

Jefferson County Public Schools  
FAIRDALE HIGH SCHOOL MCA  
School Leadership Assessment Report



12/05/2010 - 12/10/2010



# School Leadership Assessment Executive Summary

## FAIRDALE HIGH SCHOOL MCA

Jefferson County Public Schools School District

12/5/2010 - 12/10/2010

Linda Brown, Principal

### Introduction

The Kentucky Department of Education conducted a school leadership assessment of FAIRDALE HIGH SCHOOL MCA during the period of 12/5/2010 - 12/10/2010. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

### School Deficiencies and Next Steps

1. Deficiency	The principal has not ensured that teachers deliver student-centered, rigorous, and differentiated instruction that meets the learning needs of all students.
Next Steps	The principal should ensure teachers utilize instructional practices that challenge and motivate students to develop high levels of learning including higher order thinking skills, problem solving, inquiry, and application of knowledge. The principal should support the use of instructional strategies (e.g., differentiation, interventions, hands-on activities) to ensure that teachers deliver student-centered, rigorous instruction that addresses the learning needs of all students. Students should be given opportunities to demonstrate their learning in activities that address individual learning styles and multiple intelligences. Classroom assessments should be standards based, rigorous, authentic and should require all students to think at high levels. Assessments should be designed to close achievement gaps and move student achievement to proficiency.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not engaged or informed all stakeholder groups, particularly parents, in sharing ownership of the goals, plans, successes and mission of the school.

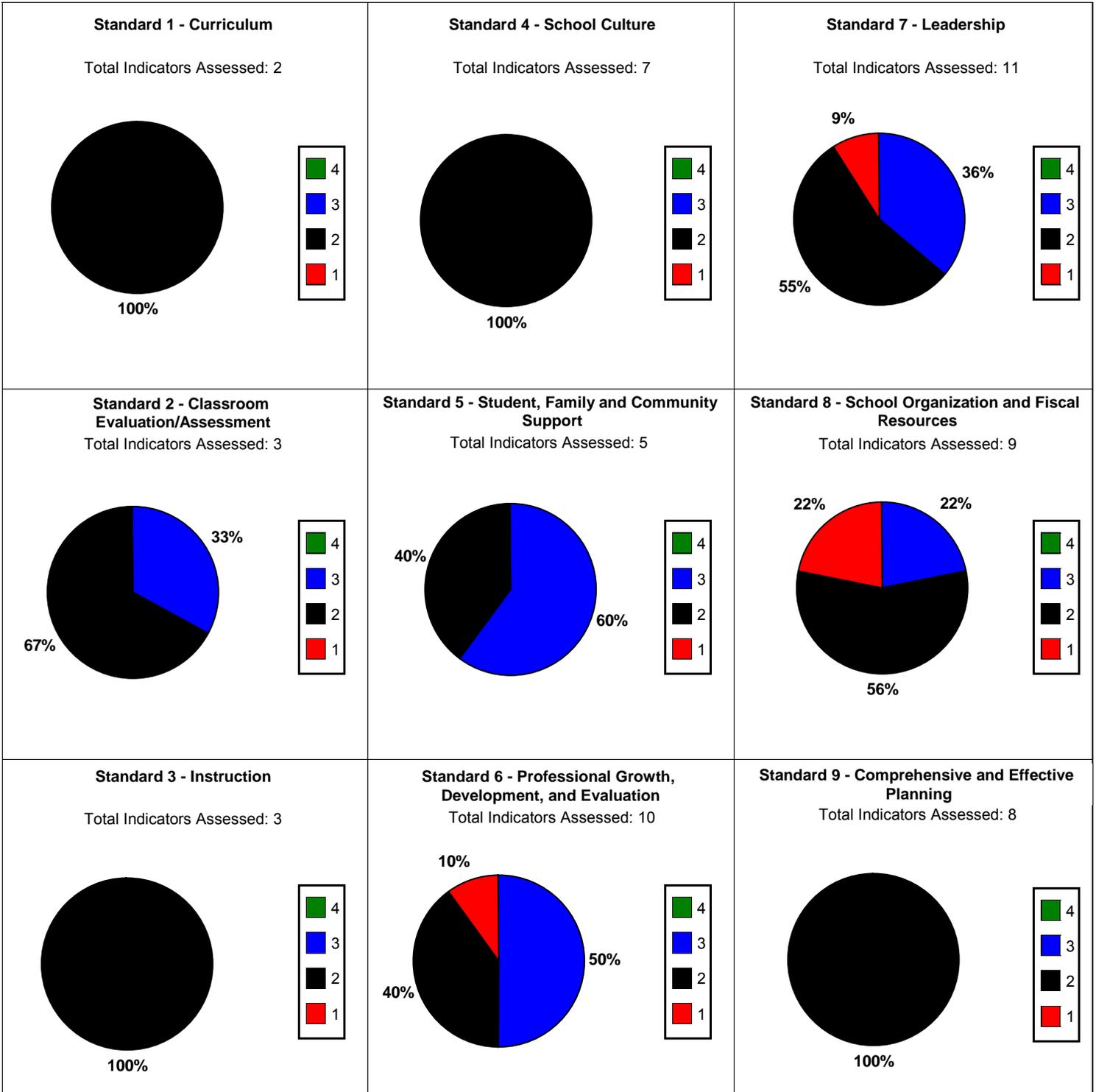
Next Steps	The principal should develop a process to intensely recruit stakeholder groups to routinely become a partner in sharing ownership in student achievement, goals, plans, successes and mission of the school. This process should support the accomplishments of administrators, teachers, staff and students as they strive to reach higher levels of success in everything they do. The process should use all forms of media to communicate, publicize and celebrate goal attainment and to develop interactive communication that keeps all stakeholders informed of the goals of the school and the urgency to improve student achievement. The principal should constantly update the community on school activities.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>The principal does not set high expectations for the achievement of all students.</b>
Next Steps	The principal should engage the school community to define and embrace high expectations for all students. The principal should communicate to all members of the school community the significance of their role in the success of students. The principal should develop and implement an intentional process to provide all staff members with ways to demonstrate high academic expectations. Learning teams should focus on discussing ways rigorous instruction can maximize student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>The principal has not developed a plan that addresses equity or fosters a school-wide appreciation of cultural diversity.</b>
Next Steps	The principal should collaborate with all stakeholders to create and implement a plan to address equity and foster an appreciation of diversity. The principal should also provide on-going professional development opportunities for all staff to help them understand the impact of cultural differences on teaching and learning and to equip them with culturally responsive teaching practices and multicultural curricular materials.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

5. Deficiency	The principal does not involve the school council in the leadership responsibilities of planning and monitoring school resources.
Next Steps	The principal should share with the school council the responsibility of planning, monitoring and evaluating the effectiveness of programs and resources aimed at meeting school learning goals. The principal should involve members of all stakeholder groups in developing and embracing mission, vision and belief statements that foster an environment that supports high academic achievement and success for all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

**FAIRDALE HIGH SCHOOL MCA**  
 KDE 2010 School Leadership Assessment Report  
 At-a-Glance

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

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



<p><b>Standard - 1 - Academic Performance</b> <u>Curriculum</u></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p><b>Standard - 4 - Learning Environment</b> <u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><b>Standard - 7 - Efficiency</b> <u>Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><b>Standard - 2 - Academic Performance</b> <u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><b>Standard - 5 - Learning Environment - Student, Family and Community Support</b></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b> <u>Organization of the School</u></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><u>Resource Allocation and Integration</u></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><b>Standard - 3 - Academic Performance</b> <u>Instruction</u></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><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b> <u>Professional Development</u></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><u>Professional Growth and Evaluation</u></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><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b> <u>Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></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><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></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><u>Implementation and Documentation</u></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**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of Fairdale High School Magnet Career Academy during the period of 12/5/2010 - 12/10/2010.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations 66 and formal interviews and informal discussions with teachers (70), students (144), parents (16), Family Resource/Youth Services Center staff members (2), central office personnel (16), support staff members (37), community members (7), school council members (5), assistant principals (3), counselors (2) and the principal.

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from working conditions surveys, leadership assessments and efficiency reviews. All of these results were considered in the development of this report.

The school leadership assessment report was based upon examination of the documents provided in the school portfolio, team experiences and observations. 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 is addressed in the following pages.

The chairperson of the team was Bill R. Morgan - District Administrator. The other team members were Margaret K. Dotson - Building Administrator, Sheree W. Thompson - Teacher, Nancy Jones Satterfield - District Administrator, Margaret Cleveland - Parent, Jason Adkins-District Administrator, Dawn CheNee Offutt - Kentucky Department of Education Representative, Carolyn S. Falin - Higher Education Representative, Carol McKee-Teacher, Marilyn Cunningham-Principal, Carolyn Sholar-Principal, Boyd L. Randolph, 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.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

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

Review of classroom assessments, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, employee handbooks, eWalk data, faculty meeting agenda, Implementation and Impact Checks, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, needs assessment data, newspaper clippings/press releases, protocols for analyzing student work, report cards/progress reports, roster of teaching assignments, rubrics, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, teacher portfolios, Working Conditions Survey results, The Missing Piece of the Proficiency Puzzle and Kentucky Interim Performance Report disaggregated data

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

Observations of cafeteria, classrooms, common areas and hallways

**Performance Rating    2**

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

The principal and the instructional leadership team do not have a formal process to facilitate conversations among and between feeder middle and high schools to ensure key critical curriculum transition points, gaps and overlaps are addressed. District leadership has begun facilitating conversations between the major feeder school and this school. The Digitally Enhanced Literacy Instruction initiative enables two ninth grade teachers working with two eighth grade teachers to participate in focused professional development on the use of technology in literature. The freshman academy teachers and the tenth grade teachers participate in some vertical curriculum alignment to eliminate gaps and overlaps. Learning teams meet every two weeks to have conversations that include curricular issues and make decisions on how to purposefully address these issues. District personnel initiates and facilitates some discussions among and between schools to ensure proper sequencing of standards across all levels to eliminate gaps and overlaps in the curriculum. These discussions do not occur systematically.

- 1.1f    There is in place a systematic process for monitoring, evaluating and

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**Performance Rating    2**

reviewing the curriculum.

School council adopted Curriculum and Development and Implementation policy on March 9, 2010. The policy complies with district and state initiatives. The district Classroom Instructional Framework and pacing guides provide a framework for the delivery of curriculum in the school. This curriculum policy provides all students access to a common academic core curriculum and ensures alignment with Kentucky Core Content for Assessment 4.1. School council policy has identified a curriculum committee as a standing committee, but the principal has not established a curriculum committee to implement and monitor the curriculum as designed. The principal and instructional leadership team conducts walkthrough observations to monitor implementation of the curriculum and provide feedback to some staff. Teachers do not always receive meaningful feedback in ways of delivering curriculum to address student needs of a diverse population. The curriculum provides some opportunities for integration of knowledge relative to development of life skills that include requirements for becoming a self-sufficient member of society.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

The principal should ensure that a process is developed to implement vertical alignment throughout the school to address transition points and eliminate gaps and overlaps.

The principal should ensure that teachers are held accountable for implementing the district curriculum and using pacing guides as a resource when developing lesson plans and units of study.

Resources:

Carr, J. F. & Harris, D.E. (2001). *Succeeding with Standards: Linking Curriculum, Assessment and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-509-2

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.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

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 assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, course syllabi, cumulative folders system/student working folders/portfolios, curriculum documents, curriculum maps, eWalk data, examples of school to home communications, faculty meeting agenda, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, newspaper clippings/press releases, professional development records, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school visitors register, staff development agenda, student academic records, student homework with teacher feedback, Student Performance Level Descriptors, student work, student/teacher ratio, teacher portfolios, Working Conditions Survey results and Kentucky Interim Performance Report disaggregated data

Interviews with assistant principal, central office staff, curriculum resource specialist, parents, principal, school leadership, students and teachers

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

**Performance Rating    3**

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

The principal and other members of the instructional leadership team lead the staff in continually disaggregating and analyzing multiple sources of assessment data to identify curricular gaps and track student progress. The instructional leadership team designs activities for the staff to review the results of assessment data (e.g., Interim Performance Report, No Child Left Behind, Classroom Assessment System and Community Access Dashboard for Education, ACT, EXPLORE, classroom) during Gold Day held annually each fall. Department chairpersons lead their content area groups in analyzing these assessments and completing a Department School Finding form containing the following information and plans: What did we find? What reasons did we find for the scores? Where do we go from here as a school? Learning teams in all content areas meet every six weeks to analyze data from Classroom Assessment System and Community Access Dashboard for Education. English and math learning teams collaborate weekly to discuss student progress in Project Proficiency, a standards-based framework in reading and math for algebra I, geometry, algebra II and sophomore English. Teachers administer a diagnostic assessment early in the grading period and

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Academic Performance**

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

**Performance Rating**    **3**

use the results to identify learning gaps and determine intervention. A member of the instructional leadership team shared information about Project Proficiency with the school council at the September 14, 2010 meeting and presented Interim Performance Report and No Child Left Behind results at the October 12, 2010 school council meeting.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

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

The principal works collaboratively with the instructional leadership team to ensure most classroom assessments are aligned with Kentucky's core content. The principal requires teachers to submit classroom final trimester exams after administering them, but these assessments are seldom monitored for alignment, quality or rigor. The principal and other members of the administrative team review some formative and summative classroom assessments included in most teachers' binders during walkthrough observations. The administrative team provides some written and oral feedback to teachers regarding rigor and relevance of assessment tasks. The walkthrough instrument does not formally address appropriate levels of Depth of Knowledge in formative and summative assessments. The school council adopted an assessment policy on March 12, 2002, stating that multiple evaluation and assessment strategies will be used continuously to monitor and modify instruction to meet student needs and support student work. Common assessments, developed by the district, are administered every six weeks in all content areas. Learning teams with occasional input from the principal review the results of student progress on these common assessments regularly using the Classroom Assessment System and Community Access Dashboard for Education data.

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

The principal and instructional leadership team members encourage teachers to communicate performance standards and performance level descriptors with students prior to assessments. Student work is displayed in some classrooms and commons areas of the building, but seldom accompanied with rubrics. Student work displayed does not always correlate with proficiency or state performance level descriptions. Some teachers show examples or models of proficient work during instruction to guide students in understanding what they need to know in order to demonstrate mastery of skills. However, few teachers design assessment tasks that require students to demonstrate mastery of skills.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary of recommendations in: **Academic Performance**

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

The principal should develop a process to regularly monitor classroom assessments to ensure they are standards-based, rigorous and authentic and challenge students to use critical thinking skills. The principal and other instructional leaders should provide teachers with meaningful feedback on assessments that enhance their ability to design quality assessment tasks at appropriate levels of Depth of Knowledge.

The principal should ensure teachers clearly communicate standards and expectations of performance level descriptions to students prior to assessments and assignments. The principal or an instructional designee should monitor classrooms and commons areas of the building to ensure models of proficient work with accompanying rubrics are displayed.

Resources:

Marzano, R. J. (2000). *Transforming Classroom Grading*. Alexandria, VA: Association for Supervision and Curriculum Development.

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.

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

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, lesson plans/units of study, professional development records, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, school council policies and bylaws, Student Performance Level Descriptors, student work, teacher portfolios and Working Conditions Survey results

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

Observations of cafeteria, classrooms and media center

**Performance Rating    2**

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

The school council adopted a Planning and Resolution of Instructional Practices policy on May 11, 2010. The policy states the curriculum committee will recommend instructional practices (methods and techniques used in the delivery of curriculum) that will meet the needs of students. Most classroom instruction addresses or refers to core content but often lacks rigor. Some teachers use research based strategies (e.g., cooperative learning, higher level thinking, inquiry, compare and contrast). Most reading classes use Ramp-Up to Literacy to help teachers differentiate instruction. Many teachers use whole-group instructional strategies for delivery of the curriculum but do not always consider student readiness or diverse learning styles. Project Proficiency provides teachers with a framework, when fully implemented, that supports student learning through differentiated instruction and assessment for learning in algebra I, geometry, algebra II, and sophomore English. Learning teams meet weekly to discuss ideas about instructional and remediation strategies that will positively impact student learning.

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

The principal does not always ensure teachers meet the diverse needs of students through implementing a variety of instructional approaches which address rigor and higher-order thinking skills. Most learning objectives have been aligned with state, district and school learning goals and are similar to

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating    2**

state assessments (e.g., open response questions, expository reading, converting data to graphs, on-demand writing). Research-based instructional strategies (e.g., graphic organizers, cooperative learning, hands-on activities) are used in several classrooms. Teachers administer the district developed common core content assessments in all subject areas which parallel Kentucky Core Content Test assessments.

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

The school council adopted a technology policy, Alignment with Standards, Technology Utilization, and Program Appraisal on December 8, 2009. The policy states the school shall utilize technology in a manner consistent with local school board policy and state laws and regulations. Adequate technology (e.g. graphing calculators, mobile computer labs, document cameras, liquid crystal display projectors) is available throughout the school for both teachers and students. Technology is not consistently used to enhance the rigor of teaching and learning. Some teachers design student-centered activities (e.g., presentations, power points, web-based research) and require products that extend student learning beyond the classroom (e.g., job applications, college applications, Individual Learning Plans). The principal does not systematically monitor and measure the impact of technology on instruction and student performance.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The principal should collaborate with learning team leaders to assist teachers in the delivery of student-centered, rigorous instruction that addresses the learning needs of all students.

The principal should collaborate with learning team leaders to assist content area teachers in designing and implementing differentiated tasks for students with different abilities, interests and learning styles.

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

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.

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

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

Whitaker, T. (2004). *What Great Teachers Do Differently*. Larchmont, NY: Eye on Education.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

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

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

Interviews with assistant superintendent(s), central office staff, classified staff, community members, Family Resource/Youth Services Center personnel, parents, school council members, students and teachers

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

**Performance Rating    2**

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

School leadership ensures the campus and facilities are very well maintained. The plant operator and team received the cleanest high school building award from Jefferson County Public School in 2009. The main building and band room are kept locked. The outside door used by transitioning band students is not always monitored to ensure entrance access is provided only by adults. The vocational technical building is not locked or monitored. Lock down envelopes and a one page safety document including names, phone numbers, responsibilities and specific emergency procedures is provided to

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

staff members and easily located in most rooms throughout the building. The district code of conduct is reviewed with the entire student body and the discipline guidelines and consequences are included in student agenda books. The district's code of conduct is sent home to parents at the beginning of the year to view and sign off as received. Strategies are not in place to minimize classroom disruptions (e.g., intercom announcements during class, phone calls). Most teachers consistently enforce behavior standards. The district provides learning environment data (e.g., safety, culture, work place surveys). The principal does not intentionally address findings from survey data in planning and decision making (e.g., school improvement plan, council agenda and minutes).

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

The principal has an expectation that all the staff will hold students to higher standards. However, the principal does not facilitate planned opportunities for staff observation of successful instructional strategies with traditionally under-achieving students. The principal has not embraced a plan that includes processes for sustaining a school-wide focus on continuous improvement in student learning. The principal provides opportunities (e.g., common planning times, faculty meetings) for staff members to share innovations (e.g., instructional strategies from conferences, successes).

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

The principal and school council have not ensured the committee structure identified in council policy is fully functioning. Teachers and non-teaching staff are not provided with formal decision-making opportunities (e.g., no committees, meetings). Some non-certified staff members (e.g., library aide, attendance clerk) informally collaborate with certified staff members regarding the teaching and learning environment. Teachers meet formally in instructional learning teams and departments and informally with peers to discuss teaching and learning. The principal supports non-teaching staff members in their work but does not seek input in teaching and learning decisions related to their responsibilities. Some non-teaching staff members perform their duties in isolation of the teaching and learning environment.

4.1f The school intentionally assigns staff to maximize opportunities for ALL

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

students to have access to the staff's instructional strengths.

School council adopted a Staff and Student Assignment policy on May 13, 2008, defining the processes for class placements. Student class assignments are determined by student course requests, space availability and consideration of diversity balance. The number of student requests for specific courses determines offerings. The staff course assignment process includes teacher requests for courses; analysis of course needs in every subject area and school council approval of staff assignments. Council policy gives final authority on placements to the principal. Some students are identified for honors courses after classes begin and regrouping can occur if space is available. Student and staff placement generally occurs through matching of teacher requests and student course registrations. The principal does not intentionally match student assignments with teacher strengths.

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

The principal primarily communicates with stakeholders through mailings. The principal and staff send numerous letters to parents to inform them of school activities and student achievement (e.g., Open House, assessment results) and student services (e.g., credit recovery, referral services). The Bulldog Pride newsletter serves as a source of school news to inform stakeholders about the school on a quarterly basis. The principal and staff have created brochures to inform the community of the school's magnet programs. The school website hosts basic school information, but lacks information about school activities, student successes and student achievement. Some staff makes phone calls and uses email to share academic and behavior information with parents. Some parents use the parent portal of Infinite Campus to access information about their student's grades. The principal and school council have not created a systematic plan to guide interactive communication with stakeholders.

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

The principal has ensured the school has an Awards Program that recognizes academic achievement (e.g., honor roll field trips, proficient and distinguished posters) and attendance milestones, but the types of formal recognition are limited and informal recognition is rare. The principal and school staff have not established recognition awards for improvement in academic

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

achievement. School staff announces the names of students who have been accepted to college. Weekly school announcements include the student of the month. School staff gives a "Top 10%" medal to those students scoring in the top of their class. The principal and staff occasionally share students' academic successes with the community (e.g., sending articles about Outstanding Seniors to the local newspaper). Some teachers display student work in their classrooms, but this is not a schoolwide practice.

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

The school's ten principles of the Coalition of Essential Schools include a principle that reflects a commitment to diversity and equity, but the principal does not ensure that all classroom instruction reflects an intentional focus on culturally responsive practices. The principal implemented an English as a Second Language program at the beginning of the 2010-2011 school year. The program is geared toward meeting the academic needs of students with language barriers and fostering an environment where students from diverse cultural backgrounds can celebrate their heritage. Some school staff promote an appreciation for cultural diversity (i.e., Hispanic Heritage Month program), but the principal is not instrumental in fostering this appreciation schoolwide. The principal ensures staff provides numerous services to alleviate physical, social and socioeconomic barriers to learning (e.g., Youth Service Center, Extended School Service, Louisville Education and Employment Program, Peace Education Program, Home-School Coordinator, Gaining Early Awareness and Readiness for Undergraduate Programs). The Freshman Academy and the peer mentoring program have contributed to a positive change in the school culture. The principal, along with district leadership, intentionally recruits diverse personnel to teach in their assigned areas.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary of recommendations in: **Learning Environment**

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

The principal should develop and monitor procedures to ensure protection of instructional time (e.g., intercom disruptions, phone calls, tardies). The principal should also enforce security measures at all building entrances (e.g., band transition doors, vocational-technical building).

The principal should develop a plan with stakeholder input that identifies initiatives to engage the entire school community (e.g., certified and non-certified staff, community members, parents, students) in fostering high expectations for all students. Each stakeholder should be made aware of the value of their contribution to the teaching and learning environment. Opportunities should be provided to enhance the significance of all stakeholders' participation.

The principal, school staff and stakeholders should collaborate to create and implement a plan to address equity and foster an appreciation of diversity. This equity plan should intentionally address the cultural-specific needs as well as multiple learning styles of their diverse student population to eliminate achievement gaps. All school staff should receive continuous professional development on the impact of cultural differences on student learning and to help meet the social, cultural and academic needs of their diverse student population (e.g., culturally responsive teaching, infusing curriculum with multicultural content).

Resources:

Gay, G. & Banks, J. A. (2001). *Culturally Responsive Teaching: Theory, Research, and Practice* (Multicultural Education Series, No.8). New York, NY:Teachers College Press.

Kentucky Center for Safe Schools - <http://www.kysafeschools.org/>

Ladson-Billings, G. (1997). *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey-Bass.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

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

Review of attendance records, brochures, pamphlets, civic group programs/agenda, class rosters, community involvement programs, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, documentation of parent contacts, documentation of referrals to health and social services, eWalk data, examples of school to home communications, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Individual Learning Plans, Infinite Campus Reports, list of co-curricular offerings, master school schedule, parent and community member workshop schedule, schedule for co-curricular offerings, school council policies and bylaws, school guidance plan, school newsletter, school visitors register, school Web pages, student academic records, student handbook, teacher portfolios, Title 1 program plan, Working Conditions Survey results and The Missing Piece of the Proficiency Puzzle

Interviews with classified staff, counselor, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, principal, students, teachers, home school coordinator and career planning coordinator

Observations of classrooms and hallways

**Performance Rating    3**

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

The principal has a referral process for referring students for counseling services (i.e., written referral form). Most school staff use personal contact, phone calls and email to refer students for Youth Services Center services. The guidance counselors have a program overview to explain guidance services (e.g., classroom visits to deliver guidance curriculum, individual and group counseling, developing academic plans, class scheduling, programs for acquiring scholarships, assistance in applying for postsecondary institutions, assisting with various assessments). The Extended School Services program and School Improvement Grant funds provide for after school programs to address student needs in reading, math and writing identified by Project Proficiency data. The Extended Schools Services summer program offers an opportunity for students to recover one half credit. Title I monies are used to fund additional staff and programs (e.g., Ramp-Up, College Access conference, instructional coach, parent involvement programs) to provide additional support for students who are struggling academically. Youth

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

Services Center staff, home and school and career planning coordinators collaborate with community agencies to provide services for the purpose of successfully reducing barriers to learning (e.g., clothing, health and social referrals, counseling, tutoring).

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

The principal has established a process to assist students to transition back to school from other settings (e.g., alternative school placement, home school, hospitalization). Guidance counselors meet with these students to review academic placement and address other concerns. Students have a variety of opportunities (e.g., Extended School Services, athletic tutoring, geometry recovery, Supplemental Education Services, e-school classes) for additional assistance to support their learning beyond the classroom instruction. All ninth grade students are given the Scholastic Reading Inventory and San Diego Assessment to determine English class assignment (e.g., Ramp-Up, comprehensive, honors, advanced placement). The principal has initiated some organizational structures and programs (e.g., trimester schedule, dual teaching, English as a Second Language class, Project Proficiency, Digitally Enhanced Literacy Initiative) to enhance student learning. Students can receive credit recovery through different avenues (e.g., Extended School Services summer program, e-school, repeater courses, geometry recovery program). The principal has implemented honors and advanced placement classes. All students have the opportunity to take an ACT prep class. College credit classes are offered through an agreement with Bellarmine University. Students have opportunities to enroll in career and technical classes (e.g., education, law enforcement, heavy equipment sciences, Emergency Medical Services and fire science) and receive internship positions with community agencies and businesses. The master schedule includes co-curricular offerings (e.g., band, orchestra, chorus).

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, attendance and records staff comply with board policy for the maintenance, security and quality of student records. All student records are maintained in secure file cabinets in the records clerk's office. The records clerk ensures procedures are followed when records are accessed. Infinite Campus is used to maintain attendance, academic and medical records. Guidance counselors and English department staff update Individual Learning

Kentucky Department of Education  
School Leadership Assessment Summary Report

**FAIRDALE HIGH SCHOOL MCA**  
Jefferson County Public Schools School District

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

Plans annually as required.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

The school council adopted a committee policy on March 9, 1999, which identifies all standing committees and outlines procedures for recruiting members. The principal has not implemented a fully functioning committee structure. Few parents are actively involved in decision making. The principal and school council have not implemented procedures to ensure every child has an adult advocate to support the student's academic progress. However, the guidance counselor has received professional development and begun preliminary work on the addition of an advisory period scheduled to begin during the 2011-2012 school year. Youth Services Center staff, home and school coordinator and career planning coordinator make many connections with families (e.g., registration day parent program "Parenting with a Purpose", home visits, parent workshops, parent dinners, truancy diversion program). No formal procedures are in place to address parent complaints, concerns and suggestions. These needs are addressed through phone calls and email. Youth Services Center staff, home and school coordinator and career planning coordinator collaborate to partner with local businesses, ministerial association and government agencies to support the needs of children and families (e.g., Neighborhood Place, Seven County Mental Health Services, Close the Deal, community health centers, tutoring centers). The school council adopted an attendance policy on August 10, 2004. The principal has established an attendance committee. The rules used to address student absences and tardies are included in the student agenda. The attendance clerk monitors student attendance. Assistant principal, Youth Services Center director, home and school coordinator and career planning coordinator work together to address attendance issues (e.g., parent workshops, home visits, phone calls, providing alarm clocks, mentoring).

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

The principal does not ensure that all staff are trained to identify students with special learning needs or behavioral problems. District procedures are followed when students are referred for testing or screening (e.g., academic, behavioral, emotional). The Exceptional Child Education staff review these procedures with most staff. Guidance counselors and Youth Services Center director make referrals for health and social services. Guidance counselors review grades, Infinite Campus reports and administer needed assessments

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

to determine academic placement for students who transfer into the school. The principal has initiated Project Proficiency to foster student learning of basic skills in math and reading. All ninth grade students are given the Scholastic Reading Inventory to determine English class assignment (e.g., Ramp-Up, comprehensive, honors, advanced placement). All students have the opportunity to take an ACT prep class and are required to apply to a post-secondary school. Guidance counselors, home and school coordinator and career planning coordinator have many avenues to assist students in acquiring scholarships (e.g., Close the Deal, Upward Bound, Governors Scholars, Lincoln Foundation). Youth Services Center director, home and school coordinator and career planning coordinator partner with community agencies (e.g., Neighbor Place, Kaplan Learning Center, Huntington Learning Center, community health centers) to provide services to assist students and families in overcoming adversity. The principal has not ensured that all students have an adult advocate to assist them in meeting academic needs.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary of recommendations in: **Learning Environment**

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

The principal should implement committees as stated in policy ensuring member representation from all stakeholder groups. The principal should schedule regular meetings of the committees in order for all representatives to efficiently contribute to the decision making process for school improvement.

Resources:

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

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

Pearson, S. S. (2002). *Finding Common Ground: Service-Learning and Education Reform-- A Survey of 28 Leading School Reform Models*. Washington, D. C.:American Youth Policy Forum Publications Department.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

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

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, certified personnel evaluation plan and process, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, examples student learning Inventories, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, lesson plans/units of study, needs assessment data, professional development records, professional resource materials, records of teacher certification/experience, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school financial reports, school mission, belief and vision statements, staff development agenda, state statute and regulation, student/parent/staff handbooks, teacher portfolios, Working Conditions Survey results and Kentucky Interim Performance Report disaggregated data

Interviews with assistant principal, classified staff, community members, counselor, media specialist, parents, principal, students and teachers

Observations of classrooms, common areas and hallways

**Performance Rating    3**

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

The principal ensures the availability of on-going professional development opportunities for staff. School-wide professional development days, department meetings and learning teams constitute a job-embedded professional learning community. Teachers discuss formative assessment data, identify instructional changes and specify necessary support in these settings.

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

The principal and administrative designees ensure that school staff understand the evaluation process. School leadership inform staff of upcoming personnel evaluations during the summer retreat, in-service professional development days and one-on-one correspondence. The principal and administrative team conduct a post-observation conference to explain their findings after the evaluation.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

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

The principal expends funds for professional development from state, Title I and vocational fund sources. The school improvement plan identifies job-embedded strategies for professional growth (e.g., learning teams, Project Proficiency meetings, mentoring for second and third year teachers), and the principal provides staff time to complete these activities.

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

The principal implements a process for personnel evaluation which meets standards set in statute and regulation. The principal and administrative leadership team explain and discuss the process with personnel prior to the evaluation. The principal and administrative leadership team complete a post-observation conference within one week of the evaluation and allow staff to include a written response as part of the evaluation file.

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

The principal has implemented the district certified evaluation plan that includes monitoring of teachers' progress toward goals listed in the professional growth plan. The administrative leadership team monitors teachers' progress on professional growth plan goals during learning walks conducted throughout the year. The principal and administrative leadership team conduct follow-up conversations with teachers at the end of the school year. The principal provides support (e.g., an assigned mentor, written feedback, department coach) to staff in improving instructional practice.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

The principal oversees teachers' participation in professional development focused on instructional growth by conducting an annual staff retreat, in-service professional development days and teacher collaborative activities (e.g., department meetings, learning teams). Professional development activities address the professional growth needs of classified staff (i.e., incident training for security monitors). The principal has not ensured professional development opportunities were offered at the school to support leadership development among the teaching staff.

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

The principal has coordinated professional development opportunities that align with the school's goals for student performance. The school identified reading as an area for improvement, and teachers from diverse content areas (e.g., social studies, theater arts, vocational studies) participated in active literacy training and have implemented strategies from this professional development. Professional development offerings do not reflect professional evaluations and professional growth plans.

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

The principal, along with school leadership, sometimes utilizes student achievement data in scheduling professional development (i.e., literacy professional development based on Kentucky Core Content Test data). The principal does not analyze the impact of previous professional development or research the effectiveness of proposed professional development on student learning.

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

The principal sometimes uses personnel evaluations and professional growth plans to improve staff proficiency. The school's procedures for developing individual growth plans do not involve collaboration or on-going dialogue with school leadership. Most feedback from administrators on the individual growth

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

plans focuses on technical issues such as the format of the plans. Teachers and classified staff initiate writing their individual professional growth plans and turn them into an assigned administrator who reviews the plan.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **1**

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

The principal has not developed a multi-year plan for building instructional capacity through professional development. The principal and the professional development committee distribute a menu of professional development offerings, but the list does not articulate the connection of offerings to previous development experiences. Teachers select professional development activities at their own discretion from the district's online list of opportunities.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary of recommendations in: **Learning Environment**

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

The principal should collaborate with the professional development committee to design a multi-year professional development plan. The principal and the administrative leadership team should establish procedures for analyzing personnel evaluations and professional growth plans to determine the needs and goals teachers have in common. The professional development plan should have a clear connection to teachers' needs, teachers' goals for progress and the school's goals for student learning.

The principal and administrative leadership team should develop and implement consistent procedures for the collaborative development of professional growth plans for teachers.

Resources:

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

Killion, J. (2007). *Assessing Impact: Evaluating Staff 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/>

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, comprehensive school improvement plan, curriculum documents, district personnel evaluation system and documentation of implementation, eWalk data, facility inspection reports, facility work orders, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, professional development records, protocols for analyzing student work, 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 event calendar, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school visitors register, school Web pages, school/district safety plan, staff development agenda, teacher portfolios, Working Conditions Survey results and The Missing Piece of the Proficiency Puzzle

Interviews with assistant principal, classified staff, parents, principal, school council members, school resource officer, students, teachers and testing coordinator

Observations of classrooms, common areas and hallways

**Performance Rating    3**

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

The principal follows district guidelines to collaboratively develop all administrative growth plans which are focused on building leadership skills to assist them in their varied leadership roles. All administrative growth plans include components to enhance the instructional capacity of the staff and to promote student achievement.

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 has established procedures to disaggregate data that focus on identifying learning gaps and improving instruction. The content learning teams regularly disaggregate student performance data (e.g., classroom assessments, Classroom Assessment System and Community Access Dashboard for Education data, No Child Left Behind, Interim Performance

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **3**

Report) and share the results with team members and the instructional leadership team. Student performance data is used to develop the student learning goals in the school improvement plan.

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

The principal ensures that instructional staff members have hard copy and online access to curriculum and resource documents (e.g., pacing guides, core content guides, lesson plan banks, handbooks, district website resources, Classroom Instructional Framework). Teachers receive necessary training and support in the use of district curricular and data resources.

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 plans and collaborates with the instructional leadership team to allocate adequate resources for school improvement. The principal uses multiple sources of data (e.g., Classroom Assessment System and Community Access Dashboard for Education, non-academic, Scholastic Reading Inventory) to measure student progress. The principal provides an organizational infrastructure (e.g., learning teams, department coaches, common planning time) to enable teachers to analyze data and develop strategies to meet student learning goals.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating    2**

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

The principal collaborates with school staff to analyze student data and occasionally shares it with members at council meetings. Learning teams regularly analyze student performance data (e.g., Classroom Assessment System and Community Access Dashboard for Education, Interim Performance Report) and share results with the instructional leadership team. The principal collaborates with the instructional leadership team to implement program and curricular changes based on student achievement data (e.g. Project Proficiency, Interim Performance Report, No Child Left Behind, Classroom Assessment System and Community Access Dashboard for Education). The principal has not involved the school council in a collaborative process to analyze student data.

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

The principal ensures that time is allocated for all teachers to have a daily planning period. Common planning time is allocated for some staff (e.g., Freshman Academy teachers, English I teachers, Project Proficiency teachers). Department chairs are allocated one class period per day to provide instructional support for department members. One hour per week is allocated for teachers to attend after school meetings and trainings. The principal does not collect agenda and minutes from all instructional meetings for the purpose of monitoring to ensure staff time is focused on instructional and curricular issues.

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

The principal ensures the school has a safe, clean and effective learning environment that implements safety procedures that are consistent with board policies and state statutes. The school council adopted the Selection and Implementation of Discipline and Classroom Management Techniques policy on May 5, 2010. This policy includes the Jefferson County Public Schools Code of Acceptable Behavior and Discipline and Student Bill of Rights, the school safety plan and the discipline and safety guidelines outlined in the student handbook. The district provides the principal with procedures for monitoring school facilities. The principal has implemented procedures for

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating    2**

school staff to follow for repairs and replacement of damaged equipment. The district provides the principal with the resources to plan and provide training to faculty to appropriately respond to threatening events or behaviors (e.g., severe weather, lock down procedures). The buildings are equipped with a camera security system. A resource officer and security guards regularly monitor the hallways and parking lot. An alarm system and front door buzzer system are in place. A security guard is not always present to ensure that only students are admitted into the main building from the band room. The technical school entrance is not always secured and monitored during the school day.

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

The school council has adopted by-laws and all required council policies. The council policies were reviewed and revised in March, 2010. The principal has not fully implemented all school council policies (e.g., committee policy, budget policy). The principal does not ensure the council regularly reviews and revises policies based on school needs.

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

The principal has not involved the school council in program development and in the planning and allocating of resources to strengthen the staff's instructional capacity. Council members did not participate in the development of the school improvement plan. The principal submitted the school improvement plan to the superintendent and school board for review. A district council liaison attends some school council meetings. Some council minutes contain student academic performance information, but there is no standing agenda item for reporting student achievement.

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

The principal provides opportunities for teachers to engage in regular conversations about student achievement but seldom includes other members of the school community. The principal rarely engages parents in meaningful conversations about student achievement. The principal has established an instructional leadership team and content learning teams to articulate and facilitate the instructional and curricular expectations of the

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating    2**

school. The principal has and expectation of rigorous bell to bell instruction and the use of varied instructional strategies that provide opportunities for students to demonstrate learning. The principal has created some aspects of a positive school culture that embraces the belief that all students can learn at high levels and that students and staff are valued members of the school family. The principal serves on the magnet programs' advisory councils. The principal utilizes and maintains community partnerships (e.g., local fire and police departments, local paving company, Emergency Medical Services, mental health counseling, tutoring) to enhance the school's instructional and curricular opportunities.

Kentucky Department of Education  
School Leadership Assessment Summary Report

**FAIRDALE HIGH SCHOOL MCA**  
Jefferson County Public Schools School District

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

**Performance Rating**    **1**

7.1a Leadership has developed and sustained a shared vision.

The school does not have a written vision or belief statement. The principal articulates a personal vision for the school but has not led stakeholders in a collaborative process to develop and communicate a shared vision for the school that focuses on improving student achievement.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary of recommendations in: **Efficiency**

**Standard 7**      **Leadership**

The principal and school council should involve representatives from all stakeholder groups in developing a shared vision and accompanying belief statements to guide all school planning and improvement processes to strengthen the staff's instructional capacity.

The principal and school council should amend the standing council agenda to include a review of student achievement based on cumulative student performance data that reflect changes in student needs.

The principal and school council should actively engage parents and community partners in discussions about student achievement.

Resources:

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

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

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

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

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

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

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

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

Review of categorical program financial reports, certified personnel evaluation plan and process, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, district budget and allocations, district personnel evaluation system and documentation of implementation, district technology plan, employee handbooks, enrollment data, equipment inventory, eWalk data, field trip records, Kentucky's Core Content for Assessment, Local Educator Assignment Data Report (LEAD), master school schedule, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school Web pages, student/parent/staff handbooks, student/teacher ratio, Title 1 program plan, Working Conditions Survey results and Kentucky Interim Performance Report disaggregated data

Interviews with assistant principal, classified staff, principal and teachers

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

**Performance Rating    3**

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

The school council adopted a policy on assignment of instructional and non-instructional staff time on March 9, 2010. The principal has implemented procedures to guide appropriate placement of instructional and non-instructional staff. An assistant principal has been designated to collaborate with the instructional and non-instructional staff to develop the master schedule. The assistant principal collaborates with the counselors to assign instructional and non-instructional staff based on teacher requests. The principal approves the final master schedule and presents it to the council for adoption. The council policy allows the principal to make necessary changes in the staff assignments and master schedule as student needs change based on performance data.

- 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 principal approves a master schedule and provides additional resources to allow for opportunities for some common vertical and horizontal planning

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

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

**Performance Rating**    **3**

(e.g., stipends, substitute teachers, additional planning periods, team teaching opportunities in Project Proficiency). All Freshman Academy teachers have one hour per day for common planning across content areas. The mathematics teachers have common planning opportunities by courses (e.g., algebra I, geometry, algebra II). The principal has implemented a department structure as part of the school leadership team which meets regularly across grade levels. Designated members of the learning teams attend each meeting. Designated members of the leadership team attend all learning team meetings. Some department chairs prepare meeting agenda and record minutes for review by the leadership team. The ninth grade English teachers are part of a district-led grant project, Digitally Enhanced Literacy Instruction, which provides some vertical planning opportunities between middle and high school language arts teachers.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

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

**Performance Rating**    **2**

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

The principal has implemented a school organizational structure with defined areas of responsibility for assistant principals, guidance counselors, instructional support personnel and department chairs to assist in planning and allocating instructional resources. The principal has formed partnerships with community businesses to support the magnet programs. The school council and principal have not developed policies or implemented clear procedures to monitor, evaluate and prioritize the use of all resources and the impact of resources on student achievement and instructional practices.

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

The school council has adopted policies and the principal has provided organizational infrastructure and resources to enable teachers to maximize instructional time. The school council adopted a policy on selection and implementation of discipline and classroom management techniques on May 11, 2010. The policy provides procedures for teachers in effective classroom management practices. The principal has provided adequate school safety resources and support by installing an up-to-date security monitoring system and by providing additional security personnel throughout the buildings. The principal articulates to the staff that classroom instruction is expected from bell to bell. Most teachers maintain an effective learning environment within their own classrooms. The principal does not monitor to ensure that instruction time is not lost because of limited management of transition between classes. Many students remain in the hallways and commons areas after the tardy bell has sounded. The assistant principals and teachers assign many students to the In-School Adjustment Program because of tardies which increases the amount of instructional time these students have lost.

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

The principal has implemented a trimester master schedule that allows flexibility in providing additional time for courses requiring more in-depth study (e.g., science lab classes, advanced placement classes) and courses for students who require a slower pace to master course content. The principal

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

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

**Performance Rating    2**

has allocated additional personnel and resources that provide a team-teaching structure in Project Proficiency in English II and algebra II. The principal does not make intentional references to the school mission when making decisions about student achievement and instructional practices. The principal has not included representatives from all stakeholder groups in reviewing and revising the school mission and developing vision and belief statements to guide instructional decisions.

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 adopted a budget policy on March 9, 2010, to guide the resource allocation process. The principal has delegated the responsibility of distributing allocated funds to the department chairs who are members of the instructional leadership team. The principal has not communicated clear procedures for ensuring an equitable distribution of school funds. The department chairs are not directed to conduct needs assessments or to ensure that funds are connected to the goals of the school improvement plan. The department chairs allocate most funds in response to verbal requests from teachers.

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 plans for the integration of school, district and federal funding to maximize the impact on student achievement and instructional practices. Categorical funds (e.g., Extended School Services, professional development activities, gifted and talented programs) are allocated according to state and federal program guidelines. The principal does not collect data for the purpose of monitoring the effectiveness of these programs to enable the school to revise strategies to meet changing needs of students.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

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

**Performance Rating**    **1**

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 is not an integral part of the budget planning process. The principal collaborates with the district staff and instructional leadership team to develop the budget and to set priorities for all discretionary funds. The principal does not conduct a formal needs assessment based on data or seek input from other stakeholders to support the decisions for allocating discretionary funds.

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

The school council adopted a policy on developing and administering the budget on March 9, 2010, which states that a budget committee shall develop a budget. The principal has not established a budget committee to formally plan for allocation of resources for the 2011-2012 school year. The school council does not analyze the budget items to determine how allocated resources are connected to the school improvement plan to address priority needs to bring about continuous change. The school council accepts assurance from the principal that the budget meets school needs. The principal meets the criteria and timelines for presenting the final budget to the school council and local board of education for review and approval.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary of recommendations in: **Efficiency**

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

The principal should comply with KRS. 160.345 which outlines the responsibilities of the school council as an integral part of the governing structure of the school and states that the principal shall be the chairperson of the school council. The principal should involve the school council in the planning process for budget development and review, resource allocation procedures and development of the school improvement plan.

The principal should develop a strong monitoring process to ensure that all resources (e.g., time, space, human, physical, fiscal) are having a positive, measureable impact on student achievement and instructional practices.

Resources:

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

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

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

Kentucky School Board Association - [www.ksba.org](http://www.ksba.org)

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

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, curriculum documents, curriculum maps, employee handbooks, Family Resource Youth Services Center grant proposal, Implementation and Impact Checks, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, newspaper clippings/press releases, protocols for analyzing student work, report cards/progress reports, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school visitors register, school Web pages, school/district safety plan, state statute and regulation, student discipline reports, student handbook, student work, student/parent/staff handbooks, trophy cases and Kentucky Interim Performance Report disaggregated data

Interviews with assistant principal, central office staff, community members, district leadership, Family Resource/Youth Services Center personnel, school leadership, students, teachers and volunteers

Observations of classrooms, common areas and media center

**Performance Rating    2**

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

The principal collaborated with school staff in the review and revision of the school's mission statement in February 2006. Parents, students and community partners had limited input into the development of the mission statement. The principal has not collaborated with stakeholders to create vision or belief statements.

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

The principal requires content team leaders and staff to analyze summative data from the Interim Performance Report and No Child Left Behind report yearly. School staff examine formative assessment data from the Classroom Assessment System and Community Access Dashboard for Education

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

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

**Performance Rating 2**

reports. Data from these sources are used to set the yearly goals in the school improvement plan, but incremental benchmarks are not defined to reflect progress throughout the year toward content goals. The yearly goal is also set as the benchmark for each interval of measurement for all except the Vocational-Technical school component.

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

The principal periodically collaborates with staff to collect and analyze some data (i.e., assessment data) yearly for determining the strengths and limitations of instruction and organizational effectiveness. Little or no data is collected over time for examining the impact administrative decisions have on instruction (e.g. the effectiveness of the freshman academy, the impact of professional development trainings on instructional improvements, two math teachers per class). Stakeholder groups, including the school council, have a limited role in examining the instructional and organizational effectiveness of the school.

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

The principal completes the school improvement plan as required by the district and submits the plan each November for review. The school improvement plan has limited strategies and targeted benchmarks that can be used to evaluate the plan's effectiveness toward improving teaching and learning.

9.6a The plan is implemented as developed.

The principal provides limited support and direction for the implementation of the school improvement plan. Some staff are aware of the plan but have little involvement in the implementation of the identified activities.

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

The principal requires the instructional coach to work with content team leaders in the completion of the Implementation and Impact check regarding the school improvement plan's learning goals. An Implementation and Impact report was compiled on May 24, 2010 and used to draft the 2011-2012 school

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

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

**Performance Rating 2**

improvement plan. The Implementation and Impact report contains little or no data regarding the results of the activities toward increasing student learning and meeting school goals and objectives.

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

The principal rarely uses longitudinal data to determine trends in teaching and learning or the impact the school improvement plan activities have on classroom practice and student performance. Data (e.g., impact of professional development trainings, budget allocations, instructional changes) are seldom collected, analyzed and shared when monitoring instructional practices at regular intervals throughout the year. Data are sometimes used to determine the impact the comprehensive goals and activities have on student performance (i.e., Implementation and Impact checks).

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

The principal has made limited effort to engage all stakeholder groups (e.g., parents, students, community) in an effort for continuous improvement or to hold staff accountable to the school's goals for improving teaching and learning. Some celebrations occur regarding student improvements (e.g., attendance, honor roll, college acceptance).

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

Summary of recommendations in: **Efficiency**

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

The principal should create a school improvement plan that identifies all activities to be implemented for improving teaching and learning at the school. The plan should have incremental benchmarks for increased achievement that should be based on classroom data (e.g., Classroom Assessment System and Community Access Dashboard for Education reports, walkthroughs, attendance). Implementation and Impact checks should be compiled over time to provide longitudinal data for evaluating the impact of the strategies on student learning and the effectiveness of the school resource allocations (e.g., time, money, staff).

Resources:

Holcomb, E. (2004). *Getting Excited About Data: How to Combine People, Passion and Proof to Maximize Student Achievement*. Thousand Oaks, CA: Corwin Press.

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

Schmoker, M. (2001). *The Real Causes of Higher Achievement*. Alexandria, VA: Association for Supervision & Curriculum Development.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**Summary of Next Steps:**

The principal should ensure teachers utilize instructional practices that challenge and motivate students to develop high levels of learning including higher order thinking skills, problem solving, inquiry, and application of knowledge. The principal should support the use of instructional strategies (e.g., differentiation, interventions, hands-on activities) to ensure that teachers deliver student-centered, rigorous instruction that addresses the learning needs of all students. Students should be given opportunities to demonstrate their learning in activities that address individual learning styles and multiple intelligences. Classroom assessments should be standards based, rigorous, authentic and should require all students to think at high levels. Assessments should be designed to close achievement gaps and move student achievement to proficiency.

The principal should develop a process to intensely recruit stakeholder groups to routinely become a partner in sharing ownership in student achievement, goals, plans, successes and mission of the school. This process should support the accomplishments of administrators, teachers, staff and students as they strive to reach higher levels of success in everything they do. The process should use all forms of media to communicate, publicize and celebrate goal attainment and to develop interactive communication that keeps all stakeholders informed of the goals of the school and the urgency to improve student achievement. The principal should constantly update the community on school activities.

The principal should engage the school community to define and embrace high expectations for all students. The principal should communicate to all members of the school community the significance of their role in the success of students. The principal should develop and implement an intentional process to provide all staff members with ways to demonstrate high academic expectations. Learning teams should focus on discussing ways rigorous instruction can maximize student achievement.

The principal should collaborate with all stakeholders to create and implement a plan to address equity and foster an appreciation of diversity. The principal should also provide on-going professional development opportunities for all staff to help them understand the impact of cultural differences on teaching and learning and to equip them with culturally responsive teaching practices and multicultural curricular materials.

The principal should share with the school council the responsibility of planning, monitoring and evaluating the effectiveness of programs and resources aimed at meeting school learning goals. The principal should involve members of all stakeholder groups in developing and embracing mission, vision and belief statements that foster an environment that supports high academic achievement and success for all students.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**In Conclusion:**

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

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

**Principal Determination:**

Principal does have capability and capacity to continue her roles and responsibilities established in KRS 160.345. The principal was hired prior to July 1, 2008, to implement the district's plan for turning around Fairdale High School Magnet Career Academy. Hire date for principal of Fairdale High School Magnet Career Academy was July 1, 2001.

**School Council Determination:**

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

School council shall not be retained in an advisory capacity.

Commissioner, Kentucky Department of Education: \_\_\_\_\_

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

Pursuant To School Improvement Grant Section 1003g (SIG) Guidance from the US Department of Education

- Pending approval from the US Department of Education, the principal of Fairdale High School may remain in this position for the remainder of the 2010-2011 school year and 2011-2012 school year.
  - However, after one year of implementing the intervention plan, if Fairdale High School has not made sufficient progress toward the annual goals and implementation of the intervention plan, the principal shall be removed.
- The district must submit an application to receive SIG 1003g funds.
  - The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).
  - The annual goals will be based on student achievement on the State's assessments in both reading/language arts and mathematics.
  - Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals with a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

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

Principal, Fairdale High School Magnet Career Center

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

Superintendent, Jefferson County Public Schools

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

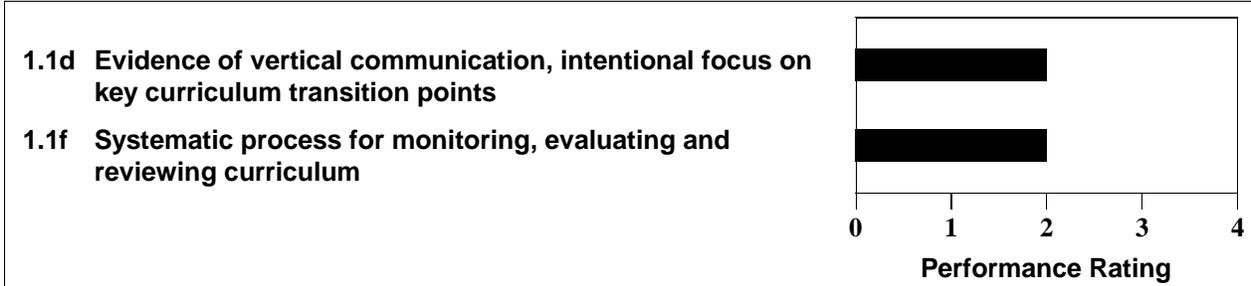
**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**1.1 Curriculum**

**Academic Performance**



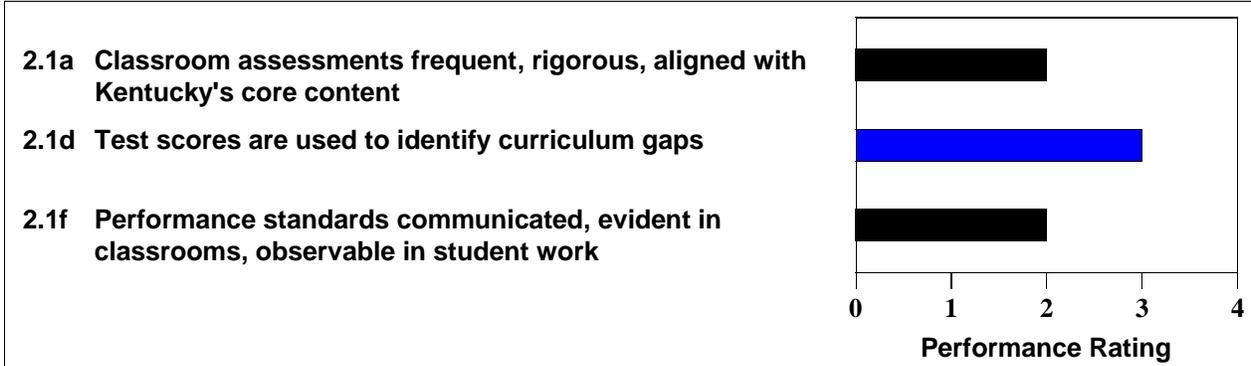
**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**2.1 Classroom Evaluation/Assessment**

**Academic Performance**

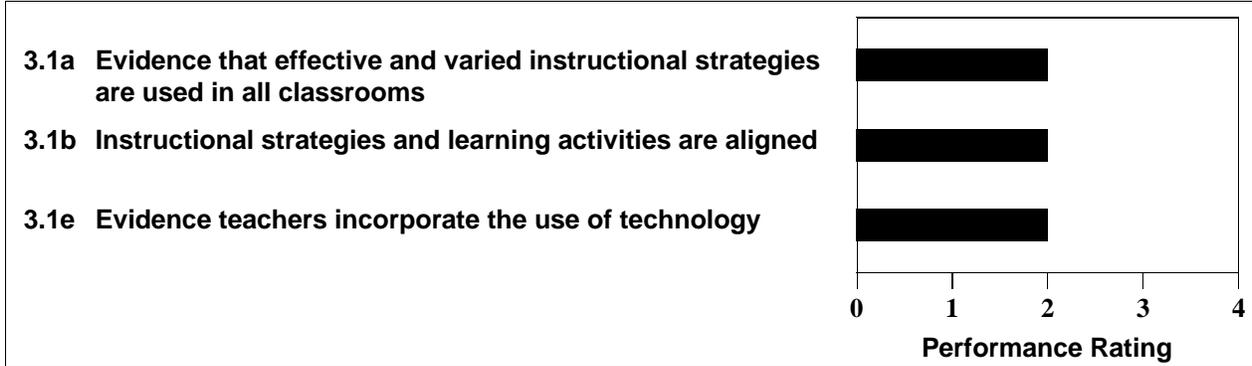


**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**3.1 Instruction**

**Academic Performance**



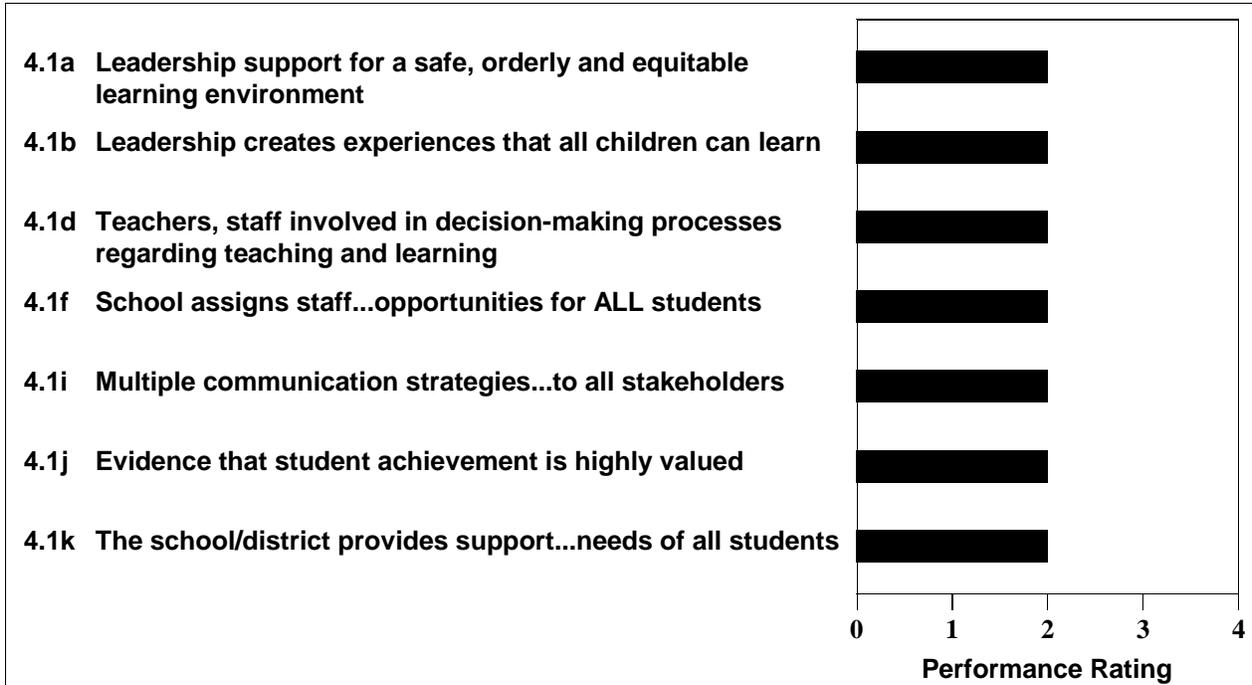
**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**4.1 School Culture**

**Learning Environment**



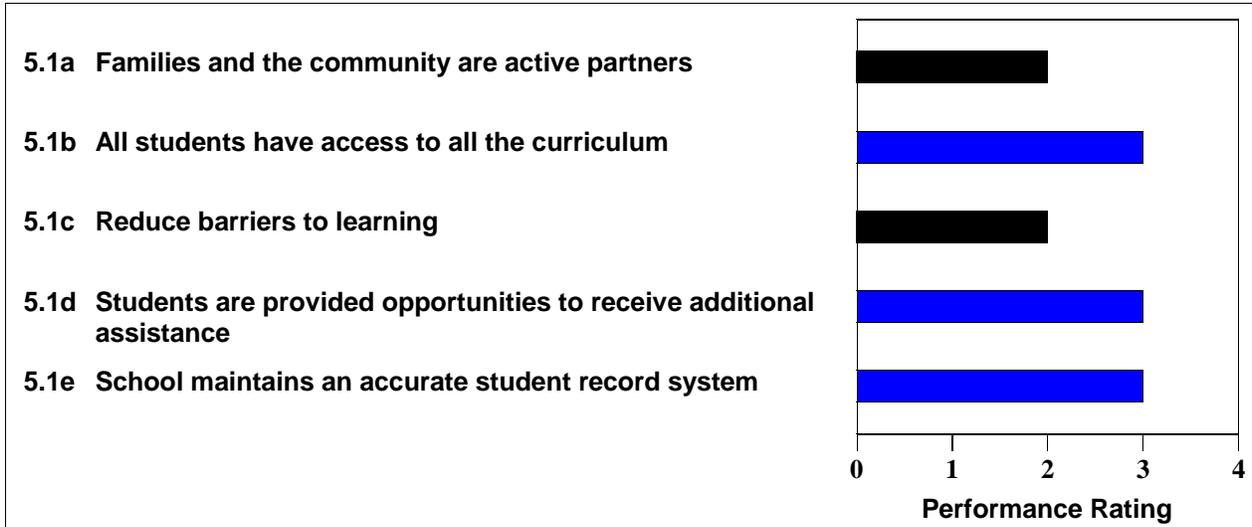
**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**5.1 Student, Family and Community Support**

**Learning Environment**



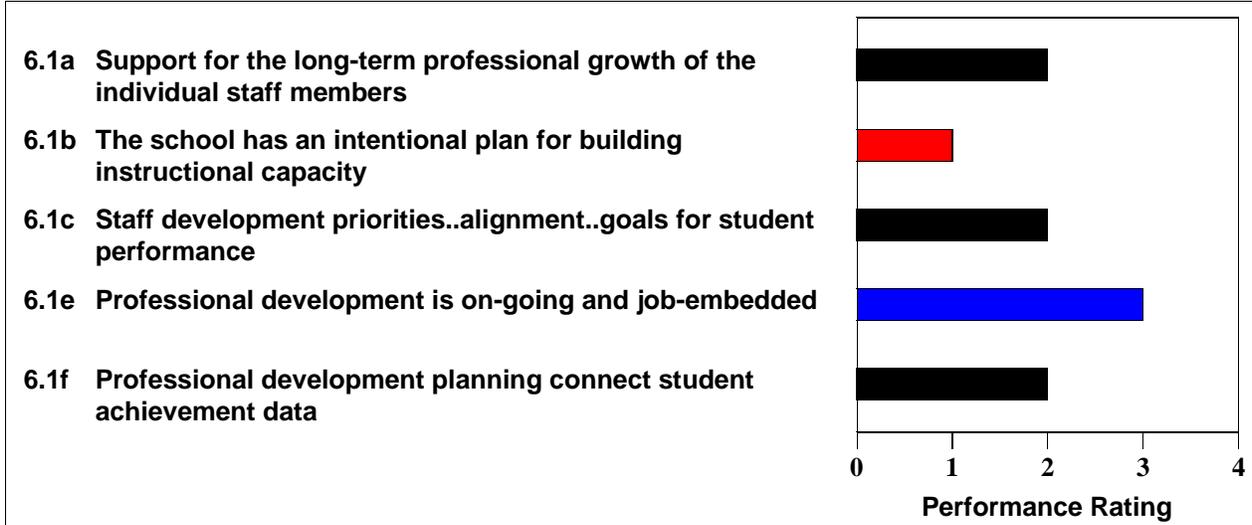
**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**6.1 Professional Development**

**Learning Environment**



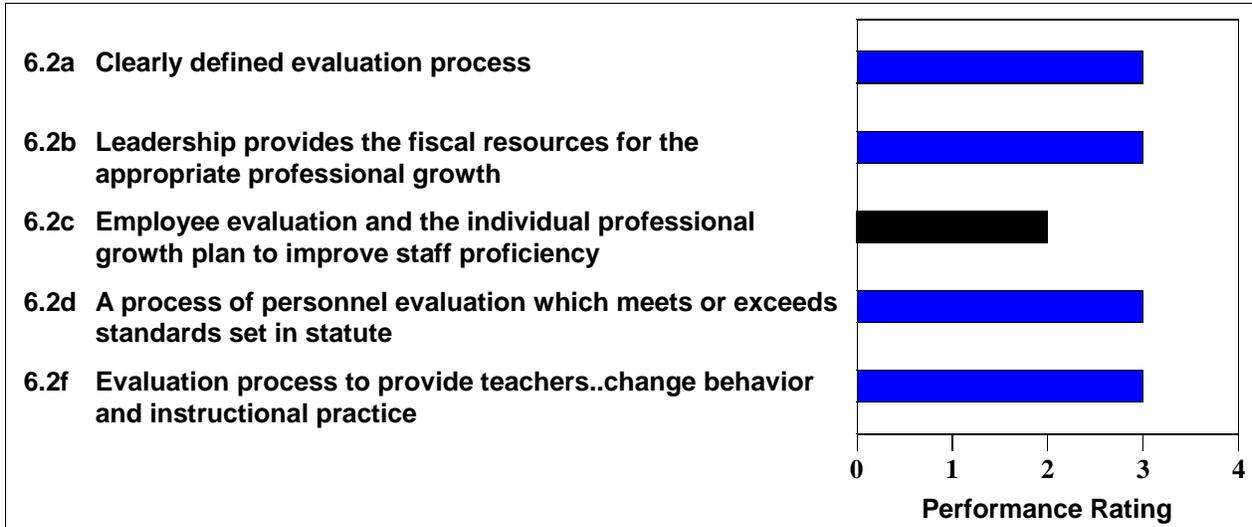
Kentucky Department of Education  
School Leadership Assessment Summary Report

**FAIRDALE HIGH SCHOOL MCA**  
Jefferson County Public Schools School District

12/5/2010 - 12/10/2010

**6.2 Professional Growth and Evaluation**

**Learning Environment**



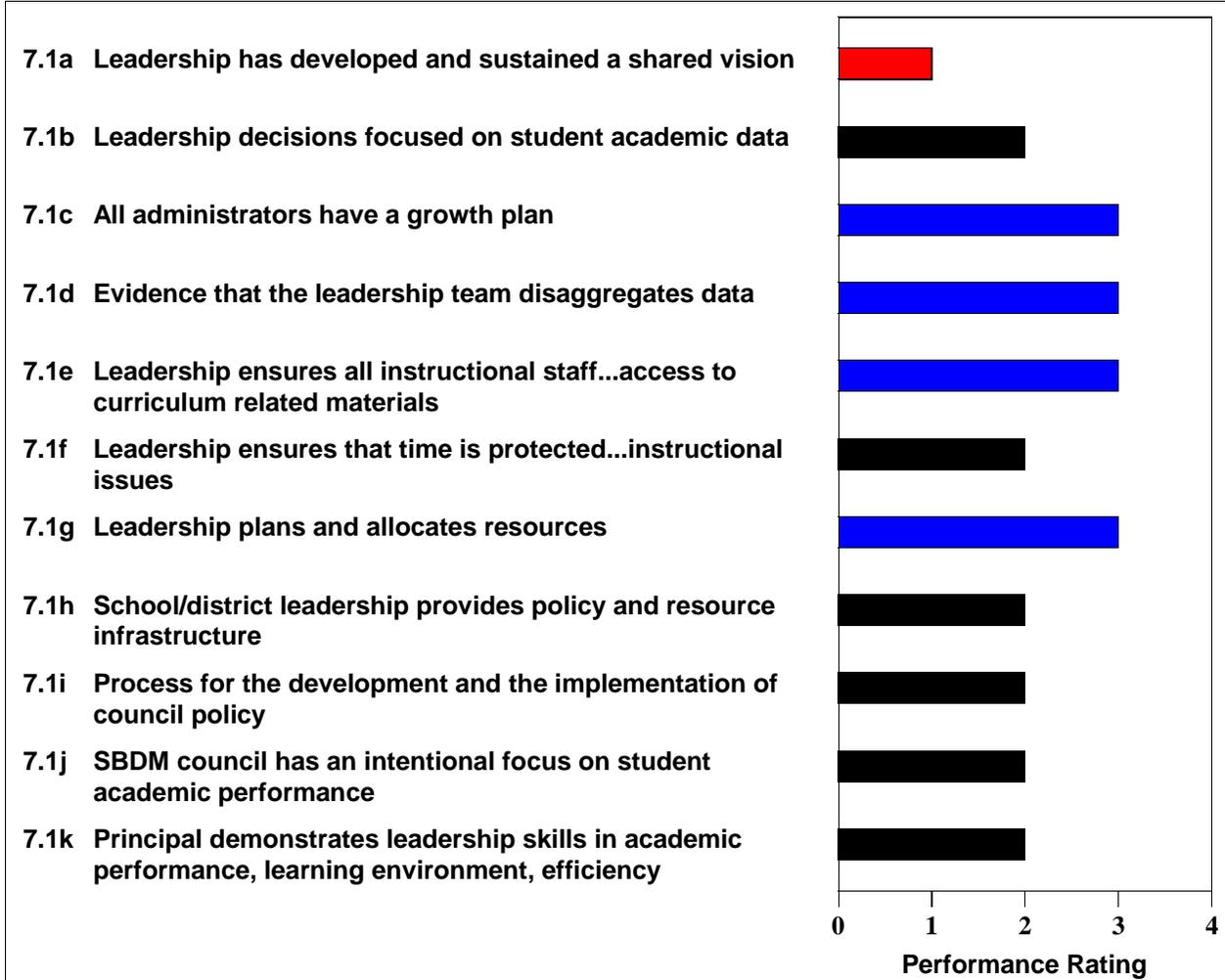
**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**7.1 Leadership**

**Efficiency**



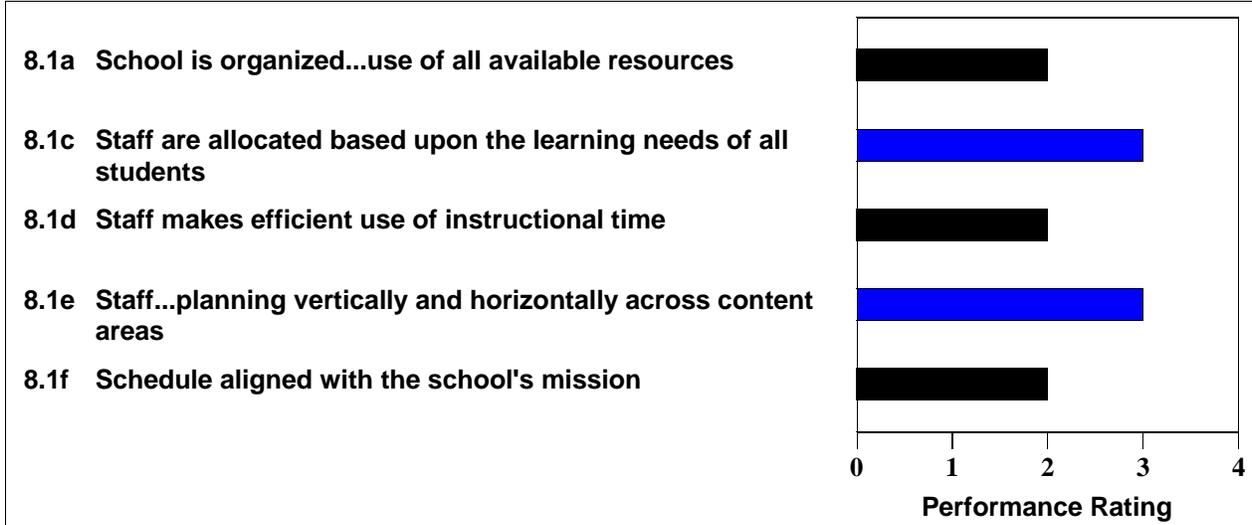
**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**8.1 Organization of the School**

**Efficiency**



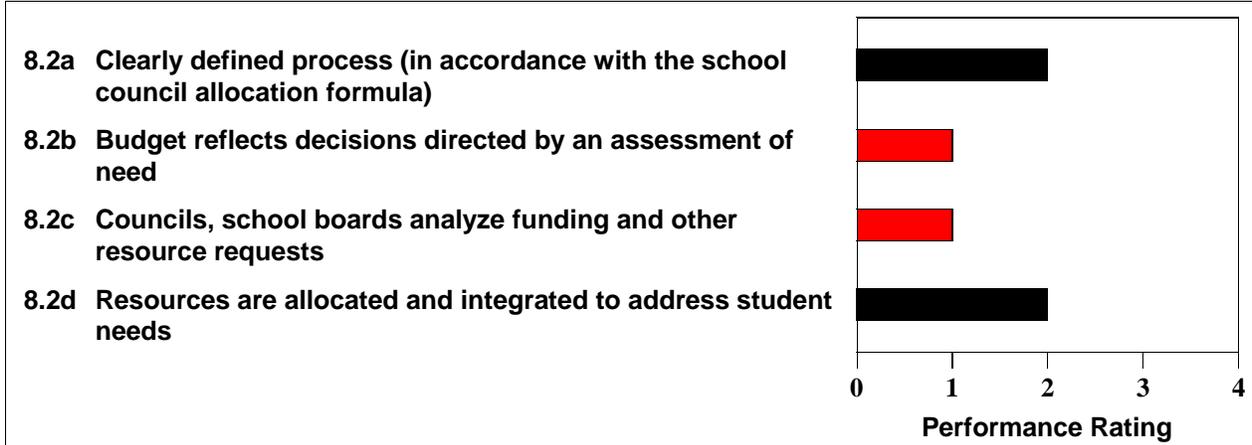
**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**8.2 Resource Allocation and Integration**

**Efficiency**



**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

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

**Efficiency**

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



**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**9.2 Development of the Profile**

**Efficiency**

**9.2a Planning process involves collecting, managing and analyzing data**



**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**9.4 Analyzing Instructional and Organizational Effectiveness**

**Efficiency**

**9.4a Strengths and limitations are identified**



**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**9.5 Development of the Improvement Plan**

**Efficiency**

**9.5c Evaluating the effectiveness of improvement plan**



**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**FAIRDALE HIGH SCHOOL MCA**  
**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**9.6 Implementation and Documentation**

**Efficiency**

