

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



03/04/2012 - 03/09/2012



# School Leadership Assessment Executive Summary

## FERN CREEK TRADITIONAL HIGH

Jefferson County Public Schools School District

3/4/2012 - 3/9/2012

Dr. Houston Barber, Principal

### Introduction

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

### School Deficiencies and Next Steps

1. Deficiency	The principal has not ensured all teachers use rigorous instructional and assessment practices that require higher-order thinking skills at a proficient level.
Next Steps	The principal should ensure that rigorous classroom instructional and assessment strategies are implemented in all classrooms to engage students in learning. The principal and school leadership should ensure that teachers design and implement differentiated instructional activities for students with different abilities, interests and learning styles. School leadership should monitor classroom assessments to ensure they are rigorous, relevant, authentic and challenging to students. The principal and instructional leaders should collaborate with teachers to assist them in the delivery of student-centered, rigorous instruction and assessment that promotes success for all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not ensured all teachers utilize opportunities to enhance and expand instruction through student use of technology.

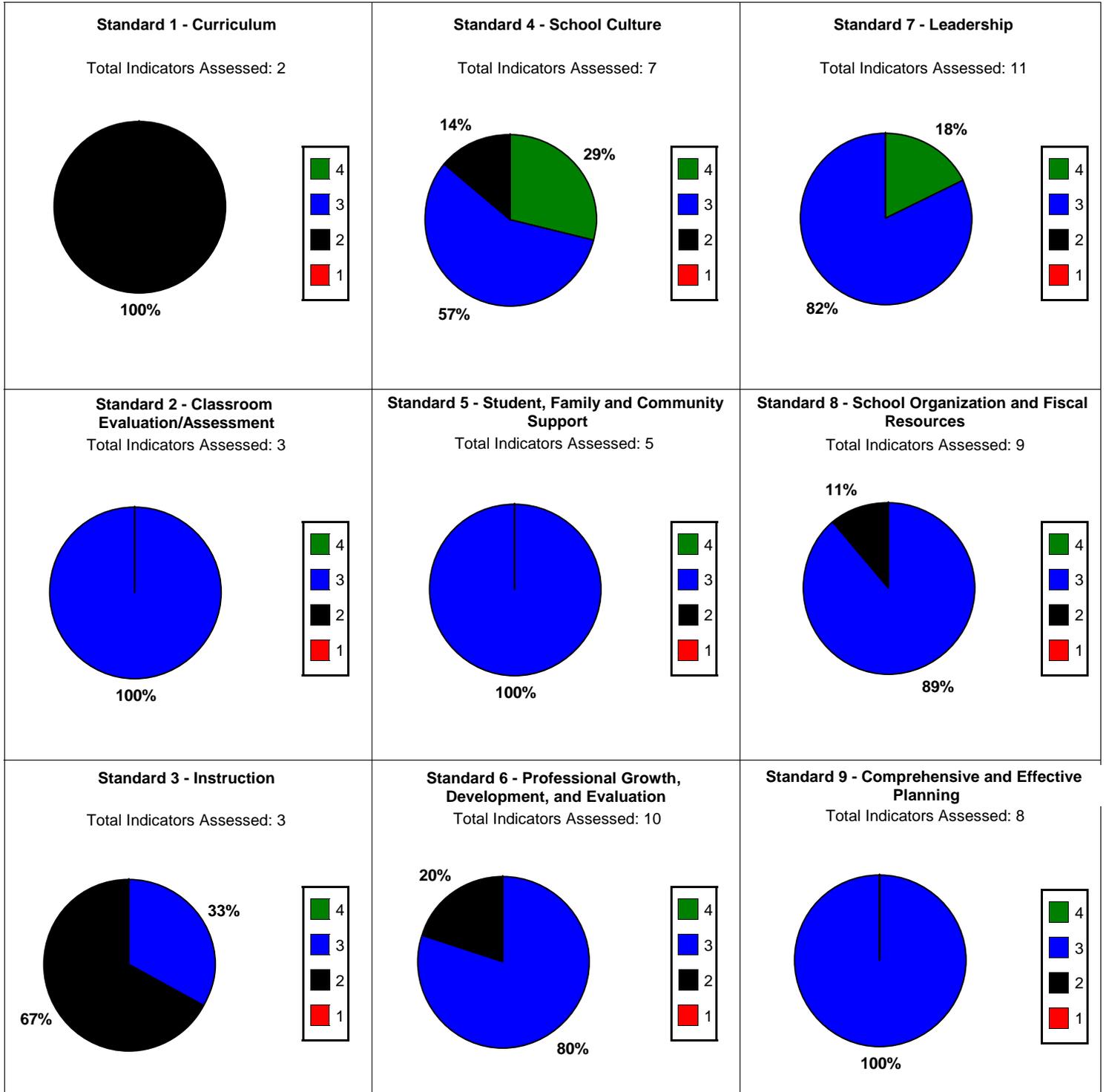
Next Steps	The principal should ensure instruction includes student-centered use of technology resources specifically in core academic classes. Current and future technology availability should be maximized and teacher professional development provided to enhance teachers' understanding of how to embed effective use of 21st century technology (smart phones, iPads, SmartBoards) into their lessons. The principal should explore opportunities (partnerships, grants) to provide more technology resources in all classrooms for student engagement and higher levels of learning.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>The principal has not provided necessary supports and resources to the Freshman Academy to ensure the academic and behavioral success of students.</b>
Next Steps	The principal should initiate instructional and curricular conversations among staff at feeder middle schools and the high school to identify gaps and overlaps and ensure smooth transitions from middle school to Freshman Academy and Freshman Academy to tenth grade. The principal should provide a full-time assistant principal for the Freshman Academy to ensure efficient oversight of the work of the students and staff in the Freshman Academy. The principal should ensure the office of the Freshman Academy assistant principal is located in close proximity to the Freshman Academy classrooms to provide timely support to teachers for academic and classroom management.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>The principal and assistant principals do not consistently use the Teacher Evaluation Plan to address individual teachers' growth needs.</b>
Next Steps	The principal should ensure the Teacher Evaluation Plan is used to address individual professional growth of teachers. The principal should ensure the primary evaluators address both the school improvement components and the individual growth needs of teachers. The evaluator and teacher should revisit the professional growth plan at regular intervals throughout the year to ensure continuous progress toward attaining individual growth goals and measuring impact of instructional practices and student learning.

School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

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 At-a-Glance

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

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



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

**Legend**

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

## **Focus on Student Academic Performance**

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

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

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

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

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**School Leadership Assessment Summary Report**  
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**Jefferson County Public Schools School District**

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### **Introduction**

The Kentucky Department of Education conducted a school leadership assessment of FERN CREEK TRADITIONAL HIGH during the period of 3/4/2012 - 3/9/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (92) and formal interviews and informal discussions with teachers (84), students (154), parents (22), community members (21), Professional Learning Communities (16), Family Resource/Youth Services Center staff members (1), central office personnel (4), Board of Education member (1), support staff members (42), Education Recovery staff (2), assistant principals (4), counselors (4) and the principal.

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

The chairperson of the team was Bill R. Morgan - District Administrator. The other team members were Margaret Dotson - District Administrator, Jill L. Crowe - Teacher, Margaret Cleveland - Parent, Carolyn M. Falin - Higher Education Representative, Linda M. Handley - Educational Recovery Leader, Jack Musgrave - Building Administrator, Nancy Satterfield - District Administrator, Carolyn Scholar - Building Administrator, Sheree Thompson - Teacher, Kim Willhoite - Teacher.

## **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 brochures, pamphlets, curriculum documents, curriculum maps, lesson plans/units of study, samples of written correspondence to staff/stakeholders and IDEA binders

Interviews with central office staff, classified staff, counselor, curriculum resource specialist, principal and teachers

Observations of Professional Learning Communities Meeting

**Performance Rating    2**

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

The principal and school leadership have not implemented a systematic plan for addressing curricular transitions in key transition points (i.e., from the middle school to the Freshman Academy and Freshman Academy to tenth grade). Some Freshman Academy teachers have contacted feeder middle school teachers to discuss curricular transitions to the high school. District leadership provides curriculum pacing guides for high school courses. School certified staff make adjustments to the curriculum pacing guides to meet student needs to ensure vertical alignment within the school. Some high school certified staff discuss curricular transitions between grade levels and courses within the school (e.g., data days, department meetings, professional learning communities).

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

The school council was dissolved and council policies were negated as a result of the 2010 leadership assessment. The principal and school leadership established professional learning communities to address the implementation of the curriculum. School leadership monitors the implementation of the curriculum through learning walks. However, no formal documentation exist that the curriculum is regularly evaluated and reviewed to make modifications. Some teachers work collaboratively to analyze student assessment data (e.g., formative, diagnostic, proficiency) to make necessary curricular adjustments.

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Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

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Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

The principal should establish a systematic process to ensure certified staff have on-going curricular discussions focused on transitions between the feeder middle schools and the high school.

The principal should establish a systematic process for regularly reviewing and modifying the curriculum to address student instructional needs.

Resources:

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

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

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Summary Findings in: **Academic Performance**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, examples of school to home communications, faculty meeting agenda, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school mission, belief and vision statements, School Report Card data, Student Performance Level Descriptors, student work, student/parent/staff handbooks and student/teacher ratio

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

Observations of classrooms, common areas and hallways

**Performance Rating    3**

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

The school council was dissolved as a result of the 2010 Leadership Assessment. The principal works collaboratively with the Instructional Leadership Team to ensure assessments are aligned with Kentucky Core Academic Standards and core content. The principal provides regularly scheduled release time for teachers who teach the same content to participate in data day activities conducted by staff from the Office of Teacher Support. Many data day activities focus on creating or modifying assessments to ensure they are linked to core content and ACT Quality Core banks of questions. Teachers take self-designed tests or diagnostic common assessments for their content area during data days and receive feedback to enable them to determine if assessment tasks are effective and aligned with standards and content taught. The principal, Instructional Leadership Team and teachers review the results of student progress on common assessments administered every six weeks using the Classroom Assessment System Community Access Dashboard for Education. Student data from this assessment tool is analyzed and students are categorized as Red-needing instructional help, Yellow-needing moderate help and Green-demonstrating competency in a content area. The principal expresses the expectation that teachers include sample assessments and student work in I.D.E.A. (Instruction, Development, Engagement, Assessment) binders that are monitored during frequent Classroom Instructional Framework learning walks

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Summary Findings in: **Academic Performance**

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

**Performance Rating**    **3**

conducted by the supervising Administrative team. Administrative team members provide some feedback to teachers regarding the rigor and relevance of formative and summative assessment tasks. Staff members from the Office of Teacher Support give additional assistance to teachers in developing rigorous assessments during data days and professional learning community meetings. The principal often discusses the importance of rigor at Instructional Leadership Team meetings but has not ensured that teacher-designed assessments are rigorous, authentic and relevant requiring students to apply higher-order thinking skills at a proficient level.

2.1d Test scores are used to identify curriculum gaps.

The principal and school leadership provide numerous opportunities (e.g., Gold Day, data days, professional learning communities, common planning, summer retreat) for teachers and school certified staff to disaggregate and analyze results of multiple sources of assessment data (e.g., Interim Performance Report, No Child Left Behind Report, ACT, PLAN, Measures of Academic Progress, End-of-Course exams, Classroom Assessment System and Community Access Dashboard for Education, Kentucky Occupational Skill Standards Assessment, classroom assessments). Staff members from the Office of Teacher Support and other school leadership continuously assist teachers in using assessment data to determine if curriculum is aligned with state and district standards and to identify curricular gaps and overlaps in teaching content. The principal has established a “data war room” in the building where student data is posted on walls to track student progress. Teachers meet in this room on scheduled data days with staff from the Office of Teacher Support and other school leadership to analyze data, determine necessary modifications in the curriculum, identify struggling students and designate targeted interventions to meet student needs in mastering content.

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

The principal and school leadership articulate the expectation that teachers share learning targets, performance standards, rubrics and expectations for mastering standards with students prior to assessments or assignments. Some teachers display samples of student work in classrooms, but these student work samples are seldom accompanied with rubrics. The principal and the supervising Administrative team monitor posting of learning targets and models of student work during learning walks. However, school leadership has not ensured that student work displayed always correlates with

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

**Performance Rating    3**

proficiency or performance level descriptions to serve as student references. Many students responded with “not sure”, “don’t know”, “when your teacher tells you it is good” to the question, “How do you know when your work is proficient?” on the Classroom Instructional Framework Learning Walk form. Some teachers administer assessment tasks that enable students to demonstrate mastery learning that reflects criteria of performance level descriptions. Teachers in some subject areas and grade levels use standards-based grading which allows students to retake assessments until they master competency.

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Summary of recommendations in: **Academic Performance**

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

The principal and school leadership should monitor classroom assessments to ensure they are rigorous, relevant, authentic and challenging to students. Formative and summative assessment tasks should be designed to require students to use problem-solving and critical thinking skills at a proficient level.

The principal and school leadership should ensure performance standards are clearly communicated to students to enable them to know expectations for reaching proficiency. Models of student work accompanied with rubrics should be displayed in classrooms, featured in lessons and available for student reference.

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

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

Review of classroom assessments, classroom assignments, classroom displays, course syllabi, curriculum documents, curriculum maps, Extended School Services entrance and exit reports, faculty meeting agenda, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, professional development records, rubrics, samples of classroom assessments, samples of student work products, student discipline reports, Student Performance Level Descriptors, student work, student/teacher ratio, teacher portfolios and videos of student performances

Interviews with classified staff, community members, curriculum resource specialist, district leadership, media specialist, parents, principal, school leadership, students, teachers and volunteers

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

**Performance Rating    3**

- 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 and Instructional Leadership Team ensure most teachers use the Jefferson County Public School curriculum maps which are aligned with the Kentucky Core Academic Standards and the Kentucky Core Content for Assessment 4.1 curriculum standards. Teachers in some content areas have collaborated to align resources and develop learning targets aligned with the standards during professional learning community meetings and embedded professional development. Many teachers use ACT-like questions as bell ringers and exit slips to provide students with additional practice. Students were given the opportunity to participate in ACT Challenge @ Lunch to assist in preparation for the test. Language arts and math teachers align instructional strategies and learning tasks to the ACT Quality Core Standards. Social studies and science teachers base most instruction on Kentucky Core Content for Assessment 4.1 curriculum standards. Teachers generally include items from the Quality Core testing bank in summative assessments. Teachers sometimes collaborate in professional learning community meetings or team meetings to develop assessments and learning activities similar to those on state assessments. Career and technical education teachers administer formative assessments for Internet and Computing Core Certification (IC3) standards so students will reach higher levels of proficiency and more students will be college and career ready. Students are not always

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**Standard 3**            **Instruction**

**Performance Rating**    **3**

provided opportunities to demonstrate learning in a rigorous, authentic learning environment.

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating    2**

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

The school council was dissolved and council policies were negated as a result of the 2010 Leadership Assessment. The principal and Instructional Leadership Team developed a system (e.g., learning walk informational sheet, schedule for walkthroughs, Classroom Instructional Framework learning walkthrough form, learning walk data) to document the results of walkthroughs to assist teachers with best practices, areas of concerns, and weekly focuses. The principal established the Office of Teacher Support to assist teachers in implementing the eight sections (e.g., student engagement, challenge level, learning targets, fostering connections, deepening understanding, closure and consolidation, classroom culture) of the walkthrough form. The formation of professional learning communities provides teachers support in their own on-going learning and classroom practice for school change and improvement. Math courses (e.g., Algebra I, Geometry) 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. Some teachers employ student-centered, research-based instructional strategies (e.g., cooperative learning, problem-solving, higher-order thinking). Some instruction is at the knowledge and comprehension levels. Learning targets are posted in classrooms, but they are not always referenced during instruction. Many teachers do not differentiate their instruction to accommodate the individual learning needs of their students. Teacher-directed strategies (e.g., lecture, whole-group instruction, worksheets, textbook-driven instruction) are utilized in some classrooms. Staff members have received some professional development training (e.g., “Literacy in Every Classroom”, The Characteristics of Highly Effective Teaching and Learning, Making Meaningful Classroom Assessments) on the use of varied instructional strategies.

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

The school council was dissolved and policies were negated as a result of the 2010 leadership assessment. The specialized schools of study emphasize student use of technology as an integral part of classroom instruction. School leadership expresses the expectation that teachers use technology (e.g., Biology course Web page, Pre-Calculus Livescribe lessons, Unleashing Digital Storytelling course, digital documentaries and audio slideshows);

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**Standard 3**                    **Instruction**

**Performance Rating    2**

however, this practice varies among general education classes. Professional learning community members use SharePoint to communicate agendas, learning targets and assessments. Some departments have iPads and MacBooks for student use. The school has a student-run radio station and broadcasts a daily newscast on local cable television stations. The school is equipped with four computer labs, mobile laptop carts, and a wireless internet signal. The principal ensures that teachers are provided with some technology in their classrooms (e.g., tablet laptops, liquid crystal display projectors, graphing calculators, document cameras, Interactive Response System student responders) to support instruction. The principal and the Instructional Leadership Team do not always monitor teacher or student use of technology in classrooms. Teachers do not consistently use technology to enhance the rigor of teaching and learning. Students are given few opportunities to use technology to extend learning or to create products for authentic learning tasks in the core content classes. The school has a full-time technology coordinator who assists students and teachers in using technology.

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Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The principal should ensure teachers are using rigorous instructional activities and assessments that reflect high expectations for all students.

The principal and supervising administrative team should monitor classroom instructional practices to ensure students use technology to enhance their learning experiences.

The principal should collaborate with professional learning community leaders to assist content area teachers in the design and implementation of differentiated tasks for students with different abilities, interests and learning styles.

Resources:

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

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

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

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Summary Findings in: **Learning Environment**

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

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

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, comprehensive school improvement plan, documentation of parent contacts, examples of school to home communications, facility inspection reports, Family Resource Youth Services Center documentation, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, safe schools data reports, school calendar with motivational and celebratory events, school communications plan, school event calendar, school mission, belief and vision statements, school newsletter, school visitors register, school Web pages, school/district safety plan, student discipline reports, student work, student/parent/staff handbooks and trophy cases

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

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

**Performance Rating    4**

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

The principal and Instructional Leadership Team identified communication as one of the three Big Rocks for school improvement. A systematic, comprehensive communication plan has been developed identifying external, internal and teacher driven communication. Multiple avenues (e.g., Creek in Review, Web pages, Principal's blog, Infinite Campus Parent Portal, local media, 92.7 The Tiger, Facebook, Twitter) are used to disseminate and receive information. The principal ensures teacher-parent contact logs are reviewed and initiates two-way communication with stakeholders (e.g., Parent and Student Advisory Council, Fern Creek Alumni Association, staff e-mails).

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

The principal ensures frequent formal and informal recognitions of student achievement and implements systems (e.g., media, meetings) for sharing with stakeholders. The principal ensures extensive and equitable student recognitions (e.g., all content areas at academic rallies, athletic, fine arts, media, student service) including local, state and national recognitions (e.g., Governor's School for the Arts, Marine Corps Junior ROTC awards). Student accomplishments are displayed (e.g., trophy cases, Who's Who Hall of Fame,

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

**Performance Rating**    **4**

honor roll students, bulletin boards) throughout the building. Photos of college bound students and students achieving Read Strong goals are posted in hallways. The principal engages the Parent Advisory Council and the Fern Creek Alumni Association in two-way communication to share information and develop support (e.g., scholarships, awards, Alumni auditorium) within the community. Recognitions and celebrations of student achievement are publicized through multiple media sources (e.g., The Tiger Gazette, Fern Creek Journal, school marquee, school spirit clothing, 92.7 The Tiger). The principal collaborates with the Instructional Leadership Team and the Alumni Association to provide community-wide celebrations (e.g., Renaissance Academic Rally, I'm a Believer Rally). The principal has initiated partnerships to bring the community into the school by housing both a preschool and a senior citizens center on-site.

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**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 has ensured the building is clean and structures are in place (e.g., School Resource officer, five school security officers, locked doors, 32 cameras) to provide a safe and secure environment for students and staff. The 96% Housekeeping score from district leadership reflects the commitment of the custodial and maintenance staff in the upkeep of the building. The principal and Instructional Leadership Team have implemented a customer service initiative, Creek Squad, to ensure a welcoming environment. The Chief Welcoming Officer is posted at the main entrance to greet, register and direct visitors. School leadership annually updates the comprehensive safety and crisis management plan and reviews the plan with staff. Teachers receive copies of the crisis management plan and evacuation information to post in classrooms. School leadership provided a seminar to staff on bullying. A parent-led task force is collaborating with Mayor Greg Fischer's office and the Kentucky Transportation Department to address vehicle and pedestrian traffic in front of the school which was identified as a deficiency in the 2011 school safety assessment. The school council was dissolved, and council policies were negated as a result of the 2010 Leadership Assessment. The principal and school leadership have developed the Fern Creek Traditional High School Behavior Violations and Consequences document and the list of Traditional Program Student, Staff and Parent Responsibilities. These documents, along with the District Code of Conduct, are published in student and teacher handbooks which are available in hard copy and posted on the Web site. The Tiger Creek (Freshman Academy) faculty has adopted a citation disciplinary and rewards system to address student behavior. Discipline research personnel from the University of Louisville regularly collect data (e.g., discipline reports, "coder" classroom data collection) on student discipline. The principal and school leadership have implemented procedures (e.g., limited hall passes, scheduled announcement times) to minimize disruptions to instruction. School leadership and most teachers enforce behavioral expectations consistently. The principal initiates multiple district and school surveys (e.g., district comprehensive school; Teaching, Empowering, Leading and Learning; dress code) to solicit stakeholder opinions and perceptions in providing guidance in improving school culture and student achievement.

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

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

**Performance Rating**    **3**

improvement in student learning.

The principal implements multiple initiatives (e.g., Creek Squad, daily message in teachers' work room, Parent and Student Advisory Councils, learning walks, e-mails, celebrations) to demonstrate commitment of high expectations for staff and students. The Instructional Leadership Team collaborates with staff to provide learning experiences (e.g., Renaissance Academic Rally, monthly parent information seminars, Go College focus group) to inform, encourage and engage stakeholders in supporting and celebrating student achievement. The principal provides opportunities (e.g., professional learning communities, teacher leadership teams, common planning, in-school substitutes) for teachers to share innovations, observe peers and build teacher capacity. The principal reinforces the focus of improved student achievement daily through communications and interactions (e.g., morning e-mails and announcements, banners) with stakeholders (e.g., students, teachers, parents, alumni).

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 was dissolved as a result of the 2010 Leadership Assessment. The principal and counselors set the master schedule using student course requests. The principal considers certification, leadership skills and interests when assigning staff to positions. The principal, Instructional Leadership Team and teachers in professional learning communities occasionally discuss student placement to match student needs (e.g., success with specific teacher, course level). Some teachers, in collaboration with counselors, reassign students as necessary to meet their learning needs (e.g., algebra I, geometry). Students are identified for specific interventions and programs (e.g., Go for the Gold, Stoplight, University of Louisville student support services) through data (e.g., Measures of Academic Progress, formative assessments, discipline).

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

The principal and Instructional Leadership Team provided Ruby Payne's, "Working with Students from Poverty: Discipline" training at the summer faculty retreat. Teachers informally discuss cultural responsiveness strategies during professional learning communities. The Instructional Leadership Team

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**Performance Rating**    **3**

has implemented several programs (e.g., Stoplight, Go for the Gold) designed to address the unique learning needs of struggling students. The principal and Youth Connection Services Center staff provide a variety of services and programs (e.g., Each One, Teach One; Creek Advisory Time Extended Literacy Education Program; Minority Teacher Recruitment Program-Future Educators of America) to minimize the impact of physical, cultural and socioeconomic barriers to learning. The principal intentionally recruits quality personnel to fill leadership and instructional roles. The principal provides growth opportunities (e.g., Instructional Leadership Team, Teacher Leader Team) for staff members to build leadership capacity.

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

**Performance Rating    2**

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

The principal has engaged some stakeholders in decision-making through teams and councils (e.g., Instructional Leadership team, Teacher Leader Teams, Parent and Student Advisory Councils). Most staff members feel they can provide input through professional learning communities' discussions, surveys and conversations; however, opportunities are not provided for all staff (certified and non-certified) to be actively involved in decision-making.

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Summary of commendations in: **Learning Environment**

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

The principal and leadership are commended for an intentional focus on communication. A systematic, comprehensive plan has been developed to address external, internal and teacher-driven communication in response to targeting communication as one of the Three Big Rocks for school improvement. The principal and staff use multiple and varied venues (e.g., Parent and Student Advisory Councils, Fern Creek Alumni Association, Creek in Review, 92.7 The Tiger, Facebook, Twitter, e-mail, electronic newsletter) for disseminating and receiving information on student achievement and continuous school improvement.

The principal is commended for collaborating with stakeholders to recognize, reward and celebrate student successes. The principal has implemented procedures to ensure frequent, extensive, equitable, formal and informal recognitions of student achievement in all areas (e.g., all content areas, athletic, fine arts, media, student service, extracurricular). The principal has developed multiple community partnerships (e.g., University of Louisville, Fern Creek Community Association and Chamber of Commerce, Fern Creek Alumni Association) to provide support, build school pride and foster ownership in encouraging and celebrating student successes.

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Summary of recommendations in: **Learning Environment**

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

The principal should ensure all teaching and non-teaching staff members are provided opportunities to actively engage in decision-making to build ownership in the success of student achievement. The principal should ensure input of staff members is included in discussions pertaining to their roles and responsibilities

Resources:

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

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

Southwest Educational Development Laborabory - Online Module for Family and Community Involvement. <http://www.sedl.org/learning/>

Whitaker, T., Whitaker, B. & Lumpa, D. (2000). Motivating & Inspiring Teachers: The Educational Leader's Guide for Building Staff Morale. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4.

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Summary Findings in: **Learning Environment**

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

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

Review of attendance records, community involvement programs, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, employee handbooks, eWalk data, examples of school to home communications, Family Resource Youth Services Center documentation, Individual Learning Plans, individual professional growth plans, Infinite Campus Reports, lesson plans/units of study, list of co-curricular offerings, parent and community member workshop schedule, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school communications plan, school guidance plan, school mission, belief and vision statements, school visitors register, school Web pages, service learning project documentation, student handbook and student/parent/staff handbooks

Interviews with assistant principal, classified staff, Family Resource/Youth Services Center personnel, parents, school nurse, students and teachers

**Performance Rating    3**

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

The school council was dissolved and council policies were negated as a result of the 2010 Leadership Assessment. The principal has implemented multiple initiatives (e.g., parent and student advisory councils, design teams, Teacher Leader Teams, Instructional Leadership Team, alumni and community liaison) to solicit input or to collaborate in the decision-making process for the school. The principal and Instructional Leadership Team have developed a comprehensive communication plan identifying external, internal and teacher driven communication. The principal shares information through Facebook, Twitter, blogging and daily e-mail. School staff and parents are given opportunities (e.g., surveys, e-mail, phone calls) to voice concerns and make suggestions. The principal and Instructional Leadership Team have implemented Creek Advisory Time into the weekly schedule to support student academic progress. Youth Connection Services Center coordinators and alumni and community liaison have implemented programs (e.g., monthly parent seminars, open house, college and career fair, Tiger Transition Camp, Renaissance Academic Rallies) to support students and families. The principal, Youth Connection Services Center coordinators and the alumni and community liaison partner with local businesses, ministerial groups and government agencies (e.g., Fern Creek Highview Ministries, Fern Creek Christian Church, Louisville Metro Council, Seven Counties Counseling,

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

**Performance Rating**    **3**

Treasure House, Fern Creek Community Association and Chamber of Commerce) to address student needs. School attendance policies and procedures are published in Fast Facts for Families and student handbooks. The school staff distribute these handbooks to students and families. The Attendance Intervention Committee (e.g., attendance clerk, assistant principals, Youth Connections Services Center staff, assistant district director of pupil personnel) meet weekly to review Infinite Campus student attendance profiles and collaborate to provide interventions to divert truancy and drop out. 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 implemented written referral forms for entering support programs. Teachers use the referral form when referring students to the school nurse, but most use personal contact when referring students for guidance and Youth Connection Services Center services. The Office of Teacher Support staff use assessment data (e.g., Measures of Academic Progress, diagnostic, formative, summative) to identify students for specific interventions and programs (e.g., targeted interventions, Go for the Gold, Saturday school) especially in courses with End-of-Course exams. The principal has used School Improvement Grant funds to hire interventionists to give additional support to students not mastering standards in math and reading. Guidance counselors have implemented a Comprehensive Guidance Counseling Program and loop with students throughout their high school career to better meet student needs. Youth Connection Services Center staff collaborate with outside agencies to provide services to reduce barriers to learning (e.g., school supplies, uniforms, counseling, peer tutoring).

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

Exceptional Child Education staff have provided training to teachers during professional learning communities on how to access Individual Education Plans through Infinite Campus. This staff provides accommodation notebooks to teachers to ensure they know the specific approved instructional accommodations of students in their classes with special needs. Exceptional Child Education department chairperson does class observations when

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**Performance Rating**    **3**

requested to ensure the correct interventions are being provided before referrals are made for special education programs. The assistant principals, guidance counselors, records clerk and Youth Connection Services Center coordinators collaborate to provide services to ensure a smooth transition for students transferring into the school. A student aide is assigned to the transferring student to familiarize him or her with the school and introduce them to their teachers and other students. The principal, Youth Connection Services Center coordinators and the alumni and community liaison provide services to support students academically and socially (e.g., counseling, clothing, shelter) when student's home and environment disrupt their education.

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 principal and guidance counselor meet with students from their respective grade level assignments when transitioning back to school from other settings (e.g., alternative setting, home school, hospital) to re-enroll, review grades and determine academic placement. Students have opportunities for additional assistance (e.g., Targeted Intervention Program, Go for the Gold, GO College, ACT prep, e-school credit recovery, pull-out interventions for reading and math, Saturday school, student swap) to support learning beyond the regular classroom. The principal has implemented organizational structures and programs to foster student learning (e.g., trimester schedule, Freshman Academy, four schools of study, Ramp-Up to Literacy, honors, advanced placement and dual credit classes, articulated credit). Students can participate in co-curricular opportunities to support all areas of interest (e.g., academic, athletic, art, music, leadership). Students are required to complete thirty hours of service learning before graduation.

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 records clerk comply with board policy and procedures for the maintenance, security and quality of student records. Student records are kept in file cabinets in the records clerk's office. The records clerk ensures procedures are followed when records are accessed. Infinite Campus is used to maintain student attendance, academic, behavioral and medical records. The school nurse keeps both Infinite Campus and hard copy records of student health services provided. Parents have been informed on how to access their child's records through Infinite Campus parent portal. The school

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technology coordinator and English department teachers develop and update individual learning plans. The school technology coordinator ensures all student individual learning plans are completed.

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Summary of recommendations in: **Learning Environment**

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

The principal and Instructional Leadership Team should further develop the Creek Advisory Time to include procedures to actively intercede in meeting the academic needs of all students, especially struggling learners.

The principal and supervising Administrative team should monitor intervention programs and measure their impact on student achievement and instructional practices.

Resources:

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

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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, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, facility inspection reports, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Kentucky's Core Content for Assessment, master school schedule, organizational charts, professional development records, professional resource materials, protocols for analyzing student work, records of teacher certification/experience, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, schedule for co-curricular offerings, school budget and allocations, school communications plan, school event calendar, school mission, belief and vision statements, School Report Card data, school Web pages, staff development agenda, state statute and regulation, student handbook, student/parent/staff handbooks, teacher portfolios, The Missing Piece of the Proficiency Puzzle, Teaching, Empowering and Leading and Learning Survey (TELL)

Interviews with assistant principal, classified staff, community members, counselor, curriculum resource specialist, parents, principal, school resource officer, students, teachers and volunteers

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

**Performance Rating    3**

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

The principal ensures the professional development plan is centered on Three Big Rocks (i.e., targeted intervention and instruction, professional learning communities and communication) for school improvement. All teachers are required to complete twenty-four hours of professional development each year. The principal and Instructional Leadership Team provide fifteen hours of professional development during a summer retreat each year. The summer professional development retreat is planned using staff input and alignment to school improvement needs. The retreat offers teachers choices (e.g., curriculum design, technology, writing, classroom management) that have connections to job-embedded professional development during the school year. School leadership provides teachers

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**Performance Rating    3**

with feedback based on data from Learning Walks, Mastery Mavens and the teacher coaching program. Teachers plan strategies to improve student performance and their effectiveness in the classroom. Teachers and staff collaborate to improve their instructional practice through professional learning communities meetings. The Office of Teacher Support provides an ongoing support system (e.g., new teacher orientation, learning walks, coaching program, Mastery Mavens) for continuous monitoring of new teacher growth. The principal offers opportunities for teachers to develop and enhance leadership skills (e.g., professional learning community facilitator, teacher leaders, leadership team member, teacher coaching program). Classified staff receive 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 collaborates with the Instructional Leadership Team and Professional Development Committee to develop and implement the professional development plan and calendar. The professional development plan is multi-year and is directly connected to school improvement activities, 30-60-90 Day plan, and the school improvement grant requirements and addresses individual teacher and staff needs. The principal and Instructional Leadership Team collaborate to plan and implement job-embedded professional development opportunities (e.g., Fast Break Thursday, Gold Days, Data Day, Exceptional Child Education, Professional Learning Communities) for teachers and staff to collaborate on reviewing student performance and creating strategies to move students to proficiency. The professional development includes professional learning community training for developing and using protocols, End- of- Course assessment training, analysis of student performance and development of strategies for differentiating instruction based on student needs. The school professional development plan is designed to build on previous plans to foster continuous growth and to build instructional capacity.

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

The principal and school leadership have an intentional instructional focus between professional development priorities and individual growth plans of teachers. They ensure professional development activities are aligned with the school learning goals for students identified in each component of the

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**Performance Rating**    **3**

school improvement plan. The supervising Administrative Team conduct learning walks and provides recommendations to teachers about opportunities for professional development and coaching which focus on their individual growth needs. The principal and the Office of Teacher Support staff have implemented a teacher coaching program to assist new and struggling teachers with strategies to improve student performance and their instructional effectiveness in the classroom.

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

The principal and Instructional Leadership Team collaborate to plan and implement job-embedded professional development opportunities (e.g., summer retreat, Fast Break Thursday, Gold Days, data day, Exceptional Child Education, professional learning communities) for teachers and staff to collaborate on reviewing student performance and creating strategies to move students to proficiency. The principal and Instructional Leadership Team ensure professional development activities facilitate a process that results in continuous growth of staff. The principal provides job-embedded professional development opportunities through collaborative professional learning communities, modeling by instructional coaches and teacher leaders, peer support and academic discussions.

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

The principal and the Instructional Leadership Team analyze multiple sources of student achievement data (e.g., ACT, Interim Performance Report, behavior data, Classroom Assessment System and Community Access Dashboard for Education, Measures of Academic Progress) to determine school improvement needs and needs of the staff for professional development. The principal and the Instructional Leadership Team do not have a formal process to analyze the impact of current and past professional development on instructional practices and student achievement to use for planning and allocating resources for future professional development experiences. The principal and school leadership have identified effective professional development opportunities designed to increase student achievement.

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

The board of education has adopted a policy that defines the evaluation

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

**Performance Rating    3**

process of certified and classified support staff members. The principal and assistant principals conducted an orientation of the evaluation process for certified personnel on August 11, 2011. Certified and classified evaluation documents are available on the Jefferson County Public Schools Web site.

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

The principal collaborates with the professional development committee to determine schoolwide and individual professional development needs. The principal uses a variety of fiscal resources (e.g., general funds, School Improvement Grant funds, Carl Perkins funds, Investing in Innovation Grant funds) to address activities (e.g., new teacher orientation, customer service training, data days) in the comprehensive school improvement plan and School Improvement Grant proposal. These resources are available to address individual staff member growth needs. The principal's designee approves specific requests for professional development based on potential benefits (e.g., student needs, plan goals) identified on the Jefferson County Public Schools Professional Development Proposal form.

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

The Kentucky Department of Education approved the certified evaluation plan on August 9, 2002. The principal and his designees use procedures outlined in the district certified and classified evaluation documents for the evaluations of certified and classified staff members and in accordance with Jefferson County Teachers Association agreements. The principal submits certified summative evaluations to the district office by June 1 of the current school year.

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

**Performance Rating    2**

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

The Jefferson County Public Schools Web site has instructions that outline the process for evaluation of certified and classified personnel. The principal shares the responsibility of personnel evaluations with assistant principals and designated classified supervisors. Teachers are required to develop a draft of their individual professional growth plans by August 31 of the current school year. Teachers submit growth plans to the primary evaluator for approval, but little input is provided for revisions. Most growth plans are aligned with the goals of the school improvement plan. The principal does not ensure plans are always completed with feedback from the teachers' primary evaluators and with findings from formative or summative evaluations. Many of the individual professional growth plans are not monitored or revisited until the end of the school year. Teacher growth plans do not always reflect individual professional needs.

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

The principal and assistant principals use the certified evaluation process, but feedback provided through this practice is not always the primary means to develop individual growth plans. A team composed of an administrator and Office of Teacher Support staff member provides ongoing support for teachers to implement their plans to improve classroom practices and strengthen identified areas for individual professional growth. The principal has initiated support systems including multiple resources (e.g., questioning systems, behavior systems, books, seminars, Mastery Mavens) to meet identified individual teacher needs. The principal does not always ensure individual professional growth plans for teachers are completed using information from the findings of the evaluation process or are not always developed collaboratively with the teacher's primary evaluator. Many individual professional growth plans are not monitored at regular intervals to ensure improvement in teachers' instructional practices have occurred.

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Summary of recommendations in: **Learning Environment**

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

The principal and Instructional Leadership Team should implement a systematic process to monitor and evaluate the impact of professional development on instructional practices and student achievement.

The principal should ensure the teachers and their primary evaluators collaboratively develop all individual professional growth plans. The plan should include measurable goals tied directly to student achievement. The principal should ensure timely, meaningful feedback is provided to teachers.

The evaluator and teacher should revisit the growth plan at regular intervals to ensure continuous progress toward attaining goals and measuring impact on instructional practices and student learning.

Resources:

DuFour, R. (2004). *Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn*. Bloomington, IN: National Educational Service.

Killion, J. (2007). *Assessing Impact: Evaluating Staff Development*. Thousand Oaks, CA: Corwin Press, Inc.

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

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, course syllabi, curriculum documents, district Effective Instructional Leadership Act records (EILA), documentation of parent contacts, employee handbooks, examples of school to home communications, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, Local Educator Assignment Data Report (LEAD), master school schedule, needs assessment data, newspaper clippings/press releases, organizational charts, professional development records, professional resource materials, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school budget and allocations, school calendar with motivational and celebratory events, school communications plan, school event calendar, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, School Report Card data, school Web pages, school/district safety plan, staff development agenda, student handbook, student work, teacher portfolios and trophy cases

Interviews with assistant principal, parents, principal, school leadership, students and teachers

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

**Performance Rating    4**

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 and Instructional Leadership Team identified the Three Big Rocks priority needs which became the foundation for the 30-60-90 Day plan and school improvement grant. The principal allocates resources (i.e., human, physical, fiscal and time) according to goals and activities outlined in the 30-60-90 Day plan and the school improvement grant to ensure continuous school improvement. The principal and Instructional Leadership Team provide school support initiatives (e.g., Office of Teacher Support, professional learning communities, teacher leaders) to regularly monitor student performance data. The principal and leadership team collaborate with multiple stakeholder groups (e.g., Parent and Student Advisory councils, Fern Creek Alumni Association, University of Louisville, Fern Creek Community

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**Standard 7**                    **Leadership**

**Performance Rating**    **4**

Association, Chamber of Commerce) to collect and analyze data regarding the school's instructional, behavioral and organizational effectiveness. The Instructional Leadership Team and the Office of Teacher Support implement programs to address learning needs of struggling students (e.g., Go for the Gold, Stoplight, pull-out interventions). The principal collaborates with Youth Connection Services Center staff and the alumni and community liaison to provide programs and services (e.g., Creek Advisory Time; Each One, Teach One; Extended Literacy Education Program, parent seminars, Tiger Transition Camp) to remove barriers and provide support for students and families. School leadership implements the district Go College program to inform students and families of college and career opportunities.

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

The principal engages staff and all stakeholder groups in the school community in conversations regarding the school's commitment to ensure continuous improvement. The principal has established Parent and Student Advisory councils that meet monthly to keep parents and students informed and obtain input and feedback on issues pertaining to student achievement and school improvement goals. The principal routinely collaborates with the Fern Creek Alumni Association and the alumni and community liaison to provide services and programs (e.g., "I'm a Believer" rally, Tiger Transition Camp, higher education scholarships) to publically celebrate student achievements and provide support for school improvement. The principal utilizes multiple methods of communication (e.g., blogging, Facebook, Twitter, newsletter, school marquee) to inform parents and the school community of school events and student opportunities. The principal has developed partnerships (e.g., Prichard Committee, 21st Century Parks, University of Louisville, Wayside Christian Mission) to support and enhance school improvement and student achievement initiatives. The principal has established structures (e.g., Instructional Leadership Team, Office of Teacher Support, professional learning communities, Teacher Leader Team) to foster high expectations for increased student achievement through continuously analyzing data, providing interventions, and enhancing teacher instructional skills. The principal articulates his philosophy of leadership as one that provides resources, protects integrity, invests and inspires others and creates opportunities for students to excel. The principal actively recruits high quality staff to meet student academic and school leadership needs. The principal intentionally builds leadership capacity (e.g., Administrative Leadership team, Teacher Leader team, Instructional Leadership Team) within his staff and

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **4**

delegates programmatic responsibilities to key staff members. The principal created a budget team to assist in focusing resources where they can most effectively impact student achievement. The principal is actively involved with governing boards at universities and local and state agencies, and this participation enhances collaborative efforts to benefit student programs and school initiatives.

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**Standard 7**                    **Leadership**

**Performance Rating**    **3**

7.1a Leadership has developed and sustained a shared vision.

The principal and school leadership, in collaboration with staff, parents, community members and alumni, developed the school's current mission, vision and core beliefs statements in 2010. The school's mission and vision statements are visible in various venues (e.g., school lobby, classrooms, Web page, student agenda books, student and staff handbooks). The principal is facilitating a process with the Student and Parent Advisory Councils, Instructional Leadership Team and Teacher Leader Team to collect suggestions for revisions to the current mission and vision statements that will be presented to all stakeholder groups for input. The principal articulates the students' desire to shorten the vision and mission statements and connect them to college, career and citizenship goals. The principal uses the vision and core beliefs of commitment, engaged learning, collaboration, creativity, and diversity as the basis for leadership initiatives.

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

The principal has provided structures (e.g., weekly professional learning community meetings, embedded data days, Office of Teacher Support) to ensure a focus on continuous data analysis. The principal and Instructional Leadership Team collaborate with the Office of Teacher Support staff to collect, manage, analyze and report data from multiple assessment sources (e.g., ACT, Interim Performance Report, diagnostic exams, proficiency exams, Measures of Academic Progress, End-of-Course). The Instructional Leadership Team, Teacher Leader Team and professional learning communities participate in ongoing data (e.g., MAP, diagnostic, common assessments) collection and analysis to determine student progress, identify struggling students and plan targeted intervention strategies. The principal and Office of Teacher Support created a "data-war room" to provide teachers with a display of Stoplight Report data indicating red, yellow or green levels of competencies, Go for the Gold students' targeted intervention data and learning walk data. The principal and Instructional Leadership Team utilized data to determine the Three Big Rocks (i.e., professional learning communities, instruction-targeted interventions, communication) which provide the foundation for improvement efforts defined within the school improvement plan. The principal, Instructional Leadership Team, Office of Teacher Support, Teacher Leader Team and professional learning communities utilize data (e.g., ACT, End-of-Course, proficiency, diagnostic, Measures of Academic Progress, behavioral) to inform instructional programs

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**Standard 7**                      **Leadership**

**Performance Rating**    **3**

and initiatives.

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

School administrators have current professional growth plans based on skills that will enhance their personal and professional leadership skills as well as connect to student achievement and school improvement goals. Administrators collaboratively develop growth plans with their evaluators, and the plans are reviewed and revised to maintain a focus on continuous growth. District leadership collaborates with the principal to develop his professional growth plan, monitors progress of the plan's implementation and provides feedback to the principal on growth goals throughout the school year.

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

The principal and Instructional Leadership Team facilitated a schoolwide red flag analysis of state assessment (e.g., Interim Performance Report, No Child Left Behind) in October, 2011, to determine learning gaps in student achievement. The principal provides structures (e.g., Office of Teacher Support, professional learning communities, Teacher Leader Team, Instructional Leadership Team) to ensure the continuous disaggregation and analysis of student performance data. The Office of Teacher Support maintains a "data-war room" and assists teachers with ongoing data analysis and identification of student learning gaps. Professional learning communities meet weekly to review student performance data (e.g., diagnostic exams, proficiency exams, Measures of Academic Progress) to identify struggling learners and determine targeted interventions (e.g., pull-out for reading and math, Targeted Intervention Program tutoring). The principal embeds data days and provides substitutes for common content teachers to meet with school leadership and Office of Teacher Support staff to disaggregate and analyze student performance data to prepare lessons and devise plans for struggling learners. The principal and Instructional Leadership Team collaborated to develop Three Big Rocks to provide a foundation for school improvement planning goals that included cognitive (e.g., No Child Left Behind, Interim Performance Report, proficiency exams) and non-cognitive (e.g., attendance, behavioral) student data.

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**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 ensures all faculty members have access to state and district curriculum documents (e.g., program of studies, core content, Kentucky Core Academic Standards, pacing guides). The principal ensures resources (e.g., Office of Teacher Support, teacher leaders, Instructional Leadership Team, embedded professional development) are available to provide data management, resource assistance and training for teachers. The Office of Teacher Support provides one-on-one coaching assistance to new teachers as needed and monitors to ensure they have curricular and instructional resources as well as professional development training (e.g., CASCADE and Dashboard; Incorporating Technology, Infinite Campus and Gradebook) to effectively utilize classroom resources.

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

The principal requests leadership teams (e.g., Instructional Leadership, teacher leaders, professional learning communities) and advisory councils (i.e., student, parent) to submit agendas and meeting notes to ensure time is focused on student achievement and school improvement goals. The principal provides initiatives (e.g., television news show before instructional day begins, daily teacher e-mails in lieu of announcements, limited public address announcements) to minimize disruptions and protect instructional time. The principal and the supervising Administrative Leadership team routinely conduct learning walks to ensure an intentional focus on classroom instructional framework expectations. The principal designates time (e.g., embedded data days, common planning for some teachers, weekly professional learning community meetings) for teachers to collaborate on instructional, curricular and assessment issues.

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

The school council was dissolved and council policies were negated as a result of the 2010 Leadership Assessment. The principal and Instructional Leadership Team have developed the Fern Creek Traditional High School Behavior Violations and Consequences document and the Traditional

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**Performance Rating    3**

Student, Staff and Parent Responsibilities list to supplement District Code of Conduct expectations. The Tiger Creek Freshman Academy faculty adopted a citation disciplinary and rewards system to address student behavior. The principal and Administrative Leadership Team implement procedures to maintain safe and orderly hallways (e.g., limited hall passes, students escorted to bathroom, teacher supervision in hallways during transitions) and minimize disruptions (e.g., limited announcements, teacher e-mails in lieu of morning announcements) during the instructional day. The school has five security officers and a school resource officer who conduct daily safety walks and provide support and assistance as needed with security issues. A parent-led task force is collaborating with the mayor's office and the Kentucky Department of Transportation to address a deficiency identified in the 2011 safety assessment involving vehicle and pedestrian traffic in front of the school. The main school entrance is equipped with a buzzer system, and thirty-two security cameras monitor the hallways, commons areas and grounds. The principal has designated an assistant principal to serve as school safety coordinator to monitor the implementation of the safety plan. The safety coordinator ensures all safety drills are conducted on a regular basis and coordinates with school security staff to monitor facilities to ensure a safe learning environment for students and staff. The safety coordinator ensures all teachers receive updated safety and crisis action plans as well as evacuation information to post in classrooms.

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

The school council was dissolved and council policies were negated as a result of the 2010 Leadership Assessment. The principal, Administrative Team and Instructional Leadership Team collaborate with teachers, students and parents (e.g., teacher leaders, professional learning communities, Office of Teacher Support, Student Advisory Council, Parent Advisory Council) to provide a framework for instructional practices, learning goals and increased student achievement. The principal communicates school governance procedures, goals and expectations in various venues (e.g., staff and student handbooks, e-mails, team meetings, advisory council meetings, newsletters, principal blog, Twitter, Facebook).

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

The school council was dissolved and council policies were negated as a

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**Standard 7**                    **Leadership**

**Performance Rating**    **3**

result of the 2010 Leadership Assessment. The principal, Administrative Leadership Team and Instructional Leadership Team have assumed responsibility for ensuring an intentional focus on student achievement. The principal has provided structures (e.g., professional learning communities, Office of Teacher Support, Teacher Leader Team, Budget team, advisory councils) to ensure continuous school improvement. The principal collaborates with district leadership and assigned Educational Recovery team staff to gain input, feedback and support for school improvement planning goals.

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Summary of commendations in: **Efficiency**

**Standard 7**      **Leadership**

The principal is commended for engaging multiple state and community partners to support, enhance and expand educational opportunities for students. The principal routinely consults with district and community partners to identify and maximize resources to strengthen student engagement. The principal is a visible and accessible school leader and an active participant in the community. The principal has sought out expertise of others to strengthen his professional leadership skills.

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Summary of recommendations in: **Efficiency**

**Standard 7**      **Leadership**

The principal and Instructional Leadership Team should develop processes and procedures that focus on sustainability of current support structures to ensure continuation of successful programs and initiatives over time.

Resources:

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

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

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

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Summary Findings in: **Efficiency**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, district budget and allocations, employee handbooks, equipment inventory, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, master school schedule, media materials and inventory, school budget and allocations, school communications plan, school improvement planning team meeting minutes and agenda and The Missing Piece of the Proficiency Puzzle

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

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

**Performance Rating    3**

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

The school council was dissolved and council policies were negated as a result of the 2010 Leadership Assessment. The principal collaborates with counselors and teachers to assign teachers and students based on teacher strengths and student needs whenever possible. The principal makes changes in staff and student assignments when necessary to best meet the needs of the students. The principal and counselors ensure that all special needs students receive the most appropriate placement in compliance with individual education plans and recommended instructional modifications and accommodations. The principal actively recruits appropriately certified, highly-qualified teachers in the core academic courses to ensure that all students have equitable access to highly-effective instruction.

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

The school council was dissolved and council policies were negated as a result of the 2010 Leadership Assessment. The principal provides a faculty handbook to all teaching and non-teaching staff that outlines policies and procedures for school operations and organization (e.g., budget, resource requests, preparation of classroom materials, personal leave, grading procedures). The Instructional Leadership Team has adopted the discipline

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

**Performance Rating**    **3**

code policies outlined in the Jefferson County Public Schools Uniform Code of Conduct. The principal has established the Office of Teacher Support to provide services to teachers to enhance classroom management skills and organizational practices. The supervising Administrative Team conducts learning walks to gather trend data to determine school needs for professional growth through job-embedded professional development activities and teacher coaching. The principal has established common planning times for core academic courses and professional learning communities for all teachers. Teachers use these common planning opportunities to develop instructional materials and common assessments, share ideas for improving classroom instruction and behavior management and to monitor targeted interventions and analyze student achievement data. The principal ensures activities are posted to SharePoint to provide teacher access to student achievement data and instructional materials developed in the professional learning communities. Members of the staff in the Office of Teacher Support monitor the activities of the common planning opportunities to ensure the work is focused on student achievement, instructional practices and the goals and activities of the school improvement plan.

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 has established opportunities for common planning across grade levels and content areas. All Freshman Academy teachers have common planning for interdisciplinary planning, content-area planning and professional learning community meetings during the school day. All tenth through twelfth grade teachers are part of content-area professional learning communities which meet after school. Teachers in core academic areas in grades ten through twelve have common planning during the school day. The principal provides release time for data days to enable groups of teachers to analyze student achievement data for the purpose of making modifications in instructional practices to improve student achievement. Members of the Instructional Leadership Team monitor common planning times to ensure teachers use planning time to focus on student achievement and school improvement goals.

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

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

**Performance Rating**    **3**

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

The principal collaborates with the counseling staff to implement a 3 X 5 trimester master schedule to meet the changing needs of the students. The principal has implemented a schedule that is flexible enough to accommodate the instructional needs of the core academic courses as well as the specialty classes. Some classes are extended to three trimesters to ensure additional time for students to master Kentucky Core Academic Standards in core academic courses. The principal and Instructional Leadership Team have integrated targeted interventions to provide all students with expanded opportunities to master core content.

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 was dissolved and council policies were negated as a result of the 2010 Leadership Assessment. The principal has established a budget team made up of teachers, parents and students to review resources and plan budget allocations. The budget team considers proposed expenditures from Support Education Excellence in Kentucky (SEEK) allocations, student improvement grant funding, Carl Perkins Career and Technical Education Act and school activity accounts. The principal has established budget and resource request procedures which are included in the Faculty Handbook. The bookkeeper for school activity accounts receives training in Red Book accounting procedures and district procedures for student activity accounts. The bookkeeper and order and receiving clerk communicate requisition procedures to faculty and staff during opening day faculty meeting.

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 was dissolved and council policies were negated as a result of the 2010 Leadership Assessment. The principal allocates all discretionary funds (e.g., Tier I At-Risk Students, Tier II Student Recovery Funds) based on student achievement data and free and reduced lunch count. The principal ensures all expenditures connected to the school

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

**Performance Rating**    **3**

improvement grant and school improvement plan are in compliance with district and program guidelines.

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

The principal and the Instructional Leadership Team review all resource requests to ensure requests are connected to the goals and activities of the school improvement plan and are based on relevant student achievement data and priority needs.

- 8.2d State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

The principal integrates funds (e.g., school improvement grant, SEEK allocations, grant awards) to expand learning opportunities to impact student achievement and instructional practices. All program resources are allocated based on the guidelines of the school and district programs. The principal and staff of the Office of Teacher Support monitor the impact of the categorical funds for effectiveness and program changes through the collection and analysis of student improvement data.

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

**Performance Rating    2**

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

The principal has developed leadership groups (e.g., Instructional Leadership Team, Teacher Leader teams, professional learning communities, Budget team, Parent and Student Advisory councils) to assist in the management of resources (e.g., human, time, fiscal, physical). Assistant principals have specific grade-level assignments and are responsible for overseeing the implementation of allocated resources. Assistant principals are not always assigned office space most accessible to teachers and students. The ninth grade assistant principal does not have office space in the Freshman Academy which hinders collaboration with teachers, students and non-teaching staff to provide timely instructional and behavior management assistance. The Freshman Academy assistant principal is a combined teacher-principal position which limits the amount of time and energy available to devote to the needs of the teachers and students in the Academy. The Freshman Academy assistant principal does not meet with ninth grade teachers during common planning time. The principal uses informal needs assessments conducted by teachers during department meetings, teacher leader team meetings and professional learning communities for planning resource allocations and funding to be included in the school improvement plan. The principal and Instructional Leadership Team regularly analyze improvements shown in student achievement data (e.g. Measures of Academic Progress, Targeted Intervention data, End-of-Course assessments, behavior referrals) and program reviews for the purpose of evaluating the impact of organizational structures and allocated resources on student achievement and instructional practices. The principal utilizes a network of external partnerships and grant opportunities (e.g., 21st Century Parks, Investing in Innovation Grants , University of Louisville Talent Search grant, University of Louisville Mentoring grant) to provide additional resources to support programs within the school.

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Summary of recommendations in: **Efficiency**

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

The principal should ensure that adequate human resources (assistant principal) are allocated to meet the instructional and transitional needs of teachers and students in the Freshman Academy.

The principal should ensure that assistant principals are housed in areas that are in close proximity to assigned staff and students.

Resources:

Bernhardt, V. L. (2006). Using Data to Improve Student Learning in School Districts. Larchmont, NY:Eye on Education.

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

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.

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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, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, documentation of parent contacts, employee handbooks, examples of school to home communications, Implementation and Impact Checks, Individual Learning Plans, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, needs assessment data, newspaper clippings/press releases, organizational charts, parent and community member workshop schedule, professional resource materials, protocols for analyzing student work, report cards/progress reports, roster of teaching assignments, rubrics, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school event calendar, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school Web pages, student handbook, Student Performance Level Descriptors, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios and trophy cases

Interviews with assistant principal, classified staff, community members, curriculum resource specialist, Family Resource/Youth Services Center personnel, parents, principal, school leadership, students and teachers

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

**Performance Rating    3**

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

The principal and leadership team adopted the current mission statement "At Fern Creek Traditional High School our mission is to create a learning community that engages each student and prepares him or her to contribute and succeed in our diverse society" in 2010. The mission was created through a collaborative effort involving school staff, parents, community and alumni members. The committee developed the vision statement "Our vision is to be the premier Communications, Media and the Arts school in Kentucky. Being the best means providing a collaborative and creative culture in all four Schools of Study, which enables all students to learn every day, graduate, attend college and go on to great success in the world". The principal and leadership team is currently engaged in the process of creating new mission

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

**Performance Rating**    **3**

and vision statements that will involve more stakeholder groups including the Parent Advisory Council, and with a focus on student input into the process and outcome for these statements.

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

The principal and leadership team collaborate with the staff in the Office of Teacher Support to collect, manage, analyze and report data from multiple sources (e.g., Interim Performance Reports, ACT, diagnostic classroom assessments, Measures of Academic Progress) to determine student progress. These data are used to frame the three “Big Rocks” (i.e., collaboration through professional learning communities, strong instructional strategies with targeted interventions, communication with all stakeholders) that comprise the goals of the school improvement plan. Professional learning community meetings occur every Tuesday so teachers can work together in planning instruction, examining student work and designing appropriate interventions for those students scoring below proficiency standards. The principal created a data room that focuses on each student’s learning needs and provides teachers a clear blueprint of instructional needs for their classrooms and content areas.

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

The principal and the Instructional Leadership Team collaborate with multiple stakeholder groups (e.g., Kentucky Department of Education staff, Parent Advisory Council, Student Advisory Council, alumni, faculty) to collect and analyze data regarding strengths and limitations of the schools’ instructional and organizational effectiveness. Trend data is being developed through the use of Measures of Academic Progress assessments, End-of-Course assessments, and teacher-made and common assessments which are reported through the Classroom Assessment System and Community Access Dashboard for Education system. The University of Louisville is assisting in behavior data collection to identify behavioral concerns within the school which will determine better monitoring strategies to reduce discipline referrals. University of Louisville is assisting in developing effective intervention strategies for the school’s Response to Intervention tiers.

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

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established.

The principal has established a data room and the Office of Teacher Support to provide timely data collection, management and analysis for each action component of the school improvement plan, the School Improvement Grant and the 30-60-90 Day plan. Data provides the basis for discussions among teachers in the professional learning community meetings, department planning meetings and within the Instructional Leadership Team. Student data is analyzed and students are categorized as Red-needing intensive help, Yellow-needing moderate help and Green- demonstrating competence in a content area. Targeted interventions addressing student learning needs are provided in after-school tutoring sessions to assist students in working toward proficiency.

9.6a The plan is implemented as developed.

The principal, through the Instructional Leadership Team, has fully implemented the improvement plan to address the major components (i.e., math, reading, data, communication, professional learning communities, academic performance) identified as critical needs areas. The plan was monitored for implementation and impact in January, 2012, and small adjustments are made when a need is identified. The school improvement plan aligns with the 30-60-90 Day plan and School Improvement Grant which was developed as a result of being a low-performing school in 2010. Instructional staff members have a copy of the current improvement plan in their teacher binders. Teachers were involved through their professional learning community meetings in providing suggestions and giving feedback on the component goals and activities. The Parent Advisory Council is involved in the review of data and school improvement efforts. Staff understands their roles in moving students to proficiency and achieving the school's state and federal goals for increased learning.

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

The principal collaborates with the staff of the Office of Teacher Support to collect and analyze student data from multiple assessments. Data from Measures of Academic Progress, Interim Performance Reports, ACT reports and classroom assessments are disaggregated and used to determine student academic progress toward proficiency goals. Performance levels of Red, Yellow and Green are assigned to students when determining the need

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for targeted or intensive interventions based on assessment data. Teachers submit student achievement data to the Office of Teacher Support on a regular basis to provide the evaluation of the improvement plan activities and to provide teachers with data on which to evaluate their classroom and student performance. State and federal assessment data is analyzed during district Gold Day trainings, and data days are established in the school calendar for teachers to meet and review formative and summative student achievement data.

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, in conjunction with the staff of the Office of Teacher Support, evaluates student performance over time through the use of formative assessment data (e.g., diagnostic classroom assessments, Measure of Academic Progress) and summative assessments (e.g., Interim Performance Reports, No Child Left Behind). Data is used to determine student academic improvement and the effectiveness of the improvement plan activities in meeting target goals.

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

The principal has focused on continuous school improvement by establishing programs (e.g., student mentors, Go College program, College Access Resource Teacher) designed to assist students in planning for positive experiences after high school. The principal, through the creation of professional learning communities, holds staff accountable for increased achievement and having ownership in the issue of improving student learning. The principal, in a faculty meeting, had students come and speak about teachers that made a difference in their lives and then presented those teachers with gold medals to thank the teachers. The principal and Instructional Leadership Team celebrate student successes and improvements on a regular basis (e.g., posting of names for proficient and distinguished scores, lunches at a restaurant for honor roll, t-shirts for students accepted to a college, wrist band for Read Strong). The principal has established a thirty-five member parent advisory council and uses Facebook, Twitter and blogging to help strengthen two-way communication with all stakeholders regarding the programs and opportunities for students at the high school.

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The principal and leadership team should ensure the process of reviewing and revising the school's mission, vision and beliefs statements are completed, and new statements reflecting the school's focus on college, career and citizenship goals are articulated.

Resources:

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

Prioritizing Changes. SISI Toolkit Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
[http://www.education.ky.gov/SISI\\_Toolkit/Standard%209/Documents/Prioritizing%20Changes.doc](http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/Prioritizing%20Changes.doc)

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**Summary of Next Steps:**

The principal should ensure that rigorous classroom instructional and assessment strategies are implemented in all classrooms to engage students in learning. The principal and school leadership should ensure that teachers design and implement differentiated instructional activities for students with different abilities, interests and learning styles. School leadership should monitor classroom assessments to ensure they are rigorous, relevant, authentic and challenging to students. The principal and instructional leaders should collaborate with teachers to assist them in the delivery of student-centered, rigorous instruction and assessment that promotes success for all students.

The principal should ensure instruction includes student-centered use of technology resources specifically in core academic classes. Current and future technology availability should be maximized and teacher professional development provided to enhance teachers' understanding of how to embed effective use of 21st century technology (smart phones, iPads, SmartBoards) into their lessons. The principal should explore opportunities (partnerships, grants) to provide more technology resources in all classrooms for student engagement and higher levels of learning.

The principal should initiate instructional and curricular conversations among staff at feeder middle schools and the high school to identify gaps and overlaps and ensure smooth transitions from middle school to Freshman Academy and Freshman Academy to tenth grade. The principal should provide a full-time assistant principal for the Freshman Academy to ensure efficient oversight of the work of the students and staff in the Freshman Academy. The principal should ensure the office of the Freshman Academy assistant principal is located in close proximity to the Freshman Academy classrooms to provide timely support to teachers for academic and classroom management.

The principal should ensure the Teacher Evaluation Plan is used to address individual professional growth of teachers. The principal should ensure the primary evaluators address both the school improvement components and the individual growth needs of teachers. The evaluator and teacher should revisit the professional growth plan at regular intervals throughout the year to ensure continuous progress toward attaining individual growth goals and measuring impact of instructional practices and student learning.

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**In Conclusion:**

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

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

Principal Authority:

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

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

Commissioner, Kentucky Department of Education:

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

I have received the leadership assessment report for Fern Creek Traditional High School.

Principal, Fern Creek Traditional High School

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

Superintendent, Jefferson County Schools

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

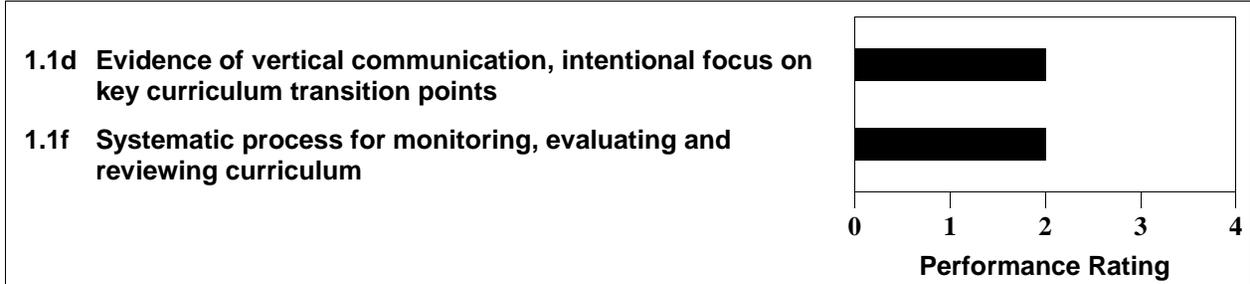
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**1.1 Curriculum**

**Academic Performance**



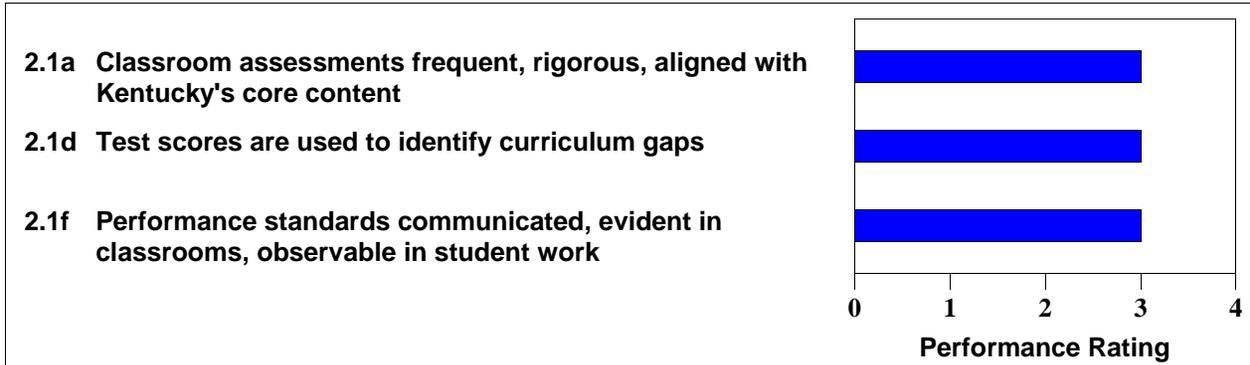
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**2.1 Classroom Evaluation/Assessment**

**Academic Performance**



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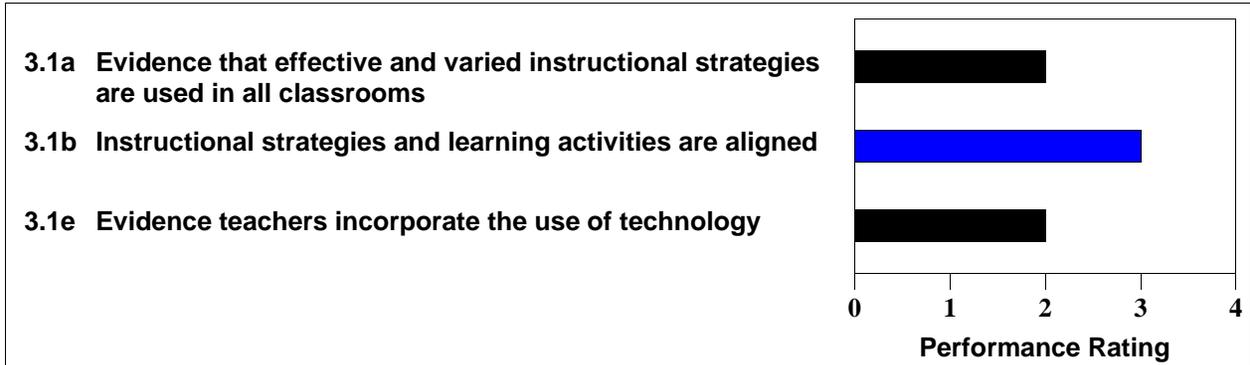
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**3.1 Instruction**

**Academic Performance**



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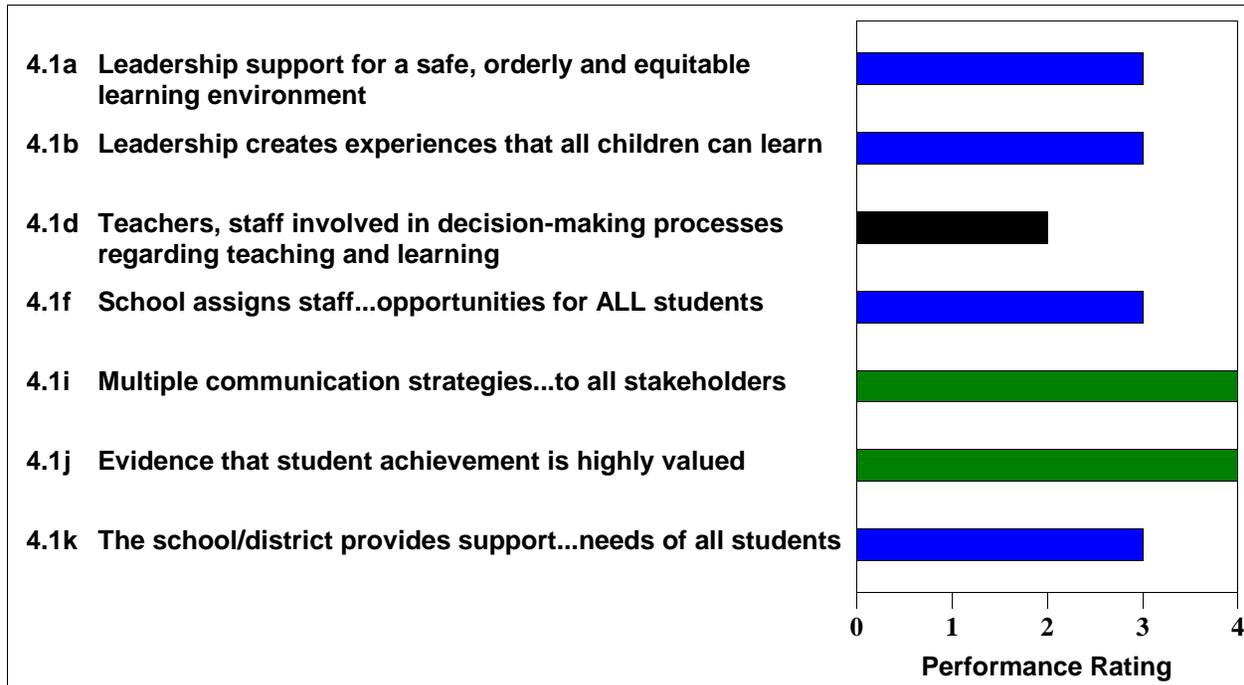
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4.1 School Culture

Learning Environment



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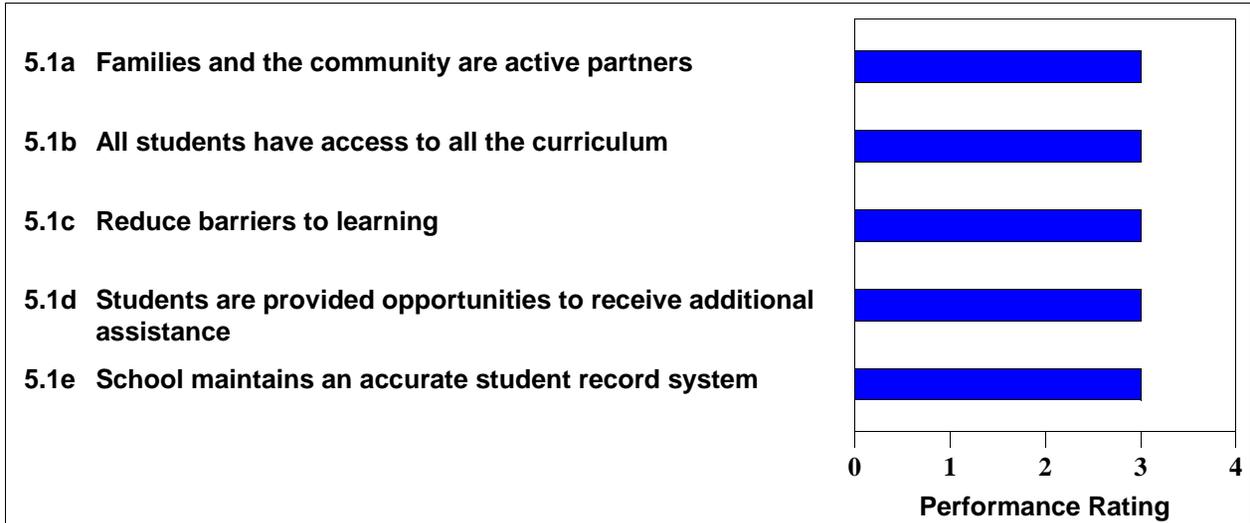
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**5.1 Student, Family and Community Support**

**Learning Environment**



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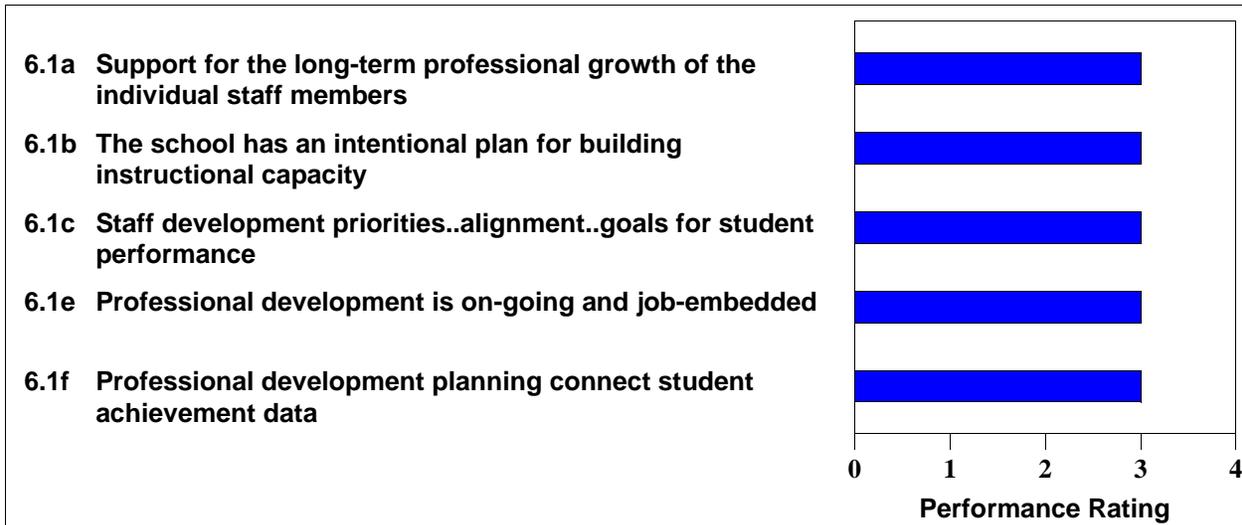
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**6.1 Professional Development**

**Learning Environment**

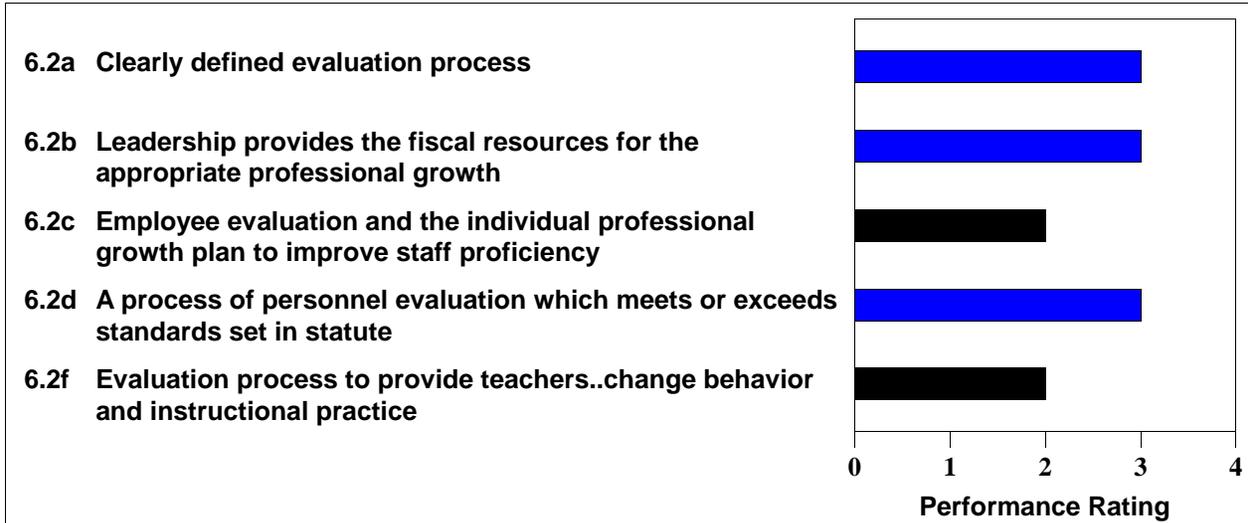


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**6.2 Professional Growth and Evaluation**

**Learning Environment**

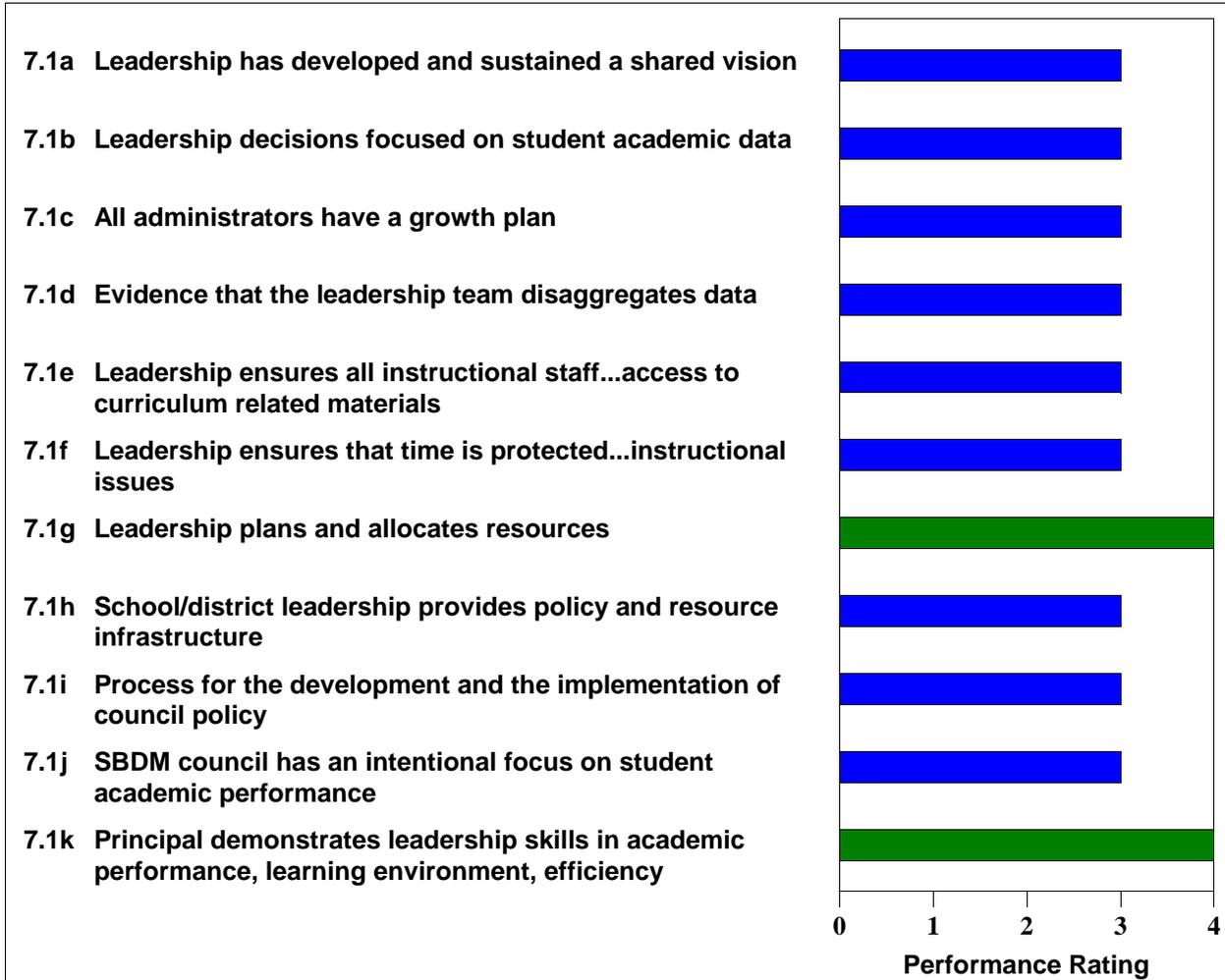


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**7.1 Leadership**

**Efficiency**



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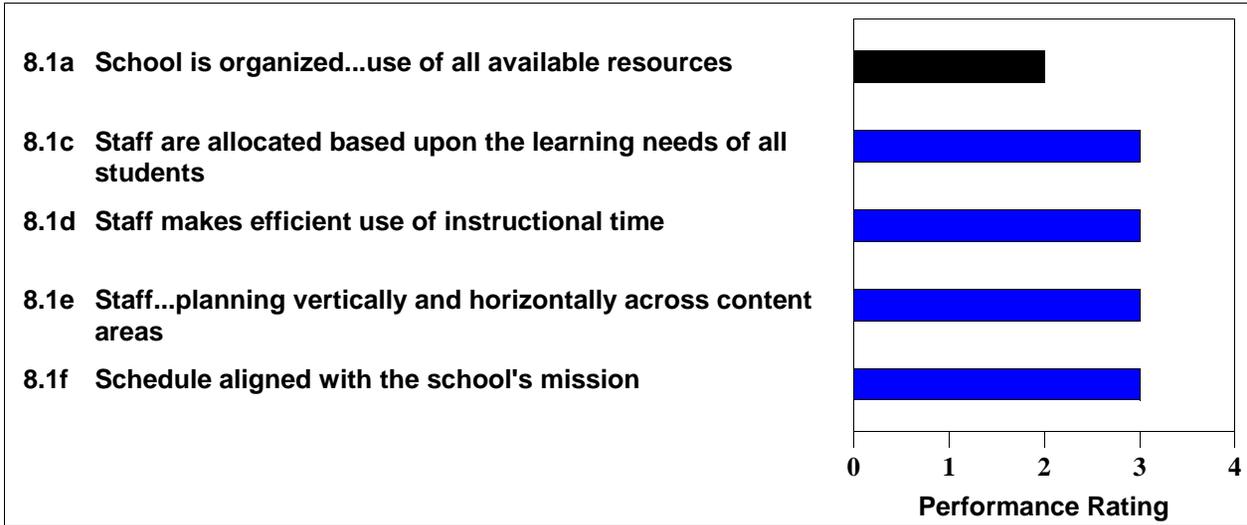
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**8.1 Organization of the School**

**Efficiency**



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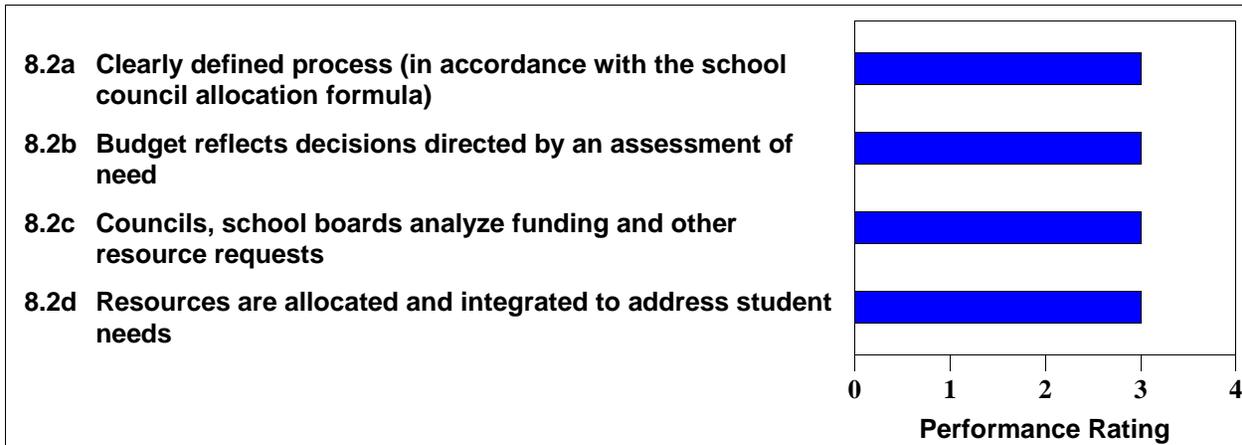
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**8.2 Resource Allocation and Integration**

**Efficiency**



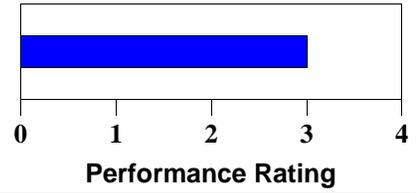
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**9.1 Defining the School Vision, Mission, Beliefs**

**Efficiency**

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



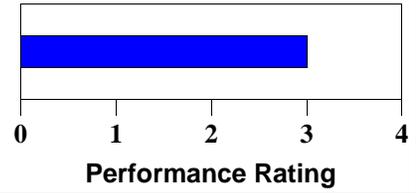
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**9.2 Development of the Profile**

**Efficiency**

**9.2a 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**

