

Jefferson County Public Schools  
Waggener Traditional High School  
School Leadership Assessment Report



01/23/2011 - 01/28/2011



# School Leadership Assessment Executive Summary

Waggener Traditional High School  
Jefferson County Public Schools School District

1/23/2011 - 1/28/2011

Candi Conway, Principal

## Introduction

The Kentucky Department of Education conducted a school leadership assessment of Waggener Traditional High School during the period of 1/23/2011 - 1/28/2011. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

## School Deficiencies and Next Steps

1. Deficiency	There is a lack of rigor in instructional and assessment practices.
Next Steps	The principal should monitor to ensure that effective and varied instructional strategies are used daily in all classrooms to meet the diverse learning needs of all students. The principal should ensure that this instruction includes meaningful learning activities that engage all students, is supported by appropriate use of technology and is extended as necessary by meaningful homework assignments. The principal should ensure that teachers develop assessments, both formative and summative, that are rigorous and relevant to the standards addressed and the objectives of the unit or lesson. Formative assessments should be frequent, varied, tied to instruction and used to inform instructional practices.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	School leadership has failed to communicate clear expectations and enforce accountability for effective implementation of school initiatives.
Next Steps	The principal should work with her leadership team to develop and communicate a clear set of expectations for implementation of all school initiatives. A systematic process should be developed to ensure consistent communication of expectations and ongoing monitoring of program operations.

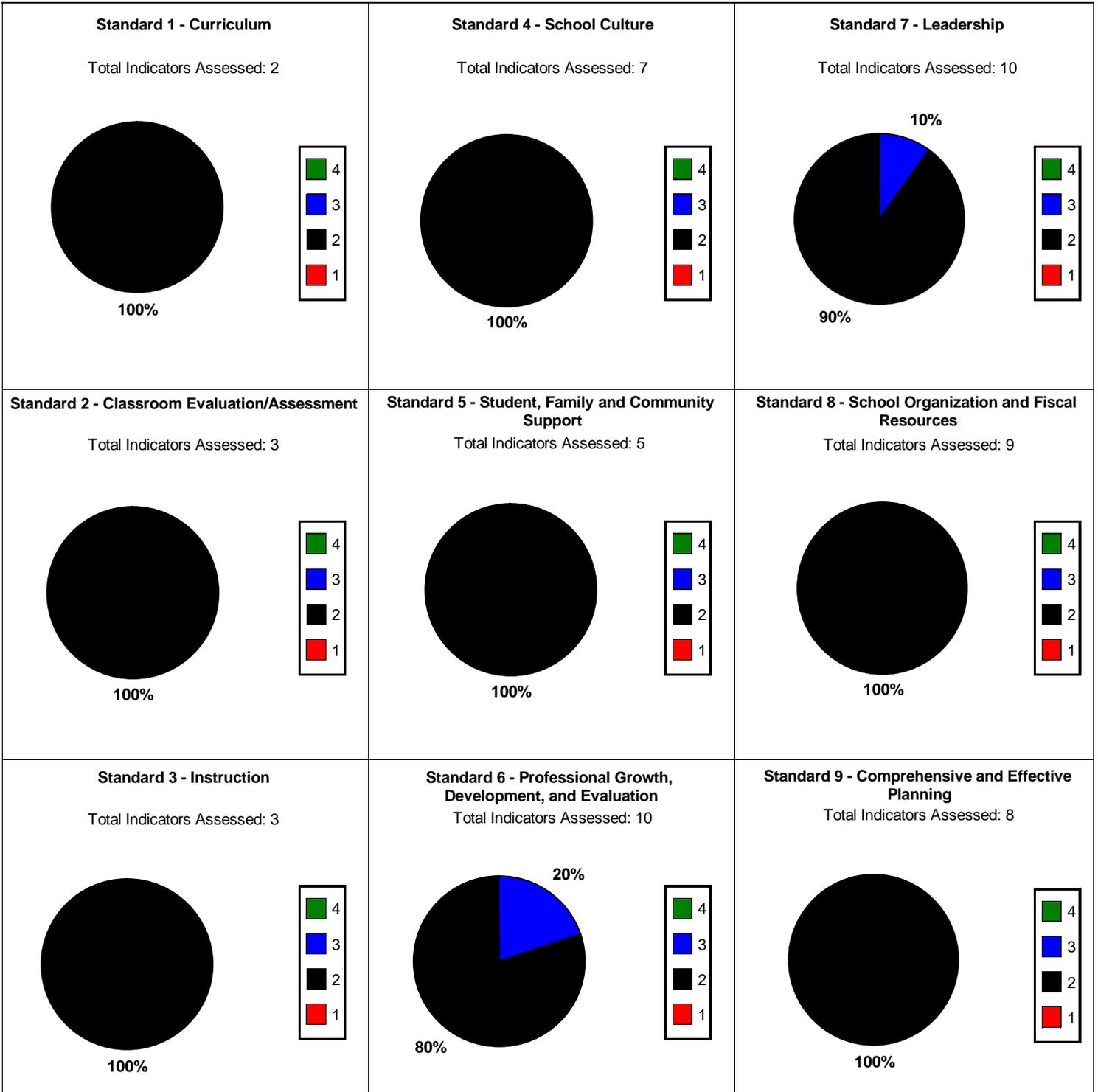
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>The lack of a comprehensive classroom management plan results in disruptions that impede student achievement.</b>
Next Steps	The principal should work collaboratively with her staff to develop or adopt and implement a comprehensive classroom management plan designed to create a system of common language and interventions to address classroom disruptions and lost instructional time. This plan should include a set of clear behavioral and academic expectations for both staff members and students. It should articulate consistent actions to both promote constructive behavior and correct inappropriate activity. The principal should ensure that the program is implemented as intended by all staff members.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>The individual growth plan process as implemented is not continuous and has limited impact on professional growth and student achievement.</b>
Next Steps	The principal should model the district's process for developing and monitoring individual growth plans with her administrative team and faculty. The plans should be collaboratively developed, reflect personnel evaluation data and focus on improving professional skills and practice. Rather than a compliance issue, the plan should be a work in progress, with frequent dialogue focused on specific examples and documentation of how the professional growth is impacting the achievement of students. The principal should provide meaningful, goal-specific feedback grounded in best practices and follow up in a timely manner to ensure her feedback has resulted in action.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>5. Deficiency</b>	<b>School leadership has not ensured that a comprehensive guidance program has been developed and implemented in the school.</b>

Next Steps	School leadership should relieve guidance counselors from supervision duties that interfere with their ability to provide guidance service to students and create potential barriers to establishing student trust and confidence in the counselors' intended role. School leadership and the guidance counselors should collaborate to redefine the roles of the guidance counselors in the school to refocus their work into a comprehensive schoolwide guidance program based on the Kentucky Association of School Counselors and the state guidance counselor job descriptions.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The school has not effectively identified and accessed the resources of the community to provide intellectual and behavioral support for all students, especially those facing special challenges.
Next Steps	School leadership should collaborate with district leadership and the Volunteer Talent Center based in the building to develop and implement a plan to identify and recruit individuals and groups to provide support to Waggener Traditional High School. For example, school alumni could be accessed to assist in building and enhancing school pride, a pool of mentors for challenged student populations (e.g., English as a Second Language students who suffer from literacy issues) could be recruited and trained or community members with particular talents or interests could be recruited to mentor or support at risk students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

**Waggener Traditional High School**  
 KDE 2011 School Leadership Assessment Report  
 At-a-Glance

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

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



<p><b>Standard - 1 - Academic Performance</b></p> <p><b>Curriculum</b></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p><b>Standard - 4 - Learning Environment</b></p> <p><b>School Culture</b></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><b>Standard - 7 - Efficiency</b></p> <p><b>Leadership</b></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><b>Standard - 2 - Academic Performance</b></p> <p><b>Classroom Evaluation/Assessment</b></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><b>Standard - 5 - Learning Environment</b></p> <p><b>Student, Family and Community Support</b></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><b>Organization of the School</b></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><b>Resource Allocation and Integration</b></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>

**Standard - 3 - Academic Performance**

**Instruction**

- 3.1a Evidence that effective and varied instructional strategies are used in all classrooms
- 3.1b Instructional strategies and learning activities are aligned
- 3.1c Instructional strategies/activities are consistently monitored...diverse student population
- 3.1d Teachers demonstrate content knowledge
- 3.1e Evidence teachers incorporate the use of technology
- 3.1f Instructional resources are sufficient to deliver the curriculum
- 3.1g Teachers examine and discuss student work
- 3.1h Homework is frequent and monitored, tied to instructional practice

**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

**Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation**

**Professional Development**

- 6.1a Support for the long-term professional growth of the individual staff members
- 6.1b The school has an intentional plan for building instructional capacity
- 6.1c Staff development priorities..alignment..goals for student performance
- 6.1d Plans for school improvement directly connect goals for student learning
- 6.1e Professional development is on-going and job-embedded
- 6.1f Professional development planning connect student achievement data

**Professional Growth and Evaluation**

- 6.2a Clearly defined evaluation process
- 6.2b Leadership provides the fiscal resources for the appropriate professional growth
- 6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency
- 6.2d A process of personnel evaluation which meets or exceeds standards set in statute
- 6.2e The school/district improvement plan identifies specific instructional leadership needs
- 6.2f Evaluation process to provide teachers..change behavior and instructional practice

**Standard - 9 - Efficiency - Comprehensive and Effective Planning**

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

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

**Development of the Profile**

- 9.2a Planning process involves collecting, managing and analyzing data
- 9.2b Use data for school improvement planning

**Defining Desired Results for Student Learning**

- 9.3a School and district plans reflect learning research, expectations for student learning
- 9.3b Analyze their students' unique learning needs
- 9.3c Results for student learning are defined

**Analyzing Instructional and Organizational Effectiveness**

- 9.4a Strengths and limitations are identified
- 9.4b Goals for building, strengthening capacity

**Development of the Improvement Plan**

- 9.5a Steps for school improvement aligned with improvement goals
- 9.5b Plan identifies resources, timelines
- 9.5c Evaluating the effectiveness of improvement plan
- 9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results

**Implementation and Documentation**

- 9.6a Plan is implemented as developed
- 9.6b School evaluates the degree to which it achieves the goals and objectives for student learning
- 9.6c The school evaluates the degree to which it achieves the expected impact
- 9.6d Evidence of attempts to sustain the commitment to continuous improvement

## **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**  
**Waggener Traditional High School**  
**Jefferson County Public Schools School District**

1/23/2011 - 1/28/2011

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of Waggener Traditional High School during the period of 1/23/2011 - 1/28/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; Working Conditions Survey - principal, parents (3), teachers (41) and students (665), classroom observations (116), eWalk observations (61), and formal interviews and informal discussions with teachers (59), students (71), parents (20), Youth Services Center staff members (2), central office personnel (14), classified staff members (40), athletic director (1), media specialist (1), school council members (18), community members (10), district resource staff (5), counselors (2), assistant principals (2), and the principal.

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

The chairperson of the team was Fred M. Simpson - District Administrator. The other team members were Randell E. Harrison - Building Administrator, Jean Roberts - Teacher, John A. Roberts - Higher Education Representative, Gayla B. Jenkins - Building Administrator, Patricia H. Hale - Building Administrator, Sharon Baker Knight - Building Administrator, Veda McClain - Higher Education Representative, Judy K. P. Kurtz - Parent Representative, Gregory Napier - Educational Recovery Specialist, Vangie B. Altman - Educational Recovery Specialist, and Venessa Coner-Worley - Educational Recovery Specialist.

## **Academic Performance**

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

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

## Learning Environment

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

**Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

**Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

**Standard 6:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

## Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

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

Review of classroom assignments, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, individual professional growth plans, lesson plans/units of study, master school schedule, professional development records, school council meeting agenda and minutes, school council policies and bylaws, The Missing Piece of the Proficiency Puzzle and Working Conditions Survey results

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

Observations of classrooms, common areas and computer lab

**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).

Jefferson County Public School district leadership provides online access to curriculum documents that are aligned with state standards. Some teachers design lesson plans that reflect core content, but few address Program of Studies and Academic Expectations. Although some individual learning plans are continued from inception in middle school, the principal does not initiate or facilitate curriculum discussions that maintain an intentional focus on key curricular transition points between and among feeder schools.

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

School council recently reviewed and revised the school's Curriculum policy that includes a component for using student achievement data analyses as an impetus for curriculum revision; however, the policy is not implemented as written. The principal states the expectation that learning teams routinely use student achievement data to monitor, evaluate, review and modify the curriculum, but she does not provide a systematic process for completing the task. The policy does not include monitoring to ensure that all students have access to a common academic core.

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Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

The principal should lead teachers in discussions for extending the district provided curriculum documents to include rigorous student-centered activities and authentic formative assessments that address the unique learning needs of Waggener Traditional High School students.

The principal should develop and implement a process for monitoring, evaluating, and revising a rigorous curriculum. The process should include an intentional focus on identifying curricular gaps that impede continuous student achievement.

The principal should work collaboratively with district leadership to initiate discussions between and among high school and feeder school staff members to identify key curricular transition points. Discussions should include representatives from each content area.

Resources:

Carr, J. F. & Harris, D.E. (2001). *Succeeding with Standards: Linking Curriculum, Assessment and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-509-2

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

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

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). *The Missing Piece of the Proficiency Puzzle*  
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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Summary Findings in: **Academic Performance**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, professional development records, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school newsletter, School Report Card data, school Web pages, staff development agenda, Student Performance Level Descriptors, student work, teacher portfolios, The Missing Piece of the Proficiency Puzzle, Working Conditions Survey results and Learning Walk data

Interviews with central office staff, principal, school council members, school leadership, students, teachers, volunteers and Building Assessment Coordinator

Observations of cafeteria, classrooms, common areas and computer lab

**Performance Rating    2**

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

The high school has implemented the Project Proficiency district initiative this year. This initiative involves students in 9th,10th and 11th grade mathematics and reading, specifically English, Algebra 1, Geometry and Algebra 2 with special emphasis on 10th grade reading and 11th grade mathematics. A district diagnostic assessment is administered early in each grading period and a proficiency assessment is given at the end of each six weeks. Based on Kentucky Core Content, version 4.1, these assessments focus on three key standards each six weeks. In other content areas, common assessments developed by the district are administered at the end of each six weeks. These common assessments are similar to Kentucky Core Content Test (KCCT) assessments and are aligned with Kentucky Core Content, version 4.1. In both the proficiency and common assessments, the Classroom Assessment System and Community Access Dashboard for Education (CASCADE) data collection system is used by teachers to track student progress and identify learning gaps. Teachers meet regularly in learning teams to look at these data, share strategies and sometimes collaboratively analyze student work. The information garnered from these activities is not

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Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

always used to guide instruction. Other classroom assessments (e.g., teacher designed, textbook, worksheets) are frequent; however, many are not aligned with Kentucky standards or lesson objectives. Although these assessments are varied, they often lack the authenticity and rigor necessary to move students to higher levels of learning and to allow them to show what they know and are able to do. Teachers rarely collaborate in the design of these assessments.

2.1d Test scores are used to identify curriculum gaps.

Results of multiple assessments (e.g., Kentucky Core Content Test, No Child Left Behind Report, American College Test, Project Proficiency) are disaggregated by the district and the data provided to the schools. School leadership requires teachers in each department to review and analyze the data to identify gaps in student learning and sometimes gaps in instruction, but curriculum gaps are not always addressed. The school based decision making council receives reports on the results of these assessments, but they do not review or analyze the data. Parents on the school council are not included in training provided for school personnel on analyzing data nor are they or other parents trained to interpret and understand data regarding their child or the school as a whole.

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

Performance level descriptors and standards are not posted in most classrooms or in common areas of the school. Rubrics are displayed in a few classrooms, but performance standards are not usually evident in lesson plans or communicated to students before they are given an assignment or assessment. Many classroom assessments are not designed to allow students to achieve mastery, and the assessments are of such low rigor that students are not able to show what they know and are able to do. Students are usually able to communicate what is required for a grade, but few are able to articulate what they should know and be able to do to be proficient in all content areas.

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Summary of recommendations in: **Academic Performance**

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

The principal should ensure that performance standards and models of proficient work are displayed in classrooms and common areas so that students can make the connection to Kentucky standards and recognize proficient work. Students should be able to articulate what it is that they should know and be able to do to be proficient in all content areas.

The principal should ensure that teachers develop assessments, both formative and summative, that are rigorous and relevant to the standards addressed and the objectives of the unit or lesson. Rubrics should be developed and shared with students before classroom assessments and assignments. Teachers should instruct students on strategies to understand and use these rubrics for self-assessment and for communication of what they are to know and be able to do. Formative assessments should be frequent, varied, tied to instruction and used to inform instruction.

Teachers should use the regular learning team meetings to collaborate on the design of authentic assessments that are rigorous, aligned with Kentucky standards and tied to the objective of the lesson or unit. Leadership should ensure that these assessments are used frequently, the results of these assessments analyzed and the information gained from these analyses used to guide instruction.

Resources:

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

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

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

Stiggins, Rick (1992) *Classroom Assessment for Student Learning: Doing It Right--Using It Well*

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). *The Missing Piece of the Proficiency Puzzle*  
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

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

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), master school schedule, media materials and inventory, professional resource materials, protocols for analyzing student work, records of teacher certification/experience, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, student homework with teacher feedback, student work, student/teacher ratio and The Missing Piece of the Proficiency Puzzle

Interviews with central office staff, community members, media specialist, principal, students and teachers

Observations of classrooms, computer lab and media center

**Performance Rating    2**

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

The school council has adopted an Instructional Practices policy which states the expectation that “each teacher will use varied, higher order, problem solving strategies for all students and address various learning styles on a regular basis”. Some teachers vary their instruction using research-based instructional strategies (e.g., cooperative learning, essential questions, hands-on activities). Many teachers primarily use traditional instructional practices (e.g., lecture, textbooks, teacher directed note taking, worksheets, completion of chapter questions) that often do not engage students or address their diverse learning styles and needs. Most lesson plans and classroom observations do not reflect “an intentional planning process to deliver criteria” as specified in the policy. Few teachers assign homework as an extension of classroom learning. The policy also states the principal or principal’s designee will check for success in policy implementation as part of the regular classroom observation. However, the principal has not ensured that a formal process is in place to monitor instructional practices as stated in the

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**Standard 3**                    **Instruction**

**Performance Rating    2**

policy, nor does she ensure that teachers are provided descriptive feedback to support professional growth and to sustain or increase student achievement. The school council has not monitored to ensure that the principal has implemented policy as intended. The district and school provide instructional resources to support the curriculum (e.g., textbooks, College Preparatory Math, Ramp Up to Advanced Literacy, Plato Learning).

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

The district pacing guides and embedded instructional programs (e.g., College Preparatory Mathematics, Science Inquiry Learning Teams, Ramp Up to Advanced Literacy, Project Proficiency, PLATO) are used to guide the school's curriculum, but instruction is not always aligned with state or district learning goals (e.g., Program of Studies, Academic Expectations). The principal does not require teachers to submit lesson plans to ensure that instructional activities are congruent with Kentucky Core Content, version 4.1 and similar to those on state assessments. The principal does not ensure that classroom instruction is consistently and effectively monitored to verify that the diverse learning needs of all students are met or that teachers use data from student work to appropriately redesign instruction.

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

District and school funds and an i3 (Investment in Innovation) development grant are integrated to provide teachers and students with an abundance of technological resources (e.g., laptops, computer labs, clicker systems, document cameras) to enhance delivery of instruction and student learning. Some teachers use technology based student-centered activities to deliver instruction (e.g., PowerPoint, embedded video clips, virtual field trips, blogging, clicker systems). Teachers use data from Classroom Assessment System and Community Access Dashboard for Education (CASCADE) to track student progress. The school council has adopted a Technology policy and an Instructional Practices policy stating the expectation that teachers will use technology to expand the classroom experience into the community and advocate student use of technology. A component addressing the effective use of technology is embedded in the comprehensive school improvement

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**Standard 3**            **Instruction**

**Performance Rating 2**

plan and is to be monitored by the school council through implementation and impact checks; however, this monitoring does not consistently occur.

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Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The principal should monitor to ensure that effective and varied instructional strategies are used daily in all classrooms to meet the diverse learning needs of all students. The principal should ensure that this instruction includes meaningful learning activities that engage all students, is supported by appropriate use of technology and is extended as necessary by meaningful homework assignments.

The principal should collaborate with staff to ensure that a systematic process is developed and implemented to provide all teachers with regular opportunities to have collegial conversations concerning such issues as rigor, best instructional practices, differentiated instruction and higher order thinking activities.

The principal should ensure that teachers are provided timely and specific constructive feedback following learning walks and observations by school administrative team members.

Resources:

Developing Quality Open Response and Multiple Choice Items for the Classroom Office of Teaching & Learning (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://education.ky.gov/users/jwyatt/PlanningGuide/Developing%20KCCT-like%20Questions.pdf>

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.

Payne, R. K. (2001). Understanding Learning: the How, the Why, the What. Highlands, TX: aha! Process Inc. ISBN: 1929229046

Program of Studies (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/Program+of+Studies/default.htm>

Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-342-1

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

Zemelman, S., Daniels, H. & Hyde, A. (2005). *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). *The Missing Piece of the Proficiency Puzzle*  
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, course syllabi, curriculum documents, documentation of parent contacts, eWalk data, examples of school to home communications, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, master school schedule, newspaper clippings/press releases, newspapers, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school newsletter, School Report Card data, school visitors register, school Web pages, student discipline reports, student handbook, student work, The Missing Piece of the Proficiency Puzzle, trophy cases, Working Conditions Survey results and yearbooks

Interviews with classified staff, community members, counselor, parents, principal, school council members, school leadership, students, teachers and Home School Director

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

**Performance Rating    2**

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

Waggener Traditional High School is a well-maintained educational facility that supports a safe, secure and orderly learning environment. The school council has adopted the Jefferson County Code of Acceptable Behavior and Discipline and the Student Bill of Rights which is shared with all students, parents and staff. The principal and school council facilitated the installation of surveillance cameras at various locations in the school to ensure a safe and secure school environment. Most teachers, parents and students surveyed and interviewed state that the school is a safe and secure place. Waggener Traditional High School, in partnership with the St. Matthews Police Department, participates in the School Resource Officer Program. Hallways and restrooms are monitored by a school resource officer and two security personnel. During class change, teachers and assistant principals assist with monitoring these areas, but they do not consistently provide this

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**Performance Rating    2**

supervision. The school counselors assist in monitoring common areas during breakfast and lunch. Visitor access to the facility is acquired through a buzzer system at the main entrance, and all visitors are required to sign in at the main office. Staff members and visitors are required to wear visible identification cards or badges. Emergency procedures are posted in some classrooms, and safety drills (e.g., tornado, fire, earthquake, lockdown) are conducted and documented in a log as required. Discipline records reflect the implementation of the code of conduct, but many teachers, students and parents state that communication and enforcement of the code of conduct is not consistent or equitable. While approximately 30 languages are spoken by parents and students at the school, the code of conduct is only available in English and Spanish. Hallway and classroom disruptions (e.g., profanity, running, excessive noise, horse play, defiance of authority) occur on a daily basis. The school council has adopted a Discipline policy, but no schoolwide management system is in place to guide staff in providing age appropriate interventions for classroom and school disruptions. There is no formal school safety plan beyond the Crisis Action Plan or the Jefferson County Code of Acceptable Behavior and Discipline and the Student Bill of Rights.

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

The principal makes an effort to foster the belief that all children can learn. The principal articulates a commitment to high academic and behavior expectations, but in practice these expectations are not consistently observed during all classroom instruction nor are they reflected in the quality of student work. The principal and school council have not developed a program of systematic learning experiences to encourage community members and other stakeholders to share in the belief that all children can learn at high levels. School leadership provides teachers some opportunities for collaboration during department meetings, learning team meetings, Freshmen Academy and targeted common planning. These opportunities do not consistently allow all teachers to share or to receive innovations and strategies proven to improve student learning, including those that are successful with traditionally under-achieving students. The principal has not consistently created a schoolwide focus on continuous improvement in student learning.

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

**Performance Rating    2**

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

Teaching and non-teaching staff have limited participation in the development of the comprehensive school improvement plan. Collaboration between certified and classified staff members when making decisions impacting teaching and learning is limited. The school council recently adopted the Committee Structure policy that lists eight standing subcommittees (Attendance, Curriculum and Instruction, Budget, Student Services, Safety and School Climate, Textbook and Instructional Materials, Planning and Technology). Most of these committees have not met. Teaching and non-teaching staff seldom attend council meetings. The principal has established a 16-member student advisory council (Principal's Forum) to discuss issues at Waggener Traditional High School. The principal has developed some lines of communication and defined some areas of responsibility for addressing the academic program through administrative, teacher leadership and content specific department teams. The principal has not developed a systematic process to share information with or to seek input from these groups on school issues related to teaching and learning.

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

The school council has adopted the Assignment of Instructional and Noninstructional Staff Time policy. The policy states that teacher assignment will be based on teacher preference and negotiated contract considerations. The policy does not require and the principal and counselors have not developed and implemented a system that intentionally assigns students to teachers whose expertise matches the students' learning and cultural needs. The school council has adopted the Assignment of Students to Classes and Programs within the School policy. The policy addresses developing student schedules based upon individual student needs but is not reflected consistently in scheduling practice. Students are seldom rescheduled based on instructional and behavioral needs.

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

The principal has not developed a comprehensive communications plan that

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**Performance Rating    2**

ensures the dissemination of information (e.g., school events, success stories, school decisions) or interactive communication with all stakeholders. Informational publications such as a school newsletter and email communications are disseminated at various times throughout the year. The principal ensures that some information about upcoming school activities is provided to the community via such venues as the school marquee and school website. Examples of schoolwide internal communications are student newspaper (Chit-Chat), bulletin board displays, meeting agendas and minutes and perception survey results. Although these communiqués exist, some parents surveyed or interviewed were not aware of certain school functions such as workshops, and some interviewed had never received surveys. Only three parents responded to the Working Conditions Survey. Some parents are not familiar with documents and data (e.g., Individual Learning Plan, progress report, Project Proficiency, disciplinary actions) related to their child's academic and behavioral progress. Free family portraits were used as an incentive to encourage parents to attend a parent-teacher conference. School records indicate that 363 parent-teacher conferences were held for the 843 students. Language barriers often hinder communication.

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

The principal articulates the value of student achievement and plans to celebrate and recognize other student achievement have been written but not yet implemented. Recognition for some students (e.g., Beta Club, National Honor Society, Project Proficiency pizza party, Distinguished Cats luncheon, proficient and distinguished banners) occur, but these activities are not part of an intentional formal systematic recognition process to celebrate the achievements of all students with community members and families. There are limited displays of student work (e.g., art work, senior memoirs), but the purpose of the work is undefined. Student survey results identified areas of concern (e.g., course offerings, student-teacher relationships, school leadership). Parents state that they are made aware of their child's academic performance through progress reports, but some are unaware of venues for parent involvement such as their child's Individual Learning Plan and the Parent Portal. Teachers state that they communicate student academic progress through the Parent Portal, email, telephone calls, and notes sent

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

**Performance Rating    2**

home. Efforts to communicate student success with community and business partners are limited.

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

The school is one of the most diverse schools in the district with over 30 languages other than English spoken at the school. English as a second language students make up 16 percent of the student population. Three part-time instructors work with over 100 students for whom English is not their first language. Some of the students from certain African countries have not attended school prior to their enrollment at Waggener. The school does not have a plan in place for assessing and addressing the academic, behavior, or cultural needs of these students, and many struggle with completing basic reading and writing assignments. The principal has provided some support (e.g., Family and Friends Day, International Diversity week) for the cultural differences that exist within the school but has not established effective plans or protocols to address the achievement of students for whom English is a second language. Some classroom and common area displays reflect support for cultural diversity. Although the School Report Card states that equity and diversity are valued, the composition of the school faculty and staff does not reflect the diversity of the student population. Equity and physical, socio-economic and cultural diversity are not reflected in instructional practices across all school programs.

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Summary of recommendations in: **Learning Environment**

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

The principal should design and implement a comprehensive communication plan that intentionally shares information with all stakeholders and fosters an appreciation for the existing cultural diversity. The plan should include intentional systems for sharing both internal and external data with all stakeholders. The celebration of student and school achievements to promote school pride should be a high priority.

The principal should work collaboratively with staff to create and implement a comprehensive classroom management plan that intentionally addresses systems to reduce classroom disruptions that reduce daily instructional opportunities.

School leadership should collaborate with district leadership and the Volunteer Talent Center based in the building to develop and implement a plan to identify and recruit individuals and groups to provide support to Waggener Traditional High School. For example, school alumni could be accessed to assist in building and enhancing school pride, a pool of mentors for challenged student populations (e.g., English as a Second Language students who suffer from literacy issues) could be recruited and trained or community members with particular talents or interests could be recruited to mentor or support at risk students.

School leadership should continue and expand the endeavor to foster a culture of high expectations for teaching and learning for all staff and students. The principal should hold each teacher accountable for the delivery of culturally relevant and rigorous instruction to all students and should ensure that each teacher has the necessary support to meet this standard. The principal should collaborate with district and school leadership to model and lead a comprehensive initiative to encourage all stakeholders to internalize the belief that all students can learn at high levels. The principal should provide opportunities for certified and classified staff to collaborate in decision-making that impacts schoolwide teaching and learning.

Resources:

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

*Inside the Black Box of High Performing High Poverty Schools*, Lexington, KY:Prichard Committee for Academic Excellence.

Kentucky Center for Instructional Discipline, Mike Wafford (502)-564-9671 -  
<http://www.kycid.org/>

SISI Toolkit Standard 4. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%204/Standard%204%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%204/Standard%204%20By%20Standards.htm)

Zmuda, A., Kuklis, R. & Kline, E. (2004). Transforming Schools, Creating a Culture of Continuous Improvement, Alexandria, VA: Association for Supervision and Curriculum Development.

Muhammad, Anthony "Transforming School Culture" (2009), The Missing Piece of the Proficiency Puzzle (2007)

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle  
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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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, civic group programs/agenda, community involvement programs, comprehensive school improvement plan, documentation of parent contacts, documentation of referrals to health and social services, examples of school to home communications, Extended School Services entrance and exit reports, Extended School Services program overview and data, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Individual Learning Plans, list of co-curricular offerings, newspaper clippings/press releases, newspapers, notes from parent conferences, parent and community member workshop schedule, policies and procedures on access to student records, record of home visits, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school event calendar, school guidance plan, school newsletter, staff extra-duty schedule, student handbook, The Missing Piece of the Proficiency Puzzle, Title 1 program plan and volunteer schedule

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

Observations of classrooms and common 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 has not adopted policy or procedures to guide the recruitment of parents or community members to serve on committees. The youth services center has an advisory council that meets monthly to look for ways to involve stakeholders in the functions of the school. Recruiting of parents and community members is mainly an effort of the director and is not school initiated. The school staff has some programs to develop relationships between teachers and families (e.g., Open House, Freshmen Academy Parent Meetings, Parent-Teacher Conference Days). The Freshmen Academy parent meeting is well attended while other attempts to involve parents have not been as successful. The Parent Teacher Student Association has five active members, two of which are parents. The faculty

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

**Performance Rating    2**

offers tutoring opportunities for every student after school and has established a peer tutoring program through the youth services center. The student handbook informs parents of procedures to follow for sharing concerns and resolving problems. The youth services center has also formed a conflict resolution committee to mediate and resolve problems of student relationships. The center has changed its name to STEPS Center (Schools Together Embracing Parents and Students) to involve more families in their programs and has identified as its mission to "Empower Students and Families to be Successful in School, the Community and in Life". Parents and guardians are encouraged to have their children prepared to come to school ready to learn. The youth services center (STEPS Center) assists in this effort by tracking attendance and working to resolve circumstances that are barriers to learning. The home school coordinator, cooperating with the youth services center, makes home visits to those students needing additional assistance to encourage regular attendance.

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).

Parents and students have expressed concern about access to the curriculum, particularly required courses for graduation. The master schedule is developed and students are registered without clear course availability. Students report that access to needed courses is sometimes deferred until it is too late to meet graduation requirements. Opportunities for additional instructional assistance are available through faculty tutoring, peer tutoring and the Extended School Services program. Teachers and parents can recommend students to Extended School Services, but attendance is not required and student attendance is irregular. The youth services center provides many resources (e.g., Title I, Foundation 17 Community members, Metro Government, Urban League, Summer Youth Jobs Programs, Neighborhood Place) to assist students and families in eliminating obstacles to learning. The school eliminated a counselor position this academic year, and the two remaining counselors have the responsibility for the guidance program, as well as many other assigned duties. For example, counselors are assigned security duty during breakfast and lunch periods and are expected to handle discipline problems that occur at these times.

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

**Performance Rating    2**

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

The student handbook contains procedures for securing the assistance of the guidance and youth services center offices. However, school leadership has not adequately communicated this process to students, staff and parents. With the exception of some district professional development opportunities, staff have not been trained to identify students with special learning needs. The guidance office and youth services center work together to provide services to the large population of English as Second Language students, especially those with Limited English Proficiency, to ease the transition of these students into the school. School leadership has established advocacy services to respond to the needs of students (e.g., English as a Second Language mentors, faculty tutoring, peer tutoring), but they have not provided training nor ensured that each child has an advocate who can speak on their behalf. School leadership has procedures to identify students whose unique needs and life circumstances cause barriers to learning; however, the responsibility of serving these students' needs is delegated mainly to the youth services center and the home school coordinator.

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

A program for re-engaging students who are alienated or have attendance problems is mainly the responsibility of the youth services center. The youth services center has established partnerships with 52 local agencies that address barriers to student learning. The attendance office notifies parents about students' daily absences, but after being absent for three consecutive days, the youth services center makes personal contact with the student. After six consecutive absences, the youth services center director or the home school coordinator visits the home to learn why the student has been absent and to offer any assistance needed to eliminate barriers to school attendance. Programs to provide support for learning beyond the classroom (e.g., Extended School Services, faculty and peer tutoring, English as a Second Language tutoring, university partnerships) are available. The school has some co-curricular activities, but there are few students participating. Parents and students expressed concern that the new trimester system limits student access to these programs.

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

**Performance Rating    2**

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

School leadership implements district procedures for maintaining current cumulative student records that are in compliance with state regulations. These records are maintained in a secure records room with oversight of a records clerk. Parents can access their child's records through the use of Infinite Campus. There are some records of Individual Learning Plans for students but there is not a consistent effort to keep these plans current. Many parents were not aware of the Individual Learning Plan or of its significance to the student's future college and career plans.

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

The school council should adopt a committee policy with procedures to proactively and successfully recruit parents, community members and culturally and linguistically diverse representatives to serve.

School leadership should relieve guidance counselors from supervision duties that interfere with their ability to provide guidance service to students and create potential barriers to establishing student trust and confidence in the counselors' intended role. School leadership and the guidance counselors should collaborate to redefine the roles of the guidance counselors in the school to refocus their work into a comprehensive schoolwide guidance program based on the Kentucky Association of School Counselors and the state guidance counselor job descriptions.

Resources:

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

Decker, L.E. & Decker, V.A. (2001). *Engaging Families & Communities: Pathways to Educational Success*. Fairfax, VA: National Community Education Association.

Henderson, A. T. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.

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

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). *The Missing Piece of the Proficiency Puzzle*  
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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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 bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, employee handbooks, faculty meeting agenda, Individual Learning Plans, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, needs assessment data, organizational charts, professional development records, professional resource materials, records of teacher certification/experience, roster of teaching assignments, rubrics, samples of written correspondence to staff/stakeholders, school budget and allocations, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school procedures manual, School Report Card data, staff development agenda, student/parent/staff handbooks, teacher portfolios, textbook/instructional resources purchasing plans, learning walks, classified personnel evaluation plan and process and professional development calendar

Interviews with assistant principal, central office staff, district leadership, parents, principal, school leadership, students and teachers

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

**Performance Rating    3**

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

At the beginning of the school year, the principal explains the evaluation process to all school staff members. The principal ensures attendance as documented by signed meeting attendance logs in accordance with school, district and state regulations.

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

Certified and classified personnel evaluation policies are in place and are implemented in accordance with the state statute and regulation requirements.

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

**Performance Rating    2**

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

School and district leadership provide certified and classified staff members with professional development opportunities. Most staff members complete the required hours of professional development in the given time frame. Opportunities for additional professional development hours are available. District leadership provides professional development for leadership skills, and the principal provides job related opportunities to develop those skills (e.g., shared decision, collaboration, department chairs, team leaders, mentors). Professional development is structured to update content knowledge and to promote instructional practices that challenge and motivate students to achieve at high levels. Certified staff members have the individual choice of professional development hours and schoolwide offerings are not mandatory for all (e.g., yearly schoolwide retreat). Job related technical assistance is provided for classified staff members. Failure of some teachers and administrators to align professional development choices with individual or school professional needs, lack of implementation of skills learned and failure to reflect on learned practices limit the effectiveness of professional development.

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

School retreats are held each year but are attended by only 70 percent of the staff members. Professional development offered at retreats has been established through survey consensus rather than a needs assessment and does not necessarily result in improving student performance. Collegial learning walks are conducted by peer teachers, and feedback is provided. The professional development committee collaboratively designed a one-year plan, but the lack of a multi-year plan limits the building of capacity through on-going professional development. The principal does not ensure that professional development is job embedded and directly tied to increasing teacher competency. Teachers cannot be required to attend professional development to address critical school needs.

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

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

**Performance Rating    2**

performance and the individual professional growth plans of staff.

Teachers choose professional development on an individual basis with little guidance from principals or regard for alignment with school learning goals, individual growth plans or needs identified through the evaluation process. Goals are listed in the comprehensive school improvement plan and are connected to professional development strategies and activities, but teachers are not held accountable for attending the professional development nor for implementing skills acquired.

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

Professional development offerings are mostly onetime events, limiting the opportunities for continuous growth. Some job-embedded professional development is offered (e.g., collegial teams, department teams, English as a Second Language tips and hints), but there is limited monitoring by the principals to determine attendance, agenda or teacher practice.

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

District leadership provides a series of common assessments, Community Access Dashboard for Education (CASCADE) with interpretive data of student achievement based on Kentucky Core Content Test and No Child Left Behind. The principal and staff members seldom use the student achievement data to determine professional development need. Learning teams sometimes use student achievement data to determine modifications in content based instruction but not to determine professional development need. The principal and staff members do not systematically analyze the impact of past professional development activities to improve student achievement or to determine future professional development needs. The principal has little documentation of the effectiveness of professional development before allocating resources.

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

The principal ensures that the comprehensive school improvement plan includes professional development activities and that professional

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

**Performance Rating    2**

development funds are mostly spent according to their plan.

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

On opening day each school year, teachers review prior year's individual growth plan and complete current year plan. The principal does not ensure that individual growth plans are connected to teachers' actual professional development needs, student needs or to school initiatives. Some growth plans are for development of programs instead of professional practice. The principal and some teachers view individual growth plans as single documents that are necessary for compliance and do not use these as guides to improve student proficiency or impact classroom practice. After the development of the individual growth plan, the principal seldom provides systematic monitoring, guidance, support or conversation about the value of the individual growth plan.

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

The certified personnel evaluation plan is not consistently used by the principal to document the continuous progress of staff in the implementation of their professional growth plans. The principal does not always provide timely, meaningful feedback to all employees that link or encourage desired changes in behavior and instructional practices.

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

The principal should ensure that a needs assessment is conducted to determine that professional development activities offered are on-going, job embedded activities which will help build competence in the instructional staff. The principal should ensure that professional development is established in alignment with goals for student performance and individual professional growth plans.

The principal should establish an intentional plan for monitoring professional development and its impact on student achievement. The principal should create a formal process for individual professional development requests that should be directly linked to the school's learning goals. A plan by the principal to systematically collect evidence of impact on instructional practices or links to student achievement is needed for all professional development.

The principal should create a formal process for linking individual growth plans to prior personnel evaluations, student achievement and school's learning goals. This formal process for individual growth plans should include methods and timeline of review, direct connection to the individual's professional development and inclusion of both principal and staff member reflections noting impact of effectiveness.

Resources:

Certified Personnel Evaluation Update Training with Focus on Utilizing Professional Growth Plans: A Tool for Improving School-Wide Achievement and Reducing Gaps. (Available from Kentucky Association of School Administrators. Frankfort, KY 40601). <http://KASA.org>

Danielson, C. & McGreal, T. (2000). Teacher Evaluation to Enhance Professional Practice. Alexandria, VA: Association for Supervision & Curriculum Development.

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

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

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

Professional Development Resources. ((Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
<http://education.ky.gov/KDE/Administrative+Resources/Professional+Development/>

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

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, enrollment data, eWalk data, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, professional development records, protocols for analyzing student work, roster of teaching assignments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school Web pages, student discipline reports, student work, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle, Working Conditions Survey results and Crisis Action Plan

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

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

**Performance Rating    3**

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.

School leadership and faculty regularly review results from the Kentucky Core Content Test and No Child Left Behind reports at faculty meetings or on Gold Days. Data regarding attendance, behavior and retention patterns are also shared and reviewed. Career and technical teachers review the Kentucky Occupational Skills Standards Assessment to determine the number of Career and Technical Education students receiving certification. Learning teams meet on a regular basis to review data reported in the Classroom Assessment System and Community Access Dashboard for Education (CASCADE) report. These data are incorporated into the school improvement plan and are used to identify learning gaps among student subpopulations.

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**Standard 7**            **Leadership**

**Performance Rating**    **2**

7.1a Leadership has developed and sustained a shared vision.

In December 2008, the principal and the instructional leadership team revisited the vision and mission statements as recommended in the 2008-09 scholastic audit report. The team included one parent, representation from the faculty and was facilitated by district leadership. The draft mission and vision statements and action plan for implementation were presented to the faculty in March 2009. The most recent review was at the August 2010 staff retreat. The current statements are posted around the building and in some classrooms and are published in various venues (e.g., faculty and staff handbook, school webpage, bookmarkers, comprehensive school improvement plan). While the statements are referenced at times, they are not intentionally or formally used as a guide in making decisions.

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

The principal shares and discusses a variety of student performance data with the school council (e.g., Kentucky Core Content Test, No Child Left Behind report, American College Test) but does not involve them in the analysis of the data. Learning teams meet regularly to review current student data [e.g., Classroom Assessment System and Community Access Dashboard for Education (CASCADE), student work] to determine to what extent students understand or master the targeted key concepts and to reflect on ways to adjust instruction to increase rigor for the next unit of study. Results of these meetings are shared with the administrative team (e.g., Learning from Student Work protocol). However, this review and reflection does not always impact programmatic and academic decisions or change instructional practices. Some initiatives are generated by the school council, but most change is initiated at the district level (e.g., trimester schedule, Project Proficiency).

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

The principal's growth plan is collaboratively developed with her supervisor, is based on school and individual needs and is revisited regularly throughout the school year. However, assistant principals and guidance counselors have not been led through a similar process in developing their current annual

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**Performance Rating    2**

growth plans. Some plans focus on developing specific leadership skills necessary to better advance student achievement (e.g., organizational skills, observation skills) rather than activities that the administrator will complete in order to perform job responsibilities (e.g., attend conferences, do a better job identifying at-risk students).

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

The principal ensures that teachers have access to Kentucky's current curriculum documents, district curriculum documents (e.g., pacing guides, common assessments) and other curriculum resources through Jefferson County Public Schools OnLine. Training in the use of the documents and resources is available at the school and district level. The principal relies on her department chairs to ensure that teachers know how to access and use these documents and resources. The principal does not ensure that all teachers are sufficiently trained to make effective use of these resources.

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

Although there are no formal policies or procedures addressing the protection of instructional time, classroom interruptions (e.g., announcements, phone calls, pep rallies, school assemblies) are kept to a minimum. However, in some classrooms lack of effective classroom management skills and procedures severely limit student opportunities to learn and reduce teacher effectiveness. Freshman Academy teachers share common planning time. Learning teams meet twice a month to review student performance data and plan instruction. Teachers involved in Project Proficiency meet weekly to monitor student progress. The faculty meets monthly, and the administrative team meets weekly. Most meetings are agenda-driven, and some conclude with a reflection or plan of action.

- 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 allocates fiscal resources from the district school council

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**Standard 7**                    **Leadership**

**Performance Rating    2**

allocation and federal grants (e.g., Carl Perkins, Title I, School Improvement Grant) by preparing and presenting a budget for school council approval. The majority of these resources are spent on personnel, with some monies allocated for professional development, substitutes to provide release time, stipends and student recovery programs (e.g., PLATO, Ramp Up to Advanced Literacy, supplemental reading materials for English as a Second Language students). These resources are reflected in the school improvement plan and allocated with the intent to reduce barriers and create school improvement. The school improvement plan is designed to be monitored at set dates throughout the school year as noted by benchmark dates, but implementation and impact checks are only conducted in the spring. There is no plan or systemic process to monitor the impact of resources on continuous school improvement. Some organizational infrastructures (e.g. administrative team, instructional leadership team, learning teams) are in place and include processes designed to support continuous school improvement (e.g., agenda-driven meetings, minutes, Learning from Student Work protocol).

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

The school council has adopted a Discipline policy which acknowledges the Jefferson County Public School Code of Acceptable Behavior and Discipline and the Student Bill of Rights as the standard for discipline and classroom management for Waggener High School. The policy also cites a School Safety Plan, which is the Crisis Action Plan published in the 2010-11 Teacher and Staff Handbook. The intent of the policy is to provide students with a safe, secure and positive learning environment. The Crisis Action Plan is current and task-specific, including names of persons responsible for implementing certain procedures and supervising various locations. Safety drills (e.g., fire, tornado, earthquake, lockdown, evacuation) are conducted regularly and documented. In addition to two school security staff members, a school resource officer from the St. Matthews Police Department is assigned to the building. Hall sweeps are conducted every period, and students tardy to class are escorted to a designated location for disciplinary action. Personnel are in place and procedures are implemented to ensure that the school facilities are maintained, safe and in good working order. However,

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**Performance Rating    2**

behavior in some classrooms and hallways (e.g., running in hall to avoid tardy, yelling, profanity, sleeping, horseplay) is disruptive and negatively affects safety and positive learning environment.

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

The principal leads the school council in ensuring that all policies required by statute are in place. However, not all policies are implemented as designed (e.g., discipline, instructional practices, school schedule, dress code). The principal and school council recently completed a review of all policies, adopted on January 10, 2011. However, most policies were not revised to address ineffective practices and procedures (e.g., classroom management, behavior in common areas, lack of rigor) or to address anticipated diverse and unique needs of the student population (e.g., persistent low performance, the growing English as a Second Language population, low literacy and numeracy skills, lack of parental and community involvement).

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

The principal makes a sincere effort to engage the community in discussions about a joint effort to meet the educational needs of its students and is active in community organizations. She is a member of the St. Matthews Area Business Association and chaired the Light Up St. Matthews committee this past year. She is deeply involved in planning with district leadership and Nortons Hospital and Baptist Hospital East to develop the health career magnet program that began this year. There continues, however, to be some disconnection between the stated values of the school and community and the focus and implementation of school curricular and instructional initiatives and the creation of a culture of high expectations. The principal led in the creation of a vision and mission intended to provide guidance to the school and community in creating a nurturing educational environment. Her spoken and written communications reflect a commitment to high expectations for all, a nurturing culture and high staff performance, and her planning efforts and development of many operational and instructional systems are aligned with this belief system (e.g., Freshman Academy, Project Proficiency). The implementation of these and other initiatives, however, is often insufficient to enable or sustain the movement of the school community toward proficient

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**Standard 7**            **Leadership**

**Performance Rating    2**

achievement for all students. These efforts are often hampered by incomplete communication, inconsistent monitoring efforts and failure to hold herself and all staff members accountable for fidelity to the intent, policy and procedures and expected quality of implementation of the initiatives. For example, implementation of the master schedule often does not result in students being placed in classes for which they are adequately prepared or where support for their unique needs could be more effectively served, and school rules are not consistently enforced. There are pockets of instructional excellence, but many classes are marked by unclear goals and a general lack of rigor or relevance. Despite the recent development of a school vision and mission, a lack of clarity persists among leadership, staff, students and parents about the path the school is taking on its journey toward proficiency.

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**Standard 7**      **Leadership**

The principal should work with her leadership team to develop and communicate a clear set of expectations for implementation of all school initiatives. A systematic process should be developed to ensure consistent communication of expectations, ongoing monitoring of program operations and accountability of all staff members for fidelity to the intent, policy and procedures and expected quality of implementation of the initiatives.

The principal should model the district's process for developing and monitoring individual growth plans with her administrative team and faculty. The plans should be collaboratively developed, reflect personnel evaluation data and focus on improving professional skills and practice. Rather than a compliance issue, the plan should be a work in progress, with frequent dialogue focused on specific examples and documentation of how their professional growth is impacting the achievement of their students. The principal should provide meaningful, goal-specific feedback grounded in best practices and follow up in a timely manner to ensure her feedback has resulted in action.

Resources:

DuFour, R. and Eaker, R. E. (2005). On Common Ground. Bloomington, IN: National Educational Service.

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

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

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle  
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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Summary Findings in: **Efficiency**

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

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

Review of categorical program financial reports, comprehensive school improvement plan, district budget and allocations, master school schedule, needs assessment data, roster of teaching assignments, schedule for co-curricular offerings, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, The Missing Piece of the Proficiency Puzzle, Title 1 program plan, Working Conditions Survey results, department team meeting minutes and learning team meeting minutes

Interviews with assistant principal, central office staff, classified staff, community members, counselor, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, principal, school council members, school leadership and teachers

Observations of classrooms

**Performance Rating    2**

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

The principal has developed lines of communications and areas of responsibility (e.g., administrative team, learning teams, department teams). These teams meet regularly and meeting minutes are kept and submitted to the school council. The school council has adopted a Program Appraisal policy. The policy states that the program appraisal process “will ensure ongoing monitoring and evaluation of the implementation and impact of programs and that continual improvements and revisions are made to program strategies based on regular monitoring and evaluation of their effectiveness. This process will be implemented and reviewed to reflect alignment of state standards through needs assessments and implementation and impact checks”. However, the principal instead uses informal procedures to evaluate the fiscal and human resources for their impact on student achievement. The principal attends the St. Matthews Area Business Association meetings to meet with community business leaders. Some community resources (e.g., Nortons Hospital, Baptist Hospital East) have been solicited to partner and support the school’s effort in becoming a medical magnet program. The school council has not adopted a Budget policy. The principal developed a draft budget which was submitted to the Budget Committee for their consideration and approval. The school budget

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**Performance Rating    2**

was approved by the school council. The allocation of funds is not based on the specific learning needs of the students, but is distributed equally to each department. There is no systematic formal process to monitor the effectiveness of the budget allocations. Budget reports are submitted to the school council at each monthly meeting.

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

The school council has adopted an Assignment of Instructional and Noninstructional Staff Time policy that states “the principal shall prepare an instructional and noninstructional staff assignment plan that follows Jefferson County Board of Education (JCBE) policies and all negotiated contracts. Intended assignment may be modified as needed based on changes in student enrollment, programmatic needs, changes in enrollment to a particular class or course requiring the abolishment of that class or course”. The principal makes teaching assignments based on the number of needed course offerings and the number of students rather than on the specific learning and cultural needs of the students. The principal will consider teacher requests to teach certain course offerings, but the requests are not always honored. The principal and assistant principals develop the master schedule. The master schedule is designed to ensure that all students have access to the entire curriculum; however, some students are scheduled into certain classes due to limited offerings.

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

The school council has not adopted a protection of instructional time policy intended to maximize student learning. The principal states the expectation that all teachers should teach “bell to bell”; however, this does not occur in many classrooms. The principal has implemented some informal procedures (e.g., limited use of the intercom, telephone calls to classrooms) in order to minimize classroom interruptions. Hallway sweeps are used by the school staff to assist the students in getting to class on time. The council has adopted a Discipline policy that adheres to the rights and responsibilities of students as found in the Jefferson County Public Schools Code of Acceptable Behavior and Discipline and the Student Bill of Rights. However, there is no schoolwide classroom management system in place to handle classroom and

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**Performance Rating    2**

school disruptions. The principal states the expectation that weekly learning walks will be conducted; however, this initiative is not consistently implemented. Feedback from these learning walks is emailed to the teachers, but the feedback is limited, is not specific and is often not focused on teacher instructional growth.

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

The master schedule developed by the principal and assistant principals does not provide for common planning time for the 10th, 11th, 12th grade and co-curricular teachers. The Freshman Academy teachers do have a common planning time. Department and learning team meetings are held after school to discuss the goals and strategies of the comprehensive school improvement plan. The principal attends a few of these meetings. The principal reviews the meeting minutes as a means of monitoring the activities of the departments and teams.

- 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 was developed by the principal and assistant principals. The schedule is divided into five 70 minute class periods. This is the second year the school has been using the trimester organization. The master schedule does not provide sufficient flexibility to allow for timely interventions or modifications to address the immediate learning needs of students (e.g., additional time, support).

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

The school council has not developed a budget policy. The principal develops a budget and submits it to the Budget Committee for approval. The

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

**Performance Rating**    **2**

school council approves the submitted budget. Funds are not allocated based on the unique learning needs of the students. The budget includes an equal allocation for each department. Teachers can make requests to the principal for additional funds. Budget reports are submitted to the council at each monthly meeting. All federal, state and district requirements are followed by the principal in administering the school budget. There is no formal systematic process for monitoring the school budget to determine the impact of the allocated resources on student achievement.

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

The school council has not adopted a budget policy. Discretionary funds are allocated based on needs assessment data and are identified in the comprehensive school improvement plan. The school council is allocated additional funds by the district to address identified student needs.

- 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.

Funding sources are identified in the comprehensive school improvement plan. The principal has not developed a formal systematic process to monitor expenditures for their impact on continuous student achievement. Teachers can request additional budget funds from the principal, but the requests are not always tied to identified needs in the school plan.

- 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.

Program requirement guidelines are followed in the allocation of all categorical funds (e.g., Extended School Services, Youth Services Center, Carl Perkins funds, Title 1, School Improvement Grant). The school council and principal have integrated categorical funds to support the goals, activities and strategies in the comprehensive school improvement plan. The principal monitors the categorical funds according to district requirements and federal

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**Performance Rating**    **2**

and state guidelines. The principal does not always monitor the categorical funds for their impact on continuous student improvement.

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

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

The school council should develop and adopt a budget policy that clearly defines a process for creating a budget and assigns responsibility for doing so. The policy should include procedures for the allocation and expenditure of all resources. Procedures for monitoring the implementation and impact of these funds on student achievement and organizational efficiency should be an integral part of this policy. Data gathered from the monitoring process should be used to determine revision of or continued funding of initiatives. The school council should monitor the implementation of this policy to ensure fidelity to its intent.

The school council should review the newly adopted policies and revise them as needed to address the unique characteristics of the school. The school council should also review best practice policies and incorporate those which would ensure the effective operation of Waggener Traditional High School and promote continuous student achievement.

Resources:

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

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.

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

Plecki, M.L. & Monk, D.H. (2003). *School Finance & Teacher Quality: Exploring the Connections*. Larchmont, NY: Eye on Education.

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). *The Missing Piece of the Proficiency Puzzle*  
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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Summary Findings in: **Efficiency**

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

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

Review of classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, eWalk data, Kentucky Performance Report disaggregated data, needs assessment data, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school profile, School Report Card data, student handbook and The Missing Piece of the Proficiency Puzzle (2007)

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

Observations of classrooms and common areas

**Performance Rating    2**

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

The principal reviewed and revised the school mission statement in 2008-09 in collaboration with the instructional leadership team, staff members and one parent. During a staff retreat in August 2010, the principal again facilitated a collaborative process involving teachers in a review and discussion of the mission and vision statements. The instructional leadership team has continued this process to develop a vision statement. Belief or goal statements are not included in the comprehensive school improvement plan. Teachers were asked to approve the vision statement using a survey conducted by the instructional leadership team. The school council approved the mission and vision statements on November 8, 2010. The mission statement is visible throughout the building, some classrooms and the student and teacher handbooks.

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

The comprehensive school improvement planning process includes data from multiple sources (e.g., No Child Left Behind, Interim Performance Report, extracurricular activities, attendance). District leadership provides an electronic template to disaggregate data for use in student achievement goals and benchmarks. District leadership uses a review rubric to assist school leadership in the development of the comprehensive school improvement

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

**Performance Rating**    **2**

plan. Some classroom assessments and student work are analyzed as part of the process. The principal made revisions to the plan based upon the district rubric. Goals, priorities and action steps of the comprehensive school improvement plan are aligned with needs as indicated by student performance data. The school planning team incorporates relevant, research based math and literacy programs into the plan. The school planning team includes specific Kentucky Core Content and No Child Left Behind goals in the school improvement plan. The principal facilitates some analysis of disaggregated data to determine priority needs. The comprehensive school improvement plan reflects clear learning goals with measureable terms and benchmarks.

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

The principal collaborates with department chairpersons to collect and analyze data (e.g., Interim Performance Report, No Child Left Behind data, Classroom Assessment System and Community Access Dashboard for Education) to determine the strengths and limitations in the instructional program. The school goals in the comprehensive school improvement plan are stated in clear, concise, and measureable terms. Some strategies and activities are aligned with the goals and objectives. The components identify persons responsible for implementation and resources. The timelines for measuring impact do not always allow for frequent implementation and impact checks to occur.

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

The principal has some informal evaluation procedures, but these procedures do not effectively evaluate the comprehensive school improvement plan. The benchmark dates are set throughout the school year as part of the evaluation process; however, the impact of the data has not been determined. The school council receives and approves the comprehensive school improvement plan but does not always approve implementation and impact checks. The activities in the comprehensive school improvement plan (e.g., Ramp Up to Advanced Literacy and College Preparatory Mathematics) use strategies that have been demonstrated to yield predictable results and align to the school's mission.

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

**Performance Rating**    **2**

9.6a    The plan is implemented as developed.

The principal does not ensure the implementation of all components of the comprehensive school improvement plan. Teachers are aware of the plan, and some can articulate the goals; but instructional practice does not reflect that the plan is driving instruction in all classrooms.

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

Some data (e.g., attendance, professional development Classroom Assessment System and Community Access Dashboard for Education) are collected on a regular basis, but the analysis of the data is not always used to measure the degree to which the goals of the school plan are achieved.

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 states the expectation that teachers use Classroom Assessment System and Community Access Dashboard for Education to analyze student performance; however, the principal does not regularly monitor to see if the plan has impacted instruction.

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

The principal states that she has a commitment to continuous school improvement as stated in the goals and benchmarks in the comprehensive school improvement plan. However, all staff members are not held accountable for the school's improvement goals and there are limited challenges to the status quo.

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

The principal should establish an ongoing, systematic process to monitor and evaluate the effectiveness of the strategies and activities in the comprehensive school improvement plan. Timelines should lead to frequent collection and analysis of implementation and impact data. Student achievement should be the focus of this process.

The principal should ensure that all stakeholders are involved in the development of all components of the comprehensive school improvement plan (e.g., the on-going analysis of data, the development of goals, objectives, strategies and activities).

Resources:

Comprehensive School and District Improvement Planning. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/>

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

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**Summary of Next Steps:**

The principal should monitor to ensure that effective and varied instructional strategies are used daily in all classrooms to meet the diverse learning needs of all students. The principal should ensure that this instruction includes meaningful learning activities that engage all students, is supported by appropriate use of technology and is extended as necessary by meaningful homework assignments. The principal should ensure that teachers develop assessments, both formative and summative, that are rigorous and relevant to the standards addressed and the objectives of the unit or lesson. Formative assessments should be frequent, varied, tied to instruction and used to inform instructional practices.

The principal should work with her leadership team to develop and communicate a clear set of expectations for implementation of all school initiatives. A systematic process should be developed to ensure consistent communication of expectations and ongoing monitoring of program operations.

The principal should work collaboratively with her staff to develop or adopt and implement a comprehensive classroom management plan designed to create a system of common language and interventions to address classroom disruptions and lost instructional time. This plan should include a set of clear behavioral and academic expectations for both staff members and students. It should articulate consistent actions to both promote constructive behavior and correct inappropriate activity. The principal should ensure that the program is implemented as intended by all staff members.

The principal should model the district's process for developing and monitoring individual growth plans with her administrative team and faculty. The plans should be collaboratively developed, reflect personnel evaluation data and focus on improving professional skills and practice. Rather than a compliance issue, the plan should be a work in progress, with frequent dialogue focused on specific examples and documentation of how the professional growth is impacting the achievement of students. The principal should provide meaningful, goal-specific feedback grounded in best practices and follow up in a timely manner to ensure her feedback has resulted in action.

School leadership should relieve guidance counselors from supervision duties that interfere with their ability to provide guidance service to students and create potential barriers to establishing student trust and confidence in the counselors' intended role. School leadership and the guidance counselors should collaborate to redefine the roles of the guidance counselors in the school to refocus their work into a comprehensive schoolwide guidance program based on the Kentucky Association of School Counselors and the state guidance counselor job descriptions.

School leadership should collaborate with district leadership and the Volunteer Talent Center based in the building to develop and implement a plan to identify and recruit individuals and groups to provide support to Waggener Traditional High School. For example, school alumni could be accessed to assist in building and enhancing school pride, a pool of mentors for challenged student populations (e.g., English as a Second Language students who suffer from literacy issues) could be recruited and trained or community members with particular talents or interests could be recruited to mentor or support at risk students.

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**In Conclusion:**

The members of the Waggener Traditional 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.

The Leadership Assessment Team has examined extensive evidence and arrived at the following conclusions:

**Principal Authority:**

The principal does not have the capability and capacity to continue her roles and responsibilities established in KRS 160.345.

**Council Authority:**

School council does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

School council shall be retained in an advisory capacity.

The current membership of the council shall be replaced by the Commissioner.

Commissioner, Kentucky Department of Education:

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

Pursuant to School Improvement Grant Section 1003g (SIG) Guidance from the US Department of Education the district must submit an application to receive SIG 1003g funds.

The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).

The annual goals will be based on student achievement on the state assessments in both reading/language arts and mathematics.

Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals with a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

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

Principal, Waggener Traditional High School

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

Superintendent, Jefferson County Schools

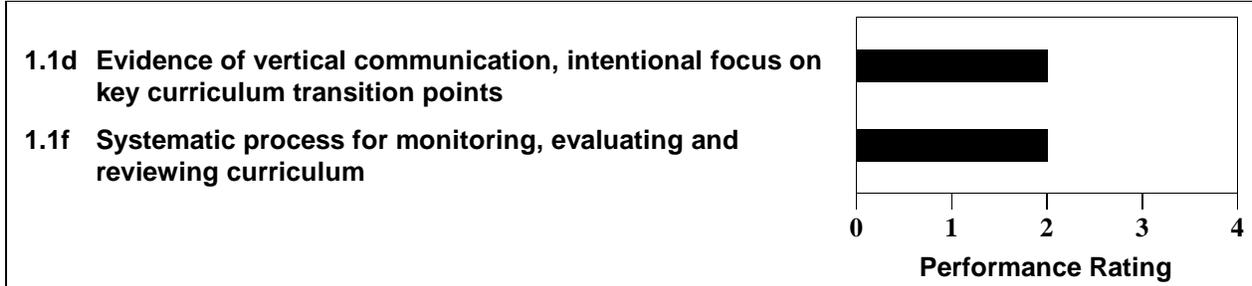
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**1.1 Curriculum**

**Academic Performance**

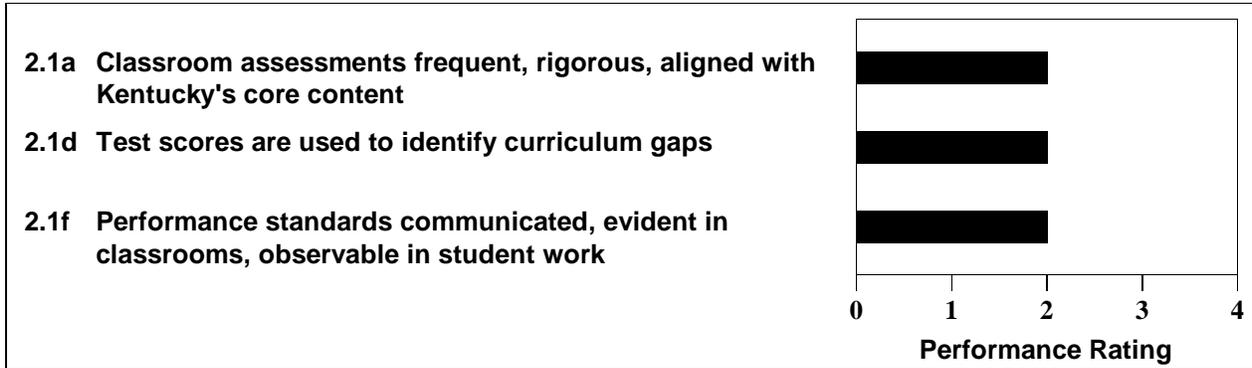


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**2.1 Classroom Evaluation/Assessment**

**Academic Performance**

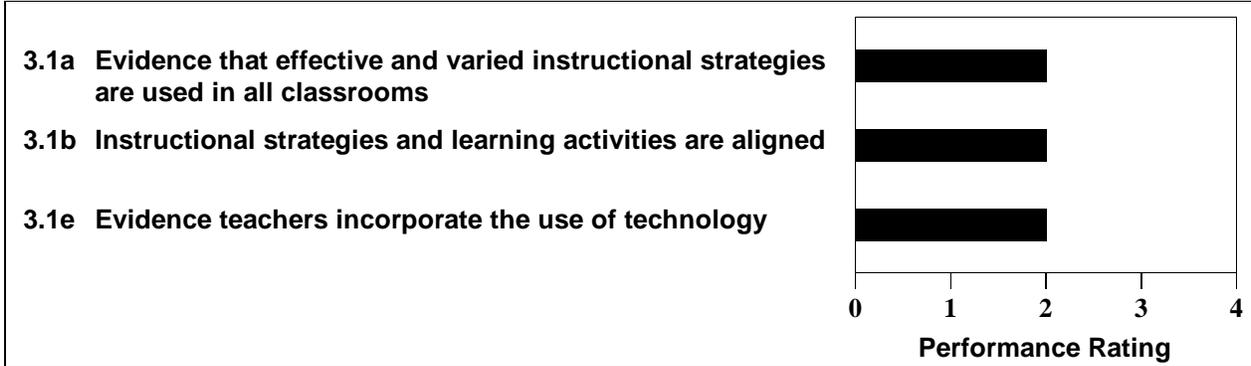


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**3.1 Instruction**

**Academic Performance**

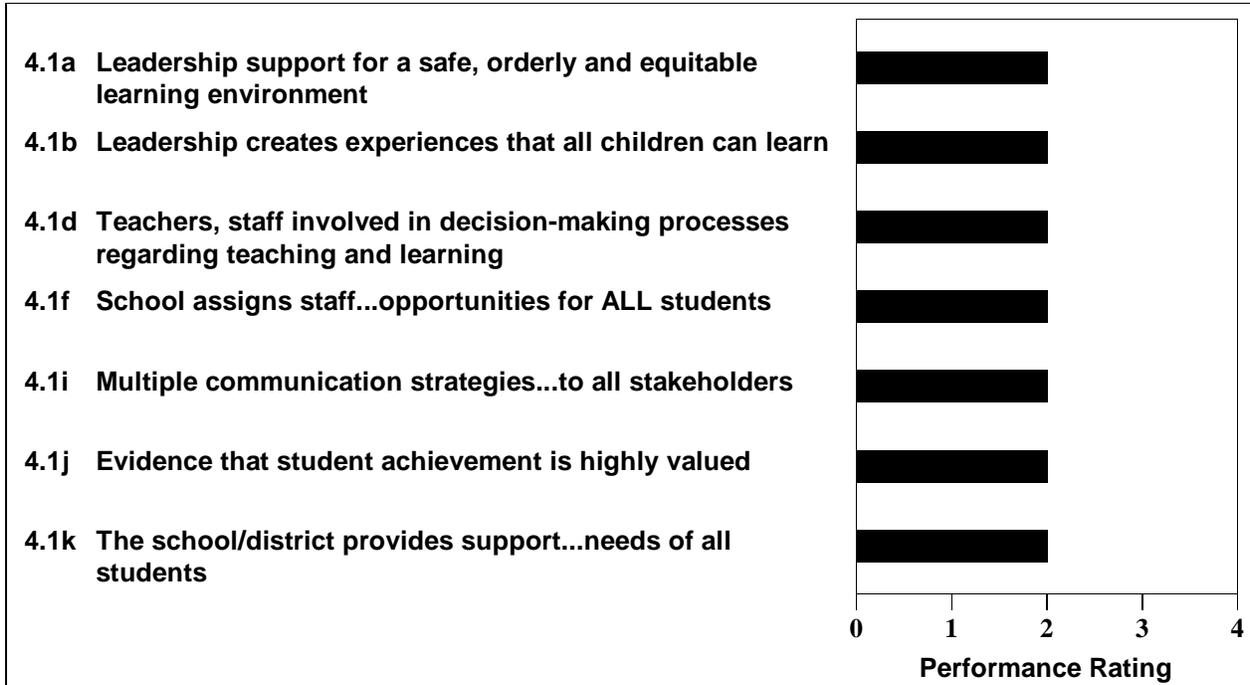


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**4.1 School Culture**

**Learning Environment**

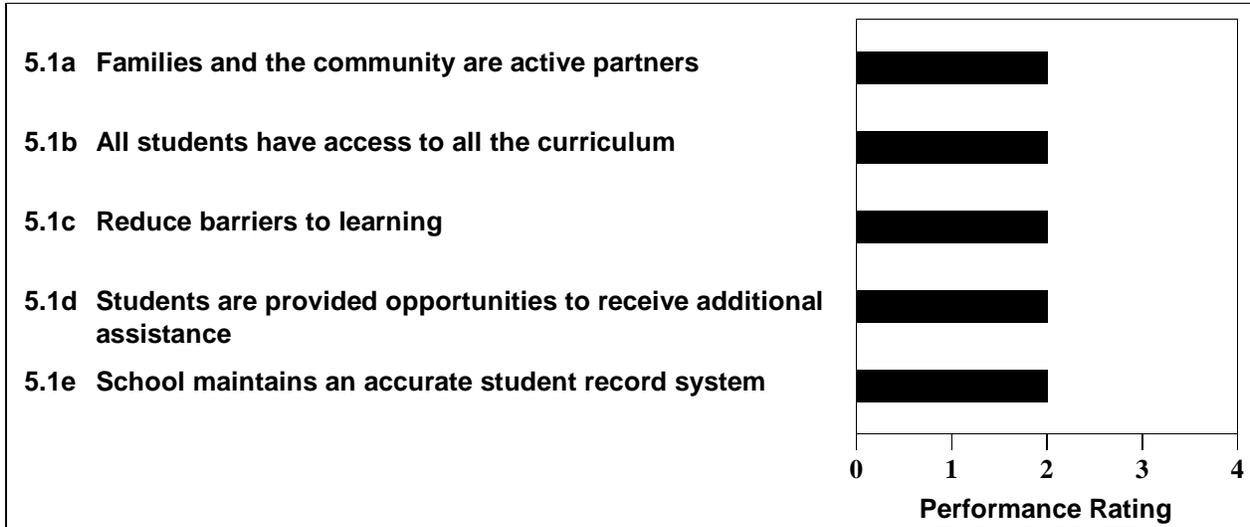


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**5.1 Student, Family and Community Support**

**Learning Environment**

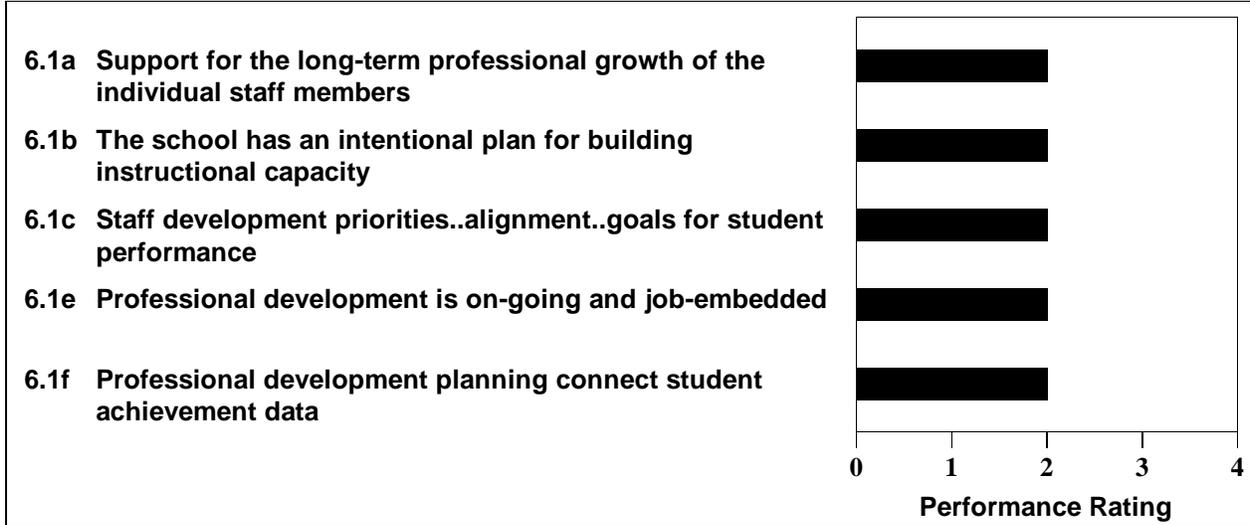


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**6.1 Professional Development**

**Learning Environment**

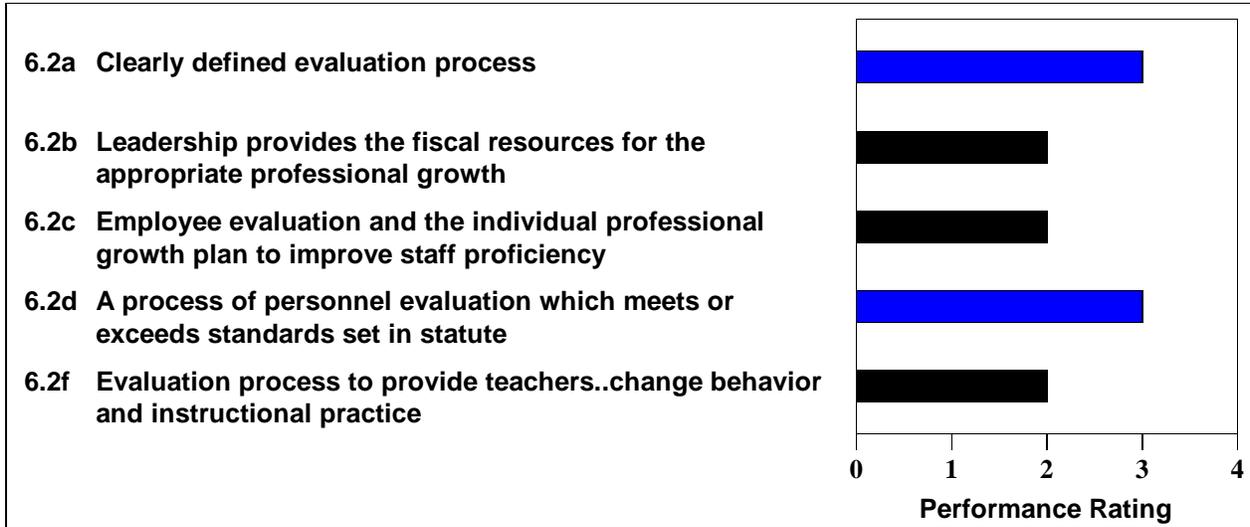


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**6.2 Professional Growth and Evaluation**

**Learning Environment**



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**7.1 Leadership**

**Efficiency**

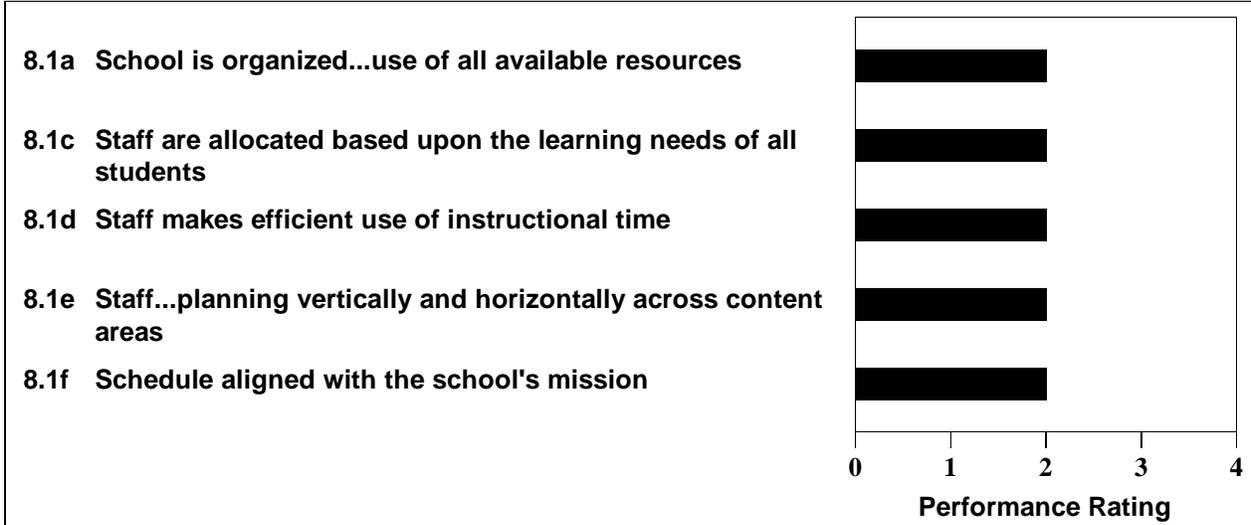


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**8.1 Organization of the School**

**Efficiency**

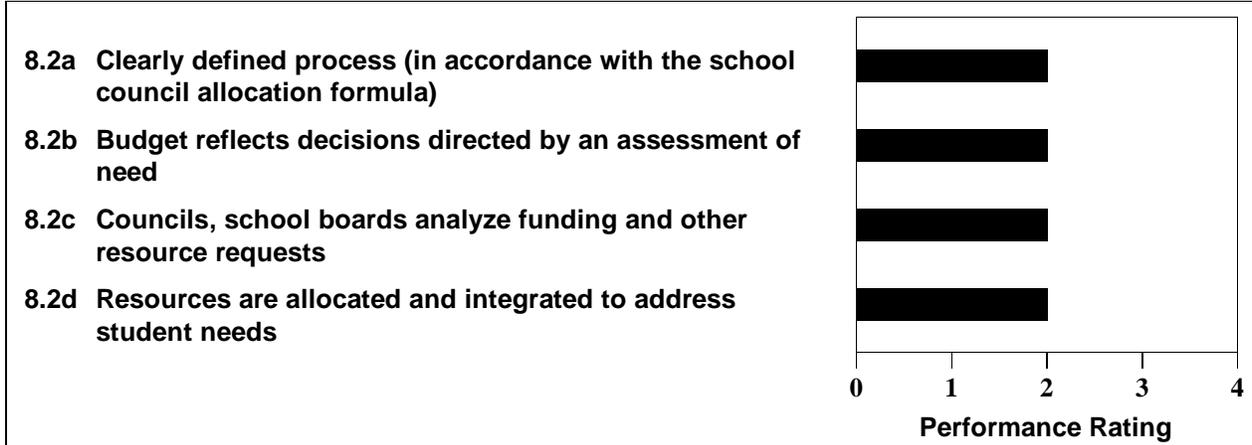


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**8.2 Resource Allocation and Integration**

**Efficiency**



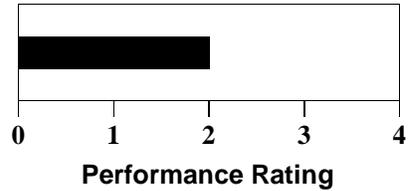
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**9.1 Defining the School Vision, Mission, Beliefs**

**Efficiency**

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



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**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**

