

Jefferson County Public Schools  
FROST MIDDLE  
School Leadership Assessment Report



02/19/2012 - 02/24/2012



# School Leadership Assessment Executive Summary

## FROST MIDDLE

Jefferson County Public Schools School District

2/19/2012 - 2/24/2012

Jennifer Wilt, Principal

### Introduction

The Kentucky Department of Education conducted a school leadership assessment of FROST MIDDLE during the period of 2/19/2012 - 2/24/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

### School Deficiencies and Next Steps

1. Deficiency	There is not a common understanding among teachers as to what constitutes rigorous instruction.
Next Steps	The principal should continue to intensify efforts of the administrative and instructional leadership teams to ensure that all instructional staff members understand and implement rigorous and relevant instruction for all students. The principal and the instructional leadership team should ensure that appropriate training is provided when needed and that regular observations and walkthroughs are followed by personal, targeted and face-to-face feedback and coaching designed to support sustained instructional excellence and increased rigor and relevance.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The lack of rigor in instruction is negatively impacting the behavior of students in classrooms.

Next Steps	The principal and the instructional leadership team should research the relationship between the rigor of instruction and classroom behavior. This information should be used as a basis for collegial discussions in professional learning communities, faculty meetings and department meetings to address the use of instructional strategies and activities (e.g., culturally responsive, gender, small group) that would increase student engagement and eliminate problems with behavior that interfere with instruction. Teachers should be trained in the use of these strategies and should integrate them into classroom instruction. The principal and the administrative team should monitor to ensure classroom instruction is rigorous, relevant and that there is high student engagement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The focus of the administration and staff on managing student behavior has impeded the development of the capacity of teachers to implement student-centered instruction.
Next Steps	The principal should continue to expand collaboration with the instructional leadership team to assist teachers in the development and delivery of student-centered, engaging, rigorous instruction including the effective use of technology to address the learning needs of all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	Classroom assessments are not generally standards based, rigorous or used to guide instruction.
Next Steps	The principal should ensure that teachers work collaboratively to develop classroom assessments, both formative and summative, that are intentionally standards based, rigorous and allow students to demonstrate mastery as described in performance level descriptors. All classroom assessments should include rubrics that are shared with students before the assessment or assignment.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	Classroom instruction is not generally culturally responsive.

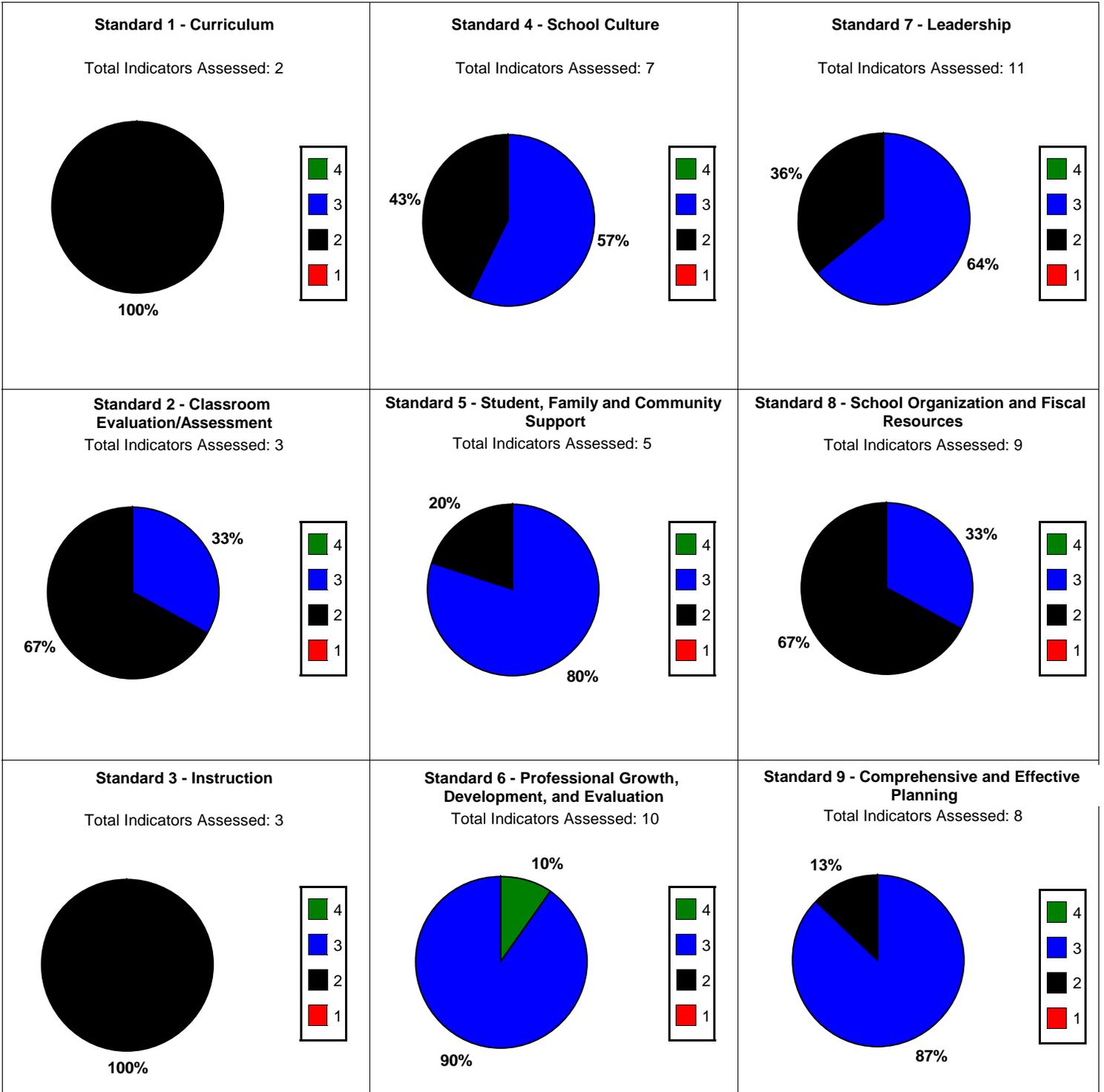
Next Steps	The principal should assist the faculty and staff in addressing the cultural and instructional climate of the school. The principal should continue and expand efforts to ensure that all school staff receive continuous, job-embedded professional development and support on integrating research-based instructional practices (e.g., culturally responsive, socio-economic, gender) into their classroom instruction. This initiative should be monitored for implementation and effectiveness.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The professional learning community of the school has not yet achieved the trust and openness necessary for constructive, critical collegial interaction.
Next Steps	The principal and the administrative team should collaborate with the instructional staff to further develop a professional learning community that shares a common vision of instructional needs and staff growth and provides structures in which staff, with particular strengths or needs, can provide or receive support and encouragement. The professional learning community should stimulate conversation to promote regular collaboration among all staff members. This collaboration should focus on professional growth as an individual and collective expectation in which all staff members hold each other to high expectations of self-improvement and growth. The professional learning community should also support the development of a school and community culture of mutual respect and trust between and among all staff members and students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

# FROST MIDDLE

## KDE 2012 School Leadership Assessment Report At-a-Glance

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

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



**9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Jefferson County Public Schools - FROST MIDDLE**

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

**Legend**

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

## **Focus on Student Academic Performance**

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

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

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

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

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**School Leadership Assessment Summary Report**

**FROST MIDDLE**

Jefferson County Public Schools School District

2/19/2012 - 2/24/2012

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of FROST MIDDLE during the period of 2/19/2012 - 2/24/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (85) and formal interviews and informal discussions with teachers (29), community members (5), classified school staff (22), students (61), parents (4), Youth Services Center staff members (1), central office personnel (7), assistant superintendent (1), priority manager (1), instructional support staff members (6), school leadership (3), assistant principals (2), counselors (2), building assessment coordinator (1), media specialist (1) and the principal.

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

The chairperson of the team was Fred M. Simpson - District Administrator. The other team members were Randell E. Harrison - Building Administrator, Jean Roberts - Teacher, John A. Roberts - Higher Education Representative, Floyd Hines - District Administrator, Barbara W. McGinty - Building Administrator, Marti H. Stuckey - Teacher, Patricia H. Hale - Building Administrator, Cynthia H. Williams - Higher Education Representative, Margaret Cleveland - Parent, Venessa Coner-Worley - 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 comprehensive school improvement plan, curriculum documents, curriculum maps, employee handbooks, eWalk data, individual professional growth plans, professional development records, professional resource materials, samples of student work products, school improvement planning team meeting minutes and agenda, student handbook, student/parent/staff handbooks, teacher portfolios, The Missing Piece of the Proficiency Puzzle, trophy cases, 30-60-90 Day Plan for Progress, School Improvement Grant and TELL Survey

Interviews with curriculum resource specialist, principal, school leadership, students and teachers

Observations of classrooms, common areas, hallways and media center

**Performance Rating    2**

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

The school occasionally facilitates discussions in department meetings to review curriculum vertically (e.g., math standards changes involving 5th, 6th, 7th grade; science department reviewing the 5th grade standards omitted with the new standards). There is not a systematic process to facilitate staff discussions between schools to review key curricular transition points (i.e., primary to elementary, elementary to middle, middle to high school).

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

The principal and the administrative team monitor curriculum by conducting walkthroughs weekly to every classroom with written feedback provided to teachers. Data compiled weekly is then reviewed by the administrative and instructional leadership teams to identify areas of need. The compiled data are reviewed with the staff monthly. Identified areas of need are then reviewed at the weekly collaborative planning meeting with the Educational Recovery Specialists, and modifications are made as needed. The school uses the Kentucky curriculum documents and the district provides the pacing guides. Measures of Academic Progress (MAP) are conducted three times a year and the results used to determine intervention groupings and develop instruction plans.

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Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

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Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

District leadership should facilitate communication with an intentional focus on key curriculum transition points within grade configuration (i.e., primary to elementary, elementary to middle, middle to high).

Resources:

Kentucky Academic Core Standards

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Summary Findings in: **Academic Performance**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, documentation of parent contacts, employee handbooks, equipment inventory, eWalk data, examples of school to home communications, faculty meeting agenda, Implementation and Impact Checks, Individual Learning Plans, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, needs assessment data, newspaper clippings/press releases, professional development records, professional resource materials, records of teacher certification/experience, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school event calendar, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school Web pages, staff development agenda, student handbook, student homework with teacher feedback, Student Performance Level Descriptors, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios, The Missing Piece of the Proficiency Puzzle, 30-60-90 Day Plan for Progress, School Improvement Grant and TELL Survey

Interviews with central office staff, counselor, district leadership, Extended School Services director/staff, principal, school leadership, students and teachers

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

**Performance Rating    3**

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

The school uses data from many sources [e.g., Kentucky Interim Performance Report, No Child Left Behind report, Math Diagnostic Assessment (MDA), Math Proficiency Assessment (MPA), Reading Diagnostic Assessment (RDA), Reading Proficiency Assessment (RPA), Measures of Academic Progress (MAP)] to benchmark progress schoolwide and to track individual student progress. A data board was developed and is continually updated. Teachers regularly review and analyze the data during professional learning community (PLC) meetings and then work with students individually to share information about their progress and set goals. These data are used to identify achievement gaps more than to identify gaps in the

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Summary Findings in: **Academic Performance**

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

**Performance Rating**    **3**

[curriculum.](#)

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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 reviews weekly lesson plans to ensure that all teachers are developing and using target statements and formative assessments that are aligned with Kentucky standards. While these formative assessments are aligned and used frequently, they often lack rigor and do not require students to use problem solving and critical thinking skills. Some teachers use formative assessments to guide or modify instruction and ensure continuous student progress, but this is not consistent throughout the school. The principal and the administrative team conduct weekly classroom walkthroughs with timely feedback and coaching to assist teachers in improving the rigor of instruction, including assessments. This deficiency in the 2010 leadership assessment report is now being addressed by the principal.

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

The principal ensures that all teachers plan target statements to communicate state standards, but the connection was not always observed in classroom instruction. All teachers were provided a copy of performance level descriptors (i.e., small poster) to be posted in the classroom. These were seen in many classrooms, but not all students were cognizant of the content or the purpose of the poster. Most teachers indicated they had rubrics for classroom assessments and assignments, but students were not always given the rubric prior to the assignment. Student work was posted in many classrooms, but not all work was displayed with rubrics for students to reference. Many classroom assessments lack the rigor to challenge students to demonstrate mastery of the content.

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

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Summary of recommendations in: **Academic Performance**

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

The principal should ensure that teachers work collaboratively to develop classroom assessments, both formative and summative, that are intentionally standards based, rigorous and that allow students to demonstrate mastery as described in performance level descriptors. All classroom assessments should include rubrics that are shared with students before the assessment or assignment.

The principal should ensure that teachers are trained in a protocol to effectively analyze student work and to use the results of the analysis to inform instruction. The principal should then ensure the process is monitored for effective implementation.

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

Resources:

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

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

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

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Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

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

Review of 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, equipment inventory, eWalk data, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, needs assessment data, notes from parent conferences, professional development records, report cards/progress reports, rubrics, samples of classroom assessments, samples of student work products, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school Web pages, student academic records, student discipline reports, student handbook, student homework with teacher feedback, Student Performance Level Descriptors, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios, The Missing Piece of the Proficiency Puzzle, 30-60-90 Day Plan for Progress and School Improvement Grant

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

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

**Performance Rating    2**

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

The principal, administrative and instructional leadership teams have developed informal and formal plans (e.g., committee meeting minutes, instructional leadership minutes, agendas, comprehensive school improvement plan, 30-60-90 Day Plan for Progress, School Improvement Grant) within the school for addressing instructional issues at all grade levels. The principal and team are in the beginning phase of training staff as a whole on best-practice research based strategies; however, individual training has been delivered on a smaller scale during grade level or content level professional learning communities. District purchased programs (e.g., SpringBoard, Connected Math 2 Program, History Alive) are embedded with varied instructional strategies. The principal has ensured teachers are receiving training on implementing these programs in the classroom setting. Whole group instruction continues to be the method of choice for delivering the curriculum. Additional teaching staff, allowing for class size reduction, has

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**Standard 3**                    **Instruction**

**Performance Rating 2**

been provided by the district to support the principal and school's shared instructional vision.

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

The principal has ensured the master schedule allows for grade level and related arts teams to have common planning time. The instructional leadership team and district resource teachers meet weekly with classroom teachers to collaborate and provide guidance and support as teachers align learning targets, lessons and formative assessments to state standards. They also deliver embedded professional development on research based best teaching strategies. Teachers receive guidance on examining student work samples and monitoring and analyzing assessment data. The principal and administrative team monitors instructional practices through walkthrough observations and formative evaluations. Information is shared with the staff in various venues (e.g., individually, content meetings, grade level meetings). Written and descriptive feedback is provided to teachers concerning learning targets, formative assessments and instructional practices. The principal has provided training for teachers on the new Kentucky Performance Rating for Educational Progress (K-PREP) accountability system and Educational Planning and Assessment System (EPAS) and conveys the expectation that teachers will provide students with authentic learning activities similar to those on state assessments.

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

The 2010 leadership assessment report stated that "most teachers were unable to use technology as part of the instructional approach because the technology does not work or the principal has not ensured that adequate technology was available." Since then, the principal has ensured computers (90) in all three labs have been replaced in order to allow teachers to assess students on readiness skills in reading and math using Measures of Academic Progress (MAP), and that appropriate maintenance for technological resources is available. The district provided two Network printers to meet the requirements needed to use the MAP system with fidelity. The principal has ensured teachers have access to up-to-date technological resources (e.g., SMARTboards on wheels, slates for all language arts and math teachers, six Classroom Performance Systems, TI 73 Explore

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**Standard 3**                    **Instruction**

**Performance Rating    2**

calculators, document cameras, two laptop carts) to enhance instructional practices in the classroom setting. However, technology is not consistently used to enhance the rigor of teaching and learning.

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**Standard 3**            **Instruction**

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Summary of recommendations in: **Academic Performance**

**Standard 3**            **Instruction**

The principal should continue to expand collaboration with the instructional leadership team to assist teachers in the development and delivery of student-centered, engaging, rigorous instruction that addresses the learning needs of all students.

The principal should continue to collaborate with the instructional leadership team to provide embedded professional development and assist teachers in designing and implementing differentiated tasks to provide small group instruction.

The principal should ensure teachers receive ongoing embedded training on the effective use of technology and monitor to ensure that these resources are used to enhance instruction.

The principal and the instructional leadership team should research the relationship between the rigor of instruction and classroom behavior. This information should be used as a basis for collegial discussions in professional learning communities, faculty meetings and department meetings to address the use of instructional strategies and activities (e.g., culturally responsive, gender, small group) that would increase student engagement and eliminate problems with behavior that interfere with instruction. Teachers should be trained in the use of these strategies and should integrate them into classroom instruction. The principal and administrative team should monitor to ensure classroom instruction is rigorous, relevant and there is high student engagement.

The principal should ensure professional learning communities and common planning time are systematically and effectively used to collaboratively address curriculum, instruction and assessment in the classroom. Teachers should be encouraged to create a culture in which they openly share successes and problems in their classrooms to promote efficacy in instructional practice. The principal and instructional leadership team should monitor to ensure that this initiative is common practice and effective.

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.

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Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive school improvement plan, curriculum documents, documentation of parent contacts, employee handbooks, enrollment data, examples of school to home communications, facility inspection reports, faculty meeting agenda, Family Resource Youth Services Center documentation, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, master school schedule, needs assessment data, newspaper clippings/press releases, organizational charts, professional development records, report cards/progress reports, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school event calendar, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school visitors register, school Web pages, school/district safety plan, staff development agenda, student discipline reports, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios, The Missing Piece of the Proficiency Puzzle, transportation records for Extended School Services, 30-60-90 Day Plan for Progress and School Improvement Grant

Interviews with assistant principal, central office staff, classified staff, community members, counselor, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, principal, school leadership, school resource officer, students and teachers

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

**Performance Rating    3**

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

The principal is creating a culture of high expectations for all students and staff. The principal regularly monitors learning targets, ensures committee participation by all staff and provides embedded professional development opportunities to build capacity among staff. Teachers are expected to communicate regularly with parents to build support for student achievement (e.g., positive phone calls home, keep up-to-date Infinite Campus data, progress reports). School leadership has multiple community and business partnerships (e.g., South Jefferson Christian Church, Louisville Gas &

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**Performance Rating**    **3**

Electric, Girl Scout, Americorps) to build support for student achievement and successes at Frost Middle School. The principal provides opportunities (e.g., department meetings, professional learning communities, team meetings) for teachers to discuss and share successful instructional strategies. The Educational Recovery team provides extensive, ongoing embedded coaching and modeling for teachers. The principal is implementing initiatives in stages (e.g., culture last year, instruction this year, rigor next year) to address immediate needs and to build capacity as teachers mature and grow. The principal has implemented systems (e.g., walkthroughs, data collection) for continuous monitoring of discipline and academics to facilitate immediate interventions (e.g., professional development for staff, interventions for students).

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

The principal has established committees and most memberships include at least one classified member and, when appropriate, at least one student. The principal invites all classified staff to participate in committee work. Committee membership is to “distribute leadership across all stakeholders”; and, according to the staff handbook description of committees, parent and community involvement should be actively pursued. The principal values and fosters a learning community that values the roles and responsibilities of each individual in student success. For example, the principal recognized cafeteria staff for their participation and cooperation (e.g., arriving early to prepare) in the student rewards breakfast. The principal encourages social service providers (e.g., Youth Services Center coordinator, behavior coaches, psychologist, home school liaison) to meet as a team to discuss student issues and to prevent gaps and overlaps in services. The principal is fostering an environment of shared responsibility in student successes by inclusion of faculty and classified staff in discussions and decisions.

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 at Frost Middle School was dissolved as a result of the 2010 leadership assessment. The principal, however, has implemented a process and procedures for assigning staff members. She collaborates with the administrative and instructional leadership teams before making teaching assignments. Students are individually assigned to classes (e.g., honors, math and literacy interventions, special services) based on student

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**Performance Rating**    **3**

achievement data results (e.g., Kentucky Interim Performance Report, No Child Left Behind report, Measures of Academic Progress). The principal intentionally matches teacher strengths with identified student needs, but the number of new, inexperienced staff members often inhibits this effort.

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

The principal has developed a Culture and Climate Committee and an Attendance Committee to recognize and celebrate student success and achievement. Students are recognized for A/B honor roll, perfect attendance, good behavior [e.g., Falcon of the Week, Cafeteria Champions, Bringing Up Grades Successfully (BUGS)], reaching proficient and distinguished on the core content test and for participation in various activities (e.g., cheerleading, choir, band, orchestra, athletics). Students receive certificates at award ceremonies (e.g., honor breakfast), t-shirts, ice cream parties, food coupons, gift cards, dress down days, computers and sponsored field trips as incentives for high academic achievement, good behavior and attendance. In the main foyer, group photos of students are displayed on banners celebrating students who performed at proficient and distinguished levels on state assessments. Falcon of the Week photos and names of students who made honor roll and perfect attendance are additionally displayed to celebrate student successes. Student accomplishments are posted via the district Monday Memo Web site and the Frost Middle School newsletter, which is shared electronically with some community partners (e.g., Louisville Gas & Electric, South Jefferson Christian Church). Teams and departments are recognized with an "Above and Beyond" award when benchmarks are met.

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

**Performance Rating    2**

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

The principal has established an Efficiency Committee to monitor and address safety issues within the school environment. The Efficiency Committee reviewed and revised the Emergency Plan in August, 2011. The Emergency Plan includes drill procedures (e.g., chemical, fire, intruder, tornado) and school specific crisis information. The principal has ensured evacuation and emergency procedures are posted in classrooms and has included school processes and procedures (e.g., behavior management, classroom and building repair requests, committee structure) in the staff handbook. The principal ensures all doors remain locked, and a buzzer system is monitored at the main entrance. Additional security cameras have been added since the 2010 leadership assessment. The principal ensures behavior management procedures (e.g., morning arrival, afternoon dismissal, lockers, cafeteria) are in place, monitored and published in student and staff handbooks. University of Louisville Academic and Behavior Response to Intervention staff provide faculty training and regularly monitor (e.g., discipline reports, "coder" classroom data collection) discipline and instruction to provide guidance for proactive modifications to instructional practices to address student behaviors. Discipline data shows a significant drop in several areas (e.g., skipping, tardies, suspensions). Social Services network team members provide discipline interventions (e.g., counseling, mentoring, timely support) to identified students. The tab-in-tab-out Creating a Respectful Environment (CARE) for Kids strategy is implemented to provide opportunity for students to tab-out of class to calm down and regroup before returning to class. There is a wide spread perception that some students are using this opportunity to opt out of instruction. The principal has established the PBIS-CARE Implementation Team to reinforce positive student to staff interactions necessary for building relationships. The principal has also established the Culture and Climate Committee to monitor and encourage a positive learning environment. The Culture and Climate Committee surveys stakeholders to gauge and address perceptions and concerns. District leadership conducts an annual comprehensive school survey of staff, students and parents. The principal and school leadership use the survey data to address and monitor the school learning environment. The principal has implemented procedures, customs and rituals identified as a deficiency in the 2010 leadership assessment. All staff are not consistently implementing the behavior management plan. The principal has established procedures (e.g., behavior management plan, daily announcements) to protect instructional time. Some

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**Performance Rating    2**

teachers receive phone calls during class time to submit attendance information and to locate and dismiss students.

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

The principal has made intentional efforts to address several communication issues with students, families and community members identified in the 2010 leadership assessment report. Some parents and community members participated in The Missing Piece of the Proficiency Puzzle workshop with the goal of improving communication between school, families and the community. Immediate and long-term next step goals were identified and incorporated into the school comprehensive improvement plan. School events and information are communicated to parents through several modes, including the school Web site, some teacher Web sites (webbly), email, Twitter, text updates, parent and teacher conferences, telephone calls (e.g., beginning of the year welcoming calls, disruptive and positive behavior calls), flyers, monthly school newsletter, district Monday Memo newsletter and Infinite Campus Parent Portal. The Youth Services Center support staff also attempts to reach parents through telephone calls and home visits. Student progress is reported every three weeks, while mid-year reports are mailed to parents of failing students. Some two-way dialogue occurs with parents to share student academic and behavior progress (e.g., Individual Learning Plans, communication through student agendas), but not all students are included in this dialogue. Sixth and seventh grade teachers are required to communicate with parents via student agendas. Newsletters are shared electronically with some community partners (e.g., Louisville Gas & Electric, South Jefferson Christian Church). The principal has not, however, collaboratively developed a formal, written, systematic communication plan with all stakeholders.

- 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 established a Culture and Climate Committee to address the varied physical, social, cultural and instructional needs of students. The principal has provided cultural training opportunities for teachers through professional development (e.g., Cultural Responsibility – “Teach Like a Rock Star”). Several teachers also participate in a cultural competence workshop, then share cultural knowledge and instructional strategies through staff

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**Performance Rating    2**

development. A culture audit is planned for March 2012. Creating a Respectful Environment (CARE) for Kids, which provides opportunities for students to discuss behavioral problems and share cultural differences, is an integral part of the daily school schedule. School and classroom behavioral models (e.g., Positive Behavioral Interventions and Supports, University of Louisville Academic and Behavioral Response to Intervention) are used to address the behavioral needs of students. The Youth Services Center coordinator and other social service team members (e.g., home school liaison, positive behavior support, behavior coach, Americorps representative) assist in alleviating some of the social needs of students. Services and programs [e.g., tutorial services, Girl Power, Boys 2 Men, Suspension/Truancy Off-Site Program (STOP)] work to reduce barriers to student learning. Intervention (e.g., Read 180, Reading Intervention, Do the Math, Course Recovery) and honors courses (e.g., honors language arts, math, science, social studies) are interwoven into the curriculum in efforts to meet the instructional needs of students. A SpringBoard advanced curriculum is also used to enhance instruction for eighth grade students enrolled in honors courses. Although the principal has provided a variety of social, behavioral, intellectual and cultural resources and opportunities for teachers to meet the learning needs of students, many teachers do not yet understand how to seamlessly integrate the use of these resources into their instructional practices. The principal and district leadership intentionally recruit minority teachers.

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

The principal should ensure all administrators and staff implement the behavior management plan with fidelity. The principal should review and revise the tab-in-tab-out option to ensure students are not improperly opting out of instruction. Teachers should be provided the tools necessary (e.g., clear expectations, designated areas for tab-in students, timely mentoring accessibility) to enable students to successfully implement the strategy. A selection protocol should be developed and implemented to ensure that teachers are prepared to receive tab-out students.

The principal should engage all stakeholders (e.g., teachers, staff, parents, community members) to collaboratively develop a formal, systematic two-way communication plan for receiving and disseminating information regarding student academic and behavior progress. The plan should be published and distributed through a variety of venues.

The principal should assist the faculty and staff in addressing the cultural and instructional climate of the school. The principal should continue and expand efforts to ensure that all school staff receive continuous, job-embedded professional development and support on integrating research-based instructional practices (e.g., culturally responsive, socio-economic, gender) into their classroom instruction. This initiative should be monitored for implementation and effectiveness.

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.

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

Ladson-Billings, G. (1997). *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey-Bass.

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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, bulletin boards, exhibits and displays, civic group programs/agenda, class rosters, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive school improvement plan, documentation of parent contacts, documentation of referrals to health and social services, employee handbooks, examples of school to home communications, examples student learning Inventories, Extended School Services assessment data, Extended School Services entrance and exit reports, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Individual Learning Plans, lesson plans/units of study, list of co-curricular offerings, needs assessment data, newspaper clippings/press releases, newspapers, notes from parent conferences, parent and community member workshop schedule, policies and procedures on access to student records, record of home visits, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school event calendar, school guidance plan, school newsletter, School Report Card data, school Web pages, student academic records, student handbook, student work, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle, Title 1 program plan, transportation records for Extended School Services and volunteer schedule

Interviews with community members, counselor, Extended School Services director/staff, Family Resource/Youth Services Center personnel, media specialist, principal, school leadership, students, teachers and volunteers

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

**Performance Rating    3**

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

The principal has re-established partnerships with many organizations in the community (e.g., Valley Village Organization, Louisville Gas & Electric, South Jefferson Christian Church). The principal or a designee regularly attend meetings of these groups. The principal serves as a member of the Community Advisory group and has become a strong advocate for the school. The principal is proactive in recruiting community members to serve on school committees. The Youth Services Center (YSC) has set up a Social Services

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**Performance Rating**    **3**

Network team (e.g., YSC coordinator, home-school liaison, positive behavior support, behavior coach, Americorps representative) who work together to ensure that students come to school free of barriers to learning. There is a Culture and Climate committee whose goal is improving parent and community engagement. This committee invites parents to participate in shared decision making by serving on school committees. The school had a one day The Missing Piece of the Puzzle workshop with the goal of forming school, community and family partnerships with the school, community and family to improve student growth and achievement. To encourage more parent participation, the school, with the assistance of the Youth Services Center, has set up two satellite centers (e.g., Baptist Fellowship Center, Christ the King Church) for Parent Teacher nights. This is in addition to the school Parent-Teacher night. On the announced night, teachers go to these centers to make themselves available to meet with parents and discuss student progress. The centers are in strategic locations within the service areas of the school. The school counselors, in cooperation with the Youth Services Center, have a Smart Start program which invites fifth grade students and their parents to a two-day event for transition to middle school. At this event, parents and students visit teachers and tour the school. The Louisville Gas & Electric Company (LG&E) provides each sixth grade student and all new transfer students with a backpack filled with school supplies. To encourage student attendance and education success, LG&E provided proficient students with a field trip to Barnes and Noble bookstore to select a book and then sponsored a picnic for these students. Last year, LG&E also provided new laptops to fifteen 8th graders who had perfect attendance, made honor roll and scored proficient or distinguished on the state assessment. Additional incentives for attendance are coupons for the local Dairy Queen and gift cards to Target. The Youth Services Center director, the Community School director, the home-school Liaison person and the attendance clerk work with students having attendance difficulties. They call students and parents about absences and follow-up with home visits to encourage regular attendance at school. If there is a problem that impedes attendance, the directors provide assistance (e.g., clothing, utility funds, some home tutoring) needed to ensure students can attend school without barriers that affect their ability to learn.

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

The school leadership team has a referral process to ensure students are provided with any necessary services. There are clear procedures and forms

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**Performance Rating**    **3**

for referrals to the guidance counselors and for services available through the Youth Services Center (e.g., 7 Counties mental health agency, clothing). The availability of these services is clearly outlined in the student agenda and on the school Web site. The school does not provide a nurse, but the attendance clerk receives annual training in dispensing prescribed medication to students. Each school day begins with a program, Creating a Respectful Environment (CARE) for Kids. Students are divided into small groups, led by a staff member, to discuss problems affecting their daily lives and focus on character education and positive-respectful interactions. This is intended to prepare the student for a respectful, learning day. The school has a behavior coach and a positive behavior support person to assist in behavior modification of referred students. The school also has a working agreement with the University of Louisville in a program, Academic and Behavioral Response to Intervention (ABRI), whose key component is "...to help the school analyze academic and behavioral data monthly and share data with all staff members." The school has an extensive volunteer program where the main responsibility is to provide mentoring to those students needing support beyond the classroom.

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

The school has an active program to re-engage students who have chronic attendance problems or who are alienated from the school. The attendance clerk calls the homes of students who are absent and alerts the Social Service network team (e.g., Youth Services Center coordinator, home-school liaison, positive behavior support, behavior coach, Americorps representative) when the student continues to be absent. The team works with the student and the home to determine the reasons for continued absences. They provide assistance (e.g., home tutoring, counseling, respectful clothing, medical assistance, housing) to eliminate these barriers and re-engage the student. The Youth Services Center has organizations (e.g., Girl Power, Boys 2 Men, after school sports) that promote activities to support student engagement in school. YSC also provides several mentoring opportunities (e.g., Americorps representatives, community volunteers, Louisville Gas & Electric employees) for student support. The school has expanded its co-curricular opportunities to include choral, band and orchestra programs. For the first time in recent years, the principal will provide funds for these ensembles to participate in the Kentucky Music Educators Association clinics. The school has received district approval to field a contact football team next fall, which is another co-curricular opportunity supported by the principal.

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**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.

District leadership has established the use of Infinite Campus software program for maintaining student records. Records of student academic and educational development are maintained in locked cabinets in a locked room supervised by a records clerk. The school has an Infinite Campus Parent Portal available for parents to keep track of their child's educational progress, but it is reported that many do not have computers to access this information. Most Individual Learning Plans are developed in the Career Choice classes during the related arts rotation. These plans are sent home to parents for approval, to be signed and returned. Counselors work with some students to develop their Individual Learning Plans (e.g., students who enroll late or transfer from another school). Many parents do not return signed copies of the Individual Learning Plan.

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**Performance Rating    2**

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

The school has a counselor for eighth grade students and a counselor who is responsible for sixth and seventh grade students. Counselors provide guidance for the students with problems and work with all students to ensure access to the curriculum. The master schedule has been revised to include eight periods, allowing time for more curricular opportunities (e.g., extended math and language arts classes, related arts classes). The school has an active Extended School Services program that provides tutorial assistance to students two afternoons each week. These sessions are partially funded by Title I and are staffed by faculty. Teachers refer students to the program and letters are sent home to notify parents; however, attendance is inconsistent and there are no exit criteria. Additional after school tutoring is provided by teachers and many community volunteers according to the volunteer sign-in log. The school has an activity bus, driven by a faculty member, which is used to transport students home four afternoons each week. Title I funds are also used to secure three additional staff and to provide a professional development opportunity, "Cultural Responsibility --Teach Like a Rock Star."

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The principal and administrative team should establish procedures to ensure that all students have completed an Individual Learning Plan (ILP) and that the plan is properly signed by a parent or guardian. Parent participation in the development of the ILP should be a goal (e.g., parents reviewing the ILP with their child, discussing the projected careers, signing the plan). They should develop incentives to encourage parents to read the plan, sign it and make sure the plan is returned to the school in a timely manner.

Resources:

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

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

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Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, categorical program financial reports, certified personnel evaluation plan and process, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, district budget and allocations, district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, needs assessment data, organizational charts, professional development records, records of teacher certification/experience, roster of teaching assignments, samples of classroom assessments, samples of student work products, schedule for co-curricular offerings, school budget and allocations, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school profile, School Report Card data, school Web pages, state statute and regulation, student handbook, student/parent/staff handbooks, student/teacher ratio, teacher portfolios, The Missing Piece of the Proficiency Puzzle, videos of student performances and TELL survey

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

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

**Performance Rating    4**

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

The principal ensures that certified personnel evaluations at Frost Middle School are fairly and consistently completed in accordance with all requirements of state statute and regulations. The district certified evaluation plan has been approved by the Kentucky Department of Education. Administrators evaluate each certified staff member twice during the year, review the individual growth plan during the post conference and often encourage revision of the plan. The administrative team, comprised of the principal, assistant principals, the Educational Recovery team and the in-house resource teacher conduct weekly walkthroughs, ensuring that each person on the team visits each teacher at least once every seven weeks. Teachers receive immediate written feedback (oral, when needed), and the administrative and instructional leadership teams discuss the walkthrough data, using the findings to determine instructional needs of certified staff. Follow-up includes conversations with individual teachers and with all certified staff members during faculty meetings and job-embedded professional

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

**Performance Rating**    **4**

development (e.g., formative assessments, student engagement) during faculty meetings and common planning time. Administrators continue to coach and provide feedback to improve effective teaching practices and improve student growth and achievement.

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

**Performance Rating**    **3**

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

The principal and district leadership ensure that all teachers receive professional development that updates their content knowledge and professional practices. Most certified staff members attend summer trainings [e.g., Creating a Respectful Environment (CARE) for Kids in the Mathematics Classroom, Kentucky Core Academic Standards-Using Social Studies to Support Literacy, Kentucky Core Academic Standards: Using Formative Assessment in Highly Effective Science Classrooms, The Missing Piece of the Proficiency Puzzle] with the option of attending additional professional development training [e.g., Creating a Respectful Environment (CARE) for Kids: Proactive Strategies 1 and 2, Science: Middle School: 6th Grade Implementation-Earth History, Science: Middle School: Reading Standards for Literacy in Science] throughout the school year, most of which is offered by pdCentral. Most teachers choose to attend Magic in the Middle, the middle school conference sponsored during the summer each year by Jefferson County Public Schools. The principal provides all teachers the opportunity to build leadership skills through membership on both a team (e.g., the instructional leadership, grade level) and a committee (e.g., Efficiency, CARE Implementation Team). The principal selects many of them to be team leaders, committee chairs or department chairs. Some teachers choose to build leadership capacity by participating in leadership professional development (e.g., Magic in the Middle at My School; Science: Middle School: Teacher Leader; Math: Middle School: Vanderbilt Math) and by accompanying administrators on collegial learning walks. Classified staff members (e.g., secretaries, custodians) participate in yearly state required trainings (e.g., MUNIS, Infinite Campus attendance, behavior and transportation; health; use of chemicals) to update job-related knowledge.

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

The principal collaborates with the administrative team and the instructional leadership team to establish professional development priorities for the school. Professional development is planned on an annual basis and is not always built on training experiences from prior years to create a professional development program that builds competency in the instructional staff. This school year, the principal has placed a particular emphasis on providing job-embedded professional development for certified staff members and has

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Jefferson County Public Schools School District

2/19/2012 - 2/24/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

structures in place to support this process (e.g., common planning for core content, walkthroughs by administrators and instructional support personnel, professional learning communities). Sessions during common planning time on Tuesdays or Thursdays are a routine part of common planning for all grade level teams. The topics presented are generated by walkthrough data following discussions with the instructional leadership team and include Learning Targets: What, Why and How?; Unpacking Standards and Using Student-Friendly Language; Effective Feedback; and Formative Assessment. These sessions are usually facilitated by the principal, but include sessions delivered by the in-house resource teacher, district resource personnel and the Educational Recovery team. The principal uses embedded professional development to provide new staff members with the same professional development (i.e., learning targets) that other teachers in the school received during the previous school year.

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

The principal ensures that professional development activities are aligned with student learning goals described in both the comprehensive school improvement plan and the 30-60-90 Day Plan for Progress. Professional development priorities that focus on cultural competence and student engagement make clear connections to the goals for student learning as outlined in the learning environment, core content, reading and writing components of the comprehensive school improvement plan. The principal ensures intentional connections are made between professional development priorities and the individual growth needs of teachers identified in the personnel evaluation process.

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

Professional development for 2011-2012 has a strong emphasis on job-embedded professional development opportunities. The principal regularly uses a designated block of time during grade level common planning time on Tuesdays and Thursdays for targeted job-embedded professional development activities. These activities, which are usually facilitated by the principal, the in-house resource teacher or the Educational Recovery team, focus on topics such as formative assessments, student engagement, learning targets and data analysis. Other on-going and job-embedded venues include faculty meeting presentations and observations of teachers in other schools in the district with similar demographics to Frost Middle School.

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

The principal and staff members analyze student achievement data (e.g., No Child Left Behind report, Kentucky Interim Performance Report) regularly to identify professional development activities needed to increase student growth and achievement. The comprehensive school improvement plan identifies several professional development activities tied directly to increasing student achievement (e.g., Cultural Competence, math student work analysis, embedded and district professional development for Exceptional Children Education teachers, embedded professional development on student engagement). The principal uses the certified personnel evaluation process and walkthrough data to monitor the implementation and impact of professional development on student learning. The principal has a process to determine the need for and potential impact of proposed activities before allocating funds for out-of-district professional development. Teachers must explain how the activity relates to their individual growth plan or the goals identified in the comprehensive school improvement plan and how it will impact student growth and achievement. The principal encourages teachers to reflect on how each professional development activity improves teaching and learning in the classroom.

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

The principal ensures that the personnel evaluation plan is implemented in accordance with district policies, state regulations and contract provisions. The evaluation procedures were explained to all staff members during opening day activities on August 12, 2011 and a copy of the evaluation information was placed in the Frost Middle School Staff Handbook.

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

The principal ensures that all professional development funds are allocated according to district guidelines, the comprehensive school improvement plan, the 30-60-90 Day Plan for Progress and individual growth plans. Funding sources are professional development allocations, Student Recovery Program, Title I funds and the School Improvement Grant.

6.2c The school/district effectively uses the employee evaluation and the individual

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professional growth plan to improve staff proficiency.

The principal at Frost Middle School shares the responsibility of teacher evaluations with the assistant principals. The administrators conduct personnel evaluations based on Jefferson County Public Schools certified evaluation procedures. All certified personnel receive two formative evaluations and one summative evaluation each year. Teachers develop their growth plans individually and then collaborate with their assigned evaluator to review and sign the plan. The individual growth plan is reviewed during the post conference of each formative evaluation and revised as necessary. The administrator ensures that the individual growth plan is intentionally aligned with the goals of the comprehensive school improvement plan and the 30-60-90 Day Plan for Progress and that the plan is implemented as written. The evaluators monitor the progress toward achievement of the goals set in the individual growth plans and their impact on student growth and achievement. The principal develops her individual growth plan and then reviews it with her district evaluator. The principal meets with the district evaluator several times during the year to review and revise the plan if necessary. The principal or designee evaluates all first year classified personnel three times during the year and all returning classified personnel once every three years.

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

The principal and assistant principals follow the approved evaluation process for evaluating teachers and providing feedback. Certified staff members develop their growth plans and collaborate with their evaluating administrator to review and finalize the document by the district deadline of August 31 of that year. Following each formative evaluation, the evaluator and teacher review and often revise the plan. The administrator uses a variety of informal processes (e.g., review of walkthrough data and teacher evidence binders, conversations, faculty meetings) to monitor the implementation and impact of the goals of the plan on classroom practices and student growth and achievement. Administrators provide feedback, follow-up and support following these processes to improve instructional practices.

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Summary of commendations in: **Learning Environment**

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

The principal has implemented a blend of the certified personnel evaluation system and instructional walkthroughs that far exceeds compliance. She and her administrative team regularly conduct multiple classroom visits and observations of certified staff members, giving the leadership team the opportunity to provide coaching and feedback in a timely manner to enhance teacher practices and promote student growth and achievement.

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Summary of recommendations in: **Learning Environment**

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

The principal and her administrative team should collaborate with the instructional staff to further develop a professional learning community that shares a common vision of instructional needs and staff growth and provides structures in which staff with particular strengths or needs can provide or receive support and encouragement. The professional learning community should stimulate conversation to promote regular collaboration among all staff members. This collaboration should focus on professional growth as an individual and collective expectation in which all staff members hold each other to high expectations of self-improvement and growth. The professional learning community should also support the development of a school and community culture of mutual respect and trust between and among all staff members and students.

The principal should collaborate with the instructional leadership team to develop a professional development plan that is based on a needs assessment. The plan should be multi-year, build on previous trainings and include job-embedded opportunities.

Resources:

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

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

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

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, facility inspection reports, fire marshal reports, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, Local Educator Assignment Data Report (LEAD), master school schedule, needs assessment data, professional development records, samples of classroom assessments, samples of student work products, school event calendar, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, School Report Card data, school Web pages, school/district safety plan, state statute and regulation, student work, student/parent/staff handbooks, teacher portfolios, The Missing Piece of the Proficiency Puzzle and trophy cases

Interviews with assistant principal, assistant superintendent(s), classified staff, district leadership, principal, school leadership, students and teachers

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

**Performance Rating    3**

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

The principal and instructional leadership team (e.g., assistant principals, counselors, priority manager, Youth Services Center coordinator, math and reading interventionists, Educational Recovery team, in-house resource teacher) collaboratively disaggregate data from sources such as No Child Left Behind report, Kentucky Interim Performance Report, Measures of Academic Progress and the Jefferson County Core Content Proficiency Assessments to identify goals for school improvement. Departments, professional learning communities and school committees review other data (e.g., Jefferson County Public Schools Comprehensive School Survey; Teaching, Empowering, Leading and Learning Kentucky survey; attendance data; suspension data; discipline data) and present results from data across the school to determine some needs. Data review is regular and continuous and is used to inform instructional and program decisions.

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**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 a collaboratively developed individual growth plan that includes at least one component focused on promoting student achievement in the school. The principal's plan has an intentional focus on community stakeholder involvement and continued development of instructional strategies for student academic achievement (e.g., formative assessment). Each individual growth plan is first developed by the administrator and then shared with the evaluator. A collaborative discussion follows during which the components of the plan are adjusted until both parties agree with its provisions. The plan is revisited on multiple occasions during the year, often leading to revisions.

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

The principal and instructional leadership team disaggregate student performance data (e.g., No Child Left Behind report, Kentucky Interim Performance Report) to identify needs and goals of the comprehensive school improvement plan. Parents were included in the review of data through the Parent Teacher Student Association (PTSA), The Missing Piece of Proficiency workshop and the development of the school improvement plan. The principal uses additional student data (e.g., Measures of Academic Progress, EXPLORE practice items, walkthroughs, non-cognitive data) to address targeted populations of students and to group and re-group some students for academic needs (e.g., intervention classes, behavior intervention, enrichment classes). The principal shares data analysis results with the grade level teams and faculty at meetings and during professional development activities. The instructional leadership team uses student performance data to emphasize and to monitor the comprehensive school improvement plan with an intentional focus on rigor and relevance.

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

The principal ensures that teachers are provided the Kentucky Learner Goals

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**Performance Rating**    **3**

and Academic Expectations, Program of Studies, and Kentucky Core Academic Standards, which are also available on the district Web site. The principal requires that teacher evidence binders contain these curriculum documents. Training on the use of these documents is provided by district and school staff. Other curriculum related materials include Connected Math 2 Program, College Prep Math for 8th grade algebra, Learn to Write and SpringBoard Literacy Curriculum. The faculty is also trained on the use of data board information [e.g., Kentucky Interim Performance Report, No Child Left Behind report, Measures of Academic Progress, Common Assessment System and Community Access Dashboards for Education (CASCADE)]. Educational Recovery Specialists for literacy and math provide job embedded professional development in curriculum and assessment.

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

The school council was dissolved as a result of the 2010 leadership assessment. The principal and administrative team adopted the Jefferson County Public Schools' Code of Acceptable Behavior and Discipline, Student Bill of Rights and School Safety Plan. The principal designates one assistant principal to serve as safety coordinator to monitor implementation of the safety plan and one assistant principal to monitor the facilities and equipment for maintenance of a safe learning environment. The principal uses the adopted Creating a Respectful Environment (CARE) for Kids as the behavior management program to provide structure for student behavior. Some classroom teachers do not exhibit consistent use of the strategies recommended in these programs. The principal monitors to ensure consequences for student disciplinary referrals are equitable across grade levels. Additional personnel (e.g., school security officer, in-school suspension, behavior interventionist) are provided to assist with behaviors that could disrupt the learning environment.

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

The principal and instructional leadership team assumed the responsibility for intentional focus on academic performance since the 2010 dissolution of the school council. The comprehensive school improvement plan, facilitated by the principal, demonstrates a focus on strategies that impact student academic performance. She engages the administrative team, instructional

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**Performance Rating**    **3**

leadership team, five structured committees and content teams to ensure a collaborative, living document. The principal uses the Efficiency Committee for budget and resource discussions. The principal meets with the assistant superintendent, district priority manager and assigned Educational Recovery team to ensure that the comprehensive school improvement plan is effective and impacts student growth and academic performance.

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

The principal clearly articulates a vision of high expectations for all children and of a school that fosters an inviting environment of success for all students. Extensive professional development efforts and effective use of the certified evaluation and individual growth plan process have resulted in improvement in the pedagogical skills of many staff members. The principal and the instructional leadership team have implemented a wide array of curricular, assessment and instructional interventions with teachers and have systematically worked to use data gleaned from these efforts to improve classroom instruction. The principal has led the staff in initiating and supporting programs to remove barriers to learning for the population of students who face life circumstances that impede learning. Although the above listed initiatives have enabled the school to show dramatic improvement in professional practice, rigor in classroom instruction continues to impede sustained growth in student achievement. The school staff and the school community demonstrate a commitment to leadership and generally demonstrate clear motivation to overcome the challenges presented to them to meet the needs of all students. The principal has worked hard to distribute leadership responsibilities among the staff. The principal sustains focus on school improvement and high student achievement and continually refocuses the staff on these values.

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**Standard 7**                    **Leadership**

**Performance Rating    2**

7.1a Leadership has developed and sustained a shared vision.

The Frost Middle School mission statement was developed over the 2010-12 school years. The instructional leadership team (ILT) reviewed the purpose of mission statements, including sample statements from other organizations. Using materials from DuFour's, "Whatever It Takes," the ILT developed three draft mission statements. These statements were presented to departments and grade-level teams and then revised based on feedback. The revised drafts were then presented to students during Creating a Respectful Environment (CARE) for Kids circles in the spring of 2011. Based on student feedback, the ILT revised statements and came to consensus on one combined draft statement, which was presented to faculty again. The statement was then shared with parent and community members during The Missing Piece of Proficiency session in the summer of 2011 for feedback. The final draft statement was developed and accepted by the ILT at its July 2011 retreat. The final statement was presented to the faculty and staff during July and August professional development sessions and was used to develop the school wide focus of "Be Safe, Be Respectful, Be Responsible" as the faculty/staff developed schoolwide expectations, routines and procedures. The mission statement is promoted in the staff handbooks, student agenda planners, commons areas and in the main hallway of the school. The principal expresses a personal vision of leading Frost Middle School to achieve proficiency for all students; however, the principal and the school leadership team have not developed a published vision statement that involves the full community of stakeholders.

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

The principal, the administrative team and faculty have developed an extensive system of informal practices and procedures, documented in minutes and action items in plans, to ensure efficient use of staff time. This effort is designed to create and sustain an environment that promotes a clear focus on student growth and achievement. There are a variety of planned opportunities for collaboration and individual and team planning (e.g., planning periods, professional learning community periods, faculty and department meetings, grade level meetings).

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

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**Performance Rating    2**

continuous school improvement.

The principal communicates clearly stated expectations and delegates responsibilities to staff to coordinate the use of available resources. The principal and the administrative and instructional leadership teams continuously plan to develop and sustain school improvement. They, along with committees, regularly revisit the 30-60-90 Day Plan for Progress, comprehensive school improvement plan and the implementation and impact checks to monitor progress toward meeting goals for school improvement and student growth and achievement. They have developed a strong informal system to create infrastructure to support these efforts and to remove barriers to student and school success. Infrastructure (e.g., instructional coach, behavior coach, the Youth Services Center, community school coordinator, reading and math intervention staff) is developed to remove barriers to learning (e.g., low expectations, behavioral disruptions, lack of parental involvement). These procedures are documented in minutes and agendas, but there is not a formal set of written policies and procedures to embed these practices into the system over time.

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

The school council was dissolved as a result of the 2010 leadership assessment. The principal and the administrative and instructional leadership teams, with input from district leadership, collaborate to create procedures and practices to govern school and teacher practice. They are published in documents, such as staff and student handbooks, and are reviewed and revised on an ongoing basis. While this set of collaboratively developed expectations largely correct a deficiency noted in the 2010 leadership assessment report, they are not as yet codified into a structured format to ensure that they are systematically communicated to all appropriate stakeholders.

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**Standard 7      Leadership**

The principal should lead the administrative and instructional leadership teams and, when appropriate, the proposed advisory school council, in the development of an administrative handbook or policy and procedures handbook that codifies for all stakeholders the expectations, policies and procedures of the school. The handbook should be published and made available to ensure that all stakeholders are able to easily access the information needed to effectively interact with the school and that new students and staff members are able to integrate expected rituals, procedures and rules into daily practice. This process should increase the level of consistency of implementation of programs and procedures and should increase the ability of the school leadership to sustain the culture of school improvement over time.

The principal and the administrative and instructional leadership teams should continue to intensify efforts to ensure that all instructional staff members understand and implement rigorous and relevant instruction for all students. The principal and instructional leadership team should ensure that appropriate training is provided when needed and that regular observations and walkthroughs are followed by personal, targeted and face-to-face feedback and coaching designed to support sustained instructional excellence and increased rigor and relevance.

Resources:

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

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

Lambert, L. (2003). *Capacity for Lasting School Improvement*. Alexandria, VA: Association for Supervision & Curriculum Development.

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

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

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

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

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

Review of certified personnel evaluation plan and process, classroom assignments, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district budget and allocations, employee handbooks, eWalk data, faculty meeting agenda, Implementation and Impact Checks, lesson plans/units of study, master school schedule, needs assessment data, roster of teaching assignments, schedule for co-curricular offerings, school budget and allocations, school calendar with motivational and celebratory events, school event calendar, school financial reports, school improvement planning team meeting minutes and agenda, state statute and regulation, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle, School Improvement Grant and 30-60-90 Day Plan for Progress

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

Observations of classrooms, common areas and hallways

**Performance Rating    3**

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

The principal has established informal and formal lines of communication with groups within the school (e.g., administrative team, instructional leadership team, department teams, grade level teaching teams, committees), including assigned areas of responsibilities. The teams and committees hold regular meetings with agendas and meeting minutes. The principal has established extensive informal processes and procedures to monitor the use of resources for their impact on organizational effectiveness, using meeting minutes, walkthroughs, observations and formal and informal conversations. The principal encourages the staff to develop partnerships with community members, businesses, industries and organizations (e.g., Louisville Gas & Electric, Valley Village Organization, South Jefferson Christian Church) to support the instructional efforts of the school.

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

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**Performance Rating**    **3**

The master schedule, developed in collaboration with the administrative and instructional leadership teams, provides for the core classes to have adequate time for the teachers to offer quality instruction to meet the learning needs of the students. The master schedule allows for flexibility for each grade level team to plan expanded time for specific instructional activities (e.g., science labs, social studies projects). The schedule also includes instructional class time for all students to receive intervention strategies to address their unique learning needs. The master schedule, developed in collaboration with the administrative and instructional leadership teams, provides for the core classes to have adequate time for the teachers to offer quality instruction to meet the learning needs of the students. The master schedule allows for flexibility for each grade level team to plan expanded time for specific instructional activities (e.g., science labs, social studies projects). The schedule also includes instructional class time for all students to receive intervention strategies to address their unique learning needs.

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 budget, developed by the principal in collaboration with the administrative and instructional leadership teams, is based on a needs assessment and tied to the comprehensive school improvement plan. Budget sources (e.g., Title I, Student Recovery Program, Activity Funds, School Improvement Grant) are integrated in the school improvement plan to support the activities and strategies. The school is allocated additional “at risk” (Section 7) funds from the district to address targeted school and student needs. The principal follows all state and federal requirements for discretionary funds.

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**Performance Rating**    **2**

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

The principal has implemented a process and procedures for assigning staff members. The principal collaborates with the administrative and instructional leadership team before making teaching assignments. The principal attempts to match teacher strengths with identified student needs, but the number of new, inexperienced staff members inhibits this effort. Teachers are also given the opportunity to request certain grade level and subject teaching assignments for the principal to consider before the assignments are made.

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

The principal has implemented procedures (e.g., no announcements during class time, limited telephone calls to classroom) to ensure that instructional time is protected. The administrative team uses walkthroughs and implementation and impact checks as tools to monitor the effective use of classroom instructional time. Classroom behavior disruptions in some classrooms prevent students from receiving the full benefit of instructional time. The school has also implemented the Jefferson County Public Schools Code of Acceptable Behavior and Discipline and the Student Bill of Rights. Creating A Respectful Environment (CARE) for Kids is used as the schoolwide and classroom management program; however, the implementation of the program is inconsistent throughout the building (e.g., some teachers not consistently enforcing rules, implementation of different behavioral program models in some classrooms). In many classrooms, the low levels of rigor and student engagement result in off-task student behavior.

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

The master schedule, developed in collaboration with the administrative and instructional leadership teams, provides common planning time for the grade level teams. The principal and assistant principals attend the grade level team meetings held on Friday. Department teams and committees meet after school on Tuesday on a rotating basis. Agendas and minutes are kept to document the meeting activities (e.g., intervention strategies, instructional

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**Performance Rating    2**

practices, implementation of activities and strategies of the comprehensive school improvement plans, implementation of the 30-60-90 Plan for Progress).

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

The principal develops the draft budget after collaborating with the administrative and instructional leadership teams. The principal submits the draft budget to the Efficiency Committee for discussion and approval. Each teacher is allocated an equal amount of money for instructional supplies. Grade level teams and departments are allocated funds as needed to meet specific instructional needs. The principal has an informal process for teachers to request funds for supplies and resources on their "wish list." There is no formal process to monitor and evaluate the impact the requested resources have on student growth and achievement. Several tools, such as implementation and impact checks, walkthrough data and team minutes and agendas are used to informally monitor for impact of the resources. All federal, state and district requirements are followed by the principal in administering the school budget.

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

The comprehensive school improvement plan identifies the funding sources (e.g., Title I, Student Recovery Program, Activity Funds, School Improvement Grant) for the activities and strategies to be implemented. The principal has established an effective informal process for teachers to request funds for supplies and resources on their "wish list." The principal has not developed a formal process to ensure that the requested resources are tied to the comprehensive school improvement plan or to monitor expenditures for their impact on student growth and achievement, although the principal does use several tools to informally monitor the impact (e.g., implementation and impact checks, walkthroughs, agenda and minutes of meetings).

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

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**Performance Rating    2**

The principal follows all district, state and federal program guidelines in the allocation of all categorical funds (e.g., Youth Services Center, Title I, Safe Schools). The principal integrates categorical funds to implement the activities and strategies of the school programs and initiatives. The categorical funds are monitored by the principal according to district requirements and state and federal guidelines. The principal has not developed a systematic process to monitor and evaluate the categorical funds for their impact on student growth and achievement, although the principal does have a relatively extensive informal monitoring process.

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Summary of recommendations in: **Efficiency**

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

The principal should lead and facilitate the development and implementation of a formal process to monitor and evaluate the allocation of resources for their impact on continuous school growth and improvement.

Resources:

Kentucky School Board Association - [www.ksba.org](http://www.ksba.org)

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

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

SISI Toolkit Standard 8. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%208/Standard%208%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%208/Standard%208%20By%20Standards.htm)

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**FROST MIDDLE**

Jefferson County Public Schools School District

2/19/2012 - 2/24/2012

Summary Findings in: **Efficiency**

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

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

Review of comprehensive school improvement plan, eWalk data, Implementation and Impact Checks, master school schedule, needs assessment data, samples of classroom assessments, school event calendar, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school Web pages, student handbook, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle and School Improvement Grant  
30-60-90 Day Plan for Progress

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

**Performance Rating    3**

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

The principal collects, manages and analyzes data using a needs assessment process in collaboration with the instructional leadership team to develop the comprehensive school improvement plan. Data from multiple sources is reviewed to establish the action components in the plan (e.g., No Child Left Behind report; Kentucky Interim Progress Report; Measures of Academic Progress; Teaching, Empowering, Leading, Learning Kentucky survey; parent involvement data; attendance data; discipline data; walkthrough data). During professional development training and administrative and instructional leadership meetings for the math, reading, writing, science, and social studies components, classroom assessments and student work are analyzed as part of the ongoing needs assessment process. This practice addresses a deficiency found in the 2010 leadership assessment regarding the limited use of data and classroom assessments.

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

The principal collaborates with stakeholder groups (e.g., administrative team, instructional leadership team, departments, grade level teams, Parent Teacher Student Association) to enhance instructional and organizational structures. A systematic process ensures that multiple sources of data are collected and analyzed throughout the comprehensive school improvement planning process. The 30-60-90 Day Plan for Progress identifies targeted areas described as "Big Rocks." These targeted areas are "implement and

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

**Performance Rating**    **3**

refine system of proactive, consistent school wide procedures and structures”; “effective core program and system of intervention”; and “build capacity among faculty and staff.” The “Big Rocks” (e.g., discipline, attendance, core content) are embedded in the action components of the school improvement plan and include appropriate research, professional development training and follow through showing trends and shifts and progress over time in student growth and achievement

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

The principal has a systematic strategy grounded in research (e.g., Standards and Indicators for School Improvement, The Missing Piece of Proficiency, DuFour’s “Whatever It Takes,” University of Louisville Academic and Behavior Response to Intervention, Stiggins and Chappuis - Seven Strategies of Classroom Assessment for Student Learning) to evaluate the comprehensive school improvement plan. Current information and data are collected in implementation and impact checks to ensure continual review and revision of progress toward the goals in the comprehensive school improvement plan and the 30-60-90 Day Plan for Progress. Modifications and changes are made, when necessary, to measure the impact of these plans on instructional practice.

9.6a The plan is implemented as developed.

The principal provides direction and support during the implementation process of the comprehensive school improvement plan. Implementation and impact checks review and revise the goals and objectives and the strategies and activities as a continuous, ongoing process. A variety of data is compared to benchmarks in the plan to determine the amount of progress made in each component. Staff members are aware of the school improvement plan and use the plan to influence classroom instruction. This broad involvement of staff members in the implementation of the improvement plan is a noteworthy improvement from the procedures identified in the 2010 leadership assessment.

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 leadership collect and analyze actual and projected data using benchmarks, implementation and impact checks and summaries

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Summary Findings in: **Efficiency**

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

**Performance Rating**    **3**

of data to evaluate and implement the goals and objectives in the comprehensive school improvement plan. Data are reviewed in the implementation and impact checks to determine the effectiveness of each strategy and activity. The checks are then modified, changed or eliminated to ensure continuous progress toward student proficiency. The 30-60-90 Day Plan for Progress also includes an evaluation process for the successful completion of action strategies.

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 comprehensive school improvement plan compares changes over time using benchmarks with each component. Implementation and impact checks are conducted at least three times a year during December, March and May. Benchmarks include timelines, projected data and actual data and are used to monitor progress. The principal and the administrative team conduct weekly walkthroughs in each classroom focusing on student engagement and charts results. These results are used to develop individual and whole group embedded professional development and to determine the impact of the plan on classroom practice and student performance.

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

The principal sustains a commitment to continuous improvement by challenging the status quo (e.g., core content classes, discipline, attendance). Most celebrations are related to individual student achievements. The principal holds the staff accountable for the goals and objectives of the school improvement plan using walkthrough observations and monitoring classroom implementation of the strategies and activities and their desired impact upon student growth and achievement.

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Summary Findings in: **Efficiency**

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

**Performance Rating    2**

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

The principal collaborated with some stakeholders to develop a mission statement: "The Frost Middle School Community ensures each student achieves academic proficiency through high quality instruction delivered in a safe and nurturing environment to develop respectful and responsible citizens." During the 2010-12 school years, the instructional leadership team reviewed both the purpose of the mission statement and samples of mission statements from other organizations. Three draft mission statements were presented to certified staff in department and grade level team meetings and to students through Creating A Respectful Environment (CARE) for Kids circles to review and revise the statement before adoption. The final draft was shared with parents and community members during The Missing Pieces of Proficiency sessions; however, no parents or community members served on the comprehensive planning committee. The instructional leadership team accepted the final draft and presented the mission to the faculty and staff prior to adoption. A school focus statement was derived from the mission "Be Safe, Be Respectful, Be Responsible" as the faculty and staff developed the expectations, routines and procedures for the school. Formal vision, belief and goal statements have not yet been developed to assist in planning for school improvement.

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Summary Findings in: **Efficiency**

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

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Summary of recommendations in: **Efficiency**

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

The comprehensive school improvement planning committee should be expanded to include representatives of all stakeholder groups. Parents and community members should be encouraged to become part of the process. The principal should facilitate the development of a school vision with a corresponding set of beliefs and goals. These statements should be used in connection with the mission statement to guide student growth and achievement.

The principal and school leadership should study successful, similar and high performing schools. These models should be selected from districts across the state and nation, comparing classroom practices and student performance to the instructional practices at Frost Middle school and to assist in the development of the comprehensive school improvement plan.

Resources:

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

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

Prichard Committee for Academic Excellence - [www.prichardcommittee.org](http://www.prichardcommittee.org)

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**Summary of Next Steps:**

The principal should continue to intensify efforts of the administrative and instructional leadership teams to ensure that all instructional staff members understand and implement rigorous and relevant instruction for all students. The principal and the instructional leadership team should ensure that appropriate training is provided when needed and that regular observations and walkthroughs are followed by personal, targeted and face-to-face feedback and coaching designed to support sustained instructional excellence and increased rigor and relevance.

The principal and the instructional leadership team should research the relationship between the rigor of instruction and classroom behavior. This information should be used as a basis for collegial discussions in professional learning communities, faculty meetings and department meetings to address the use of instructional strategies and activities (e.g., culturally responsive, gender, small group) that would increase student engagement and eliminate problems with behavior that interfere with instruction. Teachers should be trained in the use of these strategies and should integrate them into classroom instruction. The principal and the administrative team should monitor to ensure classroom instruction is rigorous, relevant and that there is high student engagement.

The principal should continue to expand collaboration with the instructional leadership team to assist teachers in the development and delivery of student-centered, engaging, rigorous instruction including the effective use of technology to address the learning needs of all students.

The principal should ensure that teachers work collaboratively to develop classroom assessments, both formative and summative, that are intentionally standards based, rigorous and allow students to demonstrate mastery as described in performance level descriptors. All classroom assessments should include rubrics that are shared with students before the assessment or assignment.

The principal should assist the faculty and staff in addressing the cultural and instructional climate of the school. The principal should continue and expand efforts to ensure that all school staff receive continuous, job-embedded professional development and support on integrating research-based instructional practices (e.g., culturally responsive, socio-economic, gender) into their classroom instruction. This initiative should be monitored for implementation and effectiveness.

The principal and the administrative team should collaborate with the instructional staff to further develop a professional learning community that shares a common vision of instructional needs and staff growth and provides structures in which staff, with particular strengths or needs, can provide or receive support and encouragement. The professional learning community should stimulate conversation to promote regular collaboration among all staff members. This collaboration should focus on professional growth as an individual and collective expectation in which all staff members hold each other to high expectations of self-improvement and growth. The professional learning community should also support the development of a school and community culture of mutual respect and trust between and among all staff members and students.

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**In Conclusion:**

The members of the Frost 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.

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

Principal Authority:

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

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

Commissioner, Kentucky Department of Education:

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

I have received the leadership assessment report for Frost Middle School.

Principal, Frost Middle School

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

Superintendent, Jefferson County Schools

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

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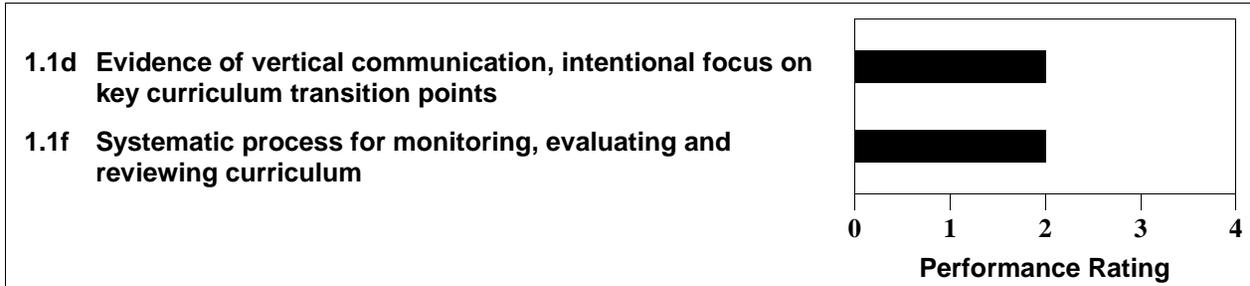
**FROST MIDDLE**

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**1.1 Curriculum**

**Academic Performance**



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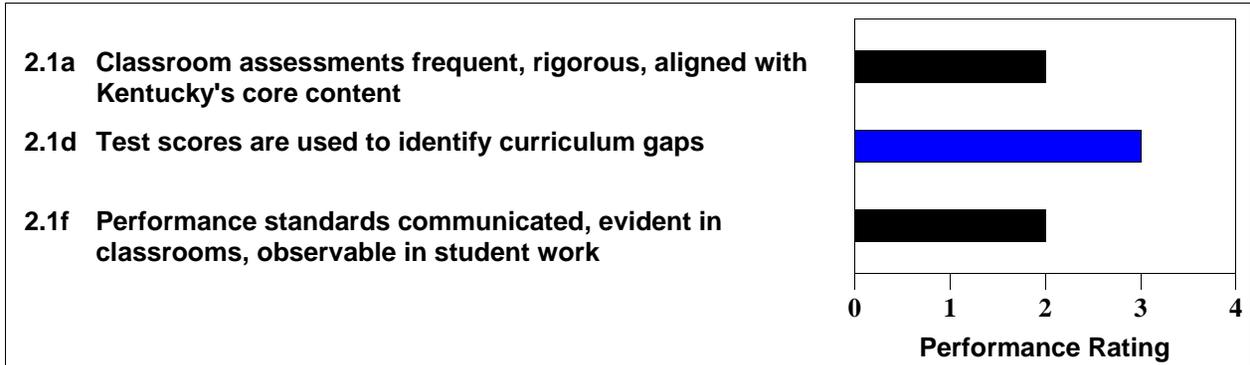
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**2.1 Classroom Evaluation/Assessment**

**Academic Performance**



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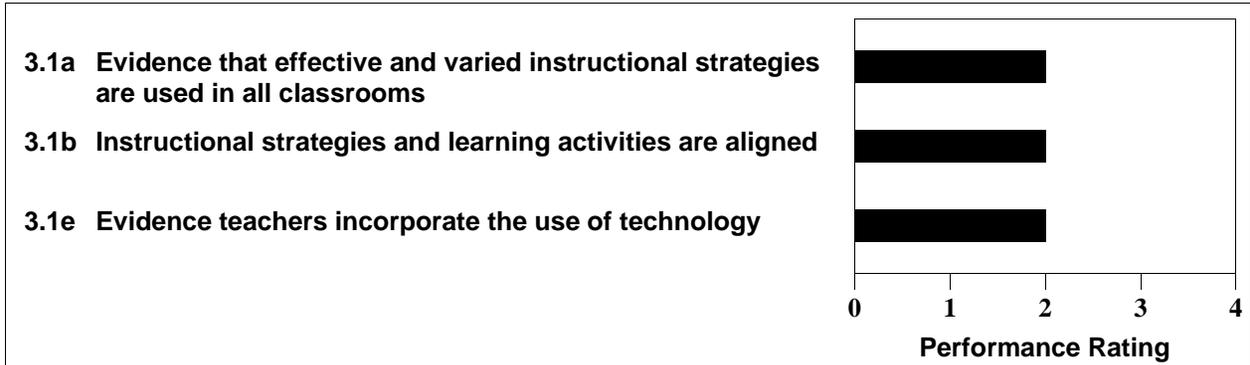
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**3.1 Instruction**

**Academic Performance**



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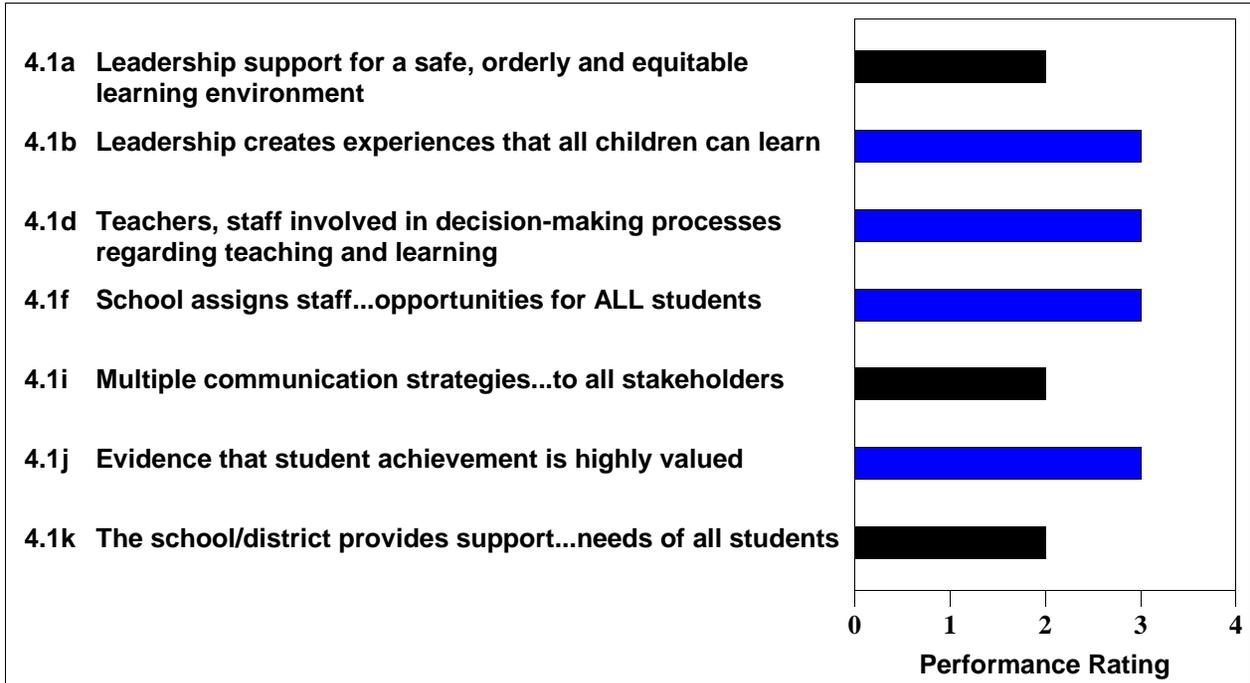
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**4.1 School Culture**

**Learning Environment**



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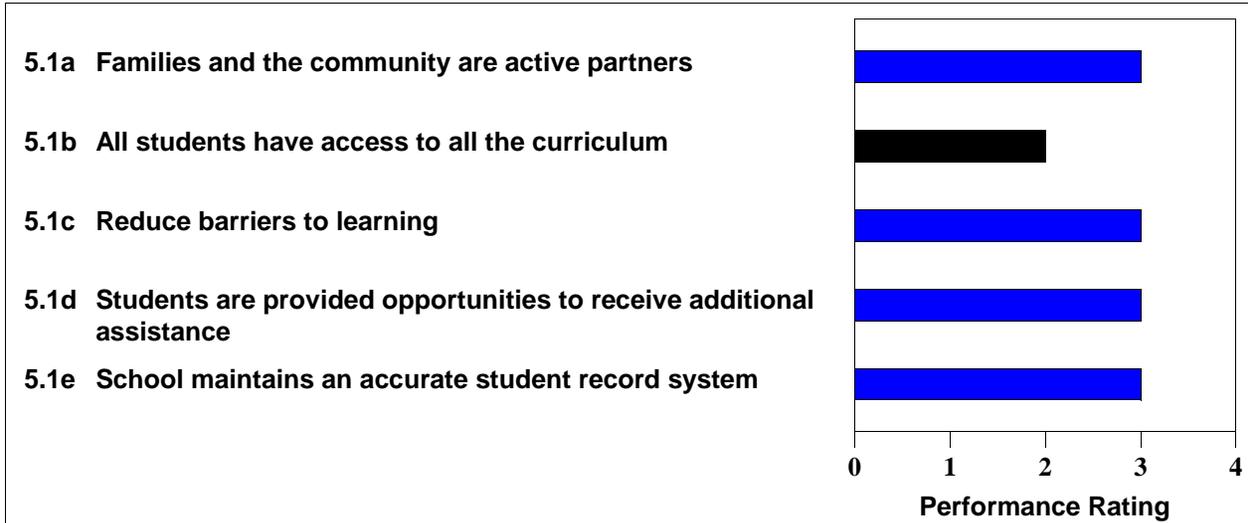
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**5.1 Student, Family and Community Support**

**Learning Environment**



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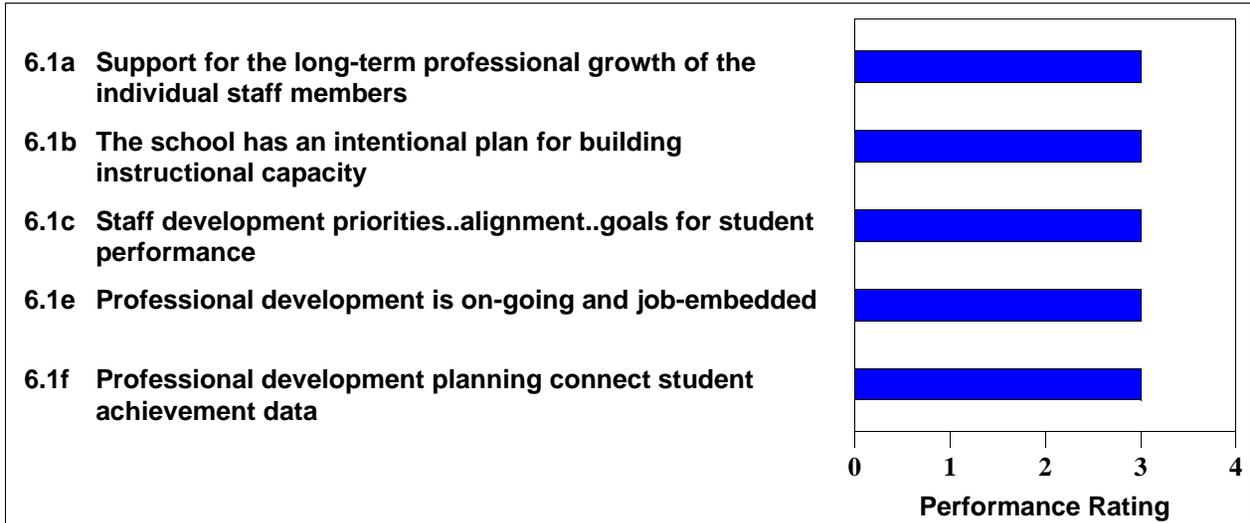
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**6.1 Professional Development**

**Learning Environment**



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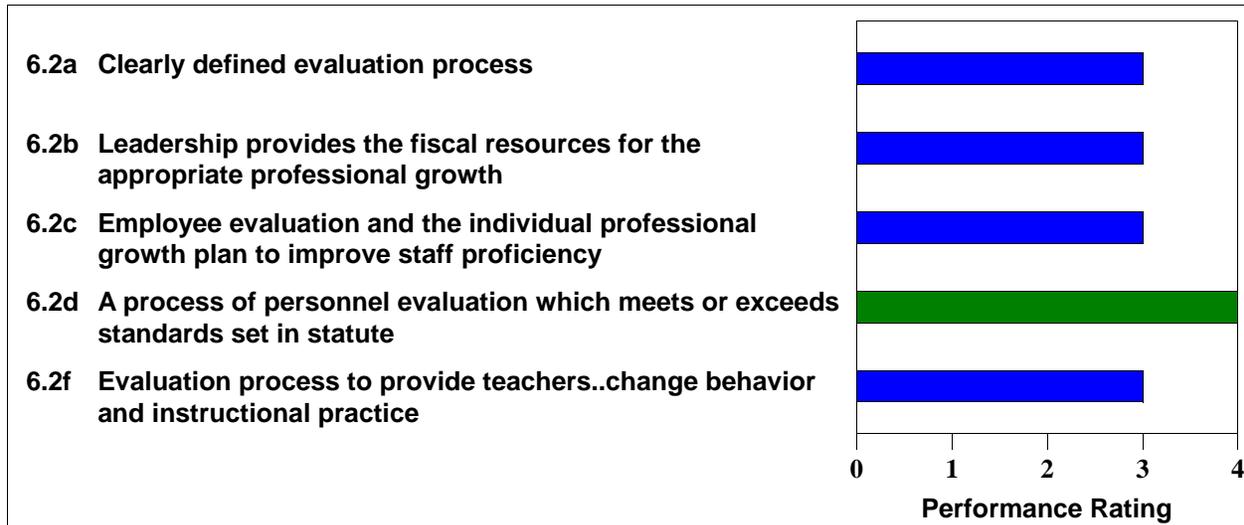
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**6.2 Professional Growth and Evaluation**

**Learning Environment**



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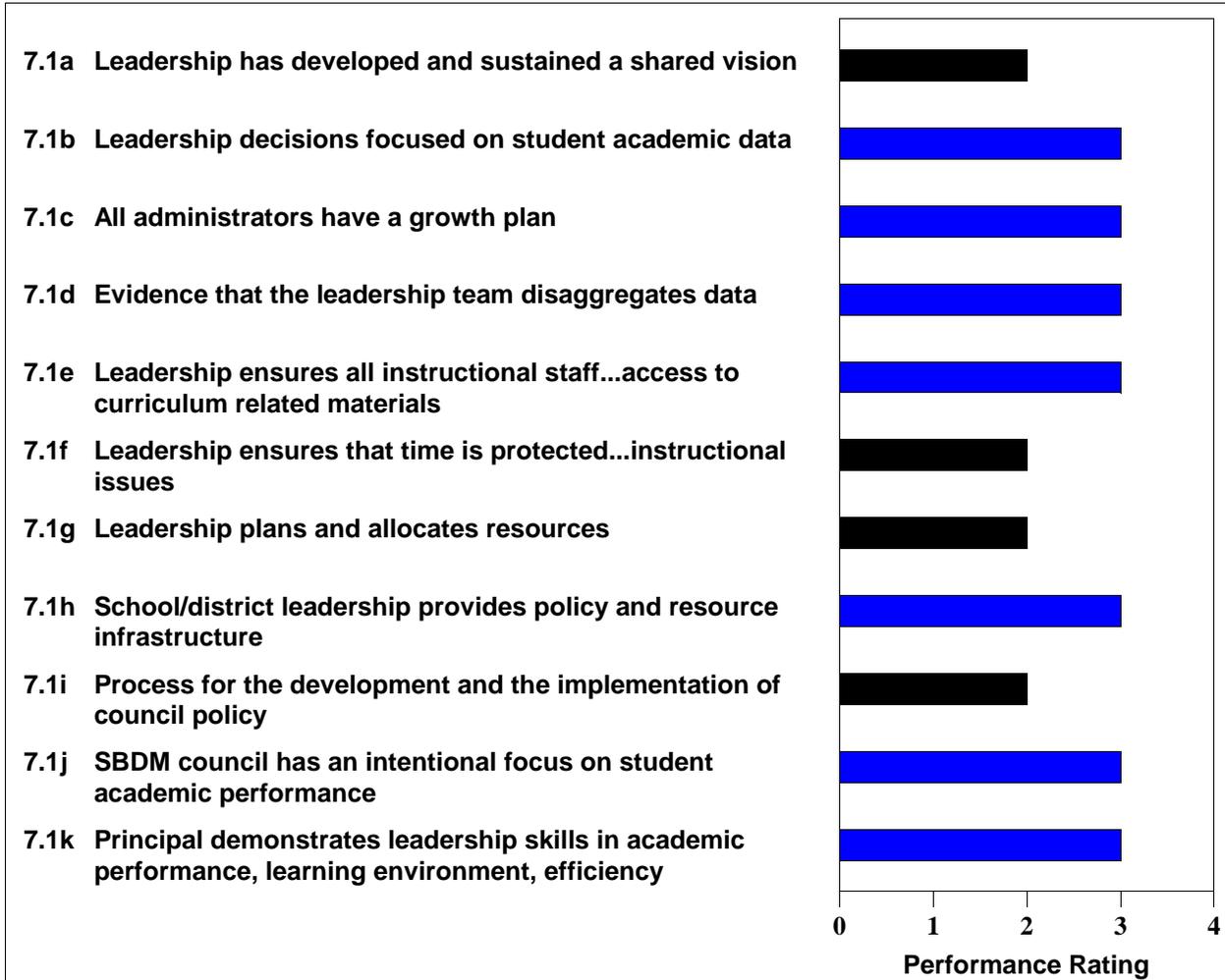
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**7.1 Leadership**

**Efficiency**



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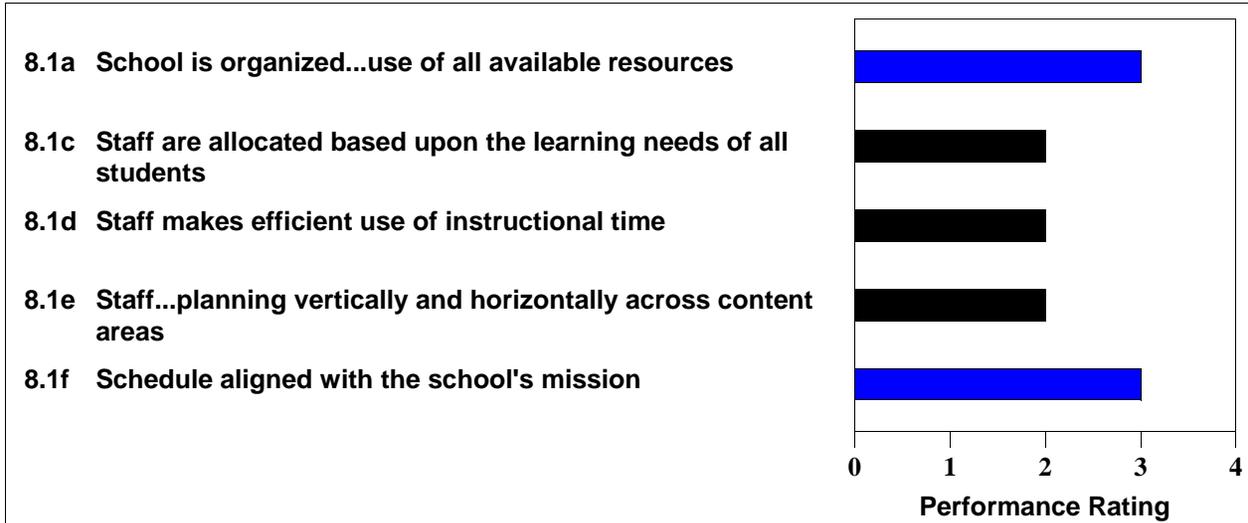
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**8.1 Organization of the School**

**Efficiency**



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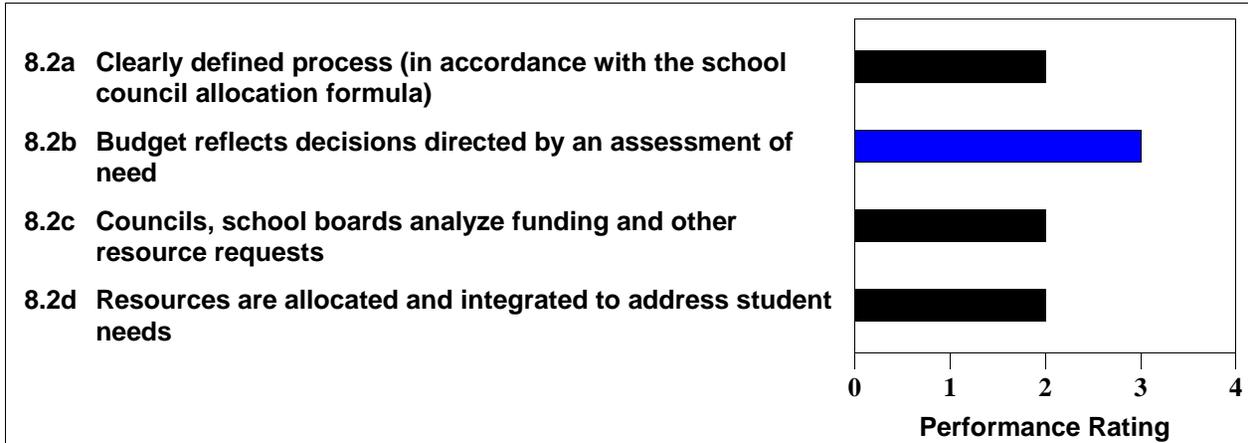
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**8.2 Resource Allocation and Integration**

**Efficiency**



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

**Efficiency**

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



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**9.2 Development of the Profile**

**Efficiency**

**9.2a Planning process involves collecting, managing and analyzing data**



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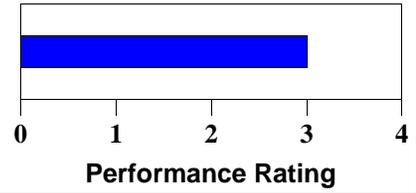
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**9.4 Analyzing Instructional and Organizational Effectiveness**

**Efficiency**

**9.4a Strengths and limitations are identified**



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**9.5 Development of the Improvement Plan**

**Efficiency**

**9.5c Evaluating the effectiveness of improvement plan**



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**9.6 Implementation and Documentation**

**Efficiency**

