

Jefferson County Public Schools
WESTERN MIDDLE
School Leadership Assessment Report



02/19/2012 - 02/24/2012



School Leadership Assessment Executive Summary

WESTERN MIDDLE

Jefferson County Public Schools School District

2/19/2012 - 2/24/2012

William Anderson, Principal

Introduction

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

School Deficiencies and Next Steps

1. Deficiency	The principal does not effectively monitor ongoing job-embedded professional development to improve teaching practices and raise student academic achievement.
Next Steps	The principal and leadership teams should identify professional development priorities for both leadership and staff based on analysis of current student data. The principal should engage the Instructional Leadership Team and staff to monitor and measure the impact of professional development on instructional practice and student achievement. Staff should focus on three areas (e.g., questioning strategies, rigorous learning targets, higher-order thinking) of interaction between and among teachers, students and standards. The principal and designees should ensure implementation and monitor progress in these focus areas by conducting weekly instructional walkthroughs. Teachers should be provided ongoing support and feedback in these focus areas. The principal should ensure high-quality instructional support is provided to teachers.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not ensured teachers deliver student-centered, rigorous and differentiated instruction that meets the learning needs of all students.

Next Steps	The principal should hold teachers accountable for designing instruction and assessment strategies anchored in research. The principal should ensure teachers receive meaningful support for delivering the curriculum through effective, challenging instructional and assessment practices. The principal should ensure teachers are mentored in rigorous instructional strategies that engage and challenge students at high levels. The principal should ensure all staff defines, models and expects proficient work from all students. School leadership should conduct frequent walkthrough observations and provide meaningful feedback.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal does not hold staff members accountable for creating a culture of high academic expectations for all students.
Next Steps	The principal, assistant principals, faculty and staff members should embrace high academic expectations for all students. The principal should communicate to members of the school community the significance of their roles in student success. Principals and staff should focus on making decisions that intentionally and strategically address higher academic achievement. The principal should provide clear, concise communication to unite the staff around the common purpose of doing whatever it takes to increase academic expectations. School leadership and staff should not consider outside barriers as insurmountable to high student achievement. The principal and staff should publicly celebrate student academic success.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal has not engaged all certified and classified staff, in decision-making and problem-solving.
Next Steps	The principal should develop a process to involve all certified and classified staff as partners. This process should include shared decision making, measures to evaluate the effectiveness of all programs and methods to identify curricular, assessment and instructional program needs. The process should support the accomplishments of administrators, teachers, staff and students as they strive to reach higher levels of success. The school leadership team should facilitate ongoing, updated communication among leadership, staff, students and families regarding school improvement, student progress and school activities.

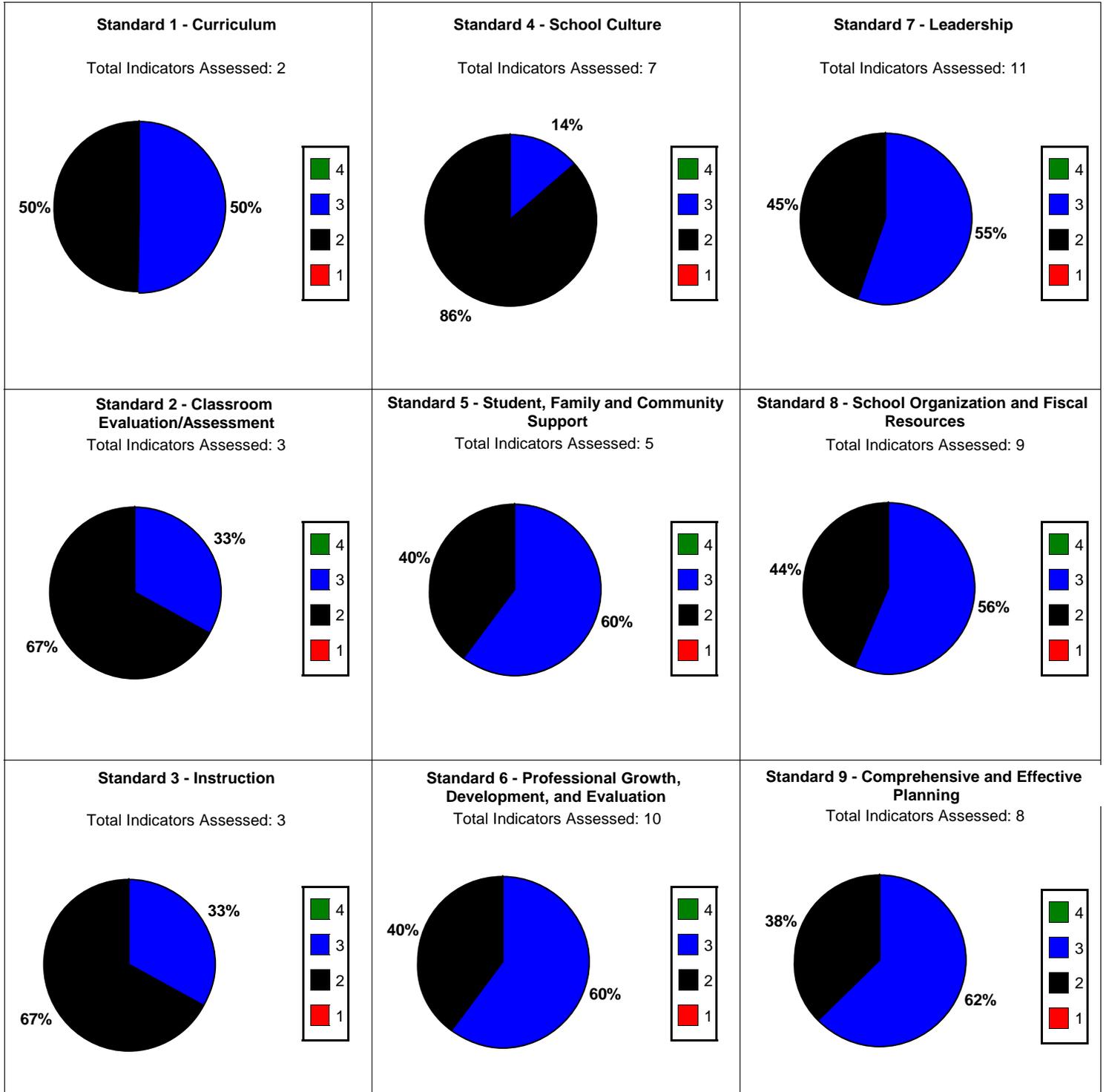
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal has not engaged all stakeholder groups, particularly families, to work collaboratively in decision-making and problem-solving for school improvement and student achievement.
Next Steps	The principal should develop a process to routinely recruit stakeholders as partners in sharing ownership in student achievement, goals, plans, successes and mission of the school. The principal should facilitate ongoing communication among teams, staff, students and families regarding school improvement and student progress. The principal should engage the broader school community in the urgency to improve student achievement. Families and community members should be engaged as partners in school activities to support student learning and decision making.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The principal has not ensured technology is used to enhance student learning experiences.
Next Steps	The principal and designee should use the walkthrough process to monitor effective use of technology in classroom practices. They should ensure teachers use technology to increase the rigorous, authentic application of skills to motivate students to be 21st Century learners. Students should be provided opportunities to use technology to enhance and extend their learning experiences. The principal with district support should update the building infrastructure to accommodate state-of-the-art technology.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

WESTERN MIDDLE

KDE 2012 School Leadership Assessment Report At-a-Glance

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

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



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

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

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

WESTERN MIDDLE

Jefferson County Public Schools School District

2/19/2012 - 2/24/2012

Introduction

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

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (58) and formal interviews and informal discussions with teachers (41), students (56), parents (11), Youth Services Center staff member (1), central office personnel (5), support staff members (27), assistant principals (2), (the) counselors(2) and the principal.

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

The chairperson of the team was Mike Hurt - District Administrator. The other team members were Henry Marks - Higher Education Representative, Rhonda Marshbanks - Parent, Fran Salyers - Teacher, Joyce O. Watson - District Administrator, Dee Newton - Teacher, Margaret Dotson - Building Administrator, Nancy Gilligan - Teacher, Billie Travis - Educational Recovery Leader.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, comprehensive school improvement plan, curriculum documents, curriculum maps, faculty meeting agenda, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, rubrics, samples of classroom assessments, samples of student work products, Student Performance Level Descriptors and student work

Interviews with district leadership, school leadership and teachers

Observations of classrooms and common areas

Performance Rating 3

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

The school council authority has been transferred to the superintendent. The principal has procedures in place to observe the implementation of the curriculum. The principal and assistant principals conduct frequent walkthroughs to ensure a standards-based curriculum with matching instructional strategies is being implemented. Timely and constructive feedback is sometimes provided to teachers. Lesson plans are reviewed regularly by the principal and assistant principals with an intentional focus on a cohesive match between the standards, formative assessments and instructional strategies. The Response to Intervention school coordinator also reviews lesson plans to ensure appropriate interventions are being implemented.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

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

District leadership provides some opportunities for the discussion of key curriculum transition points through district-led cohort meetings. School-based resource teachers from the elementary, middle and high school levels meet to discuss curricular issues in content-specific groups. The district middle and high school math teachers meet monthly to discuss curricular gaps and instructional strategies. The principal schedules monthly department meetings that allow time for some vertical discussions of the curriculum.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal with assistance from district leadership should collaboratively plan to increase opportunities for school and district-based resource and content area teachers to discuss key curricular transition points between grade configurations (elementary to middle and middle to high school). These discussions should include an examination of the curriculum to ensure there are no gaps or overlaps.

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2/19/2012 - 2/24/2012

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom displays, comprehensive district improvement plan, curriculum documents, curriculum maps, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, rubrics, samples of classroom assessments, samples of student work products, Student Performance Level Descriptors, student work and teacher portfolios

Interviews with district leadership, principal, school leadership and teachers

Observations of classrooms and common areas

Performance Rating 3

2.1d Test scores are used to identify curriculum gaps.

The school council authority has been transferred to the superintendent. The principal shared the Interim Performance Report and No Child Left Behind results with the faculty on the Oct. 10, 2011 Gold Day. Following the presentation, teachers met in departments to review and analyze data in order to identify curricular strengths and weaknesses. Reflection sheets were given to the principal. The Response to Intervention school coordinator also presented a correlation of the Interim Performance Report results with Measures of Academic Progress scores. Subsequent embedded professional development on the correlation of test scores has been provided for teachers.

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Jefferson County Public Schools School District

2/19/2012 - 2/24/2012

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

The principal and designees monitor classroom practices through regular walkthroughs and collect data regarding implementation of the curriculum and use of formative assessments. Formative and summative classroom assessments are frequently used to track student progress. Most summative assessments used by the teachers are district developed common assessments or generated by adopted content programs [e.g., Connected Math, History Alive, Full Option Science System (Foss)]. A variety of formative assessments (e.g., exit slips, recording sheets, short answer questions, multiple choice, questioning strategies) are used to measure student learning. The principal does not monitor teacher designed assessments to ensure an intentional focus on alignment with state assessments. Training has been provided for teachers on the development of standards-based units of study; however, most teachers are at an awareness level in the design of rigorous assessments that include higher-order thinking, rigor, relevance, and research-based strategies.

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

Many teachers provide students with generic scoring guides for assessments that include performance level descriptions, but seldom display student work with accompanying scoring guides in the classroom or common areas of the building. Many teachers communicate mastery expectations to their students through the use of live scoring, student self-reflection and peer scoring. Teachers administer district-generated, textbook-designed and teacher-developed assessments that allow opportunities for students to demonstrate competency on a standard, provide opportunities for students to improve their performance on some assessments tasks. The principal does not monitor the use of rubrics and communication of performance levels through the walkthrough process. Students are not always provided opportunities to demonstrate learning in a rigorous, authentic learning environment, and rubrics do not always accompany assignments to assist students in knowing what they need to do to be proficient.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

School leadership should continue to provide professional development training for teachers to strengthen their understanding of formative and summative assessments. Teachers should be encouraged to develop some of their own summative and formative assessments using district-provided assessments as models.

Resources:

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

McTighe, J. & Thomas, R. S. (2002). Applying Understanding by Design to School Improvement Planning. (Audio tape). Alexandria, VA: Association for Supervision and Curriculum Development.

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

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2/19/2012 - 2/24/2012

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom displays, comprehensive district improvement plan, curriculum documents, curriculum maps, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, samples of classroom assessments, samples of student work products, student work and teacher portfolios

Interviews with classified staff, parents, school leadership and teachers

Observations of classrooms and common areas

Performance Rating 3

- 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 in most classrooms are intentionally aligned with state and district learning goals. The principal has provided opportunities for the development of standards-based units during department meetings. Teachers begin the unit development process by selecting standards from the curriculum maps designed by the district. Most teachers select strategies and assessments from a district developed menu or from adopted content programs [e.g., Connected Math, History Alive, Full Option Science System (Foss)]. Teachers provide students with learning opportunities that are similar to state assessments (e.g., graphing, using data, various types of reading, application of reading strategies, explain the process used for obtaining an answer, extended response questions).

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

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

School council authority has been transferred to the superintendent. The principal and assistant principals conduct frequent classroom walkthroughs to ensure instructional strategies are congruent with Kentucky curriculum standards. Most teachers receive timely feedback. However, the principal and designees do not always provide specific suggestions relating to areas of improvement in instructional practices. "I can" statements are posted in most classrooms and are sometimes referred to throughout the class period. Teachers sometimes use a variety of research-based instructional strategies (e.g., vocabulary strategies, cooperative learning, interactive strategies, real world application, inquiry based learning, multiple intelligence preferences) to implement the curriculum. Some teachers do not provide opportunities for interactive student engagement, and some "I can" statements reflect the activity rather than the learning target.

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

School council authority has been transferred to the superintendent. Some teachers incorporate interactive technology into their instruction on a regular basis. Student response systems, SmartBoards, airliners, document cameras and five laptop carts are available in the building. However, the building's current technology infrastructure does not promote the safe and effective use of technology in all classrooms. Many teachers use educational Web sites (e.g., dictionary.com, foss.com, historyalive.com, discovered.com) for instructional planning and delivery. The principal does not have a procedure in place to monitor the use of technology as an instructional tool to expand student learning.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should develop procedures to monitor the use of technology in all classrooms in an effort to ensure teachers are providing opportunities for students to extend their learning using technological resources and to apply what they learn in authentic situations. The building should be updated to accommodate expanded technology.

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

The principal and designees should continue the walkthrough process to monitor instructional practices. Following these walkthroughs, teachers should be provided specific, constructive feedback to assist them in refining their instructional practices. This feedback should include both prescriptive and descriptive terminology and identify specific strategies that can improve student engagement and performance.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assignments, classroom displays, committee meeting minutes and agenda, documentation of parent contacts, employee handbooks, examples of school to home communications, facility inspection reports, field trip records, fire marshal reports, master school schedule, newspaper clippings/press releases, newspapers, record of home visits, roster of teaching assignments, samples of student work products, school communications plan, school mission, belief and vision statements, school newsletter, school visitors register, school Web pages, school/district safety plan, student discipline reports, student handbook, student/parent/staff handbooks, videos of student performances, yearbooks, Teaching, Empowering, Leading and Learning Survey and Missing Piece of the Proficiency Puzzle

Interviews with classified staff, parents, principal, school leadership, school resource officer, students, teachers and assistant principal

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

Performance Rating 3

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

The principal and assistant principals demonstrate a support mechanism for a safe, orderly and equitable learning environment (e.g., safety plans; Teaching, Empowering, Leading and Learning survey; opinion surveys) which includes discipline and management procedures that maintain an atmosphere conducive to student learning. The hallways, classrooms and common areas are clean and well maintained. Outside doors are locked at all times. Visitors must enter through the front office and are required to sign the visitor's log. Emergency procedures are defined and school leadership has ensured all staff and students are familiar with procedures in the event of emergency. Building Security and Safety flip charts are posted in most classrooms. The school has hired a safety officer that works in the building three days a week. The principal has protected classroom time with limited interruptions. Pertinent announcements are made daily in the morning prior to the start of class. Behavior standards are aligned with Jefferson County Code of Conduct and are in the student handbook presented to students upon enrollment.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

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.

The principal communicates the belief that all children can learn at high levels. The principal and assistant principals articulate the expectation that the staff implements lessons that foster the arts through the Visual and Performing Arts magnet program in all content areas. Sixth grade students choose a major focus in the arts when enrolling in the school. The principal has provided opportunities for the community, family members and staff to observe student productions (e.g., art displays, chorus, band, orchestra, plays, literacy night, piano). The principal provides opportunities (e.g., faculty meetings, grade level meetings, department meetings) for sharing teaching strategies with colleagues; however, the impact is not reflected in instructional practices in all classrooms. The principal has not ensured teachers design lessons that are rigorous and consistently challenge students to perform at high levels.

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

The principal does not have a formal process to ensure all staff members are involved in decision making that impacts teaching and learning. The principal has established an instructional leadership team to assist in the selection of data-driven, research-based strategies to be used in all classrooms. However, this decision-making process has not been monitored to evaluate its effectiveness and impact on student achievement. Some non-teaching staff members perform their duties in isolation of the learning environment.

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

The school council authority has been transferred to the superintendent. The principal and assistant principals assign some teachers and students based on student assessment data, teacher strengths and student needs (i.e., advanced classes, exceptional child education resource classes, math and reading intervention classes, related arts). The master schedule provides time in the morning for a literacy block and allows time for common team planning and job-embedded professional development. Each teacher attends a scheduled professional development activity (e.g., literacy, book study, Characteristics of Highly Effective Teaching and Learning, questioning

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strategies, digital literacy) each day of the week. Topics change according to administrative team decision or teacher requests. The principal established a Response to Intervention resource team to provide interventions to targeted students. The schedule also provides time for math and reading intervention classes with regrouping following periodic collections of assessment data (e.g., Measures of Academic Progress, Compass learning checks). District and school leadership provide extra staff to lower teacher student ratio and resource personnel to assist teachers in meeting students' unique learning needs.

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

The principal is implementing a communication plan to provide information to all stakeholders (e.g., families, staff, students, community members). School leadership uses numerous communication tools (e.g., administrator and student newsletters, school and district Web sites, Facebook) to inform and disseminate information to stakeholders. The principal had a "brown bag" lunch with families to informally discuss student and family needs. Formal reports of student progress are mailed home at the middle and end of each six weeks. The principal and staff have created brochures to inform the community of the school's magnet programs. Some staff makes phone calls and use e-mail to share academic and behavior information with families. Some families use the parent portal of Infinite Campus to access information about their students' grades. The principal uses these strategies to communicate with staff, families and community members, but information does not always occur in a timely manner to build understanding of academic expectations, school goals and student achievement results.

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

The principal has ensured the school has an awards program that recognizes and celebrates student academic achievement (e.g., honor roll, field trips, fun day cookout, team student of the month). Posters displayed throughout the school identify student academic accomplishments (e.g., proficient and distinguished scores in Kentucky Core Content Test areas, four score on learning targets). The principal recognizes academic accomplishments of students formally and informally. Some school activities and accomplishments are published in the monthly family newsletter (i.e., "Happenings"). The principal has some promotional brochures and materials

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that highlight the achievements and accomplishments of the school. The principal does not always engage all stakeholders in student celebrations and recognitions. Proficient and distinguished student work is rarely displayed in hallways and classrooms.

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

The principal and assistant principals have created a Cultural Competence Committee. The members are receiving training (i.e., Gary Howard) on culturally responsive strategies to be shared with the staff. Cultural responsiveness is reflected in some instruction and textbooks; however, lesson plans and teacher practice do not always reflect intentional efforts to promote culturally responsive teaching and learning. The school has an English Language Learners and English as a Second Language program that provides instructors to work with students as translators in various classrooms and individually with students in a resource setting. The student recovery instructor conducts home visits to meet with families of students who are experiencing behavior or truancy problems. Teachers submit referrals to the counselor for student services. The counselor collaborates with service providers (e.g., Youth Services Center, AmeriCorps) to address identified student needs. The Youth Services Center offers an array of services and activities (e.g., Young Ladies Like Us, school supplies, clothing, attendance interventions) that reduce physical, cultural and socio-economic barriers to student learning. AmeriCorps has a liaison in the school to provide programs (e.g., clothing assistance, Gilda's club, Americana Winterfest, Festival of Trees and Lights) to help reduce barriers to student learning. District leadership provides additional staff to address student learning needs. The principal demonstrates an intentional focus on securing and retaining a highly qualified staff and works in compliance with the district hiring process in the recruitment of a diverse staff.

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Standard 4 **School Culture**

The principal, school staff and stakeholders should collaborate to create and implement a plan to address equity and foster an appreciation of diversity. This plan should intentionally address cultural-specific needs as well as multiple learning styles of their diverse student population to eliminate achievement gaps.

School leadership should develop a comprehensive communication plan for consistent sharing of information to and between all stakeholders (e.g., administrator to teacher, teacher to parent, school to community). Specific avenues of communication should be identified to ensure timely and clear information is shared. School leaderships should expand celebrations and recognitions, making families and the community integral parts of recognitions, that celebrate successes of all students.

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, cumulative folders system/student working folders/portfolios, documentation of referrals to health and social services, Extended School Services assessment data, Extended School Services program overview and data, Family Resource Youth Services Center documentation, lesson plans/units of study, list of co-curricular offerings, master school schedule, rubrics, samples of written correspondence to staff/stakeholders, school mission, belief and vision statements, school profile, student work, trophy cases, cases and perception survey results, student discipline reports and Missing Piece of the Proficiency Puzzle

Interviews with classified staff, Family Resource/Youth Services Center personnel, parents, principal, school leadership, school resource officer, students and teachers

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

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).

The principal has established criteria for assignment to Extended School Services (ESS) after school, Response to Intervention (RTI) during the day and content based programs (i.e., PLATO) to help students who need assistance with basic skills. Students are assigned to after school services based on classroom grades, teacher recommendation, Measures of Academic Performance scores or parent requests. Student progress is formally documented by performance measures and recorded unit completions. Exit criteria are formally identified, providing for student movement from a six-week Response to Intervention unit. The Youth Services Center directly administers more than 20 programs (e.g., employment training and placement, substance abuse services, family and mental health services referrals) and services to students and families. Also located in the Youth Services Center is an AmeriCorps REACH worker who provides attendance support related services. The center has an active partnership with the Brown-Foreman Corporation including school volunteers for mentoring and tutoring, donations for clothing and hygiene supplies and an annual donation of 20 tickets for the Nutcracker performance at the Kentucky Center for the Performing Arts. Title I funds contribute support for

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Performance Rating **3**

class size reductions and student–teacher ratios. They are integrated into the school’s Response to Intervention and other behavior and academic remediation efforts, such as Behavior and Success Coaches and Supplemental Educational Services (SES). They are also used to support family orientations, field trips and payment to teachers for after school assignments. There are two counselors, one responsible for the 6th grade and half of the 7th grade, and the other responsible for the 8th grade and half of the 7th grade. There is no formal, written guidance plan for the school, but counseling services are described in a brochure. Services are comprehensive and information regarding services is made widely available to teachers and students.

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

The school provides several programs (e.g., Young Men of Distinction, The Navigators, Just Between Teens, Young Ladies Like Us, The Breakfast Club) to engage or re-engage alienated students. Positive Support Coaches and a Success Coach (Choice Coaches) are available to intercede and work with students at risk. In October a Make the Connections program provided 35 community volunteers to talk with students about their jobs and careers. Counseling services are provided by Seven Counties Services, Inc. psychologist and school psychologist. There is no school nurse. The principal has established additional assistance to support student learning beyond the regular classroom through Extended School Services. Teachers also volunteer their time after school to assist struggling students. The master schedule allows time for related arts, enrichment and literacy classes to enhance student learning and to meet individual student needs. School leadership support extracurricular activities to enhance student learning (e.g., Chess Team, ArtsReach, Drum Line, Spoken Poetry, Hip Hop, Quick Recall and Future Problem Solving teams, LEGOtronics Club) beyond sports-related extracurricular activities.

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

The principal and records clerk comply with district guidelines in maintaining and securing student cumulative educational files. These files are secured in the counselors’ offices. Infinite Campus is used to maintain an accurate student record system that provides adequate and timely information on student academic performance and educational development. Guidance

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Performance Rating **3**

counselors ensure students develop and update individual learning plans according to regulated time lines. Individual learning plans are stored digitally for all students and the 8th grade cumulative record folder includes a hard copy. Individual Educational Plans (IEPs) are also stored under lock and key in the two guidance offices.

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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 authority has been transferred to the superintendent and there are no formal committees. However, the principal ensures a newly formed faculty-parent advisory committee serves as a liaison to the growing Parent-Teacher-Student Association, and in other capacities relating to the creation of school, family and community relationships. Not every child has an identified advocate, but the school has many programs (e.g., muffins with mom, donuts with dad, open house, orientation) in place to intercede on behalf of a student with academic, behavioral or home life issues. Students participate in Supplemental Educational Services provided by several private individuals and companies. As a magnet school for the visual and performing arts, the school hosts events showcasing student accomplishments. A parent survey is administered to record perceptions of the effectiveness of communications and school-community relations. There are formal, documented procedures for recording absences, follow up with family members and interventions to determine the causes of absenteeism and to secure increased attendance. Parent Information Sheets are distributed for recording general concerns or topics about which a family member or student might want more information. Guidance counselors, choice coaches and the Youth Services Center provide students with school supplies, food, clothing and services to engage students in a positive relationship with the school.

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

The principal has not ensured all staff members have been trained to identify students with special learning needs or behavior problems. The principal has not established and enforced procedures for referring students for guidance and the Youth Services Center. Not every child has been provided with an adult advocate; however, significant advocacy services for students who are negatively impacted by family life circumstances are provided by the Youth Services Center and school counselors. Seven Counties Services, Inc. and school psychological services are available at the school. The school obtains community donations and volunteers to provide school, clothing and hygiene supplies to students in need. There are numerous community and teacher volunteer tutoring services that result in advocacy relationships.

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The principal should expand the role of the Faculty-Parent Advisory Committee to recruit and train adults from within and outside the school community who can serve as advocates in students' behalf to maximize potential for their success.

The principal should ensure that the role and membership of the teacher assistance team be made more formal and permanent. This team should serve as a student support services committee assisting with coordinating the many available programs and services available to identified students.

Resources:

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

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

Winer, M. & Ray, K. (1994) Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey. St. Paul, MN: Amhurst H. Wilder Foundation.

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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 cumulative folders system/student working folders/portfolios, district budget and allocations, district personnel evaluation system and documentation of implementation, faculty meeting agenda, individual professional growth plans, master school schedule, professional development records, school budget and allocations, school Web pages, staff development agenda, state statute and regulation, Embedded Professional Development Calendar and Missing Piece of the Proficiency Puzzle

Interviews with classified staff, school leadership, students and teachers

Observations of classrooms, common areas and media center

Performance Rating 3

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

District leadership provides an extensive menu of professional development opportunities for both certified and classified staff through PD Central. District leadership offers professional development opportunities specific to each content area (e.g., History Alive, Got Music, MapQuest Refresher, Standards-Based Instruction for the Math Classroom, SMART Math Tools) for updating teachers' content knowledge and instructional practice. Many middle school teachers attended Magic in the Middle, a five-day districtwide professional development that addressed critical topics (e.g., Response to Intervention, English Language Learners, Kentucky Core Academic Standards) prior to the start of the school year. Teachers new to Jefferson County Public Schools are required to participate in professional development for new teachers. The principal of Western Middle School Visual and Performing Arts Magnet, in collaboration with the Kentucky Center for the Performing Arts, arranges a professional development experience focusing on arts integration for teachers. District leadership provides some support for teachers attending national conferences (e.g., National Association of Multicultural Education conference, National Middle School Association conference). Some teachers have participated in professional development experiences that have enhanced their leadership skills (e.g., Kentucky Teacher Intern Program training, National Middle School Association conference, Science MS: Teacher Leader PD). School leadership provides daily embedded professional development for staff providing ongoing training on topics identified as school needs, building on topics presented at the Magic in the Middle conference and arts integration work. Classified staff participates in

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Performance Rating **3**

professional development that is appropriate and related to their job responsibilities provided by the district.

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

Professional development opportunities are identified in the comprehensive school improvement plan. School leadership, through collaboration with teachers, ensures professional growth plans align with the school's learning goals. School leadership uses the personnel evaluation as a tool for enhancing teacher performance and for determining staff development needs.

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

District leadership has adopted policy that clearly defines the evaluation process for certified and classified staff. On August 11, 2011 during opening day activities, the principal outlined procedures with certified staff members.

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

The principal expends all professional development funds and allocates fiscal resources (e.g., Title I funds, school improvement grant funds, general funds) to address activities included in the comprehensive school improvement plan. The principal has an informal process for teachers requesting out-of-district professional development (e.g., National Association of Multicultural Education conference, Kentucky Music Educators Association conference). The principal reviews requests for professional development and approves those that align with the action components and priority needs of the comprehensive school improvement plan.

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

The principal and assistant principals comply with procedures outlined in the district's evaluation plan. The principal instructs teachers to develop plans for professional growth based on self-identified needs and aligned with Kentucky Teacher Standards and the comprehensive school improvement plan. Teachers submit professional growth plans to their primary evaluator who reviews and revises their drafts to ensure they are focused on impacting professional practice. Primary evaluators meet with teachers at the middle

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Performance Rating **3**

and end of the year to revisit, analyze and modify staff's professional growth plans as needed in order to meet students' needs.

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

The principal and assistant principals ensure all certified staff evaluations are completed fairly and consistently in adherence to the district certified evaluation plan as approved by the Kentucky Department of Education. The principal ensures the completion of annual evaluations of all classified staff.

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Performance Rating 2

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

The principal has not developed a professional development plan. However, professional development activities are identified in the comprehensive school improvement plan, and most activities have been implemented as indicated. The principal has developed a master schedule for the school that includes daily time for job-embedded professional development experiences that address topics relevant to the school's curriculum and teachers' instructional practices. Some of the topics addressed in these professional development sessions are ongoing and build on previous training experiences (e.g., Kentucky Institute for Arts in Education, literacy, Response to Intervention). The principal facilitates a weekly book study (e.g., First Days of School, Seven Strategies of Assessment for Learning) with staff. The principal has solicited limited input from the staff in determining the professional development offerings for the school.

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

The principal has built into the school's master schedule 40 minutes daily for job-embedded professional development for all teachers. The school administrative team during their summer retreat determined a weekly schedule identifying a focus for each day. This schedule has been revised and refined based on teacher needs and student achievement data throughout the year. The principal does not ensure job-embedded professional development results in continuous teacher growth.

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

School leadership analyzes student achievement data from multiple sources (e.g., Interim Performance Report, Measures of Academic Progress, CASCADE) to identify professional development needs. School leadership analyzes student achievement data to monitor classroom performance. However, the principal has not ensured professional development is impacting student achievement. School leadership conducts frequent walkthroughs with explicit look-fors (e.g., literacy, rigor, engagement, relevancy). The walkthrough form does not evaluate the implementation and impact of strategies and professional practices presented through job-embedded professional development. The principal selects professional development activities for staff based on the school's learning goals and

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Performance Rating 2

priorities of the comprehensive school improvement plan.

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

School leadership uses the evaluation process to provide teachers with ongoing support. However, feedback from this process does not always provide constructive criticism, timely guidance, encouragement and support to assist teachers in making necessary changes in instructional practices to enhance student learning. School leadership engages in some meaningful discussions with staff following formal observations and summative evaluations. The principal and assistant principals conduct frequent walkthrough observations with explicit look-fors (e.g., literacy, rigor, engagement, relevancy) to monitor instructional practices. These walkthrough observations do not always result in the desired impact on classroom practices.

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

The principal should seek more teacher input for determining topics and setting the weekly schedules for job-embedded daily sessions. The principal should ensure instruction during job-embedded professional development is differentiated to address teachers' various levels of understanding and topics are relevant to all staff participating.

The principal should develop and implement a plan to evaluate job-embedded professional development activities and their impact on the learning needs of all students. The plan should ensure teachers are provided professional development based on individual needs to enhance instruction that meets the needs of a variety of learners.

The principal should implement a formal process for staff to request attendance at out-of-district professional development activities.

Resources:

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

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

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

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, examples of school to home communications, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, professional development records, rubrics, school budget and allocations, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, student homework with teacher feedback, student work, TELL survey results and Missing Piece of the Proficiency Puzzle

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

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

Performance Rating 3

7.1a Leadership has developed and sustained a shared vision.

The principal, administrative leadership team, the Kentucky Department of Education recovery staff and the district Design team developed the mission and vision for Western Middle School Visual and Performing Arts Magnet with proposed ideas presented to the staff. School leadership solicited student and parent input in the development of the vision and mission for the new school. The administrative leadership team sustains the vision of expectations for becoming a high performing school by emphasizing high performance for individuals. The principal demonstrates commitment to the vision of fostering students' creativity and enhancing their desire to excel in both academics and visual and performing arts by ensuring integration of the arts in all classes. The principal applies the slogan "Where Performance is Everything!" to expected behavior for all staff and students. The mission and vision statements are displayed in classrooms and common areas. The vision and mission are communicated with the school community through the school Web site, brochures and pamphlets.

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

The school council authority has been transferred to the superintendent. The

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Standard 7 **Leadership**

Performance Rating **3**

principal collaborates with the instructional leadership and administrative teams to make decisions based on multiple data (e.g., Interim Performance Report, No Child Left Behind report). The principal presented the results of data analysis to the faculty on Oct. 10, 2011. The faculty reviewed the results in their departmental groups and determined areas of immediate needs for improvement. The principal collaborated with the leadership teams, district leadership and Kentucky Department of Education recovery staff to adjust the strategies of the 30-60-90 Day Plan and comprehensive school improvement plan. Enrichment and intervention classes were adjusted to allow time for skill development as a result of data analysis to determine appropriate interventions for individual students. School leadership teams, (e.g., intervention, resource, instructional leadership) collect and analyze student achievement data (e.g., Measures of Academic Progress, CASCADE, reading and mathematics probes) on a regular basis to identify students in need of additional assistance. School and district leadership created a master schedule to provide daily periods of instructional time for related arts, literacy, enrichment and intervention for skill obtainment based on assessment data. District leadership provides additional resource personnel and assistance to the school based on whole school performance data.

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

All school administrators have professional growth plans that focus on their individual goals. The plans are aligned with their professional roles and responsibilities for promoting continuous improvement. Professional growth plans are developed with some collaboration with the primary evaluator. The process is implemented as planned and monitored throughout the school year.

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

The school leadership team facilitated a faculty meeting focusing on the Interim Performance Report and No Child Left Behind report disaggregated data on Oct.10, 2011 to identify student achievement gaps. The response to intervention team analyzes data (e.g., Measures of Academic Progress, district proficiency assessments, learning checks, reading and mathematics probes) to place students in math and reading intervention classes. The

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Standard 7 **Leadership**

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intervention team established a data room to display data analysis charts for teachers to identify individual student progress and learning gaps among various populations. The data room is updated regularly as assessment results become available. The response to intervention team coordinator ensures data are available to classroom teachers to inform instruction. Resource teachers provide additional assistance (e.g., Response to Intervention, Extended School Services, tutoring) to individual students based on data. The principal and the school improvement planning committee use data to make adjustments to the plan as well as conduct implementation and impact checks.

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

The principal uses available resources to ensure all teachers have multiple opportunities to secure training necessary to implement the Jefferson County Public Schools curriculum. District leadership facilitates content cohort sessions to update teachers on current curriculum units of study and instructional strategies. District and school resource personnel provide job embedded professional development opportunities to study curriculum and its development. Teachers access curriculum materials from the Jefferson County and Gheens Academy Web sites. All teachers have access to current Kentucky curriculum documents as well as district-developed units and modules. Teachers attend sessions to study current changes in curriculum and accountability processes in program review sessions. The principal ensures staff attendance at departmental meetings, faculty meetings, job-embedded professional development sessions and district cohort meetings to ensure teachers are sufficiently trained to use curricular and data resources.

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

The school council authority has been transferred to the superintendent. The district priority school manager ensures Western Middle School Visual and Performing Arts Magnet's operation is in compliance with board of education policies. The principal ensures district procedures are consistently implemented to sustain continuous improvement in moving all students to proficiency.

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Performance Rating 2

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

The school council authority has been transferred to the superintendent. The principal ensures classroom instruction is uninterrupted by external sources. School announcements are made at the beginning and end of the day. Students transition from class to class in an orderly and efficient manner. Teachers practice procedures from CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) and CARE (Creating a Respective Environment) behavior management programs combined with their classroom specific rules to reduce loss of class time. However, in some classrooms, there is a loss of instructional time due to inadequate classroom behavior management techniques. School leadership collaborated with district personnel to develop a master schedule that allows sufficient time for reviewing student progress and planning instruction. Job-embedded professional development is incorporated into the master schedule. Agendas for faculty and team meetings focus on curricular and instructional action items.

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

The principal, with the district priority manager, allocates budget resources to ensure staff members have resources to deliver instruction. He uses a variety of personnel resources to reduce barriers to learning (e.g., Youth Services Center personnel, school behavior coaches, success coaches, choice coaches, intervention team, in-school suspension personnel). The principal monitors the resource allocation through implementation and impact checks and revisions to the 30-60-90 Day plan. School leadership has not established a systematic process to monitor the impact of human, physical and fiscal resources to sustain continuous school improvement.

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

The school council authority has been transferred to the superintendent. The principal ensures procedures are in place for maintaining a safe, orderly learning environment and a clean, well-maintained facility. The guidelines for student behavior are outlined in the Jefferson County Public Schools Code of

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Acceptable Behavior and Discipline. Classroom electrical outlets, wireless Internet connections and access to computers are limited in some classrooms. School safety procedures are identified and communicated to stakeholders. First response personnel are identified and trained.

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

The school council authority has been transferred to the superintendent. District leadership provides an abundance of resources including a priority manager who works closely with the principal on developing goals and activities to plan the direction of the magnet school. The principal and district priority manager are engaged in ongoing discussions about matters that impact student academic performance. The principal, administrative team and instructional leadership team do not maintain an intentional focus on building instructional capacity among all staff.

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

The principal communicates the school mission and vision to become a high performing school that encourages students to excel academically and artistically. However, he does not always hold staff accountable for implementing effective, rigorous instruction that can realize the school's vision. The principal celebrates student success by recognizing accomplishments with the community, families, faculty and staff through various venues (e.g., letters, newsletters, calendars, daily interactions). The principal is making efforts to engage the broader community through school-related activities and to build a positive school culture of shared responsibility for the learning success of every child. The principal has made some attempts to engage families as partners in the educational process. The principal has assembled a young, highly engaged staff that supports his newly created vision. School and district resources are being used to help the staff become increasingly effective and competent teachers. However, the principal's management style sometimes makes him appear unapproachable. The principal provides leadership opportunities for some teachers but does not build capacity in all staff members to grow professionally. The principal shares some responsibility with the administrative team but does not involve all his staff in decision making. The principal does not readily use the creativity and expertise of staff, families and community to resolve problems to maximize student academic achievement.

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WESTERN MIDDLE

Jefferson County Public Schools School District

2/19/2012 - 2/24/2012

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **2**

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Standard 7 **Leadership**

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The principal should consider staff members' various stages of development and use a tactful, thoughtful approach in guiding their work in school improvement.

The principal should engage staff, families and the community in decision making to guide the educational process.

Resources:

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

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.

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

Lewis, C. P. (1996). *Building a Shared Vision: A Leader's Guide to Aligning the Organization (Corporate Leadership)*. University Park, IL: Productivity Press.

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

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School Leadership Assessment Summary Report

WESTERN MIDDLE

Jefferson County Public Schools School District

2/19/2012 - 2/24/2012

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of comprehensive school improvement plan, district budget and allocations, district personnel evaluation system and documentation of implementation, enrollment data, Implementation and Impact Checks, individual professional growth plans, Local Educator Assignment Data Report (LEAD), master school schedule, school budget and allocations, school mission, belief and vision statements, school Web pages and student discipline reports

Interviews with district leadership, parents, principal, school leadership, students and teachers

Observations of classrooms and common areas

Performance Rating 3

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

The principal, with assistance from district leadership, ensures the school master schedule is organized to provide sufficient time for instruction in all core content classes (e.g., math, language arts, social studies, science). The principal changed the 2010-11 school master schedule from 70-minute blocks to 55-minute blocks providing for a first period literacy, enrichment and related arts classes. The enrichment period is used to provide response to intervention classes. Teachers have one planning period and one job-embedded professional development period daily. Students who need assistance in reading or math are placed in intervention classes based on diagnostic data (e.g., Measures of Academic Progress, COMPASS learning, reading and mathematics probes). School leadership, with assistance from district leadership, modified the master schedule after school began in the fall of 2011 to accommodate emerging needs of students. Intervention classes are scheduled, and students who are struggling in reading or math are pulled from their enrichment classes and placed in intervention. Students in Intervention classes are reassessed every six weeks and adjustments in student schedules are made according to their progress.

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

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **3**

The principal ensures the adopted budget is designed with consideration to the equitable allocation of funds. The principal follows district, state and federal guidelines in administering the school budget. District leadership provides guided worksheets to school leadership to assist with the budgeting process. District leadership provides clear and concise procedures and offers informational training sessions to assist appropriate school staff members in the development of budgets and understanding of school allocations. Teachers needing additional resources submit a request to the school principal. The principal and district leadership monitor the budget process to determine whether resources are equitably and consistently allocated. The principal and the district middle school priority manager along with component managers and resource team members, gather evidence for each component of the comprehensive school improvement plan to determine whether school improvement strategies are improving student achievement. The principal allocates Section 6 funds equally to content area department and teams.

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.

District leadership provided additional Section 7 funds for the 2011-12 school year based on at-risk and student recovery data (e.g., free and reduced population, Tier Status). District leadership also provided additional assistance (i.e., fiscal, human, physical) to ensure the school has the necessary resources to meet student needs as outlined in the school improvement grant and the comprehensive school improvement plan. District leadership has established a formal process for school leadership to request funds for unmet or unique needs beyond its regular allocation. This process requires that requests for additional funds include a needs assessment and documentation that the request is tied to school improvement goals linked to student academic improvement.

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

The principal reviews requests for additional funds beyond those allocated by the school budget and approves these based on the availability of funds and whether he deems the expenditure beneficial to students. Most funding requests are aligned with school improvement action components and priority needs.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **3**

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

The principal, in consultation with district leadership, integrates funds (e.g., General Fund, Title I, At-Risk, Individuals with Disabilities Education Act, Extended School Services, comprehensive school improvement plan) to implement school improvement strategies and activities. School and district leadership monitor school fund expenditures to ensure adherence to program requirements and guidelines. The principal follows district, state and federal program guidelines to allocate categorical funds. The principal and district leadership use implementation and impact checks to monitor and evaluate fund expenditures to determine their impact on student achievement.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

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

The principal develops lines of communication and assigns areas of responsibility through a variety of organizational structures (e.g., administrative team, instructional leadership team, department heads, Response to Intervention team). The principal has assigned specific duties and responsibilities to the administrative team to facilitate the operation of the school. The principal has frequent formal and informal meetings with the administrative team and monitors progress toward completing assigned duties. The principal conducts a meeting (e.g., staff, department, instructional leadership team) after school on Tuesdays as needed. The principal holds an administrative meeting each Monday morning to plan for the week and address emerging issues. The principal conducts implementation and impact checks regularly and revises school improvement and 30-60-90 day goals. Quarterly reports are sent to the district and state to report progress made on the school improvement grant. The school uses a variety of community resources (e.g., Brown Foreman, University of Louisville, Young Men Christian Association, Kentucky Center ArtsReach Program), but there is no formal plan in place to promote this practice.

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

Staff instructional time is assigned in accordance with Article XV, Section A of the Jefferson County Teacher Association and the Jefferson County Board of Education contract for certified staff. The policy does not require teacher talents to be intentionally matched to the specific learning needs of the students. The principal works in collaboration with the counselors, priority school manager and assistant principals to develop the school master schedule and assign staff instructional time. The principal does not always consider teacher strengths and student learning needs when making staff assignments. Teachers can request specific teaching assignments. The district also provides many additional staff members (e.g., literacy coaches, district behavior coaches, special education resource teachers, Success Coach, Response to Intervention team) to support the identified needs of the school. This additional staff has significantly reduced class size to better meet individual student learning needs. Instructional assistants are provided to help meet the learning needs of some special education students.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

The principal implements the Jefferson County Public Schools Code of Acceptable Behavior and Discipline and the Student Bill of Rights. Teachers use a combination of behavior management programs (e.g., Conversation, Help, Activity, Movement, Participation, Success; Creating a Respectful Environment; classroom rules; foundations; tiered consequences) in classrooms and across the school. Transitions between class periods typically are orderly and supervised by administrators and teachers. The principal and assistant principals monitor classroom procedures and assist in facilitation of weekly embedded professional development activities to improve teachers' professional growth and classroom management techniques. Many teachers handle discipline problems, minimize disruptions and promote smooth transitions within and between classes. However, in some classrooms there is a loss of instructional time due to inadequate classroom behavior management techniques.

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

The principal ensures the master schedule provides common planning time for grade level teams. Teachers also meet monthly after school in departmental teams and a variety of other settings (e.g., embedded professional development, instructional leadership team meetings, faculty meetings) to share best instructional practices and intervention strategies. The principal facilitates some discussions with teachers regarding school improvement strategies and goals, but conversations are not always intentionally focused on comprehensive school improvement goals. Teachers participate with instructional coaches and administrators in daily job-embedded professional development activities.

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The principal should give thoughtful consideration to the assignment of teachers and non-teaching staff. The principal should assign staff members based on strengths and matched to needs of students rather than teacher preferences.

Resources:

Bernhardt, V. L. (2006). Using Data to Improve Student Learning in School Districts. Larchmont, NY:Eye on Education.

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.

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Jefferson County Public Schools School District

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of comprehensive school improvement plan, faculty meeting agenda, Implementation and Impact Checks, school mission, belief and vision statements, school Web pages, Comprehensive School Survey, Safety Survey Results, Embedded Professional Development agenda, 3-Minute Check data, Sharepoint Data, Instructional Leadership Team Agenda/minutes, Walkthrough Data and Department meeting agenda

Interviews with parents, principal, school leadership, teachers and volunteers

Observations of classrooms and Embedded Professional Development meeting

Performance Rating 3

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

In August 2009 the Design Team, consisting of members of local arts organizations and the community, generated ideas for the development of mission and vision statements. The proposed ideas were then presented to Western Middle School staff for input and suggestions. The principal, other administrative team members and staff members collaborated with the Design Team to merge ideas from these two groups into cohesive mission and vision statements for the school. Parents and students were also solicited for input in developing the mission statement along with Kentucky Department of Education recovery staff. The goals for the comprehensive school improvement plan were developed primarily by Western Middle School administration, lead teachers and Kentucky educational recovery staff. These groups used Safety Survey results and the Comprehensive School Survey to develop some of the goals. District leadership reviewed the 2011-12 comprehensive school improvement plan and provided guidance for needed revisions.

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

At the close of the 2010-11 school year, the principal, other administrative team members and lead teachers met with the Kentucky Department of Education and district staff to determine the main focus for the 2011-12 school year. Teachers reviewed and analyzed the 2010-11 Interim Performance Report and No Child Left Behind data on Gold Day, Oct. 10, 2011. Interventionists and administrators reviewed additional school data

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Performance Rating **3**

including CASCADE and 2011 Measures of Academic Progress to identify major instructional and academic needs. The principal and assistant principals solicited input concerning school improvement from parents during a brown bag lunch. Parents were assembled to discuss the direction of the school and school improvement initiatives. Surveys were given to students for their input into the plan. Standards and Indicators for School Improvement and information obtained from the Kentucky Department of Education School Turnaround Conference (August 2010) were also considered in this process. Following this conference, administrators, lead teachers and Kentucky Department of Education mentors developed SMART goals and the 30-60-90 Day Plan. The Big Rock 30-60-90 Day Plan outlines some ways of measuring success in the areas of school safety, behavior management, school culture, classroom instruction and student learning. Departmental meetings occur monthly, and teachers sometimes have discussions concerning topics relative to the comprehensive school improvement plan. District leadership provides proficiency assessments to measure student progress toward learning goals, and these assessments are administered at the end of each six-week grading period. Scores are put into CASCADE and student performance is identified as novice, apprentice, proficient or distinguished. Teachers may access their students' scores and identify those students needing additional practice or instruction.

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

The timeline for the 30-60-90 Day Plan has been developed and includes steps to evaluate each part of the plan. Various groups (e.g., administrative team, resource team, instructional leadership team, department leads, team leaders,) meet regularly to review the plan and use data to assess the effectiveness of activities in attaining the goals of the comprehensive school improvement plan. Modifications are to be made to the plan as needed. Implementation and impact checks are to be completed in December, February and May to measure the success of the plan in meeting student learning needs. The principal and the district middle school priority manager along with component managers and resource team members gather evidence for each component from those involved in each specific activity. The principal and designees will disaggregate Kentucky Performance Rating for Educational Progress (KPREP) results as they are released and communicate the results to the staff.

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Performance Rating **3**

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

The comprehensive school improvement plan defines the evaluation process. The Western Middle School administrative team, district middle school priority manager, resource team members and Kentucky Department of Education educational recovery leader established benchmark goals in identifying the activities in the comprehensive school improvement plan. Resource team members and the instructional leadership team collect and analyze multiple forms of data (e.g., Measures of Academic Progress, district proficiency tests, learning checks, reading and mathematics probes) to determine the degree to which the goals of the comprehensive school improvement plan are achieved. These data are collected at regular intervals and are used to make some programmatic changes (e.g., Response to Intervention services, Extended School Services, tutoring).

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

The principal, administrative team and resource team members review various data (e.g., district proficiency tests, reading and mathematics probes, walkthrough) to compare changes in student performance over time and to identify successful instructional practices. The principal and designees conduct walkthroughs and collect data regarding the implementation of learning targets, student engagement, instructional methodology and the use of formative assessments. These data are analyzed and presented at instructional leadership team meetings to determine next steps for professional development. Component managers of the comprehensive school improvement plan use these data to evaluate the effectiveness of the activities in achieving the goals identified in the plan.

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Performance Rating 2

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

The principal, administrative team and resource teachers lead certified staff members in the collection and management of various data (e.g., Measures of Academic Progress, district proficiency tests, reading and mathematics probes) to monitor student performance at various intervals. The principal, administrative team and resource teachers analyze and use multiple data (e.g., walkthrough, reading and mathematics probes, district proficiency tests) to determine staff professional development needs and to identify existing strengths and limitations in the instructional and organizational effectiveness of the school. The principal has not developed a systematic process for involving all stakeholder groups in defining their perceptions of the instructional and organizational structure.

9.6a The plan is implemented as developed.

The component managers of the comprehensive school improvement plan and resource team members are accountable for collecting information from responsible parties regarding the implementation of the activities identified in the plan. Implementation and impact checks were completed in early December and late January. Many of the activities identified in the comprehensive school improvement plan were determined to be either fully or partially implemented. The principal does not ensure all staff members can articulate the goals of the comprehensive school improvement plan and can identify their roles in implementation.

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

The principal, administrative team and resource team members have established a clearly defined process for the use of data to evaluate the effectiveness of activities identified in the comprehensive school improvement plan. School leadership has implemented some procedures (e.g., teacher recognition awards, honor roll, Kentucky Core Content Test recognition) to celebrate progress toward learning goals. The principal, educational recovery specialist, resource team members and media specialist provide embedded professional development to assist teachers in refining their practices to promote continuous improvement. The principal has not established a systematic process for communicating this commitment to continuous progress to all stakeholder groups.

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Performance Rating 2

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The principal should ensure all staff members are aware of the goals of the comprehensive school improvement plan and their responsibilities in implementing the action steps identified in the plan. The principal and designees should provide direction and support for teachers in identifying and addressing students' unique learning needs and differentiating their instructional practices to address these areas of need.

The principal should develop a systematic process for including all stakeholder groups in determining strengths and limitations in the instructional and organizational effectiveness of the school. This process should involve all stakeholder groups (e.g., teachers, students, classified staff, families, community members) in active decision making and build authentic partnerships in school improvement.

Resources:

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

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

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

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Summary of Next Steps:

The principal and leadership teams should identify professional development priorities for both leadership and staff based on analysis of current student data. The principal should engage the Instructional Leadership Team and staff to monitor and measure the impact of professional development on instructional practice and student achievement. Staff should focus on three areas (e.g., questioning strategies, rigorous learning targets, higher-order thinking) of interaction between and among teachers, students and standards. The principal and designees should ensure implementation and monitor progress in these focus areas by conducting weekly instructional walkthroughs. Teachers should be provided ongoing support and feedback in these focus areas. The principal should ensure high-quality instructional support is provided to teachers.

The principal should hold teachers accountable for designing instruction and assessment strategies anchored in research. The principal should ensure teachers receive meaningful support for delivering the curriculum through effective, challenging instructional and assessment practices. The principal should ensure teachers are mentored in rigorous instructional strategies that engage and challenge students at high levels. The principal should ensure all staff defines, models and expects proficient work from all students. School leadership should conduct frequent walkthrough observations and provide meaningful feedback.

The principal, assistant principals, faculty and staff members should embrace high academic expectations for all students. The principal should communicate to members of the school community the significance of their roles in student success. Principals and staff should focus on making decisions that intentionally and strategically address higher academic achievement. The principal should provide clear, concise communication to unite the staff around the common purpose of doing whatever it takes to increase academic expectations. School leadership and staff should not consider outside barriers as insurmountable to high student achievement. The principal and staff should publicly celebrate student academic success.

The principal should develop a process to involve all certified and classified staff as partners. This process should include shared decision making, measures to evaluate the effectiveness of all programs and methods to identify curricular, assessment and instructional program needs. The process should support the accomplishments of administrators, teachers, staff and students as they strive to reach higher levels of success. The school leadership team should facilitate ongoing, updated communication among leadership, staff, students and families regarding school improvement, student progress and school activities.

The principal should develop a process to routinely recruit stakeholders as partners in sharing ownership in student achievement, goals, plans, successes and mission of the school. The principal should facilitate ongoing communication among teams, staff, students and families regarding school improvement and student progress. The principal should engage the broader school community in the urgency to improve student achievement. Families and community members should be engaged as partners in school activities to support student learning and decision making.

The principal and designee should use the walkthrough process to monitor effective use of technology in classroom practices. They should ensure teachers use technology to increase the rigorous, authentic application of skills to motivate students to be 21st Century learners. Students should be provided opportunities to use technology to enhance and extend their learning experiences. The principal with district support should update the building infrastructure to accommodate state-of-the-art technology.

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In Conclusion:

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

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

Principal Authority:

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

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

Commissioner, Kentucky Department of Education:

_____ Date: _____

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

Principal, Western Middle School

_____ Date: _____

Superintendent, Jefferson County Schools

_____ Date: _____

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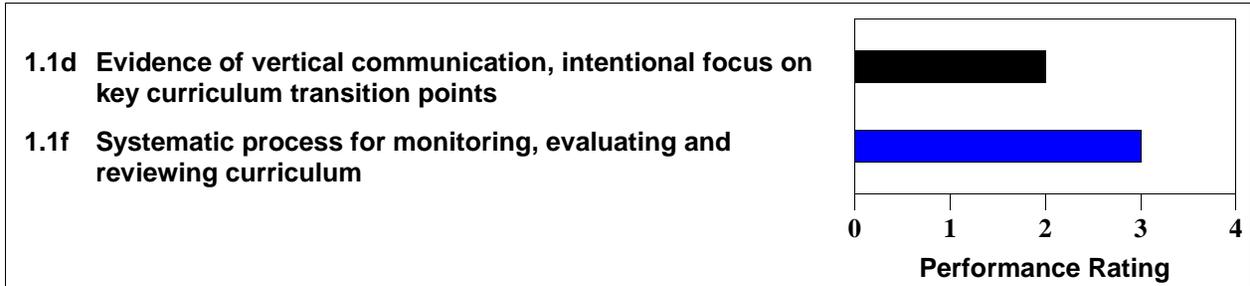
WESTERN MIDDLE

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1.1 Curriculum

Academic Performance



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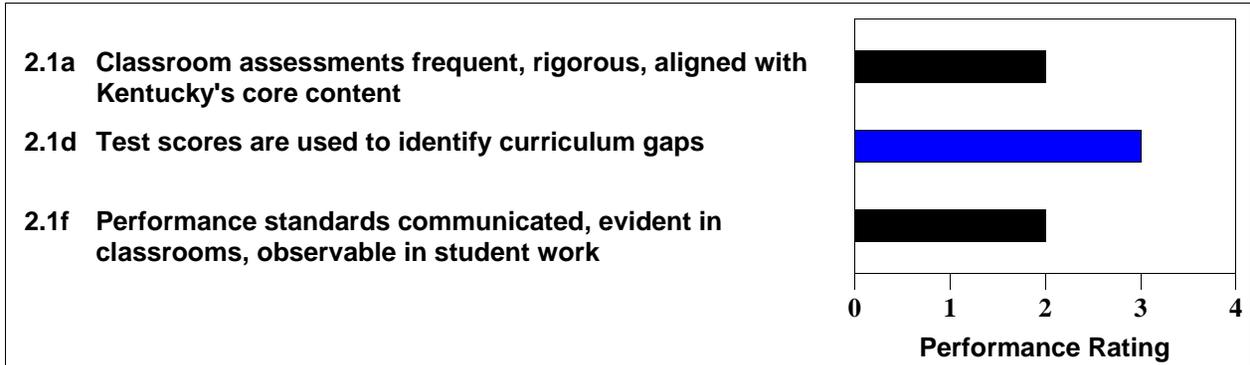
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2.1 Classroom Evaluation/Assessment

Academic Performance



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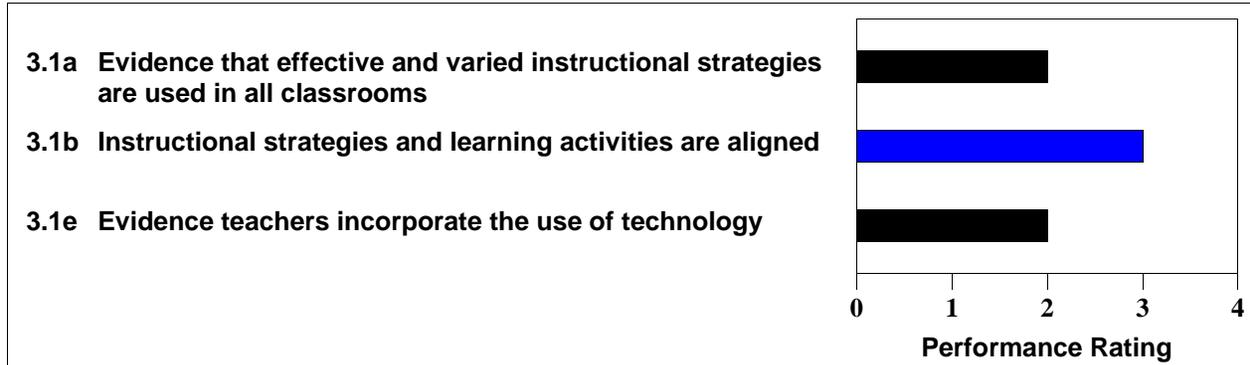
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3.1 Instruction

Academic Performance



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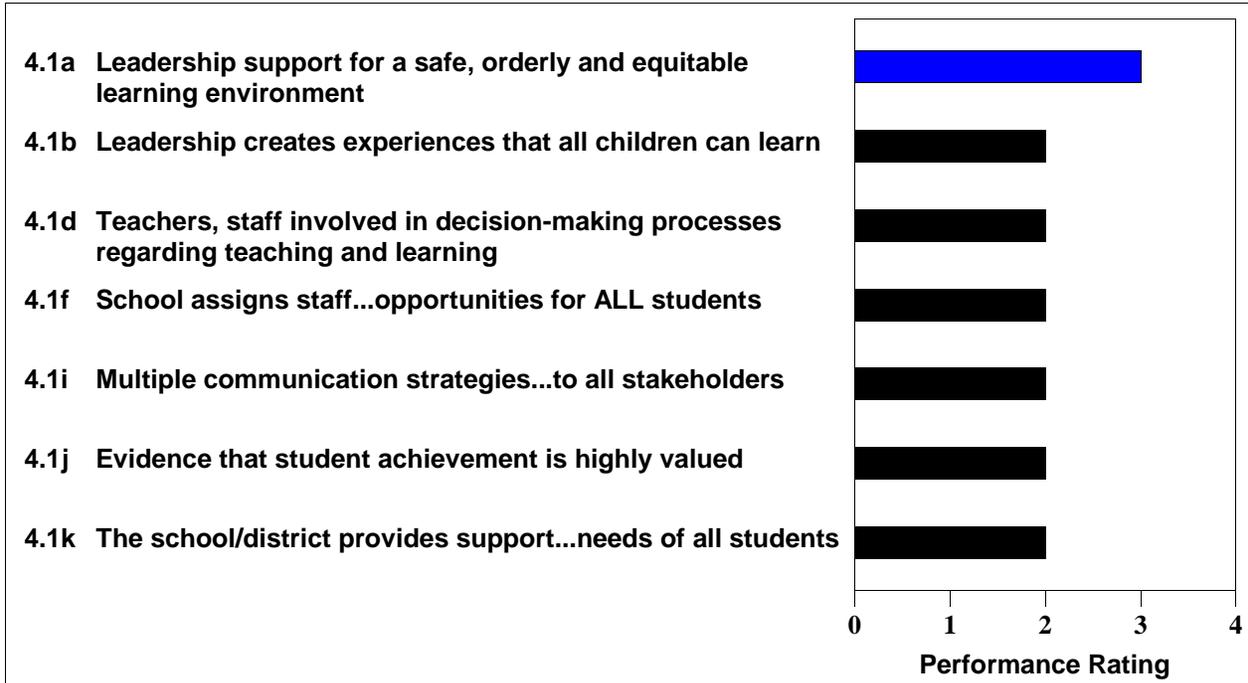
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4.1 School Culture

Learning Environment



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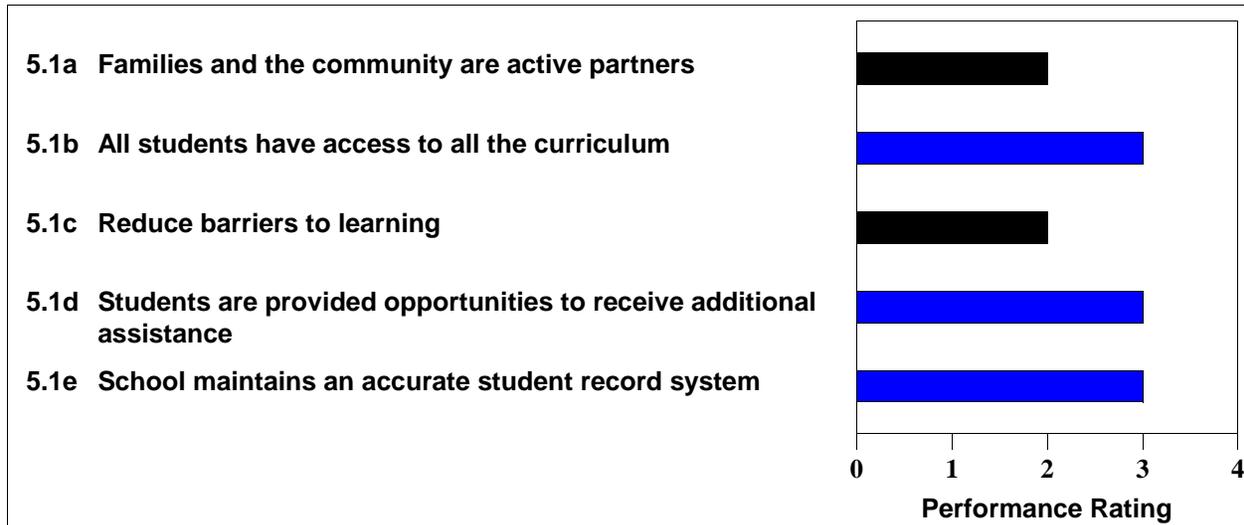
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5.1 Student, Family and Community Support

Learning Environment



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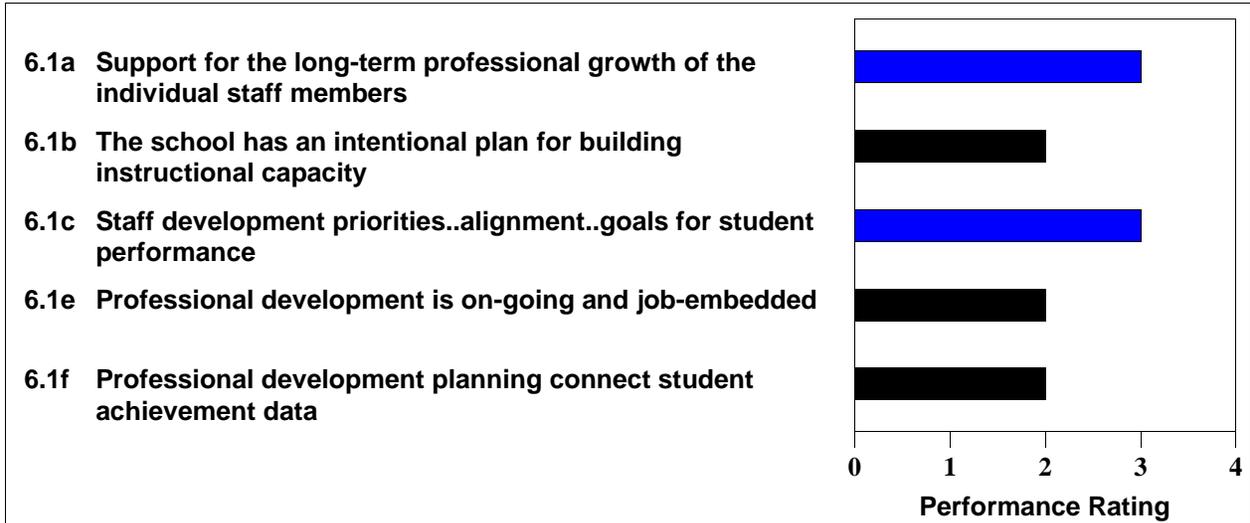
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6.1 Professional Development

Learning Environment



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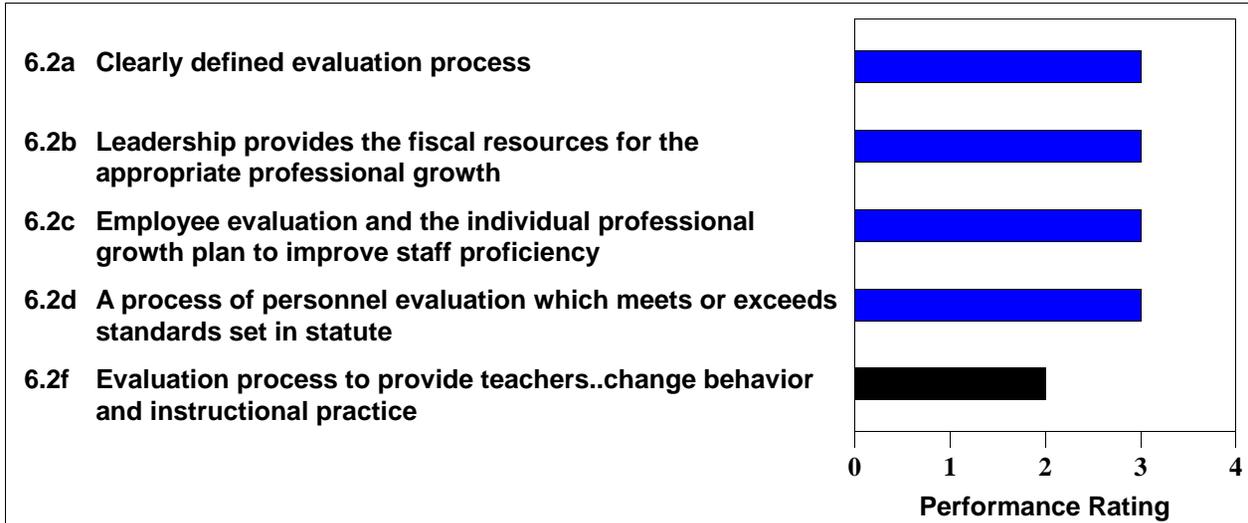
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6.2 Professional Growth and Evaluation

Learning Environment



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7.1 Leadership

Efficiency



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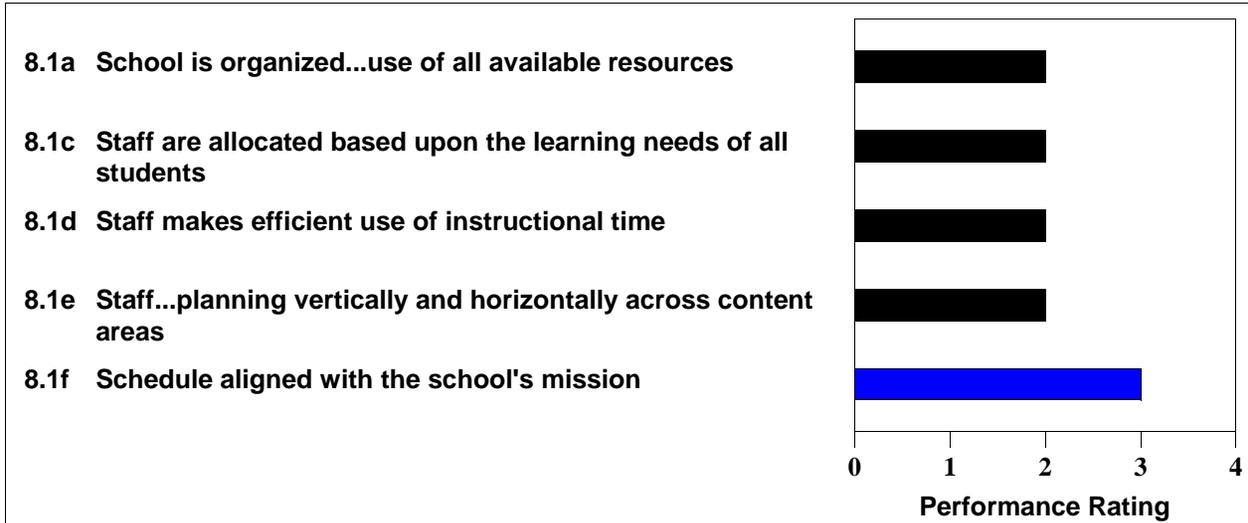
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8.1 Organization of the School

Efficiency



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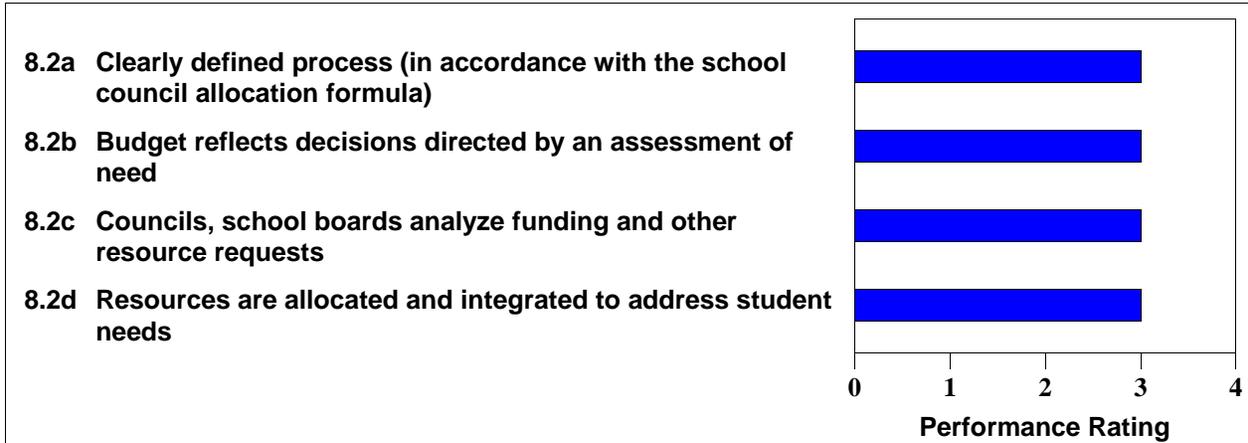
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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School Leadership Assessment Summary Report

WESTERN MIDDLE

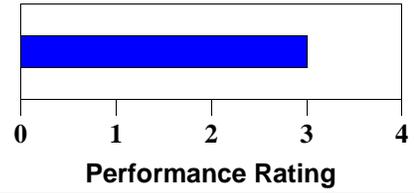
Jefferson County Public Schools School District

2/19/2012 - 2/24/2012

9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

