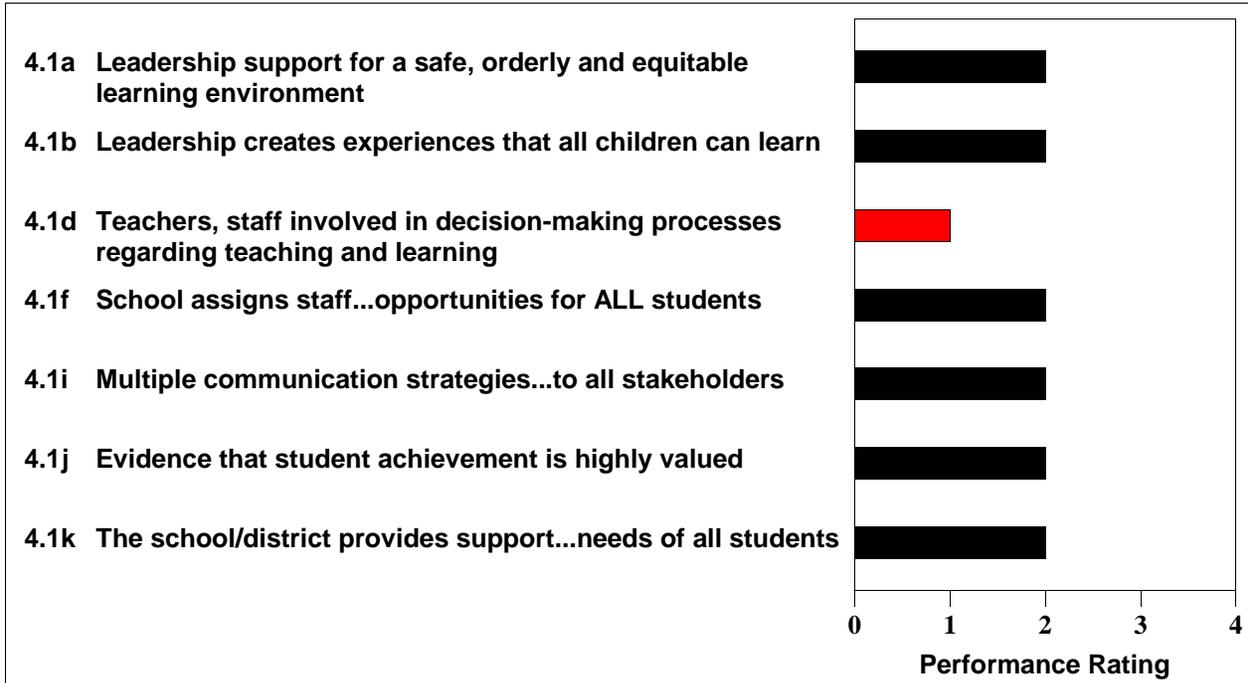
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4.1 School Culture

Learning Environment



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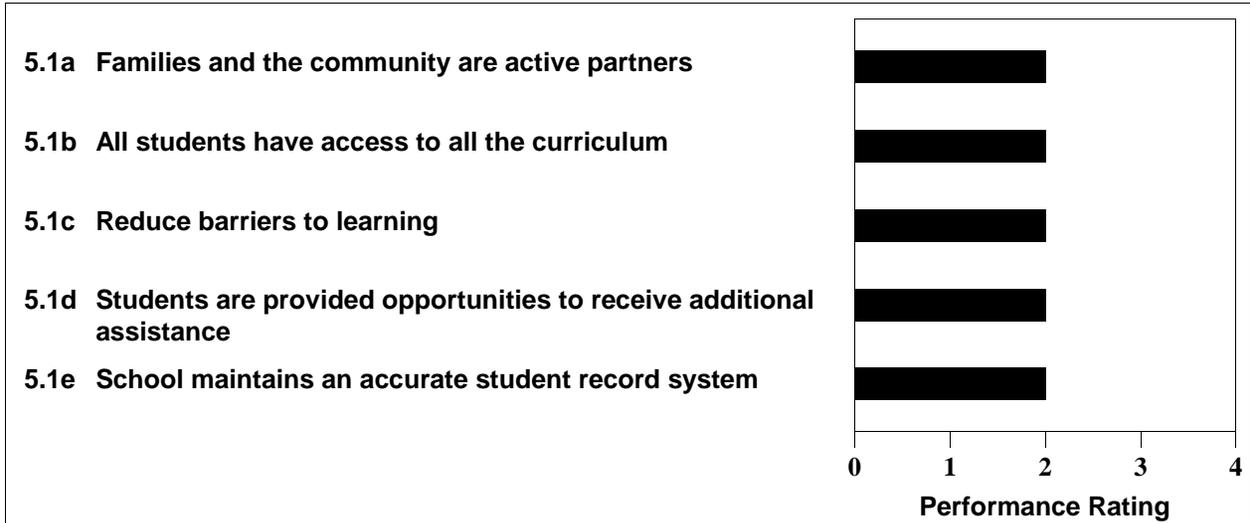
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5.1 Student, Family and Community Support

Learning Environment



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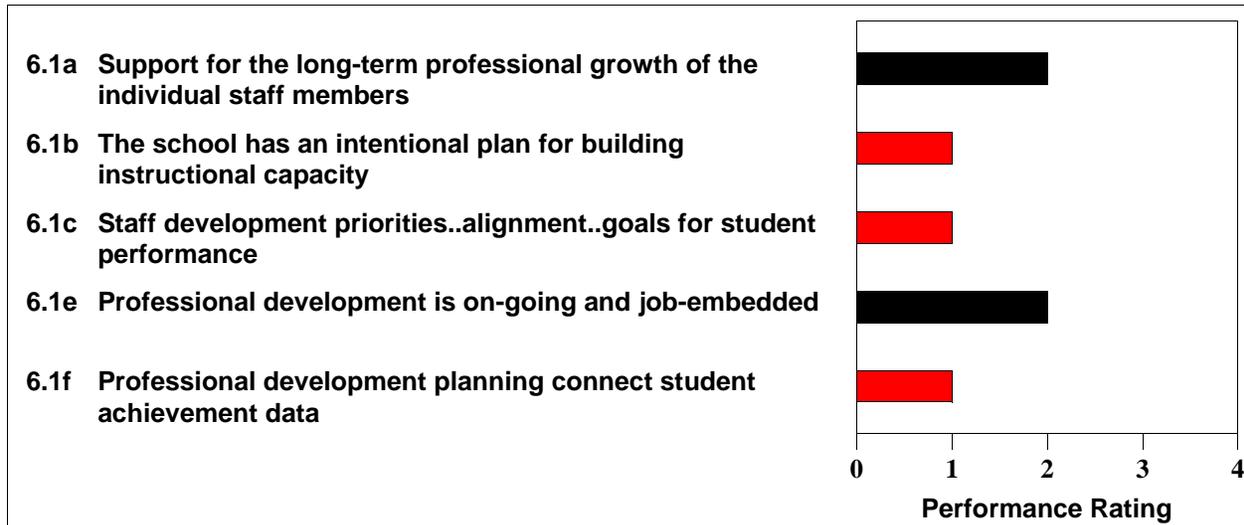
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6.1 Professional Development

Learning Environment



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School Leadership Assessment Summary Report

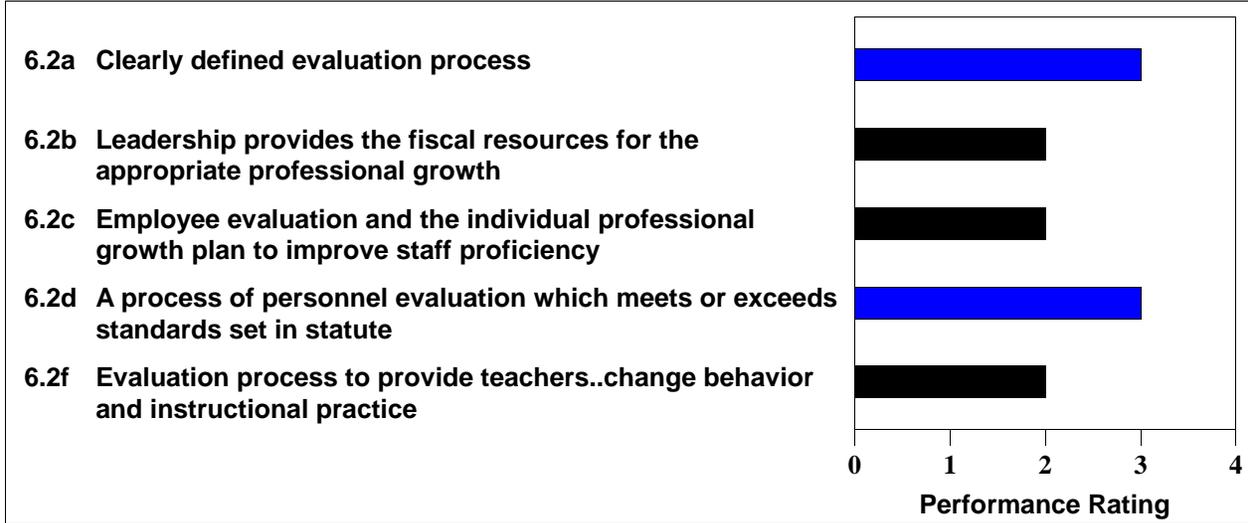
Lee County High School

Lee County School District

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6.2 Professional Growth and Evaluation

Learning Environment



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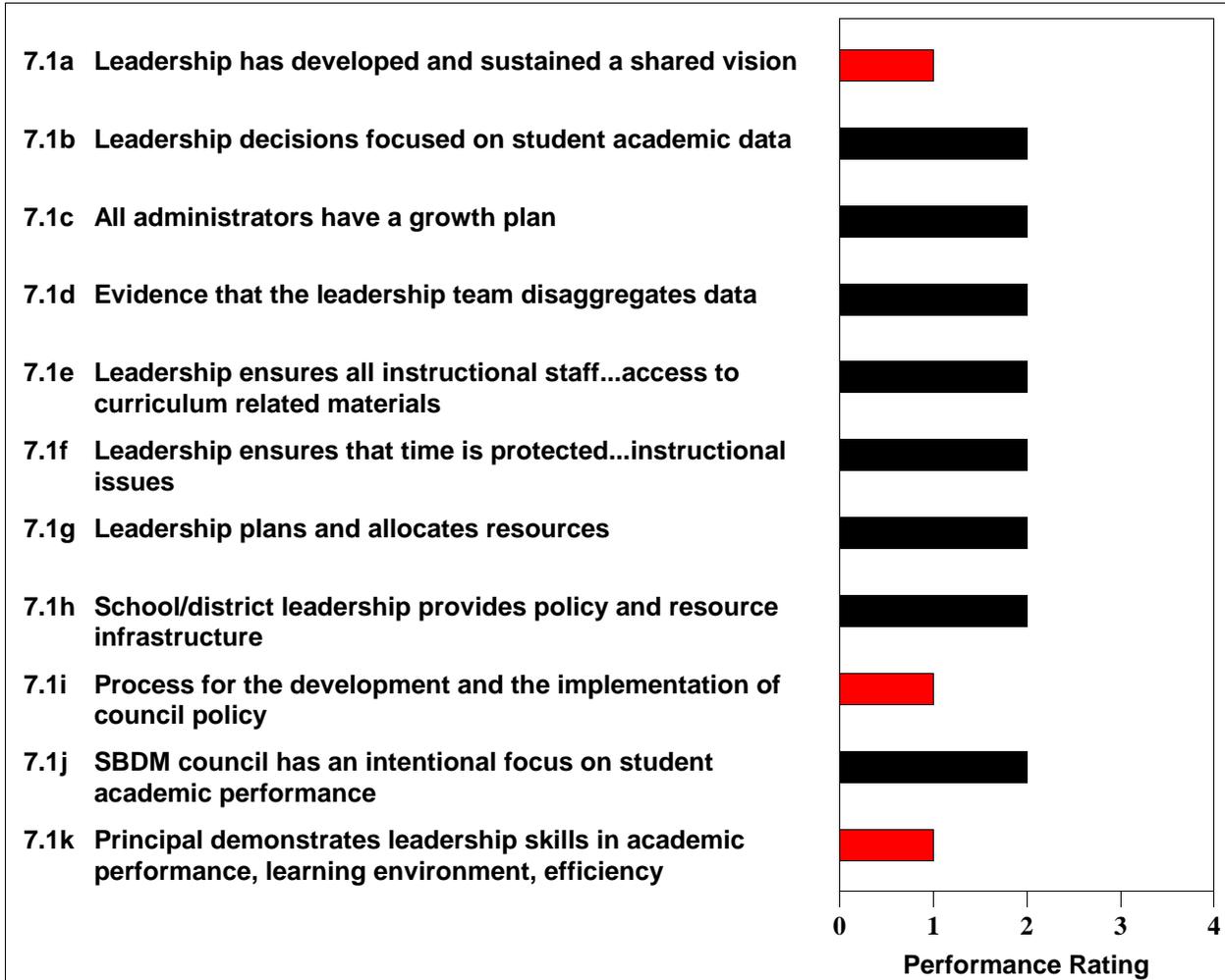
Lee County High School

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7.1 Leadership

Efficiency



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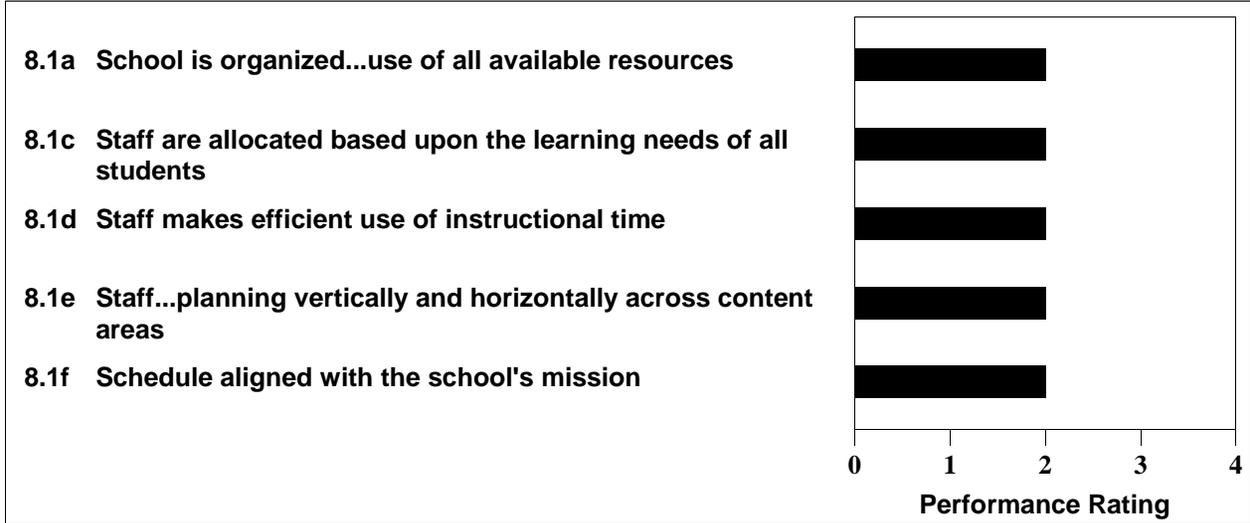
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8.1 Organization of the School

Efficiency



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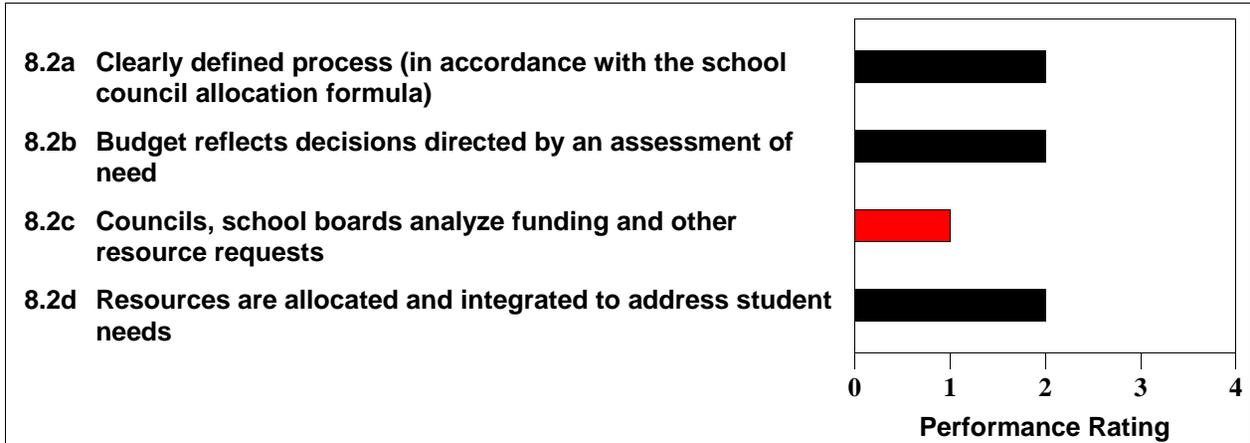
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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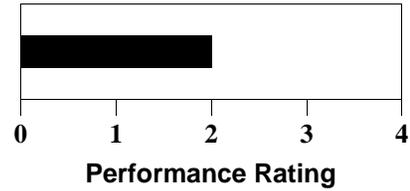
Lee County School District

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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

