

Jefferson County  
Stuart Middle School  
School Review Report



10/26/2008 - 10/31/2008



# School Review Executive Summary

## Stuart Middle School Jefferson County School District 10/26/2008 - 10/31/2008

DeLana Alexander, Principal

### Introduction

The Kentucky Department of Education conducted a scholastic review of Stuart Middle School during the period of 10/26/2008 - 10/31/2008. Here are the most relevant facts and next step recommendations from the review. 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	School leadership has not provided an orderly, equitable, and safe learning environment for all students.
Next Steps	School leadership should establish a procedure for monitoring classroom management to ensure that all teachers are implementing the adopted Conversation Help Activity Movement Participation program. Inconsistencies in teacher expectations of student behavior should be addressed. School leadership should hold all staff accountable for demonstrating high behavior and academic expectations for all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	Teachers are not using effective instructional strategies to deliver the aligned curriculum.
Next Steps	School leadership should monitor the delivery of instruction to ensure teachers use varied student-centered instructional strategies that require higher-order thinking and problem-solving skills. These strategies should result in daily lessons that are relevant, motivating and focused on meeting the needs of a diverse student population. School leadership should ensure that instruction is rigorous, challenging and delivers the aligned curriculum with the goal of all students reaching proficiency.
School Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
3. Deficiency	School Council has not adopted all required policies mandated by Kentucky Revised Statutes.
Next Steps	School council should continue the initiative to review, revise, develop, adopt and implement all required policies and by-laws that govern the decision-making efforts of the council. These policies and by-laws should be titled, sequentially numbered and dated upon adoption, review or revision. All policies and by-laws should be used by the council to drive instructional and operational decisions that will chart the direction of the school.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	School leadership has not ensured a clear connection between teacher evaluations, professional growth plans, and professional development.
Next Steps	School leadership should establish a procedure for monitoring the connectivity of teacher evaluations, professional growth plans, and professional development to facilitate continuous improvement that targets the needs of students as identified in and implemented through the comprehensive school improvement plan.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	School leadership did not collaborate with stakeholders to develop a vision and belief statements that drive the focus of the school.
Next Steps	School leadership should collaborate with representatives of all stakeholder groups to review and revise the mission statement to specifically address the school's purpose. The mission statement should be accompanied by a carefully crafted vision and thoughtful belief statements that move the school toward proficiency, and is effectively communicated to the school community.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	School leadership has not implemented the comprehensive school improvement plan.

Next Steps	School leadership should immediately, fully implement the comprehensive school improvement plan and monitor its impact on instructional practices and student performance. Data collected from the monitoring process should be used to review and modify the comprehensive school improvement plan in a timely manner.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

**Stuart Middle School**  
KDE 2008 Scholastic Review Report  
At-a-Glance

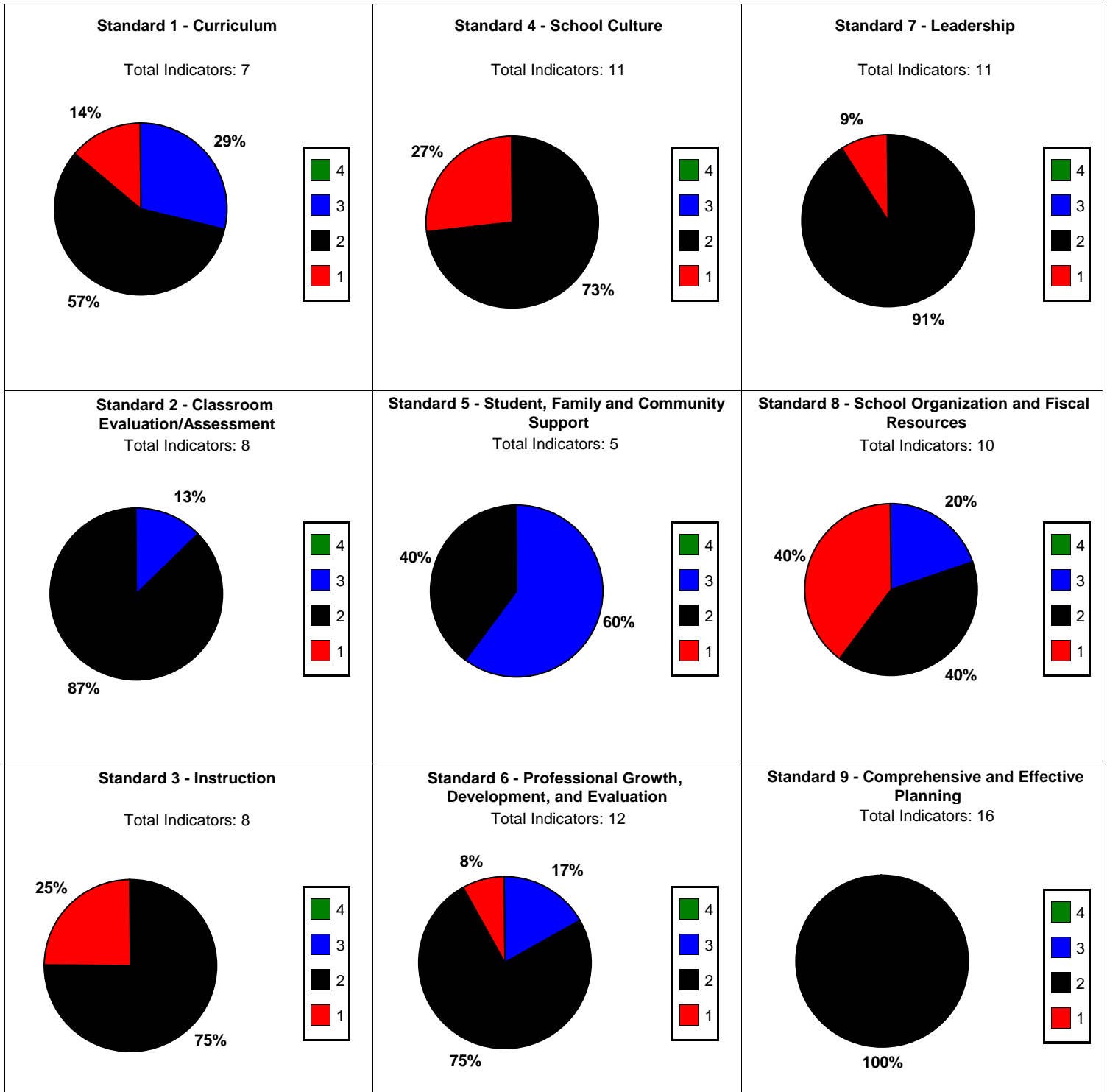
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



# 9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Jefferson County - Stuart Middle School

<p><b>Standard - 1 - Academic Performance</b></p> <p><b>Curriculum</b></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p><b>Standard - 4 - Learning Environment</b></p> <p><b>School Culture</b></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><b>Standard - 7 - Efficiency</b></p> <p><b>Leadership</b></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><b>Standard - 2 - Academic Performance</b></p> <p><b>Classroom Evaluation/Assessment</b></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><b>Standard - 5 - Learning Environment</b></p> <p><b>Student, Family and Community Support</b></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><b>Organization of the School</b></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><b>Resource Allocation and Integration</b></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><b>Standard - 3 - Academic Performance</b></p> <p><b>Instruction</b></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="71 1646 526 1961"> <p><b>Legend</b></p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>	<p><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><b>Professional Development</b></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities...alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><b>Professional Growth and Evaluation</b></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b></p> <p><b>Defining the School Vision, Mission, Beliefs</b></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><b>Development of the Profile</b></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><b>Defining Desired Results for Student Learning</b></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><b>Development of the Improvement Plan</b></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><b>Implementation and Documentation</b></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

## **Level 1 and Level 2 School Responsibility**

**Pursuant to Kentucky Administrative Regulation, 703 KAR 5:120, Level 1 and Level 2 schools must adhere to the following:**

**(excerpt from 703 KAR 5:120)**

Section 1 (partial)

(3) To involve stakeholders in identifying priorities for school improvement planning, the school principal, in collaboration with the other school council members, shall notify parents and interested community members of the findings and recommendations of the review team. The findings shall be presented and discussed on the agenda of the next scheduled school council meeting and at a local board of education meeting.

Section 8 (partial)

(2) A principal of a school classified as a Level 1 or Level 2 shall participate in at least twelve (12) hours of professional development activities which may include opportunities for coaching and mentoring. The focus shall be on building leadership skills in student academic performance, learning environment, and organizational efficiency as measured by the "Standards and Indicators for School Improvement". The participation shall occur within twelve (12) months of being classified as a Level 1 or Level 2 school. The professional development activities shall be designed and delivered by the KDE or the local district in accordance with KRS 156.101.

## **Focus on Student Academic Performance**

The scholastic review 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.

# Scholastic Review Summary Report

## Stuart Middle School

### Jefferson County School District

10/26/2008 - 10/31/2008

## Introduction

The Kentucky Department of Education conducted a scholastic review of Stuart Middle School during the period of 10/26/2008 - 10/31/2008. This school's last combined accountability index was 64.8 and its classification was Assistance Level 2.

The scholastic review team activities included a review of the documents collected for the school portfolio and profile; classroom observations (59) and formal interviews and informal discussions with teachers (61), students (87), parents (24), Family Resource/Youth Services Center staff members (2), central office personnel (8), support staff members (6), assistant principal's (3), counselors (3) and the principal.

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

The scholastic review 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 Wayne Puckett - District Administrator. The other team members were Jesus Segundo Menendez - Parent, Cynthia Lawson - Highly Skilled Educator, Herbert D. Wheat - Building Administrator, Barbara Miller - Teacher, Nancy Gilligan - Teacher, Larry G. Frank - Building Administrator, Margaret K. Dotson - Teacher, Ruth Gail Butler - Teacher, Dr. Lynn Smith - Higher Education Representative, Bill R. Morgan - District Administrator.

## 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.

**Kentucky Department of Education**

**Scholastic Review Summary Report**

**Stuart Middle School**

**Jefferson County School District**

10/26/2008 - 10/31/2008

Summary Findings in: **Academic Performance**

**Standard 1                      Curriculum**

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

Review of classroom assessments, classroom assignments, comprehensive school improvement plan, curriculum documents, curriculum maps, employee handbooks, eWalk data, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, school council policies and bylaws and School Report Card data

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

Observations of classrooms, common areas and media center

**Performance Rating    **3****

- 1.1a    There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment, Transformations and the Program of Studies.

Stuart Middle School's written curriculum mirrors the Jefferson County District Curriculum which is aligned with Kentucky Core Content for Assessment 4.1, Program of Studies, Academic Expectations and national standards.

- 1.1e    The school curriculum provides specific links to continuing education, life and career options.

Stuart Middle School offers a program in health-related careers where students explore a wide variety of fields and participate in hands-on activities with health professionals. The sixth grade guidance counselor works with the sixth grade students on developing their Individual Education Plan which includes a career skills inventory. The seventh grade students have the opportunity to explore career options in the practical living class. Eighth grade students participate in Junior Achievement that addresses career related considerations like education, salary and personal finance. Teachers invite speakers into their classroom and make career connections when organizing field trips.

# Kentucky Department of Education

## Scholastic Review Summary Report

### Stuart Middle School

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Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Performance Rating    2**

- 1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).

The district has developed a curriculum alignment document and curriculum instructional frameworks P-12 which have been shared with all schools. Monthly middle school principals' meetings focus on curriculum and instructional issues. Middle school principals observe the implementation of the curriculum instructional frameworks in each others' buildings and discuss their observations. The district holds two or three meetings annually for literacy leads, math leads and content department chairpersons at the middle school level. There have been limited opportunities for discussion and planning for vertical alignment among feeder schools.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

The district occasionally initiates and facilitates discussions between schools to ensure that each grade level follows the district curriculum and the curriculum instructional frameworks. District leadership initiates limited discussions between school staffs concerning vertical alignment to eliminate gaps and overlaps in the curriculum (elementary to middle and middle to high school).

- 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).

Elementary feeder schools share student needs and academic information with the sixth grade guidance counselor. Key academic transition points are not systematically addressed. Sixth graders are invited to the Stuart Middle School Spartan Academy Summer Kid Camp to aid in transition from elementary to middle school. However, only twenty-five percent of incoming sixth graders attend the camp. During the camp, the Scholastic Reading Inventory is administered to students to determine placement in reading classes. Math teachers provide mini-lessons on the use of laptops, graphing calculators and manipulatives and the students become comfortable with the physical layout of the school.

- 1.1g The curriculum provides access to a common academic core for all students.

**Kentucky Department of Education**  
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Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Performance Rating    2**

All students have access to the common academic core; however, delivery of the curriculum in some classrooms lacks rigor and is not challenging. The district curriculum documents address local, state and national standards. Most teachers are using the curriculum instructional frameworks to prepare classroom instruction.

Kentucky Department of Education  
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Stuart Middle School  
Jefferson County School District

10/26/2008 - 10/31/2008

Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Performance Rating    1**

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

The school council does not have a curriculum policy, and there is no systematic process to ensure that the implementation of the district aligned curriculum is occurring. Teachers analyze student core content assessments to measure student understanding of the core content. This data is entered into the Classroom Assessment System and Community Access Dashboard for Education software program.

**Kentucky Department of Education**  
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**Stuart Middle School**  
**Jefferson County School District**

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Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

School leadership should develop a procedure to systematically and consistently monitor the implementation of the Jefferson County Public Schools' aligned curriculum and set high student performance standards for all students.

School leadership should collaborate with the district to initiate a procedure for facilitating discussions on vertical alignment between schools to ensure there are no gaps or overlaps in the P-12 curriculum and establish entry and exit criteria for incoming sixth graders and exiting eighth graders.

Resources:

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

Core Content for Assessment 4.1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/ Core+Content+for+Assessment+4.0/default.htm>

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.

Standards-Based Curriculum Development Manual. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

**Kentucky Department of Education**  
**Scholastic Review Summary Report**  
**Stuart Middle School**  
**Jefferson County School District**

10/26/2008 - 10/31/2008

Summary Findings in: **Academic Performance**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, comprehensive school improvement plan, curriculum documents, eWalk data, lesson plans/units of study, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, student work and teacher portfolios

Interviews with counselor, curriculum resource specialist, district leadership, parents, school leadership and teachers

Observations of classrooms

**Performance Rating    3**

2.1g    Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.

The state required assessment and accountability program is coordinated by the building assessment coordinator who ensures policies and procedures are properly implemented. Training is provided for all teachers on appropriate testing procedures. Student accommodations during testing adhere to state guidelines.

**Kentucky Department of Education**

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Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

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

Most assessments are aligned with Kentucky's Core Content for Assessment. The school council has an assessment policy stating that assessment should be ongoing and reviewed on a continuous basis. District assessment checks occur four times throughout the year. The school staff is involved in a collaborative process to analyze the results of open response and multiple-choice assessments. Most informal or daily assessments are teacher-made worksheets and textbook or workbook assignments. Assessments are not always rigorous and authentic. Rubrics and models of proficient work are not visible in most classrooms.

- 2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Although a common planning time is provided, teachers rarely collaborate to design authentic assessments. Some assessment tasks are not designed for students to demonstrate proficiency.

- 2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Most students are unable to articulate the academic expectations for their classes or the requirements for proficiency on an assigned task. Students are rarely required to evaluate their own work outside of checking seatwork or homework. Student reflection is not routinely integrated into instructional or assessment activities. Most teachers use the district rubric for assessment.

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

District leadership along with school leadership and staff analyze assessment data to identify curriculum gaps. Multiple sources of data (Kentucky Core Content Tests, No Child Left Behind, and Classroom Assessment System and Community Access Dashboard for Education software program) are routinely collected; however, this data is not always used to inform curricular, instructional and assessment practices to support higher student achievement. Some teachers examine data outside of formal assessment results and have adjusted assessments or instructional strategies to meet the needs of students identified through data analysis.



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Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

- 2.1e    Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Students are rarely provided with choices in the ways that they demonstrate learning (e.g., learning styles and multiple intelligences). Occasionally teachers formally examine classroom assessment tasks at team and departmental meetings, but the process is in the beginning stages and has failed to transfer into instructional modifications. Most teachers provide limited feedback on assessments.

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

Performance standards are not consistently communicated to students. Rubrics are provided for open response questions, but are not always provided for other types of assessment tasks. Some teachers do not use performance standards to develop rubrics. Few models of rigorous student work are displayed or referenced for instructional purposes.

- 2.1h    Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Teachers analyze data from Core Content Assessments during department meetings but seldom analyze student work. Samples of student work are used mainly for grading purposes and rarely drive an initiative for revising instructional practices to meet the needs of students.

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Summary of recommendations in: **Academic Performance**

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

School leadership should ensure that proficient student work including scoring rubrics is showcased and referenced as a part of instruction.

Common planning time should be used as an opportunity for collaborating on student performance issues. School leadership should assist teachers in examining use of this resource.

School leadership should monitor and evaluate the impact professional development has on instructional practices and student achievement. This data should be used to modify instruction.

Resources:

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

Arter, J. A. (1996). Assessing Student Performance Professional Inquiry Kit. Alexandria, VA: Association for Supervision and Curriculum Development. <http://ascd.org>.  
<http://shop.ascd.org/productdisplay.cfm?productid=196214>

Assessment Blueprint. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
<http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Accountability+System/Blueprint+for+Kentucky+Core+Content+Test.htm?IMAGE=Search>

Johnson, R. S. (2002). Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1

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

Popham, W. J. (2001). The Truth about Testing: An Educator's Call to Action. Alexandria, VA: Association for Supervision and Curriculum Development.

# Kentucky Department of Education

## Scholastic Review Summary Report

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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, comprehensive school improvement plan, curriculum documents, eWalk data, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, professional development records, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, student work and teacher portfolios

Interviews with central office staff, curriculum resource specialist, district leadership, parents, principal, school council members, school leadership, students and teachers

Observations of classrooms

#### **Performance Rating    2**

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

Instructional strategies and learning activities are not always aligned to Kentucky state standards. Learning activities are similar to those on state assessments, but few reflect higher order thinking skills essential for students to reach proficiency.

- 3.1c Instructional strategies/activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Learning walks are conducted by school leadership for the purpose of monitoring instructional strategies; however, the approach is not systematic and does not have the desired effect, which is to improve instruction. Few differentiation strategies are used and those that are, do not appropriately address the needs of various learning styles and achievement gaps within the student population. Electronic walk through data indicates that 5% of teachers use differentiated instruction.

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Teachers are reported to be highly qualified. However, most instruction is not sufficiently rigorous to bring about student proficiency. Electronic walk throughs conducted by the review team members indicated that only 4% of

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Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

**Performance Rating    2**

classroom instruction includes higher-order thinking skills.

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

The school council has adopted a technology policy, but school leadership has not developed the procedures for monitoring the impact of technology on instructional practice and student achievement. Some teachers use technology to enhance instructional delivery. Electronic walkthrough data conducted by the review team members indicates that 35 percent of teachers used technology. Technology-based programs like Read 180 and Success Maker are used for remediation with some students. Technology is used infrequently by students to create products and extend their learning.

- 3.1f    Instructional resources (textbook, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Instructional resources, including physical as well as human resources, are plentiful. Yet, there is no overall plan within the departments or the school to indicate to teachers how these resources should be used to maximize student learning and support the curriculum. District resources such as resource teachers are infrequently used to their fullest potential due to a lack of organizational structure.

- 3.1g    Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Teachers work collaboratively during department meetings to analyze district Core Content Assessments. Collaborative analysis rarely occurs outside the departmental organizational structure or with teacher-generated assessments. Analysis informs some instructional practices to promote increased student achievement but is not uniform across the school.

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Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

**Performance Rating    1**

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

The school council has a policy on instructional practices, but the policy inadequately addresses the need for differentiation, multiple intelligences, and learning styles. There is limited use of varied instructional strategies and most instruction is done as a whole group using lecture, textbooks, and worksheets.

- 3.1h    There is evidence that homework is frequent and monitored and tied to instructional practice.

Homework is infrequently assigned by teachers and rarely extends students' learning. Some teachers examine the work but do not use that information to guide instructional practice.

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Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

School leadership should collaborate with district resource teachers and identify the role of the district resource teachers in improving instructional practices and student performance. Expectations should be communicated along with the strategies for improving teacher and student performance. Strategies should be benchmarked, monitored for implementation and evaluated for impact. Immediate feedback should be provided and reviewed, and needed modification made, to ensure continuous improvement and student performance.

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## Scholastic Review Summary Report

### Stuart Middle School

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Summary Findings in: **Learning Environment**

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

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

Review of bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, employee handbooks, eWalk data, facility inspection reports, facility work orders, fire marshal reports, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, perception survey results, professional development records, roster of teaching assignments, samples of classroom assessments, samples of student work products, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school profile, School Report Card data, school visitors register, school Web pages, school/district safety plan, staff development agenda, staff extra-duty schedule, student discipline reports, student work and student/parent/staff handbooks

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

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

#### **Performance Rating    2**

- 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.

School leadership emphasizes a commitment to high academic expectations but has not ensured that all teachers demonstrate high expectations for all students. Teachers are provided some opportunities to share success stories through team level meetings.

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

Some opportunities (team and departmental meetings, school council and leadership meetings) are provided for teaching staff to be involved in decision-making that impacts teaching and learning. Few formal systems exist for non-teaching staff to be involved in decision-making. There are no active standing committees that would facilitate involvement of teaching and non-teaching staff.

- 4.1f The school intentionally assigns staff to maximize opportunities for ALL

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**Standard 4                      School Culture**

**Performance Rating    2**

students to have access to the staff's instructional strengths.

The school council has adopted a staff assignment policy. It is the priority of school leadership to assign staff to maximize their instructional strengths. There is some flexibility for regrouping students when necessary. Student schedules can be adjusted to meet individual learning needs.

- 4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Report cards and interim progress reports are sent home regularly to families. Teachers make an effort to contact every family through grade level teams. Some teachers contact parents with positive student progress, but this is not a school-wide practice.

- 4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Many teachers and staff exhibit a caring attitude for students but a nurturing learning environment has not been established for all students. Some teachers use appropriate praise and positive reinforcement to motivate and inspire students, but this does not occur in all classrooms. Classroom disruptions and disrespectful relationships between students and teachers were observed in several classrooms. Interactions between some staff and students focus primarily on behavioral compliance rather than academic performance. Some student accomplishments were recognized but this practice was not observed in many classrooms.

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

The school does not have a formal communication plan to guide face-to-face and electronic communication with stakeholders. The school uses various venues to communicate with stakeholders such as school web page, email, telephone calls and home visits.

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

School leadership provides some opportunities to recognize and celebrate student achievement through team celebrations, posting high test scores and school announcements. Student success is regularly shared with families but



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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

is rarely shared with the community.

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

School leadership and staff have implemented numerous programs to address physical and socio-economic barriers to learning such as Extended School Services, Behavior Coach, Youth Services Center referrals for social services, online enrichment resources, Spartan camp and extracurricular activities. School leadership has not provided professional development opportunities for all staff to acquire culturally responsive instructional practices to meet the cultural needs of students and eliminate the significant academic achievement gaps that exist among students with disabilities and African American students. The school has been successful in recruiting a diverse certified and classified staff.

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Summary Findings in: **Learning Environment**

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

**Performance Rating    1**

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

The school council has adopted a school safety plan and emergency procedures are posted in classrooms and throughout the building. Required emergency drills and safety checks are conducted throughout the school year. Students and school staff report feeling safe in the school. The layout and size of the building create challenges in monitoring safety and security throughout the campus. The school council has adopted a classroom management and discipline policy that requires Conversation Help Activity Movement Participation to be implemented. However, discipline and classroom management procedures are not consistently implemented, monitored or corrected by school leadership. A school culture audit was conducted in 2007. Deficiencies identified in the audit have been addressed in the comprehensive school improvement plan. However, serious classroom management issues and classroom disruptions persist and create barriers to teaching and learning in many classrooms. Ineffective use of the discipline procedures results in excessive in-school suspensions.

- 4.1c Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice.

Teachers express they have high academic and behavioral expectations for students. However, high expectations are not evident in classroom practices school-wide. Inconsistent application of classroom management procedures leads to classroom disruptions and impedes the teaching and learning process in many classrooms. In some classrooms, there is a focus on behavioral compliance rather than academic performance. Students in some classrooms are allowed to disengage from or disrupt teaching and learning.

- 4.1e Teachers recognize and accept their professional role in student success and failure.

Some teachers recognize and accept their responsibility in student success and failure, but most emphasize the effect of other factors such as students' home situation and poverty rather than the quality of their instruction. Teachers rarely analyze student work to modify their instruction for improved student achievement.

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Summary of recommendations in: **Learning Environment**

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

School leadership should develop a systemic process to implement and monitor the school wide uniform classroom management program and discipline procedures to ensure a safe, orderly and equitable learning environment for all students.

School leadership should hold all staff accountable for demonstrating high behavioral and academic expectations for all students.

School leadership should provide professional development for all staff in culturally responsive and differentiated teaching strategies and provide support to teachers in modifying their instruction to engage all students.

Resources:

Beaudoin, M.& Taylor, M. E. (2004). Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7

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

Dufour, R. & Eaker, R. (1998). Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development.

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

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

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## Scholastic Review Summary Report

### Stuart Middle School

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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 comprehensive school improvement plan, documentation of referrals to health and social services, Extended School Services program overview and data, master school schedule, perception survey results, school guidance plan and student academic records

Interviews with parents, students and teachers

#### **Performance Rating    3**

- 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).

School leadership and staff collaborate to remove barriers to learning through instructional assistance and resources to ensure that students receive the necessary support to master core curriculum. The Extended School Services program is offered after school to maximize student participation. Youth Services Center, Title I and student guidance services collaborate frequently to foster a network of support for students. The Extended School Services program emphasizes math and reading.

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

Students are provided with a variety of opportunities to receive additional assistance to support learning beyond the initial classroom (e.g., Extended School Services, literacy and math interventions). Co-curricular opportunities such as piano, orchestra, visual arts and band are provided for students. Opportunities are provided for students with unique learning needs (e.g., non-English speakers, hearing impaired, visually impaired and special needs students). Youth Services Center, guidance department and behavior coaches provide student support for academic re-engagement.

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

Students' educational development and academic records are maintained and secured by the school. Student records, including Individual Learning Plans, are complete and only available to appropriate personnel. Infinite Campus Technology is used to organize and maintain electronic student records. No access log was posted to document names of staff members who

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

**Performance Rating    3**

have access to student records. The school provides resources for supporting the student record system.

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

The school council has a policy which addresses parent involvement, but there is no committee policy that addresses recruitment of parents, community members, minorities and other stakeholders to serve on school council committees. School leadership has conducted an open house and provided parents with information about school committees. At the present time, there are no standing committees in the school. There are some programs coordinated by the Youth Services Center Director that bring together parents, students, and resources outside the school for the purpose of eliminating cultural and social-economic barriers to learning. There is limited communication between the school and stakeholders. Discrimination and grievance procedures and appeals process are communicated to parents and students through the Stuart Middle School Student Handbook.

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

A variety of instructional materials and resources promoting student support are available. School leadership has developed procedures to refer students with special learning needs and behavioral problems for appropriate services. A procedure to identify students who experience learning problems has been established and programs (e.g., English as a second language services, extended school service program) are in place to support their learning needs. Some teachers have not received training on strategies to differentiate instruction and address diversity. There is a limited advisor advisee program available for Spartan Academy students but this program is not extended to other students.

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Summary of recommendations in: **Learning Environment**

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

School leadership should, in collaboration with representation of all stakeholders, develop and implement a formal communication plan that promotes meaningful dialogue between the school and families regarding student learning.

Resources:

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

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

Principal's Guide to Effective Family Involvement. (2002). Gaithersburg,MD.: Aspen Publishers.

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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, comprehensive school improvement plan, district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, needs assessment data, perception survey results, professional development records, school council policies and bylaws and School Report Card data

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

Observations of classrooms, common areas and media center

**Performance Rating    3**

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

The district has a clearly defined evaluation plan that is used by Stuart Middle School. It is outlined in the faculty handbook provided to all teachers at the beginning of the school year. Assurance is provided that processes and procedures related to evaluation of both classified and certified employees were discussed within the first thirty days of the 2008-2009 school year.

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

All classified and certified personnel are evaluated in accordance with requirements set forth in state statute and regulation.



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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

All teachers meet state requirements for the mandated 24 hours of professional development. Due to the wealth of professional resources offered by the district, school-based Gold Days, and approved departmental activities, many teachers well exceed those requirements; however, there is no school professional development committee, needs assessment, or professional development plan in place to ensure focus or support for long-range plans for instructional and leadership growth. Some classified staff are required to have professional development, but that is a district initiative.

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

School leadership does not develop and implement an on-going intentional plan of professional development designed for the purpose of building instructional capacity. School-based professional development, planned on an annual basis by the instructional leadership team, does not always build on previous training experiences or lead to follow-up activities.

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

Professional development activities are not always aligned to the school's learning goals. Clear connections are not always made between teacher evaluations, professional growth plans, and professional development. Due to inconsistent monitoring of professional growth plans and lack of guidance from evaluators, flexible professional development choices often fall outside the priorities set for alignment with goals for student performance.

- 6.1d    Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Throughout the comprehensive school improvement plan, professional development activities are targeted as strategies for addressing student achievement. On paper, connections are made that link professional development to learning goals. However, since the plan is not fully implemented as written, the connections do not always become reality.

Summary Findings in: **Learning Environment**

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

**Performance Rating 2**

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

Many teachers view professional development as an isolated experience that has little relevance to their daily classroom performance; however, some pockets of on-going, job-embedded professional development are displayed through faculty members sharing expertise, mentoring and networking. A plan is not in place to ensure that professional development is incorporated into the school day and year in a cycle that moves from initial learning to practice to additional learning until mastery is achieved.

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

Multiple sources of student achievement data are analyzed, but it is unclear how the results of the analysis determine professional development needs. There is inconsistent monitoring of the impact of professional development on staff behavior or student achievement in order to effectively plan follow-up experiences. District professional development proposal forms ask for information on how the activity is tied to student need; however, the information supplied was vague and did not supply adequate information to justify a clear connection.

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

School leadership expends professional development funds as directed by the comprehensive school improvement plan which is based on identified needs. Additional funds are allocated at the discretion of the school principal on a first come first served basis to teachers requesting funding to attend conferences or workshops not specified in the comprehensive school improvement plan. Teachers choose their own flexible professional development with little guidance or monitoring from leadership to guarantee its connection to identified needs or their professional growth plan. School council and leadership does not have a plan to address the equitable allocation and use of professional development funds.

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

School leadership ensures that all staff members are evaluated according to designated timelines using the district documentation forms. Individual

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Summary Findings in: **Learning Environment**

**Standard 6**

**Professional Growth, Development, and Evaluation**

**Performance Rating 2**

professional growth plans are not consistently or collaboratively developed with evaluators, tied to evaluation findings, or monitored for progress. Some staff members view individual professional growth plans as a district assignment that is checked off for compliance rather than as an avenue for impacting professional practice.

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

School leadership completes all required documents in the evaluation process. A system of follow-up and support is not in place to adequately facilitate changes in instructional practice or teacher behavior. For example, post-observation conference documentation for some teachers consists only of scripting the lesson with little or no regard to how teacher behavior should change as a result of what the evaluator observed in the classroom.

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

**Performance Rating    1**

6.2e    The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the effective instructional leadership act requirements as a resource to accomplish these goals.

Leadership professional growth needs are not addressed in the comprehensive school improvement plan.

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Summary of recommendations in: **Learning Environment**

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

School leadership in collaboration with school council should establish a committee to guide all aspects of professional development. A specific needs assessment with input from all teachers should be in place and used for the formulation of a professional development plan. The plan should address both long-and short-term professional development needs and guide allocation of fiscal resources.

School leadership should ensure that a clear connection is made between teacher evaluations, individual growth plans, and professional development.

School leadership professional development needs should be identified in the comprehensive school improvement plan.

Resources:

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

Developing Individual Professional Growth Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). SISI Toolkit, Standard 6.  
[http://www.education.ky.gov/SISI\\_Toolkit/Standard%206/  
Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc](http://www.education.ky.gov/SISI_Toolkit/Standard%206/Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc)

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

Professional Development Resources. ((Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
<http://education.ky.gov/KDE/Administrative+Resources/Professional+Development/>

# Kentucky Department of Education

## Scholastic Review Summary Report

### Stuart Middle School

Jefferson County School District

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Summary Findings in: **Efficiency**

#### **Standard 7                      Leadership**

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

Review of certified personnel evaluation plan and process, classroom assessments, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, employee handbooks, eWalk data, facility inspection reports, faculty meeting agenda, health department inspection reports, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, perception survey results, professional development records, safe schools data reports, samples of classroom assessments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school Web pages, school/district safety plan, Software Technology, Incorporated reports, staff development agenda, student discipline reports, student work, student/teacher ration, teacher portfolios and trophy cases

Interviews with assistant principal, assistant superintendent(s), classified staff, community members, parents, principal, school council members, students and teachers

Observations of classrooms and common areas

#### **Performance Rating    2**

7.1a    Leadership has developed and sustained a shared vision.

The school council has not adopted a vision and belief statements. The principal can articulate a clear vision for the school but has not communicated that vision to all stakeholders. School leadership recently reviewed the mission statement. The leadership team, faculty and school council developed the mission statement, but few community stakeholders were involved. Many staff members could not articulate what the mission statement meant and it was not widely displayed in the building.

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

There is a collaborative process in place to use data to focus on academic performance. School leadership, content departments, grade level teams and the instructional leadership team regularly review and analyze data from the district's classroom assessment system, Kentucky Performance Report and the Scholastic Reading Inventory. The school council receives reports

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Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

#### **Performance Rating    2**

regarding student performance data. The data is sometimes used to change intervention groupings for targeted students in reading and math.

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

Some administrators have developed an individual growth plan for the year. Some of the plans have not been completed in a collaborative effort, reviewed or signed by an administrator. Administrators format their growth plans using some school priorities and leadership skills required by the demands of their roles. Some growth plans have one or more components that reflect the school's efforts to build a better culture and support a safe and orderly environment.

- 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.

School leadership along with the instructional leadership team, grade level teams and academic departments disaggregate data from the Kentucky Performance Report and Core Content Assessments. Results from the data are shared with the staff. School leadership and staff then use the data to target students for more intensive interventions. Data is used to identify significant achievement gaps among population groups, but the population groups are not identified and targeted in the comprehensive school improvement plan.

- 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.

School leadership provides teachers with some training on how to understand and use Jefferson County's aligned curriculum and pacing guides. Teachers have access to district and state curriculum documents and other curricular materials. School leadership facilitates teacher use of district classroom assessment system data analysis by department and grade level teams.

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

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Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

#### **Performance Rating    2**

School council has adopted an instructional practices policy and leadership attempts to ensure that it is implemented so that students are engaged in sound instructional activities. Faculty, department and team meetings are held on a regular basis. Grade level teams have daily common planning time and are expected to meet as a team weekly or more often if needed. Teachers are expected to deliver a lesson in the instructional framework that lists objectives, a sponge activity, and the expectation that class start on time. The framework provides a structure for teachers to efficiently plan lessons tied to core content that maximize their use of instructional time. Many classrooms have behavior issues that hinder the efficient delivery of instruction to support proficient student performance.

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

School leadership provides an infrastructure to implement interventions in reading and math to address achievement gaps. School leadership monitors the school's allocation of resources by conducting learning walks and using the evaluation of certified staff. The school's efforts on implementation of Conversation Help Activity Movement Participation program is intended to contribute to leadership's efforts to remove barriers to school improvement and student achievement. The Conversation Help Activity Movement Participation program is not being consistently implemented schoolwide to bring about desired student and teacher behaviors that should result in continuous school improvement. Monitoring progress within the school depends mostly on assessing Core Content for Assessment data and does not always reflect the impact of resources on continuous improvement or focus the resources where needed most.

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

School council has adopted discipline, classroom management, and school safety policies to ensure a safe, healthy, orderly and equitable learning and working environment. Implementation of these policies and procedures is not having a profound effect on behavior that results in a productive, meaningful learning environment. The aging building is being maintained in a clean and inviting way but is difficult for school leadership to monitor because of the building design. School leadership follows the district's safety plan and has



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Summary Findings in: **Efficiency**

**Standard 7                      Leadership**

**Performance Rating    2**

procedures to deal with various emergency situations that might arise. Two full-time security personnel assist the administrative team and staff in an attempt to maintain orderly classrooms, hallways and common areas.

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

School council meeting agenda and minutes show some discussions, concerns and actions relative to student achievement. Council discussions also reflect some focus on management issues rather than issues reflecting impact on higher student achievement. The council receives some reports from grade level teams and content areas related to the analysis of continuous assessment data. No implementation and impact checks to monitor progress of the school improvement plan were found. School leadership submits their school improvement plan to the designated district leadership for review and feedback as specified by district requirements.

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

The principal has begun the process of developing the staff into a cohesive school team focused on working together to maintain a student-centered environment. She has established the urgency that a safe, orderly learning environment is necessary to deliver good instruction. She has articulated the expectation that staff is accountable for contributing to individual student success and continuous school improvement. Monitoring which includes informal walks, instructional learning walks, review of teacher evidence binders and the evaluation process is in the initial stage of implementation. The principal is using school level and district level resources in an attempt to create a viable, accountable learning and working environment for students and staff.

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Stuart Middle School  
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Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Performance Rating    1**

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

The school council has not adopted all policies as required by Kentucky Revised Statute. School leadership and the school council are currently revising and updating policies to be compliant with statutory requirements. Few staff members have a working knowledge of the council's policies and some policies (e.g., curriculum, school schedule) have not been developed.

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**Stuart Middle School**  
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Summary of recommendations in: **Efficiency**

**Standard 7            Leadership**

School Council should immediately develop and adopt all required policies that are mandated by Kentucky Revised Statutes.

School leadership should focus the school council on academic performance issues that address root causes for weak student performance. Strategies should be implemented in the comprehensive school improvement plan to close identified achievement gaps.

School leadership should monitor instructional strategies to ensure effective individualized feedback to staff that will result in desired growth for school improvement.

School leadership should ensure that all teachers, especially first and second year candidates, can incorporate appropriate standards, curriculum and assessment into meaningful unit design and daily lesson planning

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

Johnson, R. S. (2002). Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools. Thousand Oaks, CA: Corwin Press, Inc.

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

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

# Kentucky Department of Education

## Scholastic Review Summary Report

### Stuart Middle School

Jefferson County School District

10/26/2008 - 10/31/2008

Summary Findings in: **Efficiency**

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

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

Review of categorical program financial reports, classroom assessments, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, district budget and allocations, enrollment data, eWalk data, facility inspection reports, health department inspection reports, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), master school schedule, organizational charts, perception survey results, records of teacher certification/experience, roster of teaching assignments, safe schools data reports, samples of written correspondence to staff & stakeholders, schedule for co-curricular offerings, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school financial reports, school mission, belief and vision statements, school profile, School Report Card data, school Web pages, school/district safety plan, state statute and regulation, student/parent/staff handbooks, student/teacher ration and teacher portfolios

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

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

#### **Performance Rating    3**

##### **8.1b    The master class schedule reflects all students have access to all the curriculum.**

Sufficient course offerings are provided within the master schedule for all students to address Kentucky Curriculum Standards. Chorus, band, physical education, practical living and Spanish are examples of related arts opportunities that students rotate through on a twelve week basis. Instruction, through a combination of self-contained, collaborative and resource room models, is provided for the exceptional children's educational needs. Some students with individual education plans are mainstreamed into core content classes according to ability. Self-contained special needs students participate in some regular classrooms, (e.g., music, physical education) with support from instructional assistants and according to individual educational plans. Those students identified as gifted and talented are provided with enrichment opportunities through advanced courses to supplement instruction and enhance learning beyond regular classroom offerings.

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Summary Findings in: **Efficiency**

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

**Performance Rating    3**

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

The school is allocated certified and classified staff in accordance with the district staffing policy. All teachers are certified to teach in their assigned areas. The school council has a staff assignment policy stipulating that staff assignments be made based on student learning needs with the option of modifying assignments as needed according to changes in educational goals and unique learning needs of students. Priority preference in scheduling classes is afforded to exceptional needs students to ensure that special needs identified in individual educational plans are being addressed. Collaborative teachers and instructional assistants are assigned to some classrooms for instruction assistance based on student need. The district provides additional staff in support of identified needs at the school (e.g., Title I staff, content area coaches, behavior coaches).

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

**Performance Rating    2**

- 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 school has common daily team planning time built into the master schedule for each grade level, but there are no procedures in place to monitor the effective use of the time. Team planning time does afford opportunities for daily horizontal planning but there are limited opportunities for vertical planning within the school or among schools at entry and exit points. The opportunity to discuss and plan for individual learning needs of students is available during common planning time. Departmental meeting time is sometimes used for professional development activities, (e.g., instructional planning, curriculum development, disaggregation of student performance data) but there are no procedures in place to monitor the effective use of planning time to determine the impact on instructional practices and student performance.

- 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 school master schedule provides ample opportunities for students to receive quality instruction appropriate for age and grade levels. Few teachers implement a variety of effective instructional strategies and provide expanded instructional opportunities for learning. The schedule promotes successful student performance and supports the mission of the school. The master schedule is flexible and some modifications are made to address specific developmental and instructional needs of students. Self contained, collaborative and resource room models are used to deliver instruction to meet the educational needs of exceptional children. Additional math and reading intervention instruction is provided to assist those students requiring additional time to master content.

- 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.

District leadership reviews the comprehensive school improvement plan to

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**Standard 8                      School Organization and Fiscal Resources**

**Performance Rating    2**

determine if funds are appropriately assigned to priority needs of the school. School council funds for materials and supplies are equally allocated to departments. The comprehensive school improvement plan indicates funding for various component activities, but these components are not regularly monitored to ensure that expenditures are based on identified priority needs. No written policy or procedures exist to ensure funds are expended in an equitable, rather than equal manner, according to the comprehensive school improvement plan.

- 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.

Categorical funds are allocated to support identified student needs and according to specific program guidelines, but program strategies are not always monitored for effectiveness in meeting comprehensive school improvement plan goals or impact on student learning. Title I and extended school service funding is embedded within the comprehensive school improvement plan. Title I funds are being used to supply three supplemental support staff members and to provide professional development opportunities for staff. Extended school service funds are being used to support after school supplemental instruction for those students needing assistance. Some categorical program funds are being integrated by the school to address identified student needs.

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

**Performance Rating    1**

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

According to a district school based decision making policy review dated June 26, 2008, two policies required by Kentucky Revised Statutes are missing and other required policies are recommended for review and revision. Current school council policies are fragmented and incomplete. Recent council minutes reflect that the current council, under the leadership of the principal, has begun the process of developing, reviewing, revising and adopting required and best practice policies that will guide the school decision making process. The school council has a budget policy that calls for a budget committee to develop and administer the school budget. However, this committee is not functioning and there is no plan that guides the development of budgets or outlines the methodology for budget decision making. Budgets have been drafted by the principal and presented to the council for approval with some opportunity for input from staff. The school allocates resources, but there is no process in place to measure the effectiveness of these expenditures to meet the objectives of the comprehensive school improvement plan or promote high student and staff performance. The school has recently pursued external resources in the form of grants (e.g., Fund for the Arts grant, Health Promotion: School of Excellence grant) with some success.

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

The school council has not adopted best practice policies specific to protection of instructional time. Discipline, classroom management and school safety policies have been identified as needing revision by the district school council policy review. The Conversation Help Activity Movement Participation behavioral management model has been adopted but is not consistently administered by all staff or monitored by administration for effectiveness. Many classrooms lack the structure conducive to an appropriate learning environment. School leadership has implemented some procedures that limit classroom interruptions (e.g., limit announcements to beginning and ending of the school day). Assembly programs and activities such as field trips that occur during instructional time usually relate to general learning goals. Most teachers assume hall duty between classes to monitor transitions and encourage students to be in class on time. Bell ringer sponge activities are used at the beginning of some classes to immediately engage students.



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

**Performance Rating    1**

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 has approved a budget policy, but the policy does not define a process to ensure equitable distribution of funds. A formal process for developing and implementing the budget is not clearly or fully defined.

8.2b    The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

The school council does not have a specific policy and school leadership has not established procedures for the distribution of discretionary funds. There is no formal plan of action or needs assessment format designed to tie expenditures of discretionary funds to components of the comprehensive school improvement plan.

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Summary of recommendations in: **Efficiency**

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

School council should adopt policy that ensures equal access to the curriculum for all students.

School council should develop a budget policy and school leadership should implement procedures that outline the process for request and distribution of discretionary funds. This policy should mandate that all expenditures be aligned with the comprehensive school improvement plan, vision and mission of the school. Expenditures should be monitored for effectiveness and their impact on student performance. This policy should be communicated to all stakeholders and monitored for compliance.

Resources:

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

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

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.

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

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Summary Findings in: **Efficiency**

**Standard 9                      Comprehensive and Effective Planning**

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

Review of committee meeting minutes and agenda, comprehensive district improvement plan, Kentucky Performance Report disaggregated data, perception survey results, school council meeting agenda and minutes, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements and school Web pages

Interviews with assistant principal, counselor, district leadership, parents, principal, school council members, 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.

School leadership collaborated with faculty members, parent members of the school council and the Youth Services Center advisory council in the review of the school's mission statement. There was minimum effort by school leadership to solicit participation from other stakeholder groups. but there was little or no participation from other stakeholder groups. School leadership and faculty collaboratively developed the goals for school improvement. The school does not have a written vision or belief statements that direct the school planning process.

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

School leadership collaborated with the faculty and reviewed, disaggregated and analyzed data from Kentucky Performance Report, No Child Left Behind Report, Equity and Culture Audit, district core content assessments, and the district review of school council operations. School leadership reported this information to the school council. Teacher made assessment data and the review of student work data were not used in this process.

- 9.2b    The school/district uses data for school improvement planning.

School leadership relied on student performance data and findings from the 2007 Equity and Culture Audit Report as sources in identifying needs and the development of goals, priorities and action steps for the comprehensive school improvement plan.

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

**Performance Rating    2**

- 9.3a    School and district plans reflect learning research and current local, state and national expectations for student learning and are viewed by the planning team.

The school improvement planning team does not reference a process for the review of validated, research-based principles of teaching and learning in writing the comprehensive school improvement plan. Some district, state and national performance and content standards were used to determine goals for student learning. The comprehensive school improvement plan includes components for all content areas, school council and equity and culture.

- 9.3b    The school/district analyzes their students' unique learning needs.

School leadership facilitates an annual analysis of the disaggregated student performance data from the Kentucky Performance Report with the school council. While analysis of disaggregated data is the topic for some department meetings, the results are not being consistently used to provide timely interventions for students with unmet learning needs. Populations with achievement gaps are not identified in the 2008-2009 comprehensive school improvement plan.

- 9.3c    The desired results for student learning are defined.

The desired results for student academic and behavior performance goals identified in the comprehensive school improvement plan are clearly and concisely stated, measurable and most accompanied by benchmarks. However, student population groups with achievement gaps, identified in the No Child Left Behind Report, are not identified in the comprehensive school improvement plan. The comprehensive school improvement plan does not specifically identify strategies that address the unmet learning needs of these population groups.

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

Some data is collected through collaboration with parents of the school council, Family Service Center advisory council and from open house activities for parents and students concerning their perception of the strengths and limitations in the instructional and organizational effectiveness of the school. School leadership does not solicit or receive input from all stakeholder groups.

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**Standard 9                      Comprehensive and Effective Planning**

**Performance Rating    2**

- 9.4b    The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

The stated goals of the school improvement plan are clearly and concisely written in measurable terms with most accompanied by benchmarks to measure progress over time. They are focused on improving the school's organizational and instructional effectiveness. Achievement gaps are not identified in the comprehensive school improvement plan. Therefore, it is not evident that the school's organizational and instructional effectiveness is sufficient to meet the unmet learning needs of these identified student populations.

- 9.5a    The action steps for school improvement are aligned with the school improvement goals and objectives.

Most action components in the comprehensive school improvement plan are aligned to the goals. However, student population groups with achievement gaps are not identified in the improvement plan, and it is not clear how a culture of high expectations and high achievement for all students will be accomplished.

- 9.5b    The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Resources for implementation of action components are identified in the comprehensive school improvement plan. Timelines are established for the action components. The timeline for the majority of the components is one year and extended time frames beyond the completion of a strategy may delay impact on student performance. Individuals responsible for leading and implementing the action components represent all content areas.

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

A method to determine the effectiveness of the comprehensive school improvement plan is identified. School leadership has initiated the development of an evidence binder which is maintained by each instructional staff member to measure the impact of the comprehensive school improvement plan. To date, the process has not been fully implemented, and some teachers do not have a clear understanding of the purpose and expectation of the evidence binders.

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

**Performance Rating    2**

- 9.5d    The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Activities in the comprehensive school improvement plan are aligned with the school's mission statement, but there are no written belief statements for student learning. Many activities included in the plan have been demonstrated as best practice (e.g., inquiry based instruction, Marzano strategies, Bloom's Taxonomy) or research based programs (e.g., Read 180, Success Maker, Connected Mathematics Project) that yield desired results for student learning.

- 9.6a    The plan is implemented as developed.

Although school leadership has developed a process to ensure the comprehensive school improvement plan is implemented as developed, there is limited direction for the implementation. At present, there is limited emphasis on the implementation of the comprehensive school improvement plan and some staff members are not aware of the plan. Many cannot articulate the importance of its impact on student achievement.

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

School leadership has developed a process to measure the impact of the comprehensive school improvement plan's goals on student learning. The plan states the Instructional leadership team and faculty will analyze student performance data (e.g., student behavior referral logs, core content assessment data, other student assessment data) to determine the impact of the action components on student achievement and to use the results to inform instructional practices. The process has not been fully implemented.

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

The comprehensive school improvement plan identifies a variety of data sources to be used to evaluate the goals of the plan. There has been limited use of data in evaluating the impact of the comprehensive school improvement plan on classroom instructional practice and student performance.

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

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

**Performance Rating    2**

improvement.

School leadership has a goal for continuous improvement in student performance, but this goal and commitment has not been conveyed to all stakeholder groups. School leadership is not consistently monitoring progress and holding the staff accountable for achieving the goals of the comprehensive school improvement plan.

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## Scholastic Review Summary Report

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Summary of recommendations in: **Efficiency**

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

School leadership should include representatives from all stakeholder groups in the school community to lead a consensus building process to define the school's core set of beliefs and develop a shared vision. The vision and beliefs should be comprehensive and address key issues relative to effective decision making, policy development and improvement of teaching practices and student learning.

School leadership should communicate to staff and all stakeholders the importance of the comprehensive school improvement plan and how implementation of all action components will impact student learning.

With a sense of urgency, all stakeholders should accept their role and responsibility in the implementation of the comprehensive school improvement plan. All staff should be held accountable for the academic success or failure of all students.

School leadership should immediately collaborate with stakeholders to revise the comprehensive school improvement plan for the purpose of identifying the achievement gap populations. The revised plan should include specific researched base strategies that will yield results to eliminated achievement gaps in the student population.

#### Resources:

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

Henderson, A. T. & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.

Kaufman, R. A. & English, F. Mapping Educational Success Strategic Planning for School Administrators.

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

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



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**Summary of Next Steps:**

School leadership should establish a procedure for monitoring classroom management to ensure that all teachers are implementing the adopted Conversation Help Activity Movement Participation program. Inconsistencies in teacher expectations of student behavior should be addressed. School leadership should hold all staff accountable for demonstrating high behavior and academic expectations for all students.

School leadership should monitor the delivery of instruction to ensure teachers use varied student-centered instructional strategies that require higher-order thinking and problem-solving skills. These strategies should result in daily lessons that are relevant, motivating and focused on meeting the needs of a diverse student population. School leadership should ensure that instruction is rigorous, challenging and delivers the aligned curriculum with the goal of all students reaching proficiency.

School council should continue the initiative to review, revise, develop, adopt and implement all required policies and by-laws that govern the decision-making efforts of the council. These policies and by-laws should be titled, sequentially numbered and dated upon adoption, review or revision. All policies and by-laws should be used by the council to drive instructional and operational decisions that will chart the direction of the school.

School leadership should establish a procedure for monitoring the connectivity of teacher evaluations, professional growth plans, and professional development to facilitate continuous improvement that targets the needs of students as identified in and implemented through the comprehensive school improvement plan.

School leadership should collaborate with representatives of all stakeholder groups to review and revise the mission statement to specifically address the school's purpose. The mission statement should be accompanied by a carefully crafted vision and thoughtful belief statements that move the school toward proficiency, and is effectively communicated to the school community.

School leadership should immediately, fully implement the comprehensive school improvement plan and monitor its impact on instructional practices and student performance. Data collected from the monitoring process should be used to review and modify the comprehensive school improvement plan in a timely manner.

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**In Conclusion:**

We charge school leadership and the school staff to urgently review this report and begin the process of leading their school to actions that will impact student and staff performance. We encourage the school community to view this report in depth, asking deep reflective questions about each finding and the recommendations for action that focus on the following:

Will Stuart Middle School put in place systematic procedures to monitor teaching and learning that produce results and address achievement gaps?

What would Stuart Middle School look like if all staff possessed the management tools and strategies necessary to provide a safe, supportive and nurturing environment where teaching and learning takes place?

What is my role and specific responsibility for student performance?

How can we build on staff strengths and collegiality to create a common approach to productive student work, higher-order thinking skills and instruction beyond textbook-driven teaching and learning?

Is data, including continuous student assessment data, consistently and intentionally used to inform instruction, track student learning progress, and assess the impact of teaching strategies on student performance?

How will Stuart Middle School leadership support new staff in ways that result in recruiting and retaining competent teachers?

In closing, the scholastic audit team agrees with the school's classification as an assistance level 2 school under the state's assessment and accountability system.

TEAM MEMBERS:

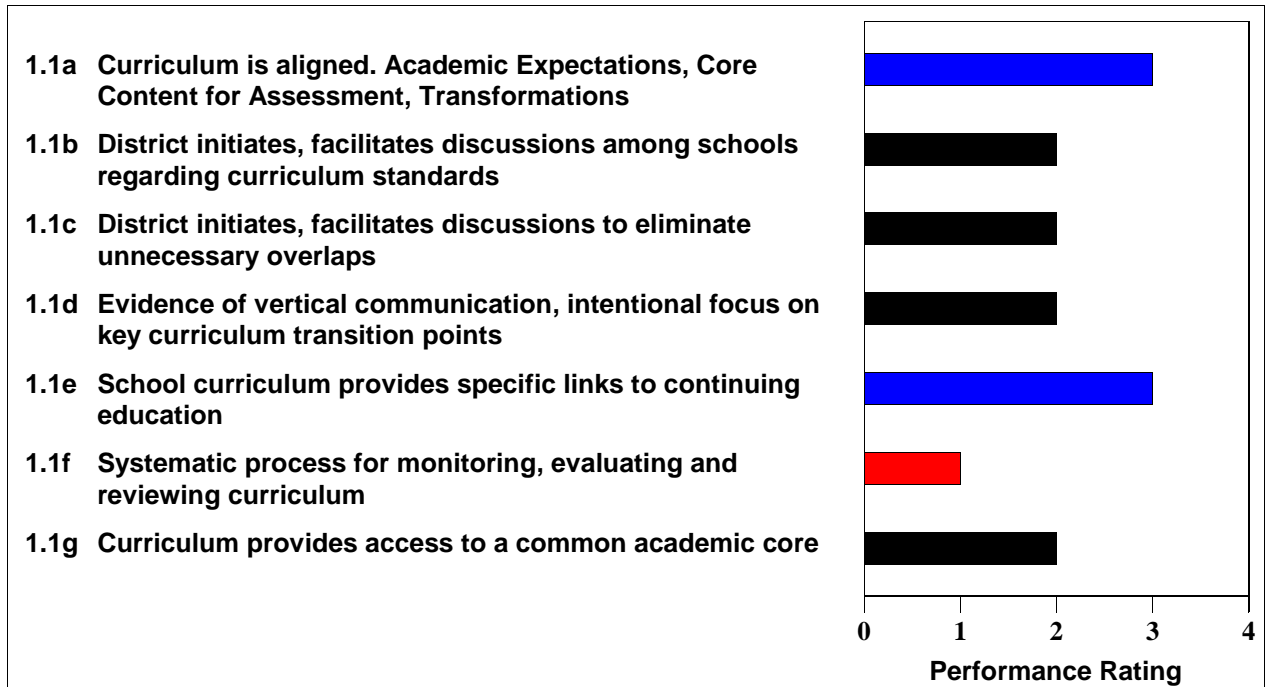
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**1.1 Curriculum**

**Academic Performance**



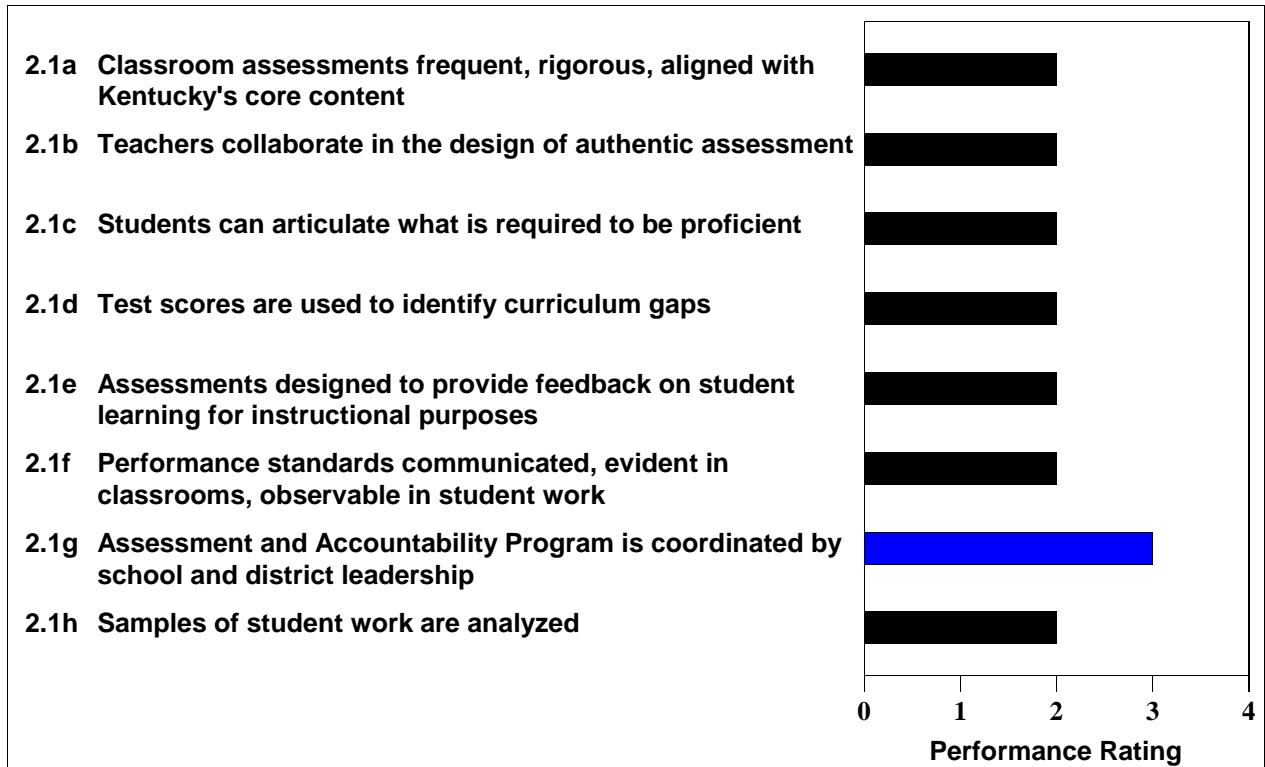
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**2.1 Classroom Evaluation/Assessment**

**Academic Performance**



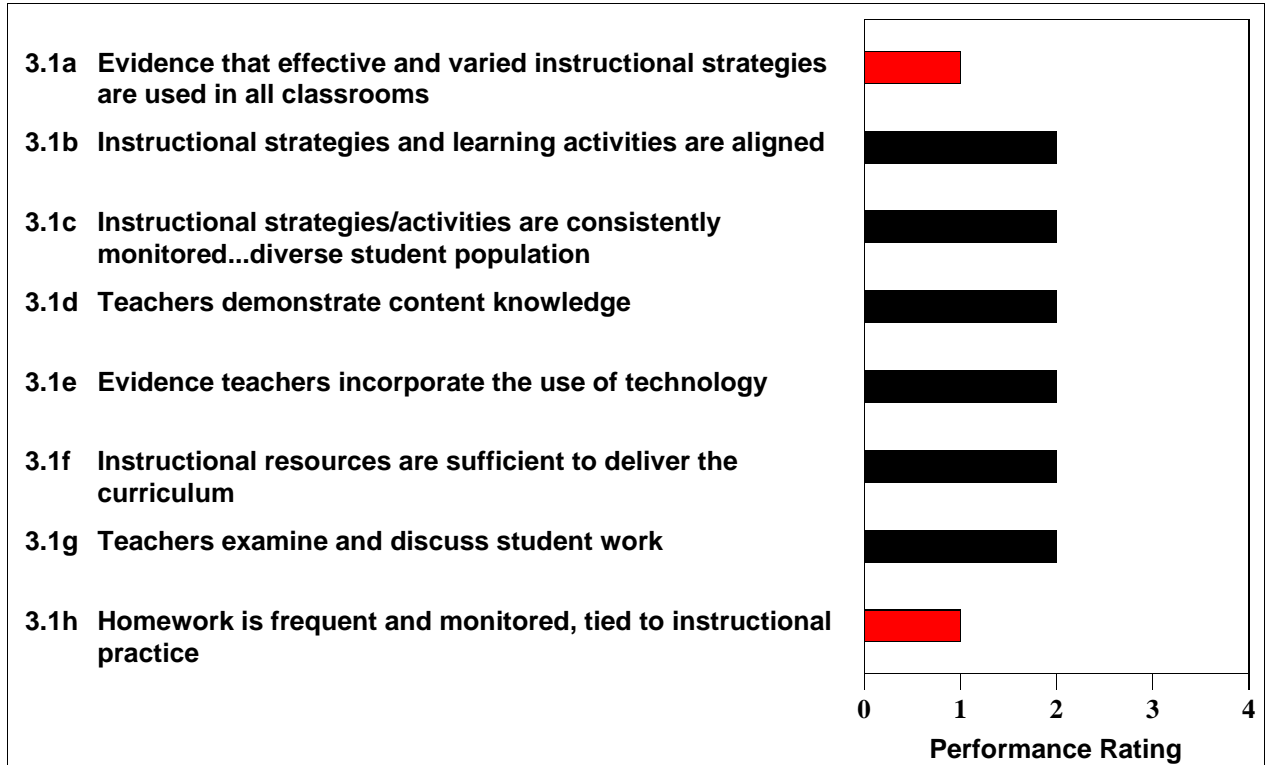
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**3.1 Instruction**

**Academic Performance**



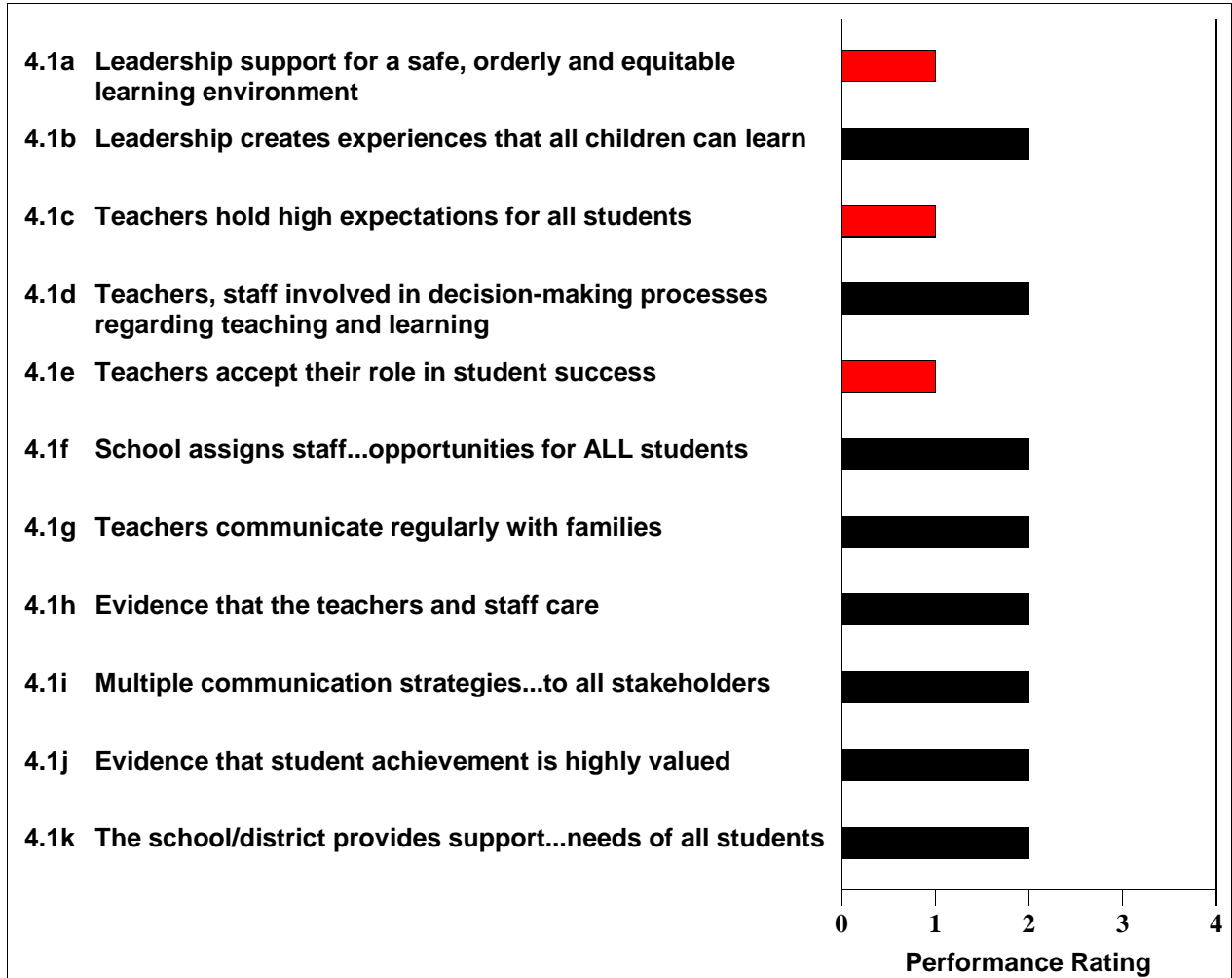
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**4.1 School Culture**

**Learning Environment**



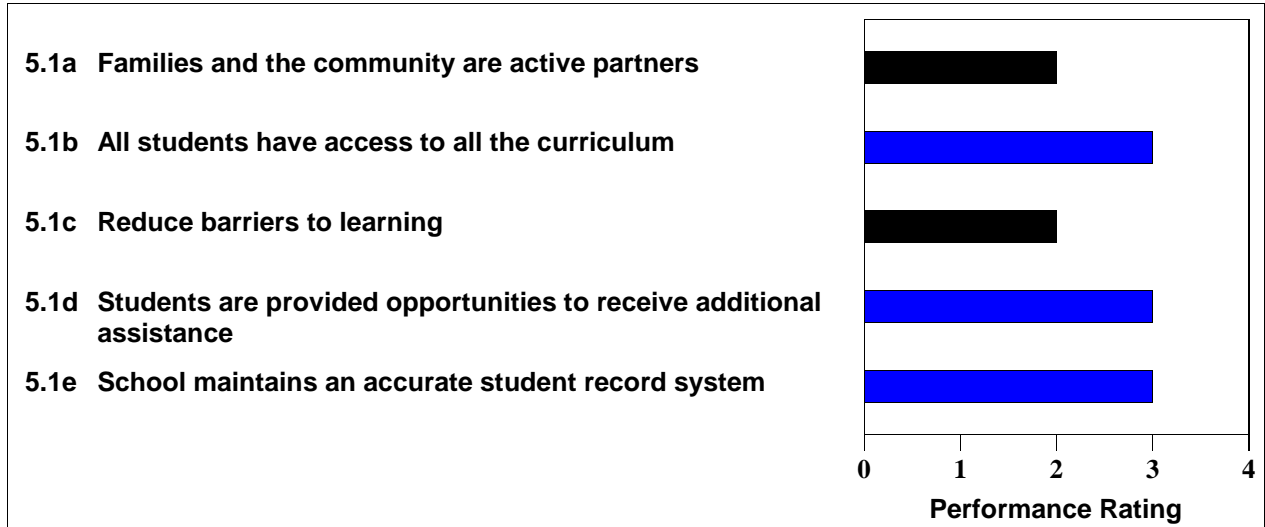
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**5.1 Student, Family and Community Support**

**Learning Environment**



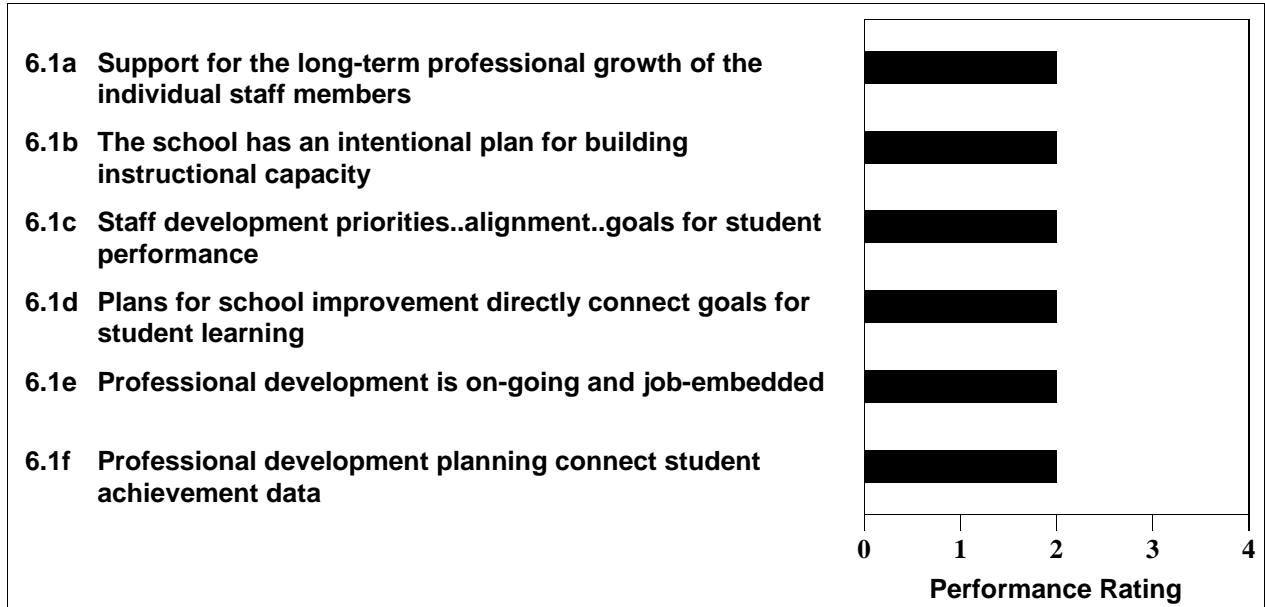
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**6.1 Professional Development**

**Learning Environment**





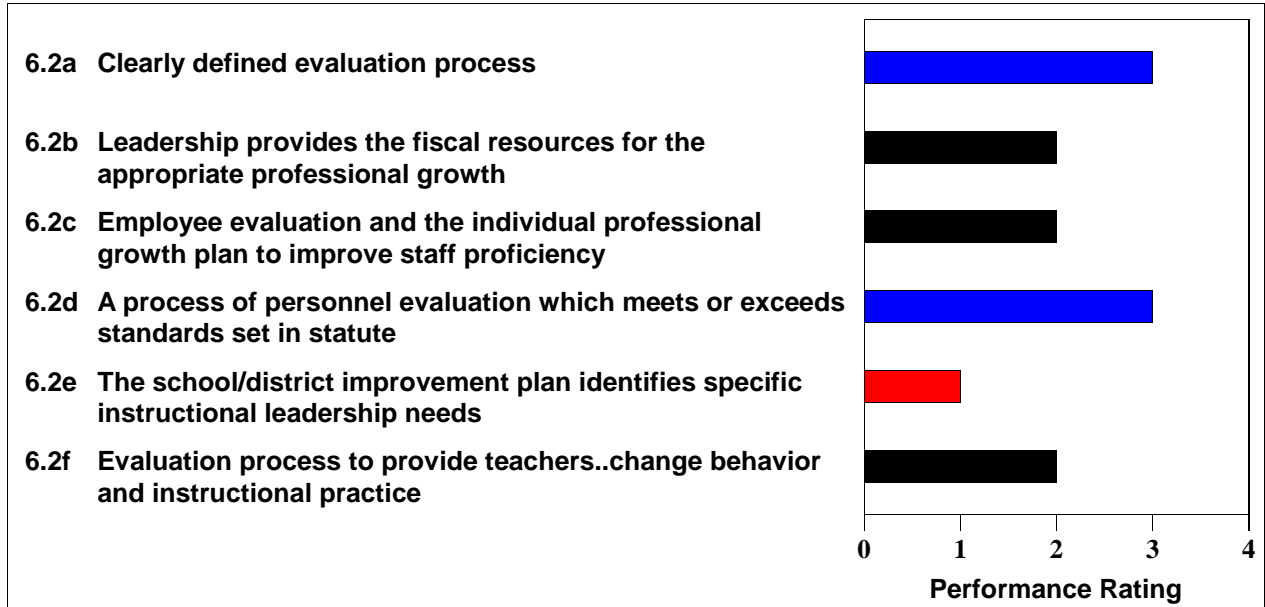
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**6.2 Professional Growth and Evaluation**

**Learning Environment**



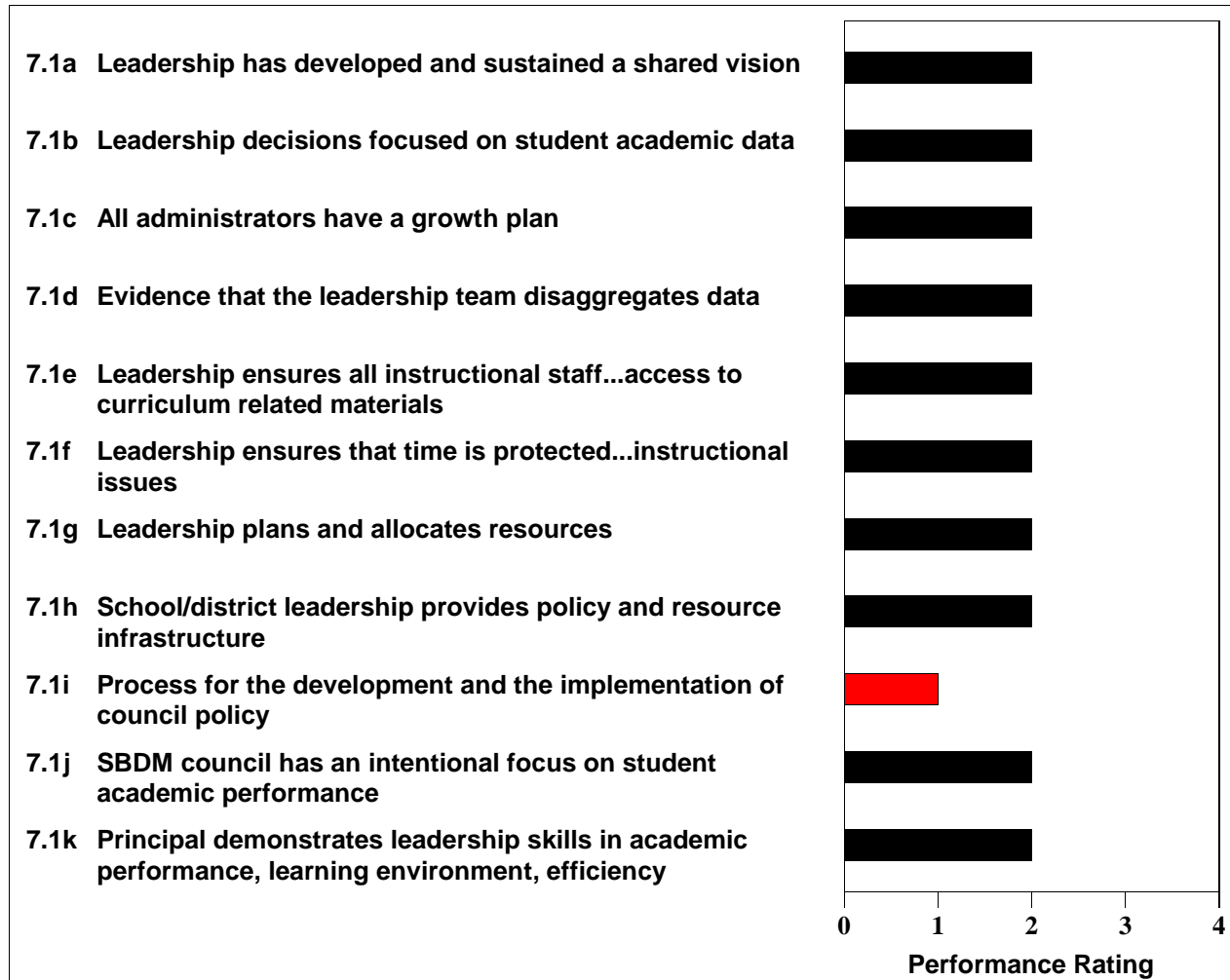
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**7.1 Leadership**

**Efficiency**



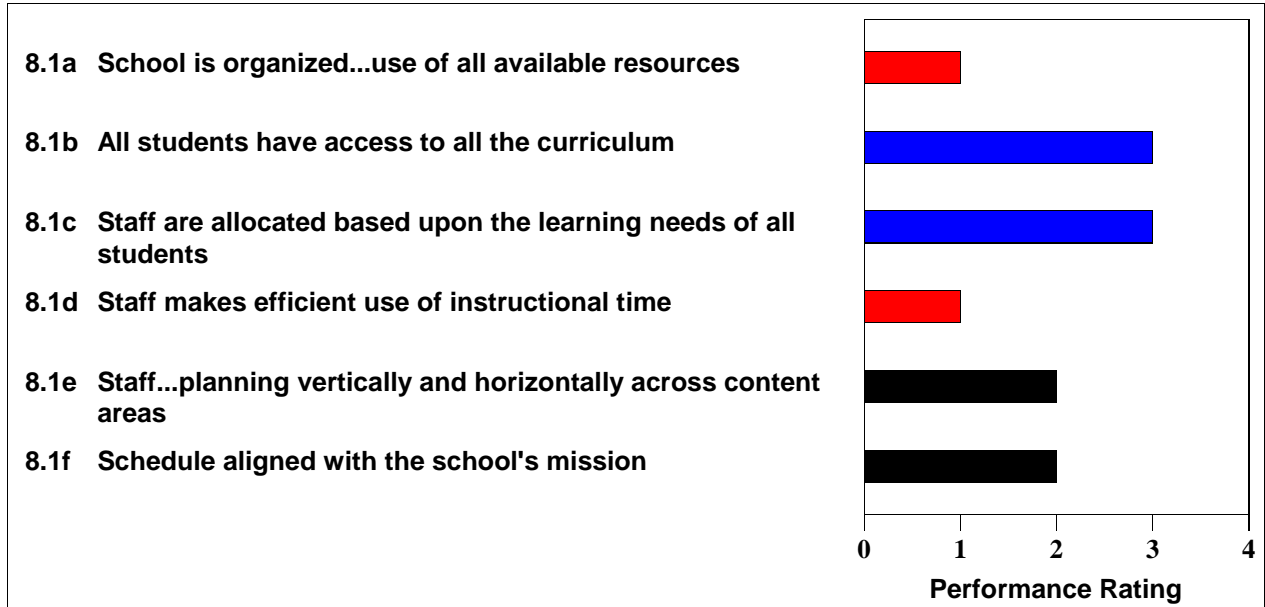
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**8.1 Organization of the School**

**Efficiency**



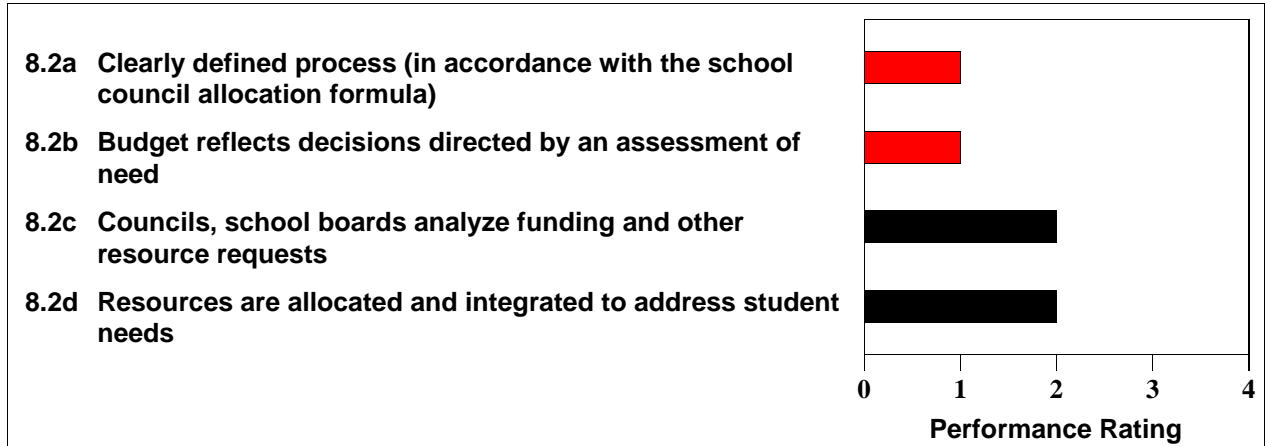
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**8.2 Resource Allocation and Integration**

**Efficiency**



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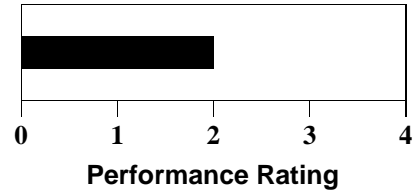
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**9.1 Defining the School Vision, Mission, Beliefs**

**Efficiency**

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



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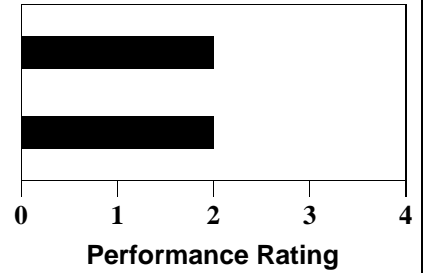
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**9.2 Development of the Profile**

**Efficiency**

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

**9.2b Use data for school improvement planning**



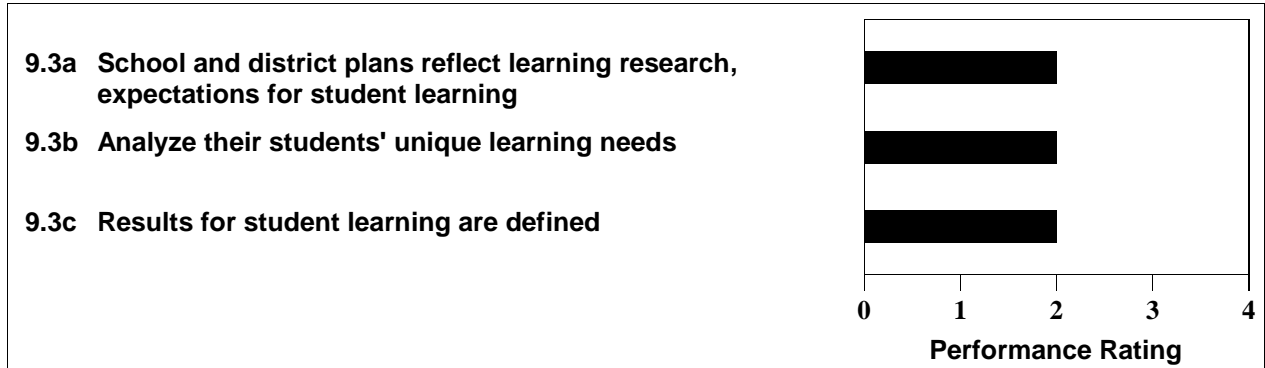
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**9.3 Defining Desired Results for Student Learning**

**Efficiency**



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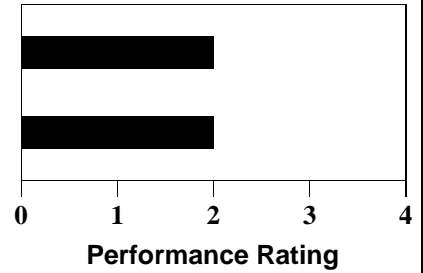
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**9.4 Analyzing Instructional and Organizational Effectiveness**

**Efficiency**

**9.4a Strengths and limitations are identified**

**9.4b Goals for building, strengthening capacity**





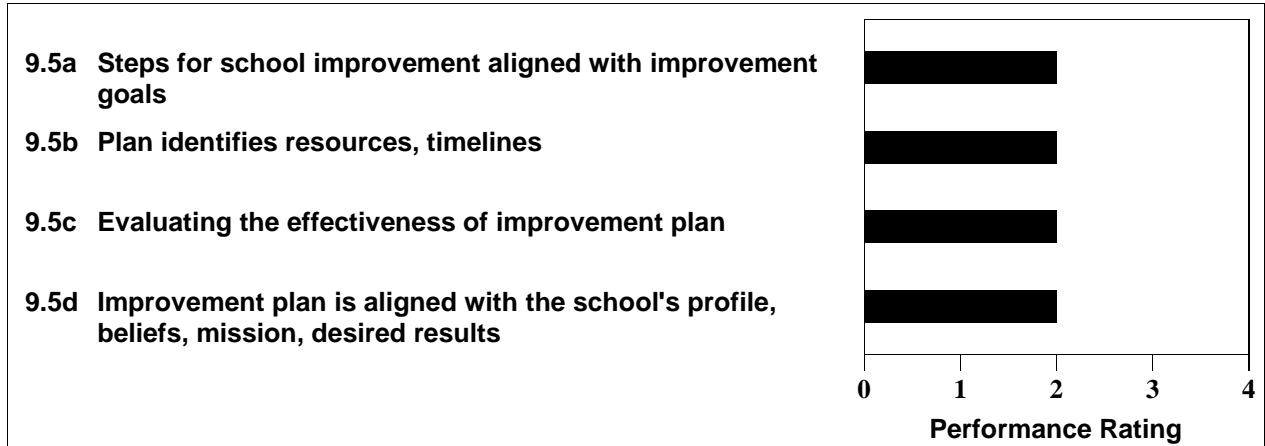
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**9.5 Development of the Improvement Plan**

**Efficiency**



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**9.6 Implementation and Documentation**

**Efficiency**

