

Jefferson County Public Schools
VALLEY TRADITIONAL HIGH
School Leadership Assessment Report



03/14/2010 - 03/19/2010



School Leadership Assessment Executive Summary

VALLEY TRADITIONAL HIGH

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Gary Hurt, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of VALLEY TRADITIONAL HIGH during the period of 3/14/2010 - 3/19/2010. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal does not provide teachers ongoing feedback, follow-up and support to improve instructional practices.
Next Steps	The principal should establish a systematic process to provide teachers the support necessary to improve their instructional capacity. This process should encompass observations; meaningful, specific and timely feedback; and ongoing follow-up and support sufficient to guide teacher instructional improvements.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not hold all staff accountable for establishing high academic and behavior expectations for all students.
Next Steps	The principal should ensure all teachers plan and implement instructional and assessment strategies that are challenging and motivate students to learn. The principal should ensure that all instruction is grounded in research-based instructional strategies (e.g., cooperative learning, graphic organizers, interactive note taking), aligned to state and district curriculum standards and designed to actively engage students in meaningful learning tasks. The principal should ensure that all staff members, including school leadership, develop and equitably implement a comprehensive behavior management plan.

School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal has not developed procedures for protecting and maximizing instructional time.
Next Steps	The principal should develop procedures and monitor the use of instructional time in all classes. The principal should hold teachers accountable for planning meaningful and challenging instructional activities that actively engage students from bell to bell. Teachers should develop transitional strategies to avoid a loss of valuable instructional time at the beginning and end of classes and between activities during class. The principal should establish and monitor the implementation of procedures that protect valuable instructional time. Non-essential telephone calls by staff and visits to peers classrooms should be eliminated during instructional time.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal does not require teachers to use formative assessment data to guide instructional next steps.
Next Steps	The principal should provide professional development activities for teachers regarding the design and implementation of formative assessments. The principal should monitor the use of formative assessments and provide guidance to assist teachers to increase their repertoire of effective and efficient formative assessment strategies. Teachers should collaborate in the design of effective assessments and examine student work and assessment data to identify needed changes in instructional practices to meet the learning needs of all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal does not hold himself and staff accountable for establishing high academic expectations for all students.

Next Steps	The principal should establish and model high expectations and hold staff accountable for demonstrating the belief that all students can learn at high levels and behave appropriately. The principal and staff should observe and study highly successful schools with similar demographics to identify characteristics of high expectations, including behavioral expectations. These high academic expectations should be implemented and visible in lesson plans, student learning activities, and assessments. Behavior expectations should be equitably implemented by all staff for all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The school council and the principal rarely base decision-making on analysis of current or emerging data.
Next Steps	The school council should establish a systematic process to frequently, continuously and rigorously examine a variety of data and use findings to drive decision making. The principal should establish procedures for school leadership and staff members to routinely analyze current and emerging data. The principal should hold himself and staff members accountable for grounding decision making in these findings. The school council and the principal should examine data to identify needed modifications and revisions in all programs, allocations, and resources.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

VALLEY TRADITIONAL HIGH

KDE 2010 School Leadership Assessment Report At-a-Glance

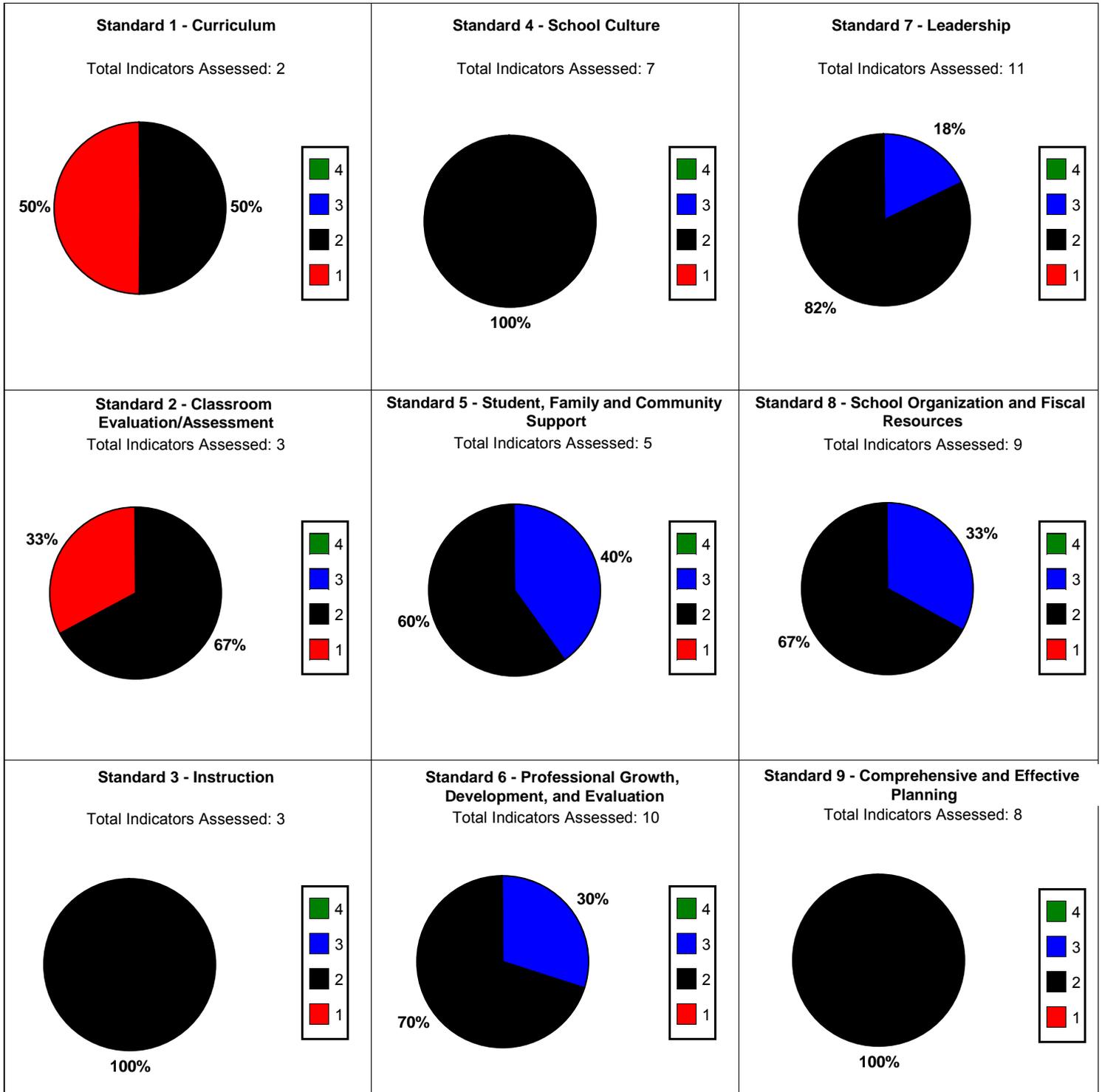
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Jefferson County Public Schools - VALLEY TRADITIONAL HIGH

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

Focus on Student Academic Performance

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report
VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Introduction

The Kentucky Department of Education conducted a school leadership assessment of VALLEY TRADITIONAL HIGH during the period of 3/14/2010 - 3/19/2010.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (102) and formal interviews and informal discussions with teachers (50), students (88), parents (7), Youth Services Center Coordinator, central office personnel (10), support staff members (44), assistant principals (3), counselors (2) and the principal.

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

The school leadership assessment report was based upon examination of the documents provided in the school portfolio, team experiences and observations. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools is addressed in the following pages.

The chairperson of the team was Janet L. Hurt, PhD - District Administrator. The other team members were Latonya M. Meekins - Highly Skilled Educator, Marilyn C. King - Teacher, Joy S. Waldrop - Building Administrator, Suella F. Slibeck - Higher Education Representative, Gayle H. Mills - Parent, Venessa Worley - Highly Skilled Educator, Tara Isaacs - Highly Skilled Educator.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, perception survey results, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school improvement planning team meeting minutes and agenda, school Web pages, Student Performance Level Descriptors and student work

Interviews with assistant principal, district leadership, principal, school council members, school leadership, students and teachers

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

Performance Rating 2

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

The school council adopted the curriculum policy (LR-002) that requires the use of curriculum documents developed by the faculty, approved by the school council and based on the Jefferson County Public School pacing guides and curriculum. The policy requires all teachers to use this curriculum to deliver content and skills. The principal has not established a systematic monitoring process to ensure that teachers effectively address the required curriculum.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **1**

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 rarely facilitates discussions among teachers at feeder schools and Valley Traditional High School to identify and address key curriculum transition points. The principal has not established a process to ensure that transition points are understood and effectively implemented.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should coordinate and monitor meetings among teachers at Valley Traditional High School and its feeder schools. Through these conversations, teachers should identify key transition points and tighten the curriculum to ensure that students transition from middle school to high school without gaps in the curriculum and that learning tasks are designed at the appropriate depth of knowledge level. Teachers could develop a reading list and discuss resources and learning tasks to ensure that materials and books are scaffolded from year to year and to eliminate unintentional use of the same materials, resources and activities.

Resources:

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

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, comprehensive school improvement plan, curriculum documents, eWalk data, faculty meeting agenda, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, perception survey results, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school improvement planning team meeting minutes and agenda, Student Performance Level Descriptors and student work

Interviews with assistant principal, district leadership, school council members, school leadership, students and teachers

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

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 the Classroom Assessment policy (BP-007), which outlines some attributes required for summative and formative assessments. Although classroom-based assessments, generally, align with Kentucky Core Content for Assessment 4.1 and the Program of Studies for Kentucky Schools, many lack rigor and authenticity. Many assessments are textbook-generated. Formative assessments are not routinely used to identify and meet the needs of individual students. District common assessments are administered every six weeks and used to identify students who need remediation.

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

The school council, the principal and teachers annually disaggregate and analyze assessment data (e.g., Interim Performance Report, No Child Left Behind report,). The principal, however, has not established an ongoing systematic process to ensure that findings from data analysis are used to improve instruction and assessment practices by ensuring that the curriculum is effectively aligned. District common assessment data are entered into the Classroom Assessment System and Community Access Dashboard for Education software and results are used to identify students in need of remediation.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

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

Student level performance descriptors are not posted in all classrooms. Although student level performance descriptors are not posted in all classrooms, some teachers articulate and display learning targets as a routine part of instruction and assessment. Rubrics are not consistently used by all teachers to guide student work. Some teachers use the Kentucky General Scoring Guide and teachers, occasionally, develop rubrics specific to an assignment. Performance standards and models of proficient work are not routinely displayed in the classrooms or used to clarify performance expectations. Many classroom-based assessments do not require students to demonstrate mastery of the content as defined by the student performance level descriptors.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should ensure that teachers design assessment tasks at the appropriate depth of knowledge level and that assessment results are used to identify and meet the needs of each student. The principal should coordinate professional development activities to assist teachers in increasing their repertoire of formative assessment tasks (e.g., exit slips, checklists, student self-assessments). Teachers should be trained in designing formative assessments and in analyzing student work to identify where students are on the learning continuum. The principal and his administrative staff should monitor planning meetings and should ensure that formative assessment data is analyzed and used to evaluate the effectiveness of instructional strategies employed to deliver the curriculum . The principal should coordinate professional development activities to ensure that teachers have the tools to differentiate instruction and to assess student learning needs as a matter of routine.

The principal should ensure that rubrics are used as a routine part of instruction and assessment. The principal should monitor all instruction, review lesson plans and provide meaningful feedback to ensure that rubrics or other criteria are used to clarify expectations for proficiency.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, perception survey results, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school Web pages, Student Performance Level Descriptors and student work

Interviews with assistant principal, district leadership, school council members, school leadership, students and teachers

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

Performance Rating 2

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

The school council adopted the Instructional Practices policy (LR-007). The policy requires teachers to implement research-based strategies to increase student achievement; however, few teachers, consistently use these strategies. Few teachers vary instructional strategies to meet the needs of all students. Instruction is typically teacher-directed rather than student-centered, and teachers rarely design research-based instructional practices that motivate students to want to learn and that challenge students to learn at high levels.

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

Some classroom instructional strategies and activities are aligned with the state, district and school learning goals, and many learning tasks mirror those on the state assessment (e.g., multiple choice questions, open response questions, problem-solving). The test items, however, do not consistently require students to perform at the appropriate depth of knowledge levels.

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

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

Some teachers use technology in the classroom to deliver instruction. Some teachers design student-centered activities (e.g., budgets, presentations) and require products that extend student learning beyond the classroom (e.g., resumes, financial aid forms, Individual Learning Plans). The school council adopted the Technology Use policy (LR-010). This policy states that technology should be used efficiently and effectively to enhance instruction and communication.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should establish an ongoing monitoring process to ensure that all teachers are observed and provided meaningful and timely feedback regarding the effectiveness of their instruction. The monitoring process should include follow-up observations and support by school or district leadership to ensure that teachers are planning and organizing learning tasks and effectively implementing these plans in the classroom. The principal should ensure that learning from job-embedded and ongoing professional development is implemented.

Resources:

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

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, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, documentation of parent contacts, employee handbooks, eWalk data, examples of school to home communications, faculty meeting agenda, individual professional growth plans, master school schedule, newspaper clippings/press releases, perception survey results, safe schools data reports, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school newsletter, School Report Card data, school visitors register, school Web pages, school/district safety plan, student handbook, student/parent/staff handbooks, teacher portfolios and trophy cases

Interviews with assistant principal, classified staff, counselor, parents, principal, school council members, school resource officer, students and teachers

Observations of cafeteria, classrooms, hallways and media center

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 physical structures of the school are well-maintained and provide a safe and equitable learning environment. The school council has adopted the Discipline/Classroom Management policy (LR-008); however, a comprehensive school safety plan has not been adopted. Rather, school leadership adheres to the Jefferson County Emergency Response Plan. The principal routinely conducts emergency drills (e.g., fire, tornado, earthquake, lockdown). Cameras, a buzzer system at the front entrance and school resource officers enhance security. The principal implements procedures to ensure that needed repairs are addressed. He has assigned staff to supervise students during class changes and before and after school. Student behavior standards are communicated in the Valley Traditional High School Student Handbook, which is distributed to all students at the beginning of each school year. Some student infractions are not consistently enforced (e.g., cell phone, dress code) by all teachers or administrators. Although the school council adopted the Protection of Instructional Time policy (BP-011), instructional time in many classrooms continues to be disrupted by telephone calls. In a few classes, ineffective classroom management strategies and lack of student engagement disrupts instruction. The principal attempts to minimize classroom disruptions by making announcements at the beginning and end of the day. Learning environment data are not regularly collected.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

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

The principal facilitated the development of the school motto, Dream, Believe, Achieve ...The Tradition! Although the motto was developed to encourage student achievement and to promote staff members to set high expectations for all students, few teachers consistently plan instruction that reflects these high expectations. Students receive extra academic assistance through a variety of venues (e.g. credit recovery, lunch interventions for reading and math). United Parcel Services partners with the school to provide job opportunities through the Cooperative Work Experience program. The principal and the mayor of Louisville created a program to encourage students to attend college called Close the Deal. The principal provides teachers with some opportunities (e.g., professional development sessions, departmental meetings, observations at other schools) to share ideas and strategies that promote higher school achievement; however, ideas for advancing underachieving students are not specifically solicited. The principal espouses his commitment to increased student learning; however, he has not systematically established the processes and procedures to evaluate programs and instruction and assessment practices and to provide the follow-up and support necessary to increase instructional capacity and student achievement.

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

School leadership and teachers are the primary decision-makers. Some non-teaching staff members collaborate in decision-making that impacts the teaching and learning environment.

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

The school council has adopted a policy called Student Assignment (LR-004) that requires consideration be given to student interests and needs when assigning them to classes. In addition, the school council adopted the Instructional and Non-instructional Staff Time Assignment (LR-003) that requires that staff be assigned based on a number of factors including staff strengths and student needs. The principal occasionally matches the needs of

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

students to the instructional strengths of teachers. Although some students are assigned to specific classes based on their needs, the schedule lacks flexibility for regrouping students or extending class time.

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

The principal has not developed a comprehensive communication plan. Teachers, generally, communicate with families about student academic progress and behavior issues through e-mail, telephone calls and parent-teacher conferences. Families with Internet access can review their child's grades, attendance and behavior reports through a Parent Portal in the Infinite Campus software. Academic progress reports are sent home every six weeks, and report cards are mailed home at the end of each trimester. The school publishes the Viking Voice newsletter every six weeks, which is mailed home to families.

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

The principal provides some opportunities for the celebration of student successes. Students who scored proficient and distinguished on the Kentucky Core Content Test have their names listed on large banners hanging in hallways. Once students are accepted into a post secondary school, their portraits and school name are displayed in the front hallway. The freshman academy teachers provide Reward Day activities (e.g., bowling, skating, cookouts) at the end of each trimester. Students receive rewards (e.g., flash drives, tee-shirts) at the A/B Honor Roll Breakfast at the end of each grading period, and parents are invited to have breakfast with their children. A bulletin board on the first floor showcases proficient and distinguished student work with descriptive feedback. A few teachers display student work in their classrooms. Student success is occasionally shared outside the school environment in local newspapers.

- 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.

Although the principal and staff members recognize the social, physical and economic barriers of students and families and use some strategies (e.g., field trips, differentiated instruction, advisor/advisee) that are culturally

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

responsive, many programs are not used by families and students. Additionally, the principal rarely evaluates the success of these programs in eliminating barriers to learning. The principal works within district parameters to employ qualified staff members.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

The principal should ensure that all teachers have the knowledge and tools needed to reduce barriers to student learning. Teachers should be trained to understand how to be culturally responsive to students. Professional development should increase teacher professional skills and provide instructional strategies (e.g., differentiating instruction, using learning styles, taking virtual field trips, bridging home and school, accessing prior knowledge, eliminating misconceptions, piquing student interests, providing experiences and exposure to print materials and resources, exposing students to variety of cultures) to support culturally responsive instructional practices.

The principal should work with staff members to increase the level of expectations of themselves and to embrace high expectations for all students. The principal should monitor classrooms to ensure instructional practices and assessments are rigorous and reflect high academic standards.

The school council should adopt a comprehensive school-wide behavior management plan that combines all student behavior plans under one umbrella and adheres to the district Code of Acceptable Behavior and Discipline and the Student Bill of Rights. This plan should review rules not enforced consistently by staff (e.g., cell phone, dress codes) to determine if revisions are needed. The plan should include guidelines to promote consistent implementation of classroom management strategies by all teachers. The referral process for sending students to the In-school Adjustment Program should be revisited. Teachers and school resource officers should all be trained in appropriate referral procedures. The principal should establish procedures to fully implement and monitor the effectiveness of the plan and its implementation. The plan should provide consistency among teachers for dealing with misconduct and disruptions during instructional and non-instructional time. Teachers should be trained how to effectively organize their classrooms and how to design instruction to engage students in the learning process and reduce student misconduct.

Resources:

Kentucky Center for Safe Schools - <http://www.kysafeschools.org/>

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

Southwest Educational Development Laboratory - Online Module for Family and Community Involvement. <http://www.sedl.org/learning/>

Whitaker, T., Whitaker, B. & Lumpa, D. (2000). *Motivating & Inspiring Teachers: The Educational Leader's Guide for Building Staff Morale*. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, documentation of parent contacts, examples of school to home communications, Extended School Services assessment data, Extended School Services Schedule, Family Resource Youth Services Center documentation, Implementation and Impact Checks, perception survey results, policies and procedures on access to student records, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school newsletter and school Web pages

Interviews with assistant principal, classified staff, counselor, curriculum resource specialist, Extended School Services director/staff, Family Resource/Youth Services Center personnel, media specialist, parents, students and teachers

Observations of classrooms, common areas and media center

Performance Rating 3

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

Many staff members participate in professional development activities (e.g., suicide videos, Health Institute) to understand how to identify and deal with students with special learning or behavior needs. District procedures are followed when students with special learning or behavioral needs are referred for screening or testing (e.g., academic, behavioral, emotional, medical). Health and social services referrals are made by guidance counselors and the Youth Services Center coordinator. The principal and school counselors meet with some transient students to provide a smooth transition into school. Title V funds are used to promote better attendance for students with excessive absences. All students are enrolled in an advisor/advisee class that is designed to support students academically and non-academically. A partnership with community agencies (e.g., Our Lady of Peace, Neighborhood Place) provide services to students and families to assist in overcoming adversity. All Valley Traditional High School students have the opportunity to take an ACT practice test and are encouraged to attend post-secondary schools.

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

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

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

Performance Rating **3**

All student records are maintained in secure file cabinets in the office of the records clerk. The records clerk ensures procedures are followed when records are accessed. Infinite Campus is used to maintain current year attendance and academic records. Individual Learning Plans are updated annually according to required benchmarks and timelines.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

The school council adopted the Committees policy (LR-001), which identifies all standing committees and outlines their responsibilities. The school council by-laws require that committees include parents, classified staff and teachers, as well as minority representation. The school council meets at a time that is not convenient for most parents and community members to attend. All students in the school are assigned a teacher advisor to monitor academic progress; however, some teachers are not engaging students in the advisor/advisee curriculum. The school offers programs and strategies (e.g., Honor Roll Breakfast, Free Application for Federal Student Aid workshop, Open House) to develop supportive relationships between teachers and families. The principal attempts to resolve issues as they arise. The principal collaborates with the Youth Services Center to provide support programs (e.g., tutoring services, mental health services) to eliminate barriers to student learning. The school had a booth at the Southwest Community Festival to provide information on resources available within the neighborhood to assist families. The principal and Youth Services Center coordinator collaborated to bring various partnerships (e.g., Louisville Education Employment Partnership, Men of Quality, Close the Deal) to the school. Student attendance is monitored on a daily basis. Parents receive a telephone call from the school office when their child is absent. The attendance clerk appraises the Youth Services Center coordinator, counselors, the principal and assistant principals of students with attendance concerns at established intervals (e.g., 3 days, 6 days, 12 days).

- 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).

Students who struggle academically can receive additional assistance through the Extended School Services program, which meets one afternoon a week in each content area (mathematics, social studies, reading, science). Students are referred to the Extended School Services program and lunchtime remediation classes based on their scores on the district common assessments and teacher input. The school provides these remediation classes on Tuesdays during lunch for students who need additional assistance in math and reading. To entice students to attend, students are provided a free lunch. The Response to Intervention Learning teams meet

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

monthly to discuss attendance, academic achievement and behavior of students on the watch list. The team identifies interventions for each student. The criteria for adding or removing students to the watch list is not formally articulated. Title I monies are used to fund teachers and programs (e.g., Reading is Fundamental, Ramp up to Advanced Literacy Program) to provide additional support and incentives for students who are struggling academically. The Youth Services Center coordinator and guidance counselors provide assistance to students and their families through a variety of venues (e.g., Neighborhood Place, counseling services). Some students who are not making significant progress are referred to the principal or assistant principals. The principal partnered with the Mayor to initiate Close the Deal, which is a college awareness program.

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 has not established a formal process to assist all students to transition back to school from other settings (e.g., alternative school placement, hospitalization). Students have a variety of opportunities (e.g., Extended School Services, Student to Student Tutoring Program, Upward Bound, Valley View Church Tutoring, Men of Quality) for additional assistance to support their learning beyond the classroom instruction. The school partners with Jefferson County High School to provide credit recovery and to prevent drop-outs. The school provides co-curricular (Extended School Services, Louisville Education Employment Partnership, Student to Student Tutoring) opportunities to motivate students to be successful in school and in life.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Learning Environment**

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

The school council should review policies and by-laws related to committees. The principal should make certain that procedures are followed regarding committee membership composition, ensuring that parents and community members have input into decisions. The school council should reevaluate when school council and committee meetings are held and establish times that are convenient to parents, teachers, staff, administrators and others who do not serve on the school council.

Resources:

Pearson, S. S. (2002). Finding Common Ground: Service-Learning and Education Reform-- A Survey of 28 Leading School Reform Models. Washington, D. C.:American Youth Policy Forum Publications Department.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

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, committee rosters, comprehensive district improvement plan, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, lesson plans/units of study, professional development records, professional resource materials, records of teacher certification/experience, school budget and allocations, school council meeting agenda and minutes and school council policies and bylaws

Interviews with assistant principal, classified staff, parents, principal, school council members, students and teachers

Observations of classrooms and common areas

Performance Rating 3

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

The district has adopted policies that clearly define the evaluation process and meets state requirements. School leadership adheres to the district evaluation policies and procedures. At the beginning of each school year, the principal explains the evaluation process to staff.

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

School leadership provides fiscal resources to support professional growth and to implement the strategies outlined in the comprehensive school improvement plan. The school council has adopted the Professional Development policy (BP-005), which addresses the allocation of professional development resources.

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

The principal adheres to district policies and to state statutes and regulations regarding the personnel evaluation process. The principal adheres to all timelines and required training.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

All teachers earn the required number of professional development hours. Teachers meet in teams after school and participate in some job-embedded professional development activities (e.g. Professional Learning Communities, book studies, Instructional Leadership Team). Many teachers update their content knowledge by attending conferences. All classified staff attend required professional development activities, and many participate in sessions that are relevant to their work assignment (e.g., community-based intervention, health institute). All staff members are trained in mandated procedures (e.g., bloodborne pathogens, Title IX).

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

The comprehensive school improvement plan includes ongoing professional development activities (e.g. unpacking the standards, differentiated instructional practices, using the classroom instructional framework); however, activities all end in 2010 and do not scaffold from year to year. Although some professional development activities are being implemented, the principal rarely evaluates implementation of specific strategies to determine needed refinement of instructional and assessment strategies learned in these sessions.

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

Professional development activities, generally, are aligned with the goals and activities in the comprehensive school improvement plan and with teacher individual professional growth plans; however, they are not always intentionally aligned to teacher evaluations.

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

Several opportunities (e.g., embedded professional development during lunch, after school professional development) exist for teachers to participate in job-embedded professional development activities; however, these sessions are usually optional for teachers. Some time is provided for teachers to participate in learning walks and to observe other teachers during the

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

school day. The principal does not consistently monitor or evaluate the impact of professional development on classroom practices or provide the ongoing support and follow-up to ensure successful implementation.

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

Multiple sources of data (e.g., Interim Performance Report, No Child Left Behind report, PLAN reports) are analyzed during the design phase of the comprehensive school improvement plan. The principal has not established a systematic, ongoing process to evaluate the impact of previous or current professional development activities on teacher instructional capacity and student achievement. Professional development activities included in the comprehensive school improvement plan are grounded in research.

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

All teachers have an individual professional growth plan, but the principal and assistant principals seldom intentionally link the plan to the areas for growth identified through formative or summative evaluations of teachers. Rather, individual professional growth plans, generally, correlate to the collective professional growth needs of teachers. The principal asks teachers to identify their growth needs based on the comprehensive school improvement plan goals. All teachers are asked to reflect on their professional growth during the school year. Outside of the post conference following a formal observation, the principal rarely engages individual teachers in dialogue regarding needed improvements in classroom practices that were identified through the evaluation process.

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

The principal has not established an ongoing and systematic process that includes follow-up and support for teachers to assist in addressing areas for growth or improvement identified during the evaluation process. The principal seldom goes beyond the compliance stage of the evaluation process to provide ongoing support and feedback to teachers and to assist them with increasing their instructional capacity and organizational effectiveness.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Learning Environment**

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

The principal should establish and implement an ongoing systematic process to analyze the impact of professional development on teacher instructional practices and student achievement. The principal and assistant principals should formally and informally observe classroom practices to identify strengths and needed improvements in instruction, assessment, classroom management and organization effectiveness related to learning from professional development activities. Teachers who are not making sufficient progress should be assisted by pairing them with instructional coaches, lead teachers or administrators who have expertise in the areas of concern.

The principal should collaborate with each staff member to develop an Individual Professional Growth Plan. Each plan should be linked, not only to the comprehensive school improvement plan goals, but also to the personnel evaluation of that teacher. A reasonable timeline should be established, and goals should be revisited by the principal and the teacher throughout the year to identify any needed revisions. The Individual Professional Growth Plan should be used as a vehicle to increase the effectiveness of professional practices that impact student achievement. Teachers should be provided professional development opportunities and support specific to their individual identified growth areas.

Resources:

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, comprehensive school improvement plan, district budget and allocations, employee handbooks, eWalk data, examples of school to home communications, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, newspapers, perception survey results, samples of classroom assessments, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school Web pages, school/district safety plan and student/parent/staff handbooks

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

Observations of classrooms, common areas, computer lab and hallways

Performance Rating 3

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

The principal and assistant principals have an up-to-date individual professional growth plan and all plans include some focus on instructional leadership.

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 all teachers have access to the district and Kentucky curriculum documents (e.g., Kentucky Core Content for Assessment 4.1, Academic Expectations). All teachers are required to have these curriculum documents in their data binders, and they can access them electronically at the Jefferson County Public Schools Web site. The principal and district leadership provide teachers training in the use of curriculum documents.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

During 2009, the principal collaborated with the leadership team to develop the current mission and vision statements. The principal asked all teachers to review the vision and mission statements. Parents and students were given the opportunity to have input prior to the review and approval by the school council. The principal did not use a public process to solicit input from community members. The principal publishes the vision and mission statements in some venues (e.g., comprehensive school improvement plan, school Web site) and posts them throughout the school (e.g., classrooms, front hallway, school office). The principal references the school vision and mission statements during meetings (e.g., faculty, Parent-Teacher Student Association).

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

The principal and teachers analyze multiple sources of student performance data (e.g., Interim Performance Report, No Child Left Behind report) during staff meetings, following the release of state data and findings are shared with the school council. The school council and the principal rarely use emerging data for decision-making regarding academic and programmatic modifications or refinements. Teachers examine district common assessments results on an ongoing basis, but formative assessment data or student work are rarely analyzed.

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 facilitates an annual analysis of student achievement data (e.g., Interim Performance Report, No Child Left Behind report) for teachers. He and his staff identify student achievement gaps in targeted populations and incorporates activities to address these gaps into the comprehensive school improvement plan. These findings are shared with the school council. Activities designed to close the achievement gaps are included in the comprehensive school improvement plan and in the school restructuring plan; however, the principal has not established an ongoing systematic process to measure the impact that the implemented activities have on student achievement. Programs, instruction and assessment tasks, goals and

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

activities in the comprehensive school improvement plan are seldom refined or revised based on emerging data. The principal displays individual student performance results from district common assessments in the War Room, and teachers are asked to track student progress. District common assessment scores are analyzed to identify and refer students who need remediation to specific programs (e.g., Extended School Services, lunch time remediation).

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

There are some opportunities for collaboration among staff during the school day (e.g., learning walks, lunchtime embedded professional development, observe other teachers). Most teachers do not have common planning times; rather, they meet after school on Tuesdays. The principal and assistant principals attend some departmental and committee meetings, but the principal does not always require, monitor or review agendas and minutes to ensure that the focus is on school improvement and that time is used efficiently.

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 implements the school council approved budget and allocates resources to support the goals of the comprehensive school improvement plan. The school council and principal have not established systematic and ongoing monitoring systems to ensure that financial resources are maximized and significantly impact instructional capacity and student achievement.

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 Discipline/Classroom Management policy (LR-008). A Progressive Discipline Chart is published in the student agenda book and the Valley Traditional High School Student Handbook explains general school rules. The principal does not ensure that the behavior plan is consistently implemented by all staff members. School leadership has established guidelines for how to respond to emergency events (e.g., fire, earthquake, tornado, lockdowns). The principal has established procedures

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

for responding to student misconduct in classrooms and common areas; however, implementation of the process lacks consistency across the school. The principal seldom evaluates the implementation of the Discipline/Classroom Management policy to determine needed improvements or refinements. Although many students are assigned to the In-school Adjustment Program, few are provided interventions to correct behavior. Students with habitual behavior infractions often lose valuable instruction time and struggle academically. The principal has established procedures (e.g., drills, repairs, security) to provide a safe environment. The school facilities and equipment are well-maintained.

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 by-laws and policies required by KRS 160.345. The school council developed an ongoing schedule to revisit each policy and by-law. The principal, however, has not fully implemented all school council policies and by-laws (e.g., all committees are not functioning, instructional practices are not being efficiently monitored for improvement on student learning).

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

The school council reviewed findings from a fall 2009 analysis of student performance data and approved a comprehensive school improvement plan that focuses on student achievement. The school council, however, does not alter the activities or goals in the school improvement plan using data emerging throughout the school year. Although Implementation and Impact checks have been conducted, the evidence of impact on student achievement is seldom grounded in data and quantifiable. The principal and district leadership engage in discussions regarding the comprehensive school improvement plan goals.

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

Although the principal engages teachers in conversations regarding increasing instructional capacity, he does not routinely include parents and community stakeholders. The principal espouses that parents are essential partners, but parents are seldom solicited to participate in decision-making or

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

other activities that promote student learning. During the development of the vision and mission statements, community stakeholders were not included in the process. Although the principal has developed and supported some programs (e.g. Close the Deal, Muhammad Ali Student Ambassadors, Advisor/Advisee) that encourage student achievement, he does not systematically assist teachers in understanding how to remove barriers to learning for targeted populations and for students struggling academically. The principal has established a variety of structures (e.g., committees, teams, learning walks) that could improve instructional capacity and student achievement; however, he seldom monitors or evaluates these structures to ascertain their effectiveness or to refine them to increase the likelihood of accelerating student learning. The principal shares leadership with assistant principals and teacher leaders; however, he has established few systematic processes to evaluate the impact resulting from these decisions. Although the principal monitors instructional capacity through learning walks and the evaluation process and provides teachers with some feedback, he fails to provide ongoing support and follow-up to ensure instructional improvements. The principal seldom engages teachers in meaningful discussions regarding their teaching practices following the learning walks. Rather, feedback typically is provided via a learning walk form and seldom accompanied by any follow-up conversations with the principal. The principal's management style has improved the culture of the school. The principal, however, has not engaged teachers in the necessary discourse and provided the essential follow-up and support needed to improve each teacher's instructional capacity to advance the achievement of all students.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The principal and assistant principals should establish and adhere to an ongoing monitoring system that includes learning walks, the personnel evaluation system and additional formal and informal classroom observations. They should hold themselves accountable for ensuring that teachers understand what they need to improve and how to improve. The principal and assistant principals should provide more than simply feedback. Suggestions for improvement should be paired with a timeline that includes ongoing follow-up and support by lead teachers, curriculum support staff, school leadership and district staff. In some cases, the principal should provide teachers with intense coaching and models of effective teaching strategies. The principal should hold teachers accountable for increasing their instructional effectiveness and document their progress.

The principal should seek support from district leadership or a highly effective instructional leader mentor. The mentor should demonstrate how to observe instruction and identify ineffective classroom practices, provide meaningful and timely feedback to teachers regarding their instruction and coordinate and monitor the support for teachers as they work to improve instructional practices.

The school council should take a more active role in analyzing test data and monitoring and revising the activities in the comprehensive school improvement plan. The school council should ensure that all funds are expended to support student learning as outlined in the comprehensive school improvement plan and teacher improvement goals. The school council should require that data be used to support or refute the effectiveness of all activities and revise these as needed to ensure that they are positively impacting student achievement.

The principal should establish a comprehensive communication plan that includes interactive discourse with families and community members. The plan should include components that intentionally provide a voice for parents and solicit them as partners in their child's education. As part of this communication plan, venues should be established for recognizing student successes in the community.

Resources:

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

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, district personnel evaluation system and documentation of implementation, school council meeting agenda and minutes, school council policies and bylaws, school mission and belief and vision statements

Interviews with assistant principal, district leadership, principal, school council members and teachers

Performance Rating **3**

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 adopted the School Budget/Number of Employees policy (BP-018). The policy requires the ad hoc Budget Committee to develop a budget with resources allocated in adherence with the comprehensive school improvement plan goals. The policy also mandates that the committee present the proposed budget to the school council for approval. The principal implements procedures in compliance with the policy and works with the committee to develop a budget.

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

The school council approves a budget that supports comprehensive school improvement plan goals. The budget is developed by the ad hoc Budget Committee and submitted to the school council by the principal. The professional development committee approves specific requests made by teachers to fund professional development activities; and the principal approves requests beyond the scope of the committee.

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 school council approves the school budget and reviews expenditures periodically at meetings. The ad hoc committee develops a budget that supports the goals in the comprehensive school improvement plan. The

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **3**

principal approves specific budget requests on a case by case basis.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

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 defined responsibilities for committees, teams and administrators. Committees (e.g., professional development, budget) and teams (Instructional Leadership Team, Learning Teams) are established and charged with specific responsibilities. The principal and the school council review findings from data analysis (e.g., Interim Performance Report, No Child Left Behind report). The principal does not consistently evaluate and monitor programs on an ongoing basis to determine their effectiveness. Several resources are integrated (e.g., Youth Services Center coordinator and teachers design pages in the student agenda book, school based funds provide professional development). The principal and the mayor of Louisville have established a partnership and developed a program, Close the Deal, to encourage students to attend college; however, few other community resources have been obtained.

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

The school council has adopted a Staff Assignment policy (LR-003). This policy requires the principal, when assigning staff positions, to give consideration to staff strengths and students' needs, as well as other factors (e.g., support of comprehensive school improvement plan, student assignment policy, staff members' requests). The principal makes some staffing decisions based on student needs and teacher strengths.

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

The school council adopted a policy called Protection of Instructional Time (BP-011). This policy bars unnecessary interruptions (e.g., office and television broadcasts, student reward activities) and points to the school safety plan and the Discipline and Classroom Management policy (LR-009) as another venue that should be used to protect instructional time. The principal has established some procedures to implement these policies (e.g., hall sweeps to encourage students to get to class on time); however, instructional time continues to be interrupted by telephone calls and disengaged students. Some teachers are not maximizing instructional time by teaching bell to bell and by developing structures and procedures that ensure seamless transitions. A few teachers finish teaching prior to the end of class and

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

students sit idly waiting for the bell to ring, which often results in behavior problems. A few teachers lack classroom management. Some teachers are unprepared and have not planned sufficiently to keep students actively engaged in meaningful learning the entire class period. The principal is not providing sufficient feedback, support, and follow-up to improve instructional strategies and classroom management.

- 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).

A school master schedule that provides common planning time has not been developed; however, teachers, typically, meet after school hours to collaborate with their peers. Teachers meet in a variety of configurations (e.g., Learning Teams, Instructional Leadership Teams, department teams) that allow for some vertical and horizontal communication regarding instruction and assessment, but the principal does not monitor to ensure all meetings are focused on teaching and learning.

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

The master schedule is designed by an assistant principal. The schedule is divided into trimesters, which allows more opportunities for students to earn course credits. The master schedule is organized into five 70-minute class periods. On Wednesdays the schedule is extended to six periods to allow time for an advisor/advisee class period. The master schedule does not include additional time for at risk students or expanded time for specific content area classes.

- 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 integrates funds and resources to support the goals and objectives in the comprehensive school improvement plan. Funds and

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

personnel are often combined to support school programs (e.g., staff, computers, professional development, resources). Expenditure of categorical funds are reviewed periodically at monthly school council meetings; however, program strategies are not routinely revised based on emerging data.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The principal should establish procedures to ensure that instructional time is maximized for student learning. Non-essential telephone calls, visitors and other interruptions should be banned during instructional time. The principal should ensure that teachers develop lesson plans that actively engage students in meaningful and rigorous learning and assessment tasks and eliminate off-task behaviors and disruptions. Instruction should occur bell to bell in all classrooms.

The principal should develop a monitoring process to ensure that all instructional time is used effectively for student learning. Monitoring should include an ongoing cycle of observations, feedback, follow-up, support and assistance. The principal or assistant principals should attend planning meetings and review lesson plans on a regular basis to provide assistance and feedback that will ensure teachers are organized and prepared to teach and ensure instruction challenges students and motivates them to learn.

Resources:

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

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

Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J. & Kleiner, A. (2000). Schools That Learn. New York, NY: Doubleday Dell Publishing Group, Inc.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of categorical program financial reports, committee meeting minutes and agenda, comprehensive school improvement plan, Kentucky Performance Report disaggregated data, lesson plans/units of study, newspapers, perception survey results, professional development records, school council meeting agenda and minutes, school council policies and bylaws and student work

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

Observations of classrooms

Performance Rating 2

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

The principal facilitated a collaborative process involving the Instructional Leadership Team and teachers to develop the current vision and mission statements in the summer of 2009. Students reviewed the statements in advisory groups. Parents had an opportunity to provide input during Open House. However, community members were not involved in this process. There are no belief statements.

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

The principal facilitated a red flag analysis following the release of the Interim Performance Report in the fall of 2009. Additional data (e.g., attendance, discipline, learning walks, No Child Left Behind report) are analyzed during the planning process. Disaggregated data are entered into an electronic template that establishes student achievement goals and benchmarks. Formative assessment data are not routinely analyzed as part of the school planning process.

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

During a faculty meeting in fall 2009 and following the release of KCCT results, teachers and the principal conducted a red flag analysis of test scores. Teachers also examine other sources of data (e.g., PLAN, district common assessment, No Child Left Behind report); however, findings from

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

these analyses are not always used to inform the goals and strategies in the comprehensive school improvement plan.

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

The comprehensive school improvement plan includes a process for evaluation that states the plan will be evaluated monthly by the Instructional Leadership Team and by all content area departments once a trimester. It also requires that Implementation and Impact Checks be conducted every other month, but the person responsible is not identified. Implementation and Impact Checks are completed by teachers several times during the school year; however, findings are not typically used to determine the impact of an activity on instructional effectiveness or student achievement and are rarely reported in measurable terms. The principal has not established a systematic process to regularly evaluate the effectiveness of the comprehensive school improvement plan.

9.6a The plan is implemented as developed.

The principal and teachers implement most of the activities in the school improvement plan. Teachers, generally, know the goals in the comprehensive improvement plan and implement many of the activities.

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

The principal collects and reviews a variety of data (e.g., Interim Performance Report, No Child Left Behind report, free/reduced lunch, students with disabilities). The principal, however, does not regularly evaluate the impact from school improvement plan activities.

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 teachers analyze student performance data (e.g., district common assessments, PLAN, Interim Performance Report, No Child Left Behind report). The principal examines some classroom practices through the evaluation process and learning walks; however, the principal rarely evaluates the impact that the comprehensive school improvement plan has on instruction and assessment practices.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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

The principal sustains his commitment to school improvement by celebrating student successes (e.g., Honor Roll Breakfast, display of proficient and distinguished students' pictures). Parents are invited to attend the Honor Roll Breakfast. The principal does not regularly evaluate the impact from implementing school improvement goals.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The school council and the principal should establish an ongoing, systematic system to monitor and thoroughly evaluate the effectiveness of the activities in the comprehensive school improvement plan at frequent intervals during the school year. School council and the principal should rigorously implement an intentional monitoring system where evidence is used to support or refute the effectiveness of each activity in the comprehensive school improvement plan. The evidence that is used to refute the effectiveness of strategies should be quantifiable and visible in student achievement. The school council and the principal should strategically investigate whether the strategies in the school improvement plan are producing desired results and modify the plan as needed to ensure that activities are highly effective.

The principal should establish procedures to ensure that all staff members and the school council analyze student achievement data generated and collected throughout the school year and use findings to drive decision-making. The principal should include data from a variety of sources (e.g., surveys, learning walks, formative assessment) in the analysis.

Resources:

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary of Next Steps:

The principal should establish a systematic process to provide teachers the support necessary to improve their instructional capacity. This process should encompass observations; meaningful, specific and timely feedback; and ongoing follow-up and support sufficient to guide teacher instructional improvements.

The principal should ensure all teachers plan and implement instructional and assessment strategies that are challenging and motivate students to learn. The principal should ensure that all instruction is grounded in research-based instructional strategies (e.g., cooperative learning, graphic organizers, interactive note taking), aligned to state and district curriculum standards and designed to actively engage students in meaningful learning tasks. The principal should ensure that all staff members, including school leadership, develop and equitably implement a comprehensive behavior management plan.

The principal should develop procedures and monitor the use of instructional time in all classes. The principal should hold teachers accountable for planning meaningful and challenging instructional activities that actively engage students from bell to bell. Teachers should develop transitional strategies to avoid a loss of valuable instructional time at the beginning and end of classes and between activities during class. The principal should establish and monitor the implementation of procedures that protect valuable instructional time. Non-essential telephone calls by staff and visits to peers classrooms should be eliminated during instructional time.

The principal should provide professional development activities for teachers regarding the design and implementation of formative assessments. The principal should monitor the use of formative assessments and provide guidance to assist teachers to increase their repertoire of effective and efficient formative assessment strategies. Teachers should collaborate in the design of effective assessments and examine student work and assessment data to identify needed changes in instructional practices to meet the learning needs of all students.

The principal should establish and model high expectations and hold staff accountable for demonstrating the belief that all students can learn at high levels and behave appropriately. The principal and staff should observe and study highly successful schools with similar demographics to identify characteristics of high expectations, including behavioral expectations. These high academic expectations should be implemented and visible in lesson plans, student learning activities, and assessments. Behavior expectations should be equitably implemented by all staff for all students.

The school council should establish a systematic process to frequently, continuously and rigorously examine a variety of data and use findings to drive decision making. The principal should establish procedures for school leadership and staff members to routinely analyze current and emerging data. The principal should hold himself and staff members accountable for grounding decision making in these findings. The school council and the principal should examine data to identify needed modifications and revisions in all programs, allocations, and resources.

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

In Conclusion:

The leadership assessment team would like to express its gratitude to the Jefferson County Schools leadership and staff for the cooperation and hospitality extended to the team members during the week of the leadership assessment.

School Council Authority:

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

Principal Authority:

The school leadership assessment team has determined that the principal does not have the capability and capacity to continue the roles and responsibilities established in KRS 160.345.

The transfer of council authority to the superintendent as recommended by the leadership assessment team and approved by Commissioner of Education, Dr. Terry Holliday, gives the superintendent of Jefferson County school district the authority to hire a principal for Valley Traditional High School.

Recommended Intervention Option:

Re-staffing Option

Commissioner, Kentucky Department of Education: _____

Date: _____

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

- The district must submit an application to receive SIG 1003g funds.
 - The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).
 - The annual goals will be based on student achievement on the State's assessments in both reading/language arts and mathematics.
 - Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals by using a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement

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

Principal, Valley Traditional High School: _____ Date: _____

Superintendent, Jefferson County Schools: _____ Date: _____

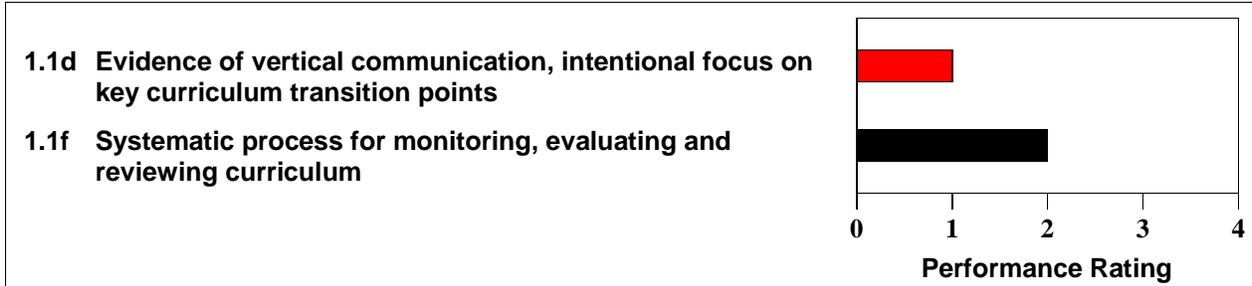
Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

1.1 Curriculum

Academic Performance



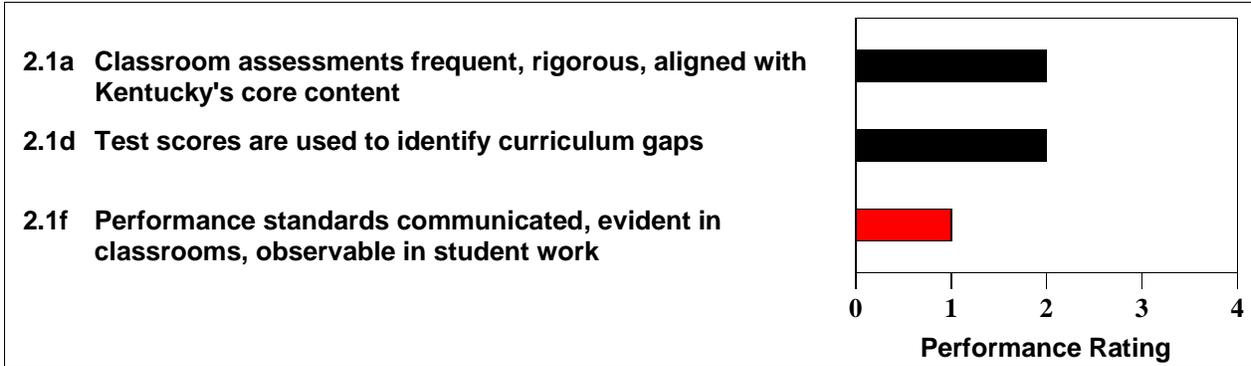
Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

2.1 Classroom Evaluation/Assessment

Academic Performance



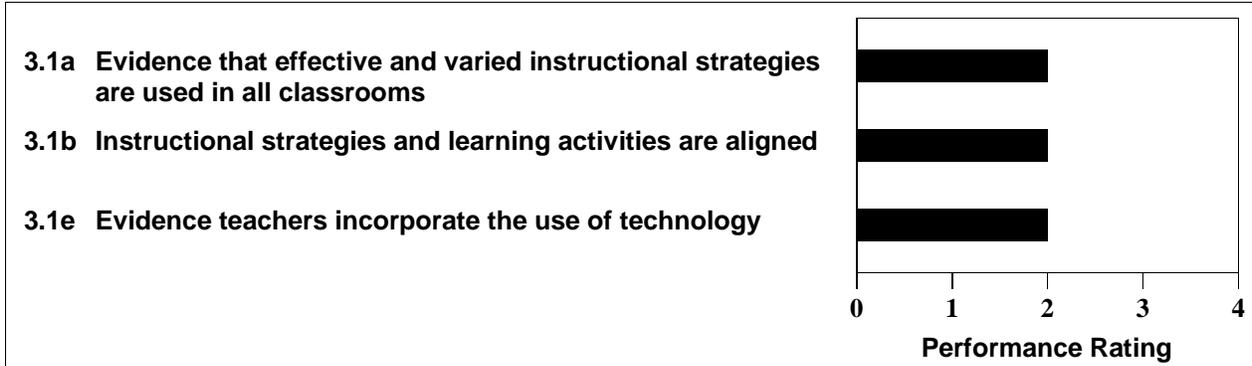
Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

3.1 Instruction

Academic Performance



Kentucky Department of Education
School Leadership Assessment Summary Report

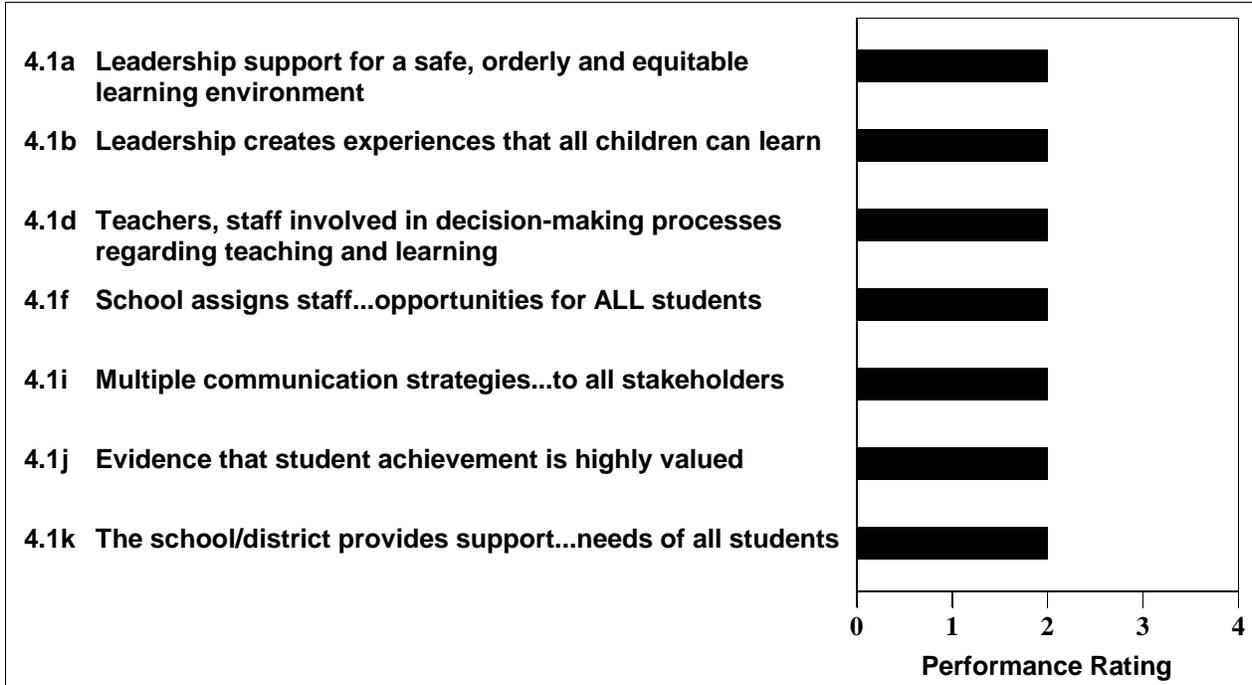
VALLEY TRADITIONAL HIGH

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

4.1 School Culture

Learning Environment



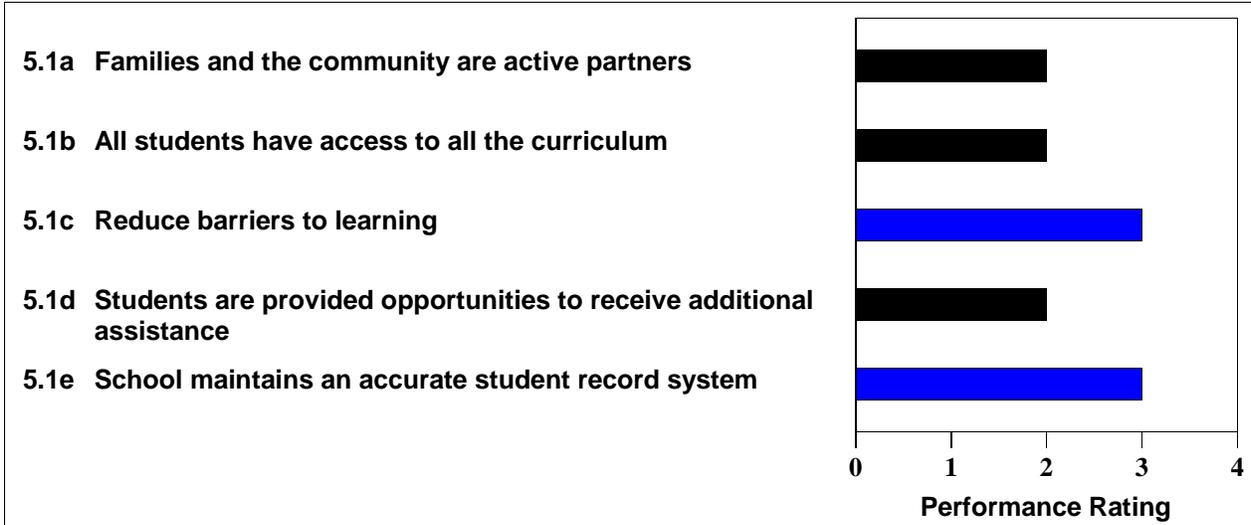
Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

5.1 Student, Family and Community Support

Learning Environment



Kentucky Department of Education
School Leadership Assessment Summary Report

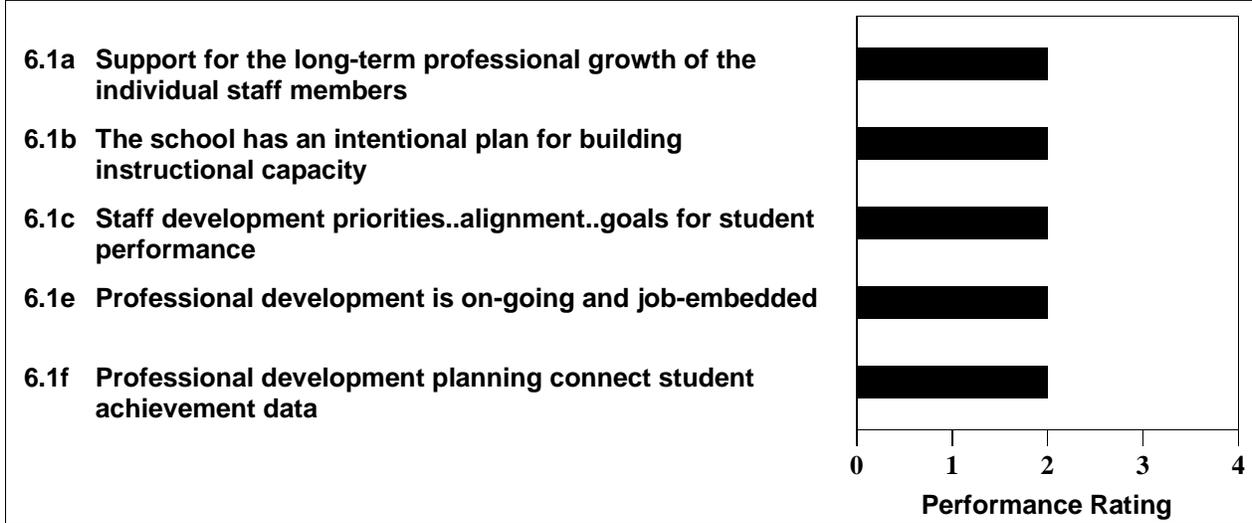
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Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

6.1 Professional Development

Learning Environment



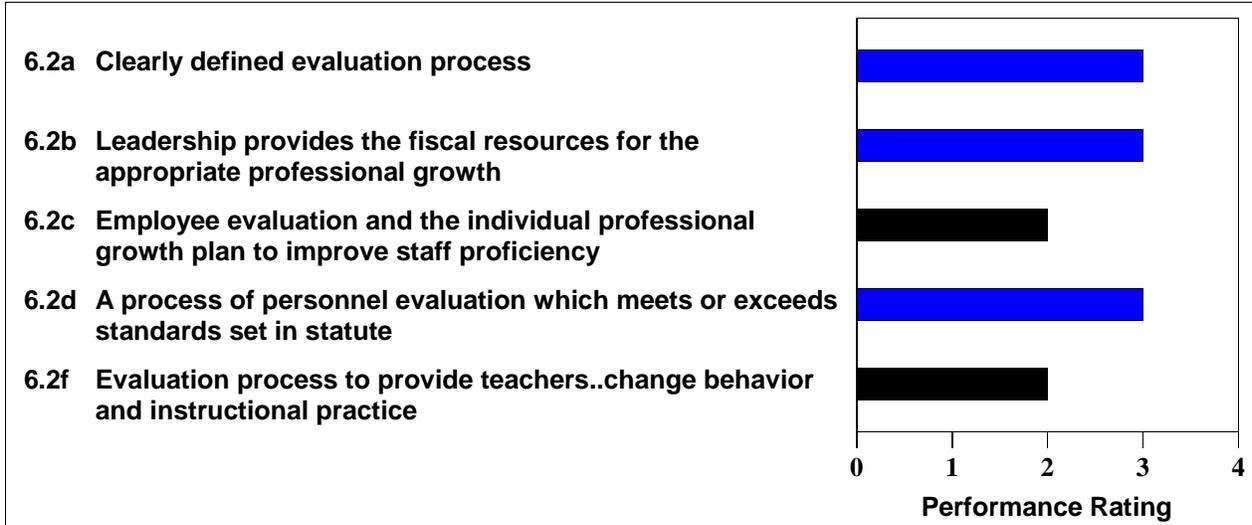
Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

6.2 Professional Growth and Evaluation

Learning Environment



Kentucky Department of Education
School Leadership Assessment Summary Report

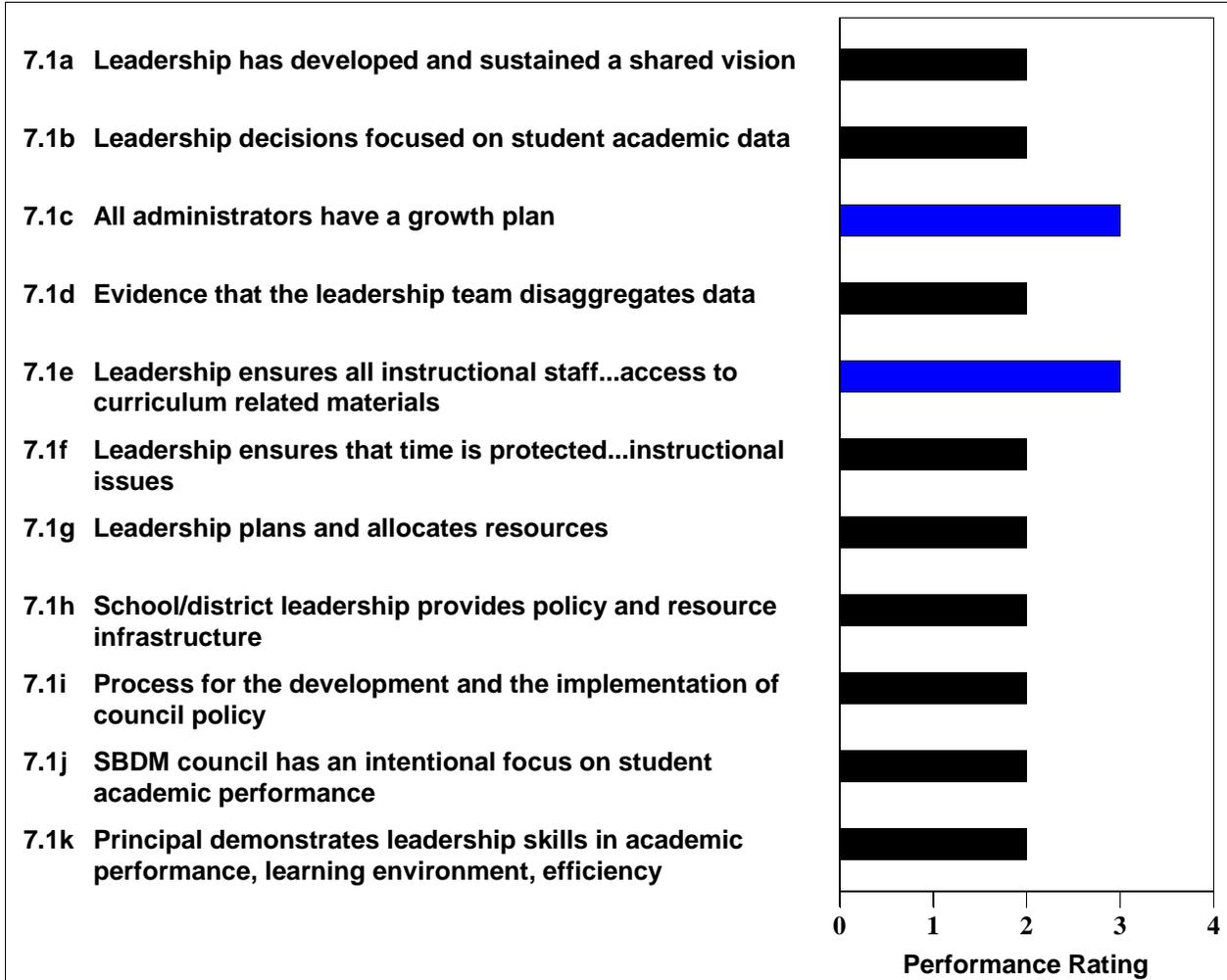
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Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

7.1 Leadership

Efficiency



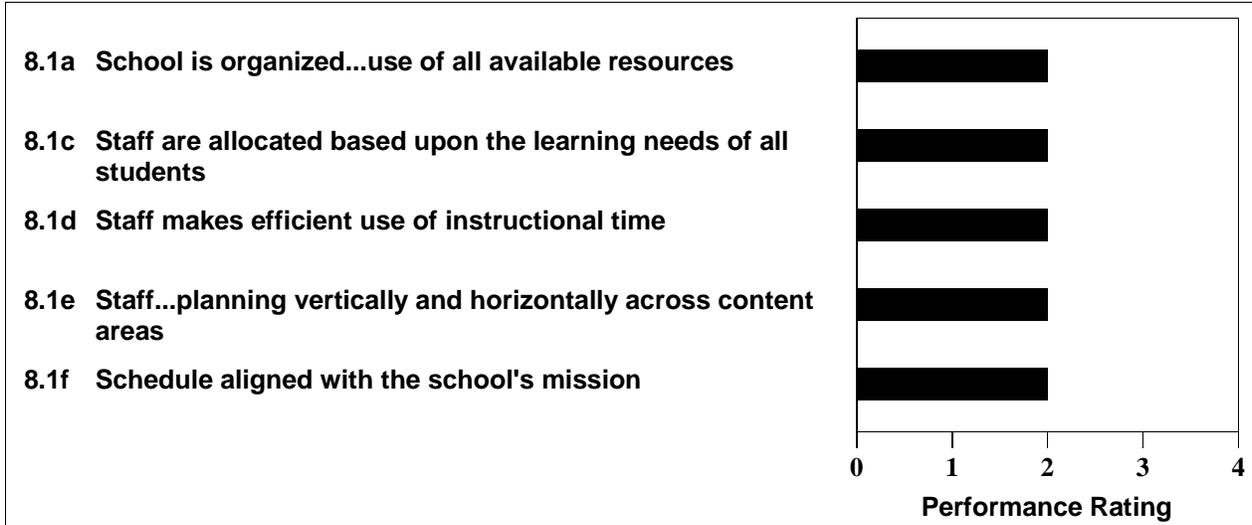
Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

8.1 Organization of the School

Efficiency



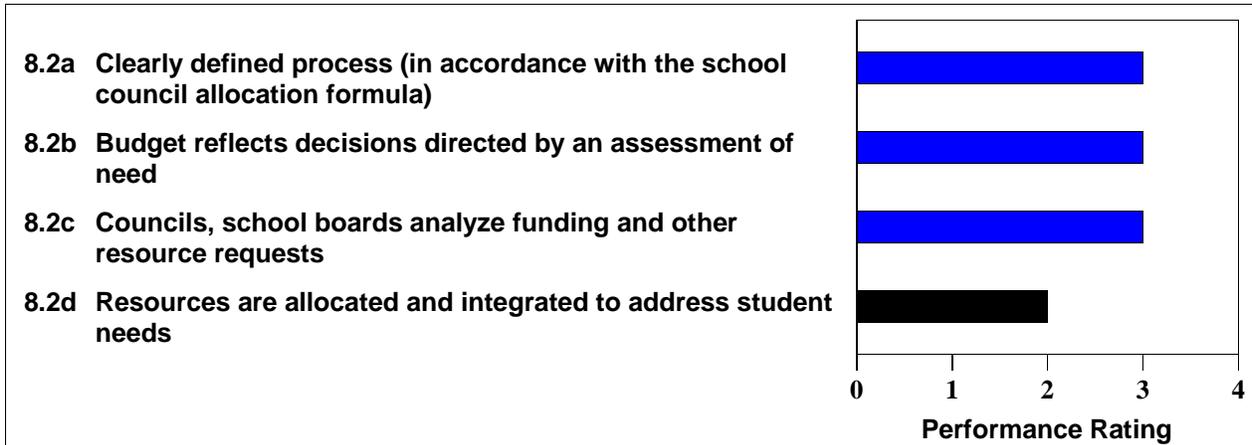
Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

8.2 Resource Allocation and Integration

Efficiency



Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



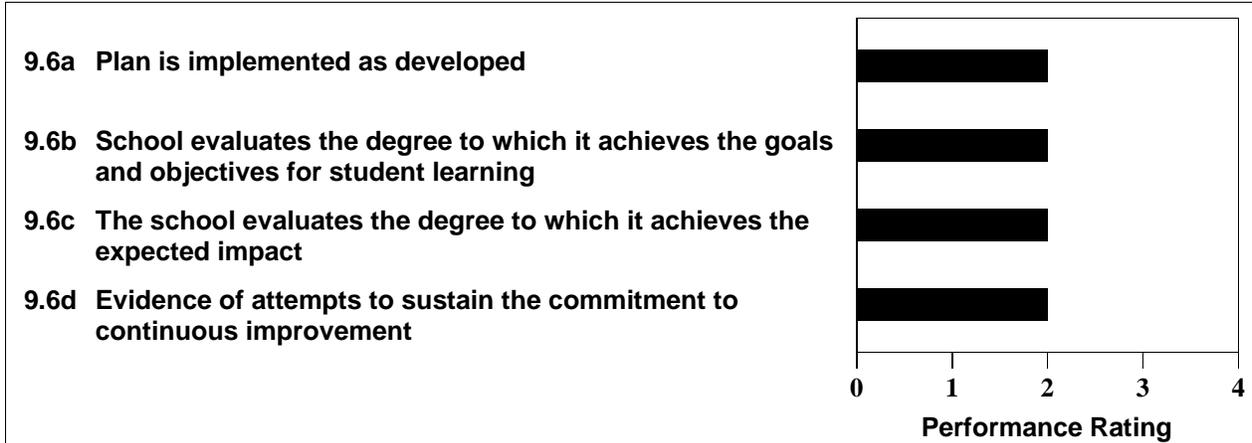
Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

9.6 Implementation and Documentation

Efficiency



Kentucky Department of Education
School Leadership Assessment Summary Report
VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

In Conclusion:

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Recommended Intervention Option:

Re-staffing Option

Commissioner, Kentucky Department of Education: _____

Date: _____


4-27-10

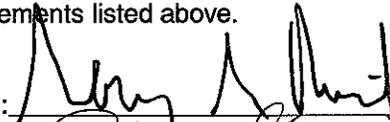
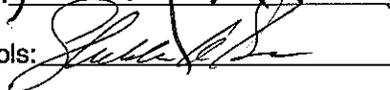
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Principal, Valley Traditional High School: _____

Date: _____

May 4, 2010

Superintendent, Jefferson County Schools: _____

Date: _____

5/4/10