

Jefferson County Public Schools  
THOMAS JEFFERSON MIDDLE  
School Leadership Assessment Report



01/22/2012 - 01/27/2012



# School Leadership Assessment Executive Summary

## THOMAS JEFFERSON MIDDLE

Jefferson County Public Schools School District

1/22/2012 - 1/27/2012

Kimberly Gregory, Principal

### Introduction

The Kentucky Department of Education conducted a school leadership assessment of THOMAS JEFFERSON MIDDLE during the period of 1/22/2012 - 1/27/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

### School Deficiencies and Next Steps

1. Deficiency	Staff members do not consistently model the behaviors they expect from students.
Next Steps	The principal should engage the entire faculty and staff in creating a non-threatening, respectful learning environment. All adults should be held accountable for treating students with compassion and respect. The principal should facilitate opportunities for teachers to observe in schools with similar demographics who are experiencing success with traditionally underachieving students. In support of this initiative, the principal should lead the school council in reviewing and revising the Thomas Jefferson Middle School Student Discipline Procedures to include a schoolwide classroom management system implemented and consistently enforced by all staff members.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	Instruction and assessment in most classrooms lack sufficient rigor and relevance to promote student growth and achievement.

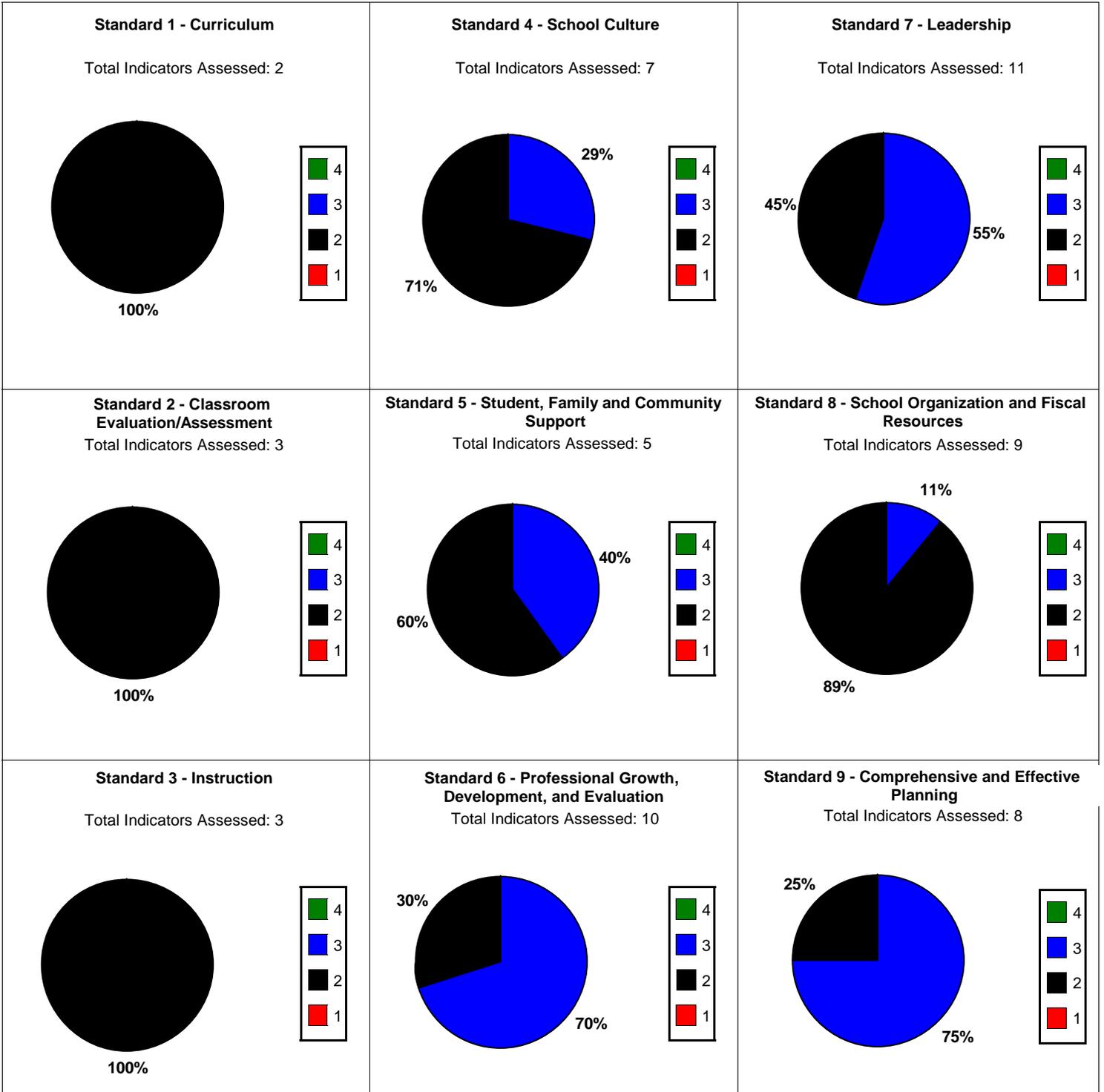
Next Steps	The principal should monitor to ensure all teachers understand and effectively implement rigorous instructional practices that are research based and address the learning styles and multiple intelligences of the diverse student population. Lesson and unit plans should describe how these strategies will be used to meet the unique needs of all students. The principal and the instructional leadership team should ensure that appropriate training is provided when needed and that regular observations and walkthroughs are followed by specific, personal, targeted and face-to-face feedback and coaching designed to support sustained instructional excellence and increased rigor and relevance. The principal should implement procedures to ensure that all teachers are held accountable for consistently providing rigorous and relevant instruction in all classrooms for all students every day.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>Formative assessments are not used to inform and modify instruction.</b>
Next Steps	The principal should ensure all teachers have an understanding of and regularly use formative assessments in the classroom to inform and modify instruction. Training in the use of formative assessments for learning should be provided for all teachers.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>The focus of school improvement efforts is hampered by the plethora of instructional and behavioral programs and interventions being implemented.</b>
Next Steps	The principal, instructional leadership team and school council should conduct a comprehensive audit of all instructional and behavioral programs and interventions to determine whether or not the sheer number of these activities have fragmented the school improvement efforts and diluted the impact of resources applied to these efforts. The relative impact of each program on sustained student achievement and the civic well-being of students should be considered and the determination made whether or not all of the programs or interventions are necessary to achieve the goals of the school.

School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	Intervention services are not efficiently organized to maximize the impact of resources and eliminate gaps and overlaps of program delivery.
Next Steps	The principal should lead an initiative to organize intervention services for students under an umbrella, such as the Kentucky Systems of Intervention/Response to Intervention pyramid structure, to ensure the full scope of services offered are understood by all staff, students and parents and gaps and overlaps are eliminated.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	There is some ambiguity about the respective roles of administrative and support staff which sometimes hampers the effectiveness of communication and the implementation of job responsibilities.
Next Steps	The principal should continue to engage her leadership and instructional teams in candid discussions regarding their respective roles in school improvement efforts. Areas of ambiguity should be addressed and needed training should be provided. The principal should then continue to monitor the effectiveness of their communication and implementation of job responsibilities and hold all staff accountable.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

**THOMAS JEFFERSON MIDDLE**  
 KDE 2012 School Leadership Assessment Report  
 At-a-Glance

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

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



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

**Legend**

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

## **Focus on Student Academic Performance**

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

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

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

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

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

**THOMAS JEFFERSON MIDDLE**  
**Jefferson County Public Schools School District**

1/22/2012 - 1/27/2012

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of THOMAS JEFFERSON MIDDLE during the period of 1/22/2012 - 1/27/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (162) and formal interviews and informal discussions with teachers (61), students (76), parents (17), Youth Services Center Director (1), central office personnel (17), support staff members (48), community members (25), SBDM parents (2), SBMD teachers (4), turnaround coordinator (1), component managers (5), 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 Fred M. Simpson - District Administrator. The other team members were Randell E. Harrison - Building Administrator, Jean Roberts - Teacher, John A. Roberts - Higher Education Representative, Sande Shepherd - Parent, Barbara W. McGinty - Building Administrator, Margaret Cleveland - Parent, Marti H. Stuckey - District Administrator, Floyd Hines - District Administrator, Cynthia H. Williams - Higher Education Representative, Patricia Hale - Building Administrator, Dawn CheNeen Offutt - Kentucky Department of Education Representative, Julia M. Rawlings, Educational Recovery Leader.

## **Academic Performance**

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

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

## **Learning Environment**

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

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

## Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

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

Review of bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, faculty meeting agenda, school Web pages, trophy cases, Kentucky Interim Performance Report and No Child Left Behind report.

Interviews with assistant principal, central office staff, classified staff, counselor, curriculum resource specialist, district leadership, principal and teachers

Observations of classrooms, common areas, hallways 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).

The principal has ensured that vertical communication within the school (e.g., between departments) to address key curriculum transition points occurs; however, these discussions are not occurring between schools (i.e., elementary to middle and middle to high school). Professional learning communities and departments within the school meet weekly to have curricular and instructional conversations, particularly in the areas of language arts, math, social studies and science, which include identifying gaps between elementary to middle and middle to high schools. Kentucky Core Academic Standards (KCAS) cohort leader meetings are held at the district level for practicing teachers (English Language Arts, Mathematics, Literacy in Science) to work with the common core standards and assessments in their area. KCAS Cohort leaders then return to their schools to train other teachers.

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

The school council has adopted a Curriculum policy which states that implementation of the “Jefferson County Public School state approved curriculum” is monitored by departments. While the principal ensures that walkthroughs are conducted to monitor and provide feedback concerning learning targets aligned to the curriculum standards, no procedure for review and modification of the curriculum to enable student success has been developed. Feedback is limited to placing the form in teachers' mailboxes, unless the teacher initiates further discussion.

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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**

District leadership and the principal should collaborate to facilitate periodic reviews and discussions of key curriculum transition points between elementary and middle and middle and high school staffs.

The principal should develop, implement and monitor procedures for conferencing and follow-up conversations with teachers about walkthrough findings. Specific feedback, support and follow-up should be an integral part of the process. Both conversations and personal written documentation should be descriptive and foster professional growth in instructional practices.

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Summary Findings in: **Academic Performance**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, Extended School Services program overview and data, faculty meeting agenda, Implementation and Impact Checks, lesson plans/units of study, master school schedule, media materials and inventory, professional resource materials, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school Web pages, Software Technology, Incorporated reports, student handbook, teacher portfolios, Kentucky Interim Performance Report, No Child Left Behind Report, Professional Learning Community agenda/minutes, Teaching, Empowering and Leading and Learning Kentucky survey.

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

Observations of classrooms, common areas, hallways 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 an Assessment policy which states, "Thomas Jefferson Middle School educators shall establish and maintain a balanced, comprehensive school assessment system that uses multiple formative (assessment for learning) and summative (assessment of learning) assessments. Assessment results shall be analyzed and utilized to adjust instruction by teachers, and also reviewed by council during CSIP Implementation and Impact checks." The policy indicates that all assessments should be aligned with Kentucky's standards. A separate Writing policy communicates the expectation that writing will be incorporated into all contents and used in classroom assessments to show learning. Formative and summative assessments in most classrooms are aligned with Kentucky standards. While formative assessments are frequent, the results are not always used to guide instruction and ensure student progress. Teacher-designed assessments often lack rigor and do not require students to think critically and perform at a proficient level.

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Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

2.1d    Test scores are used to identify curriculum gaps.

Results of the Kentucky Core Content Test (KCCT) and the No Child Left Behind report (NCLB) are disaggregated by the district and shared with the school. All students take Core Content Proficiency Assessments (CCPA) several times a year. Teachers enter these scores in Classroom Assessment System and Community Access Dashboard for Education (CASCADE), a test data management system, in order to benchmark schoolwide progress. Students in language arts, reading and mathematics also take the Measures of Academic Progress (MAP) assessments three times each year, and the results of these assessments are used to determine students targeted for intervention. Students in the Apprentice Push (APUSH) class are also selected based on the analysis of this test data. During faculty, department and team meetings, the principal and instructional leadership team lead the faculty in reviewing and analyzing these various data as well as data from classroom assessments. Department chairs, with the help of the turnaround coordinator, lead each content area group in examining the results of a variety of assessments in order to determine gaps in achievement, gaps in learning and sometimes gaps in instruction. However, the review and analyses of test data is not always used to identify and address gaps in curriculum.

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

Most lesson plans show the connection to the Kentucky standards, and learning targets are posted in many classrooms; however, this connection is not always demonstrated in classroom instruction and assessment. The principal and some instructional leadership team members perform walkthroughs to monitor the posting of learning targets in the classroom but do not ensure that instruction related to those targets is rigorous and relevant. Expectations (e.g., rubrics, models, performance standards) are sometimes communicated to the students before assessments or assignments, but this is not consistent across all content areas. Many classroom assessments do not challenge students to achieve mastery. Students are not able to show what they can do because the assessments and assignments are of such low rigor (e.g., true-false, matching, fill in the blank, worksheets). Some classrooms display student work identified as proficient/distinguished and accompanied by rubrics. Some students can articulate what is required to be proficient. Student Performance Level Descriptors, however, are not posted in most classrooms and common areas to help students understand what is required

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

**Performance Rating 2**  
for work to be proficient.

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

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Summary of recommendations in: **Academic Performance**

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

The principal should ensure that analysis of student work (e.g., test scores, formative assessments, classroom assessments) is ongoing and that instruction is adapted to meet the needs of all students. The principal should monitor to ensure that these analyses are being used to guide instruction and address instructional gaps and overlaps, gaps in student learning and gaps in curriculum.

The principal should ensure that all teachers have an understanding of and regularly use formative assessments in the classroom to inform and modify instruction. Training in the use of formative assessments for learning should be provided for all teachers.

The principal should ensure that teachers in all content areas develop rubrics for classroom assessments. Students should be given strategies to help them understand and use these rubrics for self assessment and for communication of what they are expected to know and be able to do. Student Performance Level Descriptors and models of proficient student work with rubrics attached should be displayed in all classrooms. Use of learning target statements, making the connection to Kentucky standards and teaching for learning to ensure content mastery should be non-negotiable. The principal should monitor to ensure that these expectations are being met.

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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, course syllabi, curriculum documents, curriculum maps, Extended School Services program overview and data, faculty meeting agenda, Implementation and Impact Checks, lesson plans/units of study, master school schedule, media materials and inventory, needs assessment data, professional development records, professional resource materials, roster of teaching assignments, samples of classroom assessments, samples of student work products, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school visitors register, school Web pages, Software Technology, Incorporated reports, Student Performance Level Descriptors, student work, teacher portfolios, Instructional Leadership Team agenda/minutes, Kentucky Interim Performance Report, No Child Left Behind Report, Professional Learning Community agenda/minutes, Teaching, Empowering, Leading and Learning Kentucky survey and Thomas Jefferson Middle School walk

Interviews with assistant principal, central office staff, classified staff, curriculum resource specialist, district leadership, media specialist, principal and teachers

Observations of classrooms, common areas, hallways and media center

**Performance Rating    2**

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

The principal has led the school council in reviewing the Instructional Practice policy which specifies the use of “identified best practices in each content area, combined with school improvement expectations delineated in our Comprehensive School Improvement Plan, TJ Assessment Policy, and TJ Curriculum Policy.” The policy also identifies common strands for instructional practices and content specific practices. A variety of ways to monitor to ensure the effectiveness of the instructional activities and strategies being used in classrooms are identified in the policy. The principal and instructional leadership team use walkthroughs to monitor the use of instructional strategies. Written feedback is given, but the principal has not ensured that personal feedback and follow-up focus on coaching and mentoring teachers as an integral part of the process. While some teachers use a variety of instructional strategies that are research-based, lesson plans and instruction in many classrooms do not reflect the intentional use of effective and varied

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating    2**

strategies which are rigorous and relevant to student needs (e.g., learning styles, higher-order thinking, problem solving, culturally responsive). District personnel, the principal and the instructional leadership team, mentors, and instructional support staff are responsible for working together to ensure that teachers provide effective instruction using current research-based instructional resources. Many teachers, however, rely on teacher centered or textbook driven instruction. The use of worksheets is prevalent.

- 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 use the Jefferson County Public School curriculum maps which are aligned with the Kentucky Core Academic Standards (KCAS) and the Program of Studies. The units provided with these maps include strategies and activities that are aligned with state and district learning goals. As teachers adapt these units of study for use in their classrooms, the strategies and activities that are added or used to replace others are not always intentionally aligned to district and state standards. During professional learning community meetings and embedded professional development, teachers in some content areas have collaborated to align resources and develop learning targets aligned with the standards. Teachers sometimes collaborate to develop assessments and other learning activities similar to those on the state assessments. The principal ensures that instructional support staff and district resource personnel work with departments and teams in these activities. Lessons aligned to learning targets and informational text literacy standards have been developed for use in the enrichment classes schoolwide. Weekly common assessments are given in all enrichment classes, and walkthroughs are conducted each Friday by the principal and members of the instructional leadership team to determine the effectiveness of these lessons and to inform instruction. However, while written feedback is usually provided, it is only followed by coaching and mentoring upon teacher request.

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

The school council has adopted a Technology policy which states, "Thomas Jefferson Middle School will integrate 21st century skills and tools into the teaching and learning of core content. We will use the Kentucky Technology Program of Studies as a guide." The policy directly addresses and defines the

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**Standard 3**                    **Instruction**

**Performance Rating    2**

effective use of technology in the classroom (e.g., student use of technology, teacher implementation of technology) and the inclusion of the implementation and assessment of technology practices in the comprehensive school improvement plan. The principal and school council have recently added a full time school technology coordinator, who provides training and is a resource for classroom teachers. The principal requires teachers to be trained to use any technology equipment or program before accessing it for use in the classroom. The school has a variety of technology resources for both teacher and student use (e.g., Measures of Academic Progress, Accelerated Reader, GradeCam, SharePoint, "Read Naturally," Digits, SkyDrive, Writing Roadmap, Read 180, SuccessMaker, SMART Boards, document cameras, airliners, classroom computers); however, not all teachers are integrating technology into instruction and using it effectively to meet the needs of diverse learners and to increase student growth and achievement. Student use of technology is sometimes limited to use of programs for remediation, rather than to extend learning in all content areas. The Communications Magnet program "...consisting of a Journalism component, featuring a computerized Writing/Publishing center," is used by students to create a student newspaper and yearbook, and a broadcasting component in partnership with WHAS 11.

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Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

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Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The principal should monitor to ensure that all teachers effectively implement the use of rigorous instructional practices that are research based and address the learning styles and multiple intelligences of the diverse student population (e.g., culture, gender, race, disability). Lesson and unit plans should describe how these strategies will be used, with relevance, to meet the unique needs of all students. Specific, personal feedback focused on coaching or mentoring should be provided.

The principal should ensure that technology is available as a learning tool to all teachers and all students. Teachers should receive ongoing training on the use of available technology resources to ensure that it becomes an integral part of classroom instruction. The principal should monitor to ensure that technology is used effectively to impact student growth and achievement.

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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, civic group programs/agenda, class rosters, classroom assessments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, curriculum maps, employee handbooks, examples of school to home communications, facility work orders, fire marshal reports, Individual Education Plan/504 Plan, lesson plans/units of study, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, roster of teaching assignments, samples of classroom assessments, samples of student work products, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school procedures manual, School Report Card data, school visitors register, school Web pages, school/district safety plan, student discipline reports, student handbook, student/teacher ratio, teacher portfolios, trophy cases, yearbooks, Kentucky Interim Performance Report, No Child Left Behind report, Teaching, Empowering and Leading and Learning (TELL) Kentucky survey.

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

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

**Performance Rating    3**

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

The principal and school leadership engage non-teaching staff (e.g., Response to Intervention behavior mentors, security team, Youth Service Center coordinator) in committee work and informal decision-making related to their areas of responsibility. The principal communicates to all staff the importance of their roles in implementing a positive learning environment (e.g., greeting students, building relationships with students).

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

The principal has established a formal system for recognizing and celebrating student achievement. Students are recognized for A/B honor roll, perfect

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

**Performance Rating**    **3**

attendance, good behavior [i.e., Being Unusually Good (BUG)], student of the month and reaching proficient and distinguished on the Kentucky Core Content Test. Students additionally receive recognition for participation in various activities (e.g., athletics, art club, million word club, debate team, step team, band, orchestra). Honors are displayed on bulletin boards throughout the school, and some students receive letters and certificates at award ceremonies where parents are invited to attend. Some celebrations include dress down days, cupcake parties, lunch with the principal, and carnivals. Trophies from student events (e.g., mock trial runner up, junior cheerleading competition, basketball runner up, sixth grade track) are displayed in a case in the main entrance, while student successes are sometimes posted via The Patriot school newsletter and the district's Monday Memo Web site.

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

**Performance Rating    2**

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

The school council adopted a Safety plan, which “was created to act as a guide in any crisis or emergency situation,” to ensure that students have a safe, orderly and equitable learning environment. The principal ensures that the school facility is clean, well maintained, and safe. The principal implements emergency procedures (e.g., fire, earthquake, tornado, lockdowns) with the assistance of a security team and a school resource officer from the Jefferson County Police Department. Safety precautions at the middle school consist of an A1 Phone entry system with surveillance, locked entries, 18 security cameras, security monitors, visitor signature logs (sign in and sign out) and identification tags. All school administrators, with the assistance of security team members, clerical staff, custodians, and resource personnel (e.g., preferred substitute teachers, behavioral coach, instructional support staff), use radios to communicate safety and security concerns. Safety flip charts with emergency procedures (e.g., fire, earthquake, tornado, evacuation routes, medical emergencies, lockdowns) and fire extinguishers are located in most classrooms, while hallways are coded with red and blue aisles to assist in the orderly transition of students between classes. A safety committee meets monthly to address reoccurring safety concerns throughout the building. Although the principal attempts to minimize classroom disruptions by making daily afternoon announcements, disruptions (e.g., telephone calls to teachers, classroom interruptions by visitors) still occur. Schoolwide behavioral expectations, available via the school’s Web site, are communicated to students and families through the Jefferson County Public Schools Code of Acceptable Behavior and Discipline and the Students Bill of Rights. Teachers also communicate team and classroom expectations through the Thomas Jefferson Middle School agenda and grade level team meetings with students. The school council has adopted the Thomas Jefferson Middle School Student Discipline Procedures as their schoolwide discipline and classroom management plan. In addition, the principal has established a schoolwide behavior management system that incorporates Creating A Respectful Environment for Kids and Conversation, Help, Activity, Movement, Participation, Success (CHAMPS). These initiatives have not been effectively integrated. The principal ensures that learning environment data (e.g., discipline, school comprehensive, Teaching, Empowering, Leading and Learning Kentucky survey) are used by committees to identify some concerns of students and staff, but this is neither systematic nor comprehensive.

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

**Performance Rating    2**

- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

The principal articulates a commitment to high expectations for all students and provides supplemental positions (e.g., achievement gap coordinator, Response to Intervention Behavior team, positive support coach) to address student behavior issues. Despite these efforts, the principal and administrative staff have not ensured that a learning environment of respect between and among students and staff exists. The school community is focused on student behavior and has not yet fully embraced a learning environment that demonstrates high academic expectations (e.g., in school suspension students without class work, lack of rigor in many classrooms). Some staff members demonstrate a lack of respect for students by speaking harshly, yelling and publicly berating students rather than modeling for students the behavior they expect. School leadership provides opportunities (e.g., Festival of Cultures, Academic Festival) for families and other stakeholders to support student learning. Most of these opportunities are not intentionally designed to engage stakeholders in building a school community grounded in high expectations for all students. The principal provides teachers with opportunities to share among peers through committee meetings and professional learning communities. School leadership has not encouraged teachers to observe in schools with similar demographics who are experiencing success with traditionally underachieving students.

- 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 Assignment of Staff Time and Assignment of Students to Classes and Programs within a School policies which define student placement criteria (e.g., special services needed, gender and race equity, needs based on test scores, grade cards) and considerations for assignments in related arts (e.g., student interest in band or orchestra, enrollment in communications magnet program). Grade level team configurations provide opportunities for regrouping of students to address specific learning needs. Some teams regroup students. The principal attempts to make staff placements matching student needs with teacher strengths; however, some limitations exist due to impediments such as staff reassignments to the building, certification issues and master schedule constraints.

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

**Performance Rating    2**

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

The principal and school council have not developed a written, publicized formal school communication plan; however, several methods of communication are used. The principal corresponds weekly with teachers via The Compass, and announcements are made to students, faculty, and staff via the intercom on a daily basis. Some students receive weekly behavior reports, while student academic progress is reported to parents and guardians via email, telephone, conferences, student agendas, and Infinite Campus Parent Portal. Mid term reports are provided to students every three weeks, and formal progress reports are provided at the end of each six-week grading period. Mid-year progress reports are distributed after the third reporting period; while failure notices, which require parent conferences, are distributed via mail. Information about school events is shared via email, flyers, letters, The Patriot newsletter, Twitter, course (i.e., band) and school Web sites. Some teams additionally communicate information online via Wiki sites (i.e., Trailblazers). While some information to parents and students are generally written in both English and Spanish, the principal has not ensured that school communication is translated in a manner that meets the diverse language needs of other students and parents. The principal has provided opportunities for parental involvement (e.g., annual Valentine dance, financial workshop, academic fest, parents as partners).

- 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, along with district leadership, attempts to provide support (e.g., interpreters, English as a Second Language teachers) for English Language Learners that comprise a significant percentage of the school population, encompassing over 30 languages. School faculty and staff provide opportunities (e.g., Festival of Cultures, service projects) to showcase the variety of cultures in the school community. The Youth Services Center provides extensive supports to limit the impact of physical, cultural and socioeconomic factors on learning. The school has only one school counselor, and no school nurse. District reassignment of staff and union contract constraints sometimes limit the ability of the principal to recruit and retain staff at the school level.

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Summary of recommendations in: **Learning Environment**

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

The principal should ensure that school efforts to raise the awareness of and commitment to high expectations for all students are expanded to involve community members and parents or guardians. This initiative should be focused on a vision of sustained partnerships to support continued student growth and achievement and to ensure that all students achieve at high levels. Partnership events should provide opportunities for sharing the responsibility of encouraging and nurturing students to achieve at high levels.

The principal should engage the entire faculty and staff in creating a non-threatening, respectful learning environment. All adults should be held accountable for treating students with compassion and respect. The principal should facilitate opportunities for teachers to observe in schools with similar demographics who are experiencing success with traditionally underachieving students.

The principal should lead the school council in reviewing and revising the Thomas Jefferson Middle School Student Discipline Procedures to include a schoolwide classroom management system implemented and consistently enforced by all staff members.

The district and principal should ensure that all school communications are accessible in the native language of all students and parents or guardians.

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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, bulletin boards, exhibits and displays, civic group programs/agenda, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive school improvement plan, documentation of parent contacts, documentation of referrals to health and social services, examples of school to home communications, Extended School Services assessment data, Extended School Services entrance and exit reports, 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, Individual Learning Plans, lesson plans/units of study, list of co-curricular offerings, newspaper clippings/press releases, newspapers, parent and community member workshop schedule, policies and procedures on access to student records, record of home visits, 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 policies and bylaws, school event calendar, school newsletter, student handbook, student work, student/parent/staff handbooks, teacher portfolios, Title 1 program plan and volunteer schedule

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

Observations of classrooms, common areas, computer lab and hallways

**Performance Rating    3**

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

The principal conveys the expectation that the Youth Services Center will provide programs for re-engaging students. The center collaborates with twenty seven agencies to provide tutoring to students who are at risk of dropping out of school. These agencies also have a truancy diversion team to keep students engaged in school. Some students are referred to the First Neighborhood Place where they can receive special assistance [e.g., part time employment, access to health agencies, basic needs (food, clothing, housing), family intervention service] to help them get back to school. Students can receive additional support for learning through special services (e.g., 21st Century, Title I Tutoring, mentors, technological resources). The principal ensures that the school provides some co-curricular programs (e.g.,

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

**Performance Rating**    **3**

sports, band, orchestra) that support classroom instruction. In addition, the Youth Services Center provides students with assistance beyond the classroom (e.g., mental health counseling, peer mediation, after school basketball).

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

Through the use of Infinite Campus, the school maintains all academic information for students. Information on student progress can be accessed by parents through the use of Parent Portal. The district has policy and the school implements procedures for maintenance and security of all student records. The school has a records clerk who keeps the records in locked cabinets. Individual Learning Plans are initiated in the sixth grade and kept up to date throughout the middle school experience. Parents are provided with the opportunity to assist students in the completion of the plan.

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

**Performance Rating    2**

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

The school council has a Title I Parent Involvement Policy which states, "...shall involve parents in an organized, ongoing and timely manner, in the planning, review and improvement of programs." Most of the parent involvement is in special events organized through the Youth Services Center (e.g., Family Fun Night, Back to School Fest, Open House, Health Fair, High School Transfer Night). Attendance at these events has been significant; however, parent participation in committees and planning is not always as successful. Programs such as 21st Century and Title I Tutoring are available to support student academic progress, and while the school has a mentoring program, services are not always available to every student. The principal does not ensure that every student has a parent or an adult advocate to effectively intercede to support the student's academic progress. Youth Services Center and the school counselor have developed organizations (e.g., Men Up, Young Ladies Like Us II, Dare to Care, Beta Club) to provide opportunities for students to work together in collegial groups. The principal ensures that students are provided with agendas which explain daily functions of the school and information regarding such things as procedures for resolving concerns and filing complaints. These agendas, however, are not always read or understood by parents. The school newspaper and the school Web site also give parents information on school events that involve parents, such as parent/teacher conference days. The principal communicates the expectation that teachers will establish contact with parents and ensure that students come to school ready to learn. Student welfare and attendance are closely monitored by the Youth Services Center coordinator and through Infinite Campus. The coordinator makes home visits and works with many community partners, especially First Neighborhood Place, to assist in eliminating barriers to learning for students and families whose life circumstances have affected the student's school attendance and achievement.

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

The principal does not ensure that the process for student entrance and exit of support programs is specific and clearly defined. The principal does not ensure that all students have access to all curricula. Students who participate

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

**Performance Rating    2**

in the Communications Magnet program and band and orchestra do not have access to all other related arts courses. No choral or art classes are available at the school. The Extended School Services program is targeted for credit recovery, and students may pass a course by completing the recovery packet in lieu of doing the work required in the regular classroom. The Youth Services Center collaborates with many community agencies to provide resources to reduce barriers for families or students whose life circumstances present obstacles to learning. Title I funding has been targeted for a math lab, tutoring and additional faculty. The Title 1 Parent Involvement policy states, "Thomas Jefferson Middle School shall convene an annual meeting . . .to which all parents will be informed of the schools' participation in a Title I school-wide program . . .and their right to be involved. Particular attention shall be given to reaching those parents who are economically disadvantaged, are disabled, have limited English proficiency or limited literacy, or are of any racial or ethnic background," the school hosts an annual Title I parent involvement meeting; however, this meeting is not well attended. The school has only one counselor to meet the social, intellectual, physical and developmental needs of the large number of students enrolled.

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

The district provides school staff with opportunities for training (e.g., Summer Institutes, PD Central) to identify students with special learning needs, behavior problems or other barriers to learning. All school staff are not required to attend these trainings but are made aware of how to secure services for students suspected of needing these services. The principal ensures students have access to a variety of resources to reduce barriers to learning (e.g., Extended School Services, Youth Services Center, Achievement Gap Coordinator, Positive Support Team, Student Support Team); however, the principal does not ensure that formal referral procedures are consistently implemented. Referrals are usually requested verbally as opposed to using the written referral form. The Exceptional Child Education department has formal procedures for identifying students with special needs; however, not all teachers and parents are aware of the procedures. The principal collaborates with school staff (e.g., assistant principals, school counselor, Youth Services Center coordinator) to ensure that transfer students with a history of mobility are evaluated to determine which services are required and arranges for prompt deployment to ensure these students can successfully continue their educational program without interruption. The principal collaborates with other school leadership to ensure resources within

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

**Performance Rating    2**

and outside the school are available to provide academic, social, and moral support to students (e.g., School Based Counseling, First Neighborhood Place, Youth Services Center, Achievement Gap Coordinator, Adelante Hispanic Achievers, Creating A Respectful Environment for Kids).

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Summary of recommendations in: **Learning Environment**

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

The principal and school council should ensure that the school has the personnel to adequately provide guidance and counseling services for the entire school population. Students should have access to appropriate counseling services at all times.

The principal should ensure that procedures to refer students who need services to reduce barriers to learning are reviewed, updated and fully implemented. The principal should ensure all stakeholders are aware of the formal referral process and monitor it for consistent implementation.

The principal should lead an initiative to organize intervention services for students under an umbrella, such as the Kentucky Systems of Intervention/Response to Intervention pyramid structure, to ensure that the full scope of services offered are understood by all staff, students and parents and that gaps and overlaps are eliminated.

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Summary Findings in: **Learning Environment**

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

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

Review of certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive school improvement plan, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, master school schedule, needs assessment data, professional development records, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, 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 mission, belief and vision statements, school procedures manual, School Report Card data, school Web pages, staff development agenda, Instructional Leadership Team agenda and minutes, Kentucky Interim Performance Report, No Child Left Behind report, Teaching, Empowering, Leading and Learning Kentucky survey, Professional Learning Community agenda/minutes and Professional Development

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, counselor, curriculum resource specialist, district leadership, principal, students, teachers and volunteers

Observations of cafeteria, classrooms, hallways and media center

**Performance Rating**    **3**

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

The Professional Development Guidelines and Regulations for Thomas Jefferson Middle School outlines professional development for teachers which includes requirements, Non-Flex and Flexible Credit and Gold Days information. To continually build instructional and leadership capacity, the principal conducts January Conversations and end-of-year reflections of previous professional development activities, along with teacher and administrator individual growth plan needs, which drive the offerings in the professional development plan. This plan includes a wide variety of professional development offerings that are job-embedded, ongoing and traditional outside the school day events.

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

The principal, through January Conversations, end-of-year reflections and review of individual growth plans, prioritizes professional development opportunities which align with student performance goals in the

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

**Performance Rating**    **3**

comprehensive school improvement plan (e.g., Related Arts/Arts and Humanities/Practical Living Career Studies/Communications writing to learn, Math department grade level curriculum focus planning release days, Math department increase use of technology, Math department implementation of open response, ECE/Regular teachers accommodations, collaboration, planning, test strategies and analysis of student work, provide staff PD on formative assessment, leadership training). The principal requests departments to submit requests for professional development activities to meet their individual, team and department professional growth needs which will increase student growth and achievement.

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

The professional development opportunities are traditional and job-embedded, new and ongoing and for varying skill levels and professional development stages (e.g., SMART Board Training, Word/PowerPoint/Windows 7, Teach Like a Rock Star-Turning Up the Volume on Teaching). The principal and school council offer professional development beginning early in the summer (e.g., TJMS Swashbuckling Leadership Retreat, Shiver Me Timbers, Where Be the Treasures, Magic in the Middle-TJ Department Collaboration). Professional development continues during the school day throughout the year (e.g., Embedded PD – Reading Enrichment and Related Arts, Social Studies Embedded PD) and during district established Gold Days (e.g., SMART Board training). The principal encourages teachers to attend professional development sessions that relate to their individual growth goals and/or school improvement goals. Each year, the principal conducts an administrative retreat with a focus on building the instructional leadership capacity of the instructional leadership team. The principal provided updates of several previous professional development sessions (e.g., Teach Like a Rock Star, Literacy Collaboration, Creating Safe Environments for Students in Middle School).

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

The principal and staff members analyze student achievement data (e.g., Kentucky Interim Performance Report, Reading Proficiency Assessments, Math Proficiency Assessments, Measures of Academic Progress) regularly to identify professional development activities needed to increase student growth and achievement. The comprehensive school improvement plan identifies multiple professional development sessions tied directly to

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

**Performance Rating    3**

increasing student achievement (e.g., Related Arts/Arts and Humanities/Practical Living Career Studies/Communications writing to learn, Math department grade level curriculum focus planning release days). The principal analyzes reflection data gathered from professional development sessions and walkthrough data to determine next steps; however, no formal process has been developed to monitor the implementation and impact of professional development on student learning. Some district resource teachers monitor implementation and impact of content specific professional development (e.g., New Science Teachers, Creating A Respectful Environment for Kids, Technology).

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

The principal ensures that the personnel evaluation plan is implemented in accordance with district policies, state regulations and contract provisions. She presents the evaluation procedures to all staff members on opening day and gives all certified staff members a copy of the Jefferson County Public Schools Teacher Performance Evaluation Instructions document.

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

The principal and school council ensure that all professional development funds are allocated according to district guidelines, the comprehensive school improvement plan and individual growth plans. The principal conducts a survey of needs and wants at the end of the school year to help identify the professional growth needs of certified staff members. Teachers are encouraged to attend professional development sessions that relate to their identified growth areas listed on their 2011-12 individual growth plan or to the comprehensive school improvement plan. Funding sources are the professional development budget, school improvement grant, Title I and the Student Recovery Program. Funds are expended for the professional growth of teachers for a variety of in-district sessions (e. g., Kentucky Core Academic Standards Literacy Collaboration, Webcams for My Classroom, Routines and Procedures Collaboration for Teams) that include improving technology integration and implementing Kentucky standards. The principal also ensures that funds are available for stipends, substitute teachers and requests for out-of-district professional development when the teacher agrees to share the experience with other staff members.

6.2d    Leadership provides and implements a process of personnel evaluation which

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**Performance Rating**    **3**

meets or exceeds standards set in statute and regulation.

The principal ensures that all certified staff evaluations are completed in accordance with district personnel policies, state statute and regulations and contract provisions. Administrators fairly and consistently administer this process.

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

The principal, in collaboration with staff members, provides a variety of professional development opportunities to enhance content knowledge (e.g., Science: MS: SILT Cohort – 8th Grade, Science: KCAS Integrating Reading Standards into Science Instruction, Science: KCAS Using Formative Assessment in Highly Effective Science Classrooms, Science: KCAS Utilizing NSTA Learning Center Resources to Support KCAS, Magic in the Middle –TJ Department Collaboration for Social Studies, digits: A Math Curriculum, Social Studies Embedded PD). They also provide professional development opportunities to improve pedagogical skills (e.g., Routines and Procedures Collaboration for Team at TJ, SMART Boards in the Middle School Classroom, SMART Response Interactive System, Creating a Safe Environment for Students in Middle School, Word, PowerPoint, Windows 7, ESL Collaboration, Enrichment Collaboration, Encyclomedia, Nettekker, Prezi, Photostory-Oh My!). Some teachers' individual growth plan activities and strategies drive their professional development choices which include those to enhance their content and/or pedagogical skills. Certified staff members have multiple opportunities to enhance their leadership skills (e.g., District KCAS Cohort teams, National Board Candidate Orientation Workshop, TJMS Swashbuckling Leadership Retreat) through professional development offerings listed on PD Central; however, not all staff members take advantage of these opportunities to enhance their leadership skills. Classified staff are involved in appropriate professional development activities (e.g., Creating a Safe Environment for Students in the Middle School, TJ Department Collaboration – ECE, New Employee Orientation, New Teacher Assistant Follow Up Training, ICJCPS Behavior Certification 1112, I Am JCPS Customer Service Training, Dumpster Diving...You Wouldn't Believe What's in There!, Setting Sail for Safe Harbor, Tools for Teaching, Top Ten Cool Tools, Working Together...Teachers, Assistants, and Assessment for Learning) and are invited to attend most professional development activities offered.

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

The principal ensures that all administrators follow the procedures outlined in the district evaluation plan in evaluating certified staff members. Certified staff members develop their individual growth plans at the end of the school year,

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

choosing at least two areas of growth from the Kentucky Teacher Standards document. Teachers write their individual growth plan in isolation and then review it with an administrator. They reflect on the goals in their individual growth plan several times during the year (e. g., post observation conferences, January Conversations with the principal, end-of-year sessions with an administrator). The principal monitors progress toward achievement of the goals set by teachers in their individual growth plan.

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

The principal uses the evaluation process to provide teachers adequate and ongoing support. The principal and assistant principals provide timely feedback to the certified staff following each formative observation and summative evaluation. Narratives relevant to individual teacher standards guide the discussions for each post-observation conference. The individual growth plans focus on specific growth needs of teachers, and the evaluating administrator and certified staff member review the individual growth plan during post observation discussions. The principal provides January Conversations and beginning and end-of-year reflections in support of individual growth plans but does not consistently hold all teachers accountable for implementation of practices necessary to improve teaching and learning.

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

The principal should monitor to ensure that teachers and the primary evaluator collaborate to develop individual growth plans from needs identified during the evaluation process or in the comprehensive school improvement plan.

The principal should implement procedures to ensure that all teachers are held accountable for consistently providing rigorous and relevant instruction in all classrooms for all students every day.

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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 assignments, 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, lesson plans/units of study, list of co-curricular offerings, master school schedule, professional development records, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, school Web pages, school/district safety plan, Instructional Leadership Team agenda/minutes, Kentucky Interim Performance Report, No Child Left Behind report, Teaching, Empowering and Leading and Learning Kentucky survey.

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

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

**Performance Rating    3**

**7.1a Leadership has developed and sustained a shared vision.**

The principal, administrative team, teachers and community revised the vision and mission statement over the past two years. It was reviewed during the instructional staff retreat this past summer and revisited on opening day by all Thomas Jefferson Middle School staff. The principal intentionally articulates the mission statement in guiding the school improvement planning process. Teachers indicate that they reference the vision statement frequently in staff discussions or at least key phrases such as high expectations, more rigor and welcoming environment. The mission statement is promoted in the staff handbooks, student agenda planners, school Web site, common areas and in hallways of the school.

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

The principal and instructional leadership team (i.e., assistant principals, counselor, turnaround coach, Youth Services Center coordinator, math resource teacher/building assessment coordinator, school administrator manager, master gap teacher and master literacy teacher) collaboratively

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**Standard 7**                    **Leadership**

**Performance Rating**    **3**

disaggregate data using the No Child Left Behind report, the Kentucky Interim Performance Report, Measures of Academic Progress and the Jefferson County Core Content Proficiency Assessments in order to identify goals for school improvement. Departments, family leaders and school committees review other data (e.g., Jefferson County Public Schools Comprehensive School Survey; Teaching, Empowering, Leading and Learning Kentucky survey data; Scholastic Reading Inventory; attendance data; suspension data; discipline data) and present results from data to the council and across the school to determine some needs. The school uses some of these results to change instruction.

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

The principal and school administrators have current individual growth plans based on the development of skills that will enhance their roles as leaders and promote student achievement. The principal collaborates with her administrative staff to develop their individual growth plans, and the plans are reviewed and revised in a timely process. Administrator growth plans reflect individual needs from evaluations and personal reflection.

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

The principal ensures that teachers are provided the Kentucky Learner Goals and Academic Expectations, Program of Studies and Kentucky Core Academic Standards and requires that teacher evidence binders contain these curriculum documents. The documents are also available on the district Web site. Training on the use of these documents is provided by district and school staff. The faculty is also trained on the use of disaggregation tools [e.g., Kentucky Interim Performance Report, No Child Left Behind report, Measures of Academic Progress and Common Assessment System and Community Access Dashboards for Education (CASCADE)].

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

The principal develops a master schedule to provide common planning time for some teachers to work together. The principal provides scheduled meetings (e.g., team, family leaders, departments, professional learning

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**Standard 7**                    **Leadership**

**Performance Rating**    **3**

community, faculty) within and outside of the school day schedule to enable staff to focus on instructional issues. The principal uses the instructional leadership team to monitor agendas, meeting minutes and meetings to ensure efficient use of staff time and provide some feedback to staff and the council. The school council has not adopted a policy to protect instructional time.

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 KRS 160.345 required policies and by-laws. The principal has developed procedures to implement most policies. Council policies are reviewed and revised by an annual schedule of efficiency audits performed by the district. The council has not established some best practice policies (e.g., protection of instructional time, budget) to address needs and guide school improvement.

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**Standard 7**                    **Leadership**

**Performance Rating    2**

- 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 instructional leadership team disaggregate student performance data (e.g., No Child Left Behind report, Kentucky Interim Performance Report) to identify needs and goals of the school improvement plan. Parents other than council members are rarely included in the review of data. The principal uses additional student data (e.g., Measures of Academic Progress, Scholastic Reading Inventory, non-cognitive data) to address targeted populations of students and to group and re-group some students for academic needs (e.g., intervention classes, behavior intervention, enrichment classes). The principal shares data analysis results with the faculty and council at meetings and during professional development activities. The instructional leadership team does not always use student performance data to emphasize the urgency of high expectations and of monitoring the comprehensive school improvement plan with an intentional focus on rigor and relevance.

- 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 school council have not developed a formal needs assessment process to consistently enable the intentional allocation of resources based on the needs of students. Infrastructure (e.g., achievement gap coordinator, turnaround coordinator, the Youth Services Center, intervention staff) is developed to remove barriers to learning (e.g., low expectations, behavioral disruptions, lack of parental involvement). The principal has not communicated clearly stated expectations, and responsibilities to staff to coordinate the use of these resources. The principal has not established a focused systematic process to monitor or evaluate the effectiveness of programs and resources on student growth and achievement in a unified effort toward continuous improvement.

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

The school council has adopted the Jefferson County Public Schools' Code of

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**Performance Rating    2**

Acceptable Behavior and Discipline and School Safety Plan. The principal designates one assistant principal to serve as safety coordinator to monitor implementation of the safety plan and one assistant principal to monitor the facilities and equipment for maintenance of a safe learning environment. The principal uses the adopted Thomas Jefferson Middle School Discipline Procedures as the behavior management program to provide structure for student behavior; however, she does not consistently monitor to ensure school wide implementation of the program. The principal does not always ensure consequences for student disciplinary referrals are equitable and consistently enforced across grade level families. Additional personnel (e.g., school security officer, in-school suspension, interventionist) are provided to assist with behaviors that could disrupt the learning environment.

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

The school council has a standard agenda that includes student academic performance. Council minutes reflect some discussion of instruction but do not identify the results of these discussions. The council discusses student growth and achievement and reviews implementation and impact checks to provide some monitoring of the school improvement plan. The principal presents the budget to the council for approval, but there is limited council involvement in development of the budget. Budget reports, behavior and attendance data are provided to the council at monthly meetings, and data disaggregation results are reviewed after test scores are released. The council submits its plan for school improvement to the superintendent designee and school board for review.

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

The principal clearly articulates her vision of high expectations for all children and of a school that fosters an inviting environment of success for all students. Not all staff members embrace this vision as yet. Extensive professional development efforts and effective use of the certified evaluation and individual growth plan process have resulted in improvement in the pedagogical skills of many staff members, but rigor in classroom instruction continues to be a challenge to sustained growth in student achievement. The principal and her instructional leadership team have implemented a wide array of curricular, assessment and instructional interventions with teachers, have meticulously documented their efforts and have systematically worked

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**Performance Rating    2**

to use data gleaned from these efforts to improve classroom instruction. The principal has led the staff in initiating an extensive range of interventions and support programs to remove barriers to learning for the population of students who face life circumstances that impede learning. The number of initiatives and interventions being implemented are impeding the ability of the principal and her staff to focus clearly on the most critical issues facing the school. Her staff and the school community demonstrate a commitment to her leadership and generally demonstrate clear motivation to overcome the challenges that she has presented to them. The sustained absence of some critical leadership and staff members have somewhat impeded progress in student achievement but did not significantly impact staff commitment to these initiatives. The principal tries to distribute leadership responsibilities among her staff. While communication problems sometimes limit the effectiveness or impact of these efforts, she sustains her focus on school improvement and high student achievement and continually refocuses her staff on these values.

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Summary of recommendations in: **Efficiency**

**Standard 7**      **Leadership**

The principal, instructional leadership team and school council should conduct a comprehensive audit of all instructional and behavioral programs and interventions to determine how the number of these activities have fragmented the school improvement efforts and diluted the impact of resources applied to these efforts. The relative impact of each program on sustained student achievement and the civic well-being of students should be considered and the determination made whether or not all of the programs or interventions are necessary to achieve the goals of the school.

The principal should continue to engage her leadership and instructional teams in candid discussions regarding their respective roles in school improvement efforts. Areas of ambiguity should be addressed and needed training should be provided wherever necessary. The principal should then continue to monitor the effectiveness of their communication and implementation of job responsibilities and hold all staff strictly and appropriately accountable.

The principal should ensure all instructional staff members understand and can implement rigorous instruction for all students. She and her instructional leadership team should ensure that appropriate training is provided when needed and that regular observations and walkthroughs are followed by personal, targeted and face to face feedback and coaching designed to support sustained instructional excellence and increased rigor and relevance.

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Summary Findings in: **Efficiency**

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

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

Review of categorical program financial reports, committee meeting minutes and agenda, comprehensive school improvement plan, district budget and allocations, Implementation and Impact Checks, master school schedule, organizational charts, 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 and Instructional Leadership Team agenda/minutes.

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

**Performance Rating    3**

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, with input from school staff members, develops the budget and submits it to the council for approval. A needs assessment is conducted, and discretionary funds are allocated to support the activities and strategies in the comprehensive school improvement plan. District leadership allocates additional funds to the school to address some targeted student needs. The council and principal follow all district, state and federal requirements for the discretionary funds. The school council has not adopted a budget policy.

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

**Performance Rating    2**

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

The principal has developed lines of communication and areas of responsibility for certified (e.g., instructional leadership team, department teams, family leaders, professional learning communities) and classified employees with the intent of maximizing the efficiency of school operations and allocation of resources. Implementation of this system of communication, however, is sometimes inconsistent. A few staff members are either unclear or disingenuous about their responsibilities or need additional training or increased accountability. All of the teams, families and committees keep agendas and meeting minutes which they submit to the principal. The instructional leadership team meets every Monday to discuss issues and concerns. The department teams meet on Tuesday after school on a rotating basis. Members of the instructional leadership team attend the department team meetings. The principal uses meeting minutes, walkthroughs, observations and informal conversations to measure the impact of allocated resources on student growth and achievement. The principal conveys the expectation that teachers make contact with community resources (e.g., Local Artist in Residence, General Electric Engineers) to support the instructional program of the school.

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

The school council has adopted an Assignment of Staff Time and an Assignment of Students to Classes and Programs Within a School policies; however, the policies do not require the principal to intentionally match student needs to teacher strengths. The principal has a procedure (i.e., Happy Camper Sheet) that allows teachers to list their personal preferences of what subject and grade level they want to teach and also for what leadership roles they want to be considered. The principal has conversations with some teachers about their requests when making teaching assignments; however, she does not always ensure that teacher strengths match student needs.

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

The school council has not adopted a policy to protect instructional time. The principal states the expectation that teachers will teach “bell-to-bell” and use

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**Performance Rating    2**

the full class time for instruction. As part of their walkthrough process, members of the instructional leadership team check for efficient use of instructional time. Most classes start and end according to the master bell schedule. There is a smooth transition during class change, and hallway behavior is monitored by school personnel. The council has adopted the Thomas Jefferson Middle School Student Discipline Procedures as their schoolwide discipline and classroom management plan. The principal conveys the expectation that school personnel will limit the number of classroom interruptions; however, several phone calls and visitors interrupted classroom instruction during observations.

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

The master schedule provides common planning for each family of teachers. Grade level content teachers meet regularly in departments. Each department team keeps agendas and meeting minutes which are submitted to the instructional leadership team. Embedded professional development days are held two times every six weeks. The professional learning communities meet weekly in content and grade rotation to conduct activities such as analyzing student data, designing classroom assessments and planning classroom activities and strategies to accomplish goals of the comprehensive school improvement plan.

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

The principal develops the master schedule. She holds discussion with the instructional leadership team and also schedules a meeting with all staff members to discuss the proposed schedule. After consultation with the instructional leadership team, the principal presents the master schedule to the school council for approval. Enrichment time is built into the master schedule to provide enrichment activities for students who have mastered the current content and additional assistance for students needing intervention. While the principal provides common core time to allow flexibility in instruction, the family teams do not always take advantage of this flexibility.

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

**Performance Rating    2**

- 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 not adopted a budget policy, but the principal has established procedures for allocation of resources. The principal requires each department to turn in a “wish list “of needs including written justification for the needs and how they will be used in their classrooms. The instructional leadership team discusses the wish list and makes recommendations to the principal. The principal develops a draft budget and submits it to the ad hoc Budget Committee for input before submitting the budget to the school council for approval. Budget reports are provided to the school council at the monthly meetings. All federal, state and district requirements are followed in administering the school budget. No formal systematic process for monitoring the school budget to determine the impact of the allocated resources on student growth and achievement has been developed.

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

The comprehensive school improvement plan identifies the funding sources for the planned activities and strategies. Teachers can request additional funds from their department teams. If the department teams approve, the request is then forwarded to the principal for her approval. The requests are not always tied to the identified goals of the improvement plan. The council and principal have not developed a formal process to monitor the impact of the funds on student growth and achievement.

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

The principal and school council follow the district, state and federal program regulations and guidelines in the allocation of all categorical funds (e.g., Title 1, Student Recovery Program, Safe Schools, School Improvement Grant). The council and principal have integrated the allocated funds to support the activities and strategies in the comprehensive school improvement plan. The principal monitors the use of categorical funds for compliance with district,

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

**Performance Rating    2**

state and federal requirements and guidelines. The principal and council have not developed a systematic formal process to monitor the impact of the categorical funds on student growth and achievement.

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Summary of recommendations in: **Efficiency**

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

The school council should adopt a budget policy outlining clear procedures and responsibilities for developing the budget. The policy should also define procedures for allocating and expending resources and for monitoring the implementation and impact of these resources on organizational efficiency and on student growth and achievement.

The school council should revise the staff assignment policy to ensure that matching teacher strengths to student needs is the primary criteria in placement of staff within the master schedule.

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Summary Findings in: **Efficiency**

**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, comprehensive school improvement plan, employee handbooks, Implementation and Impact Checks, needs assessment data, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school profile, School Report Card data, student handbook, Instructional leadership team agenda/minutes, Professional Learning Community agenda/minutes, Kentucky Interim Performance Report and No Child Left Behind report.

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

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

**Performance Rating    3**

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

The principal used the Standards and Indicators for School Improvement and the 2008–09 Scholastic Audit Report as the primary planning tools for the development of the comprehensive school improvement plan. Throughout the planning process, data were collected, managed and analyzed from multiple sources (e.g., Core Content Proficiency Assessments, Measures of Academic Progress, comprehensive school survey results from parents, staff, and students, Kentucky Interim Performance Report, No Child Left Behind report, Teaching, Empowering, Leading and Learning Kentucky survey data). The district trained the principal in the comprehensive school improvement planning process and in the use of the web application tool. The district also used a review rubric to assist in the planning process with suggested changes and modifications. The entire faculty and the school council collaborated in the review of the plan in October, 2011.

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

The principal collaborated with the school council, academic departments and various committees in an intentional review of data that focused on the impact of the plan on student growth and achievement (e.g., No Child Left Behind report, Kentucky Interim Performance Report, Measures of Academic

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Summary Findings in: **Efficiency**

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

**Performance Rating**    **3**

Progress). These data were analyzed to identify the strengths and limitations of the instructional and organizational effectiveness of the school.

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

The principal collaborates with other school leaders (e.g., assistant principals, master literacy teacher, counselor, turnaround coordinator, Youth Service Center coordinator, math resource teacher, school-based achievement gap coordinator) to evaluate the comprehensive school improvement plan using a systematic process focusing on the goals and objectives of the plan. The components of the plan are reviewed in each department meeting. Implementation and impact checks are reviewed, modified and revised by the committees and departments to determine progress toward meeting the goals in the plan and the impact on student growth and achievement.

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

The principal ensures that data are collected and reviewed (e.g., Measures of Academic Progress, demographic information) to measure the impact of the goals and objectives in the comprehensive school improvement plan on the various student populations. District leadership also uses the data from implementation and impact check reports to compare student performance levels to the goals and objectives of the plan.

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 instructional leadership team members regularly complete walkthroughs and observations to monitor the impact of the comprehensive school improvement plan on classroom practice and student performance. The principal, instructional leadership team and department chairpersons analyze student performance data compiled over time (e.g., Content Proficiency Assessments, Measures of Academic Progress) to determine the impact of the comprehensive school improvement plan on student growth and achievement.

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

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

**Performance Rating**    **3**

The principal communicates an expectation of commitment to continuous improvement holding all staff members accountable for working to achieve the goals of the school improvement plan. The status quo is challenged by continually monitoring the implementation of the plan and reviewing and revising as needed. Celebration of the achievement of the goals of the plan is intentional (e.g., recognition of distinguished and proficient students, assessment incentives and rewards, attendance celebrations).

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Summary Findings in: **Efficiency**

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

**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 used an “active adoption process” to develop a student centered mission statement. During 2009-10 and 2010-11 school years and summer instructional staff and leadership retreats, representatives from all stakeholder groups were involved in an ongoing process focused on the school mission. The mission was also reviewed on the school opening day with a plan to continue to review and revise to expand the focus and use of the mission statement. Each department used data from the Hallmark of Excellence activity to continue the review and revision of the mission statement. The statement is found in many publications, communications and areas of the school (e.g., staff handbooks, agenda planners, Web site, hallways, common areas). The vision statement has also been developed and focuses on student growth and achievement; however, belief and goal statements have not been developed.

- 9.6a    The plan is implemented as developed.

The principal and school council collaborate to implement the comprehensive school improvement plan. The plan is reviewed, and activities and strategies are modified as needed. Teachers are aware of the goals of the plan and work with the component managers in implementing the strategies and activities identified in the various components. The principal continues to make all staff members aware of progress toward achieving the goals of the plan by reviewing all components at least twice a year in both large and small group sessions. However, the number of goals, objectives and activities/strategies included in the plan makes it difficult to achieve sufficient focus to accomplish the goals, sometimes fragmenting school improvement efforts and reducing the impact of resources on achieving the goals of the plan.

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Summary Findings in: **Efficiency**

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

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Summary of recommendations in: **Efficiency**

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

The principal should ensure that the comprehensive school improvement plan is streamlined to include a limited number of critical goals, objectives and activities/strategies that tightly focus school improvement efforts and maximize the impact of available resources on student growth and achievement.

Resources:

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

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**Summary of Next Steps:**

The principal should engage the entire faculty and staff in creating a non-threatening, respectful learning environment. All adults should be held accountable for treating students with compassion and respect. The principal should facilitate opportunities for teachers to observe in schools with similar demographics who are experiencing success with traditionally underachieving students. In support of this initiative, the principal should lead the school council in reviewing and revising the Thomas Jefferson Middle School Student Discipline Procedures to include a schoolwide classroom management system implemented and consistently enforced by all staff members.

The principal should monitor to ensure all teachers understand and effectively implement rigorous instructional practices that are research based and address the learning styles and multiple intelligences of the diverse student population. Lesson and unit plans should describe how these strategies will be used to meet the unique needs of all students. The principal and the instructional leadership team should ensure that appropriate training is provided when needed and that regular observations and walkthroughs are followed by specific, personal, targeted and face-to-face feedback and coaching designed to support sustained instructional excellence and increased rigor and relevance. The principal should implement procedures to ensure that all teachers are held accountable for consistently providing rigorous and relevant instruction in all classrooms for all students every day.

The principal should ensure all teachers have an understanding of and regularly use formative assessments in the classroom to inform and modify instruction. Training in the use of formative assessments for learning should be provided for all teachers.

The principal, instructional leadership team and school council should conduct a comprehensive audit of all instructional and behavioral programs and interventions to determine whether or not the sheer number of these activities have fragmented the school improvement efforts and diluted the impact of resources applied to these efforts. The relative impact of each program on sustained student achievement and the civic well-being of students should be considered and the determination made whether or not all of the programs or interventions are necessary to achieve the goals of the school.

The principal should lead an initiative to organize intervention services for students under an umbrella, such as the Kentucky Systems of Intervention/Response to Intervention pyramid structure, to ensure the full scope of services offered are understood by all staff, students and parents and gaps and overlaps are eliminated.

The principal should continue to engage her leadership and instructional teams in candid discussions regarding their respective roles in school improvement efforts. Areas of ambiguity should be addressed and needed training should be provided. The principal should then continue to monitor the effectiveness of their communication and implementation of job responsibilities and hold all staff accountable.

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**In Conclusion:**

The members of the Thomas Jefferson 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 Thomas Jefferson Middle School.

Principal, Thomas Jefferson Middle School

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

Superintendent, Jefferson County Schools

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

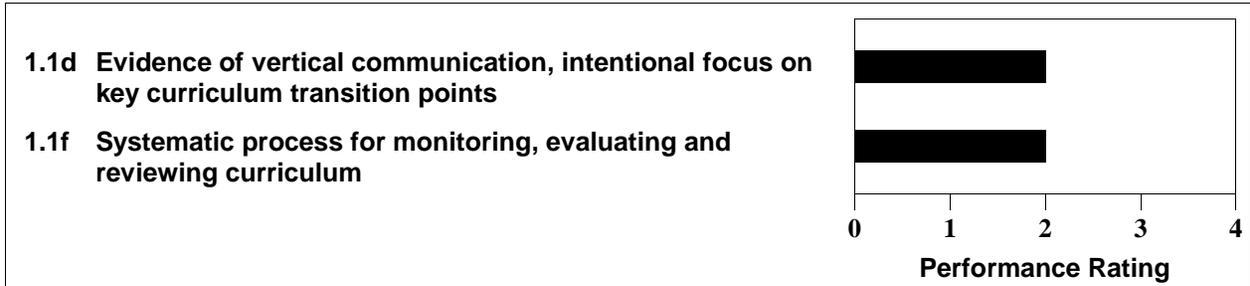
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**1.1 Curriculum**

**Academic Performance**



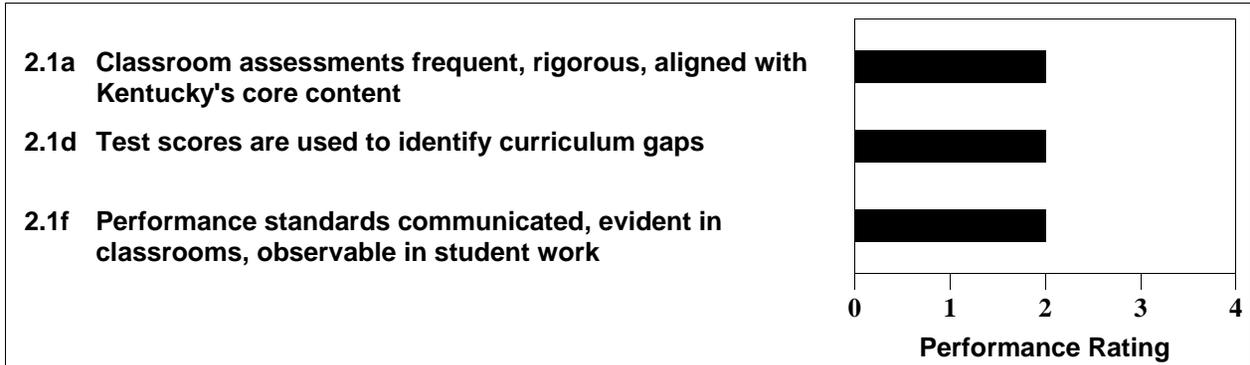
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**2.1 Classroom Evaluation/Assessment**

**Academic Performance**



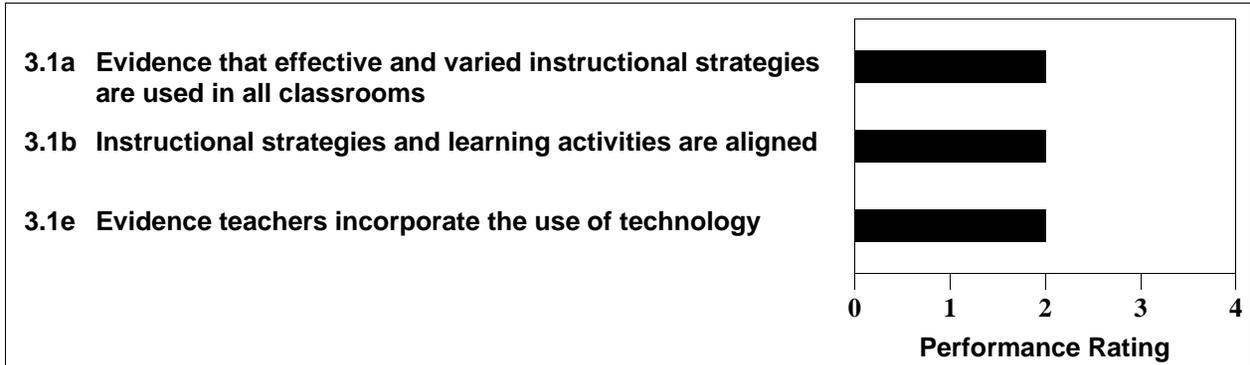
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**3.1 Instruction**

**Academic Performance**



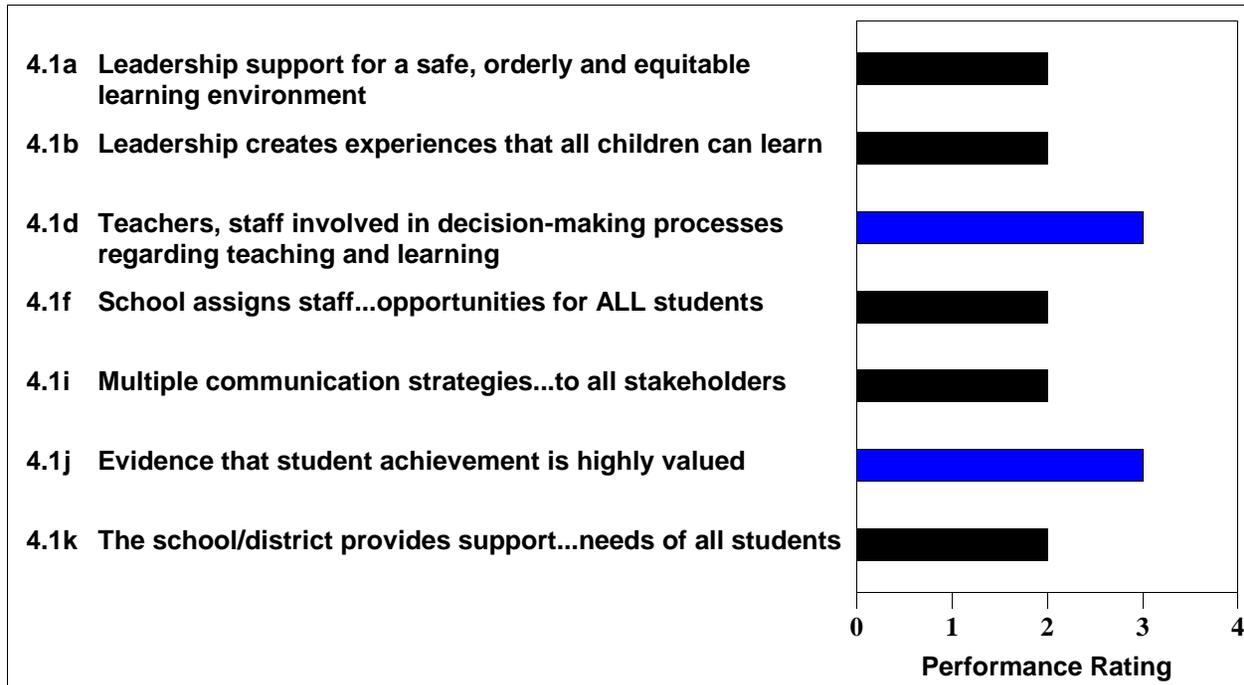
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**4.1 School Culture**

**Learning Environment**



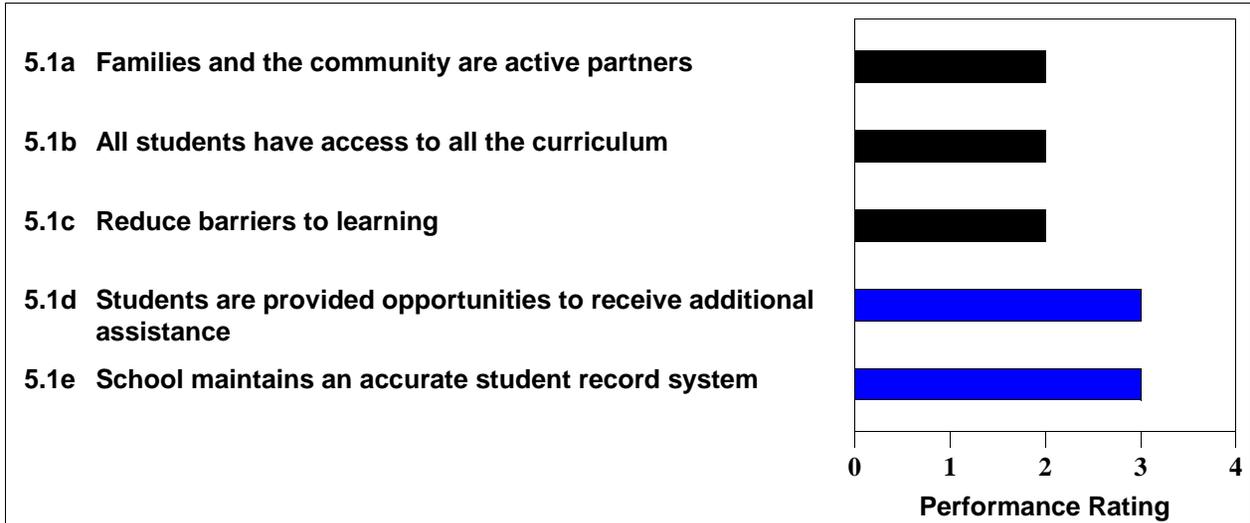
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**5.1 Student, Family and Community Support**

**Learning Environment**



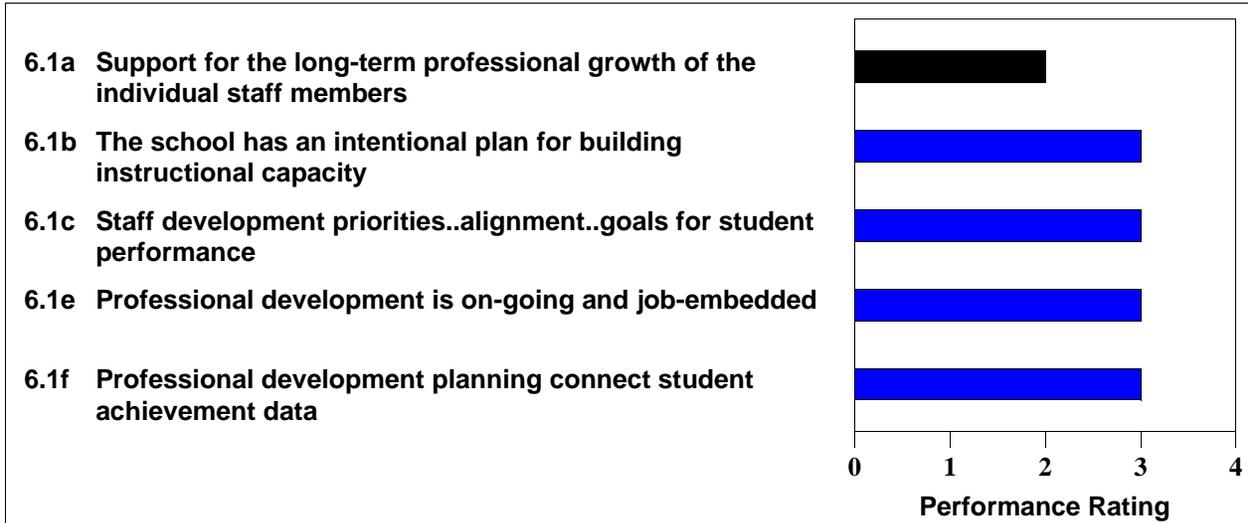
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**6.1 Professional Development**

**Learning Environment**



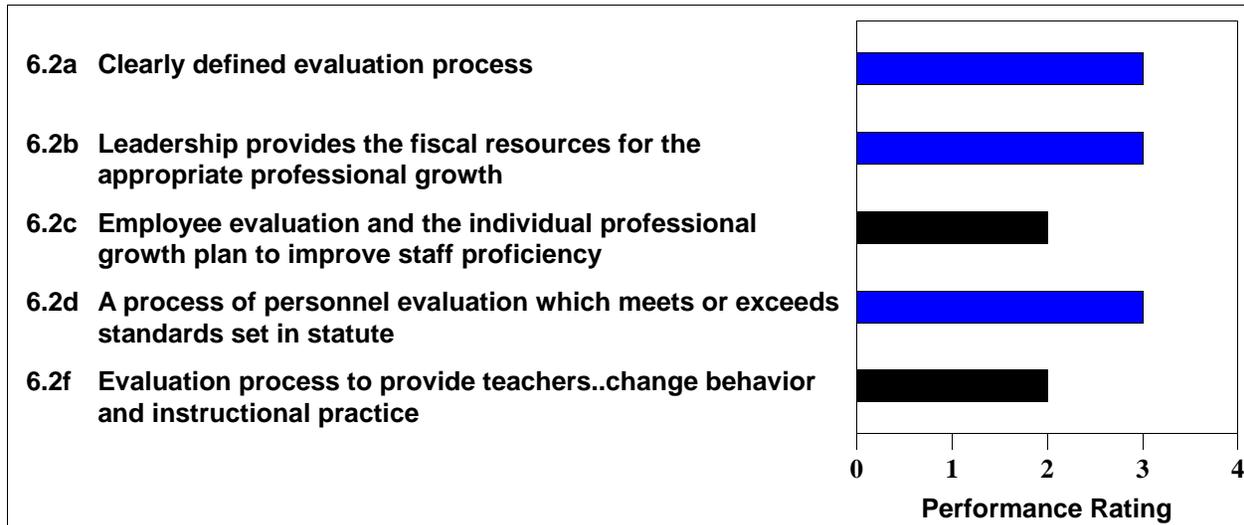
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**6.2 Professional Growth and Evaluation**

**Learning Environment**



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**7.1 Leadership**

**Efficiency**



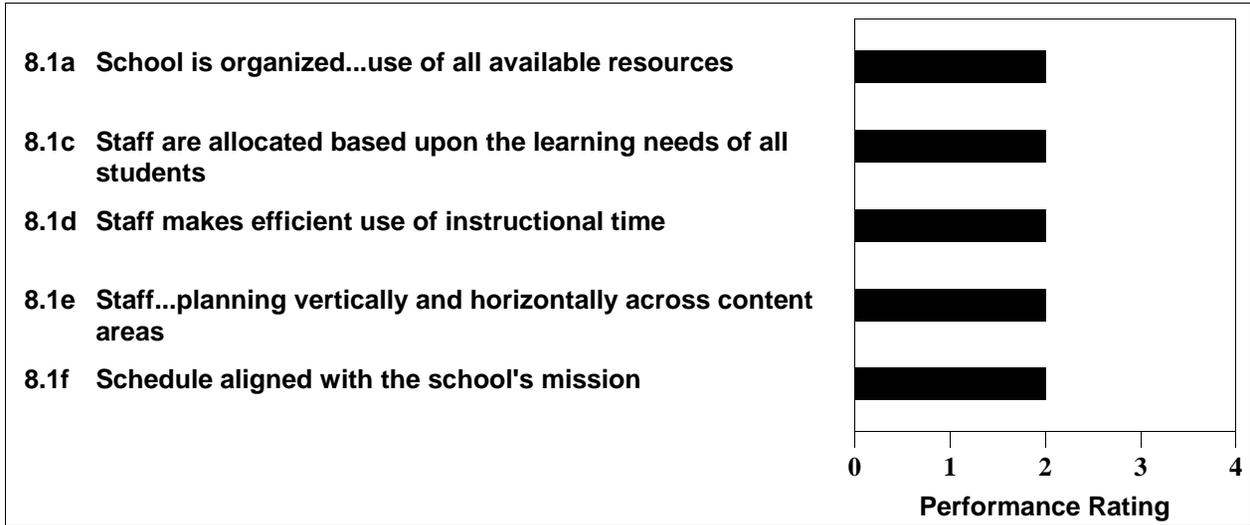
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**8.1 Organization of the School**

**Efficiency**



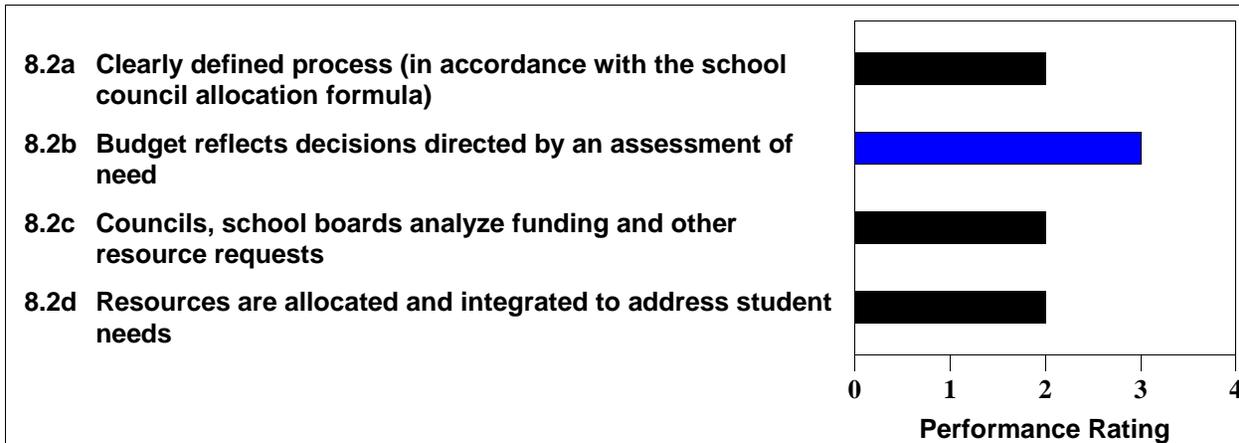
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**8.2 Resource Allocation and Integration**

**Efficiency**



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

**Efficiency**

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



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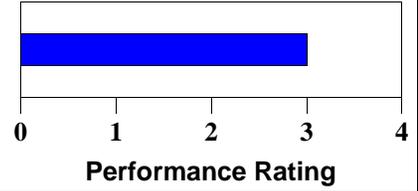
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**9.2 Development of the Profile**

**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**

