

Jefferson County Public Schools
The Academy @ Shawnee
School Leadership Assessment Report



03/04/2012 - 03/09/2012



School Leadership Assessment Executive Summary

The Academy @ Shawnee

Jefferson County Public Schools School District

3/4/2012 - 3/9/2012

Dr. Keith Look, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of The Academy @ Shawnee during the period of 3/4/2012 - 3/9/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal's deep involvement in building culture and climate in the school has reduced his direct involvement in the instructional program of the school.
Next Steps	The principal should refocus his school improvement efforts to increase the level of his direct involvement in the instructional program of the school. He should continue to ensure that all instructional staff members understand and implement rigorous instruction for all students. He and the instructional leadership team should ensure that embedded appropriate training is provided when needed and that regular observations and walkthroughs are followed by personal, targeted, feedback and coaching designed to support sustained instructional excellence and increased rigor and relevance.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	Feedback provided to teachers from walkthroughs and observations to monitor instructional practices is more often in written form than face-to-face.

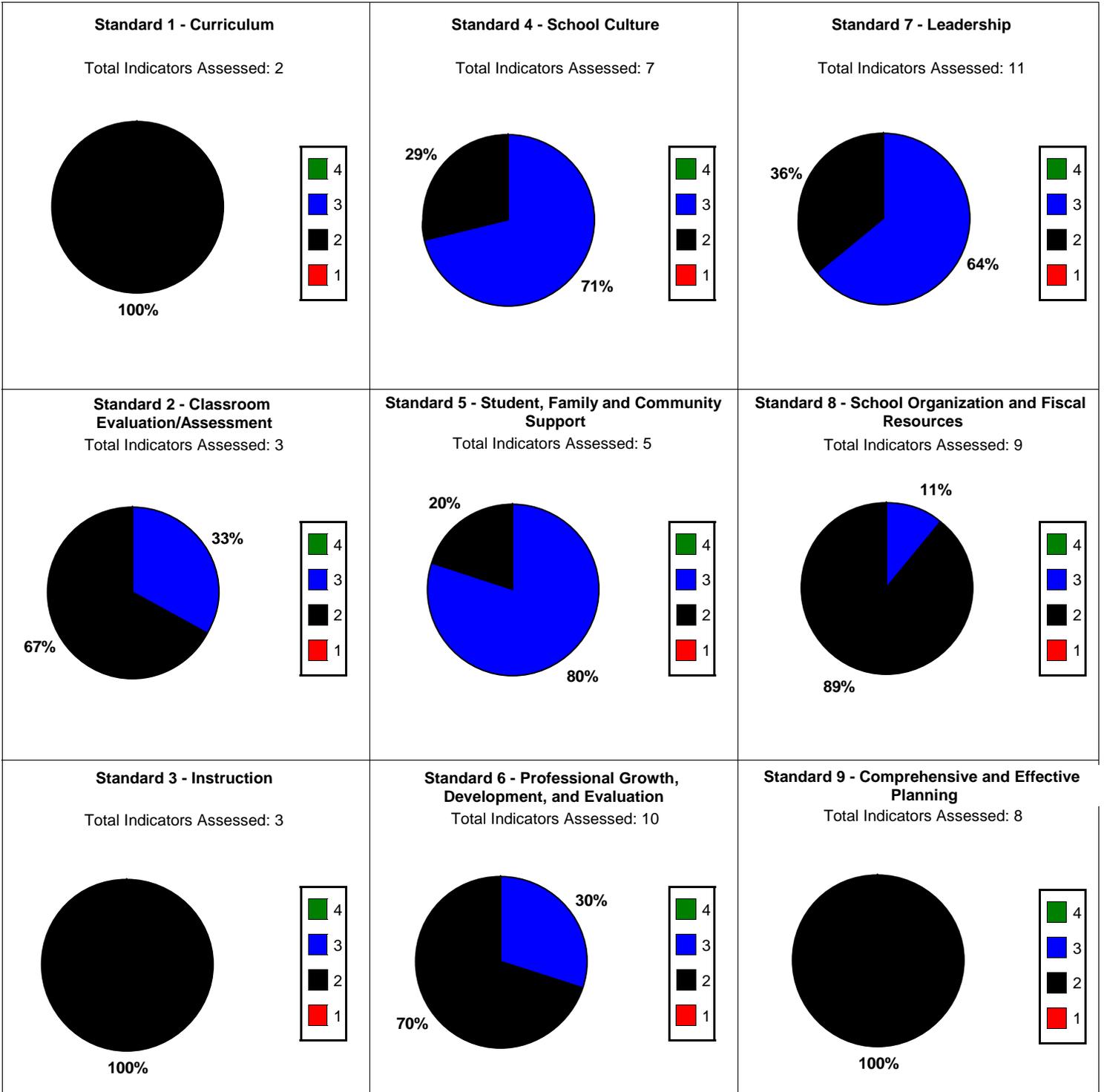
Next Steps	The principal should lead in regularly monitoring instructional practices in all classrooms to ensure effective and varied instructional strategies are used with all students. The process should include immediate, meaningful and face-to-face feedback to teachers so they may use it to modify instructional practices and meet the needs of their diverse student populations. The monitoring should be ongoing and data collected at regular intervals to measure impact of the instructional practices on individual student learning.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal does not require teachers to develop daily lesson plans.
Next Steps	The principal should collaborate with his staff to develop a daily lesson plan format that meets the unique needs of the school. He should then ensure that all teachers develop daily lesson plans to effectively address the standards covered in the Jefferson County Public Schools units of study. These plans should include resources selected from the unit that will best meet the needs of their students and also additional strategies, activities and resources that will differentiate instruction.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	An assessment plan has not been developed to guide the development of rigorous and relevant assessments to inform daily instruction.
Next Steps	The principal, in collaboration with the instructional leadership team, should develop an assessment plan that includes procedures which clearly define the effective use of classroom assessments to guide instruction. The plan should include implementation of procedures for the collaborative development of both formative and summative assessments that are rigorous, relevant, authentic and standards-based.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	Culturally responsive instructional content and strategies are not regularly embedded in daily classroom instruction.

Next Steps	The principal should ensure culturally responsive teaching and learning is fully integrated into the curriculum and instruction of the school. He should explore ways by which the Newcomer Academy housed in his building could be used as a resource for this purpose.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	Individual growth plans are not always developed and implemented according to the guidelines and timelines set forth in the evaluation process.
Next Steps	The principal should use the evaluation process to identify individual professional growth needs of each staff member. Individual growth plans should be collaboratively developed between the evaluating administrator and certified staff member and include growth needs identified in the formal evaluation process. Individual growth plans should be aligned with school improvement plan goals, and data should be collected to determine changes in teacher behavior and instructional practices. The principal should monitor to ensure that individual growth plans of all certified staff members are developed and implemented according to district and state guidelines and timelines so the impact of the plan on instructional practice and student achievement can be maximized.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

The Academy @ Shawnee
 KDE 2012 School Leadership Assessment Report
 At-a-Glance

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

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



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Jefferson County Public Schools - The Academy @ Shawnee

<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

The Academy @ Shawnee
Jefferson County Public Schools School District

3/4/2012 - 3/9/2012

Introduction

The Kentucky Department of Education conducted a school leadership assessment of The Academy @ Shawnee during the period of 3/4/2012 - 3/9/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (106) and formal interviews and informal discussions with teachers (46), students (98), parents (4), community members (9), instructional/assessment coordinator (1), Youth Services Center staff members (2), home school coordinator (1), assistant superintendent (1), central office personnel (6), support staff members (48), assistant principals (3), counselors (2), school leadership (3), board member (1), superintendent (1), 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, Barbara W. McGinty - Building Administrator, Marti H. Stuckey - Teacher, Sandra T. Shepherd - Parent, Gwen R. Buffington - Kentucky Department of Education Representative, Patricia H. Hale - Building Administrator, John A. Roberts - Higher Education Representative, Jean Roberts - Teacher, Floyd Hines - District Administrator, Kym 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, committee rosters, comprehensive school improvement plan, curriculum documents, curriculum maps, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, professional resource materials, staff development agenda and teacher portfolios

Interviews with principal, school leadership, teachers and Educational Recovery Team

Observations of classrooms, common areas and media center

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).

Department heads and educational recovery staff in literacy and math facilitate some vertical curriculum discussions within the department meetings by looking at units of study and ensuring lessons are aligned with the district curriculum. A systematic district or school level process to facilitate staff discussions between schools has not been implemented to review key curricular transition points (i.e., from middle to high school).

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

The school council was discontinued after the 2010 leadership assessment with a recommendation for advisory status, so the curriculum policy has been negated. The staff uses the Jefferson County Public Schools district pacing guides and Quality Core as the curriculum. School leadership monitors the use of the curriculum by analyzing Project Proficiency data and conducting walkthroughs. Written feedback from the walkthroughs is provided to the teachers. Data from the walkthroughs is compiled and graphed on pie charts, which are then reviewed by the leadership team and presented to the faculty on a monthly basis. Follow up is done as needed by leadership staff such as department chairs and the Educational Recovery team.

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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**

Vertical planning is occurring within the school; however, the principal should work in collaboration with the district to facilitate staff discussions and review of key curriculum transition points from middle to high school.

The principal should ensure formal, intentional procedures are in place to address curricular modification issues revealed through walkthroughs and formative observations. The procedures should include identification of qualified staff members to lead the modification process and should include a process to ensure follow up occurs to monitor the impact of the modifications.

Resources:

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

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

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, course syllabi, curriculum documents, curriculum maps, district technology plan, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, professional development records, rubrics, samples of classroom assessments, samples of student work products, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, student handbook, student work, student/parent/staff handbooks and teacher portfolios

Interviews with district leadership, school leadership, students and teachers

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

Performance Rating 3

2.1d Test scores are used to identify curriculum gaps.

Results of multiple assessments (e.g., Kentucky Interim Performance Report, No Child Left Behind report, Project Proficiency diagnostic and proficiency assessments, Content Diagnostic Assessments, Content Proficiency Assessments, PLAN, American College Testing) are disaggregated, and the data analyzed by the turnaround team are shared with all teachers in department meetings. The information gleaned from these analyses is sometimes used in the development and implementation of the 30-60-90 Day Plan for Progress. These data collected are also used to track individual student progress and plan for needed interventions. Teachers meet regularly in professional learning communities and department meetings to review the data and sometimes to share strategies to use for interventions. Professional development needed to address gaps in learning and gaps in instruction is often provided during these meetings. Gaps in curriculum (i.e., Quality Core standards not addressed in Jefferson County Public Schools content pacing guides) are also being addressed by departments, particularly in the Upper Academy. Agendas and minutes of these meetings are maintained.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

The district-provided Project Proficiency initiative is being implemented by The Academy@Shawnee. This initiative involves students in mathematics and reading, specifically English, Algebra 1, Geometry and Algebra 2. A district diagnostic assessment is administered during the third week of each grading period, and a proficiency assessment is given at the end of six weeks. In other content areas, district developed proficiency diagnostic assessments are administered during the third week, and proficiency assessments are administered each six weeks. These diagnostic and proficiency assessments are based on Kentucky Core Academic Standards and Quality Core standards. Teachers use the Classroom Assessment System and Community Access Dashboard for Education (CASCADE) data collection system to track student progress and identify learning gaps in student performance on both the project proficiency assessments in mathematics and reading and the proficiency assessments in other core content. This year teachers in the Upper Academy (i.e., grades 11 and 12) are working to ensure Quality Core standards are addressed in all proficiency assessments. Teachers meet as departments and in professional learning communities to review the results of these assessments and to determine how to best use their findings to provide interventions for students. Cross curricular teams in the Preparatory Academy (i.e., grades 9 and 10) meet weekly to discuss student behavior and other items but not to specifically analyze student work samples or reflect on instruction. Some teachers use daily formative assessments (e.g., journals, sponges, exit slips, textbook quizzes); however, many lack rigor and are not usually used to intentionally inform instruction. The principal and some members of his instructional leadership team (e.g., assistant principals, coordinators, Education Recovery Team) perform classroom walkthroughs to address instruction and assessment in the classroom, but specific, face-to-face feedback to teachers is limited.

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

Kentucky standards and lesson objectives connected to the standards are posted in most classrooms (i.e., learning targets). Students are aware of expectations (e.g., performance standards, rubrics) particularly before diagnostic and proficiency assessments. A concerted effort has been made since the 2010 leadership assessment to make both teachers and students

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

aware of the importance of understanding the standards and setting goals to achieve proficiency. Students are informed of “their successes and areas for improvement.” In the Preparatory Academy, all students have individual conferences regarding their PLAN scores. These conferences, student reflection on their work and a recently instituted advisory program all emphasize the importance of student engagement in their education. The assessment tasks provided by the district and other assessments, such as PLAN and American College Testing, require students to demonstrate mastery of Kentucky standards. Not all assessment tasks developed by classroom teachers provide an opportunity for students to show what they know and are able to do. The district-provided units include suggested formative assessments, but the lack of individual lesson plans limits an awareness of expectations and connections to the 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 have an understanding of and regularly use formative assessments, other than the district provided diagnostic assessments, to inform and modify daily instruction. Embedded professional development on the development and use of formative assessments for learning should be provided as needed.

The principal, in collaboration with the instructional leadership team, should develop an assessment plan that includes procedures which clearly define the effective use of classroom assessments to guide instruction. The plan should include implementation of procedures for the collaborative development of both formative and summative assessments that are rigorous, relevant, authentic and standards-based.

Resources:

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

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, committee meeting minutes and agenda, course syllabi, curriculum documents, curriculum maps, district technology plan, faculty meeting agenda, individual professional growth plans, Kentucky's Core Content for Assessment, master school schedule, professional development records, rubrics, samples of classroom assessments, samples of student work products, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, student handbook, student work, student/parent/staff handbooks and teacher portfolios

Interviews with district leadership, principal, school leadership, students and teachers

Observations of classrooms, common areas 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 was recommended for advisory status after the 2010 leadership assessment, and the policy on instruction has been negated. The principal and some members of his instructional leadership team (e.g., assistant principals, coordinators, Educational Recovery team) conduct walkthroughs to ensure that teachers are using varied and effective instructional strategies to address the Kentucky standards and to meet the needs of all students. This information is compiled, charted and shared with the instructional leadership team at monthly meetings. The department chairs share this information with their departments. Individual feedback from the walkthrough is given, but this feedback is normally written, not always specific and rarely face-to-face communication. Intervention strategies to address the deficiencies of individual students identified on the Project Proficiency diagnostic assessments are implemented in most classrooms. Teachers regularly use more rigorous, student centered, research-based instructional strategies (e.g., inquiry based, gender specific, multi-cultural, problem solving) than were observed during the 2010 leadership assessment. Less rigorous, teacher-centered and textbook driven instruction is present in many classrooms.

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

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

The Jefferson County Public Schools pacing guides, Kentucky Core Academic Standards and Quality Core are used to align curriculum and instruction with state, district and school learning goals. Most teachers do not develop daily lesson plans but use the unit guides provided by the district to ensure that the standards are being addressed in the classroom. Teachers use learning targets, both district provided and teacher designed, to guide instruction and to sometimes determine strategies and activities used. Students are given assessments similar to those used in state assessments, PLAN, American College Testing (ACT), and Project Proficiency (e.g., multiple choice, constructed response), and ACT-like items are sometimes used as bell ringers and exit slips.

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

The principal has ensured that adequate technology is provided for both teacher and student use to enhance student growth and achievement (e.g., three mobile wireless labs, SMART boards, clicker system, document camera, network printers, personal tablet notebooks, graphing calculators). A school technology coordinator is available to maintain technology and provide training to teachers as needed. While adequate technology is available, there is limited daily use of technology to expand instructional activities in some classrooms.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should lead in regularly monitoring instructional practices in all classrooms to ensure effective and varied instructional strategies are used with all students. The process should include immediate and meaningful feedback to teachers so they may use it to modify instructional practices and meet the needs of their diverse student populations. The monitoring should be ongoing and data collected at regular intervals to measure impact of the instructional practices on individual student learning.

The principal should ensure that all teachers are trained to use the available instructional technology resources and should insure that they immediately implement the use of the resources that have the greatest potential for impacting student growth and achievement. The principal and his instructional leadership team should monitor to ensure that the training in use of technology is effectively implemented in all classrooms.

The principal should collaborate with his staff to develop a daily lesson plan format that meets the unique needs of the school. He should then ensure that all teachers develop daily lesson plans to effectively address the standards covered in the Jefferson County Public Schools units of study. These plans should include resources selected from the unit that will best meet the needs of their students and also additional strategies, activities and resources that will differentiate instruction.

Resources:

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

Developing Quality Open Response and Multiple Choice Items for the Classroom Office of Teaching & Learning (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://education.ky.gov/users/jwyatt/PlanningGuide/Developing%20KCCT-like%20Questions.pdf>

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

Gurian, M. & Ballew, A. C. (2003). *The Boys and Girls Learn Differently Action Guide for Teachers*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-6485-6

Gurian, M. & Hensley, P. (2002). *Boys and Girls Learn Differently!* San Francisco, CA: Jossey-Bass. ISBN: 0787964859

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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, community involvement programs, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, Kentucky's Core Content for Assessment, master school schedule, newspaper clippings/press releases, newspapers, rubrics, samples of student work products, samples of written correspondence to staff/stakeholders, School Report Card data, school visitors register, school Web pages, school/district safety plan, student handbook, student work, teacher portfolios and trophy cases

Interviews with classified staff, community members, district leadership, local board of education members, parents, students, teachers and volunteers

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

Performance Rating 3

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

The building is well maintained, clean and provides appropriate space for the learning environment. The principal has ensured a safety plan is in place and employs procedures that promote a safe, orderly and equitable learning environment. Students with handicapping conditions have access to any classroom or facility on the campus; however, some areas (e.g., library, pool, cafeteria) require special provisions to provide access that could be problematic in emergency situations. Evacuation procedures are posted on walls in classrooms, and regularly scheduled drills and practices occur to ensure that the students are prepared for an emergency situation. The principal ensures disruptions to the learning environment are limited. The school is divided into two academies to minimize interaction between upper and lower grades. Each academy has established and implemented a classroom management plan to maintain appropriate student behavior and discipline, and the plans are consistently applied. Most students are well mannered, respectful and compliant in hallways and classrooms. The principal, assistant principals, staff and security are visible and invested in maintaining high standards of behavior both in classrooms and common areas. Staff members are intentionally placed to maximize supervision in all areas. The principal constantly and informally evaluates the learning environment, and these anecdotal data are used to inform change. Culture and climate data are collected using written survey and informal interview techniques.

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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, teachers and community members communicate the expectation that all students will achieve at high levels. Teachers generally take ownership of their responsibility in student learning and success. Since the 2010 leadership assessment, changes have occurred. The principal has recruited individuals who believe in promoting high expectations for student outcomes and has provided training opportunities for building the capacity to empower the school to reach its expectations. Different activities and incentives have been established and implemented to promote student success (e.g., truancy diversion, in-house General Educational Development program, Dinner On Us). Students report they feel teachers genuinely care what happens to them and that classes are more rigorous in content and in teaching. Senior students feel better prepared to be self-sufficient once they leave the high school. Seniors are given an "I Got In" t-shirt when they bring in their college acceptance letters. Advisory focus groups were established for the academic 2011-2012 school year in an effort to continue to guide students to achieve their potential. Many students have assumed responsibility for their success and exhibit pride in their school. Teachers offer opportunities for students to stay after school for additional assistance. Time is set aside for the faculty and staff to interact and discuss vertical and horizontal alignment making core content rigorous and relevant. The principal supports teacher efficacy in various ways (e.g., paying for the National Board Certification professional development opportunities, providing time for science content area teachers to participate in cross district common core curriculum development). The master schedule is developed with an intentional focus on scheduling students with disabilities into the core content classes (i.e., scheduling Exceptional Child Education (ECE) students first). Co-teaching is encouraged to allow for greater exposure to the general education core content; but, in practice, collaboration is the norm in most classes. The ECE coordinator provides opportunity, upon the direction of the principal, for ECE teachers to attend training in core content areas. Partly as a result of the community now believing that all students are held to high standards and high expectations, community organizations seek out the Academy for opportunities to partner in breaking down barriers and fostering a culture and climate of excellence (e.g., human resources, funding, materials).

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Performance Rating **3**

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

Teachers and some non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning. Classified staff have input on school decisions relating to their job responsibilities. School leadership and teaching staff regularly engage stakeholders and often solicit input on a variety of matters that affect teaching and learning (e.g., Exceptional Child Education, mentoring, tutoring, attendance, testing). The principal communicates to all staff the importance of their role in implementing a positive learning environment (e.g., greeting students, home visits, club sponsorship).

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

The principal ensures that procedures are implemented to assign students individually to their classes before each academic period begins (e.g., summer, semester, trimester) or as a student enrolls. Each student receives a complete analysis of their credits and goals so the best program may be chosen (e.g., traditional classes, online classes, credit recovery, adult high school). The Preparatory Academy (i.e., 9th and 10th grades) is on a semester schedule and the Upper Academy (i.e., 11th and 12th grades) is on a trimester schedule to allow flexibility in programming, scheduling, building use and classroom and behavior management for students at all grade levels. The staff members are assigned to best use their instructional strengths, but often only one faculty member is assigned per subject. The assessment schedule is continuous, and students are given practice and diagnostic tests to aid in their ability to familiarize themselves with the testing process and to plan for interventions. These testing data are used to provide adjustments in grouping and to reduce gaps in student learning.

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

Multiple strategies are used for communicating with stakeholders, but the strategies have not been formalized into a written comprehensive communication plan. School personnel communicate with parents in a variety of ways (e.g., phone conversations, home visits, text messages, parent teacher conferences, school Web page, letters, progress reports, grade cards, Infinite Campus Parent Portal, local newspapers). The principal

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communicates the expectation that staff will contact parents for specific student issues (e.g., academic progress, behavior, attendance). The principal, faculty and staff go to extraordinary lengths to build relationships with parents and community groups and organizations. During the summer, over 750 home visits were made by school staff and community members to meet and talk with families. The principal and staff regularly deliver pizza to homes of children that have perfect attendance for a grading period. School staff members also make home visits for truancy concerns. The principal corresponds daily with teachers via the Academy Messenger. Daily announcements are made to students, faculty, and staff via the intercom. Some students receive weekly behavior reports, and student academic progress is reported to parents and guardians via email, telephone, conferences, student agendas and Infinite Campus Parent Portal. Progress reports are distributed, and attendance conferences are set with parents as required. Information about school events is shared via email, flyers, letters, Facebook and school Web site.

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Performance Rating 2

- 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 members provide extensive support and encouragement for students to improve the quality of their work and to achieve at high levels. The principal and his staff are effusive in their informal praise of students during the school day. While some efforts exist to publicly recognize student achievement (e.g., Art displays exhibit student work in showcases at various locations around the school, "I Got In" t-shirts, assemblies), a comprehensive and systematic plan has not been developed to recognize student academic success and display high quality student work in the school or community at large.

- 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.

While the focus is on student success, achievement and the building and fostering of interpersonal relationships, little culturally responsive activity is integrated into the instruction in the building. A Newcomer Academy is established in the building, but interaction and exposure between these students and students at the Academy@Shawnee is limited. School leadership is intentional in staffing its school with faculty of diverse backgrounds to relate to the cultural needs of its student population. The school faculty and staff aid in meeting the challenges that impede student achievement (e.g. staff members often stay late to provide additional assistance to students). All students received school supplies and "hoodies" with the school emblem in their lockers on the first day of school to minimize the impact of barriers to student learning and success. Though there are access limitations to the physical structure of the school, the leadership attempts to meet the challenges by making the school as accessible as possible. Students and teachers feel safe in the environment. Students state that bullying does not exist in the building. Safe schools reports and district reports show a decrease in the number of referrals and suspensions from last year to this year. The school staff make every effort to ensure a safe, orderly and equitable learning environment.

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The principal should ensure the existing and extensive communication efforts and procedures are formalized into a written comprehensive plan to ensure continuity and expansion of these communication efforts.

The principal should ensure that learning opportunities to assist parents in building capacity to help their child navigate the education system are continued, increased and intensified so the families can better advocate for their children.

The principal should ensure culturally responsive teaching and learning is fully integrated into the curriculum and instruction of the school. He should explore ways by which the Newcomer Academy housed in his building could be used as a resource for this purpose.

The principal should ensure that a comprehensive and systematic plan is developed and implemented to recognize student academic success and display high quality student work in the school or community at large.

Resources:

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

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

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

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, civic group programs/agenda, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, documentation of parent contacts, documentation of referrals to health and social services, examples of school to home communications, Extended School Services assessment data, Extended School Services entrance and exit reports, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Individual Learning Plans, list of co-curricular offerings, master school schedule, media materials and inventory, newspaper clippings/press releases, newspapers, parent and community member workshop schedule, policies and procedures on access to student records, record of home visits, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school event calendar, school guidance plan, student handbook, student work, student/parent/staff handbooks, teacher portfolios, Title 1 program plan and volunteer schedule

Interviews with classified staff, community members, principal, school resource officer, teachers and volunteers

Observations of classrooms and common areas

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.

Since the 2010 leadership assessment, the principal has continued to develop and sustain partnerships within the community (e.g., Oxley Foundation via the University of Louisville, Friends of Rachael (FOR), Southeast Christian Church, Portland and Shawnee Neighborhood Associations). These partner groups are meeting on a regular basis to develop a comprehensive plan specifically detailing services, programs and initiatives available to students and their families throughout their high school experience. Staff members of the Youth Services Center, in collaboration with the Home School Coordinator, have established several committees and organizations that include parents and representatives from various community organizations to provide programs and services for students. The Academy@Shawnee collaborates with the Network Center for Community Change organization to provide programs that will involve more parents in the education of their children. This includes individual visits in the homes of

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Performance Rating **3**

every student to encourage parent involvement and student attendance. Title I funds have been used to provide parent nights and family nights, with increased participation. The school has a program (i.e., College Access Time via the University of Louisville) "...where every adult in the building has a small cohort of students to work with to serve as mentors." Additional mentors are provided through the University of Louisville GoCollege Louisville Mentoring Program, which provides university students as mentors and tutors. A student advisory group meets weekly to discuss issues affecting students' lives. With the continued support and efforts of the Home School Coordinator and the Youth Services Center, attendance has improved since the 2010 leadership assessment. The attendance office informs them of student absences, and they follow up with telephone contacts, letters and home visits to discover reasons for absences and resolve problems that interfere with the student's ability to attend school. The Home School Coordinator maintains a close relationship with the truancy court judge, who intercedes with students who continue to have excessive absences and meets with the student and family to encourage school attendance before the problem reaches her court.

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 Extended School Services (ESS) program has been modified to help students individually. When teachers determine that a student could benefit from additional assistance with a subject, they inform the parent and set up a time after school for individual tutoring. These teachers are then remunerated for this service on an hourly basis from ESS funds. Students who take advantage of this help can receive tokens for city bus transportation from the Youth Services Center. Teachers report that student attendance is irregular. Some volunteer in-school assistance is provided by University of Louisville students and retired master teachers. The summer school program has been revised to include more opportunities for credit recovery. The Youth Services Center and the Home School Coordinator provide a variety of services (e.g., Just Between Teens, Men of Quality, peer mediation, Photo Voice, Friends of Rachael club, Prom Project, Phenomenal Shining Stars) to eliminate barriers to learning. Title I funds are used to provide additional faculty and fund professional development. The school counselor and a part-time retired counselor provide guidance programs designed to meet the needs of all students and ensure they have access to the entire curriculum. Students must sometimes make an appointment to meet with the counselor for individual assistance. Students interested in assistance after graduation are

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able to receive help from the GoCollege coordinator, whose full time position is funded by the University of Louisville College of Education and Human Development (CEHD).

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

The academy structure of the school ensures all students have a team-based approach to their education. Guidance counselors and staff of the Home School Coordinator and the Youth Services Center address the needs of students by referring them to a variety of services (e.g., social services, mental and medical health services). Southeast Christian Church has proposed an in-school health center in space provided by the principal. The center will be staffed by two nurses and have the services of a retired physician available. The church and the principal are ready to install this center but are waiting for district approval. No referral forms are needed for any of these services; any adult can recommend students for assistance. New students entering the academy are met by the attendance clerk who provides district required forms for admission. She determines if additional services are needed for smooth transition and refers the student to the Youth Services Center and the Home School Coordinator.

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

In compliance with the requirements of the Jefferson County Public Schools, the school maintains student academic and educational development records in locked cabinets, in a locked room with supervision of a records clerk. Parents have been informed of procedures to access their student's records through Parent Portal. The district has expanded student data availability through the computerized Project Proficiency Data Storage. To compliment this ability to access student data, the principal has developed a FileMaker Pro data warehouse for customizing student data. Individual Learning Plans (ILP) have been completed for juniors and seniors during large group advisory sessions. Ninth and tenth graders complete their ILPs in an elective career class. School personnel frequently offer opportunities for students to refine their ILP as they discover new potential careers during their high school career. The school has established a College Access Room where a variety of resources are available from college admissions counselors, financial aid experts, military recruiters and trade school representatives to explore career choices. The University of Louisville has provided a full time person for their

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GoCollege program, which provides students the opportunity to explore college choices. This includes transporting students to various college campuses in the state.

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Performance Rating 2

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

The principal has provided the program Tests of General Education Development (GED) for students who traditionally have struggled in academics and attendance within the high school environment. Students in this category are scheduled into GED preparation classes. With small student to teacher ratio, students prepare for the tested areas of the GED at their own pace. These classes are held in the mornings, allowing students to pursue employment earlier than other high school students. The principal has an active program to re-engage students who have chronic attendance problems. The Home School Coordinator receives daily attendance records for all students and visits the homes of students who have been absent for three consecutive days. If a student continues to have attendance problems, a referral is made to a truancy court judge for corrective action. With the inception of the College Access Time, every adult in the school has a small group of students to serve as mentors. The Youth Services Center Director makes available four therapists for mental health services for students. During this academic year, over 80 students are actively engaged in individual counseling services. The principal states that "...the school continues to provide access to basic needs to decrease non cognitive barriers to learning. These include access to food, transportation, school supplies, uniforms and other emergency needs that inhibit school participation." The school provides some co-curricular opportunities (e.g., visual arts, physical education). However, since the start of the magnet programs, music education has been discontinued, and Advanced Placement opportunities are non-existent.

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The close association and operation of the Youth Services Center and the Home School Coordinator is commendable. Their concern for student welfare and education goes beyond expectations and job descriptions. Through extensive collaboration with the administration, faculty and community, they work together to ensure every student has every opportunity to be successful during and beyond the high school experience.

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The principal should examine the necessity for including all the arts in a full, well-rounded education for every student. The school has facilities for a music education program but not the faculty. As the Music Educators National Conference suggests, students should have the opportunity to explore music because, "...in most countries, involvement in music is considered a fundamental component of human nature and behavior." Also, music education is a field of study "... that touches all domains of learning including the psychomotor domain, the cognitive domain and the affective domain including music appreciation and sensitivity."

Resources:

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L. (2002). *School, Family, and Community partnerships: Your Handbook for Action* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.

Hiatt-Michael, D.B. (2001). *Promising Practices for Family Involvement in Schools*. Greenwich, CT: Information Age Publishing.

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

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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, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, employee handbooks, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, professional development records, roster of teaching assignments, school financial reports, school mission, belief and vision statements, School Report Card data, school Web pages, staff development agenda, state statute and regulation, student/parent/staff handbooks and teacher portfolios

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

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

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 district leadership ensure all teachers participate in both district and school-based professional development activities to update their content knowledge and professional practices (e.g., Accountability Now-the new Kentucky Core Academic Standards, Introducing Critical Conversations, American College Testing Quality Core Workshop, English Cohort, Math Cohort, Exceptional Child Education Math Cohort). Most staff members attend summer professional development conferences and activities provided by pdCentral and opening day school-based activities to fulfill their twenty-four hour requirement. Most teachers go beyond that requirement and continue to participate in professional development throughout the school year (e.g., Literacy and Formative Assessment: A Multi-Disciplinary Approach; Exceptional Child Education Resources: Student Accommodations, Reading, Math, Collaboration, Test Preparation). The Oxley Foundation, which funds the Urban Teacher Institute that has a presence on the campus of The Academy@Shawnee, funded "What Is It About Me You Can't Teach," a professional development for Academy teachers only presented by author Eleanor Rodriguez. The principal provides teachers opportunities to develop leadership skills by such activities as including them as members of the instructional leadership team, the turnaround team, department chairpersons and professional learning community chairpersons. The Oxley Foundation supports the development of teacher leaders with Oxley fellowships to teachers involved in developing the Advisory and college access programs. Some teachers develop leadership

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Performance Rating **3**

skills by designing professional development activities and delivering them in after school sessions for other faculty members. Several teachers are working on their National Board Teacher Certification. Full time non-certified instructional staff members participate in twenty-four hours of professional development, and classified staff members (e.g., secretaries, custodians, security officers) participate in yearly state required trainings (e.g., Infinite Campus, use of chemicals, communication) to update job-related duties. The school has already begun to plan professional development for 2012-2013. The Oxley Foundation has provided funding of \$40,000 to support a new initiative of the Urban Teacher Institute: Supporting the Artisan Teacher in an Urban Setting. The funds will support several professional development experiences for content area teachers in 2012-13: school visits to see effective urban school classroom practices, four 9th grade content teachers to attend Freshman Solutions Workshop in Nashville, teacher membership for Kentucky Leadership Academy (KLA) for teaching teams to participate in KLA year-long workshop series that include national speakers on the new Teacher Effectiveness and Principal Effectiveness tools and the Urban Teacher Institute "Saturday School" initiative for professional development.

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

The principal and district leadership provide resources to offer on-going and job-embedded professional development. Teachers have the opportunity to participate in numerous job-embedded professional development activities. District leadership provides Gold Days and early release time for teachers. The Education Recovery team and teacher leaders provide job-embedded professional development in a variety of venues (e.g., monthly professional learning community meetings, department meetings). The principal monitors many of these activities through attending meetings and reviewing agendas and meeting minutes and, with the help of some members of the instructional leadership team, determines the effect on student growth and achievement through regular classroom walkthroughs, formative observations and walk-around tours.

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

The principal ensures all staff members understand the provisions of the personnel evaluation plan. He conducts annual meetings as required with all staff to explain the process.

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Performance Rating 2

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

The principal has not developed a formal process to create a professional development committee or a professional development plan. Certified staff members do not complete a needs assessment to determine professional development offerings for the upcoming school year. Professional development is often an annual event in which certified staff members attend professional development activities offered by pdCentral and school-based professional development activities held before and throughout the school year based on their individual needs or interests. Teachers do participate in Gold Days, release days and job-embedded professional development to increase instructional capacity.

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

Teachers select professional development on an individual basis following discussion with the principal and the instructional coordinator. Some activities chosen are aligned with school learning goals as set forth in the school improvement plans (e.g., College Preparatory Mathematics training, Exceptional Childhood Education accommodations and assessment training). Many activities focus on the priorities of the district and principal for the 2011-12 school year (e.g., Educational Planning and Assessment System (EPAS), Advisory, Quality Core, Kentucky Core Academic Standards). The principal does not always ensure that professional development activities are intentionally connected to individual growth plans and evaluations of staff members.

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

Certified staff members review a variety of achievement data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, PLAN, American College Testing) during professional learning community meetings, but few connections are made between these data and planned professional development activities. The principal and some members of the instructional leadership team conduct regular classroom walkthroughs to collect data using an instrument that targets some skill sets (e.g., learning targets, student engagement, rigor, relevance), acquired during professional development activities, but the principal does not systematically measure the impact of

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Performance Rating 2

these activities on student growth and achievement. Staff members know the process for requesting the opportunity to participate in out-of-district professional development, but few teachers take advantage of the opportunity. Both the comprehensive school improvement plan and the 30-60-90 Day Plan for Progress include the allocation of professional development funds.

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

The principal does not conduct a formal professional development needs assessment to help identify the professional growth needs of certified staff members. The principal ensures that both the comprehensive school improvement plan and the 30-60-90 Day Plan for Progress include professional development activities, and resources are included in the plan to fund these activities. He ensures that funds are available for stipends, substitute teachers and requests for out-of-district professional development.

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

The principal ensures that all teachers enrolled in the Kentucky Teacher Internship Program have individual growth plans that focus on certified personnel evaluation data. The principal and all certified staff members have individual growth plans. Most of the growth plans are written on the E-2 formative evaluation form and most are dated February, 2012. The two new assistant principals have not yet developed a professional growth plan for this year. Some teachers completed their individual growth plan following the post observation conference of their first formative evaluation. They collaborated with their evaluator to review the plan and revised as encouraged. Most plans, however, do not correlate to formative evaluations and were not developed in collaboration with an evaluator. Some teachers based their plans on their own perceived growth needs, but most targeted Educational Planning and Assessment System (EPAS), Advisory and technology. The principal does not systematically monitor progress toward achievement of the goals set in individual growth plans or measure their impact on classroom practices throughout the school year.

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

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

Performance Rating 2

Certified personnel at The Academy@ Shawnee are fairly and consistently evaluated via the formative and summative evaluation process using procedures outlined by the state approved Jefferson County School District Evaluation Plan. Not all growth plans, however, are developed or maintained according to the provisions of the plan.

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 and evaluate all certified personnel according to designated timelines. They complete three formative evaluations on non-tenured teachers, two on tenured teachers new to the Academy@Shawnee and one on all other certified teachers. Some evaluating administrators and teachers begin the development of the individual growth plan during the post observation discussion following the first formative evaluation, but most teachers develop them independently and submit them to their evaluating administrator for review and signature. Some teachers revisit their plan periodically; however, there is limited collaborative review and revision of the individual growth plan by the evaluating administrator and teacher. The administrators do not use the results of the evaluation process to document the continuous progress of staff in the implementation of their individual growth plans.

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

The principal should collaborate with certified staff members to develop a professional development plan that includes a needs assessment. He should request professional development activities that meet individual, team and department professional growth needs. He should ensure that the plan spans multiple years, builds on previous trainings, includes job-embedded opportunities and allows for differentiation to meet distinctive individual staff member needs identified in individual growth plans and evaluations.

The principal should use the evaluation process to identify individual professional growth needs of each staff member. Individual growth plans should be collaboratively developed between the evaluating administrator and certified staff member and include growth needs identified in the formal evaluation process. Individual growth plans should be aligned with school improvement plan goals, and data should be collected to determine changes in teacher behavior and instructional practices. The principal should monitor to ensure that individual growth plans of all certified staff members are developed and implemented according to district and state guidelines and timelines so that the impact of the plan on instructional practice and student achievement can be maximized.

Resources:

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

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

Maxwell, J. C. (1998). The 21 Irrefutable Laws of Leadership. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, comprehensive school improvement plan, course syllabi, curriculum documents, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, professional development records, protocols for analyzing student work, samples of classroom assessments, samples of student work products, school event calendar, school mission, belief and vision statements, school Web pages, state statute and regulation, student work, student/parent/staff handbooks and trophy cases

Interviews with assistant superintendent(s), classified staff, counselor, district leadership, local board of education members, principal, school leadership, students, superintendent and teachers

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

Performance Rating 3

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

The principal, turnaround team and instructional leadership team (e.g., assistant principals, counselor, Youth Services Center coordinator, math and reading interventionists, Educational Recovery team, academy leaders, instructional coordinator, special education coordinator) collaboratively review and disaggregate data using the Educational Planning and Assessment System data, the Kentucky Interim Performance Report and the Classroom Assessment System and Community Access Dashboard for Education (CASCADE) data in order to identify goals for school improvement. Departments, professional learning communities and academy leaders review other data (e.g., Jefferson County Public Schools Comprehensive School Survey; Teaching, Empowering, Leading and Learning Kentucky survey; attendance data; suspension data; discipline data) and share the results from this data with the school staff to determine needs. The Kentucky Standards and Indicators for School Improvement (SISI), 2010 leadership assessment and turnaround training are tools used to maintain academic focus during data reviews. Data review is regular and continuous and is used to inform instructional and program decisions.

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Performance Rating **3**

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, turnaround team and instructional leadership team disaggregate student performance data [e.g., No Child Left Behind report, Kentucky Interim Performance Report, Common Assessment System and Community Access Dashboards for Education (CASCADE)] to identify needs and goals of the school improvement plan. The principal uses additional student data (e.g., Educational Planning and Assessment System data (PLAN and ACT practice items), walkthroughs, non-cognitive data) to address targeted populations of students and to group and re-group some students for academic needs. The principal uses Project Proficiency as a protocol to develop intervention plans and strategies. The principal shares data analysis results with the departments and faculty at meetings and during professional development activities. The instructional leadership team uses student performance data to emphasize and monitor the comprehensive school improvement plan with an intentional focus on rigor and relevance.

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

The principal provides all teachers with the 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. The instructional coordinator, special education coordinator and educational recovery team work with teachers in teams and departments to provide job embedded professional development in curriculum and assessment. During the summer, 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 from the training with other content area teachers. Cohort groups in other content areas attend professional development led by district personnel and then share the information with their colleagues during department and professional learning community meetings. The use of data resources (e.g., Educational Planning and Assessment System (EPAS), attendance, discipline, Kentucky Core Content Test, Community Access

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Dashboard for Education), are reviewed and discussed in the professional learning communities and department meetings as a part of embedded professional development. The principal, instructional coordinator, content specialists and Educational Recovery team share 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.

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

The principal, administrative team and the faculty have developed an extensive system of informal practices and procedures, documented in minutes and action items in plans, to ensure efficient use of staff time. This effort is designed to create and sustain an environment that promotes a focus on student growth and achievement. The master schedule allows for pull out interventions for math and reading, double blocks of time for 9th and 10th grade English courses as well as offering Algebra I and geometry as year-long courses in the Preparatory Academy. The Upper Academy provides for a trimester schedule that enables interventions, credit recovery and an opportunity for in depth career exploration areas. A variety of opportunities are planned for collaboration and individual and team planning (e.g., planning periods, professional learning communities, faculty and academy meetings).

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

The principal communicates clearly stated expectations and responsibilities to staff to coordinate the use of available resources. The principal has secured the services of a school administrative manager (SAM) as recommended in the 2010 leadership assessment. This enables the principal to concentrate on the extensive cultural and instructional initiatives necessary for a turnaround school to focus on student achievement. The principal, turnaround team and instructional leadership teams intentionally plan to develop and sustain continuous school improvement. They, along with departments, regularly revisit the 30-60-90 Day Plan for Progress and the implementation and impact comments to monitor progress toward meeting goals for school improvement and student growth and achievement. They have created an infrastructure to support these efforts and to remove barriers to student and

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school success (e.g., instructional coordinator, home school coordinator, Youth Services Center, University of Louisville Signature Partnership, reading and math intervention staff). Some documentation of these procedures are included in minutes and agendas, but a formal set of written policies and procedures to embed these structures into the system over time has not been developed. The instructional coordinator was also a recommendation of the 2010 leadership assessment to support the principal in his endeavor to make a difference instructionally.

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.

It was recommended the school council serve in an advisory only capacity in the 2010 leadership assessment, but district and school leadership have not collaborated to follow through on this decision. The principal and administrative team use the Jefferson County Public Schools' Code of Acceptable Behavior and Discipline and School Safety Plan as a framework for a safe and effective learning environment. The school administrative manager (SAM) serves as safety coordinator to monitor implementation of the safety plan and to monitor the facilities and equipment for maintenance of a safe learning environment. The principal uses a school developed hierarchy as the behavior management program to provide structure for student behavior consequences within the academies. Some classroom teachers do not consistently use the strategies recommended in this program. The principal monitors to ensure consequences for student disciplinary referrals are equitable across grade levels. Additional personnel (e.g., school security officer and security staff, in-school suspension, extra administrator position) are provided to assist with behaviors that could disrupt the learning environment.

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

The principal, turnaround team and instructional leadership team assumed the responsibility for intentional focus on academic performance in the absence of a school council. The 30-60-90 Day Plan for Progress facilitated by the principal demonstrates a focus on strategies that impact student academic performance. He engages the turnaround team, instructional leadership team and some ad hoc committees to ensure the plan is a collaboratively-developed, living document.

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Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal has established a clear shared vision among staff and stakeholders in the school and community. Formal vision and mission statements were developed through conversations with some community stakeholders, teacher and student focus groups over 2009-10. Stakeholder input was solicited through publicized committee meetings and surveys. The instructional leadership team (ILT) continued the work of building staff unity around a common mission and vision during a retreat in July 2011. The vision and mission statements were reviewed by the school community on the opening day of school in August 2011. The mission statement is published in the comprehensive school improvement plan and in teacher evidence binders. The vision and mission have not been displayed within the school or community.

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

The principal has an individual growth plan that was developed and approved by his evaluator. The plan focus is on his continued efforts in leading a turnaround school. The assistant principals do not have formal published growth plans developed in collaboration with the principal. One assistant is a retired principal serving as a substitute for the rest of the school year after one assistant resigned as a result of illness and another was transferred to serve an internship in a middle school. The other assistant is serving as an interim and is new to the high school setting after the past assistant principal was transferred in September to another school.

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

The school council at The Academy@Shawnee was recommended to serve in an advisory capacity in 2010; however, district and school leadership have not collaborated to follow through on this decision. The principal, turnaround team and instructional leadership team collaborate to create procedures and practices to govern school and teacher practice. They are published in documents, such as staff and student handbooks, and are reviewed and revised on an ongoing basis.

7.1k There is evidence that the principal demonstrates leadership skills in the

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areas of academic performance, learning environment and efficiency.

The principal clearly articulates his vision of high expectations for all children and of a school that fosters an inviting environment of success determined by individual effort. He has continued to develop the concept of a magnet school. The school reflects a two academy program with the Preparatory Academy serving the 9th and 10th grade level and the Upper Academy for 11th and 12th grade students. The academies are reviewed and adapted to tailor instructional and support programs to meet the unique and social needs of students. Extensive professional development efforts have resulted in substantive improvement in the pedagogical skills of many staff members. The principal and instructional leadership team have collaborated to implement a wide array of curricular, assessment and instructional interventions with teachers and have systematically worked to use data from these efforts to improve classroom instruction. Many of these efforts have been delegated by the principal to other staff members as he continues to place his main focus on building and sustaining a strong culture conducive to learning. Several staff members indicated a preference to have the principal conduct more walkthroughs and provide immediate face-to-face feedback on teaching strategies and lessons. He has led the staff in initiating and supporting a wide variety of programs to remove barriers to learning. Although the above listed initiatives have enabled the school to show dramatic improvement in culture and instructional practice, rigor in classroom instruction continues to be a challenge to sustained growth in student achievement in many classes. The staff and school community demonstrate a strong commitment to the principal's leadership. The principal is working to build capacity and distribute leadership responsibilities among some staff. He sustains his focus on school improvement and high student achievement and continually refocuses staff on these values.

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The principal should refocus his school improvement efforts to increase the level of his direct involvement in the instructional program of the school. He should continue to ensure that all instructional staff members understand and will implement rigorous instruction for all students. He and the instructional leadership team should ensure that embedded appropriate training is provided when needed and that regular observations and walkthroughs are followed by personal, targeted, feedback and coaching designed to support sustained instructional excellence and increased rigor and relevance.

District leadership and the principal should ensure stability and consistency in administrative staff by collaborating to develop a process that eliminates late placement or transfer of administrative staff that could hinder progress in a turnaround school.

The principal should continue to work with district leadership to define and develop at the district and community level a clear purpose and vision for The Academy@ Shawnee that provides an identity for the school which can establish an expectation for continued growth and success that meets the needs of the school community through facilitated strategic planning involving all stakeholders.

Resources:

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.

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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, comprehensive school improvement plan, faculty meeting agenda, Implementation and Impact Checks, list of co-curricular offerings, master school schedule, roster of teaching assignments, school budget and allocations, school financial reports, school improvement planning team meeting minutes and agenda, school Web pages and state statute and regulation

Interviews with classified staff, community members, district leadership, local board of education members, parents, principal, school leadership, school resource officer and teachers

Observations of classrooms, common areas and outdoor areas

Performance Rating 3

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 principal develops the school budget after collaborating with his instructional leadership and turnaround teams. The principal uses the needs identified in the 30-60-90 Day Plan for Progress and comprehensive school improvement plan when developing the school budget. District leadership has allocated additional funds to the school to address identified school and student needs. All state and federal requirements and regulations for discretionary funds are followed.

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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 has developed informal and formal lines of communications and procedures to collaborate for the purpose of allocating resources (e.g., instructional leadership team, turnaround team, department teams, academy teams, professional learning communities). These teams meet on a regular basis, and minutes are kept to document their activities. The principal has not developed a systematic formal process to monitor the impact of the budget allocation on the school's organizational effectiveness and student growth and achievement. The principal has developed and sustained contacts in the community to solicit resources to support the programs (e.g., University of Louisville Signature Partnership, Southeast Christian Church, Shawnee Neighborhood Association, Portland Neighborhood Association).

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

The principal collaborates with the assistant principals, the college access resource teacher and the counselor to develop the master schedule to ensure that sufficient offerings are provided to allow all students access to the entire curriculum. The principal attempts to match teacher strengths with specific student needs.

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

The principal conveys the expectation that all teachers will teach "bell to bell". He uses walkthrough observations, walk-around tours and evaluation visits as tools to monitor that instructional time is used effectively. The principal has implemented procedures (e.g., limited telephone calls to the classroom, limited intercom use) in order to minimize classroom interruptions. The school has implemented the Jefferson County Public Schools Code of Acceptable Behavior and Discipline and the Student Bill of Rights. The Preparatory and Upper Academies have each established classroom management plans and rules of acceptable student behavior, but a consistent school wide management system is not in place.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and

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Performance Rating 2

strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

The principal collaborates with the assistant principals, the college access resource teacher and the counselor to develop the master schedule. The schedule provides common planning time for the 9th and 10th grade teams. The 11th and 12th grade teams have common planning time arranged by departments. Professional learning communities meet monthly after school to plan. The principal, along with members of his instructional leadership and turnaround team, frequently attend these meetings. Agendas and minutes are kept by the teams to document their activities. The agendas and minutes do not reflect regular efforts to integrate the goals and objectives of school improvement plans into the daily operation or instruction of the school.

- 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 divided into a Preparatory Academy (i.e., 9th and 10th grade) and Upper Academy (i.e., 11th and 12th grade). Teachers in the Preparatory Academy have the flexibility to rearrange the schedule to allow for extended time for specific instructional activities (e.g., science labs, social studies projects); however, the grade level teams have not taken full advantage of the option. The Upper Academy is using the trimester organization with longer class periods to allow flexibility to address instructional needs.

- 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 principal develops the school budget after collaborating with his instructional leadership and turnaround teams. The budget is closely tied to the 30-60-90 Day Plan for Progress and the school improvement plan. The principal implements informal procedures for teachers to request funds for supplies and resources. No systematic formal process is in place to monitor and evaluate the impact the requested resources have on student growth and achievement. The principal follows district, state and federal regulations and guidelines in managing the school budget.

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Performance Rating 2

- 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 30-60-90 Day Plan for Progress and comprehensive school improvement plan identify funding sources (e.g., Title I, Student Recovery Program, School Improvement Grant) for the strategies and activities to be implemented. The principal has developed informal procedures to monitor and evaluate the allocation of resources for their impact on student growth and achievement.

- 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 follows all district, state and federal program requirements and guidelines in the allocation of all categorical funds (e.g., Youth Services Center, Carl Perkins funds, Title 1). The principal, in collaboration with his instructional leadership and turnaround teams, integrates the categorical funds to implement the strategies and activities of the school programs. The categorical funds are monitored by the principal according to district requirements and state and federal guidelines. The principal has not developed a systematic formal process to monitor and evaluate the categorical funds for their impact on student growth and achievement.

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The principal should develop, implement and document a systematic formal process to monitor and evaluate the allocation of resources for their impact on continuous student growth and achievement and organizational effectiveness.

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.

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

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

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Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, Implementation and Impact Checks, samples of classroom assessments, samples of student work products, school profile and student/parent/staff handbooks

Interviews with district leadership, principal, school leadership and teachers

Observations of classrooms and common areas

Performance Rating 2

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

The principal collaborated with a group of stakeholders to review the school mission statement during the instructional leadership team retreat to build staff unity pending the development of the 30-60-90 Day Plan for Progress. The statement is also reviewed annually during staff meetings, preparation for the audits and community discussions. A vision statement is designed to advocate The Academy to become the “school of choice” for students across the district. Formal belief and goal statements have not been developed to assist in the planning for school improvement. The 2010 leadership assessment recommended a shared decision making process in developing the various elements of the comprehensive school improvement plan; however, community involvement in the formal school planning process is limited.

- 9.2b The school/district uses data for school improvement planning.

The principal collects, manages and analyzes data using a needs assessment process in collaboration with the instructional leadership team to develop the comprehensive school improvement plan. The needs assessment for the school improvement plan is based on the standards and indicators for school improvement document. Data from multiple sources is reviewed to establish the action components in the school improvement plan (e.g., Project Proficiency, No Child Left Behind report, Kentucky Interim Progress Report, Kentucky Performance Rating for Education Progress, attendance data, walkthrough data). The math and literacy Big Rock strategies in the 30-60-90 Day Plan for Progress create professional learning communities to focus on classroom assessments, analysis of student work and other data (e. g., Quality Core, ACT practice, Kentucky Core Standards,

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Characteristics of Highly Effective Teaching and Learning). The turnaround team conducts meetings to review student data and plan interventions. Some strategies and activities in the school improvement plan are not clearly defined with expected results. This deficiency was also found in the 2010 leadership assessment.

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

The principal collaborates with some internal stakeholder groups (e.g., instructional leadership team, professional learning communities) to collect sufficient data to enhance instructional and organizational structures for the purpose of strengthening the instructional program. Data is shared with staff members, parents and community during meetings, newsletters, Web site and e-mail. Multiple sources of data are collected and analyzed throughout the comprehensive school improvement planning process. The 30-60-90 Day Plan for Progress identifies targeted areas (i.e., discipline, attendance, core content) that are embedded in the strategies of the plan. The improvement plan and the 30-60-90 Day Plan for Progress include research (e.g., magnet school practices, professional development research) and some monitoring procedures to show trends and shifts and progress over time leading to improvements in student growth and achievement.

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

The principal has some strategies grounded in research to evaluate (e.g., standards and indicators for school improvement, 2010 leadership assessment) the comprehensive school improvement plan. Projected benchmark data is to be reviewed and compared with actual data twice each year. Some implementation and impact checks (i.e., comments) have been conducted to assess progress on the 30-60-90 Day Plan for Progress. Walkthrough data, as described in this plan, evaluate classroom instructional practice to inform planning. End of course progress and American College Testing assessments are conducted to evaluate student learning as described in the school improvement plan and the 30-60-90 Day Plan for Progress.

9.6a The plan is implemented as developed.

The principal provides direction and support for the planning process;

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however, it is primarily for the development and implementation of the 30-60-90 Day Plan for Progress. Less direct involvement in the implementation of the comprehensive school improvement plan is called for in the school improvement grant (SIG). Some components of the school improvement plan have not been fully implemented. Implementation and impact checks are not used to review and revise each strategy and activity in a continuous, ongoing process. Most teachers are aware of the school improvement plan and some of its components; however, many have not been instrumental in the implementation of the plan.

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

The principal collects and analyzes data (e.g., Project Proficiency, No Child Left Behind report, Kentucky Interim Performance Report, American College Testing data) to compare student performance over time. Implementation and impact checks are not added to the school improvement plan in a consistent formal manner. Benchmarks are not reviewed frequently. Written documentation is limited.

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

Walkthrough observations are used to monitor instructional practice to evaluate the 30-60-90 Day Plan for Progress and, to a lesser extent, the comprehensive school improvement plan. A walkthrough protocol is developed by the principal and instructional leadership team. Implementation and impact checks are not conducted on a regular basis throughout the year. The impact of the plan is evaluated by data collected in various programs by the benchmarks.

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

The principal sustains a commitment to continuous improvement by challenging the status quo in many aspects of the program through the comprehensive school improvement plan and the 30-60-90 Day Plan for Progress (e.g., continued improvements in the aviation magnet, discussions with feeder schools, efforts to change the public perception of the Academy@ Shawnee). Observations and program evaluations hold teachers accountable for the goals and objectives of the school improvement plan.

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The principal should ensure that representatives from all stakeholder groups (e.g., parents, community members) are included as comprehensive school improvement plan committee members. All stakeholder representatives should be invited to attend regular meetings to participate in the development of components of the plan.

The principal should develop and implement a systematic process to review and revise the components of the comprehensive school improvement plan. This process should include evaluation and monitoring procedures to assess the effectiveness of the strategies and activities in the components. Benchmarks with short-term intervals should be established and progress measured by implementation and impact checks.

The principal should intentionally incorporate the 30-60-90 Day Plan for Progress into the components of the comprehensive school improvement plan as required by the school improvement grant.

Resources:

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

Schmoker, M. (1999). Results: The Key to Continuous School Improvement. Alexandria, VA: Association for Supervision & Curriculum Development.

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Summary of Next Steps:

The principal should refocus his school improvement efforts to increase the level of his direct involvement in the instructional program of the school. He should continue to ensure that all instructional staff members understand and implement rigorous instruction for all students. He and the instructional leadership team should ensure that embedded appropriate training is provided when needed and that regular observations and walkthroughs are followed by personal, targeted, feedback and coaching designed to support sustained instructional excellence and increased rigor and relevance.

The principal should lead in regularly monitoring instructional practices in all classrooms to ensure effective and varied instructional strategies are used with all students. The process should include immediate, meaningful and face-to-face feedback to teachers so they may use it to modify instructional practices and meet the needs of their diverse student populations. The monitoring should be ongoing and data collected at regular intervals to measure impact of the instructional practices on individual student learning.

The principal should collaborate with his staff to develop a daily lesson plan format that meets the unique needs of the school. He should then ensure that all teachers develop daily lesson plans to effectively address the standards covered in the Jefferson County Public Schools units of study. These plans should include resources selected from the unit that will best meet the needs of their students and also additional strategies, activities and resources that will differentiate instruction.

The principal, in collaboration with the instructional leadership team, should develop an assessment plan that includes procedures which clearly define the effective use of classroom assessments to guide instruction. The plan should include implementation of procedures for the collaborative development of both formative and summative assessments that are rigorous, relevant, authentic and standards-based.

The principal should ensure culturally responsive teaching and learning is fully integrated into the curriculum and instruction of the school. He should explore ways by which the Newcomer Academy housed in his building could be used as a resource for this purpose.

The principal should use the evaluation process to identify individual professional growth needs of each staff member. Individual growth plans should be collaboratively developed between the evaluating administrator and certified staff member and include growth needs identified in the formal evaluation process. Individual growth plans should be aligned with school improvement plan goals, and data should be collected to determine changes in teacher behavior and instructional practices. The principal should monitor to ensure that individual growth plans of all certified staff members are developed and implemented according to district and state guidelines and timelines so the impact of the plan on instructional practice and student achievement can be maximized.

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In Conclusion:

The members of the Academy@Shawnee 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.

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 the Academy@Shawnee.

Principal, the Academy@Shawnee

_____ Date: _____

Superintendent, Jefferson County Schools

_____ Date: _____

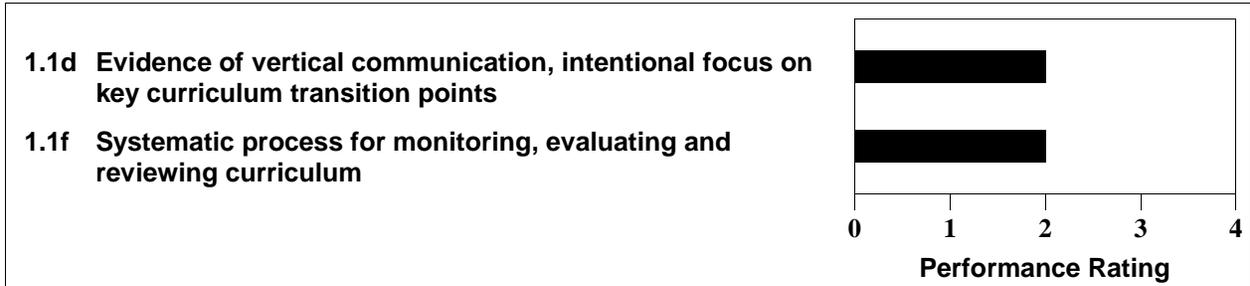
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1.1 Curriculum

Academic Performance



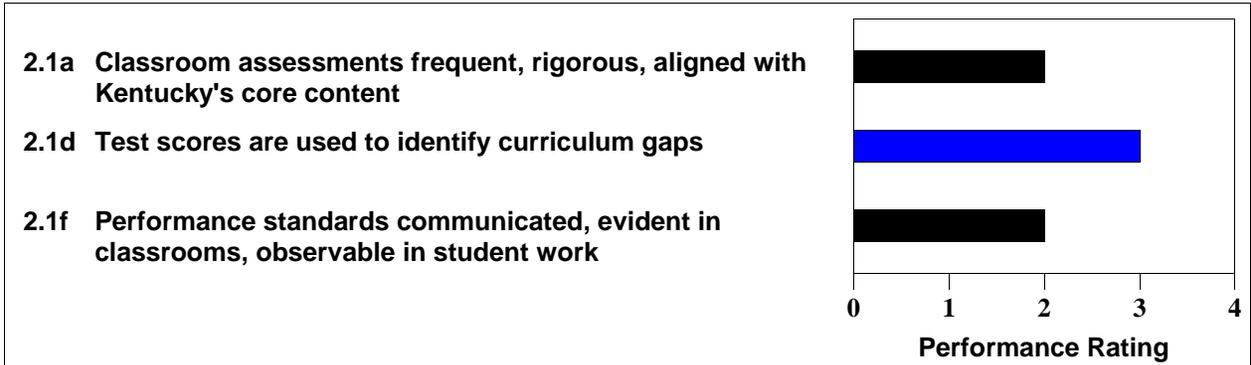
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2.1 Classroom Evaluation/Assessment

Academic Performance



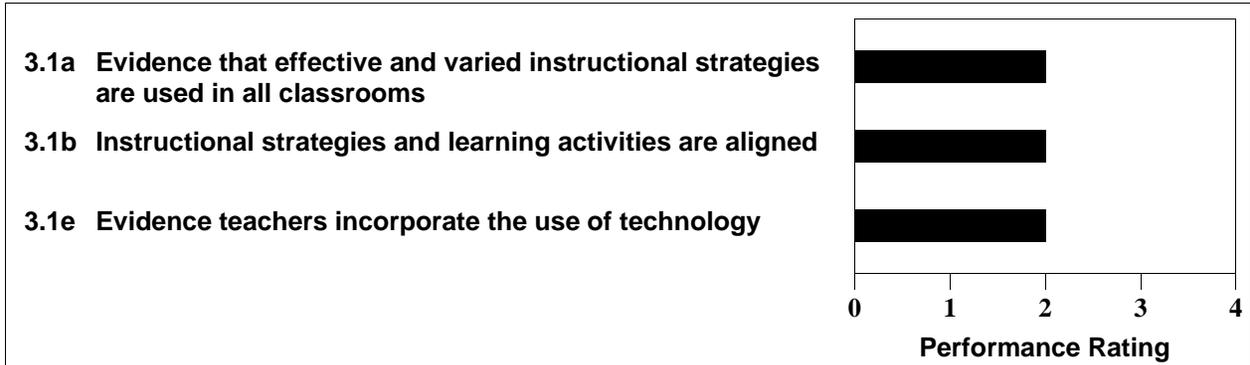
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3.1 Instruction

Academic Performance



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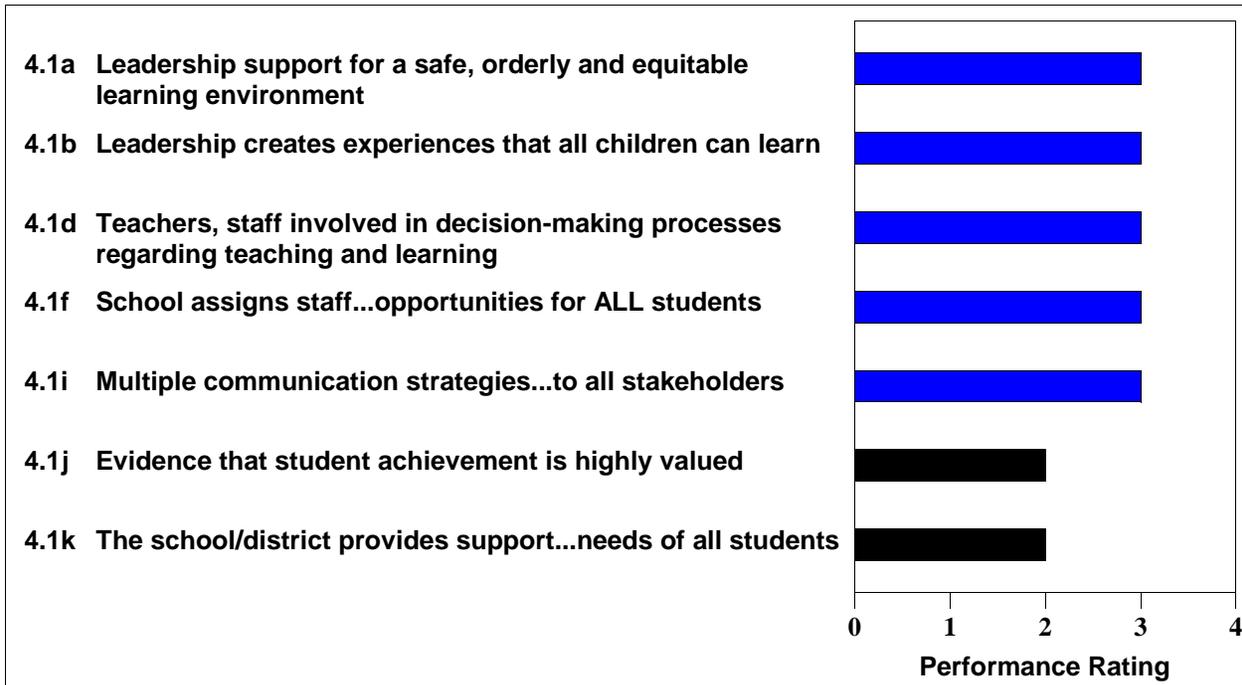
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4.1 School Culture

Learning Environment



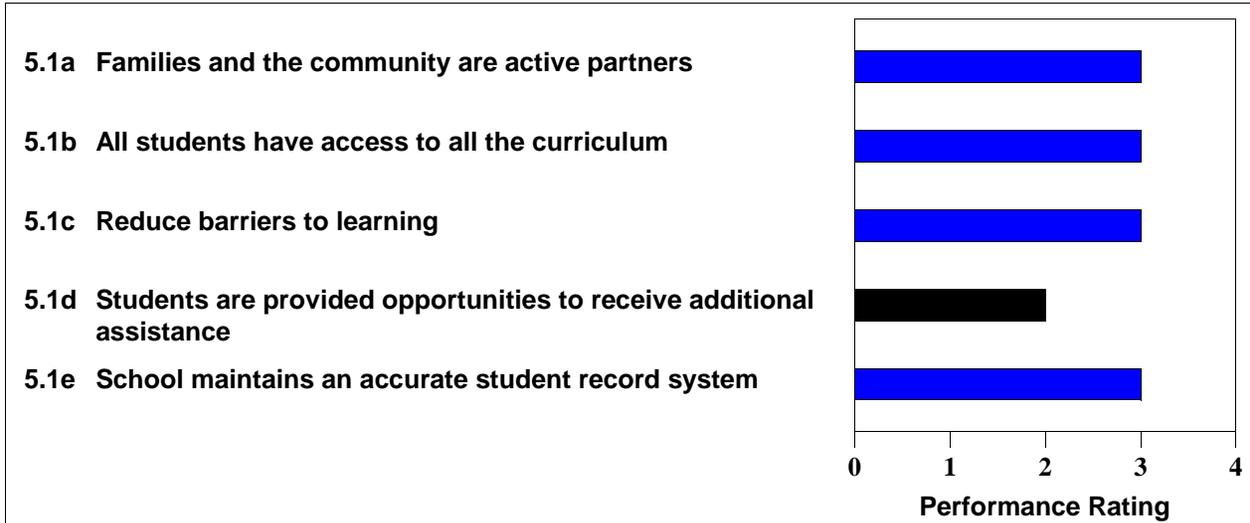
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5.1 Student, Family and Community Support

Learning Environment



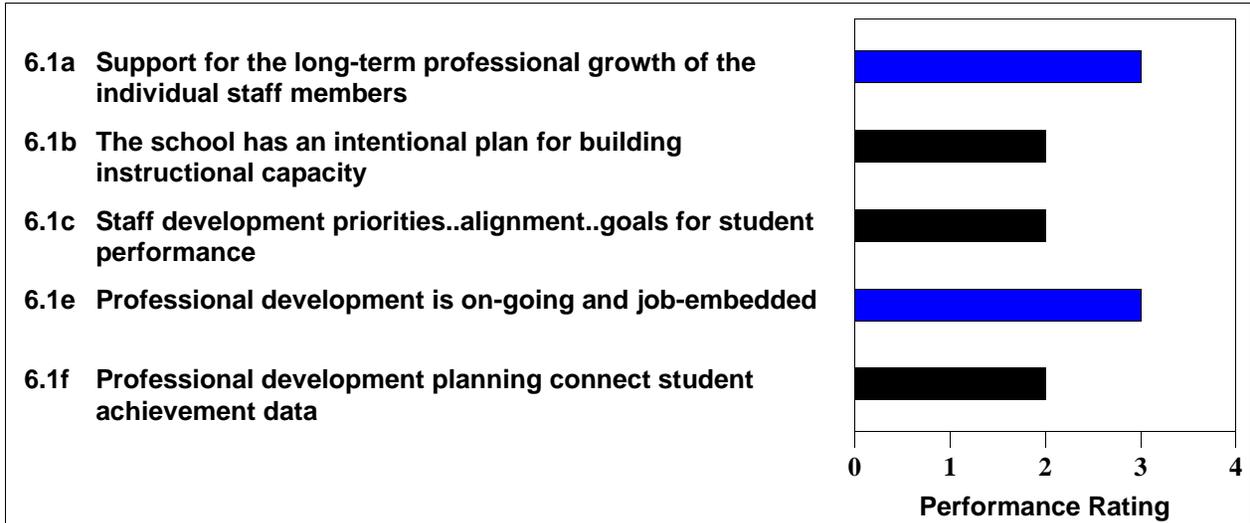
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6.1 Professional Development

Learning Environment



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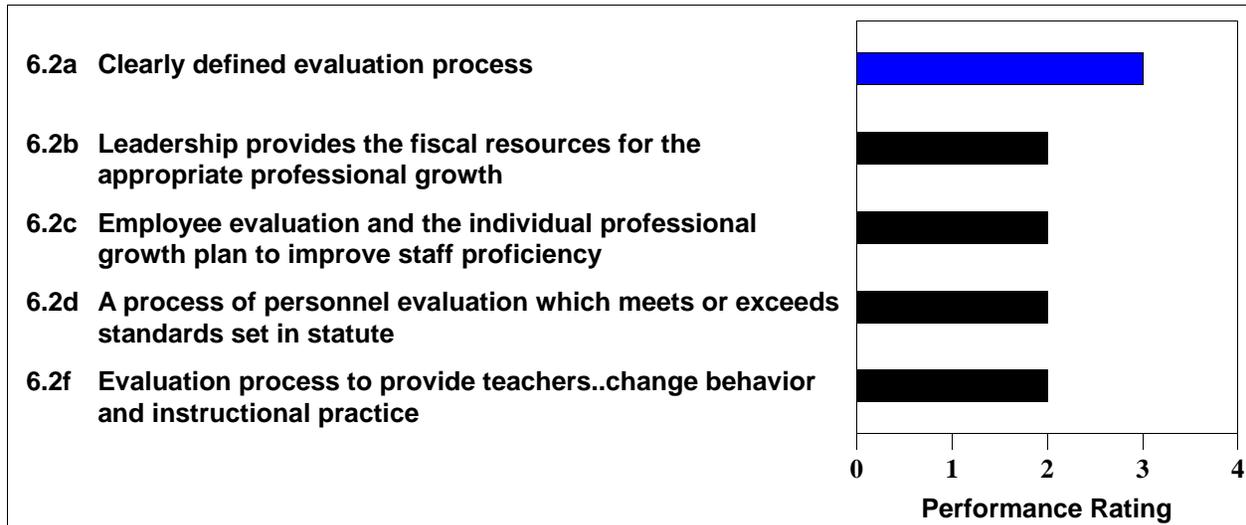
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6.2 Professional Growth and Evaluation

Learning Environment



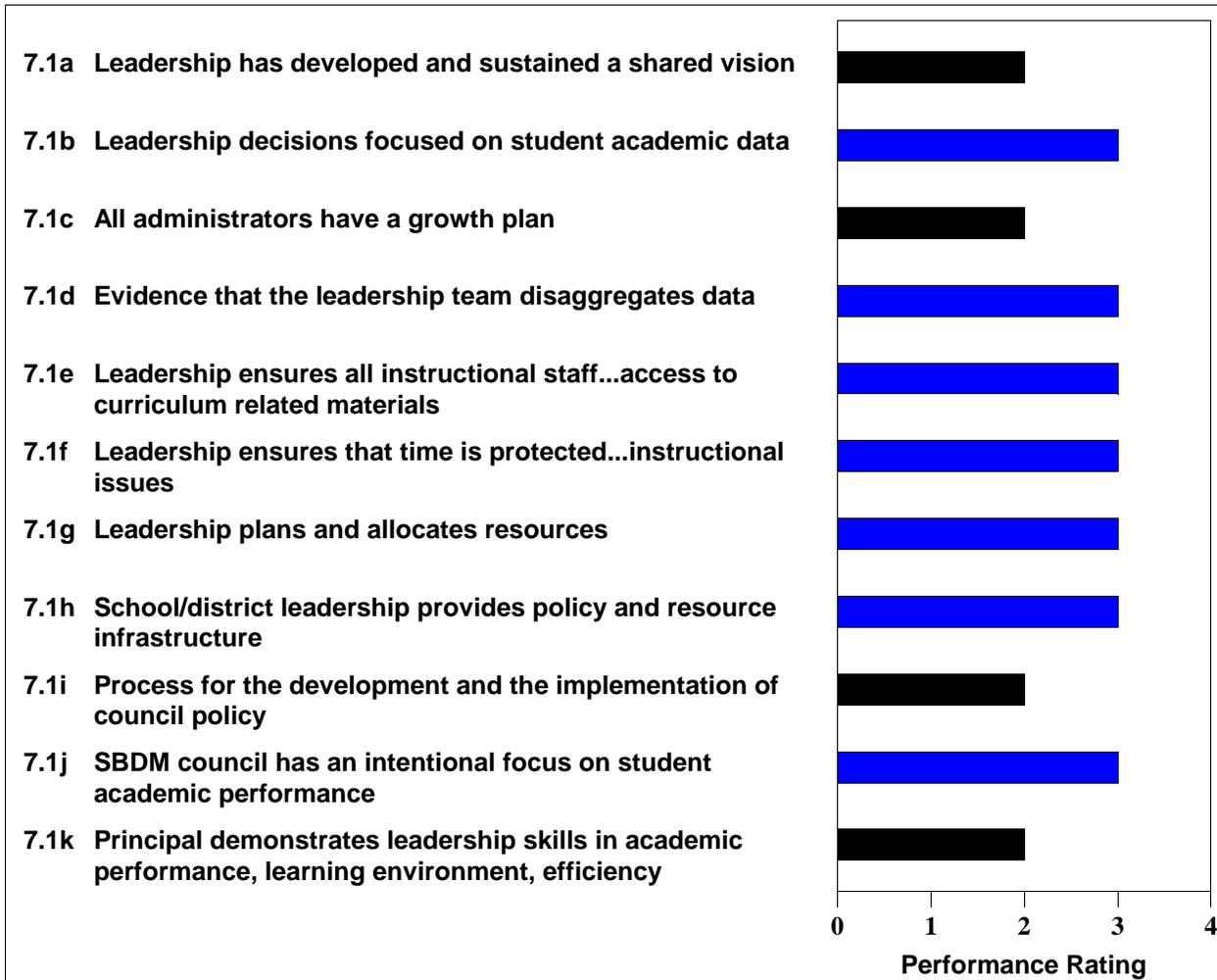
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7.1 Leadership

Efficiency



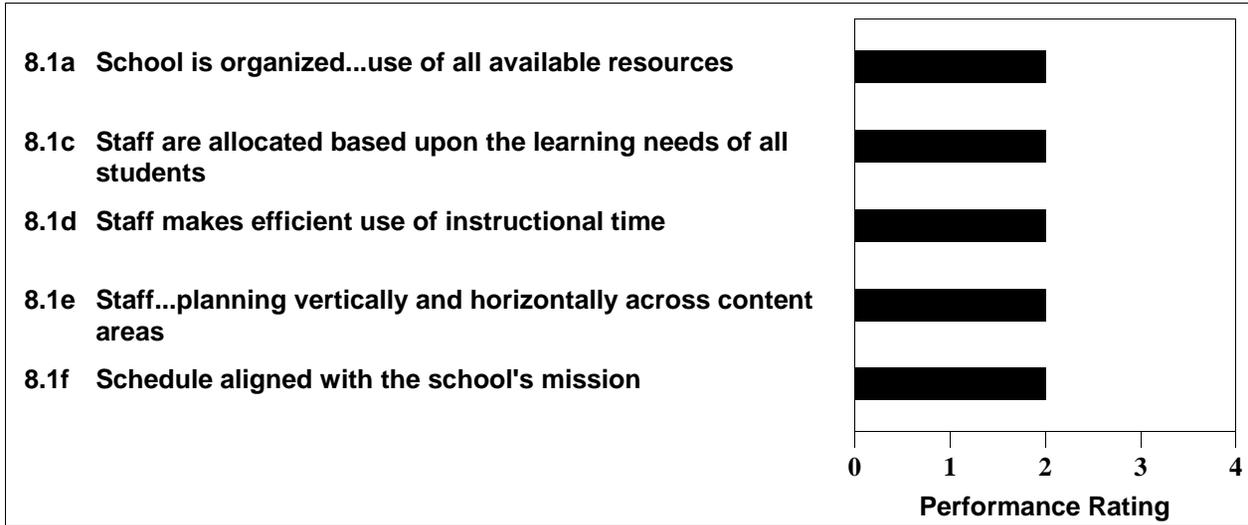
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8.1 Organization of the School

Efficiency



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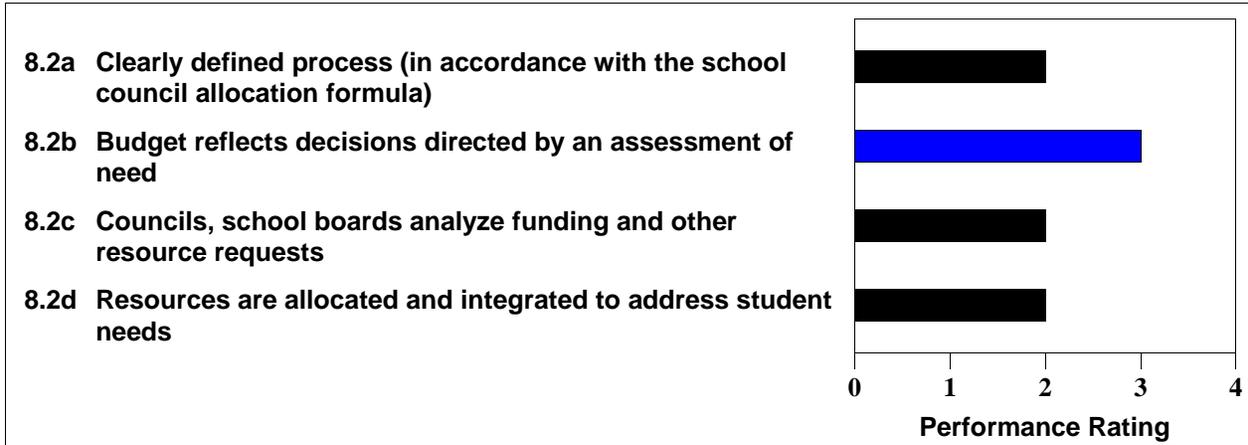
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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9.2 Development of the Profile

Efficiency

9.2b Use data for school improvement planning



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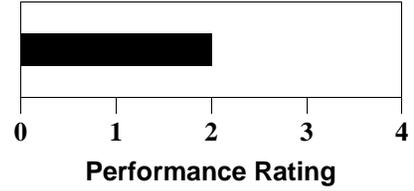
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9.4 Analyzing Instructional and Organizational Effectiveness

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

