



**Washington County Schools  
School Improvement Audit  
Report of Findings**

School: Patrick Henry High School

Date: 11-14-13

**Standard 1 – Purpose and Direction**

Indicators	Significant Findings	Area of Strength	Area of Improvement
1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.		<input type="checkbox"/>	<input type="checkbox"/>
1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Opportunities for shared leadership and open communication are evident among the staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.		<input type="checkbox"/>	<input type="checkbox"/>

**Standard 2 – Governance and Leadership**

Indicators	Significant Findings	Area of Strength	Area of Improvement
2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.		<input type="checkbox"/>	<input type="checkbox"/>
2.2 The governing body operates responsibly and functions effectively.		<input type="checkbox"/>	<input type="checkbox"/>
2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction to manage day-to-day operations effectively.		<input type="checkbox"/>	<input type="checkbox"/>
2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.		<input type="checkbox"/>	<input type="checkbox"/>

2.5 Leadership engages stakeholders in support of the school's purpose and direction.	Parents and stakeholders indicate that they feel part of the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.6 Leadership and staff supervision and evaluation processes results in improved professional practice and student success.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 3 – Teaching and Assessing for Learning</b>			
<b>Indicators</b>	<b>Significant Findings</b>	<b>Area of Strength</b>	<b>Area of Improvement</b>
3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	There is strong evidence of differentiation with many learning styles addressed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.		<input type="checkbox"/>	<input type="checkbox"/>
3.3 Teachers engage students in their learning through instructional strategies that ensure student achievement of learning expectations.		<input type="checkbox"/>	<input type="checkbox"/>
3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.		<input type="checkbox"/>	<input type="checkbox"/>
3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.		<input type="checkbox"/>	<input type="checkbox"/>
3.6 Teachers implement the school's instructional process in support of student learning.		<input type="checkbox"/>	<input type="checkbox"/>

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.		<input type="checkbox"/>	<input type="checkbox"/>
3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Multiple opportunities exist for parent communication, such as newsletters, Parent Portal, PHHS app, etc. The school is encouraged to monitor the usage of these programs for effectiveness.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	The school is commended for providing a mentor to all incoming freshman students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.		<input type="checkbox"/>	<input type="checkbox"/>
3.11 All staff members participate in a continuous program of professional learning.		<input type="checkbox"/>	<input type="checkbox"/>
3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.	Continue efforts toward increased utilization of a co-teaching model during inclusion settings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Standard 4 – Resources and Support Systems</b>			
<b>Indicators</b>	<b>Significant Findings</b>	<b>Area of Strength</b>	<b>Area of Improvement</b>
4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.		<input type="checkbox"/>	<input type="checkbox"/>
4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.		<input type="checkbox"/>	<input type="checkbox"/>

4.3 The school maintains facilities, services and equipment to provide a safe, clean, and healthy environment for all students and staff.	Students indicate a desire for an upgrade in rest room facilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.		<input type="checkbox"/>	<input type="checkbox"/>
4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.	A wide variety of technology equipment and software is available to students and staff to enhance the instructional program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.		<input type="checkbox"/>	<input type="checkbox"/>
4.7 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	Staff, students and parents indicate a strength in the services provided by the guidance department.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Standard 5 – Using Results for Continuous Improvement</b>			
<b>Indicators</b>	<b>Significant Findings</b>	<b>Area of Strength</b>	<b>Area of Improvement</b>
5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.		<input type="checkbox"/>	<input type="checkbox"/>
5.2 Professional and support staff continuously collects, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.		<input type="checkbox"/>	<input type="checkbox"/>
5.3 Professional and support staff is trained in evaluation, interpretation, and use of data.		<input type="checkbox"/>	<input type="checkbox"/>

5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	The school is recognized for a measurable increase in SOL test scores.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Evidence exists of a strong use of data to drive instruction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments:**

The visiting committee had a successful school visit on November 14, 2013. The following commendations were provided:

1. There is an overall welcoming environment at Patrick Henry High School. Students, staff and parents show great pride in their school.
2. There is evidence of differentiation, with many learning styles addressed. Higher order thinking and questioning strategies were observed.
3. The staff and administration make effective use of data to drive instruction.
4. Students have the opportunity to use various technology and scientific equipment to enhance their learning.
5. Parents feel a part of the school. There are many opportunities for parent communication.

The following recommendations were made:

1. Continue efforts toward utilization of a co-teaching model during inclusion settings.
2. Monitor the usage of parent communication opportunities for effectiveness.
3. Rest room facilities in the building and at the stadium need to be improved.
4. Continue to incorporate higher order thinking skills and questioning strategies in daily learning opportunities.

**Committee Chair**      Dr. Chad Wallace

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