

Jefferson County Public Schools
STUART MIDDLE
School Leadership Assessment Report



11/13/2011 - 11/18/2011



School Leadership Assessment Executive Summary

STUART MIDDLE

Jefferson County Public Schools School District

11/13/2011 - 11/18/2011

DeLena Alexander, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of STUART MIDDLE during the period of 11/13/2011 - 11/18/2011. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal has not empowered all teachers as important decision-makers.
Next Steps	The principal should empower all teachers as important decision-makers through a variety of arenas (e.g., fully functioning school council committees, teacher teams). The principal should model student-centered and data-driven decision making. She should build teacher leaders and inspire everyone to hold themselves accountable for the successes and failures of all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not ensured the existing behavioral management strategies are effectively implemented.
Next Steps	The principal should ensure all teachers effectively and consistently implement the existing school-wide behavioral management strategies. The principal should facilitate a process to review school-wide behavioral management strategies and either replace or revise the existing plan to be comprehensive and effective. The principal should continuously monitor classrooms and provide immediate and unwavering assistance to teachers who have not eliminated student misbehaviors that disrupt the learning process.
School Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
3. Deficiency	The principal has not ensured that instruction meets the learning needs of all students.
Next Steps	The principal should facilitate ongoing, job-embedded professional development focused on student-centered learning. The principal should ensure that teachers understand and implement instructional strategies and use continuous assessment results and student work samples to identify and address the diverse learning needs of students. The principal should diligently observe teachers specifically to ascertain instructional levels, provide immediate, specific and meaningful feedback and continue to follow up and support the professional growth of teachers. The principal should insist that instruction be challenging, authentic and engaging and that instructional strategies vary according to the needs of students. The principal should coordinate intentional opportunities for teachers to visit high performing schools with similar demographics to observe and learn how these teachers have eliminated barriers to learning and successfully advanced student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal has not united parents as educational partners.
Next Steps	The principal should establish a committee involving representatives from a variety of stakeholder groups (e.g., parents, families, teachers, community members, business leaders) to develop a strategic plan for increasing parental and family engagement. The principal should facilitate a process to research and identify strategies, especially those used by schools with similar demographics that have proven success at garnering parent involvement. The principal should establish procedures to implement the plan with a steadfast focus on increasing parental involvement. The principal should develop procedures to determine the impact from implemented strategies and revise the plan as needed.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal and school council do not ensure teachers maximize data analysis for planning and decision-making.

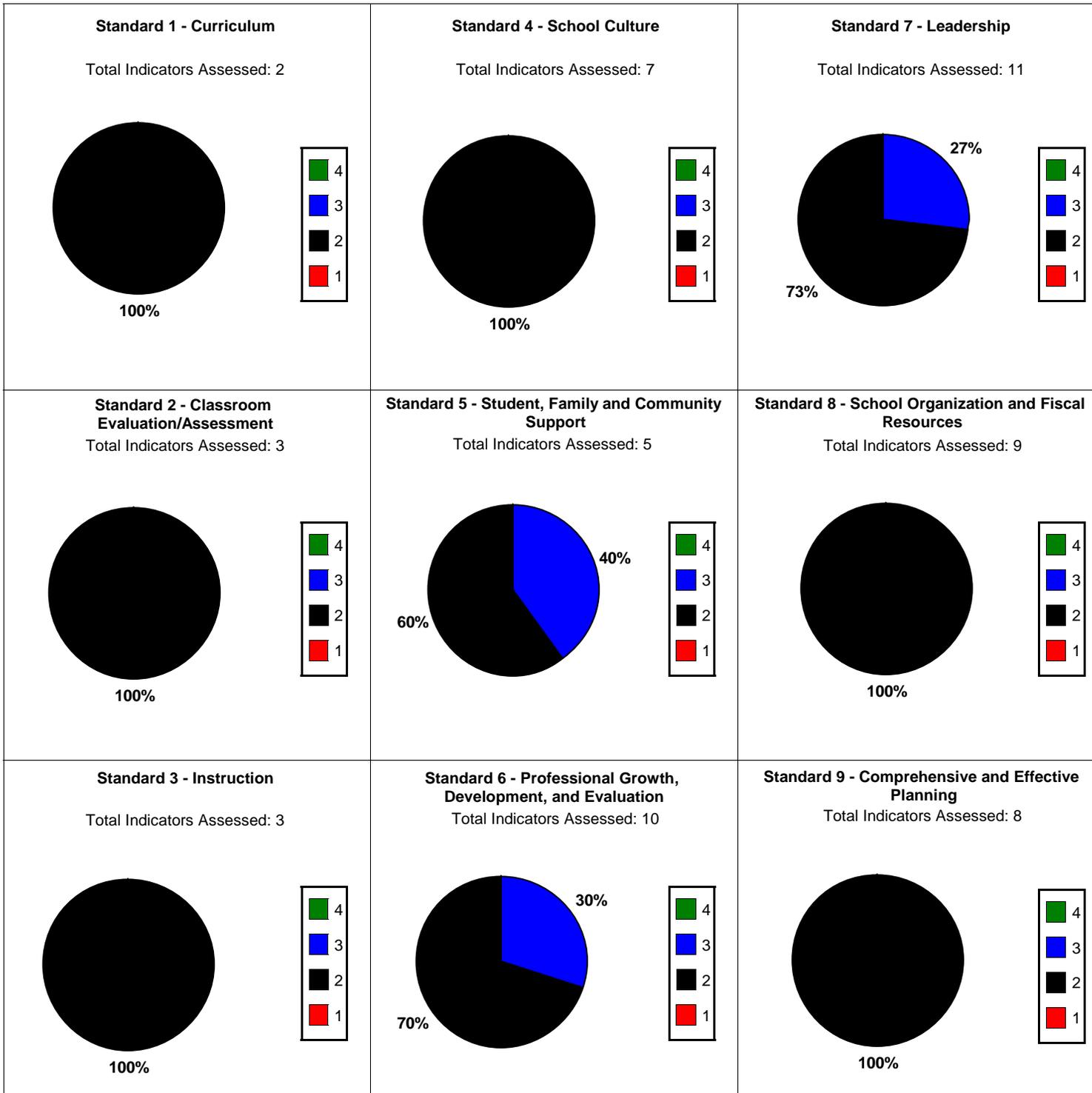
Next Steps	The principal and school council should develop concrete procedures that clearly define how data are to be collected, disaggregated, reviewed and interpreted. The procedures should clarify how various data elements contribute to planning and decision making that impact growth and achievement for all students, including those in targeted populations. The principal should articulate how meaningful stakeholder involvement is incorporated into the data analysis and decision-making processes. The procedures should include monitoring of instructional practices and the outcome of initiatives to determine whether intended results are being realized and if adjustments are necessary. The process should be iterative, including a thorough review by the school council incrementally at critical decision points.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

STUART MIDDLE

KDE 2011 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 - STUART MIDDLE

<p>Standard - 1 - Academic Performance Curriculum</p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment - Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance Instruction</p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation Professional Development</p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities...alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p>Professional Growth and Evaluation</p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p>Implementation and Documentation</p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>
<div style="border: 1px solid black; padding: 10px;"> <p align="center">Legend</p> <p>Grey - No Assessment Made</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>		

Focus on Student Academic Performance

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

STUART MIDDLE

Jefferson County Public Schools School District

11/13/2011 - 11/18/2011

Introduction

The Kentucky Department of Education conducted a school leadership assessment of STUART MIDDLE during the period of 11/13/2011 - 11/18/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (152) and formal interviews and informal discussions with teachers (63), students (85), parents (52), Family Resource/Youth Services Center staff members (1), central office personnel (6), support staff members (47), assistant principals (4), the counselor (1) and the principal.

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

The chairperson of the team was Janet L. Hurt, Ph.D. - District Administrator. The other team members were Marilyn C. King - Teacher; Carol Ann Higdon - Building Administrator; Sharon Baker Knight - Building Administrator; Larry Stinson, Ed.D. - District Administrator; Gayle H. Mills - Parent; Cynthia H. Williams, Ph.D. - Higher Education Representative; Deborah Mapp-Embry, Ed.D. - Teacher; Charles E. Buntyn, Jr. - Educational Recovery Specialist.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, enrollment data, faculty meeting agenda, Individual Education Plan/504 Plan, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, master school schedule, professional development records, protocols for analyzing student work, report cards/progress reports, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, School Report Card data, student homework with teacher feedback, Student Performance Level Descriptors, student work, student/teacher ratio and Teacher Evidence Binders

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

Observations of classrooms, computer lab and media center

Performance Rating 2

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

Teachers occasionally discuss the vertical alignment of the curriculum during their departmental meetings. Assessment data (e.g., Measures of Academic Progress, math and reading diagnostic and proficiency assessments) are reviewed at team and departmental meetings to identify student academic needs. School counselors ensure that students develop Individual Learning Plans in sixth grade during their daily Creating A Respectful Environment classes. The principal has not established a process for teachers to routinely talk with teachers from feeder schools and from high schools to identify and address transition issues. Although the principal coordinates Spartan Camp for incoming sixth grade students and their parents, the camp does not always focus on curricular issues.

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

The school council has adopted a policy called Curriculum, which establishes guidelines for an annual review of the curriculum based on the Kentucky Core

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

Content Test. Teachers implement the district curriculum and follow the pacing guides. All students have access to a common academic core. Assistant principals and guidance counselors monitor some implementation of the curriculum through classroom instructional framework walkthroughs and observations. The principal has not established a formal process to monitor and document whether teachers are implementing the curriculum as intended.

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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 should ensure that all teachers engage in regular vertical and horizontal meetings regarding curricular issues (e.g., review and revision of curriculum documents, training on the use of documents, using data to identify gaps or unnecessary repetitions, key transition points) with a specific focus on collaboration between teachers from feeder schools and Stuart Middle School. During these meetings, teachers should use student achievement and diagnostic data to identify and address areas of concern in the curriculum.

Resources:

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

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

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

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, faculty meeting agenda, Individual Education Plan/504 Plan, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, needs assessment data, professional development records, protocols for analyzing student work, report cards/progress reports, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school Web pages, student homework with teacher feedback, Student Performance Level Descriptors, student work, student/teacher ratio and Teacher Evidence Binder

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

Observations of classrooms, computer lab and media center

Performance Rating 2

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

The school council has adopted a policy called Classroom Assessment. Teachers administer a variety of assessments (e.g., diagnostic and proficiency assessments, Measures of Academic Progress) intermittently throughout the school year, and these assessments are aligned with the Kentucky Core Content for Assessment, 4.1 or the Kentucky Core Academic Standards. Teachers use results from assessments to group students for reading and math response to intervention or enrichment classes. Teachers design some classroom assessments (e.g., exit slips, sponges, appetizers, formative assessment), but these assessments are not always at the proficient level.

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

The principal collects and organizes data (e.g., Interim Performance Report, No Child Left Behind report) and provides this information to the school council and teachers in departmental and team meetings; however, there is no ongoing, systematic process for using data to identify curricular gaps. A variety of disaggregated data are used to track results of student progress.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

The principal requires the results to be displayed in the classroom on data walls. This information is mainly used for intervention programs.

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

Teachers develop learning targets (I Can statements) and display those in classrooms. Rubrics, scoring guides or models of proficient work are seldom displayed or used to guide student work. A few assessments (e.g., brochures, presentations, on-demand) are authentic and challenge students to demonstrate mastery of the content.

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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**

The principal and the administrative team should ensure that instruction is student-centered and challenges students to perform at high levels, mastering the content. Performance standards and performance level descriptors should be displayed and referenced during learning activities. The principal should expect teachers to design and organize lesson plans that include research-based instructional and assessment strategies that meet the needs of all students. The principal should establish a monitoring system to ensure that teachers design instruction with thoughtful consideration to the individual learning needs of their students.

Resources:

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

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.

The Mission Piece Of The Proficiency Puzzle

Classroom Assessments for Student Learning, Rick Stiggins

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, faculty meeting agenda, Implementation and Impact Checks, Individual Education Plan/504 Plan, Individual Learning Plans, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, master school schedule, professional development records, protocols for analyzing student work, report cards/progress reports, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school Web pages, student homework with teacher feedback, Student Performance Level Descriptors, student work, student/teacher ratio and Teacher Evidence Binders
Perception Survey

Interviews with central office staff, classified staff, counselor, curriculum resource specialist, district leadership, media specialist, parents, principal, school council members, school leadership, students and volunteers

Observations of classrooms, computer lab and media center

Performance Rating 2

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

The school council recently adopted an Instructional Practices policy, stating the instructional program will be developed by the administrative staff in conjunction with team leaders and department chairs. Some teachers employ student-centered, research-based instructional strategies (e.g., cooperative learning, problem-solving, higher-order thinking skills). Most instruction is at the knowledge and comprehension levels. Learning targets (I Can statements) are posted in classrooms, but they are not always referenced during instruction. Many teachers do not differentiate their instruction to accommodate the individual learning needs of their students.

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

Most teachers follow the district pacing guide and use district diagnostic and

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

proficiency assessments, which are aligned with the Kentucky Core Content for Assessment, 4.1 and the Kentucky Core Academic Standards. Some learning activities are similar to those on the state assessment (e.g., open response, multiple-choice), but some test items do not reflect the rigor necessary for students to reach proficiency.

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

The school council has adopted a Technology Utilization policy that requires teachers to include technology in instruction and provide students with opportunities to apply technological skills in their learning tasks. Teachers have technology equipment (e.g., SmartBoards, laptops, student workstations) available in their classrooms; however, many teachers do not maximize the use of this technology to advance student learning. Computer labs are available for teachers to use during instruction and are used for a variety of learning activities (e.g., career explorations, response to intervention classes, assessments). All eighth grade students take the 21st Century Skills Assessment, which is aligned to the National Education Technology Standard for Students. Some students use technology to demonstrate learning (e.g., brochures, commercials, posters).

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Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should guide teachers in an analysis of assessment data to determine strengths and weaknesses in the instructional program. The principal should ensure that teachers use data to modify classroom instruction to meet the diverse and individual learning needs of students. The principal should provide ongoing, job-embedded training in research-based instructional strategies (e.g., cooperative learning, partners, jigsaw, graphic organizers).

The principal should establish a system based on an ongoing cycle of observation, feedback and support for improving the instructional practices in all classrooms. The principal should identify highly successful schools with similar demographics and provide opportunities for observations and learning from master teachers. The principal should ensure that all teachers and her administrative team know what effective instruction looks like and how to effectively infuse research-based strategies into instruction.

Resources:

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

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

Gurian, M. & Hensley, P. (2002). *Boys and Girls Learn Differently!* San Francisco, CA: Jossey-Bass. ISBN: 0787964859

Payne, R. (1998). *A Framework for Understanding Poverty*. Highlands, TX: aha! Process, Inc.

Whitaker, T. (2004). *What Great Teachers Do Differently*. Larchmont, NY: Eye on Education.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, cumulative folders system/student working folders/portfolios, curriculum documents, curriculum maps, documentation of parent contacts, employee handbooks, examples of school to home communications, Extended School Services Schedule, facility inspection reports, facility work orders, faculty meeting agenda, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, field trip records, fire marshal reports, health department inspection reports, Implementation and Impact Checks, Individual Education Plan/504 Plan, job descriptions, lesson plans/units of study, needs assessment data, parent and community member workshop schedule, professional development records, professional resource materials, record of home visits, report cards/progress reports, samples of classroom assessments, samples of student work products, school calendar with motivational and celebratory events, school council policies and bylaws, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school visitors register, school Web pages, school/district safety plan, service learning project documentation, Software Technology, Incorporated reports, staff development agenda, student discipline reports, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle and volunteer schedule

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

Observations of classrooms, common areas and hallways

Performance Rating 2

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

There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys). The principal employs a multiplicity of methods (e.g., locked doors, surveillance cameras, buzzers for entry, sign-in and sign-out logs, visitor passes) to ensure the safety of students. Emergency management procedures are defined, and school leadership conducts periodic building inspections (e.g., health) and coordinates emergency drills (e.g., fire, tornado). The school council has adopted a discipline and classroom management policy called Discipline/Classroom Management and the principal has established a school-

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wide behavior management system that incorporates multiple components (e.g., Creating A Respectful Environment; Take a Break; Conversation, Help, Activity, Movement, Participation, Success), but these components are not implemented effectively by all teachers. Teachers communicate school-wide and classroom expectations to students through the distribution of the Code of Acceptable Behavior and Discipline and Student Bill of Rights during grade level team meetings with students. Some school staff members (e.g., assistant principals, behavioral coaches, positive support specialists, resource teachers) review learning environment data (e.g., discipline, TELL Survey, Culture Perception Survey) and teachers work within their departments to address strategies to reduce the number of discipline referrals for African American males.

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 articulates and communicates a clear commitment to high academic expectations for all students and provides teachers with professional experiences and collegial opportunities to create an inviting and culturally responsive environment for all stakeholders; however, this commitment is not reflected in the instructional practices in all classrooms. Efforts to engage external stakeholders (e.g., parents and business leaders) have not been effective. All students have access to the state-wide curriculum, but lessons do not always capture the rigor embedded within the standards or challenge students to think or perform at high levels. Some teachers use student checklists rather than rubrics. The administrative team uses academic data (e.g., Interim Performance Report, Measures of Academic Progress) to identify students who need additional learning time or alternative venues to recover content or enrich student learning (e.g., supplemental education services, Opportunity Room, response to intervention). The principal provides common planning and department time for teachers to discuss school data (e.g., discipline, Interim Report, No Child Left Behind report) and unpack standards, but these strategies have not resulted in adequate progress. The principal provides teachers with opportunities to discuss student progress and share ideas for improving the learning environment; however, she has provided teachers with few opportunities to observe successful teachers in schools with similar demographics. The principal requires teachers and the administrative team to supervise hallways during transitions. The administrative team supports teachers by attending team and department meetings. New teachers

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participate in the Mentor and Mentee program and are asked to write reflections describing the impact of their instructional practices on student achievement. The principal has not engaged teachers in the development of school-wide belief statements to guide school improvement.

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

The principal involves some staff members in formal and informal decision-making, but has not ensured that all teachers are empowered decision makers. The principal provided clerks, counselors and administrative team members with opportunities to reshape roles and responsibilities, promoting a collaborative environment. Most non-certified and teaching staff attend the cultural competency trainings and work with administrators to collect cultural competency data.

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

The school council has adopted policies called the Assignment of Instructional and Non-instructional staff time and Student Assignment. The principal assigns staff to teaching positions based on their requests using the Happy Camper letter. She assigned language arts teachers to teach the lowest performing reading students during remediation class, but she has not established an intentional process to assign teachers based on the needs of students for every class. The principal, assistant principals, and counselors review academic data (e.g., Interim Performance Report, Measures of Academic Progress, diagnostic and proficiency assessments) to assign identified groups (e.g., African American males, Exceptional Child Education) of students to specific teachers for reading and math intervention. The principal and counselors inserted an additional class in the master schedule to provide an opportunity to remediate students in reading and math. Students are regrouped every 12 weeks based on the Measures of Academic Progress results.

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

The principal has not ensured that a formal written communication plan for guiding written, face-to-face, and electronic communication with all stakeholders is in place. The principal has established an informal

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communication plan allowing for information to be disseminated (e.g., Spartan Notable News, Youth Services Center Newsletter, administrative team and instructional leadership team meetings, and department and team meetings) in a clear and concise manner to teachers and staff.

- 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 there is a informal system for recognizing and celebrating student achievement (e.g., Honor Roll, Banners, Spartan of the Month, Announcements) and invites parents of the recipient to attend a celebration ceremony. The principal works with the Youth Services Center coordinator in an attempt to disseminate some information to parents (e.g., News Letters, Web site) but has not been deliberate and intentional in providing parents and community and business leaders with information celebrating student success and school achievement.

- 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 ensures culturally responsive instructional practices are modeled in faculty and team meetings; however, these strategies are implemented in some daily classroom activities. School leadership and the Youth Services Center staff partners with several community agencies (e.g., 7 Counties Services, South Jefferson Neighborhood Place Community Council, Louisville Gas and Electric) to reduce barriers to learning, but the impact of these services on student learning has not been determined. The cultural competency team learning (e.g., Validation, Empowering, Transforming) has yet to significantly advance student achievement. District and school leadership intentionally recruit minority teachers.

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The principal should ensure that all teachers are trained to understand and apply culturally responsive strategies (e.g., cooperative learning, accountable talk, multiple intelligences, pairs, formative work, role playing, modeling, individualized assignments). The principal should hold herself, her administrative team and teachers accountable for intentionally and systematically infusing these strategies into instructional designs.

The principal should establish a system that ensures that all teachers effectively and consistently implement existing school-wide behavioral management components (e.g., Conversation, Helping, Activity, Movement, Participation, Success; Creating A Respectful Environment, Take a Break in and out). The principal should facilitate a collaborative process to replace or revise the existing comprehensive school improvement plan. The principal should establish procedures to ensure the behavioral management plan is implemented consistently by all staff members. The principal should ensure that all classrooms are monitored to identify teachers who need assistance in the effective implementation of behavioral management strategies and that assistance is aggressively provided. The principal should establish a systematic and ongoing process to evaluate the effectiveness of the comprehensive school behavioral management plan.

The principal should facilitate discussions with stakeholders to develop a plan to garner more parent involvement. The principal, her administrative team and teachers should contact (e.g., welcome, good student reports) all parents to personally ask for their involvement in the education of their child. The principal should consult schools with similar demographics and challenges (e.g., proximity of students to school, low-socioeconomic status) that have successfully involved parents and research additional parental involvement strategies.

Resources:

The Missing Piece of The Proficiency Puzzle

Beyond the Bake Sale: The Essential Guide to Family/school Partnerships; Anne T. Henderson

Black Students. Middle Class Teachers. by Jawanza Kunjufu

Self-Esteem Through Culture Leads to Academic Excellence; Folami Prescott and Jawanza Kunjufu

If You Don't Feed The Teachers They Eat the Students!: Guide to Success for Administrators and Teachers; Neila A. Connors

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, civic group programs/agenda, community involvement programs, comprehensive school improvement plan, documentation of parent contacts, examples of school to home communications, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, list of co-curricular offerings, master school schedule, needs assessment data, school guidance plan, school visitors register, student handbook and The Missing Piece of the Proficiency Puzzle

Interviews with classified staff, counselor, district leadership, Family Resource/Youth Services Center personnel, parents, principal, school leadership, students, superintendent and teachers

Observations of classrooms, hallways and media center

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).

Although the principal has not ensured that formal criteria for entering and exiting the Extended School Services program have been established, an informal referral process is used by school leadership, counselors, the Youth Services Center coordinator, teachers and parents. Academic assistance is provided on Mondays and Wednesdays at the end of each 12-week period for students struggling academically. Course recovery is also offered to students who scored a grade of U, which enables them to improve their grade. School leadership provides bus transportation home, if needed, for students attending Extended School Services. The Youth Services Center staff partners with various community agencies (e.g., South Jefferson Neighborhood Place Community Council, 7 Counties Services) to reduce barriers to learning. Youth Services Center staff participates in Fifth Grade Welcome, Spartan Camp, and Back to School Fair to disseminate information to families about available services. Title I funds are used to provide additional personnel and support. Title I and Youth Services Center funds are integrated to support parent involvement activities and to provide a private counselor who is available to parents and students one day a week. School counselors advise students on a variety of topics (e.g., bullying, suicide prevention, career exploration) in Creating A Respectful Environment classes.

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Performance Rating **3**

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

School leadership implements district procedures to maintain secure, accurate and complete student records. Cumulative student folders are stored in a secure records room. Exceptional Child Education records are locked in the records clerk's office. The records clerk, counselors and teachers update student information (e.g., attendance, grades) in Infinite Campus software, which is accessible to parents via the Parent Portal. Students develop Individual Learning Plans during Creating A Respectful Environment classes using the Career Cruising Web site. Guidance counselors are responsible for monitoring the Individual Learning Plans.

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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 has adopted a policy called Committees, which encourages expanded participation in the decision-making process, but the principal has not established procedures to fully implement the policy. Some stakeholder groups are not active members of committees. Although there are a several programs designed to remove barriers to student learning (e.g., Male Mentoring, Peace Education, behavioral coaches, external counselors), school leadership has not formally developed a system to ensure that every student has an adult advocate. Some programs and activities (e.g., Fifth Grade Welcome, Spartan Camp, Annual Turkey Trot, Back to School Fair, home visits) connect the school with families. The board of education has adopted a Grievances policy that addresses the resolution of concerns and filing of complaints. The Youth Services Center partners with community agencies (e.g., Louisville Gas and Electric, 7 Counties Services, South Jefferson Neighborhood Place Community Council, Junior Achievement, Alcohol Beverage Control) and local businesses (e.g., Wolf Printables, Kids Clothes) to meet student and family needs and to reduce barriers to learning. The school attendance clerk tracks attendance through the Infinite Campus program, and the School Messenger program is used to contact parents of students who are absent. Truancy Diversion Program committee members (Youth Services Center coordinator, Child Protection Services staff, court designated worker, Assistant Director of Pupil Personnel, assistant principal) meet twice a month with students having six or more absences to help find solutions to their tardiness or attendance problems.

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

Some teachers (Exceptional Child Education) participate in training specifically to learn how to identify students with special learning needs or behavioral problems. Although the principal has not established formal procedures for making referrals to available services, the Youth Services Center coordinator provides teachers and school staff with forms for referring students who need health and social services. Two external counselors are available for students and families at Stuart Middle School. External counseling is provided by 7 Counties Services four days a week, and a private counselor is available every Friday. The Youth Service Center coordinator and counselors provide information and a flier called Important

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Information About Us! to students enrolling or transferring to Stuart Middle School. The Youth Services Center staff members provide support for various events (e.g., Fifth Grade Welcome, Spartan Camp, Back to School Fair) to ensure families are aware of available services. The Youth Services Center coordinator has a partnership with Louisville Gas and Electric (Project Warm Workshop) and Alcohol Beverage Control (Hands-on Student Simulator) to provide services to families to reduce barriers to student learning.

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

The Assistant Director of Pupil Personnel and school personnel work with the court designated worker and Child Protection Services through the Truancy Diversion Program to increase student attendance. Extended School Services for students in math and reading and course recovery are offered at the end of each 12-week grading period. Transportation is provided for students participating in Extended School Services. The Youth Services Center coordinator provides several activities and partners (e.g., Junior Achievement sponsors Chase Finance Park; University of Louisville sponsors Youth Toward Excellence Program; St. Catharine College and Bellarmine University sponsor College Day Out) to enhance student learning beyond the classroom. Some co-curricular activities (e.g., band, orchestra, chorus, academic team) support classroom instruction.

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The principal should facilitate ongoing discussions with representatives from stakeholder groups (e.g., parents, business leaders, community members) to develop educational advocates for all Stuart Middle School students.

The school council should review all policies to ensure that the policies reach beyond compliance and include best practices. Committee composition, for example, should be defined, and parents should be included on committees. The school council should clarify the difference between ad hoc and standing committees and empower more stakeholders. The school council should consider identifying the required committee composition (e.g., parents, teachers) to eliminate domination of committee membership by the same group of staff members and to ensure parents are part of the decision making process. The school council should seek assistance from the Kentucky Department of Education to review or revise policies as necessary to improve clarity and to provide more depth and details.

Resources:

Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). Bridges Out of Poverty. Highlands, TX: Aha! Process, Inc.

The Missing Piece Of The Proficiency Puzzle

What's Worth Fighting For Out There; Andy Hargreaves and Michael Fullan

Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It ; Eric Jensen

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, classroom assessments, classroom assignments, committee meeting minutes and agenda, comprehensive school improvement plan, district personnel evaluation system and documentation of implementation, employee handbooks, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, list of co-curricular offerings, master school schedule, professional development records, professional resource materials, samples of classroom assessments, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school newsletter, staff development agenda, state statute and regulation and teacher portfolios

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

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

Performance Rating 3

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

The professional development cycle began with a variety of learning opportunities provided during the summer by district leadership. The principal encourages teachers to attend professional development sessions that relate to their individual professional growth goals or school improvement goals. The principal coordinated a faculty retreat on August 10, 2011, to improve the cultural competency of teachers and administrators. On opening day of the 2011-12 school year, the principal provided follow-up professional development activities on Conversation, Help, Activity, Movement, Participation, Success and Creating A Respectful Environment programs. These programs are included in the comprehensive school improvement plan. Teachers participate in additional professional development activities on Gold Days and during departmental and team meetings. The principal facilitates analyses of student achievement data (e.g., Interim Performance Report, Reading Proficiency Assessments, diagnostic and proficiency assessments, data walls) during these meetings.

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

The principal or her designee implements the evaluation process as defined by the master agreement between the Jefferson County Public Schools and the Jefferson County Teachers Association and in adherence to the district evaluation plan and state statutes and regulations. The principal provided an

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Performance Rating **3**

overview of the evaluation process on the opening day of school and discussed important dates and procedures. The principal publishes information regarding the evaluation process in the weekly Notable Spartan News.

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

The principal and assistant principals conduct evaluations in accordance with state statutes and regulations, district personnel policies and the contract with the Jefferson County Teachers Association. The district certified evaluation plan has been approved by the Kentucky Department of Education.

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Performance Rating 2

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

District leadership provides teachers with a variety of professional development activities to update their content knowledge and improve their pedagogical skills. The principal has ensured all teachers earn their required professional development hours. Teachers select professional development activities based on their previous individual professional growth plan and school improvement goals. The principal has not nurtured teacher or stakeholder (e.g., parents, community members, business leaders) leadership skill enhancement through intentionally planned professional development activities. The principal involves classified staff in some professional development activities.

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

The principal considers comprehensive school improvement plan goals, individual teacher evaluations and individual professional growth plan goals when making decisions about needed professional development activities. The principal has not developed a multi-year approach to building the instructional capacity of the staff.

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

Many comprehensive school improvement plan strategies include professional development activities designed to support the achievement of student learning goals. The principal encourages teachers to submit suggestions for professional development activities that will help them obtain their individual professional growth plan goals. Teachers generally identify needed professional development activities by reflecting on results from previous evaluations.

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

School leadership and teachers use student achievement data to establish professional development priorities, which are included in some of the school improvement plan goals. Student achievement data (e.g., Interim

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Performance Rating 2

Performance Report, Reading Proficiency Assessments, diagnostic and proficiency assessments) are analyzed periodically (e.g., Gold Days, departmental meetings, team meetings) to identify professional development activities necessary to address deficits in student learning. The principal has not established a formal process to evaluate whether professional development activities have the intended impact on student learning. Some professional development activities are selected because of their availability rather than from a purposeful analysis of their effectiveness.

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

The principal ensures comprehensive school improvement plan professional development activities are funded as articulated in the plan. Many professional development activities are funded by the district and are not included in the 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 requires teachers to reflect on results of their previous evaluations. The principal or her designee reviews the reflections and develops recommendations for teachers to include in their individual professional growth plan goals. The principal or her designee meet with each teacher following the first evaluative observation, and they discuss the individual professional growth plan goals. Although many individual professional growth plans are collaboratively developed, the principal has not established a systematic process to ensure all plans are designed in this manner.

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

The principal ensures that walkthrough observation feedback forms are used to document professional practice and duplicate copies of the forms are provided as feedback to teachers. This feedback does not always result in discussions regarding the improvement of instructional, behavioral or assessment practices or about areas where growth is needed. The principal has not ensured professional learning is supported through an on-going cycle of observations, feedback and support for all teachers. Results of the evaluation process, generally, are used to guide decisions about future

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professional development activities and professional growth needs.

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The principal should use state regulation (e.g. 703 KAR 3:035 Annual Professional Development Plan) as a guide in facilitating the school council and administrative team in the development of a cohesive, multi-year professional development plan designed to progressively build content knowledge, instructional effectiveness and leadership skills of all staff members. Professional development plan priorities should be aligned with school improvement and student achievement goals and reflected in the comprehensive school improvement plan. The principal should identify patterns among the professional development needs contained in the individual professional growth plans and from evaluation and observation data.

The principal should develop a process to ensure all individual professional growth plans are collaboratively developed by the evaluatee and evaluator and anchored in formal evaluation data and school improvement goals.

The principal should ensure that all elements of the evaluation process are implemented with fidelity, including a continuous analysis of instructional practices using an ongoing cycle of observation, feedback and support. The principal should collaborate with the school council to ensure adequate resources are available to support the professional development plan of the school and the individual professional growth plans of staff members.

Resources:

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

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

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, curriculum maps, district Effective Instructional Leadership Act records (EILA), employee handbooks, examples of school to home communications, facility inspection reports, faculty meeting agenda, fire marshal reports, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, master school schedule, professional development records, protocols for analyzing student work, report cards/progress reports, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school Web pages, student handbook, student work, student/parent/staff handbooks, teacher portfolios, The Missing Piece of the Proficiency Puzzle and trophy cases

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

Observations of cafeteria, classrooms, common areas, hallways and outdoor areas

Performance Rating 3

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

The principal collaborates with the assistant superintendent to develop her individual professional growth plan. The principal's individual growth plan is updated, revised annually and discussed at summative conferences. The principal ensures that administrators' individual professional growth plans are aligned to the Interstate School Leaders Licensure Consortium standards.

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 requires teachers to develop and maintain evidence binders, which include their content area curriculum standards. The principal and her administrative team review evidence binders and request revisions as

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Standard 7 **Leadership**

Performance Rating **3**

necessary. The principal pairs teachers new to this school with another teacher in a program called Mentor and Mentee, which helps teachers learn how to use their curriculum documents and pacing guides.

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

The school council approved the 2011-12 comprehensive school improvement plan on October 18, 2011, and the principal submitted it to district leadership for review. District leadership provided feedback regarding the new plan. An assistant principal incorporated the suggestions from the review and revised the school improvement plan. The revised plan was approved by the school council on November 15, 2011. The school council typically engages in discourse regarding student achievement, during this revision process. The school council engages in conversations with district leadership to ascertain how the school improvement plan could be improved to increase student achievement or to improve instructional capacity and organizational effectiveness.

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Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal facilitated development of the mission and vision statements during the 2008-09 school year by organizing a competition among teachers and students. The final vision and mission statements were selected through a voting process. The mission and vision statements are posted in classrooms and communicated to parents through a variety of arenas (e.g., school Web site, marquee). The vision statement (High expectations create unlimited possibilities!) lacks the long range direction necessary to guide school improvement; rather, it is similar to a belief statement. The principal recites the mission statement during morning announcements. Most staff members can articulate the vision and mission statements.

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

The instructional leadership team analyzed data from a variety of sources (e.g., Interim Performance Report, No Child Left Behind report) and shared their findings via a PowerPoint presentation during a faculty meeting. Teachers in content area departmental meetings examined data and discussed some current and emerging issues regarding school improvement. District leadership requires teachers to administer diagnostic and proficiency assessments. The principal generally monitors test results during administrative and departmental team meetings. The principal provides the school council with a report of disaggregated data. Teachers track student achievement scores in reading and math on classroom data walls. Teachers use data from the Measures of Academic Progress assessments to place students in response to intervention and enrichment classes; however, they do not consistently analyze data to guide the design of individualized classroom instruction.

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

The principal and the instructional leadership team analyze data from state assessments (e.g., Interim Performance Report, No Child Left Behind report) to identify student achievement gaps. Findings are shared at faculty and school council meetings. Teachers in departmental teams review data from multiple assessments (e.g., Measures of Academic Progress, diagnostic and

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proficiency assessments). The school council discusses student achievement gaps of disaggregated groups (e.g., free and reduced lunch students, African American students, students with disabilities) and approves the comprehensive school improvement plan goals. The school council approves the school improvement plan annually. The principal places students struggling in reading or math in response to intervention classes based on results from assessments (e.g., Measure of Academic Progress, diagnostic and proficiency). The principal has not established a process to revise the school improvement plan based on an ongoing analysis of student data (e.g., classroom assessment data, attendance, discipline records).

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

The school council has adopted a policy called Protection of Instructional Time, which addresses the protection of instructional time through minimizing interruptions. The principal has established some procedures (e.g., announcements in the morning and afternoon, envelopes on classroom doors for tardy slips) to protect instructional time. The principal included an additional five minutes daily in the master schedule to ensure sufficient instructional time. The principal provides daily common planning time for grade level teaching teams. She, however, does not provide a sufficient structure that ensures effective use of that time to routinely and specifically focus on curricular and instructional issues. The principal facilitates faculty meetings on the first Tuesday of each month, departmental meetings on the second Tuesday, school council meetings on the third Tuesday and instructional leadership team meetings on the fourth Tuesday. The principal creates meeting agendas and records meeting minutes. The principal does not require teachers to document weekly team meetings with meeting agendas and minutes.

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 and the budget committee develop an annual budget, which is submitted to the school council for approval. The budgeting process is often based more on expenditures from the prior year than an analysis of projected needs. A portion of the funds are equally divided among teachers for supplies. The funding necessary to implement each comprehensive school improvement plan strategy is identified. Additional funding requests from

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faculty and staff are directed to the principal, and she approves those as she deems appropriate. Although the budgeting process provides sufficient funds for most programs, the principal and the school council have not established a comprehensive monitoring system to evaluate the impact from fund expenditures on school improvement goals.

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

The school council has adopted all policies required by Kentucky statutes, but the principal has not established procedures to fully implement all policies (e.g., committees, parent involvement). The principal has established organizational structures to ensure that the building is clean and well-maintained. The principal or her designees use the established district process to notify the maintenance department of needed repairs. The school council has adopted a school safety plan. School leadership follows the district Emergency Protection Procedures manual. The principal promotes a safe and secure environment; however, in some classrooms, student behavior impedes learning. The principal ensures that emergency drills (e.g., fire, tornado) are routinely conducted. Emergency evacuations procedures are posted in classrooms. Forty-six security cameras and a school resource officer assist the staff in keeping the students and staff safe.

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

The school council has adopted all policies required by state statute. The district leadership assigned a score of 4 on a review of Stuart Middle School council policies using the Jefferson County Levels of Efficiency rubric for school councils. The principal has not established procedures to fully implement all policies (e.g., discipline/classroom management, committees). The school council has not ensured parents and other stakeholders participate on committees by including it as part of the policy. The school council typically reviews and revises school council policies as needed using a two year cycle.

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

The principal espouses a belief of high academic expectations for all

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students, but this claim has not successfully translated into effective behavioral techniques or instructional practices by some teachers. The principal engages her administrative leadership team in conversations focused on advancing student achievement. She also provides professional development activities designed to increase teacher understanding and use of high yield, research-based instructional strategies (e.g., Marzano et. al. nine strategies). The principal does not ensure that all teachers who struggle with implementing effective classroom management techniques or research-based instructional strategies are provided sufficient support using a cycle of observations, immediate feedback and ongoing support. The principal requires her administrative team to conduct a variety of walkthrough observations (e.g., Curriculum and Instruction Framework, cultural competence) and provide written feedback to teachers by placing a duplicate copy of walkthrough forms in teacher mailboxes. The principal has not maximized the certified evaluation process to address the lack of effective instruction and assessment strategies or behavior management techniques employed in some classrooms. The principal has not fully promoted organizational effectiveness through a collaborative decision-making process that involves faculty, staff and representatives from other stakeholder groups. Standing school council committees (e.g., professional development, discipline/classroom management, curriculum/ academic core content) are not fully functioning in adherence with state regulations that require these committees to abide by open meeting laws. The principal chairs a budget committee to develop annual working budgets to submit to the school council for approval. The budget committee is ad hoc and has insufficient input beyond the initial budget development phase. The principal approves additional requests for funds and resources based upon whether she deems the expenditures to be beneficial and reasonable. The principal has not established a process to systematically monitor and evaluate the impact of all fund expenditures (e.g., technology, professional development, additional staff, school improvement activities) on instructional practices or program effectiveness. Monitoring of all budget expenditures and implementation of some programs, for example, is not anchored in analysis of multiple sources of data. The principal and the school council make few modifications to the comprehensive school improvement plan strategies beyond the annual revision process following the release of assessment results (e.g., Interim Performance Report, No Child Left Behind report). The principal has not required teachers to design learning tasks to meet the diverse learning needs of students. Many teachers fail to consistently design research-based instructional strategies and engaging and academically

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appropriate student learning tasks. The principal requires ongoing diagnostic assessments to identify students who need additional assistance and develops a master schedule to accommodate response to intervention classes in reading and math. She does not require teachers to differentiate instruction within the classroom to meet the diverse learning needs of students. She has created a culture of mutual caring among and between staff and students. The principal's leadership style motivates and supports her administrative team; however, it does not always result in appropriate classroom instruction or effective behavioral management systems in many classrooms.

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Standard 7 **Leadership**

The principal and her assistants should incorporate a cycle of ongoing observations, feedback and support to ensure that professional learning transfers to effective academic and behavioral management practices by all teachers.

The principal should empower teachers as active decision-makers. She should develop procedures to ensure that all teachers and, when appropriate, classified staff members serve on committees. The principal should ensure that teachers hold themselves accountable for the consequence from their decisions and for the success and failure of all students. The principal should ensure that decisions are data-driven, student-centered and research-based. The principal should model appropriate decision making and coach all teachers to be leaders.

Resources:

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

Preuss, P. G. (2003). School Leader's Guide to Root Cause Analysis. Larchmont, NY: Eye on Education.

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

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Talk About Teaching: Learning Professional Conversations; Charlotte Danielson

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Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of classroom assignments, comprehensive school improvement plan, district budget and allocations, district personnel evaluation system and documentation of implementation, facility inspection reports, Implementation and Impact Checks, individual professional growth plans, master school schedule, needs assessment data, notes from parent conferences, roster of teaching assignments, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school newsletter, school visitors register, school Web pages, school/district safety plan, staff development agenda, state statute and regulation and student/teacher ratio

Interviews with district leadership, principal, school leadership and teachers

Observations of classrooms, computer lab and hallways

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 facilitates an administrative staff meeting each Monday and prepares meeting agendas that include standing items (e.g., Progress Checks, Calendar, Celebrations) and a variety of current and emerging issues (e.g., Notable Spartan News items, assessment updates, course recovery). Administrators disseminate information through team meetings during teacher planning time. The principal facilitates an instructional leadership team meeting the fourth Tuesday of each month. This team includes a variety of school leaders (team leaders, department chairpersons, guidance counselors, Youth Services Center director, administrators). The school council has adopted a budget policy, but it does not address how to evaluate the impact of resources on school improvement. External resources (e.g., Mr. Holland's Opus grant, American Red Cross, Valley Woman's Club, Big Brothers, Big Sisters) are used to support student achievement and remove barriers to learning.

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

The school council has adopted a policy called Assignment of Instructional and Non-instructional Staff Time. The principal develops the master schedule and assigns teachers to classes primarily based on teacher preference. Teachers submit their preferences to the principal in the form of a Happy

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Camper letter, and the principal gives consideration to those requests. The principal assigns some teachers to classes based on their strengths and student needs. Response to intervention reading classes for students reading at the lowest levels, for example, are taught by language arts teachers.

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

The school council has adopted a policy called Discipline/Classroom Management, which requires implementation in accordance with Jefferson County Public Schools Code of Acceptable Behavior and Discipline, and the Student Bill of Rights. Teachers use a variety of behavior management programs (e.g., Conversation, Help, Activity, Movement, Participation, Success; Creating a Respectful Environment; classroom rules; tiered consequences) in classrooms and across the school. Behavior management techniques are not consistently implemented among all teachers. Transitions between class periods are supervised by administrators and teachers, but they are not always orderly. The school council has adopted a policy called Protection of Instructional Time. The principal makes announcements at the beginning and end of the school day and provides envelopes on classroom doors to deposit tardy and uniform violation forms. Teachers use some strategies (e.g., Take A Break, Opportunity Room, Boot Camp) to deal with disruptive students, but these strategies are not always effective.

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).

Teachers who teach the same content meet vertically in their departmental teams on the second Tuesday of each month. At the beginning of the school year, departmental teams review the comprehensive school improvement plan goals and strategies. Implementation and impact checks were completed by departmental teams at the end of the school year. Departmental and team meetings occasionally involve discussions regarding how to implement the comprehensive school improvement plan strategies.

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,

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organization based on developmental needs of students, interdisciplinary units, etc.).

The master schedule is organized to provide equal time for core academic classes (e.g., language arts, math, science). Teachers lack the flexibility to extend class time when additional time is needed. The organization of the master schedule provides grade level teams a daily common planning period. Response to intervention classes are reconfigured every twelve weeks so students may move from one group to another.

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

The school council has adopted a policy addressing the school budget. The principal annually chairs an ad hoc school council committee to develop a school budget. Funds were allocated equally to teachers for classroom supplies during the 2011-12 school year. Teachers request additional resources directly from the principal who reviews requests to determine whether expenditures will be beneficial to students.

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

The principal and the budget committee review current needs and expenditures from the previous year to develop a school budget. The school council budget committee, however, does not routinely review data to drive budgetary decisions. District leadership has established a process for the school council to request Section 7 funds.

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 considers the potential impact that resources may have on student learning when reviewing requests for funds. Although most expenditures support school improvement goals, the principal does not require those making these requests to specifically articulate how they align.

8.2d State and Federal Program Resources are allocated and integrated (Safe

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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.

Funds are integrated from several sources (e.g., Youth Services Center, Title I, professional development) to support a variety of programs (e.g., parent workshops, parent and child collaborative workshop, professional development). The principal typically monitors the use of categorical funds by reviewing expenditure reports. The school council and the principal have not established a systematic process to measure the impact of expenditures on school programs.

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The principal should establish a comprehensive, systematic monitoring process to evaluate the impact of expended funds, allocated resources and implemented programs on student growth and achievement and the instructional capacity of teachers. Data generated from this process should be routinely analyzed and used by the principal and the school council to determine needed modifications to budgets and programs.

The school council should require the principal to facilitate a comprehensive review of the current school-wide behavioral management system, which is comprised of components from several programs. This review should include measuring its effectiveness and researching to determine if the existing system is in need of revision or replacement. The principal should establish procedures to ensure that all staff members effectively and consistently implement the resulting comprehensive school-wide behavioral management plan and assistance should be provided, as necessary, to foster consistent implementation by all staff members.

The principal should give thoughtful consideration to the assignment of teachers and non-teaching staff. The principal should assign staff members based on their strengths and matched to the needs of students rather than on teacher preferences. The principal should make student-centered teacher assignments for all courses, rather than for only response to intervention classes.

Resources:

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

<http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/School+Finance/>

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

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Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, curriculum maps, employee handbooks, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, master school schedule, needs assessment data, professional development records, protocols for analyzing student work, report cards/progress reports, samples of written correspondence to staff/stakeholders, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, School Report Card data, school Web pages, student handbook, student/parent/staff handbooks and teacher portfolios

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

Observations of classrooms

Performance Rating 2

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

The principal facilitated a process to develop the current vision and mission statements for Stuart Middle School during the 2008-09 school year. Students, teachers and staff participated in a contest among teams to design vision and mission statements. Students, staff and parents had an opportunity to vote for the winning mission statement (Our mission is to give every child, every opportunity, every day to be successful). The principal uses a variety of venues (e.g., marquee, sweat shirts, letterhead, Web site) to communicate the vision (High expectations create unlimited possibilities!) to all stakeholders. The principal has not facilitated a process to articulate belief statements. School leadership identified priority goals by reviewing data from a variety of sources (e.g., No Child Left Behind report, comprehensive school improvement plan).

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

The comprehensive school improvement plan priority needs were determined

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Performance Rating 2

by an analysis of multiple data sources (e.g., Interim Performance Report, suspension records, Jefferson County Public Schools School Based Decision Making Level of Efficiency rubric, 2008 Scholastic Audit report). The instructional leadership team conducted much of the data analysis and provided an opportunity for parents and community members to provide feedback. Teachers identified school improvement plan priority needs during departmental meetings; however, not all improvement strategies in the plan were based on the analysis of the data. After considering all feedback, the principal submitted the school improvement plan for review to the appropriate district leadership. District leadership returned suggestions for revisions to the plan. The assistant principal incorporated those suggestions into a revised version of the plan, which was adopted by the school council on November 15, 2011.

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

School leadership reviews data from a variety of sources (e.g., Interim Performance Report, No Child Left Behind report, 2008 scholastic audit report) to identify areas in need of improvement. Few teachers have effectively incorporated research-based strategies into their instructional practices to address emerging issues. Data were analyzed by departments and used to determine the 2011-12 comprehensive school improvement plan priority needs. The instructional leadership team reviewed data and gathered information from the teachers and staff, shared findings, and sought approval from the school council.

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

The evaluation plan articulated in the executive summary of the 2011-12 comprehensive school improvement plan requires implementation and impact checks to be conducted at regular intervals (December, February, May) and shared with the school council and staff members. The evaluation plan does not identify who conducts the implementation and impact checks or who reports to the school council and staff.

9.6a The plan is implemented as developed.

Teachers, in their departmental meetings, reviewed their comprehensive school improvement plan content area components to determine needed

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updates or revisions. The principal monitors the implementation of the comprehensive school improvement plan strategies and activities.

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

The principal and instructional leadership team annually collect, review and compare data (e.g. No Child Left Behind report, Interim Performance Report). Teachers discuss assessment data in departmental team meetings; however, teachers rarely evaluate the impact of implemented school improvement strategies on achieving school improvement goals.

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

The principal and the school council rarely examine data specifically to determine if school improvement goals and strategies have had significant impact on student learning and instructional practices. The principal and the administrative team analyze results from a variety of assessments (e.g., Measures of Academic Progress, Interim Performance Report, diagnostic and proficiency assessments) to determine the instructional needs of students (e.g., advanced, honors, response to intervention, enrichment courses). The administrative team monitors instructional practices through formal and informal walkthrough observations (e.g., Curriculum Instructional Framework, learning targets, cultural competence), but the data are seldom used to evaluate the impact of school improvement strategies on student learning.

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

The principal expresses a commitment to continuous school improvement; however, this commitment does not consistently translate into increased instructional capacity. The principal provides teachers with some resources and professional development designed to increase student achievement, but does not ensure teachers consistently and effectively use resources and implement high yield, research based instructional strategies. The principal hosts some events and involves parents through several arenas (e.g., deficiency reports, Fifth Grade Welcome, Spartan Camp, Turkey Trot) to increase parental support, but few parents are actively involved.

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The principal should include representatives from multiple stakeholder groups (e.g., teachers, parents, classified employees, community members) in analyses of a wide range of data sources (e.g., discipline rates, attendance, perception survey results, Kentucky assessment data, diagnostic assessment data, classroom assessment data, student work samples). These stakeholders should be actively involved and responsible for collecting, analyzing and interpreting data to identify needs and make decisions to build school capacity, close achievement gaps and advance the achievement of all students.

The principal should ensure that an analysis of data is conducted as an integral part of the implementation and impact checks process.

Resources:

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

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

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

Schmoker, M. (2001). The Real Causes of Higher Achievement. Alexandria, VA: Association for Supervision & Curriculum Development.

The Missing Piece Of The Proficiency Puzzle

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Summary of Next Steps:

The principal should empower all teachers as important decision-makers through a variety of arenas (e.g., fully functioning school council committees, teacher teams). The principal should model student-centered and data-driven decision making. She should build teacher leaders and inspire everyone to hold themselves accountable for the successes and failures of all students.

The principal should ensure all teachers effectively and consistently implement the existing school-wide behavioral management strategies. The principal should facilitate a process to review school-wide behavioral management strategies and either replace or revise the existing plan to be comprehensive and effective. The principal should continuously monitor classrooms and provide immediate and unwavering assistance to teachers who have not eliminated student misbehaviors that disrupt the learning process.

The principal should facilitate ongoing, job-embedded professional development focused on student-centered learning. The principal should ensure that teachers understand and implement instructional strategies and use continuous assessment results and student work samples to identify and address the diverse learning needs of students. The principal should diligently observe teachers specifically to ascertain instructional levels, provide immediate, specific and meaningful feedback and continue to follow up and support the professional growth of teachers. The principal should insist that instruction be challenging, authentic and engaging and that instructional strategies vary according to the needs of students. The principal should coordinate intentional opportunities for teachers to visit high performing schools with similar demographics to observe and learn how these teachers have eliminated barriers to learning and successfully advanced student achievement.

The principal should establish a committee involving representatives from a variety of stakeholder groups (e.g., parents, families, teachers, community members, business leaders) to develop a strategic plan for increasing parental and family engagement. The principal should facilitate a process to research and identify strategies, especially those used by schools with similar demographics that have proven success at garnering parent involvement. The principal should establish procedures to implement the plan with a steadfast focus on increasing parental involvement. The principal should develop procedures to determine the impact from implemented strategies and revise the plan as needed.

The principal and school council should develop concrete procedures that clearly define how data are to be collected, disaggregated, reviewed and interpreted. The procedures should clarify how various data elements contribute to planning and decision making that impact growth and achievement for all students, including those in targeted populations. The principal should articulate how meaningful stakeholder involvement is incorporated into the data analysis and decision-making processes. The procedures should include monitoring of instructional practices and the outcome of initiatives to determine whether intended results are being realized and if adjustments are necessary. The process should be iterative, including a thorough review by the school council incrementally at critical decision points.

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In Conclusion:

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

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

Principal Authority:

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

Council Authority:

School council does have the ability to lead the intervention and does have the capability and capacity to continue its 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 Stuart Middle School.

Principal, Stuart Middle School

_____ Date: _____

Superintendent, Jefferson County Schools

_____ Date: _____

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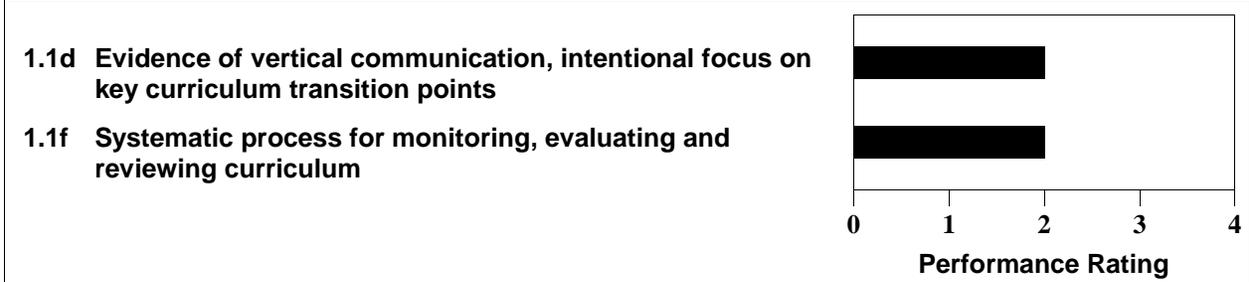
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1.1 Curriculum

Academic Performance



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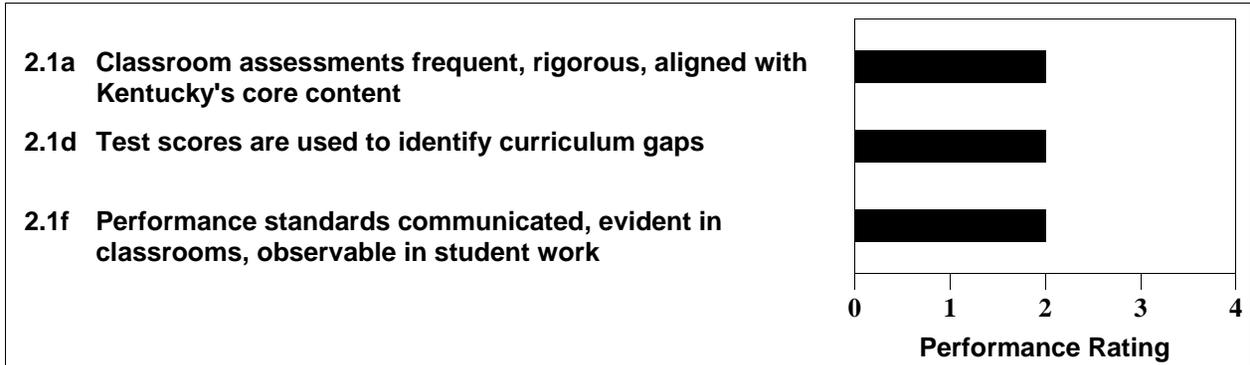
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2.1 Classroom Evaluation/Assessment

Academic Performance



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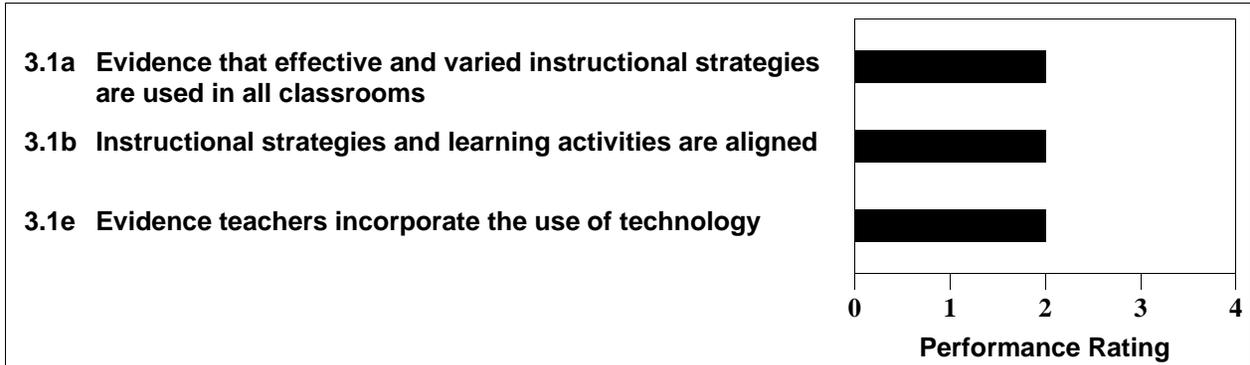
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3.1 Instruction

Academic Performance



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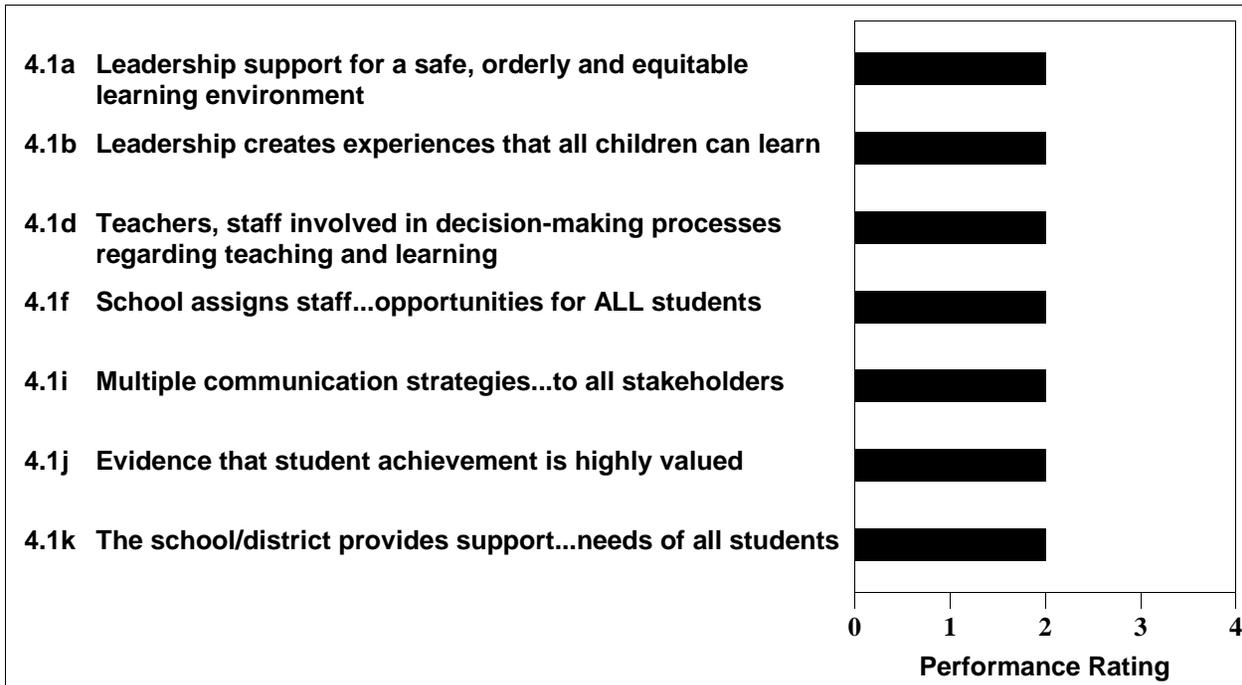
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4.1 School Culture

Learning Environment



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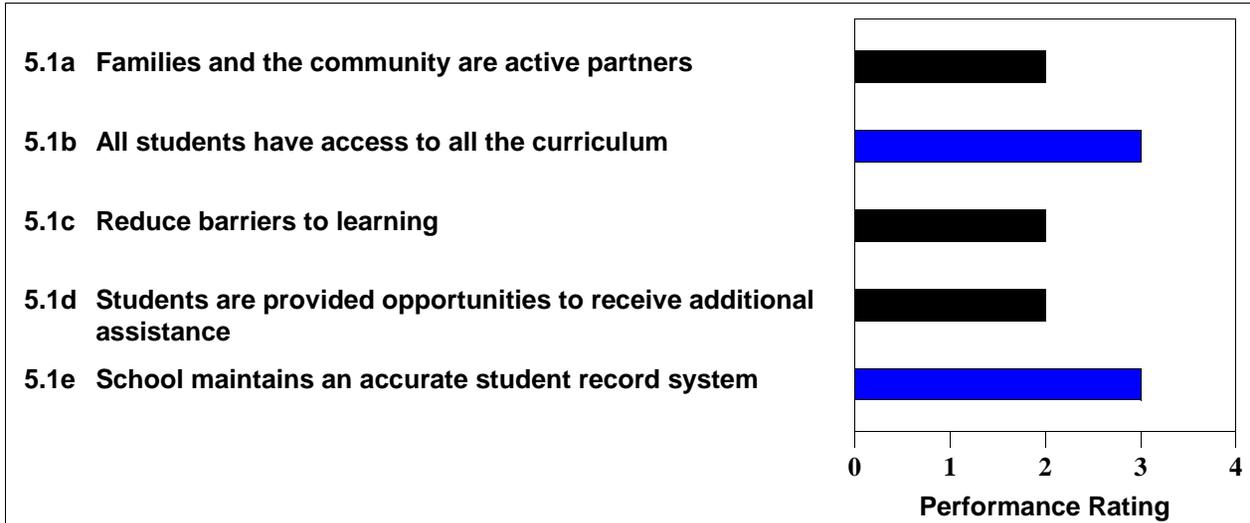
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5.1 Student, Family and Community Support

Learning Environment



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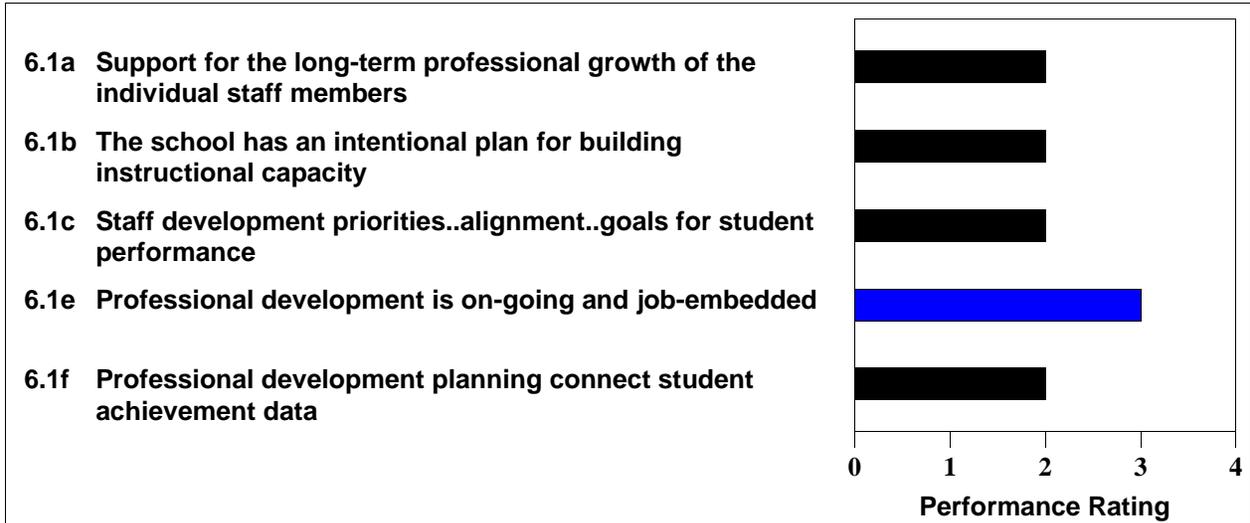
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6.1 Professional Development

Learning Environment



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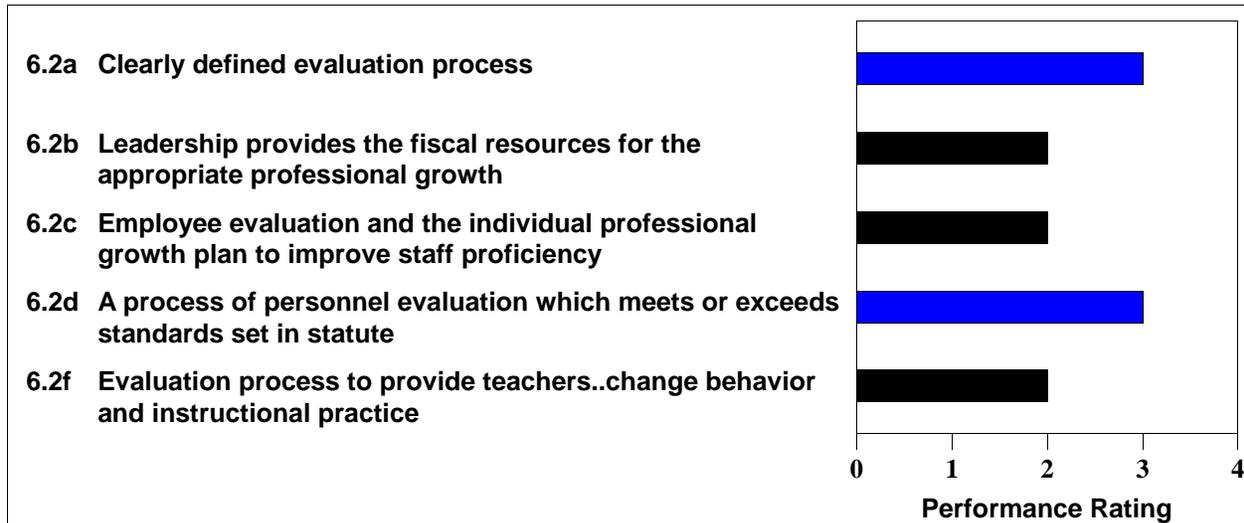
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6.2 Professional Growth and Evaluation

Learning Environment



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7.1 Leadership

Efficiency



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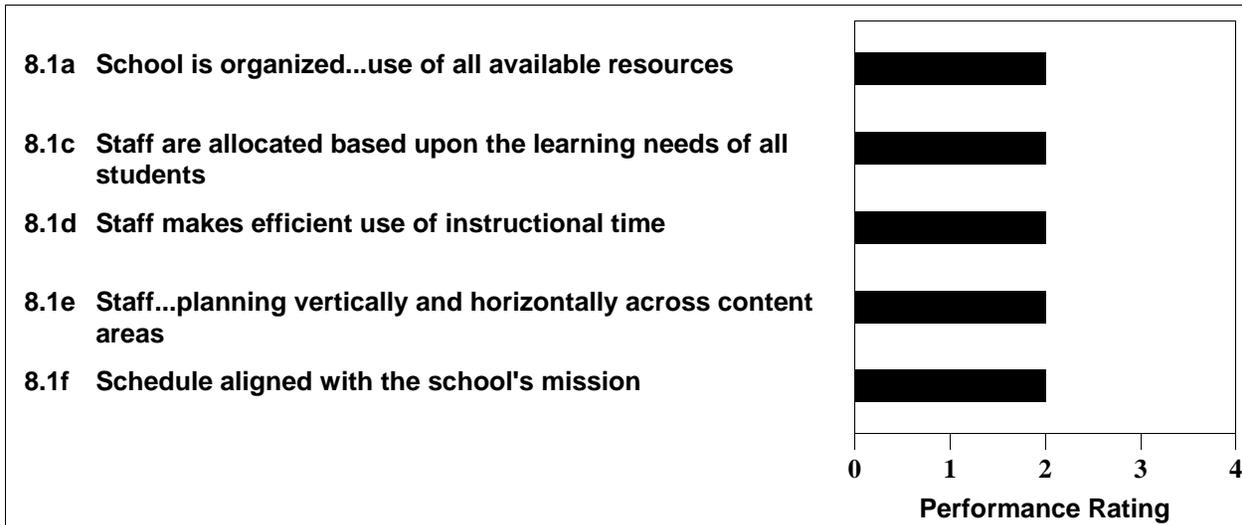
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8.1 Organization of the School

Efficiency



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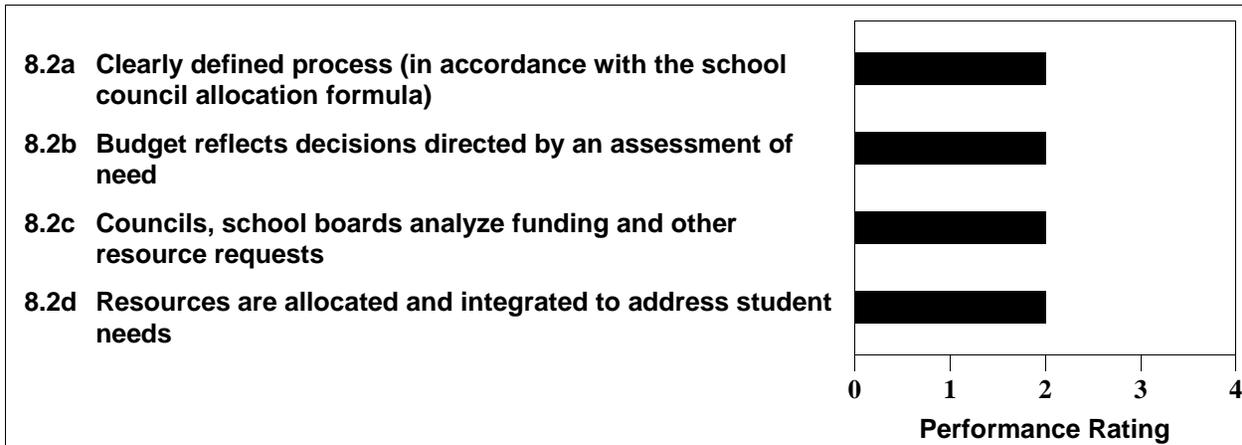
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8.2 Resource Allocation and Integration

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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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

