

Jefferson County Public Schools
The Academy @ Shawnee
School Leadership Assessment Report



03/07/2010 - 03/12/2010



School Leadership Assessment Executive Summary

The Academy @ Shawnee

Jefferson County Public Schools School District

3/7/2010 - 3/12/2010

Dr. Keith Look, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of The Academy @ Shawnee during the period of 3/7/2010 - 3/12/2010. 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 instructional program in the school is characterized by low academic expectations.
Next Steps	The principal and assistant principals should develop an intentional process to provide all staff members with ways to demonstrate high academic and behavior expectations. Learning teams should focus on discussing ways rigorous instruction can be provided to all students in order to maximize their achievement. Teachers should share instructional strategies that are particularly successful and assist each other in collaboratively addressing problems in individual classrooms and with individual students. Part of this process should include opportunities for self-reflection, so that all staff can gauge their individual progress.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	There is a general lack of rigor in the instructional program.
Next Steps	The principal should develop and implement a plan to improve the delivery of instruction so that it is student-centered, rigorous, and addresses the learning needs of all students. This plan should include a systematic and comprehensive process to monitor and document instructional practices to ensure the accountability of all staff for this outcome. The plan should also include training teachers in protocols to analyze student work. The principal and assistant principals should ensure that teachers then use the protocols and the resulting information to inform instruction.

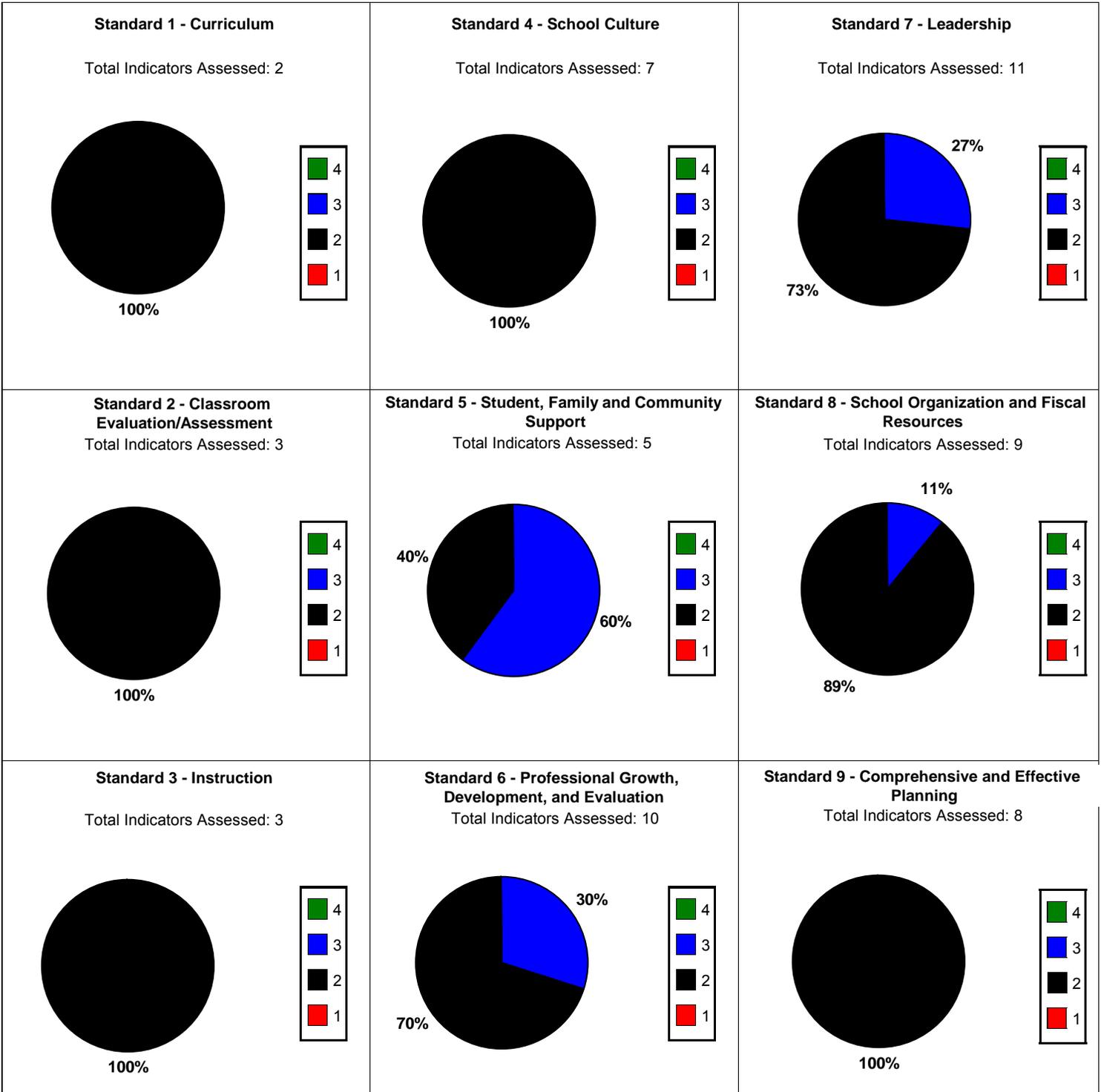
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The informality of the processes in place to monitor the implementation of the instructional program inhibits significant impact on the quality of instruction.
Next Steps	The principal should develop and implement a formal process to monitor and document that best instructional practice strategies are being used in all classrooms. For example, the principal and assistant principals should conduct regular walkthroughs to ensure that appropriate instructional and intervention strategies are occurring in all classrooms. This walkthrough process should include regular, specific and timely feedback.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	Classroom assessments used in the school generally lack rigor and are not effectively used to inform instruction.
Next Steps	The principal and assistant principals should ensure that teachers develop assessments that are rigorous and relevant to the standards addressed and the objectives of the unit or lesson. Rubrics should be developed and shared with students before classroom assessments and assignments. Teachers should instruct students on strategies to understand and use these rubrics for self-assessment and for understanding of what they are to know and able to do. Formative assessments should be frequent, tied to instruction and used to inform instruction.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The systems in place to monitor and document progress in the implementation of programs throughout the school are limited in number and scope.

Next Steps	The principal should collaborate with appropriate staff members to develop and implement systems to monitor and document the implementation and impact of all programs and resources on the achievement of students and the operational efficiency of the school. This would ensure continuity in the event of emergencies, ease ongoing communication of operational details and allow the collection of adequate and appropriate data to support accountability and effective operation of all programs.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The number and scope of the challenges facing the principal inhibits his ability to effectively implement, monitor and evaluate the managerial and instructional initiatives he envisions.
Next Steps	Due to the scope of the redesign and revitalization challenges he faces over the next two to three years, the principal should strongly consider working with district leadership to secure the services of a School Administrative Manager. Additional appropriately skilled instructional personnel would further allow him to delegate implementation and follow through on the details of some of the instructional initiatives necessary to the redesign and turnaround of Shawnee High School.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

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 At-a-Glance

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

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



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Jefferson County Public Schools - The Academy @ Shawnee

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

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

The Academy @ Shawnee
Jefferson County Public Schools School District

3/7/2010 - 3/12/2010

Introduction

The Kentucky Department of Education conducted a school leadership assessment of The Academy @ Shawnee during the period of 3/7/2010 - 3/12/2010.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (126) and formal interviews and informal discussions with teachers (45), students (50), parents (22), Youth Services Center staff members (1), central office personnel (11), support staff members (27), assistant principals (3), counselors (2), interim librarian (1), School Based Decision Making members (5), Athletic Director (1), School Resource Officer (1), Exceptional Children Education Coordinator (1), Building Assessment Coordinator (1), Home School Coordinator (1), district social worker (1), school technology staff (1) 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 Fred M. Simpson - District Administrator. The other team members were Kelly Wingate Sirginnis - Highly Skilled Educator, Nancy Gilligan - Teacher, Randell E. Harrison - Building Administrator, Jean Roberts - Teacher, John A. Roberts - Higher Education Representative, Patricia H. Hale - Building Administrator, Sandra Swann - Parent, Joseph Rocky Wallace - Higher Education Representative, Todd Tucker - Highly Skilled Educator, Claude "Buddy" Allen Berry, IV - Highly Skilled Educator.

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 classroom assessments, classroom assignments, comprehensive district improvement plan, curriculum documents, curriculum maps, eWalk data, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, professional development records, samples of classroom assessments, samples of student work products, student work and teacher portfolios

Interviews with central office staff, curriculum resource specialist, school leadership, students and teachers

Observations of classrooms and common areas

Performance Rating 2

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

There is some vertical communication within the school (i.e., between the Upper Academy and Preparatory Academy) in an effort to address key curriculum transition points and to eliminate overlaps and close gaps in the curriculum. There is not a process in place to routinely have discussions between schools (i.e., middle to high school) to ensure that key curriculum transition points are addressed. Learning teams (i.e. departments from across academies) meet monthly to have conversations about curricular issues and make decisions about how to best address these issues (e.g., implementing the curriculum across academies, gaps seen in student assessment results). The principal, assistant principals, counselors and some district personnel are assigned to participate in these departmental meetings. There is no formal process to document the results of these conversations and to ensure implementation. District initiated and facilitated discussions among and between schools to ensure the proper sequence of standards across all levels and to eliminate gaps and overlaps in the curriculum do not occur on a regular or systematic basis.

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

The school council policy on curriculum has been discarded and is being rewritten. There is no formal documentation to indicate that the school regularly reviews and evaluates the curriculum in order to make modifications for improvement. The principal and assistant principals lead selected school staff and district personnel in conducting walkthroughs to monitor the

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

implementation of the curriculum. Some oral and written feedback is provided, but it is not always specific. There is no formal procedure to document this monitoring nor does the monitoring always ensure that the curriculum is being implemented as designed. The school uses the district curriculum and follows the pacing guides developed by the district. This provides access to a common academic core for all students and ensures that students have access to a curriculum that includes Kentucky Core Content for Assessment 4.1. The curriculum also provides some integration of knowledge of life skills and the requirements for being self-sufficient members of society.

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should develop a process for monitoring and documenting teachers' use of the district pacing guide to develop units of study, lesson plans and authentic assessments that implement the district curriculum.

Teachers should be held accountable for implementing the curriculum developed by the district. The district pacing guide should be used as a resource when developing lesson plans, units of study, and authentic assessments.

Resources:

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

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

Cotton, Kathleen (2000). *The Schooling Practices That Matter Most*.

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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, course syllabi, curriculum documents, curriculum maps, eWalk data, Kentucky's Core Content for Assessment, lesson plans/units of study, professional development records, rubrics, samples of classroom assessments, samples of student work products, Student Performance Level Descriptors, student work and teacher portfolios

Interviews with central office staff, curriculum resource specialist, school leadership, students and teachers

Observations of classrooms and common areas

Performance Rating 2

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

The school council does not have an assessment policy. The teachers administer the Classroom Assessment System and Community Access Dashboard for Education (CASCADE) assessments every six to nine weeks. These common assessments are similar to the Kentucky Core Content Test assessments and aligned with Kentucky Core Content for Assessment 4.1. These are provided by the district and scored by the teachers using specific rubrics. Teachers meet in Learning Teams to look at the results of these assessments and determine how to best use their findings to address classroom issues in instruction. Teacher designed classroom assessments are not always rigorous nor are they often used to inform instruction. Often, classroom assessments are textbook-driven. The principal and assistant principals do not systematically ensure that classroom assessments are rigorous, frequent and used to modify instruction. Teachers do not regularly work together to develop authentic assessment tasks that are aligned with the curriculum, nor do they regularly analyze samples of student work to inform instruction and/or modify the curriculum.

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

Results of the Kentucky Core Content Test and the No Child Left Behind assessments were disaggregated by the principal and shared with the faculty in a monthly meeting in the fall of 2009. The principal then met with department chairs and examined these results to determine gaps in achievement, curriculum and sub-populations. Department chairs then shared limited information on the data with their faculty. The principal, assistant principals and district resource teachers often meet with the teachers and

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

work with them to identify gaps in instruction and learning. Once identified, the principal and assistant principals conduct extensive informal conversations and informal monitoring to ensure that this analysis is used to address these gaps and to make changes in classroom instruction. However, they do not have a systematic, formal process in place that includes documentation to ensure effective follow up and accountability.

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

Lesson objectives connected to Core Content for Assessment 4.1 are not displayed in most classrooms. Some lesson plans give the connection to the standards, but this connection is not always observed in classroom instruction and assessment. Expectations (e.g., rubrics, models, performance standards) are not always communicated to the students before assessments or assignments. Performance standards and models of proficient student work are not displayed in most classrooms. Many classroom assessments do not challenge students to achieve mastery, and students are not able to show what they can do because the assessments and assignments are of such low rigor (e.g., true-false, matching, fill in the blank, worksheets). The principal and assistant principals often informally monitor classrooms with the intent to ensure that students are given rigorous assessments and assignments that allow them to demonstrate learning at high levels, but formal procedures for monitoring and documenting these observations are lacking. Some students can articulate what is required to be proficient, but performance standards and models of proficient work are rarely displayed in classrooms and common areas so that students can make the connection to Kentucky standards.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Teachers should be trained in protocols to analyze student work. The principal and assistant principals should ensure that teachers then use the protocols and the resulting information to inform instruction.

The principal should ensure that performance standards and models of proficient student work are displayed in all classrooms. Students should be able to articulate what is proficient work and why.

The principal and assistant principals should ensure that teachers develop assessments that are rigorous and relevant to the standards addressed and the objectives of the unit or lesson. Rubrics should be developed and shared with students before classroom assessments and assignments. Teachers should instruct students on strategies to understand and use these rubrics for self-assessment and for communication of what they are to know and are able to do. Formative assessments should be frequent, tied to instruction and used to inform instruction.

Resources:

Marzano, R. J. (2000). *Transforming Classroom Grading*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, eWalk data, Kentucky Performance Report disaggregated data, lesson plans/units of study, samples of classroom assessments, samples of student work products and school council policies and bylaws

Interviews with central office staff, school council members and school leadership

Observations of classrooms

Performance Rating 2

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

The school council has adopted an instructional practices policy. Some teachers are using varied and research-based instructional strategies (e.g., the inquiry method, problem solving, comparison and cooperative learning strategies). However, many teachers use instructional practices that are teacher-centered, textbook-based and do not effectively address the learning needs of diverse students. The principal and assistant principals have implemented an informal process for the purpose of ensuring that an effective instructional program that meets the needs of students is delivered in all classrooms. The administrative team conducts walkthroughs and frequently discusses their findings. However, the lack of a more formal, systematic process including an effective system to document the results of observations and regular, specific feedback sometimes results in a lack of teacher understanding of the process and inconsistent accountability for implementation. There are sufficient instructional resources available for the teachers to use (e.g. Socratic Method Handbook, Choice Program, History Alive, science and math manipulatives, Streamline to Proficiency).

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

Most teachers follow the district pacing guide and use the district common assessments which are aligned with the Core Content for Assessment 4.1. However, teachers do not always connect core content to the learning objectives in their lesson plans. Learning targets are rarely shared with students. Many teachers do not differentiate their instruction to accommodate their students' unique learning needs (e.g., multiple intelligence preferences,

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

learning style, readiness levels). Some teachers develop open response questions that match district and school learning goals, but they are not always rigorous in content nor do they require students to use higher level critical thinking skills. Homework is infrequently assigned and rarely extends student learning. Some teachers individually examine student work to inform and modify instruction.

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

The principal has provided sufficient technology resources to effectively deliver instruction. All classrooms are equipped with projectors and EncycloMedia can be accessed. There are mobile computer labs, Blue Tooth folders for AirLiners, Classroom Performance Systems, and tablet personal computers available to the teachers to use in their classrooms. A full-time district technology resource teacher provides embedded professional development upon request. Some teachers do not take advantage of the technology resources available. The principal encourages the use of technology by agreeing to purchase technology resources if the requesting teacher can show how it will benefit instruction. The school council technology policy is scheduled for revision.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should develop and implement a plan to improve the delivery of instruction so that it is student-centered, rigorous, and addresses the learning needs of all students. This plan should include a systematic and comprehensive process to monitor and document instructional practices to ensure the accountability of all staff for this outcome.

Resources:

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

Gay, G, and Banks, J. A. (2000). *Culturally Responsive Teaching: Theory, Research and Practice*. NewYork, NY: Teachers College Press.

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

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, curriculum documents, curriculum maps, eWalk data, examples of school to home communications, Extended School Services Schedule, individual professional growth plans, lesson plans/units of study, master school schedule, needs assessment data, record of home visits, records of teacher certification/experience, report cards/progress reports, 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 council policies and bylaws, school event calendar, School Report Card data, school Web pages, school/district safety plan, student handbook, student work, student/parent/staff handbooks, teacher portfolios, transportation records for Extended School Services and trophy cases

Interviews with assistant principal, community members, counselor, Extended School Services director/staff, principal, students, teachers and Home School Coordinator

Observations of classrooms, common areas, hallways 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 adopted a Discipline, Classroom Management, School Safety policy to provide students with a safe, secure and positive learning environment. Five school rules and extensive school uniform guidelines are included in the student handbook and student agenda book. The district's zero tolerance policy regarding drugs, tobacco and harassment is also communicated to students through the handbook and agenda book. However, smoke in some bathrooms is evident. There is a general consensus throughout the school community that leadership's decision to physically separate the 9th and 10th grades from the 11th and 12th grades through the establishment of the Preparatory and Upper Academies immediately resulted in a safer school environment. This school-within-a-school concept has allowed staff members to begin to establish a more nurturing learning environment. The master schedule was designed to minimize the number of students transitioning between classes. The principal, assistant principals and counselors monitor common areas while teachers stand in classroom doorways during transition times. Few students are in the hallways during class periods. The principal emails all daily announcements to staff each morning in an effort to minimize phone calls and intercom disruptions during instructional time. In lieu of a school-wide behavior management system, the

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

Preparatory Academy assistant principal has allowed freshman and sophomore teaching teams to develop their own classroom management procedures. The Upper Academy assistant principal provided junior and senior teachers with a “Hierarchy of Student Management Interventions” which outlines basic consequences for specific behavior infractions. Not all teachers consistently enforce these behavior plans, and discipline problems are evident in some classrooms. Culture/climate surveys and opinion data are not analyzed for planning decisions.

- 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, assistant principals and community members express a commitment to high academic and behavioral expectations for all students. The principal recognizes that not all teachers and staff members demonstrate the belief that all children can learn at high levels. Most teachers model respect and build rapport with students, but rigorous and engaging learning experiences, within a structure of support that ensures student success, are absent from most classrooms. Some teachers acknowledge their responsibility for student success, but a host of external factors (e.g., home life, lack of parental support, lack of motivation) is often cited as a reason students are not successful. Community members do not feel as though recent graduates were prepared to enter the world of work or higher education, but they express the belief that the changing culture within the building will lead to that outcome. Teachers offer opportunities for struggling students to stay after school for additional assistance through Extended School Services. Although the time is available, the Extended School Services program has no pre- or post- assessment or formal process for tracking student progress. The Youth Services Center provides transportation home with Transit Authority of River City tickets. The principal encourages teachers to take risks in instructional practice. Positive, written feedback is sometimes provided to teachers during administrative walkthroughs, but it often does not include specific suggestions for continuous improvement. The principal and assistant principals plan to use various data (e.g., walkthroughs, classroom observations, teacher surveys, teachers’ professional growth plans) to develop the professional development plan for the 2010-11 school year. Department chairs and struggling teachers have accompanied an assistant principal on learning walks within the school. All teachers in the Preparatory Academy observed classrooms in other district schools for the purpose of identifying successful instructional strategies and school-wide

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Standard 4 **School Culture**

Performance Rating 2

systems of support for under-achieving students.

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

The principal empowers the assistant principals to lead their respective academies. The Preparatory Academy grade-level teams collaborate weekly during their common planning period. Both the Upper and Preparatory Academies hold academy meetings at least once each month. The Instructional Leadership Team and content-area departments also meet monthly. These meetings provide an opportunity for decision-making on student issues (e.g., behavior interventions, attendance, Project Academy, student conferences). Teachers work directly with the Youth Services Center coordinator and Home School coordinator to reduce barriers to student learning. Non-certified staff attends beginning of the year faculty meetings and trainings alongside certified staff, but frequent opportunities for collaboration and shared decision-making are rare.

- 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 a policy on the assignment of students to classes; however, student learning needs are not always matched with staff strengths. Students in some grade levels are grouped intentionally (e.g., Exceptional Children Education, Junior Reserve Officers' Training Corps, Ramp Up, high achievers), but continuous regrouping of students based on continuous assessment data does not occur.

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

The school does not have a systematic communication plan but uses several strategies for dissemination of information to all stakeholders. The school website is identified as the primary source for information, but has not been recently updated. The principal presents updates about the school at each Shawnee Neighborhood Association and Alumni Association meeting. A letter to parents from the principal or counselor accompanies progress reports every six weeks. Significant change in progress notifications are mailed home at the mid-point of the grading period. Phone calls and positive notes home are encouraged, and parent conference nights are hosted periodically. The Home School Coordinator makes home visits to all students who miss three

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consecutive days of school.

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

School leadership and staff have some initiatives in place to recognize and celebrate student achievement (e.g., National Honor Society, hallway postings of scholarship awards and college acceptance, positive role model recognitions, Delta Epsilon Chi Association state competition, Junior Reserve Officers' Training Corps promotions and banquets, athletic announcements and pep rallies, end-of-year awards program). Leadership has encouraged staff to send positive notes home and make phone calls in recognition of student success. Student work that illustrates proficiency on rigorous tasks is rarely displayed in classrooms or hallways. There is some recognition of student achievement in the community through the Alumni Association and Neighborhood Association.

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

The principal collaborates with the Youth Services Center staff and Home School Coordinator to offer an extensive array of programs, services and activities that reduce the physical, cultural and socioeconomic barriers to student learning (e.g., clothing assistance, school supply assistance, social skills groups, health information and referrals). Social Studies teachers are perceived to be responsible for incorporating diversity and cultural responsiveness into their curriculum. Teachers' lesson plans do not always indicate an intentional effort to promote cultural responsiveness and an appreciation of diversity. The principal recruits teachers with diverse teaching styles, but those teachers do not necessarily reflect a diversity of physical, cultural or socioeconomic backgrounds.

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Standard 4 **School Culture**

The principal and assistant principals should develop an intentional process to provide all staff members with ways to demonstrate high academic and behavior expectations. Learning teams should focus on discussing ways rigorous instruction can be provided to all students in order to maximize their achievement. Teachers should share instructional strategies that are particularly successful and assist each other in collaboratively addressing problems in individual classrooms and with individual students. Part of this process should include opportunities for self-reflection, so that all staff can gauge their individual progress.

The principal and assistant principals should lead the school in developing professional learning communities.

Resources:

Conzemius, A. & O'Neill, J. (2001). *Building Shared Responsibility for Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Muhammad, Anthony. (2009) *Transforming School Culture: How to Overcome Staff Division*

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, community involvement programs, cumulative folders system/student working folders/portfolios, examples of school to home communications, Extended School Services Schedule, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Individual Learning Plans, master school schedule, parent and community member workshop schedule, record of home visits, school event calendar and school guidance plan

Interviews with central office staff, classified staff, community members, counselor, Family Resource/Youth Services Center personnel, parents, school leadership, students and volunteers

Performance Rating 3

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

The Home School Coordinator and staff members from the Youth Service Center, with the active support of the principal, have collaborated to establish multiple committees and organizations that include parents, community members and representatives from community agencies and organizations to provide programs and services for all students. These services include thirty-nine community partners (e.g., the Shawnee Neighborhood Association, Portland Now Prevention Partnership). Mentoring programs (e.g., the Male Mentor program, the Girl Power program) provide volunteer mentors for identified students. An Attendance Buddy program has been established, assigning every faculty member three to five students to mentor. The Community Resource Referrals program provides information to families regarding community resources such as the Tree of Life Program, a mentoring program designed to focus on community service. Shawnee Family Night, provided through Title I and Title V funds, is held to increase parent involvement in the school. Two additional programs funded through Title V funds are the Preparing for Your Future Workshop and the Career Fair, both of which encourage students to continue their education. The Home School Coordinator provides parents with information on procedures for filing complaints and resolution of habitual attendance problems. Through an arrangement with the Family Court, the Coordinator has a fast track for resolving problems before they become critical. The Youth Service Center works with parents and students to provide clothing, food and funds (e.g., for utilities, transportation) needed to ensure students can attend school without

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

Performance Rating **3**

these circumstances affecting their ability to learn.

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

The school has an active program to re-engage students who have chronic attendance problems. The Home School Coordinator receives attendance records for all students and visits the homes of students who have been absent for three consecutive days. If the student will not consider returning to school, a referral is made to a Truancy Court Judge for corrective action. The Youth Service Center has established an Attendance Buddy system that pairs three to five students with a faculty member charged with monitoring the attendance of those students. The Youth Service Center has received a grant to establish a Student Peer Mediation Program to provide opportunities to resolve conflicts through trained peer mediators.

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

A school record system of students' academic and educational development is maintained in locked cabinets, in a locked room with appropriate procedures in place for access to the records. Security for and access to the records is supervised by a full-time records clerk. The Preparatory Academy guidance counselor has assisted all 10th grade students in developing Individual Learning Plans and is completing the same process of developing plans with 9th grade students. The guidance counselor in the Upper Academy frequently works with students to update their Individual Learning Plans to reflect new information.

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

Performance Rating 2

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

The school's academy structure provides counselors for the Preparatory Academy and for the Upper Academy. These counselors provide guidance programs designed to meet all students' needs and ensure they have access to the entire curriculum. Several parents and students report a lack of assistance or substantive delays in support (mostly additional staff) from the counseling offices (e.g., help with Free Application for Federal Student Aid, college prep applications). An after-school Extended School Service program is provided for students needing academic assistance. There are no referral or exit requirements for the program. Students can attend any day they wish for as many days as they wish. They can enter, be absent or exit the program at their own discretion. Students taking advantage of this program receive tokens for city bus transportation. The Youth Services Center staff provides a variety of assistance for students and families to eliminate barriers to learning. Title I funds are used to provide additional support (mostly additional staff) for reading, math and science.

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

The guidance counselors and the staff of the Family Resource Youth Service center address the needs of students by referring them to a variety of services (e.g., social worker provided by the district). Referral forms are not used in these transactions, making it difficult to track the success of this program. The school does not provide the services of a school nurse, but students can be referred by the guidance office for medical and psychological assistance. Adult advocates are provided by the Home School Coordinator to help students address family and environmental barriers that might impede their ability to learn. She also ensures that new students receive support for a smooth transition to Shawnee High School.

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Summary of commendations in: **Learning Environment**

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

The combined efforts of the Home School Coordinator, the Youth Services Center Director and the principal to secure partnerships with 39 community agencies, organizations and businesses are exceptional and have resulted in an extensive network of support for students facing significant barriers to learning.

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Summary of recommendations in: **Learning Environment**

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

A referral system should be developed for students who have been recommended for extra services (e.g., Extended School Services, guidance counseling service, health services, Youth Services Center services). The system should include detailed procedures, appropriate forms and clear entry and exit criteria. The system should provide accurate documentation to coordinate services for students, particularly those who may have multiple barriers to learning.

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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 categorical program financial reports, certified personnel evaluation plan and process, classroom assessments, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, course syllabi, curriculum documents, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, eWalk data, faculty meeting agenda, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, professional development records, professional resource materials, 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 financial reports, school profile, staff development agenda, state statute and regulation, student homework with teacher feedback, student work, teacher portfolios and Title 1 program plan

Interviews with assistant principal, central office staff, curriculum resource specialist, Family Resource/Youth Services Center personnel, principal, school council members, school leadership, students and teachers

Observations of classrooms, common areas, computer lab and hallways

Performance Rating 3

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

The principal developed the professional development overview for 2009-10 and began implementation in the summer of 2009. All teachers attended trainings on vision and mission work, characteristics of low-performing schools and formative assessment. Leadership growth for teachers is in the beginning stages with activities designed to develop learning walks and professional learning communities. Teachers attend conferences and professional development activities to update their content knowledge. All classified staff attended required trainings, and some attended professional development opportunities at the beginning of the school year.

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

The principal ensures that the personnel evaluation process is implemented in accordance with district policies and state regulations. The principal conducts annual meetings with all staff to explain and ensure understanding

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

Performance Rating **3**

of the evaluation process and distribute a copy of the evaluation plan.

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

The principal and assistant principals conduct personnel evaluations in a fair and consistent manner in accordance with the requirements of state statute and regulations and district personnel policies.

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

Performance Rating 2

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

The principal developed an intentional plan designed to improve instructional procedures through learning from others. There was little or no collaboration involved in the plan development. Activities include formative observations, teacher-developed learning binders, learning walks, site visits to other Jefferson County schools, unannounced classroom observations, and teacher completed surveys designed to evaluate the effectiveness of the strategies and activities. Also, teachers will identify areas of need for next year's professional development.

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

The initiation of academy meetings has facilitated a focus on conversations to develop teacher competencies in analyzing test data (e.g., EXPLORE, PLAN and ACT) to improve instructional practices. Teachers will learn to analyze individual student scores to develop strategies to make connections between what is taught and what is tested. Career and Technical staff attend workshops and courses in order to maintain required industry and educational certifications. There is little other intentional connection between these activities and the learning goals from the comprehensive school improvement plan, individual growth plans and evaluations.

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

The principal has developed some structures that support ongoing, job-embedded professional development (e.g., common planning for Preparatory Academy, learning walks, monthly academy meetings). The principal, assistant principals and teachers have not collaborated to design activities to build instructional competency based on identified needs. The next steps of the Preparatory Academy workshop plan concentrate on helping teachers understand student diversity and to identify reading strategies that relate to each content area. Few teachers have embraced and effectively embedded best practice instructional strategies as a routine part of classroom instruction.

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

The principal uses student achievement data from multiple sources (e.g.,

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Performance Rating 2

EXPLORE, PLAN, ACT, Kentucky Core Content Test, No Child Left Behind Report) to identify school-wide instructional needs. The principal approves all professional development expenditures and encourages and supports staff to attend trainings and try new experiences to improve student achievement. The principal requires teachers to explain how the professional development will impact classroom instruction and student achievement prior to allocating resources. Informal observations and conversations occur to evaluate the impact of the professional development, but there is limited documentation of these conversations.

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

The principal has allocated Title I funds to initiate the work for teachers to build their capacity around the American Reinvestment and Recovery Act goals of rigorous standards, high quality assessments and turning around a low-performing school. Funds are expended for professional growth of teachers to improve classroom management, instructional capacity and technology integration. Funding is sometimes provided for individual teacher requests supported by evidence of identified, sustainable classroom implementation. There is little direct connection to 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 collaborates with all first year teachers enrolled in the Kentucky Teacher Internship Program to develop their individual growth plans focused on personnel evaluation data. This has a strong impact on their professional practice. All certified staff members develop professional growth plans at the beginning of the school year. Some certified teachers write their professional growth plans based on teacher standards and their own perceived growth needs. Some growth plans list activities designed to complete job responsibilities rather than to increase content knowledge or educational pedagogy.

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

The principal uses the evaluation process to monitor the individual progress of all first year teachers and newly hired certified staff, providing timely and

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

Performance Rating 2

specific feedback designed to increase instructional practice and foster professional growth. The principal and assistant principals monitor certified teachers with walkthroughs and formative evaluations, but sometimes feedback lacks the specificity necessary to improve teacher pedagogy or foster growth. During academy meetings, assistant principals initiate conversations with teachers to begin the process of changing instructional practice.

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Summary of recommendations in: **Learning Environment**

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

The principal, assistant principals and each teacher should collaborate with their evaluators to develop an individual professional growth plan derived from needs identified during the evaluation process or in the comprehensive school improvement plan. Progress toward goals in the individual professional growth plans should be monitored and feedback should be provided to support professional growth.

In order to unify the school for the purpose of placing students first, the principal and assistant principals should continue their initiative to develop professional learning communities to enhance teamwork, consensus building and problem-solving.

The principal and assistant principals should monitor instruction in classrooms to facilitate the implementation of best practice instructional strategies. Specific and timely feedback, support and follow-up should be an integral part of the process.

Resources:

Danielson, C. & McGreal, T. (2000). *Teacher Evaluation to Enhance Professional Practice*. Alexandria, VA: Association for Supervision & Curriculum Development.

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

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

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

Maxwell, J. C. (1998). *The 21 Irrefutable Laws of Leadership*. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, categorical program financial reports, certified personnel evaluation plan and process, civic group programs/agenda, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, enrollment data, individual professional growth plans, lesson plans/units of study, master school schedule, perception survey results, professional development records, professional resource materials, roster of teaching assignments, safe schools data reports, 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 procedures manual, School Report Card data, school visitors register, school Web pages, school/district safety plan, Software Technology, Incorporated reports, state statute and regulation, student academic records, student discipline reports, student handbook, student work and student/parent/staff handbooks

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

Observations of cafeteria, classrooms, common areas and outdoor areas

Performance Rating 3

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

The principal leads efforts to use the analysis of a variety of data to guide decisions in the school, including student performance data, teacher grade distributions, attendance data, discipline data and student demographic data. District staff assists with the collection and analysis of much of this data. The principal is working to build the capacity of staff and school council members to understand how to effectively use data for decision making. This includes understanding what data is useful for what decisions, factors which may impact the quality of various data and how to determine which data should be disaggregated by which population groups to properly inform decisions.

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

All administrators have a growth plan focused on enhancing leadership skills required to be effective instructional leaders. The assistant principals have

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Standard 7 **Leadership**

Performance Rating 3

been empowered to lead their respective academies. The principal mentors the assistant principals consistently in support of this responsibility, using the individual growth plans. The retired principal hired to support the principal and assistant principals provides mentoring as well. The principal's growth plan identifies his commitment to comprehensively reinvent this school. With every strategy, new idea, or program, the principal asks his leadership team to assess: "What would I (we) do differently if we do this again?"

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 effectively implements the application of systems to the operation of the school. He thinks and plans holistically to ensure that he is able to prioritize the allocation of resources to maximize their impact on performance. He has eliminated a persistent deficit in the finances of the school and has enabled the school to make several capital investments and programmatic purchases. School activities are immediately reviewed through the lens of the question "If we were to do this again next year (month, week, etc.), what would we do differently?" This reflection promotes better decisions in the future. The realignment of the school into preparatory and upper academies and the planned addition of K-8 grades to the school is intended to provide an infrastructure to move the school to better service of the students in the community, to remove barriers and to promote high student performance. Programs are generally well monitored, although the monitoring is somewhat informal and sometimes lacking documentation.

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Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal has led extensive conversations with stakeholders throughout the community regarding a vision to reinvent Shawnee High School into a K-12 community school. He has worked with board members, district staff members, alumni, neighborhood groups, community agencies and partners, staff members, parents and students to develop a vision for turning the school into a place where “anyone would want to send their kids”. Although the vision has been articulated fairly clearly, it has not yet been captured in writing for publication in the school and community. However, the vision as articulated has a clear impact on nearly all aspects of school life.

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 is working to build the capacity of staff and council members to disaggregate student performance data. The impact of this effort on decision making and on development of the comprehensive school improvement plan has been impeded by three factors: the performance data from the previous year is almost universally low across all student populations; a variety of social and academic factors affected the learning climate at the school during the last academic year; and a lack of clarity of the issues facing the school and community. The principal believes that the data from the 2009-10 testing cycle will be a more accurate baseline for making instructional and programmatic decisions for the future of the school.

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

The principal ensures all instructional staff has access to curriculum related materials (e.g., district pacing guides, district common assessments, Core Content for Assessment 4.1, textbook teacher’s edition, and supplementary materials). These documents are presently on the district Web page. The principal intends to move these documents to the school Web page to facilitate access for staff members. Data resources that impact instruction are also provided to teachers (e.g., attendance rates, discipline referrals, Classroom Assessment System and Community Access Dashboard for Education, Kentucky Core Content Test, EXPLORE, PLAN and ACT). While

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training in the use of these documents has begun, teachers are not yet proficient in the effective use of these documents to inform instruction.

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

The principal has established procedures that promote use of staff time to keep a focus on curricular and instructional issues. However, the informal nature of how the implementation of these procedures is monitored somewhat limits their impact. Blocks of time are allocated after school for individual and group work on curriculum and instruction. The impact this time has on instructional practice varies among the groups. While the school is moving in the direction of a professional learning community, the effort is, at present, rudimentary. The principal of the Upper Academy is doing doctoral work with a focus on professional learning communities. The Preparatory Academy now has common planning time for teacher teams. Team meetings do not include the keeping of minutes. The principal e-mails specific items he wishes to be discussed in team meetings, and members of the leadership team attend these meetings to help guide the discussion.

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

The school council has adopted a Discipline, Classroom Management, School Safety policy that establishes rules and consequences for misbehavior. Implementation of this policy by both teachers and administrators is somewhat inconsistent. The assistant principals are implementing approaches to discipline that they feel are best suited for their academy age group. The differences in these approaches and the rationale for the differences have not been effectively communicated to all staff members. The problem is somewhat exacerbated by the practice of sharing teachers between academies. The associate principal assists both academies and provides some cohesion, addressing issues such as foul language and student disrespect shown to teachers. Student noise in the lower hallway is sometimes excessive. In general, the school culture is consistently improving, partly as a result of the new academy structure. School attendance is improved. Teachers report that they are able to obtain necessary resources to support instruction. The facility and equipment in the building are clean and well maintained. The school council has adopted a safety plan, which directs school action in the event of an emergency to protect the well-being and

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Standard 7 **Leadership**

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safety of students and staff.

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

The school council recently discarded all of its old policies as being ineffective or inapplicable to current conditions. They are creating new policies, including those required by statute. Policies will then be reviewed and revised at least annually or as needed.

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

The school council's policy, program and resource discussions are substantive and usually focused on academic performance. The council is new and presently lacks the knowledge base to make informed decisions about the direction of the school. The principal is working with the council to build their capacity in this area. The council does submit minutes and comprehensive school improvement plans to district leadership for review. The school based decision making liaison from the district has been meeting with the council to assist with the development of new policies. However, beyond that, there is little substantive contact between the council and district leadership. The principal is heavily engaged with district leadership in the development of the redesign of Shawnee High School.

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

The principal is a holistic, systemic thinker who has been able to engage the community in a K-12 vision for the future of The Academy @ Shawnee. He is a leader in the community, actively serving on various community boards (e.g., the Center for Neighborhoods, the local American Civil Liberties Union chapter) and consulting with other leaders regarding the educational needs of the community as a whole and Shawnee High School specifically. He has a long standing passion for the mission of educating children from the inner city and for the revitalization that it can create in the school community. He is widely respected and trusted by a wide variety of stakeholders in the community and is seen by parents, alumni, community leaders and staff members as central to the revitalization efforts for the high school. In his year and a half at the school, the principal has redesigned the program into two academies: the Preparatory Academy for students in grades nine and ten and

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Standard 7 **Leadership**

Performance Rating 2

the Upper Academy for students in grades eleven and twelve. These academies are designed to tailor the instructional and support programs to meet the unique learning and social needs of their students. Each academy has an assistant principal who is responsible for the successful operation of the academy, and the principal has established high expectations for each assistant and their staffs to ensure that their students perform at high levels. He coaches both assistants to develop the skills necessary to carry out their responsibilities and has employed a retired, highly successful principal from a high school in a similar, nearby school community to support the assistants and to mentor him in his efforts to raise the level of achievement in the school. The principal's ability to attain a systemic, long range view of school issues enables him to prioritize issues that arise and to effectively determine how to allocate valuable resources to address the issues. He is skilled in the collection, analysis and use of data to drive decisions. He is committed to building necessary capacity in his staff and then distributing responsibility to those staff members when they are ready to assume it. He understands curriculum, assessment and instructional matters and knows how to plan and implement programs to create student success. With the number of critical and large scale challenges that he faces with the turnaround and redesign of Shawnee High School, he is sometimes challenged by the problem of finding time to create and implement systems to continuously monitor and document the variety of initiatives that he and his staff have put in place. On-going, systemic, internal communication systems which are necessary for full and effective implementation of initiatives sometimes fail to ensure that either the rationale or procedures for an initiative are clearly explained to all staff and stakeholders. The need to focus on the "big picture" of the scope of the challenges facing the school sometimes inhibits the principal's ability to manage the details. However, the clarity of his vision strongly mitigates the impact of this issue on the operation of the school.

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3/7/2010 - 3/12/2010

Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

Due to the scope of the redesign and revitalization challenges the principal faces over the next two to three years, he should strongly consider working with district leadership to secure the services of a School Administrative Manager. Additional appropriately skilled instructional personnel would further allow him to delegate implementation and follow through on the details of some of the instructional initiatives necessary to the redesign and turnaround of Shawnee High School.

A coordinated, systematic school-wide discipline plan that incorporates the unique needs of students in the two academies as well as those of the students who will enroll as part of the K-12 initiative should be developed and enforced consistently across the school campus.

The principal should collaborate with appropriate staff members to develop and implement systems to monitor and document the implementation and impact of all programs and resources on the achievement of students and the operational efficiency of the school. This would ensure continuity in the event of emergencies, ease ongoing communication of operational details and allow the collection of adequate and appropriate data to support accountability and effective operation of all programs.

Resources:

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

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

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

Stone, R. & Cuper, P. (2006). *Best Practices for Teacher Leadership*. Thousand Oaks, CA: Corwin Press.

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

Murphy, Joseph. (2010). *The Educator's Handbook for Understanding and Closing Achievement Gaps*

Murphy, Joseph. (2007). *Turning Around Failing Schools: Leadership Lessons from the Organizational Sciences*

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, School Report Card data, school/district safety plan and Title 1 program plan

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

Observations of classrooms and common areas

Performance Rating 3

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

The school council and principal follow the state and federal programs guidelines in the allocation of all categorical funds. The principal leads the school council in integrating the available funds to provide opportunities for the students to experience academic success (e.g., Title I, Extended School Services, Youth Services Center, Flex Focus funds, Carl Perkins funds). Categorical fund expenditures are monitored and analyzed frequently, and timely revisions to program strategies are made as needed.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

The principal has developed informal lines of communication for the allocation of resources. Teachers submit requests for resources to their department heads who in turn submit the requests to the principal for approval. The school council approves the final budget. The principal submits reports to the council for review. The principal uses an informal process to monitor and evaluate the allocated resources for their impact on the school's organizational effectiveness and impact on student achievement. However, the principal and the school council have not developed formal procedures to monitor and document progress over time. The principal has developed extensive contacts in the community to solicit resources in support of school programs (e.g., PNC Bank, University of Louisville Signature Partnership, Portland Now Prevention Partnership).

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

The school council has recently revised the Staff Time Assignment policy that guides the assignment of instructional and non-instructional staff. Assignment of instructional staff is based on the procedures in the negotiated personnel contract and the needs of the students. The principal, teachers, classified staff and others collaborate to make changes in staff assignments to meet the educational goals of the students. The principal has regular conversations with the counselors, assistant principals and teachers during the design of the master schedule to ensure that the learning needs of students are met and that sufficient offerings are provided to allow all students access to the entire curriculum. Students and teachers express a need for an increase in course options (e.g., music program, theatre arts program, journalism) and a greater variety of clubs and activities.

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

The school council has adopted a Discipline, Classroom Management, School Safety policy, but has not developed a consistent, school-wide philosophy of classroom management. The school council does not have a policy to protect instructional time. The principal has implemented informal procedures to limit classroom interruptions and protect instructional time. The principal expects the teachers to use instructional time effectively to meet the

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

needs of students. However, some teachers do not consistently teach from bell to bell or use best instructional practices with their students.

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

The master schedule was designed to meet the unique needs of the 9th-10th grade and the 11th-12th grade academy students. The master schedule provides common planning time for the grade level teams in the 9th-10th grade academy. There is no common planning time for 11th-12th grade academy teachers included in the master schedule. There is collaborative planning time for all content area teachers during monthly department meetings. The principal informally monitors these department meetings to ensure they are used effectively. Meaningful discussions on instructional practices, assessment data and intervention strategies are not always occurring in some content area department meetings.

- 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 schedule is divided into Preparatory and Upper Academies to provide an infrastructure for meeting the unique learning needs of younger and older students and to provide opportunities for struggling students to receive additional assistance (e.g. Corrective Reading, Ramp Up, Credit Recovery). The principal has encouraged and expects the teaching teams to make necessary adjustments in their student groupings or instructional strategies to meet the unique learning needs of their students.

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

The school council discarded the previous Developing and Administering The School Budget policy as ineffective and is writing a new policy. The principal developed the current school budget and has led the school council in adopting and implementing the budget. The principal follows district, state and

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Performance Rating 2

federal guidelines in administering the school budget. He is currently using an informal process to monitor the budget to determine if the resources are equitably and consistently allocated. The principal regularly has conversations with the staff about the purpose and expected impact of initiatives on student achievement before approving allocations.

- 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 budget developed by the principal and approved by the council has allocated discretionary funds based on the needs identified in the comprehensive school improvement plan and other specific school needs. Additional funds can be requested from or allocated by the district to address identified school and student needs.

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

The comprehensive school improvement plan identifies funding sources for the strategies and activities. The principal also uses an informal process for teachers to request additional resources and funds for specific projects. The principal meets with the teacher and initiates a discussion focused on the expected impact on student need. The principal follows up with informal, regular conversations with the teacher about the success/failure of the requested initiative. However, there is no formal process in place to document the monitoring of the use of the resources or their impact on student achievement.

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Standard 8 **School Organization and Fiscal Resources**

The school council should ensure that policies are developed in all required areas.

The principal should develop, implement and document systematic procedures to ensure discretionary funds and resources are monitored and evaluated for organizational effectiveness and impact on student achievement.

The principal should develop and implement a formal process to monitor and document that best instructional practice strategies are being used in all classrooms. For example, the principal and assistant principals should conduct regular walkthroughs to ensure that appropriate instructional and intervention strategies are occurring in all classrooms. This walkthrough process should include regular, specific and timely feedback.

Resources:

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

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

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Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of committee rosters and comprehensive school improvement plan

Interviews with school leadership and teachers

Performance Rating 2

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

The school mission statement in the executive summary of the comprehensive school improvement plan was drafted by the principal to capture the vision of stakeholders and then presented to the planning committee. There are no vision and belief statements to guide the comprehensive school improvement plan as yet. Final versions of all three statements are being developed through conversations with stakeholder groups.

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

Some data (e.g., Kentucky Interim Performance Report, No Child Left Behind Report, individual student anecdotal data, attendance and discipline data) are collected and analyzed during the planning process. Classroom assessments and student work are not formally used in the comprehensive planning process. The district provides training for the principal on web application for planning and provides a template for developing the improvement plan. Some of the strategies and activities in the comprehensive school improvement plan are an outgrowth of the student performance data; however, others have little connection to the data. The principal uses current research in the plan (e.g., high school academies, magnet school programs, at risk populations). Some strategies and activities do not clearly define expected results.

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

The math and literacy component goals are clearly stated. Some of the strategies and activities are aligned to these goals (e.g., Aviation classes, English classes incorporate independent reading, use of graphing calculators in problem-solving) and are based on the collection and review of data. These activities align with the three components and their goals. The principal has

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Performance Rating 2

increased organizational effectiveness by creating the school academies. The school improvement plan identifies resources in the components. Some timelines are provided in the plan with a role group identified as responsible for implementation.

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

Implementation and Impact Checks are planned in the spring to monitor the effectiveness of the comprehensive school improvement plan. These checks are not always used to revise the plan. Some of the benchmarks do not apply to all strategies and activities in the component. The principal reviews the Kentucky Interim Performance Report and the No Child Left Behind data to evaluate the effectiveness of the plan.

- 9.6a The plan is implemented as developed.

The comprehensive school improvement plan has not been fully implemented. Some of the strategies and activities require continuation from one plan year to the next. Most teachers are aware of the plan and some aspects of the components but have not fully implemented the strategies and activities identified in the plan. The principal accepts responsibility for monitoring the implementation with assistance from component managers.

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

The principal analyzes various data (e.g., Kentucky Interim Performance Report, No Child Left Behind Report, CASCADE, EXPLORE, PLAN, ACT) and compares student performance to see if the goals of the plan are being achieved. However, there is limited written documentation of the degree to which the goals are met.

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

The principal and assistant principals examine classroom practices through walkthroughs and informal observations to measure the effectiveness of instructional components in the plan. Student assessment data is not always used as part of the monitoring process.

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

The principal is committed to continuous school improvement and challenging the status quo (e.g., school academies, marketing of the new Academy @ Shawnee, improvements in the aviation magnet) as defined in the components of the comprehensive school improvement plan. Teachers are not always held accountable for the goals in the improvement plan, and the planning process does not address celebration of completion of goals.

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Standard 9 **Comprehensive and Effective Planning**

Each component of the comprehensive school improvement plan should be developed through a shared decision making process that builds capacity for instructional improvement. Component managers should present evidence to stakeholders describing the progress in each strategy and activity and its impact on the instructional program.

The principal should develop a consistent process that evaluates the implementation of each strategy and activity. Their impact on the instructional program should be continuously monitored to ensure that classroom instruction is improved as a direct result of the comprehensive school improvement plan.

Resources:

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

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

Sample I & I Monitoring Checklist, SISI Toolkit, Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/Sample%20I%20&%20I%20Monitoring%20Checklist.doc

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Summary of Next Steps:

The principal and assistant principals should develop an intentional process to provide all staff members with ways to demonstrate high academic and behavior expectations. Learning teams should focus on discussing ways rigorous instruction can be provided to all students in order to maximize their achievement. Teachers should share instructional strategies that are particularly successful and assist each other in collaboratively addressing problems in individual classrooms and with individual students. Part of this process should include opportunities for self-reflection, so that all staff can gauge their individual progress.

The principal should develop and implement a plan to improve the delivery of instruction so that it is student-centered, rigorous, and addresses the learning needs of all students. This plan should include a systematic and comprehensive process to monitor and document instructional practices to ensure the accountability of all staff for this outcome. The plan should also include training teachers in protocols to analyze student work. The principal and assistant principals should ensure that teachers then use the protocols and the resulting information to inform instruction.

The principal should develop and implement a formal process to monitor and document that best instructional practice strategies are being used in all classrooms. For example, the principal and assistant principals should conduct regular walkthroughs to ensure that appropriate instructional and intervention strategies are occurring in all classrooms. This walkthrough process should include regular, specific and timely feedback.

The principal and assistant principals should ensure that teachers develop assessments that are rigorous and relevant to the standards addressed and the objectives of the unit or lesson. Rubrics should be developed and shared with students before classroom assessments and assignments. Teachers should instruct students on strategies to understand and use these rubrics for self-assessment and for understanding of what they are to know and able to do. Formative assessments should be frequent, tied to instruction and used to inform instruction.

The principal should collaborate with appropriate staff members to develop and implement systems to monitor and document the implementation and impact of all programs and resources on the achievement of students and the operational efficiency of the school. This would ensure continuity in the event of emergencies, ease ongoing communication of operational details and allow the collection of adequate and appropriate data to support accountability and effective operation of all programs.

Due to the scope of the redesign and revitalization challenges he faces over the next two to three years, the principal should strongly consider working with district leadership to secure the services of a School Administrative Manager. Additional appropriately skilled instructional personnel would further allow him to delegate implementation and follow through on the details of some of the instructional initiatives necessary to the redesign and turnaround of Shawnee High School.

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In Conclusion:

The members of the Shawnee High School Leadership Assessment Team are grateful to the Jefferson County Public Schools 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:

School Council Authority:

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

Principal Authority:

The school leadership assessment team has determined that the principal has the capability and capacity to continue his roles and responsibilities established in KRS 160.345.

Recommended Intervention:

Re-staffing Option

Commissioner, Kentucky Department of Education: _____

Date: _____

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

- Pending approval from the US Department of Education, the principal of Shawnee may remain in this position for the 2010-11 school year.
 - However, after one year of implementing the intervention plan, if the Shawnee High School has not made sufficient progress toward the annual goals and implementation of the intervention plan, the principal shall be removed.
- 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 with a valid, reliable, fair and strong predictive correlation with KDE's summative measures of student achievement.

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

Principal, Shawnee High School: _____ Date: _____

Superintendent, Jefferson County Public Schools: _____ Date: _____

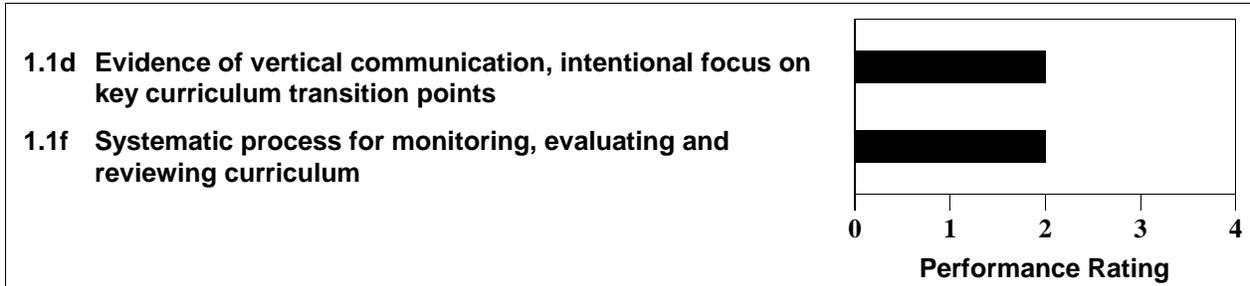
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1.1 Curriculum

Academic Performance



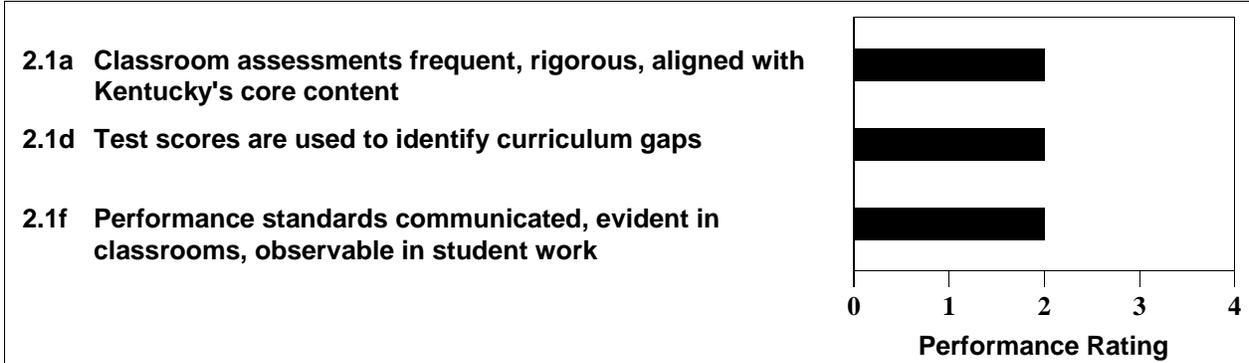
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2.1 Classroom Evaluation/Assessment

Academic Performance



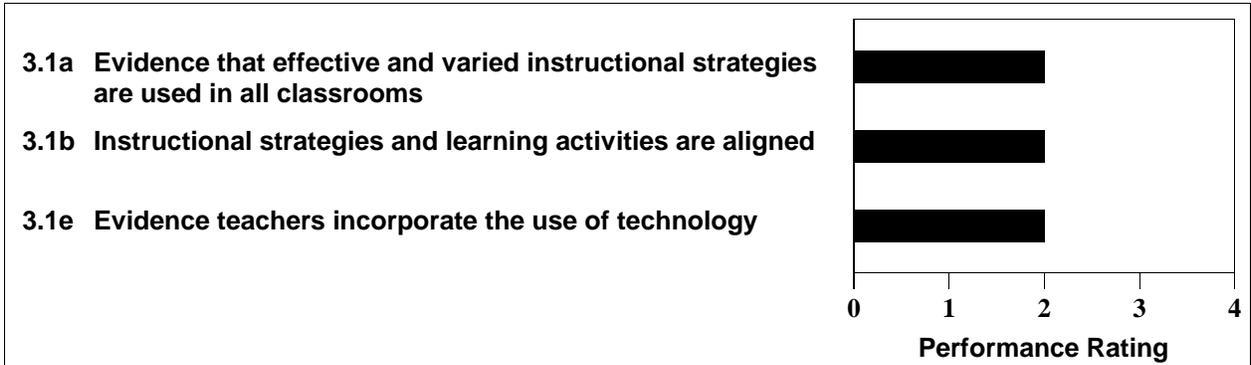
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3.1 Instruction

Academic Performance



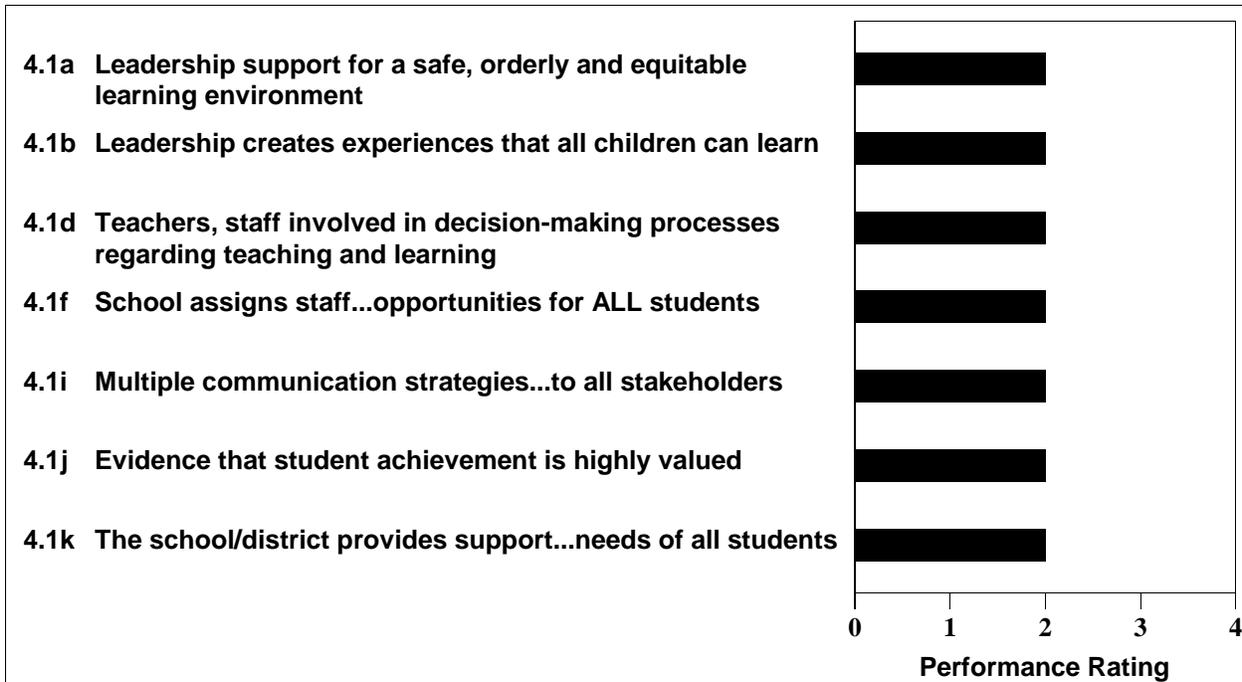
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4.1 School Culture

Learning Environment



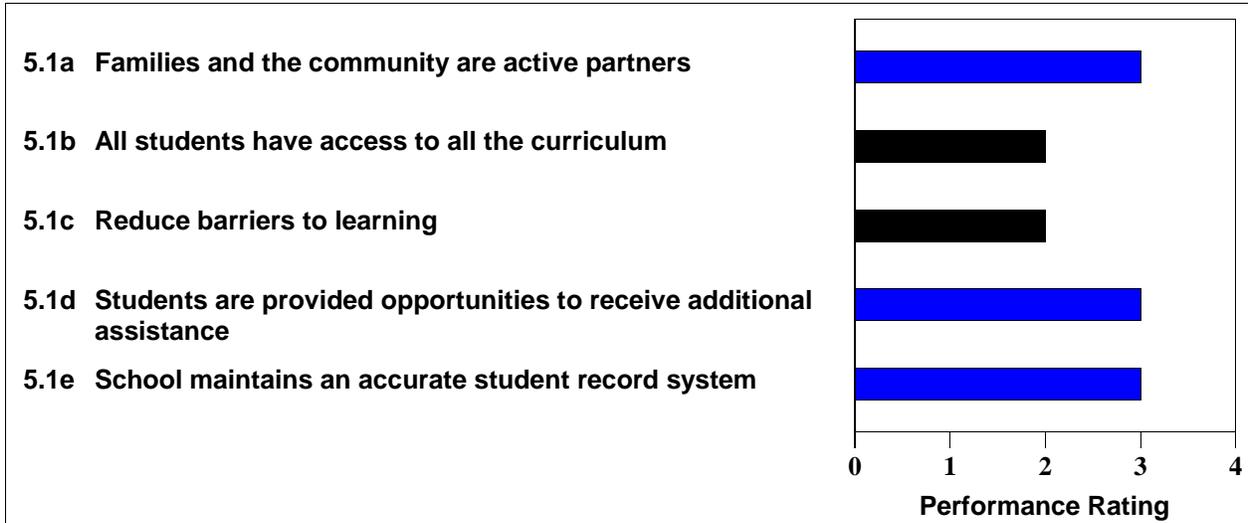
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5.1 Student, Family and Community Support

Learning Environment



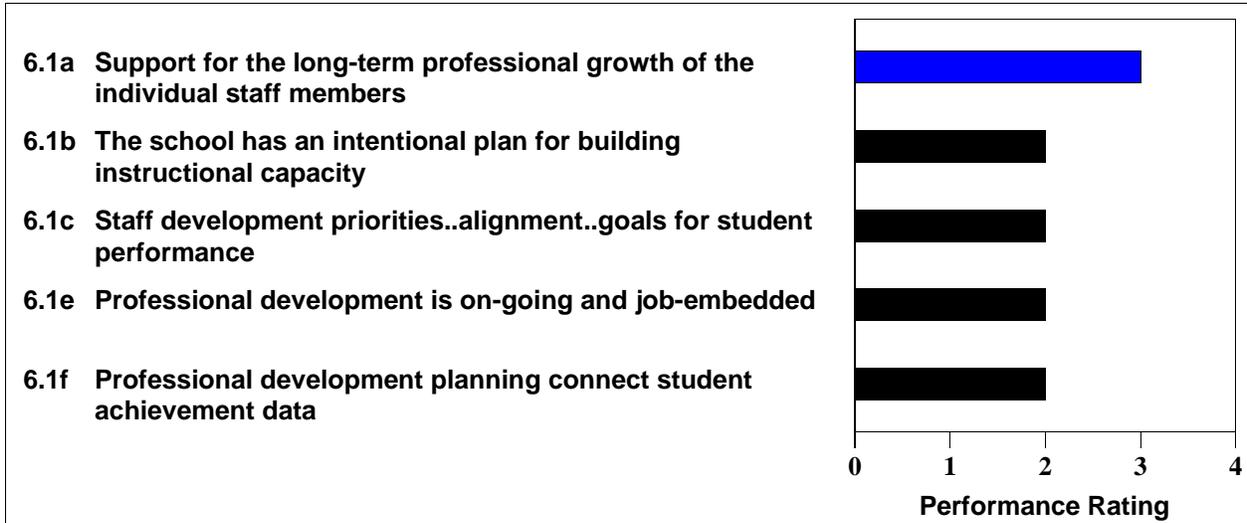
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6.1 Professional Development

Learning Environment



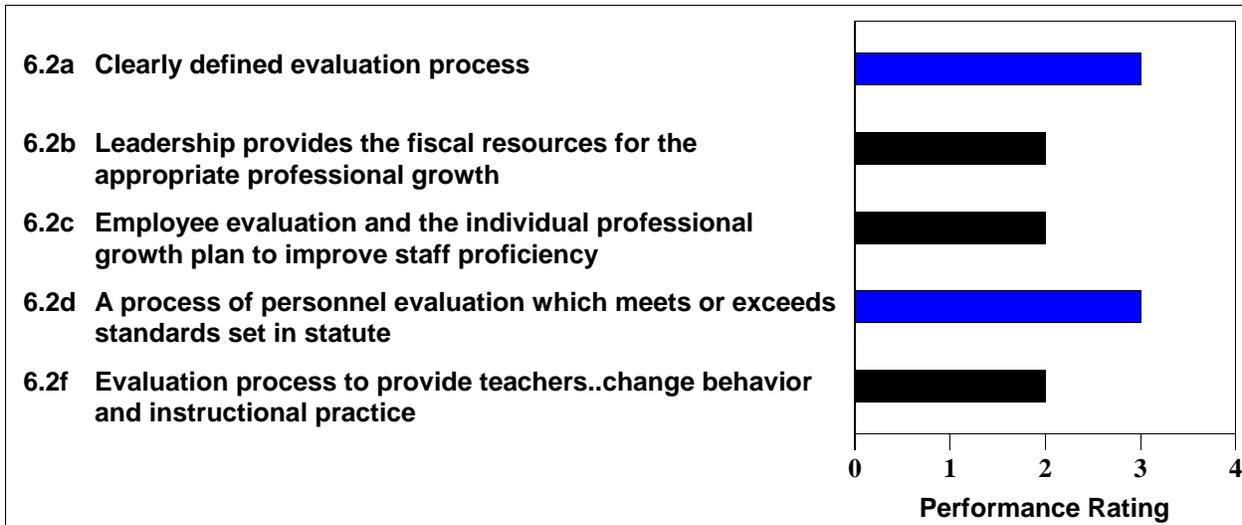
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6.2 Professional Growth and Evaluation

Learning Environment



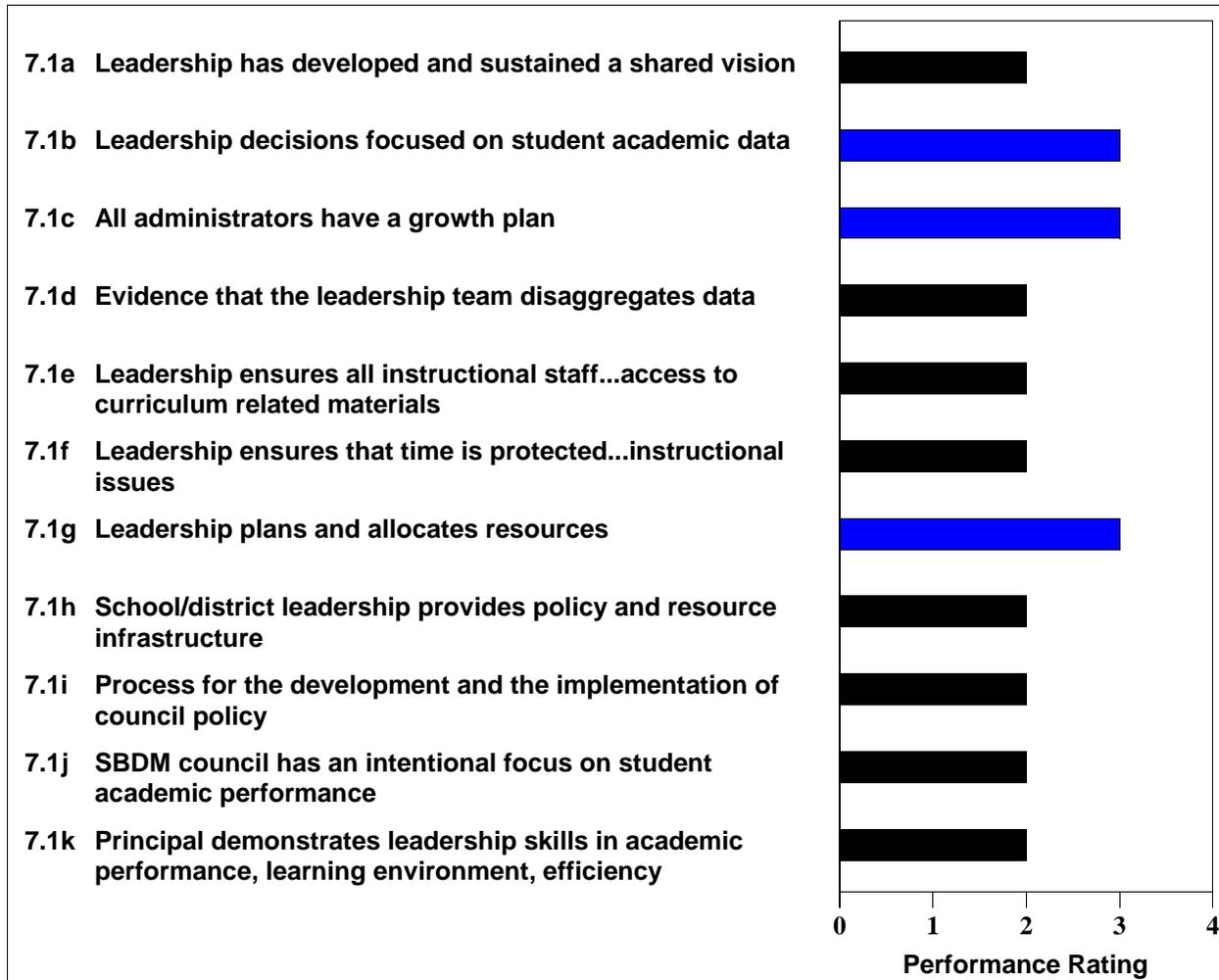
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7.1 Leadership

Efficiency



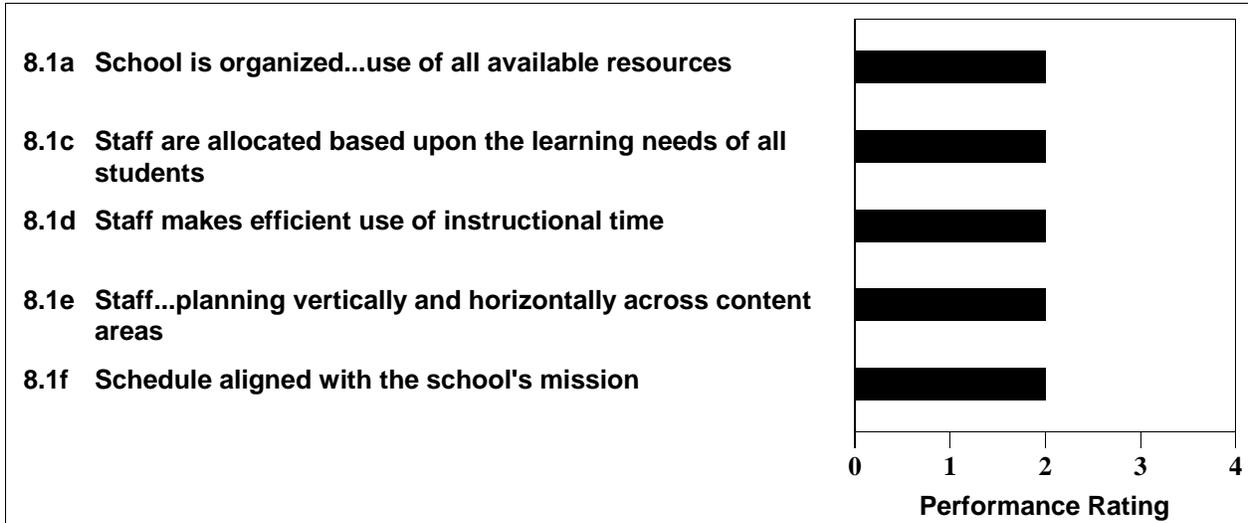
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8.1 Organization of the School

Efficiency



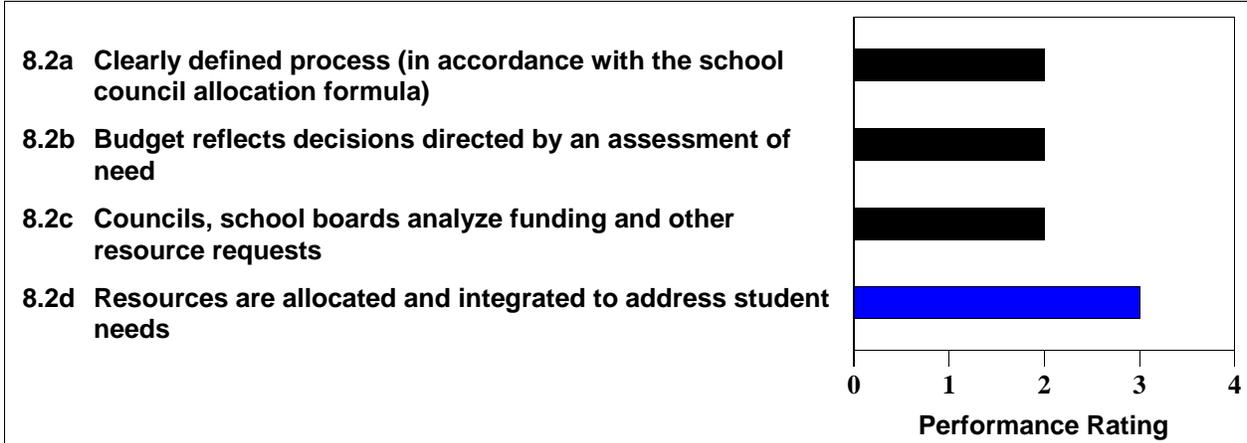
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



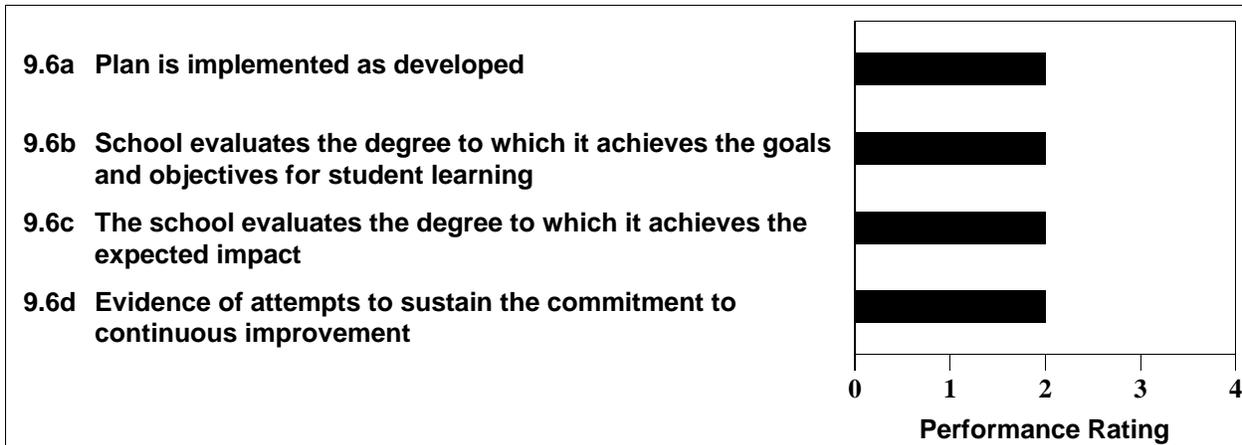
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9.6 Implementation and Documentation

Efficiency



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In Conclusion:

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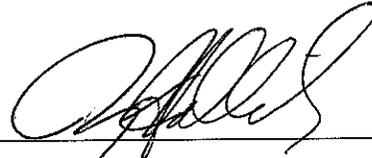
Principal Authority:

The school leadership assessment team has determined that the principal has the capability and capacity to continue his roles and responsibilities established in KRS 160.345.

Recommended Intervention:

Re-staffing Option

Commissioner, Kentucky Department of Education: _____



Date: 5/19/2010

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

- Pending approval from the US Department of Education, the principal of Shawnee may remain in this position for the 2010-11 school year.
 - However, after one year of implementing the intervention plan, if the Shawnee High School has not made sufficient progress toward the annual goals and implementation of the intervention plan, the principal shall be removed.
- 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 with a valid, reliable, fair and strong predictive correlation with KDE's summative measures of student achievement.

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Superintendent, Jefferson County Public Schools: _____ Date: _____