

Jefferson County Public Schools
VALLEY TRADITIONAL HIGH
School Leadership Assessment Report



02/26/2012 - 03/02/2012



School Leadership Assessment Executive Summary

VALLEY TRADITIONAL HIGH

Jefferson County Public Schools School District

2/26/2012 - 3/2/2012

Gary Hurt, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of VALLEY TRADITIONAL HIGH during the period of 2/26/2012 - 3/2/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal has not ensured all teachers design and implement effective instructional strategies to meet the learning needs of all students.
Next Steps	The principal should ensure all teachers participate in on-going, job-embedded professional development to improve instructional strategies and establish expectations including the consistent use of high-yield instructional strategies (e.g., authentic learning tasks, high-level questions, wait time, delving, high interest strategies, advanced organizers). The principal should establish a process by which teachers are frequently observed and provided specific, meaningful feedback. The principal should ensure ongoing follow-up and support for teachers as they improve their instructional practices. The principal should require every teacher to be on task bell-to-bell, thoroughly prepare for instruction, organize materials, provide instruction aligned with learning targets and eliminate low-level time fillers. The principal should hold himself and his administrative team responsible for monitoring, supporting and fostering improvements in classroom practices.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not established a strategic and comprehensive intervention program to address the individual learning needs of students.

Next Steps	The principal should establish a comprehensive intervention program designed to meet specific learning needs of students struggling academically. The program should expand the number of students receiving services. The principal should review research regarding intervention programs to understand the essential components (e.g., universal screening, secondary interventions, monitoring student progress) and to identify effective strategies. Classes should meet frequently, and instruction should be anchored in an analysis of student work, formative assessments and diagnostic exams to illuminate individual student needs. Diagnostic assessments and progress monitoring should guide grouping and regrouping of students. The principal should continuously monitor student learning to make certain response to intervention classes close the achievement gaps of struggling students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal does not actively build a school community focused on student achievement.
Next Steps	The principal should implement creative strategies (e.g., neighborhood picnic, back to school activities, satellite activities, displays) in the community to engage stakeholders and build school pride. The principal should encourage stakeholders to become partners and support students and staff in building a culture of mutual respect and a belief in students and their futures. The principal should develop expectations to ensure frequent and interactive communication among stakeholders.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal has not ensured student misbehaviors and classroom disruptions are eliminated as barriers to learning.

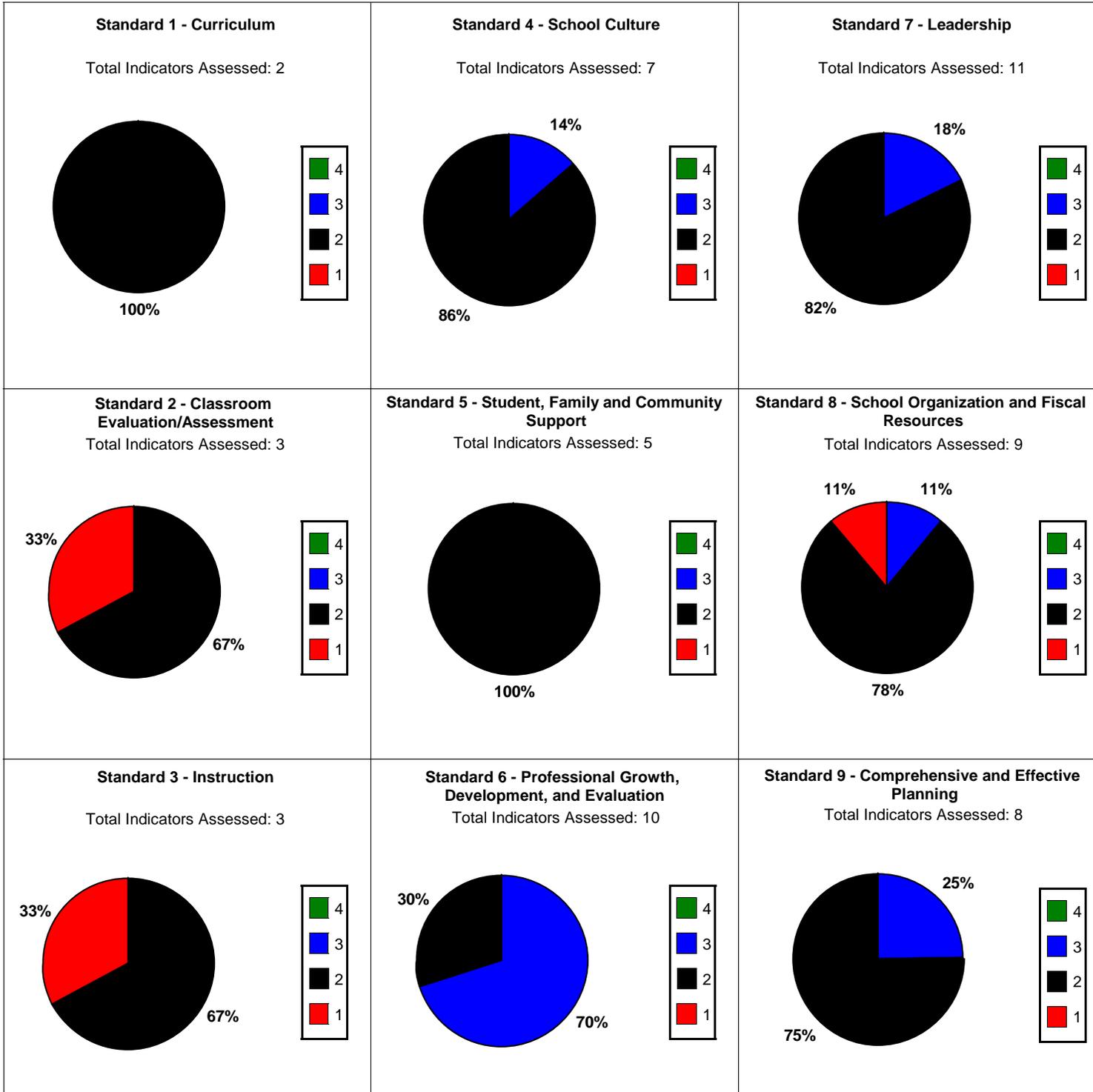
Next Steps	The principal should hold himself, administrators and staff accountable for consistently and effectively implementing the behavior management plan. School leadership should immediately initiate frequent, intentional monitoring to identify teachers who need assistance to implement appropriate behavior management techniques, provide support to improve classroom practices and proactively address student behavior. The principal should make certain the plan is implemented as intended and ensure prevailing instructional and behavioral issues that impede learning (e.g., profanity, disruptive behaviors, disrespect, tardiness, not teaching bell-to-bell, disengaged and unprepared students) are eliminated.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal has not established a systematic process to monitor implementation and evaluate the impact of programs and resources on student achievement.
Next Steps	The principal should establish an ongoing monitoring systematic process to quantifiably evaluate all programs (e.g., instructional, operational, student support services) and resource use (human, fiscal, physical) to measure impact on professional practices and student achievement. This process should include reviews of committee work (professional learning communities, advisor-advisee teams, Instructional Leadership Team, student support service providers), scheduled and impromptu classroom observations and an ongoing analysis of current and emerging cognitive and non-cognitive data. The principal should establish benchmarks and goals for program implementation and resources to determine whether they are producing desired results.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

VALLEY TRADITIONAL HIGH

KDE 2012 School Leadership Assessment Report At-a-Glance

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

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



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

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

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

VALLEY TRADITIONAL HIGH
Jefferson County Public Schools School District

2/26/2012 - 3/2/2012

Introduction

The Kentucky Department of Education conducted a school leadership assessment of VALLEY TRADITIONAL HIGH during the period of 2/26/2012 - 3/2/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (86) and formal interviews and informal discussions with teachers (69), students (98), parents (14), central office personnel (5), support staff members (42), community leader (1), assistant principals (3), counselors (3) and the principal.

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

The chairperson of the team was Janet L. Hurt, PhD - Team Lead. The other team members were Mike Hurt - District Administrator, Marilyn C. King - Teacher, Carol Ann Higdon - Building Administrator, Sharon Baker Knight - Building Administrator, Larry G. Stinson, EdD - District Representative, Gayle H. Mills - Teacher, Deborah Mapp-Embry, EdD - Higher Education Representative, Joy Stinnett Waldrop - Teacher, Margaret Cleveland - Parent, Ruth Webb - Parent and Todd Tucker - Educational Recovery Staff.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, curriculum documents, curriculum maps, faculty meeting agenda, Kentucky's Core Content for Assessment, lesson plans/units of study, rubrics, school Web pages, Student Performance Level Descriptors, student work, teacher portfolios, 30-60-90 plan, learning walk data, Interim Performance Report disaggregated data and Teaching Empowering Leading and Learning survey results

Interviews with assistant principal, district leadership, principal, students and teachers

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

Performance Rating 2

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

The principal has not established a systematic process to address curriculum transition points between feeder schools and Valley Traditional High School. School counselors visit feeder middle schools to meet with prospective students and parents to discuss transition to high school and available courses, but they do not discuss curricular issues. Valley Traditional High School teachers who teach the same courses (e.g., Algebra II, Geometry, English I) meet weekly in their content area professional learning communities during common planning, but they seldom discuss key vertical curricular transition points.

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

The school council authority has been transferred to the superintendent; however, the principal continues to use the previously adopted curriculum policy (LR-002) that requires all teachers to use the documents developed by the faculty and based on the Jefferson County Public School pacing guides and core curriculum. The principal has established some organizational structures (e.g., weekly planning logs, Classroom Instructional Framework, Jefferson County Public Schools Online) to review the implemented curriculum; however, he does not monitor to ensure the curriculum is implemented as he requires.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should collaborate with district leadership to facilitate regular vertical alignment discussions between teachers from feeder middle schools and Valley Traditional High School. The principal should facilitate vertical collaborative conversations for teachers within their content departments. These discussions should have an intentional focus on key curricular transition points to eliminate overlaps and gaps. The principal should monitor the consistent use of the curriculum to ensure it is implemented with fidelity and is having the intended impact on student achievement.

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.

SISI Toolkit Standard 1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%201/Standard%201%20By%20Standards.htm

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VALLEY TRADITIONAL HIGH

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, comprehensive school improvement plan, curriculum documents, faculty meeting agenda, Kentucky's Core Content for Assessment, lesson plans/units of study, rubrics, samples of classroom assessments, samples of student work products, school improvement planning team meeting minutes and agenda, Student Performance Level Descriptors, student work, teacher portfolios, Teaching Empowering Leading and Learning survey results, 30-60-90 plan, Professional Learning Community agendas, learning walk data and Interim Performance Report disaggregated data

Interviews with principal, 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.

Although school council authority has been transferred to the superintendent, the principal reports that he continues to implement school council policies. The principal communicates the expectation for teachers to collaborate during common planning time to design effective summative and formative assessments as outlined in the school council Classroom Assessment policy (BP -007). Most classroom assessments are aligned to Kentucky Core Academic Standards, ACT Quality Core and Kentucky Core Content for Assessment 4.1. Formative classroom assessment results are not consistently used to drive instruction or to ensure continuous improvement. Some teacher-designed assessments do not require students to use higher-order critical thinking skills and some lack rigor and authenticity.

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

The principal, the Instructional Leadership Team and teachers annually disaggregate and analyze assessment data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, PLAN and ACT scores), but they do not use these findings specifically to align their curriculum with Kentucky content standards. During weekly common planning time, teachers meet in professional learning communities and sometimes analyze student work and assessment data to determine mastery of standards.

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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.

Many teachers write and organize daily lessons using the Curriculum Instructional Framework template. The principal requires teachers to post and review daily learning targets. Few teachers define and communicate performance level descriptors to students prior to assigning student learning tasks or administering an assessment. Some student work is posted in classrooms, hallways and common areas. Few teachers effectively use models of proficient student work or teacher-developed examples of proficient work with scoring guides to help students understand the characteristics of proficiency.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should ensure teacher-developed classroom assessments are consistently aligned with content standards. Teachers should receive frequent and meaningful feedback regarding the quality of classroom assessments. The principal should ensure teachers consistently use formative assessment data to improve their instruction and to plan differentiated instruction to meet the needs of students.

The principal should ensure teachers clearly communicate performance level descriptors to students prior to and during learning. The principal should hold teachers accountable for making certain all students understand the characteristics of proficient work. The principal and administrative team should monitor to ensure teachers routinely use models of proficient work and rubrics to guide student learning. The principal should ensure examples of proficient student work with a corresponding rubric are displayed and referenced during learning.

Resources:

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

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

Tomlinson, C. A. (2001). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

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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, faculty meeting agenda, Kentucky's Core Content for Assessment, lesson plans/units of study, rubrics, samples of classroom assessments, samples of student work products, school Web pages, Student Performance Level Descriptors, student work, 30-60-90 plan, Teaching Empowering Leading and Learning survey results, Learning Walk data, Interim Performance Report and school council policies

Interviews with assistant principal, principal, school leadership, students and teachers

Observations of classrooms, common areas, computer lab and hallways

Performance Rating 2

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

The principal provides a school master schedule that allows for daily common planning time to conduct professional learning community activities (e.g., examining formative assessments, planning for future professional learning community meetings, analyzing data) and to use district-provided curriculum to develop instructional strategies and activities that are aligned with state, district and school learning goals. Planning time, however, is not used consistently as intended. Most teachers administer assessments with items similar to those on the state assessments (e.g., multiple choice questions, constructed response, on-demand writing); however, some teachers do not actively engage students in learning activities that emulate the depth of knowledge and rigor required on state assessments.

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

Although school council authority has been transferred to the superintendent, the principal states that he continues to use all policies, including the Technology Use policy (LR-010). This policy, however, does not define the effective use of instructional technology. The principal has not established procedures for the effective instructional use of technology for students and teachers. Teachers have access to a variety of instructional resources (e.g., laptops, iPads, nooks, document cameras, SMART Boards). Some teachers use technology to manage and deliver instruction, and a few teachers design

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

student-centered activities (e.g., build Web sites, simulation activities) to enhance instruction. Core content area teachers use technology to track student proficiency through Classroom Assessment System and Community Access Dashboard for Education software.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **1**

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

School council authority was transferred to the superintendent; however, the principal reports he continues to adhere to existing school council policies, including a policy called Instructional Practices policy (LR-007) that requires faculty to use research-based strategies shown to increase student achievement when planning and delivering instruction. The principal provides a school master schedule that affords weekly common planning time for teachers in their content areas to focus on instructional practices, analyze student work and review results from common assessments. Few teachers intentionally implement research-based instructional activities (e.g., similarities and differences, cooperative learning, hands-on, authentic, inquiry-based) that actively engage students in their learning. Many teachers use teacher-directed, traditional instructional strategies (e.g., lecture, worksheets) that do not actively engage students from bell-to-bell. In many classrooms, students are not engaged in meaningful and authentic learning tasks, resulting in student disruptions. School leadership conducts administrative and collegial learning walks and provides some feedback to teachers concerning instructional practices and levels of rigor and relevance.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should develop and implement a systematic process to ensure implementation of varied, research-based instructional strategies (e.g., inquiry, cooperative learning, learning styles, flexible groupings of students, rubrics, higher-level questions) and to make certain instruction is student-centered, rigorous and addresses the learning needs of all students. The process should include systematic comprehensive monitoring and documentation of instructional practices to ensure the accountability of staff and the engagement of all students in meaningful, authentic learning tasks.

The principal, in collaboration with school staff, should establish instructional technology expectations grounded in best practices. The principal should make certain that teachers use technology (e.g., virtual field trips, Google Earth, Kindles, nooks, distance learning classrooms) to motivate students to want to learn and to extend learning beyond the classroom. The principal should ensure teachers design and implement student-centered technology tasks (e.g., e-pals, blogs, Wikis, computer aided design, simulation software).

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

Jensen, Eric. (1998). *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-299-9

Marzano, R. J. (2003). *What works in Schools: Translating Research into Action*. Alexandria, VA: Association of Supervision and Curriculum Development.

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

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, committee meeting minutes and agenda, committee rosters, employee handbooks, faculty meeting agenda, master school schedule, safe schools data reports, school mission, belief and vision statements, School Report Card data, school visitors register, school Web pages, school/district safety plan, student handbook, student/parent/staff handbooks, trophy cases, Teaching Empowering Leading and Learning survey results and school policies

Interviews with classified staff, school leadership, students and teachers

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

Performance Rating **3**

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

The principal and staff recognize and celebrate the achievements of students in a variety of venues (e.g., hallway pictures of Close the Deal participants, Proficient and Distinguished banners, Red Ribbon Week and Prevention activities, Senior Class Officers; Web site; marquee; A and B Honor Roll display case; Guess Who's Going to College bulletin board). The principal sends a letter home to parents of A and B Honor Roll students following the close of each trimester inviting them to the Recognition Ceremony and Breakfast. Students are recognized for Good Faith Effort and proficient and distinguished scores on state assessments with a variety of rewards (e. g., field trips, yearbook, cap and gown, senior sweats, prom ticket, bookstore coupons, Principal's Pass; drawing for flat screen television, Kindle Fire, iTunes gift card, iPod Nano, laptop computer). The principal has conducted a program called Community Meetings to share information about the Medical, Health and Environment magnet program with community partners (e.g., Spencerian College, Greater Louisville Science Center, Bellarmine University, University of Louisville Nursing School). Several local organizations (e.g., Valley Booster Club, Valley Alumni Class of 1957) provide scholarships for some students.

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Standard 4 **School Culture**

Performance Rating 2

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

The Valley Traditional High School council authority has been transferred to the superintendent; however, the principal continues to use the previously adopted policy, School Safety, Discipline and Dress Code (LR-008), which is aligned to the Jefferson County Safety and Emergency Procedures Manual and the Jefferson County Public Schools Code of Acceptable Behavior and Discipline and the Student Bill of Rights. School leadership follows procedure to file facility work orders to ensure that needed repairs are addressed; however, the physical environment is not always well maintained, clean and welcoming. Several measures (e.g., glassed-in reception area, buzzer at front entrance, 32 surveillance cameras, five in-school security officers, school resource officer) enhance security. School leadership uses a radio communication code system when security assistance is needed. School leadership routinely conducts emergency drills (e.g., fire, severe weather, hostile situation) and Emergency Response Plans are posted in all classrooms. A school safety assessment was conducted in March, 2011. Assessment concerns (e.g., bringing open containers to school, using various objects to prevent doors from closing securely, poor lighting in front of building) and recommendations led to the implementation of several new procedures. The principal minimizes classroom disruptions by making announcements at the end of first period and at the end of the school day. Although there is a school policy, Protection of Instructional Time (BP-011), many disruptions (e.g., teacher telephone calls, students leaving class, discipline issues, inappropriate language) occur. School-wide behavioral expectations are defined and communicated to students and families in the Valley Traditional High School Student Handbook. School leadership employs a behavior management plan; however, behavioral standards and expectations are not consistently implemented by all administrators and teachers. Many students, for example, arrive late to class, use abusive language, refuse to participate in class activities and walk out of their classrooms during class periods in defiance of teachers. School leadership reviews available data (e.g., Teaching, Empowering, Leading and Learning survey, the Comprehensive School Climate Inventory) regarding the learning environment.

- 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.

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The principal states a desire for all students to achieve; however, this has not translated to effective instructional practices, appropriate student behavior and adequate student achievement. The school mission and vision statements are published on the school Web site and posted in the hallways and most classrooms. The principal facilitated the development of the motto, "Dream, Believe, Achieve...The Tradition!" This motto is prominently displayed in the school lobby and on several forms of written communication, but these expectations are not reflected in all classrooms. Several opportunities (e.g., Title I parent open house, Free Application for Federal Student Aid workshops, Title I Academic Recognition Ceremony and Breakfast, parent-teacher conferences, Project Proficiency Workshop for Parents, Grandparent Workshop, Senior Luncheon) are offered to encourage families to be active partners in their child's education. Local businesses (e.g., United Parcel Service, Applebees, Marshalls, Fazolis, St. Mary's and Elizabeth Hospital, Mark's Feed Store, local chiropractor office) provide job opportunities through Community Based Instruction and Cooperative Work programs. The principal ensures that Valley Traditional High School seniors participate in Close the Deal, a program that encourages students to attend college. Students receive an "I Closed the Deal" tee-shirt and are recognized by having their picture hung in a school hallway when they are accepted to college. The slogan, "You Can Go to College," is displayed in the first floor hallway. Teachers have some opportunities (e.g., professional learning communities, Lunch and Learn, departmental meetings, collegial learning walks, learning target walks) to interact and share strategies that have increased student achievement. Students identified on the "watch list" are assigned a grade level advisor, and teachers discuss strategies for these targeted students in their professional learning community meetings and on the Jefferson County Public Schools Online forum.

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

Although teaching and non-teaching staff attended a school faculty and staff retreat, the principal has not established a formal plan to include non-teaching staff in decisions that impact 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.

Although school council authority was transferred to the superintendent, the principal adheres to the school policy, Student Assignments (LR-004), when

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enrolling students in classes and programs. The policy states “the appropriate counselor will generate students’ schedules and create standard schedules based on the unique learning needs...” Students, however, are not always assigned to teachers whose expertise best matches their learning needs. School leadership uses student groupings and programs (e.g., Exceptional Child Education; e-school and Plato credit recovery; “watch list” advisory; drop-out preventions; Saturday, after school, and lunchtime extended school services; Study Island, Freshman Academy; Supplemental Education Services, Viking Camp) to support students who need additional assistance. Leadership provides some accelerated programs (e.g., Medical, Health, Environment magnet program, Advanced Placement courses, Americorps College Coach, Kentuckiana College Access, dual credit with Jefferson Community and Technical College, College Access Day, ACT Prep, KAPLAN). An assistant principal solicits input from the Instructional Leadership Team to develop the school master schedule.

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

Although school council authority was transferred to the superintendent, the principal adheres to the school policy, Parent Involvement (BP-009), which includes a plan to improve communication between school and home. Although the principal has not fully implemented a formal communication plan, school communication and student progress are reported to families through a variety of venues (e.g., six-weeks progress reports, trimester grade cards, Viking newsletter, Valley Traditional High School Student Handbook, Infinite Campus Parent Portal, All-Call System, parent contact logs, school Web site, marquee, letters, e-mails, telephone calls). The principal encourages teachers to contact families to discuss student academic performance and document on contact logs. Few parents attend parent teacher conferences and Admissions and Release Committee meetings.

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.

Teachers are required to use The 7 Principles of Culturally Responsive Teaching and implement two culturally responsive instructional strategies during each school year; however, the principal does not monitor to ensure these strategies are effectively embedded into instructional practices. Some professional development activities (e.g., What is it About Me That You Can't

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Teach; From High Poverty to High Achievement; Institute for Cultural Competence and Courageous Practice; book study, Gary Howard's As Diversity Grows, So Must We) are available for teachers to learn additional culturally responsive strategies. District and school leadership provide support (e.g., internal and external counselors, Youth Services Center, Advisor-Advisee, some intervention classes, Drop-out Prevention, Truancy Diversion Program, College Access Resource Teacher, COMPASS testing, Study Island, e-school and PLATO credit recovery, Men of Quality) to address some physical, cultural, socio-economic and intellectual needs that impact student learning. The principal works within district parameters to employ qualified staff members.

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

The principal should communicate and model a sense of urgency to elevate academic and behavior expectations at Valley Traditional High School. The principal should hold all school faculty, teachers and students accountable for school-wide non-negotiables (e.g., hallway supervision, dress code, electronic devices, school rules, classroom rules). The principal should maximize human resources (e.g., in-school security, school resource officer, staff supervision) to aggressively address student behavioral issues.

The principal should implement strategies (e.g., mentoring, peer tutoring, service learning, leadership development, career skills classes, clubs) to engage the students who are not served through the accelerated curriculum or Exceptional Child Education services. The strategies should allow students to explore individual talents and interests.

The principal should engage all stakeholders in fostering a school community focused on high expectations for all students. The principal should develop strategies to ensure transparent two-way communication among all stakeholders to sustain focus on continuous student achievement. The principal should ensure he and his administrators consistently implement all school policies and procedures to develop a culture of trust between administrators and staff and between staff and students. He should hold all staff accountable for their individual role and responsibility for student success.

The principal, with stakeholder input and assistance from district leadership, should identify schools of similar size and demographics that have successfully reduced tardiness, absenteeism and leaving class without permission to identify successful strategies that can be emulated at Valley Traditional High School. The principal should ensure that all staff work together to make certain that students attend class and are actively engaged in meaningful learning tasks. The principal should ensure that consequences are timely and effective in deterring students from missing school, being tardy to class and leaving classes without permission.

The principal should develop a comprehensive communication plan that addresses internal and external communication. The principal should seek alternative methods of communicating with parents. The principal should investigate different venues (e.g., churches, feeder schools, community centers) to host parent meetings (e.g., parent teacher conferences, Admission and Release Committees, parent trainings) in their neighborhoods.

Resources:

Deal, T.E. & Peterson, K.D. (1999). *Shaping School Culture*. San Francisco, CA: Jossey-Bass.

Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., Voorhis, F. (2002). *School, Family, and Community Partnerships: Your Handbook for Action*. Thousand Oaks, CA: Corwin Press.

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

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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, classroom displays, committee rosters, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, documentation of parent contacts, employee handbooks, examples of school to home communications, faculty meeting agenda, Family Resource Youth Services Center documentation, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, school event calendar, school visitors register, school Web pages, student discipline reports and student handbook

Interviews with classified staff, community members, parents, principal, school leadership, students and teachers

Observations of classrooms, common areas and outdoor areas

Performance Rating 2

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

The school council authority has been transferred to the superintendent; however, the principal continues to use previously adopted policies including the Establishment of Standing Committees policy (LR-001). This policy defines seven standing committees, but most are not actively functioning. The principal has not ensured involvement on committees by representatives from all stakeholder groups. The Youth Services Center Advisory Board consists of students and other stakeholders (e.g., community members, parents, school staff). All students participate in the advisor-advisee program designed “. . . To support student’s academic, career, social emotional and behavioral growth by building positive relationships with staff and among students,” as defined by program guidelines. Several business representatives have made presentations to the advisory groups using the Junior Achievement curriculum. School leadership has developed and implements grade level specific curriculum (e.g., freshmen focus on strategies for successful transitions, sophomore focus on time management and organizational skills) for weekly Wednesday advisory time. School leadership and teachers collaborate with the Youth Services Center staff to provide programs (e.g., freshman orientation, open house, math night, grandparents support group) are designed to encourage parent and guardian involvement. Most parent concerns and suggestions are handled informally via telephone conversations with staff members (e.g., Youth Services Center staff, guidance counselors, administrators). The Youth Services Center staff shares information with

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Performance Rating 2

parents on preparing students for success at school (e.g., rest, attendance, nutrition) and provides assistance (e.g., supplies, clothing, counseling) when needed. School leadership and the Youth Services Center staff have developed community partnerships (e.g., Louisville Gas and Electric Millcreek, Valley High School Alumni Association) to eliminate barriers to student learning. The principal and district leadership have implemented truancy and drop-out interventions (e.g., home school coordinator, Truancy Diversion Program, Louisville Educational Employment Partnership program) to address barriers to learning, build relationships, communicate with parents and provide services for identified students. The principal has not established procedures to monitor or evaluate these programs. Student attendance and truancy continue to be major barriers to learning. Student service providers do not always use a common process for recording interventions (e.g., Infinite Campus technology, Louisville Educational Employment Partnership data base). School staff identify students, based on grades and behavior, as “watch list” students and they are monitored by their advisor. Advisors maintain a discussion thread on the Jefferson County Public Schools on-line system to manage pertinent data regarding “watch list” students. School leadership has provided access to this system for service providers and staff members to read and share information; however, some service providers do not engage in these online discussions. The principal has not established a systematic process (e.g., regular formal communication between interventionists, accessibility of documentation of services) to avoid gaps and overlaps in student service programs and to monitor effectiveness of those services.

- 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 are identified for response to intervention assistance using standards-based formative assessment data. Teachers limit eligibility to only “watch list” students. School leadership provides a variety of response to intervention opportunities (e.g., sixth period classes after school, scheduled pull out during advisor-advisee time, Student Lunch and Learn). Extended School Services are provided at the end of each grading period for students struggling in specific course work (e.g., D or F in Algebra I, missing homework assignments, make-up work). The Youth Services Center staff provides programs and services to address barriers to learning (e.g., private tutoring to students through Supplemental Educational Services, counseling services through Seven Counties). Title I funds are integrated to support student learning through professional development of teachers, private tutoring

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Performance Rating 2

(Supplemental Educational Services) and parent educational programs offered by the Youth Services Center staff. Guidance counselors are assigned to specific grade levels, but they primarily focus on administrative tasks. School leadership provides some programs (e.g., PLATO, Saturday School) for students needing additional assistance. The principal has not established a collaborative structure for communication among support services to ensure student needs are addressed and to prevent overlaps in services.

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

School leadership provides training to help staff identify special learning needs of students. The cultural competency team provides professional development sessions for the faculty and follow-up sessions are provided to reinforce cultural sensitivity and competency. School leadership has included a cultural responsiveness checklist on the classroom walkthrough observation instrument. Some faculty meetings are specifically dedicated to discussing aspects of the advisor-advisee program (e.g., teacher training, appropriate strategies, updates on “watch list” students). A student advisor-advisee council identifies student needs and suggests strategies and activities to enhance the advisor-advisee program. The Youth Services Center staff developed referral forms to refer students for services and distributed these forms in teacher mailboxes and sent them to staff members electronically. The Youth Services Center coordinator presents information regarding referrals at the first faculty meeting of the school year and reiterates the information for new teachers. Student referrals frequently occur informally during discussions. Assistant principals and guidance counselors meet with students new to the school. Guidance counselors assign one of the student’s teachers as an advisor. Advisors are expected to identify any support services needed by new students. School staff members have established programs and clubs (e.g., Students Against Destructive Decisions, peer tutoring, Men of Quality, Just Between Teens) to mentor and advise some students. The principal has not ensured support services, clubs and mentoring programs are integrated to maximize opportunities.

- 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 procedures to specifically address the needs of students transitioning back to school from other settings. Counselors

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Performance Rating 2

meet with returning students, schedule courses and assign the students to an advisor-advisee team. Advisors are responsible for identifying and referring students for additional services (e.g., Response to Intervention classes, counseling) when needed. The principal and district leadership have implemented programs (e.g., freshman academy, home to school coordinator, Truancy Diversion Program, Louisville Educational Employment Partnership program) designed to address individual learning needs of at-risk students and prevent drop-outs. The principal does not evaluate programs and revise strategies to ensure interventions provide the desired results. School leadership has initiated Valley Traditional High School Academies (i.e., Allied Health, Medical Science, Environmental Science) to provide real-world learning opportunities. School leadership provides several educational programs (e.g., College Access Resource Teacher, Louisville Educational Employment Partnership, Close the Deal, Navy Junior Reserve Officers Training Corps, Future Educators of America, band) beyond the classroom for students.

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

School leadership ensures student records are regularly updated, secured and accurately maintained. Student attendance, behavior, academic and health information is electronically stored and retrieved using Infinite Campus technology. The volume of student behavior and attendance data (e.g., discipline referrals, truancy, suspensions, class cuts) inhibits timely and effective actions to reduce incidents. Parents and students can access student attendance and academic information through the Parent Portal component of Infinite Campus. The principal has assigned a teacher to monitor Individual Learning Plans to ensure they are completed according to benchmarks and timelines; however, the Individual Learning Plans are not routinely used for advising and planning.

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

The principal should ensure committees are fully functioning; engaging in meaningful and purposeful work to offer creative solutions to academic, cultural and behavioral challenges. The principal should ensure that committees develop meeting agendas and record meeting minutes. The principal should implement initiatives to encourage and increase parent, family and community member participation on committees to strengthen stakeholder involvement in building support for increased student achievement and to encourage community stakeholders to provide opportunities for student exposure to careers and community service.

The principal should monitor all student support programs (e.g., home to school coordinator, Louisville Educational Employment Partnership program, “watch list”, advisor-advisee) to eliminate gaps and overlaps of services and ensure that needs of all students are met. The principal should develop processes and procedures to monitor and ensure collaboration and ongoing communication occurs among all support services and programs. Procedures should include collection and analyses of data to monitor student progress (e.g., grades, attendance) and to evaluate the impact of support service programs on student growth and achievement.

Resources:

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

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

The Missing Piece of the Proficiency Puzzle

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, comprehensive school improvement plan, district personnel evaluation system and documentation of implementation, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, professional development records, school budget and allocations, school council policies and bylaws, staff development agenda, teacher portfolios, professional development calendar, Interim Performance Report disaggregated data, School Improvement Grant and 30-60-90 plan

Interviews with principal, school leadership and teachers

Observations of classrooms and common areas

Performance Rating 3

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

District and school leadership offer teachers a variety of professional development activities (e.g., ACT Quality Core training, deconstructing new common core standards, new teacher training, formative assessment, Characteristics of Highly Effective Teaching and Learning, College Preparatory Mathematics, Advanced Placement Summer Institute) designed to update content knowledge and improve instructional skills. Teachers may choose from any of the offerings, provided the professional development activity is aligned with school improvement or individual professional growth goals. The principal monitors teacher completion of the required 24-hours of professional development by asking them to complete on-line evaluations via pdCentral prior to issuing professional development credit hours. Teachers are also expected to write reflections regarding their professional development experiences and explain how they intend to implement the new learning into their instruction. Some professional development activities (e.g. Freshman Academy Institute, department chairperson training, Kentucky Turnaround Training Program, Professional Learning Community Development, national conferences) enhance leadership skills, but are generally available only to school leadership and teacher leaders. Non-instructional staff members (e.g., instructional assistants, food service staff, custodians, bookkeepers, secretaries) participate in appropriate professional development activities relevant or required to fulfill their job requirements.

6.1c Staff development priorities are set in alignment with goals for student

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Performance Rating **3**

performance and the individual professional growth plans of staff.

The principal, in collaboration with the Instructional Leadership Team and the administrative team, ensures professional development activities that support school improvement goals (i.e., Professional Development Proposal form) and reflect emerging needs identified during the certified personnel evaluation process.

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

The principal ensures teachers in each content area share a common planning time during the regular school day to provide opportunities for on-going, job-embedded professional development activities (e.g., student data analysis, designing formative assessments, ACT preparation). Some professional development activities (e.g., new teacher training, technology use) are offered after school hours. Release time is provided for teachers to continue work regarding specific school and district initiatives (e.g., ACT benchmarks, integrate Infinite Campus data into Community Assessment System and Access Dashboard for Education, design units of study and assessments).

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

The principal in collaboration with assistant principals conducted an orientation on August 11, 2011 to review and discuss the Jefferson County Public Schools teacher evaluation process. Expectations and guidelines (e.g., alignment with school goals based on feedback from previous evaluations, submission of regular professional growth reflections, compliance with due dates) for creating individual professional growth plans were shared via a PowerPoint presentations. School leadership also discussed expectations and timelines for quarterly teacher data reports. The meeting was agenda-driven and staff attendance was documented.

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

The principal ensures professional development funds are expended as budgeted in the school improvement plan and School Improvement Grant. The principal supplements the professional development budget with funds from a variety of sources (e.g., School Improvement Grant, Title I, At-Risk allocation, Carl D. Perkins Career and Technical Education grant, district

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Performance Rating **3**

allocations) to support professional growth and implement the school improvement strategies.

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

The principal ensures the Jefferson County Public Schools teacher evaluation process is implemented in compliance with state and district requirements (e.g., individual growth plans, formative and summative evaluations). At the beginning of the school year, the principal and assistant principals discussed expectations and guidelines for developing individual professional growth plans, including the requirement for teacher self-reflection and quarterly teacher data reports. The principal expects teachers to develop individual professional growth plans and electronically submit them to primary evaluators who arrange meetings to discuss professional growth goals and schedule observations. Primary evaluators discuss and review individual growth plans with assigned teachers as a part of the formative and summative evaluation process, as well as at the quarterly teacher report meetings. Teachers are required to identify individual professional growth goals from their previous evaluation. Additionally, certified staff members complete self-assessments using the actual certified evaluation form prior to evaluations. This self-assessment is reviewed with the primary evaluator during the evaluation process.

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

The principal, in collaboration with assistant principals, implements the Jefferson County Public Schools Teacher Performance Evaluation process as required by board policy and in adherence with state statute (KRS 156.557) and regulation (704 KAR3:345).

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Performance Rating 2

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

School leadership develops an annual professional development calendar reflective of the professional development needs identified in the comprehensive school improvement plan, the School Improvement Grant, the 30-60-90 plan and individual professional growth plans. The calendar includes ongoing professional development activities (e.g., professional learning communities, Project Proficiency, behavior management, Mathematics and English/Language Arts Teacher Leader Networks, formative assessment, cultural competency) that generally span a two- to three-year period. Some professional development activities are job-embedded and occur in professional learning community meetings (e.g., analyzing student data, designing formative assessments), Lunch and Learn sessions (e.g., Characteristics of Highly Effective Teaching and Learning, various instructional strategies) and on release days (e.g., ACT benchmarks, deconstructing new common core standards in math and English). Job-embedded professional development occurring in some professional learning communities seldom goes beyond a cursory level.

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

School leadership collaborates with teachers to review a variety of data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, Educational Planning and Assessment System results, Diagnostic and Proficiency Exam results, scholastic audit findings, Teaching, Empowering, Leading and Learning survey results, non-cognitive data, formative assessment results, Live Scoring results). The principal requires findings from these analyses to be cited in professional development proposals and used to guide the development of the professional development plan. Teachers, additionally, are required to complete an electronic evaluation of each professional development activity using Jefferson County Public Schools pdCentral. School leadership uses results from these evaluations to identify needed follow-up sessions (e.g., Lunch and Learn, after school, release days) and to include in the professional development calendar for the following school year. Past and current professional development activities are discussed at administrative and Instructional Leadership Team meetings, but are not used to determine the impact on teacher behavior, instructional practices or student achievement. Most professional development activities are research-based and reflect best practices, but school leadership does not

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consistently monitor the learning from these activities to determine impact on instructional practices.

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

The principal and assistant principals implement the certified personnel evaluation plan as required (e.g., individual growth plans, formative and summative evaluations) and provide teachers opportunities for dialogue and feedback regarding improving instruction (e.g., self-assessment prior to evaluation, post-observation reflections, regular individual growth reflections, quarterly teacher data report meetings, instructional walkthrough data, data binder reviews). These processes, however, seldom lead to substantive changes in teaching practices. Although the principal supports and encourages professional growth through multiple professional development opportunities (e.g., behavior management strategies, culturally responsive strategies, extending content knowledge), he does not maximize the certified personnel evaluation process (e.g., corrective action plans, ongoing observations, feedback, follow-up and support).

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

The principal should maximize the certified personnel evaluation process (e.g., corrective action plans, ongoing observations, feedback, follow-up and support) to improve instructional practices of all teachers and behavior management skills of faculty and staff. The principal should use corrective actions when appropriate for fostering improvements in teacher and leadership professional practices.

The principal should establish a systemic process to evaluate the impact of all professional development activities on classroom practices and student achievement. This process should include monitoring the implementation of instructional practices, providing teachers with constructive feedback and supporting teachers with needed resources and coaching.

Resources:

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

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

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of attendance records, categorical program financial reports, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum maps, district personnel evaluation system and documentation of implementation, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, student work, student/parent/staff handbooks, teacher portfolios, work orders, Interim Performance Report disaggregated data, Teaching Empowering Leading and Learning Survey results, Comprehensive School Climate Inventory results, attendance rates, drop out rates and graduation rates

Interviews with classified staff, community members, district leadership, parents, principal, school leadership, students and teachers

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

Performance Rating 3

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

The principal ensures all administrators develop individual professional growth plans. The principal requested that administrators identify their improvement needs from previous personnel evaluation results. Administrators typically develop individual professional growth plans and submit them to the principal for approval.

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

The principal ensured the school master schedule was organized to provide common planning time for teachers. Teachers are required to meet weekly in their professional learning communities; however, results from collegial work have not significantly impacted classroom instruction and behavior management skills. The principal meets monthly with the Instructional Leadership Team (e.g., department chairpersons, Educational Recovery staff, math and literature leads) and routinely facilitates meetings with assistant principals. The principal develops a school calendar that designates dates for a variety of meetings (e.g., principals, Instructional Leadership Team, faculty) and generally adheres to established timelines. The principal has established protocols (e.g., meeting agenda and minutes, timelines) to ensure meetings are productive and focused on increasing instructional capacity and student

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Performance Rating **3**

achievement. The principal has established several school-wide committees; however, few are fully functioning.

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Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal revised the current vision and mission statements and presented them to administrators and teachers without seeking input from parents, students, community members or business leaders. The principal communicates the vision and mission statements through posting or publishing them in a variety of venues (e.g., classrooms, school offices, bookmarks, school Web site, meeting agendas) and routinely recites them during various meetings (e.g., faculty, Instructional Leadership Team).

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

Teachers examine data in professional learning community meetings to plan upcoming meeting agendas and to identify look-fors and patterns in data. These findings and a corresponding plan of action are presented to the principal at monthly Instructional Leadership Team meetings, but the principal makes many decisions unilaterally and without thorough analyses of data.

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 comprehensive school improvement plan, the School Improvement Grant and the 30-60-90 goals are derived from analyses of student achievement and non-cognitive data. School leadership reviews student achievement data, shares findings with staff and modifies school improvement goals annually. School leadership frequently assigns new deadlines to unmet school improvement strategies in the 30-60-90 plan. School leadership uses data (e.g., Diagnostic Proficiency Exam scores, teacher quarterly reports results) to identify students not mastering the content; however, many students do not receive intervention services. School leadership does not continuously identify and respond to emerging needs.

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 advises teachers that content standards are available online at the Kentucky Department of Education Web site. The principal seldom

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Performance Rating 2

intentionally monitors to ensure teachers have copies of district and school curriculum documents and are trained to fully and effectively implement the curriculum.

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 establishes the school budget in consultation with the Instructional Leadership Team. Teachers submit additional resource requests and a rationale to the principal for his approval, but his approval generally is not anchored in findings from current cognitive or non-cognitive data analyses. The principal has not established a systematic process to monitor the implementation of or the impact from allocated resources. The principal has not successfully eliminated disruptive and unacceptable student behaviors and truancy as major barriers to student learning. The principal has not developed ongoing monitoring or evaluation systems to ensure all available resources are integrated effectively to eliminate barriers to learning.

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 Valley Traditional High School council authority has been transferred to the superintendent. The principal, however, continues to implement procedures based on school council policies. The principal ensures the posting of Jefferson County Public School Emergency Response Plans in all classrooms. Safety drills (e.g., fire, severe weather, hostile situation) are conducted routinely to ensure awareness by students and staff members to practice procedures corresponding to specific emergencies. The school plant manager submits work orders to report needed building or equipment repairs, and the principal is notified of these requests via e-mail. The principal implements the Jefferson County Public Schools Code of Acceptable Behavior and Discipline and the Students Bill of Rights; however, student behavior in classrooms and common areas remains an obstacle to student learning and to a safe and orderly environment. The principal and district leadership provide a variety of structures (e.g., security cameras, visitor sign-in, five school security officers, a school resource officer, a buzzer system at the front entrance) to promote student and staff safety. Behavior expectations are defined in the Valley Traditional High School Student Handbook, but the principal has not ensured that the expectations are uniformly enforced by all

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Performance Rating 2

teachers and administrators.

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

School council authority has been transferred to the superintendent. The principal, however, reports that he continues to adhere to previous school council policies. The principal has not established procedures to fully implement all existing policies. Committees established by the school council and those established by the principal are not fully functioning. The principal has not updated all policies or procedures to include best practice strategies (e.g., instructional technology, instructional strategies). School council priorities related to stakeholder engagement have not been continued. The principal meets with district leadership regularly to discuss school improvement.

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

The authority of the school council has been transferred to the superintendent. The Instructional Leadership Team (e.g., department chairpersons, literature and math leads, Educational Recovery staff, assistant principal responsible for instruction) meet monthly, but much of the meeting time is devoted to the principal disseminating information rather than engaging in discussions and decision-making to accelerate school improvement and student learning. The principal meets regularly with district leadership to discuss school improvement. School improvement goals and strategies are submitted to district leadership for review.

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

The Valley Traditional High School principal expresses the belief that all students can learn at high levels. His belief, however, has not transferred into a culture of high academic and behavior expectations for all students. The principal has not actively engaged representatives from all stakeholder groups in meaningful decision-making regarding teaching and learning. The principal has not fostered confidence and respect between and among administrators, teachers and non-teaching staff. The principal has established many organizational structures (e.g., Instructional Leadership Team, professional learning communities), but most of these structures have not

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been implemented to the depth necessary to significantly impact teaching and learning. The principal has not successfully implemented a school-wide behavior management system by requiring consistent enforcement of non-negotiable rules and consequences sufficient to deter violations. The principal has not held himself and assistant principals accountable for implementing the behavior management plan in a manner that promotes confidence in the effectiveness of the plan. The principal has not ensured discipline procedures are consistently followed by all teachers, administrators and security staff. The principal has not ensured that teachers are equipped with the skills necessary to effectively manage student behavior and provide high quality, engaging instruction to deter student misbehavior. Many teachers are not teaching bell-to-bell or providing high quality instruction to students, but the principal has not ensured teachers receive assistance to improve their practices. Students in many classes are defiant and demonstrate a lack of respect for their teachers and peers. The principal has not established organizational structures to ensure all exterior doors are monitored. Students have opportunities to leave the building without permission. In some classrooms, student misbehaviors go beyond disrupting learning and present some cause for alarm for the safety of staff and students. The principal has not ensured teachers implement research-based, effective instruction and assessment strategies and students are actively engaged in meaningful, challenging and authentic learning tasks. The principal has not ensured teachers are frequently observed and assistance is provided to those who need help implementing engaging and varied instruction and in behavior management techniques. Although the principal has established a multiplicity of organizational structures and has allocated sufficient resources to foster collaboration and discourse among teachers and school leadership regarding teaching and learning, these efforts have not resulted in significant improvement in instruction across the school. The principal has not established a strategic and coherent response to intervention system that addresses the needs of all students performing below grade level; rather, only a small portion of students are served through the existing intervention program. The principal has not maximized the certified and classified evaluation systems to improve the professional practices of administrators, teachers and staff. The principal has not established an ongoing system to monitor and improve classroom practices through continuous cycles of observation, meaningful, timely and specific feedback, followed by ongoing hands-on support in the classroom. The principal has not established a system to monitor the practices of the administrative team or teachers to ensure student achievement and behavior improves.

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The principal should seek assistance from district leadership and collaborate with school faculty, staff and administrators to review the existing school-wide behavior management system to determine whether a new, more comprehensive system is needed or whether the existing system can be effectively implemented with consistent enforcement and consequences. The principal should seek assistance from district leadership to identify schools with similar demographics where student behavior has significantly improved and no longer looms as a major barrier to student learning and consider using identified strategies. The principal should establish a process to monitor and evaluate the implementation of the behavior management system and modify it as needed to eliminate student misbehaviors and disruptions during instruction.

The principal should provide professional development for teachers and administrators to learn how to effectively respond to student misbehaviors. The principal should ensure that administrators, security personnel, non-teaching staff and teachers all have the skills to effectively implement a school-wide behavior management system. The principal should establish a system to monitor all classrooms to determine the level of assistance needed by each teacher to effectively manage student behavior and engage students in meaningful work. The principal should provide professional development for staff regarding strategies (e.g., data notebooks, technology, authentic and relevant learning tasks) that motivate and entice students to want to learn.

The principal should establish an ongoing systematic monitoring system to ensure all teachers use a variety of research-based instructional strategies. The principal should develop a process for school leaders to regularly observe in all classrooms to identify ineffective instruction and assessment practices, provide meaningful and timely feedback and support to teachers as needed to immediately improve instructional practices.

The principal should establish a system to monitor all aspects of the organizational structure (e.g., professional learning community meetings, assignment of staff, school master schedule) and the learning environment (e.g., student behavior, pedagogy) and implement steps to foster trust among administrators and teachers, to improve professional practices and advance student achievement.

Resources:

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

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.

Schmoker, M. (2006). *Results Now*. Alexandria, VA: Association for Supervision & Curriculum Development.

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

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, classroom assessments, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, curriculum documents, district budget and allocations, employee handbooks, faculty meeting agenda, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center grant proposal, lesson plans/units of study, master school schedule, needs assessment data, roster of teaching assignments, school budget and allocations, school council policies and bylaws, school financial reports, school mission, belief and vision statements, student handbook, Title 1 program plan, Interim Performance Report disaggregated data and Teaching Empowering Leading and Learning survey results

Interviews with classified staff, district leadership, parents, principal, school leadership and teachers

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

Performance Rating 3

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

The Valley Traditional High School principal aligns many items in the school budget with goals and strategies in the school improvement plan and responds to teacher and administrator requests for discretionary funds.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

The Valley Traditional High School principal requires weekly departmental and Professional Learning Community meetings and monthly whole faculty, advisory team and grade-level Response to Intervention meetings. He also meets monthly with the Instructional Leadership Team (i.e., core content area department chairpersons, math leader, literacy leader, one assistant principal, one counselor, data manager). During these meetings, data from a variety of sources (e.g., non-cognitive, Kentucky Interim Performance Report, Educational Planning and Assessment System results, Diagnostic and Proficiency Exam results) are reviewed but are not intentionally used to monitor resource use. The principal has not established formal procedures to guide budget development and resource allocation. He solicits input from administrators and department chairpersons during the development of school budgets but retains sole authority for making budgetary decisions. Teachers submit requests for needed resources and program modifications to the principal via department chairpersons. During department meetings, department chairpersons share information regarding resource allocation decisions and the principal shares these decisions during monthly faculty meetings. The principal has not established procedures to guide an effective, ongoing analysis of the impact from available resources (financial, human, physical) on student and staff performance and growth. The principal has facilitated some partnerships with health care providers in support of the allied health program but has made few connections to access other community resources.

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

The school council adopted a policy called Instructional and Non-instructional Staff Time Assignment (LR-003) that requires the principal to give consideration to staff strengths and specific student needs in assigning staff in a manner that supports implementation of the school improvement plan. Although school council authority has been transferred to the superintendent, the principal reports he continues to use school council policies. The administrative team reviews a variety of data (e.g., student achievement data, teacher preferences, student course requests, recommendations from the Instructional Leadership Team), but this information is not consistently and intentionally used to match teacher strengths to student needs.

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Performance Rating 2

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

Although school council authority has been transferred to the superintendent, the principal reports he continues to use school council policies, including a policy called Protection of Instructional Time (BP-011) designed to prohibit unnecessary interruptions and to promote effective time management and a policy called School Safety, Discipline and Dress Code (BR-008) that incorporates strategies to protect instructional time. The principal has initiated some procedures (e.g., countdown to tardy tone, hallway sweeps, bell ringers, exit slips) to eliminate loss of instructional time, but some teachers do not maximize this time by teaching bell-to-bell or by developing structures and procedures that ensure seamless transitions between activities. Instruction does not commence in many classes until several minutes after the period begins, and a few teachers finish instruction prior to the end of class, resulting in the loss of valuable instructional time and contributing to student misbehaviors and disruptions. Some teachers lack effective classroom management skills. The principal has not ensured that procedures are uniformly implemented and inappropriate behaviors are consistently handled by teachers and administrators as required in the student discipline code. The Discipline Liaison Committee, established in the comprehensive school improvement plan to mediate concerns about application of disciplinary procedures, is not functioning effectively. Disengaged students continue to disrupt class, and some remain in hallways or on school grounds for extended periods of time. The principal has not established an effective process to monitor classroom management and provide sufficient feedback and support to aggressively protect the use of instructional time.

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

The school master schedule is organized to provide daily common planning time for departments, and the principal requires teachers to meet weekly in professional learning communities to plan horizontally in content areas. Many teachers collaborate during this time to develop common units of study, daily lesson plans and assessments and review instructional practice and student achievement. An assistant principal, department chairpersons and Educational Recovery staff guide the professional learning community work to

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Performance Rating 2

implement school improvement objectives and strategies as specified in the 30-60-90 plan. Department chairpersons occasionally facilitate meetings but seldom engage teachers in vertical planning within content areas. Cross-content area planning occurs within the freshman academy. Other than scheduling classes for incoming freshmen, vertical planning with feeder middle schools seldom occurs.

- 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 organized into trimesters to provide more opportunities for students to earn course credits. The master schedule is divided into five 70-minute class periods four days per week. Regular class periods are shortened on Wednesdays to provide an additional 60-minute period to offer advisor-advisee classes for all students. The school master schedule does not include additional time to address the needs of struggling students or possess the flexibility to adjust class length if a need to do so is identified.

- 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.

Teachers are encouraged to submit requests for instructional resources to the principal through department chairpersons, but the principal has not developed systematic procedures to guide this process. The principal expects budget requests to connect to school improvement goals and include an explanation of how resources will impact student achievement or improve professional practices.

- 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 allocated categorical and federal funds in adherence to program guidelines. Many school improvement initiatives (e.g., professional development activities, additional staff, assessments) are supported by integrating categorical funds (e. g., Title I, School Improvement Grant,

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Performance Rating 2

AdvanceKentucky). The principal takes advantage of categorical funds before distributing allocations from the General Fund. School and district leadership monitor fund expenditures to ensure compliance with program guidelines, but the principal has not established a formal monitoring process to determine whether categorical fund expenditures produce intended results or guide modifications of resource use.

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Performance Rating **1**

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

The school council adopted a policy called School Budget/Number of Employees (BP-018) that requires the use of an ad hoc budget committee to determine allocations based upon the comprehensive school improvement plan. Although school council authority has been transferred to the superintendent, the principal reports he continues to use school council policies. The principal does not use an ad hoc budget committee to develop school budgets as required in school council policy and has not developed formal written procedures to replace the policy. He, however, solicits input from administrators and the Instructional Leadership Team to gain insight into school needs. The principal takes appropriate action in compliance with district-defined budget planning policies and procedures. The principal does not include community and family stakeholders in budget decision-making.

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Standard 8 **School Organization and Fiscal Resources**

The principal should ensure optimal use of all resources (financial, human, physical) to support increased academic growth and achievement for all students. The principal should form and implement written procedures, including stakeholder involvement, to guide budget development and resource allocations. He should make certain all decisions are grounded by the school mission and improvement priorities (e. g., comprehensive school improvement, School Improvement Grant, professional development, school and district technology) to address student learning needs as identified by a thorough data analysis (e. g., survey results, state assessment results, formative assessment results, non-cognitive data). The principal should implement procedures to continuously evaluate the effectiveness of programs and resource use. The procedures should include systematic monitoring to determine the impact on student growth and achievement and the extent to which resources have been used to produce intended results.

Resources:

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

Lezotte, L. W. and Pepperl, J.C. (2002). Assembly Required, A Continuous School Improvement System: A Proven Path to Learning for All. Okemos, MI: Effective Schools Products, Ltd.

Lezotte, L. W. Stepping Up: Leading the Charge to Improve Our Schools. Okemos, MI: Effective Schools Products, Ltd.

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

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, comprehensive school improvement plan, employee handbooks, individual professional growth plans, master school schedule, needs assessment data, school budget and allocations, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, student/parent/staff handbooks, Interim Performance Report disaggregated data, 30-60-90 plan and School Improvement Grant

Interviews with classified staff, district leadership, parents, principal, school leadership and teachers

Observations of classrooms

Performance Rating 3

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

School leadership collaborates with teachers and administrators in a variety of settings (e.g., Gold Days, Instructional Leadership Team meetings, professional learning community meetings, faculty meetings, department meetings) to review multiple sources of data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, Educational Planning and Assessment System results, Diagnostic and Proficiency Exam results, scholastic audit findings, Teaching Empowering Leading and Learning survey results, non-cognitive data) and some student work (e.g., formative assessment results, Live Scoring results). These data guide the development of the school improvement and 30-60-90 Day plan and strategies.

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

All content area departments review the implementation of school improvement strategies once each trimester, and school leadership conducts monthly evaluations. School leadership reviews a variety of data (e.g., classroom walkthrough observation data, content department meeting records, student attendance and discipline records, common assessment results, professional development activity reports) to monitor the extent to which strategies of the Consolidated School Improvement Plan, School Improvement Grant, and 30-60-90 plans are implemented and goals are achieved.

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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

Although the original vision and mission statement were developed collaboratively with representatives from a variety of stakeholder groups, the principal revised the school mission and vision statements without involving representatives from all stakeholder groups. The principal has not facilitated the development of belief statements. The principal displays the vision and mission statements in a variety of venues (e.g., classrooms, meeting agendas, Web site, bookmarks).

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

School leadership collaborates with teachers, administrators and Educational Recovery staff to review a variety of data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, Educational Planning and Assessment System results, Diagnostic and Proficiency Exam results, school leadership assessment findings, Teaching Empowering Leading and Learning survey results, non-cognitive data, Implementation and Impact checks, formative assessment results, Live Scoring results) to inform the development of school improvement and 30-60-90 plan goals and strategies. District leadership occasionally provides assistance during the process (i.e., school improvement plan district review team); however, school leadership does not solicit parent and community stakeholder input.

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

The principal and the Instructional Leadership Team evaluate the comprehensive school improvement plan, the School Improvement Grant and the 30-60-90 Day plan to determine progress toward implementing strategies and to adjust the timelines. The process used to make these determinations is not always research-based, and strategies sometimes are evaluated without using verifiable or quantitative data.

- 9.6a The plan is implemented as developed.

The principal and Instructional Leadership Team members have embedded a number of elements from the School Improvement Grant and the 30-60-90

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

plan into the comprehensive school improvement plan. The principal expects staff to fully implement the 30-60-90 Day plan. Some staff members are unfamiliar with school improvement strategies, but most are aware of school improvement goals.

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

The principal, Instructional Leadership Team and teachers review a variety of data (e.g., Interim Performance Report, state assessment results, student grades, classroom walkthrough observation reports, locally developed common assessment results, professional development activity reports) at regular intervals throughout the year but do not consistently or systematically use these data to evaluate the extent to which all teachers are effectively implementing improvement and professional development strategies or measure the direct impact of improvement strategies on student learning.

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

The principal, his administrative team and teachers express support for continuous improvement in teaching and learning, but this has not translated into observable actions. Progress toward attainment of improvement goals is discussed in monthly faculty meetings and in weekly departmental and professional learning community meetings, but the data collection and analyses are not consistent. The principal promotes celebrations of student successes (e.g., Close the Deal, proficient and distinguished recognition, A and B Honor Roll). The principal has not held himself and staff accountable for making continuous progress toward achieving school goals. The principal and school leadership have not conveyed to students by their policies and actions the importance of consistent attendance and class participation. Students' academic improvement is negatively impacted by numerous and frequent absences from classrooms due to tardiness, truancy and suspensions.

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Standard 9 **Comprehensive and Effective Planning**

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The principal should analyze current and emerging cognitive and non-cognitive data to evaluate the extent to which school improvement strategies are positively impacting instructional and behavioral practices and accelerating student achievement. Findings from data analyses should inform school improvement strategy development, as well as to identify needed modifications to strategies or goals.

The principal should seek input from representatives from all stakeholder groups to develop new or revised mission and vision statements. The principal should facilitate a collaborative process to develop belief statements.

Resources:

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

Kotter, J. P. (1996). *Leading Change*. Boston, MA: Harvard Business Press.

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

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

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

Schmoker, M. (1999). *Results: The Key to Continuous School Improvement*. Alexandria, VA: Association for Supervision & Curriculum Development.

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Summary of Next Steps:

The principal should ensure all teachers participate in on-going, job-embedded professional development to improve instructional strategies and establish expectations including the consistent use of high-yield instructional strategies (e.g., authentic learning tasks, high-level questions, wait time, delving, high interest strategies, advanced organizers). The principal should establish a process by which teachers are frequently observed and provided specific, meaningful feedback. The principal should ensure ongoing follow-up and support for teachers as they improve their instructional practices. The principal should require every teacher to be on task bell-to-bell, thoroughly prepare for instruction, organize materials, provide instruction aligned with learning targets and eliminate low-level time fillers. The principal should hold himself and his administrative team responsible for monitoring, supporting and fostering improvements in classroom practices.

The principal should establish a comprehensive intervention program designed to meet specific learning needs of students struggling academically. The program should expand the number of students receiving services. The principal should review research regarding intervention programs to understand the essential components (e.g., universal screening, secondary interventions, monitoring student progress) and to identify effective strategies. Classes should meet frequently, and instruction should be anchored in an analysis of student work, formative assessments and diagnostic exams to illuminate individual student needs. Diagnostic assessments and progress monitoring should guide grouping and regrouping of students. The principal should continuously monitor student learning to make certain response to intervention classes close the achievement gaps of struggling students.

The principal should implement creative strategies (e.g., neighborhood picnic, back to school activities, satellite activities, displays) in the community to engage stakeholders and build school pride. The principal should encourage stakeholders to become partners and support students and staff in building a culture of mutual respect and a belief in students and their futures. The principal should develop expectations to ensure frequent and interactive communication among stakeholders.

The principal should hold himself, administrators and staff accountable for consistently and effectively implementing the behavior management plan. School leadership should immediately initiate frequent, intentional monitoring to identify teachers who need assistance to implement appropriate behavior management techniques, provide support to improve classroom practices and proactively address student behavior. The principal should make certain the plan is implemented as intended and ensure prevailing instructional and behavioral issues that impede learning (e.g., profanity, disruptive behaviors, disrespect, tardiness, not teaching bell-to-bell, disengaged and unprepared students) are eliminated.

The principal should establish an ongoing monitoring systematic process to quantifiably evaluate all programs (e.g., instructional, operational, student support services) and resource use (human, fiscal, physical) to measure impact on professional practices and student achievement. This process should include reviews of committee work (professional learning communities, advisor-advisee teams, Instructional Leadership Team, student support service providers), scheduled and impromptu classroom observations and an ongoing analysis of current and emerging cognitive and non-cognitive data. The principal should establish benchmarks and goals for program implementation and resources to determine whether they are producing desired results.

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In Conclusion:

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

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

Principal Authority:

The principal does not have the ability to lead the intervention and should not remain as principal of the school to continue his roles and responsibilities established in KRS 160.345.

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

Commissioner, Kentucky Department of Education:

_____ Date: _____

I have received the leadership assessment report for Valley High School.

Principal, Valley High School

_____ Date: _____

Superintendent, Jefferson County Schools

_____ Date: _____

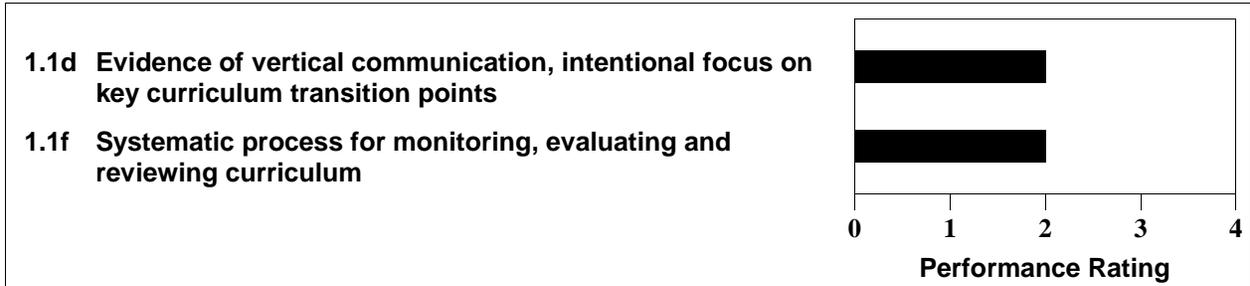
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1.1 Curriculum

Academic Performance



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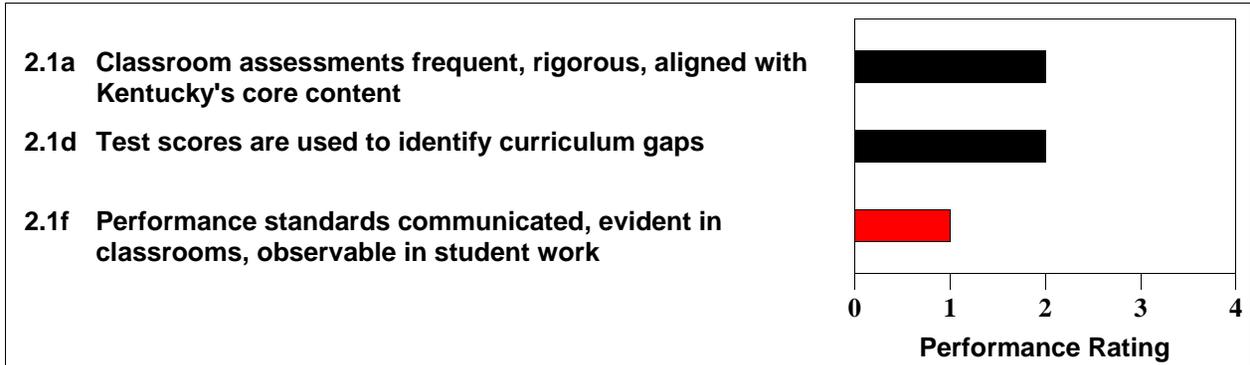
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2.1 Classroom Evaluation/Assessment

Academic Performance



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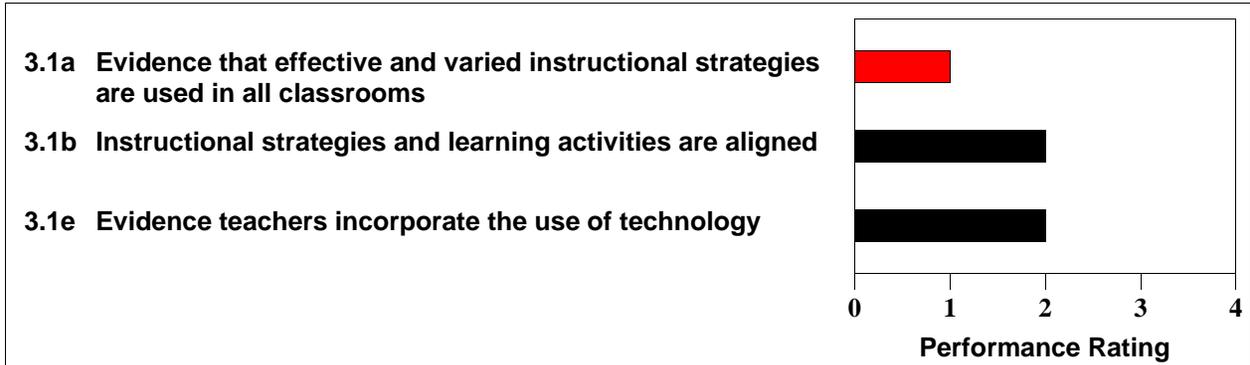
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3.1 Instruction

Academic Performance



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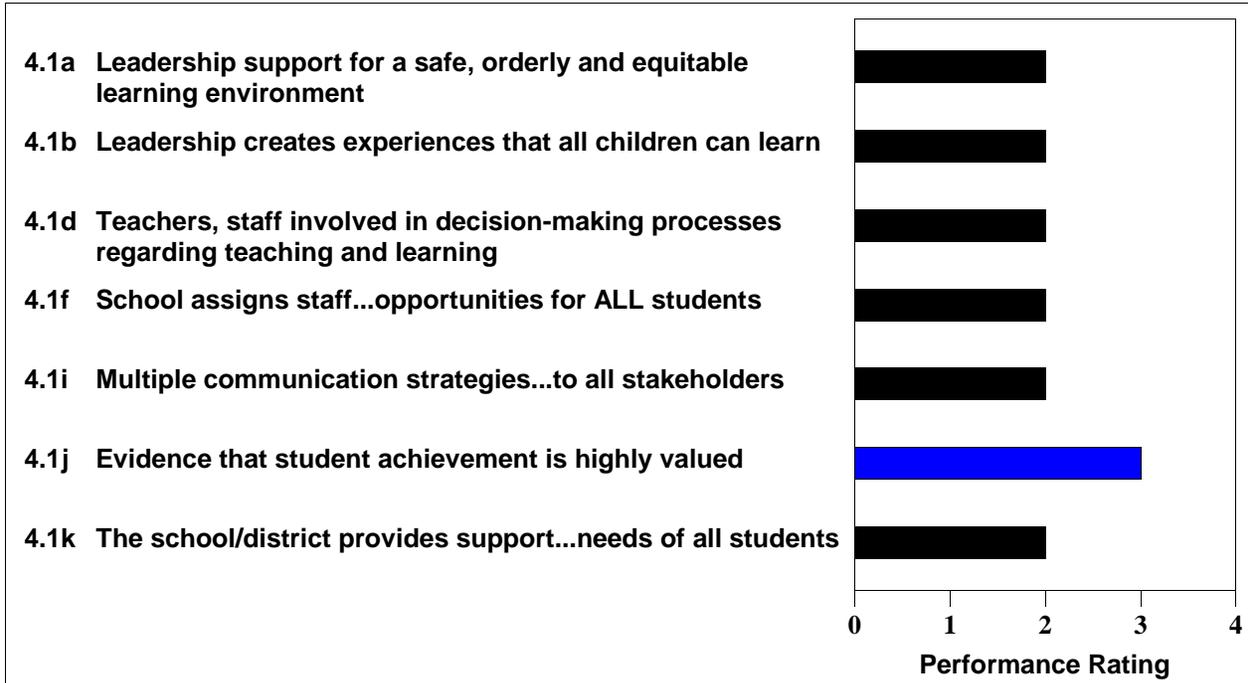
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4.1 School Culture

Learning Environment



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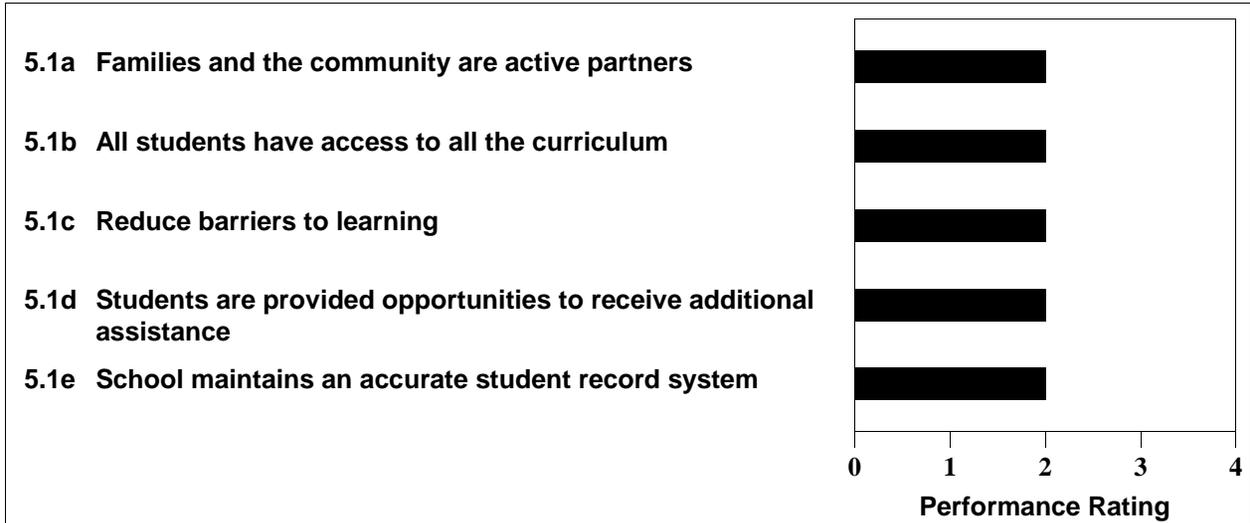
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5.1 Student, Family and Community Support

Learning Environment



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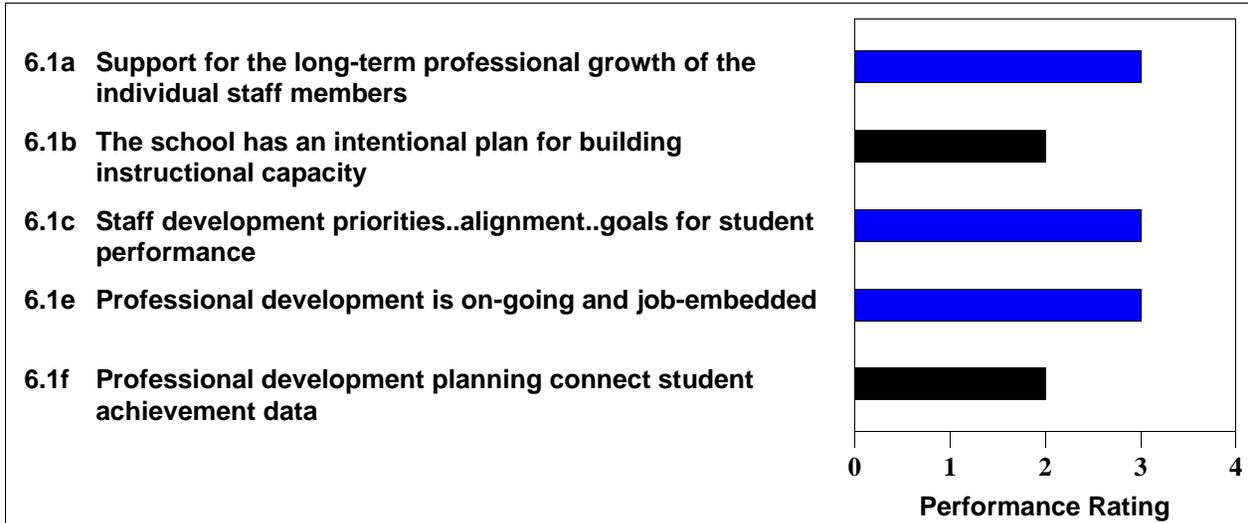
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6.1 Professional Development

Learning Environment



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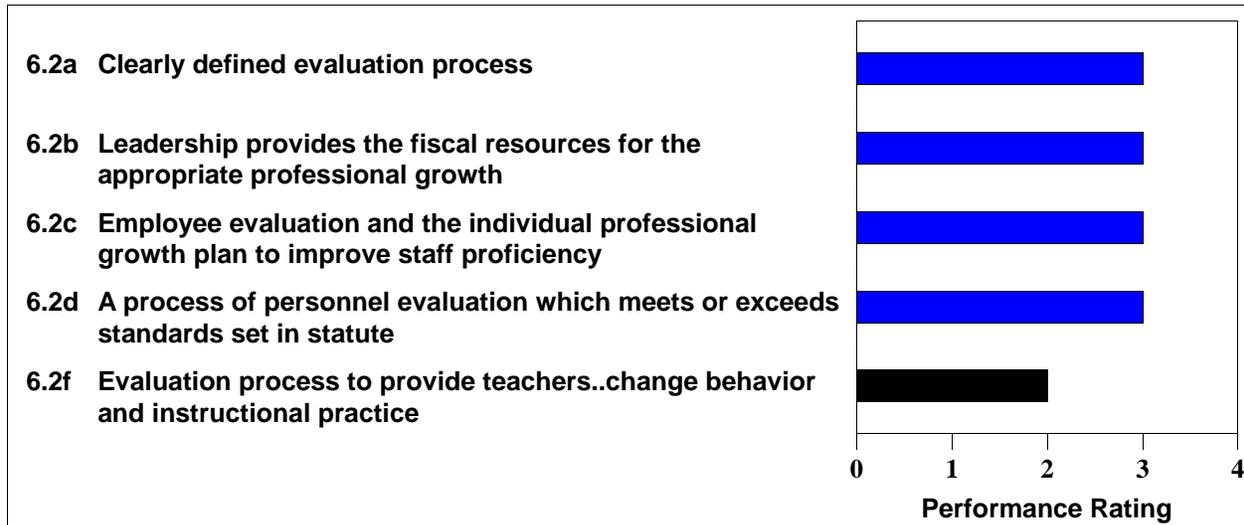
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6.2 Professional Growth and Evaluation

Learning Environment



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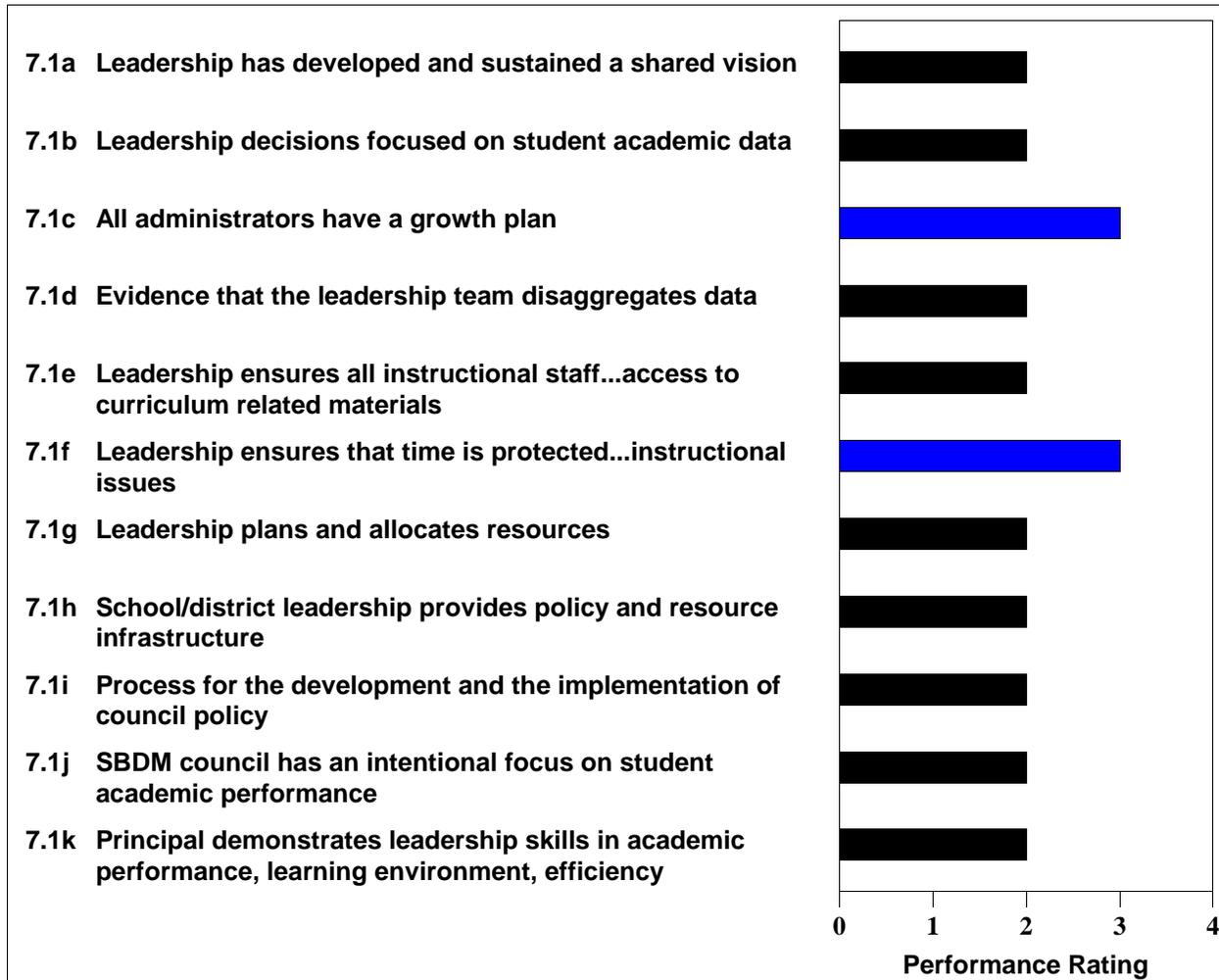
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7.1 Leadership

Efficiency



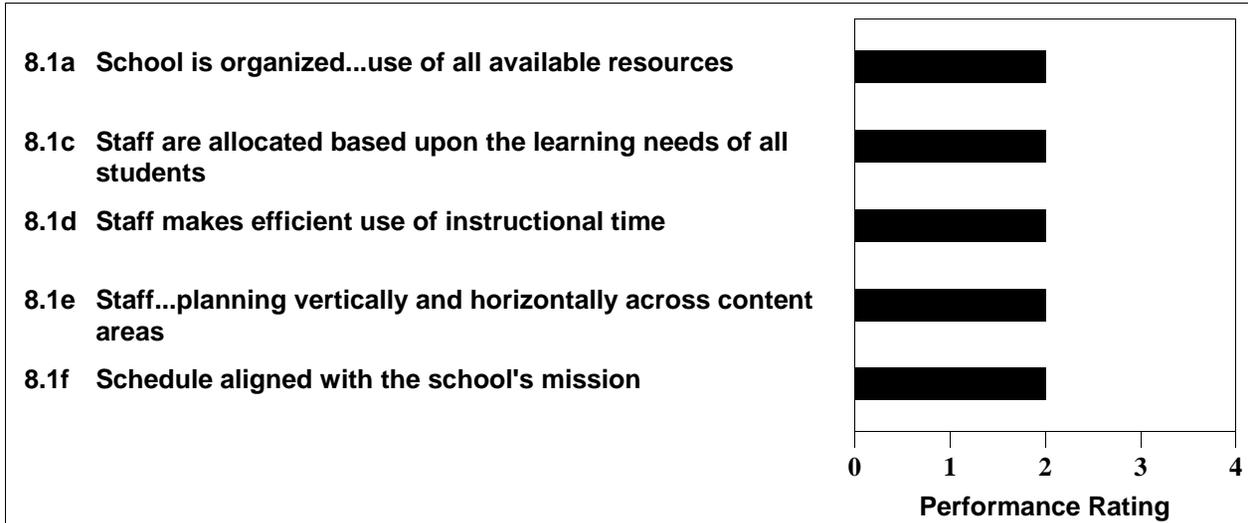
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8.1 Organization of the School

Efficiency



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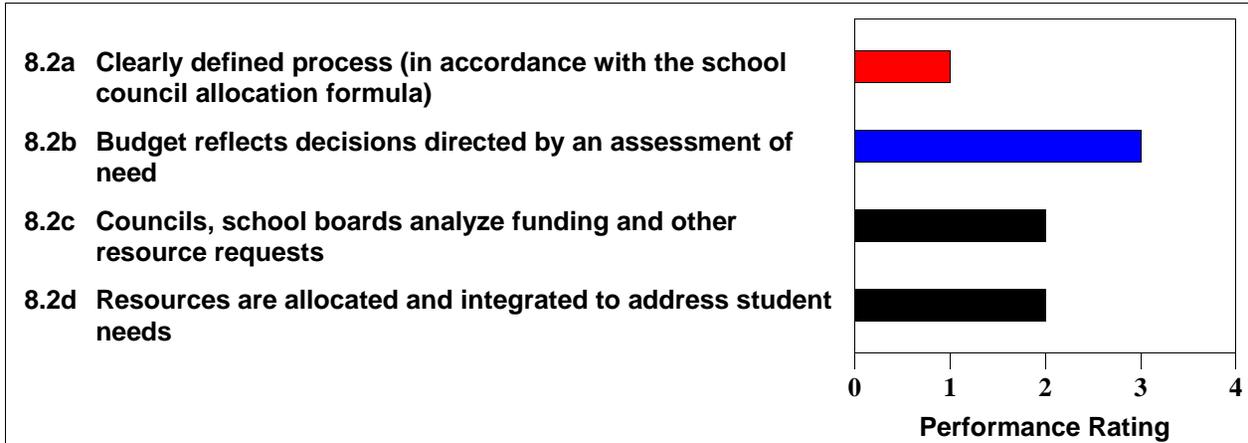
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

