

Jefferson County Public Schools  
SENECA HIGH  
School Leadership Assessment Report



12/05/2010 - 12/10/2010



# School Leadership Assessment Executive Summary

## SENECA HIGH

Jefferson County Public Schools School District

12/5/2010 - 12/10/2010

Dr. Mary Greenlee, Principal

### Introduction

The Kentucky Department of Education conducted a school leadership assessment of SENECA HIGH during the period of 12/5/2010 - 12/10/2010. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

### School Deficiencies and Next Steps

1. Deficiency	The principal has not empowered teachers as collaborative decision-makers.
Next Steps	The principal should establish and implement structures to build ownership in teacher leader capacity and to promote school improvement decisions. The principal and teachers should hold themselves accountable for the academic successes and failures of all students. The principal should ensure that teaching and non-teaching staff have ownership in school decisions. She should encourage staff to celebrate academic successes and collectively accept the consequences of all decisions that impact student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not ensured that classroom instructional practices meet the needs of all students.
Next Steps	The principal should establish and implement a plan to monitor and evaluate classroom instructional practices. The plan should include frequent observations, timely feedback, follow-up and ongoing support. The principal should ensure that instructional strategies are responsive to the individual academic needs of all students. The principal should facilitate teachers in researching instructional strategies that have been proven successful at schools with similar demographics and achievement gaps. Teachers should be required to use formative assessment data to inform instructional practices and to determine the individual academic needs of students.

School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>The school council and the principal do not use emerging data to guide their decision-making.</b>
Next Steps	The school council and the principal should use real-time data (e.g., results of teacher designed assessments, student work, trends and patterns identified from learning walks, impact of professional development on classroom instruction) to determine the effectiveness of activities designed for reaching school improvement goals
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>The principal and staff view demographics as the primary barrier to students learning.</b>
Next Steps	The principal should facilitate professional development activities that help teachers understand how to overcome external barriers to learning inherent in a diverse student population. The principal should establish expectations that instructional strategies be effectively and consistently implemented by all teachers for all students..
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>5. Deficiency</b>	<b>The principal has not established high academic expectations.</b>
Next Steps	The principal should communicate to all stakeholders high academic standards for every student. The principal should engage staff in professional conversations to develop a common understanding of high expectations. The principal should hold teachers accountable for ensuring high academic expectations for every student, including those students in targeted populations as identified in the No Child Left Behind Act.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

# SENECA HIGH

## KDE 2010 School Leadership Assessment Report At-a-Glance

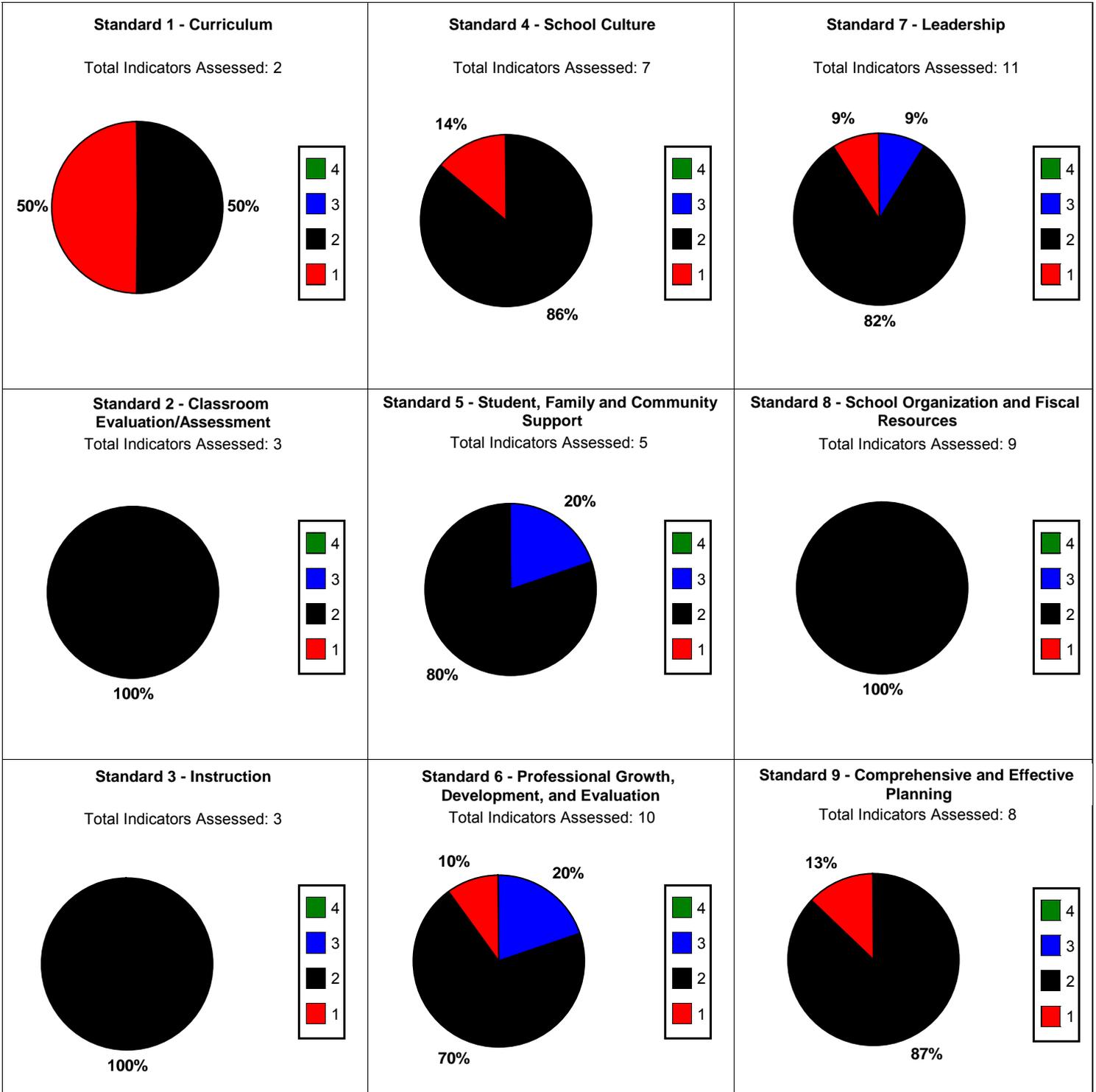
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



**9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Jefferson County Public Schools - SENECA HIGH**

<p><b>Standard - 1 - Academic Performance</b></p> <p><u>Curriculum</u></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p><b>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</b></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><u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p><b>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</b></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><u>Leadership</u></p> <p><b>7.1a Leadership has developed and sustained a shared vision</b></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><b>7.1h School/district leadership provides policy and resource infrastructure</b></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><u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><b>Standard - 5 - Learning Environment - Student, Family and Community Support</b></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p><b>5.1e School maintains an accurate student record system</b></p>	<p><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><u>Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><u>Resource Allocation and Integration</u></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><b>Standard - 3 - Academic Performance</b></p> <p><u>Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><u>Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p><b>6.1b The school has an intentional plan for building instructional capacity</b></p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u></p> <p><b>6.2a Clearly defined evaluation process</b></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><b>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</b></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><u>Defining the School Vision, Mission, Beliefs</u></p> <p><b>9.1a Collaborative process used to develop the vision, beliefs, mission</b></p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><u>Implementation and Documentation</u></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>
<div style="border: 1px solid black; padding: 10px;"> <p align="center"><b>Legend</b></p> <p>Grey - No Assessment Made</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>		

## **Focus on Student Academic Performance**

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

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

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

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

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**SENECA HIGH**

**Jefferson County Public Schools School District**

12/5/2010 - 12/10/2010

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of Seneca High School Magnet Career Academy during the period of 12/5/2010 - 12/10/2010.

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 (60), students (73), parents (16), Family Resource/Youth Services Center staff members (2), central office personnel (8), support staff members (7), assistant principals (3), counselors (3) and the principal.

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

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

The chairperson of the team was Janet C. Hurt, PhD. - District Administrator. The other team members were Marilyn C. King - Teacher; Gwen Buffington-Education Program Consultant, Diverse Learners; Mariann Harlan-Teacher; Robert Holliday, PhD. -District Administrator; Gayle H. Mills-Parent; Carol Higdon-School Administrator; Charles Hausman-University; Joy Waldrop-Teacher/Administrator; Gayle Musgrave-Teacher; Linda Hall-District 180; Susan Brock-District 180.

## **Academic Performance**

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

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

## **Learning Environment**

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

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

## Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

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

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, course syllabi, curriculum documents, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky's Core Content for Assessment, needs assessment data, notes from parent conferences, professional development records, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, student academic records, student handbook, teacher portfolios and Kentucky Interim Performance Report disaggregated data

Interviews with community members, counselor, curriculum resource specialist, district leadership, principal, school council members and teachers

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

**Performance Rating    2**

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

On November 1, 2010, the school council adopted the Curriculum Policy, which requires the use of the Jefferson County School District curriculum. Several district-endorsed programs (e.g., College Preparatory Math, Ramp up, PLATO Learning) are included in the school curriculum. The principal has not developed a process to ensure that the adopted curriculum is implemented. Ongoing monitoring of the implemented curriculum rarely occurs outside of a review of lesson plans during classroom learning walks and formal evaluations.

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Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating**    **1**

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

The principal does not coordinate opportunities for all staff members to engage in discussions with teachers from feeder schools regarding the curriculum. Although high school teachers occasionally discuss curriculum transition points during their learning team and content area department meetings, the principal has not developed a systematic process to ensure that key transition points within the curriculum are identified and discussed.

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Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

The principal and school council should develop a plan to facilitate discussions between the high school and feeder schools. This process should include opportunities for teachers at both levels to have conversations about curriculum to ensure a smooth transition for students from middle to high school.

The principal should monitor the work of the learning teams to ensure an intentional focus on implementing and evaluating the adopted curriculum.

The principal should facilitate ongoing vertical and horizontal conversations to identify key transition points in the curriculum and for eliminating gaps and overlaps in the curriculum.

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Jefferson County Public Schools School District

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Summary Findings in: **Academic Performance**

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

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

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, course syllabi, curriculum documents, eWalk data, examples student learning Inventories, Extended School Services assessment data, Extended School Services program overview and data, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, professional development records, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school Web pages, student homework with teacher feedback, Student Performance Level Descriptors, student work, Kentucky Interim Performance Report disaggregated data, Working Conditions Survey and The Missing Piece of the Proficiency Puzzle

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

Observations of classrooms, common areas and media center

**Performance Rating    2**

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

Classroom assessments, typically, are aligned to the Kentucky Core Content for Assessment 4.1. Student assessment results are not consistently used to ensure that students are reaching proficiency. Common assessments are administered every six weeks. Progress reports are generated from common assessments and are reviewed by school leadership and teachers at learning team and content department meetings. Common assessment questions emulate test items on the Kentucky Core Content Test. The school council has not adopted an assessment policy. Teachers do not regularly collaborate to develop authentic assessments and rubrics. Many teacher-designed classroom assessments lack the rigor needed to ensure students demonstrate proficient work.

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

The principal annually reviews student achievement data (e.g., Kentucky Interim Performance Report, No Child Left Behind Report, ACT, PLAN) with content departments and the school council. These findings, however, are rarely used to evaluate how well the implemented curriculum is aligned to the Kentucky Core Content for Assessment.

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Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

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

Few teachers communicate performance level descriptors prior to assigning student learning tasks or administering an assessment. Student work displayed in classrooms is seldom accompanied by a rubric and does not always correlate with proficiency or state performance level descriptors. Classroom assessments are not always aligned to the student performance level descriptors.

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Summary of recommendations in: **Academic Performance**

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

The school council should adopt a classroom assessment policy.

The principal should require teachers to regularly collaborate in the development of authentic assessment tasks and rubrics. The principal should ensure that teachers routinely review student results from the assessments to guide instruction and to improve the assessment tasks.

The principal should require teachers to use frequent, rigorous assessments that are directly connected to classroom instruction and measure student learning. School leadership should monitor these assessments to assure consistent implementation of instructional practices designed to meet specific student needs.

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Jefferson County Public Schools School District

12/5/2010 - 12/10/2010

Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

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

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, course syllabi, cumulative folders system/student working folders/portfolios, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, Implementation and Impact Checks, Individual Learning Plans, individual professional growth plans, lesson plans/units of study, needs assessment data, professional development records, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school procedures manual, school Web pages, student handbook, student work and Kentucky Interim Performance Report disaggregated data

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

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

**Performance Rating    2**

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

The school council has adopted a policy called Instructional Practices. This policy states that the principal, with input from the instructional learning team, will recommend the use of instructional practices designed to enhance student achievement. The principal has not established a systematic process to fully implement or monitor this policy. Several research based instructional resources are available to support the curriculum (e.g., College Preparatory Math, Ramp up, math manipulatives). Engaging and research-based instructional strategies (e.g., cooperative learning groups, hands-on activities, higher order questioning) are not consistently or effectively used in all classrooms.

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

Some instructional activities require students to complete tasks similar to items on state assessments (e.g., open response questions, reading for various purposes and from different genres, converting data to graphs). District pacing guides that are aligned to school and state learning goals are

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating    2**

available for teachers to use in designing instruction. Few teachers are designing and using rubrics to clarify expectations for learning. Many teachers are administering standards-based common assessments that are aligned with state standards.

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

The school council adopted the Technology Credit Required for Graduation Policy on November 11, 2010. Beginning with the class of 2012, this policy will require students to demonstrate performance-based competency in technology as a graduation requirement. Several computer classes are offered (e.g., Technology Systems, Computer Applications, Web Design, Computer Maintenance). Students in the advanced and honors program are currently required to earn one credit in a technology class. Some teachers integrate technology into instruction (e.g., graphing calculators, word processing, career and technical education pilot technology program) to extend learning. In most classrooms, technology is used for delivery of instruction. The principal does not systematically and intentionally monitor to determine the effective use of technology in student learning.

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Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The Principal should put into place a systematic and effective plan for monitoring, evaluating and reviewing instructional practices. All teachers should receive frequent observations with meaningful feedback, follow-up, and ongoing support for the purpose of improving instruction to meet the needs of a diverse student population. The principal should ensure that all teachers provide students in all classes (comprehensive, honors and advanced) rigorous instruction that advance all students to a proficient level.

The principal should facilitate ongoing, job-embedded professional development that provides teachers with instructional strategies to meet the needs of a diverse student population. This training should address research-based strategies (e.g., differentiated instruction, cooperative learning, targeted interventions) that help teachers meet the individual needs of all students.

The principal should ensure that teachers design instruction that seamlessly integrates technology into instructional strategies and student learning tasks. Technology use should be student-centered.

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Summary Findings in: **Learning Environment**

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

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

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, facility inspection reports, facility work orders, faculty meeting agenda, fire marshal reports, individual professional growth plans, lesson plans/units of study, master school schedule, newspaper clippings/press releases, roster of teaching assignments, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school Web pages, school/district safety plan, staff extra-duty schedule, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, trophy cases, Kentucky Interim Performance Report disaggregated data, Working Conditions Survey results and The Missing Piece of the Proficiency Puzzle

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

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

**Performance Rating    2**

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

The school council has adopted the School Safety Plan that identifies specific procedures related to classroom discipline and management. Students are required to read and sign the Student Bill of Rights and Code of Acceptable Behavior, which emphasizes self-discipline and responsibility. Behavior standards, typically, are not posted in classrooms. Currently, a discipline policy is under revision by the school council. The principal attempts to protect instructional time by making intercom announcements at the beginning of school and the beginning of fifth period. Seneca High School Emergency Procedure outlines staff responsibilities. Emergency evacuation routes are posted in classrooms. The school has 16 surveillance cameras, a telephone security system (Dynamic Emergency Alert Network), security guards and a

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Summary Findings in: **Learning Environment**

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

**Performance Rating 2**

school resource officer, which contributes to a safe, orderly learning environment. School leadership and teachers monitor hallways and common areas during transition times. Some exterior doors remain unlocked during the school day so students can travel from one building to another. Most students, parents and staff believe the school is a safe place. All available data (e.g., survey) are not consistently used for decision-making regarding the learning environment.

- 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 does not espouse a belief that all students can learn at high levels. The principal and many staff members view a variety of issues (e.g., demographics, magnet schools, increased numbers of Exceptional Child Education students) as barriers to higher student achievement. The principal and some staff do not hold themselves accountable for their role in the success and failure of all students. The principal encourages teachers to share successful strategies during department meetings and occasionally invites teachers to engage in peer observations. Most teachers attend learning team meetings, but this practice does not intentionally ensure that teachers have focus on teacher successes with under-achieving students. The principal has developed partnerships with other stakeholder groups (e.g., General Electric, University of Louisville Education and Employment Partnership).

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

The school council has adopted a policy called Assignment of Instruction and Non-instructional Staff Time. However, there is not a policy addressing the assignment of students to classes and programs. The master schedule is created by the guidance counselor and the principal. Most performance levels are identified prior to students entering high school (e.g., comprehensive, honors). Continuous assessment data are rarely used to group and regroup students. The principal does not systematically assign teachers to teach classes based on the academic needs of students.

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

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

Although the principal has not articulated a comprehensive communication plan, some venues are used to communicate with stakeholders. The student handbook is distributed to all students and contains an agenda planner. Student progress is reported to parents in a variety of ways (e-mail, phone conversations, parent conferences). Formal progress reports go home every six weeks and report cards every twelve weeks. The final report card is mailed to the parents. The principal has monthly dialogue with the student council and class officers and communicates with staff members through the Redhawk Newsletter. Parent Teacher Student Association publishes a newsletter to inform parents of school events.

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

The principal provides some opportunities for the celebration of student success. Students scoring distinguished in all content areas on the Kentucky Core Content Test are recognized on hallway banners. Prizes (e.g., shirts, computers, ice cream) are given for academic accomplishments and attendance. A freshman is named student of the month for academic achievement. Academic and athletic awards are displayed at the front entrance of the school. Student academic successes are not routinely shared with the community.

- 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.

School leadership has provided some support (e.g., education magnet, career and technical magnet, career pathways) for the physical, cultural, socio-economic and intellectual needs of students. Instructional practices are not always culturally responsive. Teachers and instructional assistants (e.g., Exceptional Child Education, English as a Second Language, Reading Resource) support the various diverse needs of students. District leadership recruits a diverse teaching staff. School leadership retains teachers through a supportive, family environment.

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Summary Findings in: **Learning Environment**

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

**Performance Rating**    **1**

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

Teaching and non-teaching staff rarely collaborate. There is no established process to include non-teaching staff in decisions impacting student learning.

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Summary of recommendations in: **Learning Environment**

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

The principal should establish and implement structures that encourage decision-making by all stakeholders. The school council should establish standing committees that promote staff ownership, decision making, and acceptance of responsibility for the consequences from those decisions. The school council should study or delegate to committees the study of emerging issues and make data driven decisions.

The principal should collaborate with staff to investigate culturally responsive instructional strategies that can meet the individual needs of a diverse student population to include cultural and academic connections. The principal should facilitate professional development to assist teachers in advancing their repertoire of research based strategies that have proven successful for closing the achievement gap in schools with similar demographics.

The principal should take steps to ensure that all students have access to and participate in core curriculum classes while maintaining high expectations for all students and holding faculty accountable for the implementation of the curriculum.

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Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, examples of school to home communications, faculty meeting agenda, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Individual Learning Plans, individual professional growth plans, newspaper clippings/press releases, newspapers, policies and procedures on access to student records, professional development records, roster of teaching assignments, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school newsletter, school profile, School Report Card data, school Web pages, student handbook, Working Conditions Survey results and The Missing Piece of the Proficiency Puzzle

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

Observations of classrooms, common areas and media center

**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.

School leadership and school staff members manage student academic records through Infinite Campus software. Student cumulative folders are well organized. A full-time records clerk supervises security of and access to records. School counselors assist in the development of Individual Learning Plans for all students and closely monitor the timelines and benchmarks according to established criteria. A transition teacher works with Exceptional Child Education students to develop their Individual Learning Plans.

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

The school council establishes ad hoc committees in the bylaws. The hiring committee assists in the hiring of new staff.

Although there are no specific procedures to advocate for students who do not have parents or other significant adults, the principal and staff collaborate to provide support (e.g., counseling, teacher tutoring and mentoring pathways to careers) for some students.

A variety of programs and strategies are available to strengthen relationships between school staff and families (e.g., Blessings in a Backpack, Family Resource Youth Services Center, Louisville Education Employment Partnership, Adult Education, Red Hawk Days, Newcomers Academy, Conference Days, Open House, Parent Teacher Student Association, Junior Achievement, Kentucky Center for the Arts, Stranger Danger Presentation, Greater Louisville Mathematics League, Career Opportunities through Vocational Exploration, College Fairs, Toys for Tots, Family Information Network on Disabilities, Southeast Christian Church Disabilities Ministry, School Booster Club).

The principal has developed and communicated some procedures for staff, students, and families to resolve concerns, file complaints and make suggestions. Counselors advise students and help with personal and academic concerns.

School counselors and Family Resource Youth Services Center staff refer families in need to community organizations. Family Resource Centers provide resources (e.g., senior uniform recycling, winter coats).

Most teachers intentionally encourage all students to attend school and monitor attendance.

- 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).

Some students with need academic assistance can receive additional assistance through the Extended School Services program after school.

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

School leadership has not maximized the flexibility of the trimester schedule to produce access for all students to academic intervention and enrichment (e.g., extended school service during the school day). Entrance criteria for Summer School Services is defined by the school council policy called Summer Extended School Services.

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

School leadership has provided staff members training for identifying students with learning needs; however, not all staff has been trained to recognize external barriers to learning or to assist in removing these barriers. Students transferring or enrolling as a new student are provided some assistance to acclimate themselves to school.

School counselors and Youth Services Center staff collaborate to meet a variety of individual student needs and refer families to community agencies to reduce external barriers to learning or eliminate the negative impact on student achievement (e.g., grief counseling, suicide prevention, career counseling, college placement assistance and mental health awareness).

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

The principal has not established procedures to assist students who need assistance after interruptions in their educational program. School leadership provides programs for some students who need additional assistance beyond the classroom (e.g., Ramp Up, credit recovery, eLearning, technical school partnership, dual credit university programs, peer tutoring, Extended School Services). Community and parent volunteers provide tutorial services as needed or requested by students and teachers. There are a variety of clubs (e.g., Speech and Drama, Art, Journalism, Photography, Science, Guitar, Chess) and activities that support classroom instruction.

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Summary of recommendations in: **Learning Environment**

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

The principal and school council should develop policy and implement procedures for establishing school improvement committees. The school council should develop and adopt policy to actively recruit family and community membership on school improvement committees. All school improvement planning should be guided by the work of the committees and include clear measureable objectives to evaluate the effectiveness of all programs and services being implemented.

The school council should explore ways to maximize the use of the trimester master schedule. The school council should explore additional ways to use the flexibility of the trimester schedule to meet the learning needs of students (e.g., premeditation classes, accelerated classes). The schedule should be designed with flexibility, be based on the needs of students, and provide time to group and regroup students as their needs evolve and change.

The school council should establish procedures to recruit and train adults to advocate for students who do not have significant adults to assist them in reaching academic proficiency. The principal should integrate programs (e.g., Family Resource Youth Service Center, guidance programs) to identify, train and assign adults to advocate for students without significant adults in their lives.

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Summary Findings in: **Learning Environment**

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

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

Review of certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, Implementation and Impact Checks, Individual Learning Plans, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, needs assessment data, professional development records, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, state statute and regulation, student homework with teacher feedback, student work, Kentucky Interim Performance Report disaggregated data and Working Conditions Survey results

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

Observations of classrooms

**Performance Rating    3**

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

Prior to the opening of school, the principal explains the evaluation process to staff. The principal retains documentation (e.g., agenda, sign-in sheet) of these meetings.

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

The principal evaluates all staff in accordance with district policy and state statute and regulations.

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

Teachers earn the required number of professional development hours. Most professional development is not intentionally sustained over a period of time. Some teachers participate in trainings that update their content knowledge (e.g., Louisville Writing Project, Common Core Standards Rollout, Gheens Academy Humanities topics) or professional practices (e.g., formative assessments, Small Learning Communities). The district provides an abundance of trainings to enhance the leadership skills of teachers and administrators. A few opportunities (e.g., department chairs) exist at the school level for teachers to learn leadership skills. The principal does not systematically monitor the impact of professional development activities on teacher practices and student learning. District leadership provides professional development (e.g., Infinite Campus, safety) for classified staff.

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

The principal has not intentionally linked professional development activities or Individual Professional Growth Plan goals, the evaluation process and comprehensive school improvement plan goals.

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

The principal does not always ensure that professional development is ongoing and job-embedded. The principal does not routinely monitor teacher practices to ensure continuous professional growth from professional development activities.

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

The principal analyzes student achievement data (e.g., common assessments, Kentucky Interim Performance Report, No Child Left Behind Report). During classroom learning walks, school leaders rarely examine the impact of professional development activities on teacher practices and student achievement. The principal seldom evaluates the effectiveness of professional practices to plan the allocation of resources.

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

**Performance Rating    2**

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

The principal spends the majority of professional development funds on activities (e.g., formative assessment, training materials) that are not articulated in the comprehensive school improvement plan.

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

The principal does not purposely use the evaluation process and individual professional growth plans to support improvement of instructional practices for each teacher. The principal does not collaborate individually with each teacher to identify professional growth needs. Some teachers view the development of their individual growth plan as a compliance piece rather than as a process to improve their professional practices.

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

All teachers are evaluated using the certified personnel evaluation process. The principal, however, does not ensure that teachers are provided ongoing support as a critical part of this process. The principal conducts formal evaluations; however, this process has not significantly impacted student academic performance.

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Summary Findings in: **Learning Environment**

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

**Performance Rating**    **1**

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

The school council has adopted a policy called Professional Development, which establishes a committee to create and facilitate training for teachers. The principal has not formed a committee in compliance with this policy or facilitated the development of a professional development plan. Most school level professional development activities (e.g., instructional strategies, learning collaboratively) are not ongoing, job-embedded and multiyear.

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Summary of recommendations in: **Learning Environment**

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

The principal should facilitate the development of a job-embedded professional development plan that scaffolds teacher learning from year to year. The professional development activities should focus on closing the achievement gaps for targeted populations and advancing the achievement of all students.

The principal should collaborate with each teacher to identify needs for inclusion in the Individual Professional Growth Plan. This plan should reflect growth areas identified from the evaluation process and should support school improvement goals. The principal should establish a systematic process to continuously monitor and evaluate the impact of professional development activities on professional practices and student achievement.

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

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

Review of bulletin boards, exhibits and displays, categorical program financial reports, 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, examples of school to home communications, Extended School Services assessment data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, professional development records, protocols for analyzing student work, report cards/progress reports, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, School Report Card data, school Web pages, school/district safety plan, staff development agenda, state statute and regulation, student academic records, student handbook, Student Performance Level Descriptors, student work, student/parent/staff handbooks, textbook/instructional resources purchasing plans, trophy cases, Kentucky Interim Performance Report disaggregated data and Working Conditions Survey results

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

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

**Performance Rating    3**

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 principal has implemented procedures for handling behaviors that are disruptive to student learning. The procedures requires teachers to complete a student discipline referral form and requesting security to remove the disruptive student from class. The Code of Conduct is published in the Seneca High Magnet Academy Student Agenda handbook. A security person is assigned to each floor of the building to deter inappropriate behavior and tardies. School leadership conducts emergency drills and has established guidelines explaining how staff is to respond to emergency events (e.g., fire, earthquake, tornado, high security, lock-downs). Emergency evacuation procedures are posted in classrooms. The principal delegates to an assistant principal the responsibility for ensuring that procedures (e.g., drills, security,

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**Standard 7**            **Leadership**

**Performance Rating**    **3**

repairs) are followed and that students and staff are prepared to respond to emergency events. The building is clean and well-maintained.

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Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

**Performance Rating    2**

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

School leadership occasionally uses student academic data to make decisions. Academic data are shared with teachers during department and learning team meetings. Student academic data do not consistently and intentionally inform and change instructional practices. Emerging data are not routinely analyzed and rarely guide programmatic or instructional decisions.

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

Administrative individual professional growth plans include components related to their role responsibilities. Each administrator selects goals based on self-identified needs. Some individual professional growth plans include goals that focus on students rather than on the professional growth of the administrator.

- 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 disaggregates some student performance data to compare the academic achievement of targeted student populations and shares findings with teachers. An assistant principal reviews the findings with the school council. Disaggregated student performance data are included in the comprehensive school improvement plan. Significant achievement gaps for targeted populations are not identified or given priority when planning professional development or designing activities to reach the goals in the comprehensive school improvement plan goals.

- 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 staff members possess a copy of the Kentucky Core Content for Assessment 4.1, as well as current district curriculum documents. The principal has not provided all teachers with the training necessary to effectively integrate and implement the required curriculum.

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**Standard 7**                    **Leadership**

**Performance Rating    2**

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

The principal allocates specific blocks of time for content department and learning team meetings. These meetings primarily focus on instruction and assessment and do not specifically include curricular issues. Meeting agendas and minutes are submitted to school leadership.

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

The principal develops a budget and allocates some financial resources to content area department. Teachers request funds through their department chairs. Available resources (e.g., human, personnel, materials) are not intentionally used for continuous school improvement.

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

The school council has adopted all by-laws and policies required by KRS 160.345. The school council revisits and revises policies occasionally but has not articulated an ongoing schedule to examine each policy and by-law. The policies are not revised based on emerging data and anticipated needs. The principal has not developed procedures to fully implement all school council policies (e.g., Homework, Professional Development).

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

The principal submits the comprehensive school improvement plan to district leadership. The principal and district leadership have not engaged in meaningful discussions that resulted in changes to the comprehensive school improvement plan goals and activities.

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

The principal engages staff in discussions regarding student academic performance; however, she does not consistently monitor or hold teachers accountable for demonstrating high academic expectations for all students. She has not facilitated research or exploration by staff into effective, research-

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**Standard 7**                    **Leadership**

**Performance Rating    2**

based strategies to lessen or remove barriers to student learning. The principal's leadership style creates some aspects of a positive school culture. She models good personal relationship skills with faculty and staff, and her skills have promoted positive relationships among staff members. She, however, has not created a professional learning community among all staff or consistently or rigorously held staff accountable for improving professional practices and student achievement. The principal does not consistently model high expectations for all students. She does not hold herself and teachers fully accountable for student achievement. Most teachers are not involved in important school-wide decision-making to remove barriers to student learning and to advance student achievement. The principal does not consistently and continuously analyze data from a variety of sources (e.g., formative assessment results, individual student performance data) to guide her decision-making.

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**Standard 7**            **Leadership**

**Performance Rating**    **1**

7.1a Leadership has developed and sustained a shared vision.

Although, the principal espouses many beliefs regarding teaching and learning, she has not articulated a vision to guide and sustain continuous school improvement.

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Summary of recommendations in: **Efficiency**

**Standard 7**      **Leadership**

The principal should collaborate with representatives from all stakeholder groups to create a vision that unites everyone with a common purpose of all students reaching proficiency. In addition, the school principal should facilitate the development of a mission statement that guides decision making for continuous school improvement.

The school council should take a more active approach in analyzing data and decision-making to meet the academic needs of their diverse student population. As a matter of routine, the school council should analyze and use a variety of data to guide decision making.

The principal and school council should ensure curriculum, instruction, assessment and programs are implemented with fidelity and are continuously monitored and evaluated. The evaluation process should result in validation, modification or elimination of specific practice or programs.

The principal should establish high expectations for staff and students and model the acceptance of responsibility for the successes and failures of all students.

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Summary Findings in: **Efficiency**

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

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

Review of bulletin boards, exhibits and displays, categorical program financial reports, 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, examples of school to home communications, Extended School Services assessment data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, professional development records, protocols for analyzing student work, report cards/progress reports, roster of teaching assignments, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, school/district safety plan, staff development agenda, state statute and regulation, student academic records, student handbook, Student Performance Level Descriptors, student work, student/parent/staff handbooks, textbook/instructional resources purchasing plans, Kentucky Interim Performance Report disaggregated data and Working Conditions Survey results

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

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

**Performance Rating    2**

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

The principal has established communication with and well-defined areas of responsibility for school level administrators. The principal delegates responsibilities (e.g., instruction, freshman discipline, buildings and grounds, safety, buses) to assistant principals, guidance counselors and department heads who assume position-specific work roles. The school council has not adopted policies and the principal has not developed procedures to systematically evaluate the effective use of all allocated resources. School leadership and staff augment internal resources with community assistance (e.g., program presentations, advertising partnerships).

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

The school council has adopted an Assignment of Instructional and Non-

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

**Performance Rating**    **2**

instructional Staff Time policy. This policy specifies that the principal will assign all instructional and non-instructional staff time to support the attainment of student achievement goals. The principal, however, seldom intentionally matches teacher strengths to student academic needs identified through data analysis. The principal gives consideration to teacher requests for specific class assignments. Students are placed into tracks (e.g., advanced, honors, and comprehensive).

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

The school council has adopted a policy called Selection and Implementation of Discipline and Classroom Management Techniques. Some teachers post classroom rules. The principal has not ensured that all teachers maximize instructional time (e.g., free time during class, students with heads down, students sleeping, student sidebar conversations, transitions between activities) and teach bell to bell. The principal restricts intercom announcements to the beginning of school and again at the beginning of fifth period. Many teachers monitor the hallways, and common areas and are visible during class changes.

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

The principal has provided time through content department and learning team meetings for teachers to collaborate vertically and horizontally, but teams seldom focus on the activities related to comprehensive school improvement plan goals. The principal does not require teachers to use their daily planning time (20 of the 70 minutes) to align instructional activities with improvement plan goals and activities.

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

The master class schedule provides optimal time for quality instruction in all classes. Classes meet 70 minutes daily using a trimester schedule. Some

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**Performance Rating 2**

teachers use their planning time to provide additional assistance to students. The organization of the master schedule could accommodate flexibility to provide time to address the individual learning needs of students; however, the trimester schedule has not been maximized.

- 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 district clearly defines the school council allocation process (e.g., direction, timelines). The school council has adopted a budget policy, and the principal has established procedures to implement the policy. Some stakeholders are involved in budget development. The school council adopts and approves the budget, but does not consistently ground budgetary decisions in identified student 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 school council approved budget conforms with discretionary funds requirements. Where required, funds (e.g., grant, state flexible funds, Individuals with Disabilities Education Act funds) are budgeted in accordance with specific program guidelines. Budgetary decisions are not always aligned with findings from data analysis.

- 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 school council adopts an annual school budget and determines staff allocations. The school council staffing allocation is not always developed to meet the identified needs of all students. Teachers request instructional materials through their content area department chairs, but these requests are rarely supported with data documenting student needs

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

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

**Performance Rating    2**

The expenditure of categorical funds is in compliance with program guidelines. Funds from a variety of sources are integrated (e.g., textbook funds, professional development funds) but are not always maximized to meet current and emerging academic needs of students, especially those in targeted populations.

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Summary of recommendations in: **Efficiency**

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

The school principal and the school council should develop a systematic process to monitor and evaluate the effectiveness of resource allocations (e.g., financial, personnel, time) to ensure that resources are aligned with the needs of all students.

The principal should monitor classroom instruction to ensure time is maximized (e.g., bell to bell instruction, classroom management, transition time) and free of unnecessary interruptions.

The school council should collaborate with the principal and staff to develop a budget that supports the needs of all students identified through ongoing data analysis.

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Jefferson County Public Schools School District

12/5/2010 - 12/10/2010

Summary Findings in: **Efficiency**

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

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

Review of certified personnel evaluation plan and process, comprehensive school improvement plan, course syllabi, employee handbooks, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, lesson plans/units of study, master school schedule, needs assessment data, professional development records, protocols for analyzing student work, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, staff development agenda, student handbook, teacher portfolios, Kentucky Interim Performance Report disaggregated data and Working Conditions Survey results

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

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

**Performance Rating    2**

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

The principal and teachers collect and analyze data (e.g., community surveys, Kentucky Interim Performance Report, No Child Left Behind report, Individual Professional Growth needs); however, classroom assessments and student work are not used to develop the comprehensive school improvement plan activities and goals.

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

The principal collects assessment data analyzed by teacher teams (e.g., learning teams, content departments). The principal does not ensure that findings from these data analysis are systematically considered in the development of the comprehensive school improvement plan goals and activities.

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

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

**Performance Rating    2**

The school council annually discusses the impact of activities in the comprehensive school improvement plan on student achievement. The principal, however, has not established a systematic, research-based process for measuring progress toward achieving comprehensive school improvement plan goals.

9.6a The plan is implemented as developed.

Most teachers have a copy of the comprehensive school improvement plan and are given an opportunity to provide input into the review and revision of the goals and action components through content department meetings. The principal has not clearly communicated expectations to staff members for implementing the comprehensive school improvement activities.

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

The principal and school council annually review data from the Kentucky Interim Performance Report and the No Child Left Behind report. Assessment data results are collected and sometimes discussed in departmental meetings; however, these discussions are rarely intentionally focused on evaluating the impact of the comprehensive school improvement plan activities on student achievement.

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

The principal and teacher teams analyze student performance data from a variety of sources (e.g., Kentucky Interim Performance Report, ACT, common assessments). Although the principal and assistant principals conduct classroom learning walks and provide written feedback to teachers at least once every six weeks, there is not an intentional focus on analyzing these data to determine progress toward improving instructional practices and student achievement

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

The principal and school council have not sustained a commitment to continuous improvement in the targeted areas of reading and math as required by the No Child Left Behind Act. The principal does not consistently

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Summary Findings in: **Efficiency**

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

**Performance Rating    2**

monitor progress toward achieving school improvement goals. The principal and the school council have not established a systematic process to measure the implementation and impact of the comprehensive school improvement plan activities or to build capacity to ensure continuous instructional improvements and the advancement of student achievement.

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Summary Findings in: **Efficiency**

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

**Performance Rating**    **1**

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 did not collaborate with staff members or representatives from other stakeholder groups to develop the current mission statement. Although school goals are articulated in the 2009-2010 and the 2010-2011 comprehensive school improvement plans, few staff members participated in the establishment of these school goals. The vision statement was developed during the previous principal's tenure and was revised by the current school principal with no input from stakeholders. The vision and mission statements do not guide the decision-making of school leaders and staff. There are no belief statements.

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Summary of recommendations in: **Efficiency**

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

The school council should involve faculty and staff and representatives from various stakeholder groups in the development of the comprehensive school improvement plan. A comprehensive analysis of data (e.g., surveys, Kentucky Interim Performance Report, No Child Left Behind report, formative and summative assessment results) should guide the development of school improvement plan goals and activities.

The school council should establish a systematically and thorough process to monitor and evaluate progress toward reaching school improvement plan goals, and the school principal should implement this process. The process should include ongoing data analysis to guide modifications to improvement plan activities and goals.

Resources:

DuFour, R. & Eaker, R.E. (1998). Professional Learning Communities At Work, Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

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

Lambert, L. (1998). Building Leadership Capacity in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

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**Summary of Next Steps:**

The principal should establish and implement structures to build ownership in teacher leader capacity and to promote school improvement decisions. The principal and teachers should hold themselves accountable for the academic successes and failures of all students. The principal should ensure that teaching and non-teaching staff have ownership in school decisions. She should encourage staff to celebrate academic successes and collectively accept the consequences of all decisions that impact student achievement.

The principal should establish and implement a plan to monitor and evaluate classroom instructional practices. The plan should include frequent observations, timely feedback, follow-up and ongoing support. The principal should ensure that instructional strategies are responsive to the individual academic needs of all students. The principal should facilitate teachers in researching instructional strategies that have been proven successful at schools with similar demographics and achievement gaps. Teachers should be required to use formative assessment data to inform instructional practices and to determine the individual academic needs of students.

The school council and the principal should use real-time data (e.g., results of teacher designed assessments, student work, trends and patterns identified from learning walks, impact of professional development on classroom instruction) to determine the effectiveness of activities designed for reaching school improvement goals

The principal should facilitate professional development activities that help teachers understand how to overcome external barriers to learning inherent in a diverse student population. The principal should establish expectations that instructional strategies be effectively and consistently implemented by all teachers for all students..

The principal should communicate to all stakeholders high academic standards for every student. The principal should engage staff in professional conversations to develop a common understanding of high expectations. The principal should hold teachers accountable for ensuring high academic expectations for every student, including those students in targeted populations as identified in the No Child Left Behind Act.

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**In Conclusion:**

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

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

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

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

School council shall not be retained in an advisory capacity.

Commissioner, Kentucky Department of Education: \_\_\_\_\_

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

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

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

I have received the leadership assessment report for Seneca High School Magnet Career Academy. I understand the school and district must meet the requirements listed above.

Principal,  
Seneca High School Magnet Career Academy: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent, Jefferson County Schools: \_\_\_\_\_ Date: \_\_\_\_\_

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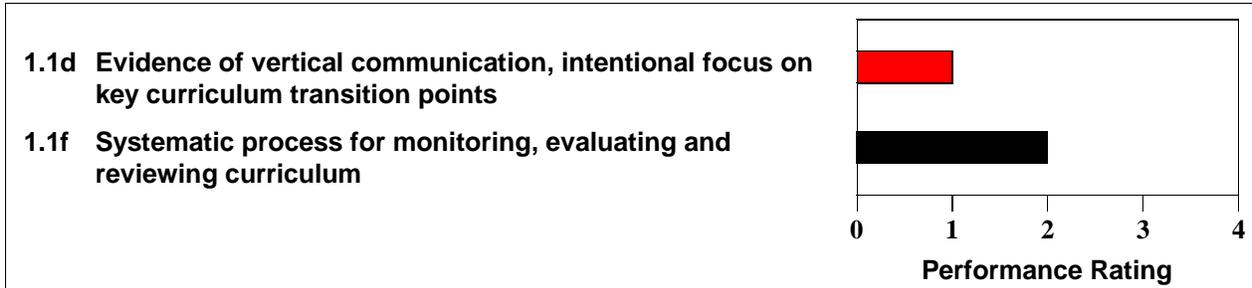
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Jefferson County Public Schools School District

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**1.1 Curriculum**

**Academic Performance**



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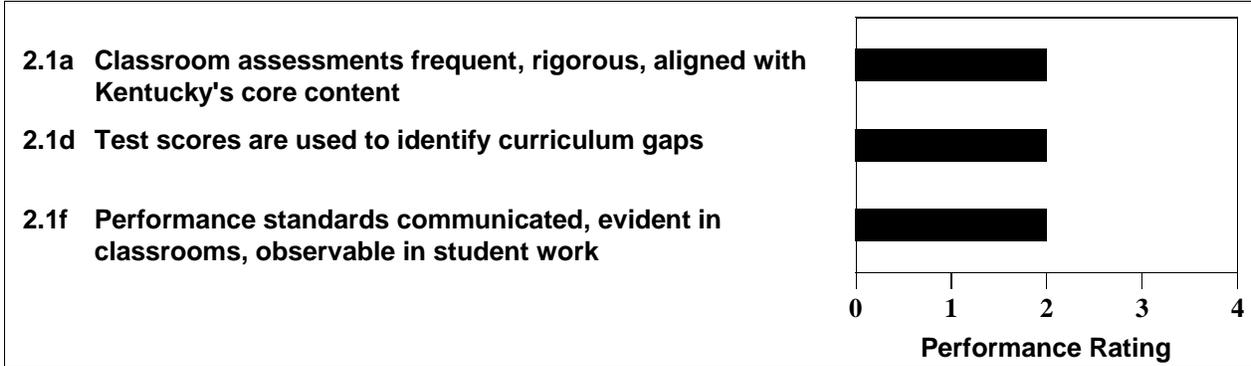
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**2.1 Classroom Evaluation/Assessment**

**Academic Performance**



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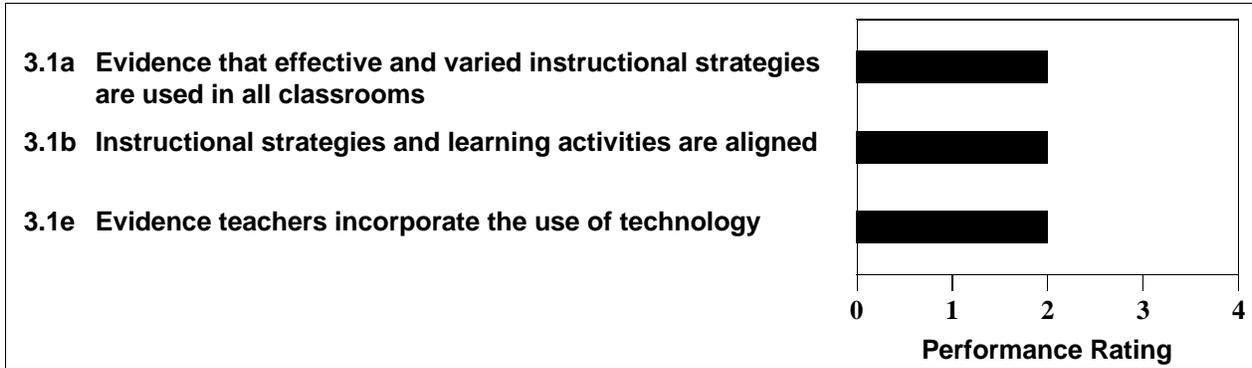
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**3.1 Instruction**

**Academic Performance**



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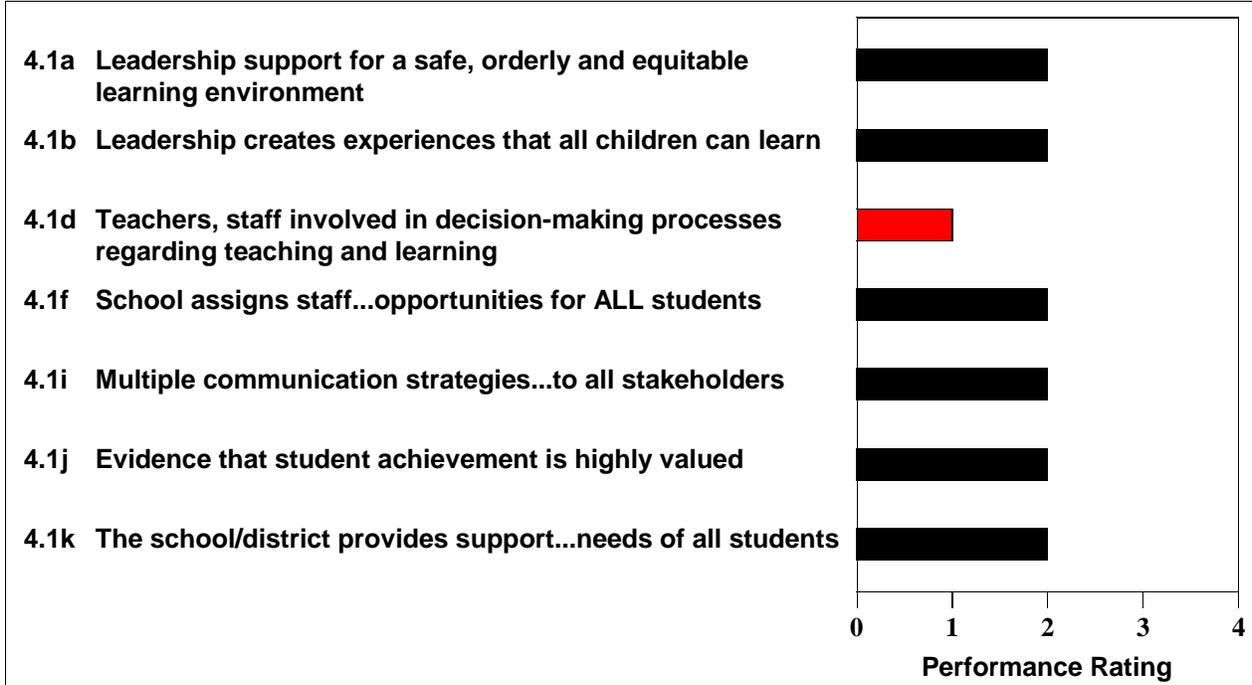
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**4.1 School Culture**

**Learning Environment**



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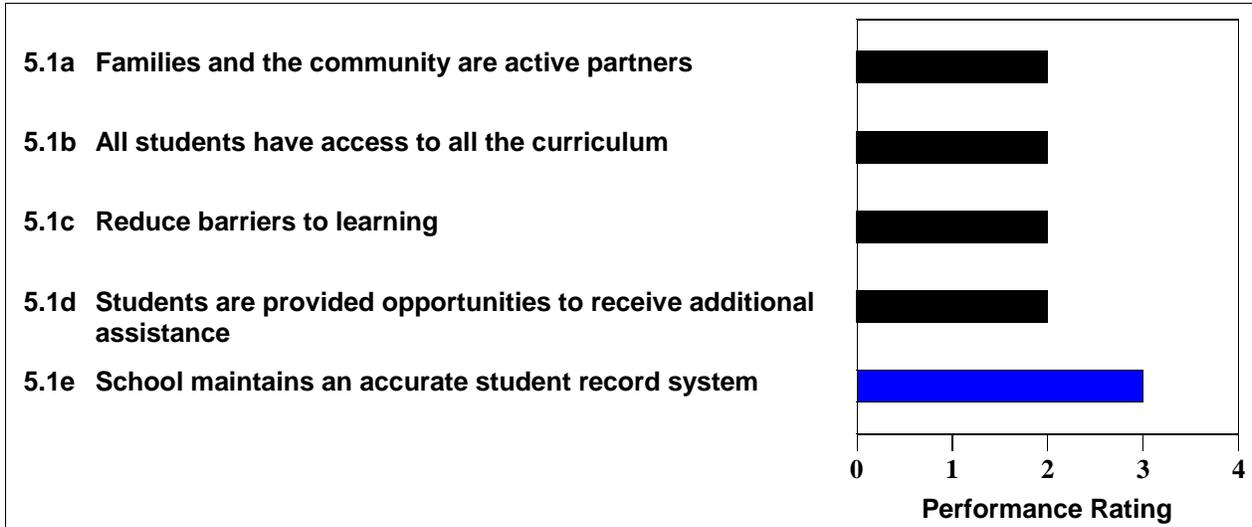
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**5.1 Student, Family and Community Support**

**Learning Environment**



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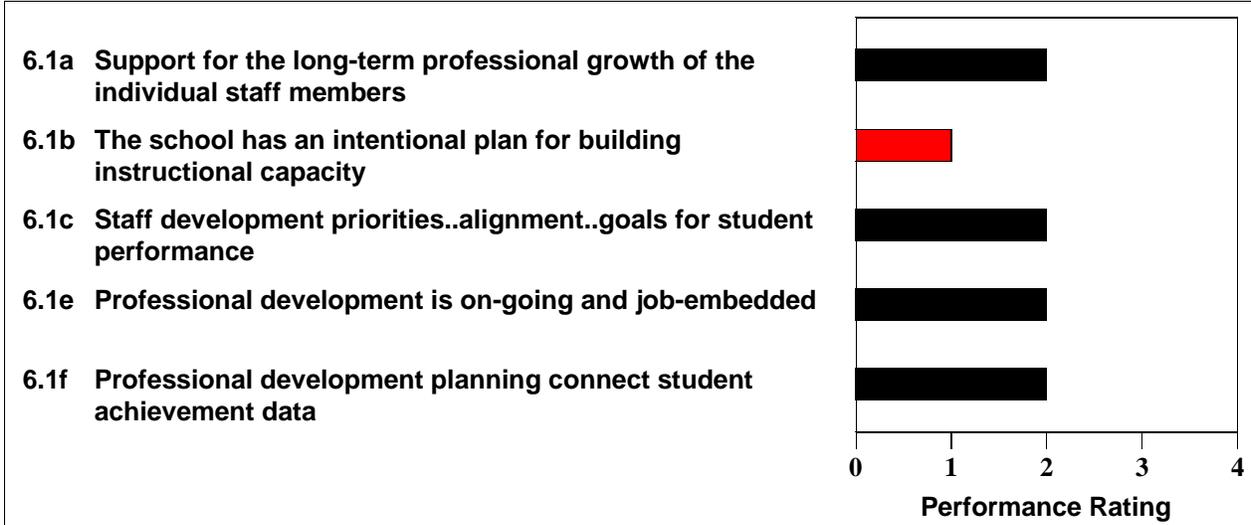
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**6.1 Professional Development**

**Learning Environment**



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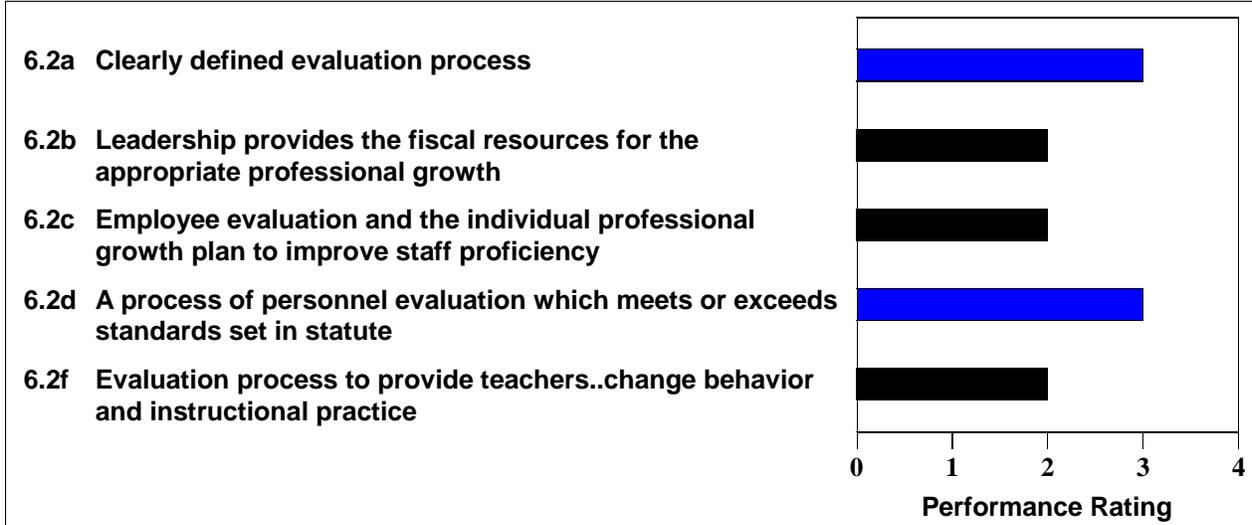
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**6.2 Professional Growth and Evaluation**

**Learning Environment**



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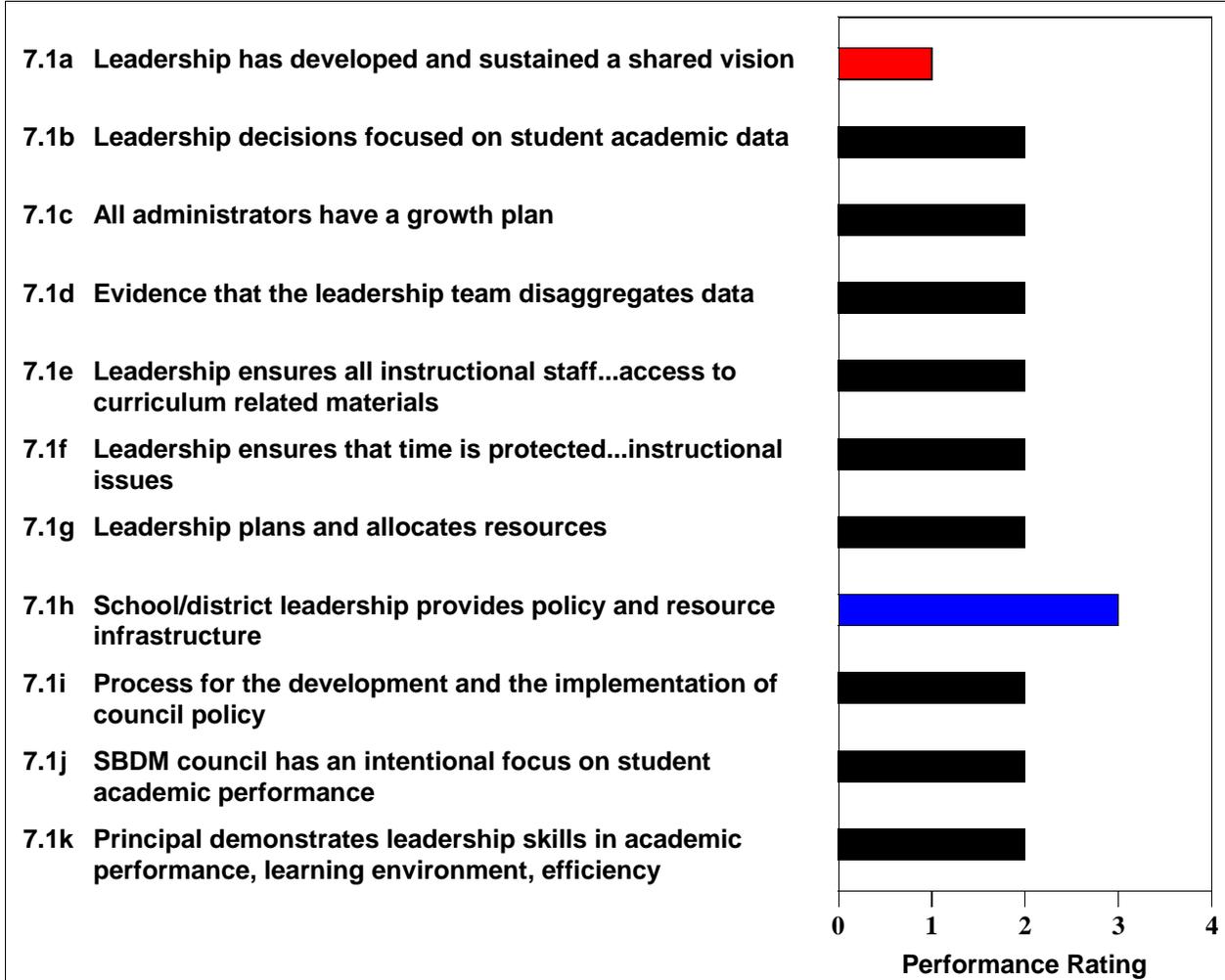
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**7.1 Leadership**

**Efficiency**



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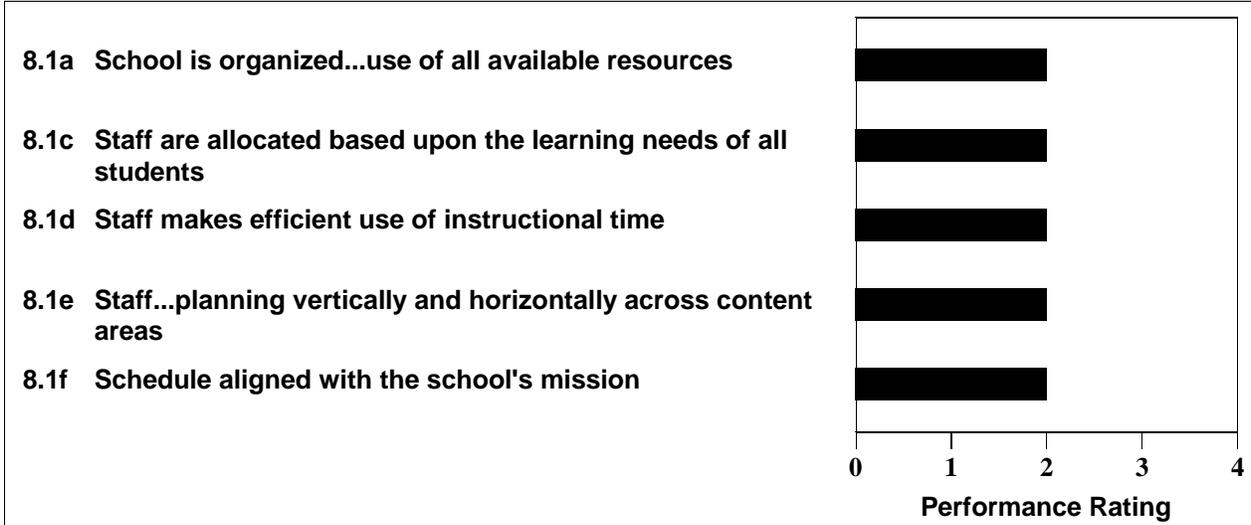
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Jefferson County Public Schools School District

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**8.1 Organization of the School**

**Efficiency**



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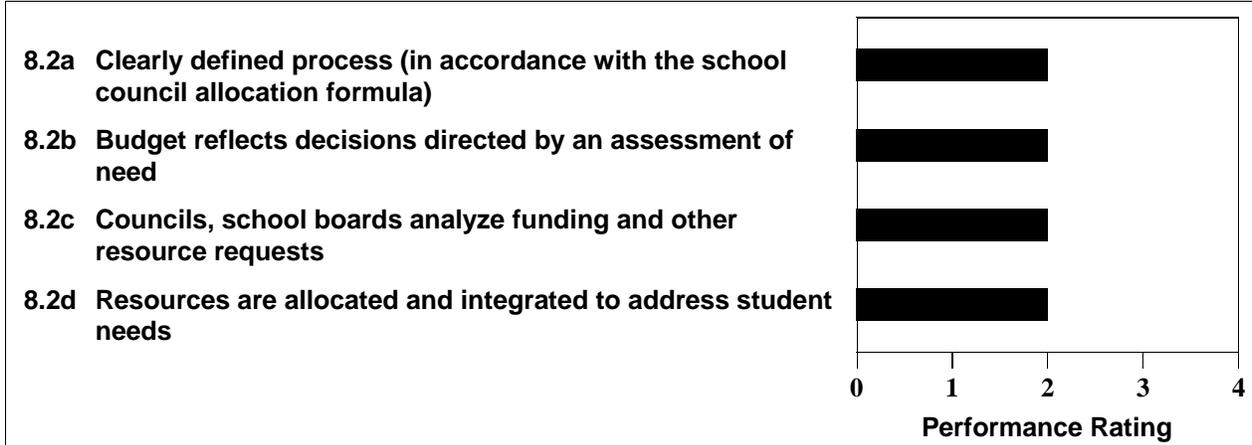
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**8.2 Resource Allocation and Integration**

**Efficiency**



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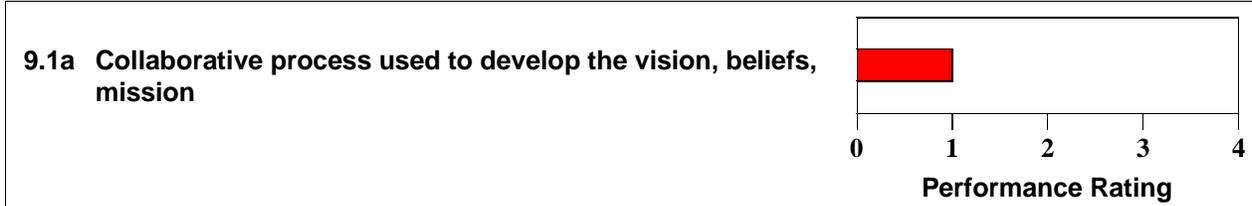
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**9.1 Defining the School Vision, Mission, Beliefs**

**Efficiency**



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**9.2 Development of the Profile**

**Efficiency**

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



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**9.4 Analyzing Instructional and Organizational Effectiveness**

**Efficiency**

**9.4a Strengths and limitations are identified**



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**9.5 Development of the Improvement Plan**

**Efficiency**

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



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**9.6 Implementation and Documentation**

**Efficiency**

