

Jefferson County Public Schools
Frederick Law Olmsted Academy North
School Leadership Assessment Report



11/13/2011 - 11/18/2011



School Leadership Assessment Executive Summary

Frederick Law Olmsted Academy North

Jefferson County Public Schools School District

11/13/2011 - 11/18/2011

William Perkins, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Frederick Law Olmsted Academy North during the period of 11/13/2011 - 11/18/2011. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal has not ensured that instruction is rigorous, relevant and engaging to students resulting in off-task student behavior.
Next Steps	The principal should ensure that all teachers are trained in and effectively and consistently implement the use of rigorous instructional practices that are research based, relevant to the student's world and address the learning styles and multiple intelligences of the diverse student population (e.g., gender specific, inquiry based learning). The principal should monitor to ensure that instruction in all classrooms is rigorous and relevant and that all students are highly engaged. Follow up support and training should be provided to teachers as needed.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not made a consistent connection between strategies and activities in the comprehensive school improvement plan and instructional practices.
Next Steps	The principal should ensure the strategies and activities in the comprehensive school improvement plan are evident in the instructional practices. A process to intentionally connect unit and lesson plans to the improvement plan should be developed to ensure the implementation of the plan and its impact on student growth and achievement.

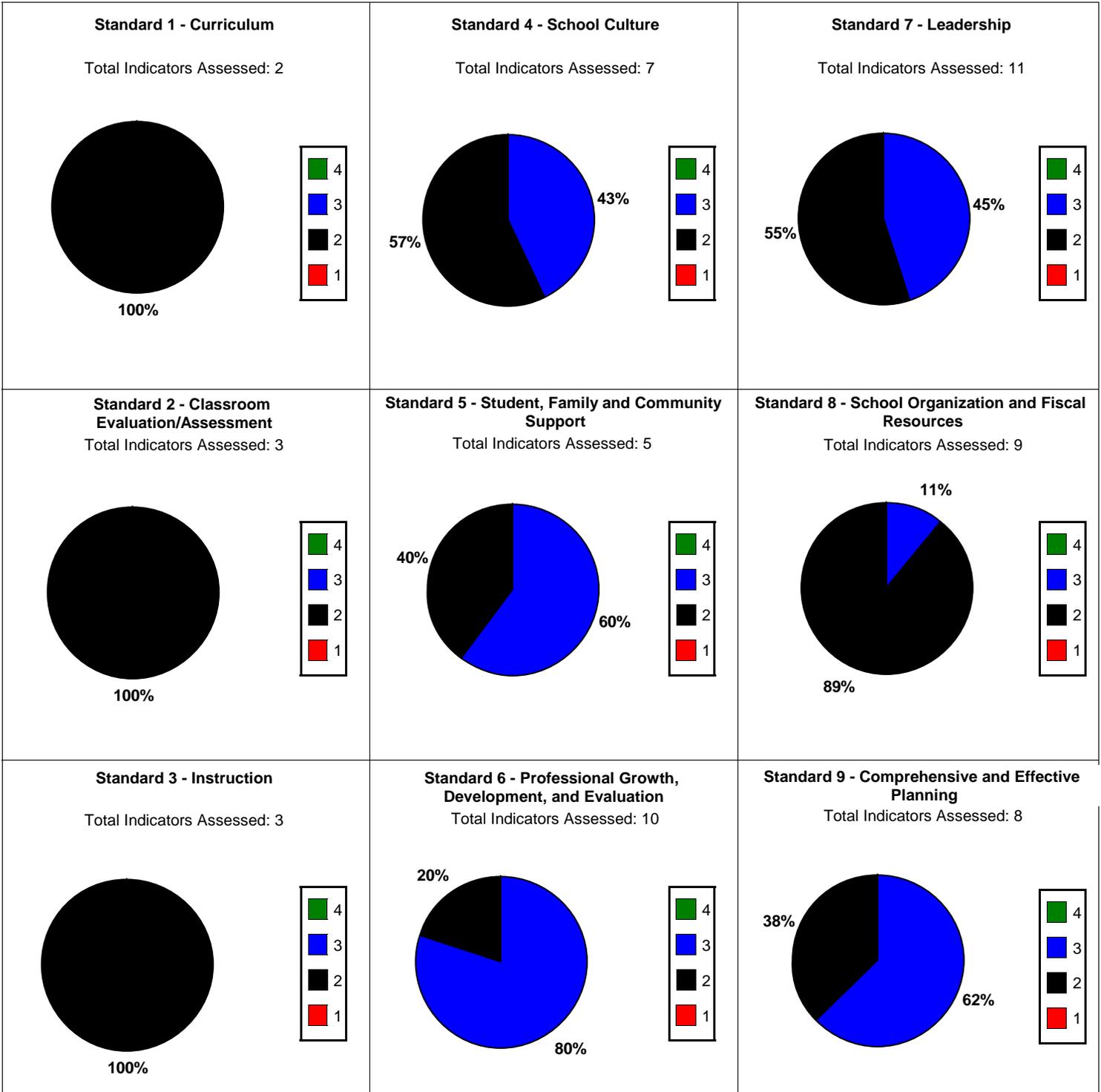
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal does not ensure that formative assessments are used to guide instruction or that they are rigorous and relevant.
Next Steps	The principal should ensure that all teachers develop assessments that are rigorous and relevant to the standards being addressed and targeted in the unit or lesson. The principal should ensure that teachers use assessments that mirror state assessments (e.g., multiple choice, open response, short answer) and aligned with the district standards-based curriculum. Textbook or teacher-made assessments should be modified to become rigorous, authentic and aligned with Kentucky standards. Rubrics should be developed and shared with students before classroom assessments and assignments. Teachers should instruct students on strategies to understand and use these rubrics for self-assessment and for communicating what they are to know and be able to do. Formative assessments should be frequent, rigorous, tied to instruction and used to guide instruction. The principal should ensure that all teachers are trained in the use of a protocol to analyze student work. Teachers should analyze test results, both formative and summative, and use this information to address instructional gaps and overlaps and gaps in student learning.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal has not communicated a clear process for refocusing staff efforts to maximize student growth and achievement.
Next Steps	The principal should lead his instructional leadership team in a comprehensive review of the roles and expectations for all staff to maximize the impact of their work on student growth and academic achievement. Specific focus should be placed in the area of ensuring that rigorous, relevant and engaging instruction is prevalent throughout the school. The principal should continue and expand his efforts to ensure that the evaluation process leads to targeted changes in teacher behaviors and instructional practices, and that professional development experiences are manifested in practice.
School Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
5. Deficiency	The principal and school council have not ensured all staff assignments are determined by matching teacher strengths and student needs to provide a successful middle school experience for all students.
Next Steps	The school council should revise the Assignment of Instructional and Non-Instructional Staff Time policy to ensure that matching teacher strengths to student needs is the primary criteria in placement of staff within the master schedule. The principal and his administrative team should ensure that the master schedule maximizes the impact of time on instructional practices (e.g., flexible scheduling within the team blocks of time, expand the related arts rotating schedule to maximize student exposure to multiple areas of study).
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

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KDE 2011 School Leadership Assessment Report
At-a-Glance

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

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



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

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report
Frederick Law Olmsted Academy North
Jefferson County Public Schools School District

11/13/2011 - 11/18/2011

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Frederick Law Olmsted Academy North during the period of 11/13/2011 - 11/18/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (212) and formal interviews and informal discussions with teachers (75), students (99), parents (25), Family Resource/Youth Services Center staff members (2), central office personnel (8), support staff members (33), media specialist (1), school council members (5), board of education member (1), community members (18), the superintendent, assistant principals (3), counselors (3) and the principal.

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

The chairperson of the team was Fred M. Simpson - District Administrator. The other team members were Randell E. Harrison - Building Administrator, Jean Roberts - Teacher, John A. Roberts - Higher Education Representative, Barbara W. McGinty - Building Administrator, Gwen Renae Buffington - Kentucky Department of Education Representative, Floyd Hines - District Administrator, Sandra Shepherd - Parent Representative, Marti H. Stuckey - Teacher, Patricia Hale - Higher Education Representative, Kymberly M. Rice - Educational Recovery Leader.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, examples of school to home communications, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Individual Learning Plans, parent and community member workshop schedule, school council policies and bylaws, school guidance plan, school mission, belief and vision statements and Title 1 program plan

Interviews with media specialist, parents, school council members and teachers

Observations of classrooms 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 school council has adopted a Transitions policy, but the policy primarily focuses on assisting students in making the transition to middle school or high school (e.g., new student orientation, parent meetings for students in key transitional points, incoming 6th graders, outgoing 8th graders, communication regarding high school orientation). Vertical communication regarding key curriculum transition points is limited to communication among departments or identifying student needs transitioning from one grade level to the next within the school. School and district leadership does not ensure that there is systematic and intentional dialogue among and between schools to address key curriculum transition points, particularly between elementary and middle schools.

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

The school council has adopted a Determination of Curriculum policy which states, "Olmsted Academy North will implement curriculum that includes the Program of Studies, JCPS Core Content Guides, JCPS Curriculum maps, and meets state and local board goals as described in KERA." This policy does not address current Kentucky Core Academic Standards, nor does it include a procedure for evaluating, reviewing and revising the curriculum. The school uses the Jefferson County Public Schools curriculum, which is aligned to Kentucky Core Academic Standards in reading and mathematics, and is adapting the district curriculum maps and units of study for other content areas.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal and school council should review and revise the curriculum policy to include ongoing review of the curriculum based on analysis of student achievement data (e.g., K-PREP, No Child Left Behind reports, Measure of Academic Progress, Classroom Assessment System and Community Access Dashboard for Education). The policy should require a systematic and intentional process for monitoring, evaluating and revising the curriculum.

The principal should work with district leadership to develop and implement a procedure to facilitate vertical communication within and between schools to review key curriculum transition points (e.g., elementary to middle, grade level to grade level, middle to high school). This process should be systematic and involve all relevant staff.

Resources:

Core Content for Assessment 4.1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/ Core+Content+for+Assessment+4.0/default.htm>

Program of Studies. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+ Studies/default.htm>

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, faculty meeting agenda, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, professional development records, rubrics, samples of classroom assessments, samples of student work products, school mission, belief and vision statements, School Report Card data, school Web pages, student homework with teacher feedback, student work, student/teacher ratio, teacher portfolios and videos of student performances

Interviews with central office staff, district leadership, principal, school leadership, students and teachers

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

Performance Rating 2

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

The school council has adopted a Classroom Assessment policy which states, "Each staff member will use multiple evaluations and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work." Formative and summative assessments in most classrooms are frequent and are usually aligned with Kentucky standards. These assessments, however, are not always rigorous nor always used to guide instruction and ensure student progress. Teacher-designed assessments often do not require students to think critically and use their problem solving skills.

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

Results of the Kentucky Core Content Test (KCCT) and the No Child Left Behind (NCLB) assessments are disaggregated by the district and shared with the school. All students take Content Area Assessments (CCA) several times a year. Teachers enter the CCA scores in Classroom Assessment System and Community Access Dashboard for Education (CASCADE), a test data management system, in order to benchmark schoolwide progress. Students in language arts and mathematics also take the Measures of Academic Progress (MAP) assessments, and the results of these assessments are used to determine students targeted for intervention. During

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

faculty, department and team meetings, the principal and instructional leadership team lead the faculty in reviewing and analyzing these various data. Master teachers lead each content area group in examining the results in order to determine gaps in achievement, gaps in learning and sometimes gaps in instruction. The review and analysis of test data, however, is not always used to identify gaps in curriculum

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

Lesson plans show the connection to the Kentucky standards, and learning targets are posted in most classrooms; however, this connection is not always demonstrated in classroom instruction and assessment. Expectations (e.g., rubrics, models, performance standards) are not usually communicated to the students before assessments or assignments. Many classroom assessments do not challenge students to achieve mastery, and students are not able to show what they can do because the assessments and assignments are of such low rigor (e.g., true-false, matching, fill in the blank, worksheets). Some students can articulate what is required to be proficient, and there are classroom displays of proficient/distinguished student work, but performance standards are not posted in most classrooms and common areas so that students can make the connection to Kentucky standards

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Standard 2 **Classroom Evaluation/Assessment**

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should ensure that all teachers develop assessments that are rigorous and relevant to the standards addressed and the target of the unit or lesson. Rubrics should be developed and shared with students before classroom assessments and assignments. Teachers should instruct students on strategies to understand and use these rubrics for self-assessment and for communicating what they are to know and be able to do. Formative assessments should be frequent, rigorous, tied to instruction and used to guide instruction.

The principal should ensure that performance standards and models of proficient student work are displayed in all classrooms and common areas. Students should be able to articulate what is proficient work and why.

The principal should ensure that teachers use assessments that mirror state assessments (e.g., multiple choice, open response, short answer). These assessments should be aligned with the district standards-based curriculum. Textbook or teacher-made assessments should be modified to be rigorous, authentic and aligned with Kentucky Core Academic Standards.

The principal should ensure that all teachers are trained in the use of a protocol to analyze student work. Teachers should analyze test results, both formative and summative, and use this information to address instructional gaps and overlaps and gaps in student learning.

Resources:

Allen, D. & McDonald, J. (1992). The Tuning Protocol: A Process for Reflection on Teacher and Student Work. Coalition of Essential Schools. www.itag.education.tas.gov.au

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

McTighe, J. & Thomas, R. S. (2002). Applying Understanding by Design to School Improvement Planning. (Audio tape). Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, faculty meeting agenda, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, professional development records, rubrics, samples of classroom assessments, samples of student work products, school mission, belief and vision statements, School Report Card data, school Web pages, student homework with teacher feedback, student work, student/teacher ratio, teacher portfolios and videos of student performances

Interviews with central office staff, district leadership, media specialist, principal, school leadership, students and teachers

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

Performance Rating 2

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

The school council has adopted a Planning and Resolution Regarding Instructional Practices policy. The policy states "Teachers shall emphasize the implementation of research-based instructional strategies in their classroom instruction. Evidence of these practices shall be included in all lesson plans, unit plans, interdisciplinary units, field trips, classroom observations by the administrative staff, and homework. . . Instructional practice will intentionally be developed to increase the amount of student engagement, provide rigor, and be aligned with core content." While some teachers use a variety of research-based instructional strategies, including gender specific strategies, this is not happening in many classrooms. The principal and instructional leadership team perform weekly walkthroughs to evaluate the use of strategies that are rigorous and make the school to student's world connection. Feedback is given, but not all teachers use this information to guide instruction and to develop strategies that are more engaging, rigorous and relevant to the students. Master teachers provide training in the use of a variety of research-based instructional strategies (e.g., gender specific, exit slips, graphic organizers, cooperative learning) and the Jefferson County Public Schools (JCPS) curriculum units also suggest a variety of research-based instructional strategies for increasing student growth and achievement.

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Standard 3 **Instruction**

Performance Rating **2**

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

Most teachers use the Jefferson County Public Schools curriculum guide and unit plans which are aligned with the Kentucky standards, and these plans include instructional strategies and activities that are aligned with the state and district learning goals. Assessments included in these documents are similar to those on the state assessments. As teachers adapt these units of study for classroom use, the changes in strategies and activities are often not aligned to the standards.

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

The school council has adopted a Procedures policy consistent with local school board policy for alignment with state standards, technology utilization, and Program appraisal policy. This policy does not directly address or define the effective use of technology in the classroom. Most classrooms have one or more computers; some have projectors and televisions; and a few classrooms have document cameras, wireless chalkboards, SMARTBoards, Clickers or Mobis. There are a limited number of printers available for teacher and student use. There are two computer labs in the school and 92 laptops on carts that can be checked out for classroom use. While some teachers effectively use technology in instruction, it is more often used to provide information (e.g., directions, notes to be copied) rather than to enhance instruction and meet the needs of diverse learners. Student use of technology to extend their learning is encouraged, but access to computers at school and in many homes is limited.

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Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should ensure that all teachers are trained in and effectively implement the use of rigorous instructional practices that are research based, relevant to the student's world and address the learning styles and multiple intelligences of the diverse student population. The principal should monitor to ensure that instruction in all classrooms is rigorous and relevant and that all students are highly engaged. Follow up support and training should be provided to teachers as needed.

The principal and school council should work with district leadership to ensure that technology in the school is updated and that access to technology is equitable for all teachers and students in all classrooms.

The school council should develop and adopt a policy that defines the effective use of technology by teachers in instruction and defines student use of technology to extend learning and address diverse learning styles. The policy should include procedures for monitoring to ensure that technology is an integral part of instruction in all classrooms.

Resources:

Gay, G, and Banks, J. A. (2000). *Culturally Responsive Teaching: Theory, Research and Practice*. NewYork, NY: Teachers College Press.

Marzano, R. J. (2003). *What works in Schools: Translating Research into Action*. Alexandria, VA: Association of 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.

Marzano, R. J., Pickering, D. J., Norford, J. S., Paynter, D. E. & Gaddy, B. B. (2001). *A Handbook for Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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Jefferson County Public Schools School District

11/13/2011 - 11/18/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, curriculum documents, documentation of parent contacts, employee handbooks, examples of school to home communications, facility inspection reports, facility work orders, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, fire marshal reports, Implementation and Impact Checks, Individual Education Plan/504 Plan, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, notes from parent conferences, organizational charts, policies and procedures on access to student records, safe schools data reports, samples of classroom assessments, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school procedures manual, school profile, school Web pages, school/district safety plan, state statute and regulation, student discipline reports, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, student/teacher ratio, trophy cases, videos of student performances and yearbooks

Interviews with classified staff, community members, district leadership, parents, principal, school leadership, speech pathologist, students, teachers and volunteers

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

Performance Rating **3**

- 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 is committed to the success and to high expectations of all students and demonstrates that commitment by establishing mentoring programs with community and business leaders, implementing CARE for KIDS, pairing with parents to share in the belief that all children can learn at high levels and instituting a dress code that requires the young men of the school to wear a collared shirt and necktie to increase the belief that they "dress for success". All stakeholders are welcomed into the school. The principal provides support for faculty and staff members to meet and develop strategies to bolster student achievement. The principal encourages staff

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Performance Rating **3**

members to be involved in assisting students to attain higher levels of achievement. National board certified teachers provide assistance to other faculty who want to obtain national board certification. Staff members often stay after school to offer tutoring support to students. Kentucky Core Academic Standards cohort teachers and master teachers who have been successful with underachieving students model instruction and otherwise provide assistance to other staff members.

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

The principal and staff regularly recognize and celebrate academic achievements of students. Quarterly assemblies are held to recognize and celebrate student growth and achievement. Activities (e.g., science nights, band concerts, ethnic fair), are conducted with public participation. Students developed a digital video disc (DVD) to highlight school accomplishments for public presentations. School website is a rich source of information regarding student growth and achievement. Newsletters go out to parents and the community. Student work is displayed throughout the school, but rubrics are not always included in these displays. There is daily recognition of students on the school's internal television system.

- 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 is represented by 48 countries (students and teachers).The school hosted its first "Ethnic Fair" and plans to host two fairs this school year inviting the community to participate. Support for its diverse culture is exemplified by the various programs and activities available at the school. The English as a Second Language program offers support to students who attend the school from various countries and backgrounds at all grade levels. The principal is intentional in staffing the school with faculty of diverse backgrounds to relate to the cultural needs of the student population. All teachers are teaching in their certified area. Faculty and staff often stay late so that students have an opportunity to receive extra assistance. The school has a free and reduced lunch population of ninety-two (92) percent. The school faculty and staff members aid in meeting the challenges that impede student growth and achievement. Students and teachers feel safe in the environment. Students state that the peer mediation program has helped to reduce instances of bullying. Safe schools reports and district reports show a

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Performance Rating **3**

significant decrease in the number of referrals and suspensions from last year to this year. The principal supports National Board Certified Teachers in providing assistance to other faculty who are in the process of obtaining national board certification.

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Standard 4 **School Culture**

Performance Rating **2**

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

The school has a comprehensive school safety plan that is reviewed regularly by school and district personnel. Evacuation instructions are posted in most classrooms, but maps with exit routes are not usually included. The Building Level Incident Management Team Command Structure is very detailed with a list of contacts and specific responsibilities assigned. Safety drills are regularly conducted, and a log is maintained. The facility provides a safe environment with a few exceptions. There are a few classrooms that require egress through a second classroom to a hallway or have an exit blocked by student desks, and there is no handicap access to the garden level. The building is clean and well-maintained, and the maintenance schedule is very detailed and specific. There is a school-wide behavior plan defined in the faculty, staff and student handbooks. In many classrooms, the effectiveness of the behavior management plan is negatively impacted by the lack of rigor and relevance in instruction. The principal, assistant principals and several behavior and enforcement staff are visible and responsible for supporting high standards of behavior both in classrooms and common areas.

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

The school faculty and staff work as a team to follow the common vision, mission and beliefs. The school council has several committees on which there are no classified staff members or parents. Some staff members, in addition to certified faculty, are involved in meaningful ways in supporting a positive learning environment (e.g., Family Resource Youth Services Center staff, security, custodians).

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

The school council has adopted policy regarding assignment of students to classes, but the policy does not reference matching teacher strength to student needs. Staff and students alike have taken a learning styles profile to determine their individual learning styles. The master schedule is not designed to maximize a wide variety of learning experiences for middle school students, nor is it apparent that grouping or re-grouping of students occurs to maximize student growth and achievement. Co-teaching between core teachers and exceptional children education teacher is not a common

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Standard 4 **School Culture**

Performance Rating 2

practice in most classrooms. The principal and instructional leadership team have attempted to match teacher strength to student learning needs, but it is not evident that this process is sufficiently systematic to have widespread impact on student growth and achievement. The principal ensures that a variety of programs and activities to increase student growth and achievement through mentoring programs, community and business activities are available to all students.

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

The principal and the school council has adopted a Title 1 Parent Involvement policy and a Family and Community Engagement policy. Employees and students are provided a handbook. There is no systematic written communications plan; however, the principal has set the expectation that staff members communicate with parents in several ways (e.g., newsletter, email, calls, notes, agenda, Infinite Campus). Many teachers communicate with parents specifically to increase student growth and achievement. There are few opportunities communicated for parents and community members to learn how to improve student academic success (e.g., data, testing, authentic parent involvement, decision-making, legal options, resources, individual education program, individual learning plans, committee participation). The principal regularly visits homes, community members and agencies to build relationships and to address concerns. The community members often communicate verbally or in written form to report the positive influence the current administration has on the school and community.

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Summary of commendations in: **Learning Environment**

Standard 4 **School Culture**

The principal has effectively led the school staff and community in actively addressing the climate and culture of the school through communication of a clear vision of all students being proficient. There is a widely shared belief in the ability of all students to learn at high levels and excitement in the community about the opportunities being provided to their children. The principal provides extensive resources and assistance to the students and faculty to establish a culturally diverse environment and to support the varied learning needs of the students.

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

The principal should ensure that gender specific strategies are consistently used by all staff members to meet the continued challenges of the student population to maximize student growth and achievement.

The principal, in collaboration with the school council and representatives from all stakeholder groups, should develop and implement a comprehensive communications plan that includes written procedures and goals for effective two way communication and parent learning opportunities to improve continuous student growth and achievement.

Resources:

Deal, T.E. & Peterson, K.D. (1999). *Shaping School Culture*. San Francisco, CA: Jossey-Bass.

Decker, L.E. & Decker, V.A. (2001). *Engaging Families & Communities: Pathways to Educational Success*. Fairfax, VA: National Community Education Association. ISBN: 0-939388-19-4

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

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

Johnson, R. (2002). *Using Data to Close Achievement Gaps: How to Measure Equity in Our Schools*. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1

Payne, R. (1998). *A Framework for Understanding Poverty*. Highlands, TX: aha! Process, Inc.

SISI Toolkit Standard 4. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%204/Standard%204%20By%20Standards.htm

Empowering Parents School Box.
<http://www.ed.gov/parents/academic/involve/schoolbox/index.html>

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, civic group programs/agenda, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, documentation of referrals to health and social services, examples of school to home communications, Extended School Services Schedule, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Individual Learning Plans, lesson plans/units of study, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, notes from parent conferences, parent and community member workshop schedule, policies and procedures on access to student records, record of home visits, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school council policies and bylaws, school event calendar, school mission, belief and vision statements, student handbook, student work and student/parent/staff handbooks

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

Observations of classrooms, common areas and hallways

Performance Rating 3

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 developed policies that encourage parent and community participation in school activities. These include a policy, Committees, which “encourages diversity in composition and parent participation”, a Title I Parent Involvement Policy which “provide opportunities for parents to be involved in the Child’s Education” and a Family and Community Engagement policy. These policies have guided the school in making a significant increase in parent participation. The Parent Student Teacher Association now has an enrollment of 301 members and more than 1000 parents attended the Parent Night program and the Community Awareness Fair. The Family Resource Youth Services Center sponsors a Men Make a Difference Day involving male role models (e.g., fathers, brothers, sons, advocates) who accompany the students to classes for one period. At this event, guest speakers talk about careers, college and role models. The team with the largest percentage of participation is treated to a pizza party. Some faculty members are assigned as mentors to students. The director of the Family Resource Youth Services

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Performance Rating **3**

Center acts as a mentor to all students needing assistance. The center and faculty also work with parents to ensure students come to school clean, with proper uniforms, adequate supplies and prepared to learn. The Family Resource Youth Services Center works cooperatively with over thirty community business partnerships to eliminate barriers to learning and increase student growth and achievement.

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 school counselors schedule students in all required courses. Students may enroll in co-curricular courses (e.g., band, orchestra, Spanish) after the required courses are scheduled. There is no choral program and other related arts opportunities are limited. The Family Resource Youth Services Center has established business partners who provide assistance to students to eliminate obstacles to learning. Extended School Services are provided by a waiver for in-school services and a retired teacher works with students needing this resource. However, this service is limited and does not allow for after school assistance. Title I funds are used to provide an additional math teacher and to provide funds to effectively implement the Title I Parent Involvement Policy. Counselors at each grade level provide counseling services designed to meet the intellectual, social and developmental needs of all students. Teacher referrals give students access to these services. Counselors informally work with students during their regular monitoring assignments (e.g., class changes, cafeteria, hallway).

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

All student records are secured in the counselor's office and available only to recognized persons. This is in compliance with state mandated policy. Infinite Campus is the program used to maintain and support student record management system. Parent Portal is now available for parent use. Counselors are working with all students on individual learning plans, and these plans have not been completed.

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

Performance Rating 2

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

The principal ensures that the faculty is trained to identify students with special learning needs. The Cultural Competence professional development is required for all faculty. Students needing guidance services, mentors or advocates are referred to the appropriate office (e.g., counselor, Family Resource Youth Services Center, mental health provider). A nurse is not assigned to this school to address other health issues. Secretaries have been trained to dispense prescribed medication to students. Transient students are referred to the Family Resource Youth Services Center after being enrolled. The Center provides students with information about the school, expectations and proper attire to ensure that their education continues with minimal interruption. The director of the Family Resource Youth Services Center is the major advocate for all students at the school. This office has established a peer-mentoring program that students indicate works to eliminate negative influences on learning. During the summer, forty eighth grade students are selected to be trained as peer mediators. After the school year begins, these students become mentors for other students in the school. This program has received state recognition for the past two years through the Peace Education program.

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

The peer mediation program provides opportunities for students to work together to eliminate personal problems that might interfere with school activities. The district has provided a behavior coach, a success coach and a home school coordinator. They are responsible for ensuring that students who are having behavioral, academic or attendance problems receive support to keep them in school. The Family Resource Youth Services Center has an effective home visitation program that works to promote student attendance. The school provides many opportunities for learning beyond the classroom (e.g., clubs, team sports, community mentors, university partnerships). There are co-curricular programs available to all students (i.e., band, orchestra, Spanish). Participation in the music programs, however, does not always allow students to enroll in other related arts programs.

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

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Summary of recommendations in: **Learning Environment**

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

The principal should ensure that extended school services are made available after school as well as during the day. This would serve more students (i.e., students who reside in the neighborhood) without taking away from instructional time during the school day. Many faculty voluntarily stay after school but having a referral program in place would make it more organized, data driven, and focused on individual student learning needs.

Resources:

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

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

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York, N. Y.: The New Press.

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, certified personnel evaluation plan and process, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district personnel evaluation system and documentation of implementation, employee handbooks, enrollment data, faculty meeting agenda, Implementation and Impact Checks, Individual Learning Plans, individual professional growth plans, job descriptions, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, professional development records, professional resource materials, rubrics, samples of classroom assessments, samples of student work products, school calendar with motivational and celebratory events, 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, school Web pages, staff development agenda, student handbook, student work, student/parent/staff handbooks, student/teacher ratio and videos of student performances

Interviews with assistant principal, community members, district leadership, local board of education members, principal, school leadership, speech pathologist, students, teachers, volunteers and County Extension Agent

Observations of classrooms, common areas, hallways and media center

Performance Rating 3

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 and school council provide a yearly professional development plan that supports instructional and leadership training for all staff members. The professional development plan specifies the offerings that staff should attend. Professional development topics have been identified through various forms (e.g., individual growth plans, evaluations, walkthroughs, test data, committee meeting minutes). The principal provides opportunities for staff to enhance leadership skills through the school council committees, the new teacher cadre facilitated by teachers, team leaders and master teachers. The principal facilitates the provision of professional development offerings to classified staff.

6.1b The school has an intentional plan for building instructional capacity through

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

Performance Rating **3**

on-going professional development.

The assistant principal, with support of the principal, collaborates with staff to identify areas of need for professional development. She develops the yearly professional development plan and calendar. The principal ensures the plan provides opportunities for staff to build instructional capacity and submits the plan to the school council for approval. Data from various sources (e.g., master teachers, staff and school leadership, school surveys, growth plans, test scores, comprehensive school improvement plan) is used to revise the plan as needed.

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

The principal ensures that professional development is aligned with the learning goals for student performance, professional growth plans and professional evaluations of staff members.

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

Master teachers plan and present embedded professional development during teacher planning time once a week. The principal and instructional leadership team monitor the impact of job embedded professional development through walkthroughs and classroom observations.

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

The principal ensures that all certified and classified personnel receive a booklet that details the evaluation process. During opening day, the principal explains the process to all certified and classified staff.

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

The principal and school council allocate funds for professional development aligned with the strategies and activities included in the comprehensive school improvement plan and identified professional development needs.

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

The principal follows evaluation procedures as outlined in the district

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

Performance Rating **3**

evaluation plan. He gives each teacher a copy of the certified evaluation plan and explains the process during the first week of school. The principal and assistant principals share the responsibility for teacher evaluations. Teachers and their assigned evaluator collaborate to develop, review and revise professional growth plans.

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

The principal and assistant principals conduct personnel evaluations in accordance with district personnel policies and state statute and regulations. The principal and assistant principals fairly and consistently administer this process. Each teacher is evaluated according to the requirements of tenure and non-tenure status.

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

Performance Rating 2

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

The principal and the instructional leadership team analyze student data from multiple sources (e.g., school surveys, test scores, walkthroughs) to determine the need for professional development activities. To plan for future professional development, the principal, administrative team and instructional leadership team conduct walkthroughs and classroom observations to analyze the impact of professional development activities on instruction and student growth and achievement. The professional development plan is revised as needed. Individual requests for proposed professional development are submitted to the principal for approval prior to attendance.

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

The principal and assistant principals follow procedures outlined in the district certified personnel evaluation plan. They provide timely feedback to the certified staff following each formative and summative evaluation. Narratives relevant to individual teacher standards guide the discussions for each post-observation conference. Master teachers assist the principal and assistant principals in conducting weekly walkthroughs and provide timely, constructive feedback. Master teachers and district support personnel provide assistance to strengthen teachers' identified targeted areas for growth. The evaluators monitor to ensure teachers make necessary changes in behavior and instructional practices; however, these changes do not always occur.

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

The principal should use the evaluation process to ensure that items targeted for growth in the professional growth plan lead to actual changes in teacher behavior and instructional practices. He should ensure that all professional development experiences manifest themselves in increased student growth and achievement.

The principal and school council should ensure that the professional development plan is multi-year and ongoing.

Resources:

Diaz-Maggoli, G. (2004). Teacher Centered Professional Development. Alexandria, VA: Association for Supervision & Curriculum Development.

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/>

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, employee handbooks, examples of school to home communications, facility inspection reports, facility work orders, faculty meeting agenda, fire marshal reports, health department inspection reports, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, professional development records, roster of teaching assignments, safe schools data reports, samples of classroom assessments, samples of student work products, 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 Web pages, school/district safety plan, student work and student/teacher ratio

Interviews with assistant principal, community members, counselor, parents, principal, school council members, students, teachers, volunteers, U of L Outreach and U of L Intern Supervisor

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

Performance Rating 3

7.1a Leadership has developed and sustained a shared vision.

The principal led a committee of students, teachers and parents to create vision, mission and belief statements for the school in 2008. The instructional leadership team, teachers, students, district representatives and administrators reaffirmed the statements for 2011-2012. The vision, "Every Child Proficient!", and the mission, Educating Tomorrow's Leaders Today, are published in a variety of venues (e.g., school publications, school stationary, the school Web site). All staff members and most students can articulate the vision and mission statements.

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

The principal, assistant principals and counselors have developed professional growth plans that target individual skills necessary to improve student performance. The principal collaborates with his district evaluator to

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

develop his individual professional growth plan. He meets with her informally several times during the school year and formally once each semester. The plan is reviewed each time they meet. The principal assists the assistant principals and counselors in developing their plan. All administrators have professional goals and growth areas that are directly linked to student growth achievement and the focus goals of the school.

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.

All teachers have been provided with Jefferson County Public Schools current curriculum aligned with Kentucky Core Academic Standards or revised standards-based curriculum documents (e.g., science, social studies, related arts). Content curriculum maps, which include units of study developed by teachers and district personnel, are being used by most teachers in the school. Master teachers work with teachers in teams and departments to train and model use of the curriculum and unit of study documents. During summer camp, Kentucky Core Academic Standards (KCAS) cohorts in reading and math received training in the use of these materials. They meet monthly for additional training. These cohorts share information gleaned from training, and team members observe the cohorts teaching model lessons. Cohort groups in other content areas attend professional development led by district personnel and then share the information with their colleagues. The principal assigns the master teachers responsibility for ensuring that all teachers are trained to effectively use school and district curricular resources. The principal and administrative team monitor to determine the effectiveness of these trainings and the use of the materials to impact student growth and achievement.

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

The school council has adopted a policy in the area of discipline and classroom management. The principal ensures that administrators, staff and students adhere to this code of behavior. The principal uses the infrastructures (e.g., principal, assistant principal, security personnel, teachers, classified staff) for implementation and maintenance of a safe and effective learning environment. The principal has developed and implemented school procedures to support an orderly and safe environment for both

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

students and staff. There is a record of practiced fire, earthquake, tornado and intruder drills. Health inspection certificates are on file with the cafeteria manager. There is an organizational structure in place to monitor and maintain facilities and equipment. The current facilities plan and maintenance records are housed in the school administrative offices. The facilities are clean and well maintained, but the building is not entirely compliant with the American with Disabilities Act (e.g., lack of full access to basement, lack of ramps or railings).

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

The council has developed required policies and by-laws. The principal ensures the implementation of the policies through assistant principals and other leadership team members. The principal is currently ensuring revision of school council policies by assigning administrative team members the responsibility of ongoing review of specific policies. The policies are reviewed annually as an activity within the comprehensive school improvement plan.

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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 provides a variety of disaggregated student performance data (e.g., Kentucky Core Content Test, No Child Left Behind report) to the instructional leadership team for analysis. The principal then presents the results of the analysis to the school council for review. Master teachers meet regularly with certified staff in department meetings to analyze current data (e.g., Classroom Assessment System and Community Access Dashboard for Education, Measures of Academic Progress, student work). Teachers use the data to analyze students' mastery of key concepts and to reflect on next steps in instruction; however, the analysis and reflection do not always change instructional practices.

- 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 and the instructional leadership team collaborate to analyze disaggregated student performance data (e. g., Kentucky Core Content Test, No Child Left Behind report) to identify achievement gaps within the student population. The results are shared with certified staff members and the school council. Further analysis of the data led by master teachers occurs in department meetings. The instructional leadership team uses feedback from teachers to develop strategies and design activities for the comprehensive school improvement plan. Significant achievement gaps are not specifically targeted or given priority when designing activities to reach the goals in the school plan.

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

The school council has adopted a Protection of Instructional Time policy. The principal ensures procedures are consistently implemented to promote the efficient use of staff time and maintain a focus on curricular and instructional practices. The principal allocates specific blocks of time (e.g., team common planning daily, embedded professional development once a week) to enable staff members to work collegially and individually on curricular and instructional matters. Agendas, minutes and action items reflect a focus on academic issues. The principal and his administrative team do not ensure

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Performance Rating 2

that the master schedule maximizes the impact of time on instructional practices (e.g., little use of flexible scheduling within the team blocks of time, limited use of related arts rotating schedule to maximize student exposure to multiple areas of study).

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

The school council has a process for developing and administering the school budget. The Budget policy states that the principal in consultation with the council will review and approve the school budget not to exceed district allocation. There is an Efficiency Committee that is charged with the responsibilities of maximizing the impact of budget, scheduling, textbooks and school resources. The principal, with input from the instructional leadership team and the Efficiency committee, prepares a draft budget for school council approval. The current school improvement plan reflects these efforts to sustain the process of school improvement with resources that are available. The assistant principal, in consultation with the principal, expends requested funds from the school council budget to teachers for instructional supplies and equipment. There is not a formal needs assessment in place to establish budget priorities.

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

The school council has a standard agenda format that includes instructional and program items. There is little public interest and participation in the open session. The school council submits plans for school improvement to the district liaison for review. After this review, the plan is submitted to the assistant superintendent and school board for review. The school council has two new parent members who have not received required training.

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

The principal communicates a personal vision of leading the school in the areas of academic performance and learning environment and has effectively shared this vision throughout the community. The principal communicates his vision to the community through the use of the school website, newsletters and open house/community meetings. There is a need to fully engage the

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community in achieving the school mission by aggressively soliciting participation in all school activities. The principal has by necessity been primarily focused to date in promoting a turnaround in the school's culture and learning environment (e.g., discipline, attendance, class room management, high expectations for all students) to permit continuous student academic performance to occur. He acknowledges that he has not been able to focus sufficient attention until this year directly on instructional issues to achieve the degree of academic growth and achievement for all students that he believes that they will soon be able to achieve. The principal uses the structure of an instructional leadership team to provide direction for the school. He employs a variety of human resources in an attempt to support instruction and has begun to provide more guidance to teachers on instructional practices. He acknowledges that this effort needs to continue to become more systematic and targeted, particularly as it relates to increased rigor, relevance and student engagement in instruction; and he has begun planning with his instructional leadership team to this end. There is extensive use of external resources in support of student growth and achievement, coordinated through the youth center. The principal assigns a variety of responsibilities to members of the administrative and leadership teams but still has room to grow in developing his ability to effectively monitor their work to ensure accountability in supporting change (e.g., instruction, programs, monitoring). The principal ensures the use of some data and informal needs analysis to guide the development of programs in the school. He and the instructional leadership team have not been as systematic in ensuring that data is being used to change instructional practices. He is widely credited by the community, parents, staff members and students as being the heart of the dramatic change in learning climate in the school over the past three years and is seen as being essential to continuing school improvement efforts.

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The principal should ensure the development of a comprehensive school improvement plan that involves all stakeholders. The plan should reflect data, benchmarks, timelines (short and long term impact checks), and specific responsibilities for researched actions that will provide student growth and academic excellence.

The school council and principal should collaborate to provide rigorous and intensive oversight of the implementation and evaluation of plans, programs and services for impact on student achievement and school improvement. The school council and principal should create formal organizational structures and systematic processes to ensure services are intentional, consistent, efficient and effective.

The principal should solicit the expertise and experience from staff, community leaders, students and parents in the development of a strategic plan that will create a shared vision and bring about academic growth for the school.

The principal should clarify the roles and expectations for all staff in regard to student growth and academic achievement. The principal should provide focused leadership in the areas of rigorous, relevant and engaging instruction.

Resources:

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

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

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

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

SISI Toolkit Standard 7. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%207/Standard%207%20By%20Standards.htm

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, classroom assignments, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, curriculum documents, curriculum maps, district budget and allocations, employee handbooks, faculty meeting agenda, Implementation and Impact Checks, master school schedule, roster of teaching assignments, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda, school Web pages, staff extra-duty schedule and Title 1 program plan

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, counselor, district leadership, Family Resource/Youth Services Center personnel, local board of education members, parents, principal, school council members, school leadership, school resource officer, students, superintendent and teachers

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

Performance Rating 3

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

The master schedule provides common planning time for the grade level content teachers and grade level teams. Teachers also meet in department meetings each month. The principal requires each teaching team and department team to keep meeting minutes to document their activities and actions. The principal assigns the assistant principals to attend most team meetings and report the activities and results to him. Teachers meet in different settings (e.g., common planning time, department teams, instructional leadership team) to develop unit/lesson plans, to share best instructional practices and intervention strategies and to discuss the strategies and goals of the comprehensive school improvement plan.

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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 develops lines of communication and assigns areas of responsibility (e.g., administrative team, instructional leadership team, committees) to guide the efficient use of available resources. The principal has assigned specific duties and responsibilities to his administrative team that facilitates the efficient operation of the school. The principal has frequent formal and informal meetings with his administrative team to monitor their progress on completing the assigned duties. Meeting minutes are kept on the scheduled administrative team, instructional leadership team and committee meetings. The school council has adopted a Budget Policy that states “the principal will consult with SBDM for the purpose of developing a school budget.” The principal collaborates with his administrative team with input from the efficiency committee to develop the draft school budget. The school council approves the final budget. The principal submits monthly budget reports to the council. The principal has an informal process which allows the teachers and departments to make requests for funds. The council has adopted a Program Appraisal policy. Implementation and impact checks are completed and submitted to the council. The principal has also developed informal procedures to monitor and evaluate the allocation of resources for their impact on student growth and achievement. The school uses a variety of community resources (e.g., Young Men of Quality, Big Brother/Big Sister, University of Louisville Speed School of Engineering, Olmsted Park Association), but there is no formal plan to promote this practice.

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

The school council has adopted an Assignment of Instructional and Non-Instruction Staff Time policy. The policy does not specify that staff assignment be made based on the specific learning needs of students and teacher strengths; however, the principal has regular informal discussions with his administrative team and master teachers in making teaching assignments.

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

The school council has adopted a Protection of Instructional Time policy that states, “Olmsted Academy North ensures that every student will be actively

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engaged in instructional activities throughout the school day.” The principal has implemented informal procedures (e.g., no intercom announcements, no bells, limited telephone calls to the classroom, television used for announcements) to limit the number of interruptions during the school instructional day. The administrative team conducts walkthroughs to monitor the use of instructional time and best instructional practices. Feedback from these walkthroughs is provided to the teachers. The school council has adopted a Discipline and Classroom Management policy. The behavior management plan used by the school was designed based on components from CHAMPs, Harry Wong and Foundations programs. The school has also implemented the Jefferson County Public Schools Code of Acceptable Behavior and Discipline, the Student Bill of Rights and CARE for Kids. However, in many classrooms, lack of instructional focus and low levels of rigor, relevance and student engagement result in off-task student behavior.

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

The master schedule is developed by an assistant principal in collaboration with the principal and the other assistant principals. The master schedule provides for the core classes to have adequate time for the teachers to offer quality instruction to meet the specific learning needs of the students. However, the schedule does not contain structures to provide flexibility for expanded learning opportunities in core subjects or related arts (e.g., science labs, extended time for writing assignments, music or art) nor does it provide sufficient on-going opportunities for participation.

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

The school council has adopted a Budget Policy. The principal in collaboration with his administrative team and input from the Efficiency Committee develops the draft school budget. The school council approves the final budget. The principal submits monthly budget reports to the council. The principal has an informal process which allows teachers and departments to make requests for funds. There is no formal process to monitor and evaluate the impact of the requested resources on student growth and achievement. The principal follows district, state and federal guidelines in

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administering the school budget.

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

The school council has adopted a Budget policy, but the policy does not ensure there is a process for distributing resources in an equitable manner. The school budget developed by the principal and his administrative team has been approved by the council. The principal has formal and informal discussions with his administrative team about allocation of resources. He has developed an informal process to monitor the impact of the budget and expenditures on student growth and achievement.

- 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 council has adopted a Program Appraisal policy which states, "Under the direction of the Instructional Leadership team (including the administrative staff) at Olmsted Academy North, the planning process will ensure that sustained analysis of whether each of the programs is contributing adequately to helping all students meet state standards." Implementation and impact checks are completed and are submitted to the council. The principal has developed informal procedures to monitor and evaluate the allocation of resources for their impact on student growth and achievement. The comprehensive school improvement plan identifies funding sources (e.g., General Fund, Title I, At-Risk, Individuals with Disabilities Education Act, Extended School Services, Student Recovery Program) for the strategies and activities to be implemented.

- 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 and school council integrate funds (e.g., General Fund, Title I, At-Risk, Individuals with Disabilities Education Act, Extended School Services, Student Recovery Program) that will implement the strategies and activities in the comprehensive school improvement plan. The funds are monitored according to the program requirement and guidelines. The principal

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Performance Rating **2**

and school council follow the district, state and federal programs guidelines in the allocation of all categorical funds. However, there is no formal process to monitor and evaluate the use of these funds for their impact on student growth and achievement.

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Standard 8 **School Organization and Fiscal Resources**

The principal should develop and implement a systematic formal process to monitor and evaluate the allocation of resources for their impact on continuous school growth and improvement.

The school council should revise the Assignment of Instructional and Non-Instruction Staff Time policy to ensure that matching teacher strengths to student needs is the primary criteria in placement of staff within the master schedule.

Resources:

Lezotte, L. W. Stepping Up: Leading the Charge to Improve Our Schools. Okemos, MI: Effective Schools Products, Ltd.

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

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.

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

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, employee handbooks, Implementation and Impact Checks, lesson plans/units of study, samples of student work products, samples of written correspondence to staff/stakeholders, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school profile, School Report Card data, school Web pages and student handbook

Interviews with central office staff, classified staff, district leadership, principal and teachers

Observations of classrooms, common areas and hallways

Performance Rating **3**

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

The mission statement, "Educating tomorrow's leaders today," was reviewed by the principal in 2011 in collaboration with stakeholders that included the instructional leadership team, the principal's advisory council, parents and community members. The vision and belief statements were also reviewed. The goal statements were developed based on feedback given by stakeholders (e.g., parent involvement committee, student surveys, academic comprehensive surveys). These statements are posted in various venues (e.g. student and teacher handbooks, most classrooms and common areas, daily television announcements). Students and teachers are also aware of the statements. The executive summary describes the process used in the development of the comprehensive school improvement plan.

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

The principal, school council and instructional leadership team frequently review the comprehensive school improvement plan through the collection and analysis of data (e.g., Classroom Assessment System and Community Access Dashboard for Education, non-cognitive data, implementation and impact checks). The school council conducts progress reviews in February, April, and September. The current plan was approved on October 11, 2011.

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

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

established.

The principal has systematic, formal strategies in place to evaluate and ensure continual progress toward the goals in the comprehensive school improvement plan. The instructional leadership team completes and submits implementation and impact checks to the school council for approval. These checks are designed to review, amend and update the strategies and activities in the improvement plan and determine their effectiveness.

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

Data (e.g., Measures of Academic Progress, Classroom Assessment System and Community Access Dashboard for Education) is collected and reviewed to measure the impact of the goals and objectives in the comprehensive school improvement plan. Implementation and impact checks are completed to enable school leadership to compare student performance levels to the goals and objectives of the improvement plan.

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

The principal and instructional leadership team formally and informally review student performance data with teachers to determine the impact of the improvement plan on classroom practice. Walkthroughs and observations provide data that is reviewed to determine the impact of instruction on student growth and achievement.

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Performance Rating 2

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

The principal, in collaboration with the school council and instructional leadership team, collects, manages and analyzes data from a variety of sources (e.g., Kentucky Core Content Test, Tell Survey Data, and comprehensive school survey results). Analysis of student work is inconsistent. District leadership trained the principal in the planning process and in the use of the web application tool for the development of the comprehensive school improvement plan. The district uses a review rubric and computer generated email to remind principals when benchmarked are to be completed in the plan. The principal revised the plan with feedback from the district.

- 9.6a The plan is implemented as developed.

The principal and school council ensure implementation of the components in the comprehensive school improvement plan. Strategies and activities are reviewed to determine their impact on instruction and student achievement. Timelines are designed to begin and end with approval of the plan by the school council in October of each year. Teachers demonstrate differing levels of awareness of the components of the school improvement plan. Strategies and activities identified in the plan are not consistently reflected in classroom instruction.

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

The principal articulates a commitment to continuous improvement, and he challenges the status quo (e.g., parent involvement activities, school wide read aloud, Student Recovery Program, home and community visits).The principal has created a systematic process to review, revise, implement and monitor the plan to ensure continuous improvement and to hold staff accountable. There is not a systematic process in place to celebrate successful implementation of components of the plan.

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Standard 9 **Comprehensive and Effective Planning**

The principal should ensure the strategies and activities in the comprehensive school improvement plan are evident in the instructional practices. A process to intentionally connect lesson plans to the improvement plan should be developed to ensure the implementation of the plan and its impact on student growth and achievement

Resources:

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

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

Kentucky Association of School Administrators - www.kasa.org

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

McTighe, J. & Thomas, R. S. (2002). Applying Understanding by Design to School Improvement Planning. (ASCD audio). Alexandria, VA: Association for Supervision and Curriculum Development.

Sample I & I Monitoring Checklist, SISI Toolkit, Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/Sample%20I%20&%20I%20Monitoring%20Checklist.doc

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Summary of Next Steps:

The principal should ensure that all teachers are trained in and effectively and consistently implement the use of rigorous instructional practices that are research based, relevant to the student's world and address the learning styles and multiple intelligences of the diverse student population (e.g., gender specific, inquiry based learning). The principal should monitor to ensure that instruction in all classrooms is rigorous and relevant and that all students are highly engaged. Follow up support and training should be provided to teachers as needed.

The principal should ensure the strategies and activities in the comprehensive school improvement plan are evident in the instructional practices. A process to intentionally connect unit and lesson plans to the improvement plan should be developed to ensure the implementation of the plan and its impact on student growth and achievement.

The principal should ensure that all teachers develop assessments that are rigorous and relevant to the standards being addressed and targeted in the unit or lesson. The principal should ensure that teachers use assessments that mirror state assessments (e.g., multiple choice, open response, short answer) and aligned with the district standards-based curriculum. Textbook or teacher-made assessments should be modified to become rigorous, authentic and aligned with Kentucky standards. Rubrics should be developed and shared with students before classroom assessments and assignments. Teachers should instruct students on strategies to understand and use these rubrics for self-assessment and for communicating what they are to know and be able to do. Formative assessments should be frequent, rigorous, tied to instruction and used to guide instruction. The principal should ensure that all teachers are trained in the use of a protocol to analyze student work. Teachers should analyze test results, both formative and summative, and use this information to address instructional gaps and overlaps and gaps in student learning.

The principal should lead his instructional leadership team in a comprehensive review of the roles and expectations for all staff to maximize the impact of their work on student growth and academic achievement. Specific focus should be placed in the area of ensuring that rigorous, relevant and engaging instruction is prevalent throughout the school. The principal should continue and expand his efforts to ensure that the evaluation process leads to targeted changes in teacher behaviors and instructional practices, and that professional development experiences are manifested in practice.

The school council should revise the Assignment of Instructional and Non-Instructional Staff Time policy to ensure that matching teacher strengths to student needs is the primary criteria in placement of staff within the master schedule. The principal and his administrative team should ensure that the master schedule maximizes the impact of time on instructional practices (e.g., flexible scheduling within the team blocks of time, expand the related arts rotating schedule to maximize student exposure to multiple areas of study).

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In Conclusion:

The members of the Frederick Law Olmsted North Leadership Assessment Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

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

Principal Authority:

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

Council Authority:

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

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

Commissioner, Kentucky Department of Education:

_____ Date: _____

I have received the leadership assessment report for Frederick Law Olmsted North.

Principal, Frederick Law Olmsted North

_____ Date: _____

Superintendent, Jefferson County Schools

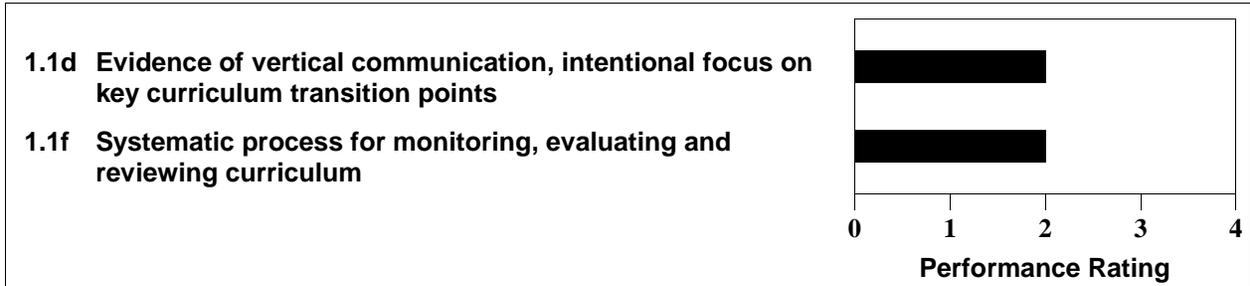
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1.1 Curriculum

Academic Performance

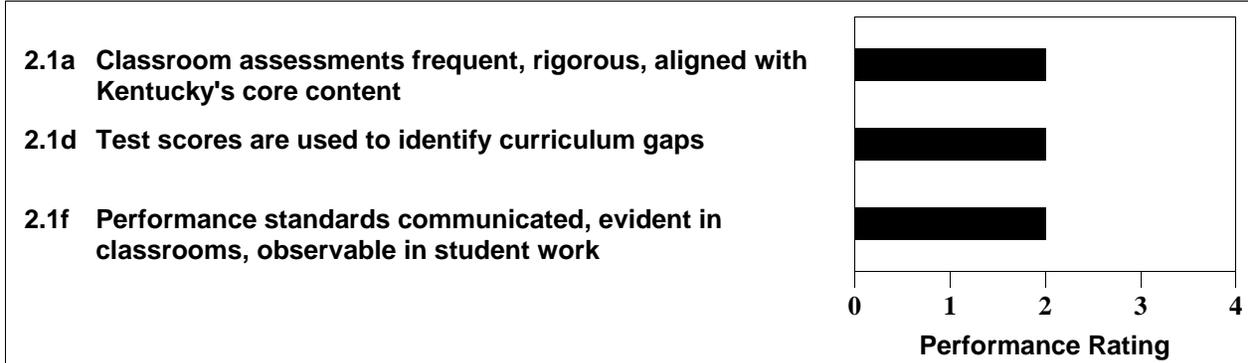


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2.1 Classroom Evaluation/Assessment

Academic Performance

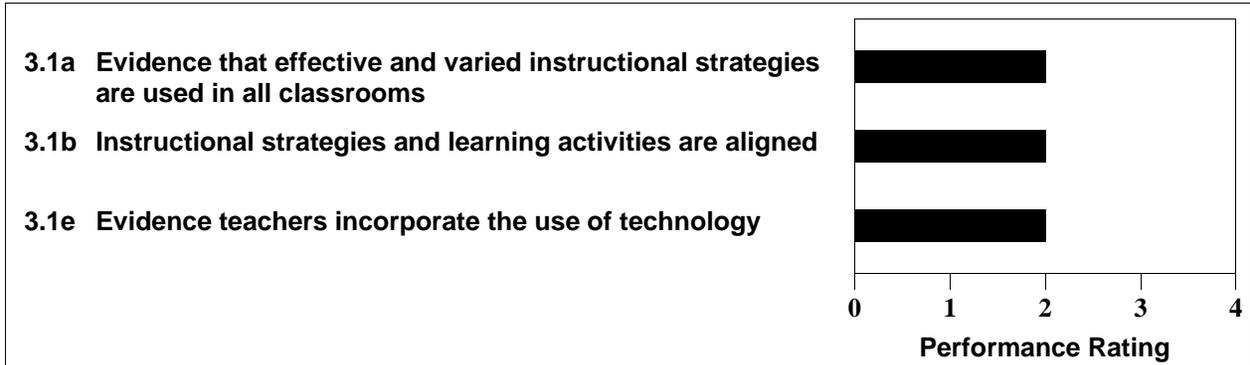


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3.1 Instruction

Academic Performance

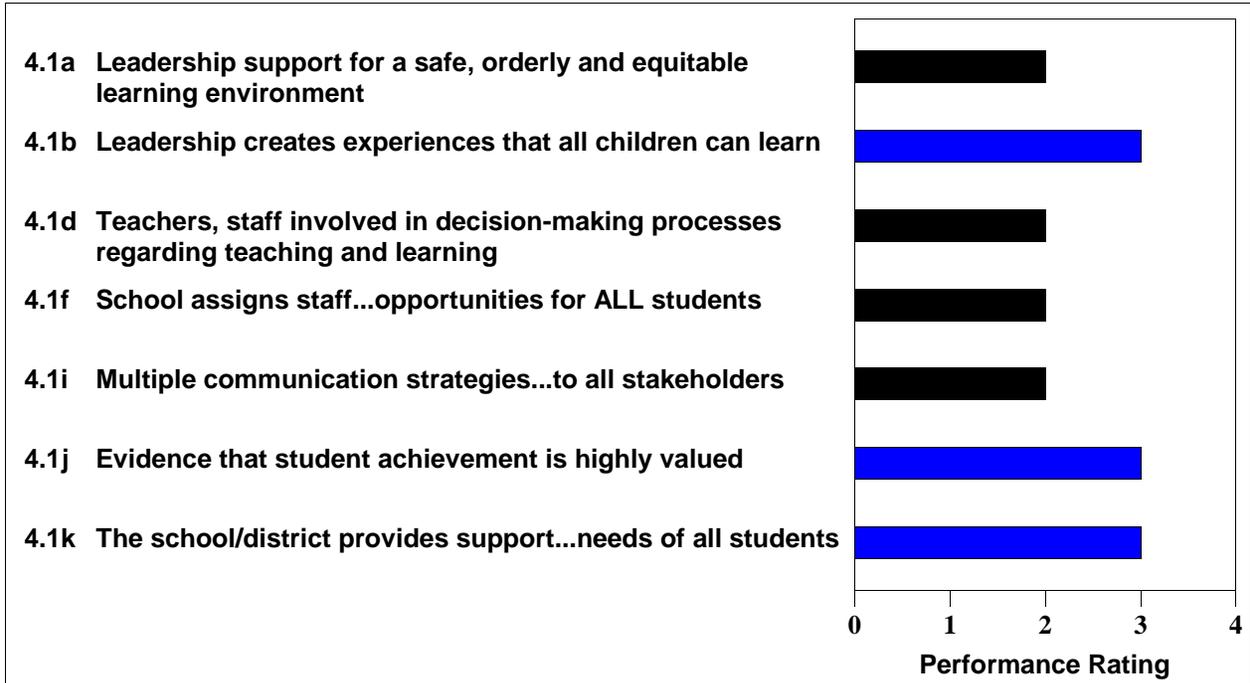


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4.1 School Culture

Learning Environment

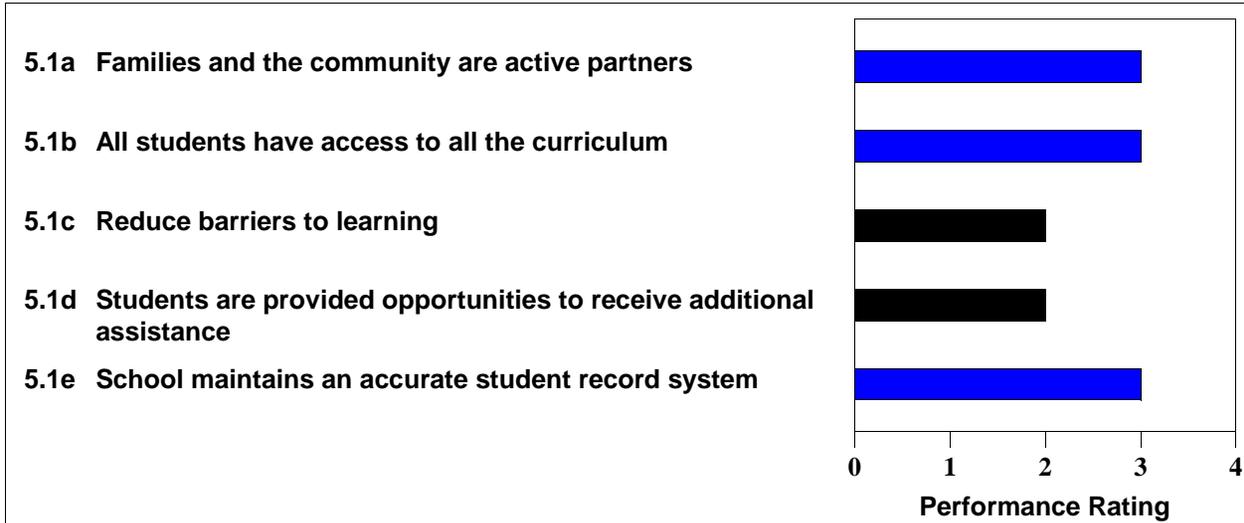


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5.1 Student, Family and Community Support

Learning Environment

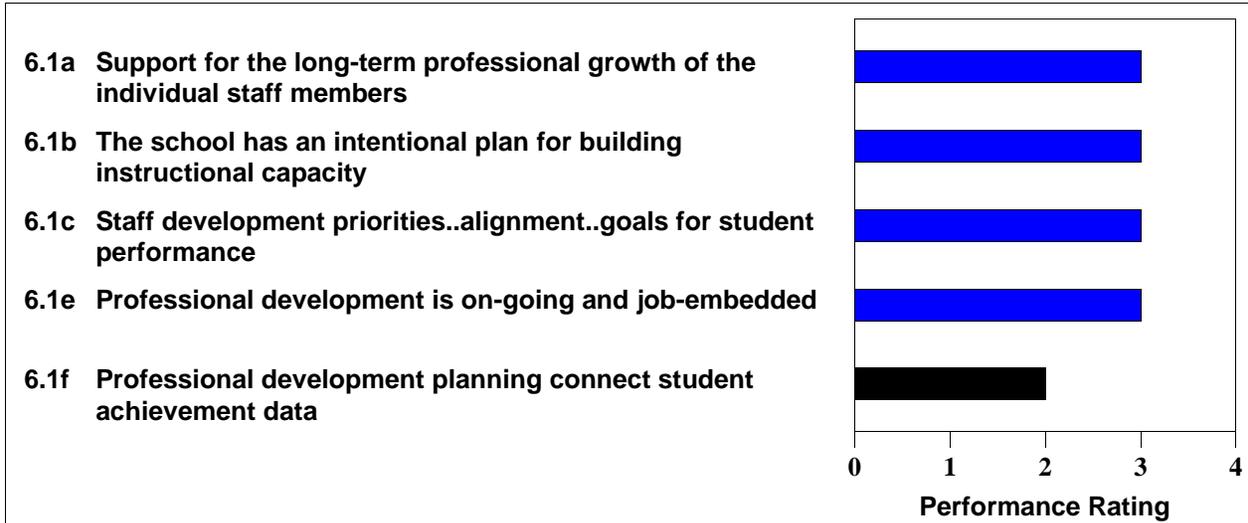


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6.1 Professional Development

Learning Environment

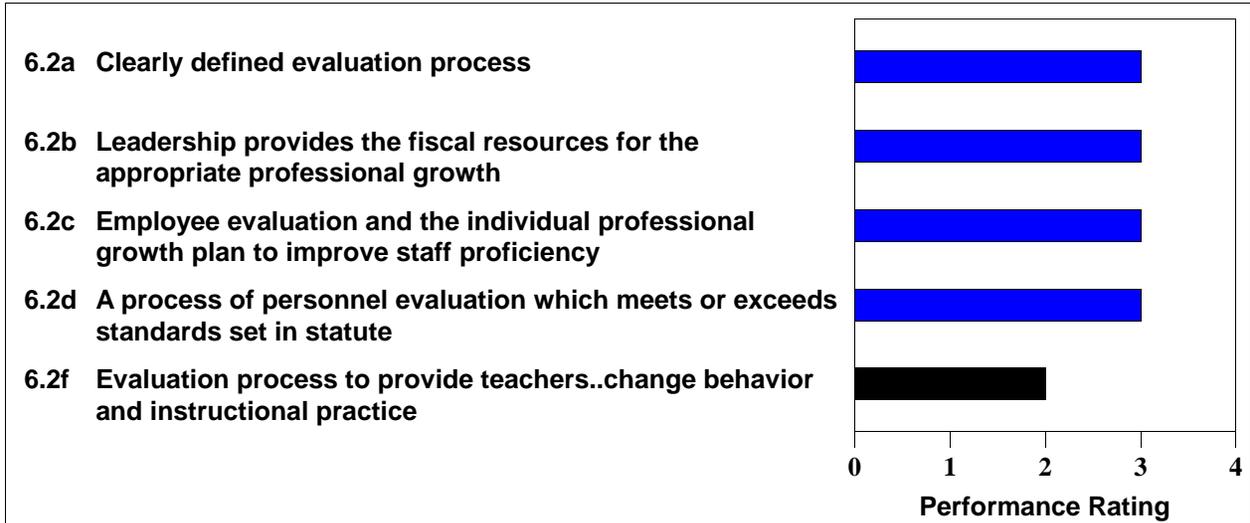


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6.2 Professional Growth and Evaluation

Learning Environment



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Frederick Law Olmsted Academy North
Jefferson County Public Schools School District

11/13/2011 - 11/18/2011

7.1 Leadership

Efficiency

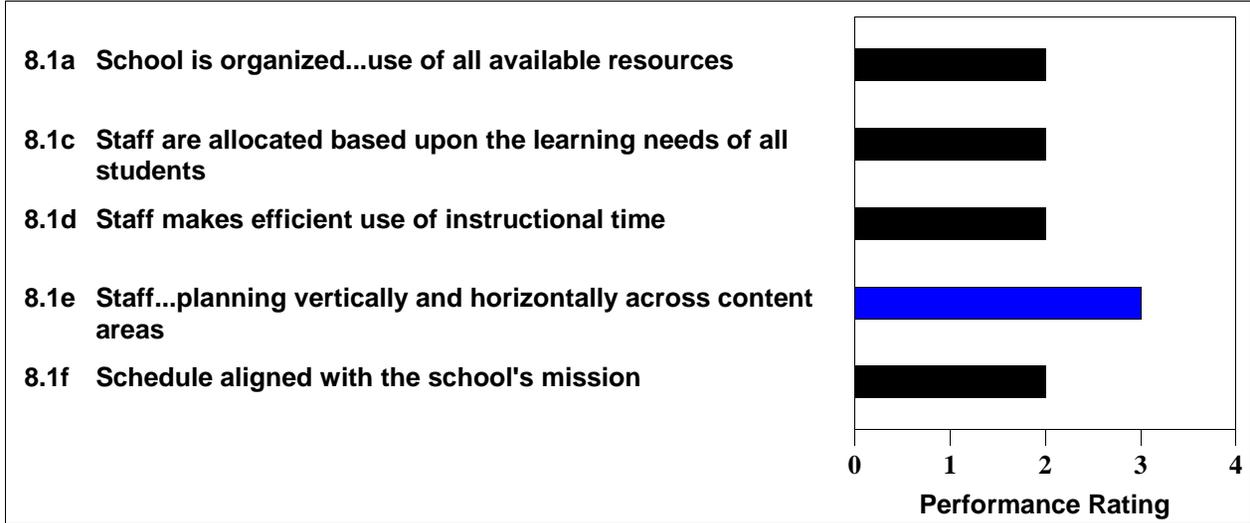


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8.1 Organization of the School

Efficiency

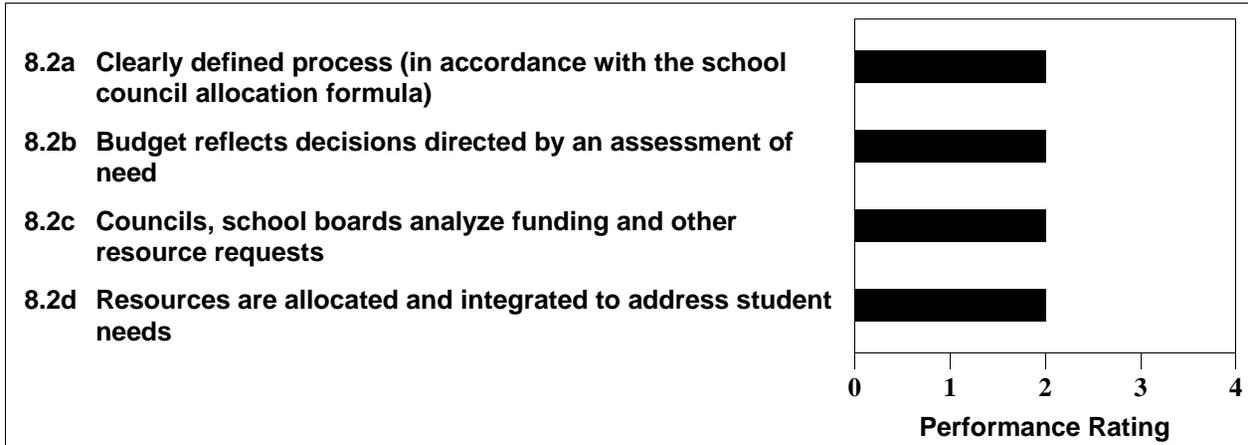


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8.2 Resource Allocation and Integration

Efficiency



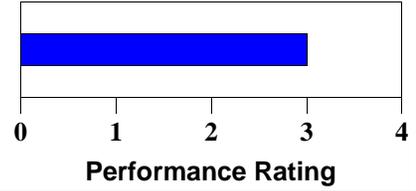
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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



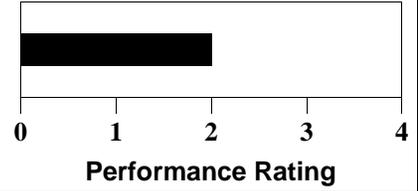
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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



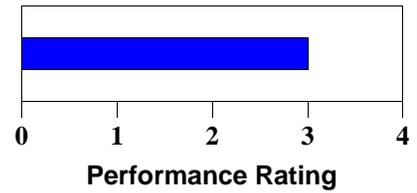
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

