

Jefferson County Public Schools
FERN CREEK TRADITIONAL HIGH
School Leadership Assessment Report



02/28/2010 - 03/05/2010



School Leadership Assessment Executive Summary

FERN CREEK TRADITIONAL HIGH

Jefferson County Public Schools School District

2/28/2010 - 3/5/2010

Dr. Houston Barber, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of FERN CREEK TRADITIONAL HIGH during the period of 2/28/2010 - 3/5/2010. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal and council and council do not focus on delivery of the curriculum, instruction and assessment to meet students' needs.
Next Steps	The principal should ensure teachers implement varied instructional and assessment strategies to effectively deliver an aligned curriculum to improve student achievement. The principal should review and analyze lesson plans and classroom assessments to ensure instruction and assessments are authentic, rigorous and relevant. The principal should monitor the delivery of the curriculum, instruction and assessment to provide meaningful feedback and support for teachers to improve classroom instruction designed to meet the needs of all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal and school council do not adequately address the learning deficiencies of struggling students in reading and math.
Next Steps	The principal and school council should implement a response to intervention model for identifying students who are not meeting proficiency standards. The model should ensure student progress is monitored regularly and instruction is designed to meet the specific needs of each student.
School Action Steps to Overcoming Obstacles	

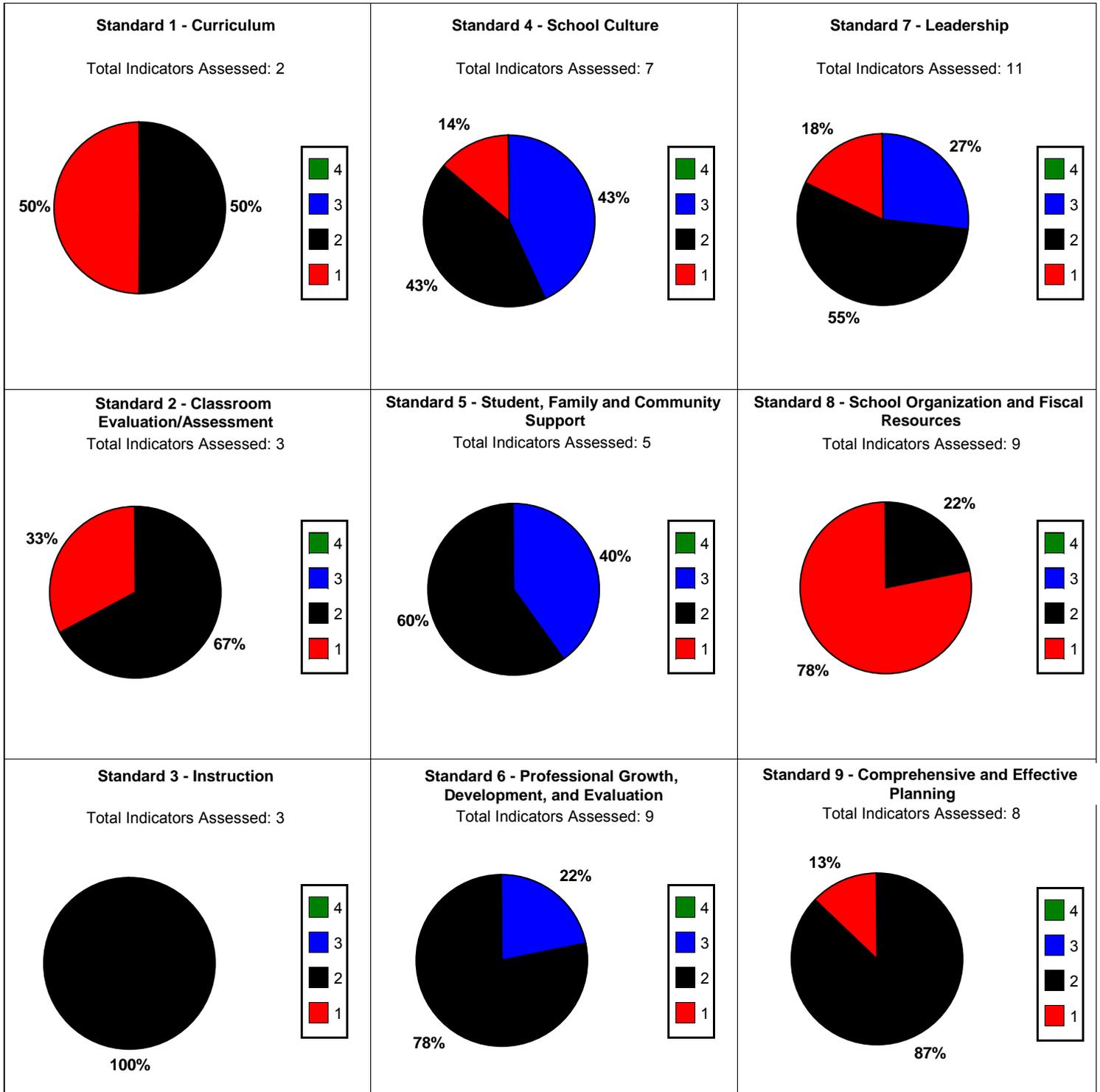
Timeline/Person Responsible	
3. Deficiency	The principal and school council do not create a school plan that targets learning gaps and supports structures necessary for high student achievement.
Next Steps	The principal and school council should create, implement and monitor a school plan that identifies the goals, objectives and activities that are designed to focus on the academic and behavioral needs of all students. The plan should be based on data from multiple sources; have clear, measurable benchmarks to determine progress toward the goals; and should include a plan to monitor the activities to ensure implementation and has a positive impact on student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal and the school council do not fully implement a school governance structure as mandated by state statute.
Next Steps	The principal and school council should approach with urgency the review, revision and adoption of all school council policies. The principal should develop clear procedures to implement council policies. The principal and school council should have clear procedures for allocating school funds and for monitoring all resources for impact on classroom practices, teacher performance and changing student needs.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal and school council do not focus on the critical learning needs of gifted nor struggling students.
Next Steps	The principal should narrow the academic focus of the school to address the learning needs of struggling students with an emphasis on remediating reading and math deficiencies sufficiently to enable all students to learn at high levels. This will require that timely (daily) interventions based on appropriate diagnostic assessments are provided to struggling students. The principal should meet the needs of gifted students by continuing to develop the schools of study encompassed within the magnet school concept.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

6. Deficiency	The principal and school council do not provide guidance in recognizing and addressing cultural and socioeconomic differences of the school's diverse populations.
Next Steps	The school council should adopt policies and the principal should implement and monitor procedures that ensure all students have access to high-quality school experiences that prepare them for successful transition to adult life. The principal should collect and analyze data to design and implement a tiered system of behavioral interventions and varied academic strategies. The principal should ensure student placements are matched to teacher strengths. The principal should develop a process to ensure all students have an adult advocate trained to support their academic goals and learning needs.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

FERN CREEK TRADITIONAL HIGH
KDE 2010 School Leadership Assessment Report
At-a-Glance

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

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



<p>Standard - 1 - Academic Performance <u>Curriculum</u></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment <u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency <u>Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance <u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment <u>Student, Family and Community Support</u></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 <u>Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><u>Resource Allocation and Integration</u></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance <u>Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="73 1591 535 1976" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">Legend</p> <p>Grey - No Assessment Made</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation <u>Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities...alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning <u>Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><u>Implementation and Documentation</u></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

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

FERN CREEK TRADITIONAL HIGH

Jefferson County Public Schools School District

2/28/2010 - 3/5/2010

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Fern Creek Traditional High School during the period of 2/28/2010 - 3/5/2010.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (65) and formal interviews and informal discussions with teachers (69), SBDM members (8), students (78), parents (24), Family Resource/Youth Services Center staff members (4), central office personnel (12), community members (11), support staff members (9), assistant principal/s (4), counselors (3) and the principal.

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

The school leadership assessment report was based upon examination of the documents provided in the school portfolio, team experiences and observations. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools is addressed in the following pages.

The chairperson of the team was Bill R. Morgan - District Administrator. The other team members were Shannon Lampley Coyle - Highly Skilled Educator, Carolyn S. Falin - Higher Education Representative, Sheree W. Thompson - Teacher, Margaret K. Dotson - Building Administrator, Jerry Lee Meade - Building Administrator, Nancy Jones Satterfield - District Administrator, Marilyn Mayo - District Administrator, Debra Reed - HSE, M. Carol McKee - Teacher, Rhonda Bailey - District Administrator.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws and teacher binders

Interviews with assistant principal, district leadership, parents, principal, school council members and teachers

Observations of classrooms and computer lab

Performance Rating 2

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

The school council has developed some policies (e.g., Determination of Curriculum, Schedule of the School Day) related to curriculum, but most of these policies are not up to date. The focus of these policies is not always directly linked to delivery of the curriculum. The principal facilitates a process through which teachers regularly monitor student mastery of curriculum standards through pre-teach and post-teach reflection (i.e., Learning From Student Work). Learning teams meet every six weeks utilizing the Core Practice Summary cycle to analyze Classroom Assessment System Community Access Dashboard for Education data and to adjust implementation of the curriculum as needed.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **1**

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

The principal has not implemented a systematic process to address curriculum transition points between school levels (e.g., feeder middle schools to high school). Little or no communication occurs between middle school and high school staffs regarding curriculum. The principal initiates some discussions regarding transition points that occur between grade levels (e.g., from Tiger Creek Freshman Academy to grade ten) and within core content areas during learning team meetings to address curriculum sequencing.

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should implement a process to facilitate regular discussions between all feeder middle school and high school staff members, especially at the eighth and ninth grade transition points. The work of the learning teams should intentionally focus on curriculum (e.g., monitoring, evaluating, revising) within the high school setting.

Resources:

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

Silver, Harvey and Richard Strong. So Each May Learn. Association for Supervision and Curriculum Development. ISBN: 0871203871.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, perception survey results, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes and school council policies and bylaws

Interviews with assistant principal, district leadership, parents, school council members, school leadership, students and teachers

Observations of cafeteria, classrooms, common areas and media center

Performance Rating 2

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

The principal does not always monitor to ensure all classroom assessments are aligned with Kentucky's core content. The principal does not require teachers to submit classroom assessments prior to administering them to ensure alignment, rigor and authenticity. Classroom assessments are primarily monitored through learning walks conducted by the principal and other members of the leadership team. The principal does not implement a consistent process that provides formal feedback regarding strengths and areas for improvement of assessments. The principal requires teachers to include some samples of classroom assessments accompanied with rubrics in their teacher binders. The leadership team, including the principal, discusses assessment issues at weekly Monday morning meetings. Common assessments developed by the district are administered every six weeks in all content areas. The principal, leadership team and teachers review the results of student progress on these common assessments regularly using the Classroom Assessment System Community Access Dashboard for Education. The principal requires teachers to submit final exams, but feedback on these exams is not provided. The principal does not ensure that meaningful, in-depth feedback or assistance is provided to teachers on analyzing assessment results to inform instructional practices. The school council has not developed a classroom assessment policy.

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

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

The principal collaborates with the building assessment coordinator, other members of the leadership team and department chairs to disaggregate and analyze some test data (e.g., Interim Performance Report, No Child Left Behind, ACT, PLAN, Classroom Assessment System Community Access Dashboard for Education) to monitor student progress and identify curricular gaps. Department chairs meet with content area groups after this data is reviewed to analyze test results with some focus on curricular gaps. The principal and other members of the leadership team review statistical data (e.g., African American, Free and Reduced Lunch) to identify deficiencies in student performances. Test results have sometimes created schedule changes (e.g., trimester schedule, Pathway to Proficiency) to make modifications to improve the delivery of the curriculum. Test data is also used to target struggling students in reading and math. Provisions are made for some of these students to participate in reading and math recovery modules. The school council reviews some test data but seldom uses the data review to determine if the curriculum is aligned.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

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

The principal has not ensured that teachers make students aware of the expectations of performance level standards. The principal encourages teachers to share rubrics prior to assessments, but this practice is not routinely monitored. Few rubrics are posted in classrooms or commons areas. Models of student performances or teacher developed examples are seldom displayed to help students understand the requirements for proficiency. Student proficient work accompanied with performance standards is rarely visible in classrooms or the school building. Some assessment tasks (e.g., performance events, common assessments, projects, live television shows, radio broadcasts) allow students to demonstrate mastery following the guidelines of performance level descriptors and are recognized in student work.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should ensure that teachers clearly communicate performance standards and explain performance level descriptors to students, parents and other stakeholders. The principal should monitor classrooms and commons areas of the building to ensure that models of proficient student work are displayed. The principal should monitor lesson plans regularly to determine if plans reflect explanations of performance level descriptors and review of expectations prior to assignments or assessments.

The principal should require teachers to submit samples of classroom assessments with accompanying rubrics to the leadership team at regular intervals prior to administering them. The principal should ensure that these assessments are analyzed for alignment, rigor and authenticity. Meaningful formal feedback should be given to teachers regarding these assessments.

Resources:

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

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.

Wiggins, G. (1998). Educative Assessment: Designing assessments to inform and improve student performance. San Francisco, CA: Jossey-Bass.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

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

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

Observations of classrooms, common areas and computer lab

Performance Rating 2

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

The school council has developed an instructional policy “Planning and Resolution of Issues Regarding Instructional Practices”, but the policy has not been reviewed since 2006. The principal has not implemented procedures to ensure instructional practices are rigorous, research-based, and promote higher order thinking. Teacher-directed strategies (e.g., lecture, whole-group instruction, worksheets, textbook-driven instruction) are utilized in most classrooms. Most teachers deliver instruction at the knowledge and comprehension level. Math courses (e.g., Algebra I and Geometry I) use a research-based approach called College Preparatory Mathematics. Ramp Up Literacy and Pathway to Proficiency provide basic reading comprehension and higher-level literacy skills and strategies across all content areas.

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

The principal has not ensured teachers meet the diverse needs of students through implementation of a variety of instructional approaches which address rigor and higher-order thinking skills. Most learning objectives have been aligned with state, district and school learning goals; however, the instructional strategies are not aligned to the daily learning objectives. Learning activities in some classrooms (e.g., open response questions, reading for various purposes and from different genres, converting data to graphs) require students to complete assessment tasks similar to those on

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

the state assessments. Teachers use district common assessments which mirror Kentucky Core Content Test assessments.

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

The school council has developed a technology policy “Procedures With Local School Board Policy For Determining Alignment With State Standards, Technology Utilization And Program Appraisal” in 2004, but it has not been reviewed to reflect current technology advancements . However, the policy does not address the effective use of technology for teaching and learning. The principal has not implemented procedures that define and evaluate the effective use of technology in instruction. Few teachers use technology (e.g., document cameras, liquid crystal display projectors, active slates) as a means to deliver instruction. Technology is rarely used to extend classroom learning with the exception of the School of Communication and Media. A limited number of students are provided opportunities to use technology to create products for a variety of purposes or audiences.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal and instructional leadership team should research, identify, implement and monitor the use of varied instructional strategies (e.g., inquiry, cooperative learning, learning styles, flexible groupings of students, rubrics, higher-level questions) to promote a more student-centered learning environment.

The principal should develop a process for consistent and frequent monitoring of classroom instruction. This process should include meaningful feedback, frequent observations and ongoing support for teachers to improve classroom instruction.

School council should review and revise the instructional policy that specifies varied instructional practices (e.g., learning styles, cooperative learning groups, differentiation, inquiry-based learning) and the principal should implement and monitor this policy to ensure it is followed in all classrooms.

School council should review and revise the technology policy, and the principal should implement and monitor this policy to support the use of a variety of technology resources to enhance learning in the classroom. The policy should address both teacher and student usage of technology.

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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 assignments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, course syllabi, curriculum documents, documentation of referrals to health and social services, employee handbooks, examples of school to home communications, Extended School Services entrance and exit reports, facility inspection reports, facility work orders, Family Resource Youth Services Center grant proposal, fire marshal reports, health department inspection reports, job descriptions, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, newspapers, perception survey results, roster of teaching assignments, samples of classroom assessments, samples of student work products, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school newsletter, school profile, School Report Card data, school visitors register, school Web pages, school/district safety plan, staff extra-duty schedule, student discipline reports, student handbook, student work, student/parent/staff handbooks, trophy cases and volunteer schedule

Interviews with assistant principal, community members, counselor, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, students, teachers and volunteers

Observations of cafeteria, classrooms, common areas 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 principal provides support for a safe and orderly learning environment. The hallways, classrooms, and commons areas are generally clean and well maintained. Repairs affecting the health and safety of students and staff are usually made expeditiously. Outside doors are locked, and most teachers close and lock their doors during class. All visitors must sign in before entering the school, and every classroom has an outside telephone line. A school resource officer is assigned to the school. The Dynamic Emergency Alert Network, installed in December 2009, is used to contact parents if a crisis situation develops. The school adheres to the Jefferson County Code of Conduct. The school has a comprehensive school safety plan. Crisis and emergency procedures are visible in most classrooms. Behavioral standards are well-defined and clearly communicated to students, staff and parents through multiple means (e.g., student planner, staff handbook, district

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **3**

website). Some expectations, especially those related to the dress code, are not consistently enforced. The Fern Creek Tiger Freshman Academy uses a tiered behavior model, and teachers of students with disabilities use behavioral intervention plans. The remainder of the school, however, is largely unfamiliar with behavioral strategies such as response to intervention or the Kentucky System of Interventions. Students and teachers are, however, provided information about the Jefferson County Code Violations and Corresponding Kentucky Department of Education Infractions codes. The school is in the beginning stages of collecting and analyzing learning environment data (e.g., discipline research project with the University of Louisville, the design and implementation of the Fern Creek Tiger Freshman Academy, culture check survey administered November 2009) for the improvement of the learning environment.

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

The school has a communication plan that incorporates multiple means of communicating with parents (e.g., “Fern Creek Tiger Talk” mailed to homes monthly, the “Fern Creek Journal”, “Tiger Gazette”, school radio station, school television program, student planner, electronic student handbook, phone and email contact). The principal expects teachers to make one positive phone contact per day. The school website is partially functioning.

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

The principal and school council regularly recognize and celebrate student achievement through formal and informal means. A staff member provides a report of student accomplishments (academic and athletic) to school council at each meeting. The Youth Services Center coordinates an academic pep rally each trimester as part of the Renaissance program, hosts a dinner for distinguished students and provides numerous other recognitions of student achievement. School displays include a Who’s Who Hall of Fame that pictures the top ten students in graduating classes, banners identifying students scoring proficient and distinguished on the Kentucky Core Content Tests, and honor roll which is published in the newspaper and school marquee displays. Student accomplishments are announced on the student radio and television broadcasts. The principal is forging business and community partnerships (e.g., Fern Creek Alumni Association, Fern Creek Community Association, 21st Century Parks, Kentucky Film Association) as

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Performance Rating **3**

[resources to support and publicize student academic accomplishments.](#)

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Standard 4 **School Culture**

Performance Rating 2

- 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 expresses a commitment to high academic expectations for all students and has identified seventeen initiatives intended to support this belief. Some of these initiatives are not fully developed and implemented, do not have the support of all teachers and may not be clearly understood by all. The principal supports continuous improvement in student learning (e.g., Tiger Creek Freshman Academy, trimester scheduling, Pathway to Proficiency) and encourages meaningful interaction among staff. The principal recently approved some staff to visit other high schools and has started to facilitate peer observation and self reflection among teachers to promote sustained focus on instructional practice. The instructional leadership team and content learning teams provide opportunities for teachers to share ideas and to interact with peers experiencing success with struggling students. The principal actively encourages family and community involvement with the school (e.g., senior citizen center housed within the school, Youth Services Center, Parent Teacher Student Association, ministerial association) and is building strong partnerships with civic and business leaders (e.g., Fern Creek Alumni Association, Fern Creek Community Association, 21st Century Parks, Kentucky Film Association, university partnerships).

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

The school council has not established and the principal has not implemented a systematic process to meaningfully involve all staff in decisions related to teaching and learning. Certified staff provides indirect input into decisions primarily through department chairpersons. The principal has initiated e-mail discussions among staff regarding findings of the University of Louisville discipline research project. Teachers are uncertain how or if these discussions will influence decision making. The Youth Services Center provides integral support for student learning through the Renaissance Program and other services. The coordinator is part of the principal's leadership team but has limited involvement in developing the school improvement plan.

- 4.1k The school/district provides support for the physical, cultural, socio-economic,

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Standard 4 **School Culture**

Performance Rating 2

and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

The principal and school council do not have an intentional focus on providing training and strategies to deal with cultural differences and the unique behavioral and academic needs of minority students (e.g., low socio-economic, ethnicity, students with disabilities). Few teachers incorporate culturally responsive instructional strategies (e.g., differentiated instruction, learning styles, tiered behavior and academic interventions) in their classroom practices. Multicultural considerations are not intentionally addressed in school programs and activities. Most teachers address cultural diversity as stand-alone lessons in textbooks. Some teachers provided formal presentations on cultural responsiveness to their peers, but the principal has not supported on-going, sustained professional development in this area. The principal closely coordinates with the Youth Services Center which serves as the primary resource to alleviate barriers impacting student learning. The principal, in conjunction with the school council, seeks to recruit and employ a highly qualified, diverse teaching staff in compliance with the Jefferson County Teachers' Association Contract Agreement.

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Standard 4 **School Culture**

Performance Rating **1**

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

The school council has developed a policy regarding assignment of students to classes and programs. This policy does not include procedures that address student assignment based on student need and the instructional strengths of staff. Teachers complete a preference form in January to indicate class choices. Department chairpersons meet with teachers to determine the best assignment of classes and room, but the principal makes the final decision regarding staff assignments. Teacher assignments mainly stem from teacher preference, class size and legal requirements rather than an intentional effort by the principal to address student learning needs. The principal does not routinely monitor class assignments to ensure student schedules support optimal learning opportunities. Some students are assigned to the next section of a class after failing the first section (move to section B after failing section A). Some students are assigned to the second section of a class before they are assigned to the first section (section B before section A) while other students may experience a time lapse of a trimester or longer between class sections.

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

The school council should adopt policy that specifically targets placement of students in classes matched to their unique learning needs. The principal, in collaboration with counselors, should implement and monitor this policy to ensure students are enrolled in the correct sequencing of their classes.

The principal should ensure all staff, both certified and noncertified, receive sustained professional development that targets the behavioral and learning needs of African American students, especially males, and students with low socioeconomic backgrounds.

Resources:

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

Zmuda, A., Kuklis, R. & Kline, E. (2004). Transforming Schools, Creating a Culture of Continuous Improvement, Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, committee rosters, community involvement programs, comprehensive school improvement plan, examples of school to home communications, Extended School Services assessment data, Extended School Services program overview and data, Family Resource Youth Services Center grant proposal, list of co-curricular offerings, parent and community member workshop schedule, school council meeting agenda and minutes, school council policies and bylaws, school guidance plan, school newsletter, school visitors register, state statute and regulation, volunteer schedule, Infinite Campus and Attendance Plan

Observations of classrooms and common areas

Performance Rating 3

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

The principal ensures that most staff has been trained to identify students with unaddressed special needs and the procedures to follow in acquiring appropriate assistance. Personal contact, phone calls and email are the basis for student referrals for guidance and Youth Services Center services. Youth Services Center staff has a display of brochures for available health and social services and make referrals to meet these needs. The principal ensures students who transfer into the school are assessed by teachers and guidance counselors to determine appropriate placement and intervention strategies. The principal supports the Youth Services Center staff in providing school supplies, uniforms and other items if needed for these students. Guidance counselors, Youth Services Center staff and other support staff have assumed some of the responsibilities of adult advocates for many students in meeting academic needs.

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

The principal and attendance staff follow board policies for the maintenance, security and quality of school student record system. Infinite Campus is used to organize and maintain student records. Student cumulative folders contain educational profiles that reflect a variety of information. Individual Learning Plans are developed with assistance from guidance counselors and some certified staff.

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

Performance Rating 2

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

The school council has a committee policy that includes procedures for assigning certified and some classified staff members to serve on school council committees. However, the policy makes no provisions for recruitment of parents and community members to committees. The principal has not implemented procedures to train parents as student advocates or to ensure that every child has an adult advocate to support the student's academic progress. Guidance counselors, Youth Services Center staff and other certified staff have assumed some of the advocate responsibilities for many students. Youth Services Center and other support staff activities establish many connections with families (e.g., Tiger Pride Transition Day, Renaissance Fiesta, open house, new student orientation, home visits). No formal procedures are in place to address parent complaints, concerns and suggestions. These needs are addressed through conferences, phone calls and email. The principal, community liaison and Youth Services Center partner with local businesses, government agencies, faith-based organizations, civic and alumni associations to meet the needs of students. The school council has an attendance policy. A high school attendance plan has been developed and is distributed to parents at registration. Guidance counselors, Youth Services Center staff, support staff and attendance clerk work with an assigned assistant director of pupil personnel to address attendance problems. The principal has developed a Tiger Watch program in conjunction with local businesses to report any student seen in their business during school time.

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

The principal has clearly defined criteria for entering and exiting support programs. However, most school staff uses personal contact, phone calls and email to refer students for guidance and Youth Services Center services. The guidance counselors have a school guidance counseling program delivery of services plan. Counseling services do not include teaching the classroom curriculum. The principal and the counselors do not always collaborate to meet student needs (e.g., scheduling, college application process). The Extended School Services program offers a day time waiver math program and an afternoon tutorial program to address low-achieving student needs,

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

Performance Rating 2

with an emphasis on math and reading. The principal and Extended School Services coordinator have developed clear criteria for entering the Extended School Services programs (e.g., Kentucky Core Content Test, Stanford Binet, teacher referrals, students with 78% or below grade average). Student performance determines exiting the program. Youth Services Center provides services for the purpose of reducing barriers (e.g., school supplies, uniforms, referrals for health and social services, peer tutoring).

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

The assistant principals and guidance counselors meet with students and parents when students have been alienated from the regular school setting to re-enroll, review rules, address concerns and develop student contracts. The principal has initiated the addition of some classes designed for interventions (e.g., Ramp Up, reading and math recovery, Pathway to Proficiency, Extended School Services math class, reading lab) for students who are low achieving in reading and math. The trimester schedule allows for some students to repeat classes they failed. The principal has not fully implemented an effective school-wide Kentucky Systems of Interventions plan to address academic and behavioral needs. Advanced placement classes and dual credit classes are offered through Bellarmine University and Jefferson County Community and Technical College. The school alumni association created the Act Up! Program to help prepare students for ACT Testing. Some co-curricular opportunities (e.g., world language clubs, Go Green, Film Club, cooperative learning programs) that intentionally support classroom instruction are offered. Service learning is a graduation requirement for all students.

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

The principal should ensure procedures are in place to recruit committee members from all stakeholder groups to serve on all committees and actively participate in the decision-making process for school improvement.

The principal should ensure processes are in place to identify adults to serve as advocates for each individual student's academic success. The principal should ensure that advocates are trained to effectively meet individual student needs.

Resources:

Christenson, S.L. & Sheridan, S.M. (2001). Schools and Families: Creating Essential Connections for Learning. New York, NY: The Guilford Press.

Henderson, Anne. Engaging Families to Improve Achievement
Marzano, Robert. What Works in School Association for Supervision and Curriculum Development. 1703 Beauregard ST., Alexandria VA 22311-1714. 2003 ISBN 0-87120-717-6.

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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 certified personnel evaluation plan and process, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, faculty meeting agenda, individual professional growth plans, master school schedule, organizational charts, perception survey results, professional development records, school council meeting agenda and minutes, school mission, belief and vision statements, staff development agenda and teacher portfolios

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

Observations of cafeteria, classrooms and common areas

Performance Rating 3

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

The principal and school leadership team present the district certified evaluation plan to the staff within the timelines specified at the beginning of the school year. Classified staff is evaluated by their immediate supervisor in collaboration with an assistant principal.

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

The principal ensures that personnel evaluations are completed in accordance with the district certified evaluation plan.

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

Performance Rating 2

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

The principal, as well as the district staff, provides professional development opportunities for teachers. Summer of 2009 trainings included a broad spectrum of topics (e.g., College Preparatory Mathematics, World Languages, Reading Ramp Up, various arts & humanities sessions, and three social studies sessions). Leadership team members and other staff led a two day summer retreat in 2009 for teachers which focused on Assessment for Learning and Building a Community of Learning Teams. Attendance was voluntary and not all staff participated. The principal used two Gold Days in October 2009 and January 2010 to continue professional development in the areas of formative assessment and improving instruction. Classified staff received appropriate job related professional development (e.g., Infinite Campus, safety updates).

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

The principal has not ensured that a multi-year professional development plan focused on identified instructional gaps has been implemented for staff. The principal and school leadership team formed a Professional Development Curriculum and Instruction Committee. The assistant principal, along with selected teachers, meet bi-monthly to discuss, plan, and make recommendations concerning curriculum, instruction, assessment, and professional development items. The principal provides some opportunities for sustained, job-embedded professional development (e.g., Pathway to Proficiency, Core Practice Summary, Learning from Student Work, Instructional Leadership Team).

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

The principal has not ensured that the school improvement plan identifies priorities for professional development activities. Professional development priorities in the school improvement plan are not always connected to individual professional growth plans and student learning goals. Teachers may choose two of seventeen identified school initiatives (e.g., Go Green, Technology, Assessment for Learning) or select their own areas of growth. The principal assists the teachers in developing individual professional growth

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

Performance Rating 2

plans.

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

The principal and the school leadership team have in place some job-embedded professional development activities (e.g., Pathway to Proficiency, Learning from Student Work, peer teacher observations in local high schools). The principal collaborates with a University of Louisville professor to lead the learning walks and debrief with teachers. The principal does not always monitor the implementation and impact of professional development on teacher performance.

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

The principal and the school leadership team analyze the results of student assessments (e.g. Kentucky Core Content Test, No Child Left Behind, Classroom Assessment System Community Access Dashboard for Education, PLAN, ACT). The principal does not always connect professional development needs to student achievement data. Professional development activities are not always analyzed for effectiveness before allocating resources.

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 have a formal system to identify the professional growth needs of the staff. The principal and school leadership team expends professional development funds to address perceived needs, but the identified needs are not always linked to the goals in the school plan.

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

The principal and leadership team conduct employee evaluations in compliance with district policy, but there is no process to analyze the evaluation results collectively to improve the proficiency of the school staff. The principal assists the teachers in developing the individual growth plans, but the plans are not always connected to the school improvement goals. Principal does not always engage teachers in self reflection and dialogue to determine progress toward individual goals.

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

The principal should develop a professional development plan that directly relates to student achievement data, certified staff evaluation results, individual professional growth plans and the goals of the school improvement plan.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

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, district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, faculty meeting agenda, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, needs assessment data, newspapers, organizational charts, perception survey results, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of written correspondence to staff/stakeholders, school mission, belief and vision statements, school newsletter, school visitors register, school Web pages, school/district safety plan, student discipline reports, student handbook, student work, student/parent/staff handbooks and trophy cases

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

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

Performance Rating 3

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

The principal and leadership team have developed comprehensive individual professional growth plans. The principal under the mentorship of the district assistant superintendent has focused extensive efforts on identifying and addressing areas of weakness in his leadership development. During the 2007-2008 and 2008-2009 school years, the principal participated in the Vanderbilt Assessment of Leadership in Education project. This process examines seventy-two leadership behaviors that affect core components of learning focused leadership. These were evaluated from the perspective of teachers, the principal's supervisor and the principal himself. The principal is rated in each of these areas on a scale of one to five with a one being a poor rating and a five an excellent rating. The summative information from this process indicates that the principal received proficient ratings in forty of forty-two categories. During this period the principal maintained growth logs reflecting his stage of development. The principal collaborates with his assistants to ensure they complete appropriate individual professional growth plans focused on identified school needs relative to job responsibilities.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

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 and the leadership team provide teachers with curricular resources aligned to Kentucky's Combined Documents. The principal ensures teachers have access to district pacing guides, Kentucky's combined curriculum documents, sample assessments and implementation guides. Teachers are trained to use Classroom Assessment System Community Access Dashboard for Education to check student content mastery. Teachers were provided a variety of professional development opportunities (e.g., College Preparatory Math, Assessment for Learning, Reading Ramp Up).

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

The school council has approved the 2009-2010 student handbook that establishes parameters for student behavior. The principal has designated one assistant to handle the majority of disciplinary referrals to ensure that infractions are dealt with in a timely manner. The principal, the leadership team and members of the instructional and support staff are visible in hall ways during class changes. Several adults including the school resource officer are present in the cafeteria during lunch. The principal has designated one of his assistants to supervise classified or support staff (e.g., school operational director, custodians, security resource officer, cafeteria workers). The school publishes The New Teacher Handbook that provides pertinent information regarding the roles and responsibilities of building level staff. The school safety plan provides information to school personnel on how to respond to crisis and emergency situations.

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Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal verbally articulates a vision for the school, but this verbalization has not resulted in a written statement that is widely shared internally with staff and outwardly with the broader school community. The principal states that the five attributes of his vision are reflected under the caption, "Back to Basics." The attributes are as follows: create more ownership, "Go Green" movement, increase mastery, explore before explain (student struggle) and increase challenge level, and foster an environment of collaboration and reflection. The principal has empowered the new executive director of the Alumni and Community Relations Association to organize diverse stakeholders to formally develop a vision statement for the school. The executive director of the alumni and community relations association has initiated the process. The "Back to Basics" attributes along with the school's mission statement appear on newsletters and provide an overarching umbrella to guide decisions.

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

The principal initiates numerous activities related to analysis of student performance levels, but these efforts are rarely in collaboration with the school council. The principal has developed functioning learning teams which are organized by specific content areas. A formal tool (i.e., Learning from Student Work) has been adopted that provides for teacher collaboration to teach specific content strands, to assess the effectiveness of instructional strategies and activities, and to reflect on teacher practice. The principal reviews the tool and provides suggestions, but many teachers do not fully understand and implement the process to maximize its potential effectiveness. The principal and assistant principals in collaboration with professors from the University of Louisville have thoroughly analyzed student disciplinary referrals and have compiled comprehensive data relative to student behavior. The school district has developed common assessments comprised of multiple choice and open response questions that teachers are required to periodically administer and analyze; however, teachers can substitute questions they develop if they choose. The school does not use a continuous research-based assessment to regularly gauge growth over time in student achievement.

7.1d There is evidence that the school/district leadership team disaggregates data

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Standard 7 **Leadership**

Performance Rating 2

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, the leadership team and the instructional staff disaggregate various forms of data but not always for the purpose of comparing performance levels of underperforming student populations. The principal has created learning teams for each department and implemented a process entitled, "Learning from Student Work." This is a six step process (i.e., 1) identify learning target, 2) teach, 3) assess, 4) analysis, 5) even better, and 6) add to the knowledge base) designed to engage teachers in comprehensive teaching and learning activities with students and intra-departmental collaboration among staff. These teams meet regularly to discuss each phase of implementation of this process. The principal disaggregates some data from the Interim Performance Report and reviews it with the school council. The principal and school council do not use the results from this analysis to develop and implement a school improvement plan designed to produce significant gains in student achievement, especially for all students in math and for African American students, students with disabilities and free and reduced lunch students in reading. The principal and leadership team facilitate discussions among staff related to student achievement results based on district common assessments that are collected and managed through the district's Classroom Assessment System Community Access Dashboard for Education.

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

The principal has not ensured the school council has a policy on protecting instructional time. The principal engages in several practices that facilitate effective use of instructional time. School announcements are done prior to the beginning of classes each day via media students who maintain an FM radio station. Faculty meetings are held weekly after school for the purpose of collegial, collaborative discussions on issues relating to teaching and learning. The New Teacher Handbook provides guidelines for moving students efficiently to the library and computer labs to minimize interruptions and maximize the use of time. The principal, the school leadership team and instructional staff sometimes monitor hall traffic during class changes and encourage students to get to their next class on time. Some students lose valuable instructional opportunities. Students who are tardy or who are in violation of the dress code must spend seventy minutes in the tardy hall

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

where they are unable to engage in any instructional activities. Students can be assigned to in-school suspension or be suspended for acquiring too many tardies.

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 provides numerous resources to staff which are often based on identified need but not always tied directly to formal needs assessment data. The principal has a volunteer budget committee but does not follow a formal request process for budget items. The principal does not have a process for monitoring the impact budget allocations have on student achievement. The principal has facilitated several changes in infrastructure (e.g., relocated departments, provided a freshman academy wing, redesigned an area of the building to house the magnet academies).

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

The principal has established weekly faculty meetings to provide for job-embedded professional development and teacher collaboration on issues related to student academic achievement. The principal does not always intentionally use this opportunity to engage the faculty in conversations about what it would take to lead all students to proficiency regardless of their life situations. The principal has initiated some programs (e.g., freshman academy, four magnet initiatives, Pathway to Proficiency) that promote a culture that values every child. The principal has attempted to focus the school's culture on improving the expectation levels of students and staff. The principal tries to motivate his staff by verbalizing a vision for the school and engaging parents by making himself available to them when requested and being highly visible at various school functions. The principal motivates his staff by modeling professionalism in dress, commitment to the school and work ethic. The principal has been highly successful in engaging numerous organizations, businesses and universities (e.g., Film Festival, Kentucky Educational Television, University of Louisville, Bellarmine University, Fern Creek Alumni Association, 21st Century Parks) in partnerships to strengthen the school's academic achievement.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **1**

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

The principal has not ensured all required and best practice council policies are developed, approved, implemented and monitored. The school council does not conduct frequent and timely reviews of school policies.

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

The school council rarely focuses on developing and revising policies and engaging in discussions regarding improving student achievement. Many council discussions revolve around such issues as valedictorian criteria, dress code and athletics. The principal involved the council in discussions regarding the implementation of the freshman academy and adopting the 3 X 5 trimester schedule.

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, district budget and allocations, employee handbooks, enrollment data, equipment inventory, faculty meeting agenda, Kentucky Performance Report disaggregated data, list of co-curricular offerings, master school schedule, needs assessment data, organizational charts, perception survey results, roster of teaching assignments, schedule for co-curricular offerings, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school Web pages, staff extra-duty schedule, state statute and regulation, student handbook, student/parent/staff handbooks, student/teacher ratio and textbook/instructional resources purchasing plans

Interviews with assistant principal, parents, principal, school council members, school leadership and teachers

Observations of classrooms

Performance Rating 2

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

The principal promotes team planning (i.e., vertical and horizontal across content areas and grade configurations), but the organization of the school does not provide time within the school day for common planning. The principal has made it easier for subject area teachers to collaborate by clustering content area teachers into specific areas. The principal has implemented procedures that provide team planning that coincides with the Jefferson County Teachers Association contract agreement which limits the amount of time faculty and staff can use at the end of a school day. Teachers meet monthly at faculty meetings, department meetings, learning team meetings and school committee meetings. The principal does not lead the teams to directly address the goals, objectives and activities of the school improvement plan. The work of the planning teams generally addresses the learning needs of targeted populations in math and reading.

- 8.1f The schedule is intentionally aligned with the school's mission and designed

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FERN CREEK TRADITIONAL HIGH

Jefferson County Public Schools School District

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

The 3 X 5 trimester schedule provides optimal time for teachers to provide high-quality instruction. The principal organized classroom assignments so that content area teachers are in close proximity to enable them to share resources, lesson plans and teaching strategies. The principal intended that the trimester plan would be adaptable to meet the needs of struggling students and provide additional time to master learning concepts. An advantage of the 3 X 5 trimesters is that when students fail a course, they are able to repeat these courses in the following trimester. The current practice for assigning students to classes is inflexible and does not focus on the learning needs of all students.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

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

The principal has implemented a governing structure of committees at the school level (e.g., leadership team, principal advisory council, instructional leadership team, department chairs), but committee membership does not represent all stakeholder groups. The principal does not recognize the school council as playing a major role in the leadership of the school. School council policies are out of date or nonexistent in some areas. The policies have not evolved over time to address the changing needs of the students and the school. District personnel conducted an annual review, and the school council was identified as being noncompliant in some policy reviews, revisions and adoptions. The principal does not use the goals and activities of the school improvement plan to guide the work of the school council and staff. The principal has not developed clear procedures to effectively prioritize and evaluate the use of all resources to address the goals, strategies and activities of the school improvement plan. The principal has established a network of external partnerships (e.g., alumni association, Associated Press, Louisville Orchestra, Kentucky Educational Television partnership) which help support specific needs of the school.

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

School council has an adopted policy for the assignment of instructional staff. The policy is out of date and was not revised with the implementation of the 3 x 5 trimester schedule. Staff assignments are based on teacher preference, teacher certification and Jefferson County Teachers Association contract agreement Article XV. School counselors construct the schedule using teacher preference as first criteria. Student assignments are generally based on graduation requirements and space availability. The staffing and scheduling procedures create student scheduling conflicts and barriers to learning. The master schedule is not designed to meet the individual learning needs of all students. The school council policy does not include assignment of non-instructional staff.

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

School council has not adopted policy to protect instructional time, but the principal has implemented some procedures to facilitate efficient operation of

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the school. Generally, school assemblies celebrate student achievement, attendance and positive behavior. School council adopted the Jefferson County Public School Uniform Code of Student Conduct and has adopted a uniform school dress code. The principal limits the time for schoolwide announcements. The principal, school council, administrative team and staff have not implemented consistent procedures and behavior management strategies to reduce instructional time lost by students through disciplinary actions. Students who are tardy or in violation of dress code are assigned to a designated area for seventy minutes of lost instructional time. Students assigned to In-School-Suspension are not assigned classroom work during the required amount of time resulting in lost instructional time. Enforcement of dress code violations are inconsistent throughout the building from teacher to teacher, and monitoring of the code consumes instructional time.

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

The school council has not adopted policies to guide the budgeting process. The principal operates within the parameters of the Support Education Excellence in Kentucky funding and school council allocations, but the council has not implemented budgetary procedures to guide fiscal allocations to ensure an equitable distribution of instructional funds. The principal has established an informal group of volunteers which serve as a budget committee. The committee does not conduct formal needs assessments to ensure that requests are connected to student learning goals in the school improvement plan in the targeted content areas of math and reading.

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

The school council has not adopted policy and the principal has not implemented clear procedures for prioritizing and allocating discretionary funds and other resources. School leadership does not collect data or conduct schoolwide needs assessments to guide the allocation of discretionary funds and resources.

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.

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Performance Rating **1**

School council has not adopted a budget process to guide the request procedures and the expenditure of school funds. School council does not review and analyze funding and other resource requests to ensure that such requests are connected to the school improvement plan. Monthly financial reports are presented to the council for review but not before funds are expended.

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.

State and federal program funds are not fully integrated to bring about expected improvement in student achievement in the targeted areas of reading and math. The school council has not adopted policies and the principal has not established procedures for the purpose of monitoring expenditures of categorical funds and their impact on student achievement. The school improvement plan includes limited funding sources and amounts needed to meet the goals of the plan.

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Standard 8 **School Organization and Fiscal Resources**

The principal should ensure that the school council is in full compliance with all school council regulations in KR 160.345. The principal should approach with urgency the review, revision and adoption of all school council policies required by KR160.234 as well as the adoption of best practice policies supported by the Jefferson County Board of Education.

The principal should ensure that the council implements a fully functioning committee structure that defines membership roles to include representatives from all stakeholders (teachers, parents, students, community members). The principal should implement procedures to require committee chairs make monthly reports to the school council. The chairperson of the school improvement plan should present Implementation and Impact Checks each trimester to inform council members of the progress made in achieving the school's learning goals.

The principal should ensure that the council appoints a fully functioning budget committee that works within the framework of the council. A clearly defined needs assessment and budgeting process should be implemented to ensure equitable allocations of all school resources to support the learning needs of all students.

The principal should lead council in a review of all policies and school procedures that guide the allocation and use of instructional resources (i.e., human, time, space, fiscal). Student achievement data and student learning needs should be the basis for all resource allocations. Resources should be consistently monitored and analyzed to determine the impact on teacher performance and student achievement.

The principal should ensure monthly agendas, meeting minutes, financial statements and all supporting documents presented to the council for review and adoption are well-organized and accessible to all stakeholders. School council policies should follow the guidelines and suggested format of the Jefferson County Board of Education. The school council by-laws and policies manual should be up to date and easy for all stakeholders to understand.

Resources:

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

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

SBDM Required Policy and Best Practice Checklist.

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

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

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

Observations of classrooms, common areas and media center

Performance Rating 2

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

The school's mission statement is "The staff of Fern Creek Traditional High School accepts the responsibility to see that each of our graduates will be prepared academically to compete successfully in the world of work or in higher education, and will be an active, contributing member of our diverse society." School leadership has begun the process to create a vision statement for the school. The planning process began with a meeting December 13, 2009 with multiple stakeholder groups including staff, parents and community leaders. Two follow-up committee meetings were held February 1, 2010 and February 8, 2010. However, while key statements were identified by the stakeholder group, a vision statement has not yet been formally developed.

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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

School leadership has collected and analyzed some data as part of the school planning process. State assessment data and Classroom Assessment System Community Access Dashboard for Education data have been analyzed and shared with pertinent content staff, but there is limited communication with all staff as to their roles in moving students to higher levels of learning in math and reading. Low performing groups of students have been identified, but specific strategies to assist those students are not clearly defined in the school plan. Many data collection instruments are available, but there are limited reports made to the school council by the school improvement plan committees or by the targeted content areas of reading and math as to progress made with the identified struggling learners. There are no measurable benchmarks within the school plan to determine progress, nor are there specific timelines within which to gather data to determine the effectiveness of the strategies being implemented.

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

The principal and the leadership team have utilized limited data to determine instructional strengths and limitations. Some content areas have provided data regarding student achievement through the Classroom Assessment System Community Access Dashboard for Education report and the state assessment data. The principal and the leadership team have collected little data relative to the impact interventions provided to students struggling to meet the learning expectations in reading and math. There are specific expectations for department meetings regarding discussion points around analyzing student work, but there is little indication that longitudinal data is collected and analyzed to determine effective instruction toward meeting state standards and learning expectations. Targeted interventions for identified struggling 11th graders did not begin until March 1, 2010.

9.6a The plan is implemented as developed.

The principal provides limited direction and support for the implementation of the current school plan. The current school plan is a product of compliance with district mandates rather than a working blueprint for achieving academic improvements. Most staff has a copy of the school plan, but not all are involved with the implementation of the identified components. The principal

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

does not always ensure departments complete or compile Implementation and Impact Checks to determine the effectiveness of the current goals, objectives and activities. The school council is not involved in the review, implementation or monitoring 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 school principal and the leadership team collect and review data (e.g., Kentucky Core Content Test, Classroom Assessment System Community Access Dashboard for Education, ACT, PLAN) but do not compile and develop longitudinal data to evaluate the impact instructional strategies have on student achievement, the progression the school makes toward school goals or the achievement of individual students. School council committees have not evaluated the current plan to determine if the objectives are being met.

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

The principal and the leadership team analyze some student performance data (e.g., Kentucky Core Content Test, Classroom Assessment System Community Access Dashboard for Education, ACT, PLAN) but not on a consistent basis across all content areas. Classroom practices are observed by the principal and the leadership team through learning walks, but little feedback is provided to teachers regarding the observation data. Qualitative and quantitative data are not always collected and compiled from learning walks to create a snapshot of teacher efficacy and to promote meaningful conversations about exemplary teaching methods. The principal provides little feedback to staff regarding evaluation of the impact the school plan has on classroom practice and student performance.

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

The principal and school council have not sustained a commitment to continuous improvement in the targeted areas of reading and math as required by No Child Left Behind benchmarks. The principal and school council do not hold staff accountable for achieving school improvement goals. The principal and school council do not require regular committee reports and Impact and Implementation Checks to measure the effectiveness of the plan's

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

activities on student achievement. The principal has a vision of creating an exemplary magnet program consisting of a school of communication, a school of leadership and social studies and a school of analytical and applied science.

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

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

The principal has not ensured the school's improvement plan includes a method for evaluating the plan's effectiveness or for monitoring the implementation of goals, objectives and activities. Few committee minutes are shared during school council meetings. Implementation and Impact Checks are not utilized by leadership or the school council committees to monitor the school plan.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The school improvement plan should provide specific academic and behavioral strategies to improve student achievement in the areas of reading and math. Measurable benchmarks should be identified with specific timelines for data collection. All staff should be involved in the creation of the plan to ensure staff ownership in meeting the learning needs of all students.

The principal should engage the school council in taking an active role in overseeing the implementation of the goals, objectives and activities through committee reports and data analysis of school based and state assessments.

The school plan should include the timelines and methods to utilize Implementation and Impact Checks to evaluate the impact of the goals, objectives and activities to support higher student achievement.

Resources:

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

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

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FERN CREEK TRADITIONAL HIGH
Jefferson County Public Schools School District

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Summary of Next Steps:

The principal should ensure teachers implement varied instructional and assessment strategies to effectively deliver an aligned curriculum to improve student achievement. The principal should review and analyze lesson plans and classroom assessments to ensure instruction and assessments are authentic, rigorous and relevant. The principal should monitor the delivery of the curriculum, instruction and assessment to provide meaningful feedback and support for teachers to improve classroom instruction designed to meet the needs of all students.

The principal and school council should implement a response to intervention model for identifying students who are not meeting proficiency standards. The model should ensure student progress is monitored regularly and instruction is designed to meet the specific needs of each student.

The principal and school council should create, implement and monitor a school plan that identifies the goals, objectives and activities that are designed to focus on the academic and behavioral needs of all students. The plan should be based on data from multiple sources; have clear, measurable benchmarks to determine progress toward the goals; and should include a plan to monitor the activities to ensure implementation and has a positive impact on student achievement.

The principal and school council should approach with urgency the review, revision and adoption of all school council policies. The principal should develop clear procedures to implement council policies. The principal and school council should have clear procedures for allocating school funds and for monitoring all resources for impact on classroom practices, teacher performance and changing student needs.

The principal should narrow the academic focus of the school to address the learning needs of struggling students with an emphasis on remediating reading and math deficiencies sufficiently to enable all students to learn at high levels. This will require that timely (daily) interventions based on appropriate diagnostic assessments are provided to struggling students. The principal should meet the needs of gifted students by continuing to develop the schools of study encompassed within the magnet school concept.

The school council should adopt policies and the principal should implement and monitor procedures that ensure all students have access to high-quality school experiences that prepare them for successful transition to adult life. The principal should collect and analyze data to design and implement a tiered system of behavioral interventions and varied academic strategies. The principal should ensure student placements are matched to teacher strengths. The principal should develop a process to ensure all students have an adult advocate trained to support their academic goals and learning needs.

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In Conclusion:

The leadership assessment team would like to express its gratitude to the Jefferson County district leadership and staff for the cooperation and hospitality extended to the team members during the week of the leadership assessment.

School Council Authority:

The school leadership assessment team has determined that the council does not have sufficient capacity to manage the recovery of the school and recommends the council's authority be transferred to the Superintendent.

Principal Authority:

The school leadership assessment team has determined that the principal does not have the capability and capacity to continue the roles and responsibilities established in KRS 160.345.

The transfer of council authority to the superintendent as recommended by the leadership assessment team and approved by Commissioner of Education, Dr. Terry Holliday, gives the superintendent of Jefferson County school district the authority to hire a principal for Fern Creek Traditional High School.

Recommended Intervention Option:

Turnaround Option

Commissioner, Kentucky Department of Education: _____

Date: _____

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

- The district must submit an application to receive SIG 1003g funds.
 - The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).
 - The annual goals will be based on student achievement on the State's assessments in both reading/language arts and mathematics.
 - Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals by using a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

I have received the leadership assessment report for Fern Creek Traditional High School. I understand the school and district must meet the requirements listed above.

Principal, Fern Creek Traditional High School: _____ Date: _____

Superintendent, Jefferson County Schools: _____ Date: _____

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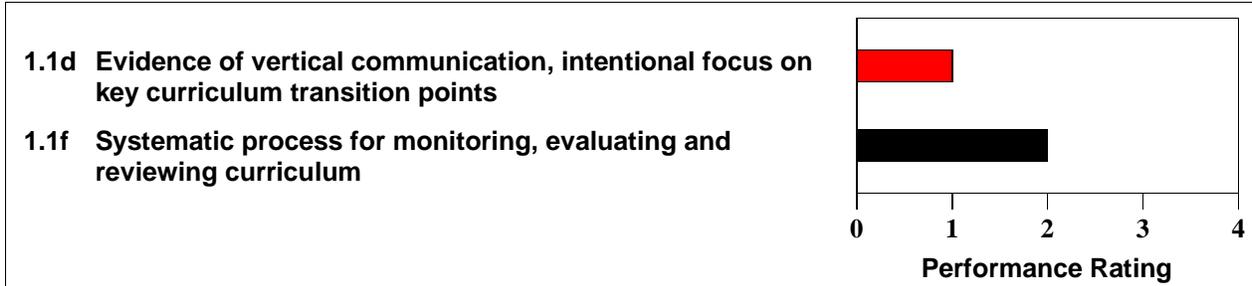
FERN CREEK TRADITIONAL HIGH

Jefferson County Public Schools School District

2/28/2010 - 3/5/2010

1.1 Curriculum

Academic Performance



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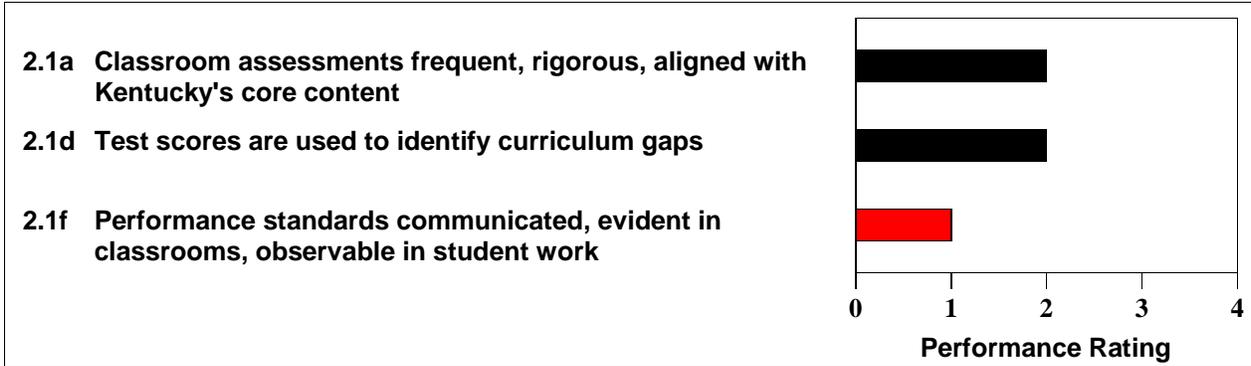
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2.1 Classroom Evaluation/Assessment

Academic Performance



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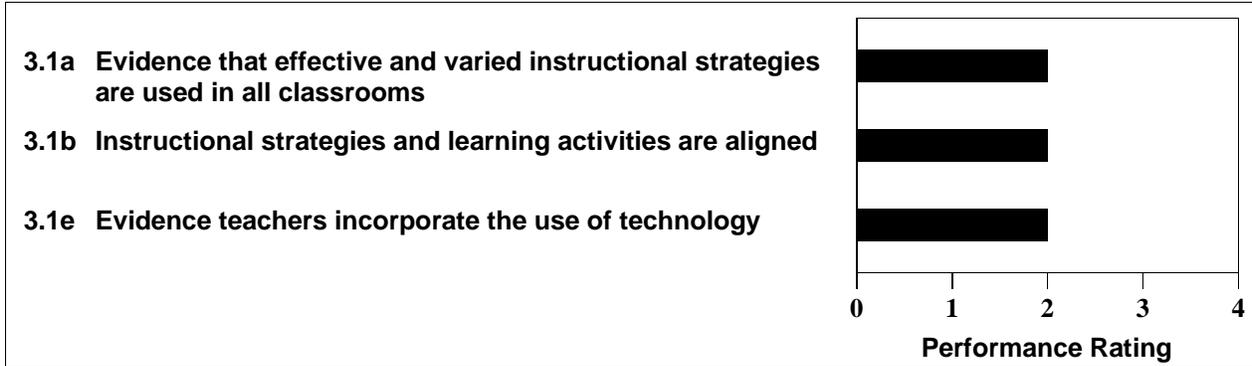
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3.1 Instruction

Academic Performance



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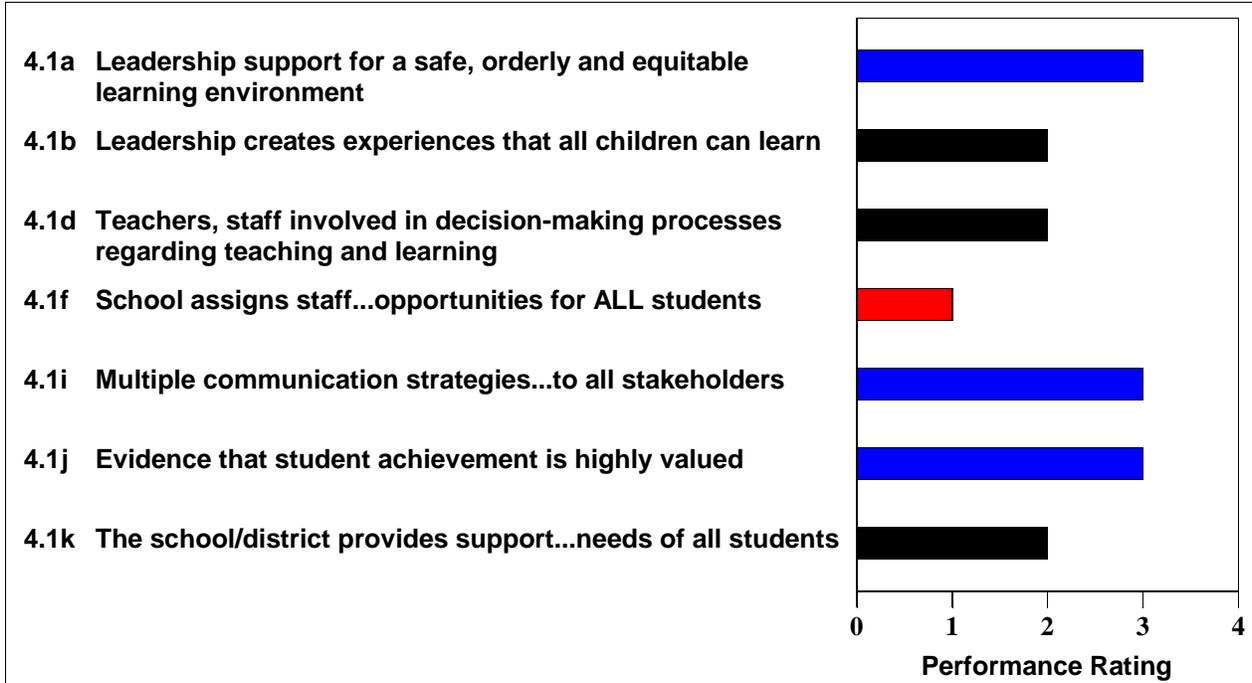
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4.1 School Culture

Learning Environment



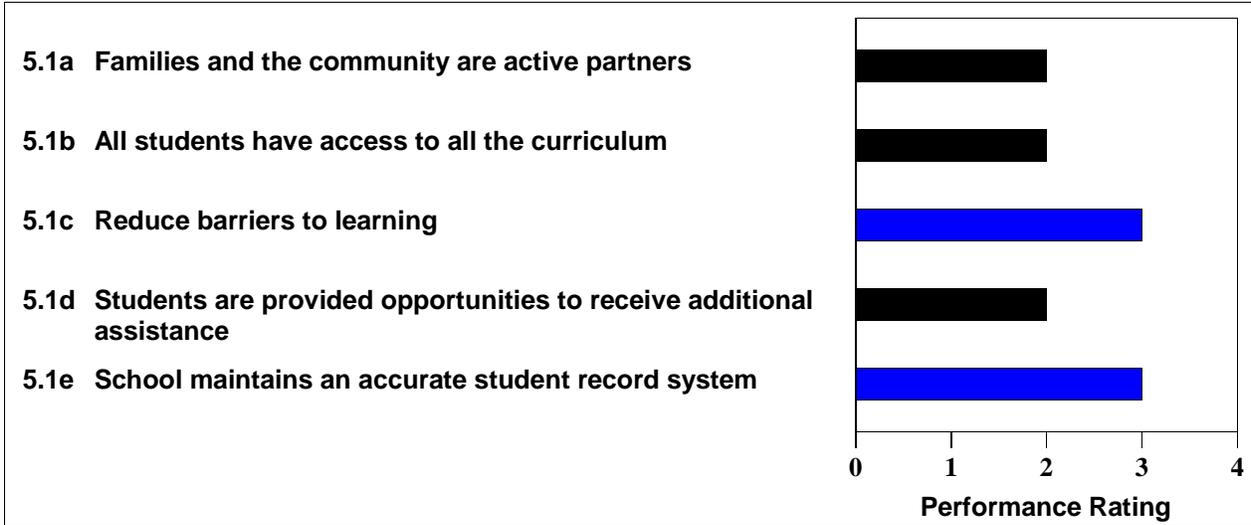
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5.1 Student, Family and Community Support

Learning Environment



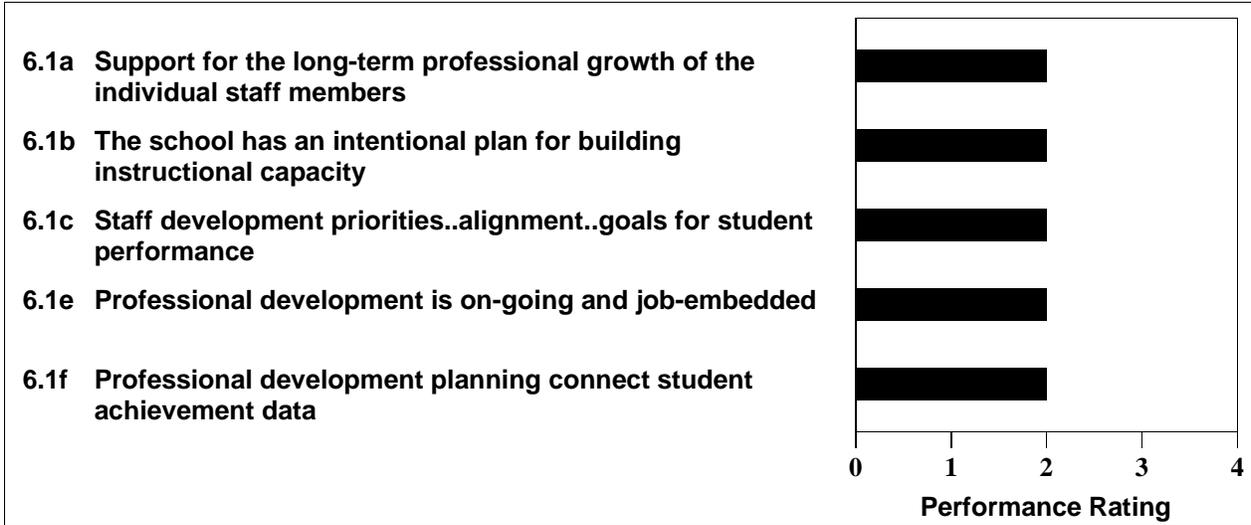
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6.1 Professional Development

Learning Environment



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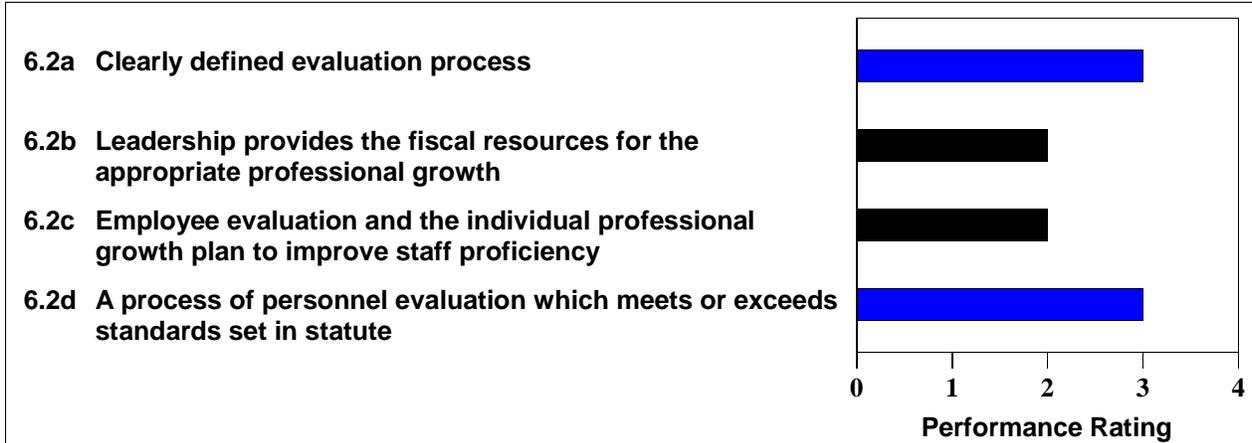
FERN CREEK TRADITIONAL HIGH

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6.2 Professional Growth and Evaluation

Learning Environment



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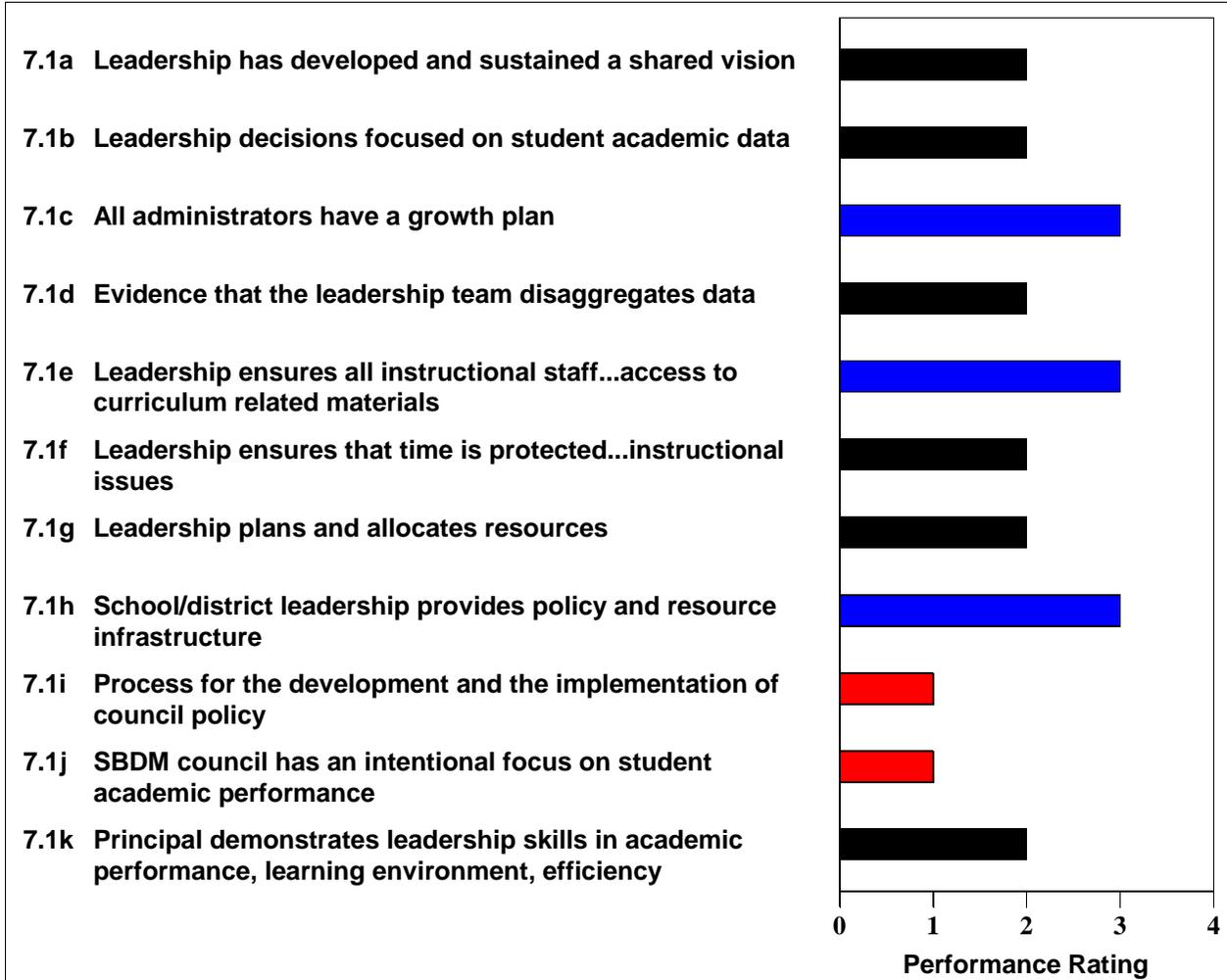
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7.1 Leadership

Efficiency



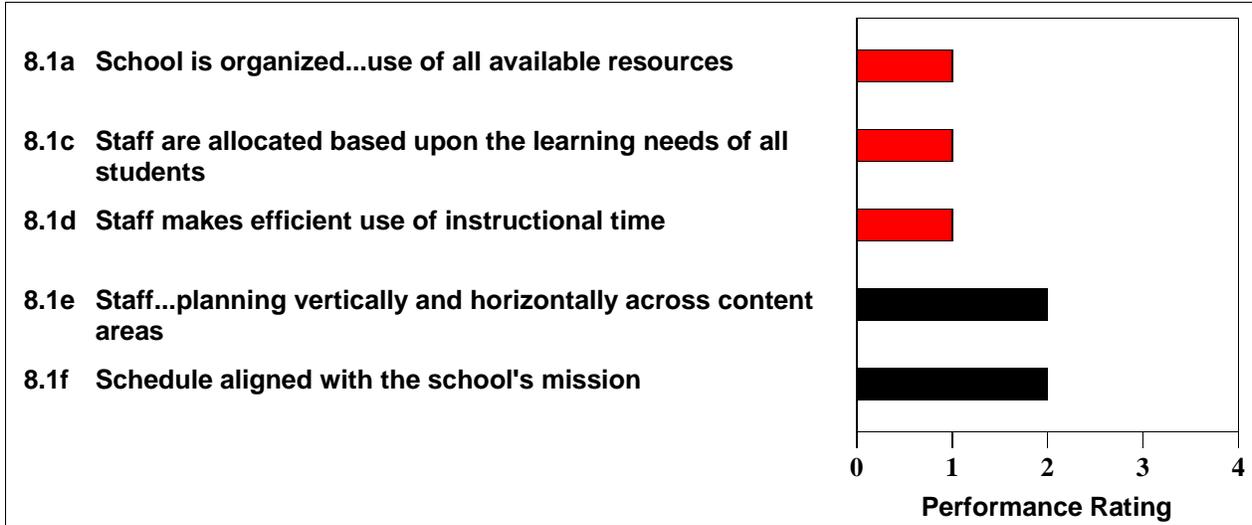
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8.1 Organization of the School

Efficiency



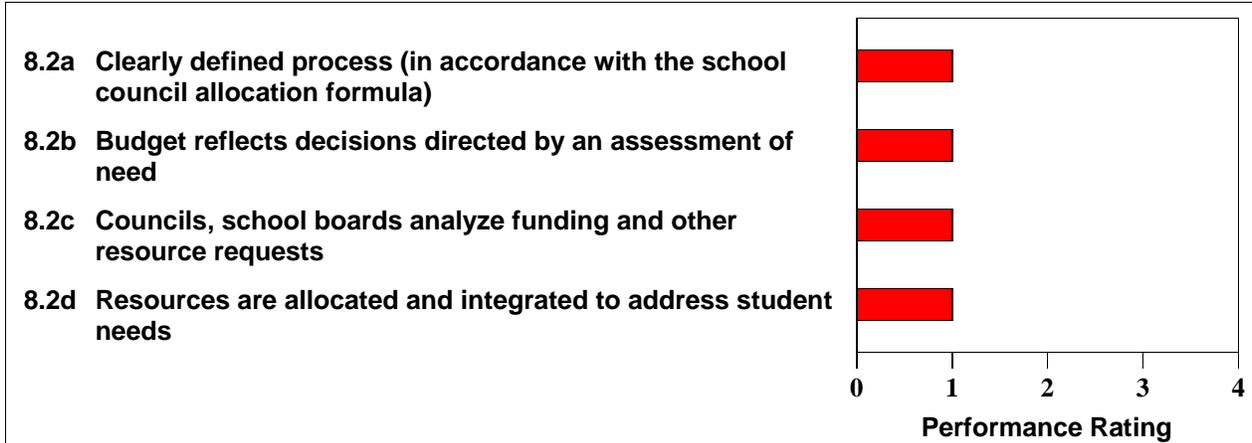
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



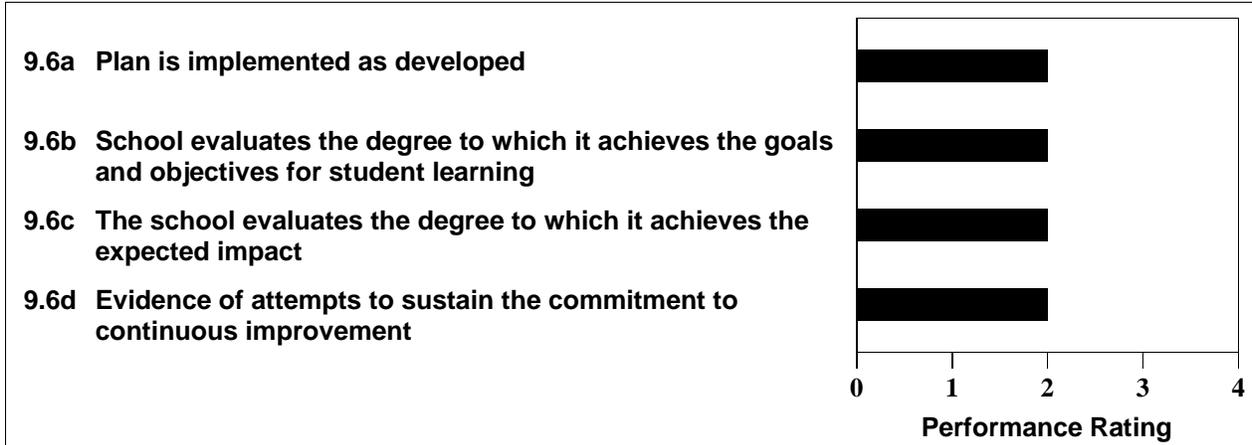
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9.6 Implementation and Documentation

Efficiency



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In Conclusion:

The leadership assessment team would like to express its gratitude to the Jefferson County district leadership and staff for the cooperation and hospitality extended to the team members during the week of the leadership assessment.

School Council Authority:

The school leadership assessment team has determined that the council does not have sufficient capacity to manage the recovery of the school and recommends the council's authority be transferred to the Superintendent.

Principal Authority:

The school leadership assessment team has determined that the principal does not have the capability and capacity to continue the roles and responsibilities established in KRS 160.345.

The transfer of council authority to the superintendent as recommended by the leadership assessment team and approved by Commissioner of Education, Dr. Terry Holliday, gives the superintendent of Jefferson County school district the authority to hire a principal for Fern Creek Traditional High School.

Recommended Intervention Option:

Turnaround Option

Commissioner, Kentucky Department of Education: _____


4-27-10

Date: _____

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

- The district must submit an application to receive SIG 1003g funds.
 - The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).
 - The annual goals will be based on student achievement on the State's assessments in both reading/language arts and mathematics.
 - Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals by using a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

I have received the leadership assessment report for Fern Creek Traditional High School. I understand the school and district must meet the requirements listed above.

Principal, Fern Creek Traditional High School: _____

Date: 5-4-10

Superintendent, Jefferson County Schools: _____

Date: 5/4/10