

Jefferson County Public Schools
Knight Middle School
School Leadership Assessment Report



05/08/2011 - 05/13/2011



School Leadership Assessment Executive Summary

Knight Middle School

Jefferson County Public Schools School District

5/8/2011 - 5/13/2011

Ken Black, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Knight Middle School during the period of 5/8/2011 - 5/13/2011. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal and school council have not demonstrated leadership that provides guidance and engages stakeholders within the school to meet challenges of struggling students in reading and math that address goals of No Child Left Behind.
Next Steps	The principal and school council should collaborate to focus every decision on advancing academic achievement. Emphasis must be focused on strategically addressing low performing students in math and literacy classes. The principal should demonstrate strong leadership skills required to bring improvement to student learning. The principal, council and teachers should focus on targets to address learning gaps and support structures imperative to higher student achievement. All decisions should be student centered.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not ensured that teachers deliver student-centered, rigorous, and differentiated instruction that meets the learning needs of all students.

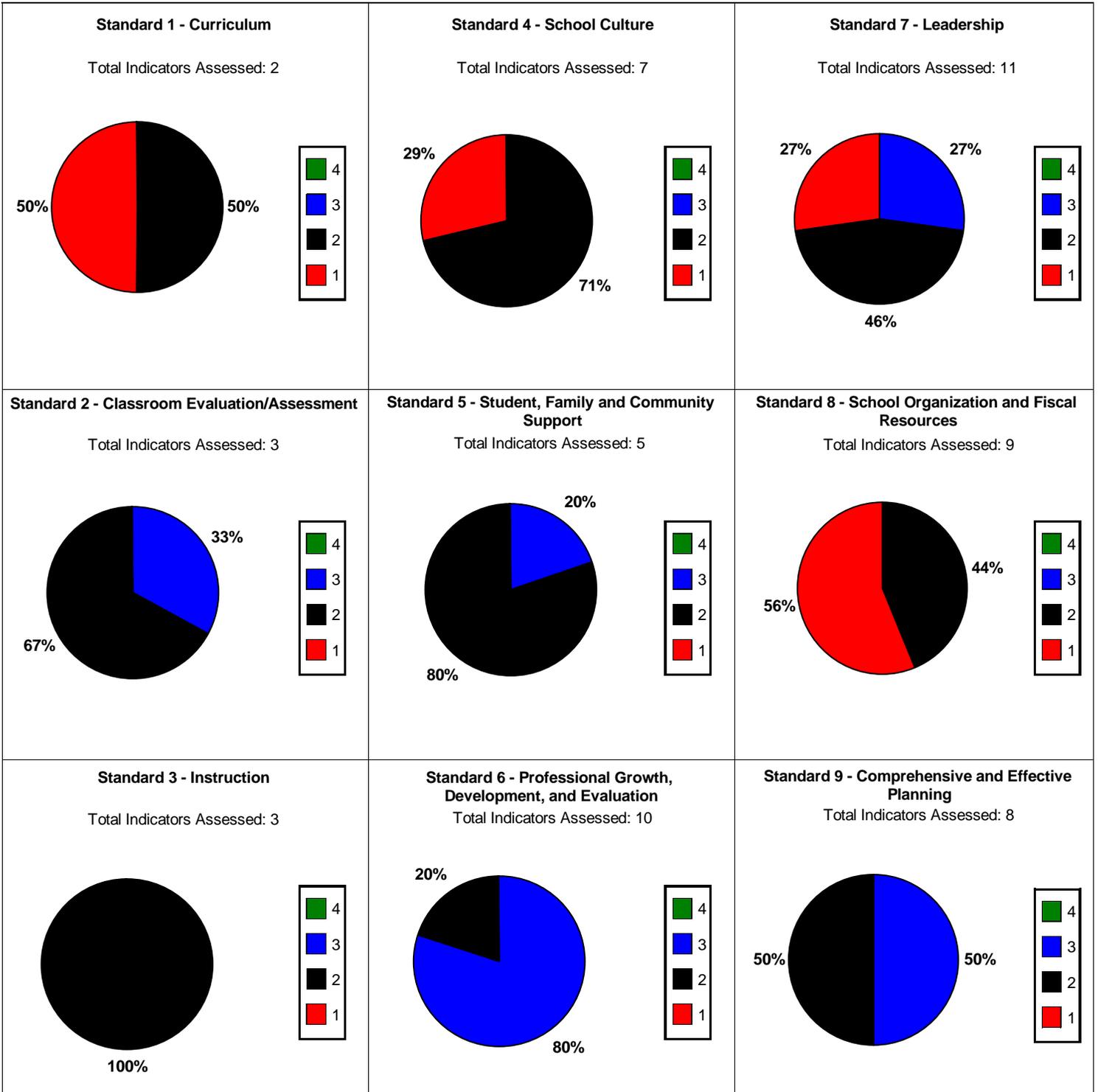
Next Steps	The principal should ensure that effective, varied and rigorous instructional strategies are used to address the learning needs of all students. The principal should collaborate with other instructional leaders to continuously monitor instructional practices, provide feedback and ongoing support to assure differentiated, research-based instructional strategies are used to engage and challenge students at high levels. The principal should focus the entire school community in supporting and embracing high expectations for all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal has not fostered a culture of mutual respect between all staff members and students.
Next Steps	The principal and all staff members should model a disposition of high academic and behavioral expectations for all students in order to create an atmosphere of mutual respect and cooperation. The principal should ensure that all behavior expectations are applied consistently throughout the school.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal and school council have not established an organizational structure that promotes high student achievement and staff performance.
Next Steps	The principal should ensure that the school council is governed by bylaws and clearly defined policies and procedures that comply with district and state regulations. The principal and school council should ensure that all decisions about student achievement and classroom practices are connected to the school improvement plan and are based on an analysis of student achievement data. They should implement clear procedures to allocate all resources and should develop a monitoring system to determine the impact of these resources on student learning and classroom practices.
School Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
5. Deficiency	The principal has not held all staff members accountable for their roles in improving student academic and behavioral performances to sustain continuous improvement.
Next Steps	The principal and school council should involve all stakeholders in developing a formal process to improve organizational efficiency and accountability. The process should ensure implementation of all school improvement goals and programs that will positively increase the impact of each activity on instruction and student achievement. The principal should lead the council and school leadership team in developing a formal and systematic process to monitor all programs and improvement of action plans. The principal should establish procedures that ensure that accountability follows the assignment and responsibility for school improvement initiatives.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The principal has not engaged all stakeholders in decision making to develop a common ownership in the success of all students.
Next Steps	The principal should engage the entire school community in building a foundation of ownership focused on success for all students. The principal should provide opportunities for representatives from all stakeholder groups to have input in decision-making involving teaching and learning. The principal and school council should review and fully implement the committee structures defined in the school council bylaws. The principal should ensure interactive and face-to-face communication to strengthen partnerships with stakeholders to build a community of support focused on continuous school improvement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Knight Middle School
 KDE 2011 School Leadership Assessment Report
 At-a-Glance

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

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



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Jefferson County Public Schools - Knight Middle School

<p>Standard - 1 - Academic Performance</p> <p>Curriculum</p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment</p> <p>School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency</p> <p>Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance</p> <p>Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment</p> <p>Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p>Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>

Standard - 3 - Academic Performance

Instruction

- 3.1a Evidence that effective and varied instructional strategies are used in all classrooms
- 3.1b Instructional strategies and learning activities are aligned
- 3.1c Instructional strategies/activities are consistently monitored...diverse student population
- 3.1d Teachers demonstrate content knowledge
- 3.1e Evidence teachers incorporate the use of technology
- 3.1f Instructional resources are sufficient to deliver the curriculum
- 3.1g Teachers examine and discuss student work
- 3.1h Homework is frequent and monitored, tied to instructional practice

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

Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation

Professional Development

- 6.1a Support for the long-term professional growth of the individual staff members
- 6.1b The school has an intentional plan for building instructional capacity
- 6.1c Staff development priorities..alignment..goals for student performance
- 6.1d Plans for school improvement directly connect goals for student learning
- 6.1e Professional development is on-going and job-embedded
- 6.1f Professional development planning connect student achievement data

Professional Growth and Evaluation

- 6.2a Clearly defined evaluation process
- 6.2b Leadership provides the fiscal resources for the appropriate professional growth
- 6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency
- 6.2d A process of personnel evaluation which meets or exceeds standards set in statute
- 6.2e The school/district improvement plan identifies specific instructional leadership needs
- 6.2f Evaluation process to provide teachers..change behavior and instructional practice

Standard - 9 - Efficiency - Comprehensive and Effective Planning

Defining the School Vision, Mission, Beliefs

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

Development of the Profile

- 9.2a Planning process involves collecting, managing and analyzing data
- 9.2b Use data for school improvement planning

Defining Desired Results for Student Learning

- 9.3a School and district plans reflect learning research, expectations for student learning
- 9.3b Analyze their students' unique learning needs
- 9.3c Results for student learning are defined

Analyzing Instructional and Organizational Effectiveness

- 9.4a Strengths and limitations are identified
- 9.4b Goals for building, strengthening capacity

Development of the Improvement Plan

- 9.5a Steps for school improvement aligned with improvement goals
- 9.5b Plan identifies resources, timelines
- 9.5c Evaluating the effectiveness of improvement plan
- 9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results

Implementation and Documentation

- 9.6a Plan is implemented as developed
- 9.6b School evaluates the degree to which it achieves the goals and objectives for student learning
- 9.6c The school evaluates the degree to which it achieves the expected impact
- 9.6d Evidence of attempts to sustain the commitment to continuous improvement

Focus on Student Academic Performance

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Knight Middle School

Jefferson County Public Schools School District

5/8/2011 - 5/13/2011

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Knight Middle School during the period of 5/8/2011 - 5/13/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (97) and formal interviews and informal discussions with teachers (39), students (150), parents (22), Youth Services Center staff member (1), central office personnel (9), support staff members (23), assistant principals (2), the counselor (1), the principal and SBDM Council members (4).

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 Carolyn S. Falin - Building Administrator, Margaret Cleveland - Parent, Carol McKee - District Administrator, Sheree Thompson - Teacher, Margaret K. Dotson - District Administrator, Marilynn Cunningham - Building Administrator, Jack Musgrave - Higher Education Representative, Sharon Knight - Building Administrator, Veda McClain - Higher Education Representative, Linda Hall - Educational Recovery Specialist, Thom Coffee - Educational Recovery Specialist, Latonya Meekins - Educational Recovery Specialist

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 bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, eWalk data, faculty meeting agenda, Individual Learning Plans, lesson plans/units of study, master school schedule, needs assessment data, organizational charts, professional resource materials, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda and student work

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

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

Performance Rating 2

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

The school council adopted Determination of Curriculum Policy July 22, 2008. Some discussions among school leadership and staff regarding the curriculum occur during department meetings. The Instructional Leadership Team monitors curriculum using the instructional focus calendar and walkthrough observations. Some opportunities are provided to adjust and review curriculum based on a wide range of student performance data (e.g., open response question scrimmage assessment report, Classroom Assessment System and Community Access Dashboard Education, Measures of Academic Progress, STAR Math and Reading). The principal and school council have not designed a systemic process for evaluating and monitoring the curriculum in all content areas.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **1**

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

The principal does not coordinate the facilitation of discussions of key curriculum transition points between the feeder elementary schools and middle school and the middle school and high schools. The principal has not established a systematic process to identify and implement strategies to address transitional curricular issues.

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should initiate and facilitate collaborative discussions between the elementary feeder schools and the middle school staff members to identify key curricular transition points that will ensure seamless curricular transitions for students.

Resources:

SISI Toolkit Standard 1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%201/Standard%201%20By%20Standards.htm

Kentucky Academic Core Standards

Kentucky Department of Education
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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, eWalk data, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, master school schedule, professional development records, protocols for analyzing student work, rubrics, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, staff development agenda, student homework with teacher feedback, student work and Title 1 program plan

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

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

Performance Rating 3

2.1d Test scores are used to identify curriculum gaps.

The principal shared results of the Kentucky Core Content Test and the No Child Left Behind Assessment with the school council at the September 21, 2011, school council meeting. The principal and other members of the Instructional Leadership Team reviewed the results of various assessment data (e.g., Interim Progress Report, No Child Left Behind report, Classroom Assessment System Community Access Dashboard for Education). Department chairpersons disaggregated and analyzed these data with content area teachers during department meetings, identified weak curricular areas and made some modifications in the curriculum to address gaps. The principal, other members of the Instructional Leadership Team and teachers analyze multiple sources of assessment data (e.g., Interim Progress Report, No Child Left Behind, Classroom Assessment System Community Access Dashboard for Education, open response assessment scrimmage report, STAR Reading, STAR Math, Explore, classroom) throughout the year to determine if state and district standards are being taught.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

The principal works collaboratively with the Instructional Leadership Team to ensure most classroom assessments are aligned with Kentucky's core content. The principal ensures district-developed proficiency common assessments are administered regularly (usually every six weeks) in all content areas and teacher-developed open response scrimmage assessments are given at three week intervals. The principal articulates the expectation that teachers track student progress through Standard Operating Procedures that include annual yearly progress, causality, prescription and reflection data. The principal delegates responsibilities to assistant principals, resource teachers and department chairpersons to monitor open response questions for alignment, rigor and authenticity. Department chairpersons provide some feedback to teachers regarding rigor and relevance of assessment tasks. Teacher-designed assessments often lack rigor and do not always require students to apply higher-order thinking skills at a proficient level. The principal and other members of the Instructional Leadership Team review some formative and summative assessments in teacher binders during walkthrough observations, but the walkthrough observation forms do not formally address appropriate levels of Depth of Knowledge questions to be used with assessing core content.

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

The school council adopted Assessment Policy March 9, 2010, that identifies expectations for teachers to support student awareness of performance standards through displaying examples of student work or showing teacher-developed samples that clarify tasks and show distinctions between levels of student performances. The principal and instructional team members encourage teachers to communicate standards, performance level descriptions and expectations prior to assessments or assignments. Student work samples accompanied by rubrics are displayed in many classrooms but are seldom posted in other areas of the building. The principal or other instructional leaders do not ensure that student work displayed always mirrors expectations for proficiency or state performance level descriptions. The principal expresses the expectation that teachers provide guidance to

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

students in revising their work on assessment tasks until proficiency or mastery has been reached. However, this practice is not always monitored.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should ensure that all teachers receive training and guidance in developing assessments that are standards based, rigorous and authentic. Assessments should require students to use inquiry, problem-solving and critical thinking skills at a proficient level.

The principal should ensure that the analysis of assessment data transforms assessment and instructional practices in all classrooms.

Resources:

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

Tomlinson, C. A. (2001). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, curriculum documents, curriculum maps, district technology plan, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, master school schedule, needs assessment data, organizational charts, professional development records, professional resource materials, protocols for analyzing student work, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages, staff development agenda, student handbook, student homework with teacher feedback, student work, student/teacher ratio and Interim Performance Report

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

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

Performance Rating 2

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

The school council adopted Planning and Resolution Regarding Instructional Practices Policy January 15, 2008. The policy states that teachers use a variety of student-centered, research-based instructional strategies that are rigorous and aligned with core content standards. The principal and school council do not ensure that this policy is fully implemented. Most teachers use whole group instructional strategies for delivery of the curricula. Few teachers use a variety of instructional strategies that promote higher-order thinking and address different learning styles. Classroom instruction often lacks rigor and is usually delivered at the knowledge and comprehension levels of Bloom's Taxonomy. The principal has made provisions for teachers to attend embedded professional development training on inquiry-based learning strategies as a focus for instruction. However, the principal and other members of the Instructional Leadership Team have not ensured these strategies are always included in lesson plans. Plan of the Week and Plan of the Day are posted in most classrooms, but they are not always congruent to

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

Core Content for Assessment 4.1. Core content objectives are visible but not always communicated to students. The principal and Instructional Leadership Team conduct walkthrough observations to monitor instructional strategies, literacy skills and activities in classrooms. Written and verbal feedback provided from these walkthroughs rarely leads to modifications in instructional practices that meets the needs of diverse students or addresses rigor and higher-order thinking skills.

- 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 communicates the expectation that teachers use instructional strategies that are aligned with the district curriculum, district pacing guide and school and state learning goals. Most learning objectives and some learning tasks reflect those on the state assessment (e.g., open response questions, problem-solving, on-demand writing, responding to various types of reading). The principal does not ensure teachers assign learning tasks that require students to perform at the appropriate Depth of Knowledge levels. Teachers frequently use textbooks and worksheets to drive instructional practices and assess student learning. Teachers do not always identify the connection between core content and the learning objectives in their lesson plans. The principal does not always ensure teachers meet the diverse needs of students through implementing a variety of instructional approaches which address rigor and higher-order thinking skills. Teachers administer the district-developed proficiency assessments in all subject areas. This assessment parallels Kentucky Core Content Test assessments.

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

The school council adopted Procedures for Technology Utilization policy January 1, 2008, but the policy does not define how technology should be used to enhance instruction. Some teachers use technology in their classrooms to assist in the delivery of instruction, but the principal and the Instructional Leadership Team do not always monitor this practice. The principal ensures that teachers are provided with some technology in their classrooms (e.g., tablet laptops, LCD projectors, graphing calculators) and ensures teachers have access to the five computer labs. The use of

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

technology varies among teachers depending on the availability of resources and the amount of training teachers have received. Some intervention classes use computer-based programs (e.g., Read 180, Thinking Reader, VMathLive, Math Upgrade) to assist students in mastering skills. Some teachers assign student activities (e.g., presentations, web-based research) to extend student learning, but student usage of technology to enhance their learning experiences in most classrooms is limited. The school offers the Computer Science and Applications Honors Program which allows students to use a variety of advanced software applications to create multimedia projects. Some students can participate in this class and explore advanced Microsoft Office Applications (i.e., Word, Excel, PowerPoint) enabling them to seek computing core certification at the high school level.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal and Instructional Leadership Team should monitor classroom practices to ensure teachers implement varied instructional strategies (e.g., inquiry, cooperative learning, learning styles, flexible groupings of students, higher-level questions) to promote a more student-centered learning environment.

The principal should monitor classroom instruction and ensure that learning strategies and activities are differentiated and cognitively challenging to meet the needs of a diverse group of learners.

The school council should revise the current technology policy to assure technology is used to enhance student learning experiences.

Resources:

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

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

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

Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-342-1

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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, committee meeting minutes and agenda, comprehensive school improvement plan, documentation of parent contacts, documentation of referrals to health and social services, employee handbooks, eWalk data, examples of school to home communications, facility inspection reports, facility work orders, fire marshal reports, health department inspection reports, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, master school schedule, newspapers, notes from parent conferences, policies and procedures on access to student records, report cards/progress reports, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school guidance plan, school mission, belief and vision statements, School Report Card data, school visitors register, school Web pages, student discipline reports, student handbook, student work, yearbooks, perception surveys and Interim Performance Report

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

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

Performance Rating 2

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

The local board has contracted to begin renovations to the building (e.g., reconfiguration of some classrooms, replacement of ceiling lights and tiles, rewiring) to be completed over the summer. The principal ensures the building is clean and exterior doors are locked. Most classroom doors are kept closed and locked. The school council adopted Discipline, Classroom Management and School Safety Policy on January 18, 2011. School leadership has ensured school specific safety procedure documents are posted in classrooms. The school behavior plan is posted in some classrooms and is sent home for parental signature at the beginning of the year. The principal has assigned additional staff members to serve as escorts for students leaving classrooms during class time. The administrative team

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Standard 4 **School Culture**

Performance Rating 2

and school staff members do not consistently implement or support enforcement of the strategies and consequences in the behavior plan. The principal has implemented some procedures (e.g., limited phone calls, morning announcements) to protect instructional time. Multiple sources of data (e.g., surveys, walkthroughs, discipline) are regularly collected.

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

The principal has not ensured classified staff members understand their roles and responsibilities in the success of students. Classified staff members are rarely included as active partners in the establishment of a school environment conducive to teaching and learning. Some certified staff members occasionally include non-certified staff members in discussions (i.e., exceptional child education instructors and instructional assistants) of teaching and learning.

- 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 adopted Assignment of Students to Classes and Programs policy July 22, 2008, but the principal and school council have not implemented procedures to adequately address matching student needs with teacher strengths. The principal and counselor assign some teachers and students based on student performance data, teacher strengths, and student needs (i.e., honors classes, exceptional child education resource classes, math and reading intervention classes). The principal has not ensured organizational structures in place are used for flexible groupings within and across grade levels.

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

School staff members recognize and celebrate student accomplishments both formally (e.g., honor roll, distinguished and proficient posters, Bobcat days) and informally (e.g., positive phone calls, individual positive reinforcements and encouragement). The principal uses limited avenues to communicate student accomplishments to the community and business partners beyond reports in the local media.

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Standard 4 **School Culture**

Performance Rating **2**

- 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 has implemented Creating A Respectful Environment program three mornings per week. This program integrates some cultural responsiveness through building respect and relationships. Girls have the opportunity to participate in Just Between Teens club weekly during unified arts class period. Cultural Competence Committee members are receiving training on cultural responsiveness. The Family Resource and Youth Services Center is housed in the neighboring elementary school. The home school coordinator served as the liaison between the school and the Family Resource and Youth Services Center resigned this spring. The principal has designated specific school staff members to serve as liaisons between the school and the Family Resource and Youth Services Center to facilitate meeting student needs for the remainder of this year. Teachers submit referrals to the counselor for student services. The counselor collaborates with service providers (e.g., Family Resource and Youth Services Center, Seven Counties Health Services) to address identified student needs.

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Standard 4 **School Culture**

Performance Rating **1**

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

The principal articulates a commitment of high expectations, but it is not always demonstrated in practice. Some verbal exchanges by staff members and administrators with students do not reflect respect or encouragement. The principal in collaboration with various staff members initiates some functions (e.g., Academic Knights, open house, fall festival) to engage parents in student learning. These opportunities do not intentionally focus on fostering a shared vision among stakeholders of high expectations for all children. The principal provides opportunities (e.g., team meetings, department meetings, peer observations) for teachers to share resources and successful strategies in reaching underachieving students. The principal has not maintained an intentional focus to ensure these opportunities lead to changes in instructional practices.

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

The principal has not developed a systematic communication plan to guide dissemination of information to all stakeholders. Staff members individually use multiple strategies (e.g., daily email newsletter, newsletters, phone calls) to communicate with families.

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Standard 4 **School Culture**

The principal should ensure all administrators and staff model respect when addressing students. The principal should hold all administrators and staff members accountable for consistent implementation of the behavior management plan.

The principal should involve all stakeholders in embracing and fostering a learning environment of high expectations.

The principal should develop a comprehensive systematic communication plan to disseminate information to all stakeholders through multiple strategies. The plan should focus on engaging stakeholders in the school community through invitations and publications of activities, accomplishments, recognitions and celebrations.

The principal should ensure cultural responsive strategies are embedded into instruction. The principal should monitor and evaluate Creating A Respectful Environment class time to ensure activities are meaningful and build advocacy. The principal should make all certified and classified staff members aware of their roles and responsibilities in student success.

The principal should actively encourage parents, community members and local businesses to become partners in building a school family supported with pride and commitment.

Resources:

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

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

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, community involvement programs, comprehensive school improvement plan, documentation of parent contacts, documentation of referrals to health and social services, examples of school to home communications, Extended School Services entrance and exit reports, Extended School Services program overview and data, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Individual Learning Plans, Infinite Campus Reports, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, notes from parent conferences, policies and procedures on access to student records, professional development records, schedule for co-curricular offerings, school council policies and bylaws, school guidance plan, school newsletter, school visitors register, student academic records, student handbook and Title 1 program plan

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

Observations of cafeteria, classrooms, common areas and hallways

Performance Rating 3

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 (Student Records JO revised on April 23, 2007) and procedures for the maintenance, security and quality of student records. All student records are maintained in a locked room in the front office. The records clerk ensures procedures are followed when records are accessed. Jefferson County Public Schools Health Services Department informs the school records clerk when student health records are non-compliant. Infinite Campus is used to maintain student attendance, academic and medical records. The guidance counselor and social studies teachers develop and update individual learning plans annually according to benchmarks and timelines.

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

Performance Rating 2

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

The school council by-laws revised and approved November 14, 2010, identify all standing committees and outline required membership and responsibilities. However, the principal and school council have not implemented a fully functioning committee structure. The school council identifies the principal and instructional leadership team as the decision-making body for the school. The principal and school council have not implemented procedures to ensure every child has an adult advocate to support the student's academic progress. Family Resource and Youth Services Center staff, home and school coordinator, success coach and Title I parent involvement staff make many connections with families (e.g., fall festival, open house, Academic Knight, Parent, Teacher and Student Association meetings, newsletters). The principal has not implemented formal procedures to address parent complaints, concerns and suggestions. These needs are addressed through phone calls and emails. Family Resource and Youth Services Center staff partner with local agencies (e.g., Neighborhood Place, Seven County Mental Health Services, Family and Children First, tutoring providers) to support the needs of children and families. The school council adopted an attendance policy on December 14, 2007. School leadership sends parents a copy of the Jefferson County Public Schools Attendance Policy Informational Guide for Parents at the beginning of each school year. Rules used to address student absences are included in the student agenda. The attendance clerk monitors student attendance. The attendance clerk, counselor and success coach collaborate to address attendance issues (e.g., home visits, phone calls, student conferences).

- 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 a written referral form to use when referring students for guidance services. However, most staff members use personal contact (e.g., phone calls, email) to refer students for guidance and Family Resource and Youth Services Center services. The guidance counselor has developed a brochure outlining the support services available for students

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

Performance Rating 2

(e.g., developing and updating individual learning plans, group counseling, individual counseling, student scheduling). School leadership uses various assessment data (e.g., Interim Performance Report, Measures of Academic Progress, STAR Reading and Math) for entering and exiting student support programs (e.g., Extended School Services, reading and math intervention classes). Identified students receive additional instruction in reading and math from the Extended Schools Services daytime and after school programs and intervention classes. The principal allocates Title I monies to fund additional staff (e.g., resource teachers, intervention staff). Family Resource and Youth Services Center staff collaborate with community agencies (e.g., Neighborhood Place, Seven County Mental Health Services, Clothing Assistance Program, Community Ministries, tutoring providers) to reduce barriers to learning.

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

The principal has not ensured staff members are trained to identify students with special learning needs or behavioral problems. Teachers discuss concerns in team meetings to determine if a student's learning or behavioral problems are consistent in all classes. The success coach provides interventions if a team identifies the student with academic or behavior needs. District procedures are followed when students are referred for testing or screening (e.g., academic, behavior, emotional). The guidance counselor and Family Resource and Youth Services Center staff refer students for health and social services. The guidance counselor reviews transcript and Infinite Campus reports to determine academic placement and interventions for students who transfer into the school. Family Resource and Youth Services Center staff provide supplies, uniforms and other items if needed for these students. The principal and school council have not implemented an adult advocacy program to meet academic needs of at-risk students.

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

The principal has not established written procedures to assist students transitioning back to school from other settings (e.g., alternative school placement, home school, hospitalization). Assistant principals conduct orientation and discuss concerns. The guidance counselor reviews academic

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Performance Rating 2

placement. Students are provided opportunities (e.g., Extended School Services, Bobcat Tutoring, Supplemental Educational Services, reading and math intervention classes, course recovery) for additional assistance to support their learning beyond the classroom instruction. School leadership uses various assessment data (e.g., Interim Performance Report, Measures of Academic Progress, STAR reading and math) to identify students for honors classes. The principal has implemented some initiatives (e.g., Creating a Respectful Environment, stamina literacy, collaborative teaching, Success Maker, Read 180, VMathLive) to enhance student learning. Some co-curricular opportunities (e.g., band, orchestra, quick recall team, Student Technology Leadership Program, tutoring, Extended School Services) are offered to support classroom instruction.

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

The school council should review by-laws and procedures that guide the work of standing committees. The principal should comply with by-laws for standing committees to ensure all stakeholders have opportunities to be involved in the decision-making process for school improvement.

The principal and school council should develop an advocacy plan to train and assign adult advocates to actively intercede in meeting the academic needs of all students, especially students from at-risk environments.

Resources:

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

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

Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). *Bridges Out of Poverty*. Highlands, TX: Aha! Process, Inc.

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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 assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, district personnel evaluation system and documentation of implementation, documentation of parent contacts, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), master school schedule, needs assessment data, professional development records, professional resource materials, records of teacher certification/experience, roster of teaching assignments, samples of classroom assessments, samples of student work products, school budget and allocations, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school Web pages, staff development agenda, state statute and regulation, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, teacher portfolios, survey of parents, students and and staff

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

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

Performance Rating 3

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

The principal ensures that all teachers complete professional development that is aligned with the goals of the school improvement plan or the teacher's Individual Professional Growth Plan. The principal supports the professional growth of all staff by implementing and monitoring the Individual Growth Plan process in a timely manner. The principal supports data-driven professional development aligned with school improvement. The Instructional Leadership Team plans and implements embedded professional development based on teacher's needs observed in classroom walkthroughs. The principal provides

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

Performance Rating **3**

opportunities for teachers to work with each other (e.g., teacher learning communities, teacher exchanges, book studies). District and school leadership provide professional development opportunities for classified staff members.

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

The principal and school council collaboratively developed a multi-year school improvement plan which includes a professional development component. The plan is built on providing training experiences for teachers over a two year period. The principal leads the Instructional Leadership Team to intentionally deliver embedded professional development to build instructional capacity and to improve student achievement.

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

The principal directs teachers to select goals for their individual growth plans from a list of research-based instructional practices that are aligned with the school's learning goals. The principal leads an Instructional Leadership Team to plan teacher professional development around multiple goals and priorities in the school improvement plan. The principal does not ensure that professional development leads to achieving and maintaining a high level of teacher competence in classroom instruction. The principal and assistant principals evaluate the teachers according the school's learning goals.

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

The principal ensures that the personnel evaluation process is implemented in accordance with district policies and state regulations. The principal ensures that all certified staff members have access to the evaluation documents. The assistant principal reviewed the evaluation procedures with all certified staff members during the opening school faculty meeting on August 31, 2010.

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

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Performance Rating **3**

The principal ensures that professional development funds are expended on activities directed by the school improvement plan or the Individual Professional Growth Plans of each staff member. Fiscal resources for the professional growth of certified staff members are provided through state categorical funds with additional funding through Title I and district grant funding.

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

The principal follows the procedures outlined in the District Evaluation Plan. The principal requires all teachers to develop their Individual Professional Growth plans within 30 days from the beginning of the school year. The principal or the assistant principals collaborate annually with individual teachers to review and update a plan for professional growth focused on improving instructional practice. Individual Professional Growth Plans are connected to the employee evaluation plan and relate to school improvement activities established to increase academic performance for all students.

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

The principal and assistant principals follow the district personnel evaluation process that meets the requirements of state statute and regulations and district personnel policies. The principal and assistant principals consistently administer this process. Each teacher is evaluated according to the requirements of tenure and non-tenure status.

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

The principal follows procedures outlined in the district certified personnel evaluation plan and evaluates all certified staff according to designated timelines. The principal and assistant principals during their regular classroom walkthroughs review the teachers' evidence binders and provide written feedback. The administrators observe according to the implementation stages of professional development (e.g., open windows, formative I, formative II, calibration I and calibration II). Teachers who need additional support and coaching are provided opportunities within the school

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

Performance Rating **3**

[day for assistance from the staff developer and resource teachers.](#)

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

Performance Rating 2

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

The principal and school council allocate resources to hire resource teachers whose roles and responsibilities are to offer ongoing and embedded professional development. The resource teachers lead weekly, embedded professional development during the teacher's plan hour. Teachers are in learning communities with opportunities to participate in teacher exchanges and book studies within the school day. Teachers maintain a personal evidence binder of professional activities and reflections over their activities. The principal does not ensure that teachers use these embedded experiences as opportunities to continuously improve their instructional practices.

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

The principal leads the Instructional Leadership Team to connect all professional development to school improvement before submitting to the school council for approval. The Instructional Leadership Team analyzes data from several sources (e.g., Classroom Assessment System and Community Access Dashboard for Education, STAR math and reading, Interim Performance Report) to determine the impact of professional development on student achievement. The Instructional Leadership Team reviews data but does not always analyze the impact of professional development on classroom instruction. The Instructional Leadership Team uses regular walkthroughs to document the effectiveness of the professional development for future planning. The principal, Instructional Leadership Team and school council sometimes collaborate before allocating resources for future professional development.

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

The principal should establish a systematic, ongoing process to evaluate the impact of prior and current professional development activities on teacher instructional capacity and student achievement.

The principal should build teams within the teacher learning communities to come to consensus around a school wide understanding that improving instructional practice leads to improved student achievement.

The principal and the administrative leadership team should collaborate with teachers to develop action steps for the goals in their Individual Professional Growth Plans. The principal should ensure the action steps are monitored using student work samples and student achievement data.

Resources:

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

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

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, facility inspection reports, facility work orders, faculty meeting agenda, professional development records, safe schools data reports, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school procedures manual, school/district safety plan, student handbook, student/parent/staff handbooks and Working Conditions Survey results

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

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

Performance Rating 3

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

Each administrator has developed an individual professional growth plan based on self-identified needs and the school improvement plan. Most growth objectives are appropriate, focusing on enhancing leadership skills and supporting student achievement (e.g., refining teacher evaluation skills, reviewing current research regarding motivating students of color). The assistant superintendent responsible for middle schools collaborates with the principal to develop his individual professional growth plan and monitors progress of the implementation at regular intervals 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, in collaboration with the Instructional Leadership Team, ensures that teachers disaggregate and analyze multiple sources of student performance data (e.g., No Child Left Behind report, Interim Performance Report, STAR reading and math, district proficiency assessments, open response question scrimmage assessments) during faculty, team and department meetings at regular intervals throughout the school year. The principal and the Instructional Leadership Team analyze school disciplinary,

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Performance Rating **3**

attendance and survey data (i.e., parent, certified staff, classified staff, and student) to identify issues regarding school culture and climate. These data are disaggregated according to race, gender, free and reduced lunch, and disability. The Adequate Yearly Progress Data Sheet is used to monitor student growth and to identify significant differences in the performance of student subpopulations. The principal shares the results of these analyses at some faculty and school council meetings. These data are also incorporated into the school improvement plan as benchmark measures at regular intervals. The principal does not monitor classroom practices to ensure these data drive instruction to meet individual student needs.

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

The principal ensures that all instructional staff members have access to curriculum related materials (e.g., Core Content for assessment, version 4.1, district pacing guides, lesson plan books, district website resources) and data resources that impact instruction (e.g., No Child Left Behind report, Interim Performance Report, Classroom Assessment System and Community Access Dashboard for Education open response question scrimmage assessments). The principal also ensures that all instructional staff members have access to resource teachers who offer continuous, embedded support and one-on-one coaching in the use of curriculum materials and data resources. The district and the school provide opportunities for on-going training in the use of curriculum documents and data resources, and new faculty members are provided additional assistance via the New to Knight professional development.

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Standard 7 **Leadership**

Performance Rating **2**

7.1a Leadership has developed and sustained a shared vision.

The principal, in collaboration with the Instructional Leadership Team, reviewed and revised the school's mission statement to better reflect the school's current instructional programs, priorities and goals. "This We Believe", from the National Middle School Association was used as a guide to develop their school philosophy and vision. The principal collaborated with the faculty and school council in this revision, but little involvement from parents and community stakeholders was solicited (i.e., two school council parent representatives). The principal communicates the mission, school philosophy and vision statements at several opportunities during the school year (e.g., Title I parent meeting, open house, sixth grade orientation, Showcase of Schools, Meet and Greet) and the statements are published in a few venues (e.g., school website, on-line faculty handbook, school improvement plan). "Learners Today, Leaders Tomorrow" posters are visible in school hallways and classrooms. The vision is not formally referenced in meetings to intentionally steer the decision-making process but is reflected in many decisions made by school leadership (e.g., team concept, Creating A Respectful Environment, Standard Operating Procedures, math and reading interventionists).

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

The principal, in collaboration with the Instructional Leadership Team communicates the expectation that faculty, departments and teams meet regularly to analyze and to review multiple student performance data and non-academic reports (e.g., No Child Left Behind report, Interim Performance Report, Classroom Assessment System and Community Access Dashboard for Education, STAR reading and math, discipline and attendance reports). Teacher reflection and "Next Steps" activities are often a part of these analyses. The school council is not directly involved in data analysis; however, the principal presents the results of some analyses to the school council for their review. These data are used to guide some programmatic and academic decisions at the administrative level (e.g., literacy stamina, implementing Measures of Academic Progress, embedded professional development offerings, math and reading interventionists, individual student conferences regarding academic progress) as well as inform data-driven

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Standard 7 **Leadership**

Performance Rating 2

instruction in few classrooms. The principal has not ensured that teachers internalize these data to make significant changes in existing instructional practices.

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

School council adopted Protection of Instructional Time Policy November 10, 2009, that protects faculty time. School leadership has scheduled meeting times (e.g., faculty meetings, team meetings, department meetings) on a regular and consistent basis for staff members to meet in various role groups in order to work collegially in planning and developing curricula. The principal allocates blocks of time to provide opportunities for potential work on curricular and instructional matters, but the focus of these meetings is not always on curriculum and instructional practices.

- 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.

School council has adopted a safety plan that is aligned with Kentucky Occupational Safety and Health Standards 1910.38 Emergency Action Plans and Jefferson County Public Schools Policy EBC Emergency/Disaster Plans and Fire Drills. The principal does not fully or consistently implement all of the required procedures or document them according to school district guidelines. The principal does not ensure that all fire drills have been conducted in a timely manner according to guidelines. The principal has procedures in place for maintaining the facility that creates a safe and orderly learning environment. Additional personnel (e.g. permanent substitute teacher, school resource officer) have been hired to handle behaviors and events that could potentially threaten the well-being of students.

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

School council has adopted, reviewed and revised policies according to statute and district policy. School council district liaison conducts an annual review of policies and monitors updates. Some policies have been adopted according to council bylaws, but the committee structures have not been

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implemented; therefore, these committees do not function as designed in efforts to meet projected school needs.

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Standard 7 **Leadership**

Performance Rating **1**

- 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 does not connect all resources to the goals and objectives of the school improvement plan. Resources are not allocated in a unified manner that reflects an intentional plan designed to reduce barriers to learning and to continuously improve student academic performance. The principal has not developed an intentional plan to reduce barriers to learning (e.g., disruptive classroom behavior, transition routines, entering and exiting the building). School leadership monitors student progress (e.g., Interim Performance Report, Classroom Assessment System and Community Access Dashboard for Education) but has not developed an infrastructure that will support continuous school improvement.

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

School council has not focused intentionally on student academic performance. Agendas and meeting minutes reflect a range of other school issues that are not always directly linked to student achievement. School council plans for school improvement are submitted to the district liaison for review and approval. School council does not receive feedback from district council leadership regarding strengthening the school's instructional capacity.

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

The principal provides some opportunities for teachers to engage in conversations regarding and reflecting on the attainment of proficiency for all students in all content areas. These conversations seldom occur outside of the school or with other members of the school community. The principal has some discussions regarding student achievement but does not model or monitor to hold staff members accountable for demonstrating instructional practices that result in high academic performance. The principal articulates a commitment to creating a positive school culture, but this commitment is not manifested in some classrooms or some interactions between students and staff members in commons areas. There are behavioral expectations in place for students, but the principal does not ensure that these expectations are

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Standard 7 **Leadership**

Performance Rating **1**

consistently modeled by all staff members or applied in all commons areas and classrooms. The principal does not seek input from parents as essential partners in the educational process. The school council has functioned for several meetings without the representation of either parent member. Little effort beyond emailing meeting notification has been made to resolve the situation. The principal has not implemented clear procedures for allocating all resources to address the goals, objectives and activities of the school improvement plan. The principal has human resources (e.g., two assistant principals, resource teachers, permanent substitutes, reading and math interventionists, Student Success Coach) available to maximize student learning; however, resource teachers are assigned student supervision duty in the hallways and commons areas at the beginning and ending of the school day and during lunch, consequently, diminishing the opportunity of time available to collaborate with teachers.

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The principal should monitor to ensure that all teachers are modifying instruction to meet identified student needs and hold all teachers accountable for demonstrating high expectations for all students.

The principal and school council should develop procedures for allocating resources that align with the school improvement plan and that will lead to continuous school improvement.

The principal should conduct all safety procedures and drills according to state statute and district guidelines.

The principal and school council should fully implement council policies and procedures. The principal and school council should establish council standing committees according to school council bylaws.

School council meetings should intentionally focus on improving student academic performance.

The principal should provide opportunities for on-going, meaningful discourse leading to a foundation of effective family-teacher-community partnerships to support the attainment of proficiency for all students.

The principal should hold all staff members accountable for maintaining positive interactions with all students.

Resources:

Blankstein, A. M. (2004). *Failure is Not an Option*. Thousand Oaks, CA: Corwin Press.

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

McLaughlin, M. W. & Talbert, J. E. (2006). *Building School-Based Teacher Learning Communities*. New York, NY: Teachers College Press.

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 categorical program financial reports, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district personnel evaluation system and documentation of implementation, enrollment data, equipment inventory, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, master school schedule, media materials and inventory, needs assessment data, school budget and allocations, school financial reports, school mission, belief and vision statements, School Report Card data, school Web pages, state statute and regulation, student handbook, textbook/instructional resources purchasing plans and Title 1 program plan

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

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

Performance Rating 2

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

School council adopted a policy for Staff Time Assignment on February 8, 2011, and a policy for Assignment of Students to Classes and Programs reviewed and adopted on July 22, 2008. The assignments of all instructional and non-instructional staff members are made by the principal. The principal, team leaders and school counselor collaborate to make student assignments. The principal and counselor assign some teachers and students based on student performance data, teacher strengths and student needs (i.e., honors courses, exceptional child education resource classes, math and reading intervention classes). Team leaders assign most students to grade level teams based on the school population. The principal has not implemented clear procedures to ensure that the individual needs of all students are addressed.

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

The school council adopted a Discipline, Classroom Management and School

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

Safety policy and procedures on January 18, 2011. The school council included the Jefferson County Public School Student Code of Acceptable Behavior and Discipline and the Student Bill of Rights as part of the policy to guide classroom management decisions. The school council adopted an Attendance policy on December 14, 2007, and a Dress Code Addendum on July 22, 2008. The school council entered into an agreement with district leadership to integrate the Creating a Respectful Environment August 14, 2010, for the 2010-11 school year. The principal has not coordinated these programs to ensure consistent enforcement and levels of consequence for all students. School council adopted a Protection of Instructional Time Policy on November 10, 2009. The principal has implemented procedures to keep daily interruptions to a minimum by having designated times for school announcements, limiting incoming phone calls to classrooms and appropriate scheduling of assemblies and field trips. The principal articulates an expectation that teachers will teach from bell-to-bell and has implemented a classroom walkthrough instrument to monitor planned activities, student engagement and maximum use of instructional time. The teachers receive timely, prescriptive feedback to address observed deficiencies. The principal does not ensure all teachers are held accountable for efficiently managing classroom instruction. The principal has hired additional personnel to assist teachers in minimizing classroom disruptions and in expediting student transitions from class to class with limited loss of instructional time.

- 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 implemented a master schedule which provides opportunities for daily common planning for grade level teams in the core content classes. The principal has not ensured that all exceptional child education teachers have the opportunity for common planning with the core content teams or with other exceptional child education teachers. The principal does not monitor to ensure that team meetings are focused on the goals and activities of the school improvement plan. Team leaders facilitate the meetings, and the major focus of the planning time is spent on attendance, discipline issues and directives from the school council and the

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

Instructional Leadership Team. Staff development personnel provide embedded professional development training during some planning time.

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

The principal has implemented a master schedule that provides optimum time for classroom instruction. The principal has organized the school in grade-level teams which provides opportunities for teachers to adjust instructional time and to group and regroup students for enhanced instruction. The schedule and team concept allow opportunities for teachers to implement interdisciplinary instruction. Struggling students have access to additional instructional time for intervention services. The school's master schedule supports the school's mission statement for a commitment to cultivate a literacy-rich learning environment. Literacy instruction is integrated across the curriculum in the Creating a Respectful Environment program and all social studies and science classes. The principal has not implemented procedures to ensure that teachers are collaborating to provide common, appropriate grade-level literacy instruction within the grade-level teams.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

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

School council bylaws establishes standing committees in curriculum, assessment and instruction, school and parent involvement, school climate and safety, technology, staff development and budget and staffing, but these committees are not fully functional. The bylaws outline the procedures for involving the school's stakeholders and for guiding the work of the committees. The principal has established an administrative leadership team, an Instructional Leadership Team and department chairs for input on administrative and instructional decisions. Team members are the same individuals in these groups which limits the opportunities for stakeholder input and for building leadership capacity among the staff. The Instructional Leadership Team makes regular reports to the school council and the grade level team teachers. The school council policy on budget and spending adopted October 12, 2008, does not address procedures for allocating and monitoring all available resources (i.e., human, time, space, fiscal) and their impact on student achievement and classroom practices. The principal makes most fiscal resources decisions based on individual teacher requests which come through department chairpersons. The principal does not ensure that all resources are connected to the school improvement plan. The principal does not actively solicit business and community partnerships to augment internal resources.

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.

School council adopted Developing and Administering the School Budget policy October 22, 2008. The policy identifies the role of the principal to develop the budget and the role of the school council to monitor the budget based on reports on the status of the budget during the regularly scheduled meetings. The principal has not implemented procedures to guide expenditures above the classroom allocation. The teachers may take requests for additional resources to the department chairs, but the principal does not ensure that budget requests are connected to the goals, objectives and activities of the school improvement plan. The principal has not established a budget committee to ensure that decisions are made in an

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

equitable manner and that stakeholders have expanded input in budget decisions. The principal has implemented procedures for teachers for expenditures of classroom supply money.

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 adopted Developing and Administering the School Budget policy October 22, 2008. The policy does not address procedures for decisions about discretionary funds and resources. The principal reviews student performance data and the school improvement plan when allocating discretionary funds, but there are no formal needs assessments conducted to receive input from the school's stakeholders. The principal follows district and state guidelines when allocating discretionary funds.

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

School council adopted a policy for Developing and Administering the School Budget October 28, 2008. The policy states that the school council shall be responsible for monitoring the budget through principal reports and document reviews during the regularly scheduled meetings. School council has not followed the timelines established by the policy. The principal is responsible for developing the budget and has the authority to shift funds along line items during the fiscal year without council approval. School council does not conduct formal needs assessments to allow for input from the school's stakeholders. The principal does not use formal needs assessments to prioritize the identified needs of the school. School council and the principal do not ensure that all resource requests and allocations are connected to the goals, objectives and activities of the school improvement plan. The principal does not always provide budget reports and supporting financial documents to the school council for review as required by school council policy. School council does not ensure that budget reports and supporting financial documents are filed with school council minutes for public review.

8.2d State and Federal Program Resources are allocated and integrated (Safe

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

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 connects some state and federal program resources to the strategies and activities of the school improvement plan, but the resources are not integrated in order to maximize the impact on student achievement. The principal articulates procedures for monitoring expenditures of the categorical funds, but the principal has not implemented procedures for reviewing and revising the strategies and activities of the programs to meet the changing needs of the students.

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The principal and school council should follow all adopted policy guidelines for allocating fiscal resources. School council should take an active role in the planning, budgeting and monitoring of all allocated resources and discretionary funds. The principal should establish procedures to analyze the impact of all fiscal resources on student achievement and instructional practices.

The principal and school council should develop and implement procedures that clearly define the work of school committees based on the academic and behavioral needs of the school. School council should expand the school committee structure to include input from more stakeholders. School council, school leadership and school committees should collaborate to ensure that decisions are made based on council bylaws, policies and needs assessments and are connected to the priority needs and goals of the school improvement plan.

Resources:

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

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

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of attendance records, bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, documentation of parent contacts, examples of school to home communications, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, master school schedule, needs assessment data, professional development records, roster of teaching assignments, safe schools data reports, samples of classroom assessments, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school profile, School Report Card data, school Web pages, school/district safety plan, staff development agenda, student discipline reports, student handbook, Student Performance Level Descriptors, student/parent/staff handbooks, teacher portfolios and Working Conditions Survey results

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, counselor, curriculum resource specialist, district leadership, parents, principal, school council members, school leadership, students, teachers and volunteers

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

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 led a collaborative process in August 2007 to review and revise the school mission. Staff members and parent council members collaborated in the development of the current mission statement which was approved and adopted in August 2007. The school motto was reviewed and revised in the spring of 2010 to better reflect the school belief in the potential of all students to reach proficiency and beyond. The school has developed vision and belief statements adapted from the National Middle School Association "This We Believe".

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

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

The needs assessment process involved an analysis of multiple sources of data, including No Child Left Behind report, Interim Performance Report, Classroom Assessment System and Community Access Dashboard for Education and STAR Reading and Math reports. This analysis was done during faculty, department and team meetings. Student population data (e.g., race, gender, free and reduced lunch participation) were analyzed to plan and to make adjustments in the school improvement plan. School disciplinary, attendance and parent survey data from the annual Title I meeting and open house were presented and analyzed during Administrative and Instructional Leadership Team meetings in order to identify strengths and needs regarding school culture and climate issues.

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

School leadership collaborated with representatives from several stakeholder groups to collect and analyze multiple forms of data to determine the strengths and limitations in the instructional program (e.g., Interim Performance Report, No Child Left Behind report, Classroom Assessment System and Community Access Dashboard for Education, student work analysis, walkthrough data, attendance and discipline reports and parent, teacher, student surveys).

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

The principal and school council monitor and evaluate the effectiveness of the school improvement plan each grading period. The Instructional Leadership Team and component managers and department chairs use the school improvement plan benchmark data to evaluate progress of the plan. The school improvement plan benchmark results are updated six times each year. The school council receives and approves progress reports on the implementation of the planned component and the impact on student achievement.

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

9.6a The plan is implemented as developed.

School leadership has provided limited support and direction to fully implement the 2010 school improvement plan. Most teachers are aware of the plan and some aspects of the components, but not all staff members have fully implemented the strategies and activities identified in the plan.

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

The principal and school council review some assessment data (e.g., Interim Performance Report, No Child Left Behind report, Educational Academic Review report, Classroom Assessment System and Community Access Dashboard for Education, Explore) and compare student performance to determine if the goals of the plan are being achieved. However, student performance levels do not always reflect that the goals of the plan are addressed or met.

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

The Principal and school council analyze some student performance data (e.g., Interim Performance Report, Education Academic Review report, Classroom Assessment System and Community Access Dashboard for Education, Explore, Measures of Academic Progress) but not on a consistent basis across all content areas. Classroom practices are occasionally observed by the principal and members of the leadership team using walkthroughs. School leadership provides written feedback to teachers regarding the observation data. Qualitative and quantitative data are collected and compiled from walkthroughs, but feedback from these data does not always affect change in teaching methods. The principal provides limited feedback to staff regarding evaluation of the impact the school plan has on classroom practice and student performance.

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

The principal and school council have not ensured continuous improvement in the targeted areas of reading and math as required by No Child Left

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

Behind. The executive summary of the comprehensive plan indicates school leadership, school council and school staff review and discuss the plan throughout the year and report results to the school board annually. However, there is no process or procedure in place to review, revise and report the plan at council meetings on a systematic basis. The action components of the comprehensive plan show realistic timelines and there are benchmarks, one of which has been reviewed during the fall semester with completion of the second one currently due. Persons responsible for monitoring the components of the plan are identified. Sufficient resources are listed to adequately support implementation of components for the plan. The principal and leadership team do not always hold teaching staff accountable for implementation of the plan even though data are collected by walkthroughs and a balanced assessment process. Recognizing and celebrating improvement and growth in the plan has not been a routine practice.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The principal should ensure the improvement plan involves all staff members and other stakeholders that lead to school and community ownership in meeting the learning needs of all students. The principal should ensure that all staff members understand the significance of the plan's goals and be held accountable for the implementation of identified objectives and activities. The principal and council should establish a formal process to measure the impact of the plan on instruction and student achievement.

Resources:

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

PD & CSIP/CDIP Questionnaire 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/PD%20&%20CSIP%20CDIP%20questionnaire.doc

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

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Summary of Next Steps:

The principal and school council should collaborate to focus every decision on advancing academic achievement. Emphasis must be focused on strategically addressing low performing students in math and literacy classes. The principal should demonstrate strong leadership skills required to bring improvement to student learning. The principal, council and teachers should focus on targets to address learning gaps and support structures imperative to higher student achievement. All decisions should be student centered.

The principal should ensure that effective, varied and rigorous instructional strategies are used to address the learning needs of all students. The principal should collaborate with other instructional leaders to continuously monitor instructional practices, provide feedback and ongoing support to assure differentiated, research-based instructional strategies are used to engage and challenge students at high levels. The principal should focus the entire school community in supporting and embracing high expectations for all students.

The principal and all staff members should model a disposition of high academic and behavioral expectations for all students in order to create an atmosphere of mutual respect and cooperation. The principal should ensure that all behavior expectations are applied consistently throughout the school.

The principal should ensure that the school council is governed by bylaws and clearly defined policies and procedures that comply with district and state regulations. The principal and school council should ensure that all decisions about student achievement and classroom practices are connected to the school improvement plan and are based on an analysis of student achievement data. They should implement clear procedures to allocate all resources and should develop a monitoring system to determine the impact of these resources on student learning and classroom practices.

The principal and school council should involve all stakeholders in developing a formal process to improve organizational efficiency and accountability. The process should ensure implementation of all school improvement goals and programs that will positively increase the impact of each activity on instruction and student achievement. The principal should lead the council and school leadership team in developing a formal and systematic process to monitor all programs and improvement of action plans. The principal should establish procedures that ensure that accountability follows the assignment and responsibility for school improvement initiatives.

The principal should engage the entire school community in building a foundation of ownership focused on success for all students. The principal should provide opportunities for representatives from all stakeholder groups to have input in decision-making involving teaching and learning. The principal and school council should review and fully implement the committee structures defined in the school council bylaws. The principal should ensure interactive and face-to-face communication to strengthen partnerships with stakeholders to build a community of support focused on continuous school improvement.

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In Conclusion:

The members of the Knight Middle 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.

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

Principal Authority:

Principal does not have the capability and capacity to continue his roles and responsibilities established in KRS 160.345.

Council Authority:

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

School council shall not be retained in an advisory capacity.

Commissioner, Kentucky Department of Education:

_____ Date: _____

Pursuant to School Improvement Grant Section 1003g (SIG) Guidance from the US Department of Education the district must submit an application to receive SIG 1003g funds.

The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).

The annual goals will be based on student achievement on the state assessments in both reading/language arts and mathematics.

Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals with a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

I have received the leadership assessment report for Knight Middle School. I understand the school and district must meet the requirements listed above.

Principal, Knight Middle School

_____ Date: _____

Superintendent, Jefferson County Schools

_____ Date: _____

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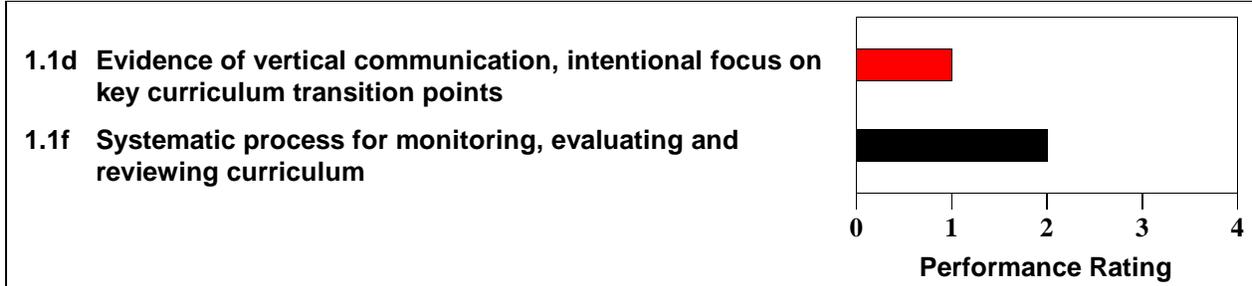
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1.1 Curriculum

Academic Performance



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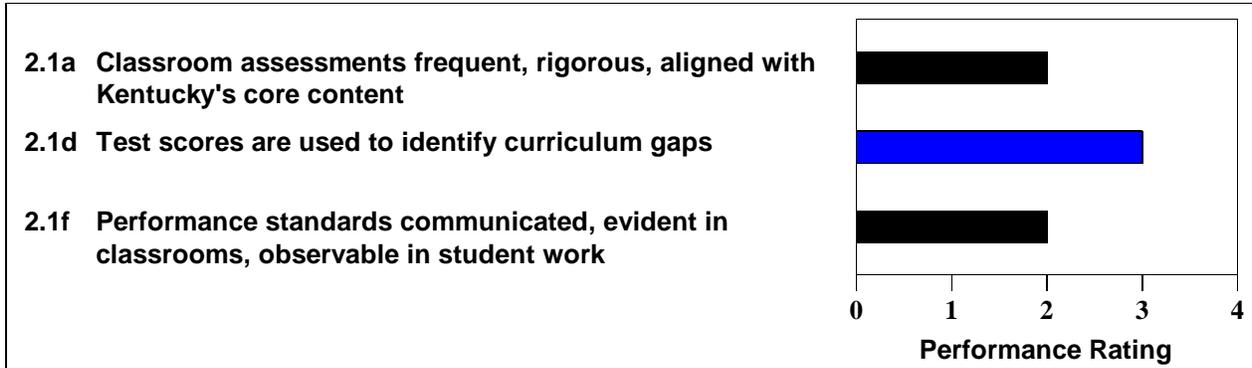
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2.1 Classroom Evaluation/Assessment

Academic Performance



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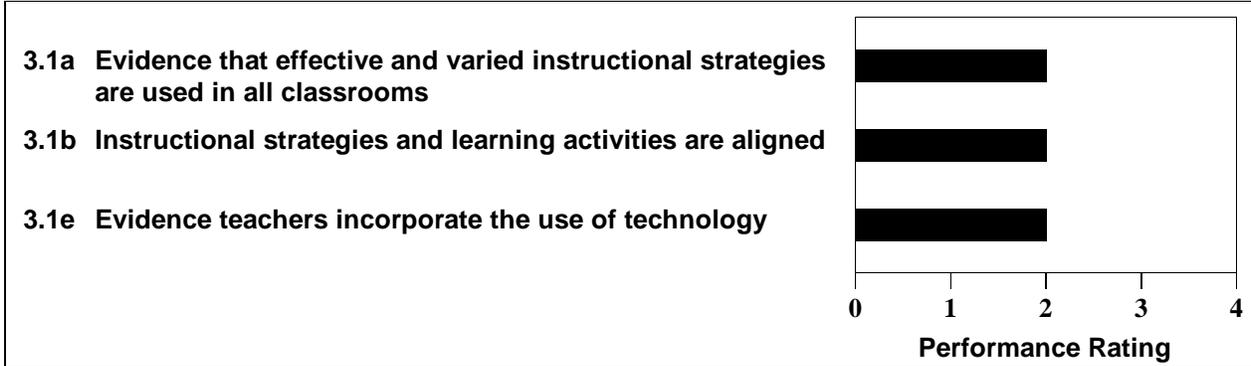
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3.1 Instruction

Academic Performance



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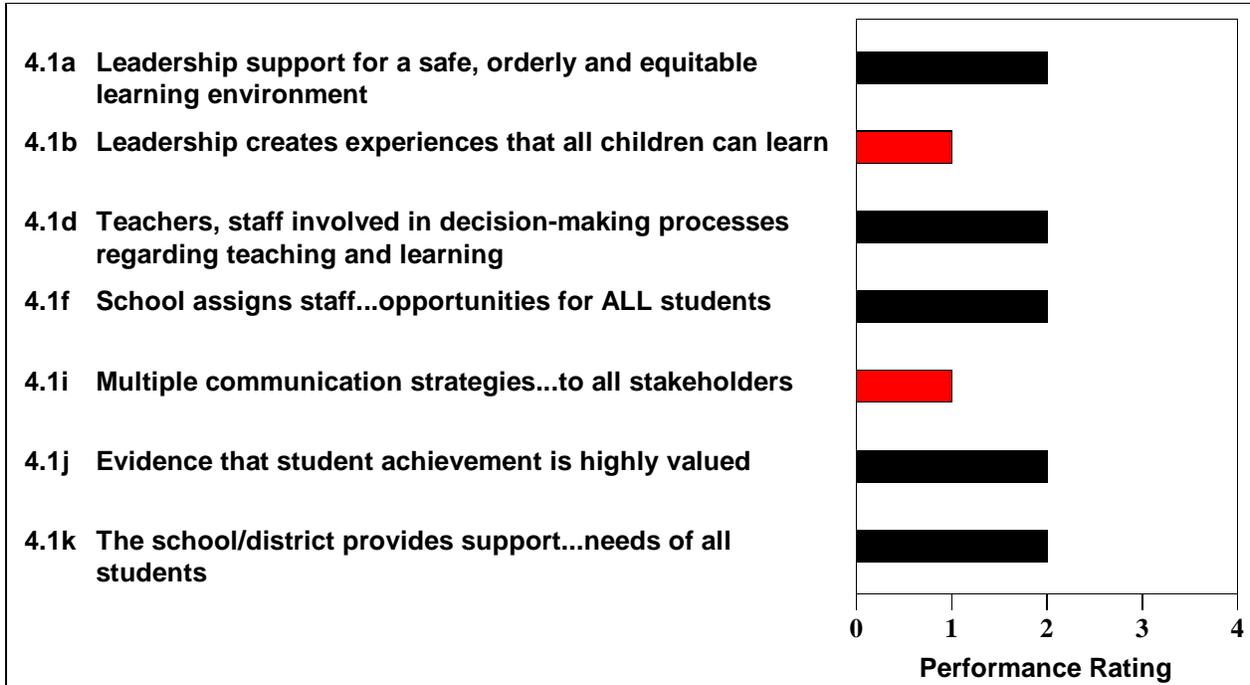
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4.1 School Culture

Learning Environment



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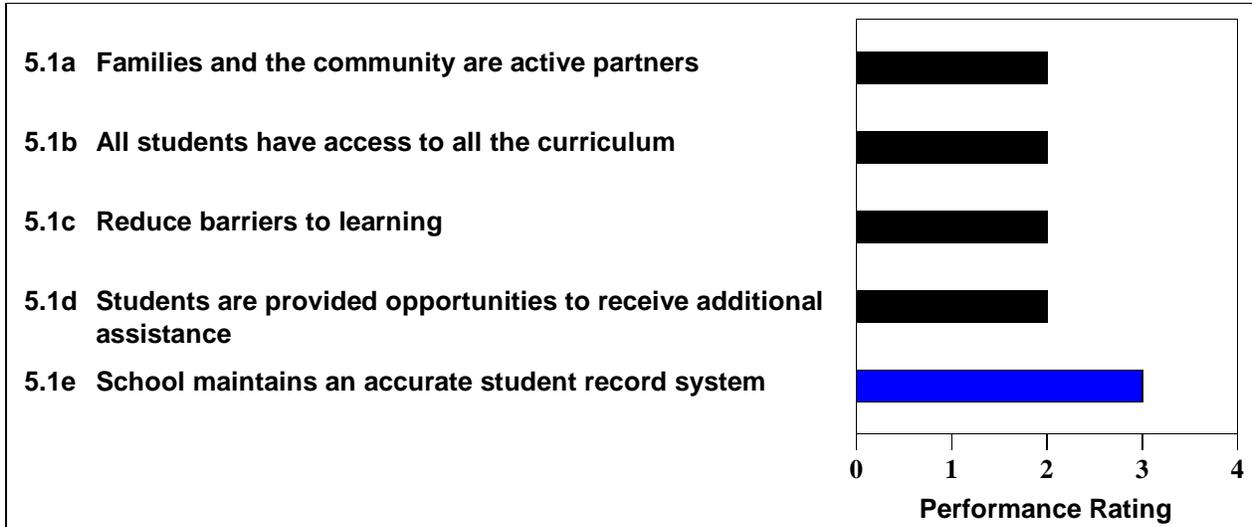
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5.1 Student, Family and Community Support

Learning Environment



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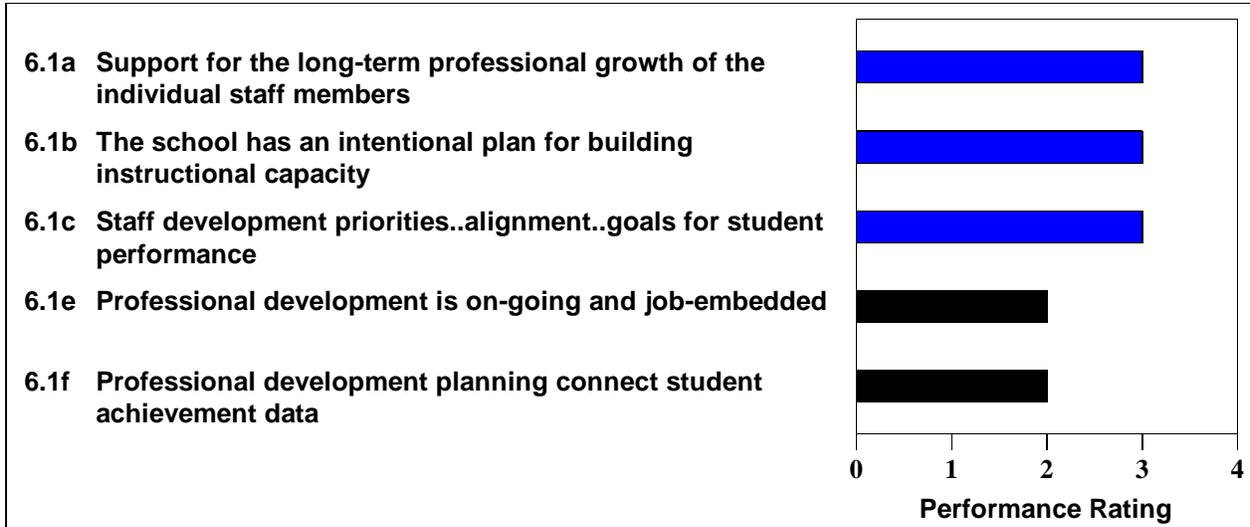
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6.1 Professional Development

Learning Environment



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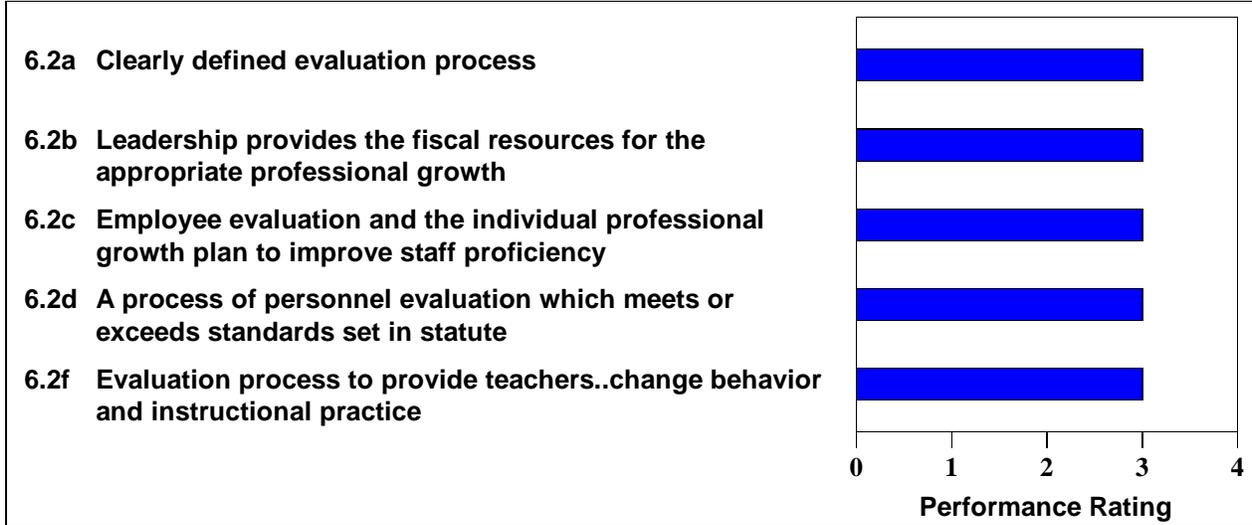
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6.2 Professional Growth and Evaluation

Learning Environment



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7.1 Leadership

Efficiency



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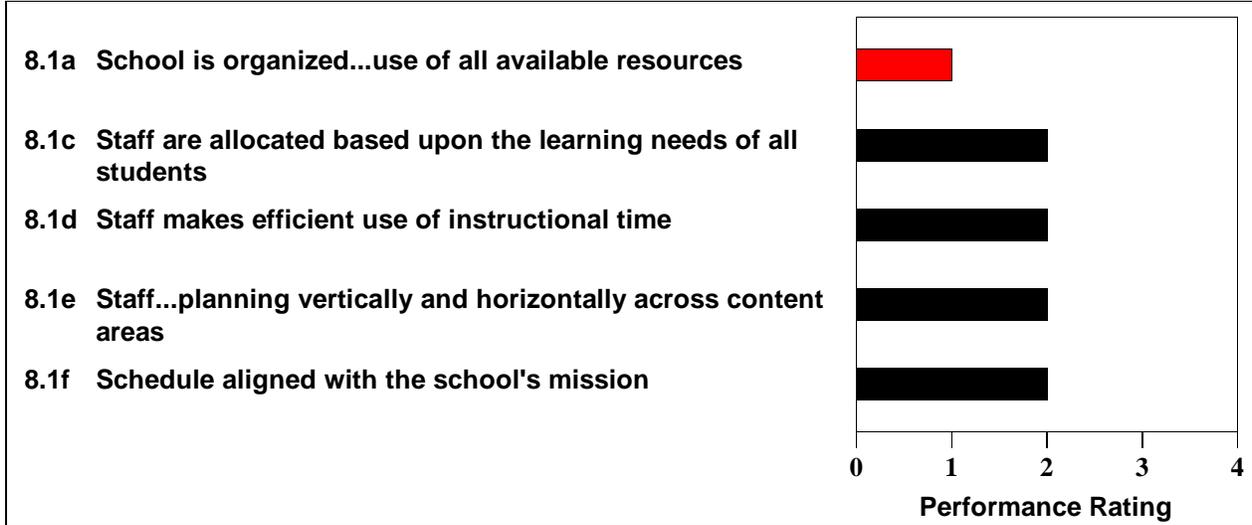
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8.1 Organization of the School

Efficiency



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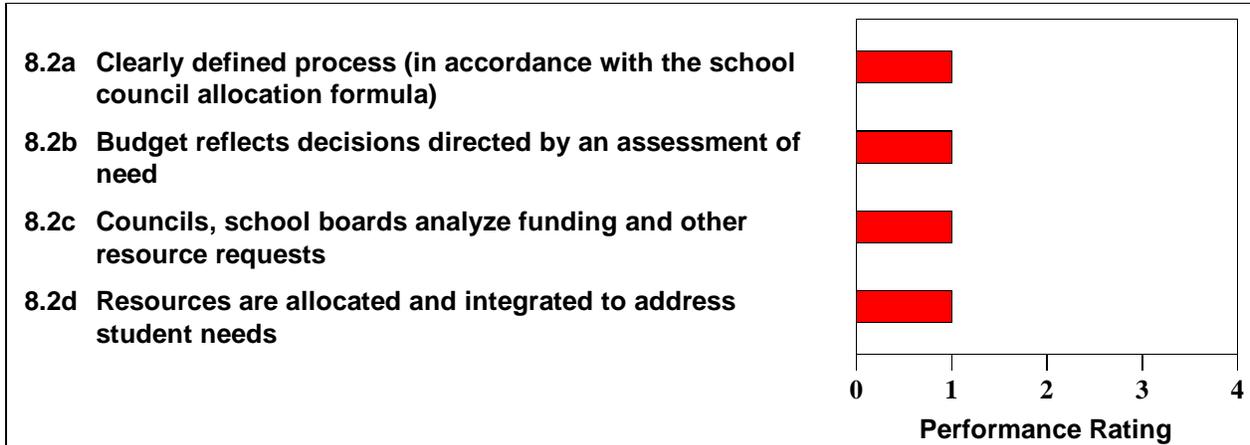
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8.2 Resource Allocation and Integration

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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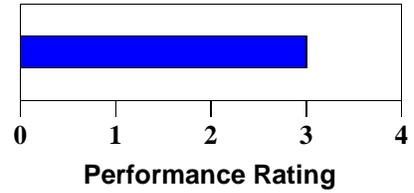
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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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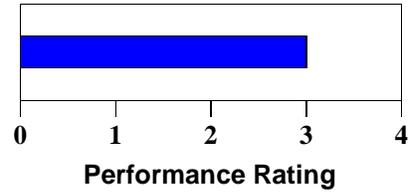
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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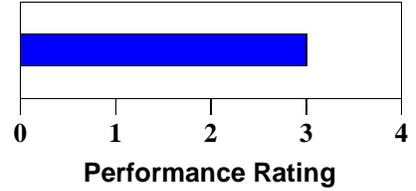
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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

